

Getting to know Clear Pronunciation 1

Before you use a new program with your students, it is important that you know both the contents and the way the program works. Try this short exercise which has been designed to help teachers get to know Clear Pronunciation 1.

1. How do you start Clear Pronunciation in your institution? Try writing some brief access instructions for your students. (e.g. “Go to the library website, and search under English > Learning resources > Pronunciation”)

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2. Look at the Introduction screen *What vocab will I need?* Which four parts of the tongue are labelled?

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3. Now go to Unit 1 (Pill/Fill). Watch the /p/ video in the first exercise (*Meet the sounds*). What are the three sample words and where is the /p/ sound positioned in each of those words?

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4. In the same exercise, how can you see an animated diagram of how the /p/ sound is made?

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5. Look at the audio play buttons in Unit 2 Exercise 1 and Unit 2 Exercise 2. What do they look like and how do they differ in function?

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6. Go to the Unit 15 (Head/Had), Exercise 3. Click on sentence 1 audio button. Describe what happens, and how the Recorder works.

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7. In most exercises, there is an icon that looks like a light bulb. What is its function?

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8. Each unit has a Sounds in Action activity. Flick through some of these activities so that you get an idea of the variety of the activities. Identify four different text types.

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9. Clear Pronunciation includes three accent models. What are they, and how can you switch between them?

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10. Where in the program in each unit do students focus on the International Phonetic Alphabet (IPA) — and what are the benefits of learning it? (List three ideas.)

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11. How will you use Clear Pronunciation with your students? Make notes.

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