Rationale

Introduction

The unit plan is designed based on a sh-digraph poem, "Sharkie". It aims at improving P.4 students' pronunciation in both segmental and suprasegmental aspects. The story-like nature of this poem provides a context for students to enhance their speaking and listening skills. A task-based approach is mainly adopted in the unit plan to allow students to internalise the necessary knowledge in an enjoyable learning experience (CDC, 2004). Use of teaching methods of other kind of theory can also be found in the task design for students' better acquisition of target skills and knowledge. There are four lessons in the unit. The first lesson works on comprehension of content of poem. One pronunciation problem is covered in each lesson afterwards. The final lesson serves as a consolidation of previous knowledge and assessment of learning outcomes.

Pronunciation problem

The segmental pronunciation problem to be tackled in the unit is the substitution of /s/ for /ʃ/. Mispronunciation of consonants is given the highest priority in affecting communicative intelligibility in Hewings (2004). Substituting one consonant with another can lead to completely different meaning conveyance. Moreover, according to the data from the pronunciation corpus developed by Chen, Wang, Wong and Chan (2014), 60% of Hong Kong students are identified with mispronunciation of /ʃ/ to /s/. It comes to the necessity to teach correct pronunciation of /s/ and /ʃ/ in schools.

The suprasegmental problem taught in the unit is sentence stress. Invariable stress may fail to draw audience's attention to key messages, and hence affect their understanding of meaning. Moreover, the syllable-timed rhythm, which is a typical L1 transferred feature of Cantonese speakers (Ng & Chen, 2011), caused by the lack of stress leads to unnatural pauses in between words. Improvement in the suprasegmentals has the greatest impact in intelligibility and boosting learners' confidence in speaking in short term (McNerney and Mendelson, 1992). It is not unachievable that students can see obvious improvement in speaking through attending formal lesson activities.

Task/Activity Planning

Teaching /s/ and /ʃ/

A listening task is always placed before speaking when teaching both pronunciation of /ʃ/ and sentence stress. Arranging teaching in such sequence can reduce students' speaking anxiety by providing them a correct model to stretch and improve their own pronunciation (Hewings, 2004). Listening to audios in the Kahoot game and authentic recordings of ESL students from the online corpus can have students' full attention to hearing the phonemic difference instead of predicting the pronunciation from spellings.

Due to L1 intervention, some students may find it hard to reproduce /ʃ/ sound even though they can distinguish the two sounds perfectly. Therefore, it is important for teachers to make good use of user-friendly explanation and visual aids to make pronunciation of the two consonants concrete (Kelly, 2000). Showing side-view diagrams and actual demonstration of placement of lips, teeth, and tongue, as well as relating pronunciation of sounds to real-life examples, can significantly narrow clarify abstract concepts. For example, teacher teaches

pronunciation of /ʃ/ by putting a finger in front of the lips saying, “What sound do you make if you want others to keep quiet?”

In addition, teachers are advised to teach pronunciation of /s/ before /ʃ/ to suit developmental approximation. It is found that L2 learners acquire better by tracing how they speak in their L1 (Celce-Murcia et. al, 1996). Therefore, students may acquire better by practising pronunciation of /s/, which is presented in Cantonese, before that of /ʃ/.

Teaching sentence stress

The selection of the poem Sharkie not only provides a context for the reasonable frequent use the target segmental items, but also provide metrical patterns that help beginners stress words easier, as well as meaningful expressions that promote natural addition of stress. Furthermore, the use of a mini-drama provides a communicative purpose to add stress to utterance.

Using drama in teaching addresses to students’ emotion and cognition, which enhances students’ memorisation of target knowledge. According to Immordino-Yang and Faeth (2010), emotion guides cognitive learning in either a conscious or a nonconscious way. When students are planning how to perform, they retrieve their personal and social experience of expressing emotion. They are in the process of consciously using their creativity and cognition to apply the skills of reading with sentence stress to realise their situation in their mind. While in the actual performance, their gesture and facial expression facilitate better oral expression. Excitement and interest possibly developed from performing a drama is a kind of nonconscious emotion reaction which contributes to students’ acquisition of language.

References:

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3. Curriculum Development Council. (2004). *CDC English Language Curriculum Guide (Primary 1-6)*. HKSAR: Education and Manpower Bureau.

4. Hewings, M. (2004). *Pronunciation practice activities.* UK: Cambridge University Press.

5. Immordino-Yang, M. H., & Farth, M. (2010). The role of emotion and skilled intuition in learning. *Mind, Brain, & Education* (pp. 69-84). Bloomington: Solution Tress Press.

6. Kelly, G. (2000). *How to teach pronunciation.* England: Pearson Education Limited.

7. McNerney, M., & Mendelsohn, D. (1992). Suprasegmentals in the pronunciation class: Setting priorities. In P. Avery & S. Ehrlich (Eds.), *Teaching American English pronunciation* (pp. 185-196). Oxford: Oxford University Press.

8. Ng, M. L., & Chen, Y. (2011). Proficiency in English sentence stress production by Cantonese speakers who speak English as a second language. *International Journal of Speech-Language Pathology, 13(6)*, 526-535.

Unit Plan

Level: P.4
Number of students: 30
Unit: Sharkie and the pirates
Number of lessons: 4 (40 mins per lesson)

Source material: “Sharkie”
Text Type: Poem

Prior Knowledge:
- Present tense
- Basic poem structure (i.e. stanza)

Learning Targets:
By the end of the unit, students are able to
1. distinguish /s/ for /ʃ/ sounds when listening to recordings of words and sentences.
2. understand how to pronounce /s/ and /ʃ/.
3. pronounce /s/ and /ʃ/ correctly when reading aloud the poem.
4. understand when to put stress in a sentence.
5. Read and perform the poem with appropriate sentence stress in the mini-drama.

Main teaching activities/tasks:
- teacher’s drama performance of the poem
- Corpus-based listening and reading tasks
- Kahoot online game
- Word wheel
- Mini-drama/ video-taking (group work)

Lesson 1

Learning objectives:
By the end of the lesson, students are able to
1. comprehend the poem "Sharkie" by drawing from contextual and pictorial clues
2. predict meaning of unknown words with the aid of pictures and gestures.

Language skills:
- Listening skills: (1) understand teachers' questions
  (2) comprehend content of poem with the help from pictorial and motion cues and prebuilt context
- Speaking skills: (1) respond to teachers' questions correctly in complete sentence
  (2) describe an image in mind with the help of a 5Ws speaking frame
- Reading skills: (1) comprehend the poem with pictorial and motion cues

Prior knowledge:
Students are able to
1. respond in complete sentence to 5Ws questions

Materials:
- PowerPoint (PPT) slides of poem
- costumes of a pirate (e.g. eye patch, pirate hat, sword, gown)
- fishing rod
- cardboard or doll of a shark
- worksheet 1
- soundtrack for pre-task
- computer and laser presentation remote
- projector and screen

