

ENGLISH PRONUNCIATION IN TIMES OF GLOBAL INTERACTIONS

AUTOR

Everton Aparecido Arantes

SUPERVISOR TÉCNICO

Adriana Grade Fiori-Souza

TIPO

E-BOOK

CONTEXTO

Educação Básica - Escolas de Idiomas

PÚBLICO ALVO

Professores em Formação Inicial e Continuada

LÍNGUA

Inglês

ANO DE DEFESA

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Teacher's book

English Pronunciation in Times of Global Interactions



Autor:
Everton Aparecido Arantes

Supervisora técnica:
Adriana Grade Fiori Souza

Prezado(a) professor(a),

É com grande alegria que apresento este e-book voltado para a prática de pronúncia do inglês no contexto atual, em que a língua inglesa adquire o status de língua franca, ou seja, passa a ser um idioma para a comunicação internacional.

Embora tenha sido idealizado como material de apoio para cursos regulares de inglês no contexto de escolas de idiomas, pode ser utilizado em situações diversas de ensino-aprendizagem, seja na educação básica, no ensino individual (tutorial courses) ou em cursos específicos de pronúncia. Cabe acrescentar que, para o uso do e-book, espera-se que o(a) aluno(a) já tenha concluído o nível iniciante/básico, isto é, tenha cursado aproximadamente 50 horas de língua inglesa.

Todas as atividades propostas foram pensadas com muito carinho tanto para você como para seus alunos, em um formato dinâmico e interativo. Apesar da ordem em que estão aqui organizadas, podem ser usadas em outras sequências, de acordo com os objetivos e interesses de cada contexto específico.

Os áudios e vídeos utilizados contemplam falantes do mundo todo, com o propósito de colocar os alunos em contato com diversas variedades do inglês e, dessa forma, contribuir para que eles desenvolvam estratégias de comunicação intercultural.

Espero que aproveite e goste do material! Peço que compartilhe suas ideias de melhorias com seus colegas e comigo. Vamos juntos ajudar nossos(as) alunos(as) a realizarem seus sonhos!

Forte abraço,

Everton Aparecido Arantes
evertonteacher@gmail.com

LESSON - 1: DIVING INTO A LINGUA FRANCA!

DESCRIPTION: Students are invited to think about the status of English as a lingua franca (ELF) and how this phenomenon affects both teaching and learning. They compare and contrast ELF to *English as a foreign language* (EFL) and reflect on / discuss their own beliefs about learning English.

OBJECTIVES: (1) to make students aware of the spread of English as a lingua franca; (2) to help them distinguish between learning English as a foreign language and *English as a lingua franca*; (3) to bring to light their beliefs about English learning and encourage them to reflect about those in the current scenario of globalization.

To access it, [click here](#)

ANSWER KEY:**A.**

C

B.

a.	FL	f.	LF	k.	LF
b.	LF	g.	LF		
c.	FL	h.	FL		
d.	LF	i.	FL		
e.	FL	j.	LF		

LESSON - 2: MY LEARNING PROFILE AND AGENDA

DESCRIPTION: Students reflect upon general learning difficulties in non-native English communication and also consider their own difficulties by listening to speakers of various nationalities. They are provided with opportunities to discuss common beliefs about learning other languages.

OBJECTIVES: (1) to encourage students to talk about their English learning objectives; (2) to identify some language learning difficulties and needs faced by your English class; (3) to investigate their beliefs about English pronunciation and (4) to have them discuss opinions and share their previous experiences in learning the language.

To access it, [click here](#)

ANSWER KEY:**A.**

Both videos show people from different language backgrounds having difficulties/problems in communication.

B.

A) F C) T E) F
B) F D) T F) T

C.

Access the teacher's link below to view students' responses in brainstorming format. Students access another link to do the task.

[View Students' answers](#)

[Create your account](#) if you like this tool!

D.

[PERSONAL ANSWERS](#)

E.

They have difficulty understanding one another.

LESSON - 3: THE MORE I KNOW, THE BETTER I GO!

DESCRIPTION: Students test their knowledge of countries and flags and learn about the different bonds between those countries and the English language.

