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## **Section A: Introduction**

### **1. Rationale**

It is a common knowledge that there are lots of languages in the world, and some of them fall into the category of international languages or languages of wider communication groups, such as English; French, German, Spanish, Russian, Italian and Arabic. All these languages are the official languages of the UN.

English language is very important nowadays. More and more people need English to attend universities and colleges, because now we have an opportunity to get higher education abroad. New ideas in science and medicine happen so quickly that it is impossible to translate everything into different languages. Most articles are published in English. English is the language of international communication in many areas of life: trade, air and sea transport, tourism and sport.

Many non- speaking English countries consider it as the second language. Most of the programs or contents in computer and internet communication are in English.

Therefore, only by knowing English, the commonest means of communication, can you go everywhere and speak to other people. In general, English is so important that now it is one of the compulsory at schools.

Being a teacher of English, our aims are to help students learn English and enable them to communicate in English. That means we have to help them master three language components: grammar, vocabulary, pronunciation and develop four language skills: listening, speaking, reading and writing.

Of these three language components, pronunciation is a very important component of a spoken language because the way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.

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When learning a foreign language, learners often expect to be able to speak that language like a native speaker. However, **they encounter many factors to gain their desire. One of the common factors that they find difficult is the pronunciation of another sound system. Learners find that their mother** tongue influences their pronunciation of English.

Some common difficulties in pronunciation that Vietnamese speakers and Vietnamese students face when learning how to speak English. There are four major features that can cause problems for them.

Firstly, the complexity of tense and lax vowels in English creates confusion for Vietnamese learners.

Secondly, a variety of dialect differences and consonant positions can cause confusion.

Thirdly, consonant clusters also lead Vietnamese speakers to make mistakes when they speak English.

Now, finally, the stress and tones in the English language vary widely. Where the Vietnamese language is syllable-timed, the English language is stress-timed.

In old English syllabus in Secondary schools in Viet Nam, although pronunciation is one of three language components and there are tests on pronunciation, it has not been one content taught in the old syllabus. That is the reason why students learning the old syllabus do not pronounce and do pronunciation exercises as well as students learning the new syllabus. The new syllabus has been applied in lower secondary schools for a few years and with its clear and abundant language components and language skills, it helps students improve their English a lot. Especially, in this syllabus, pronunciation is taught, so students know how to pronounce sounds in English mechanically. However, there are not enough pronunciation exercises in this syllabus and to help students master how to pronounce sounds in English correctly, the teacher needs to provide students clips on pronunciation by native speakers and series of exercises about it.

I have been teaching the new syllabus for 2 years and now I am teaching grade 7 students. I find new English 7 books interesting, easy to teach because every part is clear with plentiful kinds of exercises used in teaching. But to help students improve their pronunciation, I have been interested in this aim since the beginning of the school year 2016 -2017.

That's the reason why I have been doing research on the thesis: **“Some tips and some kinds of exercises to help grade 7 students improve their pronunciation”**

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**2. Aims of the thesis**

- To supply some tips and some kinds of exercises to help grade 7 students improve their pronunciation.

**3. Subjects of the study**

- Some tips and some kinds of exercises to help grade 7 students improve their pronunciation.

**4. Object and scope of the study**

- The grade 7 students at Lower Secondary School.

**5. Object of survey**

- The grade 7 students at Lower Secondary School.

**6. Research duties**

- To investigate the situation of teaching and learning pronunciation at Lower Secondary School.

- To propose some tips and some kinds of exercises to help grade 7 students improve their pronunciation.

**7. Research methods**

- Observation method.

- Contrast and comparison method & survey method

## **Section B: Content**

### **Chapter 1: Theoretical Background**

#### **1.1. What is pronunciation?**

"Pronunciation" refers to the way in which we make the **sound** of words. To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily.

#### **1.2. Important aspects of pronunciation**

##### **1.2.1. vowel and consonant sounds**

##### **1.2.2. word stress** - emphasis on certain syllables in a word

##### **1.2.3. sentence stress** - emphasis on certain words in a sentence

##### **1.2.4. linking** - joining certain words together

##### **1.2.5. intonation** - the rise and fall of our voice as we speak

## **Chapter 2: Some tips and some kinds of exercises to help grade 7 students improve their pronunciation and practical application of the thesis**

### **1. Reality of teaching and learning pronunciation at my school**

Although students have at least 4 years to learn English at Primary schools before entering Lower Secondary School. But it is the fact that, they are still weak at every skill, especially pronunciation. The reason why students are embarrassed with English, even some of them are afraid of English when studying at Lower Secondary Schools, is that at primary schools, they know little about English and some students and their parents do not find English important subject. The new English syllabus is interesting with clear construction but it is really difficult and students are hard to catch up if they do not have essential knowledge about English. When I received these classes 2 years ago, I thought it was not easy to help students make progressive in English. I had to teach them everything from the beginning. As the time goes by, at present they are quite self- confident in English classes as well as speaking English. They pronounce words more correctly but there are still some limitations, especially in pronunciation. They also have the same difficulties as other language learners as I mentioned above. And these are specific mistakes:

- Students struggle with the endings of many words. For example, the word “like” will be pronounced as “lie”.
- Another sound they find difficult is “s”. I have to remind the students most of the time, especially the difference between “s” and “sh” sounds.
- Some of my students also mispronounce “p” and “b” at the start of many words. “p” makes a different sound in Vietnamese and I think they sometimes forget that. It is similar to mispronouncing “b”, eg “bread” or “bedroom”. They may not be used to pushing the air out when making this sound.
- Students can not distinguish the pairs of sounds such as / ə/ & / ɜ /, /ʃ/ and / ʒ/, /v/ and /ɔ / and so on.
- Besides, students do not focus on intonation. They usually speak without intonation, word stress so that they can not speak English correctly and fluently. This affects their communicative meanings and aims a lot,

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especially when they communicate with native speakers or people from English-speaking countries.

That was the reason why I chose this thesis. I have been using these tips and exercises in my pronunciation teaching since the beginning of this school year for grade 7 students who are studying new English syllabus and I see the students are making some progress in their pronunciation.

