

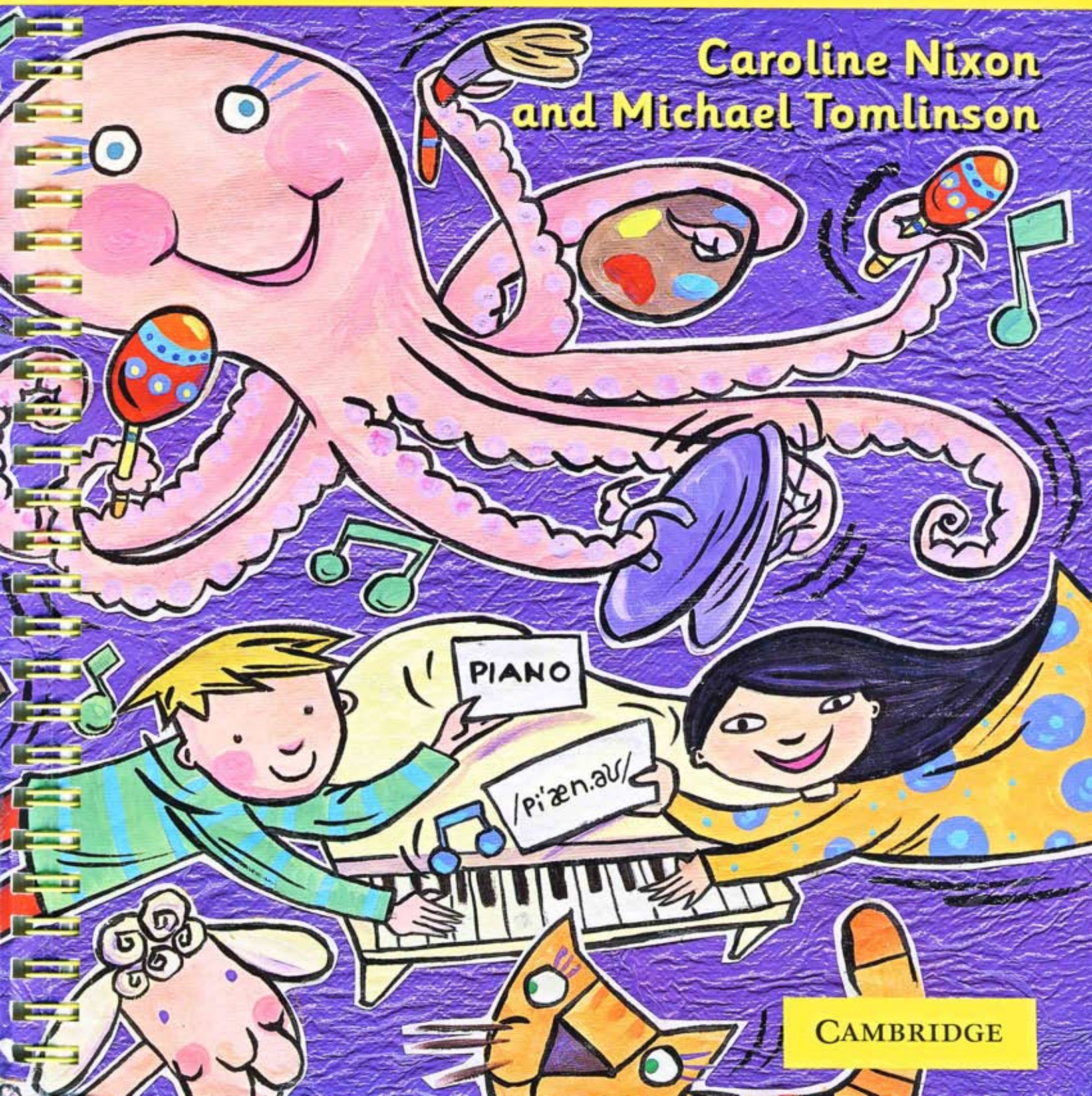
# PRIMARY PRONUNCIATION BOX

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**Pronunciation games and activities  
for younger learners**

**Caroline Nixon  
and Michael Tomlinson**



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Activity title	Pronunciation focus	Activity type	Time	Logistics
<b>Level 1: Starting off (age approximately 7-8)</b>				
<b>1.1</b> Phonic friends	Alphabet phonemes	Sound awareness/listen and spell	10	Whole class/Individual
<b>1.2</b> Phonic phrases	Alphabet phonemes	Bingo game (listening)	30	Whole class
<b>1.3</b> The cat	Rhyming words with /æt/	Rhyme, puzzle	20	Individual
<b>1.4</b> Letter group	f, l, m, n, s, x	Colour dictation	20	Individual
<b>1.5</b> Alphabet palette	Alphabet	Listen and colour rap	20	Individual
<b>1.6</b> Sound stickers	/tʃ/ /ʃ/	Sound differentiation stickers	30	Pairwork
<b>1.7</b> Word slide	Rhyming word formation	Make and do	40	Whole class/Pairwork
<b>1.8</b> One, two, buckle my shoe	Word/sentence stress	TPR rhyme & card game	60	Small group
<b>1.9</b> Vowel pictures	/æ/ /e/ /ɪ/ /ʊ/ /ʌ/	Matching game	30	Pairwork
<b>1.10</b> Rhyming dominoes	Rhyming words	Matching game	30	Small group
<b>1.11</b> My kite	/ai/ spelling patterns	Classification puzzle	20	Individual
<b>1.12</b> Crown sounds	/au/	Vowel recognition game	20	Pairwork
<b>1.13</b> Where's the pair?	Rhyming words	Matching card game	50	Small group
<b>1.14</b> Hand and arm	/æ/ /ɑ:/	TPR sound differentiation puzzle	20	Whole class/Individual
<b>1.15</b> Row your boat	Word/sentence stress, /əʊ/ /i:/ /e/	TPR rhyme, matching activity	50	Whole class/Pairwork
<b>1.16</b> Rhyming pairs of squares	Rhyming words	Matching puzzle	20	Individual
<b>1.17</b> Baa baa black sheep	Word/sentence stress, /i:/ /eɪ/ /ɜ:/	Rhyme, sound differentiation	30	Whole class/Individual
<b>1.18</b> Easy-peasy jigsaw 1	Rhyming words	Puzzle	30	Pairwork
<b>1.19</b> My eyes can see	Word/sentence stress	TPR poem	20	Whole class



Activity title	Pronunciation focus	Activity type	Time	Logistics
<b>Level 2: Moving on (age approximately 9-10)</b>				
<b>2.1</b> The bear	Rhyming words with /eə/	Jazz chant, puzzle	30	Whole class/Individual
<b>2.2</b> Rhyming words	Rhyming words	Matching puzzle	30	Individual
<b>2.3</b> Pat-a-cake	/æ/ /eɪ/ /ɑː/	TPR rhyme, matching activity	40	Whole class/Pairwork
<b>2.4</b> Fruit syllables	Word/sentence stress, syllable counting	Chant, classification puzzle	30	Whole class/Pairwork
<b>2.5</b> Nose and mouth	/əʊ/ /aʊ/	TPR sound differentiation	20	Whole class/Individual
<b>2.6</b> I can	Word/sentence stress, /kən/	TPR cloze poem	30	Whole class/Individual
<b>2.7</b> Worm words	/ɜː/	Chant, vowel recognition game	20	Whole class/Pairwork
<b>2.8</b> Jack and Jill	/ɪ/ /aʊ/	Rhyme, sound differentiation	30	Whole class/Individual
<b>2.9</b> Easy-peasy jigsaw 2	Rhyming words	Puzzle	30	Pairwork
<b>2.10</b> Fabulous phonicolours 1	Vowel sounds	Colour coding puzzle	30	Individual
<b>2.11</b> Phonic line-up 1	Consonants	Puzzle	30	Pairwork
<b>2.12</b> Cutlery chant	Word/sentence stress, /uː/ /ɔː/ /aɪ/ /eɪ/	Chant, matching activity	30	Whole class/Pairwork
<b>2.13</b> Shopping for sounds	/ð/ /θ/ /s/ /z/	Matching game	30	Small group
<b>2.14</b> Tricky sounds 1	Sound differentiation	Puzzle	20	Pairwork
<b>2.15</b> Join the phonidots	Phoneme recognition	Join the dots puzzle	30	Individual
<b>2.16</b> Phonimoes	Vowel sounds	Matching game	30	Small group
<b>2.17</b> Sound me out 1	Sound differentiation	Reading puzzle	20	Individual
<b>2.18</b> Go home	Phoneme recognition	Board game	30	Small group
<b>2.19</b> Food, glorious food	Word/sentence stress	Chants	30	Whole class

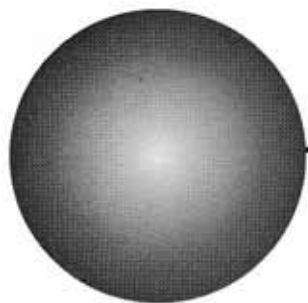
Activity title	Pronunciation focus	Activity type	Time	Logistics
<b>Level 3: Flying High (age approximately 11-12)</b>				
<b>3.1</b> Compass vowels	Word/sentence stress, /ɔ:/ /aʊ/ /i:/ /e/	Chant, matching activity	30	Whole class/Pairwork
<b>3.2</b> Fabulous phonic colours 2	Vowel sounds	Colour coding puzzle	30	Individual
<b>3.3</b> Sea syllables	Word/sentence stress, syllable counting	Rhyme, matching activity, puzzle	40	Whole class/Pairwork
<b>3.4</b> Tricky sounds 2	Sound differentiation	Puzzle	20	Pairwork
<b>3.5</b> Time to rhyme	Rhyming words	Half crossword	40	Pairwork
<b>3.6</b> Phonic line-up 2	Vowels	Classification puzzle	30	Pairwork
<b>3.7</b> Follow the sound	Phoneme recognition	Reading puzzle	30	Pairwork
<b>3.8</b> Sound me out 2	Sound differentiation	Reading puzzle	20	Individual
<b>3.9</b> Sounds around	/dʒ/ /k/ /t/ /s/	Board game	30	Small group
<b>3.10</b> Easy-peasy jigsaw 3	Rhyming words	Puzzle	30	Pairwork
<b>3.11</b> Water everywhere	Rhythm, word/sentence stress	Poem, sequencing activity	30	Individual
<b>3.12</b> Phonic bingo	Consonant identification	Listening game	30	Whole class
<b>3.13</b> Do Re Mi	Homophones	Song, matching game (dominoes)	50	Whole class/Small group
<b>3.14</b> Don't	Word/sentence stress, intonation	Cloze poem, role play	30	Individual/Pairwork
<b>3.15</b> Homophone crossword	Homophones	Puzzle	30	Individual
<b>3.16</b> Sound mingle	Consonants: /ð/ /θ/ /s/ /z/ /ʃ/ /tʃ/	Matching activity (mingle), game	30	Whole class/Small group
<b>3.17</b> Tongue twisters	Repetition of the same sounds	Matching, cloze listening	45	Individual





Sounds amazing

Activity title	Pronunciation focus	Activity type	Time	Logistics
Sounds Amazing 1	Vowel /ʌ/	Puzzle	20	Individual
Sounds Amazing 2	Vowel /ɜ:/	Puzzle	20	Individual
Sounds Amazing 3	Vowel /aɪ/	Puzzle	20	Individual
Sounds Amazing 4	Vowel /aʊ/	Puzzle	20	Individual
Sounds Amazing 5	Past tense endings /d/	Puzzle	20	Individual
Sounds Amazing 6	Past tense endings /t/	Puzzle	20	Individual



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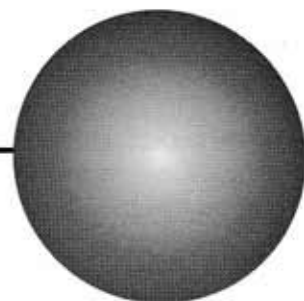
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### Dedication

For José Antonio Palop and Elia Navarro and their children, Tania, Elia and José Antonio. A 'star' family – CN  
For Mike and Nicola – MT





## Introduction

### Why teach pronunciation to younger learners?

In their formative years learners are much more receptive to learning sounds and pronunciation patterns. It is much easier to teach and correct pronunciation at an early stage in the learner's development than it is to correct time-compounded pronunciation errors at a later one.

Apart from their natural ability to imitate sounds, children in the 7–12 age group are far less self-conscious than those of 13 years and above. The exaggerated repetition of the same sounds (assonance and alliteration) has established itself as a linguistic phenomenon of the English language. These form the basis of most traditional children's rhymes such as 'Baa baa black sheep' and 'Pat-a-cake, Pat-a-cake' which make them at once comical and memorable for children. For this reason traditional rhymes, poems, songs and chants have been included.

As we see it, there are two kinds of pronunciation skill. The first is the accurate production of English sounds and minimising, as far as possible, any trace of a foreign accent in a 'free speech' context. The second is the ability to read aloud successfully from a written text. Young learners can often pronounce correctly without seeing a written text. However, when they see English in its written form interference from their first language leads them to distort the sounds. Sometimes we become so accustomed to these pronunciation errors that we fail to hear them. You can test this by closing your book and asking your pupils to read something aloud from it. You may understand very little of what they are reading.

There are sound and spelling patterns that can and should be taught to younger learners.

E.g. By, cry, fly, my, sky, why.

All, ball, call, fall, hall, tall, wall.

It is easier to learn exceptions to the rules once the rules have been established. The teaching of phonics (the application of sound patterns to teach reading and writing skills) to native English speaking children has been standard procedure for many years and, when contrasted with the results of more modern experimental methods of teaching, has been proven to be the most effective. We have tried to adapt this to the second language classroom, reasoning that if the sound of a word can be used to effectively teach its written form then, the written form could also be used as a tool with which to teach the sound.

Good pronunciation involves both accurate reproduction of phonemes (sounds) in words, and correct stress and intonation in speech. Rhymes, chants and poems are also effective at developing awareness of the 'musicality' of English.

### What is *Primary Pronunciation Box*?

*Primary Pronunciation Box* is a resource book of over 60 photocopiable supplementary activities to help teachers improve the pronunciation of younger learners (7–12 years approximately). It is appropriate for beginner and pre-intermediate level pupils and is based around the vocabulary found in courses of these levels and the Cambridge English Young Learner Tests (Cambridge ESOL). This vocabulary has been combined with traditional songs for English children and specially invented songs and chants to expose learners to different sounds of standard British English and to teach learners to accurately reproduce them within the medium of play. Through gently-paced pronunciation activities, puzzles and games, younger learners will be shown spelling patterns that will help them to analyse the relationship between the written and spoken word.

The book includes teacher's notes and extension tasks for further language practice. It is divided into four sections: three sections of extended activities grouped according to pupils' levels and ages and a section of word mazes. The activities are of different lengths, ranging from ten-minute 'fillers' through to 'make and do' activities that may occupy the greater part of the lesson. Through game playing, in pairs and in groups, the material encourages autonomy, co-operation and social skills that are so important for the development of younger learners.

The intention here is to provide enjoyable activities that will make both teaching and learning fun, while exploiting younger children's capacity to assimilate new information. To this end the book adopts a non-technical approach and aims to be accessible to native and non-native teachers of English. There is a selection of activities appropriate to different teaching and learning styles (visual, audio and bodily-kinaesthetic) which have been designed to encourage learners to develop an awareness of English phonology.

### Who is *Primary Pronunciation Box* for?

#### **Age range**

The book has been divided into three levels within the 7–12 year age range. Within each level we have tried to bear in mind the specific needs of each age group. The needs of those 7 year-olds who cannot yet read or write confidently contrast sharply with those of 11–12 year-olds who need a more challenging type of activity. For each activity, we suggest the age range for which it is suitable. However, these ages are intended only as a guide as children's capacity to



do any particular activity will depend largely on their first language, cultural background and the length of time they have been learning English. The amount of time we recommend for each activity should be taken to be the most that a class at the younger age range would need.

### **Level**

We have organised the activities in *Primary Pronunciation Box* into three levels. This is intended as a guide to the language abilities pupils will need in order to do the activities.

## **Using Primary Pronunciation Box – tips for teachers**

The following suggestions are based on our own experience in the classroom. They are by no means definitive and aim simply to give a few teaching ideas to less experienced teachers.

### **Identify problem areas**

- Although generalisations can be made about the kinds of difficulty found by learners from certain linguistic backgrounds, we suggest that you listen to your pupils' pronunciation and adopt a strategy accordingly. When we say 'listen' to your pupils, we mean consciously listening to what they say and how they say it. During lessons, discreetly make notes of pronunciation errors for later practice. Try to strike a balance between encouraging fluency and reproducing sounds correctly. They are both equally important and one should not be sacrificed for the other.

### **Preparation**

- The most important thing with any kind of task is to make sure that the pupils have been well prepared beforehand, that they know all the words they will need and that they understand the object of the exercise. Equipping your pupils properly with the necessary linguistic tools to enable them to carry out a task successfully will ensure that it is a challenging and enjoyable one for all. Without the necessary preparation, learners may have a negative learning experience, which will cause them to lose confidence and become frustrated with an activity that, quite simply, they have not got the capacity to do.

### **Songs, rhymes, poems and chants**

- For the activities based on songs and rhymes it is not important for the learner to understand every word outside the key words to be practised. In these exercises it is more important for pupils to understand the gist, and use the rhyme as a means with which to practise certain sounds. The visual aids that accompany each rhyme or song and the actions (included in some) should provide the learner with sufficient information to be able to understand the overall concept. At this stage, it is important not to spend precious time on lengthy and complicated explanations of specific words.

Get children to stand up when singing the songs and rhymes. It can make a tremendous difference to their performance and enjoyment.

All of the songs, rhymes, chants and phonic phrases included here can be presented and practised in a variety of different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously practised material for revision or further exploitation and you want to avoid your pupils' reaction of, 'We've already done this!'

- Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time, then reverse the process.
- Say the rhyme whilst clapping your hands and tapping your foot in time to the rhythm.
- Divide the class into groups and ask them to repeat the rhyme in rounds. To do this, the first group starts to say the rhyme and then at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
- Ask your class if anybody wants to do a solo or a duet. The very fact that they are giving a public performance induces most pupils to surpass themselves. It also adds a bit of spice to the proceedings as it gets their adrenaline flowing. If children are reluctant to participate in this however, they should not be forced to do so.
- With your class tape recorder, record the class saying the rhyme collectively and/or individually. Let your pupils listen to themselves. If they feel that they could improve on the second attempt, record them again. When pupils have sung or said their rhymes into the tape recorder be sure to give them a round of applause and encourage the rest of the class to do the same.
- If you have access to a video camera and the rhyme you are doing has actions, record your pupils carrying out the activity. As a reward or a treat for their hard work. They can watch themselves.

### **Recycling**

It has been calculated that able English children learning their own language need to be exposed to a written word at least twenty times before they will recognise it and be able to reproduce it accurately. For slower learners, this number increases to a hundred. In light of these statistics, we feel that the more the younger learner is exposed to the same sound patterns the better. For this reason some activities concentrate on practising the same sounds in a variety of different ways.

Although your pupils may have a specific pronunciation weakness, try to avoid over intensive practice of the same sound, as learners need time to assimilate new information. Therefore, after doing one activity, coming back to practise a problem sound with another will be more effective at a later date.

### Classroom dynamics

- Try to move around the classroom while explaining or doing the activities, circulating among your pupils. In this way you project an air of confidence, of being in command and of being more accessible to pupils. Moving around the classroom also enables you more effectively to supervise and monitor pupils who may need more attention at times. Movement in the classroom tends to hold pupils' attention better and makes the class more lively and dynamic.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils around occasionally. By periodically changing seating arrangements you can help group dynamics and break up potentially disruptive groups. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with children they may not usually associate with.

### Noise

- Some activities, especially those that involve pupils speaking and moving around in the classroom, will generate a lot of excitement. In the book we use the symbol below to indicate this type of activity. When children are excited they tend to be very noisy and may even lapse into their first language to talk about or discuss some aspect of the activity. Where this is the case try to follow a 'stirring' activity with a 'settling' one.
- Although it can be difficult to get used to at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. Regardless of which language they use, if children are sufficiently stimulated by an activity to want to talk about it, then this can only be interpreted as a positive response. You must ensure, however, that only English is used for the completion of specific communication tasks.



### Teaching and Learning

- Encourage pupils to use their own resources to try to solve a task. Try to guide pupils towards finding the right answers rather than supplying them yourself, even if this means allowing them to make mistakes. Making mistakes is a vital part of the learning process.
- While recognising that their language input may sometimes be limited we feel that 'make and do' activities are particularly valid for the younger age groups. They adopt a holistic approach to learning, rather than focus purely on pronunciation. By this we mean that certain creative aspects of some of the activities, colouring in, cutting out, folding paper, sticking etc., develop fine motor skills and thus incorporate cross-curricular aspects of learning. These activities encourage the enjoyment of language learning,

thereby making it more memorable. Children also have something concrete to take home and keep.

- Extension activities can be given to those pupils who need an extra task to keep them occupied while the rest of the class finish the main activity.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and children will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.

### Competition

- An element of competition can make many children try harder. However, while a competition can be a good incentive for an otherwise lazy pupil it can sometimes be demotivating for a less able but ordinarily hardworking one. Before playing a competitive game it may be useful to explain to children that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to see that when they play a game they can practise and learn more English, so they each win a prize, and that prize is knowledge. Nonetheless, it is always a good idea to balance competitions with other activities to be able to reward or praise individuals according to their needs and performances.
- Competitions can also lead to a lot of noise and over-enthusiasm in the classroom. Any discipline problems can, however, be controlled by keeping a running total of points on the board and deducting points for shouting out the answer or misbehaviour.

### Portfolios

- As parents and carers are taking a growing interest in their children's learning, making personal folders is the perfect way for pupils to take their work home so they can show off what they have learnt in their English lessons. The completed worksheets in *Primary Pronunciation Box* are ideal for including in such a personalised portfolio, as are those from its sister titles: *Primary Activity Box*, *Primary Grammar Box*, *Primary Vocabulary Box*, *Primary Communication Box* and *Primary Reading Box*.

### Storage of Material

- To make flashcards more attractive and appealing to younger learners it is a good idea to enlarge them, colour them in and laminate them with protective adhesive plastic. In this way you will always have them ready for future use.
- In the same way, it is a good idea to photocopy different sets of the same game onto different coloured card and laminate them with adhesive plastic. These can then be stored for easy retrieval at short notice at a later date.

Caroline Nixon and Michael Tomlinson, Murcia 2005



## 1.1

PRIMARY PRONUNCIATION  
BOX

## Phonic friends

## ACTIVITY TYPE

whole class 'sound awareness', individual 'listen and spell' activity

PRONUNCIATION  
FOCUS

alphabet phonemes (sounds)

## TIME

10 minutes over several classes.

## MATERIALS

a copy of the *Phonic friends* worksheet per pupil, card, scissors, crayons, glue, sticky tack. Recording

## Before class

- Make an enlarged copy of the *Phonic friends* worksheet, stick this on card, colour it attractively and cut it up into flashcards. Make one copy of the *Phonic friends* worksheet for each pupil.
- The idea here is to learn and practise the basic phonemes of the English alphabet (ah /æ/, buh /bə/, cuh /kə/, duh /də/, e, fuh /fə/, etc.), but **not** the alphabet itself, through appealing animal characters whose names repeat and reinforce each phoneme.
- The following ideas for activities are completely aural and oral. The names of these characters are not intended to be read, but only listened to and repeated.

## In class

- 1 Work on small groups (5 maximum) of phonemes at a time. Introduce and teach these in 'short bursts' over a prolonged period. Spend ten minutes each lesson teaching a few of the characters' names over several lessons.
- 2 Select a group of phonemes that you want to practise and teach.
- 3 Pre-teach or revise the animal names, using the flashcards.
- 4 Hold up one flashcard at a time and say *Listen and repeat*. Play the recording, or read the tapescript, pausing to give pupils time to repeat. Correct their pronunciation if necessary.
- 5 Draw pupils' attention to the letter at the bottom of the flashcard and say *Listen and repeat*, ah, Adam ant. Repeat the procedure with the other flashcards. Say *Listen and repeat*, buh, Bertie bat etc.
- 6 Hold up one of the flashcards and ask *Who's this? What's his name? What's her name?* Encourage pupils to suggest answers.
- 7 Display these flashcards around the classroom for later practice.
- 8 When pupils have learnt all the characters' names, give them each a copy of the *Phonic friends* worksheet and scissors. Tell pupils to cut out the characters.
- 9 Explain the activity by example. Spell a simple word (cat) by 'sounding' each of its phonemes, cuh, ah, tuh. Stick the corresponding flashcard on the board as you say each one (Clara cat, Adam ant, Tommy tortoise). Ask pupils to find these characters and put them together on the desk in front of them. Say, *Listen and repeat*. Cuh, ah, tuh. Cat.
- 10 Repeat the procedure with any of the following words that they know: ant, bat, dog, frog, insect, ox, yak, zebra, bag, no, yes, bed, box, desk, bus, hand, jump, lamp, leg, milk, pen, pink, red, run, sad, sit, six, stop, sun, swim, ten. Allow pupils time to find the corresponding characters and put them correctly on their desks. Pupils must repeat the individual phonemes and then the complete word to understand the relationship between the sound and the printed letter.
- 11 Circulate to monitor and prompt as you sound out the words.
- 12 Encourage pupils to take it in turns to come to the front of the class and stick the correct flashcards on the board to correct each word.



## Tapescript

Adam ant  
Bertie bat  
Clara cat  
Daisy dog  
Ellie elephant  
Freddy frog

Gertie goat  
Henry horse  
Ian insect  
Jackie jaguar  
Kathy kangaroo  
Larry llama  
Michael monkey

Nancy night-owl  
Ollie octopus  
Penny penguin  
Queenie queen-bee  
Robby rabbit  
Sid snake  
Tommy tortoise

Umberto ugly-bug  
Vera vulture  
Wendy whale  
Alex ox  
Yolanda yak  
Zak zebra

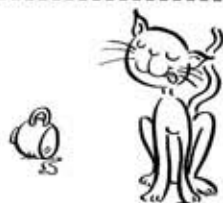




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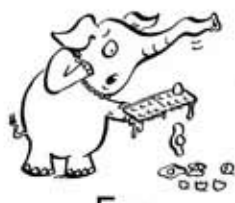
B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z

1.2

PRIMARY PRONUNCIATION BOX

Phonic phrases

ACTIVITY TYPE

whole class bingo game (listening)

PRONUNCIATION FOCUS

alphabet phonemes (sounds) but **not** the alphabet itself

TIME

30 minutes

MATERIALS

a copy of the *Teacher's baseboard*, a photocopy of each of the *Pupils' bingo cards* per 20 pupils, a pencil or three counters per pupil.  
A set of flashcards from activity 1.1 *Phonic friends*. Recording

Before class

- Make a photocopy of the *Teacher's baseboard* (below). Make a photocopy of the *Pupils' bingo cards* for each twenty pupils and cut it into individual cards of three boxes. Each pupil will need one card and a pencil, or three counters.
- The activity should be completely aural and oral.

In class

- 1 Revise the phonemes and animal names, using the flashcards in activity 1.1 *Phonic friends*.
- 2 Give out the bingo cards. Say, *Listen*, and play the first part of the recording (Funny Freddy frog finds four flat flowers). Identify the sound: fuh /fə/ and ask who has it on their card. Show that if they have this sound on their card, they should cross it off in pencil, or cover it with a counter. When all the letters on their card are covered they must call out 'bingo'.
- 3 Start the game by saying *Eyes Down* and look at your *Teacher's baseboard* to signal the start of the game. Pupils should be looking at their cards and paying attention.
- 4 Play the recording, pausing after each phrase. Tick the letters off on your baseboard.
- 5 The pupil who calls 'bingo' must say the sounds or character names aloud for you to check on your baseboard. Check the pronunciation.




























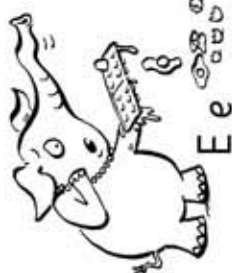


Tapescript

Funny Freddy frog finds four flat flowers  
Rapid Robby rabbit runs in a race  
Merry Michael monkey makes music for money  
Adam ant adores Alison and apples  
Quick Queenie queen-bee answers questions in a quiz  
Happy Henry horse helps in the house  
Old Ollie octopus eats oranges in October  
Slippery Sid snake sleeps in the sun  
Jolly Jackie jaguar jumps to jazz in June  
Busy Bertie bat beats about the bush  
Itchy Ian insect isn't in an igloo  
Young Yolanda yak's got a yellow yo-yo

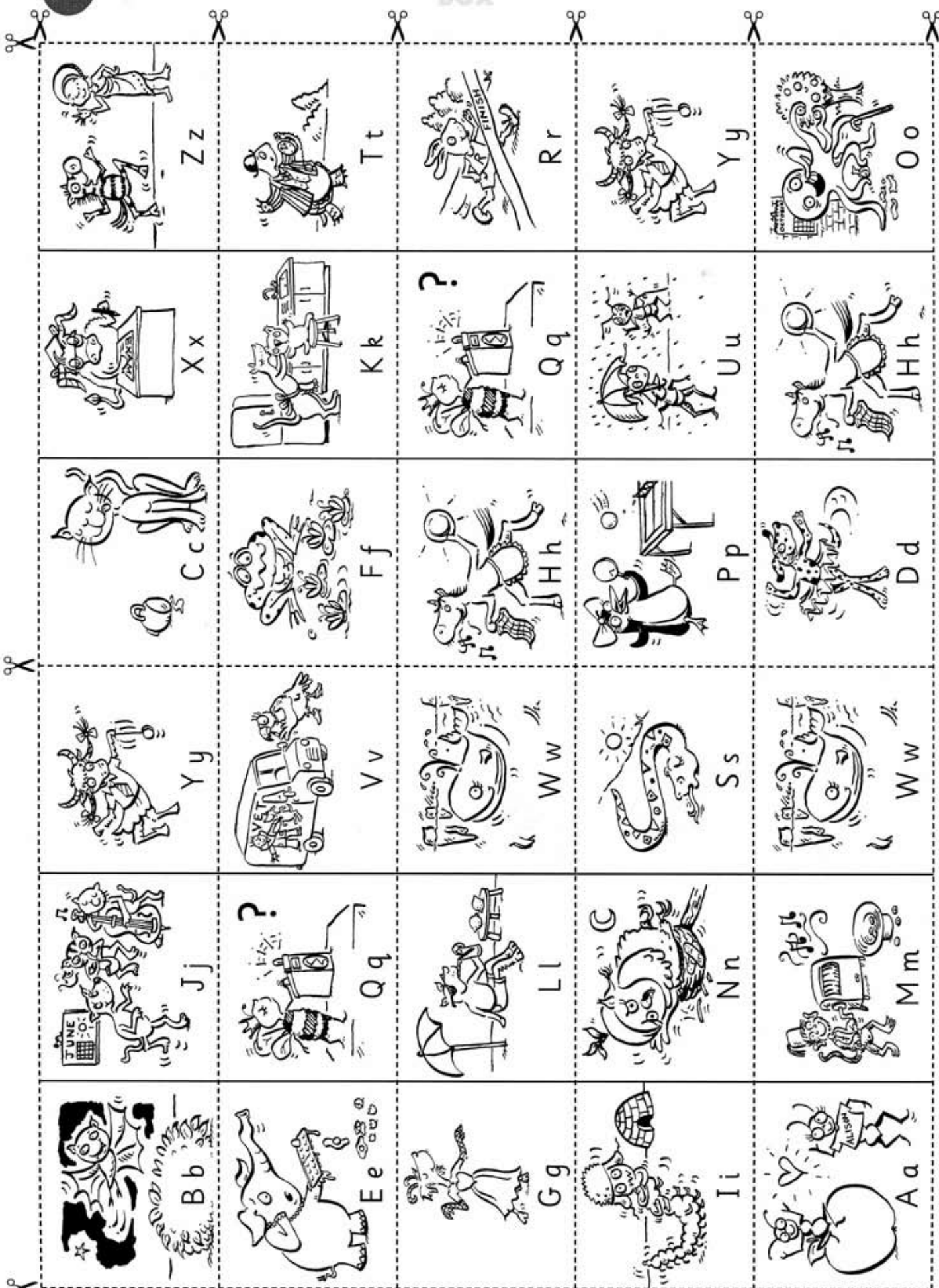
Tardy Tommy tortoise takes his time  
Clever Clara cat cleans a cup of cream  
Wet Wendy whale won't swim in warm water  
Naughty Nancy night-owl needs a new nest  
Ellie elephant enters with eleven empty eggs  
Grand Gertie goat goes out in gloves  
Umberto ugly-bug's under his uncle's umbrella  
Dotty Daisy dog dances all day  
Zany Zak zebra sees an amazing Zulu  
Little Larry llama loves lemon and lime  
Vain Vera vulture drives a van for the vet  
Pretty Penny penguin's playing ping-pong  
Excellent Alex ox expects examples in his exams  
Kathy kangaroo kisses a koala in the kitchen

Teacher's baseboard

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				

 <p>Qq</p>	 <p>Vv</p>	 <p>Ss</p>	 <p>Ww</p>	 <p>Yy</p>
 <p>Ff</p>	 <p>Mm</p>	 <p>Nn</p>	 <p>Tt</p>	 <p>Mm</p>
 <p>Bb</p>	 <p>Dd</p>	 <p>Hh</p>	 <p>Oo</p>	 <p>Aa</p>
 <p>Zz</p>	 <p>Rr</p>	 <p>Kk</p>	 <p>Uu</p>	 <p>Xx</p>
 <p>Ll</p>	 <p>Jj</p>	 <p>Gg</p>	 <p>Pp</p>	 <p>Vv</p>
 <p>Aa</p>	 <p>Cc</p>	 <p>Ee</p>	 <p>Ii</p>	 <p>Dd</p>







## PRIMARY PRONUNCIATION BOX

1.3

## The cat

## ACTIVITY TYPE

rhyme, individual puzzle

## PRONUNCIATION FOCUS

simple rhyming words with /æ/

## TIME

20 minutes

## MATERIALS

a copy of *The cat* worksheet per pupil. Recording

## Before class

Make one copy of *The cat* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet using realia or flashcards.
- 2 Write *cat* on the board. Say, *Listen and repeat, cat*. Stress the initial and final phonemes /k/ and /t/. Wait for your class to repeat. Correct their pronunciation if necessary.
- 3 Erase the 'c' and replace it with 'b'. Say, *Listen and repeat, bat*. Again, stress the initial and final phonemes.
- 4 Repeat the procedure, substituting the first letter with the following each time: f, h, m, r, s and repeating each new word.
- 5 Say, *Cat-hat. Do they rhyme?* Repeat the question with *Cat-fat* and the other words so that pupils can see the rhyming pattern.
- 6 Write *can* on the board. Say, *Listen and repeat, can*. Stress the initial and final phonemes /k/ and /n/. Wait for your class to repeat. Correct pronunciation if necessary. Say, *Cat-can. Do they rhyme?* Explain that they do not rhyme because the final sound /t/ and /n/ are different.
- 7 Erase the 'c' from 'can' and substitute it with 'm'. Say, *Can-man. Do they rhyme?* Explain that they rhyme because the final sound /n/ and the vowel /æ/ is the same for both. If necessary, repeat the procedure with 'cap' and 'map'. Words rhyme when they have the same middle vowel and the same final consonant, but the initial phoneme can change.
- 8 Play the recording for pupils to listen and repeat.



## Tapescript

The fat cat sat on the mat. Look at that rat in a hat.



- 9 Give out the worksheets. Hold up a worksheet and point out the rhyme at the top of the page.
- 10 Ask pupils to read the rhyme and then listen to the recording. Play the recording.
- 11 Tell pupils to write the rhyming words, from the box in the spaces, on the picture.
- 12 Circulate to monitor and help.
- 13 Correct collectively. Ask individual pupils to call out the rhyming words for another pupil to write on the board.
- 14 fat, mat, that, hat, rat, sat.
- 14 Get pupils to read out the six words on the board together.

## Extension

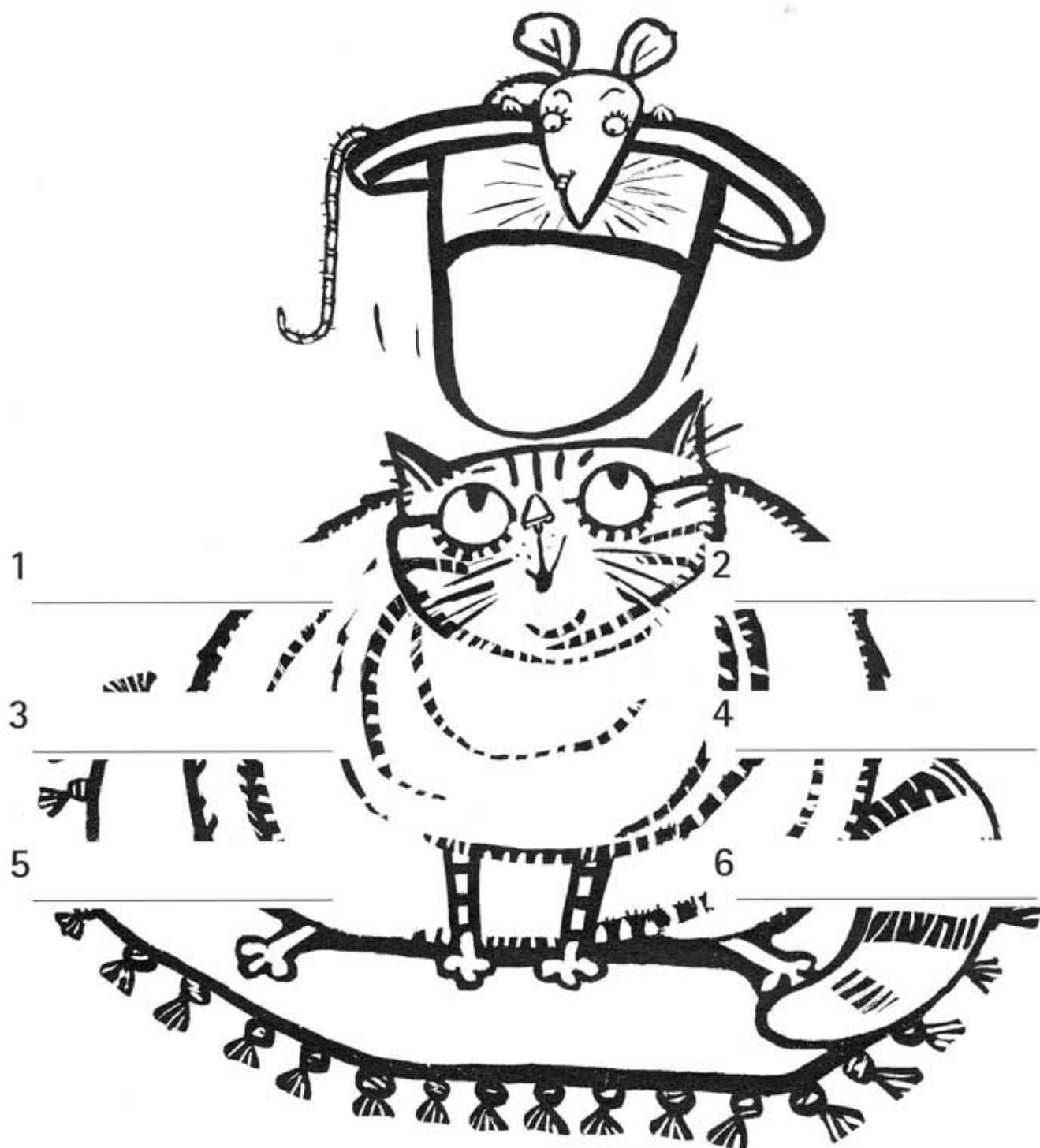
- In pairs, tell pupils to make rhyming pairs from the words in the word box that do not rhyme with 'cat':
- can/man, hop/stop, cap/map, star/car, hand/stand, clock/sock, frog/dog.

