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**Supplementary Pronunciation Activities to Maturita
Solutions Pre-Intermediate**

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Declaration:

I hereby declare that this bachelor thesis, titled “Supplementary Pronunciation Activities to Maturita Solutions Pre-Intermediate”, is the result of my own work and that I used only the cited sources.

Prague, April 13, 2012

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Abstract

This bachelor thesis deals with devising a set of pronunciation activities, fully integrated into the units of Maturita Solutions Pre-Intermediate coursebook. The main aim is to create supplementary material for practising various pronunciation features. The theoretical part of the thesis includes a brief overview of the current situation of pronunciation teaching and points out several reasons why it is still a very marginal part of language lessons. Furthermore, it scrutinizes some aspects that are crucial for pronunciation teaching to be effective and analyses the current techniques. Those are consequently applied on the newly created exercises. The practical part consists of the analysis of the Maturita Solutions Pre-Intermediate coursebook in terms of pronunciation followed by introducing the set of newly designed exercises. Finally, the author encloses a short feedback from the piloting of several chosen activities in a high school class.

Key words: teaching pronunciation, methods, supplementary exercises

Shrnutí

Předkládaná bakalářská práce se zabývá vytvořením výslovnostních aktivit ke středoškolské učebnici Maturita Solutions Pre-Intermediate. Hlavním cílem je utvořit soubor doplňkových cvičení na procvičení výslovnosti, která budou plně zahrnuta do jednotlivých lekcí v učebnici. Teoretická část práce zahrnuje stručný popis současného stavu a stylu výuky výslovnosti a nastiňuje některé obecné problémy, které zapříčiňují, že výslovnost je stále velmi okrajovým tématem v hodinách anglického jazyka. Dále se věnuje aspektům, které jsou podstatné pro efektivní výuku výslovnosti a analýze současných metod. Ty jsou následně aplikovány na nově vytvořená cvičení. V praktické části jsou na základě výsledků výslovnostní analýzy učebnice Maturita Solutions Pre-Intermediate představuje nová cvičení zaměřená na segmentální a suprasegmentální jevy. Součástí bakalářské práce je také pilotáž vybraných cvičení provedená na střední škole a stručný popis průběhu výuky těchto aktivit.

Klíčová slova: výuka výslovnosti, metody, doplňková cvičení

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1. INTRODUCTION

The final school leaving exam, Maturita, has been recently revised and shall now be similar for all types of high, grammar and apprentice schools. Maturita Solutions is a new student's book which follows the guidelines of the modified examination system.

I have chosen the Maturita Solutions Pre-Intermediate coursebook as the object of this thesis for, as it is written on its cover, it is designed for secondary level students as a preparation for the new Maturita exam. Hence it should provide them with a resource to acquire sufficient knowledge and skills in grammar, vocabulary and pronunciation of English, which is needed not only for passing the final exam, but also for communicating in English on daily basis. Therefore I have decided to evaluate to what extent the coursebook deals with pronunciation. Pronouncing accurately is not only an inseparable part of successful language learning, but also an important means to achieve maximum intelligibility and near-nativeness. However, despite its importance in effective communication, it tends to be neglected in the classroom. Based on the results of the coursebook analysis, I have decided to establish supplementary exercises that could broaden the range of the taught phenomena in the coursebook units. These could be conveniently used by English teachers if they choose to increase the frequency and amount of pronunciation-focused activities.

The theoretical part deals with several topics. Firstly, it attempts to describe current perspectives on pronunciation teaching and learning as well as uncover some of the reasons why teachers tend to exclude teaching pronunciation from the English lessons. Subsequently, it introduces the issues that teachers need to cope with, when they decide to focus on enhancing the pronunciation skills of their learners and what matters they should pay special attention to. The last chapter aims at characterizing the most frequently employed techniques for teaching pronunciation.

In the practical part, the coursebook is analysed and evaluated in terms of pronunciation according to three criteria: the range of pronunciation topics, variety of teaching techniques and degree of integration of the themes into the individual units. The analysis revealed which topics were missing or not sufficiently covered. On the basis of these findings, new supplementary pronunciation activities were devised. Several exercises

were piloted in a high school pre intermediate class and the feedback on this experience closes the practical part.

The main aim of this thesis is to create activities that would become an useful source for teachers who work with the Maturita Solutions series and intend to give students the opportunity to enhance their pronunciation competence.

2. THEORETICAL PART

In this section, the author briefly comments on the current situation of pronunciation teaching mentions the possible reasons why pronunciation is sometimes called the *Cinderella* of language teaching, often overlooked, despite being regarded as an important part of language learning (Celce-Murcia et al. 2). Subsequently, the teacher's role and attitude are discussed along with the problems that teachers might encounter. The final chapter presents an overview of the principal teaching techniques.

2.1 Current perspectives on teaching pronunciation

The history of pronunciation teaching is not very lengthy as it took some time for the theorists to realize its actual importance in language teaching and learning. Also, the main focus of most linguistic works persisted on studying only grammar and vocabulary for a long period of time. "For that reason, grammar and vocabulary have been much better understood by most language teaches than pronunciation, which began to be studied systematically shortly before the beginning of the twentieth century" (Celce-Murcia et al. 2). The development of pronunciation teaching includes various concepts and theories that came from two general approaches. These are in particular the intuitive-imitative approach and the analytic-linguistic approach. Each of the two, using different information and tools, helped to shape the communicative approach, which came into prominence in the 1980's and with which today's pronunciation teaching corresponds (Celce-Murcia et al. 7). Within the communicative framework, the emphasis was shifted from the segmental to suprasegmental level (Hismanoglu 104). Researches claimed that the primary use of a language lies in oral communication and therefore the main focus should be oriented to teaching stress, rhythm, intonation and the aspects of connected speech. "Communicative approaches have focused more on suprasegmentals, moving students beyond the level of single words. Today, a more *balanced* approach, including important consonants and vowels, as well as suprasegmentals, is recommended" (Celce-Murcia et al. 10). The focus also shifted to the individual students' needs, task-based practises and developing new teaching strategies, as well as to introducing peer correction and group interaction (Hismanoglu 104).

The importance of incorporating pronunciation into foreign language teaching is indisputable because successful communication cannot take place without correct pronunciation (Hismanoglu 102). In other words, the language learning process cannot be complete without mastering the sound system. In spite of this fact, both teachers and learners have felt over the past 10 years that there is not enough space given to pronunciation teaching and that more time should be dedicated to pronunciation training in the classroom (Gilbert 3).

2.1.1 Why is pronunciation teaching often neglected?

One of the frequently mentioned reasons why pronunciation has been a marginalized part of English lessons is that teachers often do not know how to approach it and they lack experience in teaching pronunciation in general. As Gilbert mentions in *Pronunciation as an Orphan: What Can Be Done?* “In 2001, Breitzkreutz, Derwing, and Rossiter surveyed 67 ESL programs in Canada and found that only 30% of instructors interviewed had any training in pronunciation”, (Gilbert 3). Teachers may not have sufficient knowledge of the theory, or they feel uncertain about their own pronunciation skills (Kelly 13). Consequently, teaching grammar and vocabulary has become the major focus of the lesson, and teaching pronunciation is done mostly in response to errors that the students make instead of being actually planned and regularly incorporated. It is not, however, because teachers would not be interested in the subject matter, conversely, the interest in pronunciation teaching and learning is growing. Teachers often feel that they need to develop their own practical skills or that there seems to be no time during the lesson for pronunciation activities, as the main concern remains grammar and vocabulary (Kelly 13). According to Gilbert, some of these problems could be solved if the teachers’ educators gave them the necessary training, if the material developers addressed pronunciation skills in a more integrated way, and the curriculum designers gave the spoken language as central place as the written form (Gilbert 7). This would give teachers the support they need. In other words, there are more aspects than the attitude and skills of teachers that need to be worked on before teaching pronunciation can be incorporated successfully into the language lessons.

