

Lesson Plan - Pronunciation

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Teaching time: 50min

Target student: Japanese, Intermediate level, ESL, High School, 9th Grade

1. What are you teaching?

- a. Language points: /l/&/r/, /v/&/b/, /e/&/ɛ/, /ar/&/ɜ/
- b. Language skills: pronunciation, speaking, listening
- c. Skill focus: Pronunciation, Group coping Strategie.

2. What are your Student Learning Objectives for the lesson?

(These should be specific and describe observable student behaviors, which you will be able to see in class)

- a. **By the end of the lesson, students will be able to: cooperate as a group to articulate and produce several instances f the targeted minimal pairs (/l/&/r/, /v/&/b/, /e/&/ɛ/, /ar/&/ɜ/) while demonstrating group coping strategies for listening.**

3. When/ How in the lesson will you check the students' progress toward the above Learning Objectives? What behaviors/ activities will show you whether they have mastered the material?

- *At the end of the lesson, Ss will be able to properly pronounce the target consonants while writing and sharing their own pronunciation games.*

4. Preliminary considerations:

a. What do your students already know in relation to today's lesson?

- *Using initial /l/&/r/, /v/&/b/, /e/&/ɜ/, and /d/&/t/, and the necessary grammar and vocabulary to discuss the content of the lesson.*


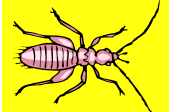
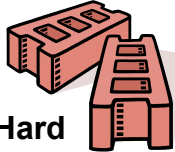









b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

- *Make sure that the students have enough practice building up their pronunciation and listening ability in the recognizing phase of the lesson by reviewing and doing choral repeating pronunciation practice of the previous lessons.*

Steps	Time	Procedure/steps <i>(these need to be written in the perspective of what the students do)</i>	Interaction	Activity Purpose / Rationale
1	5	<p>Warm up</p> <ol style="list-style-type: none"> 1. Greet Ss, smile and make eye contact. 2. Draw the pronunciation game chart on board. 3. Ask Ss if they remember what they learned from previous minimal pair lesson? “T: what are the problem sounds we had leaned about?” As Ss answer, T writes them on the board. 4. Ss give example of words using each sound. 	<p>T – Ss Ss – T</p>	<ul style="list-style-type: none"> - Establish a rapport, friendly atmosphere. - Activate students background knowledge, find out students level of pronunciation accuracy.
2	5	<p>Pronunciation Practice</p> <ol style="list-style-type: none"> 1. T shows Ss lip position for /l/&/r/, /v/&/b/, /ey /&/ε/, /ar/&/ɜ/ 2. T uses minimal pair word cards to review the 4 minimal pair sounds. 	<p>T – Ss Ss – T</p>	<ul style="list-style-type: none"> - Improve the accuracy of student’s listening and pronunciation
3	5	<p>The Pronunciation Game – Intro & Practice</p> <ol style="list-style-type: none"> 1.T explains game instruction. – Have Ss form teams of 2 or 3. The T will call a series of word pairs. The cross-section of each word pair will lead to letter/ number in the chart that form words. The first team to raise their hand, pronounces and spell the word correctly wins. 2.Practice - From the game board T calls one word pair. If Ss know the letter in the cross- section, they would raise hand. 	<p>T – Ss Ss – Ss</p>	<ul style="list-style-type: none"> - Instruct students how to play the game. - Students show understanding through practice demonstration.
4	20	<p>Pronunciation Game</p> <ol style="list-style-type: none"> 1. T models the first example. In round 1, Ss must find a 3-letter word created using the cross-sections of the word pairs called by the T. Round 2 has 4 letter words. Round3 has 5 letter words. 2. Ss play the game while T calls the word pairs. 	<p>T – Ss Ss – Ss</p>	<ul style="list-style-type: none"> - Students show ability to cooperate as a team while differentiating the several minimal pair sounds in the game.
5	15	<p>Post Game</p> <p>After the game,</p> <ol style="list-style-type: none"> 3. Each group comes up with their own secret word, and calls the corresponding word pairs to the class while the other groups figure out their word. 4. Groups repeat until each group has a chance to practice the target pronunciation. 	<p>Ss – Ss</p>	<ul style="list-style-type: none"> - Students will demonstrate their understanding and ability to reproduce the targeted sounds.

The Pronunciation Game

NOTES:

	Rice 	Lice 	Hard 	Heart 	Hurt 	Heard 
Lover 	S	J	K	D	E	F
Rubber 	T	l	V	O	E	L
Vote 	G	N	A	3	I	R
Boat 	C	U	2	Y	P	X
Taste 	Q	Z	H	B	A	O
Test 	U	S	W	M	I	P

The Pronunciation Game: Lead Sheet

Rules: Have students form teams of 2 or 3. The teacher will call a series of word pairs. The cross-section of each word pair will lead to a letter/number in the chart that form words. The first team to raise their hand, pronounce, and spell the word correctly wins. The following are words and their scripted word-pairs.

(This may be very difficult, so teams are suggested. Try to enlarge the game board if possible. Also, be sure to practice the pronunciation of each word before the game.)

O C 1

Heart-rubber rice-boat lice-rubber

B I G

heart-taste hurt-test rice-vote

D O G

heart-lover heard-taste rice-vote

H E A D

Hard-taste hurt-lover hard-vote heart-lover

N A I L

lice-vote hurt-taste hurt-test heard-rubber

L A S T

heard-rubber hard-vote lice-test rice-rubber

A P P L E

Hurt-taste hurt-boat heard-test heard-rubber hurt-lover

C H I L D

Rice-boat hard-taste hurt-test heard-rubber heart-lover

S T A N D

Lice-test rice-rubber hard-vote lice-vote heart-lover

O R A N G E

Heard-taste heard-vote hurt-taste lice-vote rice-vote hurt-rubber

A M E R I C A

Hard-vote heart-test hurt-rubber heard-vote hurt-test rice-boat hard-vote

C H R I S T M A S

Rice-boat hard-taste heard-vote rice-lover rice-rubber heart-test hurt-taste lice-test