

**P4 Radio Capsules – Lesson 3: Pronunciation  
Lesson Plan**

<b>Level</b>	Primary 4 (mixed-ability class)
<b>Theme</b>	School and life in other Asean countries
<b>Duration</b>	80 mins
<b>Aims of the lesson</b>	<ol style="list-style-type: none"><li>1. To enunciate clearly</li><li>2. To use appropriate word or sentence stress</li></ol>
<b>Objectives of the lesson</b>	<ol style="list-style-type: none"><li>1. To pronounce “ed” sounds of Past Tense</li><li>2. To be aware of word stress</li><li>3. To read with appropriate sentence stress</li></ol>
<b>Concept Check Questions</b>	NA
<b>Prior knowledge required</b>	None
<b>Problems expected (Solutions)</b>	NA
<b>Materials/Resources</b>	<ol style="list-style-type: none"><li>1. White board</li><li>2. iPads for self-recording</li></ol>

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<b>Stage</b>	<b>Time</b>	<b>Event</b>	<b>What the students do</b>	<b>What the teacher does</b>
Generate Interest	10 minutes	1) Tune in to the lesson	1) Lead into lesson 2) Set the context for Radio Capsules	<p>1) Play a listening game with the class.</p> <p>2) Give the slip of the following quote to each rep from each group. The rep is to pass the message down verbally by only saying it once. The final person in the group will repeat what he has heard.</p> <p><b>Talent is God-given. Be humble. Fame is man-given. Be grateful.</b></p> <p><b>Conceit is self-given. Be careful</b></p> <p>Quote by John Wooden</p> <p>3) Teacher asks the following questions: a) Did any of you got it right? b) Why not?</p> <p>4) Teacher to emphasize that listening is a difficult skill and we need to say it clearly if we want to get our message across.</p>
Lesson Objectives	1 minute	2) Inform lesson objectives	2) Listen	<p>5) Inform participants on the outline of the lesson:</p> <p>a) To pronounce “ed” sounds of Past Tense</p> <p>b) To be aware of word stress</p> <p>c) To read with appropriate sentence</p>

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<b>Stage</b>	<b>Time</b>	<b>Event</b>	<b>What the students do</b>	<b>What the teacher does</b>
				stress Hand out the scripts.
Class work and group work	45 minutes	4) Discussion and exploratory learning	4) Discover by doing	6) Teacher to work through Lesson 3 with students and allocate the tasks in class, group or pair work accordingly.
Closure	5 minutes	5) Sharing of learning	5) Tongue twister competition	7) Every member in the group will be allocated a tongue twister. 8) Every group will send their rep for the tongue twister competition and teacher will select winner based on clarity and speed.
Radio Capsules	20 minutes	6) Rehearsal of reading	6) Rehearse their reading before recording	9) Teacher to supervise and render help where necessary.

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**Pronunciation & Sentence Stress**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: P4(            )

**PART 1 - PRONUNCIATION**

**Words with -ed endings**

A. The past tense ending -ed is pronounced in three different ways.

/ɪd/	/d/	/t/
Rested /'rest ɪd/	Played /ple ɪd/	Watched /w ɒtʃt/

B. Read the sentences below, first in the present and then in the past tense. Can you tell your partner what's the difference?

1. I wait(ed) and count(ed) to ten.
2. The games start(ed) early and end(ed) late.
3. They heat(ed) the coffee and add(ed) milk.
4. We want(ed) to pay but we need(ed) more money.

Notice that we pronounce -ed endings as /ɪd/ when the original verb ends with /d/ or /t/. When we add /ɪd/ to a verb like this, it is an extra syllable. So, for example, **wait** has the stress pattern ●●● and **waited** has the stress pattern ●●●.

C. Read the rhyme below. What did you notice?

He looked around first, and then reversed.

The car that passed was going fast.

It hit the side. The driver cried.

He never guessed he'd pass the test.

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D. Make sure you pronounce the -ed ending. It is important to the meaning because it shows the action is in the past. Read the following sentences. Did you read it differently?

**Present**

**Past**

You never cook a meal.

You never cooked a meal.

I sometimes watch a movie.

I sometimes watched a movie.

We often phone our parents.

We often phoned our parents.

Note: If it is difficult to say the -ed ending in words like cooked, imagine that the -ed is joined to the word after it. For example, say **cooked all the food** like this: **cook tall the food.**

Note: If the word after the past tense verb begins with a consonant, you may not hear the -ed sound. For example, cooked dinner, walked through

E. Exercises

1. Write the past tense of the verbs from the box in the correct part of the table.

hate walk need wash wait waste  
 taste phone dance end ask help

1 syllable	walked
-ed = extra syllable	hated

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2. Listen and circle the verb form you hear : past or present.
- a. I **walk** / **walked** away from fights.
  - b. I think they **want** / **wanted** to talk. They are looking at us.
  - c. My friends and I **laugh** / **laughed** a lot in school. That's a fond memory till now.
  - d. On Saturdays, we **dance** / **danced** all night.
  - e. I always **hate** / **hated** Sundays.
  - f. You never **help** / **helped** Alice yesterday.
  - g. They **enjoy** / **enjoyed** eating out. They still do.
  - h. They **save** / **saved** about twenty dollars.

