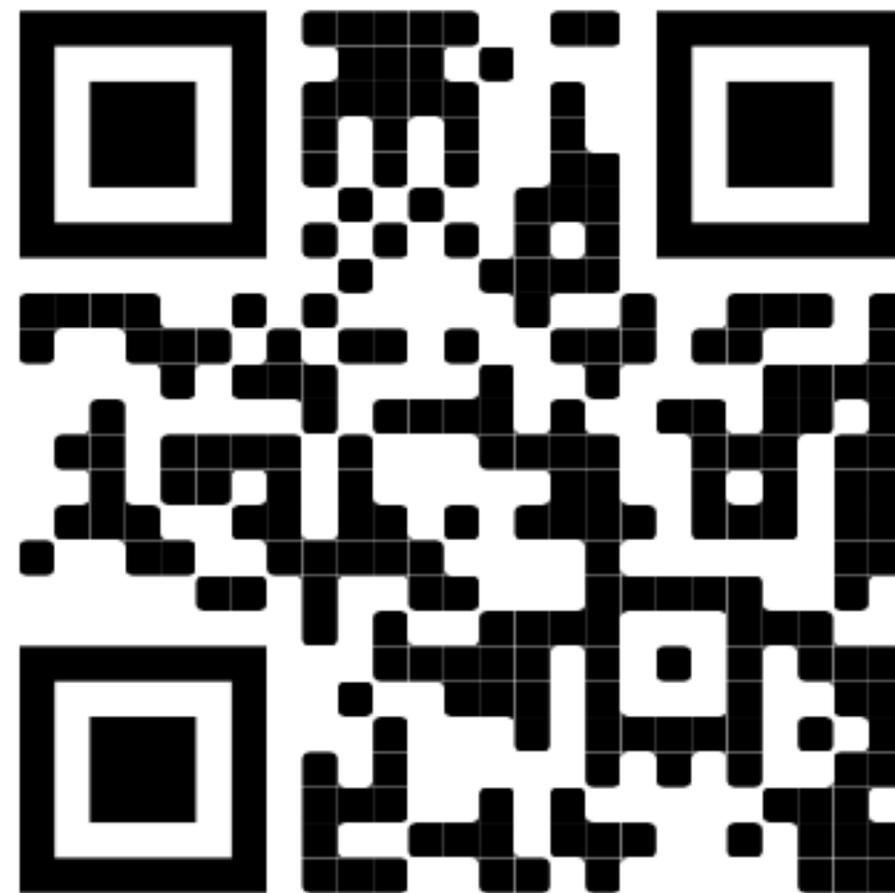


<https://iamsoundingenglish.com>

I am **sounding**



ENGLISH





Pronunciation Theory

Getting you better understood

Questions?

- How are you going to teach pronunciation?
- What are the considerations for teaching pronunciation?
- Which materials can be useful?

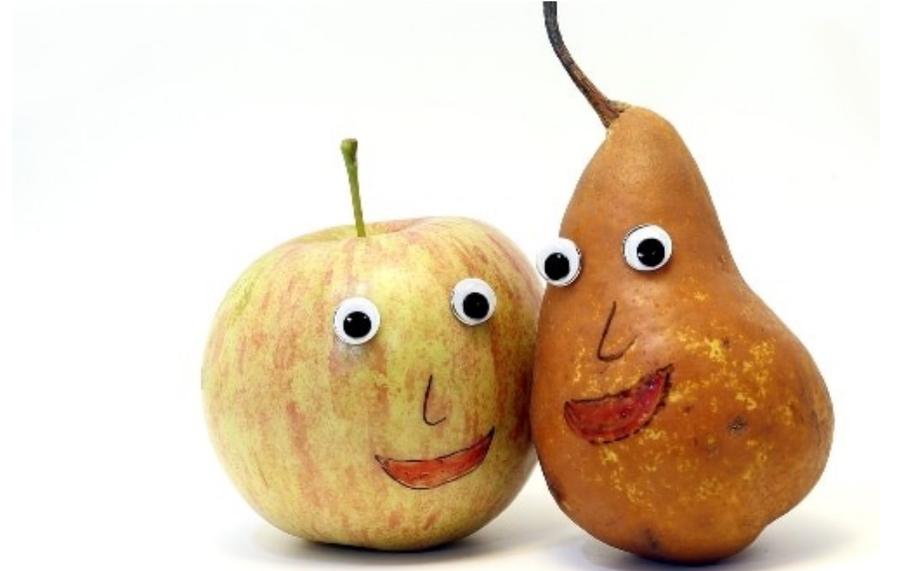




Teacher



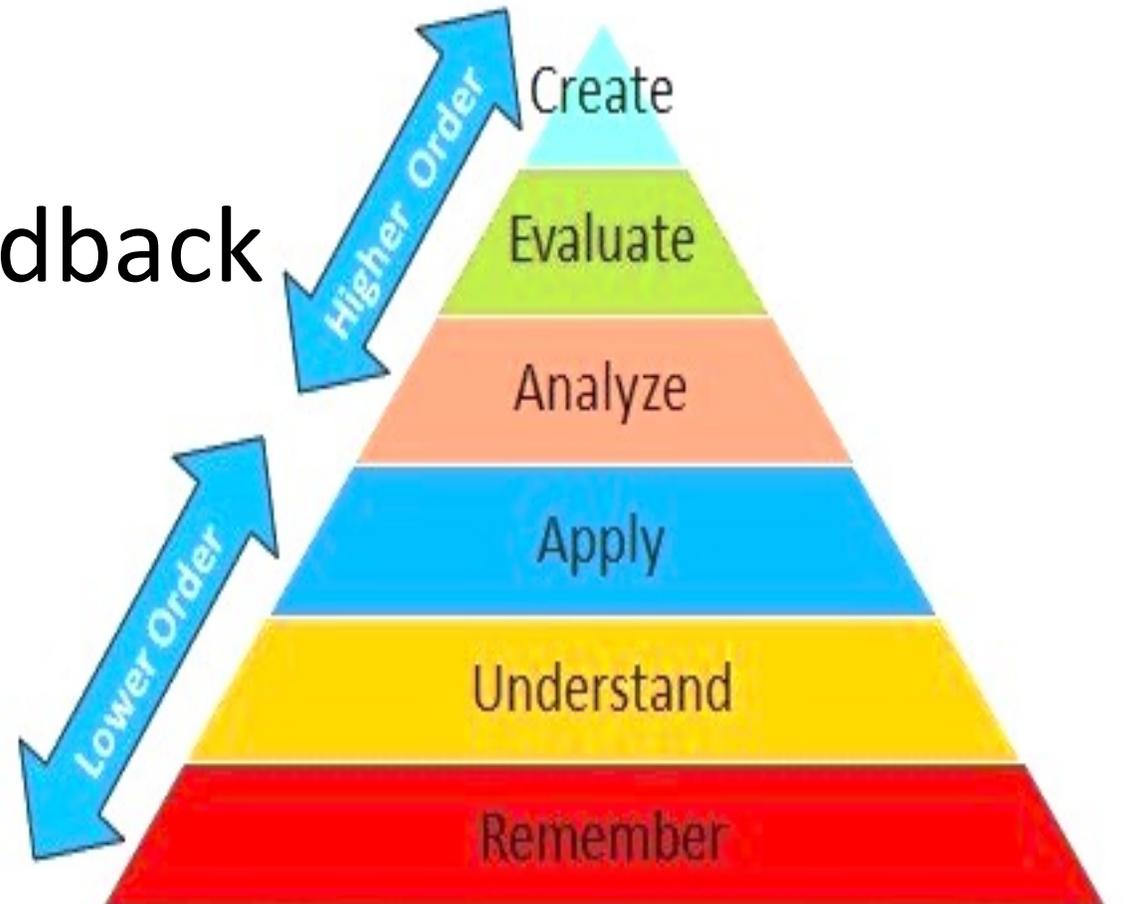
TPP



Metacognitive learning: Raise awareness

Based on Bloom's Taxonomy (1956)

- Apply to conversation
- Evaluate and provide feedback
- Observe others
- Analyse their own work
- Provide exercise
- Teach it



Set homework on the topic before the next class



- You have materials to work with rather than summative feedback after completing the topic
- You can then prepare aspects to pronunciation to focus on

When to focus on the pronunciation?

