PRONUNCIATION WORKSHOP

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

1). <u>STRESS PATTERNS:</u> 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 st Charlie	tress pattern in window	the following people	better	summer				
(about 90% of 2 syllable nouns are stressed on the 1 st syllable)								
Agree	arrive	pronounce	decline	request				
(about 60% of 2 syllable verbs are stressed on the 2 nd syllable)								
Interesting	beautiful	grocery	telephone	miracle				
(many 3 syllable words are stressed on the 1 st syllable)								
Democrat-democratic alphabet-alphabetical possible-possibility inform-information								
(the stressed syllable on a word changes when a suffix is added)								
Exaggerate	educat	е	procrastinate	hes	itate 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	determ	ine carry					
Words that end with a voiceless sound (mouth) have a "t" ending sound.								
Stop	ask	brush	laugh					

**<u>METHOD #1 for practice with a student</u>: 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 I	- A and I	Ξι	J and O	D and G

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

"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.