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Materials	Assessments
10 mins	- build up the context of the poem	**Pre-task** 1. Teacher (T) plays soundtracks of, for example, waves, rainstorms, seagulls, clashing of swords, people screaming,	**Teacher** - sample sountrack for	- Ss' descriptions of their images in minds with

		etc., to students (S). Ss are asked to close their eyes and create an image of the happening event and place in their mind when listening to the sounds. (Free soundtracks of waves, rainstorms, etc. can be downloaded from https://freesound.org/.) 2. Ss describe the image of their own to the class with the help of a speaking frame (e.g. What do you see in your mind? What is happening/is going to happen? Where does it happen? When is it? Who is/are there?) 3. T shows pictures of pirates and sharks and asks Ss to predict the story again. 4. T introduces the story of the poem to Ss.	pre-task - Directions to download soundtracks from Freesound	the 5Ws
15 mins	- comprehend content of the poem with the help of pictures and gestures	**<u>While-task</u>** 1. T teaches in role of a pirate by wearing costumes of a pirate and perform the poem dramatically with props and gestures to the class. ➢ PPT slides showing pictures and text are shown while performing the poems to enhance Ss' understanding ➢ The gestures, props and pictures in PPT help explanation of difficult vocabulary (i.e. target words). ➢ Ts interact with Ss in the character of a pirate and raise questions during the drama performance to allow Ss to predict what is going to happen and check Ss' understanding of the content of the poem. (Co-teaching) The teaching in role can be used for co-teaching as well. (see Appendix F for a sample script for co-teaching)	**<u>Teacher</u>** - PPT of poem - sample drama script	- Ss' response to the poem performance
15 mins	- check Ss' understanding	**<u>Post-task</u>** 1. T runs through the target words again and provide further	**<u>Student</u>** - Worksheet 1	- Ss' performance in doing the

	of the poem and target words - wrap up lesson	explanation if necessary with Ss. 2. Ss complete Worksheet 1 to fill in the blank with the given target words and re-arrange the story in order.		worksheet

Lesson 2

Learning objectives:
By the end of the lesson, students are able to
1. differentiate /s/ and /ʃ/ when listening to recordings of unknown words.
2. identify mispronunciation of /ʃ/ to /s/ when listening to recordings of sentence.
3. pronounce words with /s/ and /ʃ/ correctly in the poem.

Language skills:
- Listening skills: (1) differentiate /s/ and /ʃ/
  (2) identify substitution of /s/ for /ʃ/
- Speaking skills: (1) pronounce words with /s/ and /ʃ/ correctly
- Reading skills: (1) determine the pronunciation (/s/ or /ʃ/) of a word from its spelling.

Prior knowledge:
Students are able to
1. Understand and pronounce difficult vocabulary in the poem (i.e. pirate, shabby ship, sight, splish and splash, crew, stew, shake, tip)
2. Comprehend the poem

Teaching materials:
- Corpus recordings (/s/ & /ʃ/)
- Worksheet 2 x30
- Electronic gadgets x30 (optional)
- computer
- projector and screen

Lessons Procedures:

Time	Objectives	Tasks/ Activities	Materials	Assessments
5 mins	- revise Lesson 1 - introduce objectives of the follow	**Revision:** 1. T displays props of a pirate and the poem to remind Ss of what they have done last lesson. 2. T revises and reads the difficult vocabulary again with Ss.		- Ss' response to teachers' questions

	lessons	3. T tells Ss their final task to perform "Sharkie" and writes the lesson objectives of Lesson 2 in a learner-friendly way on the blackboard for Ss' reference. Blackboard layout: In this lesson, we are going to … (1) have a /s/ vs /ʃ/ competition using Kahoot (2) read "Sharkie" accurately		
15 mins	- Realise and identify mispronunciation of /ʃ/ to /s/	**<u>Building phonemic awareness of /ʃ/ and /s/:</u>** 1. Ss listen to T's read aloud of the poem "Sharkie" without print and try to point out the frequent pronunciation of /ʃ/. 2. T then plays two sets of recordings on the online pronunciation corpus. One is extracted from speakers reading aloud Passage two, and one is extracted from the authentic interview data). T has to build up the context by telling the brief content of the recording to Ss first before they listen. Passage two is about a shepherd boy who tells lies of wolf coming. The story turns out to have no one trusted him in the end and the sheep are eaten by the wolf. The interview is asking about what the interviewer did last weekend. For Set1, Ss listen to and compare the two recordings and circle words that are pronounced differently. Ss are expected to point out that the word "shot" and "sheep" are mispronounced in the first recording. For Set 2. Ss have to identify and circle the mispronounced words with /s/ and /ʃ/. ➢ Set 1: (Reading aloud of Passage two) i. Recording one: (mispronunciation of /ʃ/) a Chinese major EFL speaker from Hong Kong (HK1) reading the passage, "The Boy Who Cried Wolf" and making obvious mistake of substituting /s/ for /ʃ/.	**<u>Teacher</u>** - Corpus recordings (/s/ & /ʃ/) **<u>Student</u>** - Worksheet 2 - Worksheet 3	- Ss' response to difference between recordings

		ii. Recording two: (correct pronunciation of /s/ and /ʃ/) a Social Science major ESL speaker from Hong Kong (HK15). <u>*Sentence one*</u>*:* *Raising his fist in the air, he ran down to the village* ***<u>sh</u>outing (/s/ → /ʃ/)****, 'Wolf, Wolf'.* <u>*Sentence two:*</u> *Overcoming its fear of being* ***<u>sh</u>ot (/s/ → /ʃ/)****, it actually did come out from the forest and began to threaten the* ***<u>sh</u>eep (/s/ → /ʃ/)****.* ➢ Set 2: (Interview) i. Recoding *Interviewer: Tell me about what did you do last weekend?* *HK11: My last weekend, I remember I have been to* ***<u>Sh</u>atin (/ʃ/ → /s/)*** *for a light* ***<u>sh</u>opping (/ʃ/ → /s/).*** 3. After the listening task, T explains the importance of pronouncing /s/ and /ʃ/ correctly, i.e. avoid misleading of information.		
10 mins	- Differentiate /s/ and /ʃ/	**<u>Differentiation of /s/ and /ʃ/:</u>** 1. Ss use their own gadgets to play an interactive Kahoot online MC game as a knowledge checking. Ss listen to audios of unknown words with either /s/ of /ʃ/ in the beginning or ending position and pick the correct answer. Student's access: https://kahoot.it/ Teacher's access:	**<u>Teacher</u>** - Demonstration video of using Kahoot	- Ss' answer to each question on Kahoot

		https://play.kahoot.it/#/lobby?quizId=8dc0eae8-7659-4ed0-b4e9-47a7f58c38c4 2. Ts explain the answer after each attempt and read aloud the words with the class. 3. Ss who are ranked the top 3 in the Kahoot game can be rewarded a small gift. **if electronic gadgets for students are unavailable, the whole class can play the game together and answer in the teacher's access**		
10 mins	- Pronounce /s/ and /ʃ/ correctly - Prepare for next lesson	**Teaching pronunciation of /s/ and /ʃ/:** 1. Ts make use of side-view diagrams and actual demonstration of placement of lips, teeth, and tongue, as well as concrete real-life metaphoric examples, to teach how to pronounce /s/ and /ʃ/ correctly. T should teach pronunciation of /s/ before /ʃ/ to match with Ss' L1 characteristic. 2. Ss practise pronunciation of /s/ and /ʃ/ by reading words in the poem "Sharkie". 3. Ss practise reading the whole poem at home with special attention to /s/ and /ʃ/.	**Teacher** - PPT for teaching /s/ & /ʃ/ and vocabulary reading aloud	- Ss' pronunciation of /s/ and /ʃ/

Lesson 3

Learning objectives:
By the end of the lesson, students are able to
1. Understand when to put stress in a sentence
2. Read the poem with appropriate sentence stress

Language skills:
- Listening skills: (1) identify words emphasised in a sentence
- Speaking skills: (1) read poem with appropriate sentence stress
- Reading skills: (1) comprehend the poem and identify content words to put stress on

Prior knowledge:
Students are able to
1. Pronounce /s/ and /ʃ/ correctly
2. Read the difficult vocabulary in the poem

