

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/346444709>

MICRO-CURRICULAR PLANNING BASED ON TONGUE TWISTERS AS A PRONUNCIATION STRATEGY

Book · December 2017

CITATIONS

0

READS

320

4 authors, including:



[Evelyn Almeida](#)

Central University of Ecuador

22 PUBLICATIONS 8 CITATIONS

[SEE PROFILE](#)



[Wilson P. Chiliza Vásquez](#)

Central University of Ecuador

6 PUBLICATIONS 3 CITATIONS

[SEE PROFILE](#)

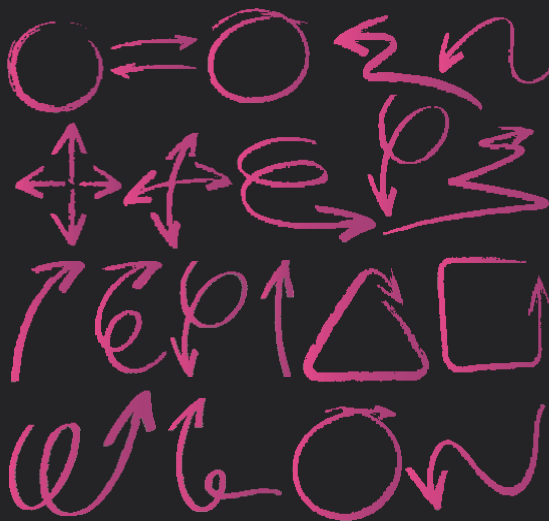


[Diana Castillo](#)

Central University of Ecuador

7 PUBLICATIONS 3 CITATIONS

[SEE PROFILE](#)



MICRO-CURRICULAR PLANNING BASED ON TONGUE TWISTERS AS A PRONUNCIATION STRATEGY

Authors

MSc. Diana Castillo Conde
Mg. Evelyn Almeida García
MSc. Wilson Chiluiza Vásquez
MSc. Piedad Mejía Gavilanez



EDICIEM

AUTORES

MSc. Diana Amparito Castillo Conde

Mg. Evelyn Almeida García

MSc. Wilson Patricio Chiluiza Vásquez

MSc. Piedad Gisela Mejía Gavilánez

EDITOR PEDAGÓGICO
EDICIEM

DISEÑO GRÁFICO
GYRO Diseño Gráfico

DIAGRAMACIÓN
Patricio Albán Vaca
Luis Albán Vaca
Telf.: 094523310
022815219

ILUSTRACIONES
GYRO Diseño Gráfico

© **EDICIEM, 2017**
Telefax: (02) 2 505417
Cel.: 09 8074164
Quito-Ecuador

Primera Edición
Talleres de Autoestima-Universitario

ISBN 978-9978-347-25-6

Derechos del Autor: 052765

Impresión
EDICIEM
Tel.: 098064174
Libro de edición ecuatoriana
Prohibida la reproducción parcial o total

MSc. Diana Castillo Conde

- Profesora del Instituto Académico de Idiomas - Universidad Central del Ecuador.
- Docente de la Pontificia Universidad Católica del Ecuador.

Mg. Evelyn Almeida García

- Docente de Inglés Instituto Académico de Idiomas de la Universidad Central del Ecuador
- Docente de la Carrera de Lingüística Aplicada al Idioma Inglés Universidad de las Fuerzas Armadas- ESPE

MSc. Wilson Chiluiza Vásquez

- Docente de Inglés, Francés y Español para extranjeros. Instituto Académico de Idiomas - Universidad Central del Ecuador
- Docente de la Carrera de Lingüística Aplicada al Idioma Inglés Universidad de las Fuerzas Armadas - ESPE.

MSc. Piedad Mejía Gavilánez.

- Profesora de la Facultad de Filosofía, Letras y Ciencias de la Educación- Universidad Central del Ecuador.
- Profesora del Colegio "Juan Montalvo"
- Profesora de IRFEYAL
- Profesora de español en el Instituto "ECOTRAKERS"

Pares Revisores

Mg. Judith Vera León

MSc. Nelly Padilla Padilla

PREFACE

Many English language students in Ecuador have a lot of difficulties with English pronunciation. After years of learning this language elementary school and high school, students can reach college with many pronunciation problems. This often results in difficulties in being able to communicate their ideas effectively in their foreign language.

It is important for learners who want to speak English properly to learn pronunciation. However, the high school and college curriculum in Ecuador does not mention pronunciation as an element that should be taught to students. In fact, students get little or no training in pronunciation, and the available training is often of poor quality.

We have written Micro Curricular Planning based on Tongue Twisters as a reference for English teachers to provide them with insights into the way difficult sounds for Spanish speakers are produced. We also offer 6 lesson plans designed to improve pronunciation as well as other different activities based on tongue twisters to help students develop their pronunciation.

The aim of this book is to improve the pronunciation of consonant phonemes that do not exist in the Spanish phonological system through the use of tongue twisters.

Additionally, we want to offer EFL teachers and students a new strategy based on tongue twisters to improve the production and development of the phonemes (/dʒ /, /ʃ /, /ð/, /θ/, /r/ and the liquid /s/).

At the same time, we hope to help teachers and students realize the importance of including pronunciation strategies in the classroom.

INDEX

INTRODUCTION	1
CHAPTER I.....	4
LITERATURE REVIEW.....	4
Why teach pronunciation?.....	4
Phonological awareness	5
Nasal cavity	7
The Oral Cavity	7
The Velum or soft palate	8
Uvula	8
The glottis.....	9
The larynx	10
The Lips.....	10
Teeth.....	11
Tongue.....	11
Alveolar ridge.....	12
Phonemic chart.....	12
THE / dʒ / sound	13
The /s/ sound	14

The voiced /ð/ and unvoiced /θ/ sounds	16
The /r/ sound.....	17
Tongue twisters	18
CHAPTER II.....	24
MICRO-CURRICULAR PLANNING	24
Lesson plan: the liquid /s/ sound	25
Lesson plan: the / dʒ /sound.....	35
Lesson plan: the / ʃ /sound	48
Lesson plan: the /ð/ sound	60
Lesson plan: the / θ/sound	71
Lesson plan: the /r/ sound.....	83
GLOSSARY	94
REFERENCES	97

INTRODUCTION

The importance of pronunciation to be understood, convey ideas, and have effective communication when speaking a language is undeniable. Therefore, it should be part of the curriculum in second or foreign language teaching. English pronunciation is an essential and inseparable aspect of language learning. Sadly, in most countries, the importance of teaching pronunciation is overlooked by many teachers who spend a great deal of time teaching grammar or vocabulary, somehow ignoring the everyday benefits of teaching pronunciation.

Based on our experience and as Celce-Murcia, Brinton, & Goodwin (1996) established, teachers have developed different activities and strategies to improve pronunciation.

For instance, some teachers utilize minimal pairs drills like:

Don't sit in that seat.

Is that a black ship? Is that a black sheep?

This kind of repetition has helped students to discriminate between sounds (p. 4).

Audio and video recordings by native speakers are also widely used as a model of pronunciation to be imitated by students.

However, because a great number of college English learners still have significant pronunciation problems after having taken English in elementary school and high school, it seems to us that the attempts to deal with pronunciation issues are not adequate. College English learners often make mistakes in pronunciation that should have been corrected earlier. For instance, our students tend to pronounce words that have the combinations g+e or g+I, or words that have the phoneme /j/ like in jungle, using Spanish phonemes instead of the /dʒ/ English phoneme.

