

SOUND SYSTEM CONSCIOUSNESS-RAISING FOR BEGINNING LEARNERS

Norbert Schmitt

TASK TYPE:	Consciousness-Raising
SUGGESTED AGE:	Children and junior high school
ORGANIZATION:	Whole class
PREPARATION:	Copy bingo grids for each student
RELATED TASKS:	26,27,31,42,44

The following exercises are mainly directed toward students who have already learned the English number system at least to 100 but continue to have problems distinguishing between the two number sets when speaking or listening. They could also be adapted as an aid in teaching the number sets initially. The pronunciation activities are divided into two parts:

- A. An exercise to prompt student realization of the pronunciation problem.
- B. Explanation of phonetic differences and use of minimal pairs on the blackboard.

Many times it is more helpful for students to discover their shortcomings on their own than to have the teacher point them out. Of course, it is in the teacher's domain to provide activities that lead to this student awareness. Part A is designed to do just this in a relatively simple way. The teacher should ask students to write down the numbers occurring in dictated sentences. It is probably better for the teacher to integrate the numbers into sentences rather than read them individually, since the pronunciation is likely to be more natural when saying full sentences. If the students are still at the stage where they have trouble writing numbers, they could be given a worksheet with a series of numbers like the following:

- | | | | | |
|----|----|----|----|----|
| 1. | 19 | 9 | 99 | 90 |
| 2. | 7 | 70 | 77 | 17 |

with the instructions to circle the number occurring in the sentences. As soon as all of the sentences containing numbers are read, they should be corrected. The students will very likely realize that they have made too many mistakes on what should be a relatively simple exercise. With this knowledge, hopefully they will be open and interested in the remedial instruction in Part B.

Part B begins with an explanation of the three major sound distinctions between the sets. The blackboard can then be used to illustrate and practice the differences between the sets. Two columns should be made, the first including the TEEN numbers and the second the MOT (multiples of ten) numbers. The columns can be labeled A and B. The blackboard illustration should look something like this:

A	B
13	30
14	40
15	50

etc.

The teacher should say one number from a line, and the students then guess whether it came from the A

or B column by saying "A" or "B". After the students can respond correctly to the teacher's prompts consistently, the teacher should then ask individual students to say one member of a number minimal pair and let the other student try to guess from which column it comes.

Since all of their classmates are listening only to them, it forces the students to attempt to clearly enunciate the distinguishing features which have been taught. There is instant feedback on whether their pronunciation is clear or not. It is also quite motivating to know that the other students are listening to them so closely.

The next step involves erasing the column headings and putting a letter beside each number. The students should be instructed to say aloud sentences which include a random number from the blackboard. If the students are of too low a level to create their own sentences, the teacher can give them a sentence with a blank in it for a number. The columns look like this:

A.	13	B.	30
C.	14	D.	40
E.	15	F.	50

etc.

Although 10, 11, 12, and 20 shouldn't cause sound confusion, they could be included in this list for recognition and production practice. Again, the other students must try to guess the number included in the sentence, and signify it by saying the corresponding letter.

PRONUNCIATION BINGO

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TASK TYPE:	Game
SUGGESTED AGE:	Children and Junior High
ORGANIZATION:	Whole Class or Small Groups
PREPARATION:	Copy Bingo grids
RELATED TASKS:	25,31,41,

Bingo can be used as a way of helping learners with their recognition of various sounds. This version of Pronunciation Bingo focuses on the often difficult number distinctions involving tens and teens, e.g. thirteen and thirty.

Each student receives a blank grid with a list of numbers beside it. Since there are only fourteen numbers of the two target sets, and a bingo grid has twenty-five spaces, the teacher needs to add at least eleven other numbers. These numbers can be any which the teacher would like to practice. The numbers 10, 11, 12, and 20 often are confusing for beginning students and may be included. Larger numbers, such as 13000 and 30,000, can be included to help student overcome the tendency to think in the Japanese unit of 10,000 (man). In order to avoid a Bingo from being achieved prematurely, a list of more than twenty-five numbers are probably desirable. The students should fill in the grid randomly with any of the numbers on the list, using each number only once.

The first time the game is played, the teacher can read out the numbers. They can be drawn randomly or the teacher can pick them off of the list, concentrating on the numbers in the two target sets. For the second game, again have the students prepare their Bingo card. Then have individual students draw numbers out of a bowl or hat and read them aloud. An easy way to prepare for this is to make an extra copy of the worksheet and cut the number list into slips with one number on each. The teacher can walk around the class, making sure each student has a chance to read a number. After the first Bingo, the game should be continued for second and third place. Then the object should be changed to 'blackout', where every space on the card is circled. This assures a long game with plenty of opportunity for number practice. Students usually become quite excited toward the end when they only have a few numbers left.

Worksheet

PRONUNCIATION BINGO GRID

10	11
12	13
14	15
16	17
18	19
20	30
40	50
60	70
80	90
13,000	30,000
14,000	40,000
15,000	50,000
16,000	60,000
17,000	70,000
18,000	80,000
19,000	90,000