Teaching materials:
- Word wheel
- Corpus recordings (sentence stress)
- Worksheet 3 x30
- Enlarged poem
- Printed poem
- Sample video of mini-drama
- Blackboard
- Markers

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Materials	Assessments
5 mins	- Revise Lesson 2 - Practise reading of the poem with	**Revision:** 1. T uses a word wheel to revise pronunciation of words with /s/ and /ʃ/ with Ss.		- Ss' pronunciation of words with

	words having /s/ and /ʃ/ corrected pronounced	2. T reads the poem together with the whole class.		/s/ and /ʃ/
15 mins	- Realise difference between speeches with and without sentence stress - Understand purpose of reading with sentence stress	**<u>Understanding purpose of reading with sentence stress:</u>** 1. T plays a set of recordings on the online pronunciation corpus to Ss. Ss are required to listen and tell their preference between the recordings in the set. At the end, Ss have to tell the reason of choosing the recordings, i.e. the difference between two recordings. ➢ Set 1: (Passage 1 reading) *Sentence 1: Why do people usually have an accent when they speak a second language?* *Sentence 4: But old habits won't change without a lot of hard work, will they?* i. Recording one: (without sentence stress) A Chinese Education major EFL speaker from Guangzhou reading without sentence stress (ML3). (http://corpus.ied.edu.hk/phonetics/ViewPassageOne.aspx?id=3) ii. Recording two: (with better sentence stress) An English Education major ESL speaker from Hong Kong reading with more appropriate application of sentence stress (HK20). (http://corpus.ied.edu.hk/phonetics/ViewPassageOne.aspx?id=32) 2. T summarises a bit and tells the importance of reading with sentence stress, i.e. for audience's easier understanding.	**<u>Teacher</u>** - Corpus recordings (sentence stress) **<u>Students</u>** - Worksheet 4	- Ss' response to difference between recordings

		3. After that, T plays Set 2 with script provided to Ss. Ss are asked to give advice to the speaker of the recording by doing a better reading aloud of the sentences. Ss have to predict and circle the words that should be stressed on their own script. T then invites some Ss to read aloud in the class. 4. Recording two, i.e. the native speaker sample, is played afterwards as a demonstration of good use of sentence stress. ➢ Set 2: (Passage 2 reading) *There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the foot of a mountain.* *One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun.* i. Recording: (without sentence stress) An ICT major EFL speaker from Hong Kong reading with correct pronunciation of words with /ʃ/ but no sentence stress and rhythm at all (HK10). ii. US/UK sample (demonstration of reading with sentence stress) (http://corpus.ied.edu.hk/phonetics/ViewPassageTwo.aspx?id=24&feature=undefined)		
15 mins	- Understand when to put stress on - Read poem with appropriate sentence stress	**Teaching reading with sentence stress:** 1. T demonstrates reading the first stanza of the poem with sentence stress. Ss listen and circle the words they heard with strong stress put on. 2. T circles the words Ss have found to have strong stress and blacks out the others on the enlarged poem on the blackboard.	**Teacher** - Sample stressed words in stanza one **Students**	- Ss' response to finding words that should be stressed - Ss' reading of

		3. T asks Ss if they can still guess the gist of the poem from the remaining words. T explains to the class that stress should be put on the words that tell the most information. 4. T thinks aloud and models how to determine which word should be stressed with the same stanza. e.g. "Two pirates on a shabby ship" (stanza one, line 1) T: Look at the first line. Who are there? Pirates. Not just a man. Not you or me. It's the pirates. What are the pirates doing? Where are they? They are on a SHIP. Not only a normal ship, but a SHABBY ship. 5. T finds out the rest in stanza one with the whole class. (Appendix B) 6. T reads stanza one with the class with appropriate sentence stress.	- Printed poem	poem
5 mins	- Assign homework - Knowledge consolidation	**<u>Consolidation</u>** 1. T assigns a daily topic such as family, hobby and favourite food to Ss. Ss write two to four sentences on the topic and record their speeches. Ss are expected to demonstrate reading with appropriate sentence stress in the recording. 2. Ss can circle the stressed words and practise several times before doing their recording. 3. Ss have to hand in their recordings together with their scripts via email to T; or T can set up a discussion forum on the school's intranet or any online platform e.g. Schoology for Ss to upload their recordings and scripts. Both T and Ss can view the work and leave comments.	**<u>Teacher</u>** - Directions to set up and use online discussion forum on Schoology	- Ss' ability to read with appropriate sentence stress

Lesson 4

Learning objectives:
By the end of the lesson, students are able to
1. Read the poem with appropriate sentence stress

Language skills:
- Listening skills: (1) identify sentence stress when listening to other students' reading aloud
- Speaking skills: (1) perform poem with appropriate sentence stress and correct pronunciation of /s/ and /ʃ/.
  (2) express of ideas in group discussion

Prior knowledge:
Students are able to
1. Pronounce /s/ and /ʃ/ correctly
2. Determine words to put stress on in a sentence
3. Read sentences with appropriate sentence stress

Teaching materials:
- Video recorder/electronic gadgets
- Props and costumes of pirates
- Sample video

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Assessments
5 mins	- Revise Lesson 3 - Practise reading with appropriate sentence stress and correct pronunciation of /s/ and /ʃ/	**Revision:** 3. T invites Ss to read a stanza with appropriate sentence stress and correct pronunciation of /s/ and /ʃ/.	- Ss' reading of poem

10 mins	- Determine the words to be stressed and read with appropriate stress	**<u>Group discussion:</u>** 1. Ss works in groups of 5. Each group is assigned a stanza of the poem. Ss have to discuss with their groupmates which words should be stressed when reading. 2. Each group shares and reads to the class the analysed stanza they are responsible for.	- Group's reporting of their analysis of stress words
25 mins	- Perform the poem (final product)	**<u>Mini-drama/Video-taking:</u>** 1. Each group perform a mini-drama of their stanza and video-take their work. ➢ Props and costumes are provided by T or Ss can make their own if necessary. ➢ The videos of each groups are combined at the end to make a performance of the whole poem ➢ The requirements of the video taken (e.g. sound effects, transcription) depending on individual class's ability. 2. T shows a sample video to Ss after explanation of the task. 3. This group task is left as a homework if Ss are unable to finish on lesson. The final products will be shown in class for peer and teachers' evaluation.	- Ss' reading performance in mini-drama

Appendix

PPT of poem

Sharkie

Two pirates on a shabby ship,

Go sailing on a fishing trip.

They fish all day and fish all night,

But there is not a fish in sight.

Then in the shadows of the dark,

They see a fish and shout, "Shark!"

The shark pushes on the shabby ship,

Now it begins to shake and tip.

The ship goes down with such a Crash,

The pirates have to splish and splash!

When Sharkie sees the splashing crew

She finishes off some pirate stew!

Worksheet 1 + Answer key

Unit: Sharkie and the pirates

Class: _____ Name: _____ ( ) Date: _____

A. Fill in the blank

i. Read the words in the box.
ii. Read each sentence.
iii. Choose the correct word and write in the blank to complete the sentence. Some words may be used more than once.

pirates	shabby ship	sight	tip	shake	splish	splash	crew	stew

(1) Sharkie uses the _____ to make a _____ .

(2) They cannot find a fish. Instead, they find a shark in _____.

(3) It attacks the ship and the ship starts to _____ and _____.

(4) One day, two _____ go fishing on a _____.

(5) The _____ breaks down.

(6) Therefore, the _____ has to _____ and _____ into the sea.