OBJECTIVES: (1) to prompt students to identify several countries and corresponding flags and (2) to have them compare/contrast the status of the English language in those countries.

To access it, [click here](#)

ANSWER KEY:**A.**

Quizlet corrects the answers.

B.

a. (1) Australia	h. (3) Japan	o. (2) Philippines
b. (3) Brazil	i. (2) Kenya	p. (3) Russia
c. (3) China	j. (2) Malaysia	q. (2) South Africa
d. (3) Greece	k. (1) New Zealand	r. (3) Sweden
e. (2) India	l. (2) Nigeria	s. (1) The UK
f. (3) Iran	m. (2) Pakistan	t. (1) The USA
g. (3) Italy	n. (3) Peru	

LESSON - 4: WHICH ENGLISH?

DESCRIPTION: Students learn about Kachru's circles¹ and the spread of English around the globe.

OBJECTIVES: (1) to provide information about the inner, outer and expanding circles and (2) to raise awareness to the fact that there are several "Englishes"² (or English varieties) spoken worldwide.

To access it, [click here](#)

ANSWER KEY:**A.****(3)****(1)****(2)****B.**

Inner Circle (Australia, Canada, Ireland, New Zealand, The UK, The USA).

Outer Circle (India, Kenya, Nigeria, Malaysia, Pakistan, Philippines, South Africa).

Expanding Circle (Brazil, China, Cyprus, Denmark, Germany, Greece, Iran, Italy, Japan, Peru, Russia, Sweden).

¹NOTE: Teacher, please tell your students that, although Kachru's circles were a pioneering model for representing the growth and spread of English in the world, nowadays "the inner circle nations are becoming more and more similar to both the outer circle and expanding circles. All the circles have immigrants due to diasporas and movement of peoples from one place to another. [...] People are on the move for many reasons, some quite tragic; languages are also mixing and people as well. [...] The circles are becoming more and more blurred." (SCHMITZ, 2014, p. 403).

Retrieved from www.scielo.com

²For more information, a good option is to watch Jack C. Richards' talk on New Englishes.

www.youtube.com

LESSON - 5: LISTEN TO THE WORLD!

DESCRIPTION: Students watch speakers of various nationalities using English in different contexts and with different purposes. They are required to listen in and notice the different Englishes and also to practise their listening comprehension skills.

OBJECTIVES: (1) to identify English varieties; (2) to distinguish between speakers from different backgrounds and (3) to grasp general and specific information.

To access it, [click here](#)

ANSWER KEY:**A.**

- | | |
|----|---|
| v1 | The USA - the news |
| v2 | Holland & Ireland - a youtube channel video |
| v3 | Ireland - a recipe |
| v4 | Brazil and England - an interview |

B.

- | | | |
|----|------|--|
| a. | (V1) | The biggest cat in the continent |
| b. | (V3) | How to cook a traditional cake |
| c. | (V2) | A famous chef showing local food |
| d. | (V4) | Interviewing a celebrity |
| e. | (V3) | Cooking a pumpkin bread |
| f. | (V1) | Describing and giving specific information about a pet |
| g. | (V4) | Famous latin pop star |
| h. | (V2) | Trying local food |

LESSON - 6: MYSELF AND THE WORLD

DESCRIPTION: Students talk about themselves and relate it to their English learning purposes. They provide and receive feedback on their oral performances by means of a rubric.

OBJECTIVES: (1) to have students practise their English communication skills by preparing a short presentation, recording and presenting it to their classmates and (2) to raise their awareness of key aspects to consider when making an oral presentation.

To access it, [click here](#)

ANSWER KEY:**A.**

PERSONAL ANSWERS

C.

PERSONAL ANSWERS

B.

PERSONAL ANSWERS

LESSON - 7: PRONUNCIATION IN ACTION!

DESCRIPTION: Students are encouraged to think about pronunciation learning strategies and consider their own difficulties regarding the English language.

OBJECTIVES: (1) to increase self-awareness of English pronunciation (2) to motivate students to deal with their English difficulties by promoting exchange of experiences /accounts of communication gaps.

