

TKT Module 1: Describing language: Phonology – Teacher's Notes

Description

Participants explore the different aspects of phonology which may be tested in TKT Module 1 Part 1. As well as covering phonetic symbols, they will become more familiar with features of pronunciation at word and connected speech levels. There is also a TKT-type task for them to complete.

Time required: 60 minutes

Materials required:

- *Participant's Worksheet 1 (cut into strips)*
- *Participant's Worksheet 2 (one for each participant, plus the chart cut up)*
- *Participant's Worksheet 3 (one for each participant)*
- *Participant's Worksheet 4 (one per pair)*
- *Participant's Worksheet 5 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *To familiarise participants with symbols from the International Phonetic Alphabet (IPA).*
- *To provide an opportunity for participants to discuss word stress, sentence stress, intonation and connected speech.*
- *To provide practice in completing tasks in which phonology is the testing focus.*

Procedure

1. Before the session, cut up **Participant's worksheet 1** into strips so there are enough for one per participant. Repeat the strips if necessary.

Make one copy for every 20 participants of the phonemic chart on **Participant's worksheet 2** and cut it into individual symbols. You will also need further copies of **Participant's worksheet 2** (uncut) for each participant.

2. (10 minutes) Give each participant a strip from **Participant's worksheet 1**. Participants walk around the room asking their question until they find someone who answers yes. They should then get some more detail from the person. For example, follow-up questions for **Find someone in the room whose favourite colour contains the sound /u:/.** could be *What is your favourite colour?* or *Why do you like that colour so much?* Participants should make a note of the answers to their question.
3. When participants have finished, feed back with the whole group for them to share information. Then ask participants:
 - **What kind of activity was this?** (*warmer, getting to know you activity*)
 - **Did all of the questions have a particular language focus?** (*yes, phonology*)

Teaching Knowledge Test

- **What aspects of phonology were raised in the questions** (*sounds and word stress*)
 - **How are sounds categorised in the phonemic chart?** (*consonants, vowels and diphthongs (two single vowel sounds combined to make a new sound)*)
4. (15 minutes) Put participants into four groups; Group A, Group B, Group C and Group D. Give each group 11 of the phonemic symbols from the chart on Participant's worksheet 2. Hand out **Participant's worksheet 2**. Each group should match their symbols with letters underlined in the words in the table.
 5. When participants have finished, regroup them so that they form new groups of four, each with a member of Group A, Group B, Group C and Group D. Participants share their answers.
 6. Hand out **Participant's worksheet 3** to check answers.
 7. Tell participants that candidates' knowledge of the symbols from the International Phonetic Alphabet (IPA) is tested in TKT Module 1 Part 1 under the syllabus area relating to phonology within 'concepts and terminology for describing language'. Ask participants
 - **What other areas of phonology do you think are tested in this syllabus area?** (*word stress, sentence stress, intonation and connected speech*)
 8. (10 minutes) Hand out **Participant's worksheet 4**. Participants work in pairs and put the 15 words into 4 categories based on which syllable in each word carries the main stress. They should write the word in the appropriate column in the table.
 9. Check answers together (see key below). Ask participants:
 - **How can you find out which syllable carries the main stress?** (*dictionaries have this noted with a symbol on the entry*)
 10. (10 minutes) Give out **Participant's worksheet 5**. Participants match the features of phonology in the box with the underlined sections of the sentences. Check answers (see key below).
 11. (10 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
 12. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 1 syllabus area for this lesson?** (*concepts and terminology for describing language – phonology*)
 - **What issues do you find difficult about this syllabus area?** (*allow participants to share ideas*)
 - **How can participants prepare for this section of the test?** (*look at the phonology section of the TKT Glossary and make sure that they are familiar with the terms listed. They also need to review the IPA phonemic chart.*)

TKT Module 1: Describing language: Phonology – Answer Keys

Key to Participant's worksheet 4

first syllable	second syllable	third syllable	fourth syllable
literature	unlucky	possibility	qualification
paper	photography	lemonade	congratulations
finger	bananas	magazine	examination
comfortable		photographic	

Key to Participant's worksheet 5

	part of text	phonemic transcript	pronunciation feature
1	I'm	/aɪm/	contraction
2	to the	/təðə/	connected speech/linking 'to' and 'the' and weak form (<i>schwa</i>) /ə/
3	shops		main stress
4	Do you	/dʒu/	linking/ connected speech
5	want		intonation; main stress
6	think		main stress
7	so		subsidiary stress
8	What are	/wɒtə/	linking/ connected speech, weak form (<i>schwa</i>) /ə/, subsidiary stress
9	going to	/gʌnə/	linking/ connected speech, subsidiary stress
10	buy		main stress

Key to Sample Task

1 C 2 B 3 C 4 B 5 A 6 B

TKT Module 1: Describing language: Phonology – Participant's Worksheet 1

Warmer

Find someone in the room whose favourite colour contains the sound /uː/ (as in <u>fo</u> od).
Find someone in the room who likes eating a dish containing the sound /aɪ/ (as in <u>ri</u> ce).
Find someone in the room who has more than two syllables in their family name.
Find someone in the room whose first name contains the sound /e/ (as in <u>He</u> nry).
Find someone in the room whose hometown starts with an unvoiced sound.
Find someone in the room who was born in a city containing the phoneme /iː/ (as in R <u>i</u> o).
Find someone in the room whose likes doing an activity which contains the sound /eɪ/ (as in <u>pl</u> ay <u>ing</u> board <u>g</u> ames).
Find someone in the room who has more than two syllables in their first name.
Find someone in the room who has a brother or sister whose name has only one syllable.
Find someone in the room who has visited a county or a town which has a silent letter.