B. Arrange in order

i. Read the above sentence again.
ii. Arrange the sentences in order.
iii. Write the number of each sentence in the blanks. One has been done as an example.

_____ → _____ → _____ → (5) → _____ → _____

Unit: Sharkie and the pirates

Class: _____ Name: _____ ( ) Date: _____

A. Fill in the blank

iv. Read the words in the box.
v. Read each sentence.
vi. Choose the correct word and write in the blank to complete the sentence. Some words may be used more than once.

pirates	shabby ship	sight	tip	shake	splish	splash	crew	stew

(1) Sharkie uses the pirates/crew to make a stew.

(2) They cannot find a fish. Instead, they find a shark in sight.

(3) It attacks the ship and the ship starts to shake and tip.

(4) One day, two pirates go fishing on a shabby ship.

(5) The shabby ship breaks down.

(6) Therefore, the crew has to splish and splash into the sea.

B. Arrange in order

iv. Read the above sentence again.
v. Arrange the sentences in order.
vi. Write the number of each sentence in the blanks. One has been done as an example.

(4) → (2) → (3) → (5) → (6) → (1)

Sample soundtrack for pre-task

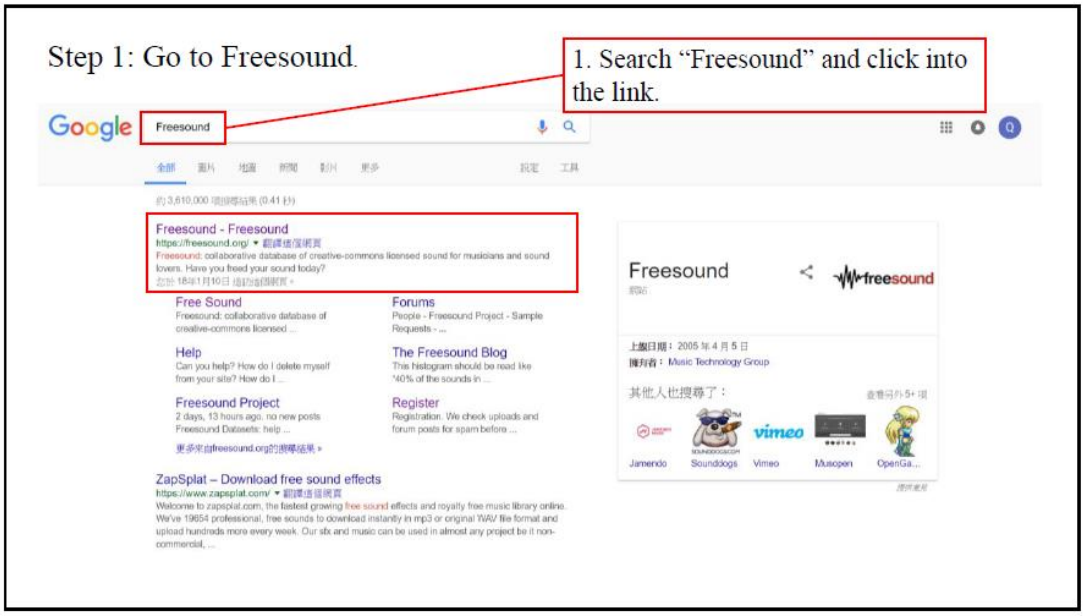
Google drive link for downloading the soundtrack:
https://drive.google.com/file/d/1s9EKYdmJVYh54s02KDjOXtUg4kbEu3Jg/view?usp=sharing

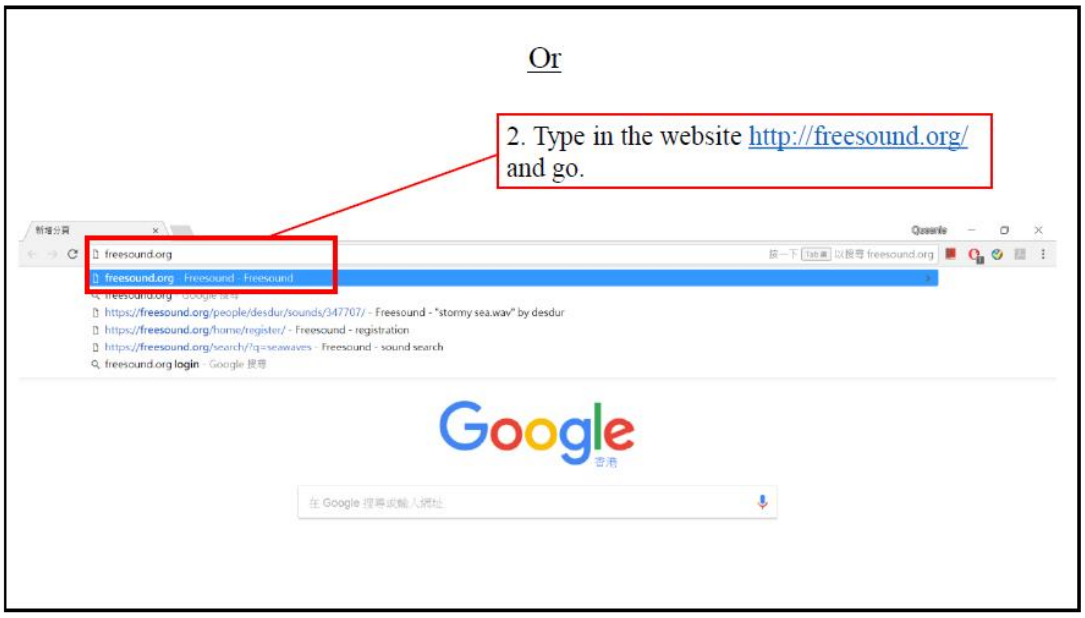
YouTube link for the soundtrack:
https://www.youtube.com/watch?v=M7mjKgNdSDs&feature=youtu.be

OneDrive link for downloading the soundtrack:
https://uedhk-my.sharepoint.com/:u:/g/personal/s1113159_s_eduhk_hk/ERstTCKC_cNGrku_ctO_iI8BX1c6N5U1cEfYCJ_etXN9Mw

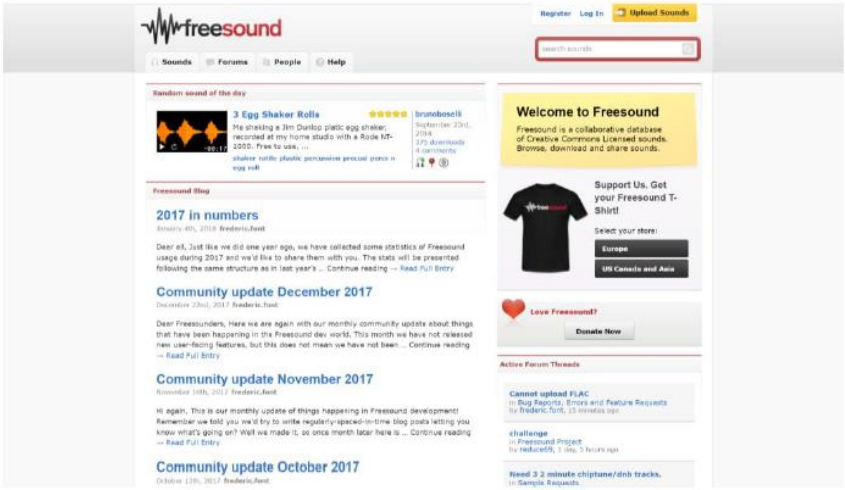
Youku Link for the soundtrack:
http://v.youku.com/v_show/id_XMzQxMjcxMTE1Mg==.html
(access password: unitplan1)

