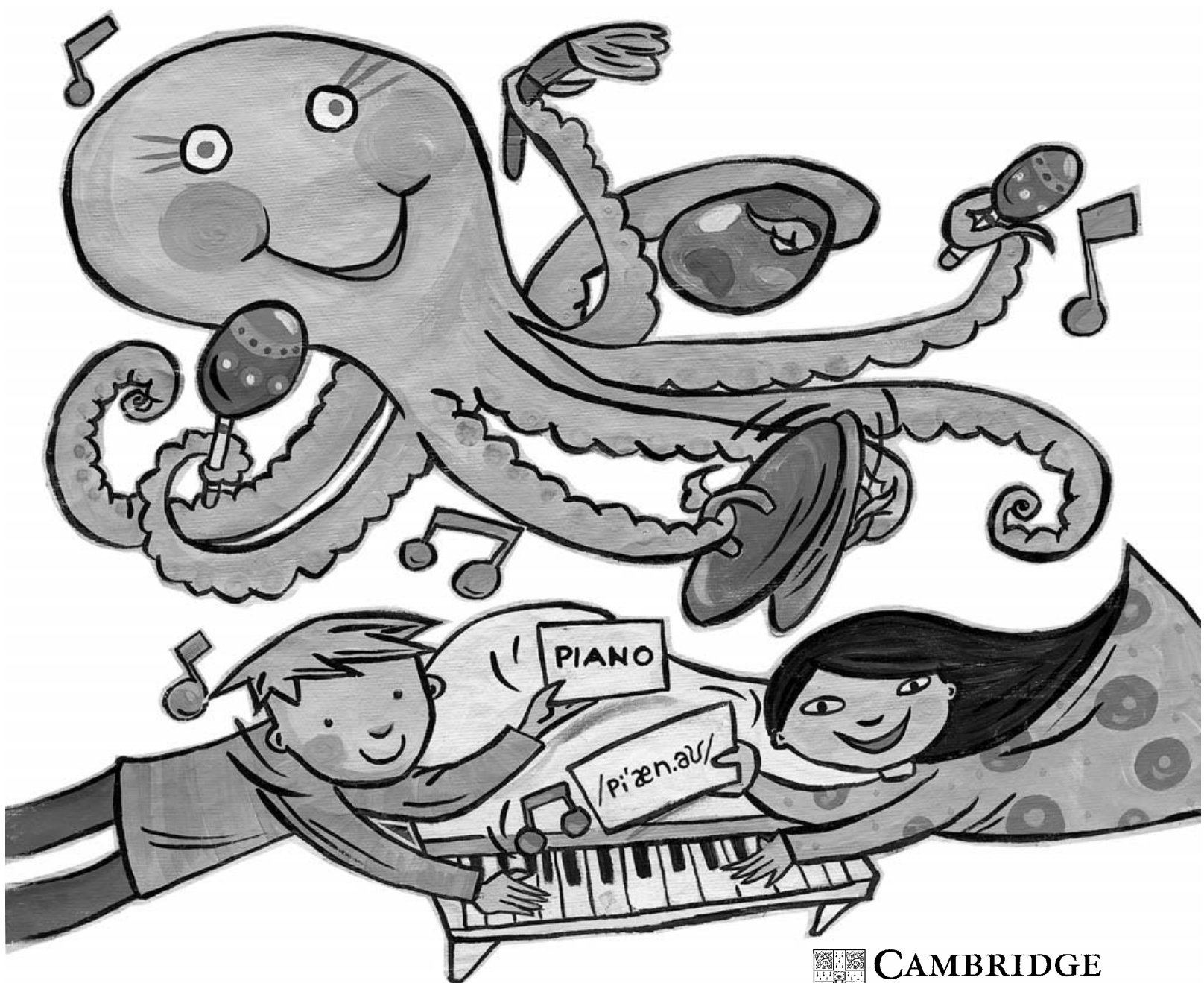


PRIMARY PRONUNCIATION BOX

Pronunciation games and activities
for younger learners

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and Michael Tomlinson



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press

The Edinburgh Building, Cambridge CB2 2RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521545457

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First published 2005

Printed in the United Kingdom at the University Press, Cambridge

Typeface Futura 9.5/13pt. System Quark XPress [KAMAE]

A catalogue for this book is available from the British Library

ISBN –13 978–0–521–54545–7

ISBN –10 0–521–54545–5

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Flying high



PRIMARY PRONUNCIATION BOX

Phonic friends

ACTIVITY TYPE

whole class 'sound awareness', individual 'listen and spell' activity

PRONUNCIATION FOCUS

alphabet phonemes (sounds)

TIME

10 minutes over several classes.