**Part 2 - Introducing word stress**

F. We can divide a word into syllables. A syllable is a vowel sound (underlined below) and the consonant sounds that go with it. So, for example, if a word has three vowel sounds, it has three syllables.

One syllable	Two syllables	Three syllables
Day / de <u>ɪ</u>	Friday / ˈfr <u>aɪ</u> deɪ	Saturday / ˈsæt <u>ə</u> deɪ

If one word has more than one syllable, you give stress to one of the syllables. To give it stress, do one or more of these to the syllable:

1. Make it longer :                   **Sat**urday
2. Make it louder:                   **Sat**urday
3. Make it higher:                   Sat<sup>ˈ</sup>urday

We can show stress with circle: each circle is a syllable and the bigger circle shows which syllable has the stress. For example, Saturday is .

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G. Different words have different stress patterns (patterns of stressed and unstressed syllables).

Read these two- and three- syllable words.

1.  **April, thirty, morning, Sunday**
2.  **July, midday, thirteen, today, thirteenth**
3.  **Saturday, thirtieth, yesterday, holiday, seventy**
4.  **September, tomorrow, eleventh**
5.  **afternoon, seventeen, twenty-one**

H. Stress patterns can help you to hear the difference between similar words, eg. Numbers ending in –teen or -ty.

Sound these examples according to their stress patterns.



1. Thirteen
2. Fourteen
3. Sixteen
4. Eighteen
5. Nineteen



6. Thirty
7. Forty
8. Sixty
9. Eighty
10. Ninety

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**PART 3 – SENTENCE STRESS**

I. Choose two people in your group to read the following conversation:

A: Shh!

B: What?

A: Bear!

B: Bear?

A: Bear!

B: Where?

A: There!

B: Far?

A: No!

B: Near?

A: Yeah!

B: Run?

A: Run!

Choose another two to read this:

A: Shh!

B: What is it?

A: There's a bear!

B: Did you say bear?

A: Yes, there's a bear!

B: Where is it?

A: It's over there!

B: Is it far?

A: No, it isn't!

B: Is it near?

A: Yes, it is!

B: Shall we run?

A: Yes, let's run!

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Very often, the tones used follow the grammar of the sentence.

Statement	Open question	Yes/No Question
		

(Open questions begin with a question word, eg. Who, where, what, how, etc. Yes/No questions begin with an auxiliary verb, eg. Is, and the answer usually begins with *yes* or *no*.)

**J. Exercise**

Read the following dialogue and put the correct intonation in the box. Then, read it with a friend.

- |   |  |
|---|--|
| A: Quick! <input style="width: 40px; height: 20px;" type="text"/>   | B: Already? <input style="width: 40px; height: 20px;" type="text"/>  |
| B: What? <input style="width: 40px; height: 20px;" type="text"/>    | A: Gone! <input style="width: 40px; height: 20px;" type="text"/>     |
| A: Train! <input style="width: 40px; height: 20px;" type="text"/>   | B: Gone? <input style="width: 40px; height: 20px;" type="text"/>     |
| B: Train? <input style="width: 40px; height: 20px;" type="text"/>   | A: What now? <input style="width: 40px; height: 20px;" type="text"/> |
| A: Train! <input style="width: 40px; height: 20px;" type="text"/>   | B: Bus? <input style="width: 40px; height: 20px;" type="text"/>      |
| B: Why? <input style="width: 40px; height: 20px;" type="text"/>     | A: Bus. <input style="width: 40px; height: 20px;" type="text"/>      |
| A: Leaving! <input style="width: 40px; height: 20px;" type="text"/> |  |

**Part 4 – Tongue Twisters**

- 1) One-One was a racehorse.  
 Two-Two was one, too.  
 When One-One won one race,  
 Two-Two won one, too.
  
- 2) Swan swam over the sea,  
 Swim, swan, swim!  
 Swan swam back again  
 Well swum, swan!

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- 3) How many cookies could a good cook cook if a good cook could cook cookies?  
A good cook could cook as much cookies as a good cook who could cook cookies.
- 4) A mother to her son did utter,  
"Go, my son, and shut the shutter."  
"The shutter's shut," the son did utter.  
"I cannot shut it any shutter!"
- 5) I thought a thought,  
But the thought I thought wasn't the thought I thought I thought.  
If the thought I thought I thought had been the thought I thought, I wouldn't  
have thought so much.
- 6) Betty Botter had some butter,  
"But," she said, "this butter's bitter.  
If I bake this bitter butter,  
it would make my batter bitter.  
But a bit of better butter  
that would make my batter better."  
So she bought a bit of butter,  
better than her bitter butter,  
and she baked it in her batter,  
and the batter was not bitter.  
So 'twas better Betty Botter  
bought a bit of better butter
- 7) Mr. See owned a saw.  
And Mr. Soar owned a seesaw.  
Now See's saw sawed Soar's seesaw  
Before Soar saw See,  
Which made Soar sore.  
Had Soar seen See's saw  
Before See sawed Soar's seesaw,  
See's saw would not have sawed  
Soar's seesaw.  
So See's saw sawed Soar's seesaw.  
But it was sad to see Soar so sore  
Just because See's saw sawed  
Soar's seesaw!

Talent is God-given. Be humble. Fame is man-given. Be grateful.

Conceit is self-given. Be careful

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