## 1 Listen and say

The fat cat sat on the mat. Look at that rat in a hat.

2 Write the words from the box that rhyme with cat in the spaces.

can	hop	fat	cap	man	mat	sock	star	hand	that
clock	stop	hat	rat	frog	stand	car	map	sat	dog



PRIMARY PRONUNCIATION  
BOX

1.4

## Letter group

## ACTIVITY TYPE

individual colour dictation

## PRONUNCIATION

## FOCUS

letters of the alphabet with the same sound f, l, m, n, s, x

## TIME

20 minutes

## MATERIALS

a copy of the *Letter group* worksheet per pupil, crayons.  
Recording

## Before class

- Make one copy of the *Letter group* worksheet for each pupil.

## In class

- 1 Pre-teach or revise the letters from the worksheet and their pronunciation. Focus especially on the sound of these letters and ask pupils what they have in common. (The names of the letters all start with the same sound – s /es/, l /el/, m /em/, etc.)
- 2 Revise colours, using objects in the classroom and the question *What colour is...?*
- 3 Give pupils a copy each of the *Letter group* worksheet, and ensure they all have crayons.
- 4 Play the recording, or read the tapescript. Give pupils time to colour each letter before moving on to the next one.

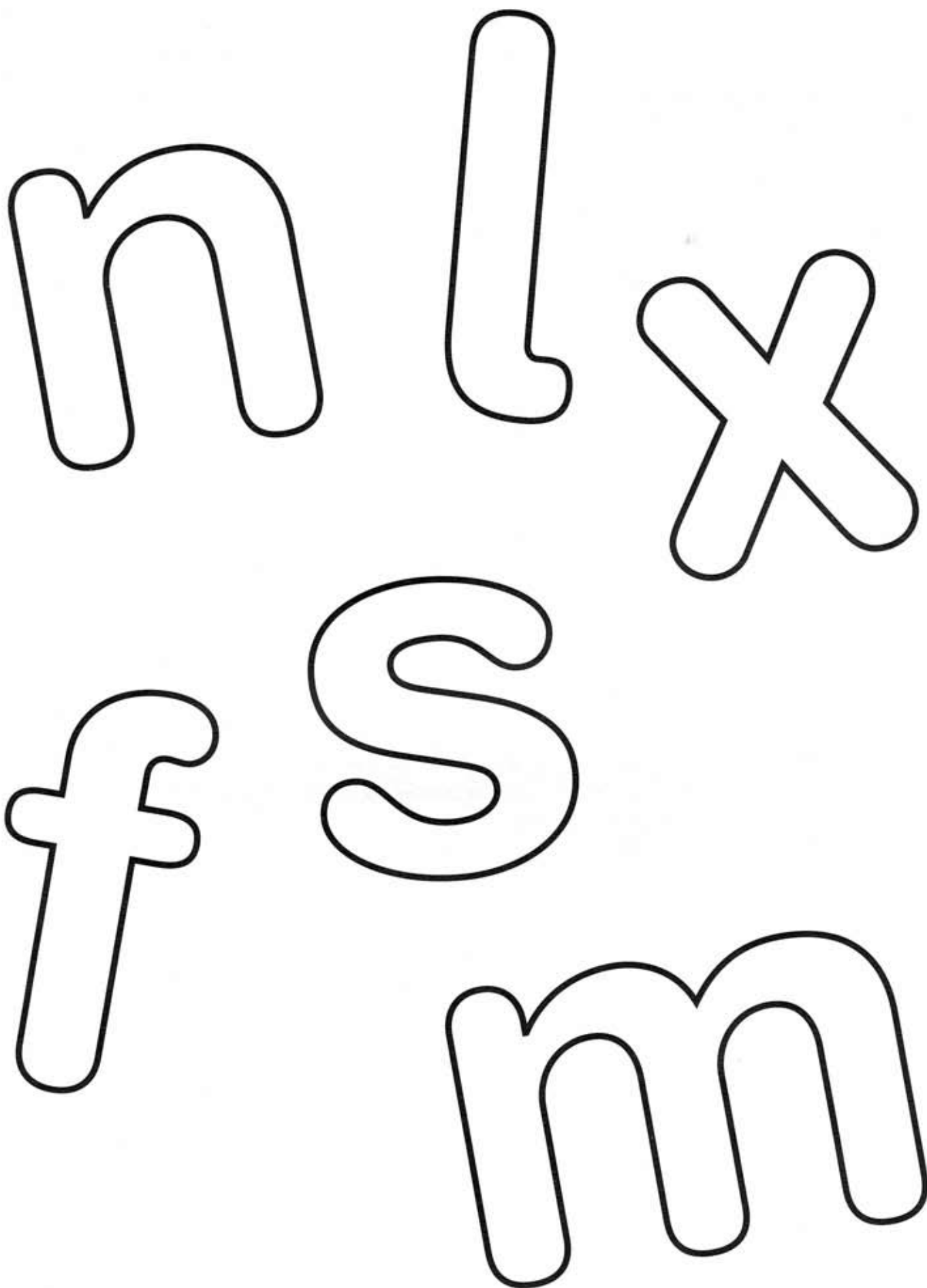


## Tapescript

Colour f pink	Colour l grey
Colour m orange	Colour n purple
Colour s green	Colour x yellow

- 5 Check that they have coloured the letters correctly by asking the question *What colour is f?* to elicit the answer *It's pink*. Continue with the other letters.
- 6 Ask pupils to practise the question and answer form in pairs, and to ask about all the letters. They can use the question form above or simplify it so that one pupil says the letter and the other pupil replies with the colour. If necessary illustrate by example. With more competent classes you can also introduce different question forms *What/Which letter is pink? f is.*
- 7 Similarly this can be used as an opportunity to practise yes/no question forms:
 

<i>Is f pink?</i>	<i>Yes, it is.</i>
<i>Is l blue?</i>	<i>No it isn't.</i>





## PRIMARY PRONUNCIATION BOX

1.5

## Alphabet palette

## ACTIVITY TYPE

individual 'listen and colour' rap

## PRONUNCIATION FOCUS

letters of the alphabet

## TIME

20 minutes

## MATERIALS

a copy of the *Alphabet palette* worksheet per pupil, crayons. Recording



## Before class

- Make one copy of the *Alphabet palette* worksheet for each pupil.

## In class

- 1 Pre-teach or revise the letters of the alphabet and their pronunciation. Do this by writing the letters on the board, in groups, according to their pronunciation: /a, h, i, k/, /b, c, d, e, g, p, t, v/, /f, l, m, n, s, x/, /i, y/, /q, u, w/, /o/, /r/, /z/. Draw pupils' attention to the common sound of each group of letters. Say *Listen and repeat*, for pupils to repeat each letter after you.
- 2 Revise colours, using objects in the classroom and the question *What colour is.....?* Pre-teach *light* and *dark*, using blue and green.
- 3 Give pupils a copy each of the *Alphabet palette* worksheet, and ensure they all have crayons.
- 4 Play the recording, or read the tapescript. Give pupils time to colour each area before moving on to the next one.

## Tapescript

## A B C D E

A colour rap for you and me

## F G H I J

Orange, purple, pink and grey

## K L M N O

Brown and black and then yellow

## P Q R and S T U

Light or dark? White and blue

## V W X Y Z

All that's left is green and red.

- 5 Circulate to monitor and help.
- 6 Correct collectively.
- 7 Pupils say the rap.

## Extension

- Say *Listen and repeat, I spy with my little eye // something beginning with ...* Practise this a few times until pupils can say it.
- Choose a classroom object, or something that pupils can see (desk), and say *I spy with my little eye something beginning with 'D'*.
- Get individual pupils to suggest answers.
- When a pupil gets the right answer they come to the front and whisper their word to you and continue the game saying, *I spy with my little eye something beginning with ...* and saying the initial letter.

Say the rap and colour the spaces

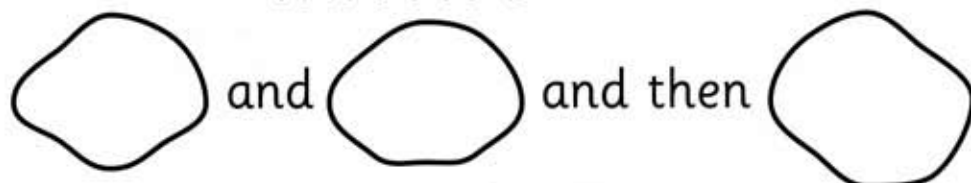
A B C D E

A colour rap for you and me

F G H I J

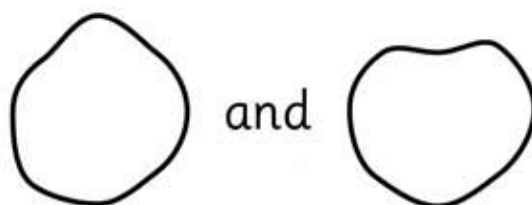


K L M N O



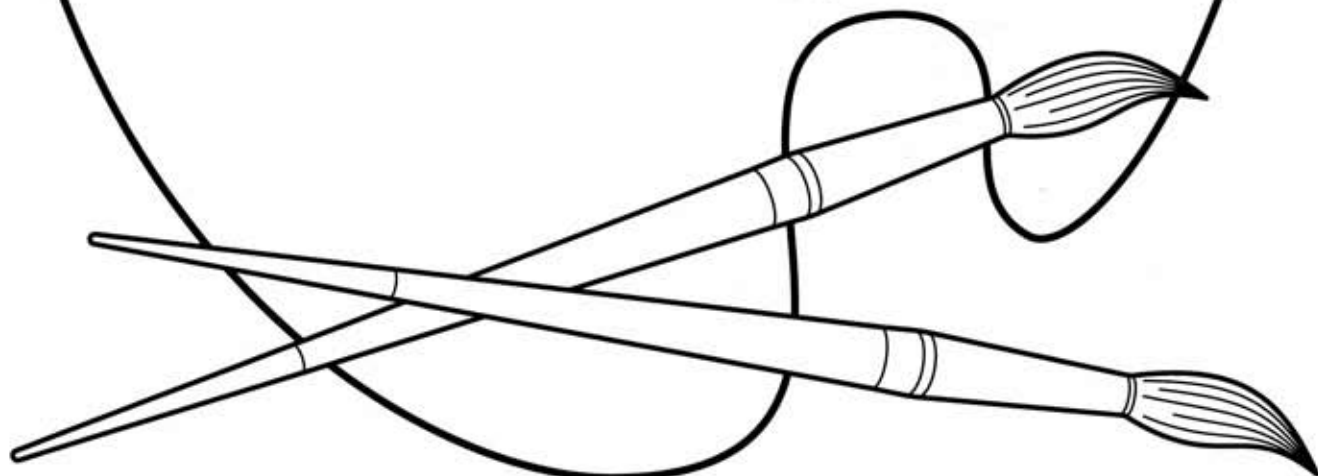
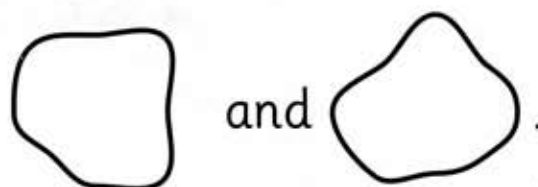
P Q R and S T U

Light or dark?



V W X Y Z

All that's left is



## PRIMARY PRONUNCIATION BOX

1.6

## Sound stickers

## ACTIVITY

pairwork sound differentiation  
stickers

PRONUNCIATION  
FOCUS

distinguishing sounds /tʃ/  
and /ʃ/

## TIME

30 minutes

## MATERIALS

a copy of the *Sound stickers*  
per pupil. Scissors and glue.  
Recording



## Before class

- Make one copy of the *Sound stickers* worksheet for each pupil.

## In class

- 1 Revise the vocabulary on the worksheet if necessary.
- 2 Draw a picture of a boy and a sheep on the board and write their names, Charlie and Shirley next to them. Draw pictures or use flashcards of 'chicken, chips, cheese and chocolate' next to Charlie, and pictures of 'shirts, shoes and shorts' next to Shirley to elicit what the objects are.
- 3 Say, *Listen*. Play the recording or read the tapescript.

## Tapescript

Charlie likes chicken, chips, cheese and chocolate.  
Shirley sheep likes shirts, shoes and shorts.

- 4 Say, *Listen and repeat*. Check for pronunciation difficulties and correct if necessary. Emphasise the difference between the target sounds /tʃ/ and /ʃ/. Get pupils to repeat several times, both as a whole class and individually until they can say the two sentences fluently and accurately.
- 5 Demonstrate the activity to the class by example on the board:
  - Write \_\_ *ee*se, \_\_ *or*ts next to the pictures of 'cheese' and 'shorts' on the board and two boxes with the letters sh and ch.
  - Say *sheese* or *cheese?* to elicit 'cheese' and ask the class which of the two boxes goes at the start of the word. Write in the correct answer.
  - Do the same with *shorts*.
- 6 Give out the worksheets and ask pupils to cut out the ch, sh boxes at the bottom of the worksheet.
- 7 Pupils then complete the worksheet in pairs matching their letters to the words.
- 8 Circulate as they play to monitor and check. Where the wrong letters have been selected, prompt pupils to elicit the correct selection by saying the word aloud.
- 9 Correct collectively, writing the answers on the board. Once corrected, pupils stick the letters into the spaces on the worksheet.

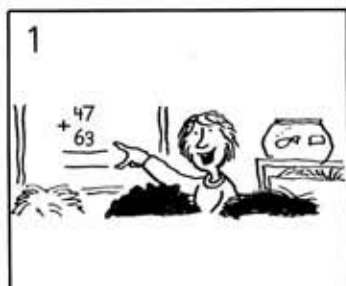
## Extension

- Pupils can transfer the words to their notebooks and draw the pictures next to them.

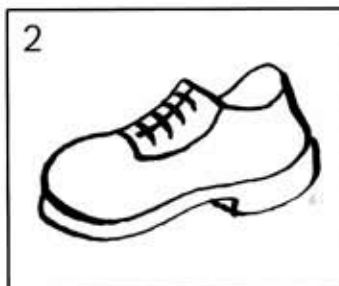
Listen and say

Charlie likes chicken, chips, cheese and chocolate.

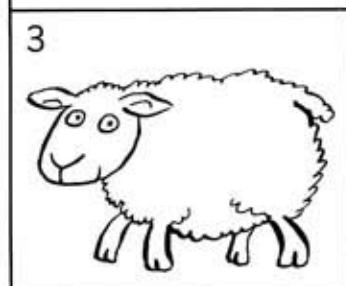
Shirley sheep likes shirts, shoes and shorts.



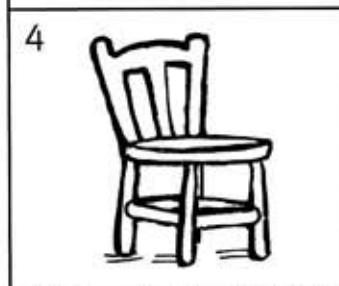
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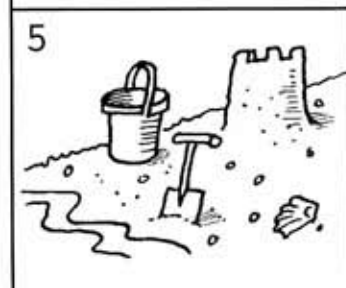
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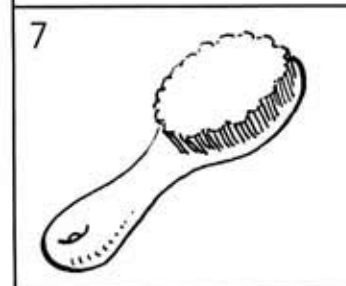
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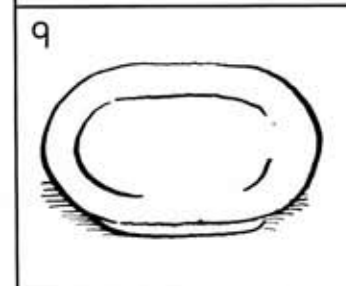
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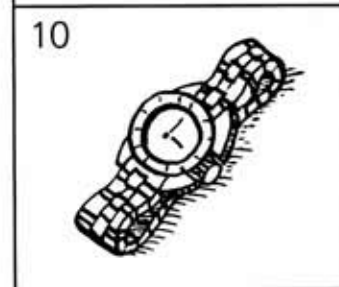
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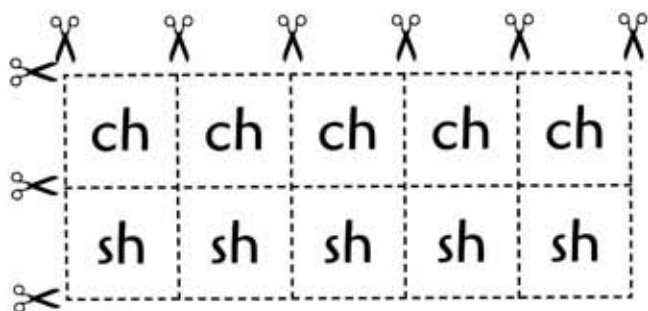


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Read, cut and stick





## PRIMARY PRONUNCIATION BOX

1.7

## Word slide

## ACTIVITY TYPE

make and do, whole class and pairwork game

## PRONUNCIATION FOCUS

rhyming word formation

## TIME

40 minutes

## MATERIALS

an enlarged copy of the *Word slide* worksheet, a copy of the *Word slide* worksheet per pupil, scissors

## Before class

- Make one enlarged copy of the *Word slide* worksheet. Cut out the first word slide (-at), colour the pictures attractively and make it up for demonstration. Make one copy of the *Word slide* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet using realia or flashcards. (1. cat, fat, hat, rat, 2. hen, men, pen, ten, 3. ball, small, tall, wall.)
- 2 Write *cat* on the board. Say, *listen and repeat, cat*. Stress the vowel and final phoneme /æ/ and /t/. Wait for your class to repeat. Correct pronunciation if necessary.
- 3 Erase the 'c' and replace it with 'f'. Say, *Listen and repeat, fat*. Again, stress the vowel and final phoneme.
- 4 Repeat the procedure, substituting the first letter with the following each time: f, h, m, r and repeating each new word.
- 5 Say, *Cat-hat. Do they rhyme?* Repeat the question with *cat-fat* and the other words so that pupils can see the rhyming pattern. Show pupils that for words to rhyme they must have the same middle vowel and the same final phoneme, but the initial phoneme can change.
- 6 Hold up your *Word slide*. Show pupils that by pulling the vertical strip of paper through the slits in the horizontal one a new rhyming word is formed each time. Ask pupils to say these words aloud (*cat, fat, hat, rat*). Correct pronunciation if necessary.
- 7 Using the enlarged photocopy of the worksheet, demonstrate to pupils how to make up the *Word slides*:
  - Colour in the pictures.
  - Cut along the dotted lines to cut out the horizontal and vertical strips.
  - Match the horizontal and vertical strips by number (1, 1 etc.).
  - Fold the left-hand side of each horizontal strip under and cut along the dotted lines to make two horizontal slits.
  - Pass the corresponding vertical strip through these slits, going over the strip of paper in the centre so that the letters can be clearly seen.
- 8 Circulate to monitor and help.
- 9 When pupils have made up their *Word slides*, practise sliding the strip of paper and saying each new word collectively.
- 10 'Frame' a word on one of your *Word slides* in secret and call it out for pupils to frame the right word on theirs. Then ask individual pupils to call out words for the rest of the class to 'frame'.

## Extension

- Pupils can continue doing this in pairs.

## Option

The colouring stage of the procedure can be omitted, or pupils could colour the pictures in at home to save class time. Pupils could make one *Word slide* in a lesson, over three lessons.

at

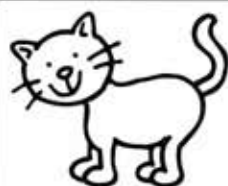
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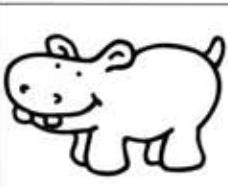
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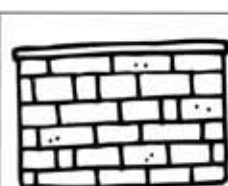
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## PRIMARY PRONUNCIATION

1.8

## One, two, buckle my shoe



## ACTIVITY TYPE

traditional TPR rhyme and small group matching card game – Rhyming snap!

## PRONUNCIATION FOCUS

word and sentence stress, simple rhyming words

## TIME

60 minutes

## MATERIALS

an enlarged copy of the *One, two, buckle my shoe* flashcard and worksheet, one copy of the *One, two, buckle my shoe* worksheet per pupil; card, scissors, crayons, glue. Recording

## Before class

- Make an enlarged copy of the *One, two, buckle my shoe* flashcard and colour it in. Make an enlarged copy of the *One, two, buckle my shoe* worksheet, colour the pictures and cut into cards. Make a copy of the *One, two, buckle my shoe* worksheet for each pupil.

## In class

- 1 Show the flashcard and talk about the pictures; pre-teach and practise key vocabulary: buckle, knock, sticks, gate, hen. Ask questions e.g. *What's this? What are they doing?* etc.
- 2 Play the recording or say the rhyme aloud.
- 3 Say *Listen and repeat* and practise the rhyme line by line with the actions.

## Tapescript

One, two, buckle my shoe  
Three, four, knock on the door  
Five, six, pick up sticks  
Seven, eight, close the gate  
Nine, ten, big fat hen

## Actions

crouch down and mime doing your shoe up  
stand up and mime knocking on the door  
mime lifting a bundle of sticks onto your back  
mime closing a small garden gate  
mime a fat hen. Flap 'wings', waggle 'tail' and make noises.

- 4 Ask the class to repeat the rhyme with the actions. Check pronunciation.
- 5 Give out the worksheets. Play the recording, pausing for pupils to colour each picture:

## Tapescript

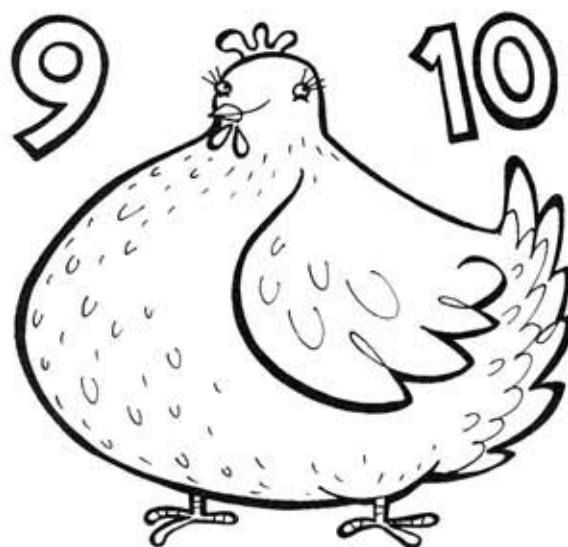
- 1 Colour the sticks brown
- 2 Colour the hen red
- 3 Colour the ten purple

- 4 Colour the gate green
- 5 Colour the six yellow
- 6 Colour the eight orange
- 7 Colour the shoe blue
- 8 Colour the door grey
- 9 Colour the four pink
- 10 Colour the two black

- 6 Tell pupils to glue the sheet onto card and cut it into ten cards, writing their names on the backs.
- 7 Hold up the appropriate enlarged cards and say *Listen and repeat. Two, shoe. Correct pronunciation if necessary. Say Two-shoe. Do they rhyme? Yes or no?* Repeat with the other rhyming words in the activity until your pupils understand *rhyme*. Contrast with pictures of words that do not rhyme, (*eight, door, etc.*) to check.
- 8 Demonstrate the Rhyming snap game to the class with yourself and three pupils. Take four sets of cards, shuffle them and deal the cards out between the players. The players keep their pile of cards face down on the table.
- 9 Put the class into small groups. Ensure each group has four sets of cards.
- 10 Circulate as they play. Encourage pupils to use English while they play: *Whose turn is it? It's my turn.*

## Rhyming snap

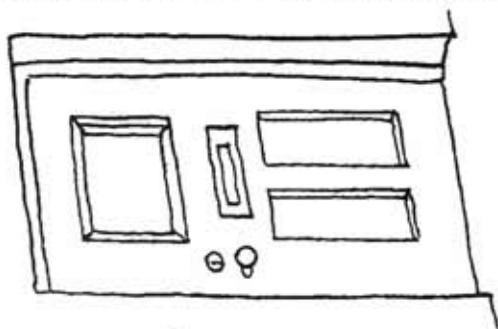
- Turn the first card off your pack face up and put it in the centre of the table saying (hen).
- The player on your left puts their card on top of yours and says the word.
- If the sounds rhyme (it can either be the same card, or its rhyming pair), the first person to say Rhyming snap! takes the pile of cards and puts them to the bottom of their pile.
- If the two cards do not rhyme, players continue by turning over cards in turn and putting them down as before.
- The game is over when one person has all the cards (they are the winner).





4

four



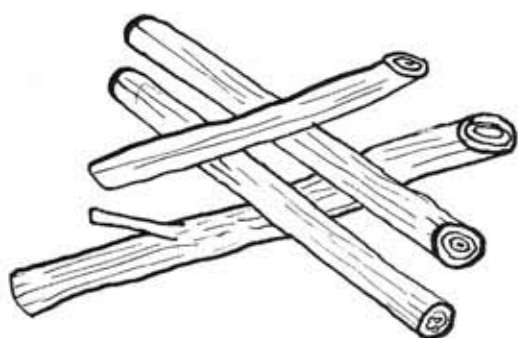
door



shoe

2

two



sticks

6

six

8

eight



gate

10

ten



hen

## 1.9

## PRIMARY PRONUNCIATION BOX

## Vowel pictures

## ACTIVITY TYPE

pairwork matching game

PRONUNCIATION  
FOCUS/æ/ bag, /e/ eggs, /ɪ/ fish,  
/ɒ/ clock, /ʌ/ cup

## TIME

30 minutes

## MATERIALS

a copy of the *Vowel pictures* worksheet per pupil. An enlarged copy of the *Vowel pictures* worksheet, crayons

## Before class

- Make an enlarged copy of the *Vowel pictures* worksheet, colour the pictures and cut them into flashcards. The first row of five pictures is the baseboard, and all the other cards are cut up into individual cards.
- Make one cut-up set for each pupil.

## In class

- 1 Pre-teach or revise the vocabulary using the flashcards.
- 2 Ask the class to look at the blackboard where you demonstrate the exercise. Write the five words *bag*, *eggs*, *fish*, *clock*, and *cup*.
- 3 Say *Listen and repeat*. Repeat each word individually, stressing the target sounds (/æ/, /e/, /ɪ/, /ɒ/, /ʌ/) for the class to repeat after you.
- 4 Say *Ten-bag*, *Ten-eggs*, *Ten-fish*, or *Ten-clock*? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct, say *Good. Ten-eggs*, and write *ten* under *eggs* on the blackboard.
- 5 If the answer is incorrect, say *Ten-bag*? (depending on the incorrect word they have chosen). Stress and contrast the target sounds so that your pupils can hear the difference.
- 6 Repeat the procedure with other words on the sheet or different words containing the target sounds until your pupils are proficient at recognising the vowel sounds.
- 7 Explain the activity by example. Use the enlarged baseboard and flashcards, place each card on top of its corresponding vowel sound as the class identify the correct sound. Do this two or three times until the class are clear about what they must do.
- 8 Give each pupil a baseboard and set of cards. Divide the class into pairs. Tell the pairs to do the exercise together, taking it in turns to place a card on their partner's baseboard. Their partner checks their answers.
- 9 Circulate to monitor, prompt and help. Finally correct the exercise collectively. Individual pupils call out the words in the lists as you write them on the board.












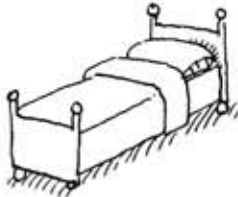



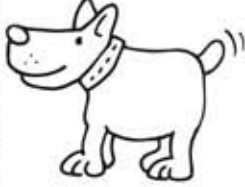
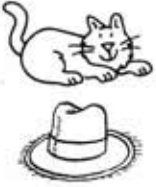

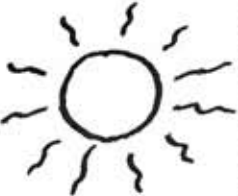

## Extension

Tell pupils to colour the pictures and stick them onto card in their respective columns below the baseboard.

- /æ/ **bag**: lamp, cat, hat, hand
- /e/ **eggs**: dress, leg, bed, pen
- /ɪ/ **fish**: six, tick, in, milk
- /ɒ/ **clock**: sock, dog, box, doll
- /ʌ/ **cup**: sun, under, duck, jump

## Extension

- Pupils can make 'vowel books'. One page for each phoneme – /æ/ bag, /e/ eggs, /ɪ/ fish, /ɒ/ clock, /ʌ/ cup. Pupils can start the lists with the words and pictures in the activity and add more words and pictures that they know.

a	e	i	o	u
 b <u>a</u> g	 e <u>g</u> gs	 f <u>i</u> sh	 c <u>l</u> ock	 c <u>u</u> p
 h <u>a</u> nd	 c <u>a</u> t	 l <u>a</u> mp	 h <u>a</u> t	 p <u>e</u> n
 l <u>e</u> g	 b <u>e</u> d	 d <u>r</u> ess	 s <u>i</u> x	 t <u>i</u> ck
 i <u>n</u>	 m <u>i</u> lk	 s <u>o</u> ck	 d <u>o</u> g	 b <u>o</u> x
 d <u>o</u> ll	 d <u>u</u> ck	 s <u>u</u> n	 u <u>n</u> der	 j <u>u</u> mp

## 1.10

## PRIMARY PRONUNCIATION BOX

## Rhyming dominoes

## ACTIVITY TYPE

small group dominoes game  
as a matching activity

PRONUNCIATION  
FOCUS

rhyming words

## TIME

30 minutes

## MATERIALS

a copy of the *Rhyming dominoes* worksheet per small group of pupils

## Before class

- Make a copy of the *Rhyming dominoes* worksheet on thin card per small group. Cut this up into 14 dominoes.

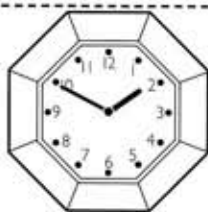
## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Write *two* and *shoe* on the board. Say, *Listen and repeat. Two, shoe.* Wait for the class to repeat. Correct pronunciation if necessary. Say *Do they rhyme?*
- 3 Write *do* and *go* and repeat the procedure. Explain that words that are spelt the same do not always sound the same.
- 4 Write a selection of other rhyming words that your pupils know randomly on the board: *three, tree, red, bread, queen, green, hair, there, show, know* etc. Allow pupils time to read all of the words before asking them to find the rhyming pairs. Get individual pupils to suggest answers.
- 5 Arrange the class in small groups working around a table.
- 6 Explain the game by example with one small group. Shuffle the dominoes and divide them between the pupils. Turn the last domino face up and place it in the middle of the table.
- 7 The player to the left of the person who mixed and divided the dominoes starts. He or she puts a domino next to the one on the table (either before or after). The words that are placed together must rhyme, and the player must say both words.
- 8 The player on his or her left continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
- 9 Encourage pupils to use English for communicating while they play by teaching or revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How do you pronounce ...? Can you repeat that? You're the winner.*
- 10 The first person to play all his or her dominoes is the winner. The others continue playing while the winner supervises. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- 11 Circulate to monitor and check.





star



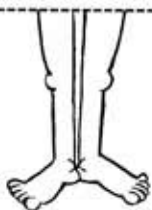
clock



sock



eggs



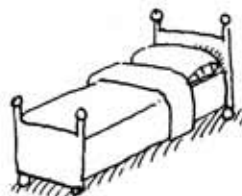
legs



box



fox



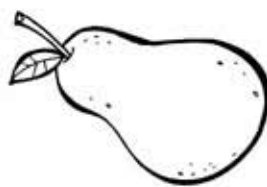
bed



head



chair



pear



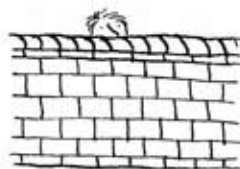
skirt



shirt



ball



wall



boat



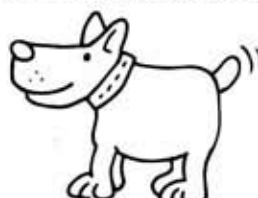
coat



boy



toy



dog



frog



run



sun



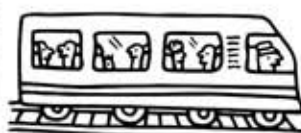
mouse



house



plane



train



car

## 1.11

PRIMARY PRONUNCIATION  
BOX

## My kite

## ACTIVITY TYPE

individual classification  
puzzle

## PRONUNCIATION

## FOCUS

vowel: /ai/ and spelling  
patterns

## TIME

20 minutes

## MATERIALS

one copy of the *My kite*  
worksheet per pupil.  
Recording

## Before class

- Make one copy of the *My kite* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet using realia or flashcards.
- 2 Play the recording for pupils to listen and repeat.



T10

## Tapescript

My white kite can fly high in the sky.

- 3 Write *kite* on the board. Say, *Listen and repeat, kite*. Stress the vowel /ai/. Wait for the class to repeat. Correct pronunciation if necessary.
- 4 Draw pupils' attention to the 'ite' spelling pattern by underlining it. Erase the 'k' and replace it with 'wh'. Say, *Listen and repeat, white*. Again, stress the vowel.
- 5 Repeat the procedure, substituting the first letter with 'wr' and then with 'b'. Allow pupils to suggest the correct pronunciation of the new words.
- 6 Write *high* on the board. Say, *Listen and repeat, high*. Stress the vowel /ai/. Wait for the class to repeat. Correct pronunciation if necessary.
- 7 Draw pupils' attention to the 'igh' spelling pattern by underlining it. Erase the 'h', replace it with 'n' and write 't' at the end. Say, *Listen and repeat, night*. Again, stress the vowel and check the pronunciation of the final sound /t/.
- 8 Repeat the procedure, substituting the first letter with 'r' and then with 'l'. Allow pupils to suggest the correct pronunciation of the new words.
- 9 Write *sky* on the board. Say, *Listen and repeat, sky*. Stress the vowel /ai/. Wait for the class to repeat. Correct pronunciation if necessary.
- 10 Draw pupils' attention to the 'consonant + y' spelling pattern by underlining it. Erase the 'sk' and replace it with 'fl'. Say, *Listen and repeat, fly*. Again, stress the vowel.
- 11 Repeat the procedure, substituting the first letters with 'm' and then with 'cr'. Allow pupils to suggest the correct pronunciation of the new words.
- 12 Give out the worksheets. Hold up a worksheet and point out the rhyme at the top of the page.
- 13 Ask pupils to read the rhyme and then listen to the recording. Play the recording.
- 14 Pupils write the words in the right boxes.
- 15 Circulate to monitor and help.
- 16 Correct collectively. Ask individual pupils to call out the words for another pupil to write on the board.



T10

- 1 high, right, light, night.      2 sky, fly, cry, my.      3 kite, white, write, bite.

1 Listen and say  
My white kite can fly high in the sky.

1

high

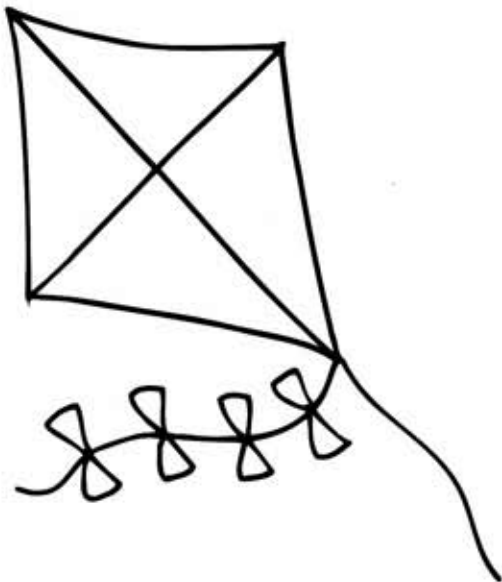


2

sky

3

kite



2 Write the words in the box in the correct spaces

kite ✓	sky ✓	high ✓	white	right	fly
cry	write	my	light	bite	night

## 1.12

PRIMARY PRONUNCIATION  
BOX

## Crown sounds

## ACTIVITY TYPE

pairwork vowel recognition activity

PRONUNCIATION  
FOCUS

/aʊ/ as in crown sounds

## TIME

20 minutes

## MATERIALS

a copy of the *Crown sounds* worksheet per pupil

## Before class

- Make a copy of the *Crown sounds* worksheet for each pupil.

## In class

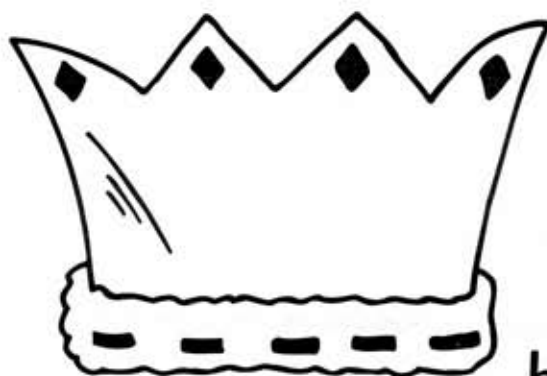
- 1 Write *Crown sounds* on the board. Read it aloud stressing the pronunciation of the vowel sounds /aʊ/. Ask the class to give examples of other words that contain this sound.
- 2 Write the suggested word on the board. Ask the class collectively if they agree with the suggestion saying *Is that right?*
- 3 If the suggestion is incorrect repeat the word, stressing the target sound and repeat the title of the game, contrasting the sounds to show how they differ. Clean the word off the blackboard.
- 4 Continue to ask for suggestions until you feel that pupils have got a clear idea of the target sound. Clean the board.
- 5 Give each pair a copy of the worksheet, and explain that they are going to play the game together. With different coloured pens, or pencils they take it in turns to identify the words that contain the target sound. Tell them that you will correct it later and that each correct answer gets two points and each incorrect answer gets -1 (this will discourage wild guesses).
- 6 Set a time limit of ten minutes.
- 7 When they have finished, or the time is up, correct the exercise collectively. Ask pupils to dictate the correct answers to you. Write the answers on the board in two columns, one for correct answers, and one for incorrect ones.
- 8 Tell pupils to then add up their points to see who is the winner.

