

Lesson Plan - Pronunciation

Micro Lesson Video Link: <https://youtu.be/u9i-z4s-GJY>

Business/Materials	Lesson Objectives			
- Cambridge English “Objective FIRST” Student Book Pages 182, 183 & 185. - CD Player - APP “SOUNDS”	- Word Stress - Sentence Stress - Vowels sounds (2 & 3) - Connected Speech			
Warm-up and Objective Discussion				
- Review the Pronunciation of vowels (1), Diphthongs, Consonants (1 & 2)				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
-WORD STRESS - Remind students that most two-syllable nouns and adjectives are stressed on the first syllable...But there are exceptions! Also, some two-syllable words change meaning when the stress changes. Tell students that dictionaries use the symbol /' / to show which syllable in the word is stressed. -SENTENCE STRESS – Remind students that using sentence stress can make your speech sound more lively and interesting. -VOWELS (2) – Tell students that the most frequent sound in English is /ə/. Have students listen to sound using APP “SOUNDS” -VOWELS (3) – Tell students the /ʌ/ is short. It’s the sound in <i>up</i> /ʌp/. The sound /ɜː/ is long. It’s the sound in <i>bird</i> /bɜːd/. Have students listen to sound using APP “SOUNDS” -CONNECTED SPEECH – Tell students that when a word that ends in a consonant is before a word that begins with a vowel, the two words connect. Also tell students that when the final sound of a word is the same as the first sound of the next word, you only hear one, Example: <i>bus stop</i> is pronounced /'bʌstɒp/.				
Guided Practice	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
-WORD STRESS: Explain what students have to do in exercise 1 page 182 Practice saying the words in exercise 1 together before they fill in the chart. Explain exercises 2, 3 & 4. -SENTENCE STRESS: Say the sentence in exercise 1 – Have students identify which words are ‘grammar words’ and which are ‘information words’ Listen to check. Do exercise 2 together. Have students practice exercise 5 in pairs. -VOWELS (2): Listen to the words and have students underline the /ə/ sound. -VOWELS (3): Read the phonetic script and have students write the words they think they are, then listen to see if they were correct. -CONNECTED SPEECH: Exercise 1 Listen and repeat the following phrases. Notice how words connect.				
Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
-WORD STRESS: Have students do exercise 1 and then listen to correct. Do the same with exercises 2 and 4. -SENTENCE STRESS: Have students do exercises 3, 4 & 5 on their own, listen and check if they are correct.				

- VOWELS (2): Have students do exercises 2, 3, 4 on their own and check answers with CD. Then have them do exercise 5 in pairs.
- VOWELS (3): Do exercises 2, 3, 4 & 5 and 6 in pairs.
- CONNECTED SPEECH: DO exercises 2, 3, 4 & 5 on their own.

Assessment	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<ul style="list-style-type: none"> -WORD STRESS activity will be assessed after every exercise. -SENTENCE STRESS activity will be assessed after every exercise. -VOWELS (2) activity will be assessed after every exercise. -VOWELS (3) activity will be assessed during exercise 6, by listening to pronunciation and correcting the exercises prior to 6. -CONNECTING SPEECH correct by listening to CD and having students read the two-word phrases they created. 				