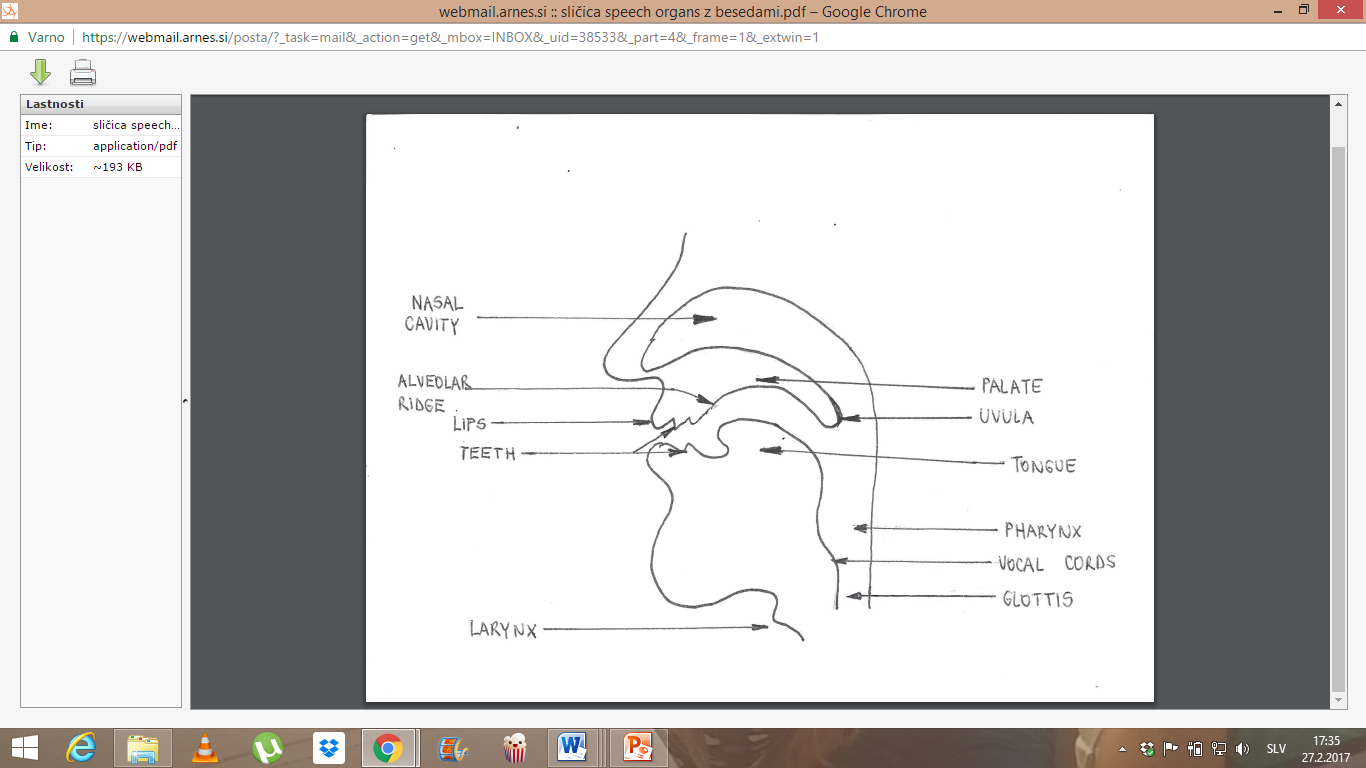
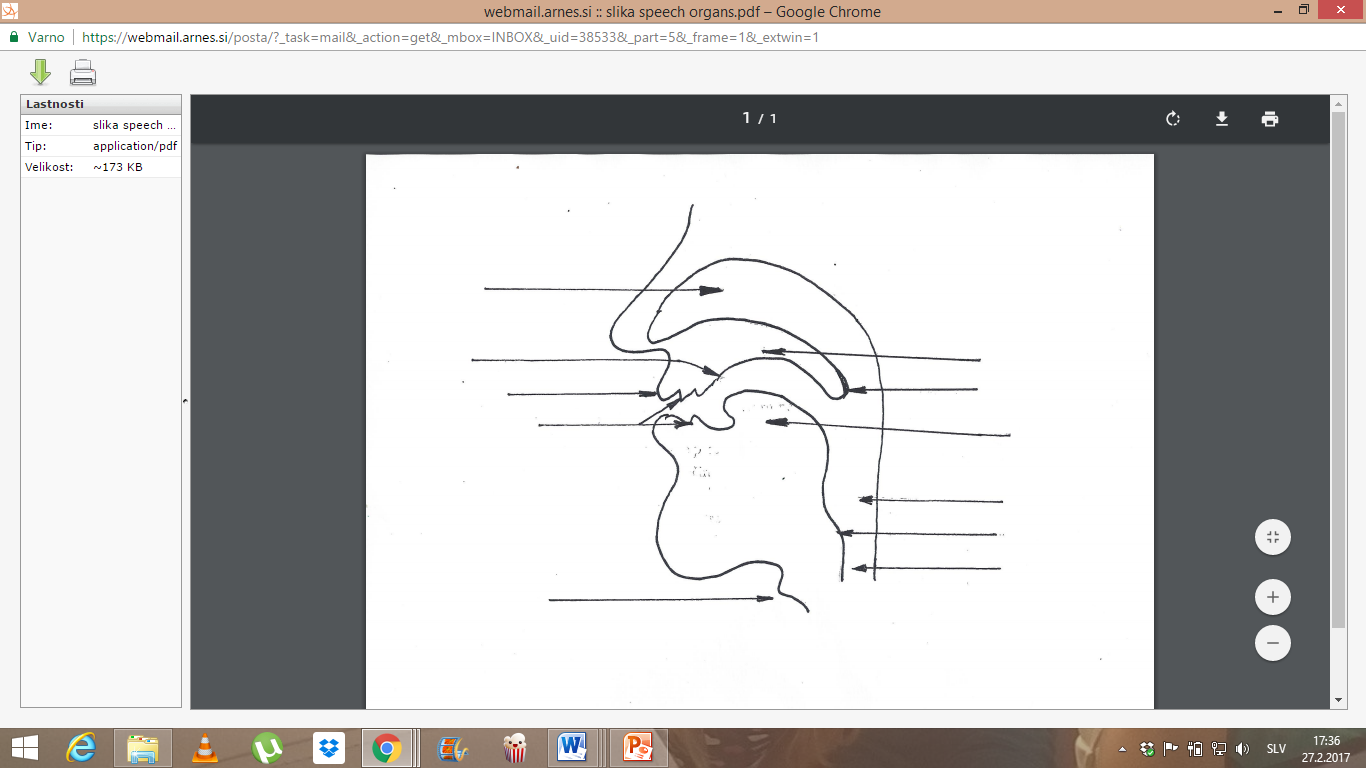
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| DEVELOPING ENGLISH THROUGH ART ORIENTED ACTIVITIES | | |
| PRIMARY SCHOOL BELTINCI, SLOVENIA  TEACHER: IRIS VIČAR | | |
| lesson plan: senses  **Sounds we make with speech organs** | | resources: |
| level: **lower secondary** | | lesson number: **3** |
| Age of students: 13,14 | |  |
| UNIT: **SENSES** | | SUBUNIT: **Sounds we make with speech organs** |
| GENERAL GOALS:  Students will enhance their vocabulary for speech organs and sounds we make with them. | | |
| VOCABULARY covered during the lesson:  lips, teeth, tongue, alveolar ridge, hard palate, velum (soft palate), nasal cavity, uvula and glottis.  Expected vocabulary: to speak, to whisper, to shout, to cry (weep), to laugh, to giggle, to whistle, to sing, to snore, to scream, to roar, to mumble,… | | |
| REQUIRED PRE KNOWLEDGE:  general knowledge | | |
| SPECIFIC OBJECTIVES (specify skills / information that will be learned):  Students practice speaking skills  Students are creative, writing a rap poem with the vocabulary / sounds acquired. | | |
| MATERIALS NEEDED:   * blackboard * IWB + projector * computers | OTHER MATERIALS NEEDED: (realia, apps or programs):   * Speech organs handout / picture * Sounds we make with speech organs Powerpoint with audio recordings * MyUdutu practice | |