• Brown, bounce, cloud, clown, cow, crown, down, flower, hour, house, how, loud, mouse, mouth, now, our, shout, town, trousers.

## Extension

- Point out the main spelling variants for the target sound (ou, ow). Ask pupils to write the words from the worksheet into two lists.



ourdownnowcowmoonboatcolourhowyellowclownfavouritebounceknowhorseschoolhousetrousersmonkeyhourshoutnosepointloudshoeflowertwopianoorangetownmouthcloudwhobrownyouroommousecrown

## 1.13

PRIMARY PRONUNCIATION  
BOX

## Where's the pair?

## ACTIVITY TYPE

small group matching activity

PRONUNCIATION  
FOCUSrhyming words: cake/snake,  
tree/sea, street/feet,  
dog/frog, leg/egg; it's, they're

## TIME

50 minutes

## MATERIALS

two enlarged copies of the  
*Where's the pair?* worksheet,  
one copy of the *Where's the  
pair?* worksheet per pupil;  
card, scissors, crayons, glue

## Before class

- Make two enlarged copies of the *Where's the pair?* worksheet, colour the pictures and cut them into flashcards.
- Make one copy of the *Where's the pair?* worksheet for each pupil. To save time you can make the copies onto white card.

## In class

- 1 Revise or pre-teach the vocabulary in the activity using the flashcards.
- 2 Write *two* and *shoe* on the board. Say, *Listen and repeat. Two, shoe.* Wait for the class to repeat. Correct their pronunciation if necessary. Say *Do they rhyme?*
- 3 Write *do* and *go* and repeat the procedure. Explain that words that are spelt the same do not always sound the same.
- 4 Repeat the procedure with other words that the pupils know, making pairs that rhyme and pairs that do not.
- 5 Give pupils a copy of the worksheet. Ask pupils to colour the pictures as you dictate. Say:
 



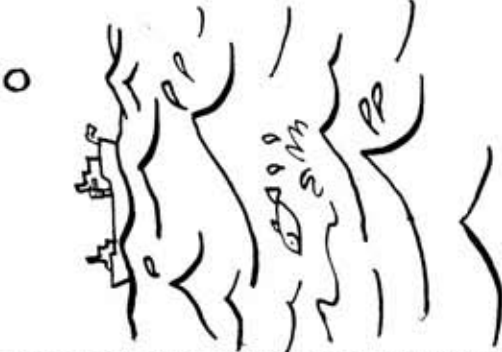
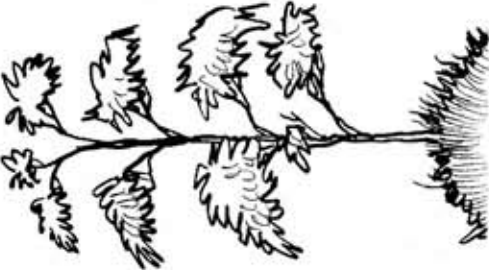

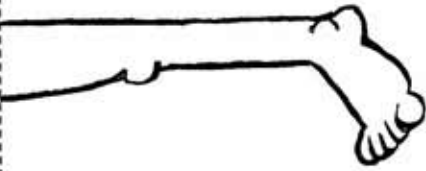
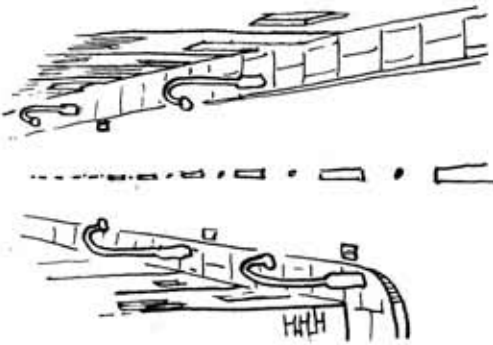

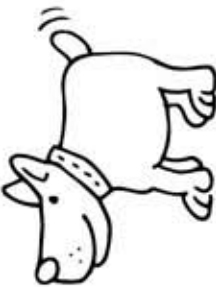

1 Colour the cake purple	6 Colour the dog black
2 Colour the tree brown	7 Colour the leg pink
3 Colour the street grey	8 Colour the frog green
4 Colour the sea blue	9 Colour the feet red
5 Colour the egg yellow	10 Colour the snake orange
- 6 Pupils glue the sheet onto card, so that they cannot see through the paper, and then cut it into ten playing cards.
- 7 Demonstrate the game to the class with a group of four pupils. Using a big table or the floor spread your two sets of flashcards out, face down.
- 8 In turn, pupils turn over two cards at a time to find a matching pair. They should say each word as they turn the card over, saying *It's ...*
- 9 If the two upturned cards do not rhyme, the pupil turns them face down again in their original position and the next pupil continues in the same way. When a pupil finds a pair they must say the sentence: (*Frog and dog*). *They rhyme.* and then they can keep the pair of cards.
- 10 They continue until no cards are left on the table. The winner is the pupil with the most pairs.
- 11 Divide the class into small groups. Each group will need one set of playing cards.
- 12 Circulate as they play. Encourage pupils to use English for communicating while they play, by teaching them essential phrases beforehand: *It's my turn. Whose turn is it? How many pairs have you got? You're the winner.*

## Option

Pupils could do the colouring part of an activity in a previous lesson or at home (omit the colour dictation steps).

## Extension

- The game can be repeated with the cards from activity 1.8 *One, two, buckle my shoe*. A more challenging version of the game can be played with all 20 cards from both activities.

	cake		snake
	sea		tree
	egg		leg
	street		feet
	dog		frog

## 1.14

## PRIMARY PRONUNCIATION BOX

## Hand and arm



## ACTIVITY

whole class TPR sound differentiation, individual puzzle

## PRONUNCIATION FOCUS

distinguishing sounds /æ/ and /ɑ:/

## TIME

20 minutes

## MATERIALS

a copy of the *Hand and arm* worksheet per pupil.  
Recording

## Before class

- Make a copy of the *Hand and arm* worksheet for each pupil.

## In class

- 1 Stand in front of the class and say, *Look and listen*. Hold your hand up quickly and say *hand*. Stress the target sound /æ/. Hold out your arm and run your hand along it, saying *aaaahhhm* so that you effectively stress the target sound /ɑ:/ and your pupils have a visual image of the two different sounds, long /ɑ:/ and short /æ/.
- 2 Say *Listen and repeat*. *Hand, arm, hand, arm*, alternately holding up your hand and running your hand along your arm. Ask the class to repeat the actions with you as they say the words.
- 3 Then, using the different actions as prompts get them to repeat the sounds. You can try to catch them out by repeating the same prompt twice and deliberately speeding up the actions (young learners love this kind of game, competing with their teacher).
- 4 Say **Apple-Hand** or **Apple-arm**? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct say, *Good. Apple-hand*, stressing the target sound and accompanying it with the action. If the answer is incorrect say, **Apple-arm?** or **Apple-hand?**, whilst carrying out the actions. Stress and contrast the target sounds so that your pupils can hear the difference.
- 5 Repeat the procedure with the following words:
 

**arm** car, star, party, father, park, start, can't, March, are, jar, vase, garden, art, plant, after

**hand** stand, can, apple, ant, man, cat, animal, pan, black, have, jam, maths, van, hat, plan, café

Ask pupils to stand up and respond to each prompt with the corresponding action.
- 6 Give out the worksheet and demonstrate the activity to the class. Explain that pupils write the words under the hand or the arm, depending on the sound.
- 7 Circulate to monitor, prompt and help.
- 8 Correct the exercise orally. Say the words or listen to the recording.



- arm:** start, answer, car, party, garden, are, can't, father
- hand:** stand, am, jacket, carrot, can, happy, camera, lamp

## Extension – Group card game

- Prepare a set of cards with words with the target sounds on them. Group members read the cards and do the corresponding action (hand, arm). Groups get points for each correct answer.



1 Write the words from the box in the spaces below

stand ✓	start ✓	am	answer	car	
jacket	party	garden	carrot	are	
can	happy	camera	lamp	can't	father

hand



- 1 stand
- 2
- 3
- 4
- 5
- 6
- 7
- 8

arm



- 1 start
- 2
- 3
- 4
- 5
- 6
- 7
- 8

## 1.15

## PRIMARY PRONUNCIATION BOX

## Row your boat



## ACTIVITY TYPE

TPR rhyme, whole class matching activity (mingle), pairwork writing

## PRONUNCIATION FOCUS

/əʊ/ row, /i:/ stream,  
/e/ gently

## TIME

50 minutes

## MATERIALS

a copy of the *Row your boat* worksheet per pupil; an enlarged copy of the *Row your boat* flashcard; an enlarged copy of the *Row your boat* worksheet, three large pieces of card. Recording

## Before class

- Make a copy of the *Row your boat* worksheet for each pupil. Make an enlarged copy of the *Row your boat* flashcard and colour it in. Make an enlarged copy of the words at the foot of the worksheet and cut these into individual cards. You need one card for each pupil. Write *row* and *boat*, *stream* and *dream*, and *gently* and *merrily* onto the large pieces of card (two words per card). Put these in different parts of the classroom to make 'homes'.

## In class

- 1 Show the flashcard and talk about the picture; practise and pre-teach key vocabulary: *row*, *boat*, *gently*, *stream*, *merrily* (*happily*). Ask questions about the picture, e.g. *What's this? What's he doing? Is he sad? Is he happy? Where is he?* etc.
- 2 Say, *Listen*. Play the recording or read the tapescript.



## Tapescript

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily  
Life is but a dream

## Actions

mime rowing action – arms out straight in front of you, fists together – bring fists to your chest, bending arms out at elbows – repeat  
hands open out in front of you, move them from side to side as though weaving down a river  
smile happily  
tilt your head to one side and put it on your hands sleepily



- 3 Ask pupils to listen and repeat line by line. Check for pronunciation difficulties.
- 4 Demonstrate the actions to the rhyme as you say it aloud. Ask the class to repeat the rhyme with the accompanying action while you circulate to help, monitor and correct pronunciation.
- 5 Play the recording again for pupils to say the rhyme with the actions.
- 6 Write the words *row*, *stream*, and *gently* on the board. Say each word individually, stressing the target sounds for the class to repeat after you.
- 7 Say *Head-row*, *Head-stream*, or *Head-gently*? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct, say 'Good. *Head-gently*, and write *head* under *gently* on the board. If the answer is incorrect, stress and contrast the two sounds so that the pupils can hear the difference.
- 8 Repeat the procedure with words from the worksheet and other familiar words containing the target sounds until the pupils have a clear idea of the object of the exercise.
- 9 Give out a card to each pupil. Tell pupils to find their 'home' and go and stand by it.
- 10 When all the pupils have found a 'home' they check with the other pupils in their 'home' group to make sure they are in the right place.
- 11 Ask the class to sit down. Give out the worksheets and divide the class into pairs. In pairs pupils write the words from the bottom of the worksheet in the correct column, depending on their sounds. Circulate to monitor, prompt and help.
- 12 Correct the exercise collectively. Say the words or listen to the recording.



- /ʊ/ **row**: boat, show, close, clothes, don't, goat, know, phone, photo, those, throw, nose  
/i:/ **stream**: dream, please, beach, feet, jeans, pea, sheep, these, clean, we, street, meat  
/e/ **gently**: merrily, bed, well, bread, dress, egg, friend, desk, leg, spell, test, head



## 1 Say the rhyme and do the actions



Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily  
Life is but a dream



## 2 Say the words and write them

Example: bed ✓, show ✓, please ✓

row boat	stream dream	gently merrily
show	please	bed



close	beach	well	bread	clothes	dress
egg	feet	don't	goat	jeans	know
friend	desk	phone	pea	leg	spell
sheep	photo	those	these	test	clean
we	throw	street	head	meat	nose

## PRIMARY PRONUNCIATION

1.16

## Rhyming pairs of squares

## ACTIVITY TYPE

individual matching and  
colouring activity

## PRONUNCIATION

## FOCUS

rhyming words

## TIME

20 minutes

## MATERIALS

a copy of the *Pairs of squares*  
worksheet per pupil, crayons,  
an enlarged copy of the *Pairs*  
*of squares* worksheet

## Before class

- Make an enlarged copy of the *Rhyming pairs of squares* worksheet, colour the pictures and cut them into flashcards. Make a copy of the *Rhyming pairs of squares* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the vocabulary in the activity using the flashcards.
- 2 Write **two** and **shoe** on the board. Say, *Listen and repeat. Two, shoe.* Wait for your class to repeat. Correct pronunciation if necessary. Say *Do they rhyme?*
- 3 Write **do** and **go** and repeat the procedure. Explain that words that are spelt the same do not always sound the same.
- 4 Repeat the procedure with other words that the pupils know, making pairs that rhyme and pairs that do not. Use words that look as though they should rhyme, but do not (see brackets): shoe, blue, do (go), where, stair, pear (ear), come, drum, thumb; nose, goes (does), knows; know (now), no, toe.
- 5 Draw four 'squares' on the blackboard or an OHT. Draw a hat in the centre of one, and '?' in the outer square. Draw 'hand', 'ball', 'cat', in the centre of the others, and write 'red', 'green' and 'yellow' respectively in their outer squares.
- 6 Draw their attention to the 'squares' on the board and point to the picture 'hat'. Point to an incorrect rhyming pair and say, *Hat-hand. Do they rhyme?* Give pupils the opportunity to respond, and then repeat the process with 'ball'. Ask the class *Hat-ball. Do they rhyme?*
- 7 Continue this procedure until they have got the idea, then point to the correct rhyming pair and say, *Hat-cat. Do they rhyme?* When your class answer affirmatively, say *good*, pick up a yellow crayon or pencil and mime colouring the outer square.
- 8 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence.
- 9 Ask them to complete the worksheet individually.
- 10 Circulate to monitor and help.
- 11 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the correct combinations.

✎ Plane-rain, kite-night, four-door, two-shoe, one-sun, three-tree, eye-sky, bed-bread,  
box-socks, hair-pear

## Extension – group game

- Divide the class into small groups (3-5). Give them the following list of words: train, blue, me, fox, chair, head, white, clock.
- Groups have ten minutes to write words that rhyme with these.
- When the time limit is up, groups swap papers and correct the game collectively. Pupils suggest words and you write the correct ones on the board. Groups score one point for each correct word.





plane



kite

red

4

four

2

two

1

one

yellow

3

three



night



eye

pink



shoe

green



bed

orange



box



door

purple



sun



tree

black



rain

blue



hair

grey



pear



sky



socks

brown



bread

## PRIMARY PRONUNCIATION BOX

1.17

## Baa baa black sheep

## ACTIVITY

whole class rhyme, individual sound differentiation

## PRONUNCIATION FOCUS

word/ sentence stress, distinguishing sounds /i:/ /ei/ and /3:/

## TIME

30 minutes

## MATERIALS

a copy of the Baa baa black sheep worksheet per pupil, an (enlarged) copy of the Baa baa black sheep flashcard, green, grey and purple crayons. Recording

## Before class

- Make a copy of the Baa baa black sheep worksheet for each pupil and an enlarged copy of the flashcard.

## In class

- 1 Show the flashcard and say, *Look at this picture. This is a sheep, he's got three bags of wool. Talk about the picture, practising key vocabulary sheep, wool, bags, master, dame, girl. Ask questions about the picture, e.g. Who's this? What's this? How many bags of wool are there? What colour's this/the ...? etc.*
- 2 Say *Listen*. Play the recording or say the rhyme aloud.



## Tapescript

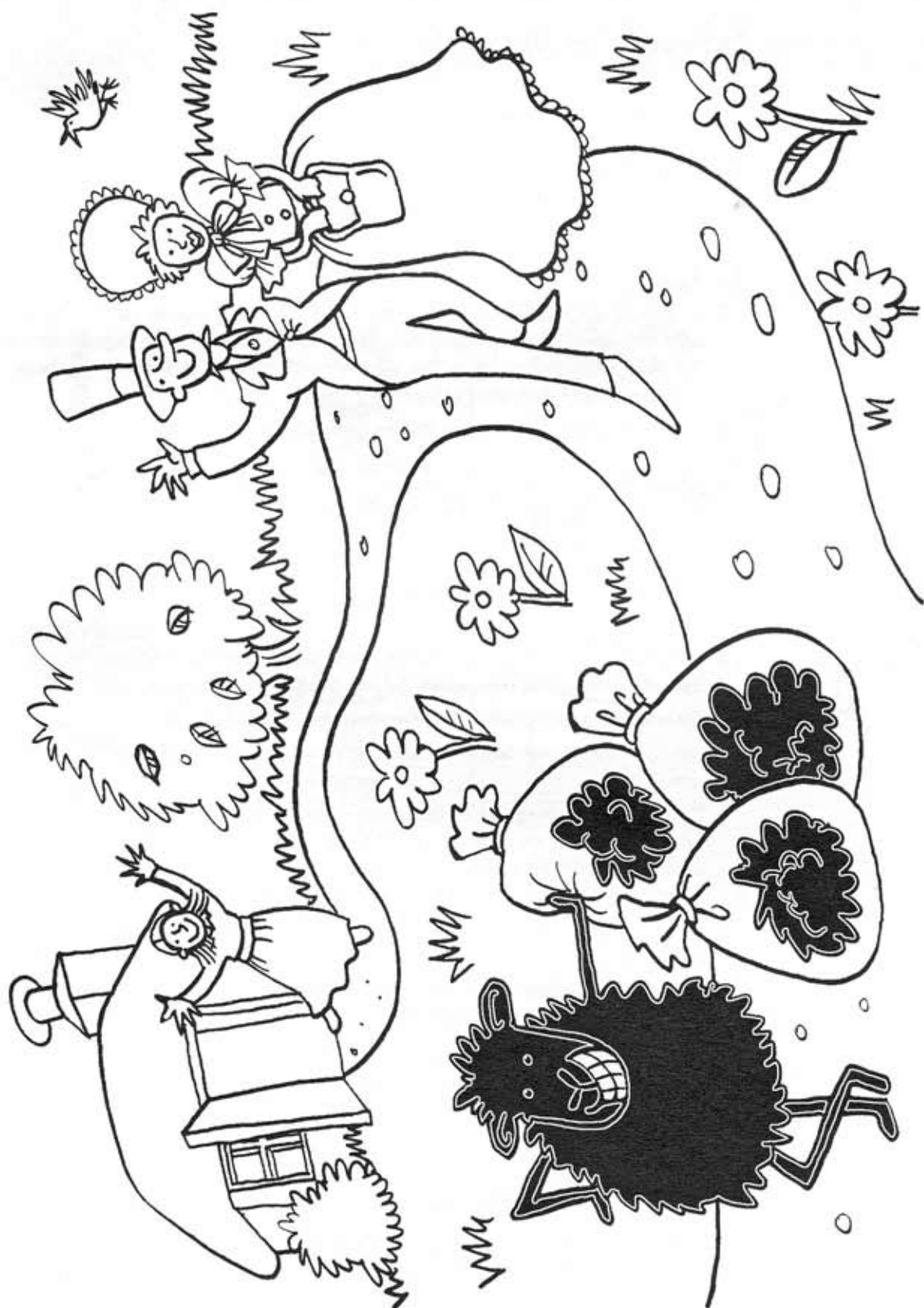
Baa baa black sheep, have you any wool?  
Yes sir, yes sir. Three bags full  
One for the master and one for the dame  
And one for the little girl who lives down the lane

- 3 Say, *Listen and repeat* and practise the rhyme line by line. Check for pronunciation difficulties and correct if necessary. Tell pupils to stand up and say the whole rhyme.
- 4 Pre-teach or revise the words from the worksheet.
- 5 Say *Listen and repeat*. Say *sheep*, stressing the target sound /i:/ for the class to repeat after you.
- 6 Draw a leaf and an egg with a circle next to each on the blackboard. Pointing to the words in question, say **Sheep**-leaf or **Sheep**-egg? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct, say *Good. Sheep - leaf*, and colour in the circle next to the leaf.
- 7 If the answer is incorrect, stress and contrast the two sounds so that the pupils can hear the difference.
- 8 Repeat this procedure with words containing the other target sounds, e.g. *grey/plane, purple/skirt* until the pupils have a clear idea of the exercise.
- 9 Give out the worksheet and ask pupils to do the written exercise individually.
- 10 Circulate to monitor, prompt and help. Ask individual pupils to say the words aloud to you.
- 11 Correct the exercise orally. Say the words or listen to the recording.



## Tapescript

- 1 **green**: sea, sheep, jeans, three
- 2 **grey**: eight, train, dame, lane
- 3 **purple**: girl, burger, shirt, bird



1 Colour the leaf green.  
Write the letters



gr \_ \_ n  
l \_ \_ f

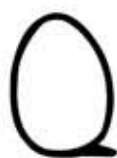
If the word has this sound,  
colour the circle green.



sea



pen



egg



sheep



dress



jeans



three



leg



2 Colour the plane grey.  
Write the letters



gr \_ \_  
pl \_ ne

If the word has this sound,  
colour the circle grey.



lamp



eight



train



hand



dame



jacket



bag



lane



3 Colour the skirt purple.  
Write the letters



p \_ \_ ple  
sk \_ \_ t

If the word has this sound,  
colour the circle purple.



bike



girl



picture



burger



lizard



shirt



bird



guitar



## 1.18

## PRIMARY PRONUNCIATION BOX

## Easy-peasy jigsaw 1

## ACTIVITY TYPE

pairwork puzzle

## PRONUNCIATION

## FOCUS

simple rhyming words

## TIME

30 minutes

## MATERIALS

an enlarged photocopy of the *Easy-peasy jigsaw 1* worksheet, a copy of the *Easy-peasy jigsaw 1* worksheet per pupil, scissors, glue (optional)

## Before class

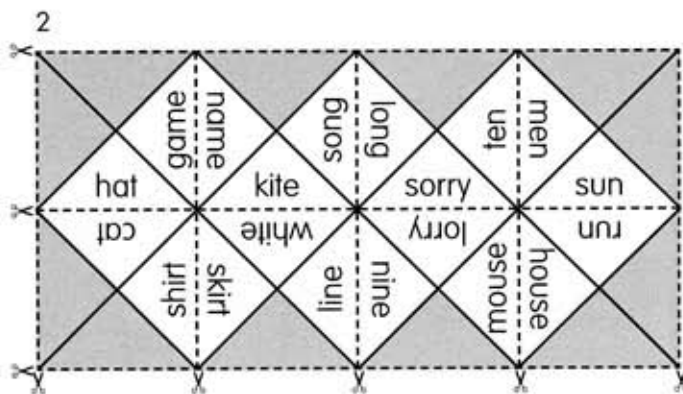
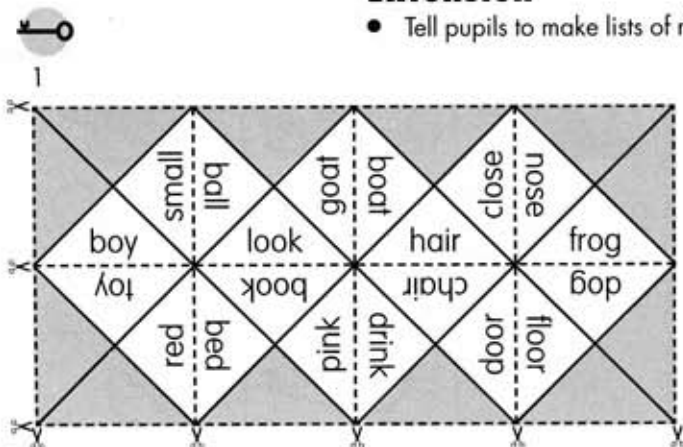
- Make an enlarged copy of the *Easy-peasy jigsaw 1* worksheet and cut each jigsaw into eight. Make one copy of the *Easy-peasy jigsaw 1* worksheet for each pupil and cut these in half.

## In class

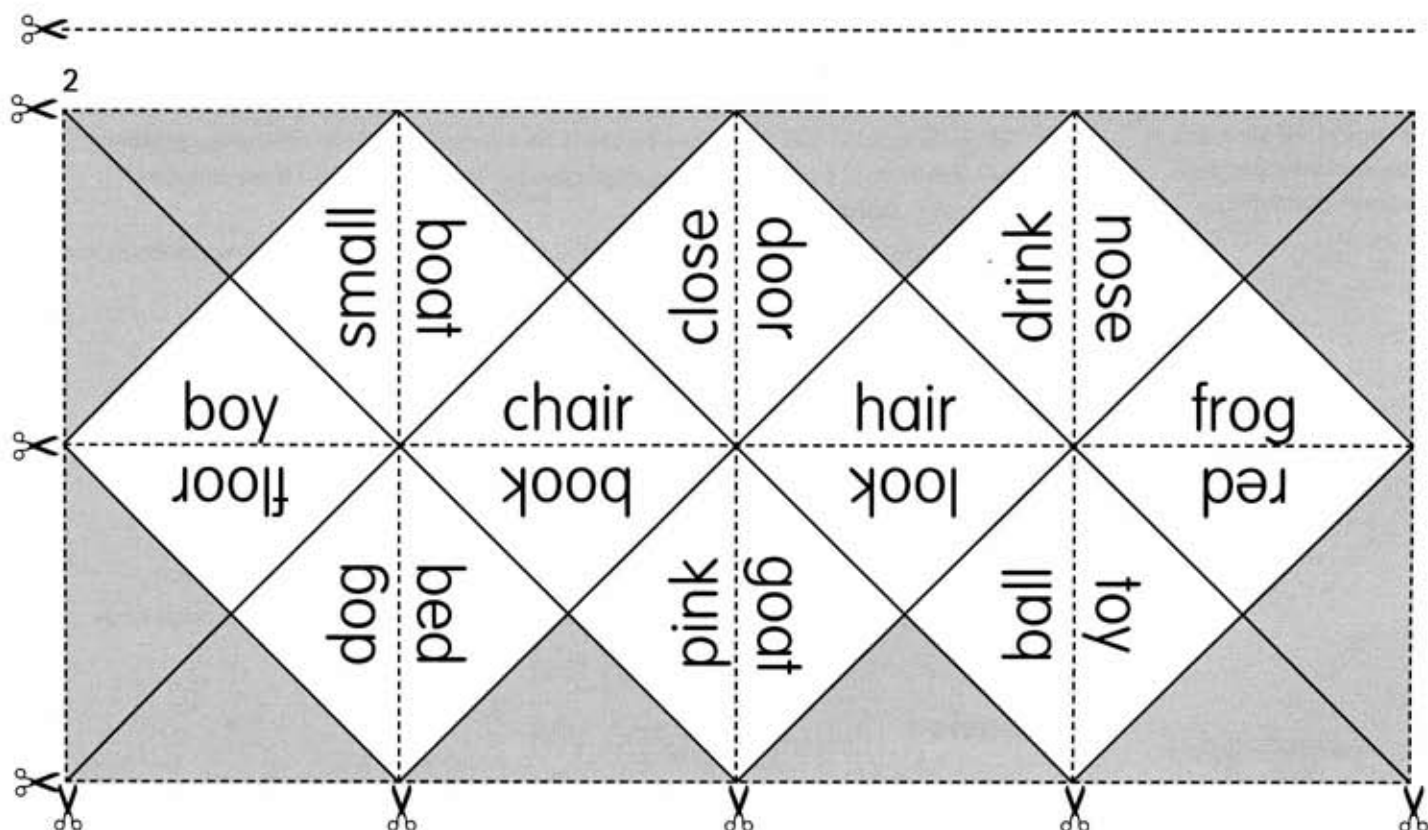
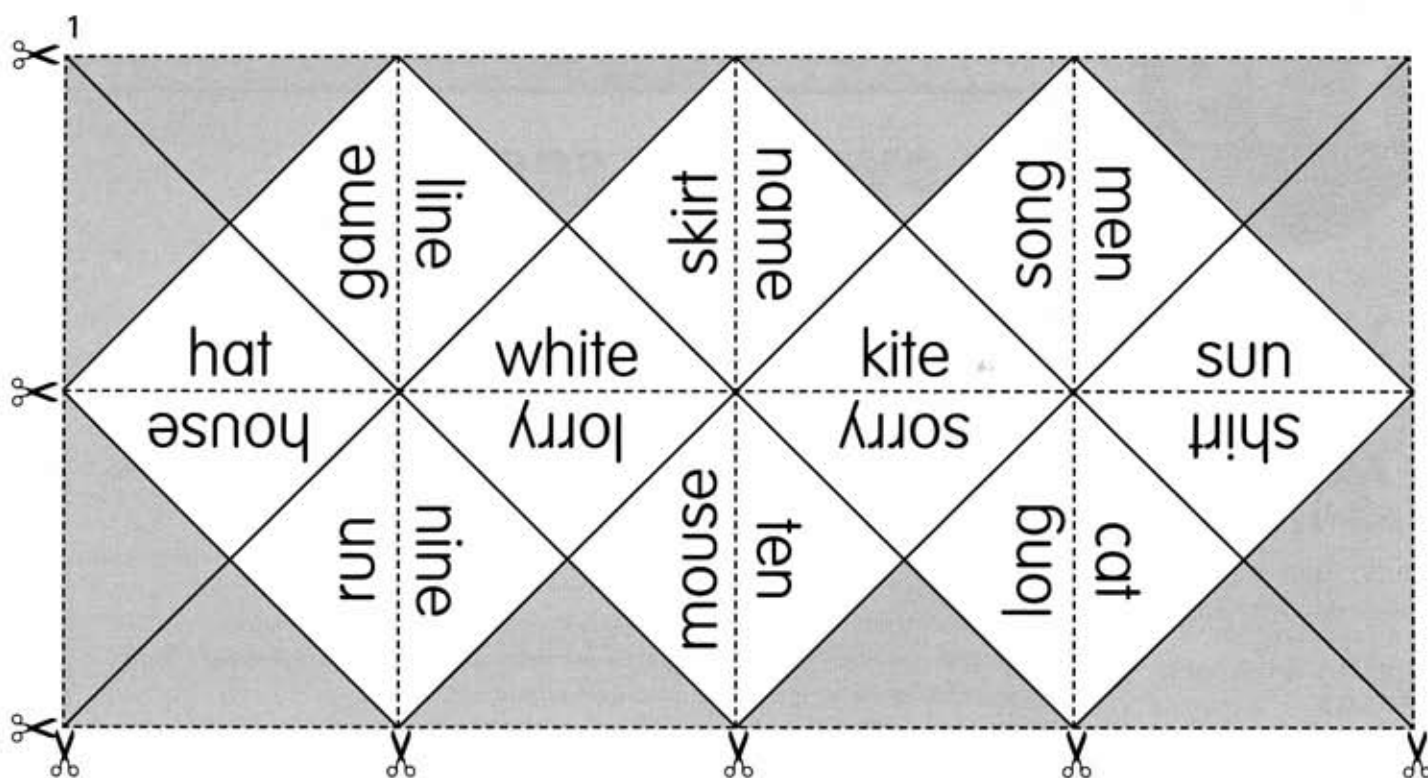
- 1 Revise or pre-teach vocabulary from the worksheet and the concept of rhyme. Write *box* and *fox* on the board. Say, *Listen and repeat. Fox, box.* Wait for the class to repeat. Correct their pronunciation if necessary. Say *Do they rhyme?*
- 2 Write *do* and *go* and repeat the procedure. Explain that words that are spelt the same do not always sound the same.
- 3 Write a selection of other rhyming words that the pupils know randomly on the board. Use only words that have the same spelling/sound pattern: *three, tree, queen, green, sun, run, tall, ball, show, know* etc. Allow pupils time to read all of the words before asking them to find the rhyming pairs. Get individual pupils to suggest answers.
- 4 Take the enlarged jigsaw pieces and put them on the board with sticky tack. Show pupils that the shaded edge goes on the outside. Take a piece and read one of the words aloud e.g. *game*. Try matching words from the other pieces, putting them next to 'game' and saying them aloud each time: *game/sorry, game/long* etc. Continue until pupils successfully match *game/name* and have a clear idea of the activity.
- 5 Give out the first half of the worksheet, puzzle 1 for pupils to cut up. Divide the class into pairs. Tell pairs to work together to match the rhyming words to the jigsaw.
- 6 Circulate to monitor and help.
- 7 Correct collectively. Pupils can call out the rhyming words as you or another pupil completes the enlarged jigsaw on the board.
- 8 Pupils can stick the corrected jigsaw into their notebooks.
- 9 Depending on time, jigsaw 2 can be done in the same lesson, or a later one.

## Extension

- Tell pupils to make lists of rhyming words to create another jigsaw.









# PRIMARY PRONUNCIATION BOX

## My eyes can see



**ACTIVITY TYPE**  
whole class TPR Poem

**PRONUNCIATION FOCUS**  
word and sentence stress

**TIME**  
20 minutes

**MATERIALS**  
a copy of the *My eyes can see* worksheet per pupil, scissors. Recording

### Before class

- Make one copy of the *My eyes can see* worksheet for each pupil. Cut these into two sections.

### In class

- 1 Pre-teach and practise vocabulary from the poem by miming the actions or using realia.
- 2 Say, *Listen*. Play the recording or read the tapescript.



#### Tapescript

My **eyes** can **see**.  
My **mouth** can **talk**.  
My **ears** can **hear**.  
My **feet** can **walk**.  
My **nose** can **smell**.  
My **teeth** can **bite**.  
My **eyelids** can **flutter**.  
My **hands** can **write**.

#### Actions

Circle your eyes with your thumbs and index fingers  
Make 'talking' movements with your thumb and straight fingers  
Put your hand behind your ear.  
Make a 'walking' movement with your index and middle fingers  
Touch your nose and inhale  
Put the palms of your hands together and open and close them  
Put your hands near your eyes and wiggle your fingers  
Mime holding a pencil and writing

- 3 Tell pupils to listen and repeat line by line. Check for pronunciation difficulties, especially the weak form of can /kən/. Pay special attention to the rhythm and stress (stressed syllables in **bold**).
- 4 Demonstrate the actions to the rhyme as you say it aloud. Ask the class to repeat the rhyme with the accompanying action while you circulate to help, monitor and correct pronunciation.
- 5 Play the recording again for pupils to chant, concentrating on fluency.
- 6 Give out the first section of the worksheet and ask pupils to cut it up into lines.
- 7 Explain by example that pupils have to put the lines of the poem in the right order as they listen to the recording again. Play the recording.
- 8 Pupils compare their versions in pairs or small groups.
- 9 Give out the second section of the worksheet for pupils to use to check their poems.
- 10 Ask the class to stand up and say the rhyme all the way through with the accompanying actions.



### Extension

- In pairs, tell pupils to make a list of other things that their eyes, mouth, ears, feet, and hands can do. (open, close, look, watch, eat, speak, kiss, listen, run, dance, jump, skip, clap, hold, wave, touch etc.)

Cut up the poem and put it in order

✂	My eyelids can flutter.	✂
✂	My teeth can bite.	
✂	My mouth can talk.	
✂	My eyes can see.	
✂	My hands can write.	
✂	My nose can smell.	
✂	My feet can walk.	
✂	My ears can hear.	



My eyes can see.  
 My mouth can talk.  
 My ears can hear.  
 My feet can walk.  
 My nose can smell.  
 My teeth can bite.  
 My eyelids can flutter.  
 My hands can write.



## 2.1

## PRIMARY PRONUNCIATION BOX

## The bear



## ACTIVITY TYPE

whole class jazz chant,  
individual classification  
puzzle

PRONUNCIATION  
FOCUS

rhyming words with /eə/

## TIME

40 minutes

## MATERIALS

a copy of both *The bear*  
worksheets (1) and (2), per  
pupil. Recording

## Before class

- Make one copy of both *The bear* worksheets (1) and (2) for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheets using realia or flashcards.
- 2 Write hair on the board. Say, *Listen and repeat, hair*. Stress the vowel /eə/. Wait for the class to repeat. Correct pronunciation if necessary.
- 3 Draw pupils' attention to the 'air' spelling pattern by underlining it. Erase the 'h' and replace it with 'p'. Say, *Listen and repeat, pair*. Again, stress the vowel.
- 4 Repeat the procedure, substituting the first letter with 'ch' and then with 'f' and 'st'.
- 5 Write bear on the board. Say, *Listen and repeat, bear*. Again, stress the vowel /eə/. Wait for your class to repeat. Correct pronunciation if necessary.
- 6 Draw pupils' attention to the 'ear' spelling pattern by underlining it. Erase the 'b' and replace it with 'p'. Say, *Listen and repeat, pear*. Again, stress the vowel.
- 7 Repeat the procedure, substituting the first letter with 'w'.
- 8 Play the recording for pupils to listen and repeat.



## Tapescript See worksheet (1)



- 9 Give out worksheet (1) to each pupil. Play the recording again as pupils read the chant. Then ask pupils to repeat the chant.
- 10 Write ear on the board. Say, *Listen and repeat, ear*. Stress the vowel /ɪə/. Wait for the class to repeat. Correct pronunciation if necessary.
- 11 Draw pupils' attention to the 'ear' spelling pattern by underlining it. Write 'h' at the beginning. Say, *Listen and repeat, hear*. Again, stress the vowel.
- 12 Repeat the procedure, substituting the first letter with 'n' and then with 'cl'. Allow pupils to suggest the correct pronunciation of the new words.
- 13 Write bear and hear on the board and explain that the spelling pattern is the same, but the pronunciation of these words is different.
- 14 Repeat this procedure to show the difference between 'square' /eə/ and 'are', far' and 'jar' /ɑ:/ . Then, again, for 'there' and 'where' /eə/ and 'here' /ɪə/.
- 15 Give out worksheet (2). Tell pupils to write the /eə/ words in the box. Circulate to monitor and help.
- 16 Correct collectively. Individual pupils can call out the words for another to write on the board.



stare, pair, there, pear, square, chair, where, wear, hair, fair.

## Extension

- Divide the class into groups of three. Each pupil takes a part of the chant 1, 2 or 3. Pupils act out the chant, reading their parts. Check for intonation and correct emphasis.
- Pupils find the two pairs of words in the box that are pronounced the same (homophones) (pair/pear and where/wear).