MATERIALS

a copy of the *Phonic friends* worksheet per pupil, card, scissors, crayons, glue, sticky tack. Recording



Before class



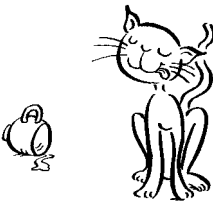

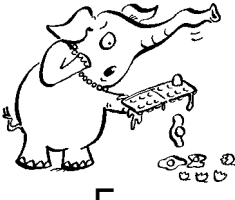





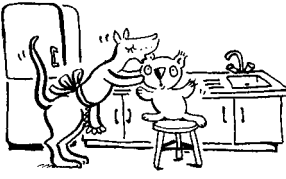




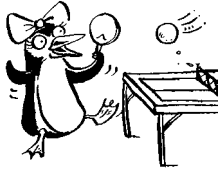




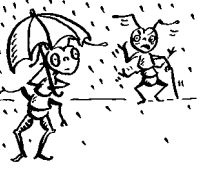





- Make an enlarged copy of the *Phonic friends* worksheet, stick this on card, colour it attractively and cut it up into flashcards. Make one copy of the *Phonic friends* worksheet for each pupil.
- The idea here is to learn and practise the basic phonemes of the English alphabet (ah /æ/, buh /bə/, cuh /kə/, duh /də/, e, fuh /fə/, etc.), but **not** the alphabet itself, through appealing animal characters whose names repeat and reinforce each phoneme.
- The following ideas for activities are completely aural and oral. The names of these characters are not intended to be read, but only listened to and repeated.

In class

- 1 Work on small groups (5 maximum) of phonemes at a time. Introduce and teach these in 'short bursts' over a prolonged period. Spend ten minutes each lesson teaching a few of the characters' names over several lessons.
- 2 Select a group of phonemes that you want to practise and teach.
- 3 Pre-teach or revise the animal names, using the flashcards.
- 4 Hold up one flashcard at a time and say *Listen and repeat*. Play the recording, or read the tapescript, pausing to give pupils time to repeat. Correct their pronunciation if necessary.
- 5 Draw pupils' attention to the letter at the bottom of the flashcard and say *Listen and repeat, ah, Adam ant*. Repeat the procedure with the other flashcards. Say *Listen and repeat, buh, Bertie bat* etc.
- 6 Hold up one of the flashcards and ask *Who's this? What's his name? What's her name?* Encourage pupils to suggest answers.
- 7 Display these flashcards around the classroom for later practice.
- 8 When pupils have learnt all the characters' names, give them each a copy of the *Phonic friends* worksheet and scissors. Tell pupils to cut out the characters.
- 9 Explain the activity by example. Spell a simple word (cat) by 'sounding' each of its phonemes, *cuh, ah, tuh*. Stick the corresponding flashcard on the board as you say each one (*Clara cat, Adam ant, Tommy tortoise*). Ask pupils to find these characters and put them together on the desk in front of them. Say, *Listen and repeat. Cuh, ah, tuh. Cat*.
- 10 Repeat the procedure with any of the following words that they know: ant, bat, dog, frog, insect, ox, yak, zebra, bag, no, yes, bed, box, desk, bus, hand, jump, lamp, leg, milk, pen, pink, red, run, sad, sit, six, stop, sun, swim, ten. Allow pupils time to find the corresponding characters and put them correctly on their desks. Pupils must repeat the individual phonemes and then the complete word to understand the relationship between the sound and the printed letter.
- 11 Circulate to monitor and prompt as you sound out the words.
- 12 Encourage pupils to take it in turns to come to the front of the class and stick the correct flashcards on the board to correct each word.

Tapescript

Adam ant	Gertie goat	Nancy night-owl	Umberto ugly-bug
Bertie bat	Henry horse	Ollie octopus	Vera vulture
Clara cat	Ian insect	Penny penguin	Wendy whale
Daisy dog	Jackie jaguar	Queenie queen-bee	Alex ox
Ellie elephant	Kathy kangaroo	Robby rabbit	Yolanda yak
Freddy frog	Larry llama	Sid snake	Zak zebra
	Michael monkey	Tommy tortoise	

 <p>Aa</p>	 <p>Bb</p>	 <p>Cc</p>	 <p>Dd</p>
 <p>Ee</p>	 <p>Ff</p>	 <p>Gg</p>	 <p>Hh</p>
 <p>Ii</p>	 <p>Jj</p>	 <p>Kk</p>	 <p>Ll</p>
 <p>Mm</p>	 <p>Nn</p>	 <p>Oo</p>	 <p>Pp</p>
 <p>Qq</p>	 <p>Rr</p>	 <p>Ss</p>	 <p>Tt</p>
 <p>Uu</p>	 <p>Vv</p>	 <p>Ww</p>	 <p>Xx</p>
 <p>Yy</p>	 <p>Zz</p>		