

# PRONUNCIATION OF MONO-BI AND POLY-SYLLABIC WORDS.

6.22.2019

## Subject

English

## Overview

This lesson plan covers teaching content for;

## Prepared By

[Instructor Name]

1. Pronunciation of Mono-bi and poly-syllabic words with appropriate stress and intonation

## Grade Level

5

## Objectives

Students should be able to;

1. Identify mono-bi and poly syllabic words.
2. Put stress on the right syllable.
3. Identify the stressed and unstressed syllables.
4. Pronounce one, two or three syllable words correctly.

## Assessment Activity

1. What is a syllable?
2. What is a stressed syllable/accented syllable?
3. How can you know where to put the stress for each word while speaking?

## Summary

1. The foundation of effective

## Activity Starter/Instruction

1. Write a number of words on the board. If necessary, go over the pronunciation of each word.
2. Then read through the list of the same words at a good speed while clapping the words into syllables.
3. The students should be listening to you during your demonstration.
4. After you are finished, call out each students to repeat your demonstration. This way they know how to break words into syllables.

## Guided Practice

### Day 2/ Lesson 2: 20Mins

1. Begin the class by asking the pupils to identify the number of syllables in a set of words.
2. How many syllables are in the following words:
  - Ahead: a.head - contains two syllables

## Teacher Guide

### Day 1/ Lesson 1: 20Mins

1. Start the class by explaining what a syllable is.
2. A syllable is a word, or part of a word, which contains a single vowel sound.
3. It is a single unit of speech. Each word contains one syllable, or more.
4. Mono means "one", Poly means "many". So monosyllabic words have one syllable (e.g. "is", "it", "a", "cow", "through"), whereas polysyllabic words have multiple syllables (e.g. "falcon", "syllable", "throughout").

## Teacher Guide

### Day 3/ Lesson 3: 25Mins

1. Explain what stress is in a word and the types of stresses in words.
2. Let them understand that stresses are found in polysyllabic words. And in polysyllabic words it's important to know which syllable is stressed, because there are stressed and unstressed syllables.
3. A stressed syllable combines five features:

## Materials Required

- Pictures of objects.
- Wall Charts.
- Flash Cards.
- Flannel Board.
- Course Book.

## Additional Resources

- [https://www.academia.edu/17356409/Teaching\\_Pronunciation\\_in\\_Centered\\_Classrooms](https://www.academia.edu/17356409/Teaching_Pronunciation_in_Centered_Classrooms)
- [http://www.marshgreenprimary.com/polysyllabic\\_words](http://www.marshgreenprimary.com/polysyllabic_words)
- <https://www.k12reader.com/worksheet/poetry>
- <http://elt-connect.com/fun-with-word-stress>
- <https://www.teachingenglish.org.uk/article/170317>

## Additional Notes

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spoken communication is good pronunciation and misunderstanding may occur when words are not pronounced very well.

2. In order for students to achieve the goals of communication, pronunciation is an essential skill.

3. So a syllable is a unit of speech that contains a vowel sound that may have a consonant or cluster of consonants before or after it and there are words that are monosyllabic single syllable words and words that are polysyllabic.

4. And after you divide words into syllables, stressing the right syllable in those polysyllabic words by way of changing the pitch of your voice is the way that we would bring attention to and stress that part of the word in British English.

- Amended: a.men.ded - contains three syllables

- Radiator: ra.di.at.or - contains four syllables

- Abbreviated: a.bbre.vi.a.ted - contains five syllables

- Authoritarian: au.tho.ri.ta.ri.an - contains six syllables

3. Play the cassettes with different words and tell them to write out the words breaking the words into syllables.

### Teacher Guide

#### Day 4/ Lesson 4: 30mins

1. To know if the class understands the topic, there's a class activity to determine that.

2. Prepare 12 pages of coloured A4 paper with the target vocabulary of the week and post them to the board. (You can also just write up the words in different colour markers). Each sheet has a number in the top left hand corner.

3. Students get into teams of 3 students per team and choose a team name.

4. Explain the following to students:

- Each team in turn will choose one page (**e.g. Green, 5**) without saying the word. Once a group chooses their word, they now have 1 minute with their group to decide:**A)** how many syllables it has**B)** where the stress is**C)** how to pronounce the word**D)** give another adjective that has the same stress pattern.

5. While the team are discussing their answers, the other teams can be doing the same as they might get a chance to steal the other teams' points...

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- **It is l-o-n-g-e-r** - com p-u-ter

- **It is LOUDER** - comPUter

- **It has a change in pitch** from the syllables coming before and afterwards. The pitch of a stressed syllable is usually higher.

- **It is said more clearly** - The vowel sound is purer. Compare the first and last vowel sounds with the stressed sound.

- **It uses larger facial movements** - Look in the mirror when you say the word. Look at your jaw and lips in particular.

4. Explain that it is equally important to remember that the unstressed syllables of a word have the opposite features of a stressed syllable!

5. Give them other polysyllabic words to experiment with.

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6.Example for 'Green, 5' – 'Positive'

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- **POS**itive (One student can come up for the team and mark the stress above the word on the board)

- One student pronounces the word

- Negative (One student writes this on the board below the word)

7. Teams get one point for each correct answer and If they get all four correct, they get 5 points (one bonus point)

8. If the team cannot give an answer to one, they can throw it to one of the other teams. If the chosen team answer correctly, they automatically steal those points.

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