2.2 Teacher's role and attitude

Although the theorists agree that pronunciation is a crucial element of effective communication and that it should be taught from the very beginning, along with grammar and lexis, there are several issues that need to be taken into consideration when incorporating pronunciation teaching into the lesson plan (Lane 1). For there is not enough space in this thesis to discuss them in more detail, in the following chapter, the author briefly outlines the main points and problems that need to be addressed.

2.2.1 Issues to consider before starting teaching pronunciation

Firstly, it is important to set appropriate pronunciation goals for different groups of learners. Of course the aim will be different for a group of beginners in a primary school than for university students who plan to become teachers. As for learning English for practical purposes, the idea that the goal is achieving native-like pronunciation, ideally the received pronunciation (RP) model, is taken as outdated. There are several reasons supporting this approach. It is stated that less than 3% of the English population currently speak RP, which suggests that the number of teachers whose natural accent is RP is very low. It would be very demanding and uncomfortable for a teacher to try to speak in the RP instead of his natural accent (Kelly 14). Also, since it is practically impossible for an average learner to reach the RP model, it could result in discouragement from practising pronunciation in general. Therefore the perceived objective of pronunciation learning has changed and is now generally considered being *comfortably intelligible* (Kenworthy 3). However, one has to be careful not to confuse the model with the goal of pronunciation teaching and learning. "The model chosen is RP, but the goal is to develop the learner's pronunciation sufficiently to permit effective communication with native speakers" (Roach 6). Students should perceive RP as a pattern, however, the aim is not to achieve it, but to learn how to pronounce well enough in order to be pleasant to listen to and easily understood by a native speaker.

The next and equally important step is selecting appropriate topics for particular groups of students. "A course syllabus that includes problem pronunciation topics covering vowels, consonants, stress, rhythm and intonation is appropriate for all levels of students" (Lane 8). The actual choice of topics varies according to the native language of the pupils,

because different mother tongues have different pronunciation problems. As Lane suggests, the teacher may start with a diagnostic test or focus on features that are generally perceived as problematic for most learners. The teaching techniques should be relevant to the age and level of the students, especially in the selected vocabulary and structures (ibid).

Thirdly, it is essential to structure individual topics carefully and divide the focus between segmental and suprasegmental features. In coping with pronunciation, beginners level may prefer dealing with segments first, being taught how to produce individual sounds. They might find it easier than learning how to use stress, rhythm or intonation (Baker 1). The teacher, nevertheless, should keep in mind that it is the suprasegmentals that are considered to be crucial for achieving maximum intelligibility (Celce-Murcia et al. 131). Hence the taught topics should not only be adjusted to the students' requirements, but also structured according to their practicality. "Learning to pronounce a language is a very complex task and, as with any other complex learning tasks, the learning process could be facilitated if the task is structured in some way and if the learner is aware of exactly what is involved" (Kenworthy 27).

Another critical aspect is linking teaching pronunciation with other course work. "Teachers very often find that students can master a pronunciation problem in 'pronunciation lessons' but inevitably lapse in general class work" (Baker 3). It is of high importance that students manage to retain the pronunciation regularities and are able to apply them not only when using English while practising reading and speaking skills, but also outside the classroom, as they do with the grammatical rules. For that reason, pronunciation teaching should be integrated into the other topics as much as possible, so it is not separated from the lesson's framework (Baker 3).

2.2.2 The role of a teacher

In order to achieve satisfactory results, the teacher should understand the needs of his or her students and should try to adapt to them. Without mastering this ability, the teacher's effort could have a poor effect (Kelly 15). The teacher should also take into consideration the factors that affect pronunciation learning, such as the native language, age, amount of exposure, phonetic ability, personality and motivation of the students (Kenworthy 1). Apart from being able to attract the students' attention, respect them and

make them realize the how important good pronunciation is, there are several matters that the teacher should equally pay attention to.

Firstly, it is necessary to build the students' awareness of their pronunciation imperfections. Before proceeding to teaching them how to properly produce sounds, teachers need to make sure that the learners hear and recognize them. Kenworthy states that pupils are likely to be limited by the number of sounds existing in their first language. When they hear an unknown sound, they tend to perceive it as the nearest equivalent of the sound they already know, instead of taking it as a new distinct sound. Therefore teachers need to ensure that their learners hear the sounds according to the appropriate categories and help them develop new categories if necessary (Kenworthy 1). Once learners are able to distinguish the individual sounds, the teacher should help them produce those that do not occur in their mother tongue.

Secondly, an important part of the teacher's role is to listen to his or her students, praise them and create a pleasant, friendly and motivating working atmosphere, in order to encourage the students' activity and reduce the stress from making mistakes (Kenworthy 8). The teachers should also provide feedback and correct the students' errors. The way of correcting differs according to the type of activity, but generally, the teacher should invent a cue that would alert the student of a shortcoming in his or her pronunciation and give him the chance the correct themselves (Lane 15). Thus students develop their self-correction and monitoring skills as well as learn to concentrate on the way they produce sounds. Harmer describes the role of a teacher as a controller, participant, resource, prompter and a tutor (Harmer 109-110).

2.3 *Teaching techniques*

After deciding to regularly incorporate teaching pronunciation into the English lessons and considering the choice and structure of the topics for the particular group of learners, the teacher needs to figure out which methods and activities are most suitable for achieving his or her goal. "Having established that intelligible pronunciation is one of the necessary components of oral communication, the next issue is methodological: How can teachers improve the pronunciation of unintelligible speakers of English so that they become intelligible?" (Celce-Murcia et al. 8). The teacher should choose the teaching

techniques in order to maintain the balance between teaching receptive and productive skills. (Kelly 15). Learners should be taught how to recognize and subsequently produce particular sounds and sound patterns. The pronunciation activities should be easy to comprehend, fun and purposeful. Further they should employ different kinds of class interaction such as individual, pair, group or whole class work. The teaching techniques and activities listed below occur most frequently in literature on teaching pronunciation and are thus seem to be considered most effective.

2.3.1 Drilling

The word *drilling* basically summarizes all kinds of tasks, which require students' repeating either chorally or individually the sounds, words or structures that the teacher says or that are played from a tape (Kelly 15). This technique, also referred to as *listen and imitate* or *listen and repeat*, is one of the basic and most commonly used by English teachers. "The technique has its roots in behaviourist psychological theory and 'audio-lingual' approaches to teaching; these are both now largely consigned to history, though drilling has stayed with us as a tried and tested classroom technique" (Kelly 15). This method is very effective for practising stress, rhythm and intonation, but can also help with the production of vowels and consonants. According to Kelly, because the relationship between English spelling and pronunciation is very complex, drilling is most useful when applied before learners see the written form of a word (Kelly 15). This technique helps students enhance their pronunciation by imitating what they hear and develops both receptive and productive skills.

Choral drilling seems to be very effective for building the students' confidence about their pronunciation. Teachers frequently use drilling, as long as timidity, hesitation and self-consciousness about one's practical skills are an issue (Harmer 206). Whole class drilling saves learners from being shown up individually and thus enables them to master the pronunciation of a particular word, phrase or structure anonymously. As Harmer suggests, in the follow-up individual repetition, it is worth remembering not to nominate students in an obvious order but rather to keep them on their toes. To achieve the maximum effect of drilling practise, it is sometimes necessary to help students maintain the rhythm by clapping or tapping (Harmer 206). The teacher should provide a quality model and adapt the speed and clearness of his or her speech to the learners' needs (Lane 9).

Furthermore, Kelly mentions chaining, a subtype of drilling, during which the teacher isolates certain parts of the sentence, models them separately for students to repeat and gradually builds the sentence up until it is complete. “Chaining can be used for sentences which prove difficult for students to pronounce, either because they are long or because they include difficult word and sound” (Kelly 16).