Fluency

- After first practice rounds and testing so that students can work on fluency
- Then introduce pronunciation target, practice and test

SE-p'rte-ly

Separately

t'-GE-the

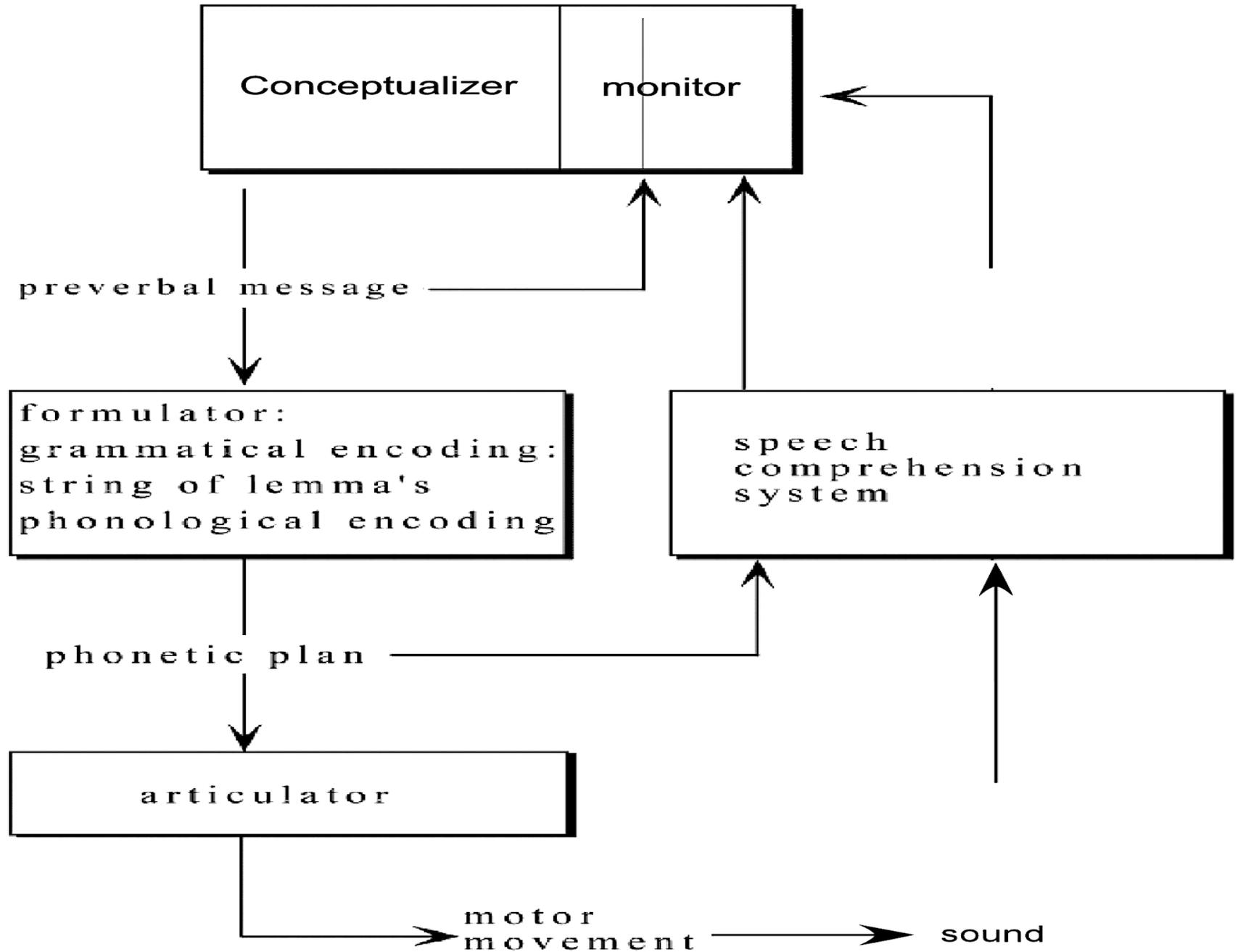
Together



Teach pronunciation

Levelt's Theory

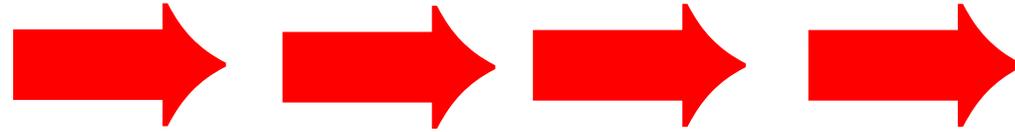
Levelt, Willem. 1989. *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.



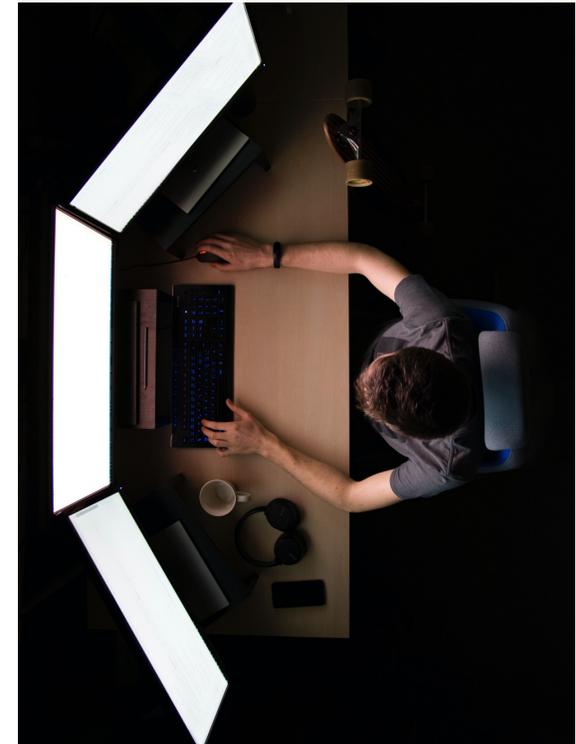
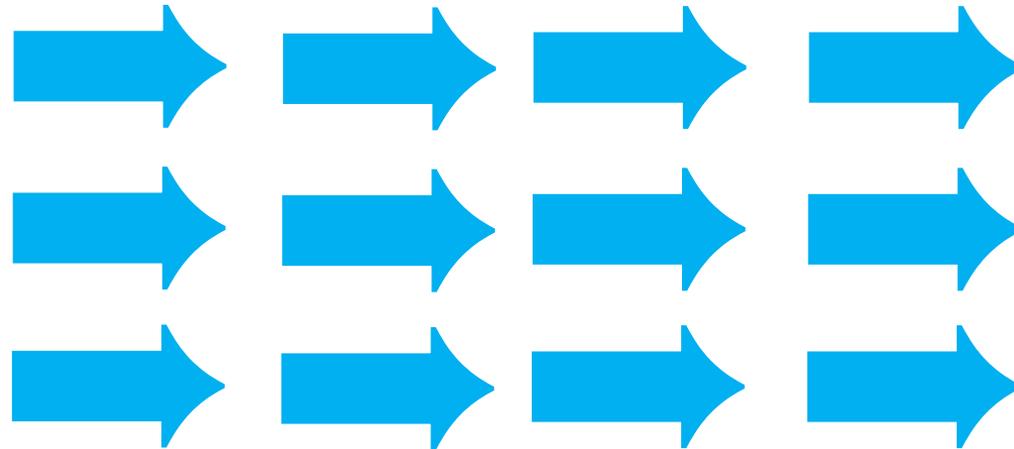
Language Production Processing



Serial Processing



Parallel Processing



Target



Gap



Maintenance



What aspects of pronunciation do you need to know and teaching?



Pronunciation Focus



- Accents do not impede communication (Munro & Derwing, 1995)
- Prudent to focus on elements of speech that will contribute to comprehensibility and intelligibility (Derwing & Munro, 2005)
- Concentrate on the production of the suprasegmental feature when providing pronunciation practice
- Perception of lexical stress plays an important role in the segmentation of speech and location of word boundaries (Cutler, 2005; Tyler & Cutler, 2009)

Suprasegmental features

- Vowels
- Syllable stress in words
- Syllable stress in phrases
- Rhythm & Chunking
- Schwa
- Sentence chunking
- Intonation
- Connected Speech



Vowels

Uncomfortable situation



A construction worker wearing a light-colored shirt, khaki pants, and a green cap is kneeling on the ground in front of a large, multi-layered stone wall. A wooden ladder is leaning against the wall to the left of the worker. The wall is made of large, rectangular stone blocks with visible mortar joints. The worker is positioned in the lower center of the frame, facing away from the camera. The scene is brightly lit, suggesting a sunny day. The overall mood is one of diligent work and perseverance.

Keep
working
at it

Critical Period Hypothesis



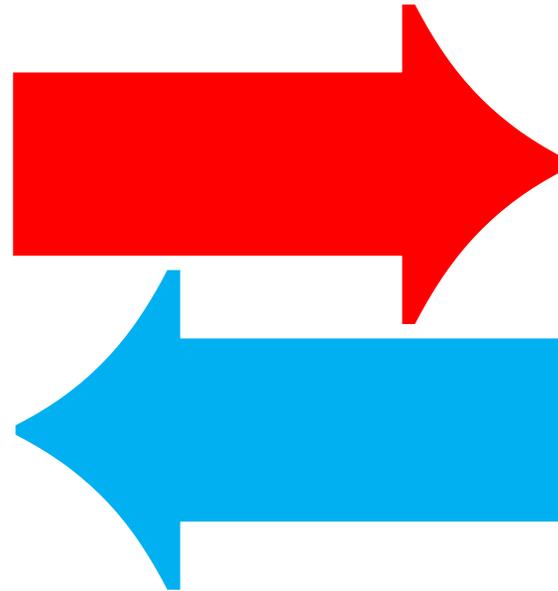
An optimal period for language acquisition, ending at puberty.

However, in its original formulation (Lenneberg 1967), evidence for its existence was based on the relearning of impaired L1 skills, rather than the learning of a second language under normal circumstances.

