

Sadullayev F.B. G'aniyeva O.X. Quvvatova Sh.Ch.

Kommunikativ-normativ fonetika
fanidan metodik qo'llanma

Kirish

Barchamizga ma'lumki, 2012-yil 10-dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari" to'g'risidagi qaror qabul qilingandan so'ng, chet tillarni, ayniqsa, ingliz tilini o'rganish davr talabiga aylandi. Yoshlarga, ularning ta'lim-tarbiyasiga qaratilayotgan e'tiborni inobatga olgan holda asl ingliz tilida yaratilgan asarlarning mazmun-mohiyatini chuqur anglab yetish hozirgi kunning dolzarb vazifasidir.

"Kommunikativ-normativ fonetika" fani o'rganilayotgan mamlakat tili tovushlarini to'g'ri talaffuz qilishga, nutq jarayonida tovushlarning o'zgarishi, so'zlarda bo'g'in yasalishi va bo'g'in ajratilishi, so'z va gap urg'usi, intonasiyani to'g'ri qo'llashga, talaffuz malaka va ko'nikmalarini egallashni nazarda tutadi.

Mazkur fan Yevropa Kengashining "Chet tilini egallash umumyevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (CEFR – Common European Framework of Reference) asosida til ko'nikmalarini (o'qib tushunish, tinglab tushunish, gapirish va yozish) rivojlantirishda asosiy ahamiyatga ega.

Ushbu o'quv-uslubiy qo'llanmada biz darslarni tashkil etishda o'qituvchiga yordam beradigan mashg'ulotlarni keltirirdik.

Vowel sounds /æ/ and /ʌ/



salad



apple



bag



cash



laptop



sandwich



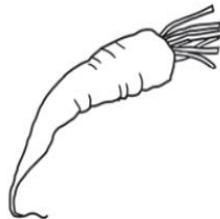
bank



travel



actor



carrot



uncle



cup



sunbathe



fun



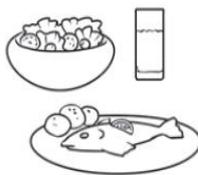
run



cousin



butter



lunch



bus



husband

What's the word?

Target language: / æ / and / ʌ /

Activity type: guess the word/matching

Time: 20 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Put students into groups of three or four. Give each group a set of cards in a pile, face down. Make sure they are shuffled thoroughly. Groups compete against each other. When you tell students to start, one student in each group takes a card and, without showing it to the other students in the group, describes the word on the card. They must not say the word on the card while they are doing this. When one of the other students has guessed the word, he/she takes the next card and describes this word to the group. When the group has finished guessing all the words, they must then divide them into two groups, those words with the / æ / sound and those words with the / ʌ / sound. If a word has more than one vowel sound, it is the sound which is underlined that the students should consider. The winner is the group which guesses all the words correctly and puts them into the correct group first. As an alternative, you could ask the students to draw the items rather than describe them. While this does not produce as much language, it can be motivating for some students.

Answers

/ æ / salad, apple, bag, cash, laptop, sandwich, bank, travel, actor, carrot

/ ʌ / uncle, cup, sunbathe, fun, run, cousin, butter, lunch, bus, husband

Contrastive stress

You've got it all wrong!

Student A



Marek was born in Poland in 1985. He lived on a farm in the countryside and went to school 20 km away. He studied English at university and finished in 2008. He wanted to find work in Poland, but it was very difficult, so he travelled to England. He got a job in a hotel and took some English lessons in his free time. He became friends with one of the other students and married her last year. She's Japanese. They live in a big city in the UK, in a small two-bedroomed house, and they have a daughter called Lizzie. Now Marek works at a university. He likes football.



Past

born/in Brazil? Was Sachiko born in Brazil?

- 1 live/in the countryside? _____
- 2 study/English at university? _____
- 3 travel/to Australia? _____
- 4 take/German lessons? _____
- 5 marry/English man? _____

Now

have/son? Does she have a son?

- 6 work/in an office? _____
- 7 like/football? _____



Student B



Sachiko was born in Japan in 1986. She lived in an apartment in the city of Osaka and went to school just ten minutes away. She studied art at university and finished in 2008. She wanted to study English, so she travelled to England. She studied English at a language school. She became friends with a man in her class and they married last year. He's Polish. They live in a big city, in a small house with two bedrooms, and they have a daughter called Lizzie. Now Sachiko works at home. She's a full-time mum and a painter. She likes art galleries.



Past

born/in France? Was Marek born in France?

- 1 live/in a city? _____
- 2 study/French at university? _____
- 3 travel/to the US? _____
- 4 take/French lessons? _____
- 5 marry/Polish woman? _____

Now

have/son? Does he have a son?

- 6 work/in a hotel? _____
- 7 like/tennis? _____

You've got it all wrong!

Target language: contrastive stress

Activity type: paired information gap

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other. Tell students to prepare questions alone to ask their partners about either Sachiko (Student A) or Marek (Student B). They then read the information that they have about either Marek (Student A) or Sachiko (Student A). Tell students that they must find out if Marek and Sachiko know each other. Student A starts by asking his/her questions, e.g. Was Sachiko born in Brazil? Student B has to correct the information using appropriate contrastive stress, e.g. No, she was born in Japan. Student B asks his/her first question, e.g. Was Marek born in France? Student A replies, e.g. No, he was born in Poland. This continues until all of the questions have been asked and answered. Get feedback and ask if the students know each other.

Answers:

Student A: 1 Did she live in the countryside? 2 Did she study English at university? 3 Did she travel to Australia? 4 Did she take German lessons? 5 Did she marry an English man? 6 Does she work in an office? 7 Does she like football?

Student B: 1 Did he live in a city? 2 Did he study French at university? 3 Did he travel to the US? 4 Did he take French lessons? 5 Did he marry a Polish woman? 6 Does he work 6 Does he work in a hotel? 7 Does he like tennis?

Marek and Sachiko know each other – they're married!

The vowel sound /ɪ/

A-maze-ing vowels

START	thick /ɪ/ ✓	miss	week	three	think
eat /i:/ ✗	heat	live	feed	jeans	sit
big	beans	milk	east	dream	teacher
listen	keep	biscuit	swim	beach	big
this	tree	sleep	hill	meet	disco
leave	dinner	building	dish	see	rich
did	drink	sea	cheap	green	spring
fish	tea	clean	crisps	machine	six
sink	ticket	beef	these	street	film
read	visit	bit	niece	cheese	speak
linen	Greece	chicken	fit	sing	FINISH

A-maze -ing vowels

Target language: /ɪ/ (and /i:/)

Activity type: paired maze activity

Time: 15 minutes

Preparation: Photocopy one worksheet for each pair of students.