Directions to download soundtracks in Freesound

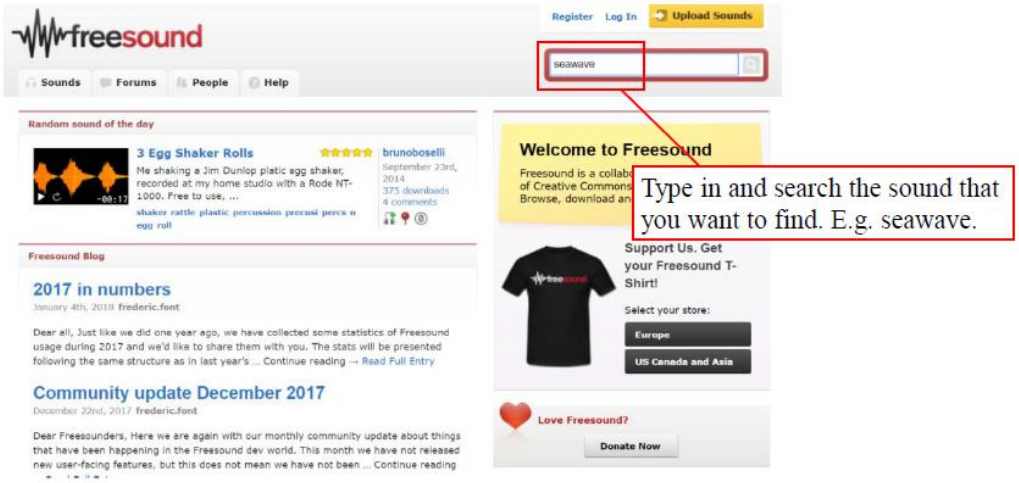




You will then get to the main page.

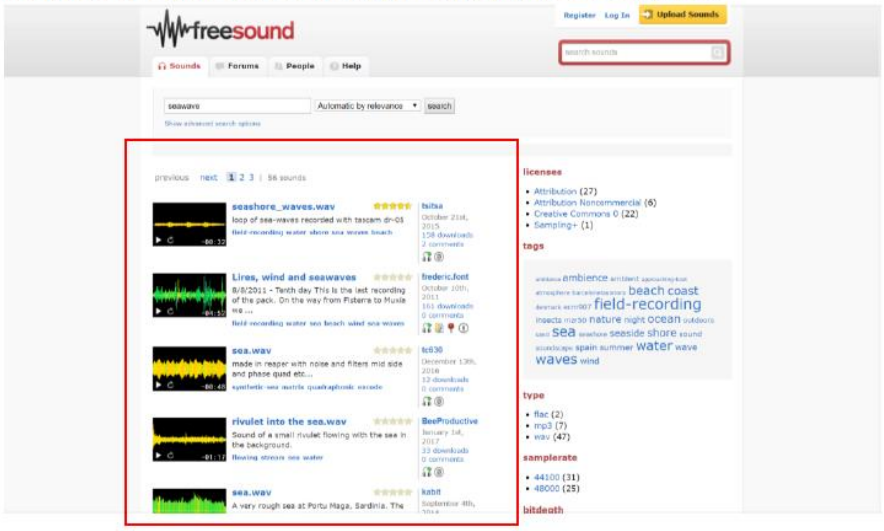


Step 2: Find your soundtrack.



Type in and search the sound that you want to find. E.g. seawave.

You will find a lot of results regarding sounds of seawave.

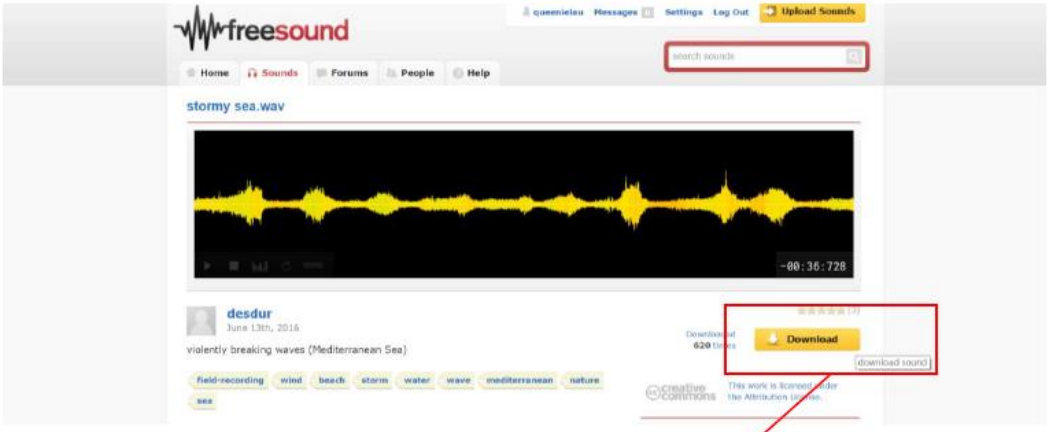


Step 3: Listen and pick your soundtrack.

1. You can scroll down and pre-listen to the soundtracks by clicking on the small "play" button at the corner.

Or

Step 4: Download your soundtrack.



Sample drama script of performing “Sharkie”

After introducing the story of the poem …

T: Class, we are very lucky today. Do you know why? The pirate in the story has come! He is outside the classroom. Let’s welcome him with a big hand!

(Students clapping hand. Teacher walks out of the classroom to pretend bringing in the pirate, and then come back into the classroom dressed in the costume of a pirate.)

T: Hahaha, hello children! I am Captain Smith, the bravest man in the world! It’s my, oh no no no, it’s YOUR pleasure to meet me. Miss XX told me you are interested to know things happening on the sea. You have the right person here. I know everything on the sea. Ummm, what story should I tell you? How about “Sharkie”? Are you brave enough to hear the story?

~

T: OK. Let’s start. [stanza 1] Two pirates in a shabby ship. Go sailing on a fishing trip (do gesture of fishing with the fishing rod). They fish all day and fish all night. But there is no fish (spread hands) in sight (put a hand above eyes and look around). Children, the two pirates go fishing but did they see a fish? Do you think they will see a fish?

~

T: [stanza 2] Then in the shadows of dark (decreasing volume to show horror). They see a fish (imitate a fish swimming with hands) and shout “SHARK!”. The shark pushes on the shabby ship (pushes against the wall). Now it begins to shake and tip (shake and tip). Children, did they see a fish? What is the fish? What did the shark do? What will happen? Can someone make a guess?

~

T: Good guess! After the shark pushes on the ship, [stanza 3, line 1-3] The ship goes down with such a crash. The pirates have to splish and splash (pretend to jump off the ship into the sea). When the Sharkie sees the splashing crew (put up hands signalling “HELP”). (volume and pace slowly goes down). Children, do you know what happen? What is the ending?

~

T: [stanza 3, line 4] She finishes some pirate stew (pretend to hold a spoon and stirring a large pot of soup, lick lips). What happen to the pirates?

~

T: Oh my god! I see a shark coming! (looking out of the classroom) I have to go back to my ship and save my crews. Goodbye! See you! (walk out of the classroom and change back to the role of teacher)

Sample drama script for co-teaching

Teacher 1 (T1): Captain
Teacher 2 (T2): Crew

After introducing the story of the poem …

Teacher 1: Before telling the story, I have to bring 2 people to class.

(T1 & T2 turn back and wear costumes)

T2: Hahahaha, Captain! I've heard something from Pirates Daily, my friend told me

T1: (curious) What!? Tell me quickly.

