Date: Nov., 18-22
Class: Classes 1, 2 & 3, Grade 2011
Subject: English Pronunciation for Communication

Purpose:
The students will learn strong forms and weak forms in English.

Objectives: Students will be able to:
1. Define - in their own words a definition for strong forms and weak forms in a sentence. It is a revision and therefore, easy for most of the students;
2. Compare – based on the understanding of the basic concept, compare strong forms and weak forms in syllables in words and sentences;
3. Practice – imitate the stress patterns and do practice.

Resources/Materials:
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Activities and Procedures:
1. Warming-up: Asking the class to read the following phrases, pay attention to the strong forms and weak forms in a sentence.

<table>
<thead>
<tr>
<th>meet</th>
<th>Meet you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>Good day.</td>
</tr>
<tr>
<td>and</td>
<td>Mary and John.</td>
</tr>
</tbody>
</table>

Do you think there are changes for the three words when they are put with other words? Why or why not?
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Have the students notice the definition of assimilation, incomplete plosive, stress forms and weak forms in focus.

- Assimilation: The process by which a sound is modified so that it becomes similar or identical to an adjacent or nearby sound. For example, the prefix in- becomes im- in impossible by assimilation to the labial p of possible.
- Incomplete plosive: When two plosives are together, the first one is incomplete plosive or stop; when a plosive is with a friction, the first plosive is incomplete.
- Stress forms and weak forms: The change of a word between stress and weak
form in a sentence or a phrase as influenced by other words.

4. Have the students to read the following words by oneself and then in pairs, paying attention to assimilation in each sentence.
   Pair work:
   A: Nice to meet you.
   B: Would you do it? Don’t you think so?

5. Have the students listen to the conversations recorded by native speakers of English and try to get the sounds in focus correct in their pronunciation.

6. Have the students practice the guided conversation. Ask them to pay special attention to the incomplete plosive.
   Practice:
   doctor    blackboard    lamppost
   a good time    a red tie    good bye    sit down
   absent    box    eighth
   a big horse    a red shirt    a black jacket

7. Have the students practice the guided conversation. Ask them to pay special attention to differences of stress form and weak form of a word.
   Practice:
   We saw Jack and Jill.
   Mary and Jane are sisters.
   I can do it.
   It was a good job.

8. Comment on the students’ performance by highlighting the achievement of the students and the efforts they need for the improvement.

9. Give advice to the students.
   - Assimilation is applied so that it becomes similar or identical to an adjacent or nearby sound.
   - Incomplete plosive happens in the first plosive when two plosives are put together.
   - Incomplete plosive happens in the plosive which is next to a friction.

10. Ask the students to do more practice after class and get ready for presentation during the next session.

11. Summary of the English Back Vowels: The English back vowels have the following features in common:
   - In a sentence such words are stressed as noun, numeral, adjective, notional verb, adverb, pronoun, interjection; on the other side, such words are not stressed in a sentence as article, pronoun, conjunction and preposition.
   - Review the definition and application of assimilation, incomplete plosive, stress forms and weak forms.


Notes for Teachers
**Strong Forms and Weak Forms**

In this unit, we will learn strong forms & weak forms - two different ways of pronouncing the word.

In unstressed syllables, we often come across the short, unclear vowel /ə/, which is the most common of all sounds in English. This same sound also occurs in many of the function words when they are unstressed.

**Strong forms and weak forms**

As we all know, many function words in English have two pronunciations: a stressed form (or strong form) and an unstressed form (or reduced form, weak form). The unstressed form is thus an alternate pronunciation of a word which is so reduced in its articulation that it consists of a different set of phonemes. /ə/ is the most frequently used vowel in the unstressed form and next comes /ɪ/.

**The importance of learning unstressed forms**

Two reasons are said to be most important in learning to use the unstressed forms in English. Firstly, most native speakers of English find an "all-strong form" pronunciation very unpleasant. Secondly, learners who are not familiar with the use of weak forms are likely to have difficulty understanding native speakers.