Procedure

Put students into pairs. Tell students to work together and to begin at the start and to try to find the path through the maze, following the words with the /ɪ/ sound until they arrive at the finish box. They can only move vertically or horizontally, not diagonally, i.e. you can move from the start to either eat or thick but not heat. If a word has more than one vowel sound, it is the sound which is underlined that the students should consider, e.g. teacher. Encourage students to use a dictionary to check the pronunciation of words they are not sure about. Highlighter pens would be useful to help students to colour code the different words in the maze. When they have finished, check answers with the class.

Answers

The maze path is as follows: thick, miss, live, milk, biscuit, swim, hill, dish, building, dinner, drink, did, fish, sink, ticket, visit, bit, chicken, fit, sing

The other words in the maze have the following sounds in them:

/ɪ/ think, sit, big, listen, big, this, disco, rich, spring, crisps, six, film, linen

/i:/ week, three, eat, heat, feed, jeans, beans, east, dream, teacher, keep, beach, tree, sleep, meet, leave, see, sea, cheap, green, tea, clean, machine, beef, these, street, read, niece, cheese, speak, Greece

Rhyming syllables



pretty

city

dream

ice
cream

farmer

drama

shop

stop

eye

sky

play

today

boat

wrote

son

fun

ran

began

said

red

Rhyming pairs

Target language: rhymes

Activity type: pelmanism and poetry writing

Time: 15 minutes

Preparation: Photocopy and cut up one set of cards for each pair of students.

Procedure

Put students into pairs (or groups of three). Give each pair/group a set of cards and ask students to shuffle them and spread them out face down in front of them. One student starts by turning over two cards, so that everyone can see them. If the cards contain words which rhyme with each other, the student must make a sentence which includes both words. If the sentence makes sense, the student can keep the cards. However, if the words on the cards do not rhyme, or the student is unable to produce a sentence with both words which makes sense, the cards must be placed back on the table, face down and in the same position as before. Each student takes it in turns to try to turn over two cards with rhyming words on them until all of the cards have been matched. The winner is the student with the most pairs. As an optional follow-up, ask each pair/group to choose three of the rhyming pairs and write some song words. To demonstrate, take one pair, e.g. pretty/city and elicit two possible song lines from the whole class, e.g. We walked around the city, the sun in the sky was very pretty. Tell students to work in their pairs/groups and to write six lines of a song using three rhyming pairs. Monitor and help where necessary. When they have finished, ask each pair/group to read their song words to the class.

Answers:

pretty–city, dream–ice cream, farmer–drama, shop–stop, eye–sky, play–today,

boat–wrote, son–fun, ran–began, said–red

Silent letters

Silent letter maze

1 wrong START	2 knife	3 write	4 yes	5 argument	6 syrup	7 present
8 pasta	9 menu	10 yoghurt	11 lemon	12 grand	13 enjoy	14 plan
15 spicy	16 lamb	17 know	18 music	19 Wednesday	20 talk	21 calm
22 diet	23 why	24 seven	25 plum	26 cousin	27 problem	28 vegetable
29 recipe	30 receipt	31 comb	32 potatoes	33 autumn	34 Friday	35 who FINISH

(35) W	(28)	(21)	(20)		(19)	(26)	(33)	(32)
------------------	------	------	------	--	------	------	------	------

Silent letter maze

Target language: silent letters

Activity type: paired maze activity

Time: 25 minutes

Preparation: Photocopy one worksheet for each group of students. If you have access to dictionaries which include the pronunciation of the words, or an online pronouncing dictionary, it would be helpful for each group of students.

Procedure

Put students into groups of three and give one worksheet to each group. Explain that the worksheet is a maze. They must start at number 1 (the start square) and get to number 35 (the finish) by moving around the board from box to box of words with silent letters. There is only one possible route. They may move horizontally and vertically, but not diagonally. If any of the groups finish early, tell them to identify the silent letters in the boxes to work out the message.

Answers

START wrong, knife, write, yoghurt, know, lamb, why, receipt, comb, potatoes, autumn, cousin, Wednesday, talk, calm, vegetable, who

Message: Well done!

Connected speech

Can you hear it?

Student A

Look at the underlined phrases. Circle the consonant that is not pronounced, where possible.

- 1 What is the best age to get married?
- 2 In your country, do parents usually take children to school?
Or do the children walk to school themselves?
- 3 How often should people eat junk food?
- 4 Have you ever lost touch with a best friend?
- 5 Do you think parents love their first child more than their second child?
- 6 Do you worry about things a lot? What kind of things do you worry about?



Student B

Look at the underlined phrases. Circle the consonant that is not pronounced, where possible.

- 1 How often do you get together with friends?
- 2 Do you think positively about life?
- 3 How often do you go out to a café?
- 4 Do you keep in touch with your friends every day?
- 5 Do you always eat healthily?
- 6 How easy is life for old people in your country?



Can you hear it?

Target language: connected speech

Activity type: questionnaire

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Divide the class into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Make sure all students have a worksheet. Take care when setting up the task that students understand exactly what they must do. Tell students that in some of the underlined phrases, the consonant sound at the end of the first underlined word is usually not pronounced. Write an example on the board, e.g. Do you often sit around doing nothing? Ask students to tell you which letter is often not pronounced. (The d is often not pronounced.)

Then tell students to look at the underlined phrases on their worksheet and to decide whether the final letter of the first word can be silent or not. Encourage them to say the phrases out loud in different ways and decide which version sounds best. Get feedback from the whole class.

Then rearrange the class so that a Student A works with a Student B. Tell them to discuss the questions together. Get feedback from the whole class.

Answers

Student A: 1 get t married 2 take children 3 junk food 4 lost t touch

5 first t child ... second t child 6 about t things

Student B: 1 get t together 2 think positively 3 out t to 4 touch with 5 eat healthily

6 old t people

Diphthongs

Matching sounds



/eɪ/ bay	may	great	table
/aɪ/ like	guide	bike	might
/ɔɪ/ noise	boys	unspoilt	join
/əʊ/ coast	those	go	romantic
/aʊ/ town	mountains	crowded	thousands
/ɪə/ near	here	theatre	year
/eə/ hair	where	chair	bears
/ʊə/ pure	sure	cure	tourist

Matching sounds

Target language: diphthongs

Activity type: card game

Time: 25 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Put students into groups of three (or four). Give each group one complete set of cards. Separate the cards into the two groups: the eight large dark phoneme cards and the twenty-four small white playing cards.

Tell students to put the large cards face down in one pile and to distribute the small cards evenly between the players. Each player keeps their small cards face down on the table.