T2: Let me tell you, [stanza 1] Two pirates in a shabby ship. Go sailing on a fishing trip (do gesture of fishing with the fishing rod). They fish all day and fish all night. But there is no fish (spread hands) in sight (put a hand above eyes and look around).

T1: I know that already, huh.

T2: (shocked) You know it already! (To the class) She know it already! Do you know? Do you know what happen? (invite students to guess)

~

T1: (to the class) Let me tell you. Let me tell you all! [stanza 2] Then in the shadows of dark (decreasing volume to show horror). They see a fish (imitate a fish swimming with hands) and shout (T1&T2 together) "SHARK!". The shark pushes on the shabby ship (T1 & T2 push against each other). Now it begins to shake and tip (T1 and T2 shake and tip).

T2: (nervous) Oh my god! (ask the class) What happened? What happen to the pirates? What did the shark do?

~

T2: Em…but I don't know what happen then. (to the class) how about you? Do you know? Can you tell me? (inviting students to predict the following)

~

T1: Good guess! After the shark pushes on the ship, [stanza 3] The ship goes down with such a crash. The pirates have to splish and splash (T1 & T2 pretend to jump off the ship into the sea). When the Sharkie sees the splashing crew (T1 & T2 put up their hands signalling "HELP"). (volume and pace slowly goes down) She finishes some pirate stew (pretend to hold a spoon and stirring a large pot of soup).

T2: (unbelievable) Oh no! Where are they now???

T1: I'm afraid they... (tap tummy)

T2: They were … (to the class) Do you know what happen to the pirates?

~

T2: (look out of the classroom) Oh my god! Captain! I see Sharkie! She's swimming to our ship!

T1: What! We have to go back to our ship, NOW! Run!

(T1 and T2 dash out of the classroom and come back into the classroom in the role of teacher)

Corpus recordings (/s/ & /ʃ/)

Google drive link for downloading the recordings:
Set 1(sentence one): https://drive.google.com/file/d/19O8i-dpAPc2WOjvKusvWdTX3Eaw2tz_d/view?usp=sharing
(sentence two): https://drive.google.com/file/d/131DHTBZWjprxki13CApjQ_BrbVUBIYBZ/view?usp=sharing
Set 2: https://drive.google.com/file/d/1P13BrnlqE44mRHFsum5Pu_uONOnXr0J/view?usp=sharing

YouTube link for listening to the recordings:
Set 1(sentence one): https://youtu.be/7wr9ltOGBfU
(sentence two): https://youtu.be/F63woI31yXQ
Set 2: https://youtu.be/3Dvr0WZqMGo

OneDrive link for downloading the recordings:
Set 1(sentence one): https://uedhk-my.sharepoint.com/:u:/g/personal/s1113159_s_eduhk_hk/EcezMpxXHBFBne4zZEAiMfkB96gafbZKgTbAGYoo8NW2lw?e=k0vyL6
(sentence two): https://uedhk-my.sharepoint.com/:u:/g/personal/s1113159_s_eduhk_hk/EZV5FtvqqMJHo-uGdAPKU04BijFLitz5qq58-fABufIOAQ
Set 2: https://uedhk-my.sharepoint.com/:u:/g/personal/s1113159_s_eduhk_hk/ESNVxOvKWFxAkGANM_tDeHIBgKbRNEMpV1ffodpxzE9ZhQ?e=H751v8

Youku Link for listening to the recordings:
(password: unitplan1)
Set 1(sentence one): http://v.youku.com/v_show/id_XMzQ2ODkxNzYwOA==.html
(sentence two): http://v.youku.com/v_show/id_XMzQ2ODkyMjUxMg==.html
Set 2: http://v.youku.com/v_show/id_XMzQ3MzM2MTM4NA==.html

Worksheet 2 + Answer key

Lesson 2
Find the difference.

Two students read the following sentence. They read some words differently. What are they? **Listen** and **Circle** the words.

Sentence one:

Raising his fist in the air, he ran down to the village shouting, 'Wolf, Wolf'.

Sentence two:

So, overcoming its fear of being shot, it actually did come out from the forest and began to threaten the sheep.

Who reads correctly? Student 1 or student 2?

_____

What is/are the mistake(s)?

_____

Lesson 2
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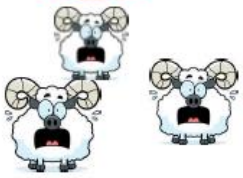

Who reads correctly? Student 1 or student 2?
Student 2.

What is/are the mistake(s)?

Student 1 pronounce "sh" sound wrongly to "s".

Worksheet 3 + Answer key

Lesson 2

Circle the mistake.

Listen to an interview about activities to do in weekend.
Circle the mispronounced words.

Interviewer: Tell me about what did you do last weekend?

Interviewee: My last weekend, I remember I have been to Shatin for a light shopping, and also I at night I went back to my home and um and ate dinner with my family.

Lesson 2

Circle the mistake.

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Interviewee: My last weekend, I remember I have been to Shatin for a light shopping and also I at night I went back to my home and um and ate dinner with my family.

Demonstration video of using Kahoot

Google drive link for downloading the demonstration video:
https://drive.google.com/file/d/1sdCX5PFVGMtlInPxCq6_j5OZtrt9NSKj/view?usp=sharing

YouTube link for watching the demonstration video:
https://www.youtube.com/watch?v=-ATMlL0YZVo

OneDrive link for downloading the demonstration video:
https://uedhk-my.sharepoint.com/:v:/g/personal/s1113159_s_eduhk_hk/EfJ2wZ-besZOkkwAQgaGc5cBVvgrMettDNTBwadwyEYDVA?e=8wTjf4

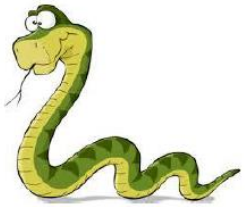
Youku link for watching the demonstration video:
(access password: unitplan1)
http://v.youku.com/v_show/id_XMzQxMjcxOTMxMg==.html

PPT for teaching /s/ and /ʃ/

/s/

see

sight



stew

/sh/

shark

shadow

fishing

PPT for vocabulary reading aloud

Read aloud target words

/s/	/sh/	/s/ and /sh/
sailing	shabby ship	splish and splash
sight	fishing	
such	shark	

Corpus recordings (sentence stress)

Google drive link for downloading the recordings:
https://drive.google.com/file/d/1TpfY17QjTVbCLrXds-FCZBdg46XT8CJp/view?usp=sharing

YouTube link for listening to the recordings:
https://www.youtube.com/watch?v=pBQAKIDAipo

OneDrive link for downloading the recordings:
https://uedhk-my.sharepoint.com/:u:/g/personal/s1113159_s_eduhk_hk/ESvjTmquJCBDreockEsL-SwBk4wyfXUOGeYxNr7hpjSq_w?e=PNlLBe

Youku Link for listening to the recordings:
(password: unitplan1)
http://v.youku.com/v_show/id_XMzQ3MzM5ODUzMg==.html

Worksheet 4 + Suggested answer

Lesson 3

Listen to this student reading.
He thinks he reads badly. He wants to learn from you. Can you show him how to read better?

Tips
Circle the important words. This helps you read better!

There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the foot of a mountain.

One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun.

Lesson 3

Listen to this student reading.
He thinks he reads badly. He wants to learn from you. Can you show him how to read better?

Tips
Circle the important words. This helps you read better!

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One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun.