To access it, [click here](#)

ANSWER KEY:

A.

- A. A teacher is showing her student how to pronounce "I would like to buy a hamburger"
- B. The teacher seems to be North American and the student is French
- C. (b)
- E. Personal answer
- F. Personal answer

B.

Students play a matching game on wordwall. The purpose is to get them to think about the aspects of English pronunciation they have trouble with. It may be worth explaining to them that Brazilian Portuguese is a phonetic language (letters and sounds tend to correspond) whereas English is not. That is one of the reasons why it is quite hard for Brazilian speakers to figure out how to pronounce new words just by looking at their written forms.

A. Word Stress	Exs.: co MM unicative - po L ice - VE getable - inde PEN dence;
B. Sentence Stress	Ex.: "I'm SELLING my CAR because I'm MOVING to FRANCE ."
C. Short and Long Vowel Sounds	Exs.: s ī t X se ā t ; l ī ve X le ā ve; p ū ll X p ō ol; f ū ll X f ō ol; f ī ll X f ē el;
D. Regular Verbs in the Simple Past	Exs. pass e d ; decid e d; play e d;
F. TH sounds	Exs.: th ink; th at; clo th es; alth ough; Th ursday; th roat; with out;
G. Silent letters	Exs.: plumb e r; clim b ; sandw i ch, Wed n esday; half; island; sword;
H. Spelling and Sounds	Exs.: rough; thought, cough; judge; triumph; scheme, famous;
I. R and H letters/sounds	Exs.: rat X hat; horror; hysterical; rural; Rome X home; hope X rope;
J. S, Z, T, SH, CH and TCH letter/sounds	Exs.: teach; wash; watch; sugar; Czechoslovakia; cheat; shoot; ocean; cheap; cashew; shop; expensive; accessories;
K. Other aspects	Exs.: HERE STUDENTS ARE SUPPOSED TO ADD THEIR OWN PERSONAL EXAMPLES TO THE LIST.

LESSON - 8: WE MATTER

DESCRIPTION: Students watch a video about cultural differences between Americans and Brazilians from a Brazilian girl's perspective. The video is used to raise students' interest in the topic as well as to provide opportunity for listening comprehension and a discussion on cultural habits and stereotypes. Alongside cultural differences, students are encouraged to distinguish between letters and sounds.

OBJECTIVES: (1) to compare and contrast cultural aspects; (2) to listen to main points and specific information; (2) to have students share cultural aspects between Brazil and other countries; (3) to identify and practise English vowel sounds

To access it, [click here](#)

ANSWER KEY:

A.

1.	(F)	Americans don't cough properly in public. [According to the girl, Americans think their coughing manners are correct.]
2.	(F)	Brazilians and American don't burp in public. [Brazilians don't, but Americans do.]
3.	(F)	It's ok to blow your nose in public in Brazil, but it's considered rude to do so in the US. [According to the girl, it's actually the other way round.]
4.	(T)	Americans usually chew gum instead of brushing their teeth after they have had a meal in a public place.
5.	(F)	In the US, it's considered offensive to brush one's teeth in a public place. [Not offensive, maybe unusual.]

B.

PERSONAL ANSWERS

In order to be able to visualise and keep your students' productions stored safely, teacher should sign up here www.padlet.com

C.

The purpose of this activity is to call students' attention to the fact that sounds and letters may not usually correspond in English. In terms of pronunciation, it's important to identify sounds, rather than focus on letters.

LESSON - 8: WE MATTER**ANSWER KEY:**

1.	<u>c</u> ough	a.	(6) rose - blow - over
2.	bu <u>r</u> p	b.	(5) bomb - fool - tool
3.	sn <u>i</u> ff	c.	(4) runny - cup - oven
4.	stu <u>ff</u> y	d.	(10) lake - ache - fake
5.	restro <u>o</u> m	e.	(1) coffee - cop - foggy
6.	no <u>s</u> e	f.	(9) height - right - fight
7.	na <u>p</u> kin	g.	(8) tree - feel - feet
8.	te <u>e</u> th	h.	(7) hat - map - apple
9.	Uni <u>t</u> ed	i.	(2) girl - first - turn
10.	Sta <u>t</u> es	j.	(3) think - sit - tissue

Teacher, the International Phonetic Alphabet (IPA) is not used here because the main focus is on overall pronunciation, not Phonology. If however, you realize your students may enjoy learning the phonetic symbols, a good resource is:

www.teachingenglish.org.uk

D.