The liquid /s/, which occurs only at the beginning of a word followed by a consonant, is another hard phoneme for Spanish English learners to produce. Students often add the phoneme of the Spanish /3/ at the beginning of words that start with the liquid /s/ like in “school”, “student” or “smell”.

The interest for this topic arose because in our practice dealing with secondary and university students, we face unintelligible pronunciation of some students who struggle to pronounce English phonemes, especially those sounds that are not part of the Spanish phonological system.

We decided to create a micro curricular planning unit to deal with some of the most common pronunciation problems for Spanish English learners. This unit offers

activities to help students correct their pronunciation and produce accurate sounds of the phonemes /dʒ /, /ʃ /, /ð/, /θ/, /r/ and the liquid /s/ by using tongue twisters.

CHAPTER I

LITERATURE REVIEW

To understand our approach, it is necessary to define the word pronunciation. The common theme found in all the definitions in the literature is that pronunciation deals with the way the sounds of a language are produced. For the purpose of this work, we will consider **pronunciation** as the phonology of the language, the perception, and production of the sounds of that language and their impact on the listener (Burns & Claire, 2003).

Why teach pronunciation?

Although many teachers prefer to teach grammar and vocabulary and thereby neglect teaching pronunciation, the necessity of including this element in teachers' syllabi is more evident every day. Speakers whose pronunciation is listener-friendly are better able to lead a successful conversation even with their grammatical mistakes, much better than those speakers with poor pronunciation but whose grammar obeys all the rules (Harmer, 2005).

Teaching pronunciation should be an important element of every English lesson. It helps students to be confident with different sounds and sound features; it improves the

students' speaking skill and makes students aware of how the sounds are produced by being conscious of the movements in their mouth (Harmer, 2005). Therefore, teaching pronunciation is necessary to increase the speaker's confidence, and to improve their listening comprehension abilities.

Phonological awareness

Phonological awareness is an important term to consider when dealing with pronunciation. This term refers to the detection and manipulation of sounds as a conscious action. The speaker performing different phonemes must be aware of the units of sound in order to perform the operation properly (Gillon, 2004). The fact that phonological awareness is a conscious action can explain why our students have problems with those sounds that are not part of their phonological system. If they do not recognize the sound, it is our job to make them notice and provide the tools to start realizing how to produce those difficult sounds, so they will not substitute existing Spanish phonemes instead.

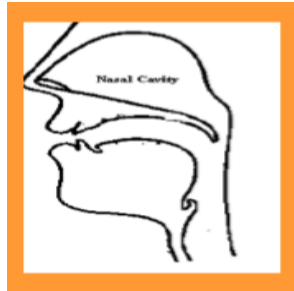
As Fromkim, (2011) said, the phonics similarity criterion reflects the ways in which allophones function together and the kinds of generalizations that children can make, so we can conclude that one of the reasons for students to make mistakes is the overgeneralization of sounds due to

the lack of phonological awareness. Pronunciation problems are caused by many factors, but it is clear that a very important one is the non-existence of particular English sounds in their mother tongue.

Sound production is a part of the everyday habits of human life; therefore, due to the fact that English sounds such as /dʒ/, /ʃ/, /ð/, /θ/, /r/ and the liquid /s/ do not exist in Spanish, it is not surprising that students whose mother tongue is Spanish will likely have difficulty in pronouncing them.

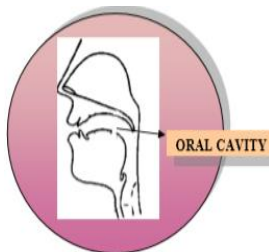
Knowing the vocal tract and the different associated parts within it called articulators could be of great help in order to explain to students how to articulate difficult sounds.

Nasal cavity



The nasal cavity is a channel that extends from the pharynx to the nostrils and is separated from the oral cavity by the palate. Humans breathe through this channel.

The Oral Cavity



The oral cavity is one of the most important parts of the vocal tract. Its size, shape and acoustics can be varied by the movements of the palate, the tongue, the lips, the cheeks and the teeth.

The Velum or soft palate



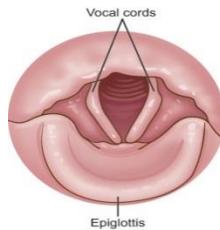
The velum is important for speaking because it has the ability to rise, thus preventing the air to escape through the nose.

Uvula



The uvula is the bell hanging from the back of the oral cavity.

Vocal cords



The vocal cords are the valves that can interfere with the flow of the air stream. They can assume different positions:

Completely closed: When closed, the apposition of the vocal cords creates obstruction of air.

Wide open: When fully open, the vocal cords are in a normal position of breathing. The glottis is held open and the vocal cords are relaxed as for voiceless sounds.

Partially open: When partially open, the vocal cords come into light contact and become tense so that the air that passes through them causes a vibration.

The glottis



The glottis is the space between the vocal cords.

The larynx



The larynx is a complex structure of cartilages linked by muscles, ligaments, and membranes. In males, the bump formed by the front part of the larynx is referred to as the “Adam's apple”.

The Lips



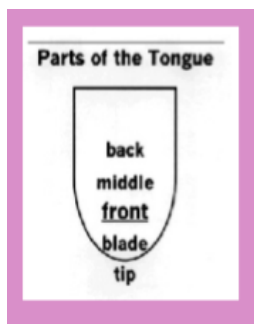
The lips are the orifice of the mouth. When they are held tightly shut, they form a complete obstruction or occlusion to the air. They may take up the following positions: spread, neutral, close rounded, or open rounded.

Teeth



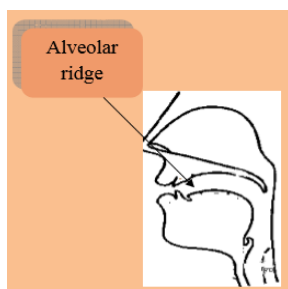
The teeth are only at the front of the mouth, and there are upper and lower sets. The tongue is in contact with the upper teeth for many speech sounds called dental.

Tongue



The tongue is a very important articulator that aids in the formation of sounds of speech. It is divided into different parts, like the tip, blade, front, middle, and back.

Alveolar ridge

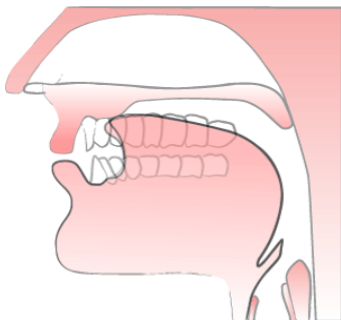


The alveolar ridge is between the top front teeth and the hard palate. Sounds produced with the tongue touching the alveolar ridge are called alveolar sounds (Roach, 2000).

Phonemic chart

One of the most important elements when teaching pronunciation is the phonemic chart. The chart assists students to read a word even without listening to it, and it makes them realize the differences between sounds. But most important of all, if students know the phonemic symbols, teachers can introduce a great number of pronunciation games for them and explain the pronunciation mistakes, too. Below, I will present a clear description of each of the phonemes that are part of this research and how they are articulated.

THE / ɖʒ / sound



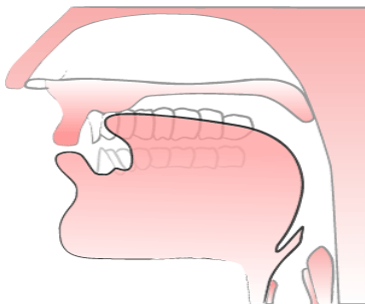
Source:

(Pronuncian.com, 2016)

The /ɖʒ/ phoneme is affricate and palatal. To produce the sound, it is necessary to tell students that this is a voiced phoneme. This means that the vocal cords vibrate during its production.

