



Getting 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?

Consonant clusters, word stress, connected speech, sentence stress, and intonation

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?

The two-syllable word is "listen", and the three-syllable word is "imagine".

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?

If you click on the [here](#) button in the panel at the bottom, you see live and animated demos of how to say unstressed phonemes.

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

When you click the audio buttons to listen to the words, the Recorder automatically appears at the top of the screen.

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

Two audio bars appear. The upper bar shows the soundwaves for the word "concert" – or any other audio you have clicked on. The lower screen shows your recording. You can compare the two by listening to them.

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

You click on the Marking/Scoring button at the top. You will then see how many you got right, how many you got wrong, and how many you missed.

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

It becomes a Feedback button. Click or tap on it to see how to get feedback.

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.)

Limericks are a traditional text in English-speaking countries. The first exercise is an introduction, which raises awareness of rhyme. In the second exercise, learners listen to how consonants join to vowels in these authentic texts. They can then use the marked-up text to try producing the sounds themselves.

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: First, learners listen to a conversation and attempt some comprehension questions. The conversation includes many examples of the verb 'be' — but we don't focus on this until the second exercise.

Speech in action B: In the second exercise, learners both listen to the weak forms of the verb 'be' and use the Recorder for practice in producing them (e.g. are, is, was, were).

11. Where can students download a phonemic chart?

In the menu bar on the home screen

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.

Each of these videos contains natural, unscripted speech and they are therefore useful for listening practice. The focus, however, is on consolidating the aspect of pronunciation that is the topic of the unit. Once learners have completed the exercise, which highlights the target feature of pronunciation, they can listen to the questions again, and answer them, using the Recorder. They can then listen to their recordings and assess their performance, focusing on the unit's learning objective (e.g. unstressed words in sentences).