Explain that the goal of the game is for students to get rid of their small cards by matching words with the same sound as the sound in the word on the large dark card. One student turns over the first large dark card, leaving it on the table face up. Students then take turns to pick one card from their pile of small white cards and must try to match its sound to the sound in the word on the large card. If it is the same, they put it down next to the card. If it is different, they keep the small card and must try to get rid of it later. If no student can match up their words, then a second large black card is turned over and placed face up alongside the first. Each student then turns over a second small white card which they try to match. The game continues until one player wins. The winner is the student who uses all his/her cards.

Answers

See the worksheet.

Changing word stress

Matching patterns

<p>(A)</p> <p>● ● ● ● ● ●</p>	<p>able ability</p>
<p>(B)</p> <p>● ● ● ● ● ●</p>	<p>advertisement advert</p>
<p>(C)</p> <p>● ● ● ● ● ●</p>	<p>person personality</p>
<p>(D)</p> <p>● ● ● ● ● ●</p>	<p>employer employee</p>
<p>(E)</p> <p>● ● ● ● ● ● ●</p>	<p>application applicant</p>
<p>(F)</p> <p>● ● ● ● ● ● ● ●</p>	<p>qualify qualification</p>
<p>(G)</p> <p>● ● ● ● ● ● ● ●</p>	<p>secretarial secretary</p>
<p>(H)</p> <p>● ● ● ● ● ● ● ● ●</p>	<p>interviewee interviewer</p>
<p>(I)</p> <p>● ● ● ● ● ● ● ● ● ● ●</p>	<p>imagination imaginative</p>
<p>(J)</p> <p>● ● ● ● ● ● ● ● ● ● ●</p>	<p>communicative communication</p>

Matching patterns

Target language: changing word stress

Activity type: matching

Time: 20 minutes

Preparation: Photocopy and cut up one set of cards for each group of students. Also, photocopy, but do not cut up one worksheet for each student as a written record.

Procedure

Explain to students that they are going to learn about syllables and word stress. Start by checking that students can identify the number of syllables in words, e.g. *able* (2), *employer* (3), *interviewer* (4) and *communicative* (5). Explain the convention of using small and large circles (●●) to represent stressed and unstressed syllables.

Put students into groups of three and give one set of cards to each group. Tell them to match the stress patterns with the pairs of words. NB. If students follow the alphabetical order (A–J), they will start with the shorter words and move on to the longer ones, which should make the task easier.

As a follow-up, you could give each student one card. Give out an equal number of syllable cards and word cards, ensuring that the cards you distribute match each other. Then ask students to go round and find their partner. Explain that they cannot show other students their cards, but must say the word or the stress pattern.

So if a student has the card with ●●●●/●● he/she must say *I'm looking for* da DA da da *and* DA da and find the student whose words match the stress patterns.

Alternatively (perhaps as revision in a subsequent lesson), stronger students could play pelmanism with the cards.

Compound nouns

Market Research

Student A

1 Complete the questions from a home survey with the words in the box.

garden house space light place rooms door bed home chair

- | | |
|--|---|
| 1 How many bed _____ are there in your house/flat?
..... | 6 Do you have any sky _____ in the roof of your house/flat?
..... |
| 2 Have you got a parking _____ for the family car?
..... | 7 Have you ever slept on a sofa _____?
..... |
| 3 What colour is your front _____?
..... | 8 Have you got an open fire _____ in your living room
or kitchen?
..... |
| 4 Have you got a back _____ where you can sit out and
enjoy the sun?
..... | 9 Do you have a tree _____ in your garden?
..... |
| 5 Do you sit in an arm _____ when you're watching TV?
..... | 10 Have you ever spent a night in a motor _____ on
a campsite?
..... |

2 Which word is stressed in each compound noun, the first or second? Mark them oO or Oo.

3 Now ask your partner these questions using the correct stress.



Student B

1 Complete the questions from a home technology survey with the words in the box.

control machine players conditioning heating alarm phones washer panels games

- | | |
|--|--|
| 1 How many DVD _____ are there in your house?
..... | 6 How many mobile _____ are there in your house/flat when
everyone is at home?
..... |
| 2 Do you have solar _____ on your roof?
..... | 7 Who usually has the TV remote _____ in your house?
..... |
| 3 Do many people in your neighbourhood have a burglar
_____ in their houses?
..... | 8 How many times a week do you use your washing _____?
..... |
| 4 Do you have a dish _____ at home?
..... | 9 In what months do you have to use central _____ in your
house/flat?
..... |
| 5 In what months do you have to use air _____ in your
house/flat?
..... | 10 How many computer _____ do you have in your house/flat?
..... |

2 Which word is stressed in each compound noun, the first or second? Mark them oO or Oo.

3 Now ask your partner these questions using the correct stress.

Market Research

Target language: compound nouns

Activity type: gap-fill and questionnaire

Time taken: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students in the class.

Procedure

Divide the class into group A and group B. Give each student in group A a Student A worksheet and each student in group B a Student B worksheet.

Students work in pairs with someone in the same group. Together they complete the questions with an appropriate word. Check answers with each group.

In their pairs, students now mark the stress on each compound, deciding whether the first word or second word is stressed. E.g. bedrooms = Oo; mobile phone = oO.

Ask a student A to work with a student B. They now ask each other the questions on their worksheets, taking care to pronounce the compound nouns with the correct stress. When they have finished, ask each student to return to their original partners and report back any interesting information that they learnt.

Get feedback from one or two students in open class.

Answers

Student A: 1 rooms 2 space 3 door 4 garden 5 chair 6 light 7 bed 8 place
9 house 10 home

Oo = 1, 2, 5, 6, 7, 9, 10 oO = 3, 4

Student B: 1 players 2 panels 3 alarm 4 washer 5 conditioning 6 phones
7 control 8 machine 9 heating 10 games

Oo = 1, 3, 4, 5, 8, 10 oO = 2, 6, 7, 9

Connected speech

Lost in translation

1 /məʊspri:pəl dəʊnseɪv mʌni/

2 /jə ʃʊdnɪŋlʌrən jə dri:mz/

3 /bɒrəʊɪŋ mʌni ɪznðə raɪθɪŋ tə du:/

4 /dəʊnbɪ tu: æmbɪʃəsɪn laɪf/

5 /ri:pəl dəʊnspend ɪnlʌf mʌni ɒn ðeə helθ/

6 /jə ʃʊdnwɒntə bi rɪʃ/

7 /jə mʌsbɪli:vɪn jəsɛlf tə bi sɛksɛsfəl/

8 /jə ʃʊdnbaɪ sʌmθɪŋ bɪkɒzɪtsə bɑ:ɡɪn/

9 /dəʊnweɪsmʌni ɒn dɪzəɪnə kləʊðz/

10 /ɔ:l welθɪ ri:pəl mʌsgɪv mʌni tə ʃæɪrɪti/



Lost in translation

Target language: connected speech

Time taken: 30 minutes

Preparation: Photocopy one worksheet for each student in the class.

