



# Aviation

ENGLISH



## Teacher's Notes

### Introduction to exercises

These exercises have been developed to use in conjunction with the Aviation English Student's Book and Teacher's Book. The various tasks cater for a wide range of levels and focus on pronunciation of individual sounds, word and sentence stress and intonation. Focus words have been chosen from two units at a time and concentrate on individual sound pronunciation errors. If you are a confident pronunciation teacher, you may prefer to apply your own focus to the exercises for your particular national group and accent.

The phonetic alphabet has been used occasionally in these worksheets. A strong recommendation would be for you to become familiar with phonetic transcription both to use in your own teaching and to teach to your students as a study skill for their ongoing professional English learning. Any phonetic transcriptions given are those given in the British-published dictionaries. This does not imply that other accents are incorrect if they are used consistently and with clarity for other non-native speakers.

Students should be made aware that by saying things out loud and by using repetition, the learning of sounds is more easily analyzed, corrected and stored. They should therefore be encouraged to voice sounds as they appear, repeat as many times as necessary and reuse in as many different situations as possible.

| Consonants            |       |    |        |    |         |    |       |
|-----------------------|-------|----|--------|----|---------|----|-------|
| p                     | press | f  | staff  | ʃ  | shine   | m  | more  |
| b                     | bag   | v  | vote   | ʒ  | measure | n  | snow  |
| t                     | time  | θ  | thin   | h  | hot     | ŋ  | sing  |
| d                     | card  | ð  | that   | x  | loch    | w  | water |
| k                     | can   | s  | sit    | tʃ | chair   | r  | ring  |
| g                     | dog   | z  | zebra  | dʒ | jam     | l  | small |
| j                     | you   |    |        |    |         |    |       |
| Vowels and diphthongs |       |    |        |    |         |    |       |
| ɪ                     | bit   | ə  | about  | u: | boot    | aʊ | now   |
| e                     | bed   | i  | pretty | ɜ: | bird    | ʊə | cure  |
| æ                     | bad   | u  | annual | eɪ | bay     | eə | hair  |
| ɒ                     | hot   | i: | bee    | aɪ | buy     | ɪə | hear  |
| ʌ                     | cut   | ɑ: | father | ɔɪ | boy     |    |       |
| ʊ                     | book  | ɔ: | caught | əʊ | go      |    |       |



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## Pronunciation Unit 1-2

1. Pre-teach the individual vowel sounds:

/e/ as in ten

/ɪ/ as in sit

/ɜ:/ as in turn

/i:/ as in see

2. Now pre-teach the vocabulary below paying particular attention to individual sounds and word stress. The stressed syllable has been underlined for you.

commercial

confirm

determine

direction

divert

exit

heat

incursion

measure

opposite

procedure

schedule

speed

technical

3. Hand out photocopies of the worksheet and let students complete the exercise. Monitor their progress and correct the incorrect pronunciations which you might hear when monitoring. The answers are as follows:

| /e/ as in hen | /ɪ/ as in sit | /ɜ:/ as in fur | /i:/ as in see |
|---------------|---------------|----------------|----------------|
| exit          | exit          | confirm        | heat           |
| schedule      | incursion     | incursion      | procedure      |
| direction     | opposite      | commercial     | speed          |
| measure       | determine     | divert         |                |
| technical     | technical     | determine      |                |
|               |               |                |                |

For more experienced pronunciation teachers, you may want to take this opportunity to discuss the use of the schwa /ə/ in the above words. You may also want to work on other sounds that are difficult for your country's students.

4. Now ask the students to write non-routine radio-telephony messages incorporating the words above. When they have finished they could read them out to their partner to write down. As a final exercise their partner could read the messages out to the class. During this exercise constantly monitor for pronunciation difficulties and correct.