



Aviation

ENGLISH



Help with pronunciation Units 3 and 4

Teacher's Notes

Introduction to exercise

There are many words in Aviation English which have the *-tion* or *-sion* ending. These exercises work on words that students will have encountered before the end of Units 3 and 4. However, teachers may further exploit these exercises using words encountered in the rest of the book or may use them as a springboard to comment on and highlight the stress in words with the *-ion* ending found in later chapters. The rules applied in these exercises also apply to the ending *-cian*.

Resources needed

Photocopied worksheets
Dictionaries

Stressed syllables

Look at the chart of words to be worked on in this exercise. You may want to use this chart, prior to handing out the worksheet, as board-work input.

Introduce students to the notion that English words of two syllables or more contain a stressed syllable. In most dictionaries in the phonetic transcription, the stressed syllable, or primary stress, is shown by a straight apostrophe before the stressed syllable e.g. *direction* /dar'rekʃ(ə)n/

You may want to show this to students and encourage students to use this study skill in the tasks. Explain that in all words ending *-ion* the stressed syllable is the penultimate one. Explain how to show this stress by raising the tone of one's voice or voicing the syllable slightly louder than the others. Discuss the way the stressed syllable sounds in these *-ion* words before encouraging the students to find the method that is best for their voice type using the words featured.

Task 1 answers

oOo	direction, protection, prevention, ingestion, position, instruction, construction, disruption, incursion, transmission, collision
ooOo	operation, destination, navigation, conversation, separation, regulation, intersection
oooOo	communication, pressurisation, clarification, investigation, privatisation, administration

With advanced students you may want to point out the secondary stress which occurs in the first syllable of words such as *intersection*. This complication is probably best ignored for other levels although in dictionaries you will see a straight comma just before the secondary stressed syllable in the phonetic transcription.



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Task 2 answers

Students may need to use a dictionary for this task or, if comfortable to do so, you can circulate acting as a pronunciation model for the students.

	Oo	oO	Ooo	oOo	oOoo	ooOo
direct		✓				
operate			✓			
communicate					✓	
transmit		✓				
construct		✓				
separate			✓			
ingest		✓				
administrate					✓	
disrupt		✓				
privatise			✓			
collide		✓				

Which ending changes the stressed syllable in the verb? -ation

What do you notice about two syllable verbs? stress on second syllable

Note that this second rule is appropriate for most verb cases but particularly so when the word can also be a noun e.g. project (verb)/project (noun)

Task 3

Monitor the pair work phase of this task and correct as necessary. You may want to extend the task by getting pairs to feedback their partners' sentences using correct syllable stress.

Use these tasks to encourage students to notate new vocabulary showing the placement of the syllable stress.