

Adrian Underhill - "*Presence and performance in speaking*"

Once the student reaches a good level of pronunciation, what can we focus on?
... Presence and performance...

Developing *Presence and Performance*

This webinar is about developing the ***Presence and Performance*** of students of English

- The performance of the speaker,
- 'Taking care' of the listener,
- Drawing the listener in,
- Being comfortably intelligible.

We can do this through:

- The use of unstress to increase fluency and intelligibility,
- Pausing, phrasing, sense grouping, joining words,
- Rhythm, varying speed, voice tone.
- Feeling the meaning

Introduction

Pronunciation is not an end in itself . .
it serves *easy intelligibility in connected speech*

Pronunciation is **everywhere - in everything!**

Therefore **every activity is also a pron activity**

Teach your own accent: expose to multiple accents

Knowing **about** V **proprioceptive** knowing

Embodied pronunciation

Current methodology: Is detached from the physicality of pron. Dominated by *cognitive representations* of what goes on in the mouth

Embodied pronunciation: reconnecting with the four core 'muscle buttons' that make the difference:

1. *Lips* (spreading + back, or rounding + forward)
 2. *Tongue* (moving forward and back)
 3. *Jaw + tongue* (moving up and down).
- *Voice* (on/off to make voiced or unvoiced sounds)

Unless you know what's going on in your mouth you can't help your students.

You can only say: '*Repeat after me!*'

Two solutions No 1: Physicality

Problem 1: Pronunciation is a *physical* activity, so...

Solution 1: Teach it *physically*. Get behind the habit by re-connecting with the muscles that make the difference. Teaching pron is more like teaching *dance* than teaching *grammar*

Using proprioception learners can connect with the muscles and enable them to do it differently

Repetition cannot do this

Two solutions No 2: The Chart

Problem 2: Pronunciation seems mysterious, endless. What is it? How much is there? Is there a 'map'?

Solution 2: The Sound Foundations chart is a 'geographic map', a visible, kinesthetic thinking tool.

In one gestalt it shows:

- All sounds, for *all* words, and *all* connected speech,
- How* and *where* the sounds are made,
- How sounds shape each other,
- And *all* sounds are needed from the beginning.
- The pron syllabus is holistic, not linear.

í	I	U	u:	Iə	eI	!X	
e	ə	3:	ɔ:	Uə	ɔI	əU	
æ	ʌ	a:	b	eə	aI	aU	
P	b	t	d	ts	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

The sword moved again, and the light from the sun flashed on the bright metal. Soon, all that Bathsheba could see was a bright light flashing around her. Troy had never practised better than this.

'Your hair is a little untidy, Miss Everdene,' he said.
'I'll make it tidy for you.'

The sword went past her ear with a whispering sound. A small piece of her hair fell to the ground. She watched him pick up the lock of hair and put it in his pocket.

'I'll keep this forever,' he said. He came closer to her.
'I must leave you now.'

Then he kissed her softly on the lips. She was not strong enough to say or do anything to stop him. A moment later, he was gone.

- Extra grammar and vocabulary exercises
- Notes about the life of Thomas Hardy
- Notes about the story
- Points for Understanding comprehension questions
- Glossary of difficult vocabulary
- Free resources including worksheets, tests and author data sheets at www.macmillanenglish.com/readers
- Audio CD/download available for this title



Far from the Madding Crowd

Thomas Hardy

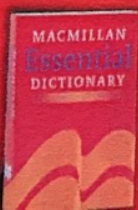
1	Starter
2	Beginner
3	Elementary
4	Pre-intermediate
5	Intermediate
6	Upper

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Preparing a text for performance

Select text: exploit first with the usual activities.

Then:

- Sense groups and speed
- Stresses and energy distribution
- Schwa and mumbling!
- Linking words
- Speaking heart to heart – Feeling the meaning
- Personal Presence
- Performance

Preparing a text - 1

It was nearly midnight on the 21st of December,
the shortest day of the year. There were no clouds in the
dark sky and the stars were shining brightly. It was not
the sound of the wind that travellers could hear on
Norcombe Hill. It was the sound of music.

Preparing a text – 2

| It was nearly midnight | on the twenty first of December |

the shortest day of the year | There were no clouds in the

dark sky | and the stars were shining brightly | It was not

the sound of the wind | that travellers could hear | on

Norcombe Hill | It was the sound of music |

Preparing a text - 3

| It was nearly midnight | on the twenty first of December |
the shortest day of the year | There were no clouds in the
dark sky | and the stars were shining brightly | It was not
the sound of the wind | that travellers could hear | on
Norcombe Hill | It was the sound of music |

ɪ	I	U	u:	Iə	eI	ɪ	↗
e	ə	ɜ:	ɔ:	ʊə	ɔI	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aI	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



Sounds: The Pronunciation App

BrE or AmE chart. Touch for sounds and words

BrE or AmE Wordlist. Listen to model, record your own voice, listen and compare. Also check word meanings.