Effective inclusion of materials

- Become more sensitive to the prosodic aspects of English so students can develop greater awareness of these features.
- Introduce / model / practice / analyse / raising awareness / monitor / feed forward

Macro



Micro





Micro Measures

- Attention on word or sentence pronunciation.
- Adaption from the coursebooks to meet student needs.
- Noticing techniques on making distinctions in types of stress of words, drills on words, connected speech phrases and sentences.
- Analysis practice to words and sentences to determine similarities or contrasts in stress.
- Eliciting techniques to further raise student awareness of the application of previously suprasegmental features.
- Encouraging students to try again in remedial correction

I focus first on questions

**Applied
to
other
areas**

Vowel quality

**Word/
sentence
stress**

Reduction

Intonation

Familiar

Used often

Focused

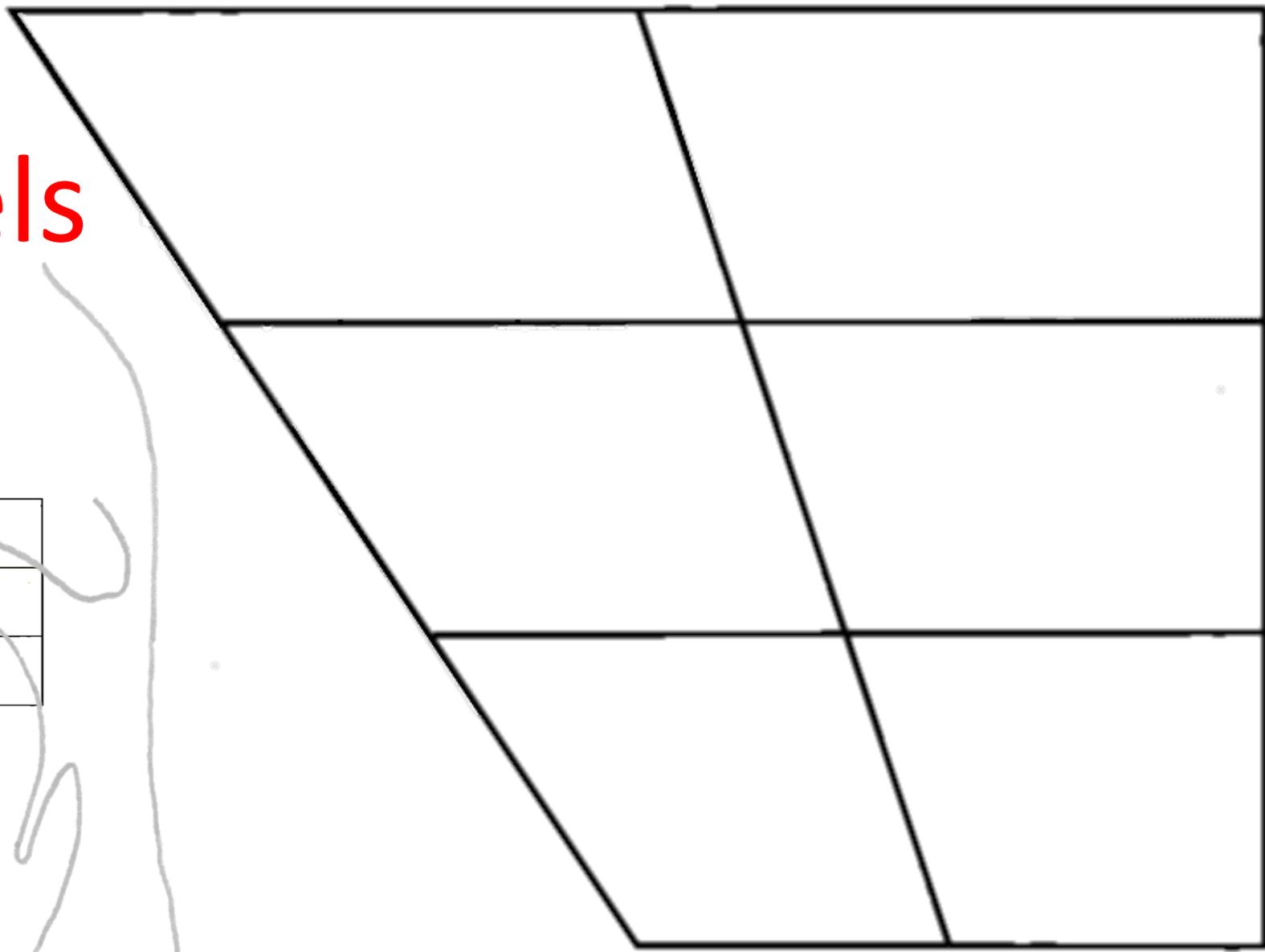
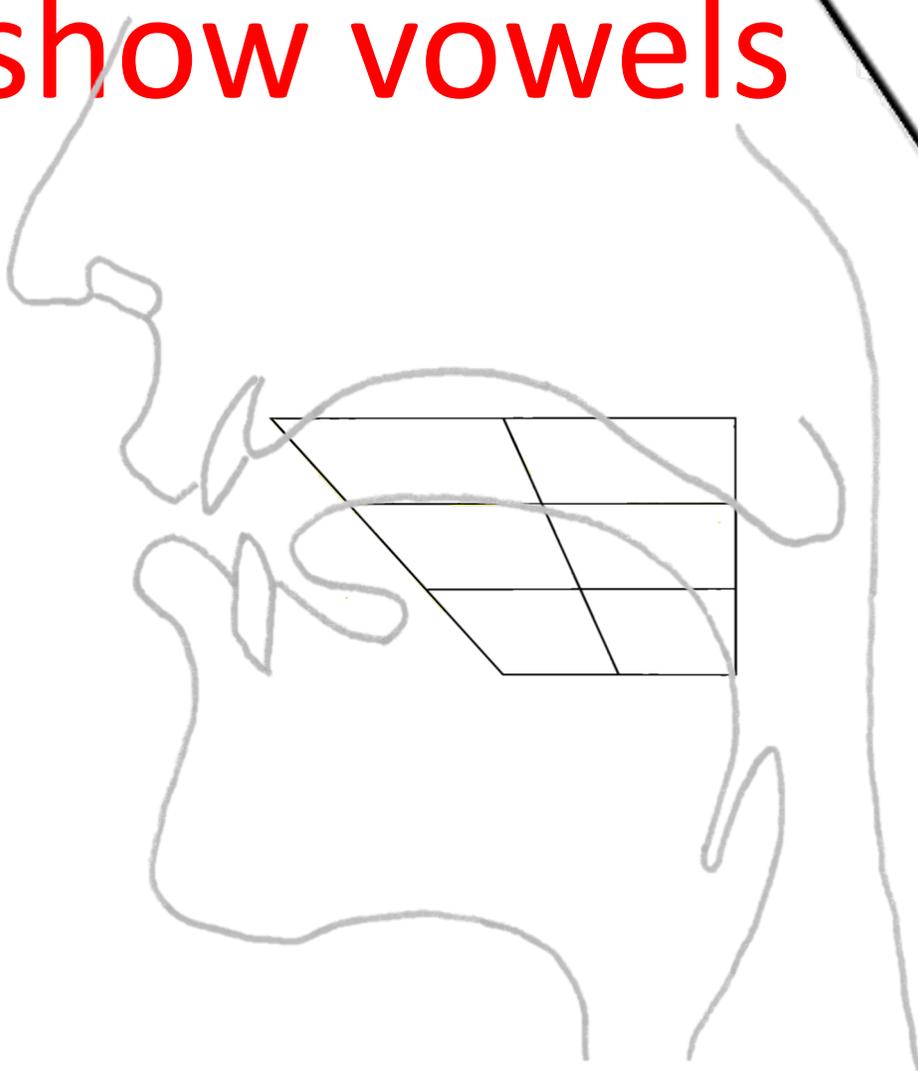
Practice