2.3.2 Listening activities

As to the listening comprehension activities, teachers should be encouraged to use a wide range of sources. The listening exercises included in the coursebooks are usually designed to sound as realistic as possible, with the participants talking at normal speed and using natural language and thus present a valuable material to draw the students’ attention to certain pronunciation features (Kelly 21). In addition, giving the students the opportunity to listen to authentic materials may help them become accustomed to people’s natural way of speaking. Listening activities are useful especially for helping students notice various pronunciation elements and when combined with drilling, they provide an important means for learners to revise and remember different pronunciation regularities.

Teachers also often use chants and songs, which are a fun way to improve students’ use of stress, rhythm or intonation. They are employed mostly with younger learners, who generally do not feel self-conscious about signing or reciting aloud and are less reserved than adult learners of English (Kenworthy 30).

2.3.3 Minimal pair practice

Minimal pairs is a simple technique used typically for practising segments. It is designed to help students distinguish between similar and problematic sounds through listening discrimination and spoken practice (Celce-Murcia et al. 8). Kelly describes minimal pairs as words or utterances that differ only in one sound (Kelly 18). However, as this sound changes the entire meaning of the word, it is important that students learn how to recognize and pronounce them accurately. Speakers of different mother tongues have different sounds that they tend to mix or mispronounce. According to Kenworthy, the most problematic pairs of words are those that differ only in voicing and those that require distinguishing a monothong from a diphthong (Kenworthy 46). Using minimal pair method

enables teachers to easily introduce and practise vowels and consonants that may cause difficulties, as well as demonstrate the relationship between pronunciation and spelling of English. “This technique allows us to demonstrate how a sound is made and how it can be spelled – a major concern with English since there is far less one-to-one correspondence between sound and spelling than there is in some other languages” (Harmer 253).

As for the format of minimal pair practice, there are many options available for teachers. The basic model is described by Kenworthy as selecting the problematic sounds and creating a set of minimal pairs. As the teacher pronounces each word from the pair, the students mark which one they hear (Kenworthy 46). Other variations of the technique are also popular, for example *Listening for a specified word*, *Which order?*, *Write the word you hear*, *Same or different?*, *Odd one out* or *How many times did you hear it?* (Kenworthy 47-48). Minimal pair activities can be also carried out as a pair work - a student produces one word from the minimal pair and his or her partner identifies it by circling, underlining or colouring.

For this technique to be effective, the teacher should always try to choose the words that the students are already familiar with. “Although there is no shortage of variations for teachers to experiment with, the difficulty with minimal pair exercises is that one can end up using words which are unknown to the students, and which are hence less meaningful” (Kelly 20). An essential part of minimal pair technique is providing immediate feedback and giving learners that made a mistake a chance to hear the words again (Kenworthy 46).

2.3.4 Working with reading activities

The teacher can also integrate teaching pronunciation into reading tasks. Using this method, he or she can raise the students’ awareness of the links between spelling and pronunciation and to point out the usage of stress and intonation as well as the linking of sounds between words in connected speech (Kelly 22). Reading aloud enables students to practice their productive skills and can be used to enhance various aspects of one’s pronunciation. According to Kelly, valuable resources are also different kinds of texts such as poems, rhymes, song lyrics, extracts from plays and tongue twisters. These are often used to practise stress, intonation and rhythm as well as the aspects of connected speech (Kelly 22). While working with a reading activity, for example, the teacher can practise stress in a sentence by highlighting the most important part of the message, using drama to

work on students' intonation or drawing stress patterns of words from a text (Kenworthy 30-39).

2.3.5 Further ideas for pronunciation teaching

2.3.6.1 Recording students

Getting a tape-recorded sample is a useful device for a teacher especially at the beginning of teaching a particular group of students. It could be a part of the diagnostic test which uncovers the aspects that should be worked on and the problems that are likely to occur (Lane 8). Students are encouraged to speak as naturally as possible, either spontaneously or they can be asked to describe a set of pictures or to read aloud a text. The tape can also be made while students are engaged in language practise activities (Kelly 21). Tapes are a valuable means when assessing one's progress and providing feedback. "Subsequent playback offers opportunities for feedback from teachers and peers as well as for teacher, peer and self-evaluation" (Celce-Murcia et al. 10).

2.3.6.2 Using visual aids

The production of sounds can cause difficulties, mainly at the beginning of language learning. Problems can appear especially if the particular sound does not occur in the student's first language. "Many learners will be able to produce new sounds simply by imitating what they hear, but if students seem to be unable to imitate then the teacher can help by giving directions" (Kenworthy 69). To demonstrate the place and manner of articulation of a sound, the teacher may assist pupils by pointing to the parts of the mouth that are involved or showing pictures. "Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props realia etc" (Kenworthy 70). The teacher should accurately describe the lip position, contact (or close proximity) between the tongue and the teeth and between the tongue and the roof of the mouth in order to help students learn the correct articulation of vowels and consonants (ibid).

2.3.6.3 Using phonemic chart any IPA symbols

Some theorists believe, that the use of phonemic chart and symbols is not necessary to achieve satisfying results, for as Harmer suggests, it can be substituted by repetition and descriptions of how the sounds are made using drawings of the mouth (Harmer 250). However, the knowledge of phonemic symbols can help learners develop the skills of finding for themselves the pronunciation and stress of any word in a learner dictionary (Underhill vii). “If students can read such symbols, they can know how the word is said even without having to hear it” (Harmer 251). Similarly, the phonemic chart can be used for various purposes during the lesson, such as presenting, practising and reshaping sounds. “The chart is designed for permanent display in front of the classroom, so that it can be referred to at any moment during any lesson” (Underhill x). It can be accompanied by pictures or sample words containing the individual sounds. The teacher should take into consideration the age and level of students when deciding to use the phonemic symbols and chart.

2.3.6.4 Variety and playfulness

As mentioned previously, the teacher should use a wide range of activities in order to increase students’ interest in learning how to pronounce correctly. Practising pronunciation should be a relaxing part of the lesson as the tasks should be somehow light-hearted (Kelly 22). The teacher can introduce and examine different pronunciation features using activities designed as games, role-plays and crosswords, but also songs, rhymes, tongue twisters and proverbs, as they present an enjoyable and effective way of learning.

3. PRACTICAL PART

This section aims at analyzing the Maturita Solutions Pre-Intermediate coursebook in terms of teaching pronunciation and at exploring the techniques used. Consequently, the strategy and aims of creating new activities, integrated into the coursebook units, are introduced. The individual exercises are then listed and described. In the final part of this section the author encloses the feedback from piloting several chosen activities in a high school pre-intermediate class.

3.1 Coursebook analysis – focus on pronunciation

Maturita Solutions Pre-Intermediate is a second part of a five-level English book series from Oxford University Press publishing house, written by Tim Fall and Paul A. Davies. It was first published in 2007 and comes together with a workbook and a Multi-ROM with numerous listening exercises introducing different types of expressions and English accents. The coursebook is designed for secondary level students as preparation for the new school-leaving exam, Maturita.

The coursebook is overall very well structured. It contains various exercises focusing on enhancing the students' listening, reading, writing and speaking skills and also introduces the traditions and cultural backgrounds of native English speaking countries. Additionally, it includes tests to examine the pupils' progress and motivates them to improve their skills. Each of ten units is divided into seven sections: *Vocabulary and listening*, *Grammar (I)*, *Culture*, *Grammar (II)*, *Reading*, *Everyday English* and *Writing*. There is, however, no separate section for pronunciation. The authors take into account the level and age of the students. They work with current topics that are appealing for young learners, such as movies, new technologies, global issues etc., along with those that often appear as Maturita exam topics, i.e. living in the English speaking countries. The student's book is visually attractive and interesting, which enables pupils to learn in a rather convenient and easy way, as well as it prepares them for real life situations that require use of English.

