The Book of Pronunciation has, we hope, supplied you with enough information by now to enable you to approach the activities that follow with confidence. They are divided into six chapters – but the chapters, and the activities in each chapter, are not intended to be worked through in sequence. Feel free to pick and choose, according to the needs and interests of your classes.

The class

Your learners will sometimes benefit from taking a rather studious, analytical approach to pronunciation, but in the work they do with you they should constantly be reminded that pronunciation is, in the final analysis, a physical process based on training that ‘mouthful of air’ to behave in certain ways.

It often helps, therefore, if pronunciation activities, and indeed any speaking activities, are done with everyone standing up, if this is feasible.

Standing helps learners to get a sufficient amount of air into their lungs to begin with, to speak at a sufficient volume, to put expression in their voices and to gesture and even walk around as they do so, if the classroom layout permits this.

Standing helps in building confidence in speaking an unfamiliar language – in contrast to always doing activities seated at a desk with a pen in one hand, and mumbling half-audibly because your other hand is supporting your chin and you can’t open your mouth properly.

And when we say ‘everyone standing up’, we mean everyone. That means you, the teacher, too. So when you are teaching pronunciation: stand and deliver. You will all be more successful.

The CD

The activities which have accompanying recordings are all grouped together, at the end of each chapter.

The speakers on the recordings are native speakers of English whose pronunciation is typical of young people from the south of England.

The recordings can be used either in addition to, or as an alternative to, the teacher’s voice. The recordings have a dual purpose: learners can use them to practise listening for details of pronunciation and/or or as a model to approximate towards in their own pronunciation.

The procedures for each activity indicate the options – if there is a recording, this doesn’t automatically imply it is needed in order to do the activity.

The boxes with the track numbers indicate the recordings – what is in the box is what is recorded. There is no separate tapescript. Sometimes the recording is the handout for the learners to work with; sometimes the recording is the key to the activity.
Obviously, we hope that you will find the pronunciation activities in this part of the book useful – wherever you are teaching and whoever your learners are. Equally obviously, we don’t know where you are teaching or who your learners are – their strengths and weaknesses, their motivations and aspirations, and so on.

We have incorporated two rough guidelines for each of the activities in Part B:

**Duration**: activities that are short or longer.

**Difficulty**: activities that in our experience might be less or more of a challenge to learners in general.

But, of course, we cannot know the specific details of your classes or how long they will take to do the activities, nor the adaptations that you might wish to implement. In many of the activities, furthermore, the material in the boxes is intended only as an example, and this is stated in the Procedure.

So how can you produce versions of the activities that will be relevant to the needs of particular classes you teach? Let us simply suggest here three examples – three activities for you to consider from the perspective of your own teaching context.

**Split sentences** (page 53)

1. Choose a sound (it could be a vowel or a consonant) which is in some way difficult for your class.
2. Collect a set of words which contain this sound and which are known to the class. You can do this:
   - by looking through their coursebook and/or other materials they have used in your lesson;
   - by consulting an online dictionary. Many dictionaries allow you to search for words which contain a particular sound, and you can then sift through these and pick out the ones which your learners know.
3. Using the dictionary examples, the coursebook examples and your own intuition, find or construct phrases or sentences in which two instances of words containing your target sound appear in prominent positions.
4. Split the phrases/sentences and jumble them – to form the basis of your activity.

**Making a difference** (page 59)

1. Choose two sounds that you know your learners find hard to differentiate – in speaking and/or listening.
2. Using a ‘dictionary search’ function (see above), find minimal pairs involving these two sounds.
   - These minimal pairs should ideally consist of words known to the class.
   - However, you might need to go beyond these to find a sufficient number of pairs.
3. For the final stage, prepare sentences containing both members of each pair.

**How many syllables?** (page 77)

Notice which -s and -ed forms your class have trouble with (ie they pronounce them with the wrong number of syllables):
- You can include these in your handout.
- You can also include one or two -s and -ed forms your learners don’t yet know – to see whether they can pronounce them correctly.

For Pronunciation 2 see page 154.