English Pronunciation –

The Consonant Sound /l/

Zhang Yu (Raina), Mei Fang (Fannie)

The Education University of Hong Kong

Target Students: Secondary 1

Prior knowledge: They have read some stories.

Corpus used: Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong http://phonetics2.eduhk.hk/#/search

Class Duration: 50 minutes

Topic: English Pronunciation - The Consonant Sound /l/

Teaching aids and materials:

1. PowerPoint

2. Envelope with cards

3. Worksheets

4. Recordings:
   “The boy who cried wolf”
   http://phonetics2.eduhk.hk/#/passage_two?id=6&feature=2-74-76

5. Two videos:

Listen to the song: https://www.youtube.com/watch?v=YASqLUIld4n8

Watch & Learn: https://www.youtube.com/watch?v=4602pHQCB20

Lesson Objectives:

By the end of the lesson, the students will be able to:
1) demonstrate awareness of their omission and mispronunciation of the consonant sound /l/; and

2) pronounce the consonant sound /l/ correctly.

**Procedures:**

**Stage1: Warm-up (5 mins)**

**Purpose:**

1. To arouse students’ interest in short stories about wolf;
2. To set a context for the whole lesson

**Step1:** Teacher presents the cover of some stories about wolf on the PPT and asks students what they have in common, then leads students to learn the topic of the lesson by reading the word.

**Step2:** Teacher asks students whether they have read the story “The boy who cried wolf” or not, and then give them the matching exercise to check their prior knowledge.
Students are asked to put the 6 pictures with sentence description in the right order (Refer to worksheet 1).

Pair Work: Sentence ordering

Teacher Tips:
Teacher guides students to summarize the theme of the four books and focus on the consonant sound /l/ and then asks them to read the word aloud.

Stage 2: Listening Activity (8 mins)

Purpose:
1. To train students’ listening skills and check their comprehension based on the passage “The boy who cried wolf”;
2. To introduce the topic and language focus

Step 1: Teacher leads students to check answers to the matching exercise.
(4 mins)

Recording: UK sample

http://phonetics2.eduhk.hk/#/passage_two?id=6&feature=2-74-76

Step 2: Teacher asks students to listen again and pay attention to the pronunciation of the underlined words. (4 mins)
Stage 3: Test, Teach, Test (22 mins)

Purpose:

1. To check whether students can spot and categorize the mispronunciation of others;
2. To raise students’ awareness of the correct pronunciation of consonant /l/;
3. To teach the correct pronunciation of light /l/ and dark /l/ with a video;
4. To let students do peer check on their own pronunciation and categorization

Step1: Test (8 mins)

1. Error detection: Teacher asks students to listen to the following sentences and find out the mispronounced words. (3 mins)

   Recordings from different learners

   Does the speaker pronounce the underlined word correctly?

   1. However, not **long** after, a **wolf** that had just escaped from the zoo was **looking** for a change from its **usual** diet of chicken and duck.
   2. One hot afternoon, he thought up a good **plan** to get some company for **himself** and also have a **little** fun.

   Teacher Tips:

   1. Teacher does whole class checking.
   2. Replay part of the video where disagreements occur.
2. Self-discovery: Teacher asks students to listen to the following sentences and find out the mispronounced words. (3 mins)

(Refer to worksheet 3)

1. This gave the boy so much pleasure that a few days later he tried exactly the same trick again.
2. However, not long after, a wolf that had just escaped from the zoo was looking for a change from its usual diet of chicken and duck.

3. Put the mispronounced words into two types. (2 mins)

<table>
<thead>
<tr>
<th>Mispronounced words</th>
<th>The wrong pronunciation</th>
<th>Error type</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>nong</td>
<td>/l/-/ŋ/</td>
</tr>
<tr>
<td>plan</td>
<td>pan</td>
<td>/l/ is missing</td>
</tr>
<tr>
<td>pleasure</td>
<td>pressure</td>
<td>/l/-/ɚ/</td>
</tr>
<tr>
<td>usual</td>
<td>usua</td>
<td>/l/ is missing</td>
</tr>
</tbody>
</table>

Hands-on Corpus Search (2 mins)

Purpose:

1. To introduce the Corpus website to students and teach them how to search the target sound;
2. To raise their awareness of the frequency of the mistake;
3. To guide students to reflect on their own pronunciation of consonant /l/
1. Teacher demonstrates the use of “Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong” to provide students with hands-on corpus search [http://phonetics2.eduhk.hk/#/search](http://phonetics2.eduhk.hk/#/search).

