

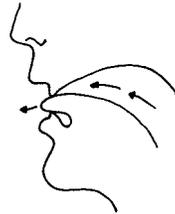
## Lesson 2

### Voiced and Unvoiced /th/

- Topic: Respect: Family
- Objective: Students will focus on the voiced and unvoiced /th/ sounds and how they differ in place of articulation from the /s/and /z/ sounds. They will also sing family songs containing the voiced and unvoiced /th/ sounds. Finally, Ss will practice using words with these sounds as they describe their families.
- Grammar Point: Modals of Ability
- Idioms: Chip off the old block  
Only child  
Runs in the family  
Like father, like son
- Materials: SM; TM; 3x5 cards; strip story from p. 15; envelopes; T will need to have a picture of her own family. Ss will also have been assigned to bring a family photo.
- Do Ahead:
1. Read over the lesson.
  2. Write out your own family tree as per the instructions on page 10. (This may seem easy, but the last thing that a T wants is to get up in front of the class and not know how to draw a family tree!)

**PRESENTATION** SM p. 5 (5 min)

The voiced and unvoiced /th/ sound is made by blowing air out of your mouth continuously, while placing your tongue between your teeth. The difficulty that many non-native speakers have is that they pronounce a /s/ instead of an unvoiced /th/ and a /z/ instead of a voiced /th/. It is important to concentrate on the placement of the tongue in order to pronounce the sound correctly. (Note to T: Emphasize that Ss will need to stick their tongue out of their mouth. This is extremely unnatural to most non-native speakers so they will need to really focus on this concept.)

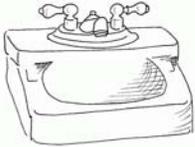


**PRACTICE** SM p. 5 (10 min)

Ss will repeat the following words after T says them. Then go back to the beginning and T will say the highlighted words. Ss will circle the word that they hear. T will cover mouth with a piece of paper so that Ss cannot guess the words by using visual cues.

1. sick 

**thick** 

2. sink 

**think** 

3. **sigh** 

thigh 

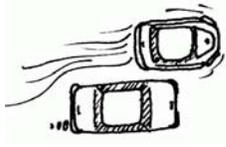
4. mouse



**mouth**



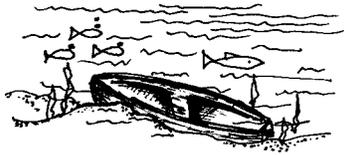
5. pass



**path**



6. sank



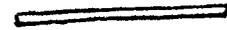
**thank**



7. **sin**



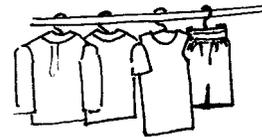
thin



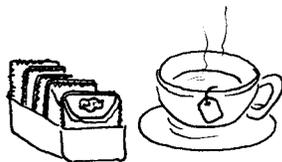
8. **closing**



clothing



9. teas



**teethe**



**MORE PRACTICE** SM p. 7 (15 min)

## **Song:**

### **My Mother Talks to My Father**

(Sung to the tune of "For He's a Jolly Good Fellow")

Oh, my mother talks to my father.  
My sister talks to my brother,  
We all talk to each other,  
'Cause we're a family,  
We're a family,  
We're a family,  
We all talk to each other,  
'Cause we're a family.



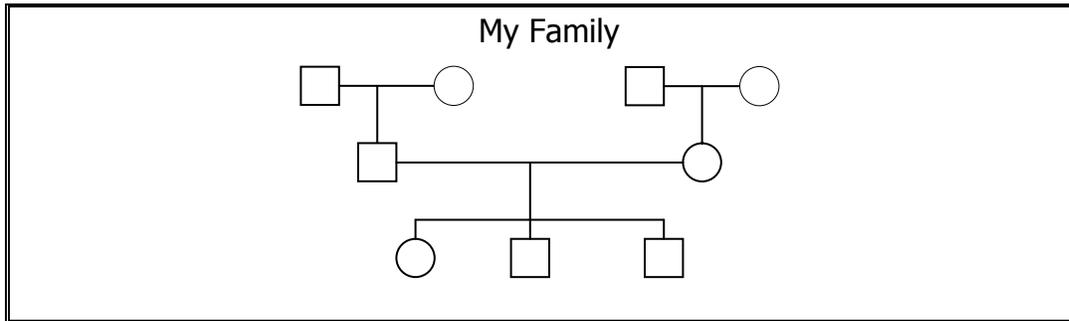
## **Question:**

(SM p. 7) T will ask Ss if this ever happens in their family. T will say, **"Do you ever take time to talk to each other in your family?"** Ss will share their thoughts with the class. Point out that sometimes schedules can get so busy that people don't take the time to talk with each other and to share what is happening in their lives. Part of respecting each other is sharing our lives with our families. Ask Ss if they don't talk to their family, who do they share with?