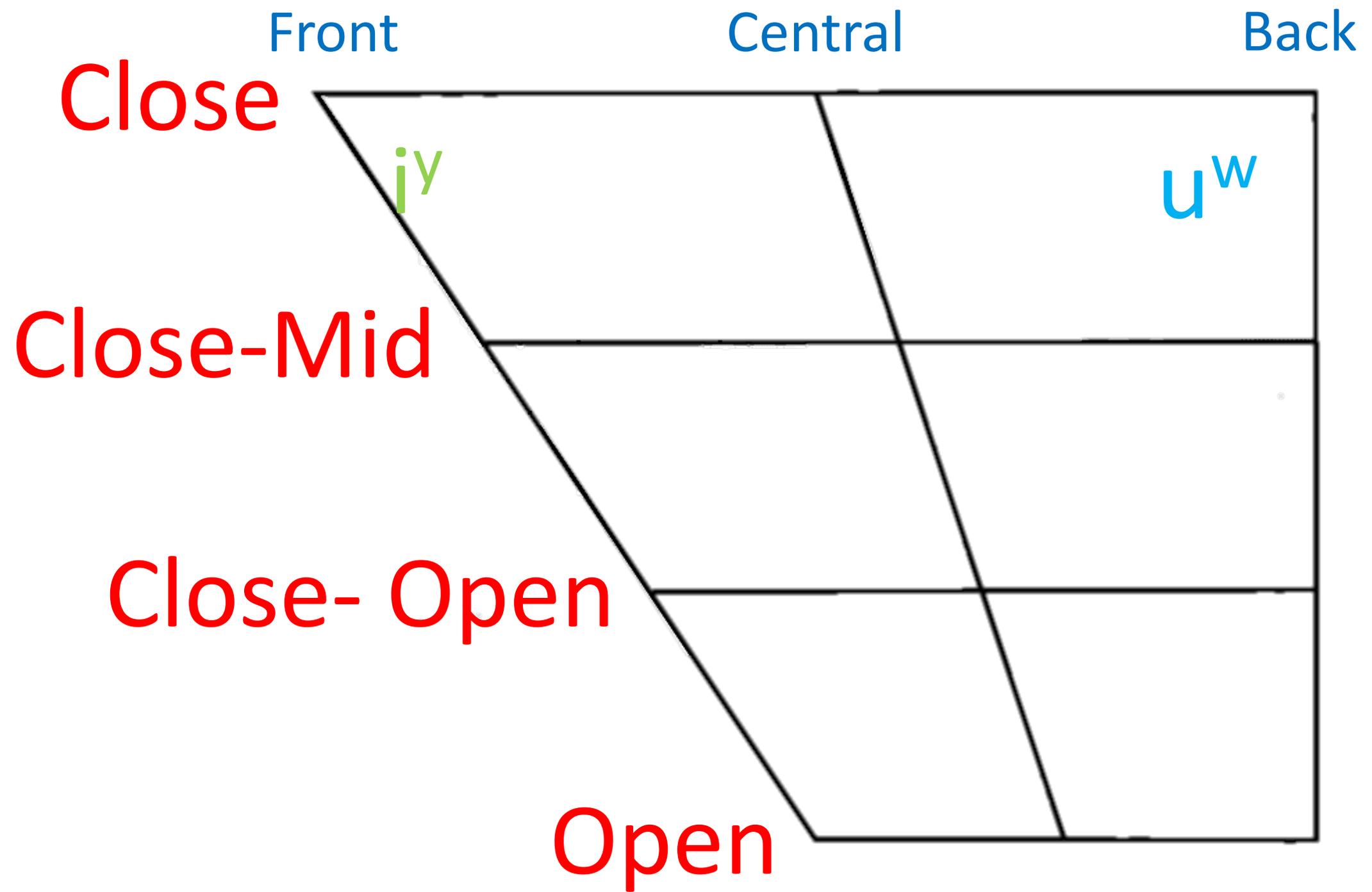
Analyse, evaluate
and model

Vowel

QUALITY

Chart to show vowels





/eɪ/

great

/iː/

clean

/aɪ/

mine

/oʊ/

coat

/uː/

you

make

week

I

woke

you

hate

green

mine

hope

flew

change

sleep

why

go

who

plate

mean

height

grow

shoot

great

clean

swipe

coat

rude

Analyse

Long Vowel examples

/eː/ great	/iː/ clean	/aɪ/ mine	/oʊ/ coat	/uː/ you
----------------------	----------------------	---------------------	---------------------	--------------------

/a/ great	/e/ clean	/i/ mine	/o/ coat	/u/ you
clubs	participate		Outside High Alumni fight	
hometown	Always Favourite Place Same changed		Like countryside	Hometown Go close
person that I respect	Reputation Say Stay Everyday Great Name Famous Creation Gave up Favourite Okay	Believe teased	Admire High Kind Designed like I see write	Most Homework Production judo Music US
Country I want to go to	Day Great Asia Cape Town Way Famous OK	Be Reason Easily Speak Eat green	Like Why I Site seeing Nice Taiwan time	Go Know Spoken alone US
Favourite possession	Bass Weights Favourite play	Seem Japanese Cheese scenes	High Idol Kind life carbohydrate like I	Don't know motivation most group
Food	Taste Shake Waste Made Ate Steak Favourite famous	Beef Sweet Seafood tea Japanese cream	Like Requires Size Right Besides Wine rice	Overcome Homemade grow You Future new

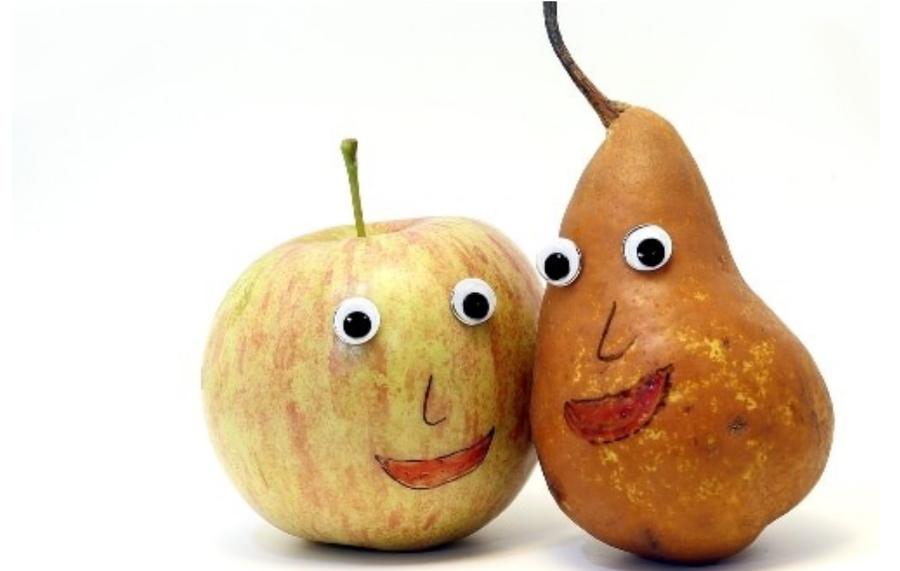
clubs	participate		Outside High Alumni fight		
hometown	Always Favourite Place Same changed		Like countryside	Hometown Go close	
person that I respect	Reputation Say Stay Everyday Great Name Famous Creation Gave up Okay	Believe teased	Admire High Kind Designed like I see write	Most Homework Production judo	Music US
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Teacher



TPP



Practice

Vowel Articulation

I am sounding ENGLISH

/eɪ/ /iː/ /aɪ/ /oʊ/ /uː/

Short and Long Vowel Practice

mat	mate	/eɪ/
led	lead	/iː/
sit	site	/aɪ/
hop	hope	/oʊ/
young	you	/uː/

/eɪ/ /iː/ /aɪ/ /oʊ/ /uː/

great clean mine coat you

Front Central Back

Close

Close-Mid

Close-Open

Open

I am sounding ENGLISH

Long Vowel Search

/eɪ/ /iː/ /aɪ/ /oʊ/ /uː/

make	week	I	woke	you
hate	green	mine	hope	flew
change	sleep	why	go	who
plate	mean	height	grow	shoot
great	clean	swipe	coat	rude

/eɪ/ /iː/ /aɪ/ /oʊ/ /uː/

great clean mine coat you

Your turn:

Evaluate



Long Vowel Search Homework

/eɪ/	/iː/	/aɪ/	/oʊ/	/uː/
great	clean	mine	coat	you

Student Example:

Cha-am beach



Bamboo Sticky Rice



Kind and friendly



I want to go to THAILAND BECAUSE I think they have the MOST exciting spots in the world from MY experience. When I went there first, I was a BABY of seven months old. Actually MY mother is able to speak THAI and she has a lot of THAI friends. MAYBE she went there to meet her friends and introduce me to them on my first Thai trip. Of course, I don't remember much about travelling there but I have visited THAILAND many TIMES. There are many delicious FOODS and beautiful scenery in THAILAND. Among them, MY most favorite place is Cha-am Beach. There are so many beautiful beaches and the BAMBOO sticky RICE that you can EAT there is the best. The BAMBOO sticky RICE is traditional food MADE by packing coconut milk and sticky RICE in BAMBOO and steaming it. It is served in a BAMBOO bowl and not on a plate. I can't explain the taste but it is so delicious. BESIDES, Thai people are very KIND and interesting. One of MY mother's friends there, who works as an announcer, is so KIND to me and always MAKES me laugh with his joking. Nowadays, I can't go to THAILAND but I remember many of these memories with him. In my experience, I was 13 years old when I went to THAILAND last. TIME has passed and I have BECOME a college student. I want to go there AGAIN.

What words in CAPTIAL are correct?

Which words in CAPTIAL are not correct?

Which words were not noticed?

Which words are confusing?

I want to go to THAILAND BECAUSE I think they have the MOST exciting spots in the world from MY experience. When I went there first, I was a BABY of seven months old. Actually MY mother is able to speak THAI and she has a lot of THAI friends. MAYBE she went there to meet her friends and introduce me to them on my first Thai trip. Of course, I don't remember much about travelling there but I have visited THAILAND many TIMES. There are many delicious FOODS and beautiful scenery in THAILAND. Among them, MY most favorite place is Cha-am Beach. There are so many beautiful beaches and the BAMBOO sticky RICE that you can EAT there is the best. The BAMBOO sticky RICE is traditional food MADE by packing coconut milk and sticky RICE in BAMBOO and steaming it. It is served in a BAMBOO bowl and not on a plate. I can't explain the taste but it is so delicious. BESIDES, Thai people are very KIND and interesting. One of MY mother's friends there, who works as an announcer, is so KIND to me and always MAKES me laugh with his joking. Nowadays, I can't go to THAILAND but I remember many of these memories with him. In my experience, I was 13 years old when I went to THAILAND last. TIME has passed and I have BECOME a college student. I want to go there AGAIN.

Which words in CAPTIAL are correct?

Which words in CAPTIAL are not correct?

Which words were not noticed?

Which words are confusing?

