



Education and Culture DG

Lifelong Learning Programme

## European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

### LESSON PLAN

(An adaptation of the rhyme game “Tuz- Buz” )

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**Date:** March 22th

**Time of lesson:** from 09.00- 09.40

**Class:** 6-7<sup>th</sup> grade

**Level :** elementary/intermediate

**No. of students:** 11

### Lesson Objectives:

- To practice minimal pairs pronunciation. Students listen and communicate using the minimal pairs sounds – this activity also teaches them the importance of looking and listening in order to speak.
- To help the child to get better at articulating words quickly and clearly.



- To have fun and help improve a child’s language awareness and pronunciation skills and help develop clearer speech
- to use ICT as a successful tool when learning

### **Assumptions:**

Students are familiar with pronunciation of some simple words. They also know some minimal pairs and tongue twisters.

### **Anticipated problems:**

Students may find difficult to articulate some tongue twisters. Also, some students may be too competitive, becoming frustrated at times, especially if the other students manage to pronounce tongue twisters accurately.

### **Materials:**

- projector
- Computer
- *tuz buz* software
- internet

### **Activity 1-** Listening some minimal pairs

#### **Aim:**

- To practice minimal pairs pronunciation and prepare for the others.
- to use ICT as a successful tool when learning

### **Procedures:**

1. Students search for pronunciation practice exercise on google and listen some minimal pairs and build their pronunciation skills
2. They repeat what they hear

### **Interaction Timing**

S-T 10'

T-S

### **Activity 2**

#### **Aims:**

- To help the child to get better at articulating words quickly and clearly.

### **Procedures:**

- **Students play the game 'tuz- buz' again.** First player starts the game. He taps his legs for two times
- He claps his hands for two times
- He then snaps his fingers and says 'tuz buz'
- The next student does the same actions and says 'buz tuz'
- Then the next student does the same things and this time reverses the rhyme.
- If one of them puzzles, he is punished in different ways.

Here are some minimal pairs:



car



tar



key



tea



cub



tub



cape



tape

wipe 	ripe 	whale 	rail 
wok 	rock 	wag 	rag 
weed 	read 	wed 	red 
Wayne 	rain 	witch 	rich 
one 	run 	west 	rest 
wing 	ring 	white 	write 



go



doe



game



dame



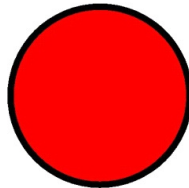
gate



date



got



dot

**Interaction: Timing:**

S-S 5'

**Activity 3****Aims:**

- To have fun and help improve a child's language awareness and pronunciation skills and help develop clearer speech
- to use ICT as a successful tool when learning

**Procedures:**

**The Students search for tounge twisters on google and listen some of them.**

**Here are some tounge twisters:**

A big black bug bit a big the big black bear

She sells sea shells on the sea shore

I scream, you scream, we all scream for ice cream!

She sees cheese

The king king kong is playing ping pong in Honkong

Little Mike left his bike like Tike

Mary Mac's mother makes Mary Mac marry me

Can you can a can as a canner can a can can

**Interaction Timing**

S-T 10'

T-S

**Activity 4****Aims:**

- To have fun and help improve a child's language awareness and pronunciation skills and help develop clearer speech
- to use ICT as a successful tool when learning

**Procedures:**

Students open the tuz-buz software . There are some tounge twisters and they are not in order. The students are to put them in order. There are eight tounge twisters.they are as follows;

A big black bug bit a big the big black bear

She sells sea shells on the sea shore

I scream, you scream, we all scream for ice cream!

She sees cheese

The king king kong is playing ping pong in Honkong

Little Mike left his bike like Tike

Mary Mac's mother makes Mary Mac marry me

Can you can a can as a canner can a can can

**Homework assignment:** I want you to memorize all the tounge twisters and find more.