TKT Module 1: Describing language: Phonology – Participant's Worksheet 2

Phonemic Chart

iː	ɪ	ʊ	uː	ɪə	eɪ		
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Match the symbols you have been given with the underlined letters in the words in the table.

1. <u>j</u> oke	11. <u>f</u> un	22. <u>b</u> at	33. <u>t</u> wo
2. <u>pl</u> ay	12. meas <u>ur</u> e	23. <u>put</u>	34. <u>do</u>
3. <u>s</u> it	13. <u>bit</u>	24. <u>th</u> ink	35. <u>cat</u>
4. <u>re</u> ad	14. <u>a</u> bout	25. <u>pet</u>	36. <u>for</u>
5. <u>sing</u>	15. <u>air</u>	26. <u>y</u> es	37. <u>the</u>
6. <u>c</u> ar	16. <u>m</u> an	27. <u>p</u> en	38. <u>ear</u>
7. <u>bird</u>	17. <u>sh</u> oe	28. <u>go</u>	39. <u>hat</u>
8. <u>ch</u> urch	18. <u>wh</u> o	29. <u>z</u> oo	40. <u>or</u>
9. <u>bo</u> y	19. <u>live</u>	30. <u>dog</u>	41. <u>no</u>
10. <u>life</u>	20. <u>now</u>	31. <u>w</u> atch	42. <u>gone</u>
	21. <u>hard</u>	32. <u>right</u>	43. <u>long</u>
			44. <u>cruel</u>

TKT Module 1: Describing language: Phonology – Participant's Worksheet 3

Key to Participant's Worksheet 2

1. <u>j</u> oke - /dʒ/	12. mea <u>s</u> ure - /z/	23. p <u>u</u> t - /ʊ/	34. <u>d</u> o - /d/
2. p <u>l</u> ay - /eɪ/	13. b <u>i</u> t - /ɪ/	24. <u>th</u> ink - /θ/	35. <u>c</u> at - /æ/
3. <u>s</u> it - /s/	14. <u>a</u> bout - /ə/	25. p <u>e</u> t - /e/	36. <u>f</u> or - /f/
4. <u>r</u> ead - /iː/	15. <u>a</u> ir - /eə/	26. <u>y</u> es - /j/	37. <u>th</u> e - /ð/
5. s <u>i</u> ng - /ŋ/	16. <u>m</u> an - /m/	27. p <u>e</u> n - /p/	38. <u>e</u> ar - /ɪə/
6. <u>c</u> ar - /k/	17. <u>sh</u> oe - /ʃ/	28. g <u>o</u> - /əʊ/	39. <u>h</u> at - /h/
7. b <u>i</u> rd - /ɜː/	18. wh <u>o</u> - /uː/	29. <u>z</u> oo - /z/	40. <u>o</u> r - /ɔː/
8. <u>ch</u> urch - /tʃ/	19. l <u>i</u> ve - /v/	30. d <u>o</u> g - /b/	41. <u>n</u> o - /n/
9. b <u>o</u> y - /ɔɪ/	20. n <u>o</u> w - /aʊ/	31. <u>w</u> atch - /w/	42. g <u>o</u> ne - /g/
10. <u>l</u> ife - /aɪ/	21. h <u>a</u> rd - /ɑː/	32. <u>r</u> ight - /r/	43. l <u>o</u> ng - /l/
11. f <u>u</u> n - /ʌ/	22. <u>b</u> at - /b/	33. t <u>w</u> o - /t/	44. cr <u>u</u> el - /ʊə/

TKT Module 1: Describing language: Phonology – Participant's Worksheet 4

Put the words into 4 categories based on which syllable in each word carries the main stress..

unlucky	bananas	qualification
angry	congratulations	literature
possibility	paper	examination
lemonade	finger	photography
magazine	photographic	comfortable

first syllable	
second syllable	
third syllable	
fourth syllable	

TKT Module 1: Describing language: Phonology – Participant's Worksheet 5

Match the feature of phonology in the box below with the example in the sentences. You need to use some of the features more than once.

Mary:	/aɪm/ /təðə/ /dʒu/ → → → ↗ ↘ (1) I'm going (2) to the (3) shops. (4) Do you (5) want anything?
Doreen:	/wɒtə/ /gʌnə/ I don't (6) think (7) so. (8) What are you (9) going to (10) buy?

- 1) I'm_ /aɪm/
- 2) to the /təðə/
- 3) shops
- 4) Do you /dʒu/
- 5) want
- 6) think
- 7) so
- 8) What are /wɒtə/
- 9) going to /gʌnə/
- 10) buy

main stress	secondary stress	weak form/schwa	contraction
connected speech	linking	intonation	

TKT Module 1: Describing language: Phonology – Sample Task

For questions 1–6 choose the phonological term to complete the sentences.

Mark the correct term (A, B or C) on your answer sheet.

- 1 *Can't; don't; he's* are examples of
- A connected speech.
 - B weak forms.
 - C contractions.
- 2 *Umbrella* is an example of a word which has
- A two syllable.
 - B three syllables.
 - C four syllables.
- 3 *Fit* and *feet*, *fear* and *fair*, *track* and *truck* are examples of
- A rhyme.
 - B linking.
 - C minimal pairs.
- 4 *Fantastic* is an example of a words which carries the main stress on the
- A first syllable.
 - B second syllable.
 - C third syllable.
- 5 The phoneme /tʃ/ is an example of a
- A consonant.
 - B vowel.
 - C diphthong.
- 6 *Would you prefer coffee or tea?* is an example of a sentence with the following intonation:
- A Would you prefer coffee or tea? (fall, fall)
↘ ↘
 - B Would you prefer coffee or tea? (rise, fall)
↗ ↘
 - C Would you prefer coffee or tea? (fall, rise)
↘ ↗