PERSONAL ANSWERS

LESSON - 9: NO BOUNDARIES

DESCRIPTION: Students do a listening comprehension activity and practise identifying specific words. They are encouraged to retell an anecdote and are made aware of sentence stress.

OBJECTIVES: (1) to listen to different English varieties; (2) to listen for specific information and (3) to practise sentence stress.

To access it, [click here](#)

ANSWER KEY:**A.**

- a. Talk show
- b. Salma Hayek is a Mexican actress and Jimmy Fallon is an American actor and tv host
- c. Although they are of different nationalities, communication flows easily between them. There's no need for clarification questions during their talk.
- d. Ocho (number eight in Spanish) is the ninth dog recently adopted by Salma Hayek.

B.

- | | |
|-----------------------|----------------|
| 1. pick/shelter | 6. thirty |
| 2. orphans/home(less) | 7. called |
| 3. shooting | 8. scared |
| 4. husband | 9. this |
| 5. issue | 10. overworked |

C.

PERSONAL ANSWERS

D.

To go over some of the rules for Sentence Stress, a good source is:

www.englishclub.com

LESSON - 10: ALL AROUND THE WORLD

DESCRIPTION: Students listen to non-native English speakers teaching/sharing recipes. They listen for specific information and are made aware of minimal pairs (e.g. seat X sit) in English. They also learn about word stress.

OBJECTIVES: (1) to expose students to different English varieties; (2) to practise the pronunciation of minimal pairs; (3) to identify minimal pairs; (4) to practise word stress and (5) to promote opportunity for oral practice.

To access it, [click here](#)

ANSWER KEY:

Video 1

Video 2

A.

- a. dishes
- b. please
- c. bit
- d. bit
- e. good
- f. fork

- a. heat
- b. cloves
- c. of
- d. heat
- e. can
- f. salt

Teacher monitors students' work, giving extra help or further information on the sounds. **MINIMAL PAIRS** are two words having the exact same sounds except for one. The distinguishing sound may be a vowel or consonant one.

E.g. sit/seat, hit/heat, came/game. to/do.

LESSON - 10: ALL AROUND THE WORLD**ANSWER KEY:****B.**

1. **WEL**come back to my **KIt**chen!
2. **to**DAY I will show you how to make one of the most **PO**popular **i**TALian dishes.
3. I **LO**VE this dish because **AC**tually you have to put only 5 to 6 **in**GREdients **in**SIDE the pan.
4. ...and you have the most **de**Licious **spa**GHEtti **RE**Ady.
5. So let's **be**GIN.
6. This is a very simple **RE**cipe.[...] It's **a**MAzing!
7. and, of course, a good **a**MOUNT of **GR**ated **parme**SAN.
8. **NO**body can **re**SIST [this recipe].
9. Don't **for**GET to **subs**CRIBE to my **CH**annel.
10. And don't forget to make **CO**mments, **under**NEATH the **V**ideo.

C.

PERSONAL ANSWERS

LESSON - 11: DESTINATIONS

DESCRIPTION: Students listen to a song to identify regular verbs in the past and classify them according to the pronunciation of their respective -ED endings. They are also encouraged to practise saying regular verbs in the past.

OBJECTIVES: (1) to identify regular verbs in the past; (2) to acknowledge that -ED endings can have three different pronunciations; (3) to classify verbs ending in -ED according to their respective sounds and (4) to practise pronouncing them.

To access it, [click here](#)

ANSWER KEY:**A.**

CLAWED - CHAINED - JUMPED - KISSED
WALKED - WANTED - TURNED - CLOSED

B.