In addition, when producing this sound, the air is briefly prevented from leaving the vocal tract when the tip of the tongue presses against the back tooth ridge, while the sides of the tongue press against the upper teeth. The sound is aspirated when the air is released with friction (Pronuncian.com, 2016)

The /s/ sound

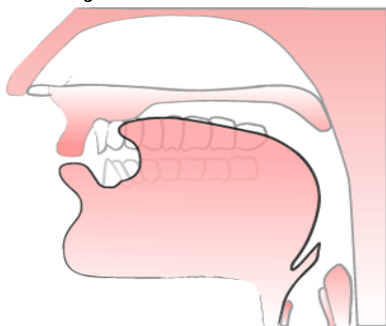


Source: (Pronuncian.com, 2016)

The sound /s/ is voiceless (the vocal cords do not vibrate during its production), It is fricative and alveolar.

To create the /s/ phoneme, tell students to put the tip of the tongue against the alveolar ridge, while the front of the tongue is placed close to the tooth ridge. The tip of the tongue should be close to the upper backside of the top front teeth. The tongue is kept tense as air is pushed between a small groove along the center of the tip of the tongue and the front of the tooth ridge. The front sides of the tongue touch the side teeth toward the front of the mouth. The lips are held slightly tense during the sound. (Pronuncian.com, 2016)

The /ʃ/ sound



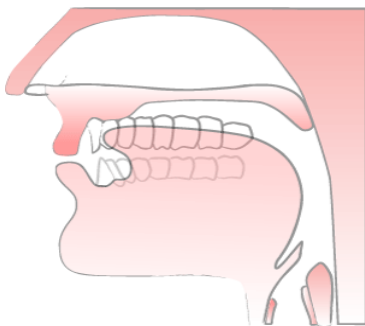
Source: (Pronuncian.com, 2016)

The 'sh sound' /ʃ/ is voiceless which means that the vocal cords do not vibrate during its production; it is palatal and fricative.

To create the /ʃ/, air is forced into a wide groove in the center of the front of the tongue and the back of the tooth ridge. The sides of the blade of the tongue may touch the side teeth. The lips are kept slightly tense and may protrude somewhat during the production of the sound.

This sound is a continuous consonant, meaning that it should be capable of being produced for a few seconds with even and smooth pronunciation for the entire duration (Pronuncian.com, 2016)

The voiced /ð/ and unvoiced /θ/ sounds



Source: (Pronuncian.com, 2016)

Since these two sounds share not just the same spelling but also a lot of other characteristics, it is a good idea to present them together.

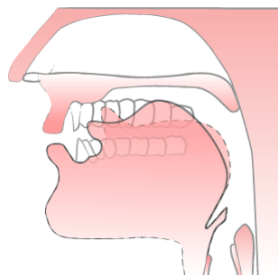
These phonemes are fricatives. To produce this sound, the air stream stops but not completely as it passes through a narrow space and the sound arises from the frictions this produces. The tip of the tongue is placed behind the top front teeth. The friction occurs between the tip of the tongue and the top front teeth. Subtle friction may also occur between the top of the front of the tongue and the tooth ridge. The lips are kept relaxed during the production of these sounds.

Another way to produce the “th” sounds is to place the tip of the tongue between the top and bottom front teeth.

Although this way of producing the sound often creates difficulties on the transitioning to and from other sounds, this occurs because the tongue needs to be so much further forward when between the front teeth as compared to behind the top front teeth.

The only difference between these sounds is that /θ/ is voiceless and /ð/ is voiced. (Pronuncian.com, 2016)

The /r/ sound



Source: (Pronuncian.com, 2016)

The /r/ phoneme is lateral, alveolar (retroflex) and voiced. There are two different ways to create an “r” sound /r/, and although the tongue placement is quite different between the two, the sound they produce is very similar. An important aspect of the American /r/ is that the tip of the tongue never touches the tooth ridge during this sound.

Method 1: The back of the tongue is raised so the sides of the tongue touch the back teeth. The center of the back of

the tongue is lower and the air travels through this groove to create the sound. The tip of the tongue may point upward, or may be left low.

Method 2: The tip of the tongue is raised and curled back behind the tooth ridge while the back of the tongue stays low.

Students should experiment to find the most effective individual method. Also, the /r/ interacts with adjacent sounds, which can result in positions that are a combination of the above methods. (Pronuncian.com, 2016)

As we can see when dealing with consonant sounds that do not exist in Spanish or that have some differences in the way of articulation to be produced, many learners have difficulties in producing them.

Tongue twisters

This book advocates for using tongue twisters to help pronunciation. Many experts have defined a tongue twister as a sequence of words that is difficult to pronounce quickly and correctly (Robert, 2016). Similar to the previous definition Walter, (1995) writes that a tongue twister is a word, phrase, or sentence that is difficult to pronounce due to the repetition of the same sound, which can be a vowel or a consonant

sound. In general, the activities with tongue twisters are performed orally and are repeated many times to train the tongue with particular sounds.

There are many reasons to use tongue twisters. They can be used like an icebreaker, or to have fun in the class, but academically, the purpose of a tongue twister is to practice specific sounds which are repeated continuously. After students achieve some success in performing the sounds, teachers can challenge students to repeat them correctly at a faster speed. Tongue twisters are usually used as a warm-up activity in class and as a pronunciation exercise for second and foreign language learners. *“Tongue twisters are also a useful tool that phoneticians and speech therapists use to help someone with specific articulation disorders, such as a lisp (the case of replacing sounds /s/ or /z/ with /ð/)”* (Anonymous, available at <http://englishspeaklikenative.com/tongue-twisters/>).

Overall, tongue twisters are sentences or phrases that put similar sounds together, which are then repeated quickly and correctly. They are a cost-effective tool for teachers to help improve pronunciation. These kinds of exercises have been practiced in English classes for many years as a useful technique to aid in pronunciation of foreign

phonemes. Teachers of English as a first and second language have used tongue twisters in their classes, both as a warm-up activity or a pronunciation practice mainly because they make speech and repetitions of sounds an enjoyable game. People who use tongue twisters in speech therapy do it to exercise the muscles in the mouth, thereby enabling clearer pronunciation, clearer speech patterns, and an easier time pronouncing previously difficult syllables (Well-Smith, 2012).

In speech therapy or in a foreign language class, tongue twisters have some advantages as a pronunciation exercise. Below are some of these advantages:

- a. Helping students gain awareness of their pronunciation problem.
- b. Helping students focus on and tackle the problems which lead to quick improvement.
- c. Helping students build a new muscle memory.
- d. Improving their listening.
- e. Relieving the monotony of the lesson.
- f. Allowing students to practice the language without fear of making a mistake since everyone makes mistakes with tongue twisters, including teachers (Well-Smith, 2012)

As we can see, there are good reasons to try tongue twisters in class, but it requires practice and patience to repeat the sound until students produce an accurate one. It doesn't mean students have to produce a native-like sound, it just means producing a sound that is close enough to the native speaker's pronunciation, so that listeners will have less of a problem understanding them. When teaching pronunciation of phonemes, it is a good idea to do it by combining methodologies and helping students to be conscious of how to produce the sounds. Only working with tongue twisters in a deductive way will not be as productive as using them in an inductive form, as well.

Here are some examples of tongue twisters that we used in this research to improve the pronunciation of the /dʒ/, /ʃ/, /ð/, /θ/, /r/ and the liquid /s/, which helped many students.