2. Teacher guides students to do corpus search for substitution. First, choose “Consonants” in Passage Two (segmental)

Second, choose “Approximants”.

Third, choose “Alveolar lateral approximant /l/”.

Then, the result will pop out.

**Substitution:** 26 participants substitute the consonant /l/ with other sounds.

3. Teacher guides students to do corpus search for omission.
First, choose “Syllable structure change” in Passage Two.

Second, choose “omission of consonant(s)”.

Third, choose “omission of /l/”.

Here is the result.
Omission: 56 participants omit consonant /l/.

Teacher Tips: Ask students to search corpus for the consonant /l/ if computers or tablet PCs are available; if not, teacher demonstrates the searching procedure with the screenshot.

Step 2: Teach (8 mins)

1. Listen to the song and sing together.

https://www.youtube.com/watch?v=YASqLUId4n8

(from 00:00 to 01:35)

Here comes the letter L!

L is for…

Lion, L, L, lion.

Large, Lady, Laugh

Ladder, Lips, Lemon, Lamp

Lesson, Lovely, Lazy, Laugh
2. Watch the video and learn to pronounce the consonant sound /l/.

https://www.youtube.com/watch?v=4602pHQCB20 (from 00:58)

Q1. Can you put the words into two groups?
leaf, ladder, lemon  Words ____________ _______ the letter “l”.
meal, nail, pool  Words ____________ _______ the letter “l”.

Teacher Tips:
1. Stop at appropriate intervals to give explicit explanation;
2. Show students the place of articulation.

Step 3: Test (8 mins)

1. Check for understanding (2 mins)

Do you know how to pronounce the /l/ sound?

Check: How to read these words?

2. Mistake checklist (6 mins)
Work in pairs. Read at least 2 paragraphs and check each other’s mistakes of the selected words. Put a √ after the mistake type while listening and write down the replaced sound if possible. Then take turns. (Refer to worksheet 3) (The first example has been given.)

<table>
<thead>
<tr>
<th>1. Words with /l/</th>
<th>missing</th>
<th>replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>flock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>field</td>
<td>✓ (l/l)</td>
<td></td>
</tr>
<tr>
<td>plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>himself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>also</td>
<td></td>
<td></td>
</tr>
<tr>
<td>little</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Words with /l/</th>
<th>missing</th>
<th>replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>villager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>while</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Words with /l/</th>
<th>missing</th>
<th>replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>village</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wolf</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Words with /l/</th>
<th>missing</th>
<th>replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>unfortunately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>villagers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>told</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wolf</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Words with /l/</th>
<th>missing</th>
<th>replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wolf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>looking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>usual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>village</td>
<td></td>
<td></td>
</tr>
<tr>
<td>louder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Words with /l/</th>
<th>missing</th>
<th>replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>pleasure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>later</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exactly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>successful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which words do you find the most difficult to pronounce?

(e.g. pleasure, wolf, told, usual)

**Teacher Tips:**

1. Distribute the 6 tables to different groups according to different levels of students if possible.
2. Monitor and collect some common mistakes during the activity.

**Stage 4 Production (11 mins)**
1. Review the plot of the story and fill in the blanks. (2 mins)

2. Review the plot of the story and fill in the table. (2 mins)

3. Rewrite the story and report (Refer to worksheet 4). (7 mins)

You can use the words in the box to help you.
Once upon a time, there was a shepherd boy who watched his flocks in the fields. As he was bored, he thought up a plan to fool the villagers for fun.

The first two times, he was successful.

For the third time, …

______________________________

______________________________

______________________________

______________________________

______________________________

( write 2-3 sentences )

**Teacher Tips:**
1. Teacher monitors and provides necessary support while students are preparing;
2. Teacher gives feedback and shares good examples, as well as common mistakes that students made.