**PRODUCTION** SM p. 7 (25 min)

## **YOUR FAMILY**

T will draw his/her family tree on the board, using circles for females and squares for males. T will only draw 3 generations (i.e. grandparents, parents and You; or Parents, you, and children). T will write the name of each person next to the symbol. If the person has passed away, there will be an "X" through their symbol. Divorce is represented by a perpendicular line, and remarriage is with a dashed line. It should look something like the following:



*\*\*\*At this point, it might be a good idea to share your picture of your family. After Ss share their family trees, have them show their pictures to their partners.*

Next, Ss will make their own family trees, without letting their classmates see it. Ss will then find a partner and tell him about their family tree. Student A will draw the family tree of their partner, Student B, while he/she is talking. After Student A finishes talking, he/she will check their partner's drawing to see if they are the same. Next, Ss will change roles. *T will remind Ss to pay attention to the use of the /th/ sound when they are making their descriptions (mother, father, brother).*

Example:

**This** is my **mother**. **These** are my **brothers**.

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>My Family</b> </div>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>My Partner's Family</b> </div>

## Questions (SM p. 8)

1. What do you think about your partner's family?

Example: *I think that \_\_\_\_\_.*

2. What are the birthdays of the people in your family?

Example: *My mother's birthday is **the** 25<sup>th</sup> of June.*

## **IDIOMS O' THE DAY** SM p. 8 (10 min)

The final section of each day will be the idioms o' the day. There are various strategies available for presenting these. Depending on the time available, teachers may present them in the following ways:

- a. **Balderdash:** T will have Ss write what they think is the definition for a given idiom on a small piece of paper. T will write down the actual definition on a piece of paper. All Ss will give their guess to the T. T will read all definitions through once and then Ss will vote on the definition that they think is the correct one. Points are scored (for the competitive types) according to the following: 1 point for each person that incorrectly guesses your definition, and three points for guessing the correct definition. (It is not recommended to do this for more than one of the idioms o' the day, or else it will get to be too long and tedious.)
- b. **Match and Post:** T writes definitions and idioms on different 3x5 cards and distributes them to the class. (It's helpful to write idioms in one color and definitions in another so Ss know which is which.) Ss mingle with each other to find their idea of the correct match. When Ss find their pair, they tape their match onto the chalkboard with tape. T may discuss idioms with class and help clear up any unclear definitions.
- c. **Pictures:** T can draw a simple picture of the literal meaning and another for the figurative meaning of the idioms. T can use the pictures to explain what each idiom means.
- d. **Role Play:** T will write idioms on cards and distribute them to pairs. After having discussed the idioms and their definitions, Ss will act out a

scenario that is appropriate for the idiom (without stating the actual idiom if you want the class to guess!)

- e. **Charades:** T will act out the idioms and Ss will choose with which definition it goes.
- f. **Define:** Your basic, boring, read the definition. Ss will fill out the definition in their SMs. Sometimes you've just got to do it.

**Acknowledgement:** Thanks to Linda Brucato for suggestion a and Laura Lucht for suggestions b, c, and d.

### **Idioms O' the Day** SM p. 8 (10 min)

- **Chip off the old block** - A person whose character traits resemble those of their parents. Usually refers to males. *Tom is just like his dad. He's a chip off the old block.*
- **Only child** - Someone who has no brothers or sisters. *Jane always got a lot of attention because she's an only child.*
- **Runs in the family** - A given trait that is the same in all members of a particular family. *A tendency towards heart problems runs in the Johnston family.*
- **Like father, like son** - The son is usually like his father in the way he acts. *Mr. Smith and John are both funny, like father like son.*

### **REHEARSAL** (15 – 20 min)

1. Go over the pronunciation post assesment (TM Teacher Resources section p. 17) as a class.
2. Ss will need time in class to work with their groups on their final projects. T will go from group to group, helping the Ss in whatever way possible.

### **REMINDER**

Please remind Ss to bring a mirror to be used with tomorrow's lesson.