PRONUNCIATION WORKSHOP

Below are 4 guidelines for teaching pronunciation and 4 Methods you can use with your student to help them improve.

1). STRESS PATTERNS: There are many different stress patterns in English words. A dictionary gives the number of syllables and where the stress is in every word. A syllable contains a vowel and a consonant.

What is the stress pattern in the following words?
Charlie    window    people    money    better    summer
(about 90% of 2 syllable nouns are stressed on the 1st syllable)

Agree     arrive     pronounce     decline     request
(about 60% of 2 syllable verbs are stressed on the 2nd syllable)

Interesting    beautiful    grocery    telephone    miracle
(many 3 syllable words are stressed on the 1st syllable)

Democrat-democratic    alphabet-alphabetical    possible-possibility    inform-information
(the stressed syllable on a word changes when a suffix is added)

Exaggerate    educate    procrastinate    hesitate    concentrate
(stress 2 syllables back from “ate” endings)

2). ED endings  t/d/id

Words that end with a “t” or “d” sound have an extra syllable sound of “id” added to the ending
invite    need    paint

Words that end with a voiced sound (throat) have a “d” ending sound.
Prepare    disorganize    determine    carry

Words that end with a voiceless sound (mouth) have a “t” ending sound.
Stop    ask    brush    laugh

**METHOD #1 for practice with a student: **Make lists of words that follow certain patterns. Regularly add words to the list and repeat. Use some words in a complete sentence.
3). The Melody of English: emphasizing certain words and pausing in sentences gives English melody.

**Boldface** indicates an increase in tone. / or // indicates pausing.

(with melody) We make our speech easier to understand by organizing what we say into smaller pieces/ called *thought groups* and stressing certain *words* with more emphasis. // These *thought groups* are like *short songs*, / each with a melody and a *focus word*. // Signal the *end* of a *thought group* by changing the *pitch* / and *pausing*. // *Speakers* with more melody, / *emphasis* / and *pauses* are easier to understand.

What kind of words would we normally emphasize? *(Nouns, verbs, adjectives and adverbs)*

**METHOD #2** Chose 2-3 sentences from a written passage or a conversation you had with your student. Write them down using stress marks or boldface to designate more emphasis and slashes to pause. Make a list and regularly repeat.

4). Lips, throat and tongue positioning

What is the position of the lips, throat and tongue for the following sounds?

R and L  CH and T  B and V  J and Y  Sh and S
P and F  A and E  U and O  D and G

**METHOD #3** Make lists of words with the same difficult letter sounds to regularly add to and repeat. Put a word at random into a sentence. Other exercises to try are below and in such books as: *Clear Speech* and *Targeting Pronunciation* or the computer CD software in the office, *Pronunciation Power*

“What was said” kind of exercises?

1. a. Tell me about the Ban.   There’s no smoking on airplanes.
   b. Tell me about the van.   It’s large and comfortable.

2. a. What’s the pan for?   Cooking eggs.
   b. What’s the fan for?   Keeping cool.

3. He wants to buy a (sheep/ship).
4. I (walk/woke) early in the morning.
5. I’m going to (correct/collect) the homework.

**Method #4** Have your student prepare a 1-2 minute presentation before a tutoring session on a simple everyday topic such as describing: a daily routine, personal interest, vacation, family member, friend, a thing, experience, etc. The presentation to you should be short (1-2 minutes) and focus primarily on using correct pronunciation.