The organization of the Maturita Solutions student's book appears altogether very effective. Pronunciation focused exercises are very successfully integrated into the units

and are most commonly connected to the grammar topic (i.e. progressive assimilation of voicing appears with past simple tense, weak forms are taught in the same unit as *will* and *going to*, different pronunciation of the definite article correlates with teaching articles etc.). However, in spite of the fact that they are regularly incorporated and very well integrated, they could probably introduce a bigger variety of topics from both segmental and suprasegmental level. It is possible that the authors intended to introduce the basic features at first and then progressively continue in the next levels of the student's book. As it is believed, that the sooner students start learning pronunciation, the more effortlessly they tend to grasp the regularities, the author thinks that including more phonetic topics into the Pre-Intermediate level student's book could only be beneficial for the pupils (Kenworthy 4). As a part of their continual learning process, they would improve their skills and recognize more elaborate issues.

The pronunciation spot appears regularly throughout the coursebook and is always related to vocabulary or grammar in each unit. It occurs in the *Grammar* or *Everyday English* section and it habitually precedes a listening activity. There are approximately ten exercises in the student's book, some units contain two exercises dealing with the same phenomenon. Additionally, there are some further ideas and tips on how to teach pronunciation in the Solutions Pre-Intermediate Teacher's Book.

3.1.1 Segments

As for the segmental level, the coursebook includes only one activity. It focuses on distinguishing between the pronunciation of the diphthong /əʊ/ in future simple tense negative form *won't* and monophthong /ɒ/ in the present simple form of the verb *to want*. Some other topics are mentioned in the teacher's book, such as practising the correct production of dark /ɹ/ and dental fricatives /θ/ and /ð/, as they are considered problematic for Czech learners, and finally the usage and production of the mid central neutral vowel schwa /ə/ (Baker 140).

3.1.2 Suprasegmentals and connected speech

The authors dedicate most of the pronunciation spots in the student's book to suprasegmental features and aspects of connected speech. There is one exercise

introducing the progressive assimilation of voice in past tense verb endings and another one focused on the different pronunciations of the definite article before vowels and consonants. These are supplemented by practising elision in *must, mustn't*, described in the teacher's book. Suprasegmentals are taught in altogether five units and these are in particular intonation, word stress and weak forms.

3.1.3 Grapheme to phoneme correspondence

Regarding the grapheme to phoneme correspondence, there is one exercise in the coursebook focused on the silent letter l in *should, shouldn't* and *would, wouldn't*. In addition, the teacher's book contains more examples of other silent letters, using the appropriate range of vocabulary for pre-intermediate students (castle, half, answer,...) and suggests a simple activity. Furthermore, there is one exercise dealing with grapheme to phoneme correspondence of the grapheme <a>.

3.1.4 IPA symbols

As for using IPA phonemic symbols, schwa is the only one that the teacher's book suggests to be presented. Otherwise they do not occur in the coursebook.

3.1.5 Used techniques and integration

Apart from one task where students are asked to write down the correct verb ending, the authors use the listen and repeat method, which is convenient as it is directly connected to a listening activity. Hence students can hear the correct form and absorb the material by it being drilled into them through repetition. However, it could also be beneficial for pupils to try other kinds of activities and types of interaction, for example pair work or group work. The coursebook implements some basic terminology (intonation, word stress, etc..) that appears to be suitable for the age and level of the students. Finally, as mentioned above, the individual activities are very closely related to the grammar or vocabulary topics in each unit, which makes them clear and well organised.

3.1.6 Table of pronunciation activities

For a more transparent overview, the individual topics and techniques have been arranged into the table below. It also shows the way the topics are integrated. The grey fields represent the exercises that appear only in the teacher's book (TB).

	Topic	In particular	Method	Integration
Segments	/əʊ/ /ɒ/	Will, Won't	Listen and repeat	<i>Grammar</i> , First conditional
	/ð/ /θ/			(TB) How to produce
	Dark /ɜ/			(TB) How to produce
	Schwa /ə/			(TB) Writing schwa symbol above the words
Aspects of connected speech	Progressive assimilation of voicing	/t/ /d/ /ɪd/	Listen & repeat, write the correct form	<i>Grammar</i> , past simple
	Elision	/t/ Must and mustn't		(TB)
	Definite article before vowel/consonant	/ ðə/ or /ði:/	Listen and repeat	<i>Grammar</i> , articles
Suprasegmentals	Word stress	Two and multi-syllable words	Listen, repeat and underline	<i>Vocabulary and Listening</i> , Publications
		Two and three syllable words		(TB) Two patterns on the white board, students decide which word goes into which column
	Weak forms	To, as...as, than	Listen and repeat	<i>Grammar</i> , as good as
		Going to	Listen and repeat	<i>Grammar</i> , will and going to
		To, as...as, than		(TB) Underline weak forms on the white board
	Intonation	Extreme adjectives	Listen and repeat	<i>Reading</i> , Computer Crime
WH- and Yes/No questions		Listen and repeat	1. <i>Culture and Everyday English</i> , giving opinion	
Grapheme to phoneme correspondence	Silent letters	Would, should	Listen and repeat	<i>Everyday English</i> , giving advice
		Castle, answer, listens, Christmas, government, half, building, island		(TB) Write cross under the silent letter on the white board
	Different pronunciation of the grapheme <a>			(TB) Finding words consisting of same phonemes in a word pool

3.2 Criteria for creating new exercises

A set of new exercises was created based on the analysis summarized in the above table. These should provide additional material for practising features that are partially included or absent in the student's book. By partially included the author means those that are not directly incorporated into the coursebook units, but nevertheless are suggested in the teacher's book, sometimes accompanied by a specific activity, including instructions and objective. This activity is frequently accomplished by using a white board. However, as teachers are likely to neglect teaching pronunciation as such, the author believes that having the particular activities enclosed could very much facilitate the teacher's effort to illustrate the individual feature. It could perhaps reduce the reluctance to integrate teaching pronunciation in general. Furthermore, giving students the chance to work on the exercises individually or in pairs might turn out more effective than only using a white board. Having the activities printed out might prevent pupils from not participating or not paying attention since it is easier for the teacher to monitor their work during the lesson. Also, when necessary, they can always go back to the exercises and revise.

New activities were created according to three major criteria. Firstly, the topics and teaching techniques were selected in order to be easily understood and accomplished by high school students at pre-intermediate level. The terminology is simplified, though some elementary terms such as stress, intonation, vowel, consonant, etc. are employed. That is not only because it is prepared for second grade students but also these terms are already included in the coursebook. Secondly, the author intends to use a variety of teaching methods that are designed for students at this particular level. The final and most important criterion is integration. The exercises either supplement the original pronunciation-focused tasks or introduce new phenomena. They are in most cases connected either to the grammatical topic, vocabulary (*Culture* and *Everyday English* sections) or directly to a listening activity. Vocabulary used in the exercises is mainly chosen from readings and other activities in the coursebook, thus students can revise while practising pronunciation. Those activities that do not directly use vocabulary from the student's book attempt to work with words that are suitable for students at pre-intermediate level.

The newly created exercises correspond with the coursebook in terms of focusing primarily on suprasegmental features, for segmentals are considered less critical to communicative competence as they carry less of the overall meaning load (Celce-Murcia et

al. 131). Apart from extending the topics that are already incorporated to some degree, such as progressive assimilation, intonation, word stress, weak forms and silent letters, the author creates activities that practise the topics suggested in the teacher's book. Additionally, there are some new topics introduced, in particular linking and sentence stress, as well as making learners aware of commonly mispronounced words in English, reading transcribed words in IPA symbols and using the phonemic chart. Although it is presumed, that learners have previously encountered IPA symbols during their learning process.

The author attempts to place the topics in reasonable order (i.e. intonation and sentence stress precede teaching weak forms). However, they are mainly governed by the unit topics as they should be closely related to them. Despite concentrating mainly on the suprasegmentals, several segments are also brought into focus. These are in particular the silent letters g, t, h, w, b, k, u and l, incorporated to unit 8.