Analyse

Try to get students to:

Create questions

Stretch ideas

Engage in conversation





Working on pitch, intensity and duration

- Focus on one

		MANNER	VOICING	PLACE					
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar
Obstruent	Stop	Voiced	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		
		Voiced		v	ð	z	ʒ		h
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
Sonorant	Liquid	Nasal	Voiced				n		ŋ
		Lateral	Voiced	m			l		
		Rhotic	Voiced					r (ɹ)	
	Glide	Voiced	w				j	(w)	



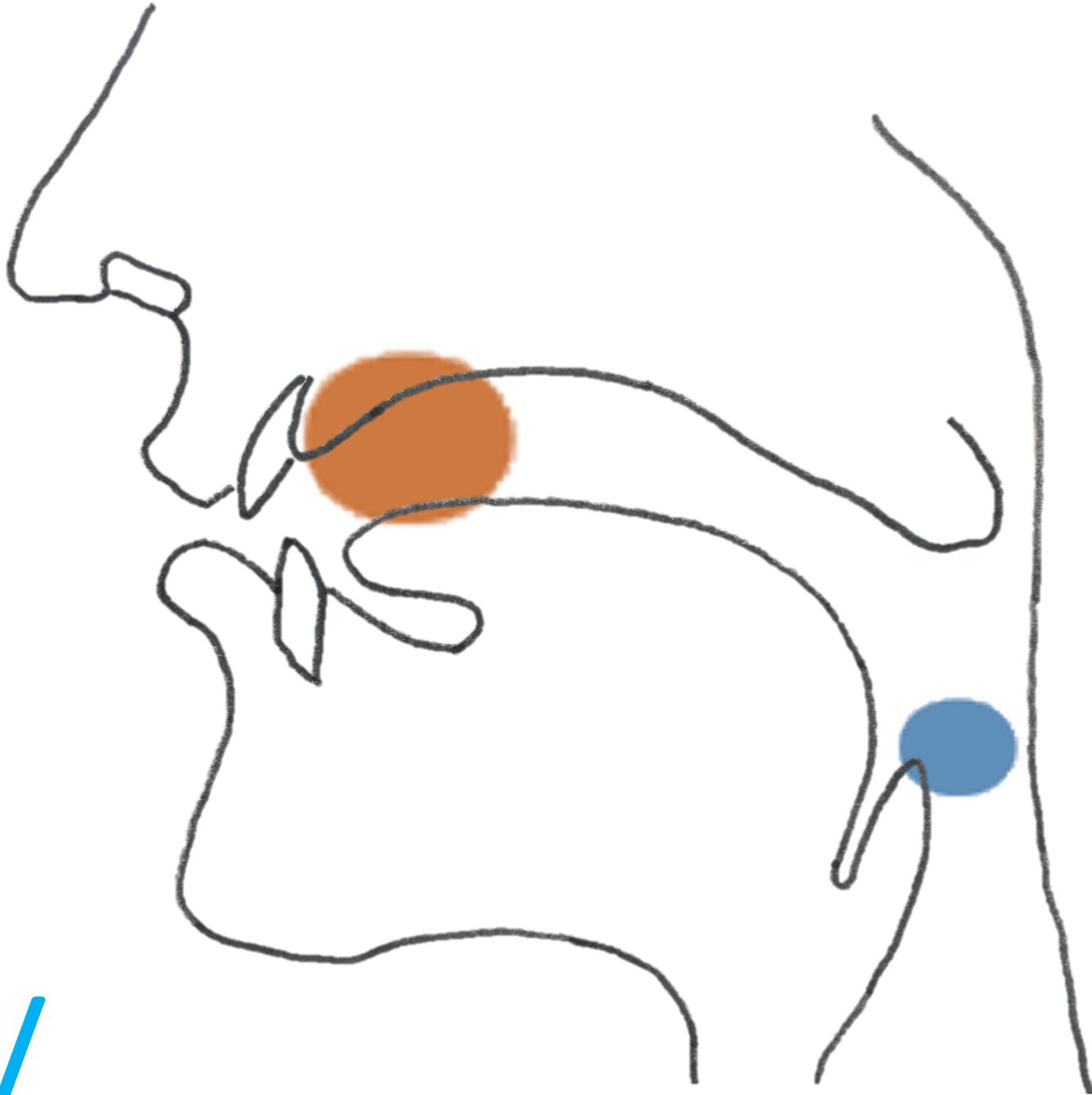
STRONG

w^əak

Tense/lax
Movement
Connected

/e/

/e/



**Tense/lax
Movement
Connected**

Practice

Questions on your summer?

Questions on your summer vacation?

Focusing on rhythm: Did you _____

Where/ which / what -- _____

Underline the important words and remember to lengthen the sound of the important words

- 1 Did you have a pleasant summer vacation?
- 2 How did you spend your time during the summer?
- 3 Did you go anywhere special during the summer?
- 4 Did you go to the beach?
- 5 Which beach did you want to go to?
- 6 Did you see the stars at night this summer?
- 7 Did you eat anything special over the summer?
- 8 What did you eat?
- 9 How many times did you eat out?
- 10 What was the best thing you did this summer?
- 11 Did you study anything over the summer?
- 12 Did you study English this summer?
- 13 Did you miss coming to class?
- 14 How long did you spend on doing your homework?
- 15 Did you work this summer?
- 16 How many hours did you work a week?
- 17 What did you want to do this summer?
- 18 Did you go and see your grandma or grandpa?
- 19 Did you get anything from them?
- 20 Did you do any exercise?
- 21 Did you put on weight?
- 22 Did you get enough sleep?
- 23 How long did you roughly sleep each night?
- 24 Do you think you have recuperated?
- 25 Was there anything you kept putting off?
- 26 What do you want to do next summer?
- 27 Did you meet someone nice this summer?
- 28 Was there anything you couldn't but wanted to do?
- 29 What did you do at home?
- 30 Were you bored?
- 31 Did you try something new?

This summer – coming this year or just finished this year
In summer is general – what do you like to do in summer
During the summer / during the summer vacation / over the summer (more regular)

Go and see more natural Go to see - you have more purpose

To put off - to avoid doing something
To recuperate – to recharge your batteries – to rest properly
Put on weight – ~~lose~~ gain weight
To work part-time to have a part-time job – but usually you do not need to say part-time as it is obvious

Focusing on rhythm:

Did you _____

Where/which / what -- -- _____

Underline the important words and remember to lengthen the sound of the important words

- 1 Did you have a pleasant summer vacation?
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- 14 How long did you spend on doing your homework?
- 15 Did you work this summer?
- 16 How many hours did you work a week?
- 17 What did you want to do this summer?
- 18 Did you go and see your grandma or grandpa?

Shadow the questions on your summer and what do you notice?





WInTer iza chance / t' go SKling / or SNOWBOARDing

I like SPENding CHRISmas / with m' FAM'ly

I REAlly DON' like the GREY 'n' GLOOMy WEATHER

I LOVE AUtumn foods / like SWEET poTAtoes, Apples and PEARS

I 'ave HAY FEVer / so I ALways SUFFER / when AUtumn comes

I want t' go SOMEwhere SCENic / t' see the AUtumn LEAVES

AUtumn means HalloWEEN an' HAVing FUN

In the Summer / I love seeing LOcal friends a' festivals / an' eating LOcal FOOD

one thing I DON't li kabout SUMmer are mosQUIToes

Itize PERFect TIME / t' hit the BEACH

SPRING ize CHANCE t' start something NEW / like HOobbies, EXercise or STUdying

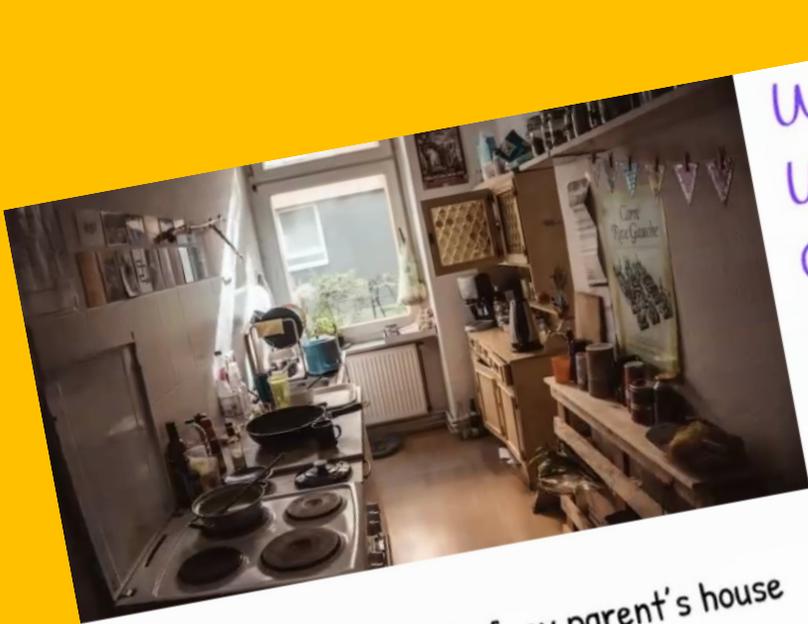
I enJOY going t' the PARK / t' see the CHERRY tree BLOSSoms

welli THINK I need t' do some SPRING CLEANing

Favourite culture exercises

- 1 I love the LOcal traDItional DANces b'cause it BRINGs back MEm'ries
- 2 RUGby 'n' CRicket are VEry POPular SPORT' zin New ZEAland an' par tuv thei' CULture
- 3 when MEEting PEOple 'n reMOTE VILLages, I found 'm SO shy 'n' humble
- 4 dju eat Everything or LEAVE a bit a' the en' duv the meal t' exPRESS HOW deLicious i' WAS?
- 5 whenI THIN kuv THAI CULture, it iza RICH MIX uv reLIgion, FAScinating ARchitecture an' uNIque traDItions
- 6 HOW t' make REAL iTAlIan food c'n ONly be underSTOOD in Italy
- 7 I kNOW itiza STereo TYPE bu' the BARbie is CENTral t' AUssie CULture b'CAUSE the' LOVE the OUTdoors

