



## How to say it

by Paul Walsh

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**Language:** Classroom language/ questions about pronunciation

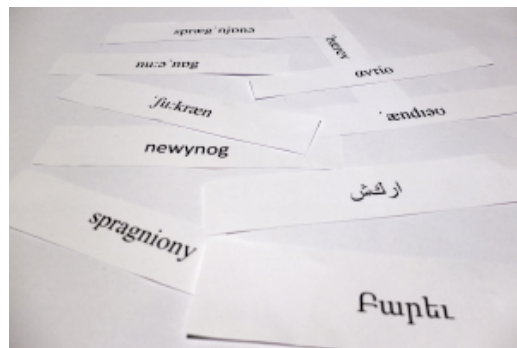
**Activity:** Learning classroom language

**Level:** A1/A2 - lower levels

**Time:** 10-15 mins+

**Materials:** Materials-free

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## Introduction

This activity is aimed at lower level learners as it forces the learners to use useful classroom vocabulary by confronting them with foreign words.

## Preparation

Cut up the foreign words and the phonetic transcriptions into sets.

## Procedure

- 1) Ask the learners 'What's difficult about English?'. Elicit responses.
- 2) Tell the learners that 'People often find English difficult because of the pronunciation – how we say the words. Why is this difficult?'. Elicit responses.
- 3) Tell the learners 'This is because English has words from several different languages, mainly from French (Latin), from German (Anglo-Saxon) but also from other languages such as Greek'.
- 4) Say 'I will give you some words and I want you to answer some questions – can you write these questions down. The questions are:

Which part of the world does this language come from?

What language is it?

- 5) Say 'I will give you some phrases to help you with the pronunciation of these words – can you work out how to say these words?'
- 6) Give each pair of learners a set of the words that you have cut up into separate strips, and give *each* learner the classroom language phrases (e.g. 'How is it said?').
- 7) Learners then discuss the questions for 5-10 minutes. Teacher monitors.
- 8) Learners feedback answers.
- 9) Tell the learners 'I will help you with the pronunciation. Here are some sound symbols that help you learn how to say the word. Can you put them together with the words?'



10) After learners have done this – give help if needed - elicit their responses to the original questions and tell the learners the pronunciation, meaning and where the word comes from.

11) Drill and repeat the classroom language with the learners, remind them to use this in class when they don't know how to pronounce a word.

12) Take back the foreign word cards (but leave the classroom language vocabulary with the learners) and carry on with your lesson. At stages throughout the lesson, hold up the cards again and ask them 'How is this word said?', 'How do you pronounce this?' etc.

## Follow-up

Drill and repeat the vocabulary in the next lesson.

## Answers for teachers\*

Բարեւ ( 'bærev) - Hello in Armenian

αντίο ( 'ændiəʊ) - Goodbye in Greek

newynog (nu:ə'nɒg) - Hungry in Welsh

شكرا ( 'ʃu:kræn) - Thank you in Arabic

spragniony (spræg'njɒnə) - Thirsty in Polish

\*Any mistakes in meaning or phonetics here please get in touch!



Αωητι

αντίο

newynog

شكرا

spragniony

'bærev

spræg'njønə

'ʃu:kræn

nu:ə'nɒg

'ændɪəʊ

How do you say this/that?

How is it said?

How do you pronounce this/ that?

How is it pronounced?

Can/ Could you repeat that please?

I didn't catch that, one more time please?

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