

Lesson 12: Unit 1 Review and Assessment

I. Review: Unit 1 Summary (10 minutes)

Instructions: "Today is a big day! We are going to review everything we've learned in the first unit. We will start with a quick recap of our foundational pronunciation skills."

1. Vowel Sounds (Lessons 2-3)

- **Short Vowels:** Quick and clear sounds (e.g., *a* in cat, *e* in bed).
- **Long Vowels:** The vowel says its name (e.g., *a* in cake, *i* in time).
- **Diphthongs:** Two vowel sounds together (e.g., *ou* in cow, *oi* in boy).

2. Consonant Sounds and Blends (Lessons 4-6)

- **Consonant Blends:** Two consonants together where you hear both sounds (e.g., *bl* in block, *pr* in project).
- **Consonant Clusters:** Three consonants together where you hear all three sounds (e.g., *str* in street, *spr* in spring).
- **Common Sounds:** Correcting common sounds like R vs. L, and V vs. W.

3. Word Endings (Lessons 8-9)

- **-S endings:** Can sound like /s/ (works), /z/ (needs), or /iz/ (classes).
- **-ED endings:** Can sound like /d/ (played), /t/ (fixed), or /id/ (wanted).
- **Final Consonants:** The last sound of the word should be clear (e.g., back, team, job).

4. Advanced Pronunciation (Lessons 10-11)

- **Linking Words:** When a word ends with a consonant and the next word starts with a vowel, they can be linked together (e.g., "It is a good plan").
- **Sentence Stress:** We say content words (nouns, verbs, adjectives) louder and longer to add meaning. Stressing a different word can change the meaning of the entire sentence.

II. Speaking Assessment: Unit 1 Jeopardy! (25 minutes)

Instructions: "Now, let's play a game to see how much we remember! We will play Unit 1 Jeopardy!"

III. Written Assessment (15 minutes)

Instructions: "Now it's time for our final assessment. Please answer the following questions on the provided worksheet. This will show us how much you have learned over the last 11 lessons."

Quiz Questions

Part A: Short vs. Long Vowel Sounds (5 points)

Directions: Underline the stressed vowel sound. Write "S" for a short vowel sound or "L" for a long vowel sound.

1. cat (a): ____ 2. time (i): ____ 3. sit (i): ____ 4. note (o): ____
5. tub (u): ____

Part B: "-S" and "-ED" Endings (5 points)

Directions: Write the sound of the final "-s" or "-ed" on the line provided (/s/, /z/, /ɪz/ for "-s" and /t/, /d/, /ɪd/ for "-ed").

6. helped: ____ 7. needs: ____ 8. worked: ____ 9. classes: ____
10. watched: ____

Part C: Sentence Stress (5 points)

Directions: In each sentence, circle the word that is stressed to change the meaning, as explained by the teacher.

1. My group needs to finish the report.
2. I need to go to the meeting now.
3. The manager is talking to her client.
4. He wants to buy the new machine.
5. We have a lot of work to do.