Pronunciation of English for Spansbare speakers

PronPack

Mark Hancock

- · A resource book for teachers of English
- Activities for Spanish-speaking learners
- Easy-to-follow presentation notes
- Print and screen-friendly worksheets

HANCOCK McDONALD ELT



PronPack 5 Pronunciation of English for Spanish speakers

Mark Hancock



Published by **Hancock McDonald ELT** Chester. CH1 2AW UK www.hancockmcdonald.com

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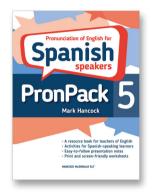
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First Published 2020 ISBN: 9780995757592

Author: Mark Hancock Editor: Annie McDonald Design: Amanda Hancock Graphics: Heliographic Illustration: Mark Hancock Images: Shutterstock.com Audio: Mark Hancock and Annie McDonald



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Map of the book

	LESSON	TEACHING FOCUS	ACTIVITY						
5.1	Berry Vest	Distinguishing $/b/$ and $/v/$, and $/b/$ and $/f/$	Rap and Map						
5.2	David's Dad	Pronouncing $/d/$ at the end of a word	Rap and Map						
5.3	Sock Shock	Contrasting /s/ with other similar consonants /z/, /ʃ/ and / $\theta/$	Rap and Map						
5.4	Couch Potato	Pronouncing $/m/$, $/n/$, and $/ŋ/$ at the end of words	Rap and Guessing Game						
5.5	Woman and Wolf	Pronouncing /w/	Rap and Maze						
5.6	Yellow	Pronouncing $/j/$ and $/d3/$	Rap and Maze						
5.7	Rare Said Claire	Pronouncing $/r/$, especially after a vowel	Rap and Picture search						
5.8	Top to Bottom	The spelling and pronunciation of the alphabet vowels	Maze						
5.9	Excuse me	Distinguishing /iː/ and /ɪ/	Comedy sketches and map						
5.10	Girl and Nurse	Pronouncing the vowel phoneme /3ː/	Picture search, Rap and Maze						
5.11	Uncle Gus	Pronouncing the vowel phoneme $/\Lambda/$	Rap and Maze						
5.12	My Favourite	Word stress in cognates; syllable reduction	Joke and Maze						
5.13	Life for Gold	Pronouncing the past tense suffix – ed	Rap and Speaking game						
5.14	The Bee's Knees	Pronouncing the – s suffix (plurals, verb forms, possessives)	Maze						
5.15	Parrot Speak	Consonant clusters with $\mathbf{s}-$ and the start of words	Homophone puzzle and Rhyme						
5.16	Globetrotters	Distinguishing consonant clusters at the end of a word	Мар						
5.17	Disagreements	Using tonic stress to make contrasts	Stress Marking						
5.18	Kitchen Chicken	Mixed challenges	Rap						
PronP	Pack Sound Charts	A teaching and reference tool for the individual vowel sounds of English Phonemic charts with key words for the symbols used in this book, as well as those often used in American publications for comparison.							



Introduction

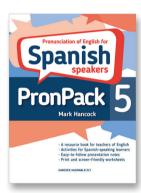


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What is PronPack?

PronPack is a growing collection of innovative teacher's resource materials for working on English pronunciation in the classroom. In 2018, **PronPack books 1-4** won the prestigious *ELTons Award for Innovation in Teacher Resources*, as well as the *English Speaking Union's English Language Award* runner-up for teacher resources.

What is Pronunciation of English for Spanish speakers?



PronPack 5: Pronunciation of English for Spanish speakers contains English pronunciation materials for teachers working with Spanish-speaking learners. The lessons focus on aspects of pronunciation which such learners often find difficult because they are very different in English and Spanish. Many of these are at the level of consonant and vowel sounds, but there are also some that are above the individual sound level.

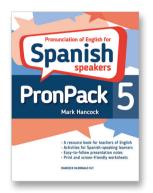
How do English and Spanish sounds differ?

Put simply, I would say that the consonant sounds are 'easier' in English and the vowel sounds are 'easier' in Spanish. Let me explain:

Spanish consonant sounds vary a lot according to whether they occur at the beginning or the end of a syllable, while English consonants don't vary so much. For example, in the name David, the first and last /d/ is completely different in Spanish but pretty much the same in English. Spanish learners often treat English phonemes as if they were Spanish – sounding different at the end of a syllable to the way they sound at the beginning.

• Spanish vowel sounds are few in number, and they match up to the spelling in a regular way. English vowel sounds, by contrast, have a very complex relationship to the spelling, and there are many more of them. For learners of English, this presents a heavy learning load, and students are likely to be frustrated, wondering why the vowels can't be simple and straightforward as they are in Spanish.





What other differences are there?

Spanish and English differ at the level of syllables too. Spanish syllables are simpler – usually a vowel sound with one or two consonants before it and occasionally one after it. English syllables frequently have multiple consonants surrounding the vowel, creating consonant clusters which Spanish learners find hard to articulate.