Sample stressed words in stanza one

Two pirates on a shabby ship,

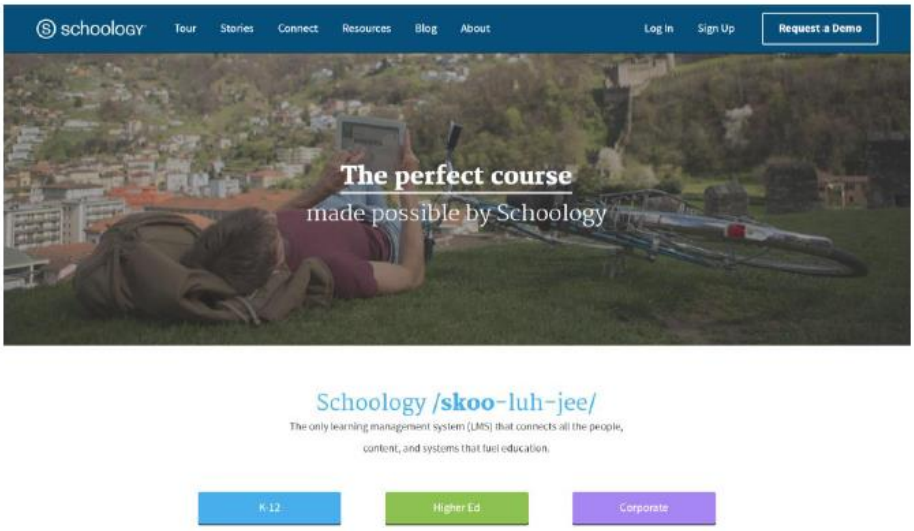
Go sailing on a fishing trip.

They fish all day and fish all night,

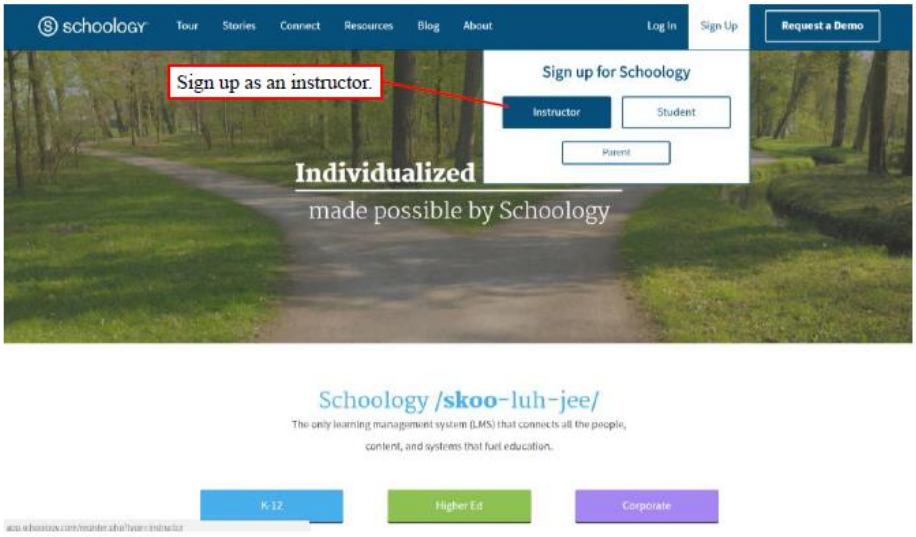
But there is not a fish in sight.

Directions to set up and use online discussion forum on Schoology

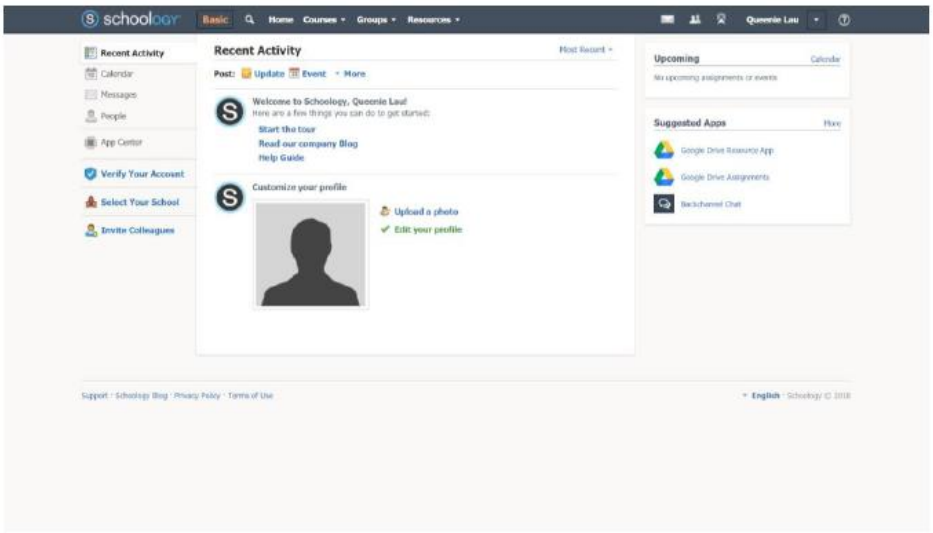
Step 1: Go to Schoology (https://www.schoology.com/)