1 Listen and chant

## **The bear chant**

1 Run! There's a bear! Run! There's a bear!

2 Where? Where's the bear? Where? Where's the bear?

1 Over there!

2 Where?

1 Over there!

2 Where?

1 Over there! On a chair! Over there! On a chair!

2 Where? Where's the chair?

1 Near the square! Over there near the square!

2 Oh, yeah! Over there. Near the square. What's it doing over there?

1 It's eating a prickly pear.

2 What?

1 It's eating a prickly pear. Look out! It's coming!

2 Run! There's a bear! Run! There's a bear!

3 A bear? Over there? What's it like?

2 What?

3 The bear? What's it like?

2 It's got long, fair hair.

3 Long, fair hair?

2 Yeah! It's got long, fair hair ... and BIG TEETH!

3 Run! There's a bear! Run! There's a bear!



2 Write the words that rhyme with bear

stare ✓	near	there	here	jar	pear	hear	square
ear	chair	teddy	three	they	where	pair	wear
knee	hair	far	fair	are	arm		



## PRIMARY PRONUNCIATION BOX

2.2

## Rhyming words

## ACTIVITY

individual matching puzzle

## PRONUNCIATION

## FOCUS

rhyming words

## TIME

30 minutes

## MATERIALS

a copy of the *Rhyming words* per pupil

## Before class

- Make a copy of the *Rhyming words* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Draw a picture of a cat and a hat on the blackboard. Write cat and hat next to the pictures.
- 3 Say, *Listen and repeat. Cat, hat.* Wait for the class to repeat. Correct pronunciation if necessary.
- 4 Write *yes* and *no* next to the pictures and ask *Cat-hat. Do they rhyme?* When the class has responded, draw a circle around *yes*. Make sure pupils understand that words rhyme either when they have the same final vowel or the same middle vowel and same consonant, but the initial sound can change.
- 5 Repeat the procedure for two words that do not rhyme. (They do not necessarily have to appear on the worksheet.)
- 6 Give the worksheet to pupils and ask them to continue in the same way.
- 7 Circulate to monitor and help.
- 8 Correct collectively, pupils say the two words (with correct pronunciation), before giving you the answer.

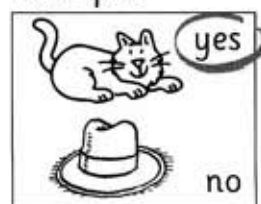
- |                |                 |                      |
|----------------|-----------------|----------------------|
| 1 pear-chair ✓ | 8 key-eye X     | 15 street-feet ✓     |
| 2 shoes-toes X | 9 house-mouth X | 16 sock-dog X        |
| 3 kite-eight X | 10 key-tree ✓   | 17 spoon-moon ✓      |
| 4 snake-cake ✓ | 11 boat-boot X  | 18 boat-goat ✓       |
| 5 one-spoon X  | 12 wall-four X  | 19 eight-skate ✓     |
| 6 train-nine X | 13 nose-toes ✓  | 20 box-sock X (*)    |
| 7 pen-ten ✓    | 14 boot-foot X  | (* box-socks rhymes) |

## Extension – group game

- Divide the class into small groups (3–5). Give them the following list of words: plane, moon, lake, plate, men, hair, mouse, key, coat, nose.
- Groups have ten minutes to write words that rhyme with these.
- When the time limit is up, groups swap papers and correct the game collectively. Pupils suggest words and you write the correct ones on the board. Groups score one point for each correct word.

Say the words. Do they rhyme? Circle yes or no. Write the words.

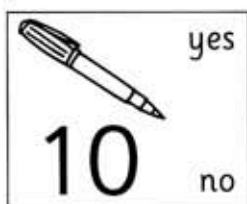
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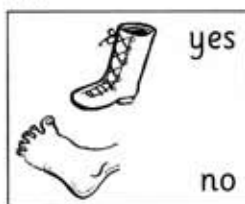
cat

hat

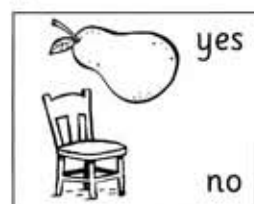
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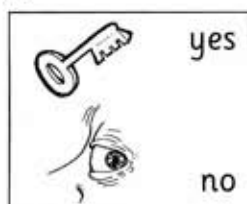
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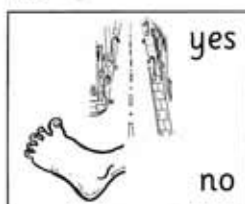
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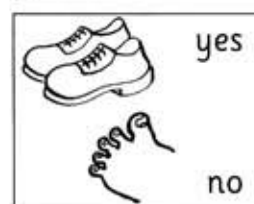
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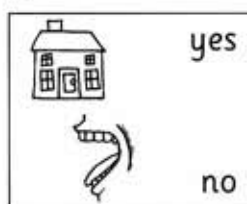
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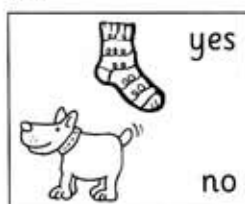
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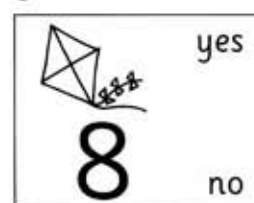
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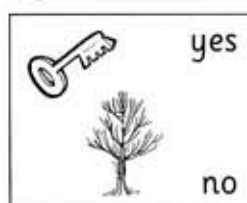
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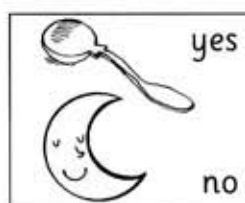
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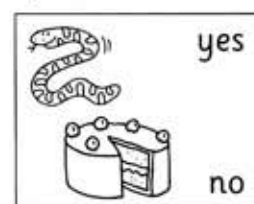
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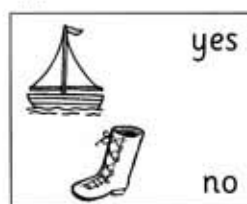
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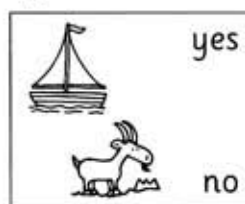
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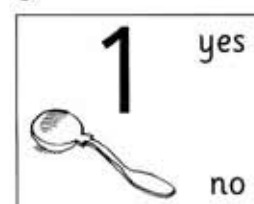
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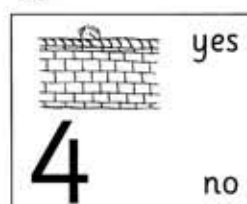
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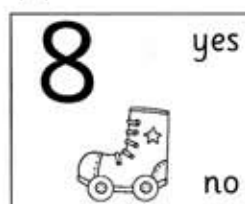
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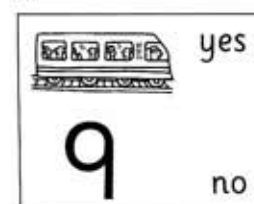
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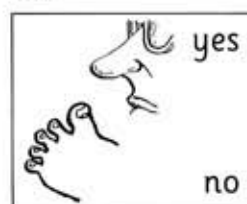
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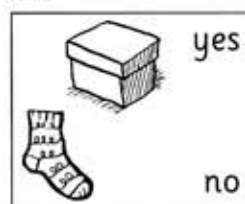
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13



20



## PRIMARY PRONUNCIATION BOX

2.3

## Pat-a-cake



## ACTIVITY TYPE

TPR rhyme, whole class matching (mingle), pairwork writing

## PRONUNCIATION FOCUS

/æ/ pat, /eɪ/ cake,  
/ɑ:/ fast

## TIME

40 minutes

## MATERIALS

a copy of the *Pat-a-cake* worksheet per pupil, an enlarged copy of the *Pat-a-cake* flashcard, an enlarged copy of the words at the foot of the worksheet. Recording

## Before class

- Make a copy of the *Pat-a-cake* worksheet for each pupil. Make an enlarged copy of the *Pat-a-cake* flashcard and colour it in. Make an enlarged copy of the words at the foot of the *Pat-a-cake* worksheet and cut into individual cards.
- Take three large pieces of card and write *pat* and *man* on the first, *cake* and *baker* on the second and *fast* and *mark* on the third. Put these on the wall in different parts of the classroom to make 'homes'.

## In class

- 1 Show the class the flashcard and say: *Look at this man. He's a baker. He's baking a cake.* Talk about the picture, practise key vocabulary: *pat, cake, baker, bake, fast, mark.* Stress and repeat the target sounds. Ask questions about the picture, e.g. *What's this? What's on the table? What's he got in his hand? What's he baking?*
- 2 Say, *Listen and repeat.* Play the recording or read the tapescript. Pupils listen and repeat line by line. Check for pronunciation difficulties.



## Tapescript

Pat-a-cake, pat-a-cake, baker's man  
Bake me a cake as fast as you can  
Pat it and prick it and mark it with 'B'

And put it in the oven for baby and me

## Actions

clap hands to rhythm  
clap hands to rhythm  
pat and prick an imaginary cake and turn slightly to draw 'B' in the air for pupils to copy  
mime putting cake in oven, rock an imaginary baby and point to yourself



- 3 Demonstrate the actions to the rhyme as you say it. Ask the class to repeat with you.
- 4 Play the recording again for pupils to say the rhyme with the actions.
- 5 Ask the class to sit down and look at the board. Write the words *pat, cake, and fast.* Say each word individually, stressing the target sounds for the class to repeat after you.
- 6 Say **Aunt** (/ɑ:nt/) – *pat, Aunt – cake, or Aunt – fast?* Stress the target sounds and wait for the class to discover the similarity between them and to offer answers. If the answer is correct, say *Good. Aunt – fast,* and write *aunt* under *fast* on the blackboard. If the answer is incorrect, say **Aunt** – *cake?* (depending on the incorrect word they have chosen).
- 7 Repeat the procedure with words containing the target sounds.
- 8 Give the word cards out to individual pupils. Tell pupils to read the word and find their right 'homes' in the classroom. In groups, pupils decide which 'home' they belong in. Circulate to monitor and help. Correct collectively.
- 9 Divide the class into pairs. Give out the worksheet. Tell pairs to take it in turns to write the words in the correct columns. Circulate to monitor, prompt and help.
- 10 Correct the exercise collectively. Listen to the recording. Write the words in the correct columns on the board.










- /æ/ **pat**: happy, panda, family, rabbit, camera, lamp, bat, map, back, parrot, catch, flat.  
(laugh, grass, class – common variants)
- /eɪ/ **cake**: plane, snake, wait, skate, table, they, day, whale, sail, plate, game, train.
- /ɑ:/ **fast**: garden, aunt, star, after, father, scarf, can't, party, laugh, grass, bath, class.





Say the words and put them in the right columns

pat man can	cake baker bake baby	fast mark
happy	plane	garden

						
<u>a</u> unt	h <u>ap</u> py ✓	ca <u>n</u> 't	pl <u>a</u> ne ✓	wh <u>a</u> le	pl <u>a</u> te	
p <u>a</u> nda	f <u>a</u> ther	pa <u>r</u> ty	ta <u>b</u> le	ra <u>b</u> bit	ga <u>m</u> e	
sn <u>a</u> ke	wa <u>i</u> t	la <u>m</u> p	the <u>y</u>	ga <u>r</u> den ✓	ba <u>t</u> h	
ba <u>t</u>	ba <u>c</u> k	la <u>u</u> gh	gr <u>a</u> ss	ca <u>t</u> ch	ma <u>p</u>	
sta <u>r</u>	fa <u>m</u> ily	fla <u>t</u>	ca <u>m</u> era	pa <u>r</u> rot	tra <u>i</u> n	
af <u>t</u> er	scar <u>f</u>	sk <u>a</u> te	da <u>y</u>	sa <u>i</u> l	cl <u>a</u> ss	

## 2.4

## PRIMARY PRONUNCIATION BOX

## Fruit syllables



## ACTIVITY TYPE

whole class chant,  
pairwork classification  
puzzle

PRONUNCIATION  
FOCUS

word and sentence stress,  
syllable counting

## TIME

30 minutes

## MATERIALS

a copy of the *Fruit syllables*  
worksheet per pupil, three  
large pieces of card and  
smaller cards to make word  
cards. Recording

## Before class

- Make a copy of the *Fruit syllables* worksheet for each pupil. Make enough word cards for each pupil in your class.
- Write '1', '2' and '3' on each of the large pieces of card respectively.
- Put these on the wall in different parts of the classroom to make 'homes'.

## In class



- 1 Say, *Listen*. Play the recording or say the rhyme aloud.

## Tapescript

Peach, pear, pineapple, plum,  
Mango and lemon, too,

Orange, apple, banana, grape,  
Fruit for me and you!



- 2 Say, *Listen and repeat*. Play the rhyme line by line. again. Check for pronunciation difficulties, and correct if necessary. Finally get pupils to stand up and say the rhyme.

- 3 Teach and practise key vocabulary.

- 4 Count syllables in stages using fingers. Say, *Listen and repeat*. *Pear* (hold up one finger). *Ap-ple*, (one – two fingers) *Ba-na-na*, (one – two – three fingers). Ask pupils to do the finger drill with you.

- 5 Repeat the procedure with words from the lists below. Ask pupils to repeat and indicate the number of syllables by holding up the right number of fingers and saying the number.

- 6 Say words to individual pupils for them to respond with '1, 2, or 3', depending on the number of syllables.

- 7 Hold up the word cards for individual pupils to read and respond by saying the correct number of syllables. Continue until pupils have a clear idea of the exercise.

- 8 Give the word cards out to individual pupils. Pupils read the word and find their right 'homes' in the classroom. In groups, pupils decide which 'home' they belong in.

- 9 Circulate to monitor and help. Correct collectively.

- 10 Divide the class into pairs. Give the worksheet to each pupil. Tell pairs to write the words in the correct fruit, depending on the number of syllables. Circulate to monitor and prompt.



- 11 Correct the exercise collectively. Say the words or listen to the recording. Write the words in the correct columns on the board.



- 1 One syllable: **Pear**: beach, friend, fruit, quick, twelve, clean.  
2 Two syllables: **Apple**: careful, jungle, mountain, quiet, answer, question.  
3 Three syllables: **Banana**: hospital, computer, video, yesterday, afternoon, kangaroo.

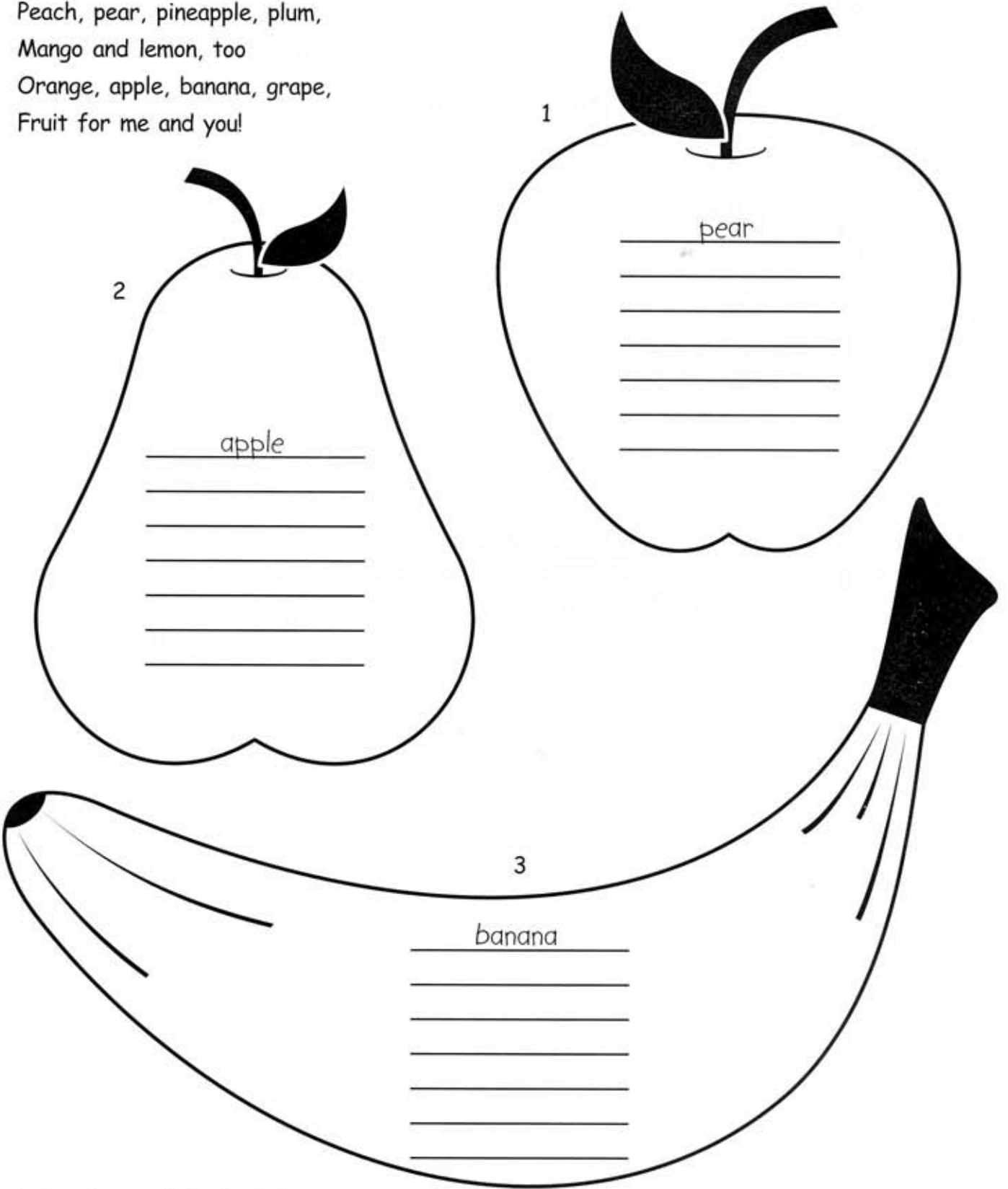
## Extension



- Jumble the following words and write them on the board. In pairs, pupils put them into the right groups, according to the number of syllables:

(1) peach, plum, grape, lime, date. (2) mango, lemon, orange, cherry, melon. (3) pineapple, tangerine, tomato, coconut, blackcurrant.

Peach, pear, pineapple, plum,  
Mango and lemon, too  
Orange, apple, banana, grape,  
Fruit for me and you!



Write the words in the fruit

apple ✓	banana ✓	pear ✓	hospital	careful	jungle	fruit
video	friend	quick	mountain	kangaroo	twelve	quiet
beach	clean	answer	question	computer	yesterday	afternoon

## 2.5

PRIMARY PRONUNCIATION  
BOX

## Nose and mouth



## ACTIVITY

whole class TPR sound  
differentiation, individual  
puzzle

PRONUNCIATION  
FOCUS

distinguishing sounds  
/əʊ/ and /aʊ/

## TIME

20 minutes

## MATERIALS

a copy of the *Nose and  
mouth* worksheet per pupil.  
Recording

## Before class

- Make a copy of the *Nose and mouth* worksheet for each pupil.

## In class

- 1 Stand in front of the class and say, *Look and listen*. Touch your nose quickly and say *nose*. Stress the target sound (/əʊ/). Open your mouth very wide. Say *mouth* slowly, drawing out the 'ou' with the shape of your mouth so that you effectively stress the target sound (/aʊ/) and the pupils have a visual image of the two different sounds, (/əʊ/) and (/aʊ/).
- 2 Say *Listen and repeat*. *Nose, mouth, nose, mouth*, alternately touching your nose and opening your mouth very wide and pointing to it. Ask the class to repeat the actions with you as they say the words.
- 3 Then, using the different actions as prompts get them to repeat the sounds. You can try to catch them out by repeating the same prompt twice and deliberately speeding up the actions (young learners love this kind of game, competing with their teacher).
- 4 Say **Boat–Nose** or **Boat–mouth**? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct say, **Good**. **Boat–nose**, stressing the target sound and accompanying it with the action. If the answer is incorrect say, **Boat–mouth?** or **Boat–nose?** whilst carrying out the actions. Stress and contrast the target sounds so that the pupils can hear the difference.
- 5 Repeat the procedure with the following words:  
**nose**: toe, coat, yo-yo, no, clothes, boat, go, yellow, blow, slow, goat, snow, grow, know, hello, hotel, home, low, show, goes, don't, photo, boat  
**mouth**: mouse, brown, house, now, cow, shout, blouse, trousers, down, clown, round, flower, out, town, round, shower, sound, how, south, now, cloud, loud  
 Ask pupils to stand up and respond to each prompt with the corresponding action.
- 6 Give out the worksheet and demonstrate the activity to the class. Tell pupils to write the words next to the nose or the mouth, depending on the sound.
- 7 Circulate to monitor, prompt and help.
- 8 Correct the exercise orally. Say the words or listen to the recording.



- nose**: slow coat road clothes show photo know goes below snow  
**mouth**: out cloud ground how loud shower round towel mountain flower

## Extension – group card game

- Prepare a set of cards with words with the target sounds on them. Group members read the cards and do the corresponding action (nose, mouth). Groups get points for each correct answer.

Write the words from the box in the spaces below.

<u>s</u> low ✓	<u>o</u> ut ✓	<u>co</u> at	<u>cl</u> oud	<u>ro</u> ad	<u>go</u> es	<u>gr</u> ound
<u>sh</u> ow	<u>fl</u> ower	<u>h</u> ow	<u>ph</u> oto	<u>l</u> oud	<u>kn</u> ow	<u>sh</u> ower
<u>rou</u> nd	<u>clo</u> thes	<u>sno</u> w	<u>to</u> wel	<u>be</u> low	<u>mo</u> untain	

nose



- 1 slow
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

mouth



- 1 out
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



## 2.6

PRIMARY PRONUNCIATION  
BOX

## I can



## ACTIVITY TYPE

whole class TPR, individual cloze poem

PRONUNCIATION  
FOCUS

word and sentence stress,  
weak form of can /kən/

## TIME

30 minutes

## MATERIALS

a copy of the *I can* worksheet  
per pupil, scissors, glue  
(optional). Recording

## Before class

- Make a copy of the *I can* worksheet for each pupil.

## In class

- 1 Pre-teach and practise key vocabulary: verbs – tie, comb, wash, dry, brush, say, put on; nouns – shoe lace, hair, hands, face, teeth, jeans, greens (green vegetables).
- 2 Say, *Listen*. Play the recording or read the tapescript.



## Tapescript

I can **tie** my shoe lace  
I can **comb** my hair  
I can **wash** my hands and face  
And **dry** myself with **care**  
I can **brush** my teeth, too,  
And **put** on my blue **jeans**  
I can **say** 'How are you?'  
And **eat** up all my **greens**

## Actions

pupils mime tying their shoe laces  
pupils mime combing their hair  
pupils mime wash my hands and face  
pupils mime drying themselves  
pupils mime brushing their teeth  
pupils mime pulling on trousers  
pupils mime shaking hands and greeting each other  
pupils mime eating



- 3 Pupils listen and repeat line by line. Check for pronunciation difficulties, especially the weak form of can /kən/. Pay special attention to the rhythm and stress (stressed syllables in **bold**).
- 4 Demonstrate the actions to the rhyme as you say it aloud. Ask the class to repeat the poem with the accompanying action while you circulate to help, monitor and correct pronunciation.
- 5 Play the recording again for pupils to chant, concentrating on fluency.
- 6 Give out the worksheet and ask pupils to cut out the boxes.
- 7 They must put the boxes in the correct place in the poem. Give them a time limit (five minutes) and if they cannot remember the order, play the recording again for them to listen and place the words.
- 8 Correct the exercise collectively. Write the poem on the board.
- 9 Pupils can either glue the boxes in the correct place or copy the complete poem into their notebooks.

1 Listen and repeat

I can tie my shoe lace



I can comb



I can wash my



And dry myself



I can brush my teeth, too,



And put on my



I can say



And eat up



2 Cut out the boxes and put them in the poem

all my greens	hands and face
my hair	'How are you?'
blue jeans	with care

## 2.7

PRIMARY PRONUNCIATION  
BOX

## Worm words

## ACTIVITY TYPE

whole class chant, vowel  
recognition game

PRONUNCIATION  
FOCUS

/3:/ as in worm words

## TIME

20 minutes

## MATERIALS

a copy of the *Worm words*  
worksheet per pupil.  
Recording

## Before class

- Make a copy of the *Worm words* worksheet for each pair of pupils.

## In class



- 1 Say, *Listen*. Play the recording or say the rhyme aloud.

## Tapescript

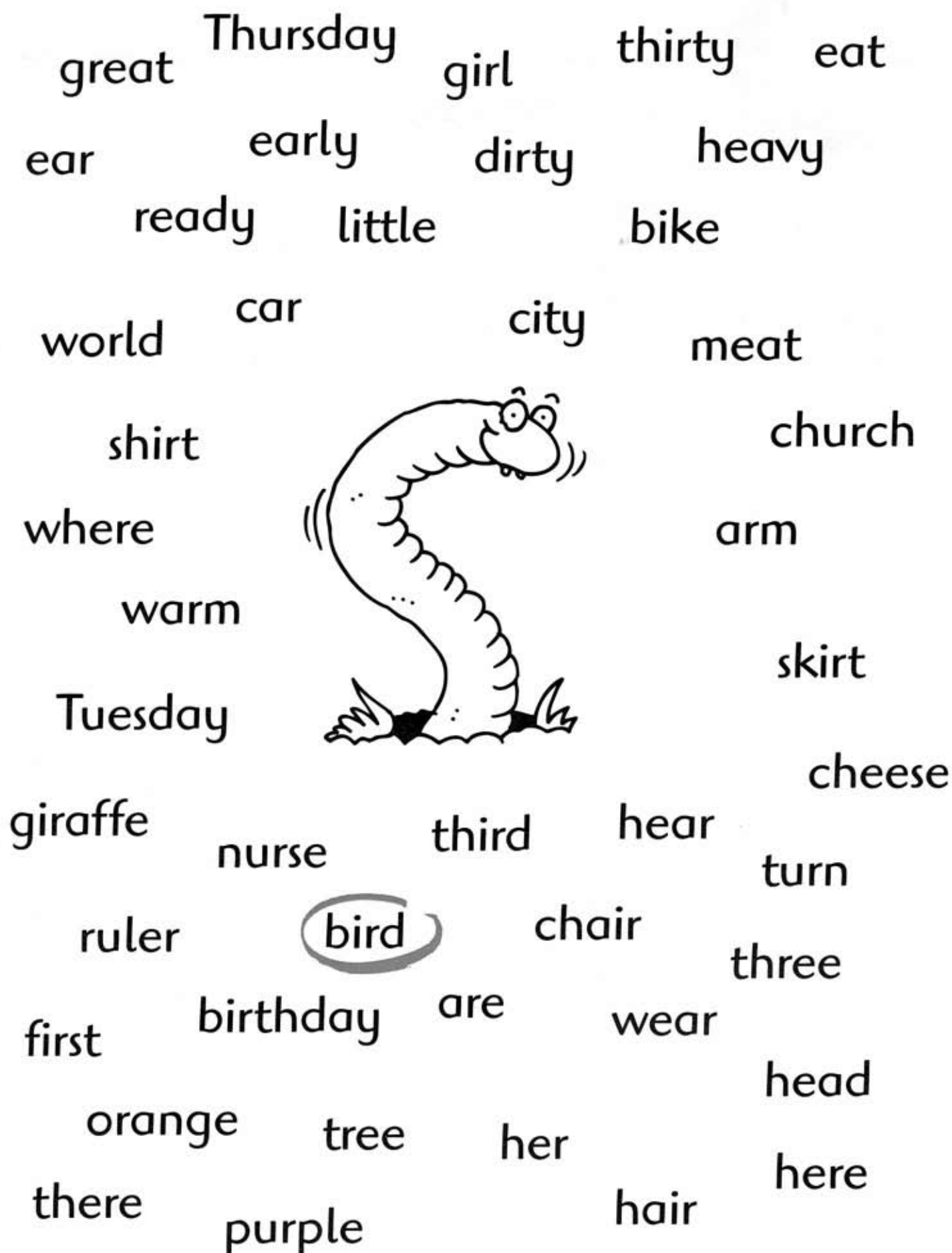
The early bird catches the worm  
The early bird catches the worm  
With a gulp and a slurp  
And a wiggle and a squirm  
The early bird catches the worm



- 2 Say, *Listen and repeat*. Play the rhyme line by line. Check for pronunciation difficulties, and correct if necessary. Finally tell pupils to stand up and say the rhyme.
- 3 Write *Worm words* on the board. Read it aloud stressing the pronunciation of the vowel sound /3:/. Ask the class to give examples of other words that contain this sound. These could be e.g. skirt, shirt and dirty.
- 4 Write the suggested words on the board. Ask the class collectively if they agree with the suggestion saying *Is that right?*
- 5 If the suggestion is incorrect repeat the word, stressing the target vowel sound and repeat the title of the game, contrasting the sounds to show how they differ. Clean the word off the blackboard.
- 6 Continue to ask for suggestions until you feel that pupils have got a clear idea of the target sound. Clean the board.
- 7 Divide the class into pairs. Give a copy of the worksheet to each pair, and explain that they are going to play the game in pairs. With different coloured pens or pencils, they take it in turns to identify the words that contain the target sound. Tell them that you will correct it later and that each correct answer gets two points and each incorrect answer gets minus one (this will discourage wild guesses).
- 8 Set a time limit of ten minutes.
- 9 When pupils have finished, or the time is up, correct the exercise collectively. Ask individual pupils to dictate the correct answers to you. Write the answers on the board in two columns, one for correct answers, and one for incorrect ones.
- 10 Get pupils to add up their points to see who is the winner.



bird, birthday, church, dirty, early, earth, first, girl, her, nurse, purple, shirt, skirt, third, thirty, Thursday, turn, world



## 2.8

## PRIMARY PRONUNCIATION BOX

## Jack and Jill



## ACTIVITY

whole class rhyme,  
individual sound  
differentiation

PRONUNCIATION  
FOCUS

word/sentence stress,  
distinguishing sounds /æ/  
/ɪ/ and /aʊ/

## TIME

30 minutes

## MATERIALS

a copy of the *Jack and Jill*  
worksheet per pupil, an  
(enlarged) copy of the *Jack  
and Jill* flashcard, black, pink  
and brown crayons.  
recording

## Before class

- Make a copy of the *Jack and Jill* worksheet per pupil and an enlarged copy of the flashcard.

## In class

- 1 Show the class the flashcard and say, *Look at these children. He's Jack and she's Jill.* Talk about the picture, practising key vocabulary *Jack, Jill, hill, pail (bucket), crown.* Ask questions about the picture according to the pupils' level, e.g. *What's her name? What's his name? What have they got in their hands? What are they doing? What's this?* etc.



- 2 Say, *Listen.* Play the recording or read the tapescript.

## Tapescript

Jack and Jill went up the hill  
To fetch a pail of water  
Jack fell down and broke his crown  
And Jill came tumbling after.



- 3 Say, *Listen and repeat.* Play the rhyme line by line. again. Check for pronunciation difficulties, especially the pronunciation of J /dʒ/ and H /h/ and correct if necessary. Finally tell pupils to stand up and say the rhyme.
- 4 Pre-teach or revise the words from the worksheet.
- 5 Ask the class to look at the board. Say *Listen and repeat.* Say *Jack*, stressing the target sound /æ/ for the class to repeat after you.
- 6 Draw a hand and a snake with a circle next to each on the blackboard. Pointing to the words in question, say **Jack**-hand or **Jack**-snake? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct, say *Good. Jack*-hand, and colour in the circle next to the hand.
- 7 If the answer is incorrect, say **Jack**-snake? Stress and contrast the target sounds (/æ/, /eɪ/) so that your pupils can hear the difference.
- 8 Repeat this procedure with other words that contain the target that are not on the worksheet until your pupils are proficient and have a clear idea of the object of the exercise.
- 9 Give out the worksheets and ask the pupils to do the exercise individually.
- 10 Circulate to monitor, prompt and help. Encourage individual pupils to say the words aloud as they work.
- 11 Correct the exercise orally. Say the words or listen to the recording.



- 1 **Black:** Jack, man, lamp, hand
- 2 **Pink:** Jill, fish, six, hill
- 3 **Brown:** crown, house, cloud, down





1 Colour the cat black.  
Write the letters

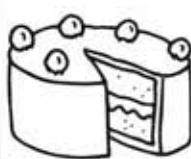


bl \_ ck  
c \_ t

If the word has this sound,  
colour the circle black.



Jack ☐



cake ☐



pail ☐



man ☐



snake ☐



water ☐

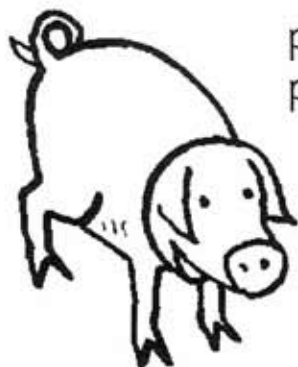


lamp ☐



hand ☐

2 Colour the pig pink.  
Write the letters



p \_ nk  
p \_ g

If the word has this sound,  
colour the circle pink.



Jill ☐



pirate ☐



fish ☐



nine ☐



six ☐



spider ☐

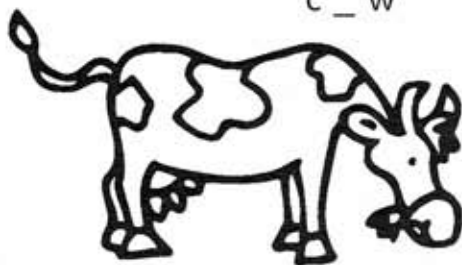


tiger ☐



hill ☐

3 Colour the cow brown.  
Write the letters



br \_ wn  
c \_ w

If the word has this sound,  
colour the circle brown.



nose ☐



crown ☐



house ☐



boat ☐



cloud ☐



bowl ☐



down ☐



toes ☐

## PRIMARY PRONUNCIATION BOX

2.9

## Easy-peasy jigsaw 2

## ACTIVITY TYPE

pairwork puzzle

PRONUNCIATION  
FOCUS

simple rhyming words

## TIME

30 minutes

## MATERIALS

an enlarged copy of the *Easy-peasy jigsaw 2* worksheet, a copy of the *Easy-peasy jigsaw 2* worksheet per pupil, scissors, glue (optional)

## Before class

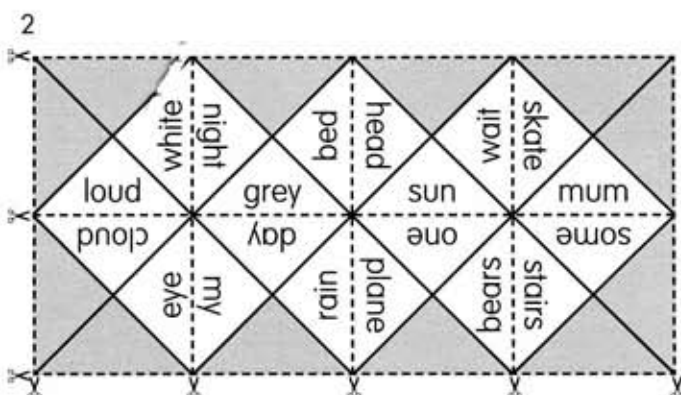
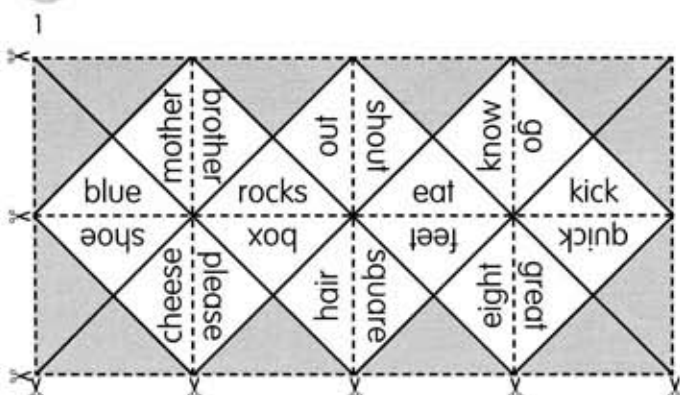
- Make an enlarged copy of *Easy-peasy jigsaw 2* worksheet and cut each jigsaw into eight. Make a copy of *Easy-peasy jigsaw 2* worksheet for each pupil and cut these in half.