PHONEME	TONGUE TWISTERS
/dʒ/	Jane and Jenny in their blue j ackets are watching the j aguar in the cage .
/dʒ/	It was a j oy for G orgia and G orge, the G erman boys, to cross the large orange bridge before entering the village .
/s/ liquid	I slit the sheet, the sheet I slit, and on the slitted sheet I sit.
/s/ liquid	Seven slick, slimy snakes sliding slowly southward.
/s/ liquid	Sammy Smellie smelt a smell of small-coal: Did Sammy Smellie smell a smell of small-coal? If Sammy Smellie smelt a smell of small-coal, Where's the smell of small-coal Sammy Smellie smelt?
/ʃ/	I wish to wish the wish you wish to wish, but if you wish to wish the witch wishes, I won't wish the wish you wish to wish.
/ʃ/	Susan shines shoes and socks, socks and shoes shine Susan. She stopped shining shoes and socks, for shoes and socks shock Susan.

/ð/	Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather “
/ð/	Is it this , that , those , these , and there or for when that I eat this ?
/θ/	Thirty thousand thoughtless boys thought they would make a thundering noise. So the thirty thousand thumbs thumbed on the thirty thousand drums
/θ/	Three thin panthers in the bathroom
/r/	Jerry's jelly berries taste really rare .
/r/	Richard gave Robin a rap in the ribs for roasting his rabbit so rare.

Adapted from:

www.sn.schule.de/~msweixdorf/dokumente/tongue_twisters.pdf

CHAPTER II

MICRO-CURRICULAR PLANNING

All the activities proposed in this book will help students develop their acquisition of the phonemes /dʒ /, /ʃ /, /ð/, /θ/, /r/ and the liquid /s/.

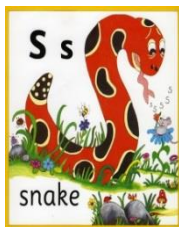
Considering that all levels of students and ages enjoy tongue twisters and often prefer them to more rigid drills, activities were selected and used to create six lesson plans with the aim of helping students speak and practice the pronunciation of difficult sounds in English. The activities were developed by taking into account principles of constructivism as proposed by Piaget in which analyses of the structures, schemes, and mental operations that permit students to think, resolve and decide successfully on the different tasks should be presented by the instructor. Additionally, Ausubel's theory that learning must be significant and Krashen's low effective filter theory to promote learning were also taken into account.

The six-week lesson plans focus on different ways to use tongue twisters in order to help students improve and produce the sound of the target phonemes. The lesson plans are based on a Presentation, Practice, and Production (PPP) method of teaching.

Lesson plan: the liquid /s/ sound

Lesson overview

Name of lesson plan activity: pronunciation of liquid /s/



Skill focus: speaking

Institution name:

Target students: A1 level

Materials used in class: handouts with tongue twisters,
tape recorder, blackboard,

Method of teaching: presentation, production and
practice.

Lesson plan (1st week)

1. Objective of the lesson:

The aim of this lesson is to improve pronunciation of the liquid /S/ and therefore be able to use it effectively and confidently in spoken situations.

Presentation (day one)

Before the lesson, the teacher chooses a tongue twister with the liquid /s/ sound.

Six **s**lippery **s**nails, **s**lid **s**lowly seaward.

Source: (Learn a Tongue Twister in a Minute Part 5, 2016)

<https://www.youtube.com/watch?v=MiaIhzUkpLc>

Ask students to listen to the tongue twister and write as many words as they understand.

Ask students to give you some examples of the words they were able to pick up from the listening.

Write them on the board.

Repeat the words emphasizing the pronunciation of the liquid /s/.

Use IPA symbols to transcribe one of the examples.

Explain how the phoneme /s/ is produced.

Practice

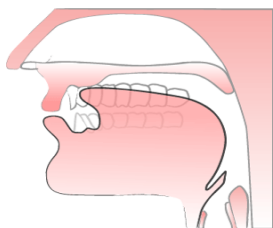
Ask students to imitate the sound of the /s/ phoneme and then make them repeat it a few times.

Production

Ask students to go over unit one on the students book and find at least 4 more examples of words that start with the liquid /s/ and present them to the class the next day.

Presentation (day two)

Remind students how the phoneme /s/ is produced; show them a picture of the vocal track with the articulatory parts to produce this phoneme.



Source: (Pronuncian.com, 2016)

Practice

Give students a worksheet with some examples of liquid /s/ tongue twisters. (Handout No. 1)

Ask the whole class to repeat them three times first slowly and then three more times faster.

Production

Ask students to study them and be ready to repeat any of them in the next class.

Presentation (day three)

Play a recording with the tongue twisters that students got on day two. (Handout No. 1)

Ask them to listen carefully.

Source:

<https://www.youtube.com/watch?v=AXpCVLDbiE4>(minute 6:20)

Practice

Divide the class in groups of five and ask students to take turns repeating the tongue twisters as fast as they can.

While students do this activity the teacher monitors the students making sure everybody is producing the phoneme accurately.

Production

Once every member of the group has finished repeating the tongue twisters they have to choose a representative of the group to repeat one of the tongue twisters in front of the class.

Presentation (day four)

The teacher repeats the tongue twisters presented on day two as fast as possible.

Practice

Game: students are asked to work in the same groups they did the day before; give them three minutes to practice the tongue twisters.

Production

Ask each student to choose one of the tongue twisters and repeat it in front of the class as fast as possible.

Everybody must pay attention if the student makes a mistake, he/she doesn't get a point for the group.

The group with more points is the winner.

While the students are playing the game, the teacher uses the observation checklist to evaluate the students' participation and production of the phoneme.

Presentation (day five)

Ask students to tell you some examples of the words they found in their text book on day one.

The teacher uses some of them to invent a tongue twister.

Practice

Ask students to work in groups of three and invent a tongue twister using the words they found on their text book on day one. Do this activity on handout No.1

One of the members of the group must say the tongue twister and all the other students in the class will try to write it down.

Production

Ask students to work alone and create one more tongue twister using minimum five more words starting with the liquid /S/. Use the last empty space on handout No.1 to do this activity.

OBSERVATION CHECK LIST WEEK ONE

OBJECTIVE: To evaluate the production of tongue twisters with the liquid /s/

INSTRUCTIONS: Mark yes or no depending on the students' performance.

No.	Descript ors Student name	The student pronounce s the liquid /s/ sound accurately		The student repeats a sequence of words with the /s/ sound.		The student imitates sounds to help him/her pronounce difficult words		The student identifies the place of articulation of the phoneme /s/		The student memorized and repeats the tongue twisters clearly.	
		YES	N O	YES	NO	YES	NO	YES	NO	YES	NO
1											
2											
3											
4											
5											
6											
7											

8											
9											
10											
11											
12											
13											
14											
15											
16											
16											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

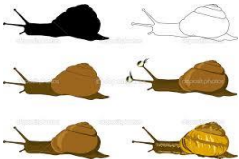
Prepared by: The authors

Observation

Handout No. 1

Practice the liquid /s/ sound.

Name: _____

Six slippery snails, slid slowly seaward. 	The students brought six sticky skeletons to school 	Seven slick, slimy snakes sliding slowly southward. 
Sammy Snellie smelt a snell of small-coal: Did Sammy Snellie snell a snell of small-coal?	Group work: In groups of three invent your own tongue twister.	Individual work: Find words with the liquid /s/ and invent your own tongue twister.

