

## Quelques exemples d'ACTIVITES PHONOLOGIQUES

- 1) **Travailler les sons (phonèmes)** (les extraits ci-dessous ont extraits de <http://hancockmcdonald.com/materials/67>, téléchargement libre et gratuit)

Avec des tongue twisters : <http://learnenglishkids.britishcouncil.org/fr/tongue-twisters>

Activités de discrimination auditive :

- <http://lve21.ac-dijon.fr/spip.php?article115>
- Différences anglais / français :
  - a. Listen to the French pronunciation of each word and then the English pronunciation. Compare the two.
  - b. Underline the stressed vowel in the English words and practise their pronunciation.

	French	English		French	English
1	image	image	7	japonaise	Japanese
2	inévitabile	inevitable	8	comparaison	comparison
3	irritant	irritating	9	raciste	racist
4	album	album	10	raison	reason
5	personnel	personal	11	suppose	suppose
6	répéter	repeat	12	légendaire	legendary

2.3 Listen and circle the word with a different vowel sound.

(A7)

EXAMPLE black want mad hand

1 sad bag salt tap

2 far far map add

3 watch catch match land

4 rain said fail train

5 case lake name care

6 space change plate square

7 break great heat weight

Then listen again and check.

16.2 Read the words and circle the one with the different vowel sound. Then listen and check.

(A77)

EXAMPLE soap hope sold soup

1 come gone long want

2 what hot most salt

3 drove love woke hole

4 snow low cow show

5 both cloth clothes road

6 word wash boss cost

7 post lost coast rose

3.4 Listen and tick (✓) the sentence you hear, A or B. If you find any of these difficult, go to Section D4 *Sound pairs* for further practice.

(A13)

	A	B	
1	There's a bear in that tree.	There's a pear in that tree.	(⇒sound pair 28)
2	He had the beach to himself.	He had the peach to himself.	(⇒sound pair 28)
3	They burned it.	They've earned it.	(⇒sound pair 29)
4	Say 'boil'.	Save oil.	(⇒sound pair 29)
5	This is a nicer pear.	This is a nice affair.	(⇒sound pair 30)
6	Would you like a copy?	Would you like a coffee?	(⇒sound pair 30)

Des Jeux :

- ➔ Faire un Bingo
- ➔ Memory (cartes retournées sur la table)
- ➔ Sorte de « béret » : le 1<sup>er</sup> qui attrape celui des 2 mots prononcé par le chef
- ➔ « Chinese Whisper » (téléphone arabe) : un mot passé à l'oreille, le dernier du groupe vient toucher la bonne carte, écrire le mot, le prononcer à voix haute...
- ➔ Jeu de (7) familles , « petit bac » (par catégorie, ex. animals, trouver le maximum de mots ayant le son p / b / k / g )

Retrouver un son [ ]

- ➔ Dans la classe : retrouver des mots ayant le son....
- ➔ Ecouter et entourer le son entendu (parmi une liste de mots sons proches) (ex : four / fourth / three / free / tree)

Travailler l'alphabet phonétique : Source : Hancock, M. ( 2003) *English Pronunciation in Use*, Cambridge : CUP téléchargeable (sans le CD) sur :

**D1.6** Find phonemic spellings for thirteen different foods in the wordsearch. The words are horizontal → or vertical ↓. Use all the letters.

h	æ	m	b	ɜ:	g	ə	s
p	r	f	b	r	e	d	t
æ	aɪ	i	tʃ	i	p	s	r
s	s	f	m	i:	t	ɒ	ɔ:
t	k	æ	r	ə	t	r	b
ə	ʌ	n	j	ə	n	i	r
t	ə	m	ɑ:	t	əʊ	n	i
b	ə	n	ɑ:	n	ə	ɸ	z

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

/eɪ/	/æ/	
cake	apple	

Travailler certains sons (voir Hancock ..), par exemple repérer / prendre conscience de la réduction vocalique:

**7.2** Listen. In each sentence or phrase there are two vowels which are not /ə/. Circle them.

**A32** EXAMPLE an @pple and a ban@na

- 1 from Canada to China
- 2 The parrot was asleep.
- 3 The cinema was open.
- 4 the photographer's assistant
- 5 a question and an answer
- 6 a woman and her husband
- 7 a pasta salad

Production Ecrite : Ecrire des titres en rimes

**1.3** Listen to these possible names of cartoon animals. Do they have the same first sounds? (Write A.) Do they rhyme? (Write B.)

**A3** EXAMPLE Sam the lamb B

1 Phil the fox _____	5 Polly the parrot _____
2 Mary the canary _____	6 Deborah the zebra _____
3 Ida the spider _____	7 Myrtle the turtle _____
4 Claire the bear _____	8 Kitty the cat _____

**2) Le rythme :**

**a) L'accent de mot (syllabes accentuées)**

- ➔ construire une pyramide de mots en les classant: dessous les mots de 3 syllabes, puis 2 syllabes puis 1, voir laquelle est accentuée (ex : art, artful, artfully, artistic...)
- ➔ Repérer quelle est la syllabe accentuée:

**22.1** Write the full words in the correct column, according to their stress pattern.

Mon	Tues	Thu	Sat	today	tomorrow	Apr	Jul	Aug	Sept	Oct
Nov	holiday	2nd	11th	13	30	13th	30th	17	70	afternoon
Oo	oO	Ooo	oOo	ooO						
Monday										

**b) l'accent de phrase (mots accentués)**

Avec des comptines :

SPOKEN NURSERY RHYME : <http://teachem.com/mother-geese-club/learn/spoken-nursery-rhymes-from-mother-geese-club> (chanté souvent)

<http://www.excusemyenglish.fr/Rhymes/Rhymes.htm> (parlé et chanté, avec paroles)

- ➔ lire avec un metronome: <http://www.metronome-en-ligne.com/>

- ➔ Repérer le mot accentué :



23.2 Write these sentences in the correct column. Then listen, check and repeat.

B13

<del>The bus was late.</del>	Come and look.	Close the window.	What do you want?
The water's cold.	Give me a call.	What did she say?	Phone and tell me.
Nice to see you.	Where's the car?	It's cold and wet.	What's the time?

OooO	oOoO	OoO	OoOo
	The bus was late.		

→ En allongeant la phrase

*THIS is the DOG that CHASED the CAT that KILLED the RAT that LIVED in the HOUSE that JACK BUILT.  
 BOX of MATCHes WAITed at HOME WENT to the BANK  
 LOOKING at the SKY GUESSEs the TIME PLACes in SPAIN  
 WANTed to KNOW PIECEs of CAKE RULES for DRIVers  
 The GLASS is BROKEn.*

→ jeu de la phrase fausse: exemple: "Christmas is in July." "No, Christmas is in **December** ."

## 2) Intonation

Avec des comptines : (voir ci-dessus)

- marquer / dessiner la mélodie (avec le doigt, les bras, le crayon) (bien baisser la voix en fin de segment)
- faire répéter uniquement la mélodie avant les paroles