



Getting to know Clear Pronunciation 2

Before you use a new program with your students, it is essential 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 2.

1. Clear Pronunciation 2 helps learners with the receptive and productive aspects of clear and accurate speech by focusing on five different areas. What are they?

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2. Each section begins with a video, providing an overview of what students will learn. Watch the *What will I learn?* video from the *Word Stress* section. What is the first example the teacher gives of a two-syllable word? And what is the three-syllable word?

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3. Now click into *Word Stress, Unstressed syllables, How do you say it?*

- (a) Watch the introductory video, if you want to.
- (b) What happens when you click or tap on the panel at the bottom of the screen?

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4. The instructions in this exercise ask you to repeat the words, using the Recorder. How do you access the Recorder?

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5. In the same exercise, click or tap on the word 'concert'. Can you describe what happens?

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6. Click forward to *Unstressed syllables, Can you hear it?* How can you get your score in this exercise after completing it?

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7. In the same exercise, what happens to the Marking/Scoring button after you have completed the exercise and seen the correct answers?

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8. Now, work through one complete unit. Click on the 'You will...' button for each of the five/six exercises in the unit to see the learning objective. Make notes. Think about how your students can benefit from this unit. (*Consonant Clusters, Consonant sounds* is a good place to start.)

9. Now look at some other sections. In *Connected Speech, Joining to a vowel*, what is the learning objective of the *Speech in action (A/B)* activity? (Click or tap on the 'You will...' button.)

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10. Similarly, in *Sentence Stress, Stress and the verb 'be', Speech in action*, what are the main learning objectives of the *Speech in action (A/B)* activities?

Speech in action A:

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Speech in action B:

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11. Where can students download a phonemic chart?

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12. Each unit has an unscripted video in the final exercise (called *Pronunciation and you*). Look at some of these and decide how your students can benefit from these activities. Make notes.