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| **TEACHER** | **STUDENT** |
| **LEAD IN**:  Have you heard of speech organs? What do they help us do? Do you know any of them? (lips, teeth, tongue, alveolar ridge, hard palate, velum (soft palate), nasal cavity, uvula and glottis. I show a picture to the Ss. I say the names, they repeat. I hide the picture and show words they have to fill in. I give them pictures, they write the names of the organs. I show the picture, they check.  **ACQUISITION OF KNOWLEDGE:**  Ss say what sounds we make / what we do with speech organs. I write the vocabulary on the board.  I tell the Ss to listen to some sounds and then tell what the people are doing.  **VOCABULARY PRACTICE:**  I give the Ss the words and their definitions (some students words, the others definitions). I ask the students to go round the classroom and find pairs. They read words and definitions aloud. We repeat the exercise (Ss switch). I ask the Ss to put the words and definitions on the wall.  I ask the Ss to work in pairs. They think of other examples of sounds we make with speech organs. They also write definitions. They read definitions out loud, the others guess what the words are. I ask them to put their words and definitions on the wall.  I say the words which are on the wall, Ss make the sounds.  I make the sounds, Ss say the words.  **PRODUCTION:** I tell them my rap.  *This is a rap about our boys,*  *They always make a lot of noise,*  *They like to yell and shout,*  *They make the teachers happy, there is no doubt.* | Students look at the picture and learn the speech organs. They listen and repeat.  They fill in the names of the speech organs on the handout. Then they check.  Students say what sounds we make with speech organs.  Students listen to the sounds and say what they hear. E.g. people are laughing. A man is snoring. A girls is crying.  Students find pairs. They put the sounds and definitions on the wall. They suggest other vocabulary for sounds we make with speech organs and write definitions for them.  They do MyUdutu exercise to practice vocabulary.  In two groups of four Ss write a rap, in which they use at least four verbs, which have been mentioned in the lesson and if possible sounds. |