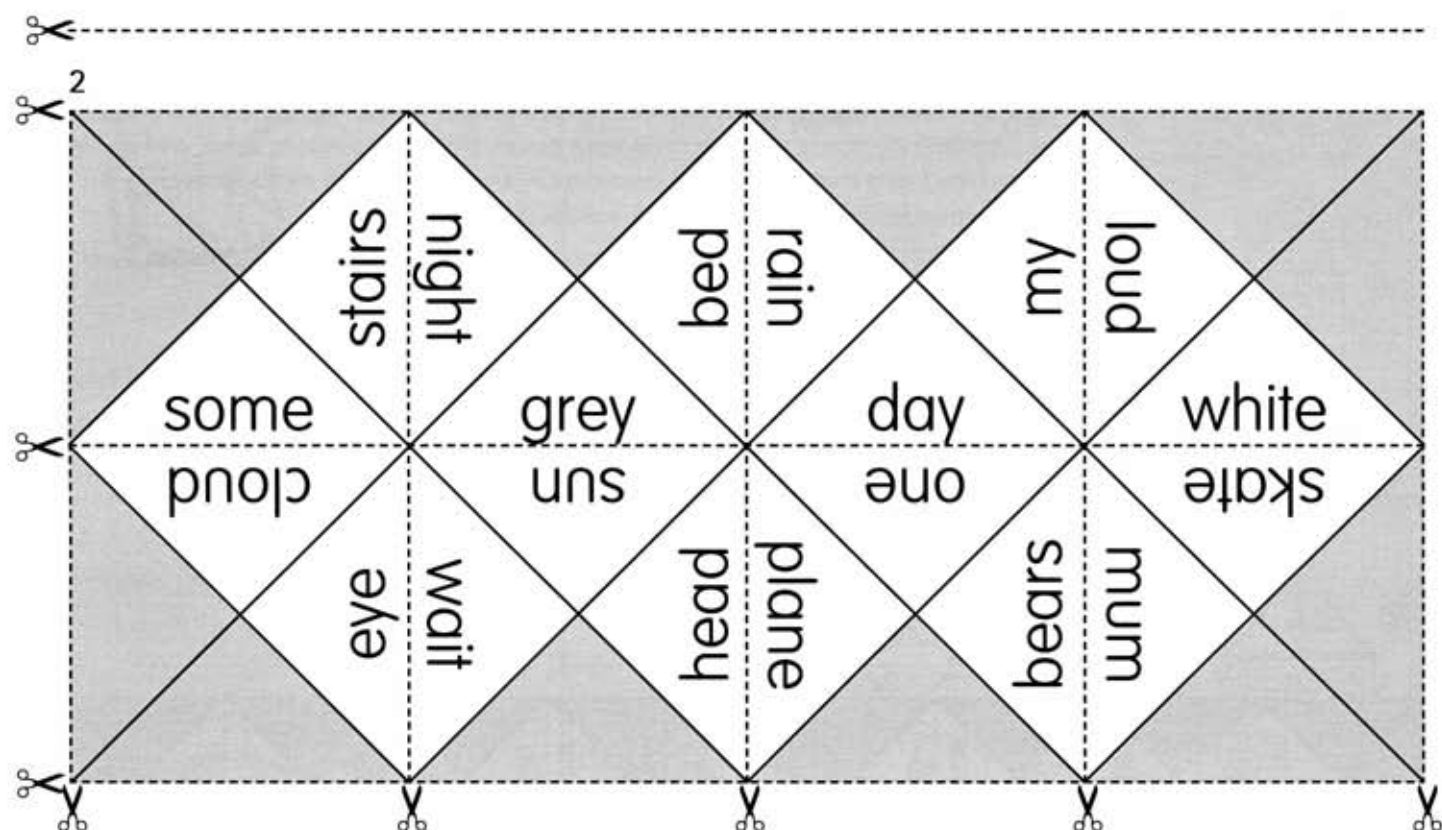
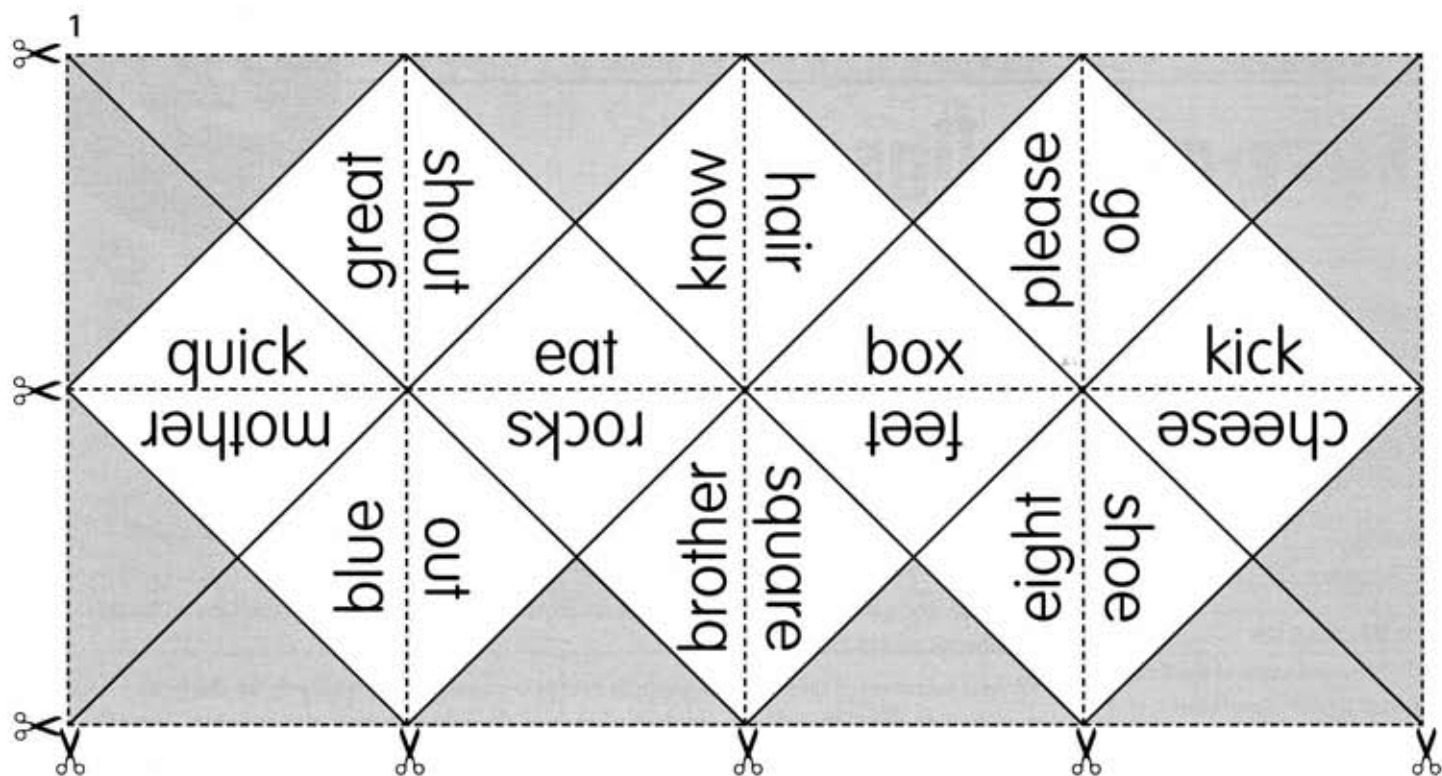
## In class

- Revise or pre-teach vocabulary from the worksheet and the concept of rhyme. Write **two** and **shoe** on the board. Say, *Listen and repeat. Two, shoe.* Wait for the class to repeat. Correct pronunciation if necessary. Say *Do they rhyme?*
- Write **do** and **go** and repeat the procedure. Explain that words that are spelt the same do not always sound the same.
- Write a selection of other rhyming words that your pupils know randomly on the board. Use a mixture of words that rhyme, but look as though they do not: **two**, **do**, **cry**, **buy**, **bread**, **red**, **light**, **kite** etc. and words that have the same spelling /sound pattern: **come**, **some**, **skate**, **plate**, **chair**, **hair** etc. Allow pupils time to read all of the words before asking them to find the rhyming pairs. Ask individual pupils to suggest answers.
- Take the enlarged jigsaw pieces and put them on the board with sticky tack. Show pupils that the shaded edge goes on the outside. Take a piece and read one of the words aloud e.g. *great*. Try matching words from the other pieces, putting them next to 'great' and saying them aloud each time: *great/shout*, *great/square* etc. Continue until pupils successfully match *great/eight* and have a clear idea of the activity.
- Give out the first half of the worksheet, puzzle 1. Pupils cut it up. Divide the class into pairs. Tell pairs to work together to match the rhyming words on the jigsaw.
- Circulate to monitor and help.
- Correct collectively. Pupils can call out the rhyming words as you or another pupil completes the enlarged jigsaw on the board.
- Pupils can stick the corrected jigsaw into their notebooks.
- Depending on time, jigsaw 2 can be done in the same lesson, or a later one.

## Extension

- Tell pupils to make lists of rhyming words to make up another jigsaw.





## PRIMARY PRONUNCIATION BOX

2.10

## Fabulous phonic colours 1

## ACTIVITY TYPE

individual colour coding puzzle

## PRONUNCIATION FOCUS

vowels: red /e/, blue /u:/, pink /ɪ/, brown /aʊ/, purple /ɜ:/, green /i:/, orange /ɒ/, white /aɪ/, black /æ/, yellow /əʊ/, grey /eɪ/

## TIME

30 minutes

## MATERIALS

an enlarged copy of the *Fabulous phonic colours 1* worksheet, a copy of the *Fabulous phonic colours 1* worksheet per pupil, crayons

## Before class

- Make an enlarged copy of the *Fabulous phonic colours 1* worksheet. Make one copy of the *Fabulous phonic colours 1* worksheet for each pupil.
- The idea of this activity is for pupils to associate the vowel sounds in the names of colours with the vowel sounds in certain words, identify these sounds and colour the words accordingly.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Fix the enlarged copy of the worksheet on the board so that the pupils can see it. Give the pupils their worksheets.
- 3 Say *grey*, *day*, stressing the target sound /eɪ/. Say, *Listen and repeat*. Repeat the words and listen to your pupils' response. Correct their pronunciation if necessary.
- 4 Say *Colour the box grey* and indicate where they should colour by colouring the enlarged worksheet accordingly. Repeat the process for the other colours and sounds: *red* /e/, *blue* /u:/, *pink* /ɪ/, *brown* /aʊ/, *purple* /ɜ:/, *green* /i:/, *orange* /ɒ/, *white* /aɪ/, *black* /æ/, *yellow* /əʊ/.
- 5 Refer the class to the first word in the grid of their exercise: *sweater*. Say the word, stressing the target sound /e/, and name two colours for them to choose from. For example, say ***Sweater*—red or sweater—brown?** and wait for the pupils to respond.
- 6 If the answer is right, say *Good. Sweater—red*, stressing the target sound /e/. Say *Colour the box red*.
- 7 If the answer is wrong, say ***Sweater—brown?*** Stress the two different sounds (/e/, /aʊ/) to contrast them so that the pupils can hear the difference.
- 8 Ask pupils to continue colouring the boxes individually. Encourage them to say the words to themselves as they do this. Circulate to monitor and help.
- 9 Correct the exercise orally as a class.



sweater	red	those	yellow	tired	white
this	pink	catch	black	wrong	orange
watch	orange	her	purple	that	black
who	blue	whale	grey	shout	brown
they	grey	move	blue	these	green
have	black	she	green	quick	pink
bird	purple	give	pink	work	purple
quiet	white	cheese	green	eighth	grey
how	brown	road	yellow	town	brown
never	red	learn	purple	cough	orange
photo	yellow	panda	black	bread	red
rain	grey	loud	brown	why	white
rock	orange	when	red	snow	yellow
juice	blue	choose	blue	eat	green
it	pink	ninth	white	first	purple



1 Say the words and colour the sounds

grey day


green tree


yellow yo-yo


brown mouse


orange sock


blue shoe


black sack

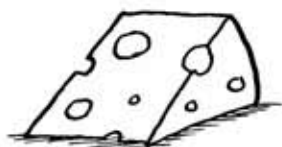

white kite


red bed


purple worm


pink pig

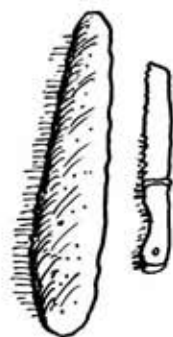

2 Continue to colour boxes according to the sounds



swe <u>a</u> ter	
th <u>i</u> s	
wa <u>t</u> ch	
wh <u>o</u>	
th <u>e</u> y	
h <u>a</u> ve	
bir <u>d</u>	
qui <u>e</u> t	
h <u>o</u> w	
ne <u>v</u> er	
ph <u>o</u> to	
ra <u>i</u> n	
ro <u>c</u> k	
ju <u>i</u> ce	
it	

th <u>o</u> se	
ca <u>t</u> ch	
h <u>e</u> r	
wh <u>a</u> le	
mo <u>v</u> e	
sh <u>e</u>	
gi <u>v</u> e	
che <u>e</u> se	
ro <u>a</u> d	
le <u>a</u> rn	
pa <u>n</u> da	
lo <u>u</u> d	
wh <u>e</u> n	
cho <u>o</u> se	
n <u>i</u> nth	

ti <u>r</u> ed	
wro <u>n</u> g	
tha <u>t</u>	
sho <u>u</u> t	
the <u>s</u> e	
qu <u>i</u> ck	
wo <u>r</u> k	
ei <u>g</u> th	
to <u>w</u> n	
co <u>u</u> gh	
br <u>e</u> ad	
wh <u>y</u>	
sno <u>w</u>	
ea <u>t</u>	
fi <u>r</u> st	



3 Now check together as a class

## PRIMARY PRONUNCIATION BOX

2.11

## Phonic Line-up 1

## ACTIVITY

pairwork puzzle

PRONUNCIATION  
FOCUS

identifying consonant sounds

## TIME

30 minutes

## MATERIALS

a copy of the *Phonic Line-up 1* worksheet per pupil

## Before class

- Make a copy of the *Phonic Line-up 1* worksheet for each pupil, pair or small group. As a shorter activity, you can photocopy a smaller section of *Phonic Line-up 1*

## In class

- 1 Revise or pre-teach vocabulary from the worksheet with realia, flash cards or by brainstorming.
- 2 Draw three large circles on the board. At the top of each circle write the words key, chair, and face. Say the words aloud emphasising the underlined consonant sounds.
- 3 Ask the class to give examples of other words with similar consonant sounds for each group. Write them in the circles.
- 4 In the circle titled key write cinema at the bottom of the list. Ask *Is this the same sound?* And *Where is cinema?* to elicit the correct response.

• Cinema should be in the face circle.

- 5 Draw the following example on the board.

<u>c</u> at	<u>ch</u> ild	<u>ch</u> emist
<u>ch</u> air	<u>c</u> ake	<u>k</u> ey
<u>c</u> inema	<u>f</u> ace	<u>c</u> ircle

- 6 Choose a line of words (horizontal, vertical or diagonal) from the grid that do not contain the same consonant sound and ask the class, for example:  
**Cat, child, chemist** – *Is that right?*
- 7 Repeat the same procedure with another three contrasting words.
- 8 Repeat the procedure with the three words with the same sound (cinema, face, circle) and draw a line through the words.
- 9 Give out the worksheets. Divide the class into pairs. Tell pairs to work together to draw lines through the grids according to words with the same consonant sounds. Tell them the lines can be horizontal, vertical or diagonal.
- 10 Correct collectively. Pupils suggest more words with the same sounds.

- |                            |                              |
|----------------------------|------------------------------|
| 1 computer-happy-party /p/ | 6 giraffe-jungle-orange /dʒ/ |
| 2 teeth-bath-nothing /θ/   | 7 sugar-fish-shout /ʃ/       |
| 3 when-where-why /w/       | 8 photo-laugh-careful /f/    |
| 4 cheese-chair-child /tʃ/  | 9 who-hockey-hungry /h/      |
| 5 nice-dance-city /s/      | 10 houses-buses-dresses /ɪz/ |

## Option

With more competent classes you can ask pupils to make their own grids which they can give other pupils to do. You may want to select the best of these and photocopy them for later use.

## Extension

- Choose five sound groups and write different words from each one onto cards. Make enough cards for each pupil in the class.
- Give pupils a card each and ask them to move around the class finding the other members of their sound group.

Connect the three words with the same sound

1

<u>ph</u> oto	ap <u>pl</u> e	alp <u>h</u> abet
<del>com<u>p</u>uter</del>	<del>hap<u>py</u></del>	<del>part<u>y</u></del>
dol <u>ph</u> in	ph <u>o</u> ne	cu <u>p</u>

2

tee <u>th</u>	the <u>r</u> e	tr <u>ee</u>
sh <u>o</u> e	ba <u>th</u>	the <u>y</u>
mo <u>th</u> er	ch <u>ee</u> se	no <u>th</u> ing

3

<u>h</u> ow	<u>w</u> ho	<u>w</u> hy
<u>w</u> hat	<u>w</u> here	<u>w</u> hose
<u>w</u> hen	<u>w</u> hich	<u>h</u> our

4

ch <u>ee</u> se	stoma <u>ch</u>	ki <u>ck</u>
ja <u>ck</u> et	ch <u>a</u> ir	sk <u>a</u> te
ki <u>t</u> e	mousta <u>ch</u> e	ch <u>i</u> ld

5

pic <u>n</u> ic	ri <u>c</u> e	ca <u>k</u> e
ni <u>c</u> e	dan <u>c</u> e	ci <u>t</u> y
scar <u>f</u>	ca <u>t</u> ch	sc <u>i</u> ssors

6

gi <u>r</u> affe	ju <u>i</u> ce	fro <u>g</u>
ju <u>n</u> gle	g <u>oo</u> d	je <u>a</u> ns
ora <u>n</u> ge	do <u>g</u>	go <u>a</u> t

7

que <u>s</u> tion	les <u>s</u> on	sug <u>a</u> r
was <u>h</u>	cous <u>i</u> n	fi <u>sh</u>
dr <u>es</u> s	sh <u>o</u> p	sh <u>o</u> t

8

fr <u>i</u> end	ph <u>o</u> to	pu <u>ll</u>
mo <u>u</u> th	laugh <u>h</u>	cough <u>h</u>
coff <u>ee</u>	caref <u>u</u> l	throug <u>h</u>

9

<u>w</u> hen	<u>a</u> ngry	<u>h</u> ospital
<u>h</u> otel	<u>w</u> hy	<u>h</u> our
<u>w</u> ho	<u>h</u> ockey	<u>h</u> ungry

10

li <u>k</u> es	gl <u>a</u> sses	stre <u>e</u> ts
hou <u>s</u> es	b <u>u</u> ses	dr <u>e</u> sses
box <u>e</u> s	sk <u>a</u> tes	ey <u>e</u> s

## PRIMARY PRONUNCIATION

2.12

## Cutlery chant



## ACTIVITY TYPE

whole class chant and  
matching activity (mingle),  
pairwork writing

PRONUNCIATION  
FOCUS

/u:/ spoon, /ɔ:/ fork, /aɪ/  
knife, /eɪ/ plate

## TIME

30 minutes



## MATERIALS

a copy of the *Cutlery chant*  
worksheet per pupil, an  
enlarged copy of the words at  
the foot of the worksheet.

Recording

(Extension a set of four home  
cards per group)

## Before class

- Make a copy of the *Cutlery chant* worksheet for each pupil. Make an enlarged copy of the words at the foot of the *Cutlery chant* worksheet and cut into individual cards. Take four large pieces of card and write **spoon**, **fork**, **knife** and **plate** on them. Put these on the wall in different parts of the classroom to make 'homes'

## In class

- 1 Practise and pre-teach key vocabulary: **spoon**, **fork**, **knife**, **plate**. Stress and repeat the target sounds. Pay special attention to the pronunciation of these.
- 2 Say, *Listen*. Play the recording or read the tapescript.

## Tapescript

Two, four, five, eight  
spoon, fork, knife, plate

Lay the table, Mike and Kate,  
Two, four, five, eight.

- 3 Ask pupils to listen and repeat. Check for pronunciation difficulties, especially rhythm.
- 4 Play the recording again for pupils to chant. Circulate to monitor and correct pronunciation.
- 5 Ask the class to sit down and look at the board. Write the words **spoon**, **fork**, **knife** and **plate**. Say each word individually, stressing the target sounds for the class to repeat after you.
- 6 Say **zoo**-spoon, **zoo**-fork, **zoo**-knife, **zoo**-plate? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct, say *Good*. **zoo** - spoon, and write **zoo** under **spoon** on the blackboard. If the answer is incorrect, say **zoo** - fork? (depending on the incorrect word they have chosen). Stress and contrast the target sounds so that your pupils can hear the difference.
- 7 Repeat the procedure with words from the worksheet **do**, **quarter**, **lion**, **paper** and other familiar words **who**, **true**, **fruit**, **daughter**, **more**, **floor**, **night**, **I**, **buy**, **plane**, **train**, **say** containing the target sounds until pupils have a clear idea of the object of the exercise.
- 8 Give the word cards out to individual pupils. Pupils read the word and find their right 'homes' in the classroom. In groups, pupils decide which 'home' they belong in. Circulate to monitor and help. Correct collectively.
- 9 Ask the class to sit down. Divide the class into pairs. Give a worksheet to each pupil. Tell pairs to work together to write the words in the correct columns, depending on their sounds. Circulate to monitor, prompt and help.
- 10 Correct the exercise collectively. Say the words or listen to the recording. Write the words in the correct columns on the board.

**spoon:** zoo, two, moon, ruler, glue, shoe, you, through, do, blue.

**fork:** corner, quarter, your, north, horse, draw, four, story, door, shorts.

**knife:** dry, eye, five, lion, high, kite, my, tiger, nine, white.

**plate:** rain, day, they, game, paper, page, grey, eight, play, name.





## Extension

- Divide the class into a maximum of six groups. Give each group a set of 'home' cards. Call out a word containing one of the four sounds from the activity. The first group to hold up the correct home card wins a point.










## 1 Say the rhyme

Two, four, five, eight  
Spoon, fork, knife, plate

Lay the table, Mike and Kate  
Two, four, five eight.

			
sp <u>o</u> on	for <u>k</u>	kn <u>i</u> fe	pl <u>a</u> te
zoo	corner	dry	rain

## 2 Write the words under the right picture

								
zoo ✓	dry ✓	rain ✓	corner ✓	moon	two	ruler	quarter	
day	you	lion	glue	they	high	north	shorts	
name	shoe	draw	my	five	page	eight	through	
four	tiger	do	nine	grey	your	white	eye	
game	story	play	door	blue	kite	horse	paper	



## PRIMARY PRONUNCIATION BOX

2.13

## Shopping for sounds

## ACTIVITY TYPE

small group matching game

PRONUNCIATION  
FOCUS

identifying 's' and 'th'  
consonant sounds: /ð/thin,  
/θ/them, /s/dress,  
/z/cheese

## TIME

30 minutes

## MATERIALS

a copy of the *Shopping for sounds* worksheet per group  
of four, card, glue

## Before class

- Make one game set for each four pupils. To make a game set stick a copy of the *Shopping for sounds* worksheet onto card. Cut the sheet up into twenty-four word cards. Cover the cards with adhesive plastic (optional).

## In class


- 1 Pre-teach or revise the vocabulary and its pronunciation. Emphasise the difference between the different target sounds /ð/ and /θ/, /s/ and /z/. If necessary illustrate the difference between voiced (vibration of vocal cords) them, cheese and voiceless (no vibration) consonants thin, dress, by getting your pupils to place two fingers on their throats as they produce the sounds to feel the difference in vibration.
- 2 Explain the game by example with yourself as one of the players and three more pupils.

## Shopping for sound game

- Give each player a shopping basket card. Ask them to shuffle the word cards and spread the cards out, face down on the table.
- Tell pupils to take turns to pick up a card and say the word. Explain that they must remember where their words are. If the sound in the word matches the sound in the 'r shopping basket they place the word in their basket and turn over another card. If the word does not match they turn the card face down again, ensuring that the other players have had a chance to see it. Remind them that they must say the words aloud.
- The next player continues in the same way.
- The first player to collect all five of their words is the winner.




- 3 Divide the class into groups of four and give one game set to each group.
- 4 Circulate to monitor and correct pronunciation. Encourage your pupils to use English for communicating while they play by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. It's your turn. Miss a turn.*

You can use the last of these phrases to encourage pupils to talk in English only. If they don't, they 'Miss a turn'.

 /ð/ <b>thin</b> :	birthday, mouth, nothing, teeth, throw
/θ/ <b>them</b> :	mother, they, weather, another, there
/s/ <b>dress</b> :	bus, monster, mouse, worse, famous
/z/ <b>cheese</b> :	music, easy, jeans, please, trousers

## Extension

- Tell pupils to make their own game sets to keep.

 <u>th</u> em	 <u>th</u> in	 <u>dr</u> ess	 <u>ch</u> ease
mo <u>th</u> er	birth <u>da</u> y	bu <u>s</u>	mu <u>sic</u>
<u>th</u> ey	mouth <u>th</u>	mon <u>st</u> er	ea <u>s</u> y
weath <u>er</u>	noth <u>ing</u>	mouse <u>e</u>	jeans <u>s</u>
anoth <u>er</u>	teeth <u>th</u>	wor <u>s</u> e	plea <u>s</u> e
<u>th</u> ere	<u>th</u> row	famou <u>s</u>	trou <u>s</u> ers

## PRIMARY PRONUNCIATION BOX

2.14

## Tricky sounds 1

## ACTIVITY TYPE

pairwork puzzle

PRONUNCIATION  
FOCUS

sound differentiation

## TIME

20 minutes

## MATERIALS

a copy of the *Tricky sounds 1* worksheet per pupil

## Before class

- Make one copy of the *Tricky sounds 1* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Write the following groups of letters in boxes across the top of the board.

to	sk	or
----	----	----

Underneath these, write two columns of the following parts of words with boxes at the ends and at the beginnings.

de			ate
----	--	--	-----

- 3 Ask pupils which group of letters will complete both words. Confirm that the answer is 'sk' which gives desk/skate.
- 4 Then write the following parts of words and ask pupils to do the same for these.

pota			es
do			ange

- 5 Confirm that the answers are 'to' for potatoes/toes and 'or' door/orange.
- 6 Say *Listen and repeat*. Say the first two words, desk/skate, stressing the final and initial sounds you want the pupils to distinguish. Correct their pronunciation if necessary. Say, *Is it the same sound?* Wait for the class to answer correctly and write *yes* on the board next to the pair of words.
- 7 Repeat the procedure for the rest of the words, and circle *yes* or *no* accordingly. (1 yes, 2 yes, 3 no). If your pupils do not answer correctly, repeat the words and give the correct answer.
- 8 Divide the class into pairs. Give out the worksheets. Pairs work together to do the puzzle.
- 9 Circulate to monitor and help.
- 10 Correct orally in class.

- |                    |                  |                   |                     |
|--------------------|------------------|-------------------|---------------------|
| 1 run/under yes    | 2 map/apple yes  | 3 grey/eye no     | 4 floor/orange no   |
| 5 bath/thanks yes  | 6 leaf/after no  | 7 banana/name no  | 8 lunch/chair yes   |
| 9 listen/tennis no | 10 fish/shop yes | 11 tomato/toe yes | 12 piano/nothing no |

ap	to	af	ch	or	ten
th	un	na	ey	sh	sk
					no

1 Complete these words using the groups of letters in the box above. Use each group for only one pair of words.

2 Do these groups of letters sound the same? Circle 'yes' or 'no'.

Example

de sk

sk ate

yes

no

1 r

der

yes

no

2 m

ple

yes

no

3 gr

e

yes

no

4 flo

ange

yes

no

5 ba

anks

yes

no

6 le

ter

yes

no

7 bana

me

yes

no

8 lun

air

yes

no

9 lis

nis

yes

no

10 fi

op

yes

no

11 toma

es

yes

no

12 pia

thing

yes

no



## PRIMARY PRONUNCIATION BOX

2.15

## Join the phonidots

## ACTIVITY TYPE

individual join the dots puzzle, reading

## PRONUNCIATION FOCUS

phoneme recognition

## TIME

30 minutes


## MATERIALS

a copy of the *Join the phonidots* worksheet per pupil. Recording

## Before class

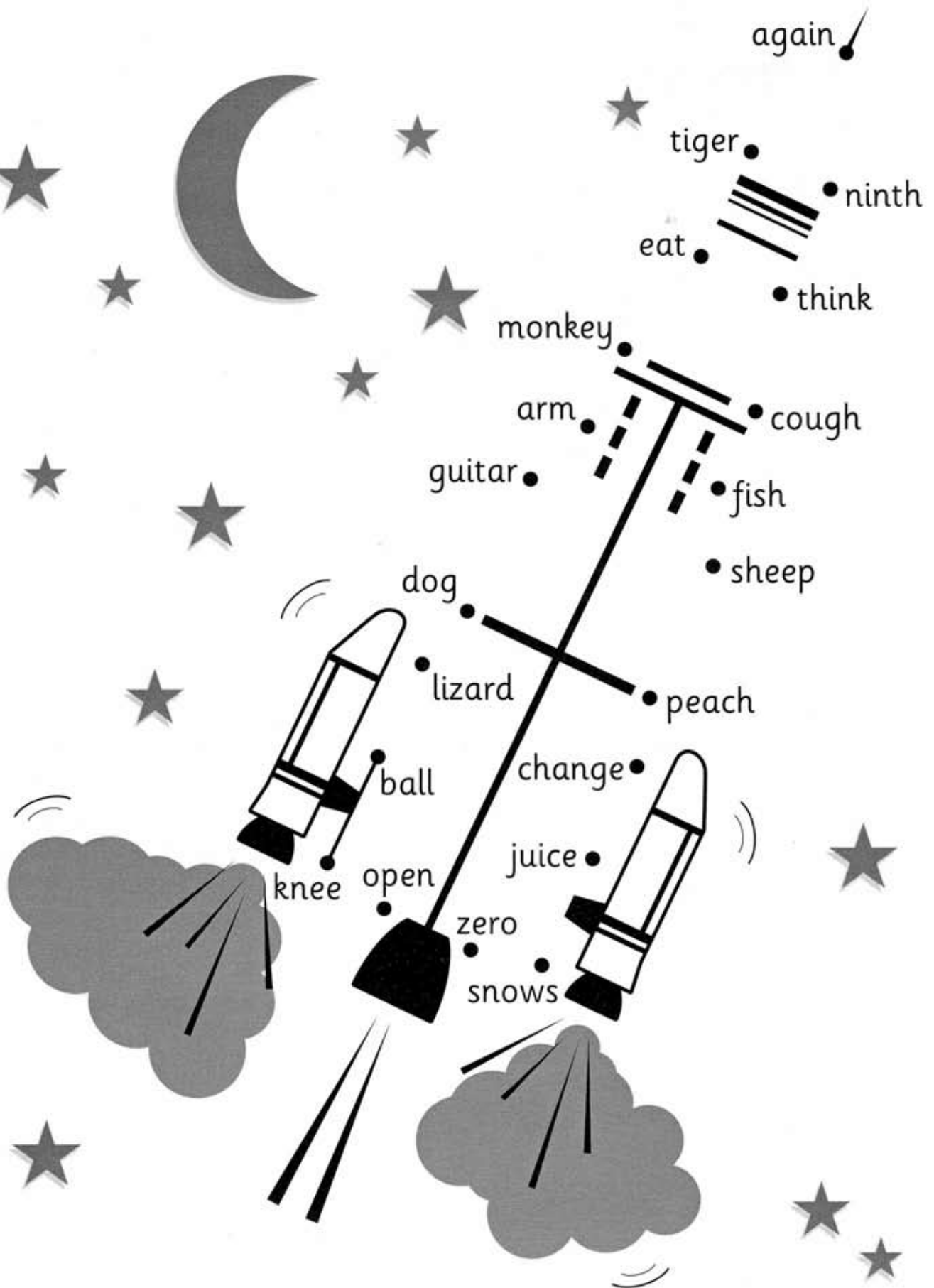
- Make one copy of the *Join the phonidots* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
  - 2 The object of the activity is for pupils to match initial sounds to final sounds in different words. Write the following in a column on the board: close, never, tall, stop, zoo, like, potato, about, open. Below this, write circus. Say *Listen and repeat circus*, and emphasise the final phoneme /s/ for pupils to repeat.
  - 3 Say *Listen and repeat, circus, stop*. Stress the final sound of the first word and the initial sound of the second. Correct pronunciation if necessary. Say, *Is it the same sound?* Wait for the class to answer (yes).
  - 4 Ask pupils to read the words in the column and find the word that starts with the final sound in stop (potato). Write potato next to stop on the board. Say *Listen and repeat, potato* and emphasise the final phoneme /au/ for pupils to repeat.
  - 5 Explain that pupils have to match final sounds with initial ones from the list of words on the board. Give your pupils time to read the board and suggest answers.
  - 6 If necessary, repeat the above procedure with the other words until pupils have a clear idea of the task. If your pupils do not answer correctly, repeat the words. Stress the sounds you want them to distinguish by running the end of one word into the beginning of the other, *potatoabout, clozstop*, so that they can hear if the second word sounds right, or not.
  - 7 Write the correct answers as they are called out: circus, stop, potato, open, never, about, tall, like, close, zoo. Point out that we are interested in matching sounds, not spelling. Draw their attention especially to schwa /ə/ in *never* and *about* and the different pronunciation of s (/s/ and /z/) and practise these with other examples if necessary.
  - 8 Give out the worksheets and explain the activity by example. Tell pupils to start by putting their pencils on the word *ball*. Ask them to draw the lines, joining the dots, by matching the initial and final sounds of the words in the puzzle.
  - 9 Circulate to monitor and help.
  - 10 Correct orally. Say the words or listen to the recording.
-  lizard, dog, guitar, arm, monkey, eat, tiger, again, ninth, think, cough, fish, sheep, peach, change, juice, snows, zero, open, knee.



Join the dots starting at *ball*.



## PRIMARY PRONUNCIATION BOX

2.16

## Phonimoes

## ACTIVITY TYPE

small group matching game

PRONUNCIATION  
FOCUS

vowel sounds

## TIME

30 minutes


## MATERIALS

a copy of the *Phonimoes* worksheet per small group of pupils

## Before class

- Make a copy of the *Phonimoes* worksheet on thin card for each small group. Cut this up into 18 dominoes.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Write a list of words with different vowel sounds on the left-hand side of board: e.g. tree, bread, there, brown, door, choose, about. Underline the vowel you want to practise. Leave a space to the right of each of these words. Write a selection of words with matching vowel sounds at random on the board: after, flour, stairs, red, clean, shoe, tall.
- 3 Allow pupils time to read all of the words. Point to the first word on your list. Say, *Listen and repeat, tree*, emphasising the vowel sound /i:/. Ask pupils to find the word on the board with the matching vowel. Individual pupils suggest answers. If the answer is right, say *Good. Tree-clean*, stressing the target sound /i:/. Write *clean* next to *tree*. If the answer is wrong, say *Tree-red?* Stress the two different sounds (/i:/, /e/) to contrast them so that pupils can hear the difference.
- 4  Get pupils to match the words before correcting collectively. bread-red, there-stairs, brown-flour, door-tall, choose-shoes, about-after
- 5 Arrange the class in small groups working around a table.
- 6 Explain the rules. This can be demonstrated with one small group. Shuffle the dominoes and divide them between the pupils. Turn the last domino face up in the middle of the table.
- 7 The player to the left of the dealer starts. He or she puts a domino next to the one on the table (either before or after). The words that are placed together must have the same vowel sounds, and the player must say these words.
- 8 The player on his or her left continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
- 9 Encourage pupils to use English for communicating while they play by teaching or revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How do you pronounce ...? Can you repeat that? You're the winner.*
- 10 The first person to play all his or her dominoes is the winner. The others continue playing while the winner supervises. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- 11 Give one set of dominoes to each group to play the game. Circulate to monitor and check.

## Option

If you prefer, pupils can play the game in groups. The first group to complete the circuit correctly are the winners.



there	chair	beach	week	big	city	best	pet
bad	map	arm	father	clock	hot	door	more
put	book	computer	music	come	under	boot	fruit
skirt	girl	take	eight	slow	road	time	fly
brown	loud	point	toy				

chair

beach

map

arm

city

best

week

big

music

come

father

clock

pet

bad

under

boot

book

computer

road

time

girl

take

fruit

skirt

fly

brown

toy

there

more

put

eight

slow

hot

door

loud

point

## PRIMARY PRONUNCIATION BOX

2.17

## Sound me out 1

## ACTIVITY TYPE

individual reading puzzle

## PRONUNCIATION

## FOCUS

sound differentiation

## TIME

20 minutes


## MATERIALS

a copy of the *Sound me out 1* worksheet per pupil.

## Before class

- Make one copy of the *Sound me out 1* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
  - 2 Write the following words horizontally across the board: run, wrong, rock, when, write. Say *Listen and repeat*. Say each of the words in turn, stressing the sound you want your pupils to distinguish. Correct the pronunciation if necessary. Say, *Are they the same? Which word is different?* Wait for the class to identify the word (when). Draw a circle around it.
  - 3 Repeat the procedure with the following sets of words, or until your pupils have a clear idea of the activity: teach, sea, bread, meat, cheese (bread).  
Under, come, up, sun, ruler (ruler).  
Eye, sky, my, key, high (key).  
Happy, he, hour, hot, who (hour).  
Give, giraffe, juice, jeans, orange (give).
  - 4 Give out the worksheets. Tell pupils to circle the words with the different sound.
  - 5 Circulate to monitor and help.
  - 6 Correct orally.
-  1 touch 2 mechanic 3 city 4 sugar 5 one 6 hour 7 giraffe 8 family 9 cinema 10 shoes 11 he 12 tennis 13 eyes 14 clock 15 photo
- 7 Individual pupils read each group of words aloud, stressing and practising the different sounds.

## Extension

- In pairs, get pupils to make up several lists of words, four that follow the same sound pattern and one that does not. Give a set time limit. Then tell pairs to swap papers and work out the answers.



Circle the different sound

big	fish	pink	like	city
-----	------	------	------	------

	A	B	C	D	E
1	house	round	loud	touch	mouth
2	cheese	mechanic	chair	children	beach
3	cloud	cook	city	cup	cold
4	sit	song	sad	sugar	seven
5	on	octopus	orange	off	one
6	hour	happy	hotel	hand	hat
7	glove	guitar	giraffe	garden	great
8	family	arm	party	aunt	start
9	bike	cinema	white	time	five
10	goes	know	home	toes	shoes
11	egg	he	yes	bed	head
12	eyes	cheese	jeans	tennis	please
13	buses	houses	eyes	glasses	boxes
14	clock	socks	six	likes	fox
15	photo	potato	map	please	apple



## PRIMARY PRONUNCIATION

2.18

## Go home

## ACTIVITY TYPE

small group board game

PRONUNCIATION  
FOCUS

phoneme recognition

## TIME

30 minutes

## MATERIALS

a copy of the *Go home* worksheet per small group,  
dice, counters

## Before class

- Make one copy of the *Go home* worksheet for each small group (3-4 pupils).

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Write in a column on the board: *close, never, tall, stop, zoo, like, potato, about, open*. Below this, write *circus*. Say *Listen and repeat, circus*, and stress the final phoneme /s/.
- 3 Say *Listen and repeat, circus, stop*. Stress the final sound of the first word and the initial sound of the second. Say, *Is it the same sound?* Wait for the class to answer (yes).
- 4 Ask pupils to read the words in the column and find the word that starts with the final sound in *stop* (*potato*). Write *potato* next to *stop* on the board. Say *Listen and repeat, potato* and emphasise the final phoneme /au/.
- 5 Explain that pupils have to match final sounds with initial ones from the list of words on the board. Give pupils time to read the board and suggest answers.
- 6 If pupils do not answer correctly, repeat the words. Stress the sounds you want them to distinguish by running the end of one word into the beginning of the other, *potatoabout*, *clozstop*, so that they can hear if the second word sounds right, or not.
- 7 Write the correct answers as they are called out: *circus, stop, potato, open, never, about, tall, like, close, zoo*. Point out that we are interested in matching sounds, not spelling. Draw their attention especially to *schwa* in *never* and *about* and the different pronunciation of *s* (/s/ and /z/). Practise these with other examples if necessary.
- 8 Write in a column on the board: *zero, school, teach, knee, mouse, cheese, look, east, open, chemist*. Repeat the procedure, starting with the word *same*. Write the correct answers as they are called out: *same, mouse, school, look, chemist, teach, cheese, zero, open, knee, east, teeth*. Practise saying the list aloud as a class.
- 9 Arrange the class in small groups (maximum four pupils) working around a table and explain the rules.
- 10 Encourage pupils to use English for communicating while they play by teaching/revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How do you pronounce ...? You're the winner.*
- 11 Give each group a game set to play. Circulate to monitor and help.

## Go home

- Players go around the board from 'start' to 'home' by rolling the dice and advancing the number on the dice.
- When they land on a square with a word they advance or go back to the word which starts with the same sound as the final consonant of their word, e.g. from 'cake' they go to 'catch'. Players only move once per turn. The player must say both words aloud.
- To start, they all roll the dice, and the player with the highest number starts.
- The player on his or her left continues the process.
- The winner is the first player to reach 'home'. Pupils need to throw an exact number to finish the game, i.e. if they are 2 spaces from home they must throw a 2. If they throw more than the spaces left they count forwards and then backwards.

cake → catch → cheese → zero → over  
→ above → village → giraffe → fish →  
sugar → above

apple → lemon → night → tennis →  
sausage → giraffe

read → dog → green → night

plane → night



cake

lemon

apple

giraffe

zero

fish

plane

dog

HOME

green

catch

above

over

village

sugar

read

tennis

cheese

sausage

night

## PRIMARY PRONUNCIATION

2.19

## Food, glorious food



## ACTIVITY TYPE

whole class chants

## PRONUNCIATION FOCUS

word and sentence stress, rhythm

## TIME

30 minutes

## MATERIALS

a copy of the *Food glorious food* worksheet per pupil.