Procedure

Put students into pairs and give each student a worksheet. Ask them to translate the phonemic script to make ten statements, reminding students that some sounds, i.e. /t/ and /d/, are sometimes lost and words are connected in speech. Do the first one together as a class. Remind students to look at the phonemes chart. When they have finished, check answers with the whole class. Now ask students to take it in turns to read out a statement and then discuss whether they think it is true or not with their partners. They should say why they agree or disagree with the statements, giving good reasons. Get feedback from one or two pairs about what they agreed and disagreed with.

Answers

- 1 Most people don't save money.
- 2 You shouldn't give up on your dreams.
- 3 Borrowing money isn't the right thing to do.
- 4 Don't be too ambitious in life.
- 5 People don't spend enough money on keeping healthy.
- 6 You shouldn't want to be rich.
- 7 You must believe in yourself to be successful.
- 8 You shouldn't buy something because it's a bargain
- 9 Don't waste money on designer clothes.
- 10 All wealthy people must give money to charity.

Using sentence stress to correct

Correct me if I'm wrong

Student A

Ten of the underlined facts in text A are incorrect. Check them by asking your partner questions, and correct them where necessary.

Text A

Walking the world

Gary Hause is, step by step, walking around the world and walking towards a new Guinness world record. Nicknamed 'The Walkingman', Gary has already completed just over half of the 27,000 miles he needs to break the existing record set by Arthur Smith.

Gary started his walk in 1992 when he walked from Florida to California in the USA. In the winter he works as a cook and then spends the rest of the year travelling. Rather than carry a backpack, he pushes a pram in which he keeps his tent, clothes, food and first aid kit. He sleeps

in a park in a tent at night and walks 30-35 miles during the day, spending the rest of his time meeting the local people, visiting places and enjoying leisure activities such as skiing. He has felt the kindness of many people who have offered him a meal or, occasionally, the use of a car. To keep going he has to eat about 3,000 calories a day and he uses the little money he spends on necessities.

When asked why he does it, he says that he mostly does it for his health and because he has the opportunity to meet people and to see the world.

Text B

Thumbs up for football fan

Andrew Grady a 33-year-old musician from the north of England has finally arrived in South Africa after an epic 13,000 mile journey. Wanting to watch England play in the World Cup and show just how friendly and generous people can be, he decided to hitchhike there and spent two months travelling through France, Spain, Morocco and nine other African countries including Western Sahara, Mali and Ghana. He set off from London in April with just a backpack, a £10 tent, a few clothes, a video camera and a first aid kit and arrived in South Africa two months later.

This journey is not the first time he has hitchhiked, having done it in the UK, the USA and Australia before. During the trip he appeared on TV in several countries and was able to get regular lifts from kind strangers but in the end he only got to the match in time because of a kind businessman who bought him a \$1,500 plane ticket from Ghana to Johannesburg.

His friend and cameraman Merrick Adams joined him on the last three weeks of the journey as Andrew is intending to turn his journey into a film called *My Magic Thumb* and has a website with the same name.



Student B

Ten of the underlined facts in text B are incorrect. Check them by asking your partner questions, and correct them where necessary.

Text A

Walking the world

Gary Hause is, step by step, walking around the world and walking towards a new Guinness world record. Nicknamed 'The Walkingman', Gary has already completed just over half of the 37,000 miles he needs to break the existing record set by Arthur Blessit.

Gary started his walk in 1996 when he walked from Florida to California in the USA. In the winter he works as a waiter and then spends the rest of the year travelling. Rather than carry a backpack, he pushes a pram in which he keeps his tent, clothes, food and first aid kit. He sleeps at the side of the road in a tent

at night and walks 20-25 miles during the day, spending the rest of his time meeting the local people, visiting places and enjoying leisure activities such as swimming. He has felt the kindness of many people who have offered him a meal or, occasionally, the use of a shower. To keep going he has to eat about 6,000 calories a day and he uses the little money he spends on necessities.

When asked why he does it, he says that he mostly does it for fun and because he has the opportunity to meet people and to see the world.

Text B

Thumbs up for football fan

Andrew Grady a 23-year-old musician from the north of England has finally arrived in South Africa after an epic 30,000 mile journey. Wanting to watch Scotland play in the World Cup and show just how friendly and generous people can be, he decided to hitchhike there and spent two months travelling through France, Spain, Morocco and seven other African countries including Western Sahara, Mali and Ghana. He set off from London in April with just a backpack, a £100 tent, a few clothes, a video camera and a first aid kit and arrived in South Africa two months later.

This journey is not the first time he has hitchhiked, having done it in the UK, the USA and Canada before. During the trip he appeared on radio in several countries and was able to get regular lifts from kind strangers but in the end he only got to the match in time because of a kind businessman who bought him a \$1,500 plane ticket from Morocco to Johannesburg.

His friend and cameraman Merrick Adams joined him on the last three days of the journey as Andrew is intending to turn his journey into a film called *My Magic Finger* and has a website with the same name.

Correct me if I'm wrong

Target language: using sentence stress to correct

Activity type: information gap

Time taken: 20 minutes

Preparation: Photocopy one worksheet for each pair of students in the class.

Procedure

Divide the class into two groups. Give half the students a Student A worksheet and the other half a Student B worksheet and ask the students to read the two texts and check any words they are not sure about with each other.

Explain that each student has one correct text and one text with ten underlined mistakes in it. Pair a Student A with a Student B and ask each student to check the facts in their incorrect texts with their partners, e.g. *Andrew Grady is 33, isn't he?*

The partners should verify the information or correct it if it is incorrect, stressing the appropriate word e.g. *No, he isn't actually, he's 23.* Student A should check first, then Student B. When the students have corrected all ten mistakes in their articles, check the differences with the whole class and ask them to discuss what they think about the two men they read about.