Focus on worksheet with phrases



Well, I want to move out of my parent's house so I need to get a job as soon as possible

WELL / I
WAN' t' move
OU' tuv my
PARENT's
HOUSE so I
NEE' t' GE'
ta job SOON
as POSSIBLE

I am sounding
ENGLISH

After Graduating: Phrases

1. WELL , I WAN' t' move OU' tuv my PARENT's HOUSE so I NEE' t' GE' ta job SOON as POSSible
2. I have STUdent LOANS t' pay BACK so I will DEF' nitely be aPLYing f' r a FULL-time poSition ina COMpany bFORE I GRADuATE
3. I DON' thin' UniVERsity has prepared me for the job market so I will go to their career centre to get some sound advice
4. I MIGH conSIder STARTing m' own BUSIness azit will be reWARDing bu' DOing WHAT? THAT's the QUEstion
5. HOPEfully / I will 'ave SORTed OU' ta poSition ina COpany whi' chis WELL paid an' no' TOO far fr'm m' HOUSE
6. I have ABSoLUTELY NO iDEA WHA' tI WAN' t' DO bu' I will have a' LEAST PASSED my DRIVING TEST
7. WELL / I THIN' kI will 'ave a GAP year an' go TRAV'ling - GE' some REAL exPERience an' LEARN t' beCOME INdePENdent
8. wi' FEW jobs aVAILable / I will aPLY for an iNTERNship azi tis a GREAT way t' gain RElevant exPERience an' HOPEfully en' dUP wi' a JOB
9. I D' KNOW bu' I WAN' t' FIN' da JOB I em PASSionate aBOUT
10. I'm GOin' t' be a TEACHER azi' t' is a SAFE job an' there is PLENTy uv WORK
11. I will PROBABly spend m' TIME WORKing on my RESume an' PRACTicing f' the NEX' JOB INTERVIEW
12. I STILL DON' KNOW so I will conSIder conTInuing my eduCation like a MAsTers in SOMETHing I WAN' t' REALLY REsearch
13. I MIGH' do volunTEER WOR' Kan' teach CHILDren an' Adults ENGLISH azl c'n SEE the WORD an' EARN s'm MONEY

Now shadowing with a video



Focus

1 I love the LOCAL traditional DANCES b'cause it BRINGS back MEM'ries

2 RUGby 'n' CRicket are VERY POPular SPORT' zin New ZEALand an' par tuv thei' CULTure

3 when MEETing PEOPle 'n reMOTE VILLages, I found 'm SO shy 'n' humble

4 dju eat Everything or LEAVE a bit a' the en' duv the meal t' expRESS HOW deLlCious i' WAS?

5 when THIN kuv THAI CULTure, it iza RICH MIX uv reLigion, FAScinating ARChitecture an' uNIque traDitions

6 HOW t' make REAL iTALian food c'n ONLY be underSTOOD in Italy

7 I kNOW itiza STEReo TYPE bu' the BARbie is CENTral t' AUSSie CULTure b' CAUSE the' LOVE the OUTdoors

Limerick Poems



I once had a blind date with Cilla.



I took her to watch Aston Villa.



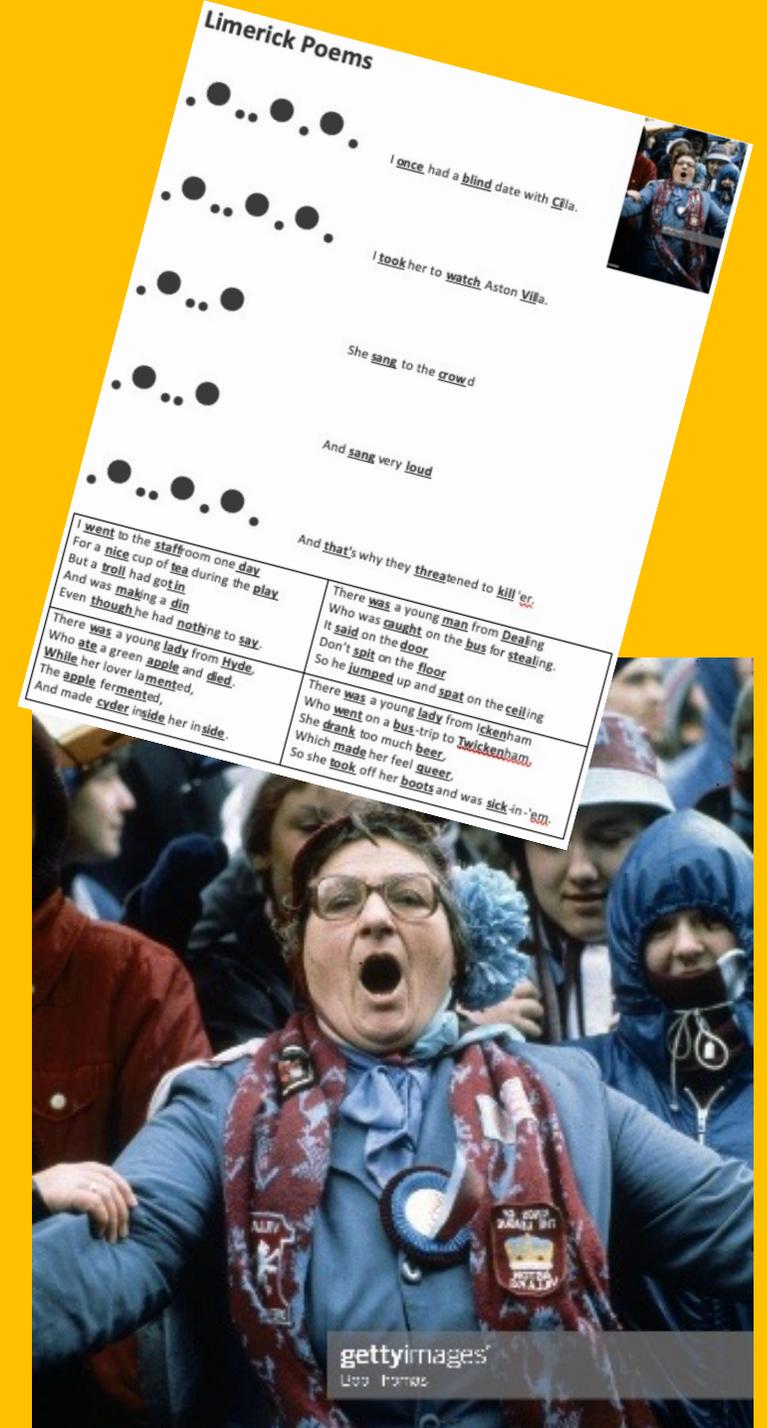
She sang to the crowd



And sang very loud



And that's why they threatened to kill 'er.



Tongue Twisters – first lines

Peter Piper picked a peck of pickled peppers
ə ə ə u ə ə

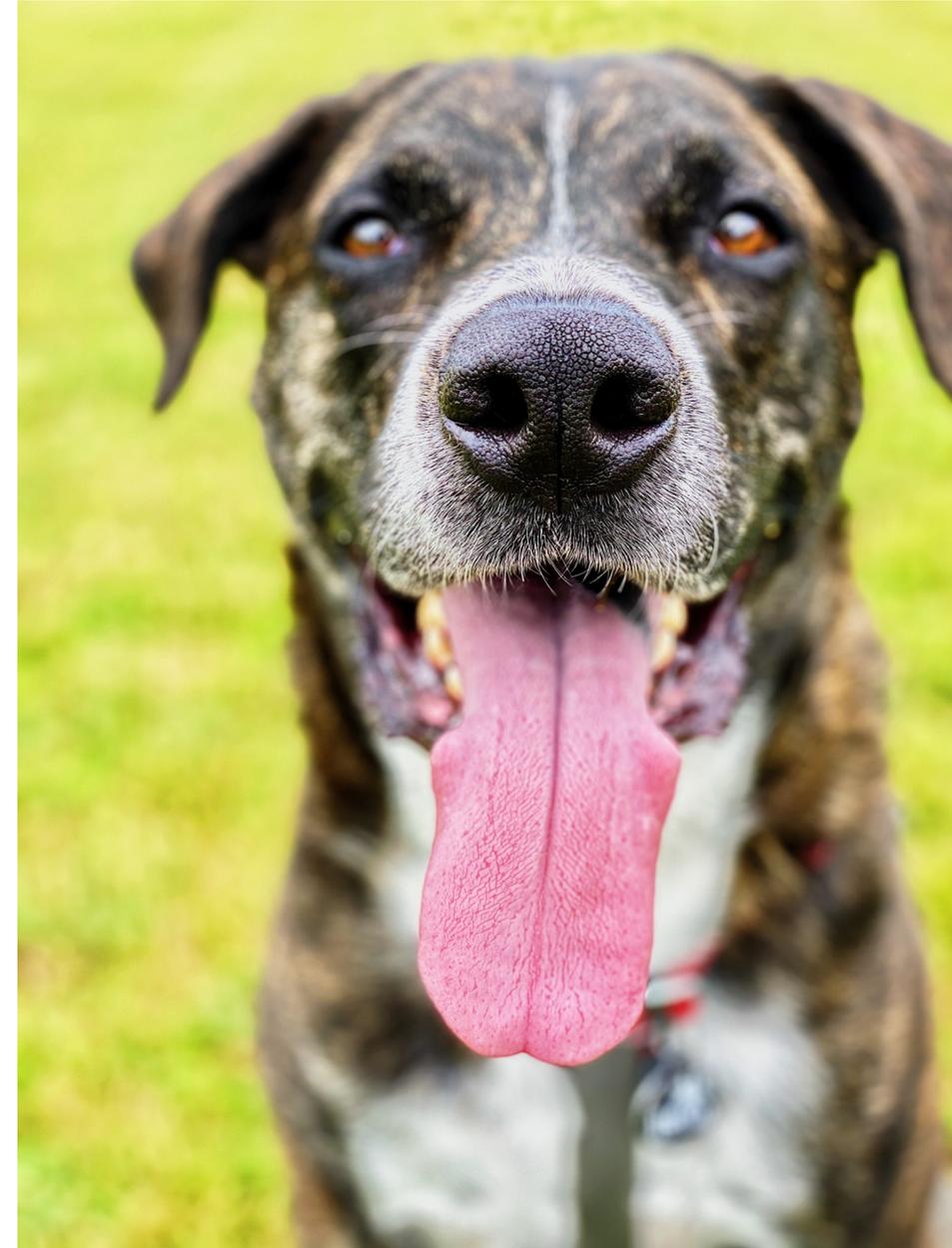
Betty Botter bought some bread and butter
i ə u u ə