Another important area is stress, both at word level and phrase level. There are similarities between the two languages, but these can give a false sense of security and trick the learner. For example there are many cognates like *chocolate* or *vegetable*, which look the same but are pronounced with a different stress pattern.

What is the philosophy behind the PronPack approach?

In my view, the most important reason to teach pronunciation is to help your students understand and be understood. For this reason, the lessons in this book focus on pronunciation issues which are most likely to affect intelligibility. The objective is not for your students to sound like native speakers of any specific variety of English, but to be better communicators in a world where English is a global Lingua Franca.

What materials are in the book?

The book contains photocopiable worksheets for the students and teacher's notes for you. The teacher's notes highlight the teaching focus, minimum level, and indicate printing requirements and audio files for each activity. The notes also include some background to the pronunciation point plus a language comparison between Spanish and English. This is followed with step by step instructions for teaching the lesson in class.

In addition the worksheets are on the PronPack website so that they can be printed out or, alternatively projected. If you are teaching online, you can send the worksheet to your students electronically or show them via *Slideshare*, for example.





What will I find on the support website www.pronpack.com?

The website provides additional information online for users of **Pronunciation of English for Spanish speakers** including:

• Electronic versions of the worksheets for printing or projecting, with supplementary versions where indicated

Downloadable MP3 audio files for those who wish to use them

• Access to general support materials for the PronPack collection, including poster versions of the *PronPack Sound Charts* and extras.

Note: The interactive functionality of the fixed layout eBook will depend on your device and/or the e reader for your device.

What are the audio files for?

There are audio files for most of the lessons. Teachers can use these if they are not confident about their own pronunciation. However, you may model the materials yourself instead of using the audio files, and this is usually the better option.

There are two versions of the audio for the raps in this book: **AUDIO 5.1-1** voice and music, or **AUDIO 5.1-2** only the backing music, for you to speak over. If you do this, it is wise to practice a couple of times before class so that you know where the difficulties lie.

Remember these are raps, not songs. You can use your normal speaking voice, you don't have to sing!

What level are the activities designed for?

The minimum level for most of the activities is pre-intermediate (A2). However, note that this is a minimum, and higher level learners will usually benefit from the lessons too. Although the vocabulary may be below their level, the pronunciation point may not be. The minimum level for each lesson is indicated in the teacher's notes.







Are the activities aimed at a specific age group and class size?

The activities are not aimed at a specific age group and should benefit young learners and adults alike. The activities in this book should function in any class size, but raps are usually less fun for very small classes or one to one.

Do students have to know the phonemic alphabet?

No. Although phonemic symbols sometimes appear on a worksheet, being able to understand them is never essential for the successful completion of the activity.

Phonemic symbols are sometimes used in the teachers' notes, however, and there is an infographic chart at the end of the book with the symbols and guide words if you need to make reference to it. Materials published in the US often use different symbols for many of the vowel phonemes. There is a page with the UK and US vowel charts together, so that you can compare the symbols.

What are the books in the PronPack collection?

The other books in the collection are:

PronPack 1: Pronunciation Workouts – extended choral drill activities PronPack 2: Pronunciation Puzzles – puzzles and game-like activities PronPack 3: Pronunciation Pairworks – communication activities PronPack 4: Pronunciation Poems – poems, raps and chants

Contact us

We'd welcome your feedback on <u>www.pronpack.com</u> and if you have bought the eBook or Print version online we welcome your comments on the seller's website.

We look forward to hearing from you - simply get in touch with us through our website if you have any questions, ideas or suggestions.

Connect with us on:





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Woman and Wolf

A woman with a woollen hal Was walking in the wood Everything was wonderful Everything was good



A wicked wolf appe Just like we knew i Stories always have Waiting in the woo

TEACHING FOCUS

Pronouncing /w/

MINIMUM LEVEL

Pre-Intermediate

ACTIVITY

Rap and Maze

WORKSHEETS

Print **Worksheet 5.5** for each student in the class.

•			-	
•		n	БI	LES
- A	U			

Audio 5.5-1	U J
Audio 5.5-2	U J

Background

The phoneme $/\mathbf{w}/$ is created by the lip muscles contracting into a tight circle before pulling open and relaxing. It can only occur at the beginning of a syllable, alone (for example *wolf*) or as part of a consonant cluster (for example, *twice*). When you see the letter \mathbf{w} at the end of a syllable (for example, *how*), it is not the phoneme $/\mathbf{w}/$. It is not always spelt with the letter \mathbf{w} (for example *one*, *quarter*). The letter \mathbf{w} is sometimes silent (for example *wrong*, *wrist*).

Language Comparison

The phoneme /w/exists in Spanish, for example at the beginning of the word *huevo*. Students may not realise this because there is no letter w in the spelling. You can use this example to convince them that they are already able to produce this sound!

