

Let's Teach English

UNIT 3: Speaking Skills

Website: [VOA Learning English](https://learningenglish.voanews.com/z/5203) (https://learningenglish.voanews.com/z/5203)

Theme of Unit: Health and Beauty

Teaching Topics: Teaching speaking skills and pronunciation

Learning Strategy: Personalize

Materials Needed: Images from the text of three different women; large poster of body parts with Velcro; individual body part words with Velcro to stick onto the chart; feathers or cotton balls (enough for all students plus the teacher to have one)

Video Transcript

This lesson **focuses** on helping students to **overcome specific** pronunciation challenges. We join the class near the beginning of the unit, as they are talking about photos of different women. They have heard the new words in a previous class.

Teacher: Good morning, class.

Students: Good morning!

Teacher: Let's look at these pictures of women.

(The teacher points to four pictures of women.)

Which one is most like you? Turn to your neighbor and tell her which one and why.

(Students discuss which woman they most look like.)

Teacher: Okay, Jamie, what about you?

Jamie: That one's like me.

(Jaime points to a picture.)

She is young and has straight hair. Me too.

Teacher: Thank you. Jamie is **personalizing**.

(The teacher points to the word "personalize.")

That means thinking about yourself or your own experience. How does

this help you learn English?

Maryam: Because I know myself.

Teacher: That's one reason. Any more?

Emma: Because I'm important?

Teacher: Yes. To yourself, you are the most important person in the world.

(The teacher laughs with the class.)

But really, that helps us remember things, doesn't it? When something is about us, we care more and we remember it better. In today's class let's practice personalizing. Let's review the words for this lesson with a game.

(The teacher picks up a basket of words.)

Who wants to start?

Emma: I do.

Teacher: Great, Emma. Please come up.

(Emma comes up.)

Point to a body part. Then choose someone to show us the word.

Emma: *(Emma points to an arm on a large poster of a woman.)*

Maryam?

Maryam: Arm?

(Maryam comes up and takes the word "arm" from the basket and puts it on the poster. Next she points to an eye and calls on Mimi.)

Mimi?

Mimi: Eye?

(Mimi comes up and puts the word "eye" on the poster. Next she points to an eyebrow and calls on Julia.)

Julia?

Julia: I don't know.

Mimi: Can anyone help her out?

Maryam: Eyebrow?

Mimi: Yeah.

Teacher: Okay, good. Now let's practice saying the words . . . Eye.

(Students repeat each word as the teacher points to it.)

Eyebrow. Nose. Lips.

Teacher: Okay, now let's talk about difficult sounds. Look at the words here.

(The teacher points to the words on the poster.)

Which ones are difficult for you?

Maryam: For this word . . .

(Maryam points to her lips).

I say /libz/. Is it right?

Teacher: It's close.

(The teacher points to the letter "p" in the word "lips" on the poster.)

Is this the problem?

Maryam: Yes.

Teacher: I have an idea.

(The teacher holds a feather in her hand.)

Hold this in your hand. Say "buh."

Students: Buh.

(The teacher and students repeat "buh" several times.)

Maryam: It didn't move.

Teacher: Yes. Now, make the "puh" sound so air comes out of your mouth.

Students: Puh.

(The feathers blow away. Everyone laughs.)

Julia: It moves!

Jamie: That's cool! Lips.

(Jamie's feather blows away as she says the word "lips.")

Teacher: Okay! Now, hold your hand here.

(The teacher holds her neck at the vocal chords.)

Say "buh."

Students: Buh.

Teacher: Buh.

Students: Buh.
Teacher: Do you feel that?
Julia: It moves.
Teacher: Yes! Now say "puh, puh." What do you feel?
Mimi: Puh. It's different.
Teacher: That's good. We are personalizing. Try to remember this when you say other words with "puh." Now, are there any other difficult sounds?

Summary

The teacher uses the learning strategy personalize. This strategy helps learners to relate new concepts to their own experiences. Students personalize as they **identify** their individual pronunciation challenges. The teacher offers methods to help them correctly pronounce their problem sounds.

Next time, join us for Unit 4. We will teach reading skills.

Vocabulary

These definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

focus (verb) – to cause something, such as attention, to be directed at something specific

identify (verb) – to find out who someone is or what something is

overcome (verb) – to successfully deal with or gain control of something difficult

personalize (verb) – to change or design something for a particular person

specific (adjective) – special or particular

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