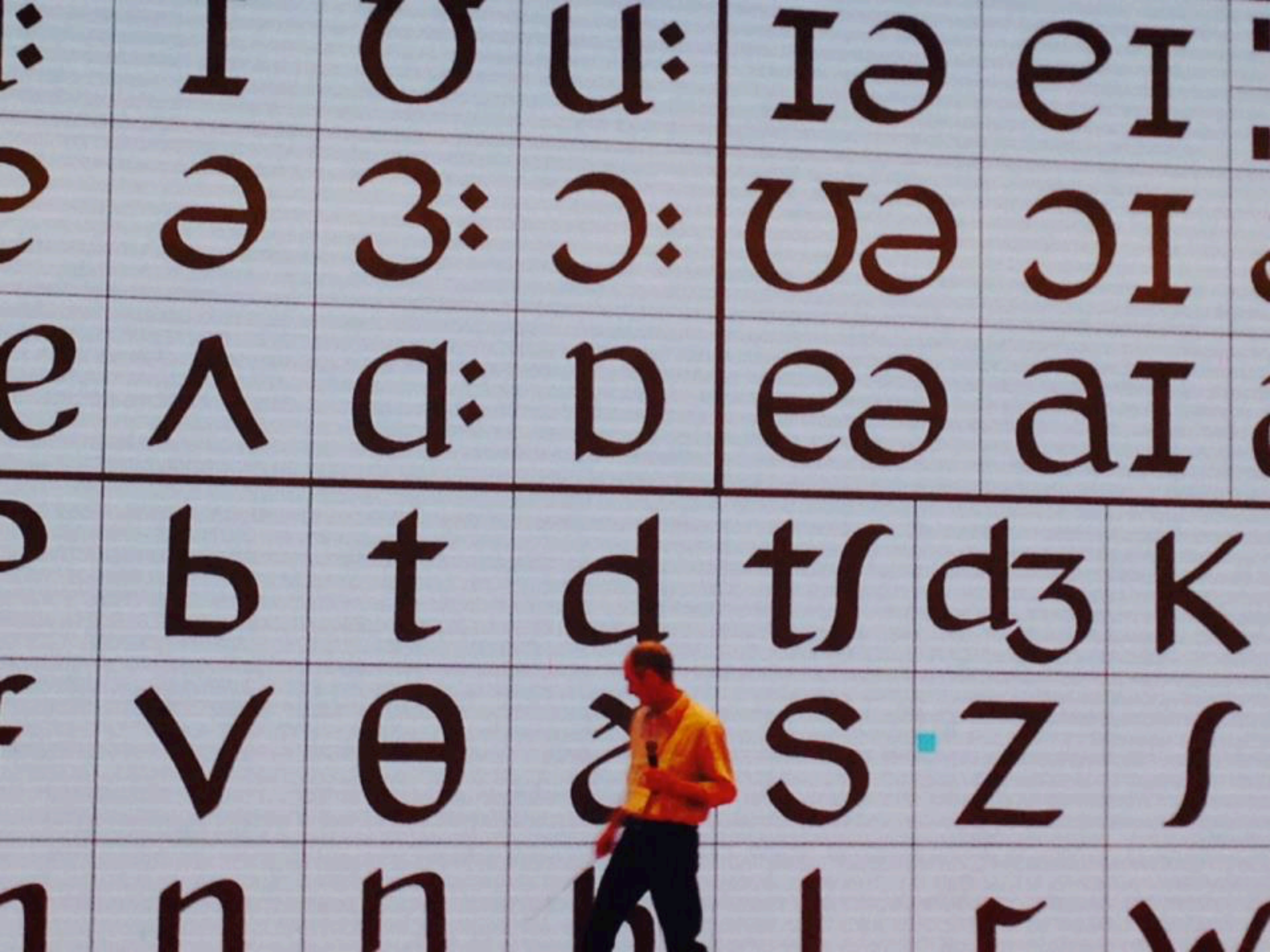
Practice

Listen – Select phonemes for practice. Hear words and tap phonemes on the chart

Read - Select sounds for practice. See the phonemic spelling. supply alphabetic spelling on key board.

Write - Select sounds for practice. See the spelling and find the phonemes (phonetic keyboard)

Speak – Speak your sounds and words, then listen and compare



Resources for skilful pron teaching:

- Blog:** adrianunderhill.com
- App:** SOUNDS: The pronunciation app v3
- Class pron charts:** From Macmillan ELT
- Videos:** www.macmillanenglish.com/pronunciation-skills/
- Handbook:** *Sound Foundations – Learning and Teaching Pronunciation* (Macmillan)
- Training Intensives:**
- Alexandria:** 6 days June 2018
 - Cambridge:** UK: 10 days July 2018
 - Oxford:** 10 day prog July/Aug 2018
 - London:** 5 days August 2018
- See blog for details

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Thank you for attending!

Good luck, take courage, have fun!

Teachers are VIPs!!!!

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