

Level: Intermediate

Aim: to practice different ways of pronouncing written "ch" of English words of Germanic, Greek, Dutch and French origin.

LESSON PLAN

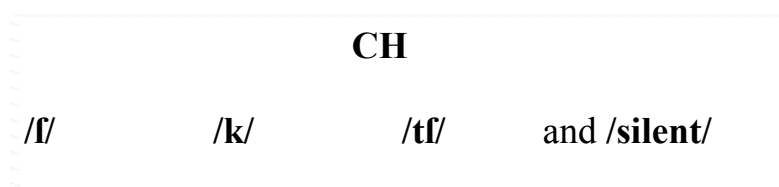
Presentation

Step 1:

The students are given four words which contain the written "ch"

- chore
- psychiatrist
- chandelier
- yacht

Next, students are to look at the board which presents letter "ch" and four different ways of pronouncing it.



The ways of pronouncing the letter "ch" are covered with a strip of paper. Students work in pairs and decide how to pronounce "ch" in these words.

Students are chosen to read the words. If a student pronounces the particular word correctly the teacher uncovers the strip of paper to show the sound with which the word is pronounced.

Step 2:

Students are divided into four groups. Each group is given a piece of paper with country landmarks. **Appendix 1**

German origin 	Greek origin 	French origin 	Dutch origin 

Moreover, they are given a list of words which contain certain sounds /f/, /k/ and /tʃ/ or silent 'ch' (i.e. different ways of pronouncing the letter 'ch').

Students are to work in their groups and match a word (**Appendix 2**) with a particular landmark.

Furthermore, the groups are asked to choose one person to read the words aloud of a particular origin.

Next, the students are provided with the phonetic symbols of different ways of pronouncing 'ch' and are to match them with the appropriate origin. The teacher elicits the answers.

N.B. This table may be used as a part of classroom display because students will be exposed and surrounded by this topic and this technique may be considered as peripheral learning.

Step 3: BINGO GAME (individual work)

The teacher distributes sheets of paper with a bingo game (there are 20 words) **Appendix 3**.

Each student is to circle 5 words chosen by him/her before the volunteer reads the word list. One volunteer is given a complete list of words and s/he should read the words aloud. The words are read and if a student has these particular words circled s/he shouts BINGO. S/he is to read the words s/he has circled to the whole class and then s/he switches the role with the volunteer.

N.B. There are three rounds to play this game. Note that during each round the list of words is the same but each time in different order. The procedure is the same. The students circle the words (any words) and only after this the volunteer starts reading the list.

Step 4: PASSING THE BUCK GAME

Students work in three groups, within each group the student chooses two strips of paper with phonetic transcription of these words. Student is to write a sentence using these words (on a separate piece of paper). This sentence should be logical and the words should be underlined. Then, the student passes the piece of paper with his/her sentence to another student. S/he should read the sentence written by the previous student and add his/her own sentence using the word s/he has chosen as to build a context and logical connection between the sentences. Next, the student passes 'the buck' and the game continues. Finally, one member of the group is to read the whole story.

Appendix 1



Freude am Fahren

The car company



Eiffel Tower



Acropolis

Tulips



Appendix 2

Chalet

Chandelier

Chateau

Artichoke

Choir

Chore

Chef

Chiffon

Brochure

Charisma

Echo

Purchase

Church

Psychology

Psychiatrist

Michigan

Chorus

Ache

Orchard

Chronic

Yacht

Orchestra

Machine

Chlorophyll

Chaos

Bachelor

Chagrin

Appendix 3

Bingo Chart

purchase	chandelier	orchestra	charisma
chore	brochure	chorus	chaos
orchard	cholesterol	choir	chateau
psychology	chalet	echo	chef
chiffon	artichoke	psychiatrist	chronic