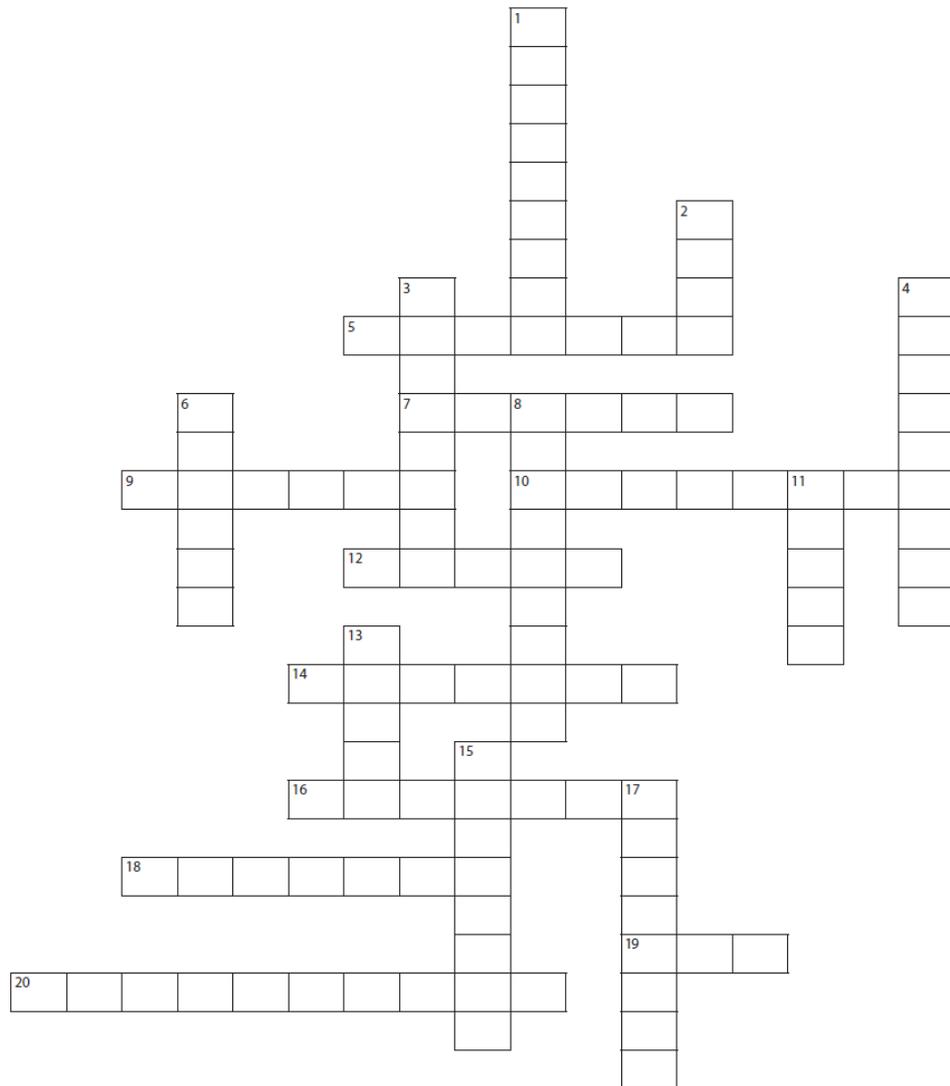
Answers

Student A: 37,000 miles not 27,000 miles; Arthur Blessit not Arthur Smith; 1996 not 1992; a waiter not a chef; the side of the road, not a park; 20-25 miles not 30-35 miles; swimming not skiing; the use of a shower, not a car; 6,000 not 3,000 calories; for fun, not for his health.

Student B: 33 not 23 years old; 13,000 not 30,000 mile journey; he wanted to watch England not Scotland; nine African countries not seven; a £10 tent not a £100 tent; he hitchhiked in Australia, not Canada; appeared on TV not radio; air ticket from Ghana not Morocco; three weeks not three days; *My Magic Thumb* not *My Magic Finger*.

Sounds and spelling /ʌ/ /ɔ:/ /əʊ/

Phonemic crossword



Student A

Across clues

- 5 /kɒtɪdʒ/
- 7 /ɔ:lweɪz/
- 9 /fɔ:t/
- 10 /trɒpɪkəl/
- 12 /skɔ:/
- 14 /gɒgəlz/
- 16 /ɔ:gænɪk/
- 18 /drɔ:ɪŋ/
- 19 /lɔ:/
- 20 /snəʊkæpt/

Student B

Down clues

- 1 /kɒnfɪdənt/
- 2 /rəʊp/
- 3 /rəʊmæntɪk/
- 4 /mɔ:tæləti/
- 6 /gləʊbəl/
- 8 /wɔ:təfɔ:l/
- 11 /kəʊst/
- 13 /səʊlə/
- 15 /dɔ:tə/
- 17 /kɒnflɪkt/



Phonemic crossword

Target language: sounds and spelling /ɒ/ /ɔ:/ /əʊ/

Activity type: crossword

Time taken: 25 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students in the class.

Procedure

Give a blank crossword to all students. Divide students into two groups. Give one half of the class the Student A worksheet and the other half the Student B worksheet. Ask students to work with someone from the same group and translate the phonemic script to complete either the across or down sections of their crosswords.

Pair a Student A with a Student B. Each student now takes it in turns to define the words in his/her crossword so that his/her partner can guess the word and complete the second half of his/her crossword.

Answers

Across: 5 cottage 7 always 9 fought 10 tropical 12 score 14 goggles 16 organic
18 drawing 19 law 20 snowcapped

Down: 1 confident 2 rope 3 romantic 4 mortality 6 global 8 waterfall 11 coast
13 solar 15 daughter 17 conflict

Facing facts

Student A

- 1 The world population is currently just under _____ .
- 2 Becky Martz has collected _____ banana labels since 1991.
- 3 Deserts make up _____ of the Earth's land surface.
- 4 The most expensive haircut cost \$_____ in 2007.
- 5 The number of televisions in American homes between 1947 and 1952 increased by _____ .
- 6 In his or her life, the average driver will honk his/her horn _____ times.
- 7 Charles Darwin wrote his book On the Origin of the Species in the _____ century.
- 8 On average, children laugh _____ times a day. Adults laugh only _____ a day.
- 9 If there are 1024 megabytes in a gigabyte, there are _____ megabytes in three gigabytes.
- 10 Nelson Mandela was born on 18 July _____ .

Answers to Student B's facts: 1 one fifth 2 1,792 3 1912 4 \$53.5 billion
5 8 per cent 6 17th century 7 37.8 8 \$45 million 9 1963 10 1500s



Student B

- 1 Water makes up _____ of the world's surface.
- 2 There are _____ steps to the top of the Eiffel Tower.
- 3 The Titanic sank on 14th April _____ .
- 4 The richest man in the world in 2010 has a fortune of \$_____ .
- 5 _____ percent of Mexicans live in Mexico City.
- 6 Paper money was first used in Europe in the _____ century.
- 7 100 degrees Fahrenheit is the same as _____ degrees celsius/centigrade.
- 8 The most expensive private aeroplane ever made cost \$_____ .
- 9 John F Kennedy was assassinated on 22nd November _____ .
- 10 Shakespeare was born in the _____ s.

