

## **PRONUNCIATION POWER**



### **SUGGESTED SUPPLEMENTARY EXERCISE IDEAS for READING, SPELLING, VOCABULARY, WRITING**

Pronunciation Power can also be used to develop student exercises for practice in reading, spelling, vocabulary and writing. Although the CD was developed specifically for teaching and practicing pronunciation, it can be creatively used for a number of activities.

Following are a number of exercise ideas that can be developed by a teacher to use along with the CD. When the suggestion says to choose a "UNIT" this directs the student or teacher to choose a sound and use the exercises that accompany that sound (i.e.) g unit - the g sound is the chosen unit.

The exercise suggestions are presented as ideas to be developed. This CD can be used as a powerful teaching tool for many other ideas as well - just let your imagination run wild!

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### **SPELLING**

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Have the student do the following:

1. Choose a unit. Go to Exercises and choose sentences. Write down all the words that have that sound before activating the toggle button. The student can then self-check their work by using the toggle button to highlight the sounds.
2. Choose a unit. Go to Exercises and choose sentences. Write down the words from the sentences that have unusual spellings for that sound. Find other words in a dictionary that use the same spelling for that sound.  
i.e.. uw as in pool    through    blue
3. Choose a unit. Go to Exercises and choose sentences. Give 2 examples of each of the different ways a sound can be spelt.  
i.e.. f as in fat    phone, phonetic    cough, enough
4. Choose a unit. Go to Exercises and choose sentences. List 20 words that have silent letters in them.
5. Find which vowel sounds use more than one vowel to spell a single vowel sound. Give 10 examples of each.  
i.e.. country    boat
6. Find which consonant sounds use more than one consonant to spell a single consonant sound. Give 10 examples of each.  
i.e.. ship    think
7. How many different ways can you spell the following sounds:  
iy - as in me  
ow - as in road  
uw - as in soon  
      - as in cot  
U - as in put  
f - as in staff  
s - as in sent        etc. ( teacher can extend the list )
8. Choose a unit. Go to Exercises and choose sentences. Write down 20 words. Use the dictionary to break these words into syllables.
9. Choose a unit. Go to Exercises. Find and write down the following: 30 different one syllable words, 20 different two syllable words, 10 different three syllable words, 5 different four syllable words.

Teacher directed activities:

10. Give a spelling rule to the student. Have the student find 10 words throughout the program that are examples of that rule.
11. Use the sentences from Listening Discrimination or Sentences as a dictation. Have the students correct their own spelling from the program.
12. Choose a unit. Have the student study the words in Listening Discrimination or Sentences. Follow-up by using these sentences for dictation.
13. Save dictations used from the sentences from the program. Have the students study their corrections. Redo the dictation in a designated period of time. Have the students keep record of their improvements.
14. Choose a unit. Use sentences for dictation. Read the sentences to the students at normal conversation speed. Have the students write the main words they hear only. Upon completion have them check their own work, correct their spelling errors and fill in the words they did not write.

**READING**

Have the students do the following:

1. Choose a unit. Go to Exercises and choose sentences. Do not have the toggle button activated. Write down all the words you think do not read the way they spell. Check your work by highlighting the sounds with the toggle button.
2. Read and record a Sample word, Comparative words or Sentences before listening to the instructor. Listen to the instructor after your recording to be sure you are correct.
3. Choose a unit. Go to Exercises. Make a list of the words you have difficulty with when reading a sentence. Refer back to that list to practice.
4. Choose a unit. Go to Exercises and choose Comparative Words. Study word patterns in this section. Add your own words to these patterns.
5. Choose a unit. Go to Exercises and choose Listening Discrimination or Sentences. Take 10 difficult words and break them into syllables.

- Choose a unit. Go to Exercises and choose any exercise. Before reading, write down the words you do not know. Listen to the instructor while you look at the word. Practice the words you have written.

Teacher directed activities:

- Choose a unit. Write sentences that leave blanks that fit the words from sample or comparative words. Have the student fill in the blank with the correct words.

i.e.. iy sound - Sample Words

John likes lots of \_\_\_\_\_ on his pizza.

I don't have enough \_\_\_\_\_ to buy a car.

Would you like a \_\_\_\_\_ of pie.                      etc.

- Choose 2 or 3 units. Have questions prepared that the students have to find the answer for in the sentences in those units.
- Choose 5 to 10 units. Give the student a list of words to find in those units. This helps sight word recognition skills.
- Prepare fact finding questions for a unit. Have the student find the answer.
- Choose a unit. Give 10 statements about the sentences in the unit. Have the student read the sentences in the program and then state whether the statements are true or false.
- Have the student find and write words with certain specified endings. The teacher can have many endings done at once by using a chart.

i.e..

ed	ing	tion	able	er	ly

etc.

## VOCABULARY

### Teacher directed activities:

1. Choose a unit. Have the students go to Sentence exercises and find 10 words they do not understand. Have them look the words up in the dictionary, write down the definition and then use each word in a sentence.
2. Choose a unit. Give the students 10 word definitions. Have them find the 10 words you have defined.
3. Choose a unit. Have students paraphrase sentences 5 to 10.
4. Choose a unit. Have the students go to Comparative Words and explain the difference in word meaning for each pair.
5. Choose a unit. Have the students go to Sentence exercises and pick out, for each sentence, the "clue" words in the sentence that tell the meaning of the sentence.
6. Have the students write down 10 new words they have learned. Have them explain the meaning of those words to another student.
7. Make up a list of words that have synonyms present in units of your choice. Have the students go to those units and find the matching word. The same can be done with antonyms.
8. Preview the vocabulary in the Sentences exercise of a unit. Write down the difficult words. Have the students look up the words and their meanings in the dictionary before reading the sentences.

## WRITING

### Teacher directed activities:

1. Have students write 5 sentences using as many sample words as they can.
2. Have the students rewrite the sentences in a different tense or person.
3. Have the students listen to the sentences without looking at them and make study notes while they listen.

4. Have the students prepare questions for the sentences in a chosen unit. Use the questions for other students to write the answer to.
5. Any grammar structure can be reviewed. Have the students do exercises such as:  
Find the irregular verbs in the iy unit.  
Find the clauses in the sentences in the g unit.  
List the tense used for each sentence in the k unit.  
Find the plural nouns in the n unit. etc.

## INTONATION

Listening (for intonation, phrasing)

The sentences from the exercise menu are an excellent resource for aural and oral practice of intonation, word stress and phrasing.

1. Go to Exercises and choose Sentences. Listen carefully to the sentence. Write down how the instructor group[s words into phrases.  
i.e. (Listen to) I am going to the store.  
Write: I am going  
to the store
2. Go to Exercises and choose Sentences. Write down the words that blend together.  
i.e. to persevere
3. Go to Exercises and choose Sentences. Write down the words that seem to be shortened. i.e. to work - t'work

### Teacher directed

1. Hand out a sheet of the sentences for a certain sound. Have the students listen to the instructor on the CD several times. Tell them to listen for intonation, word stress, rhythm and phrasing. Have the students mark the sentence to indicate where each of these pronunciation components is occurring. Instruct them in using symbols: | for phrase separation - / for word stress - ~ for rhythm.

i.e. You shouldn't ride your bike at night, nor while your helmet is at Simon's.

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2. Create questions from the sentences that require phrase answers. Have the students answer from the written script. Have the students listen for those phrases.

- i.e. Who did Barry lay off?  
When was she dreary?  
What was she unable to do?

The cashier Barry hired was dreary every morning and unable to put on an appearance of happiness, so he had to lay her off.

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