## **2. Some tips to help grade 7 students improve their pronunciation.**

### **2.1. Learn to listen**

Before you learn how to speak, you'll need to learn how to listen. Some sounds can be hard to tell apart when you're listening. Did the speaker *sleep* or *slip*? Did he hurt his *chin* or his *shin*? If you can hear the difference, it will be easier to speak the difference.

#### 2.2. Notice how your mouth and lips move.

When you speak, you move your mouth. *How* you move your mouth affects how you pronounce a word. The first step to correcting your mouth shape is to notice it and pay attention. There are a few ways you can check that your mouth and lips are making the correct shape:

- **Use a mirror.** This is by far the simplest way to tell what your mouth is doing while you talk.

- **Put a finger in front of your lips (like you're saying "shh").** As you speak, don't move your finger. You should feel your lips moving away from or pushing against your finger.

Watch other people and notice the shape their mouth and lips make when they talk. Try following along with your favorite TV show or movie. Can you repeat the faces and sounds that the actors are making?

### **2.3. Pay attention to your tongue.**

The main difference between *rice* and *lice* is in your tongue. When you speak, you move your tongue to make sounds. You probably didn't even notice that, since you do it without thinking. To improve your English pronunciation, it's a good idea to check what your tongue is doing.

### **2.4. Break words down into sounds.**

Words are made up of syllables, or parts. The word "syllable," for example, has three syllables: syl-la-ble. Turning words into parts can make them easier to pronounce. To check how many syllables a word has, place your hand flat just

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under your chin. Say the word slowly. Each time your chin touches your hand, that's a syllable.

You can even write the word down in parts. Leave a space or draw a line between each syllable (every syllable should have at least one vowel: a, e, i, o, u, y). Now try saying the word. Say it slowly and pause after each syllable. Isn't that easier?

### **2.5. Add stress to sounds and words.**

English is a stressed language. That means some words and sounds are more important than others. You can hear this when you say a word out loud. For example, the word "introduce" is pronounced with a stress at the end, so it sounds like this: "in-tro-DUCE." Sometimes where you put the stress in a word can change the word's meaning. Say this word out loud: "present." If you said "PREsent," you are talking about a noun that means either "right this moment" or "a gift." If you said "preSENT," you are talking about a verb that means "to give or show." There are rules for where the stress goes in each word. Here's one rule:

- Most two-syllable nouns are stressed on the first syllable, and most two-syllable verbs are stressed on the second syllable.

That's just like the word "present." Here's another example: the noun "ADDRESS" is the place where you live, and the verb "addRESS" is to speak to someone.

If this all sounds too complicated, don't worry about memorizing all these rules—the best way to learn is by listening and practicing. Remember that most native English speakers don't know the rules either, they just say what "sounds right." With enough practice, you can get what sounds right too.

Sentences have stresses too; some words are more important, and are said with more clarity and strength than the rest of the sentence. Try reading this sentence aloud: "I ate some toast with butter in the morning."

The sentence should have sounded like this (the bold words are the stressed ones): "I **ate** some **toast** with **butter** in the **morning**." Notice how you slow down every time you get to an important word, and quickly pass over the less important ones?

Keep practicing by reading out loud, having conversations and listening well to where others place stress when they speak.



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## **2.6. Use pronunciation podcasts and videos.**

There are some excellent video and audio guides on English pronunciations on the internet that you can use to improve.

As you can see in **1.1**, there are six important aspects of pronunciation. But in this thesis, because the object of the thesis is grade 7 students, I only focus on some vowel and consonant sounds, word stress and intonation which are mentioned in new English syllabus.

I have chosen some video clips on Pronunciation to help students in grade 7 watch and know how to pronounce some vowel sounds and consonant sounds in new grade 7 syllabus.

### **2.6.1. Unit 1: Sounds / ə/ & / ɜ ʒ/**

<http://youtube.com/watch?v=fM2R4Y62R4I>

<http://youtube.com/watch?v=Kc51zxbAHNw>



### **2.6.2. Unit 2: Sounds /f/ and /v/**

<http://youtube.com/watch?v=of-M85N2s2g>

<http://youtube.com/watch?v=mELVWr-jlxY>



### **2.6.3. Unit 3: Sounds /g/ and /k/**

[http://youtube.com/watch?v=y2s7bX\\_E5WY](http://youtube.com/watch?v=y2s7bX_E5WY)

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**2.6.4. Unit 4: Sounds /ʃ/ and /ʒ/**

<http://youtube.com/watch?v=wr2adpD6sYU>



**2.6.5. Unit 5: Sounds /ɔ/ and /ɔ:/**

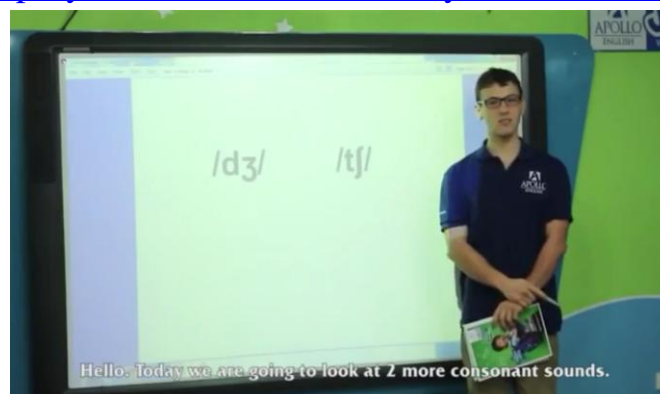
<http://youtube.com/watch?v=F6eOMkp6M-M>



**2.6.6. Unit 6: Sounds /tʃ/ and /dʒ/**

<http://youtube.com/watch?v=f-4S5G9A1d8>

<http://youtube.com/watch?v=my6BDWbCXzE>



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**2.6.7. Unit 7: Sounds / e/ and /eɪ /**