/ɪd/	/t/	/d/
wanted	jumped	clawed
	kissed	closed
	walked	drained
		turned

For -ED pronunciation rules, a good source is:

www.englishclub.com

LESSON - 12: PLEASE MIND THE GAP (BETWEEN THE SPEAKER AND THE LISTENER)

DESCRIPTION: Students watch a video to discuss the topic "being confident". Besides listening for comprehension, they talk about watershed moments in their own lives. During their oral production, they are encouraged to negotiate meaning and ask for clarification if needed. They play a matching game which can be used to present or to revise clarification strategies.

OBJECTIVES: (1) to sharpen students' listening skills; (2) to reflect upon and discuss a given topic; (3) to identify/learn clarification strategies; (4) to negotiate meaning and (5) to ask for clarification.

To access it, [click here](#)

ANSWER KEY:**A.**

PERSONAL ANSWERS

B.

Game corrects the answers automatically:
I'm sorry - I beg your pardon? - Pardon me? -
Come again? - Excuse me, sir/miss - I didn't get it
I didn't catch that - could you say that again, please?
Could you slow down a bit, please?

C.

1. Confidence.
Because it will enable us to fulfill our dreams.
2. Personal answer.

D.

PERSONAL ANSWERS

LESSON - 13: A SINGLE TICKET TO GLOBALISATION, PLEASE!

DESCRIPTION: Students listen to a Jamaican song and are invited to identify some characteristics of this variety. They practise listening comprehension and are made aware of rhyming words.

OBJECTIVES: (1) To have students listen to an English variety other than North American or British; (2) to practise listening for specific information; (3) to promote opportunity for pronunciation practice through singing.

To access it, [click here](#)

ANSWER KEY:**A.**

- a. Jamaican
- b. He is talking about someone that helped him in times of trouble. And he says that he will always be there for this person.
- c. Suggested answer: the long L sound at the end of words like 'beautiful'

[NOTE: Question C. above has the sole purpose of sensitizing students to the fact that non-native speakers will usually colour the English language with intonation/sounds that are characteristic of their mother tongue. This is **NOT** supposed to be a problem, rather part of what constitutes their identities.]

B.

I'm a superman thanks to Lois Lane
 Kissed away my problems when I went insane
 Took me from the depths when I lost my name (oooh)
 Gave me something I could live for
 Now everyone is wondering what's the change
 They don't recognize I have so much to say
 And I never thought someone could love someone
 So much that they'd give up on everything
 Jah knooooow

LESSON - 13: A SINGLE TICKET TO GLOBALISATION, PLEASE!

ANSWER KEY:

C.

I will be there when you **NEED ME**
 I will be there when you **CRY BABY**
 I will be there when you need someone to **TELL YOU**
 That you're **BEAUTIFUL BABY**
 I will be there when you need someone **TO DANCE WITH**
 I'm your lover till the skies **TURN GRAY GIRL**
 'Cause you're **BEAUTIFUL BABY**

D.

Hands-sand-glance /æ/
 talking-shining-glistening /ɪŋ/
 sun-one /ʌ/
 socialite-shy type /aɪ/
 Lane-insane-name /eɪ/

a. hands	f. glistening
b. sand	g. sun
c. glance	h. one
d. talking	i. socialite
e. shining	j. shy type

E.

STUDENTS SING ALONG!

LESSON - 14: PATHS

DESCRIPTION: This is the closing lesson so students are encouraged to discuss the experience of learning pronunciation with a focus on multicultural contexts. They are also made aware of body language and how it affects communication.

OBJECTIVES: (1) Students are encouraged to think about the body language that is commonly used by Brazilians and how foreigners might interpret it; (2) to evaluate the learning experience they have had with the help of this material.

To access it, [click here](#)

ANSWER KEY:**A.****Answer to 1st question:**

Using eye contact, facial expressions and gestures to help convey a message more effectively.

Answer to 2nd question:

The blond German woman rolls her eyes excessively. She shows her feelings unintentionally and that may be used against her.

B.

PERSONAL ANSWERS. Teacher, remember to open a padlet presentation with your own account in order to be able to see your students' productions.

C.

PERSONAL ANSWERS