Answers to Student A's facts: 1 7 billion 2 10,000 3 one third 4 \$16,420
5 10,000 per cent 6 15,250 7 19th century 8 400/15 9 3,072 10 1918

Facing facts

Target language: pronouncing numbers

Activity type: quiz

Time taken: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students in the class.

Procedure

Divide students into two groups. Give one half of the class a Student A worksheet and the other half a Student B worksheet. Students work in pairs with someone from their own group and try to complete the facts with appropriate numbers. Many of them will be unknown so encourage students to guess.

Pair a Student A with a Student B but they must not look at each other's worksheets. Student A starts by reading out his/her facts and Student B confirms whether those facts are correct or not. Student B then reads out his/her facts and checks his/her answers with Student A.

The winner is the student with the most correct or closest guesses.

Connected speech: linking sounds

Link the sounds

/j/ start ▼		/w/ start ▼		/r/ start ▼	
1 We <u>a</u> re here.	2 The <u>e</u> xam was difficult.	3 No, it <u>i</u> sn't.	4 Tomorrow <u>i</u> s Monday.	5 Are you staying <u>i</u> n tonight?	6 A bar <u>o</u> f chocolate.
7 I've seen <u>i</u> t before.	8 You <u>a</u> re very kind.	9 The sky <u>i</u> s clear.	10 It's her <u>a</u> pple.	11 The play was <u>i</u> nterest- ing.	12 He's too far <u>a</u> way.
13 I'd like <u>a</u> bottle of water.	14 This shoe <u>i</u> s broken.	15 Winter <u>i</u> s coming.	16 A tea <u>a</u> nd a piece of cake, please.	17 Put the chair <u>o</u> n the table.	18 Do you want water <u>o</u> r a coffee?
19 They went <u>t</u> o the cinema.	20 Anita <u>a</u> nd Tom are late.	21 Go <u>a</u> way!	22 There's a boy <u>o</u> ver there.	23 They liked <u>i</u> t.	24 Yes, she did <u>i</u> t.
25 He must <u>t</u> ake the test next week.	26 I haven't seen him for <u>a</u> ges.	27 I <u>a</u> m very hardworking.	28 That cow <u>a</u> te my hat.	29 My friends <u>o</u> ften meet there.	30 Do we need an <u>u</u> mbrella?
31 Can you hear <u>a</u> strange noise?	32 I can't <u>m</u> ake it tomorrow.	33 It started to rain so I went home.	34 He <u>a</u> te a sandwich.	35 It was a noisy <u>e</u> vent.	36 She <u>e</u> arned lots of money.
/r/ finish ▲		/w/ finish ▲		/j/ finish ▲	

Link the sounds

Target language: connected speech: linking sounds

Activity type: maze

Time taken: 15 minutes

Preparation: Photocopy one worksheet for each pair of students in the class.

Procedure

Put students into pairs and give each pair a copy of the worksheet. Explain that there are three routes through the maze. One route follows sentences that include an /r/ sound when a vowel is linked to another vowel; one route follows sentences that include a /j/ sound and the third route follows sentences that include a /w/ sound.

Students should start at one of the 'start' squares at the top of the maze and work their way down to the corresponding 'finish' square at the bottom of the maze. They can move either left, right, up, down or diagonally. Some squares include sentences where vowel sounds are not linked and therefore there is no /r/ /j/ or /w/ sound added. Instead there are examples of consonant to consonant or consonant to vowel linking so these sentences should be ignored. Give students time to find the three different routes and then check answers with the class.

Answers

/r/ – 6, 12, 18, 17, 10, 15, 20, 26, 31

/w/ – 4, 3, 8, 14, 21, 28, 33

/j/ – 1, 2, 9, 16, 22, 27, 34, 35, 36

Stress: sounding sure

Job fair



Teacher

You are going to give a two-minute presentation at a job fair to attract people to this career. Talk about:

- What the job involves
- What skills a teacher needs
- Why it is an attractive career

Make sure your talk is as interesting and engaging as possible.

Journalist

You are going to give a two-minute presentation at a job fair to attract people to this career. Talk about:

- What the job involves
- What skills a journalist needs
- Why it is an attractive career

Make sure your talk is as interesting and engaging as possible.

Police officer

You are going to give a two-minute presentation at a job fair to attract people to this career. Talk about:

- What the job involves
- What skills a police officer needs
- Why it is an attractive career

Make sure your talk is as interesting and engaging as possible.

Librarian

You are going to give a two-minute presentation at a job fair to attract people to this career. Talk about:

- What the job involves
- What skills a librarian needs
- Why it is an attractive career

Make sure your talk is as interesting and engaging as possible.

Vet

You are going to give a two-minute presentation at a job fair to attract people to this career. Talk about:

- What the job involves
- What skills a vet needs
- Why it is an attractive career

Make sure your talk is as interesting and engaging as possible.

Nurse

You are going to give a two-minute presentation at a job fair to attract people to this career. Talk about:

- What the job involves
- What skills a nurse needs
- Why it is an attractive career

Make sure your talk is as interesting and engaging as possible.

Job fair

Target language: intonation: engaging the listener

Activity type: presentation

Time taken: 25 minutes

Preparation: Photocopy and cut up one worksheet for each group of six students in the class.

Procedure

Divide the class into six groups, or for smaller groups divide the class into pairs. Students in each group receive the same job card and work together to prepare their two-minute presentations. Give them about ten minutes to make notes and then give them another five minutes to think about how to engage the listener through their intonation. Encourage them to practise out loud at the same time so that they are not listening to each other.

Monitor and help where necessary.

Regroup students so that one student from each group (or pair if it is a small class) forms a new group where each person has a different job card. Students take it in turns to give their presentations to the group. Monitor and take notes on the intonation used. When all the students have completed their presentations, ask them to vote for the job which sounds the most interesting. Elicit feedback from each group and deal with any pronunciation issues in whole class feedback.

Consonant clusters

Categories

1	An adjective beginning with /sk/ _____
2	Something you find in a kitchen beginning with /sp/ _____
3	A verb beginning with /sl/ _____
4	A job ending with /st/ _____
5	An animal beginning with /skw/ _____
6	Something you find in an office ending with /sk/ _____
7	A verb beginning with /sn/ _____
8	A sport beginning with /sk/ _____
9	A verb beginning with /sp/ _____
10	A place beginning with /st/ _____
11	An animal beginning with /sn/ _____
12	A verb beginning with /sm/ _____
13	A European country beginning with /sl/ _____
14	A verb beginning with /sw/ _____
15	A world landmark beginning with /sf/ or /st/ _____
16	An adjective beginning with /str/ _____
17	A verb beginning with /skr/ _____
18	Something you might find in the countryside beginning with /spr/ or /str/ _____

/str/

/sk/

/sp/

/sl/

/sw/

/sm/

/spr/

/skw/

/skr/

/sn/

/st/

/sf/

Categories

Target language: consonant clusters

Activity type: quiz

Time taken: 25 minutes

Preparation: Photocopy one worksheet for each group of three students in the class.