3.3 Supplementary pronunciation activities to Maturita Solutions Pre-Intermediate

In this section, the supplementary exercises are individually introduced. One or two activities are dedicated to each unit. The instructions for pupils are given along with the key and the objective of the task. The teacher is encouraged to work with the phonemic chart listed in the appendix, to help students recognize and remember the IPA symbols, if needed. Additional information regarding the method and the expected outcome are mentioned in the exercise description. Also, the integration and correspondence within the coursebook is commented on. The visual appearance of the handouts is designed as they could be actually presented to pupils. The activities were in most cases adapted from books dealing with teaching pronunciation listed in the bibliography resources at the end of this thesis.

UNIT 1

PRACTISING... Intonation

1. Listen and write ↘ if the voice goes down or ↗ if it goes up in each question.

What do the questions marked with the same arrow have in common?

2. What do you do in your free time?
3. How much time do you spend watching TV?
4. Have you got any other hobbies?
5. Do you play computer games on your own or with friends?
6. What about sports and exercise?
7. What kind of music do you listen to?
8. What else do you like doing?
9. Do you watch a lot of TV?

In this exercise, students are asked to identify the tone in questions. After listening and repeating the sentences as described in activity 1C/7 in the coursebook, pupils are to listen again and write ↘ arrow for a falling and ↗ for a rising tone. Thus they demonstrate the ability to spot the difference between the two tones. Subsequently, the teacher should ask them what the questions from each of the two groups have in common. Learners should recognize that there are WH-questions in one group and Yes/No questions in the other. This exercise presents an additional task to a simple listen and repeat activity from the coursebook, its aim is to raise the students' awareness of the correct usage of intonation in these two types of questions.

Key: ↘/↘/↗/↘/↘/↘/↘/↘/↗

2. In pairs, read the dialogue below. Try to portray the speakers as:

1. Bored co-workers 2. An angry father and son 3. Excited friends

A : Tell me something about Sarah, then.

B : Well, I think she's a nice girl, but people say she is weird.

A : Really?

B : Yes, they believe she knows black magic.

A : Hmmm!

B : They say that is how she got all the good marks at school...

A : Unbelievable!

B : I am just joking! She is very friendly and apparently a hard working student too!

A : How cheeky of you! I can't wait to meet her.

In the second task, students are taught to express different kinds of emotions and attitudes by varying the pitch range, loudness and tempo of their speech. This activity should follow a listening exercise 1F/5 from the coursebook, where students are asked to listen and copy the intonation of phrases *Do you? Really? Me too! So do I!* and *That's interesting!*. Consequently, they are to use it in a role play, portraying different kinds of attitudes. They practise the dialogue in pairs and the teacher monitors. Finally, he discusses with the students what they found out about the way the individual characters spoke. The suggested conclusion is that the pitch range of a bored speaker does not vary significantly, and he usually speaks slowly. Whereas an angry or excited speaker uses usually higher pitched voice, wider pitch range as well as accompanies his speech by various gestures and facial expressions. It shows students, that expressing different emotions via intonation is rather natural as they can easily distinguish whether the speaker is bored, angry or interested from the pitch range and other signals that he employs. This activity could also be amusing for the students as they can exaggerate the particular emotions. The exercise is connected to the *Vocabulary & listening – personalities* section and the method applied is role play.

UNIT 2

PRACTISING... Verb endings

1. Connect the words to the correct bubble according to their final sounds. Choose between /s/ /z/ and /ɪz/.

1. Crosses		5. Goals
2. Meters		6. Kicks
3. Shoots		7. Passes
4. Misses		8. Seconds

The exercise integrated to unit 2 focuses on practising the pronunciation of the *-(e)s* ending in plurals and 3rd person verb form. Students should use their knowledge from the activity 2B/4 which practises the progressive assimilation of voice in past tense. The teacher should explain that /z/ is used after vowels and voiced consonants, /s/ is used after voiceless consonants and that there is an extra syllable in the form of /ɪz/ after sibilants /s, z, ʃ, ʒ, tʃ, dʒ/. The method applied is matching, unlike in the activity from the coursebook, where they are asked to write the correct sound next to each verb. There might not be a big variety of the words incorporated, nevertheless, they are chosen from a listening activity that appears in the same unit. Therefore, students can listen again and check their answers. Integration was in this case preferred for learners to be eventually able to hear the proper pronunciation of the words in the same order as written.

Key : /z/ - meters, goals, seconds; /ɪz/ - crosses, misses, passes, /s/ - shoots, kicks

UNIT 3

PRACTISING... Word Stress I

1. Read aloud the words from the box. Write the correct stress pattern and mark the main stress with an apostrophe as shown in the example. Which pattern is most common for nouns and adjectives? What is special about the underlined words?

'Mountain – tourist – winter – extreme – village – career – pavement

O o

bus stop – sunny – today – post box – useful – river – hotel – road sign

The aim of this activity is to draw pupils' attention to the fact that in two syllable nouns and adjectives, the stress usually occurs on the first syllable. Students should read the words aloud and write the correct pattern. Working in pairs could be more beneficial than using the white board, as suggested in the teacher's book, since it requires participation of all pupils and thus there should not be the danger of inattentive students.

The notation chosen for this exercise is both marking the stress pattern with circles and the main stress with an apostrophe. Writing circles is more visual and thus probably easier to comprehend. It shows the number of syllables and the most prominent one, which is longer, louder and higher in pitch. On the other hand, placing apostrophes before the stressed syllable makes the students familiar with the most common way of marking stress in dictionaries. That is why the author chose to combine these two methods. Vocabulary used in this exercise is chosen from reading and listening activities in the same unit, hence students should be already familiar with the pronunciation.

The attention is also driven at compound nouns and their stress patterns, as pupils should realize that it is usually the first syllable that is accented. Additionally, the teacher may ask learners to find compound nouns in the following reading activity *Monowi*. *Population: 1* (school bus, businessmen, railway,..) and draw the correct pattern.

Key:

'Tourist, 'winter, ex'treme, 'village, ca'reer, 'pavement, 'bus stop, 'sunny, to'day

O o O o o O O o o O O o O o O o o O

'Post box, 'useful, 'river, ho'tel, 'road sign

O o O o O o o O O o

UNIT 4

PRACTISING... Sentence stress

1. Read these newspaper headlines. The editor left some words out, can you figure out which ones and why?

1.

SHOWBIZ

Morris Center for the Performing Arts, 27579 Crisfield Drive in Rye, on Saturday, March 29 at 2 and 4 p.m. Tickets are \$38 for adults and \$19 for students for the

Pierce Brosnan admits using stunt double when shooting last JB movie

2.

The Daily M

Sunday, August 30, 2006

Paris Hilton removed from own party!

3.

DAILY

Tuesday, 28 Fe

Brad Pitt seen dining with ex-wife!

Loc
win
Bus

4.



Golden Bear statue stolen night before ceremony!

After briefly introducing word stress in the preceding unit, the focus is brought to sentence stress. Students become aware of the importance of placing it correctly in order to sound naturally and achieve the maximum level of intelligibility. Learners are shown several newspaper headlines. The teacher should write them on the white board and ask students to try to fill in the words which were probably left out (considered non-important) in order to save space in the newspaper. Then they should read aloud the full sentence and compare it with the headline.

The aim of this activity is to demonstrate that in every sentence, there are words that carry the meaning and thus are most important for the message to be conveyed. The stressed words are lexical, whereas in grammatical words such as prepositions, auxiliary verbs articles etc. the vowel is usually reduced. The teacher should mention, using simplified terminology, that while in Czech every syllable is pronounced fully, in English the less important ones are reduced. The newspaper headlines presented in this exercise are about actors, movies and celebrities. They were integrated into the topic of unit 4 : *In the spotlight*.

Key: 1. Pierce Brosnan admits (to) using (a) stunt double when shooting (his/the) last James Bond movie.

2. Paris Hilton (was) removed from (her) own party!

3. Brad Pitt (was) seen dining with (his) ex-wife!

4. (The) Golden Bear statue (was) stolen (the) night before (the) ceremony!