LARYNX TEETH LIPS NASAL CAVITY

PALATE TONGUE VOCAL CORDS GLOTTIS

ALVEOLAR RIDGE UVULA PHARYNX

TO CRY

TO GIGGLE

TO LAUGH

TO SHOUT

TO WHISPER

TO SING

TO SNORE

TO SPEAK

TO WHISTLE

TO SCREAM

TO ROAR

TO MUMBLE

to [produce](http://dictionary.cambridge.org/dictionary/english/produce) [tears](http://dictionary.cambridge.org/dictionary/english/tear) as the [result](http://dictionary.cambridge.org/dictionary/english/result) of a [strong](http://dictionary.cambridge.org/dictionary/english/strong) [emotion](http://dictionary.cambridge.org/dictionary/english/emotion),

such as [unhappiness](http://dictionary.cambridge.org/dictionary/english/unhappy) or [pain](http://dictionary.cambridge.org/dictionary/english/pain)

to laugh repeatedly in a quiet but uncontrolled way,

often when you are nervous

to make the noise with your voice that shows

you think something is funny

to use a [loud](http://www.macmillandictionary.com/dictionary/british/loud_1) [voice](http://www.macmillandictionary.com/dictionary/british/voice_1) when you [want](http://www.macmillandictionary.com/dictionary/british/want_1)

someone [far](http://www.macmillandictionary.com/dictionary/british/far) [away](http://www.macmillandictionary.com/dictionary/british/away_1) to [hear](http://www.macmillandictionary.com/dictionary/british/hear) you

to say something very quietly so that other

people cannot hear you

to make music using your voice

to breathe noisily while you sleep

to talk to someone about something

to make the sound when you force air

through your mouth

to make a loud high cry because

you are hurt, frightened, or excited

to say something in a loud, deep, angry voice

to say something in a way that is not loud or clear enough

so that your words are difficult to understand