Procedure

Put students into groups of three and give each group a copy of the worksheet. Each group writes just one item for each category on their worksheet. Allow the students fifteen minutes for this, encouraging them to think of answers that they feel the other groups will not give. When the time has finished, ask the students to put their pens down. Go around the class, eliciting each group's answer for each question. Start with a different team each time to make it fair and make sure that students know they must give the answer written on their worksheets and cannot change them during the feedback stage. Each correct answer gets one point. If a group has given an answer that no other group has given, that group gets two points. The winner is the group that has the most points.

Possible answers

- 1 scared, sceptical, skilled, skinny
- 2 spaghetti, spice, spinach, spoon
- 3 sleep, slice, slip
- 4 dentist, florist, novelist
- 5 squid, squirrel
- 6 desk, disk
- 7 sneak, sniff, snooze, snore
- 8 skateboarding, skating, skiing, skydiving
- 9 speak, spell, spill, spin
- 10 stable, stadium, station, studio
- 11 snail, snake
- 12 smack, smile, smirk, smuggle
- 13 Slovakia, Slovenia
- 14 swallow, sweat, swim, swing
- 15 Statue of Liberty, The Sphinx
- 16 strange, straight, stressed, strong
- 17 scratch, scream, screw, scroll
- 18 spring, sprout, straw, strawberry

Pass it on



'I want to see a play at the weekend.'

'I'm hoping to go to Canada next year.'

'I've never seen an elephant in real life.'

'I'm learning to fly a plane at the moment.'

'I bought a new pair of shoes for the party yesterday.'

'I was riding my bike in the street when I met my best friend.'

'I love swimming in the sea in the summer.'

'I'm going to write a novel one day.'

'I've been to several really interesting places around the world.'

'I'll probably cook myself something healthy tonight.'

'I can read music and have written two songs.'

'I'm not feeling too good and need to lie down.'

Pass it on

Target language: intonation: reporting

Activity type: whispering game

Time taken: 15 minutes

Preparation: Photocopy and cut up two sets of sentence cards for the class.

Procedure

Divide the class into two groups. With larger classes, create three groups and with small classes you could have just one group. Ask students in each group to stand in a line facing you. Give each group a set of sentence cards, shuffled and placed face down in a pile at the back of each line. The student at the back of each group must take a card and whisper the sentence on it to the next person in the line, e.g. *I want to see a play at the weekend*. That person must report what was said to the next person and so on until the person at the front of the line goes to you, the teacher, and tells you what was said using reported speech, e.g. *She said she wanted to see a play at the weekend*.

If the sentence is the same as the original (you may want to be a little lenient here) and he/she uses good intonation, award the team one point and send the person at the front of the line to the back. That student picks up a sentence and whispers it to the next person in the line. This continues until all groups have reported all the sentences to you. Students can only say the sentence once to the next person in the line and cannot repeat it. The fastest team is awarded three extra points. The winning team is the one which has the most points when all teams have finished.

Intonation: sounding enthusiastic

The powers of persuasion



Student A

Situation 1: You're having a party with your classmates next weekend. Persuade your group to have a fancy dress party.

Situation 2: You've all decided to take up a new hobby. Persuade your classmates that knitting is a great way to spend your free time.

Situation 3: You and your classmates have decided to get fit. Persuade your classmates that skipping is a great way to become healthier.

Situation 4: It's your teacher's birthday next week and you all want to buy him/her a present. Persuade your classmates that a trip around a race track in a Ferrari would be the best gift.

Student B

Situation 1: You're having a party with your classmates next weekend. Persuade your group to have a karaoke party.

Situation 2: You've all decided to take up a new hobby. Persuade your classmates that bird-watching is a great way to spend your free time.

Situation 3: You and your classmates have decided to get fit. Persuade your classmates that roller-skating to work/school is a great way to become healthier.

Situation 4: It's your teacher's birthday next week and you all want to buy him/her a present. Persuade your classmates that a weekend at a health spa would be the best gift.

Student C

Situation 1: You're having a party with your classmates next weekend. Persuade your group to have an afternoon tea party.

Situation 2: You've all decided to take up a new hobby. Persuade your classmates that fishing is a great way to spend your free time.

Situation 3: You and your classmates have decided to get fit. Persuade your classmates that playing sports on a games console is the best way to become healthier.

Situation 4: It's your teacher's birthday next week and you all want to buy him/her a present. Persuade your classmates that a singing lesson would be the best gift.

Student D

Situation 1: You're having a party with your classmates next weekend. Persuade your group to have a masked ball.

Situation 2: You've all decided to take up a new hobby. Persuade your classmates that cake decorating is a great way to spend your free time.

Situation 3: You and your classmates have decided to get fit. Persuade your classmates that skipping is the best way to become healthier.

Situation 4: It's your teacher's birthday next week and you all want to buy him/her a present. Persuade your classmates that a parachute jump would be the best gift.

The powers of persuasion

Target language: intonation: sounding enthusiastic

Activity type: group discussion

Time taken: 20 minutes

Preparation: Photocopy and cut up one worksheet for each group of four students in the class.

Procedure

Put students into groups of four and give one card to each student in each group. Ask students to read each situation and answer any questions they have. Students discuss each situation in turn, trying to persuade each other until they can finally agree on one of the choices. Give them a time limit of five minutes for each discussion. When they have finished, ask each group to feedback on the decisions they made and who the most persuasive person was.

The phonics spelling bee

You'll need:

- A list of words from former and recent lessons
- Tokens or play money

Procedure

Choose three students. The first goes to the board. The second reads the word to be spelled. The third spells out the word. The first writes the word as it's being spelled. If the word is spelled correctly, the speller receives a token. If the word is spelled incorrectly, the first changes places with the third. The second reads the word again. The first has the chance to spell out the word while the third notes it on the board. If the word is spelled correctly, the speller receives a token. If the word is spelled incorrectly, the second spells out the word while the first and third write out the word on the board.

Once any of the three spells out the word correctly, have the trio sit and bring a new trio up to play. A variation of this activity would be to have students make the letter sounds instead of naming the letters. This can be done after having played the first way a few times. Make sure to rotate quickly so all students get a chance to be reader and speller.