Taking two tickets to target the talented teacher
i e e ə ə i ə

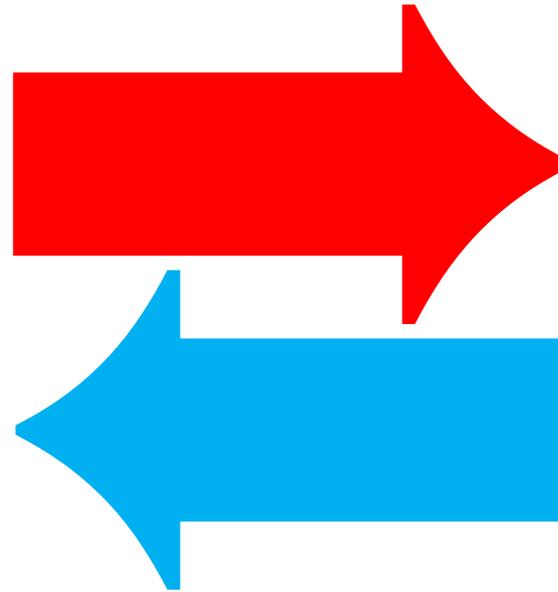
Donnah's Dinner was deadly and dangerous
ə ə o i u ə u

Can you can a can as a canner can can a can?
ə ə aə ə ə ə

Go and get a gorgeous gift for Gordon's engagement
u ə u ə u ə ə



Macro



Micro



Macro



Micro





Macro Measures

- Focus on the pronunciation of longer dialogues
- Understand how to follow / shadow native rhythms, especially distressing lexical items (Wang, Higgins & Shima, 2005)
- Student can subconsciously mimic various aspects of prosody without having to further determine and decode meaning at a grammatical and lexical level
- Students aim to sub-vocalize their speech input to become quicker at sub-vocalizing which will lead to a greater amount of information being retained in a phonological loop (Nitani, 1999)
- There would also be improvement in comprehension, fluency, and pronunciation (Omar & Umehara, 2010)



Chunking fast

After Graduation

I would like to get a job after I graduate but I haven't decided on what job I would like to pursue. I would, however, like to use my English skills in the future. The reason is due to the fact that I like speaking English to foreigners and to know their thoughts and perspectives which are different from my own culture. Also, I believe that I would benefit greatly from working in a foreign company as they treat younger employees equally. Japanese companies generally do not enable younger talent the freedom to perform to the best of their abilities. For example, it would be hard for a new recruit to give their opinion to their manager due to the honorific nature of the Japanese language and culture. I would simply convey the wrong message to the boss if I do so. I, therefore, feel that I would be better suited to work in an international environment here in Japan.



After Graduating: Improving your IELTS response

Read the example and think about how to improve it.

I want to get a job after I graduate. However, I haven't decided on what job to do yet, but I want to use my English skill in the future. That's because I like speaking English with foreigner and to know their thoughts which are completely different from Japanese. Also, I prefer to treat even young people equally, and I think foreigner company tend to be more common in such a way of thinking. On the other hand, Japanese don't think like that. For example, it's hard to give an opinion to our boss. language has many honorifics expression so it's really confusing to understand and use. Therefore, I'm thinking to work a place with a lot of foreigners or in other country.

Though I have no detail idea what I will do after graduate about job, I want many experiences various things after graduate. I have only a little money now, so what I can do is limited but after graduate and could get a job, there are many moneys that I can use. One of the ideas is sports. I want to play golf because I love walking. Also, I want to travel around the world and climb many high mountains. The other idea is living alone. Off course I like home, but I want to do every thing by myself. For example, I want to layout furniture as I like and also I want to cook every day that I want to eat.

How can you improve the writing?

Informal tone:	I want	I would like
	A job to do	a job to pursue
	That's because	The reason is due to the fact that
	Now	At the moment

Consistent grammar patterns:

I like speaking English to foreigners and ...to EFL learners *...and know their thoughts*
One idea is to *Another idea is to*

Perspective	- see from other viewpoints
Impertinence	- speaking out and being rude
Endeavours	- what I would like to challenge myself and do

I would like to get a job after I graduate but I haven't decided on what job **I would like to pursue**. *I would, however, like* to use my English skills in the future. **The reason is due to the fact that** *I like speaking English to foreigners and to know their thoughts and perspectives* which are different from my own culture. Also, I believe that I would benefit greatly from working in a foreign company as they treat younger employees equally. Japanese companies **generally** do not enable younger talent the freedom to perform to the best of their abilities. For example, it would be hard for a new recruit to give their opinion to their manager due to the honorific nature of the Japanese language and culture. It would simply convey the wrong message to the boss of impertinence. **I therefore feel** that I would be better suited working in an international environment here in Japan or in another country.

I would also like to broaden my horizon. Though I have no specific ideas in what I will do, **I would like to** gain all types of experiences after I graduate from university. **At the moment**, I have saved only a little money so I am limited to what I can do after I graduate. **I therefore need** to enter a company and save money for my future endeavours. **One of my ideas is to** take up a sport. **I am considering** to play golf because I love walking. Also, **I would like to** travel around the world and climb up some of the highest mountains. **Another idea is to live alone**. Of course, I like where I live now with my family but **I would like** to be more independent. For example, I would really like to decide the layout of me furniture and what **I would like to** cook and eat. I know that it won't be long until I graduate so I should make the most of my time while I can and plan ahead.



From the above work, try to chunk the speech

Find the pause – Chunking short / longer // CAPITALISE the stressed (important) word

I LIKE this class / because the teacher is GOOD / and everyone is FRIENDLY. // Also / my English is getting BETTER. //

I would like to get a job / after I graduate / but I haven't decided on / what job I would like to pursue. // I would, / however, / I like to use my English skills in the future. // The reason is due to the fact that / I like speaking English to foreigners / and to know their thoughts and perspectives / which are different from my own culture. // Also, / I believe that I would benefit greatly from working in a foreign company / as they treat younger employees equally. // Japanese companies generally / do not enable younger talent the freedom to perform to the best of their abilities. // For example, / it would be hard for a new recruit to give their opinion to their manager / due to the honorific nature of the Japanese language and culture. // It would simply convey the wrong message to the boss of impertinence. / I, therefore, feel / that I would be better suited / working in an international environment / here in Japan or in another country. //

I would also like to broaden my horizon. // Though I have no specific ideas in what I will do, / I would like to gain all types of experiences / after I graduate from university. // At the moment, / I have saved only a little money / so I am limited to what I can do after I graduate. // I, therefore, need / to enter a company and save money for my future endeavours. // One of my ideas / is to take up a sport. // I am considering to play golf because I love walking. / Also, / I would like to travel around the world / and climb up some of the highest mountains. // Another idea is to live alone. / Of course, / I like where I live now with my family / but I would like to be more independent. / For example, / I would really like to decide the layout of me furniture / and what I would like to cook and eat. // I know that it won't be long until I graduate / so I should make the most of my time / while I can / and plan ahead. //

Summer Plan (will) – Underline the important words

I plan on making the most of this summer as I have a long vacation of two months. I hope to work hard over the summer and save money as I want to study abroad. Although my English is not so strong, I would like to strengthen my language skills so that I can speak to others confidently in English if I decide to study abroad. And so at the moment, I am saving up to pay for this trip and to have enough money to live off when I stay in that country.

However, I would also like to go back to my hometown again. Of course, it would be great to see my parents again in Shizuoka. There, I can also meet my grandparents who I haven't seen for a long time. I will also meet up with my local friends and hit the beach. I could not see them last summer because I was studying for the entrance exam. As I do not have to worry about exams this year, I would like to make up for lost time and do something with them. We are close and so one idea would be to travel somewhere with them. However, with money issues and covid concerns, this might be too much to imagine.