Recording



## Before class

- Make one copy of the *Food, glorious food* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the vocabulary on the worksheet using realia, flashcards or definitions.
- 2 Give out the worksheets and let pupils read the first menu card.
- 3 Play the recording or read aloud for pupils to listen.

## Tapescript

**Coffee,**  
**Coffee,**  
**Bacon and eggs,**  
**Bacon and eggs,**

**Cheese and biscuits,**  
**Cheese and biscuits,**  
**Plums and custard**  
**Plums and custard,**

**Fish and chips,**  
**Fish and chips**  
**SOUP!**

- 4 Pupils listen and repeat line by line. Check for pronunciation difficulties, especially the weak form of *and*. Pay special attention to the rhythm and stress (stressed syllables in bold) and the linking of sounds: *cheezunbiscuits*, *plumzuncustard*, *fishunchips*.
- 5 Explain that the rhymes sounds like a train: a) leaving a station b) gathering speed and c) whistling in a tunnel. Ask the class to repeat the chant to achieve this effect.
- 6 Play the recording again. Tell pupils to say the chant twice, getting faster the second time.
- 7 Ask pupils to read the second menu card.
- 8 Play the recording or read aloud for pupils to listen.



## Tapescript

**Large cheese burger**  
**Large cheese burger**  
**Chicken and chips**  
**Chicken and chips**  
**Chocolate cake and ice-cream**  
**Chocolate cake and ice-cream**

**Lick your lips**  
**Lick your lips.**  
**Strawberry milkshake**  
**Strawberry milkshake**  
**Sugar and sweets**  
**Sugar and sweets**

**Sausages and ketchup**  
**Sausages and ketchup**  
**Junk food treats**  
**Junk food treats**

- 9 Pupils listen and repeat line by line as in 4 above. Pay special attention to the linking of sounds: *chickenunchips*, *cakundice-cream*, *sausagezunketchup*.
- 10 Play the recording again for pupils to sing.



## Extension

- In pairs or small groups, pupils invent a new Food chant changing the words, but keeping the rhythm. The words need the same number of syllables and stress pattern.
- Brainstorm the class for more food and drink vocabulary and write the words on the board e.g. Jelly (toffee, breakfast, supper, etc.)/Chicken and chips (carrots and peas, pasta and sauce, etc.)/Bread and butter (meat and onions, beans and burgers, etc.)/Chips and ketchup (cake and ice-cream, pie and custard, etc.)/Beans on toast (rice and fish, bread and meat, etc.)/Juice! (Fruit! Lunch! etc.)

## The railway café food chant

Coffee,  
Coffee,



Bacon and eggs,  
Bacon and eggs,



Cheese and biscuits,  
Cheese and biscuits,



Plums and custard,  
Plums and custard,



Fish and chips,  
Fish and chips,



SOUP!



## The Greasy spoon Junk Food song

Large cheese burger



Large cheese burger

Chicken and chips



Chicken and chips

Chocolate cake and ice-cream

Chocolate cake and ice-cream



Lick your lips

Lick your lips

Strawberry milkshake

Strawberry milkshake



Sugar and sweets

Sugar and sweets

Sausages and ketchup

Sausages and ketchup



Junk food treats

Junk food treats

## PRIMARY PRONUNCIATION BOX

## 3.1

## Compass vowels



## Before class

- Make a copy of the *Compass vowels* worksheet for each pupil. Make an enlarged copy of the words at the foot of the worksheet and cut into individual cards. Select cards according to the number of pupils in the class. You need one card per pupil. Write North, South, East and West on the large pieces of card (one word per card). Put these on the wall in different parts of the classroom to make 'homes'.

## In class

- 1 Pre-teach and practise key vocabulary: North, South, East, and West. Stress and repeat the target sounds. Pay special attention to the pronunciation of these.
- 2 Say, *Listen*. Play the recording or read the tapescript.

## ACTIVITY TYPE

whole class chant and matching activity (mingle), pairwork writing.



## PRONUNCIATION FOCUS

/ɔ:/ North, /aʊ/ South,  
/i:/ East, /e/ West

## TIME

30 minutes

## MATERIALS

a copy of the *Compass vowels* worksheet per pupil, an enlarged copy of the words at the foot of the worksheet, four large pieces of card. Recording



## Tapescript

North, South, East, West  
Wherever I go, home is best

North, South, East, West  
Round the world and home to rest

- 3 Pupils listen and repeat line by line. Check for pronunciation difficulties, especially rhythm and elision (wherever | I, home | is, etc.).
- 4 Play the recording again for pupils to chant and clap. Circulate to monitor and correct pronunciation.
- 5 Write the words North, South, East, and West on the board. Say each word individually, stressing the target sounds for the class to repeat after you.
- 6 Say **Door**-North, **door**-South, **door**-East, or **door**-West? Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct, say 'Good. **Door**-North', and write door under North on the board. If the answer is incorrect stress and contrast the two sounds so that the pupils can hear the difference.
- 7 Repeat the procedure with words from the worksheet and other familiar words containing the target sounds until pupils understand the object of the exercise, i.e. matching vowel sounds.
- 8 Give the word cards out to individual pupils. Pupils read the word and find their right 'homes' in the classroom. In groups, pupils check which 'home' they belong in. Circulate to monitor and help. Correct collectively.
- 9 Call out a selection of words from the worksheet. Groups jump up or sit down when their 'home' sound is called out.
- 10 Ask the class to sit down. Give out the worksheet. Divide the class into pairs. In pairs, pupils write the words in the correct columns, depending on their sounds. Circulate to monitor, prompt and help.
- 11 Correct the exercise collectively. Say the words or listen to the recording. Write the words in the correct columns on the board.



- **North:** court, daughter, four, poor, quarter, saw, story, your  
**South:** cloud, cow, down, hour, round, shout, town, trousers  
**East:** eat, feet, he, key, leaf, meat, sea, season  
**West:** breakfast, friend, head, heavy, leopard, question, ready, weather



## 1 Say the rhyme

North, South, East West  
Wherever I go, home is best

North, South, East West  
Round the world and home to rest

**West**

breakfast

---



---



---



---



---



---



---

**North**

court

---



---



---



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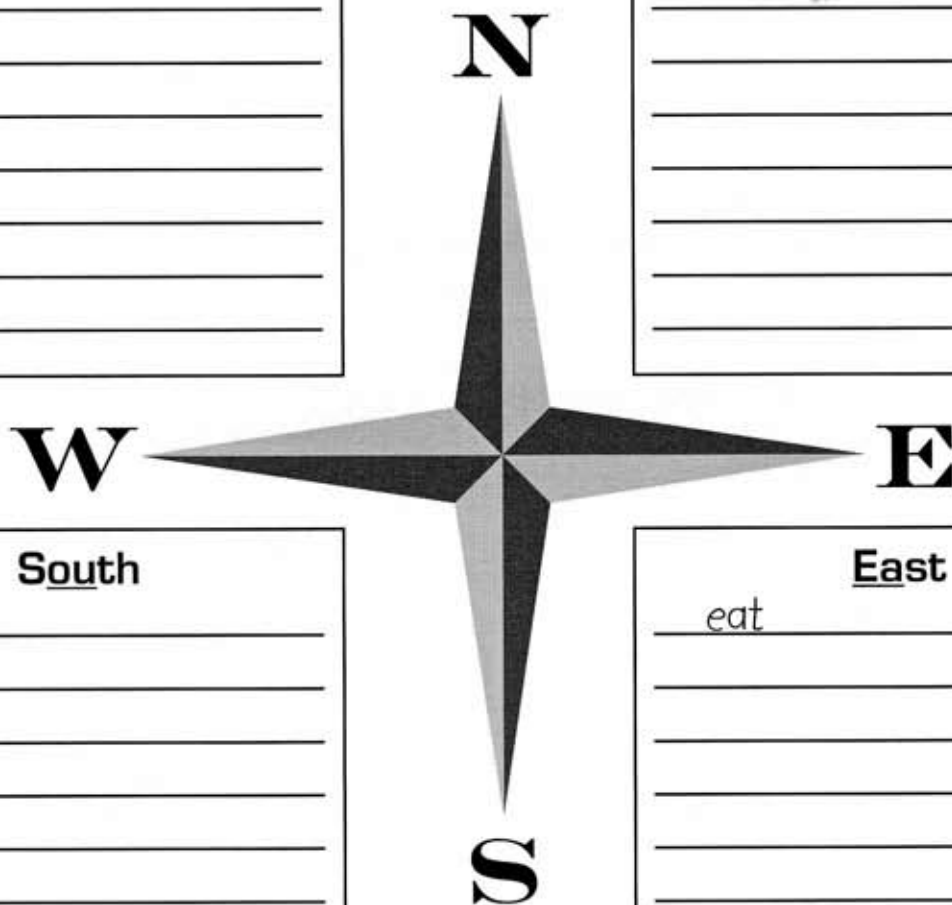
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---



**South**

cloud

---



---



---



---



---



---



---

**East**

eat

---



---



---



---



---



---



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## 2 Write the words with the same vowel sounds in the correct boxes

sh <u>ou</u> t	f <u>ou</u> r	f <u>ri</u> end	e <u>a</u> t ✓	qu <u>est</u> ion	h <u>ou</u> r	y <u>ou</u> r	w <u>ea</u> ther
h <u>e</u>	c <u>ow</u>	qu <u>ar</u> ter	h <u>ea</u> d	tr <u>ou</u> sers	k <u>ey</u>	c <u>ou</u> rt ✓	d <u>ow</u> n
h <u>ea</u> vy	p <u>oo</u> r	l <u>ea</u> f	l <u>eo</u> pard	d <u>au</u> ghter	r <u>ou</u> nd	s <u>a</u> w	r <u>ea</u> dy
st <u>o</u> ry	m <u>ea</u> t	t <u>ow</u> n	s <u>ea</u> son	b <u>re</u> akfast ✓	s <u>ea</u>	cl <u>ou</u> d ✓	f <u>ee</u> t

## PRIMARY PRONUNCIATION BOX

3.2

## Fabulous phonicolours 2

## ACTIVITY TYPE

individual colour coding puzzle

## PRONUNCIATION FOCUS

vowels: red /e/, blue /u:/, pink /ɪ/, brown /aʊ/, purple /ɜ:/, green /i:/, orange /ɒ/, white /aɪ/, black /æ/, yellow /əʊ/, grey /eɪ/.

## TIME

30 minutes

## MATERIALS

an enlarged copy of the *Fabulous phonicolours 2* worksheet, a copy of the *Fabulous phonicolours 2* worksheet per pupil, crayons

## Before class

- Make an enlarged copy of the *Fabulous phonicolours 2* worksheet. Make one copy of the *Fabulous phonicolours 2* worksheet for each pupil.
- The idea of this activity is to get learners to associate the vowel sounds in the names of the colours with the vowel sounds in certain words, identify these sounds and colour the words accordingly.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Fix the enlarged copy of the worksheet on the board so that pupils can see it. Give the pupils their worksheets.
- 3 Say *grey*, *day*, stressing the target sound /eɪ/. Say, *Listen and repeat*. Repeat the words and listen to your pupils' response. Correct their pronunciation if necessary.
- 4 Say *Colour the box grey* and indicate where they should colour by colouring the enlarged worksheet accordingly. Repeat the process for the other colours and sounds: *red* /e/, *blue* /u:/, *pink* /ɪ/, *brown* /aʊ/, *purple* /ɜ:/, *green* /i:/, *orange* /ɒ/, *white* /aɪ/, *black* /æ/, *yellow* /əʊ/.
- 5 Refer the class to the first word in the grid of their exercise: *straight*. Say the word, stressing the target sound /eɪ/, and name two colours for them to choose from. For example, say ***Straight***-grey or ***Straight***-red? Wait for pupils to respond.
- 6 If the answer is right, say *Good. **Straight**-grey*, stressing the target sound /eɪ/. Say *Colour the box grey*.
- 7 If the answer is wrong, say ***Straight***-red? Stress the two different sounds (/eɪ/, /e/) to contrast them so that the pupils can hear the difference.
- 8 Ask the class to continue colouring the boxes individually. Encourage them to say the words to themselves as they do this. Circulate to monitor and help.
- 9 Correct the exercise orally as a class.



straight	grey	soap	yellow	steal	green
what	orange	hour	brown	spoon	blue
shelf	red	flag	black	world	purple
sky	white	third	purple	use	blue
salad	black	break	grey	post	yellow
low	yellow	sweet	green	jam	black
ski	green	high	white	fog	orange
nurse	purple	comb	yellow	friend	red
swan	orange	belt	red	knife	white
flour	brown	sound	brown	still	pink
team	green	stamp	black	soup	blue
fridge	pink	cave	grey	towel	brown
weather	red	visit	pink	golf	orange
through	blue	meat	green	burger	purple
lose	blue	worst	purple	late	grey

1 Say the words and colour the sounds

grey day


orange sock


red bed


green tree

blue shoe

purple worm

yellow yo-yo

black sack

pink pig

brown mouse

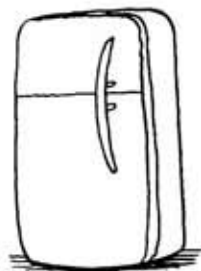
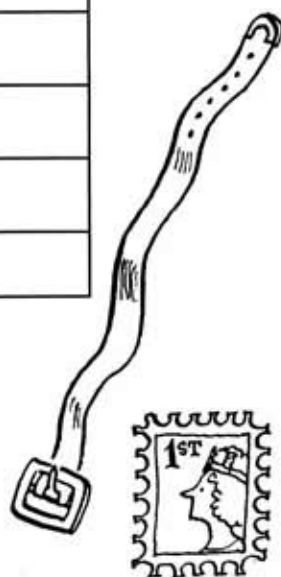
white kite

2 Colour the boxes according to the sounds.

str <u>ai</u> ght	
wh <u>a</u> t	
sh <u>e</u> lf	
sk <u>y</u>	
sal <u>a</u> d	
l <u>o</u> w	
sk <u>i</u>	
n <u>u</u> rse	
sw <u>a</u> n	
fl <u>o</u> ur	
te <u>a</u> m	
fr <u>i</u> dge	
we <u>a</u> ther	
thr <u>o</u> ugh	
l <u>o</u> se	

so <u>a</u> p	
hou <u>r</u>	
fl <u>a</u> g	
th <u>i</u> rd	
br <u>e</u> ak	
swe <u>e</u> t	
h <u>i</u> gh	
co <u>m</u> b	
b <u>e</u> lt	
so <u>u</u> nd	
sta <u>m</u> p	
ca <u>v</u> e	
vis <u>i</u> t	
me <u>a</u> t	
wo <u>r</u> st	

ste <u>a</u> l	
sp <u>o</u> on	
wo <u>r</u> ld	
u <u>s</u> e	
po <u>s</u> t	
ja <u>m</u>	
fo <u>g</u>	
fr <u>i</u> end	
kn <u>i</u> fe	
st <u>i</u> ll	
so <u>u</u> p	
to <u>w</u> el	
go <u>l</u> f	
bu <u>r</u> ger	
la <u>t</u> e	



## PRIMARY PRONUNCIATION BOX

## 3.3

## Sea syllables



## ACTIVITY TYPE

whole class rhyme and matching activity (mingle), pairwork classification puzzle

## PRONUNCIATION FOCUS

word and sentence stress, syllable counting

## TIME

40 minutes

## MATERIALS

a copy of the *Sea syllables* worksheet per pupil, three large pieces of card and smaller cards to make word cards. Recording



## Before class

- Make a copy of both the *Sea syllables* worksheet (1. & 2) for each pupil. Make enough word cards for each pupil in your class. Write 1, 2 and 3 on each of the large pieces of card respectively. Put these on the wall in different parts of the classroom to make 'homes'.

## In class

- 1 Pre-teach and practise key vocabulary.
- 2 Say, *Listen*. Play the recording or say the rhyme aloud.

## Tapescript

Down, down, down	I sailed across the water.
In the deep blue sea	It was getting dark.
I saw an octopus	I had to hurry home then
looking at me.	Before I met a shark!
I swam to my boat	Down by the ocean
And put up the sail.	Down by the sea
When I looked behind me	As I sailed home
Out jumped a whale.	a dolphin followed me!



- 3 Say, *Listen and repeat*. Play the rhyme line by line again. Check for pronunciation difficulties. Give out worksheet 1. Get pupils to read the rhyme in silence and match the illustrations to the verses (A, B, C, or D). Then tell pupils to stand up and say the rhyme together.
- 4 Say, *Listen and repeat*. *Shark*. (hold up one finger). *Dol-phin*. (one – two fingers). *Oct-op-us*. (one – two – three fingers). Ask pupils to do the finger drill with you.
- 5 Repeat the procedure with words from the key below. Ask pupils to repeat and indicate the number of syllables by holding up the right number of fingers and saying the number. It is particularly important for this exercise to get correct pronunciation of vowel sounds (e.g. ea = /i/, unstressed /ə/) and groups of consonants (e.g. dge = /dʒ/, ght = /t/).
- 6 Say words to the class. Ask individual pupils to respond with 1, 2, or 3 and hold up the corresponding number of fingers, depending on the number of syllables each word has.
- 7 Hold up the word cards for individual pupils to read out and say the correct number.
- 8 Give the word cards out to individual pupils. Pupils read the word and find their right 'homes' in the classroom. In groups, pupils check which 'home' they belong in. Circulate to monitor and help. Correct collectively in class.
- 9 Ask the class to sit down. Give out worksheet 2. Divide the class into pairs. Tell pairs to write the words in the correct sea animal, depending on the syllables. Circulate to monitor, prompt and help.
- 10 Correct the exercise collectively. Say the words or listen to the recording. Write the words in the correct columns on the board.



- 1 One syllable, **shark**: bridge, cheap, juice, piece, straight, young.
- 2 Two syllables, **dolphin**: autumn, baseball, evening, biscuit, language, station.
- 3 Three syllables, **octopus**: anything, suddenly, dictionary, horrible, cinema, sausages.



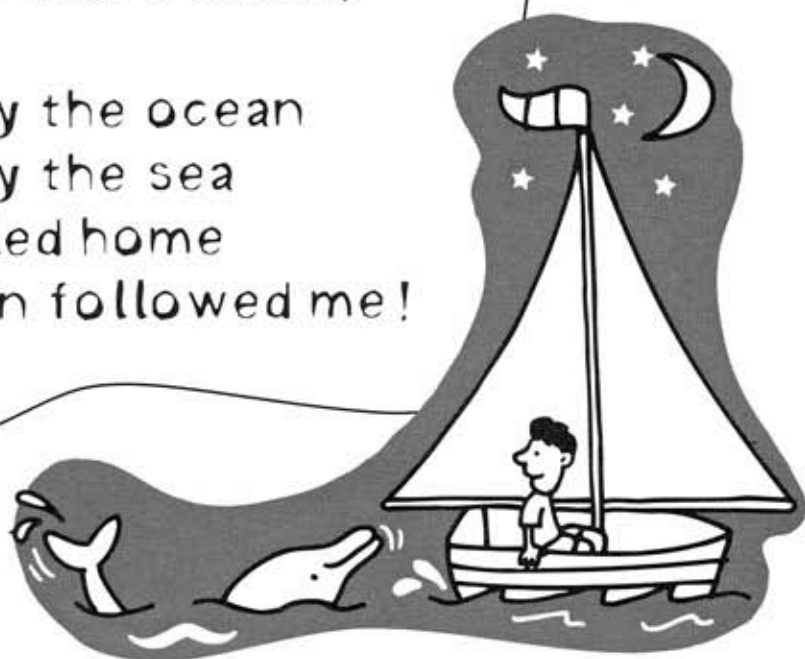
## Down by the sea

Down, down, down  
In the deep blue sea  
I saw an octopus  
looking at me.

I swam to my boat  
And put up the sail.  
When I looked behind me  
Out jumped a whale.

I sailed across the water.  
It was getting dark.  
I had to hurry home then  
Before I met a shark!

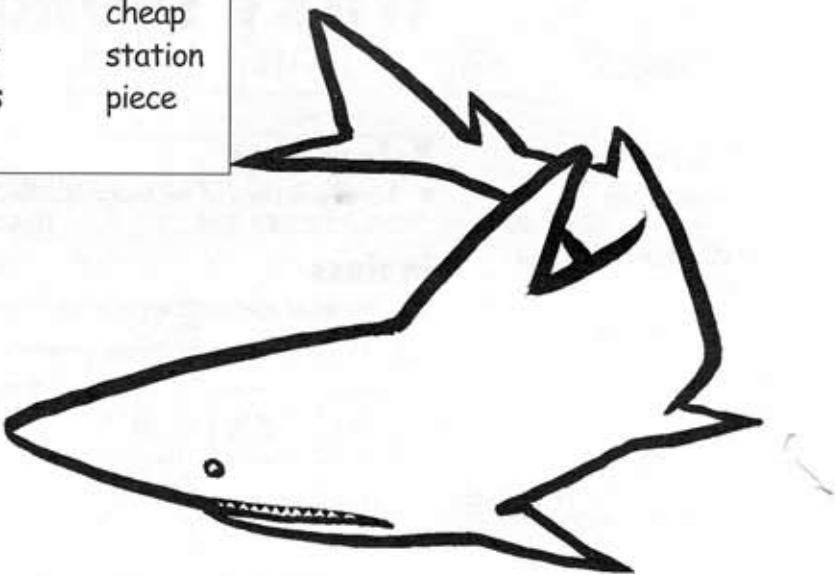
Down by the ocean  
Down by the sea  
As I sailed home  
a dolphin followed me!





1 Write the words in the boxes

shark ✓	dolphin ✓	octopus ✓	autumn
young	anything	suddenly	bridge
biscuit	language	juice	cheap
dictionary	horrible	straight	station
cinema	evening	sausages	piece
baseball			

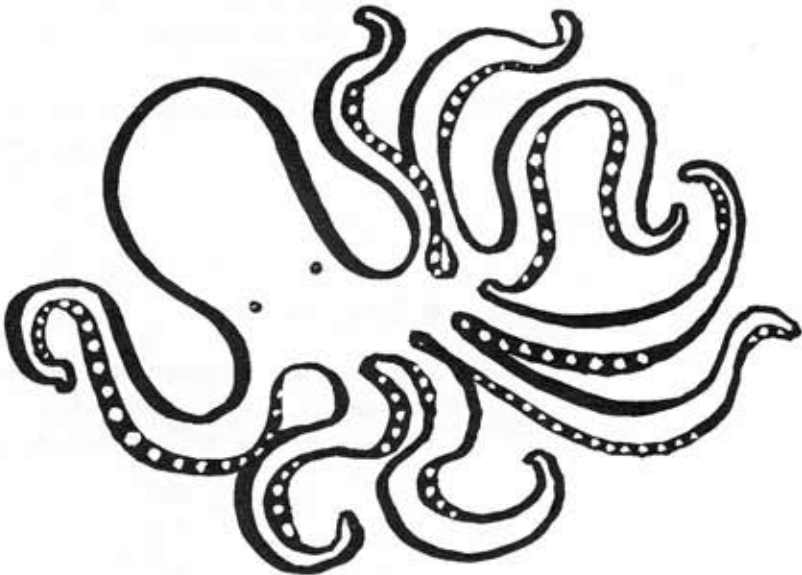


- 1 shark
- 2
- 3
- 4
- 5
- 6
- 7



- 1 dolphin
- 2
- 3
- 4
- 5
- 6
- 7

- 1 octopus
- 2
- 3
- 4
- 5
- 6
- 7



2 Listen and check

## 3.4

PRIMARY PRONUNCIATION  
BOX

## Tricky sounds 2

## ACTIVITY TYPE

pairwork puzzle

## PRONUNCIATION

## FOCUS

Sound differentiation

## TIME

20 minutes

## MATERIALS

a copy of the *Tricky sounds 2* worksheet per pupil

## Before class

- Make one copy of the *Tricky sounds 2* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Write the following groups of letters in boxes across the top of the board.

to	sk	or
----	----	----

Underneath these, write two columns of the following parts of words with boxes at the ends and at the beginnings.

de			ate
----	--	--	-----

- 3 Ask pupils which group of letters will complete both words. Confirm that the answer is 'sk' which gives desk/skate.
- 4 Then write the following parts of words and ask pupils to do the same for these:

pota			es
do			ange

- 5 Confirm that the answers are 'to' for potatoes/toes and 'or' for door/orange.
- 6 Say *Listen and repeat*. Say the first two words, *desk/skate*, stressing the final and initial sounds you want the pupils to distinguish. Correct their pronunciation if necessary. Say, *Is it the same sound?* Wait for the class to answer correctly and write **yes** on the board next to the pair of words.
- 7 Repeat the procedure for the rest of the words, and circle yes or no accordingly (1 yes, 2 yes, 3 no). If your pupils do not answer correctly, repeat the words and give the correct answer.
- 8 Divide the class into pairs. Give out the worksheets. Tell pairs to work together to do the puzzle.
- 9 Circulate to monitor and help.
- 10 Correct orally in class.

- |                  |                      |                         |                    |
|------------------|----------------------|-------------------------|--------------------|
| 1 picnic/nice no | 2 robot/bottle yes   | 3 missing/singer yes    | 4 pasta/station no |
| 5 key/eyes no    | 6 pyramid/middle yes | 7 alphabet/better yes   | 8 arrive/river no  |
| 9 hello/love no  | 10 circus/usually no | 11 stomach/chocolate no | 12 famous/mouse no |

bot

rive

us

ch

lo

mous

bet

sta

nic

ey

sing

sk

mid

1 Complete these words using the groups of letters in the box above. Use each group for only one pair of words.

2 Do these groups of letters sound the same? Circle 'yes' or 'no'.

Example

de sk

sk ate

1 pic

e

2 ro

tle

3 mis

er

4 pa

tion

5 k

es

6 pyra

dle

7 alpha

ter

8 ar

r

9 hel

ve

10 circ

ually

11 stoma

ocolate

12 fa

e



yes no

yes no

yes no

yes no

yes no

yes no

yes no

yes no

yes no

yes no

yes no

yes no

yes no



## 3.5

PRIMARY PRONUNCIATION  
BOX

## Time to rhyme

## ACTIVITY TYPE

pairwork half crossword

## PRONUNCIATION

## FOCUS

rhyming words

## TIME

40 minutes

## MATERIALS

a copy of both the *Time to rhyme* worksheets (A & B) per pair of pupils

## Before class

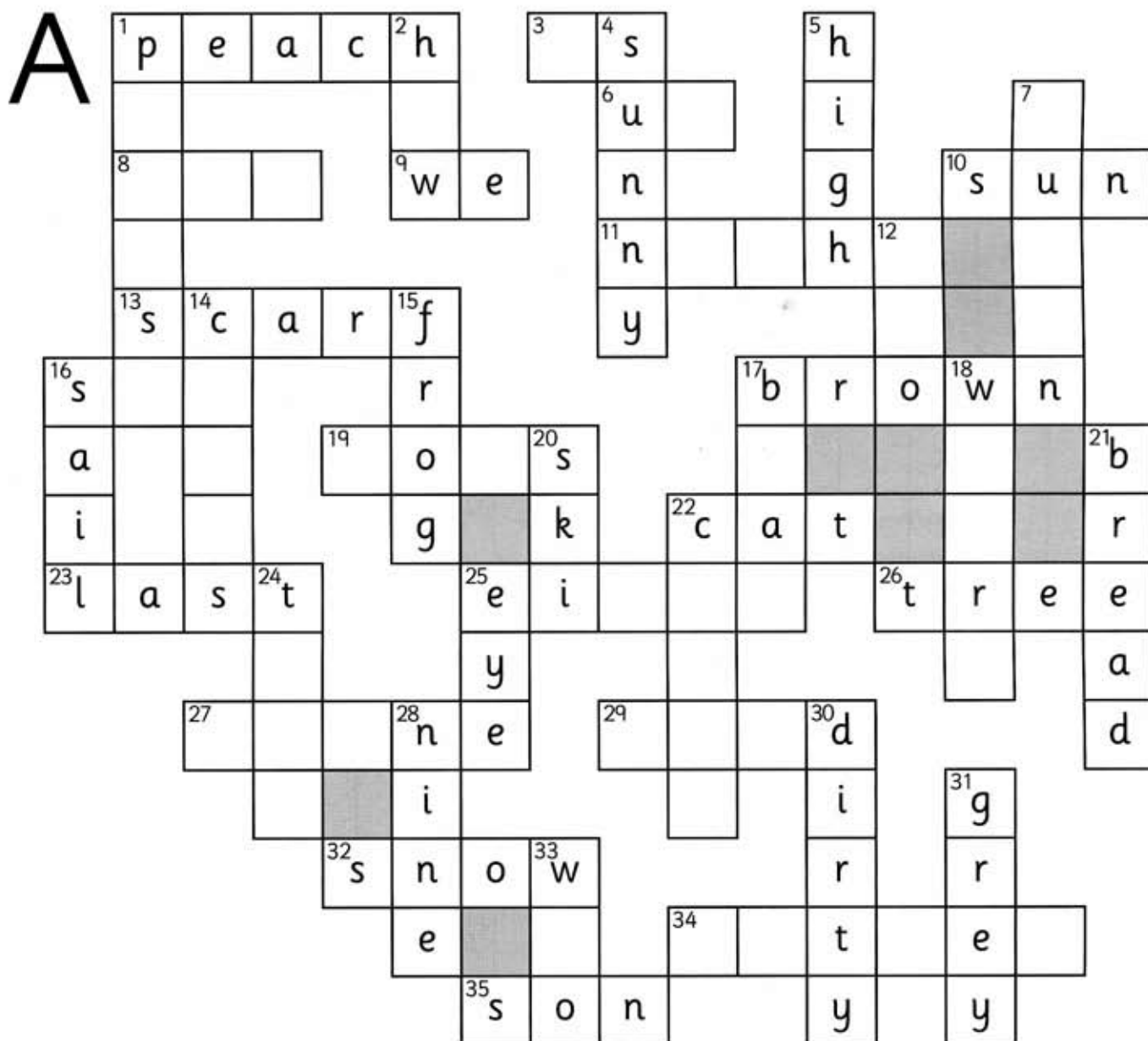
- Make a copy of both the *Time to rhyme* worksheets (A & B) for every pair of pupils.

## In class

- 1 Revise some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. That's right. No, try again. Can you repeat that, please? Can you spell that please?*
- 2 Revise the vocabulary in the crossword and the concept of 'rhyme'. Make sure pupils understand that words rhyme either when they have the same final vowel or the same middle vowel and same consonant, but the initial sound can change.
- 3 Write *hat* and *sat* on the board and remind pupils that these words rhyme. Say *A small pet with four legs. It rhymes with 'sat' and 'hat'. What is it?* to elicit 'cat'. If necessary repeat with one or two more simple examples from the worksheet:  
*A small green animal that can jump. It rhymes with dog.*  
*Something we eat. It comes from a hen. It rhymes with leg.* etc.
- 4 Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their worksheet is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 5 Select a competent pupil and explain the activity by example. Pupils ask each other questions to complete their crossword:  
Pupil A: *What is 1 across?*  
Pupil B: *A fruit. It rhymes with 'beach'.*  
Pupil A: *Peach.*  
Pupil B: *Correct.*
- 6 When pupil A gets the correct answer he or she writes it down on their crossword and then pupil B asks a question.
- 7 Pupils ask and answer questions to complete the sheet.
- 8 Circulate to monitor and correct.
- 9 Once they have finished the crosswords, pupils correct in pairs.

## Extension – group game

- Divide the class into small groups (3–5). Give them the following list of words: clocks, peach, son, grey, snows, he, sky, down, cake, bear, men.
- Groups have ten minutes to write words that rhyme with these.
- When the time limit is up, groups swap papers and correct the game collectively. Pupils suggest words and you write the correct ones on the board. Groups score one point for each correct word.



Use these clues to explain the words to your partner.

Across →

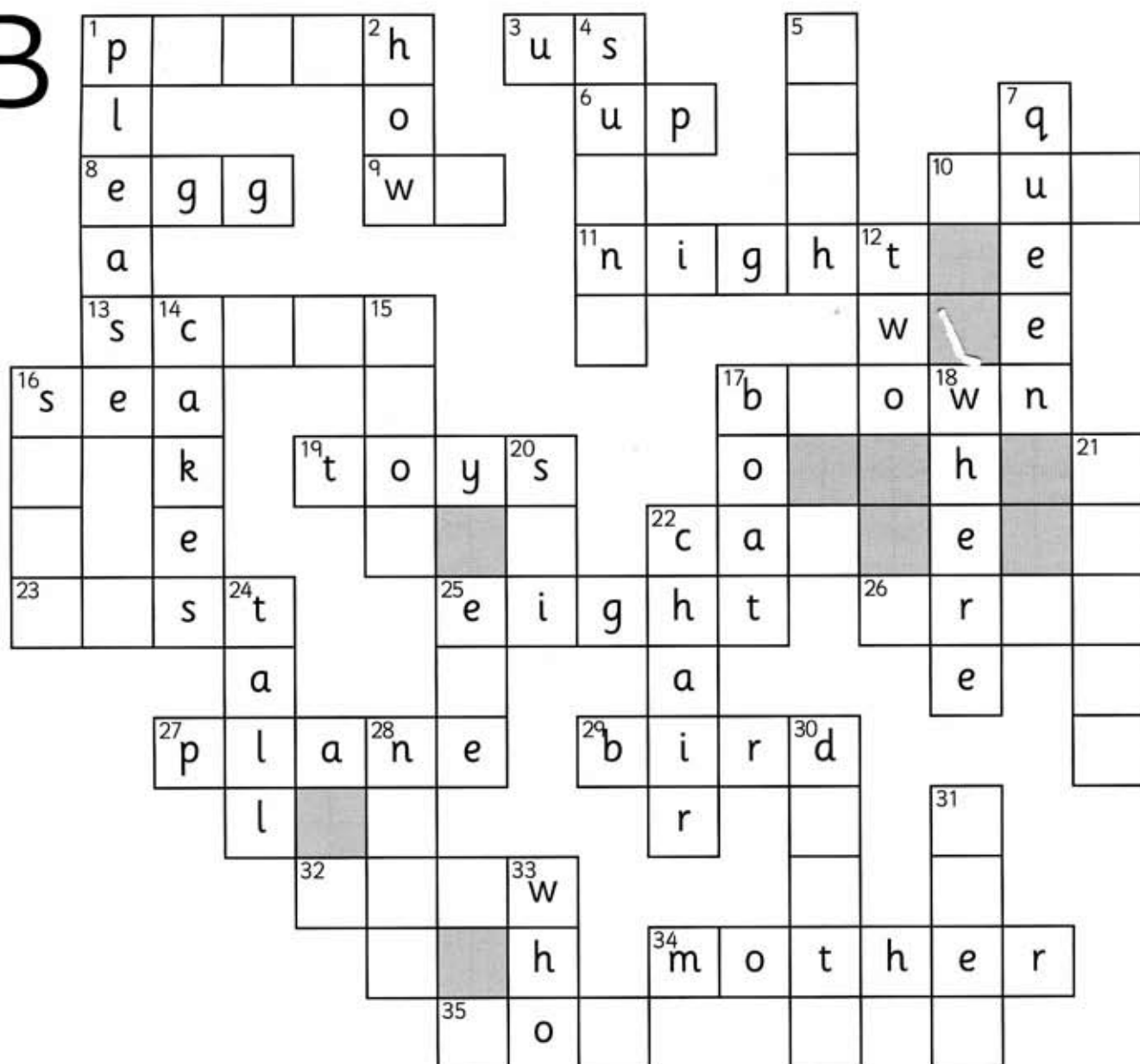
- 1 A fruit. Rhymes with 'beach'.
- 9 You and I. Rhymes with 'see'.
- 10 It's in the sky. Rhymes with 'fun'.
- 13 We wear this around our neck in winter. Rhymes with 'half'.
- 17 A colour. Rhymes with 'town'.
- 22 A pet. Rhymes with 'fat'.
- 23 Not the first. Rhymes with 'fast'.
- 26 We can see this in a wood. Rhymes with 'key'.
- 32 It's cold and white in winter. Rhymes with 'go'.
- 35 A boy child. Rhymes with 'run'.

Down ↓

- 4 The sun's shining. Rhymes with 'honey'.
- 5 Not low. Rhymes with 'sky'.
- 15 Small green animal. Rhymes with 'dog'.
- 16 Travel by boat. Rhymes with 'whale'.
- 20 A winter sport. Rhymes with 'tree'.
- 21 Something we eat. Rhymes with 'red'.
- 25 Part of the body. Rhymes with 'my'.
- 28 A number. Rhymes with 'fine'.
- 30 The opposite of clean. Rhymes with 'thirty'.
- 31 A colour. Rhymes with 'day'.



B



Use these clues to explain the words to your partner.

Across →

- 3 You and me. Rhymes with 'bus'.
- 6 Not down. Rhymes with 'cup'.
- 8 Something we eat. It comes from a hen. Rhymes with 'leg'.
- 11 The opposite of day. Rhymes with 'white'.
- 16 We can sail here. Rhymes with 'me'.
- 19 Things to play with. Rhymes with 'noise'.
- 25 A number. Rhymes with 'skate'.
- 27 We can fly in this. Rhymes with 'train'.
- 29 An animal that flies. Rhymes with 'word'.
- 34 Mum. Rhymes with 'brother'.

Down ↓

- 1 Opposite of thanks. Rhymes with 'cheese'.
- 2 A question word. Rhymes with 'cow'.
- 7 An important woman. Rhymes with 'green'.
- 12 A number. Rhymes with 'blue'.
- 14 You eat these on birthdays. Rhymes with 'snakes'.
- 17 We can go on water in this. Rhymes with 'goat'.
- 18 A question word. Rhymes with 'hair'.
- 22 We sit on this. Rhymes with 'pear'.
- 24 Not short. Rhymes with 'wall'.
- 33 A question word. Rhymes with 'shoe'.

