

LESSON PLAN Pronunciation of „s“

Micro Lesson Video Link: <https://youtu.be/8D3ilqWd9Cc>

Business/Materials	Lesson Objectives			
<ul style="list-style-type: none"> ▪ handouts with practices ▪ whiteboard and markers 	<ul style="list-style-type: none"> ➤ students correctly pronounce “s” at the end of the verbs in the third person singular in the present tense 			
Warm-up and Objective Discussion				
<ul style="list-style-type: none"> • ask students to this about their daily activities and write two-three sentences on a piece of paper • now ask one of the students to hand over his paper and read his sentences as they are written • now read them again in the third person (He/She ...) and ask students what changes • have students review the rule of adding -s to the verb in the third person singular • tell students there are several ways the -s at the end is pronounced and it will be the content of the lesson 				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<ul style="list-style-type: none"> • write six different verbs on the board in three categories, based on their pronunciation 1. she/he takes/stops 2. she/he gives/goes 3. she/he washes/watches • pronounce the two pairs with exaggerated pronunciation to clearly demonstrate the difference in their pronunciation • have students say what sound they hear and write it next to the pairs • explain which consonants are followed by which of the three pronunciations (-s, -z, -Iz) 				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<ul style="list-style-type: none"> • distribute the handouts to the students • in first exercise, ask students to listen and write down the verb they hear in one of the three categories • in the second exercise, ask students to read the verbs on the handout out loud and add them to one of the three categories 				

- correct their pronunciation if necessary

Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	x S
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- ask students exchange the sentences they wrote at the very beginning
- ask students to read the sentences to each other and while paying attention to the pronunciation

Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	x S
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- ask students to come to the board and read the sentences out loud with perfect pronunciation of the ending -s for peer correction