<http://youtube.com/watch?v=YGozdS2ad4I>



**2.6.8. Unit 8: Sound ed**

<http://youtube.com/watch?v=j32SurxnE4s>

<http://youtube.com/watch?v=-WYJCIELoc>



**2.6.9. Unit 9: Stress on two-syllable words**

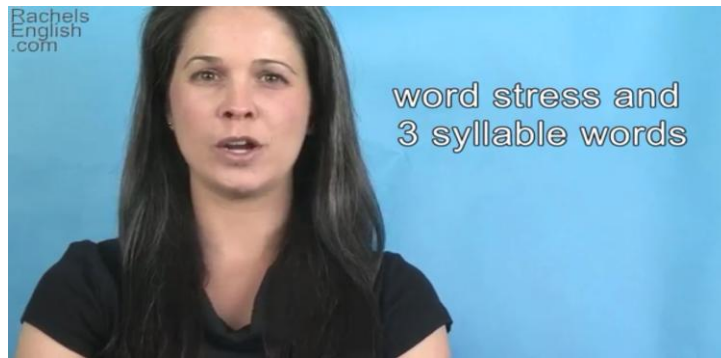
<http://youtube.com/watch?v=HOcuwgpyaeI>



**2.6.10. Unit 10: Stress on three-syllable words.**

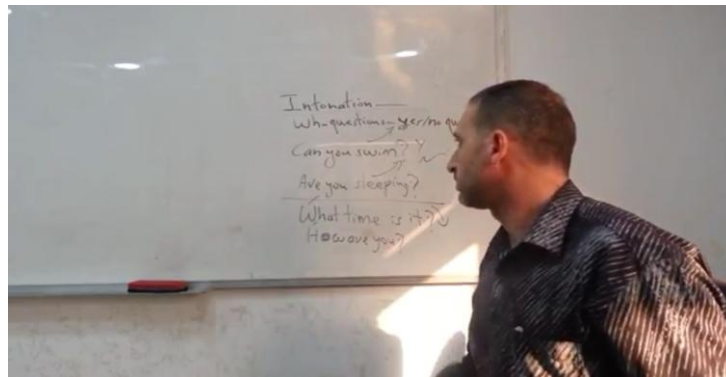
<http://youtube.com/watch?v=6xee6AveKvc>

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**2.6.11. Unit 11: Rising and falling intonation for Yes-No and WH-questions**

<http://youtube.com/watch?v=7ouSpZETt-s>



**2.6.12. Unit 12: 2- and 3-syllable words**

<http://youtube.com/watch?v=08qBN29mIBs&list=PLx-ATgMMIa1gOv-zN-TsgDdylHr-YZiyN>



**2.7. Record yourself.**

One way to tell if all your practice is working is to record yourself with a camera. Use a camera and not just a sound recorder because it's important to *see* how you speak, not only hear it.

Compare your recording to someone else saying the same words or sounds. Find a video of your favorite part from a movie, like [this clip](#) from "Earth to Echo." Choose one or two sentences and record yourself trying to match the stress, tone and pronunciation of the video. Then you can compare the two and see what you did differently, and try again.

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Ask a friend or watch a video to check. If your pronunciation doesn't sound the same, ask yourself some questions: Are you moving your mouth the right way? Is your tongue in the right place? Are you stressing the right part of the word? Use everything you learned in this article!

**2.8. Practice with a buddy.**

As always, "Practice makes perfect!" And it's easier to practice with a friend. Practicing with a buddy (friend) will give you a chance to try everything you learned, and learn new things from each other. Plus, it's fun! Pronunciation is as important to learning English as vocabulary and grammar. Thanks to these eight tips, you'll soon be on your way to pronouncing English like a native.

**3. Some kinds of exercises to help grade 7 students improve their pronunciation.**

Besides the exercises in the new textbook for grade 7, I have summarized some more exercises to help students have further practice their pronunciation.

**3.6.1. Unit 1: Sounds / ə/ & / ɜ ʒ/**

**Exercise1: Listen and repeat.**

/ ə/		/ ɜ ʒ/	
Autumn	/ɒtəm/	earn	/ɜrn/
color	/kʌlər/	hurt	/hɜrt/
afternoon	/æftənu:n/	learn	/lɜrn/
vegetable	/vedʒtəbl/	purse	/pɜrs/
melon	/melən/	shirt	/ʃɜrt/
album	/ælbəm/	early	/ɜrli/
breakfast	/brekfəst/	burger	/bɜrgə r/
letter	/letə r/	church	/tʃɜrtʃ/
ago	/əgəʊ/	sir	/sɜr/
cover	/kʌvə r/	circle	/sɜrkəl/
person	/pɜrsən/	dessert	/dɪzɜrt/
daughter	/dɒtə r/	world	/wɜrld/
corner	/kɔ:nə r/	furniture	/fɜrnɪtʃə r/
alone	/ələʊn/	girlfriend	/gɜrlfrend/
address	/ədres/	homework	/hoʊmwɜrk/
partner	/pɑ:rtnə r/	nurse	/nɜrs/

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**Exercise 2: Read the following sentences, focusing on the words in RED.**

/ə/	/ɜ :/
1. He sits on a <b>sofa</b> . 2. The <b>woman</b> is a model. 3. My favorite season is <b>autumn</b> . 4. I will meet Jenna this <b>afternoon</b> .	1. The <b>bird</b> is making a nest. 2. The <b>girl</b> is wearing a <b>fur</b> coat. 3. I am wearing a blue <b>shirt</b> . 4. Allen and Joy <b>work</b> in an office.

**Exercise3: Let’s Talk - Practice having a conversation with someone.**

Tutor: I bought a **purse**.

Student: That’s a pretty **purse**.

Tutor: Thank you! Did you buy anything?

Student: Yes, I bought a **shirt**.

Tutor: That’s a nice **color**!

Student: You think so? I had to choose between the **color** red or blue.

Tutor: You made the right choice. I hope it’s not expensive.

Student: It’s okay. I **worked** hard to **earn** the money for it!

**Exercise4: Practice: Tongue Twisters**

1. I walked **away alone**.
2. I **was ashamed after** spilling **soda** on the **sofa**.
3. The **early worms heard** the **early birds**.

