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# 10 pronunciation in a coursebook questions to consider

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If you are in the position of selecting a coursebook (including sets of course materials or an online platform), part of your analysis should include questions about the status of pronunciation in the material. Here are ten questions you could ask yourself about the books you are choosing from. They are also useful questions to ask yourself if you are designing your own materials. You might not always be able to answer 'yes' to all of them but try to select materials that fulfil most of these criteria.

- 1. Is there at least one item (and preferably more) of pronunciation in every unit?**
- 2. Does the book include featured sections on pronunciation?**
- 3. Is there a good balance between presentation and practice?**
- 4. Is pronunciation integrated into the grammar and vocabulary sections?**
- 5. Is there a balance of focus on segmental and suprasegmental pronunciation?**
- 6. Is there a balance between productive and receptive pronunciation practice?**
- 7. Do the recordings include non-native as well as native speakers, with a range of accents from around the world?**
- 8. Does the book include authentic recordings?**
- 9. Do the pronunciation activities look fun and motivating to do?**
- 10. Does the material also include self-study pronunciation practice for students to do on their own?**

# 19.10 Phonics chart

Say the words in each row to help you remember the sounds and add your own words.

Sounds	Words with these sounds	Your words with these sounds
<b>I</b>	dish, symbol, this	
<b>i:</b>	eat, feel, three	
<b>æ</b>	at, cat, fat	
<b>ɑ:</b>	barbecue, car, far	
<b>ɒ</b>	dot, hot, not	
<b>ɔ:</b>	law, or, pour	
<b>ʌ</b>	dull, shut, up	
<b>ʊ</b>	book, shook, would	
<b>u:</b>	shoe, moon, new	
<b>e</b>	head, desk, said	
<b>ə</b>	banana, compute, hotter	
<b>ɜ:</b>	earn, her, nurse	
<b>ɪə</b>	hear, here, peer	
<b>eɪ</b>	cake, may, neighbour	
<b>ʊə</b>	fewer, pure, tourist	
<b>ɔɪ</b>	boy, horse, voice	
<b>əʊ</b>	moan, phone, sewn	
<b>eə</b>	care, hair, where	
<b>aɪ</b>	bike, eye, my	
<b>aʊ</b>	foul, owl, towel	
<b>p</b>	apple, pen, up	
<b>b</b>	above, rabbit, stab	
<b>t</b>	attend, danced, tin	
<b>d</b>	aid, dive, played	
<b>tʃ</b>	chair, picture, watch	
<b>dʒ</b>	courgette, measure, vision	
<b>k</b>	baked, key, fact	

(Adapted from *ETpedia Vocabulary*, page 237 (2019, Pavilion Publishing and Media))

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# Unit 35.1 Start with an extract

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## STUDENT COPY

1. Listen to your teacher reading this presentation and mark where you hear a slightly longer pause like this (//) and where you hear a shorter pause, like this (/). For example: / *Good morning everyone* / and *thanks for coming* //

Good morning everyone, and thanks for coming.

Today, I'd like to give a short presentation about a scientific process called

photosynthesis. It's the process in which the leaves of plants take the energy

from sunlight and, as a result, the plants turn carbon dioxide into oxygen.

Let's begin by looking at this slide which shows you in more detail.

2. Listen again and underline the stressed word or words in each group of words. For example: / *Good morning everyone* /



## TEACHER COPY TO READ ALOUD (and suggested answer key):

Good morning everyone / and thanks for coming //

Today / I'd like to give a short presentation / about a scientific process called /

photosynthesis // It's the process / in which the leaves of plants / take the energy

from sunlight / and / as a result / the plants / turn carbon dioxide / into oxygen //

Let's begin by looking at this slide / which shows you in more detail //

You may photocopy this page.