



# Chapter 4 Minimal Pairs Lesson Plan

## S/SH Initial Position Minimal Pairs

### *Warm-up: Intro to S/SH pronunciation*

Brainstorm- Write the letter 'S' on one side of the board, and the letters 'Sh' on the other. Elicit from students as many words as possible that begin with each letter, and list them under the appropriate category on the board.

Then go through each list, saying all the words. Next use hand gestures to explain the difference:

- *Although both sounds are produced with a minimal gap between the upper and lower teeth, for 's' sounds the tip of the tongue is downward so that the middle arches up near the roof of the mouth. For 'sh' sounds, the tip is facing upward towards the back of the teeth.*

Go through each list again to demonstrate.

### *Guess the letter*

Introduce students to some S/Sh minimal pairs. (Sea/She, Saw/Thaw etc) Have students right the letters 1 -6 along the left hand side of a blank piece of paper, and then the letters A - E across the top. Introduce them to the minimal pairs: (Sea/She, Scene/Sheen, Seek/Sheik, Sip/Ship). Saw 5 words from each pair. (4 the same, one different). Go through the exercise letting students look at your mouth moves. (Tell students for an extra challenge to try and do it without looking).

Next, partner students up with each other, and have them go through the exercise again.

Monitor to make sure they are getting it, and jump in on occasion.

### *Guess the number*

Pass out page 66 of the text. Review the minimal pairs on the sheet. Explain to students that they are to listen to each word as you go through the rows, and try and guess the final number you end up at. Do it a few times, having them guess as a group. (Allowing them to watch your mouth).

After that, partner them up, and have them do it with each other. After 3 successful guesses, on each side, have them switch partners and go through it again with someone else.

### **Tongue Twister Dialog**

Have the following dialog written on the board.

Go through it once having students repeat after you. Then try as A, with the class as B, and vice versa. Lastly, partner students up, and have them go through it with each other, switching roles. If there is still time left, have them go through it again.

A: Did she see the scene?

B: You mean the scene where they seek the sheik?

A: Yeah, the scene on the sea where the sheik sips wine on the ship.

B: No...she didn't see the sheik in any sea scenes on the ship.