**Exercise5: Put the words into the correct column according to the underlined part**

again ,turn, third, assistant, learn, first, camera, girl, signal, birthday, bird,  
 natural, heard, sir, final, word, world, yesterday, neighbor, culture

/ə/	/ɜ :/

3.6.2. Unit 2: Sounds /v/ and /f/

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**Exercise1: Listen and repeat.**

/v/		/f/	
Driver	/draɪ vər/	Coffee	/kə ʒfi/
envelope	/envəloʊp/	floor	/flɔ ʒr/
glove	/glɒv/	laugh	/læf/
vegetables	/vedʒ təblz/	fruit	/fruɪt/
video	/vɪ diou/	face	/feɪ s/
seven	/sevn/	elephant	/eləfənt/
cover	/kʌ vər/	shelf	/ʃ elf/
heavy	/hevi/	leaf	/liʒf/
drive	/draɪ v/	friend	/frend/
stove	/stoʊv/	food	/fuɪnd/
invitation	/ɪ nvəteɪ ʃ n/	from	/frʊm/
verb	/vɜ ʒrb/	fact	/fækt/
level	/levl/	field	/fiɪld/
view	/vjuɪ/	family	/fæməli/
living room	/lɪ vɪ ŋ ruɪm/	fan	/fæn/
vase	/veɪ s/	February	/febjəwəri/
silver	/sɪ lvər/	football	/fʊtbɔl/
divide	/dɪ vaɪ d/	cliff	/klɪ f/
leave	/liʒv/	girlfriend	/gɜ ʒlfrend/
never	/nevər/	golf	/gɔ ʒlf/

**Exercise2: Read the following sentences, focusing on the words in RED.**

/v/	/f/
1. The child plays the <b>violin</b> . 2. Sarah picked the flowers by the <b>river</b> . 3. The dentist is wearing a <b>glove</b> . 4. Jenna lives in a small <b>village</b> . 5. The bags are in the <b>van</b> . 6. He puts the letter in an <b>envelope</b> . 7. My dad is a good <b>driver</b> .	1. He likes to eat <b>fish</b> . 2. Claire picks the <b>leaf</b> . 3. I can see his <b>face</b> . 4. Rey does not eat spicy <b>food</b> . 5. Matt gave me <b>fruits</b> . 6. The boss is nice to his <b>staff</b> . 7. There is an <b>elephant</b> in the zoo. 8. He bought a new book <b>shelf</b> .



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8. Her bag is <b>heavy</b> .	
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**Exercise3: Let's Talk - Practice having a conversation with someone.**

<p>Tutor: Did you go to the tourist <b>village</b>?</p> <p>Student: Yes, I did. I rode a <b>van</b> to get there.</p> <p>Tutor: What did you see?</p> <p>Student: I saw an old historical <b>vase</b>.</p> <p>Tutor: I hear they also hold a <b>violin</b> concert.</p> <p>Student: Yes, they hold it <b>every evening</b> at <b>seven</b> o'clock.</p> <p>Tutor: Was it fun?</p> <p>Student: Yes, it was! I'll take you to the <b>village</b> next time!</p>	<p>Tutor: What <b>food</b> is in your grocery bag?</p> <p>Student: I have <b>fruits</b>.</p> <p>Tutor: Are those <b>fruits fresh</b>?</p> <p>Student: Yes, the fruits are <b>fresh</b>.</p> <p>Tutor: Do you have <b>fish</b>?</p> <p>Student: No, I did not buy <b>fish</b>.</p> <p>Tutor: How about <b>tofu</b>?</p> <p>Student: Yes. I bought <b>fried tofu</b>.</p>
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**Exercise 4: Tongue Twisters**

<p>1. <b>Vivian drives the van very fast.</b> <b>Victor</b> was <b>very nervous</b> in the <b>van</b>.</p> <p>2. <b>Vina</b> believes <b>Vincent</b>, the <b>visitor</b>, is <b>vain</b>. <b>Vincent</b>, the <b>visitor</b>, likes wearing <b>velvet vests</b>.</p>	<p>1. <b>Five fat pigs found five friends.</b> On <b>Friday</b>, they <b>found four more friends</b>.</p> <p>2. She <b>feeds fruits to her fat ferret</b>. Her <b>fat ferret fears flies</b>.</p>
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**Exercise 5: Put the words into the correct column according to the underlined part**

<p>kn<u>i</u>fe leaf rou<u>gh</u> con<u>v</u>ersation kn<u>i</u>ves lea<u>v</u>es li<u>v</u>e mo<u>v</u>e of<u>f</u> para<u>g</u>raph li<u>f</u>e lo<u>v</u>ingly cou<u>gh</u> ph<u>o</u>netics tou<u>gh</u> la<u>gh</u> le<u>v</u>el Ste<u>p</u>hen ve<u>r</u>y enou<u>gh</u></p>
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/v/	/f/
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3.6.3. Unit 3: Sounds /g/ and /k/

**Note: How to pronounce the voiceless K sound and the voiced G sound**

<b>The voiceless K sound</b>	<b>The voiced G sound</b>
<p style="text-align: center;"><b>There are six spellings of the K sound: k, ck, c, ch, x, qu/que.</b></p> <p><b>1. k spelling</b> Eg: kid, kitten, like, bake, thinking</p> <p><b>2. ck spelling</b> Eg: back, ducks, sick, truck, black</p> <p><b>3. c spelling</b> (If C is followed by the letters E or I, the word will usually be pronounced with an <u>S sound</u>: city, face.) Eg: cart, cup, cat, cool, caught</p> <p><b>4. x spelling</b> The x spelling can be pronounced in two different ways: K + S sound = fix, fox, next, box <u>G + Z sound</u> = example, exist</p> <p><b>5. ch spelling</b> -These words are a challenge. (The most common pronunciation for the ch spelling is the CH sound as in China. We will study this sound in a later lesson.) In these words, the ch spelling is pronounced with a K sound. Eg: chorus, choir, ache ,chaos, school</p> <p><b>6. qu/que spelling</b> - These words are</p>	<p style="text-align: center;"><b>There are three spellings of the G sound: g/gg, ng, gue.</b></p> <p><b>1. g/gg spelling</b> The g spelling sometimes makes a softer g or j sound like in Germany. Words are pronounced with the softer j sound when the g spelling is followed by e, i, or, y (<b>giant, gym, large</b>). All other spellings should be pronounced with the hard G sound you have learned about in this lesson. Eg: go, good, great, big, bigger, egg, again</p> <p><b>2. ng spelling</b> You can learn more about the ng pronunciation in this lesson: <u>The Nasal Sounds: M, N, and NG.</u> Eg: bring, sing, anger, finger, language (note: The second g in language is a j sound).</p> <p><b>3. gue spelling</b> - These are challenging words. When the gue spelling is at the end of the word, it is usually pronounced as a <b>G sound</b> only. Eg: league, dialogue</p>

