

Part Three

All of the students in this class are concerned they are not practicing their speaking skills enough and in particular some have noted that they have trouble with pronunciation. With this in mind I have designed a lesson that should help with that.

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|------------------------------|---|----------------|------|--------------|-----|
| Stage: | Warm-Up | Format: | T-Ss | Time: | 0-3 |
| Procedure: | T should write on the board /ɪd/ or /d/ or /t/ and ask the Ss what they have in common. Ss can talk in pairs if they need to. | | | | |
| Aim: | Warm-Up | | | | |
| Anticipated Problems: | Not seeing that there are all are different ways to pronounce -ed | | | | |

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|------------------------------|---|----------------|------|--------------|-----|
| Stage: | Presentation of /t/ | Format: | T-Ss | Time: | 4-7 |
| Procedure: | T should write “Kicked, dressed, mixed, wished” and elicit the meaning of each from the class. T should point out that they all end with the /t/ sound. | | | | |
| Aim: | Presenting the sound | | | | |
| Anticipated Problems: | None | | | | |

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|------------------------------|---|----------------|------|--------------|------|
| Stage: | Presentation of /t/ | Format: | T-Ss | Time: | 7-10 |
| Procedure: | Put Ss into groups of 4 and ask them to come up with one sentence each for each of the four words. The sentences must form a narrative. EG “The boy kicked the ball into the garden. The ball hit a well dressed man. Etc” It is not too important the story is coherent. | | | | |
| Aim: | Contextualizing | | | | |
| Anticipated Problems: | None | | | | |

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|------------------------------|--|----------------|------|--------------|-------|
| Stage: | Presentation of /d/ | Format: | T-Ss | Time: | 10-13 |
| Procedure: | T should write “hugged, pulled, filmed, loved, bathed” and elicit the meaning of each from the class. T should point out that they all end with the /d/ sound. | | | | |
| Aim: | Presenting the sound | | | | |
| Anticipated Problems: | None | | | | |