2. Read the short dialogue in pairs, take turns. There are mistakes in speaker A's sentences, and speaker B needs to correct them. Circle the piece of information that is accented in each case. See the examples below.

Tip : The sentences in the brackets should help you realize what mistake you need to correct.

1. A : *Can I have a big cup of black coffee?*

B : *Sorry, did you say a big cup of black tea?*

A : *No, I asked for a big cup of black coffee.*

2. A : *Can I have a big cup of black coffee?*

B : *Sure, here is your big cup of white coffee.*

A : *But I wanted a big cup of black coffee!*

1.
A : How amazing is that! Meryl Streep won her second Oscar this year!

B : Meryl Streep won her third Oscar this year!

(She now owns three, not two Oscars.)

2.

A : I heard Natali Portman won her third Oscar this year!

B : Meryl Streep won her third Oscar this year!

(It was Meryl Streep, not Natali Portman.)

3.

A : It's a pity that Meryl Streep did not win her third Oscar this year....

B : No! Meryl Streep won her third Oscar this year!

(It is true that she won the Oscar.)

4.

A : Last year was a great success for Meryl Streep, she won her third Oscar.

B : No! Meryl Streep won her third Oscar this year!

(It was this year, that she won her 3rd Oscar.)

5.

A : I heard that Meryl Streep won her third Grammy this year.

B : No! Meryl Streep won her third Oscar this year!

(It was Oscar, that she won, not Grammy.)

6.

A : Wow, Maria Streep is amazing! She already won three Oscras!

B : No! It was Meryl Streep who won her third Oscar this year!

(Her name is Meryl, not Maria.)

The task number two focuses on contrastive stress. Students are asked to work in pairs and take turns. Speaker B uses similar response in each case, shifting the sentence stress. Thus he should correct speaker A and convey the meaning suggested in the brackets. The aim of this exercise is to introduce learners the accentual function of intonation which they, nevertheless, might be using automatically. Pupils should realize that the most important word in a sentence tends to be louder and higher in pitch. Both of these exercises are connected to the unit topic *In the spotlight*.

Key : 1. third, 2. Meryl Streep, 3. won, 4. this, 5. Oscar, 6. Meryl

UNIT 5

PRACTISING... Linking

1. Listen and mark the consonant-to-vowel linking as shown in the example.

Tip : When there is a consonant sound at the end of one word and the next word begins with a vowel sound the two sounds are linked together. There is no linking after a comma or a full stop.

1. *What size are you?*

Um, small, I think.

2. Can I try it on?

Of course, the changing rooms are over there.

3. Can I help you?

Yes, I'm looking for a top to go with this skirt.

4. How much are they?

The price is on the label.

5. Have you got it in a 14?

I'll just have a look.



This exercise is connected to the listening activity 5F/8 and it deals with consonant-to-vowel linking. Students are asked to listen carefully and mark the word linking in the text. In both activities it precedes a tip given to the students on how to complete the task. The goal of this exercise is to demonstrate that a consonant sound in the final position links on with the vowel sound in the initial position of the following word. It should help learners make their speech sound more naturally. After checking the answers, the teacher should encourage students to read the short dialogues in pairs, exaggerating the linking.

Key: 2. Can I, it on, rooms are (over) 3. Can I, for a top. 4. much are, price is on, 5. got it in a, have a.

2. In pairs, read aloud the dialogue and mark the linking between two vowel sounds. Decide, which of the three linking sounds appear in each case. Write /w/ /j/ or /r/ above the word as shown in the example.

Tip : When there is an u sound at the end, it is linked with /w/ to the following vowel sound. Linking /j/ is usually used when there is an I sound at the end. Linking /r/ is used when r appears before a vowels sound.

Who ^wis it?

He ^jis tall.

Her French is good x Her ^rEnglish is good.

I got two astronomy books, new ice skates, very elegant hat and more amazing things!

You are so lucky! I only got a pair of socks... My father is very poor...



Ah..I am sorry to hear that. Well take at least these four umbrellas from me!



Thanks! Look - it has just started to rain! Perfectly on time.



This activity deals with vowel-to-vowel linking. The main task is simple, pupils are to read the dialogue on Christmas presents and proceed as they did in the first activity. The teacher reads the examples and demonstrates that they correspond with the tip written above. Learners should then read the dialogue in pairs and mark where the words are linked by which linking sound, according to the information given in the tip. In case of confusion when recognizing linking r, the teacher should mention that in British English the /r/ sound at the end of a word is reduced to schwa, although learners are likely to pronounce /r/. Finally, they are to read the dialogue aloud and the teacher checks the usage of linking.

These two exercises are integrated into the unit called *Gifts*. One is connected directly to a listening activity and the other one is included into the *Culture – Giving and receiving* section of the unit by its topic - talking about Christmas presents. The aim of both of the exercises from unit 5 is to show that using linking makes a big difference in how one's speech is perceived.

Key:

Two ^wastronomy books; new ^wice skates; very ^jelegant hat. You ^ware so lucky;
I ^jonly got; my father ^ris; I ^jam sorry; four ^rumbrellas; perfectly ^jon time.

UNIT 6

PRACTISING... Weak forms

1. Listen to the dialogue. Write the symbol /ə/ under the words where schwa occurs.

- Justin** Hello?
- Tracey** Hi, Justin. It's Tracey
- Justin** Hi, Tracey. What are you up to?
- Tracey** Nothing much. Do you fancy meeting up in town?
- Justin** Sure. What time?
- Tracey** About four o'clock.
- Justin** OK. Where do you want to meet?
- Tracey** Why don't we meet at the department store?
- Justin** Fine. I'll see you there at four.
- Justin** Just a moment. Where are we going to meet, exactly?
- Tracey** Let's meet outside the main doors.
- Justin** OK, great. See you later!



This exercise should follow after the listen and repeat activity 6B/4, which focuses on the pronunciation of *to* in going *to*. The teacher should draw the students' attention to the fact that the word *to* is in this case not pronounced fully. Then he should introduce the actual sound that occurs in that case, which is schwa, and write its symbol on the white board. He should help pupils recognize schwa by showing it on several examples:

This is a cat.

ə

What have you done?

ə

I go to school every day.

ə

Once he makes sure that pupils are able to recognize it, he can proceed to the listening activity 6F/1. Students are to write the schwa symbol under the weakly pronounced words. After listening twice to the exercise, they can compare their answers in pairs and correct them with the teacher. He should ask learners to identify the words which are commonly expressed by a weak form. The suggested conclusion is that these are mostly grammatical words, such as prepositions, auxiliary verbs, articles etc. Finally, they read the dialogue in pairs, concentrating on the correct pronunciation. The task employs text marking technique and its aim is to make students aware that the words that do not carry meaning of the sentence are expressed by a weak form whereas the words important for the understanding the message, are pronounced fully.

Key:

Justin Hi, Tracey. What are you up to?
ə ə

Tracey Nothing much. Do you fancy meeting up in town?
ə ə

Justin OK. Where do you want to meet?
ə ə ə

Tracey Why don't we meet at the department store?
ə ə

Justin Fine. I'll see you there at four.
ə ə

Justin Just a moment. Where are we going to meet, exactly?
ə ə ə

Tracey Let's meet outside the main doors.
ə

Justin OK, great. See you later!
ə

UNIT 7

PRACTISING... Word stress II

Read aloud the words from the box and write them into the right column according to their stress patterns.