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<p>more difficult. The qu / que spelling is pronounced as a K + W sound. Eg: <b>quit, quiet, quick, question, queen</b> When the que spelling is at the end of the word it is pronounced as only a <b>K sound</b>. Eg: antique, unique</p>	<p>Some words do not follow the rule. Eg: <b>argue</b> (g + vowel sound) When the gue spelling is in the <b>middle or beginning of a word</b>, it is pronounced as a <b>g + vowel sound</b>. Eg: <b>guerrilla, guest, guess</b></p>
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**Exercise1: Practice the sounds side-by-side**

Remember to **voice the G sound** and use **only air for the K sound!**

G	K
go	cool
bag	back
hang	cake
green	queen
sing	sink

**Exercise 2: Now say these sentences out loud.**

The **K sounds** are in **blue**. The **G sounds** are in **green**:

- 1) The dog **can** lick the **girl**.
- 2) **Kick** the big **green** ball.
- 3) The big **cake** cooled in the **kitchen**.
- 4) The **school** **chorus** will **sing** for the **queen** in **England**.
- 5) **Get** a **clean** **fork** from the **sink**.
- 6) Please be **quiet** so I **can** **ask** you a **quick** **question**.
- 7) I think I **like** to **speak** the **English** **language**.
- 8) The **kitten** is in **black** the **box**.
- 9) **Bring** **Kate** the **bigger** **egg**.
- 10) He **quickly** **corrected** the **group**.

**Exercise 3: Put the words into the correct column according to the underlined part**


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colour	school	culture	garden	traffic	green	sick	get
kitchen	cold	clothes	cancel	chemistry	game	call	clean
	chemical	classroom	community	group			

/g/	/k/

3.6.4. Unit 4: Sounds /ʃ/ and /ʒ/

**Note: How to pronounce the voiceless SH sound and the voiced ZH sound**

The voiceless SH sound	The voiced ZH sound
<p>Practice the <b>voiceless SH sound</b> by saying these words aloud. Remember, do not use your voice to make this sound. This is like the <b>shhh sound</b> that we use when we want someone to be quiet.</p> <div style="text-align: center;">  </div> <p>There are a few different spellings for the <b>SH sound</b>.</p> <p>The <b>sh spelling pattern</b> is the most common spelling pattern for the <b>SH sound</b>.</p> <p>Eg: <b>shop, she, shirt, ship, shot, shy, shut, share, shout, shift, push, wash, wish, fish, dish, eyelashes, mushroom, toothbrush, punish, ashamed,</b></p>	<p>Now, let's practice the <b>voiced ZH sound</b>. Remember, use air and your voice to make this sound. The <b>ZH sound</b> is not a very common sound in English.</p> <p style="text-align: center;">The words that are pronounced with the <b>ZH sound</b> are advanced vocabulary words.</p> <p>Many students find it easier to memorize words that have this sound rather than learn complicated spelling rules.</p> <p>Eg: <b>garage, beige, massage, sabotage, Asia, Persia, conclusion, collision, decision, division, version, measure, treasure, exposure, casual, visual, usual, genre, television</b></p>

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<p>Washington.</p> <p>There are a few words with the <b>ch spelling</b> that are pronounced with the <b>SH sound</b>. (Most of the time, the ch spelling is pronounced as the <b>CH sound</b>: chip, chat, rich.)</p> <p>Eg: <b>chef</b>, <b>machine</b>, <b>moustache</b></p> <p>The SH sound is also sometimes found in these <b>suffixes</b>:</p> <ul style="list-style-type: none"><li>- <b>tion</b> / - <b>sion</b></li><li>- <b>cial</b> / - <b>tial</b></li><li>- <b>itious</b></li></ul> <p>Eg: solution, addition, direction, passion, special, nutritious, cautious</p> <p>Here are a few more words with the <b>SH sound</b>:</p> <p>Eg: pressure, precious, sure, ocean, sugar, tissue.</p> <p>There are many rules for the spelling patterns that make the <b>SH sound</b>. The spelling patterns above don't always make the <b>SH sound</b>. It is important to learn how to correctly pronounce new vocabulary words.</p>	
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**Exercise 1: Now say these sentences out loud:**

The **voiceless SH sounds** are in **blue**. Use only air to make these sounds.

The **voiced ZH sounds** are in **green**. Use air and your voice to make these buzzing sounds.

- 1) **She** showed **Shelly** her **shirt**.
- 2) I **wish she** would not **shout** at us in **English**.
- 3) The **chef** cooks **fish** in **Washington**.
- 4) **Sure**, you can **shave** his **moustache**.
- 5) Be **cautious** when you swim in the **ocean**.
- 6) **Measure** the **beige** door on the **garage**.
- 7) I **usually** watch **television** at night.
- 8) It was my **decision** to fly to **Asia** to seek the **treasure**.

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9) The treasure is on the fishing ship in the ocean near Asia.

10) To finish the problem, she will measure and use addition and division.

**Exercise 2: Put the words into the correct column according to the underlined part**

special	exhibition	treasure	pleasure	attention	essential
fiction	machine	television	decision	vision	sunshine
usually	champagne	discussion	leisure	closure	sure
measure	collage	musician	social	delicious	occasion
		conclusion			

/ʃ/	/ʒ/

### 3.6.5. Unit 5: Sounds /ɒ/ and /ɔ ʒ/

**Note:**

Some common words containing /ɔ ʒ/ include the following	Some common words containing /ɒ/ include the following
<ul style="list-style-type: none"> <li>- with "oa": abroad ,broad.</li> <li>- with "ought": bought, brought, fought, ought, thought.</li> <li>- with "a": water; with "al": almost, already, alter, always, chalk, false, salt , talk, walk;</li> <li>- with "all": ball, call, fall, hall, mall, small, talk, walk, wall;</li> <li>- with "aw": dawn, hawk, lawn, shawl,</li> </ul>	<ul style="list-style-type: none"> <li>- with "o": doll, golf ,hot , lot , off , on , stop , top;</li> <li>- with "ong": long , song , strong , wrong;</li> <li>- others : gone , knowledge , want , what.</li> </ul>