If Sammy Smellie smelt a smell of small-coal, Where's the smell of small-coal Sammy Smellie smelt?  		
---	--	--

Lesson plan: the / dʒ /sound

Lesson overview

Name of lesson plan activity: pronunciation the / dʒ / sound.



Skill focus: speaking

Institution name:

Target students: A1 level

Materials used in class: handouts with tongue twisters, YouTube links, tape recorder, blackboard.

Method of teaching: presentation, production and practice.

Lesson plan (2nd week)

1. Objective of the lesson:

The aim of this lesson is to improve pronunciation of **the** / ɔ̃ / and therefore be able to use it effectively and confidently in spoken situations.

Presentation (day one)

Go to <https://www.youtube.com/watch?v=vqL9ivPb09A>

and play the video to present the / ɔ̃ / sound.

Make sure students understand that:

/ ɔ̃ / sound occurs with the consonant **J** or **G+e/i**

Tell them that it is similar to the Spanish sound “Y” but pressing the tongue.

Practice

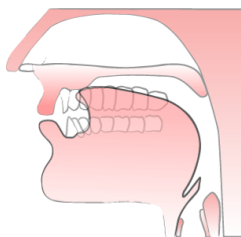
Ask students to imitate the sound of the / ɔ̃ / phoneme and then make them repeat it a few times.

Production

Ask students to check the students' book units one and two and find at least 9 more examples of words that contain the phoneme / **dʒ** / in different positions and write them in the word-mapping handout No.2.

Presentation (day two)

Remind students how the phoneme / **dʒ** / is produced; show them a picture of the vocal track with the articulatory parts to indicate where they have to press the tongue.



Source: (Pronuncian.com, 2016)

Practice

Give students a worksheet with some examples / **dʒ** / tongue twisters. (Handout No.3)

Listen to them on:

<http://www.ethansenglishcafe.com/tongue-twisters-d%CA%92/>

Ask the whole class to repeat the tongue twisters three times first slowly and then three more times faster.

Production

Ask students to go to:

<http://www.ethansenglishcafe.com/tongue-twisters-d%CA%92/> and study them and be ready to repeat any of them on the next class.

Presentation (day three)

Play a recording with the tongue twisters “**J**umping **J**ill”.
(Handout No. 3)

Ask them to listen carefully.

<https://www.youtube.com/watch?v=jR8clAxyYZg>

Practice

Divide the class in small groups.

Each team has to choose a tongue twister from the handout No.4 and practice the pronunciation

Ask students to take turns repeating the tongue twister as fast as they can. While students do this activity the teacher monitors the students making sure everybody is producing the phoneme accurately.

Production

Give the students some time to review and practice the tongue twister. When the students have memorized it and pronounce it properly, they have to repeat the tongue twister in front of the class.

The first team to pronounce properly and fast the tongue twister is the winner.

Presentation (day four)

The teacher repeats some of the tongue twisters presented on day three (handout No. 4) as fast as possible.

Practice

Game: students are asked to work alone; give them 3 minutes to practice the tongue twisters.

Production

Ask each student to choose one of the tongue twisters and repeat it in front of the class as fast as possible.

While the students are repeating the tongue twisters, the teacher uses the observation checklist to evaluate the students' participation and production of the phoneme.

Presentation (day five)

Ask students to tell you some examples of the words they found in their text book on day one.

The teacher uses some of them to invent a tongue twister.

Practice

Ask students to work in groups of three and invent a tongue twister using the words they found on their text book on day one. Do this activity on handout No.4

One of the members of the group must say the tongue twister and all the other students in the class will try to write them down.

Production

Ask students to work alone and create one more tongue twister using minimum 5 more words with the / **ɔʒ** / sound in different positions. Use the last empty space on handout No.4 to do this activity.

OBSERVATION CHECK LIST WEEK ONE

OBJECTIVE: To evaluate the production of tongue twisters with the / **ɔʒ** / sound

INSTRUCTIONS: Mark yes or no depending on the students' performance.

No.	Descriptors Student name	The student pronounces the / ɔʒ / sound accurately		The student repeats a sequence of words with the / ɔʒ / sound.		The student imitates sounds to help him/her pronounce difficult words		The student identifies the place of articulation of the phoneme / ɔʒ / sound		The student memorized and repeats the tongue twisters clearly.	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1											
2											
3											
4											
5											
6											
7											

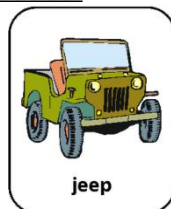
8											
9											
10											
11											
12											
13											
14											
15											
16											
16											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

Prepared by: The authors

Observation

Handout No.2

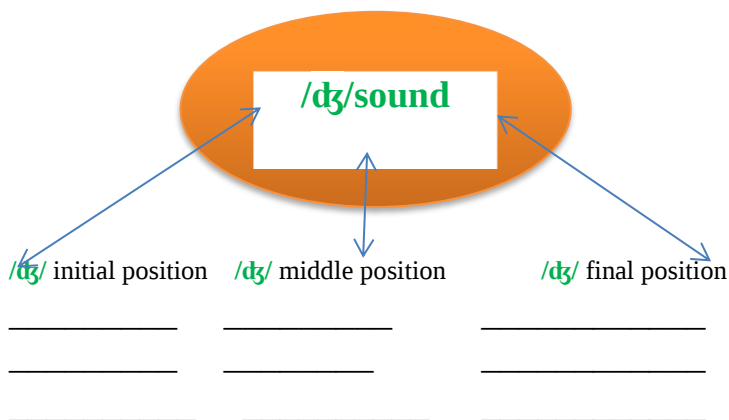
Name: _____



/dʒ/

Word-mapping

Look at the phoneme in the center of the bubble. Find 9 words that contain that sound in initial, middle and final position. Write them in the correct column.



Prepared by: The authors

Handout No. 3

Practice the /dʒ/ sound.

Go to: <http://www.ethansenglishcafe.com/tongue-twisters-d%CA%92/> and practice the following tongue twisters.

Jill's jaw just jiggled

[Download MP3](#)

▶ 00:00 00:08 🔊

dʒɪlz dʒɔ dʒʌst dʒɪgələd



The ginger juice was genuine

[Download MP3](#)

▶ 00:00 00:08 🔊

ðə dʒɪndʒər dʒʊs wʌz
dʒenjuɪn



Gentlemen imagine generous gymnasts

[Download MP3](#)

00:00 00:09

dʒɛntlɪmən ɪmædʒɪn dʒenərəs
dʒɪmnəsts



Join a gym for general jokes

[Download MP3](#)

00:00 00:09

dʒɔɪn ə dʒɪm fɔː dʒenərəl
dʒoʊks



Discuss

Adapted from:

<http://www.ethansenglishcafe.com/tongue-twisters-d%CA%92/>

Handout No. 4

Practice the liquid /dʒ/ sound.

Name: _____

Choose a tongue twister from the table and practice in groups, the students who can pronounce properly and fast the tongue twister are the winners.

Jean, Joan, George and Gerald judged generally. Jean  Joan Gerald  George	 <u>Jumping Jill</u> Jumping Jill can jump so high. Jill can jump in warm July. Jumping Jill can jump so low Jill can jump for joy, you know. Join her in a jumping game. As you jump, callout her name!	 Georgia, put the orange juice into the fridge. The juice
---	---	---

		was there for ages because Georgia forgot his orange juice in the fridge.
Group work: In groups of three invent your own tongue twister.	Individual work: Find words with the /dʒ/ sound and invent your own tongue twister.	

