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Name of Activity: Miss Pronunciation

Target learners: 5th graders

Time required: 80 mins

Aims

1. Students will be able to pronounce consonants/vowels correctly.
2. Students will be able to discern minimal pairs.
3. Students will be able to make their own small books from “Miss Pronunciation.”
4. Students will be able to read aloud their small books.

Materials required & pre-lesson preparation

1. The storybook “Miss Pronunciation”
2. Computer, projector

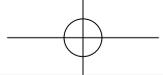
In class procedure

Pre-task (10 mins)

1. Discuss some Chinese/English mispronounced words to raise students’ pronunciation awareness and to relate to their previous learning experience
2. List the minimal pairs from the storybook and have Ss read them.

While-task (50 mins)

1. Make a circle and read the storybook to Ss.
2. While reading, T reads the black words (main story) and Ss read the colored words (“mispronounced words” vs “correctly pronounced words”).
3. While reading, T lets Ss guess the meaning of each colored word and helps them connect the word to the whole context.
4. Review and discuss what has been read in the storybook. Point out key words and write down on the blackboard.
5. Have Ss think of other “mispronounced words” vs “correctly pronounced words”. Have a discussion of those words.
6. Two students share one storybook. Have Ss reread the story with their partner.
7. Watch DVD while Ss read along.



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Post-task (20 mins)

1. List the “mispronounced words” vs “correctly pronounced words” discussed previously on the blackboard.
2. Ss make their own “Miss Pronunciation”. Each S is responsible for one page only and T collects all the Ss’ work and make them into a small book.

Ex:

Anna says “I want a <i>hat</i> dog.” (Ss draw pictures here)	But she means “I want a <i>hot</i> dog.” (Ss draw pictures here)
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Follow up

1. Have Ss read aloud their own work and share with other students.
2. T collects Ss work and make it a small book. Have Ss record their own “Miss pronunciation.”
3. Role play