## PRIMARY PRONUNCIATION BOX

3.6

## Phonic line-up 2

## ACTIVITY

pairwork classification puzzle

## PRONUNCIATION

## FOCUS

identifying vowel sounds

## TIME

30 minutes

## MATERIALS

a copy of the *Phonic line-up 2* worksheet per pupil, pair or small group

## Before class

- Make a copy of the *Phonic line-up 2* worksheet for each pupil, pair or small group. As a shorter activity, you can photocopy a smaller section of *Phonic line-up 2*

## In class

- Revise or pre-teach vocabulary from the worksheet with realia, flashcards or by brainstorming.
- Draw three large circles on the board. At the top of each circle write the words cat, chair, and face. Say the words aloud emphasising the underlined vowel sounds.
- Ask the class to give examples of other words with similar vowel sounds for each group. Write them in the circles.
- In the circle titled cat write train at the bottom of the list. Ask *Is this correct?* and *Where does train go?* to elicit the correct response.

➤ Train should be in the face circle.

- Draw the following example on the board.

<u>cat</u>	<u>heavy</u>	<u>father</u>
<u>chair</u>	<u>happy</u>	<u>head</u>
<u>fat</u>	<u>face</u>	<u>bad</u>

- Choose a line of words (horizontal, vertical or diagonal) from the grid that do not contain the same vowel sound and ask the class, for example: **Cat, heavy, father** – *Is that right?*
- Repeat the same procedure with another three contrasting words.
- Repeat the procedure with the three words with the same sound (cat, happy, bad) and draw a line through the words.
- Give the pupils the worksheet. Ask them to do the exercise. Tell them the lines can be horizontal, vertical or diagonal.
- Correct collectively. Ask them to offer other words for these groups.

- |                          |                            |
|--------------------------|----------------------------|
| ➤ 1 arm-shark-scarf /a:/ | 6 picnic-which-fish /ɪ/    |
| 2 juice-you-food /u:/    | 7 third-learn-hurt /ɜ:/    |
| 3 panda-happy-lamp /æ/   | 8 clock-frog-bottle /ɒ/    |
| 4 desk-head-neck /e/     | 9 cousin-jungle-mother /ʌ/ |
| 5 sleep-leaf-jeans /i:/  | 10 great-paint-whale /eɪ/  |

## Option

With more competent classes you can ask pupils to make their own grids which they can give other pupils to do. You may want to select the best of these and photocopy them for later use.

## Extension

- Choose five sound groups and write different words from each one onto cards. Make enough cards for each pupil in the class.
- Give pupils a card each and ask them to move around the class finding the other members of their sound group.

Connect the three words with the same sound.

1

<del>arm</del>	be <u>a</u> ch	pa <u>r</u> k
ba <u>ll</u>	<del>sha</del> rk	<u>a</u> ge
gr <u>e</u> at	bl <u>a</u> ck	<del>scar</del> f

2

ju <u>i</u> ce	cl <u>o</u> ud	ru <u>n</u>
yo <u>u</u>	bl <u>u</u> e	<u>u</u> nder
fo <u>o</u> d	do <u>e</u> s	bu <u>r</u> n

3

s <u>a</u> d	gr <u>e</u> y	la <u>m</u> p
ca <u>k</u> e	ha <u>pp</u> y	Ma <u>y</u>
pa <u>n</u> da	br <u>e</u> ak	be <u>a</u> r

4

me <u>n</u>	de <u>s</u> k	mea <u>t</u>
mea <u>n</u>	hea <u>d</u>	ha <u>i</u> r
br <u>e</u> ad	ne <u>c</u> k	plea <u>s</u> e

5

<u>e</u> asy	chee <u>s</u> e	fr <u>i</u> end
pe <u>t</u>	hea <u>v</u> y	chea <u>p</u>
sl <u>ee</u> p	lea <u>f</u>	jea <u>n</u> s

6

whi <u>t</u> e	ki <u>c</u> k	pic <u>n</u> ic
qu <u>i</u> ck	li <u>k</u> e	whi <u>c</u> h
ni <u>g</u> ht	bi <u>g</u>	fi <u>s</u> h

7

thi <u>r</u> d	he <u>r</u>	hi <u>g</u> h
hea <u>r</u>	lea <u>r</u> n	bi <u>r</u> d
tea <u>ch</u>	li <u>g</u> ht	hu <u>r</u> t

8

cl <u>o</u> ck	fr <u>o</u> g	bo <u>t</u> tle
lo <u>v</u> e	co <u>m</u> e	fo <u>u</u> r
ho <u>m</u> e	goa <u>t</u>	sho <u>p</u>

9

loo <u>k</u>	mu <u>s</u> ic	lu <u>n</u> ch
cou <u>s</u> in	ju <u>n</u> gle	mo <u>t</u> her
ru <u>l</u> er	du <u>c</u> k	mo <u>o</u> n

10

fe <u>e</u> t	fa <u>t</u>	wha <u>l</u> e
lea <u>f</u>	pai <u>n</u> t	gr <u>e</u> y
gr <u>e</u> at	hea <u>d</u>	<u>e</u> asy

# PRIMARY PRONUNCIATION BOX

# 3.7

## Follow the sound

### ACTIVITY TYPE

pairwork reading puzzle

### PRONUNCIATION

#### FOCUS

sound (phoneme) recognition

### TIME

30 minutes

### MATERIALS

a copy of the *Follow the sound* worksheet per pupil.  
Recording

### Before class

- Make one copy of the *Follow the sound* worksheet for each pupil.

### In class

- 1 Revise or pre-teach vocabulary from the worksheet.
- 2 Say *Listen, stop. What's the first sound?* to elicit /s/. *What's the last sound?* to elicit /p/. Write **stop** on the board. Underline **stop**. Write **potato** next to it, saying *What's the first sound?* to elicit /p/. Underline **potato**. Ask *Are they the same?* to elicit *Yes, they are*.
- 3 Say *potato, about* and ask *Are they the same?* to elicit *No, they aren't*. Stress the final and initial phonemes for pupils to hear the difference.
- 4 Drill the following pairs of words, for pupils to repeat after you and say same or different: bag – glass (yes), like – chair (no), over – about (yes), potato – open (yes), bus – sugar (no), zoo – on (no), sound – door (yes), picnic – chemist (yes), bath – they (no), shoes – sun (no), zero – old (yes).
- 5 Write the following words in a box on the board: *cries, never, tall, zoo, like, potato, about, open*. Below this, write **stop**.
- 6 Divide the class into pairs. Tell pairs to work together to match the initial and final phoneme for the words in the box. Give them 5 minutes to do this.
- 7 Correct collectively. Write the correct answers as they are called out: **stop, potato, open, never, about, tall, like, cries, zoo**. Point out that we are interested in matching sounds, not spelling. Draw their attention especially to schwa /ə/ in never and about and the different pronunciation of s (/s/ and /z/).
- 8 Write the following words in a box on the board: *zero, school, teach, knee, mouse, cheese, look, east, open, chemist*. Repeat the above procedure, starting with the word *same*. Correct collectively: *same, mouse, school, look, chemist, teach, cheese, zero, open, knee, east, teeth*.
- 9 Give out the worksheets and explain the activity by example. Pupils can move horizontally or vertically from start to finish, matching the initial and final sounds of the words in the puzzle. Pupils work in pairs to do the puzzle.
- 10 Circulate to monitor and help.
- 11 Correct orally. Say the words or listen to the recording.



- Bag, glass, stomach, catch, change, juice, scarf, photo, over, above, vet, tenth, thin, knife, fish, sugar, about, table, laugh, film, mechanic, chemist, toes, zero, open.

### Extension

- In pairs, pupils make a word snake, connecting words that end and start with the same sounds. A prize could be given to the pair with the longest correct snake.

Match the sounds

Start here

bag	glass	sure	write	thank	kangaroo
giraffe	stomach	chair	wrong	knee	octopus
friend	catch	change	juice	scarf	photo
builder	door	good	car	read	over
under	happy	thin	tenth	vet	above
sugar	fish	knife	there	stop	phone
about	soup	egg	chemist	toes	zero
table	laugh	film	mechanic	city	open

Finish here



## PRIMARY PRONUNCIATION BOX

3.8

## Sound me out 2

## ACTIVITY TYPE

individual reading puzzle

PRONUNCIATION  
FOCUS

distinguishing different sounds

## TIME

20 minutes

## MATERIALS

a copy of the *Sound me out 2* worksheet per pupil

## Before class

- Make one copy of the *Sound me out 2* worksheet for each pupil.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet.
  - 2 Write the following words horizontally across the board: run, wrong, rock, when, write. Say *Listen and repeat*. Say each of the words in turn, stressing the sound you want your pupils to distinguish. Correct their pronunciation if necessary. Say, *Are they the same? Which word is different?* Wait for the class to identify the word (when). Draw a circle around it.
  - 3 Repeat the procedure with the following sets of words, or until the pupils have a clear idea of the activity: teach, sea, bread, meat, cheese (bread).  
Under, come, up, sun, ruler (ruler).  
Eye, sky, my, key, high (key).  
Happy, he, hour, hot, who (hour).  
Give, giraffe, juice, jeans, orange (give).
  - 4 Give out the worksheets.
  - 5 Circulate to monitor and help.
  - 6 Correct orally.
- 1 soap 2 scissors 3 listen 4 wear 5 knee 6 go 7 your 8 garden 9 gives 10 hour 11 architect  
12 island 13 key 14 beaches 15 who
- 7 Tell individual pupils to read each group of words aloud, stressing and practising the different sounds.

## Extension

- In pairs or small groups, pupils make up several lists of words; four words that follow the same sound pattern and one word that does not, within a set time limit. Circulate to monitor and prompt. Tell pupils to then swap their lists and work out the answers.



Circle the different sound

wear pear dear bear square

	A	B	C	D	E
1	s <u>u</u> gar	s <u>h</u> op	s <u>u</u> re	s <u>o</u> ap	w <u>a</u> sh
2	s <u>k</u> ate	s <u>c</u> arf	s <u>ch</u> ool	s <u>k</u> irt	s <u>c</u> issors
3	t <u>e</u> nnis	w <u>r</u> iting	l <u>i</u> sten	b <u>i</u> te	l <u>i</u> ttle
4	y <u>e</u> ar	n <u>e</u> ar	w <u>e</u> ar	cl <u>e</u> ar	h <u>e</u> ar
5	k <u>n</u> ee	k <u>i</u> ck	k <u>e</u> y	k <u>i</u> chen	k <u>a</u> ngaroo
6	t <u>oo</u>	d <u>o</u>	th <u>ro</u> ugh	bl <u>ue</u>	g <u>o</u>
7	c <u>ow</u>	fl <u>ow</u> r	o <u>ur</u> s	y <u>ou</u> r	tr <u>ou</u> sers
8	ch <u>a</u> ng <u>e</u>	g <u>a</u> rden	or <u>a</u> ng <u>e</u>	g <u>i</u> raff <u>e</u>	p <u>a</u> g <u>e</u>
9	f <u>i</u> ve	d <u>r</u> ives	g <u>i</u> ves	kn <u>i</u> ves	w <u>i</u> ves
10	h <u>o</u> t	h <u>ou</u> r	h <u>u</u> ngry	h <u>e</u> lp	h <u>o</u> spital
11	cat <u>ch</u>	ch <u>i</u> cken	ch <u>o</u> colate	ar <u>ch</u> itect	kitch <u>e</u> n
12	sh <u>i</u> p	is <u>l</u> and	r <u>i</u> ver	cin <u>e</u> ma	ci <u>t</u> y
13	<u>e</u> ight	gr <u>e</u> y	str <u>a</u> ight	<u>k</u> ey	pl <u>a</u> y
14	beach <u>e</u> s	ch <u>e</u> mist	mech <u>a</u> nic	stomach <u>u</u>	headach <u>e</u> s
15	w <u>h</u> en	w <u>h</u> at	w <u>h</u> o	w <u>h</u> ere	w <u>h</u> y

PRIMARY PRONUNCIATION  
BOX

3.9

## Sounds around

## ACTIVITY TYPE

small group board game

PRONUNCIATION  
FOCUS

consonant identification:

/dʒ/jump, /k/cook, /f/fish,  
/s/sad

## TIME

30 minutes

## MATERIALS

a copy of the *Sounds around*  
board, and a set of game  
cards per small group, dice,  
counters, card (optional)

## Before class

- Make a copy of the *Sounds around* worksheet for each small group (3-4 pupils). Prepare sets of cards by cutting the four game cards out from the centre of the worksheet and then sticking the baseboard onto card. If you prefer pupils can do this at the start of the class.

## In class

- 1 Write the headings /dʒ/jump, /k/cook, /f/fish, /s/sad on the board and use them to model the target sounds.
- 2 Elicit other words containing the same sounds for you to write under the headings. Encourage pupils to think of different possible spellings, and if necessary prompt them using one or two examples from the baseboard.
- 3 Arrange the class in small groups (maximum four pupils) working around a table.
- 4 Encourage the pupils to use English for communicating while they play by teaching/ revising some essential phrases beforehand, e.g. *Can you repeat that? You're the winner. Pass the dice please. Whose turn is it? It's my turn. It's your turn. Miss a turn.*

You can use the last of these phrases to encourage pupils to talk in English only. If they don't, they *Miss a turn*.

- 5 Explain the game. This can be done by example.
- 6 Circulate to monitor and correct pronunciation.
- 7 Give each group a game set to play.
- 8 Circulate to monitor and help.

## Sounds around game

- Each player has a counter which they place on the start square.
- To start, they all roll the dice, and the player with the highest number starts.
- The first player rolls the dice and moves their counter. They must say aloud the word they land on. If the word they land on contains one of their target sounds then they write it down on their game card. Players cannot repeat a word that has already been written down.
- The player on his or her left rolls the dice and the process continues, but they cannot repeat a word another player has written down.
- The winner is the first player to collect eight words (four for each target sound).

Start here

chess juice	sugar	toothache	sausage	bridge	singer	knife	usually	engineer	city key
flag	<div style="border: 1px dashed black; padding: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>/f/ fish</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p>/s/ sad</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>/dʒ/ jump</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p>/s/ sad</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>/f/ fish</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p>/k/ cook</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>/dʒ/ jump</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p>/k/ cook</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div> </div>								mechanic
orange									laugh
through									nurse
traffic									jeans
quick									factory
age									cinema
cough									alphabet
know									cheese
science									picnic
chicken									face
geography									enjoy
guitar									scissors
noisy shark									chocolate
jacket									half
guess									jungle
dolphin									school
magazine	job shelf								

## PRIMARY PRONUNCIATION BOX

3.10

## Easy-peasy jigsaw 3

## ACTIVITY TYPE

pairwork puzzle

PRONUNCIATION  
FOCUS

simple rhyming words

## TIME

30 minutes

## MATERIALS

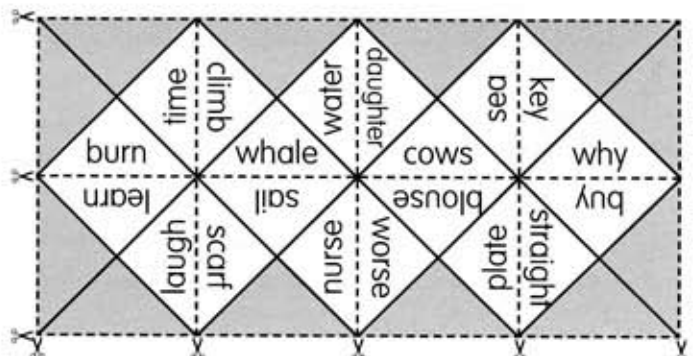
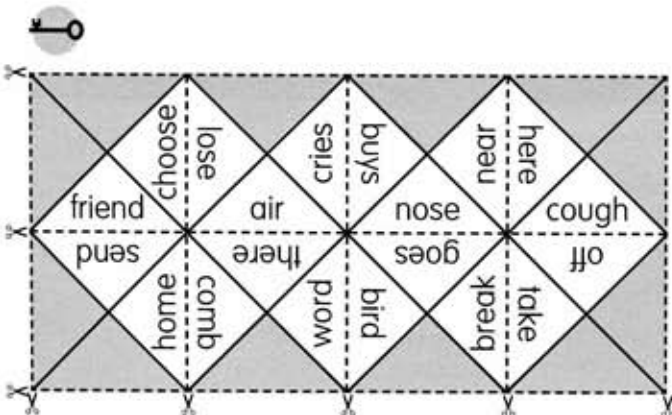
an enlarged copy of the *Easy-peasy jigsaw 3* worksheet,  
copy of the *Easy-peasy jigsaw 3* worksheet per pupil;  
scissors, glue (optional)

## Before Class

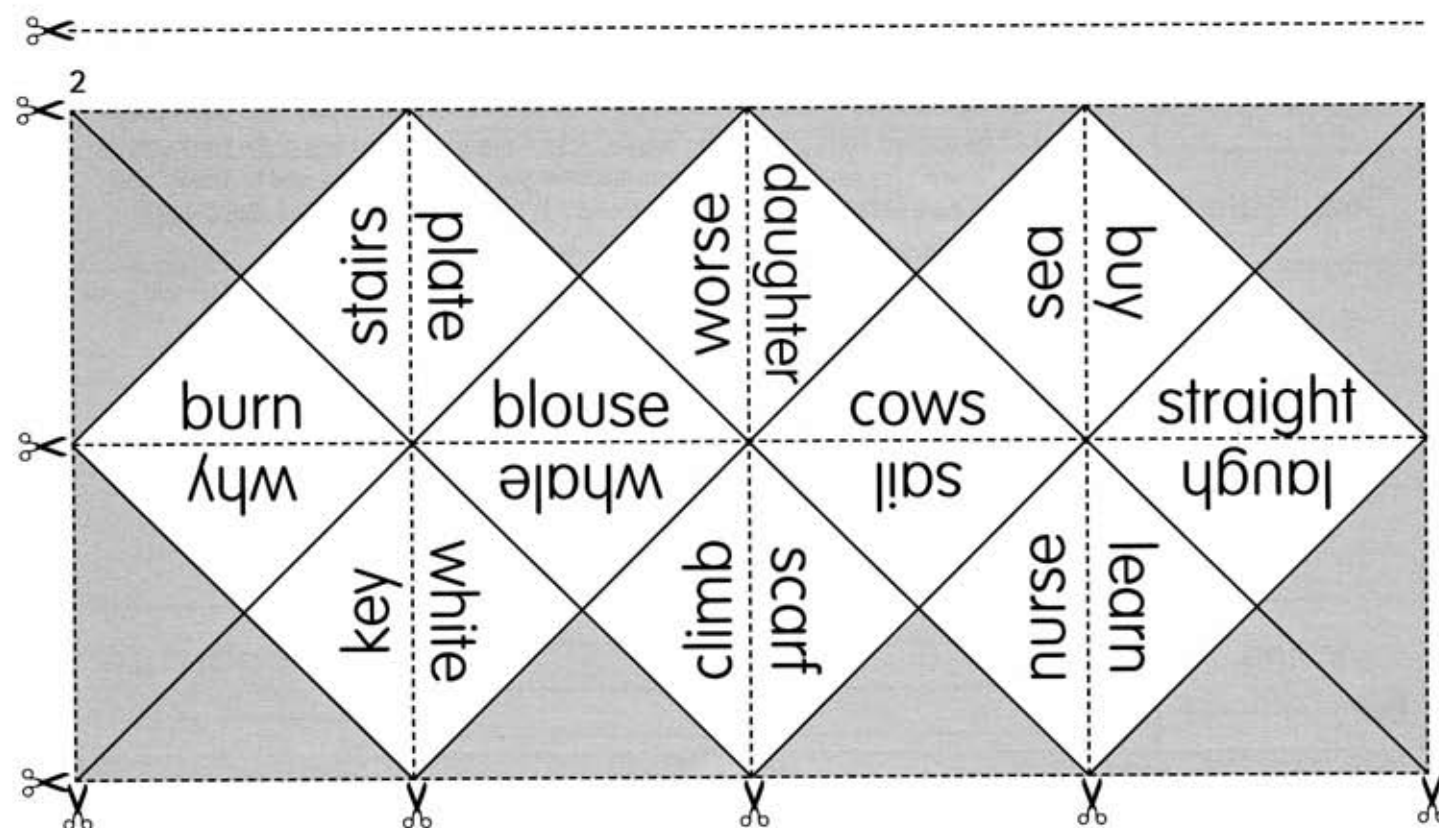
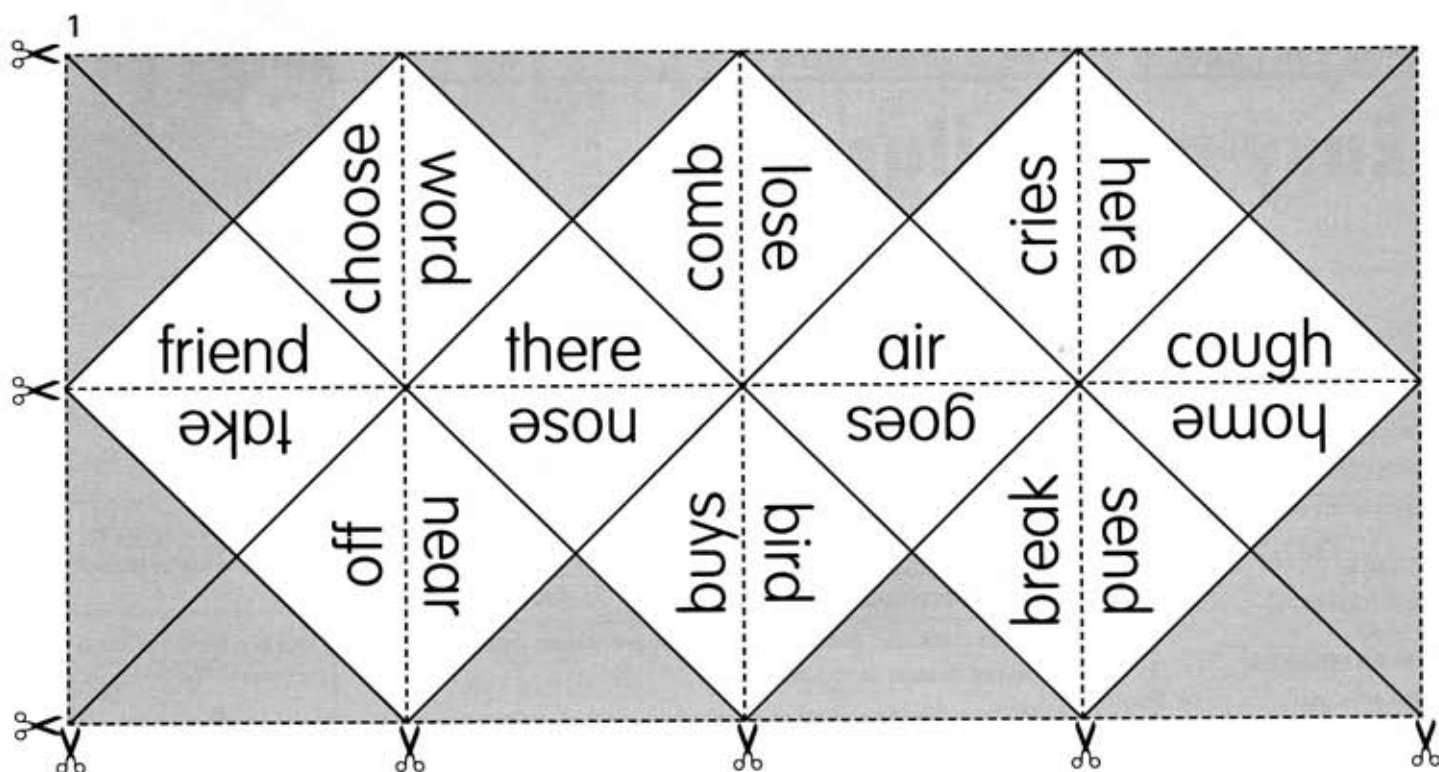
- Make an enlarged copy of *Easy-peasy jigsaw 3* worksheet and cut each jigsaw into eight. Make a copy of the *Easy-peasy jigsaw 3* worksheet for each pupil and cut these in half.

## In class

- 1 Revise or pre-teach vocabulary from the worksheet and the concept of rhyme. Write *care* and *where* on the board. Say, *Listen and repeat. Care, where.* Wait for the class to repeat. Correct pronunciation if necessary. Say *Do they rhyme?*
- 2 Write *does* and *goes* and repeat the procedure. Explain that words that are spelt the same do not always sound the same.
- 3 Write a selection of other rhyming words that your pupils know randomly on the board. Use a mixture of words that rhyme, but look as though they do not: *two, do, cry, buy, bread, red, light, kite* etc. and words that have the same spelling/sound pattern: *come, some, skate, plate, chair, hair* etc. Allow pupils time to read all of the words before asking them to find the rhyming pairs. Ask individual pupils to suggest answers.
- 4 Take the enlarged jigsaw pieces and put them on the board with sticky tack. Show pupils that the shaded edge goes on the outside. Take a piece and read one of the words aloud e.g. 'break'. Try matching words from the other pieces, putting them next to 'break' and saying them aloud each time: 'break/friend', 'break/bird' etc. Continue until pupils successfully match break/take and have a clear idea of the activity.
- 5 Give out the first half of the worksheet, puzzle 1. Pupils cut it up. Divide the class into pairs. Tell pairs to work together to match the rhyming words on the jigsaw.
- 6 Circulate to monitor and help.
- 7 Correct collectively. Pupils can call out the rhyming words as you or another pupil completes the enlarged jigsaw on the board.
- 8 Pupils can stick the corrected jigsaw into their notebooks.
- 9 Depending on time, jigsaw 2 can be done in the same lesson, or a later one.







## PRIMARY PRONUNCIATION BOX

3.11

## Water everywhere

## ACTIVITY TYPE

individual poem and sequencing activity.

## PRONUNCIATION

## FOCUS

rhythm and stress

## TIME

30 minutes

## MATERIALS

a copy of the *Water everywhere* worksheet per pupil, scissors. Recording

## Before class

- Make one copy of the *Water everywhere* worksheet for each pupil. Cut these into two sections.

## In class

- 1 Revise or pre-teach the vocabulary on the worksheet using flashcards or definitions. Ensure that **ceiling** and **landing** are taught.
- 2 Give out the first section of the worksheet and let your pupils read the jumbled poem in silence before they cut it up into lines.
- 3 Play the recording for pupils to listen.



## Tapescript

There's **water** on the **ceiling**,  
 And **water** on the **wall**,  
 There's **water** in the **bedroom**,  
 And **water** in the **hall**,  
 There's **water** on the **landing**,  
 And **water** on the **stair**,  
 Whenever **daddy** takes a **bath**  
 There's **water everywhere**.  
 (Valerie Bloom)

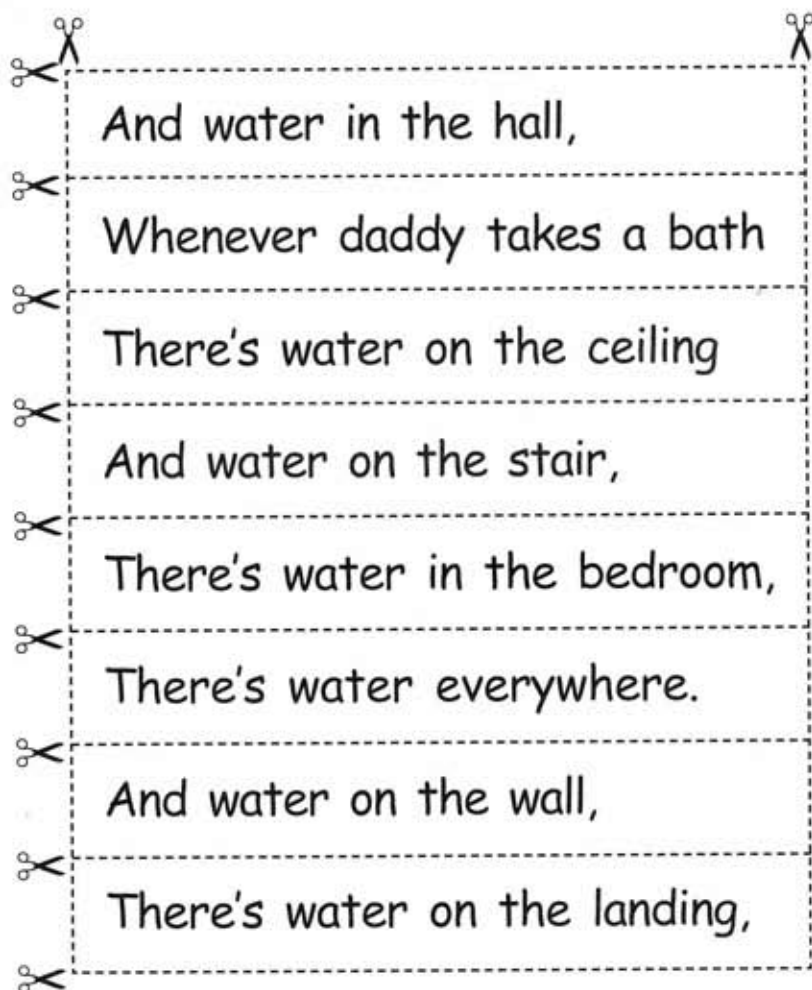


- 4 Explain by demonstration that pupils have to put the lines of the poem in the right order as they listen to the recording a second time. Play the recording.
- 5 Tell pupils to compare their versions in pairs or small groups.
- 6 Give out the second section of the worksheet for pupils to correct.
- 7 Say the poem aloud as you clap to mark the rhythm (on the stressed syllables marked above).
- 8 Get pupils to say the poem together while clapping to the rhythm.

## Extension

- As a whole class activity, try to invent a different poem using the same structure and rhythm pattern, but changing the words. Start the class off with:  
**There's snow in/on/near the play-park/garden/front door etc.**  
**And snow in/on the/my street/trees/ground/cars/head/hair etc.** (the fourth line must rhyme with this one) ...
- Prompt pupils and let them make suggestions. Write these on the board, then collectively choose the best ones for the poem.
- Ask pupils where they can see snow (play-park, road, trees, ground air etc.) and where it can get (feet, hair, shoes, coat, boots etc.). Ask them what snow does (fall, float, lie, fly, sit, drop etc.).
- Remind them when words need to rhyme (lines 2 and 4 and 6 and 8).
- When a version of the poem is agreed upon, pupils say it aloud before copying it into their notebooks.
- Provide some pairs of rhyming words e.g. street/feet, air/chair, boots/roots, trees/knees.

Cut the poem up, listen and put it in order



(Valerie Bloom)

**There's water on the ceiling,  
And water on the wall,  
There's water in the bedroom,  
And water in the hall,  
There's water on the landing,  
And water on the stair,  
Whenever daddy takes a bath  
There's water everywhere.**

(Valerie Bloom)



PRIMARY PRONUNCIATION  
BOX

3.12

# Phonic bingo

**ACTIVITY TYPE**

whole class listening game  
(bingo)

**PRONUNCIATION  
FOCUS**

consonant identification

**TIME**

30 minutes

**MATERIALS**

two copies of the *teacher's baseboard*, one photocopy of *pupils' bingo cards* per 20 pupils, a pencil per pupil

**Before class**

- Make twenty copies of the *pupils' bingo cards* and one *teacher's baseboard*. Each pupil's card has three boxes. The *teacher's baseboard* consists of 30 consonant combinations each of which has two words.
- Make two photocopies of the *teacher's baseboard*, each on different coloured paper or card. Leave one sheet intact as the baseboard, and cut the other one up into sixty individual word cards and keep these safely in a small bag.
- Make a photocopy of the *pupils' bingo cards* for each twenty pupils and cut it into individual cards of three boxes. Each pupil will need one card and a pencil. If you have more than twenty pupils, put weak and strong pupils in pairs to work together.

**In class**

- 1 Say the sounds /kw/, /mps/, /nt/. Ask pupils to repeat these sounds.
- 2 Write on the board /kw/, /mps/, /nt/. Ask your pupils to suggest words that include these sounds, though not necessarily these letter combinations. Try to elicit as many words as possible and write them underneath the sounds on the board. E.g. quiet, quite, quick, queen, jumps, lamps, stamps, chimps, ant, went, parent, different etc.
- 3 Explain that you are going to call out some words and if they contain the same sounds as those shown on the cards, the pupils should write the word in the space under the letters. Demonstrate on the board if necessary. Explain that when they have written their six words on their card they must call out *bingo* and read the words back to you to check.
- 4 Explain any vocabulary and practise pronunciation if necessary. Give out the bingo cards and ask pupils to study them for a few minutes to familiarise themselves with the sounds.
- 5 Start the game by saying *Eyes down* and gesture by bending your head to look at the board. Your pupils now have the cue which signals the start of the game. They should be looking at their cards and paying attention.
- 6 Mix up your bag of words. Take the first one out and read it aloud twice. Place it on the corresponding part of your baseboard and continue in this way.
- 7 Be careful that pupils do not see the teacher's baseboard, as this is a listening exercise.
- 8 The winner must read the words aloud for you to check on your baseboard. Check the pronunciation.
- 9 The first time they play they only have to tick off the sound. The second time they have to write down one word. Once confident and familiar with the game they then write down both words for their sound.

**Option**

Give the winner of the game the teacher's baseboard and word cards to call out for the class to play again.

/bl/ _____ _____	/ts/ _____ _____	/kw/ _____ _____	/kt/ _____ _____	/fr/ _____ _____	/sp/ _____ _____
/br/ _____ _____	/gl/ _____ _____	/md/ _____ _____	/kw/ _____ _____	/fl/ _____ _____	/nt/ _____ _____
/dr/ _____ _____	/kl/ _____ _____	/mps/ _____ _____	/ld/ _____ _____	/str/ _____ _____	/nz/ _____ _____
/fr/ _____ _____	/kt/ _____ _____	/ns/ _____ _____	/lz/ _____ _____	/dr/ _____ _____	/sk/ _____ _____
/ft/ _____ _____	/br/ _____ _____	/nks/ _____ _____	/md/ _____ _____	/bl/ _____ _____	/tr/ _____ _____
/gl/ _____ _____	/tw/ _____ _____	/ns/ _____ _____	/mps/ _____ _____	/tr/ _____ _____	/nz/ _____ _____
/gr/ _____ _____	/ts/ _____ _____	/pl/ _____ _____	/nd/ _____ _____	/sp/ _____ _____	/ft/ _____ _____
/kl/ _____ _____	/str/ _____ _____	/nd/ _____ _____	/nks/ _____ _____	/sl/ _____ _____	/pr/ _____ _____
/kr/ _____ _____	/sk/ _____ _____	/ld/ _____ _____	/nt/ _____ _____	/pr/ _____ _____	/lz/ _____ _____
/fl/ _____ _____	/sl/ _____ _____	/kr/ _____ _____	/gr/ _____ _____	/pl/ _____ _____	/tw/ _____ _____



/bl/	blue	problem	/mps/	jumps	stamps
/br/	bridge	brother	/nd/	and	opened
/dr/	drive	drink	/nks/	thanks	drinks
/fl/	fly	flower	/ns/	afternoon	afternoon
/fr/	friend	fridge	/nt/	parent	dentist
/ft/	laughed	afternoon	/nz/	beans	wins
/gl/	glass	glue	/pl/	please	plane
/gr/	green	great	/pr/	pretty	price
/kl/	clean	club	/sk/	school	skate
/kr/	crown	crocodile	/sl/	sleep	slow
/kt/	asked	doctor	/sp/	speak	special
/kw/	queen	quick	/str/	street	strong
/ld/	build	child	/tr/	tree	trousers
/lz/	balls	camels	/ts/	outside	bats
/md/	combed	climbed	/tw/	twenty	between

## 3.13

## PRIMARY PRONUNCIATION BOX

## Do Re Mi (1)

## ACTIVITY TYPE

whole class song, small group matching game (dominoes)

## PRONUNCIATION

## FOCUS

homophones

## TIME

50 minutes

## MATERIALS

a copy of the *Do Re Mi (1)* worksheet per pupil, a copy of the *Do Re Mi (2)* worksheet per small group. Recording

## Worksheet 1

## Before class

- Make one copy of the *Do Re Mi (1)* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the vocabulary on the worksheet using flashcards, or definitions. Ensure the following are taught: *deer*, *doe*, *female* (feminine) *male* (masculine), *sew* and *ray*.
- 2 Write *hear* and *here* on the board. Ask a pupil to read them aloud. Check the pronunciation is the same for both. Repeat the procedure with *where* and *wear*. Explain that two words that sound the same but have different spellings and meanings are called *homophones*.
- 3 Write the following words on the board: *right*, *son*, *two*, *see*, *know*, *four*, *meet*, *new*, *eye*, *red*, *board*, *threw*, *blew*, *nose*. Say these words all have homophones and invite pupils to suggest them to you. Pupils should spell the words aloud. Write the correct ones on the board (*write*, *sun*, *to/too*, *sea*, *no*, *for*, *meat*, *knew*, *I*, *read*, *bored*, *through*, *blue*, *knows*). Check pronunciation.
- 4 Give out the worksheets and let the pupils read them in silence for a few minutes.
- 5 Play the recording for pupils to fill the gaps in the song in section 1 of the worksheet.



## Tapescript

Let's start at the very beginning  
 A very good place to start  
 When you read you begin with ABC  
 When you sing you begin with Do - Re - Mi  
 Do - Re - Mi - Do - Re - Mi  
 The first three notes just happen to be  
 Do - Re - Mi - Do - Re - Mi  
 Do - Re - Mi - Fa - So - La - Ti  
 Oh, let's see if I can make it easier

Do - a deer, a female deer  
 Re - a drop of golden sun  
 Mi - a name I call myself  
 Fa - a long, long, way to run  
 So - a needle pulling thread  
 La - a note to follow so  
 Ti - a drink with jam and bread  
 That will bring us back to Do

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- 6 Correct orally. Write the words on the board as individual pupils call out the answers.
- 7 Point to section 2 of the worksheet. Explain that the words in the box are homophones of the musical notes. Point to the example *doe* and ask pupils to look at the musical notes, read the definitions and write the correct words from the box in the spaces.
- 8 Correct orally. Write the words on the board as individual pupils spell the homophones to you: (*doe*, *ray*, *me*, *far*, *sew*, *tea*).
- 9 Point to section 3 of the worksheet. Explain that the words in the box are more examples of homophones. Read them aloud. Pupils find the homophones of these words in the text.
- 10 Correct orally. Write the words on the board as individual pupils spell out the answers.



- a. sea/see, b. son/sun, c. two/to, d. dear/deer, e. weigh/way.

PRIMARY PRONUNCIATION  
BOX

3.13

## Do Re Mi 2

## Worksheet (2)

## Before class

- Make a copy of the *Do Re Mi (2)* worksheet per small group. Cut this up into 20 dominoes.

## In class

- 1 Arrange the class in small groups working around a table.
- 2 Explain the rules. This can be done by example with one small group. Shuffle the dominoes and divide them between the pupils. Turn the last domino face up and place it in the middle of the table.
- 3 The player to the left of the dealer starts. He or she puts a domino next to the one on the table (either before or after). The words that are placed together must be homophones and the player must say the word.
- 4 The player on his or her left continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
- 5 Encourage pupils to use English for communicating while they play by teaching or revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How do you pronounce...? Can you repeat that? You're the winner.*
- 6 The first person to play all his or her dominoes is the winner. The others continue playing while the winner supervises. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- 7 Give one set of dominoes to each group to play the game.
- 8 Circulate to monitor and check.