Lesson plan: the / ʃ /sound

Lesson overview

Name of lesson plan activity: pronunciation of the / ʃ /



sound

Skill focus: speaking

Institution name:

Target students: A1 level

Materials used in class: handouts with tongue twisters, YouTube links, internet, tape recorder, blackboard,

Method of teaching: presentation, production and practice.

Lesson plan (3rd week)

1. Objective of the lesson:

The aim of this lesson is to improve pronunciation of the /ʃ/ sound and therefore be able to use it effectively and confidently in spoken situations.

Presentation (day one)

Before the lesson, the teacher chooses a tongue twister with the liquid /ʃ/ sound.

“Susan shines shoes and socks; socks and shoes shine Susan. She stopped shining shoes and socks, for shoes and socks shock Susan “

Source:

<https://www.youtube.com/watch?v=2y73b1cHUyY>

Write on the board these three phonemes: /s /, /ʃ/ and /dʒ/

Go to the link above and ask students to listen carefully and tell you which phoneme they think this tongue twister is about.

Remember students are already familiar with the phonemes / s/ and /dʒ/.

Once they tell you is the / ʃ / sound use IPA symbols to transcribe the word shoe /ʃu:/ Explain how the phoneme / ʃ / is produced.

Practice

Ask students to imitate the sound of the / ʃ / phoneme and then make them repeat it a few times.

Production

Give students handout No. 5. (Minimal pairs)

Tell students there are two words in each column they have to listen carefully and choose the word they heard.

The teacher chooses one of the words and repeats it twice. Once the activity is done check the answers.

Presentation (day two)

Remind students how the phoneme / ʃ / is produced.

Go to: <http://www.englishlanguageclub.co.uk/%CA%83-sound/> and play the video about the / ʃ / sound.

Practice

Give students a worksheet with some examples of the / ʃ / tongue twisters. (Handout No. 6)

Ask the whole class to repeat them three times first slowly and then three more times faster.

Production

Ask students to study them and be ready to repeat any of them in the next class.

Presentation (day three)

Draw the / ʃ / symbol on the board. Tell students that this sound is normally spelled with the consonants s-h as in the word shop, but it can also appear with the t-i combinations or c-i as in the words national or official

Practice

Divide the class in groups of 5 and ask students to take turns repeating the tongue twisters they have on handout No.6 as fast as they can. While students do this activity the teacher monitors the students making sure everybody is producing the phoneme accurately.

Production

Once every member of the group has finished repeating the tongue twisters they have to choose a representative of the group to repeat one of the tongue twisters in front of the class.

Presentation (day four)

The teacher writes these words on the board and pronounces them twice.

Push, fish, condition, education, special, musician.

Practice

Students are asked to go to the board and underline the /ʃ/ sound. Once they identify the phoneme ask them to repeat the words twice.

Production

Ask students to work in pairs and try to find in 3 minutes as many words with the / ʃ / sound as they can. The couple with more correct words is the winner.

Presentation (day five)

Ask students to tell you some examples of the words they found in their text book the day before.

The teacher uses some of them to invent a tongue twister.

Practice

Ask students to work in groups of three and invent a tongue twister using the words they found on their text book the day before. Students do this activity on handout No.6

Production

Ask students to choose one of the tongue twisters and repeat it out loud. While the students do this the teacher uses the observation checklist to evaluate the students' participation and production of the phoneme.

OBJECTIVE: To evaluate the production of the / ʃ / sound

INSTRUCTIONS: Mark yes or no depending on the students' performance.

No.	Descriptors Student name	The student pronounces the / ʃ / sound accurately		The student repeats a sequence of words with the / ʃ / sound		The student imitates sounds to help him/her pronounce difficult words		The student identifies the place of articulation of the phoneme / ʃ /		The student memorized and repeats the tongue twisters clearly.	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
16											
18											

19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

Prepared by: The authors

Observation

Handout No. 5

Practice the / ʃ / sound

Name: _____

Minimal pairs

Instructions: listen to your teacher reading the words below. Circle the word you hear. Each word will be repeated twice.



/ ʃ /	/ tʃ /
She's	Cheese
crush	crutch
shows	chose
dish	ditch
sheet	cheat
shop	chop
cash	catch

mash	match
wash	watch
wish	witch
/ʃ/	/dʒ/
shop	job
sheep	Jeep
share	Jared
shore	George

Prepared by: The authors

Handout No. 6

Practice the /ʃ/ sound

Name: _____

She sells
seashells on a
seashore. The
shells she sells
are seashells, I'm
sure.



Susan shines
shoes and
socks; socks
and shoes
shines
Susan. She
stopped
shining shoes
and socks, for
shoes and
socks shock
Susan.



/ʃu:/

I wish



I wish to wish the wish you
wish to wish, but if you
wish to wish the witch
wishes, I won't wish the
wish you wish to wish.



I saw Susie
sitting in **shoe**
shine shop.
Where **she** sits
she shines and
where **she**
shines she sits.

How many
words with
the /ʃ/ sound
can you find
in three
minutes?

Pair work:

Find words with the
/ʃ/ sound and invent
your own tongue
twister.

Lesson plan: the /ð/ sound

Lesson overview

Name of lesson plan activity: pronunciation of /ð/ sound.



Skill focus: speaking

Institution name:

Target students: A1 level

Materials used in class: handouts with tongue twisters, tape recorder, blackboard,

Method of teaching: presentation, production and practice.

Lesson plan (4th Week)

1. Objective of the lesson:

The aim of this lesson is to improve pronunciation of the /ð/ sound and therefore be able to use it effectively and confidently in spoken situations.

Presentation (day one)

Go to <https://www.youtube.com/watch?v=GdtdTJkRtkE> and play the video to present the /ð/ sound.

Make sure students understand that: the /ð/ sound occurs with the consonants th, to produce this sound it is essential to stick the tongue out because it is an interdental sound.

Practice

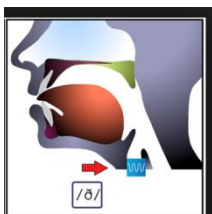
Ask students to imitate the sound of the /ð/ phoneme and then make them repeat it a few times.

Production

Give students the handout No. 7 and ask them to identify and repeat the /ð/ sound in different positions.

Presentation (day two)

Remind students how the phoneme /ð/ is produced; show them a picture of the vocal track with the articulatory parts to indicate how the sound is produced.



Source: <http://www.speechmodification.com/online-practice-free-trial/category/th>

Practice

Give students a worksheet with some examples of the /ð/ tongue twisters. (Handout No.8)

Listen to one of them on:

<http://www.ethansenglishcafe.com/tongue-twisters-th/>

“Whether the weather is cold, whether the weather is hot,
we’ll weather the weather, whatever the weather “

Ask the whole class to listen again and then repeat the tongue twister three times first slowly and then three more times faster.

Production

Ask students to go practice and study the tongue twisters and be ready to repeat any of them on the next class.

Presentation (day three)

Go to <http://www.ethansenglishcafe.com/tongue-twisters-th/> and play the tongue twister (Handout No. 8). Ask students to listen carefully.

Practice

Divide the class in small groups.

Each team has to choose a tongue twister from the handout No.8 and practice the pronunciation

Ask students to take turns repeating the tongue twister as fast as they can. While students do this activity the teacher monitors the students making sure everybody is producing the phoneme accurately.

Production

Give the students some time to review and practice the tongue twister. When the students have memorized it and

pronounce it properly, they have to repeat the tongue twister in front of the class.