Letter name / sound quiz

You'll need:

- Complete single letter and digraph flashcards
- A point chart with students' names in the first column and a column for each date you do the quiz to record progress and show it to the students

Procedure

For letter names, use the single-letter cards. Shuffle them up. Put Dana in the "hot seat." Hold up the first letter card. She must immediately say the name of the letter. If she gets it right, put the card face down in one pile. If she gets it wrong or isn't quick enough, put the card face down in another pile. (Keep a steady rhythm and give her only a couple of seconds for each card. We don't want her to begin at a and run through the letters in order until she can tell you that she sees a g.)

Count up how many she got right and record the number. Show the cards she got wrong and ask other students to volunteer the name of the letter. Move on to Vicente and through the entire class. Adjust exposure speed to your student's individual knowledge. If Vincent is really good at this, flip through the cards really quickly. If Anna has trouble, give her a little (but not much!) more time to remember.

Now, add the digraph cards, this time students making the basic sound of the letter.

You may think that kids will fidget, impatient for their turn, but this won't be the case. The hot seat student gets personal attention for a couple of minutes while the rest eagerly watch for the one in the hot seat to do better (or worse!) than last week.

Mixed up ABC song

You'll need:

- Alphabet flashcards (don't forget to include the digraphs!)

Procedure

First round, hand out all the single letter cards in order. Have students line themselves up in alphabetical order. Now, have them sing the ABC song with the names of the letters, each student singing out their letter. Now, have them sing the ABC song with the basic sound of the letter. Vowels can be either long or short sounds.

Collect the alphabet cards, add the digraph cards, hand them out, three to each student, have them sing the alphabet song out of order, simply singing the sounds of the cards they have.

Sing and whisper beat box

You'll need:

- Vowel flashcards (cards with a, e, i, o, u, several of each one)
- Consonant flashcards

Procedure

Hand a vowel flashcard to each of your students. Put them in groups of two or three students. Hand out consonant flashcards to each group member. Have them improvise a rhythmic sound-song, each using the syllable created by their combination. So, Joan, with a “b” and an “a” card, has two choices, either bā or bǎ. He may start the song by giving the basic beat, bǎ / bǎ / bǎ / bǎ. He then invites Susana to join him, by adding her “w” and “e” syllable, wē / wē / wē / wē. Then they can alternate: bǎ / wē / bǎ / wē, then add another student.

Give the groups about five minutes (use that egg timer!) to compose their beat box song, then have each group present, showing the pair of flashcards when they make the syllable that they're singing.

Silly Scrabble

You'll need:

- Scrabble tiles (probably from a couple of sets) or letter cards
- Vocabulary list from current lessons

Procedure

Distribute the tiles to your students at random, making sure that they have at least five tiles each (more if you have an abundance). The tiles should be face-down on their desks. Recite a vocabulary word to your students. Students quickly turn over their tiles and find sounds that are in that word. Students must then find others who have sounds that they don't have to make the entire word. So, let's say you just said the word "blackboard." Students will need to find the letters that represent the sounds b, l, a, k, o, r and d. No one will have all the sounds necessary. They'll need to join forces to create the word, once they have their individual contributions.

Once two or several students have gathered to make the word, have them pronounce it, each making the sound that they have. So, if Juan has "b" and "a" and María has l and k, they'll do this: Juan: b; María: l; Juan: a; María: k.

It's very important to remember that this isn't a spelling game. It won't matter if a student uses a "c" instead of a "k" to represent the k (as in kite) sound. Nor will it matter if a "p" is used instead of the second "b": these are a voiced/unvoiced pair, articulated in the same way.

Syllable Scrabble

Again, you'll need those scrabble tiles.

In this game, you want your students to first create syllables, consonant + vowel.

Procedure

Hand out all the tiles. Have students make as many consonant + vowel syllables as they can with the letters they have. Ask Gerry to pronounce, loud and clear, one of his syllables. He shouts out "po." Lucy has a syllable she can add and shouts out "ta." With a bit of luck, someone will have to conclude the word. And, another student may have an s that adds a final touch to "potatoes." Once a word has been made, collect those tiles from Gerry, Lucy and the other students.

Continue until no more words can be made with remaining tiles. You can adapt this activity to a "wander about" one simply by having students stand up and look for someone with whom they can construct words. You can also give chips or play money to students for each tile spent. Distribute and play again.

Note: Add special vowel sound spellings when you feel students are ready. Once your students have a firm grasp on the basic sounds that individual letters and consonant digraphs represent, you can introduce some of the odd letter combinations that represent vowel sounds. Make special flashcards with these combinations (for example, for the long ē sound, ee, ea, e + silent e, y, ie and ei) and gradually include these spellings to help your students begin to remember those. The same can be done with words that contain silent consonants.

Phonics matchmakers

You'll need:

- Consonant, consonant cluster and consonant digraph flashcards
- Vowel and vowel combination flashcards
- Poker chips or play money

Procedure:

Mix the consonant and vowel flashcards (it's a good idea to make each type a different color to help students find a partner for word-making). Sit at the front of the room and have your students line up to receive a card. As soon as everyone has a card, students have to move about to find one or more students with whom they can create a word.

Once two or more students have made a word, they must come to you and present their word. If you accept the word, give each student a token or a bill and a fresh card. Collect their cards and mix them back into the deck. At the end of the playing session, count up chips or money to see who participated in making the most words.

Ignore spelling and exact pronunciation in this one. For example, if students bring you "ha pee" for "happy," accept it, point out the correct spelling and move on. The students have recognized the sound value of "ee" and that's where you're focusing.

Foydalanilgan adabiyotlar ro'yxati:

1. Mark Hancock, English Pronunciation in Use. Cambridge University press, 2003
2. Peter Roach., English Phonetics and phonology. Cambridge University press, 2009.
3. Газиева Д., Болтаева Д. “Инглиз тили амалий фонетикаси” Т., 2016
4. Ирискулов М. Т., English Phonetics, - Т., 2007
5. Боқиева Г., Палуанова Х. “Language aspects. Communicative-normative phonetics” Т., 2017.
6. Абдуазизов А.А., English Phonetics. A Theoretical course.—Т., 2017
7. Соколова М.А. et. al, English Phonetics. A Theoretical course.—М., 2004.
8. [www. Pedagog.uz](http://www.Pedagog.uz)
9. www.ziyonet.uz
10. www.edu.uz
11. <http://www.britishcouncil.org>
12. <http://www.bbc.co.uk>
13. <http://encyclopedia.farlex.com>
14. <http://en.wikipedia.org>
15. <http://www.usa.gov>