Fun and Effective Pronunciation Games

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Fun and Effective
Pronunciation Games

Games for:
- IPA
- Word Endings
- Word Stress
- Blending
- Rhythm
- Reductions
- Sentence focus/intonation
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IPA Game #1: Phoneme Go Fish

- Goal: For students to master the symbols and sounds of IPA
- Materials: Notecards
- Dynamic: small groups
- Procedure: give each group a set of ‘cards’ with different phonetic symbols on them. Follow go fish rules. Students must make words. Student with most words wins!
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IPA Game #2: Connect Four

Goal: To have students identify and produce target sounds

Materials: Connect four or paper and stickers

Dynamic: pairs or small groups

Procedure: Give pairs or small groups Connect 4 game and colored sticky labels as well as their target sound. Students brainstorm and write on labels as many words as they can with target sound and stick labels on chips. Follow Connect 4 rules. Team that connects 4 wins!
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IPA Game #3: Tic-Tac-Toe

Goal: To have students identify and produce target sounds

Materials: Handout

Dynamic: Pairs

Procedure: Give pairs handout with multiple tic tac toe drawings as well as their target sound. Students write word with target sound in block. Student to win most games on handout wins!
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IPA Game #4: Bingo

Goal: To have students listen for and produce target sounds

Materials: Target sounds Bingo cards

Dynamic: individual or pair activity

Procedure: Give teams set of Bingo cards with target sound words. Follow Bingo rules. First team with Bingo must correctly pronounce words in order to win!

http://makeworksheets.com/samples/puzzles/index.html
http://print-bingo.com/print-bingo-cards.php
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- **Word Ending Game #1: Crazy 8’s**
  - **Goal:** To have students identify and distinguish between the -ed endings.
  - **Materials:** Crazy 8 -ed cards
  - **Dynamic:** Small groups of 3-4
  - **Procedure:** Give each group a pack of Crazy -ed Cards, Dealer shuffles and deals 5 cards to each player. Turn over the top card in the draw pile. The player to the dealers left must produce a card that has the same number or the same -ed ending sound. If the player has neither they must continue to pick cards from the draw pile until they have one to match the number or -ed ending.
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- **Word Ending Game #2: Final -s Jeopardy**

- **Goal:** To have students identify and produce -s endings.

- **Materials:** Notecards, tape

- **Dynamic:** Two large groups (divide class in half).

- **Procedure:** Create five categories with words that have -s endings. Create statements for each word in which the student will have to produce an -s ending word as the answer. Write the statement on the card and on the reverse side a point value. Example: Card: Bananas are one of their foods of choice 30pts Ss: What are monkeys? The student must pronounce the -s ending correctly and state whether it makes the /s/, /z/, or /lz/ If so, student gets points on front. If the student answers correctly others from their team continue taking turns until they get one wrong at which time play passes over to the other team.
Word Ending Game #3: File That Sound!

Goal: To have students identify word ending sound; apply word ending rules.

Materials: Notecards

Dynamic: Pairs or small groups

Procedure: Have /t/, /d/, /id/, /s/, /z/ and /iz/ headings and students ‘file’ words under the sound that represents its’ ending.
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- Word Stress Game #1: Circles
  - Goal: for learners to master word stress patterns
  - Materials: notecards, colored paper cut into circles
  - Dynamic: pairs or small groups
  - Procedure: give each group a set of words, and a set of circles. Say or show the word and have each group mark the stress pattern. First group claps.
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- Word Stress Game #2: Stand Up, Sit Down!
  - Goal: for learners to master word stress patterns
  - Materials: students and chairs lined up in a row
  - Dynamic: entire class
  - Procedure: write a word on the board and have students in a line. Each member of the line represents one syllable. The stressed syllable must stand up.
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- **Blending/Linking Game #1: Concentration**
  - Goal: To have students recognize linking patterns.
  - Materials: Notecards
  - Dynamic: pairs or small groups
  - Procedure: Set up cards like concentration, have students flip two cards to match the pronunciation with the correctly spelled phrase. Student with most sets of cards wins!
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Blending/Linking Game #2: By the Numbers

Goal: To have students produce linked phrases and identify why it is linked.

Materials: Chalkboard, Notecards

Dynamic: Entire class in teams

Procedure: Fill out big notecards with a number on the front (starting at 1) and a phrase with a blend in it on the other side. Small groups choose a number and then must produce the blended or linked pronunciation of the phrase.
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- Rhythm Game #1: Rhythm in Song
  - Goal: To have students listen for, identify and differentiate content and function words.
  - Materials: Song, handouts with Jigsaw
  - Dynamic: Whole class and pairs
  - Procedure: Play song, supply pairs with information gap activity, have students deduce content and function words
Rhythm Game #2: Dominoes

Goal: To have students identify and match rhythm patterns in short phrases.

Materials: chalkboard, Domino cards

Dynamic: Small groups

Procedure: Play just like dominoes. Have students line up cards with same rhythm patterns.
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- Reductions Game #1: Who Wants to Be A Millionaire
  - Goal: To have students identify reductions.
  - Materials: Computer, Game and projection unit
  - Dynamic: Entire class in teams
  - Procedure: Just as the real game!
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- Reductions Game #2: Reduction Gab

  - Goal: To have students pronounce the reduction and identify the full speech meaning.

  - Materials: notecards

  - Dynamic: pairs

  - Procedure: Give each team a set of reduction note cards with full speech meaning answers on the back. The team to correctly write the full speech answers and pronounce phrases both ways wins!
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Reductions Game #3: Reduction, Production!

Goal: To have students produce reductions.

Materials: knock, knock jokes

Dynamic: Pairs

Procedure: Pairs tell each other knock-knock jokes and monitor their pronunciation on reductions.
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Intonation #1: The Climb

Goal: To have students be able to identify rising and falling intonation patterns.

Materials: Song, handout and arrows

Dynamic: small groups

Procedure: Students listen to song and add rising and falling arrows.
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- **Intonation #2: Syllable Cards**
- **Goal:** To have students be able to apply rising and falling intonation patterns.
- **Materials:** notecards with syllables
- **Dynamic:** small groups
- **Procedure:** Students listen to song and add rising and falling arrows.
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Intonation #3: Intonation Roleplays

Goal: To have students be able to identify the importance of rising and falling intonation patterns, and apply those patterns.

Materials: chalkboard with roleplay, notecards with prompts

Dynamic: pairs in front of the class

Procedure: To perform roleplay based on prompts, and have class guess the situation.
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Thank you!

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