The first team to pronounce properly and fast the tongue twister is the winner.

Presentation (day four)

The teacher repeats some of the tongue twisters presented on day three (handout No. 8) as fast as possible.

Practice

Chain Game: students are asked to work in groups of 3. Each student on the group has to choose a different tongue twister from handout No. 8 and they make a chain repeating them. Give a few minutes for them to practice the chain.

Production

Ask each group to perform the chain game in front of the class. The group that repeats the twisters without mistakes is the winner.

While the students are repeating the tongue twisters, the teacher uses the observation checklist to evaluate the students' participation and production of the phoneme.

Presentation (day five)

Ask students to listen to the words on handout No. 7.

The teacher repeats each word twice.

Practice

Ask students to repeat a few times the words on hand out No. 7

While the students do this the teacher monitors the class, making sure students are producing the sound accurately.

Production

Ask students to use those words to invent a tongue twister. (Handout No. 7 activity 2).

Ask some students to read out loud their tongue twisters.

OBSERVATION CHECK LIST WEEK ONE

OBJECTIVE: To evaluate the production of tongue twisters with the /ð/ sound.

INSTRUCTIONS: Mark yes or no depending on the students' performance.

No .	Descriptors Student name	The student pronounces the /ð/ sound accurately		The student repeats a sequence of words with the /ð/ sound.		The student imitates sounds to help him/her pronounce difficult words		The student identifies the place of articulation of the phoneme /ð/		The student memorized and repeats the tongue twisters clearly.	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											

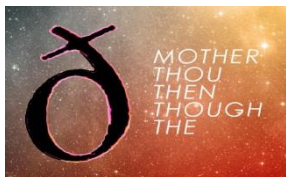
14											
15											
16											
16											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

Prepared by: The authors

Observation

Handout No.7

Name: _____



Activity No. 1

Instructions: Read the words carefully and underline the /**ð**/ sound, then repeat each word twice.

Corpus of the /**ð**/ sound

Initial position	Middle positions	Final position
this	either	Clothe
therefore	father	breathe
those	together	mouth
the	other	with
these	brother	smooth
that	weather	bathe
their	another	booth

Activity No. 2

Use the words above to fill the blanks and invent your own tongue twister.

The _____ with that big _____
is _____

with _____ and
_____ brother.

Now read your tongue twister out loud. Be careful, it can get pretty silly!

Handout No. 8

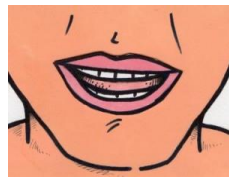
Practice the /ð/ sound.

Name: _____

“Whther the weather is cold, whther the weather is hot, we’ll weather the weather, whatever the weather “ 	There are father, mother, and three brothers. 	_____ /th/ = ð _____ Is it this, that, those, these, and there or for when that I eat this?
There is my brother  from another mother.		

Lesson plan: the / θ/sound

/θ/ think



Lesson overview

Name of lesson plan activity: pronunciation of the /θ/ sound

Skill focus: speaking

Institution name:

Target students: A1 level

Materials used in class: handouts with tongue twisters, YouTube links, internet, tape recorder, blackboard.

Method of teaching: presentation, production and practice.

Lesson plan (5th week)

1. Objective of the lesson:

The aim of this lesson is to improve pronunciation of the /θ/ sound and therefore be able to use it effectively and confidently in spoken situations.

Presentation (day one)

Before the lesson, the teacher chooses a tongue twister with the /θ/ sound.

“The thirty-three thieves thought that they thrilled the throne throughout Thursday”

<http://www.download-esl.com/tonguetwisters/easy/easytongue.html>

Ask students to listen to the tongue twister and write as many words as they understand.

Ask students to give you some examples of the words they were able to pick up from the listening.

Write them on the board.

Repeat the words emphasizing the pronunciation of the /θ/ sound

Use IPA symbols to transcribe one of the examples.

Explain how the phoneme /θ/ is produced.

Practice

Ask students to imitate the sound of the /θ/ phoneme and then make them repeat it a few times.

Production

Ask students to go over their student's book and find at least 6 more examples of words that have the /θ/ sound, and present them to the class the next day.

Presentation (day two)

Remind students how the phoneme /θ/ is produced; show them the video on the /θ/ sound on:
<https://www.youtube.com/watch?v=Fq1atdudgh8>

Practice

Give students a worksheet with some examples of the /θ/ tongue twisters. (Handout No. 10)

Ask the whole class to repeat them, three times first slowly and then three more times faster.

Production

Ask students to study them and be ready to repeat any of them in the next class.

Presentation (day three)

Draw the /θ/ symbol on the board. Remind students that this sound is normally spelled with the consonants t-h, as in the word think or Thursday.

Practice

Divide the class in groups of 5 and ask students to take turns repeating the tongue twisters they have on handout No.10 as fast as they can. While students do this activity the teacher monitors the students making sure everybody is producing the phoneme accurately.

Production

Once every member of the group has finished repeating the tongue twisters give students handout No. 5. (Minimal pairs)

Tell students there are two words in each column they have to listen carefully and choose the word they heard. The teacher chooses one of the words and repeats it twice. Once the activity is done check the answers.

Presentation (day four)

The teacher writes these words on the board and pronounces them twice.

Teeth, birthday, north, thick, three, think, therapy.

Practice

Students are asked to go to the board and underline the /θ/ sound. Once they identify the phoneme ask them to repeat the words twice.

Production

Ask students to work in pairs and try to find in 3 minutes as many words with the /θ/ sound as they can. The couple with more correct words is the winner.

Presentation (day five)

Ask students to tell you some examples of the words they found in their text book the day before.

The teacher uses some of them to invent a tongue twister.

Practice

Ask students to work in groups of three and invent a tongue twister using the words they found on their text book the day before. Students do this activity on handout No.9

Production

Ask students to choose one of the tongue twisters and repeat it out loud. While the students do this the teacher uses the observation checklist to evaluate the students' participation and production of the phoneme.

OBSERVATION CHECK LIST WEEK ONE

OBJECTIVE: To evaluate the production of the /θ/ sound

INSTRUCTIONS: Mark yes or no depending on the students' performance.

No.	Descriptors	The student pronounces the /θ/ sound accurately		The student repeats a sequence of words with the /θ/ sound		The student imitates sounds to help him/her pronounce difficult words		The student identifies the place of articulation of the phoneme /θ/		The student memorized and repeats the tongue twisters clearly.	
	Student name	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

16											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

Prepared by: The authors

Observation

Handout No. 9

Practice the /θ/ sound

Name: _____

Minimal pairs

Instructions: listen to your teacher reading the words below. Circle the word you hear. Each word will be repeated twice.



/ t /	/ θ /
tree	three
tank	thank
sheet	sheath
true	through
boat	both
tin	thin
torn	thorn

pat	path
/s/	
face	faith
/s/	/ θ /
mouse	mouth
sum	thumb
sick	thick
sank	thank

Prepared by: The authors

Handout No. 10

Practice the / θ /sound

Name: _____

Three thin panthers in the bathroom 	 I thought a thought but the thought I thought wasn't the thought I thought I thought I thought if the thought I thought I thought had been the thought I thought, wouldn't have thought so mush.	Aunt Beth has thick chicks, thin lips, three teeth, and thin mouth 
--	---	--



Thirty thousand
thoughtless boys
thought they would
make a thundering
noise. So the thirty
thousand thumbs
thumbed on the thirty
thousand drums

Look on your
book and write
down at least 6
words with the
/ θ / sound.