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<p>yawn;</p> <ul style="list-style-type: none"> <li>- with "au": auction, August, author, autumn, caught, cause, clause, daughter, fault, launch, taught;</li> <li>- with "or": afford, born, cork, fork , horse, lord , pork, short, storm ,sword;</li> <li>- with "oar": board</li> <li>- with "our": court</li> <li>- with "ar": quarter, warm, warn;</li> <li>- <u>homophones</u>: bored/ board, court/caught , stork/stalk.</li> </ul>	
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**Exercise 2: Listen and Repeat.**

<i>/ɔ ɔ/</i>		<i>/ɒ/</i>	
course	/kɔ ɔrs/	mall	/mɒ l/
board	/bɔ ɔrd/	chocolate	/tʃ ɒ klət/
talk	/tɔ ɔk/	daughter	/dɔ tər/
fork	/fɔ ɔrk/	draw	/drɒ /
morning	/mɔ ɔrnɪ ŋ/	tall	/tɒ l/
floor	/flɔ ɔr/	cross	/krɒ s/
sport	/spɔ ɔrt/	sausage	/sɒ sədʒ /
passport	/pɑ ɔspɔ ɔrt/	sauce	/sɒ s/
along	/ə lɔ ɔ ŋ/	song	/sɒ ŋ/
fourth	/fɔ ɔrθ/	malt	/mɒ lt/
north	/nɔ ɔrθ/	all	/ɒ l/
order	/ɔ ɔrdər/	moth	/mɒ θ/
platform	/plæt fɔ ɔrm/	bald	/bɒ ld/
cork	/cɔ ɔrk/	wall	/wɒ l/
skateboard	/skeɪ tbɔ ɔrd/	wallet	/wɒ lət/
shorts	/ʃ ɔ ɔrts/	water	/wɒ tər/

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**Exercise 2: Let's Talk - Practice having a conversation with someone.**

Tutor: When will the **mall** close?

Student: The **mall** will close in fifteen minutes.

Tutor: Oh no! I need to be quick. I need to buy a **ball**.

Student: The **balls** are behind the long shelf.

Tutor: Do you mean the shelf of **chocolates**?

Student: Yes, just go straight down the **hall**.

Tutor: I see! Thank you!

Student: You're welcome! But please be careful. The **floor** is **wet**.

**Exercise 3: Practice: Words in Sentences - Read the following sentences, focusing on the words in RED.**

/ɔ ʊ/	/ɒ/
1. The line is <b>long</b> . 2. Sally turned left at the <b>corner</b> . 3. Do not <b>talk</b> while eating. 4. The <b>floor</b> is wet.	1. The baby is playing with a <b>ball</b> . 2. Do you like eating <b>chocolate</b> ? 3. My sister loves to <b>draw</b> . 4. You can <b>call</b> me Sara.

**Exercise 4: Tongue Twisters**

1. Every morning, Courtney **eats** corn. **And, throws** more long corn **cobs** in every corner.

2. Tall Paul **played** ball. Tall Paul **slipped on the** hall's **wet** floor.

**Exercise 5: Put the words into the correct column according to the underlined part**

<u>m</u> ore <u>b</u> ottle <u>p</u> ot <u>c</u> aught <u>d</u> ialogue <u>m</u> orning <u>b</u> ottle <u>s</u> hort <u>d</u> aughter <u>s</u> hopping <u>t</u> alk <u>p</u> ork <u>s</u> alt <u>a</u> udience <u>l</u> ot <u>l</u> aundry <u>f</u> ork <u>o</u> melette <u>y</u> ogurt <u>g</u> ot <u>w</u> ater <u>s</u> auce <u>w</u> hat <u>ch</u> ocolate <u>n</u> ot <u>s</u> oft
--

/ɔ ʊ/	/ɒ/





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	Eg: <b>edu</b> cate, sched <b>u</b> le, proced <b>u</b> re, grad <b>u</b> ate, individ <b>u</b> al Most words with a <b>du</b> spelling are pronounced with a <u>regular D sound</u> . Eg: <b>d</b> uring, reduc <b>e</b> , <b>d</b> ust
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**Exercise 1: Practice the sounds side-by-side**

Remember to **voice the J sound** and use **only air for the CH sound!**

<b>CH</b>	<b>J</b>
<b>Ch</b> ina	<b>G</b> ermany
<b>ch</b> ild	<b>j</b> ump
<b>ba</b> tch	<b>a</b> ge
<b>wa</b> tch	<b>br</b> idge
<b>ch</b> urch	<b>j</b> udge
<b>ce</b> ntury	<b>e</b> ducate

**Exercise 2: Now say these sentences out loud.**

The **CH sounds** are in **blue**. The **J sounds** are in **green**:

- 1) Teach **ch** the **ch**ildren at the **ch**urch.
- 2) The spat**u**la is in the **ch**it**ch**en.
- 3) We eat **ch**ee**se** and **ch**ips on a **ch**ina plate.
- 4) The **g**entle **g**iant **j**umped for **j**oy!
- 5) I **e**n**j**oy eating **j**am and **j**elly.
- 6) The **g**entleman from **G**ermany had a proced**u**re in **J**une.
- 7) In **J**uly, I will **e**ducate the **ch**eerful **ch**ild in **Ch**inese and **G**erman.
- 8) **J**ust apolo**g**ize to the teach**er** for touch**ing** the **g**iraffe.
- 9) The **j**oyful **j**udge ate fud**g**e in the **ch**it**ch**en.
- 10) Imagine a **g**iant, **g**entle **w**it**ch** with an **it**ch.

**Exercise 3: Put the words into the correct column according to the underlined part**

liter <u>a</u> ture	jour <u>n</u> ey	<u>ch</u> oose	<u>ch</u> aritable	be <u>ch</u>	pass <u>e</u> nger	co <u>ch</u>
fe <u>a</u> ture	fr <u>a</u> gile	scu <u>l</u> pture	lugg <u>a</u> ge	lect <u>u</u> re	ju <u>j</u> ce	stat <u>u</u> e

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stranger	quest <u>ions</u>	arrange	sandwich	heritage	Japan
	Jan <u>u</u> ary	cult <u>u</u> re	sausag <u>e</u>	vegetarian	

/t/	/dʒ/

3.6.7. Unit 7: Sounds / e/ and /eɪ /

**Exercise 1:**

Write words for the things in the picture in the correct part of the table.