Tip: Endings **-ing, -ness, -ful, -able, -ship, -ment, -less, -ish**, do not change stress placement, whereas **-tion** and **-sion** move it to the syllable before the ending. See the examples below.

lazy → *laziness*, *adore* → *adorable*, *stress* → *stressful*
O o *O o o* *o O* *o O o o* *O* *O o*

decorate → *decoration*, *prepare* → *preparation*
O o o *o o O o* *o O* *o o O o*

Tradition - population - painful - happiness - believable - occasion - amusing
 fearless - superstition - shopping - invitation - attraction - running distracting -
 condition - relationship - department - imagination

Oo	
Ooo	
oOo	
oOoo	
ooOo	
oooOo	

The exercise in unit 7 contains words from the reading and grammar activities from the unit 7 and thus students should be familiar with their pronunciation. The teacher should ask pupils to work in pairs or individually, read the words aloud and match them with the correct stress pattern from the box. They should use the advice from the tip as well as mind the stress placement in the original word. Eventually, they read and check it together. The goal is to make students aware of the most commonly used suffixes and the way they affect the placement of the main stress. The suggested conclusion is that students realize and remember that most suffixes, for example *-ing, -hood, -ment, -ness, -less, -ful, -ish*, etc. do not change the stress placement whereas suffixes *-tion* and *-sion*, which also occur frequently, shift the word stress to the penultimate syllable. The words were chosen in order to present various suffixes and number of syllables, however, regarding the pre-intermediate level, only two suffixes that do change the placement of the stress were introduced, to prevent students from confusion. This exercise should take place after the reading exercise in 7E - *Unusual festivals*. The used technique is matching words with correct stress pattern.

Key:

Oo – painful, fearless, shopping, running,

Ooo – happiness,

oOo – tradition, occasion, amusing, attraction, distracting, condition, department

oOoo – believable, relationship

ooOo – population, superstition, invitation

oooOo - imagination

UNIT 8

PRACTISING... Silent letters

1. There are eight students trying to find out what they should or should not do.

Follow the silent letters and help them before they all get lost in the maze!

Tip : The names of the students correspond with the silent letter you are looking for.

Gabriel Should give all money to his classmates Tim Henry

	bag	cigar	eight	folk	listen	hour
	champagne	foreign	sign	would	castle	white
Lilly →	half	should	play	walk	Christmas	honest
	spill	talk	calm	could	write	ghost
Uma →	build	guitar	plum	who	sword	write
	skirt	guess	cheese	two	whale	west
	blue	tongue	kind	wrong	answer	whole
Kevin →	knee	knock	knight	know	doubt	bomb

Should start wearing pink clothes ← William

Should stop sleeping with a teddy bear

← Barbara

Should not sing in the shower

Write down your answers. Which students did not find the way out?

1. Gabriel _____.
2. Tim _____.
3. Henry _____.
4. Lilly _____.
5. Uma _____.
6. William _____.
7. Kevin _____.
8. Barbara _____.

This objective of this activity is to introduce a variety of silent letters, using vocabulary that learners have already encountered in the coursebook. The method applied is a maze. The words are mostly chosen from the coursebook units and thus should not cause difficulties. Students are asked to work in pairs and follow one silent letter in each case, in particular g, t, h, w, b, k, u and l. They should find the way out from the maze and discover which piece of advice belongs to which student. Finally, the teacher should ask them to read out loud the words that helped them find the way out for each of eight names and translate them if needed.

This exercise is connected to *Everyday English* section of the coursebook. It supplements the pronunciation spot focusing on silent l in *should*, *shouldn't* and *would*, *wouldn't* integrated to topic *Giving advice*. This activity was adapted from Nixon's Primary Pronunciation Box.

Key :

1. Gabriel should not rob a bank again. (eight/sign/foreign/champagne)
2. Tim got lost in the maze. (listen/castle/Christmas)
3. Henry should start wearing pink clothes. (hour/white/honest/ghost)
4. Lilly should give all money to her classmates. (half/should/talk/calm/could/walk/would/folk)
5. Uma got lost in the maze. (build/guitar/guess/tongue)
6. William should stop sleeping with a teddy bear (write/sword/who/two/wrong/answer/whole)
7. Kevin should not sing in the shower. (knee/knock/knight/know)
8. Barbara got lost in the maze. (bomb/doubt)

UNIT 9

PRACTISING... Tricky words

1. The exercise below contains some words which pronunciation is irregular. In each line, circle the word that does not contain the sound written on the left.

Do you know how to pronounce the circled words correctly?

1. /ʌ/ butter - income - butcher - young - love
2. /u:/ moon - truth - lose - blood - news
3. /i:/ sweet - suit - beat - complete - unique
4. /eɪ/ native - mistake - great - straight - camel
5. /w/ sweep - farewell - jewel - waterfall - unwell

2. There are some more tricky words in the box, can you read them?

hotel - receipt - ancient - examine - event - salmon - area - dessert
desert - island - archive - fruit - amateur - cereal - awesome - ocean

This task is not directly integrated into the unit, however, the author believes that it is important to raise the students' awareness of the most commonly mispronounced words by learners of English. The first part of the exercise employs the odd one out technique. Students are to spot the word which does not contain the sound on the left and try to pronounce it correctly. The chosen words seem to be problematic even for speakers at higher level. It is important to introduce the irregularly pronounced words, as learners tend to learn to pronounce them inaccurately and it is difficult to change the habit. The aim of this activity is to try to prevent the students from locking in their minds the incorrect pronunciation of these words. The second activity is a box containing more words that students should try to read correctly with the teacher's assistance, if needed.

Key: 1. Butcher, blood, suit, camel, jewel

UNIT 10

PRACTISING... IPA symbols

There are five short texts about books and writers, containing words in IPA symbols. Can you read them and puzzle out the fun facts? Try to write the words on the line below.

1. The story of /,sɪndə'relə / first appears in a /,tʃaɪ'ni:z / book written in the 850s.

2. The bestselling author of all time is Agatha Christie. Since 1920 her books have sold over a billion copies in /'ɪŋɡlɪʃ / and another billion in over 45 /'fɒrən/ languages. She is outsold only by the /'bɑ:bl/ and William Shakespeare.

The biggest /'laɪbrəri/ in the world is The Library of Congress. It and is situated in /'wɒʃɪŋtən/ DC and it contains more than 28 million books.

4. When *Harry Potter and the* /'prɪznə/ *of Azkaban* was released in Great Britain, the /'pʌblɪʃə/ asked stores not to sell the book until schools were closed for the day to prevent /'tru:ənsi /.

5. William Shakespeare's most /'tɔ:kətɪv / character is Hamlet, who has 1,422 lines in *Hamlet*. None of his other /'kærəktəz/ have as many lines in a single play

In the last activity students are challenged to read words transcribed into IPA symbols and rewrite them using the alphabet. In case it causes them difficulties, the enclosed phonemic chart (see appendix) should help them recognize the symbols that they do not know. The words are chosen from the coursebook units and thus should not be unknown to pupils. The schwa sound intentionally occurs in many of them, as the teacher's book suggests an exercise introducing schwa and its symbol in this unit. Additionally, it demonstrates, as written in the teacher's book, that schwa is the most frequently used sound in English. The word that they presumably would not be familiar with is *truancy*, however, the teacher can encourage them to try to deduce the correct pronunciation and spelling, relying only on the IPA symbols. Finally they are to read the facts, correctly pronounce the transcribed words and translate them, if necessary. The objective of this activity is for students to revise IPA symbols and to gain confidence in recognizing them. This activity is integrated into the *Culture* section of unit 10, which is called *The written word* as it presents interesting facts about literature and writers. It might also be appealing to the students, since the facts may be surprising, amusing or simply ridiculous.

Key: 1. Cinderella, Chinese, 2. library, Washington, 3. prisoner, publisher, truancy, 4. talkative, characters, 5. English, foreign, bible

3.4 Pilotage

The following exercises were carried out in three different high school pre-intermediate classes that are currently using Maturita Solutions coursebook. These activities were chosen for several reasons: they use different teaching techniques, some are connected to a listening activity and some are independent, and one is integrated into unit that the class was working on. The author observed in the classroom mainly the students' response to the activities in terms of their capability to fulfil the tasks, to understand the instructions and used vocabulary, their interest and participation. The teacher eventually mentioned that he found the activities on silent letters and contrastive stress useful and he would use them again, whereas exercises focused on weak forms and linking would require some introductory pronunciation activities beforehand, for students to easily understand the task. Otherwise they are likely to lose interest, being unable to comprehend what they are asked to do.