**Pair
work:**
Using the
words with
the /θ/
sound
invent
your own
tongue
twister.

Lesson plan: the /r/ sound



Lesson overview

Name of lesson plan activity: pronunciation of liquid /r/

.

Skill focus: speaking

Institution name:

Target students: A1 level

Materials used in class: handouts with tongue twisters,
tape recorder, blackboard,

Method of teaching: presentation, production and
practice.

Lesson plan (6th week)

1. Objective of the lesson:

The aim of this lesson is to improve pronunciation of the /r/ and therefore be able to use it effectively and confidently in spoken situations.

Presentation (Day one)

Before the lesson, the teacher chooses a tongue twister with the /r/ sound.

“Jerry's jelly berries taste really rare. “

Source:

Ask students to listen to the tongue twister and write as many words as they understand.

Ask students to give you some examples of the words they were able to pick up from the listening.

Write them on the board.

Repeat the words emphasizing the pronunciation of the /r/.

Use IPA symbols to transcribe one of the examples.

Explain how the phoneme /r/ is produced.

Practice

Ask students to imitate the sound of the /r/ phoneme and then make them repeat it a few times. Remind them **not** to touch the alveolar part with the tip of the tongue.

Production

Ask students to go over unit one on the students book and find at least 4 more examples of words that start with the /r/ and present them to the class the next day.

Presentation (Day two)

Remind students how the phoneme /r/ is produced; show them a picture of the vocal track with the articulatory parts to produce this phoneme.



Source: <http://www.speechmodification.com/online-practice-free-trial/category/r/>

Practice

Give students a worksheet with some examples of /r/ tongue twisters. (Handout No. 11)

Ask the whole class to repeat them three times first slowly and then three more times faster.

Production

Ask students to study them and be ready to repeat any of them in the next class.

Presentation (Day three)

Play a recording with the tongue twisters that students got on day two. (Handout No. 11)

Ask them to listen carefully.

Practice

Divide the class in groups of 5 and ask students to take turns repeating the tongue twisters as fast as they can. While students do this activity the teacher monitors the students making sure everybody is producing the phoneme accurately.

Production

Once every member of the group has finished repeating the tongue twisters they have to choose a representative of the group to repeat one of the tongue twisters in front of the class.

Presentation (Day four)

The teacher repeats the tongue twisters presented on day two as fast as possible.

Practice

Game: students are asked to work in the same groups they did the day before; give them 3 minutes to practice the tongue twisters.

Production

Ask each student to choose one of the tongue twisters and repeat it in front of the class as fast as possible.

Everybody must pay attention if the student makes a mistake he she doesn't get a point for the group.

The group with more points is the winner.

While the students are playing the game the teacher uses the observation checklist to evaluate the students' participation and production of the phoneme.

Presentation (Day five)

Ask students to tell you some examples of the words they found in their text book on day one.

The teacher uses some of them to invent a tongue twister.

Practice

Ask students to work in groups of three and invent a tongue twister using the words they found on their text book on day one. Do this activity on handout No.11

One of the members of the group must say the tongue twister and all the other students in the class will try to write them down.

Production

Ask students to work alone and create one more tongue twister using minimum 5 more words starting with the /r/ sound. Use the last empty space on handout No.11 to do this activity.

OBSERVATION CHECK LIST WEEK ONE

OBJECTIVE: To evaluate the production of tongue twisters with the /r/ sound.

INSTRUCTIONS: Mark yes or no depending on the students' performance.

No.	Descriptors Student name	The student pronounces the /r/ sound accurately		The student repeats a sequence of words with the /r/ sound.		The student imitates sounds to help him/her pronounce difficult words		The student identifies the place of articulation of the phoneme /r/		The student memorized and repeats the tongue twisters clearly.	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

16											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

Prepared by: The authors

Observation

Handout No. 11

Practice the /r/ sound.

Name: _____

**Jerry's jelly berries
taste really rare.**



**Ray Rag
ran across
a rough
road.
Across a
rough road
Ray Rag
ran. Where
is the
rough road
Ray Rag
ran across?**

**I really want red
roses right now.**



Robber the warrior and Roger the worrier were reared wrongly in a rural road	Group work: In groups of three invent your own tongue twister.	Individual work: Find words with the /r/sound and invent your own tongue twister.
---	--	---

GLOSSARY

- **Communication** - The imparting or exchanging of information by speaking, writing, or using some other medium.
- **Conversation** - A talk, especially an informal one, between two or more people, in which news and ideas are exchanged.
- **Curriculum** - The subjects comprising a course of study in a school or college. '*course components of the school curriculum*'.
- **EFL** - English as a foreign language.
- **ESL** - English as a second language.
- **Improvement** - An example of improving or being improved.
- **Language** - The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.
- **Learning** - The acquisition of knowledge or skills through study, experience, or being taught.
- **Listening** - Give one's attention to a sound.
- **Method** - A particular procedure for accomplishing or approaching something, especially a systematic or established one.

- **Micro – Curriculum** refers the smaller components to plan a class.
- **Phonemes** - Any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the English words pad, pat, bad, and bat.
- **Planning** - The process of making plans for something.
- **Production** - The action of making or manufacturing from components or raw materials, or the process of being so manufactured.
- **Pronunciation** - The way in which a word is pronounced.
- **Sounds** - Vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.
- **Speaking** - The action of conveying information or expressing one's feelings in speech.
- **Strategy** - A plan of action designed to achieve a long-term or overall aim.
- **Teaching** - The occupation, profession, or work of a teacher.
- **Tongue twister** - A sequence of words or sounds, typically of an alliterative kind, that are

difficult to pronounce quickly and correctly, as
for example Peter Piper picked a peck of pickled
pepper.

REFERENCES

- Robert, C. (06 de 2016). *"Spoken English: Flourish you Language"* . Obtenido de http://www.sarzaminezaban.com/Data/Articles/Items/2014/6/9788182473485_Spoken_English.pdf [accessed on Februari 28th 2014]
- Burns, A., & Claire, S. (2003). *Clearly Speaking Pronunciation in Action for Teachers*. Sydney: The National Centre for English Language Teaching and Research Macquire University.
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. New York: Cambridge University Press.
- Fromkim, V. (2011). *An Introduction to language*. California: Amy Gibbons.
- Gillon, G. (2004). *Phonological awareness: from research to practice*. . New York: Guilford Press.
- Harmer, J. (2005). *The practice of english language Teachin*. . Harlow: Pearson.

- Learn a Tongue Twister in a Minute Part 5.* (23 de 10 de 2016). Obtenido de <https://www.youtube.com/watch?v=MialhzUkpLc>
- Macháčková, Bc., E. (2012). Teaching English pronunciation to secondary school students with focus on “th” consonants. . Diploma Thesis Masaryk University BRNO.
- Pronuncian.com.* (05 de 06 de 2016). Obtenido de <http://pronuncian.com/sounds>
- Ramelan. (1994). *Ramelan. 1994. English phonetics (5th Ed). Semarang: UPT UNESS PRESS.* emarang, Semarang: UPT UNESS PRESS.
- Roach, P. (2000). *English Phonetics and Phonology.* United Kingdom: Cambridge University Press.
- Walter, E. (1995). *Cambridge Advance Learner’s Dictionary.* Cambridge: Cambridge University Press.
- Well-Smith , P. (2012). *The benefits of Tongue Twisters in Speech Therapy.* Obtenido de <http://www.teachingenglish.org.uk/blogs/admin/tongue-twisters-1>

