

## Getting to know Clear Pronunciation 1 (Answers)

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”)  
*[The answer is specific to your school/institution.]*
2. Look at the Introduction screen *What vocab will I need?* Which four parts of the tongue are labelled?  
*The back, middle, side and front (or tip) of the tongue*
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?  
*Pill (initial position), Apple (middle position) and Lip (final position)*
4. In the same exercise, how can you see an animated diagram of how the /p/ sound is made?  
*Click or tap on the cross-section in top left corner of the video.*
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?  
*The audio button with the triangle image simply plays the audio file. The one with the microphone image additionally launches the Recorder.*
6. Go to the Unit 15 (Head/Had), Exercise 3. Click on sentence 1 audio button. Describe what happens, and how the Recorder works.  
*The Recorder appears at the top of the screen. The original audio plays in the upper part of the Recorder. The student can record their version in the lower part. Then the audios can be played one by one to compare.*
7. In most exercises, there is an icon that looks like a light bulb. What is its function?  
*It gives the learning objective of the exercise.*
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.  
*There are many: nursery rhymes, movie synopses, book and restaurant reviews, a quiz, recipes...*
9. Clear Pronunciation includes three accent models. What are they, and how can you switch between them?  
*British, Australian, North American. Go to Settings to switch accent.*
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.)  
*In each unit, Exercise 5 focuses on the IPA. It's useful because:*
  - a. It helps students conceptualise different sounds*
  - b. It helps them pronounce unknown words*
  - c. It helps them record the pronunciation of words they hear but do not see*
11. How will you use Clear Pronunciation with your students? Make notes.  
*This is a useful prompt for teachers to discuss the practical integration of Clear Pronunciation into the wider curriculum.*