3.4.1 Unit 4, contrastive stress

There were thirteen pupils in the classroom and this activity was done in approximately ten minutes. The biggest issue to deal with was that the students were using very narrow pitch range when reading the sentences. Therefore it was hard to distinguish which words were intended to be the most prominent in the sentence. The teacher encouraged them to exaggerate the stressed words and to act out the dialogues instead of reading them. Learners easily understood the task thanks to the first two examples and they continued with the exercise working in pairs, while the teacher monitored and corrected them if necessary. Finally, the pupils were asked to read the dialogues aloud and they checked the answers with the teacher. Not only did the students manage to circle all the answers correctly, but also it was a relaxing and enjoyable part of the lesson. It was unusual for learners to focus only on the stress in a sentence, however, they were able to quickly grasp the rule and even to produce it correctly during the final checking. The teacher considered the results satisfying and was pleased with the students' work.

3.4.2 Unit 5, consonant-to-vowel linking

This exercise was connected to a listening activity. The students rather quickly figured out that linking affects the smoothness of an utterance, although they were not able to name it, which was not expected nor asked from them. After going through the instructions, the students listened to the exercise twice and then they checked the answers. The outcome was plausible since all the correct answers were mentioned. However, students also made many mistakes in identifying other types of linking, mostly consonant-to-consonant. The teacher, nevertheless, wrote the two words on the white board and showed them that these sounds are not a consonant and a vowel and thus they are not linked together in this manner. Finally, the students were asked to read the dialogue in pairs and the teacher monitored. Linking was also mentioned later during the following reading activity, when a learner did not use it correctly, yet he was able to correct himself after the teacher pointed it out.

Although the pupils completed the task all in all satisfactorily, it was hard to distinguish whether they were using linking by intuition or as a result of the activity. The outcome was affected by the fact that students were not completely attentive and were quite impatient as they could not understand the task at first. It was Friday after noon and it was hard to keep their attention.

3.4.3 Unit 6, weak forms

There were six pupils in the classroom and the teacher previously referred to the group as to generally weak. This exercise was slightly difficult for the students, because they were not used to focusing solely on pronunciation. The teacher admitted, that they do not practise pronunciation in general and neither the listen and repeat activities. Nevertheless, eventually with the teacher's help, they were able to complete the task. After the teacher briefly introduced schwa and weak forms, the students had the chance to listen twice to the exercise and then read the dialogue in pairs. They attempted to pronounce schwa in the particular cases, however, some of the learners just read the words faster than usually, instead of actually producing a proper schwa sound.

Despite the fact that the pupils were at first hardly able to even distinguish the difference between fully and weakly pronounced vowel, at the end they managed to find most of the weak forms in the listening activity. However, they might also have been guessing, since they wrote the symbol even under some words that were clearly pronounced fully. As for naming the words that are generally pronounced weakly, they were able to name the groups at least in Czech (auxiliary verbs, prepositions). After overcoming the initial confusion, the learners enjoyed the new kind of exercise and were quite interested. This activity was chosen as it belongs to the unit that the class is currently working on.

3.4.4 Unit 8, silent letters

This exercise was carried out in the same class as the one focused on weak forms. There were six students present and it took around ten minutes. This activity was, unlike the one dealing with weak forms, generally perceived easier, by the author and the teacher. He started by asking pupils if they ever heard about a phenomenon called silent letters. Their answer was negative, as expected. Therefore, the teacher wrote several basic words on the white board and asked the pupils to identify the unpronounced letter. Then he wrote a cross underneath. After a brief introduction, the students did not have difficulties with recognizing the silent letters written in the maze. Despite the fact that this exercise was primarily intended as a pair work, eventually, the teacher gradually asked the learners to find one way from the maze, reading the words aloud. The students were capable of pronouncing the words correctly in most cases and were not confused by the blind paths either. Finally, the teacher translated the words which some students did not understand such as *sword*, *knight*, and *foreign* and he asked them to read again the answers, saying aloud the words that lead to each piece of advice. The result was satisfactory, as students were able to correctly pronounce those words that were at first produced inaccurately such as *half*, *calm* etc. This exercise was well responded to, pupils were attentive and the teacher found it useful, swift, as well as interesting for the students.

4. CONCLUSION

Being able to communicate in the English language is highly important nowadays, as it is one of the most frequently spoken languages in today's globalized world. Therefore, learning English has become an inseparable part of one's education. As researches claim, not only is accurate pronunciation crucial for a successful communication, but also, knowing how to pronounce properly can increase learners' self confidence and enthusiasm about a language.

The object of this thesis, the coursebook *Maturita Solutions Pre-Intermediate*, which is designed to prepare learners for the new school leaving exam, was analysed in order to discover whether it presents a sufficient source to practise pronunciation apart from grammar and lexis. As the amount of pronunciation activities was found insufficient, a set of supplementary pronunciation exercises incorporated into the coursebook units was created. These activities were devised in order to help the teachers who use *Maturita Solutions Pre-Intermediate* and lack materials for practising pronunciation.

The theoretical part aimed at describing current perspectives on pronunciation teaching and pointing out the reasons why teachers are likely to neglect the pronunciation training. Consequently, it suggested the aspects that need to be taken into consideration before incorporating teaching pronunciation into the lesson plan, in order to compose a well-arranged and carefully structured syllabus. Additionally, the most frequently used teaching techniques were scrutinized. The development of new activities respected the conclusions drawn from the theoretical part.

The practical part focused on analysing *Maturita Solutions Pre-Intermediate* coursebook and creating new exercises. As for the outcome of the practical part, the activities introduce various features from both segmental and suprasegmental level. The author successfully managed to use different teaching techniques suitable for the pre-intermediate level such as role play, odd one out, maze, text marking, gap filling, matching and imitation. These were employed in both reading and listening activities. As for the integration, most of the pronunciation tasks were incorporated to the sections *Vocabulary and listening*, *Grammar*, *Culture* and *Everyday English* in each unit. However, some exercises stand separately from the coursebook units, such as practising the commonly mispronounced words in unit 7. Other exercises are connected only by the overall topic

and used vocabulary, such as reading the IPA symbols in unit 10. The result of the brief piloting of the exercises was satisfactory in terms of the students' response, even though some of the tasks seemed to be rather difficult.

Thanks to this thesis, I had the opportunity to participate in the piloting of newly created exercises in different high school classes and thus witness the effect of prior insufficient pronunciation training. This experience confirmed that pronunciation has indisputably a crucial impact on one's intelligibility and that without continuous incorporation of pronunciation tasks, the learners may not become comfortably intelligible, which can make their communication in English less effective.

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APPENDIX

THE PHONEMIC CHART

i:	ɪ	ʊ	u:	ɪə	eɪ	ɪː	ɪː
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	əʊ
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	aʊ
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

VOWELS

Short

ɪ	big, it
e	bed, desk
æ	black, man
ʌ	run, love
ɒ	hot, wash
ɔ	book, put
ə	again, number

Diphthongs

eɪ	day, cake
aɪ	cry, right
ɔɪ	toy, noise
əʊ	go, know
aʊ	now, cloud
ɪə	clear, beer
eə	hair, where
ʊə	sure, viewer

Long

i:	sea, cheese
ɑ:	car, part
ɔ:	law, bought
u:	who, too
ɜ:	work, girl

CONSONANTS

p	pink, stop
b	boot, job
t	take, hot
d	duck, good
k	come, back
g	go, drag
f	foot, beef
v	verb, save
θ	thing, math
ð	this, with
s	school, class
z	zero, cheese
ʃ	shop, fashion
ʒ	treasure, decision
h	house, who
m	mouse, home
n	night, fine
ŋ	king, song
tʃ	chicken, catch
dʒ	jazz, page
l	love, feel
r	red, pair
j	yellow, yes
w	white, queen