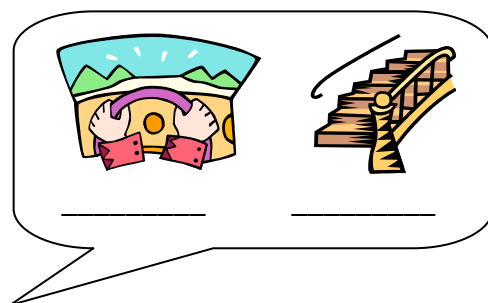
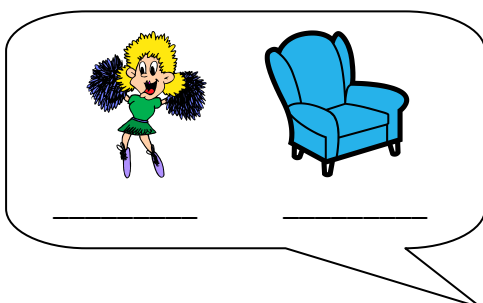
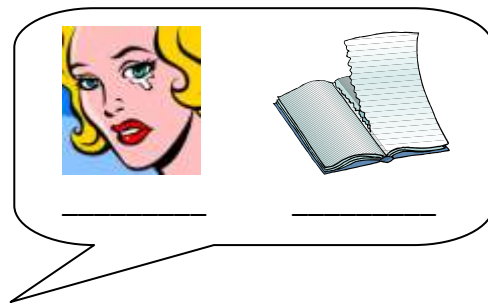
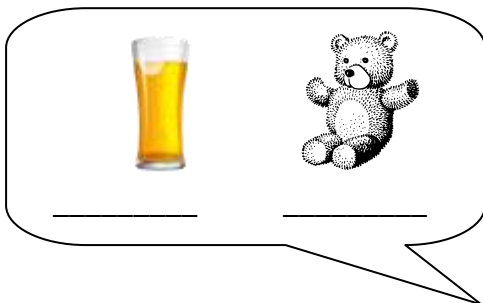
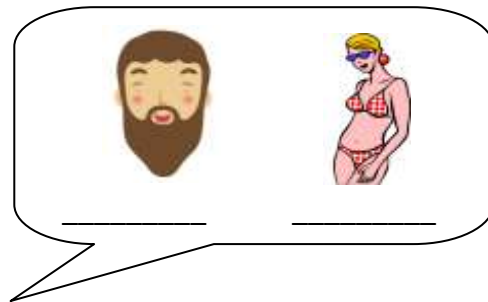
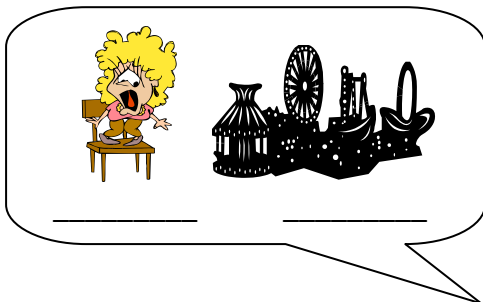
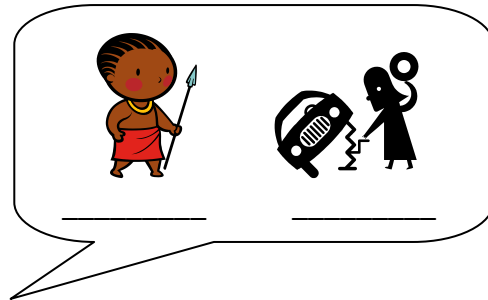
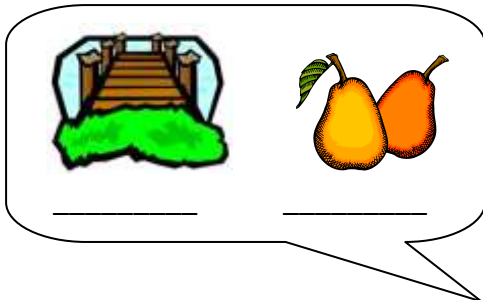
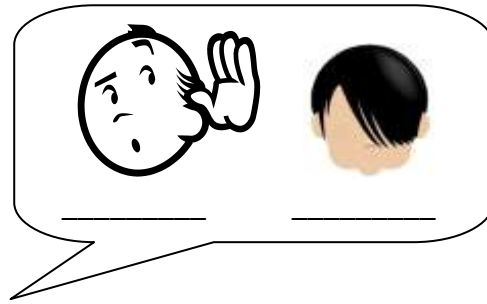
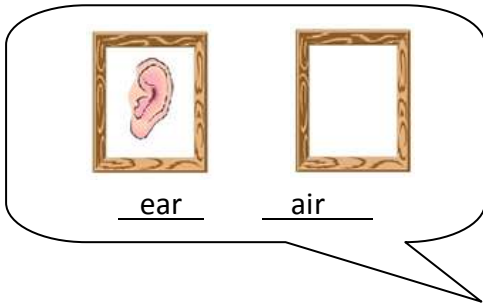


# Pronunciation of /ɪə/ and /eə/

In each set of pictures, the only difference in the pronunciation of each word is the sound /ɪə/ and /eə/. What do the two pictures show each time?



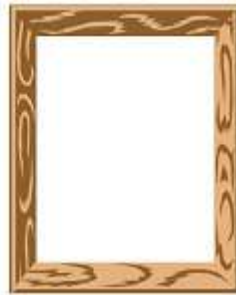
What do you notice about the spelling for each sound?



# Teachers' Notes: Pronunciation of /ɪə/ and /eə/

## Introduction

Draw two pictures like these ones on the board:



Elicit what the pictures are – students should guess ‘ear’ in a few seconds (unless you are a terrible artist, which will take longer but will be really funny). The second picture you can make a joke out of – “look really carefully”, “can’t you see it?” In the end, hopefully someone will guess “air”.

Elicit the pronunciation and the phonemes /ɪə/ and /eə/ and drill them.

Then give the students the handout and get them to work out what the other pictures are. Make it very clear that the only difference is whether the word has /ɪə/ or /eə/, so if they can guess one word it should be possible to guess the other.

## Answers

ear	air	hear	hair
pier	pear	spear	spare
fear	fair	beard	bared
beer	bear	tear	tear
cheer	chair	steers	stairs

You’ll want to be prepared to explain/elicit the meaning of “bared” – for example by rolling up your sleeves, or showing your teeth. I did this lesson with an intermediate class and it was the only word that no one knew.