Longer piece of student work on being environmentally friendly

I would like to propose / three ideas to help us become more environmentally friendly / in order to leave our Earth cleaner / and allow our children to have a brighter future. // First, / we should gradually stop using cars / which run on petrol / and result in carbon dioxide fumes being omitted into the atmosphere. // Instead, / we need to introduce vehicles / which run on the more eco-friendly hydrogen fuel / as it does not release any greenhouse gases. // Second, / we have to use more renewable energy sources / such as water power, / wind power / or solar power. // Since the industrial revolution, / we have used too much / and still keep using / fossil fuels to generate our energy needs. // It is time / to urgently reduce our consumption of these old resources. // By using renewable energy sources, / cleaner energy can be used in our homes / to continue our comfortable lifestyles. // Finally, / we have to stop burning waste / as this is also affecting the atmosphere. // By promoting the Three R's: / reuse, reduce and recycle, / the government should improve the methods of waste management. // Unfortunately, / we still use incinerators on an industrial scale. // It is not going to be easy / to resolve the environmental issues / but we are responsible for this situation / and we must make changes / so that future generations can enjoy their clean Earth.//

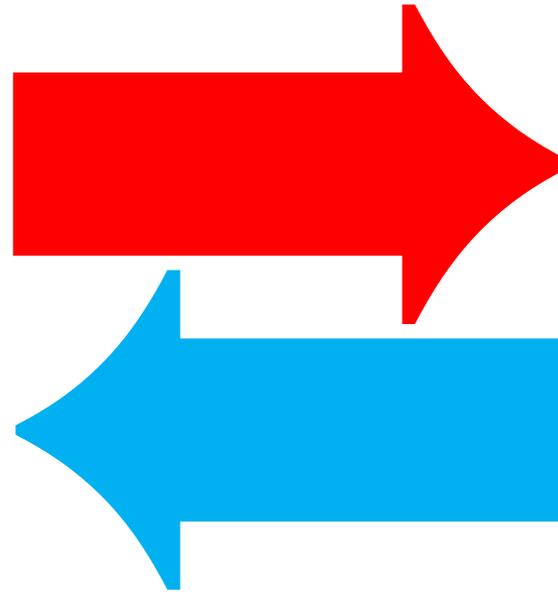
Look for opportunities



In course books with sections on reading questions / reading

Giving feedback on student answers

Macro



Micro







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I am **sounding**



ENGLISH

Food
Bring it on



Food: 10 Questions

1. How often do you eat out each week?
2. What do you think of fast food?
3. Do you use ketchup when you eat French fries?
4. Have you ever tried caviar ?
5. Do you have any habits when you eat something?
6. Do you prefer healthy or unhealthy food?
7. Do you buy food sold at the convenience store?
8. Where is the best place to do the shopping?
9. What do you usually eat for breakfast?
10. What dish would you love to try?

1. How OFTen / dju eat OUT / EACH WEEK?
2. WHAT / dju THIn / kuv FAST FOOD?
3. dju USE / ketchup / when y' EAT / FRENCH FRIES?
4. Have y' Ever TRIED / Caviar
5. dju HAVE / any HABits / when you EAT something?
6. dju PREFER / HEALTHy or UNhealthy food?
7. dju BUY food / SOLD a' the conVENience store?
8. WHERE / iza BEST place / t' do the SHOpping?
9. WHAT dju / Usvally eat f' BREAKfast?
10. What dish would you love to try?

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Food: Long Interview Questions

Reduced sounds: D'ju – do you Wuja – would you Are y' – are you cuja – Could you
Underline the important words and remember to lengthen the sound of the important words

1. How often do you eat out each week?
2. What do you think of fast food?
3. Do you use ketchup when you eat French fries?
4. Have you ever tried caviar ?
5. Do you have any habits when you eat something?
6. Do you prefer healthy or unhealthy food?
7. Do you buy food sold at the convenience store?
8. Where is the best place to do the shopping?
9. What do you usually eat for breakfast?
10. What dish would you love to try?
11. What is the most delicious food you've ever eaten?
12. Where did you have this meal?
13. Was it expensive?
14. How much was it?
15. Could you tell me what (ingredients) was (were) in it?
16. How was it made/cooked?
17. Could you make it?
18. Would you like to eat it again?
19. Where would you go to eat on a date?
20. What do you think of your mum's cooking?
21. Do you sometimes cook for yourself?
22. What are you good at cooking?
23. Would you like to make it for your family (others / me)?
24. Why wouldn't you?
25. What do you want to eat on your birthday?
26. Have you tried to eat any strange food like insect or scorpion?
27. Do you know what food you are going to try in Australia?
28. Have you (ever) tried Vegemite before?
29. How about Tim Tams?
30. What is the one food you would you like to take with you to Australia?
31. Why do you want to take that food with you?
32. Tell me what food you cannot live without?
33. What food do you always buy when you go to the conveni...
34. Is there any food you don't like to eat?
35. ...



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Food: Phrases

1. my FAV'rite dish is SHAbu-SHAbu / WHIChis THINly SLICED BEEF / BOILed 'n' DIpped in a SAUCE
2. I LOVE SOba / WHIChis a KIN' duv WHEAT NOODle / bu' it NEE's t' be HAN'made
3. I KNO' wi' tis unHEALTHy bu' I LOVE FISH 'n' CHIPS
4. I ALways reMEMber Havin' SEAfoo' paElla whe' nI WEN' t' BARceLona
5. I LOVE Makin' TAcos toGETher wi' the FAm'ly aROUN' the Dinner TABLE
6. if y' Ever GE' the CHANCE / TRY PARma HAM / it's REALLY GOO' HAM from PARma / Italy
7. NOthin' BEATS m' MUM's HOMEmade leSAGna wi' FRESH t'MAToes from the GARDen
8. FRESHly MADE CROIssants wi' Coffee is the BES' WAY t' START the MORning
9. YOU SHOU' TRY TOM yum / WHIChis a SPIcy, SWEE' tn' SOUR CURry / COOKED in COcenuT MILK
10. CURry is by FAR m' FAV'rite food, eSPEC'ly i' fi' is COOKed 'n BUTter 'n' EAten wi' NAN BREAD
11. I JUS' LI' a SIMple SALad as I WAN' t' KEE' pin SHAPE
12. I LOVE SPRING rolls SERVED wi' SWEE' CHILLi SAUCE
13. F' ME / FRIday NIGH'means ONE THIN' / PIzza NIGHT

I am sounding



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Food: Improving your IELTS response

Read the example and think about how to improve it.

I will tell you foods.
First, I will tell you my favorite foods.
I like fruits. In my grand-parents garden, my family grow fruits.
For example, grapes, strawberries, watermelons, persimmons, and so on.
So, I often eat these fruits. I think fruits grown by myself are delicious better than other fruits. I especially like gummy fruit, it is called "Gumi-no-mi" in Japanese. Do you know this fruit? It likes cherry and the taste is very sweet. I think almost of people can't eat it, but I recommend it for you, if you like sweet fruits.
In addition, my family also grow a lot of vegetables.
For instance, cucumbers, Chinese cabbage, potatoes, onions, and so on.
Therefore, I think I like to eat fresh foods like fruits and vegetables grown by myself.
Second, I will tell you food I dislike.
I don't like tomatoes. My family also grows tomatoes in our garden. So, I know that tomatoes have a lot of nutrition and I want to get lycopene. However, I can't eat it, because I don't like tomato's texture and smell. And then, I also hate broad bean, it is called Soramame in Japanese. This smell is strong for me. I think I am sensitive to smell, but I would like to eat all foods in the future.

How can you improve the writing?

The topic sentences needs to focus more on what the writer wants to say.
Needs to be put into two paragraphs: Food I like, food I don't like
Think of fruit if we are being general and fruits if you are thinking about several types.
e.g. I like fruit. The fruits I like are ...
noun which is ... - Good for giving more detail/extra information
The food I like are... / Things I don't like to eat are... (noun additional clause ...)
Like - love, enjoy,
Don't like - hate, avoid, can't stand
Even though - used as a counter argument

Let me introduce the types of food I like and the ones I avoid. My favorite food is fruit. I am lucky because in my grandparent's garden, we grow all kinds of fruit such as grapes, strawberries, watermelons, and persimmons. And so, I often eat these fruits daily. Homegrown fruit is really delicious and much better than fruits from the supermarket. I especially like *guminomi*, which is silverberry in English. It looks like cherry but is much sweeter. I think almost everyone won't enjoy this fruit but I recommend you to try it if you like sweet fruit. Actually, my family also grow a lot of vegetables. For instance, we grow cucumbers, Chinese cabbage, potatoes, and onion straight from the garden. As a result, I like to eat food which is fresh like fruit and vegetables.

However, there are things I don't like to eat. The one I really hate but know is good for us is the tomato. Even though my family grows this fruit in our garden, I can't eat it. Even though this fruit has a lot of nutrition and includes lycopene, which is an antioxidant, I can't eat it because I can't stand the texture or the smell. I also hate *Soramame*, which is broad bean in English. Again, this vegetable's smell is too strong for me. I think I am sensitive to smell but I would like to try all kinds of food in the future.

I don't like to eat. The
is good for us is the
family grows this fruit
t. Even though this
and includes lycopene
can't eat it because
he smell. I also ha
bean in English.
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smell but I wou



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Remember to explore and have fun



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