

Objective: To practice the sounds /w/ and /v/ while asking “WH” questions and giving detailed explanations.

Level: high intermediate

Time: 50 minutes

Material: colored paper, minimal pair word list

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**Introduction: 20 min**

Welcome Ss to class and tell them that today we are working on pronouncing “w” and “v” sounds. Show the Ss where the “w” and “v” sounds are made and highlight the o shape the mouth makes when making the “w” sounds. Give each Ss a piece of blue paper and piece of yellow paper and have Ss move their chairs so that they are facing the back of the class. Tell Ss that one at a time they will come up to the front of the class and read a list of words that start with either the “w” or the “v” sound. After each word is read the rest of the class will hold up the blue paper if they heard a “w” sound or the yellow paper if they heard the “v” sound. Tell Ss that this exercise is to help them know if they are pronouncing the sounds correctly without fear of making a mistake.

**Main Activity: 25 min**

Tell Ss that today they will be interviewing each other to learn more about their classmate’s favorite memory. During the interview Ss will be asking each other “WH” questions and giving detailed answers. On the board brainstorm possible “WH” questions with the students. Students will have 20 minutes to interview four classmates (5 minutes each).

**Closing: 5 min**

End class by asking Ss if they feel more confident pronouncing “w” and “v” sounds. Before Ss leave for the day have them line up and ask the teacher one “WH” question. After Ss ask their question they are free to leave.

**Minimal Pair Word List:**

vent went

vest west

vet wet

vary wary

veil whale

verse worse

Vick wick

vile while

vine wine

vow wow

vie why

vine whine