<p>/eɪ/</p> <p>cake</p>	<p>/æ/</p> <p>apple</p>
-------------------------	-------------------------

**Exercise 2:** These words all contain the vowel sound /æ/. Make another word with the same consonant sounds, but changing the vowel sound to /eɪ/.

Examples: pan → pain; plan → plane

- |              |              |
|--------------|--------------|
| 1. at .....  | 4. tap ..... |
| 2. mad ..... | 5. ran ..... |
| 3. man ..... | 6. hat ..... |

**Exercise 3:** Listen and circle the word with a different vowel sound.

Example: back (want) mad hand

1. sad	bag	salt	tap	5. case	lake	name	care
2. far	fat	map	add	6. space	change	plate	square
3. watch	catch	match	land	7. break	great	heat	weight
4. rain	said	fail	train				

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**Exercise 4: Listen and circle the word you hear.**

- 1 Man or men? Did you see the *man / men*?
- 2 Cap or cup? Have you seen my *cap / cup*?
- 3 Hat or heart? She put her hand on her *hat / heart*.
- 4 Pain or pen? I've got a *pain / pen* in my hand.
- 5 Hay or hair? There are bugs in this *hay / hair*.

3.6.8. Unit 8: Sound *ed*

**Note:**

**THE -ED PRONUNCIATION RULES**

1. The -ed ending is pronounced /t/ after “unvoiced” final sounds: f, k, p, s, sh, ch, ss, w and x.

Examples:

cooked, stopped, kissed, watched, finished, allowed, promised

2. The -ed ending is pronounced /d/ after “voiced” final sounds: m, g, (j), r, l, b, z and v.

Examples:

dreamed, bugged, waged, slurred, called, rubbed and lived

3. When the verb ends in -t or -d (if there is an -e after them it doesn't count), the -ed ending is pronounced /id/.

Examples:

waited, wedded, decided

**Exercise 1: Put these words into the right column and practice pronouncing**

Pressed	killed	learned	explained	visited	touched
supported	recognized	wanted	worked	counted	smiled
preferred					

/t/	/id/	/d/

3.6.9. Unit 9: Stress on **two-syllable words**

**Note:**

1. Two-Syllable nouns and adjectives

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In most two syllable nouns and adjectives, the first syllable takes on the stress.

**Examples:**

SAMples      CARton      PURple      RAIIny      CHIna      HAPpy

2. Two- syllable verbs and preposition

In most two syllable verbs and prepositions, the stress is on the second syllable.

**Examples:**

reLAX      reCEIVE      diRECT      aMONG      aSIDE      between  
deCIDE

**\* More about word stress on two-syllable words**

- About 80% of two-syllable words get their stress on the first syllable.
- There are, of course, exceptions to this rule, but very few nouns and adjectives get stress on their second syllable.
- Verbs and prepositions usually get stress placed on the second syllable, but there are exceptions to this too.

Look out!  
In two-syllable words the mark (') represents  
the stressed syllable. The general rules are:

Type of word	General rule	Exceptions
most nouns and adjectives	stress on the first syllable e.g. 'country	a'sleep a'broad ma'chine
most verbs	stress on the second syllable e.g. re'ceive	'copy 'differ 'happen (two-syllable verbs ending in er/en)

**Examples:**

PREsent = a gift (noun); non past or future (adjective)

preSENT = to give something to someone (verb)

OBject = something you can see and touch (noun)

obJECT = to disagree with something (verb)

**Exercise 1: Put the words in the table in the correct column according to their stress pattern.**

listen	afraid	parade	compete	rainy	album	prefer
handsome	remote	cancel	dislike	culture	perform	reply
	harvest	happy	review	annual		

Stress on 1 <sup>st</sup> syllable	Stress on 2 <sup>nd</sup> syllable

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Exercise 2: Choose the word which has a different stress pattern from the others.

1.	A. manner	B. tourist	C. machine	D. action
2.	A. reward	B. country	C. samba	D. music
3.	A. costume	B. canoe	C. highlight	D. season
4.	A. pavement	B. review	C. concert	D. samba
5.	A. famous	B. asleep	C. pretty	D. careful

3.6.10. Unit 10: Stress on **three-syllable words**.

**Note:**

**1. Stress on the second from the end syllable**

You put stress on the second syllable from the end of the word with words ending in **ic**, **sion**, and **tion**.

**Examples:**

- iCONic
- GRAPHic
- hyperTENSion
- teleVIsion
- nuTRItion
- reveLAtion

Note: Native English speakers don't always agree on where to place the stress on a word. For example, some people pronounce **television** as "TELevision" while others say "teleVIsion."

**2. Stress on the third from end syllable**

You put stress on the third from end syllable with words that end in **cy**, **ty**, **phy**, **gy** and **al**.

**Examples:**

- deMOcracy
- geOGraphy
- ALlergy
- NAUtical
- CLArity
- CRItical

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**Exercise 1: Put the words in the table in the correct column according to their stress pattern.**

illegal	performance	exhausted	celebrate	performer	
comfortable	available	generate	library	festival	effective
improvement	consumption	imagine	relative	electric	
	convenient	fortunate			

Stress on 1 <sup>st</sup> syllable	Stress on 2 <sup>nd</sup> syllable

Exercise 2: Choose the word which has a different stress pattern from the others.

1.	A. excellent	B. marvelous	C. familiar	D. similar
2.	A. musician	B. scientist	C. energy	D. biogas
3.	A. abundant	B. wonderful	C. convenient	D. important
4.	A. excellent	B. dangerous	C. plentiful	D. polluting
5.	A. exercise	B. calendar	C. travelling	D. convenience

### 3.6.11. Unit 11: Rising and falling intonation for Yes-No and WH-questions

**Note:**

#### 1. Falling Intonation

Questions that begin with *who*, *what*, *when*, *where*, *why*, *which*, and *how* (often referred to as “wh-questions”) usually end in **falling intonation**.

Examples:

What time is it?

Who is she?

When is he coming?

\* Also, commands and statements end in falling intonation. Commands and statements end in a period.

Examples:

Commands

Shut the door.

Write your name.

Statements

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The color is blue.

It is raining.