## Option

If you prefer, pupils can play the game in teams. The first team to complete the circuit correctly are the winners.

- write/right, dough/doe, deer/dear, male/mail, raise/rays, son/sun, way/weigh, to/two, sew/so, board/bored, pear/pair, see/sea, ate/eight, flower/flour, here/hear, four/for, meat/meet, knew/new, I/eye, nose/knows

1 Listen and fill the gaps with words from the box

beginning ✓	see	read	bread	sing
run	deer	start	sun	first

Let's start at the very beginning

A very good place to \_\_\_\_\_

When you \_\_\_\_\_ you begin with ABC

When you \_\_\_\_\_ you begin with Do - Re - Mi

Do - Re - Mi - Do - Re - Mi

The \_\_\_\_\_ three notes just happen to be

Do - Re - Mi - Do - Re - Mi

Do - Re - Mi - Fa - So - La - Ti

Oh, let's \_\_\_\_\_ if I can make it easier

Do - a deer, a female \_\_\_\_\_ [ doe ]

Re - a drop of golden \_\_\_\_\_ [ \_\_\_\_\_ ]

Mi - a name I call myself \_\_\_\_\_ [ \_\_\_\_\_ ]

Fa - a long, long, way to \_\_\_\_\_ [ \_\_\_\_\_ ]

So - a needle pulling thread \_\_\_\_\_ [ \_\_\_\_\_ ]

La - a note to follow so

Ti - a drink with jam and \_\_\_\_\_ [ \_\_\_\_\_ ]

That will bring us back to Do



2 Now write the words next to the definitions

doe ✓	sew	tea	far	me	ray
-------	-----	-----	-----	----	-----

3 Look at these homophones

doe	dough
male	mail
rays	raise

Can you find homophones for these words in the text?

a sea \_\_\_\_\_ b son \_\_\_\_\_ c two \_\_\_\_\_

d dear \_\_\_\_\_ e weigh \_\_\_\_\_

right	dough	doe	deer
dear	male	mail	raise
rays	son	sun	way
weigh	to	two	sew
so	board	bored	pear
pair	see	sea	ate
eight	flower	flour	here
hear	four	for	meat
meet	knew	new	I
eye	nose	knows	write



## 3.14

## PRIMARY PRONUNCIATION BOX

## Don't

## ACTIVITY TYPE

individual cloze poem,  
pairwork role play

PRONUNCIATION  
FOCUS

word/ sentence stress,  
intonation

## TIME

30 minutes

## MATERIALS

a copy of the *Don't* worksheet  
per pupil, card and scissors  
(optional). Recording

## Before class

- Make a copy of the *Don't* worksheet for each pupil, make up vocabulary flashcards (see point 1) (optional).

## In class

- 1 Pre-teach and practise key vocabulary. You can divide it into four groups:

**verbs** – *pull faces, tease, pick* (nose, ears – 'put finger in'), *be rude, put, pour* (mime bottle and glass), *stick up, squash, chuck* (throw), *throw*. Use actions to illustrate the verbs, then ask your pupils to do the actions.

**body parts** – *ear, nose, toes, knees*. Use the actions taught above.

**food** – *toffee, coffee, gravy, beer, spaghetti, peas, mustard, custard, jelly, fruit*. Enlarge illustrations from the worksheet to make flashcards to practise these.

**other** – *telly* (television), *ants, pants* (underpants), *fool* (a silly person)

- 2 Write **two** and **shoe** on the board. Say, *Listen and repeat. Two, shoe*. Correct pronunciation if necessary. Say *Do they rhyme?* to elicit an affirmative answer. Ask if they can add any more words that rhyme with **two** and **shoe** to elicit **who, blue, through, too, do**, etc.
- 3 Give out the worksheet and ask pupils to complete the poem using the words in the box at the bottom of the page. Point out that the words rhyme, either with what comes before or after.
- 4 Correct the exercise by playing the recording or reading the tapescript.



## Tapescript

**A** Don't do,  
Don't do,  
Don't do **that**.  
Don't pull **faces**,  
Don't **tease** the **cat**.  
Don't pick your **ears**,  
Don't be rude **at school**  
**B** Who do they **think I am**?  
Some kind of **fool**?  
One day  
they'll **say**  
Don't put **toffee** in my coffee  
don't pour **gravy** on the **baby**  
don't put **beer** in his **ear**.

don't stick **your toes** up his **nose**.  
Don't put **confetti** on the **spaghetti**  
and don't squash **peas** on your **knees**.

**A** Don't put **ants** in your **pants**  
don't put **mustard** in the **custard**  
don't chuck **jelly** at the **telly**  
and don't throw **fruit** at the computer  
don't throw **fruit** at the computer.

**B** Don't **what**?  
**A** Don't throw **fruit** at the computer.  
**B** Don't **what**?  
**A** Don't throw **fruit** at the computer.  
**B** Who do they **think I am**?  
Some kind of **fool**?



- 5 Pupils listen and repeat line by line. Check for pronunciation difficulties, pay special attention to the rhythm and stress (stressed syllables in **bold**). Check for correct pronunciation of unstressed syllables: **he, your, at, do, of**.
- 6 Play the recording again for pupils to chant and clap (clapping on the stressed words in bold), concentrating on fluency.
- 7 Further practice can be provided by asking pupils to read the poem in pairs as though it were a dialogue between parent and child using A and B as indicated in the tapescript. Encourage correct intonation.

Complete the poem with the words in the box

Don't do,  
Don't do,  
Don't do that.  
Don't pull faces,  
Don't tease \_\_\_\_\_

Don't pick your ears,  
Don't be rude \_\_\_\_\_  
Who do they think I am?

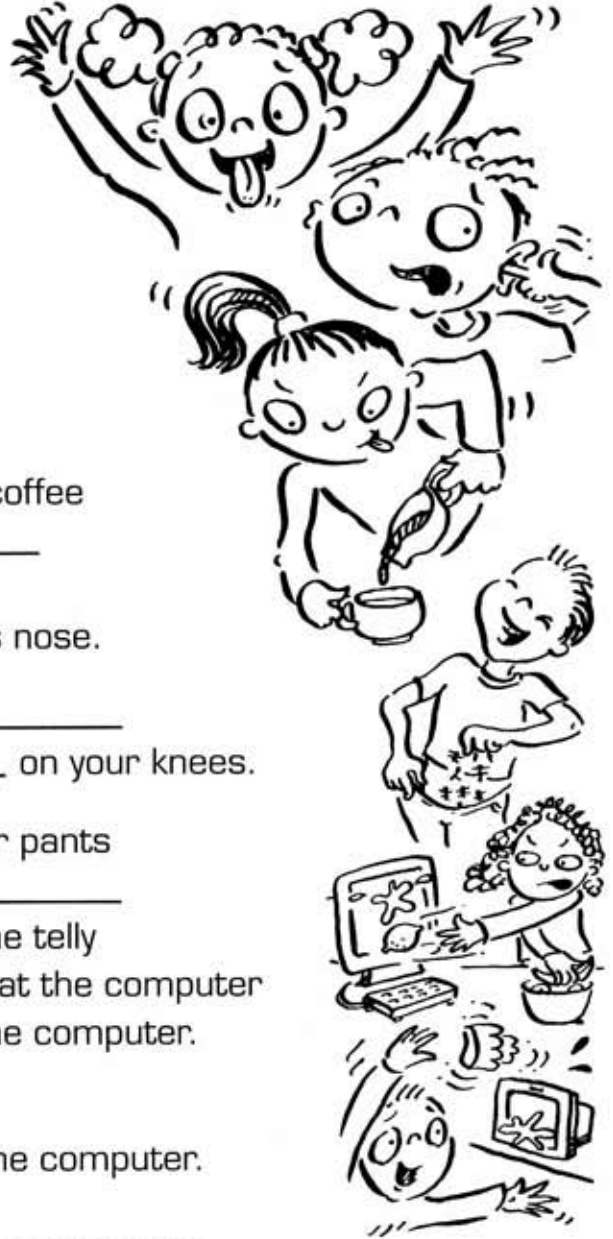
Some kind of fool?

One day  
they'll \_\_\_\_\_  
Don't put \_\_\_\_\_ in my coffee  
don't pour gravy on \_\_\_\_\_  
don't put beer in \_\_\_\_\_  
don't stick \_\_\_\_\_ up his nose.

Don't put confetti on the \_\_\_\_\_  
and don't squash \_\_\_\_\_ on your knees.

Don't put \_\_\_\_\_ in your pants  
don't put mustard in the \_\_\_\_\_  
don't chuck \_\_\_\_\_ at the telly  
and don't throw \_\_\_\_\_ at the computer  
don't throw \_\_\_\_\_ at the computer.

Don't what?  
Don't throw \_\_\_\_\_ at the computer.  
Don't what?  
Don't throw \_\_\_\_\_ at the computer.  
Who do they think I am?  
Some kind of fool?



Michael Rosen.

his ear	fruit	ants	spaghetti	your toes	the baby
the cat	fruit	jelly	say	fruit	toffee
peas	custard	at school	fruit		

## 3.15

## PRIMARY PRONUNCIATION BOX

## Homophone crossword

## ACTIVITY TYPE

individual crossword puzzle

PRONUNCIATION  
FOCUS

homophones

## TIME

30 minutes

## MATERIALS

a copy of the *Homophone crossword worksheet* per pupil

## Before class

- Make one copy of the *Homophone crossword worksheet* for each pupil.

## In class

- 1 Ask pupils to write the numbers 1 to 10 in a column in their notebooks. Dictate the following: 1–knows, 2–right, 3–son, 4–two, 5–see, 6–here, 7–four, 8–meet, 9–new, 10–eye. Some pupils may ask you to clarify which meaning you want, but just insist they write what they hear and what they think the word is.
- 2 Pupils swap dictations for correction. Ask a pupil to come to the front and write the words on the board as individual pupils dictate them. Ask each pupil to spell the word they dictate. By now, pupils should begin to disagree or query the word, or its correct spelling. Continue until at least one form of each dictated word has been written on the board. Ask the pupil to sit back down.
- 3 Say, *Number one, knows*. Write both forms of the word (knows and nose) on the board, and explain that these are homophones, words that sound the same, but have different meanings and are spelt differently.
- 4 Say each word again to elicit at least two different forms and write these on the board: /right, write/, /son, sun/, /two, to, too/, /see, sea/, /here, hear/, /four, for/, /meet, meat/, /new, knew/, /eye, I/.
- 5 Brainstorm the class for other homophones they know. Write these on the board.
- 6 Revise or pre-teach vocabulary from the worksheet.
- 7 Write *The wind blue hard last night*. on the board. Ask pupils to read the sentence and identify the spelling mistake. Underline it (blue) and ask pupils to suggest the correct spelling (blew).
- 8 Give out the worksheets. Ask pupils to read the clues and underline the spelling mistakes/wrong homophones.
- 9 Explain the activity by example. Draw the following on the board and read the clue for 2 across aloud. 

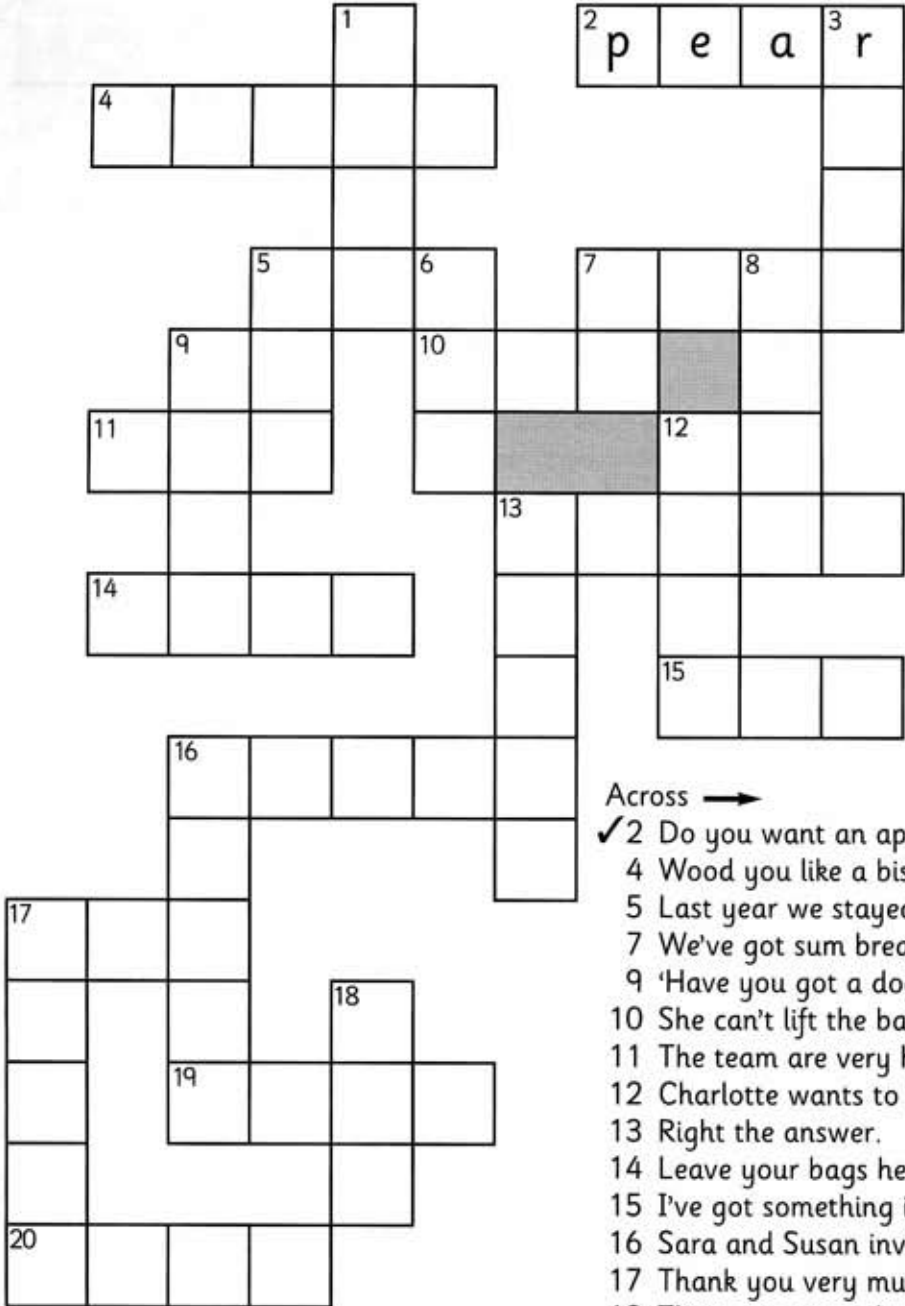
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- 10 Say *How do you spell pear? Is this right? What's the mistake?* Write the correct word in the squares on the board as your pupils spell it to you.
- 11 Ask pupils to complete the crossword in the same way. Circulate to monitor and help.
- 12 Correct the crossword orally. Ask pupils to spell the homophones as you write them on the board.

➔ **Across:** 2 pear, 4 would, 5 sea, 7 some, 9 no, 10 too, 11 won, 12 be, 13 write, 14 here, 15 eye, 16 their, 17 for, 19 week, 20 read

**Down:** 1 blue, 3 rode, 5 son, 6 ate, 7 so, 8 meet, 9 nose, 12 bite, 13 where, 16 threw, 17 flour, 18 new

## Extension – whole class game

- Divide the class into groups of four or five pupils.
- On cards, write a selection of words that have homophones. Hold up a word card for the teams to read, discuss quietly and write down its homophone.
- Groups swap lists then correct collectively by writing the correct suggestions on the board. Each correctly spelt homophone wins a point. The group with the most points wins.



Across →

- ✓2 Do you want an apple or a pair?
- 4 Wood you like a biscuit?
- 5 Last year we stayed in our house by the see.
- 7 We've got sum bread, but we haven't got any butter.
- 9 'Have you got a dog?' – 'Know, I haven't.'
- 10 She can't lift the bag. It's two heavy.
- 11 The team are very happy. They one the match.
- 12 Charlotte wants to bee a doctor.
- 13 Right the answer.
- 14 Leave your bags hear please.
- 15 I've got something in my I.
- 16 Sara and Susan invited me to there party.
- 17 Thank you very much four my present.
- 19 There are seven days in a week.
- 20 I red that book last year.

Down ↓

- 1 If you mix blew and red you get purple.
- 3 We road our bikes to school last week.
- 5 Pablo is Mike and Paloma's sun.
- 6 He eight three pieces of cake!
- 7 It rained, sew we had to stay at home.
- 8 I'm going to meat my friend at half past two.
- 9 Ricky broke his knows when he was younger.
- 12 Be careful! That dog may byte!
- 13 Wear are the children?
- 16 The children through a ball for the dog to catch.
- 17 We need eggs, sugar, flower and milk to make a cake.
- 18 Do you like my knew trainers?

## 3.16

## PRIMARY PRONUNCIATION BOX

## Sound mingle



## ACTIVITY TYPE

whole class matching activity  
and group game

PRONUNCIATION  
FOCUS

consonant discrimination:  
/ð/ father, /θ/ through,  
/s/ school, /z/ use,  
/ʃ/ sugar, /tʃ/ church

## TIME

30 minutes

## MATERIALS

a copy of the *Sound mingle*  
worksheet per class, six large  
pieces of different coloured  
card and a felt-tip pen

## Before class

- Make a copy of the *Sound mingle* worksheet per class. Cut up the photocopy into 30 cards. Select words according to the number of pupils in the class. On each piece of card write a 'heading' using a word with the target sound: thin, mother, bus, usually, child, shop. Put these in different areas of the classroom to form 'homes'.

## In class

- 1 Write the headings *thin*, *mother*, *bus*, *usually*, *child*, *shop* on the board and use them to model the target sounds. If necessary illustrate the difference between voiced (vibration of vocal cords) *mother*, *usually* and voiceless (no vibration) consonants *thin*, *bus*, *child*, *shop* by getting your pupils to place two fingers on their throats as they produce the sounds to feel the difference in vibration.
- 2 Ask pupils to call out examples of each sound and write the correct ones under the corresponding heading. Explain any incorrect suggestions. When you feel they are confident with this classification task proceed with the activity.
- 3 Give each pupil a word card and ask them to read it in silence.
- 4 Explain the object of the activity. Each pupil must go to the right 'home' in the classroom, according to the word card they have been given. Once they reach their home the rest of the group there must collectively decide who belongs and who does not to form a group. The first group to do this successfully is the winner.
- 5 Circulate to monitor and, if necessary, tell groups that they are mistaken without giving them the answer. Encourage them to think about it a bit more and to re-group accordingly. Continue in this way until you have a winning group.
- 6 Correct collectively. Groups dictate their words for you to write them on the board for pupils to copy.
- 7 Give each group member a number. Call out a number and a word containing one of the six sounds from the activity. Pupils run to the right 'home'. The first pupil to get to the correct home wins a point for his or her group.
- 8 Alternatively give pupils cards with home headings and ask them to hold the correct ones up, the first group to hold up the correct card gets a point.

## Extension

Ask each group to make up a dialogue or text containing all of their words. Circulate to monitor and prompt.

- /ð/ father, then, together, other, without.
- /θ/ through, earth, month, something, theatre.
- /s/ school, excellent, stomach, once, bus.
- /z/ use, busy, his, does, whose.
- /ʃ/ sugar, machine, dictionary, shark, competition.
- /tʃ/ church, question, picture, future, furniture.



**father**

**bus**

**sugar**

**then**

**stomach**

**shark**

**together**

**school**

**machine**

**other**

**excellent**

**dictionary**

**without**

**once**

**competition**

**theatre**

**use**

**church**

**through**

**busy**

**question**

**earth**

**his**

**picture**

**month**

**does**

**future**

**something**

**whose**

**furniture**

## 3.17

## PRIMARY PRONUNCIATION

## BOX

## Tongue twisters

## ACTIVITY TYPE

matching, cloze listening

## PRONUNCIATION

## FOCUS

repetition of the same sounds

## TIME

45 minutes

## MATERIALS


a copy of the *Tongue twisters* worksheet per pupil.

Recording

## Before class

- Make a copy of the *Tongue twisters* worksheet for each pupil.

## In class

- 1 Write the following 'tongue twister' on the board: **Fat frogs flying past fast.** Ask your pupils to repeat it after you or after the recording, first in chorus, then individually. Make them say it more and more quickly. Tell them this is a 'tongue twister'.
- 2 Give out the worksheet and ask the class to do the first exercise. They must connect the two halves of the tongue twisters. If necessary use the example to show them what to do. Circulate to monitor, prompt and help.
- 3 Correct the exercise collectively. Write the complete tongue twisters onto the board.
- 4  Play the recording. Pupils listen to each 'tongue twister' in turn on the recording and repeat, first as a group and then individually, trying to say them as fast as possible.



## Tapescript

Six short slow shepherds.  
Cheeky children chew chewing gum.  
Red lorry yellow lorry.  
Quick kick. Quicker kick.  
Fred fed Ted bread, and Ted fed Fred bread.



- 5 Play the recording again or read the words. Pupils write the words in the correct columns in Exercise 2 on the worksheet.

## Tapescript

spotted	their	mother's	big
bazaar	balloons	brought	father's
other	back	Bob	short
shop	Betty	socks	the

- 6 Correct the exercise collectively, writing the answers onto the board.



s, sh (/ʃ/) shop, socks, spotted, short  
b bazaar, balloons, back, Betty, brought, Bob, big  
th (/θ/) their, mother's, father's, other, the

- 7 Ask pupils to look at Exercise 3 and read the texts.



- 8 Play the recording or read the tongue twisters for pupils to listen and fill the gaps using the words from Exercise 2. Play the recording several times if necessary.



## Tapescript

a) Thank the three brothers on their father's mother's side.  
b) Betty and Bob brought back blue balloons from the big bazaar.  
c) Sam's shop stocks short spotted socks.

- 9 Correct the exercise in pairs then collectively. Pupils practise saying the tongue twisters in pairs. Then they say them in front of the class to see who can do it the quickest.

1 Connect the two parts of the tongue twisters

Six short

Cheeky children

Red lorry

Quick kick.

Fred fed Ted bread,

yellow lorry.

and Ted fed Fred bread.

Quicker kick.

chew chewing gum.

slow shepherds.

Now listen and say the 'tongue twisters'

2 Listen and write the words in the correct column

s sh	b	th
spotted	bazaar	other

3 Listen and complete these tongue twisters using the words in the table

- a) Thank \_\_\_\_\_ three brothers on \_\_\_\_\_  
\_\_\_\_\_ side.
- b) \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ blue \_\_\_\_\_ from the \_\_\_\_\_  
\_\_\_\_\_
- c) Sam's \_\_\_\_\_ stocks \_\_\_\_\_  
\_\_\_\_\_

Now listen and repeat



## Sounds amazing

### ACTIVITY

puzzle

### PRONUNCIATION FOCUS

distinguishing sounds

### LEVEL

2, 3

### AGE RANGE

9–12

### TIME

20 minutes

### MATERIALS

a copy of the *Sounds amazing* worksheet per pupil.  
Recording

### Before class

- Make a copy of the *Sounds amazing* worksheet for each pupil.

### In class

- 1 The *Sounds amazing* worksheets are intended to practise individual sounds: the four vowel sounds /ʌ/, /ɔ:/, /aɪ/, /aʊ/, and the past tense endings /t/ and /d/.
- 2 They can be done directly without any form of introduction, or by first spending some time on distinguishing the sound to be worked on.
- 3 Model the target sound using a selection of examples.
- 4 Draw a mini chart on the board with nine words, five of which contain the sound, to show pupils how to do the activity by example. Pupils have to trace a line through the words with the target sound to go from start to finish.






e.g. →

target sound	non-target sound	non-target sound
target sound	target sound	target sound
non-target sound	non-target sound	target sound →





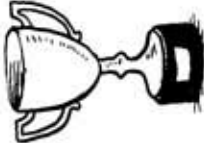
- 5 Point out to pupils that they can go left, right, up or down but not diagonally. They may have to go back on themselves, so they must look at all the words.
- 6 Revise or pre-teach vocabulary from the worksheet if necessary. Give out the worksheet and pupils trace a line from left to right passing through those words with the same sound.
- 7 Circulate to monitor, prompt and help.
- 8 Correct the exercise orally or using the recording.

- 🔑
- 1 Bus, mum, ugly, son, must, cup, under, brother, duck, lunch, come, uncle, hungry, some, number, us, cousin, up, colour, but, young, run, double, mother, jungle, sun  
T47
  - 2 all, or, walk, torch, warm, draw, fork, storm, fourth, horse, score, tall, your, door, ball, more, water, floor, small, talk, poor, daughter, course, board, call, boring, forty, shorts  
T48
  - 3 fly, drive, light, bike, find, eye, ice, buy, island, quiet, night, rhino, sky, rice, lime, try, right, climb, ride, why, time, tiger, cry, child, white, behind, lion, tired  
T49
  - 4 out, clown, mouse, brown, flower, trousers, hour, cow, blouse, house, shout, shower, now, South, how, loud, sound, town, mouth, cloud, round, ours, down, about, flour, mountain  
T50
  - 5 played, listened, learned, enjoyed, climbed, loved, sailed, combed, opened, cleaned, arrived, followed, turned, lived, used, studied, tried, moved, showed, travelled, explained, answered, pulled, carried, tidied, happened, cried, stayed, closed, phoned  
T51
  - 6 coughed, walked, camped, liked, danced, touched, raced, watched, cooked, helped, laughed, talked, stopped, washed, kicked, guessed, asked, finished, looked, practised, fished, crossed, mixed, shopped, brushed, fetched, pushed, jumped  
T52

Follow the /ʌ/ sounds (bus) →↔↔↔



Start →	bus →	mum →	ugly →	bottle	number	us	cousin	moon
	aunt	ruler	son	father	some	door	up	out
	bad	cup	must	blonde	hungry	quiet	colour	lorry
	comic	under	glue	come	uncle	blue	but	square
	fruit	brother	duck	lunch	shoe	run	young	work
	house	guitar	lot	our	burger	double	curly	song
	orange	put	buy	question	hurt	mother	jungle	sun



Finish →

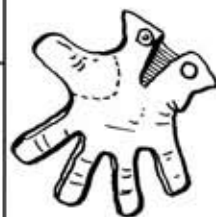
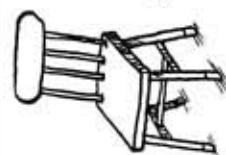
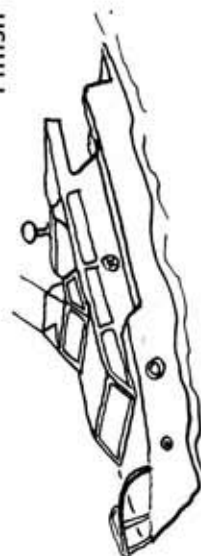
Now listen and check





all	ask	tell	word	chair	front	horrible	golf
or	hour	father	small	talk	poor	daughter	post
walk	torch	lot	floor	mother	boat	course	board
some	warm	glove	water	more	ball	black	call
bottle	draw	aunt	our	work	door	bowl	boring
town	fork	come	score	tall	your	home	forty
cold	storm	fourth	horse	down	hot	gold	shorts

Finish



Follow the /ɔ:/ sounds (all) →

Start →

Now listen and check

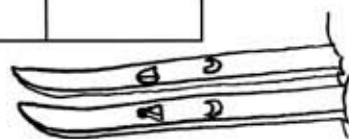
Follow the /aɪ/ sounds (fly) 

Start →

fly	city	shirt	eight	right	climb	ride	why
drive	river	hippo	skip	try	six	crisps	time
light	picnic	window	give	lime	little	cry	tiger
bike	sing	finger	thin	rice	scissors	child	dirty
find	friend	night	rhino	sky	tennis	white	picture
eye	sit	quiet	quick	ski	listen	behind	lion
ice	buy	island	piano	fifteen	skirt	swim	tired



Finish →



Now listen and check

Follow the /aʊ/ sounds (out) →

out →	clown →	mouse →	nose	how	loud	sound	no
goat	soup	brown	look	South	over	town	boat
home	who	flower	window	now	noise	mouth	cloud
toe	your	trousers	touch	shower	worm	snow	round
yellow	clothes	hour	fourth	shout	room	down	ours
whose	show	cow	blouse	house	hello	about	slow
shoulder	low	hotel	photo	know	coat	flour	mountain



Finish →



Now listen and check

Follow the /d/ sounds (played)  $\longleftrightarrow$   
Start  $\rightarrow$

played $\rightarrow$	listened $\rightarrow$	learned $\rightarrow$	enjoyed	brushed	worked	laughed	stopped
visited	liked	camped	climbed	hated	pulled	carried	tidied
watched	decided	finished	loved	minded	answered	jumped	happened
cleaned	opened	combed	sailed	needed	explained	looked	cried
arrived	painted	danced	wanted	started	travelled	asked	stayed
followed	talked	ended	guessed	walked	showed	cooked	closed
turned	lived	used	studied	tried	moved	helped	phoned



Finish  $\rightarrow$

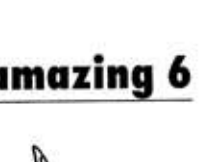
Now listen and check

Follow the /t/ sounds (coughed) →

Start →

coughed →	walked →	camped →	explained	arrived	closed	decided	started
shouted	hated	liked	danced	painted	fished	crossed	mixed
played	climbed	followed	touched	listened	practised	needed	shopped
answered	called	loved	raced	sailed	looked	lived	brushed
wanted	helped	cooked	watched	opened	finished	enjoyed	fetches
stayed	laughed	pulled	repeated	guessed	asked	ended	pushed
carried	talked	stopped	washed	kicked	cleaned	combed	jumped

Finish →



Now listen and check



# Phonetic Symbols

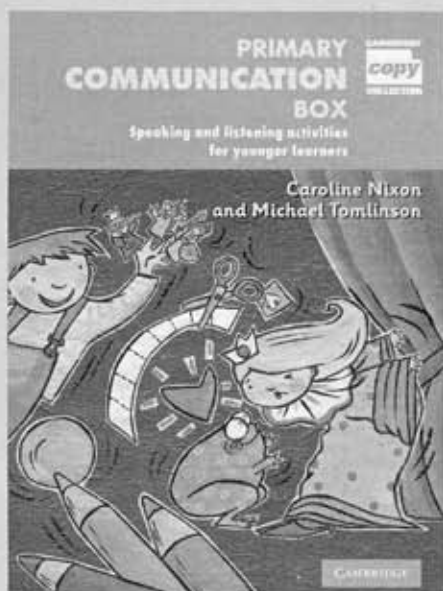
## Vowels

i:	feet
ɪ	pink
e	pen
æ	man
ʌ	cup
ɑ:	arm
ɒ	dog
ɔ:	ball
ʊ	book
u:	fruit
ɜ:	girl
ə	America
e:	plate
a:	write
ɔɪ	boy
əʊ	go
aʊ	house
ɪə	here
eə	hair
ʊə	poor

## Consonants

p	pen
b	baby
t	table
d	door
k	key
g	girl
tʃ	cheese
dʒ	juice
θ	thin
ð	mother
f	fat
v	vet
s	sun
z	zoo
ʃ	shoe
ʒ	usually
h	hat
m	man
n	nose
ŋ	ring
l	like
r	red
w	window
j	yellow

# If you have found the activities in this book useful, don't forget our other exciting Cambridge Copy Collection titles for young learners!



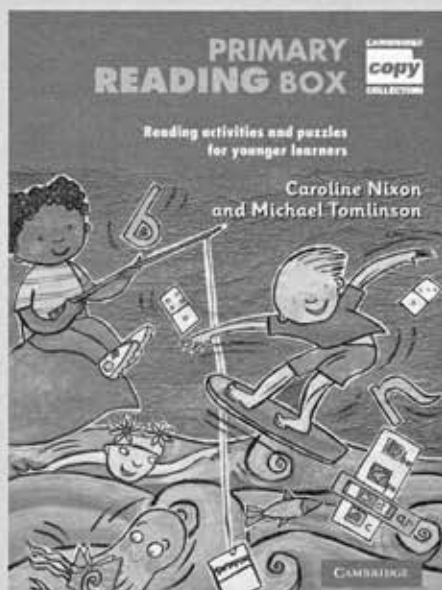
## Primary Communication Box

- A wealth of speaking and listening activities for young learners
- Varied activities such as role plays, card games, puzzles and class discussions make sure that your lessons are never dull
- Realistic speaking situations and pair and group work encourage true-to-life communication in the classroom

0521 54988 4

## Primary Reading Box

- More than 50 reading activities and puzzles for younger learners
- Something for children at all levels, from simple letter recognition to extended activities for more confident readers
- Easy to use material with clear step-by-step teaching notes makes lesson planning simple

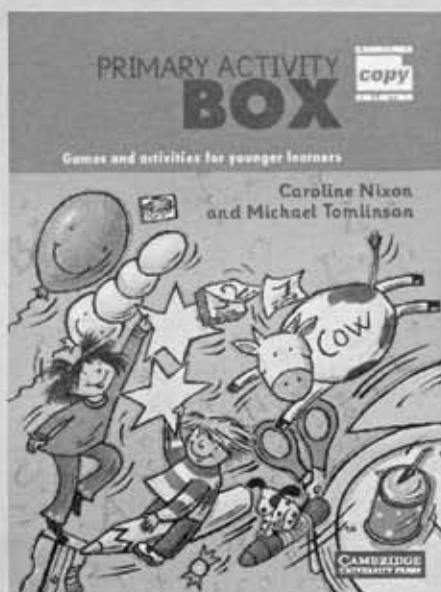


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## Primary Activity Box

- A rich supply of activities to complement any primary-level coursebook
- The material comes with a cassette containing listen-and-do activities, creative dictations as well as a range of songs, rhymes and chants
- There are extra game templates to help you adapt the activities for your own students and classroom needs

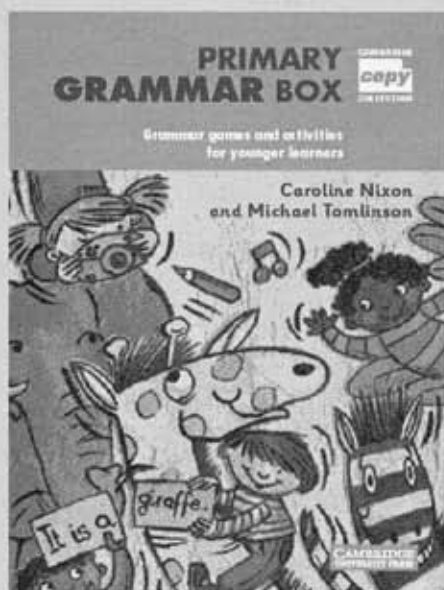
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## Primary Grammar Box

- Over 50 grammar games and activities for younger learners
- A variety of shorter 20-minute games, as well as longer activities which can form a complete lesson
- Designed to supplement any coursebook, and cover most of the beginner to pre-intermediate grammar needed to prepare students for the Cambridge Young Learners English Tests

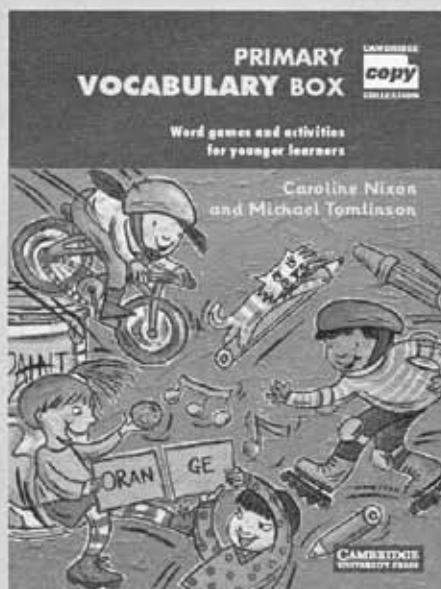
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## Primary Vocabulary Box

- Enjoyable word games and activities for younger learners
- Specially designed to appeal to the primary age group with fun and attractive artwork
- Each tried-and-tested activity has easy to follow instructions to cut lesson planning time to a minimum

0521 52033 9



# CD track listing

Track	Unit	Time
1	Copyright	0'17
2	1.1 Phonic friends	2'03
3	1.2 Phonic phrases	4'35
4	1.3 The cat	0'15
5	1.4 Letter group	0'44
6	1.5 Alphabet palette	0'52
7	1.6 Sound stickers	0'23
8	1.8 One, two, buckle my shoe	0'31
9	1.9 One, two, buckle my shoe	1'31
10	1.11 My kite	0'14
11	1.14 Hand and arm	1'09
12	1.15 Row your boat	0'46
13	1.15 Row your boat	2'03
14	1.17 Baa baa black sheep	0'37
15	1.17 Baa baa black sheep	0'59
16	1.19 My eyes can see	0'47
17	2.1 The bear	1'34
18	2.3 Pat-a-cake	0'37
19	2.3 Pat-a-cake	0'22
20	2.3 Pat-a-cake	1'45
21	2.4 Fruit syllables	0'21
22	2.4 Fruit syllables	0'30
23	2.4 Fruit syllables	0'59
24	2.5 Nose and mouth	1'12
25	2.6 I can	0'53
26	2.6 I can	0'38
27	2.7 Worm words	0'24
28	2.8 Jack and Jill	0'22
29	2.8 Jack and Jill	0'46
30	2.12 Cutlery chant	0'21
31	2.12 Cutlery chant	1'57
32	2.15 Join the phonidots	1'07
33	2.19 Food, glorious food	0'45
34	2.19 Food, glorious food	1'01
35	3.1 Compass vowels	0'22
36	3.1 Compass vowels	1'26
37	3.3 Sea syllables	0'50
38	3.3 Sea syllables	0'59
39	3.7 Follow the sound	1'18
40	3.11 Water everywhere	0'37
41	3.13 Do Re Mi (1)*	1'58
42	3.14 Don't	2'04
43	3.14 Don't	1'11
44	3.17 Tongue twisters	0'48
45	3.17 Tongue twisters	1'07
46	3.17 Tongue twisters	0'44
47	Sounds Amazing 1	1'12
48	Sounds Amazing 2	1'38
49	Sounds Amazing 3	1'14
50	Sounds Amazing 4	1'27
51	Sounds Amazing 5	1'22
52	Sounds Amazing 6	1'36
53	Phonemic chart vowels	1'24
54	Phonemic chart consonants	1'18



# PRIMARY PRONUNCIATION BOX

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for younger learners**

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- Each activity is supported by step-by-step instructions which are easy for the teacher to use.
- The activities are of varying lengths and are suitable for many different teaching and learning styles.
- The book covers most of the beginner and pre-intermediate vocabulary needed to prepare students for the Cambridge Young Learners English Tests (Cambridge ESOL).
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