As mentioned above, the /w/ is produced entirely by the lips, but Spanish speakers often place a /g/ sound before it (which is made when the back of the tongue makes contact with the roof of the mouth). The word *went*, for example, may sound like *Gwent* (this is actually a region of Wales). Because this association of /g/ and /w/ is so natural in Spanish, students may not be aware of it and transfer it to English without thinking, so you will need to raise their awareness of it.

Spanish-speaking learners find the combination /wu/ (for example, *woman*, *wolf*) especially difficult. Show them how the lips move from tight in /w/ to relaxed in /u/ – this can be seen, and they can check themselves in a mirror or the camera on their phone.

Rap Activity

- Give out Worksheet 5.5. Read out the rap and check understanding. Alternatively, you may use Audio 5.5-1 (or Audio 5.5-2, which is the backing music without the voice). Students may ask for the meaning of wicked (= bad, evil)
- 2. Say each line and ask the class to repeat it. Listen and check their pronunciation. Ensure they don't put a /g/ before the /w/ and check the combination /wu/ (for example, *woman*, *wolf*)

3. Get the whole class in chorus to say the rap together, being sure to stress the syllables in **bold**.

Maze Activity

- Tell the students to look at the maze and find a route from the top left to bottom right. They can go through a 'room' only if the word contains the sound /w/. Note that some words contain /w/ but no letter w, and others contain the letter w but not the sound /w/.
- **2.** Go through the first two or three words together as a class to get them started. Then leave them to work though it on their own.
- 3. Check the answers together.
- Get students to say the words in the correct route and check they don't put a /g/ before the /w/.

Accent variation: In words beginning with the letters *wh*-, such as who, where or what, the letter h is silent for many speakers. Many speakers from Scotland, Wales and the USA, however, do pronounce an /h/ in such words, but it comes before the /w/.

Answer Key

west - quick - tweet - swim - would - when - queen - once - twice work - away - sweet - white - winter - woman



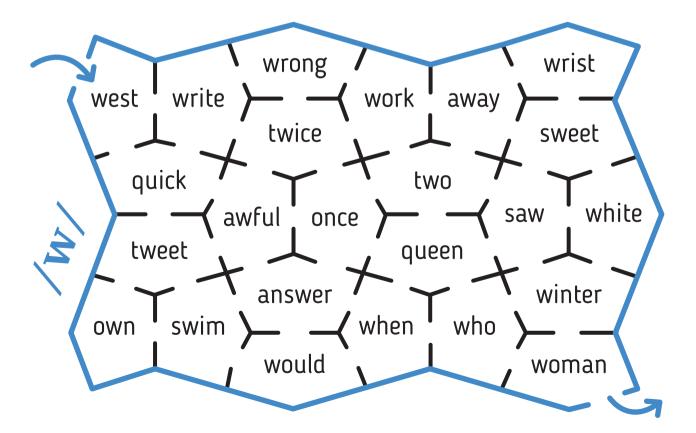
5.5 Woman and Wolf

A **wom**an with a **wooll**en **hat** Was **walk**ing in the **wood Ev**erything was **wond**erful **Ev**erything was **good**





A wicked wolf appeared Just like we knew it would Stories always have a wolf Waiting in the wood





About the Author



Mark Hancock is a well-known ELT author and teacher with over 30 years experience in Sudan, Turkey, Brazil, and 20 years in Spain. Pronunciation has been a special interest for much of his career, and he has written several popular, award-winning textbooks on the topic. Many teachers find pronunciation to be a daunting aspect of language teaching, and Mark's approach has always been to engage and inspire the learner, creating materials and tasks which are practical and enjoyable for both teachers and students.

Mark regularly presents about pronunciation at conferences, and trains teachers through workshops and short courses, both face-to-face and online. In his free time, he is a keen artist and musician and also enjoys walking in the mountains.

By the same author

- Mark Hancock's 50 Tips for Teaching Pronunciation (CUP 2020)
- PronPack 1-4 (Hancock McDonald ELT 2017)
- **Authentic Listening Resource Pack** (Delta 2014, co-authored with Annie McDonald)
- English Pronunciation in Use Intermediate (CUP 2003, 2012)
- English Result 1-4 (OUP 2007-2010 co-authored with Annie McDonald)
- Pen Pictures 1-3 (OUP 1999-2000 co-authored with Annie McDonald)
- Singing Grammar (CUP 1999)
- Pronunciation Games (CUP 1995)

Acknowledgements

My first book, **Pronunciation Games**, was published back in 1995 by *Cambridge University Press* and designed by my sister. It seems appropriate that all these years later, my self-published **PronPack** collection should also be pronunciation activities, again produced in collaboration with Amanda.

A huge thank you is also due to Annie McDonald for her editorial work and tireless encouragement, and to Henry Wong of Heliographic for his graphic design input.

Lastly I would like to thank the students/teachers who have helped trial the material in this book and provided feedback.