## **2. Rising Intonation**

Questions that can be answered with a “yes” or “no” answer (often referred to as “yes/no questions”) usually end in **rising intonation**. The voice tone goes up at the end of the sentence.

Examples:

Is it five o'clock yet?

Is that Mrs. Smith?

Is he coming?

In addition, *wh*-questions that ask for clarification or restating end in rising intonation.

Examples:

What did you just say?

What did you say your name was?

**Exercise 1: Put the questions into the correct column, then practice saying them.**

1. What problems do you think future transport will have?
2. Does a jet pack take a lot of space?
3. Have you ever heard of bullet train?
4. What means of transport do you think will be used in the future?
5. Do you think we will use driverless cars in the near future?
6. How fast can it travel?
7. Why don't many people use personal hover scooter?
8. Will pollution be much worse?

<b>Rising intonation</b>	<b>Falling intonation</b>

3.6.12. Unit 12: **2- and 3-syllable words**

**Note:**

**1. Words ending in er, ly**

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- For three-syllable words ending with the suffixes **er** or **ly**, the stress is placed on the first syllable.

**Examples:**

Orderly   Silently   Lovingly   Manager   GARDener   Easier

**2. Words ending in consonants and in “y”**

If there is a word that ends in a **consonant** or in a **y**, then the first syllable usually gets the stress.

**Examples:**

- RARity
- OPTimal
- GRAdient
- GENorous

**3. Words with various endings**

Take a good look at the list of suffixes below (suffixes are word endings). The stress is going to be on the syllable right before the suffix. This applies to words of all syllable lengths.

**Examples:**

1. **able:** ADDable, DURable, LAUGHable
2. **ial:** differENTial, SOcial, fiNANcial
3. **cian:** muSIcian, phySIcian, cliNIcian
4. **ery:** BAkery, SCEnery
5. **ian:** coMEdian, ciVILian, techNIcian
6. **ible:** reSIstible, imPOSSible, TERRible
7. **ic:** arCHAic, plaTONic, characteRIStic
8. **ics:** diaBETics, paediATRics, TOPics
9. **ion:** classifiCATION, repoSITION, vegeTATION
10. **ia:** MEDia, bacTERia, vicTORia
11. **ient:** inGREdient, PATient, ANCient
12. **ious:** mySTERious, reLIGious, VARIous
13. **ish:** SELFish, ENGlish, PUNIsh
14. **osis:** hypNOsis, diagNOsis, osmosis

**4. Words ending in ade, ee, ese, que, ette, oon.**



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Words that use the suffix **ade**, **ee**, **ese**, **eer**, **que**, **ette**, or **oon** have the primary stress actually placed on the suffix. This applies to words of all syllable lengths.

**Examples:**

1. **ade:** lemoNADE, cruSADE, arCADE
2. **ee:** aGREE, jamborEE, guaranTEE
3. **eer:** sightSEER, puppeTEER
4. **ese:** SiamESE, JapanESE, chEESE
5. **ette:** cassETTE, CorvETTE, towelETTE
6. **que:** unIQUE, physIQUE
7. **oon:** baLOON, afterNOON, carTOON

**Exercise 1: Put the words in the table in the correct column according to their stress pattern.**

density	overcrowded	service	attract	homeless	pollution	imagine
slavery	behind	spacious	population	homeless	economy	
megacity	poverty	populated	criminal	explosion	producer	
millionaire	crowded	problem	affect	hunger	electricity	

Stress on 1 <sup>st</sup> syllable	Stress on 2 <sup>nd</sup> syllable	Stress on 3 <sup>rd</sup> syllable

**THE SURVEY SHEET AND RESULTS**

After having applied these tips and kinds of exercises in the lessons for nearly one year, I gave students the following surveys:

Survey	Yes	No
1. Do you like <b>Pronunciation Video Clips</b> ?		

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2. Do you like <b>the guide on how to pronounce the sounds?</b>		
3. Do you find <b>tips on pronunciation useful and easy to do?</b>		
4. Do you like <b>kinds of exercises I have provided you?</b>		
5. Do you find <b>pronouncing English easier now?</b>		
6. Do you like <b>learning English now?</b>		

**Its results were:**

	<i>Class 7B</i>	<i>Class 7C</i>
<b><i>Question 1</i></b>	85% Ss said they liked	85% Ss said they liked
<b><i>Question 2</i></b>	85% Ss said they liked	91% Ss said they liked
<b><i>Question 3</i></b>	86% Ss said yes	88% Ss said yes
<b><i>Question 4</i></b>	85% Ss said they liked	87% Ss said they liked
<b><i>Question 5</i></b>	85% Ss said yes	86% Ss said yes
<b><i>Question 6</i></b>	90% Ss said they liked	91% Ss said they liked

Last school year, when the students were in grade 6, I only used video clips and some exercises in Pronunciation in textbook. The students also knew how to pronounce the sounds. But it is clear that now students master how to pronounce sounds and use them better with some tips and kinds of exercises I mentioned above. Besides, they are more interested in English than they used to be. More and more students are not afraid of speaking English in front of me and their friends and are not afraid of making mistakes. I always encourage them: Don't be afraid of making mistakes. Mistakes will make you speak English better.

## **Section C: Conclusion**

*Some tips and some kinds of exercises to help grade 7 students  
improve their pronunciation*

In this thesis, I have summarized some tips and some kinds of exercises that I think are good for helping grade 7 students at Lower Secondary School improve their pronunciation.

To help students improve and develop their pronunciation, in language classroom, I think the teacher should be an instructor and students play a role as a center. The teacher should encourage students be active to take part in speaking activities and not be afraid of making mistakes. At first teacher ought to focus students on accuracy and then fluency. That means the teacher should help students master how to pronounce each sound correctly first. To do this, the teacher must always pronounce correctly so that students can imitate their teacher.

Besides, teacher must spend less time on talking in class whereas students have to speak English most of the time in class.

Moreover, teacher should compile the lessons carefully with nice teaching aids , video clips by native speakers and suitable communicative activities form the beginning to the end of the lessons to attract students' attention, and then they are interested in the lesson and can speak English more and more.

Because of limited time, may be, there are some defects in my thesis, I am very glad to get remarks from you. I hope in the future I can go on studying my thesis to make it more perfect.

Thank you so much!