

Lesson Plan

<https://youtu.be/DqXmboSCBhw>

Syllable Stress (Exceptional Verbs With “ed” ending, used as Adjectives)

Business/Materials	Lesson Objectives							
<ul style="list-style-type: none"> Power Point Syllable stress Worksheets Mobile phones 	<ul style="list-style-type: none"> The primary focus is awareness of stress rules and how it changes meanings of the same words. A quick review of previously done three different pronunciation of “ed” ending of regular past tense verb. Students will identify same words as verbs first and then as adjectives, using them in sentences first and then orally. 							
Warm-up and Objective Discussion								
<ul style="list-style-type: none"> Ask students the difference between: <ul style="list-style-type: none"> a) “English is learned” b) “He is a learned professor” Elicit responses from students and have them notice: <ul style="list-style-type: none"> a) English is not phonetic. Do not say a word the same way you spell it. Inform students that they are going to learn how to place stress on same word used differently depending on the context. 								
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S				
<ul style="list-style-type: none"> Create awareness of stress in terms of speaking. Share the list of exceptional “ed” ending verbs that function as adjectives and how their pronunciation changes according to their usage. Have students to identify same word as verbs and adjectives by using them in sentences. For example: <ul style="list-style-type: none"> a) She aged in no time b) The aged woman lives next door Stress pattern rules will be explained. 								
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S				
<ul style="list-style-type: none"> More examples will be provided to explain when to stress or de-stress syllables. Have students work in pair, create their own sentences by using same word, first as a verb and then as an adjective. 								

Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ul style="list-style-type: none"> • Have students practice different pronunciations of the same words. • Create some tongue twisters with each word. • Record their tongue twisters using mobile phones. 				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ul style="list-style-type: none"> • Oral quiz to check pronunciation. • Have students take turns to identify stress in sentences given on white board. 				