Step 2: Create an account

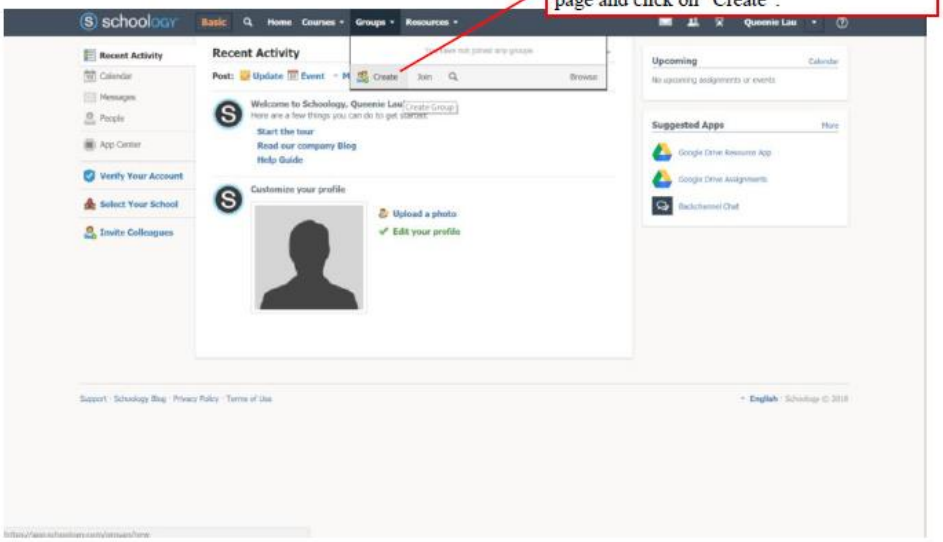


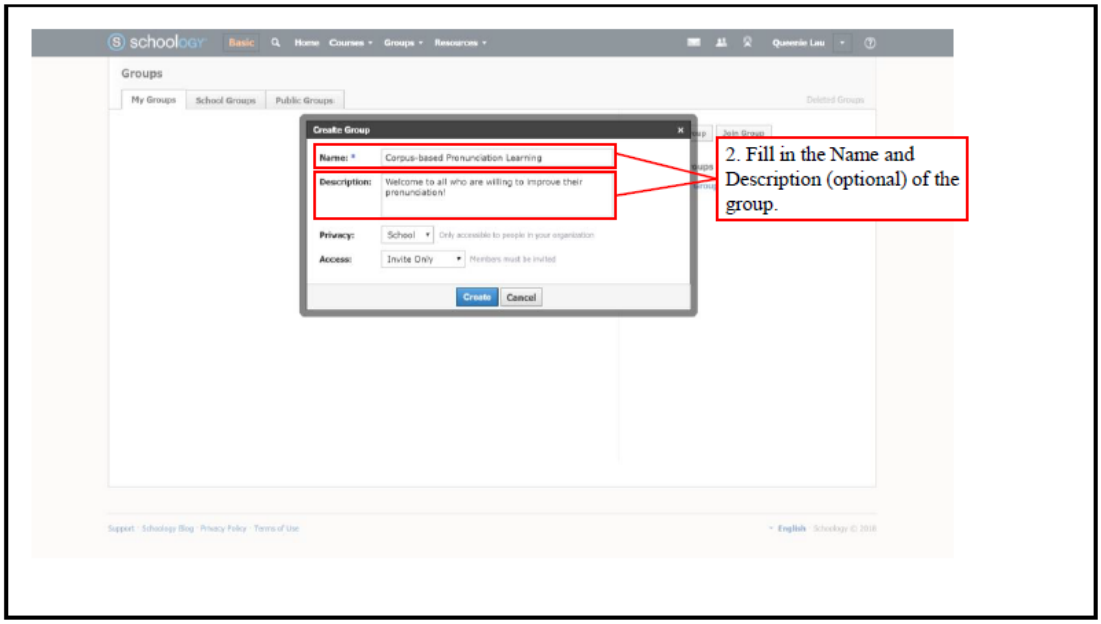
You will see the following main page after logging in.

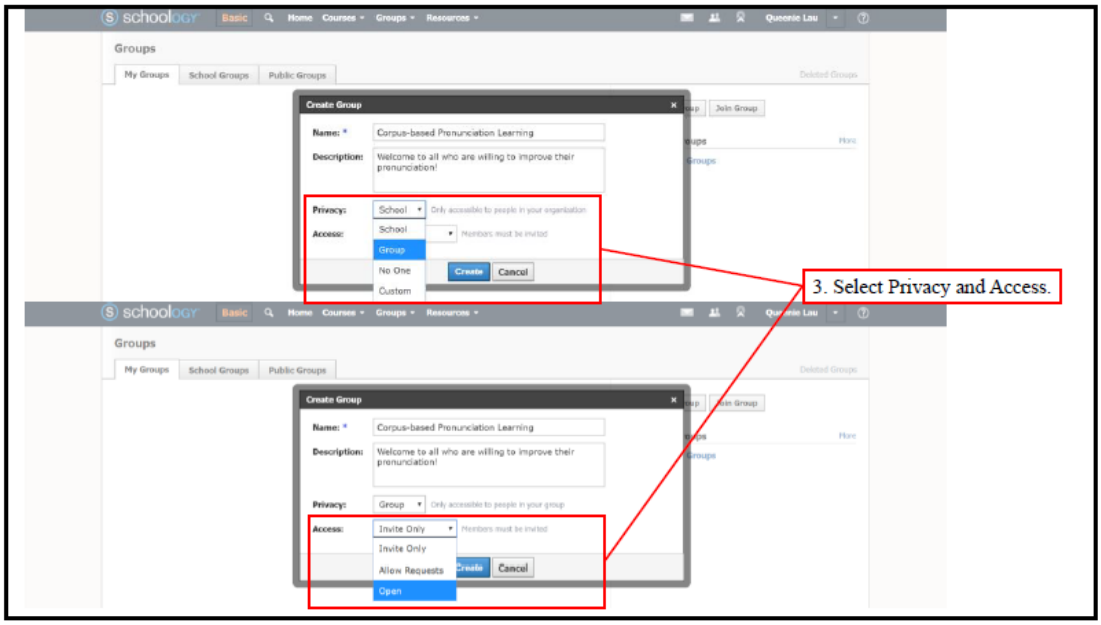


Step 3: Create a group

1. Select "Group" on the bar on top of the page and click on "Create".




Groups
My Groups
School Groups
Public Groups
Create Group
Name: *
Corpus-based Pronunciation Learning
Description:
Welcome to all who are willing to improve their pronunciation!
Privacy:
School
Only accessible to people in your organization
Access:
Invite Only
Members must be invited
Create
Cancel
2. Fill in the Name and Description (optional) of the group.


Groups
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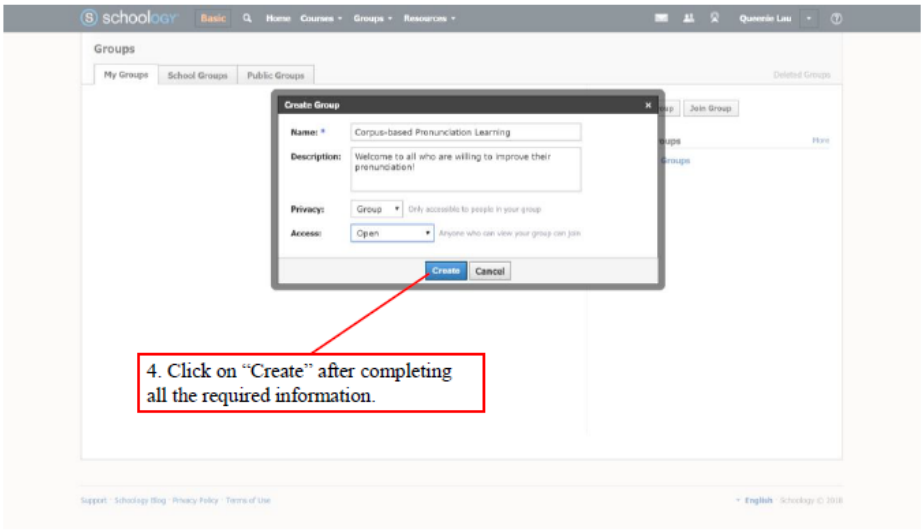
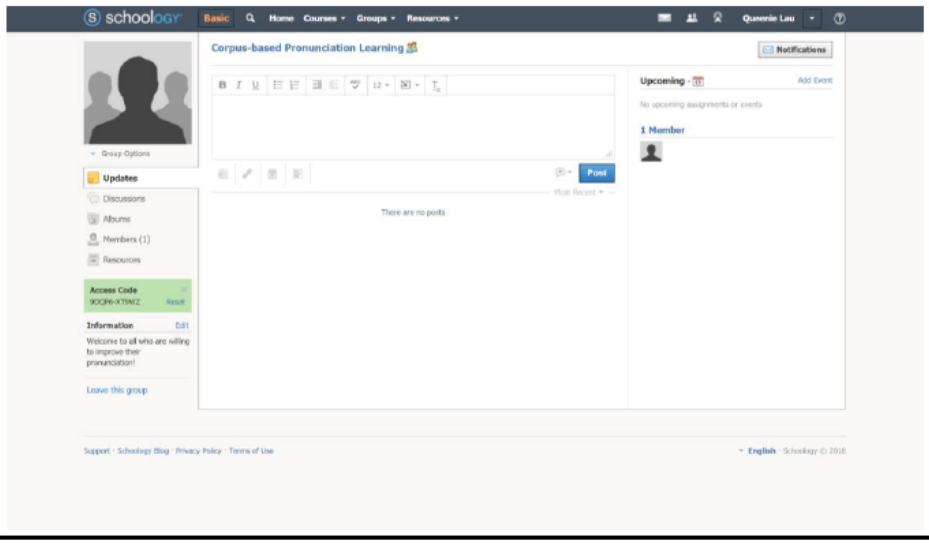
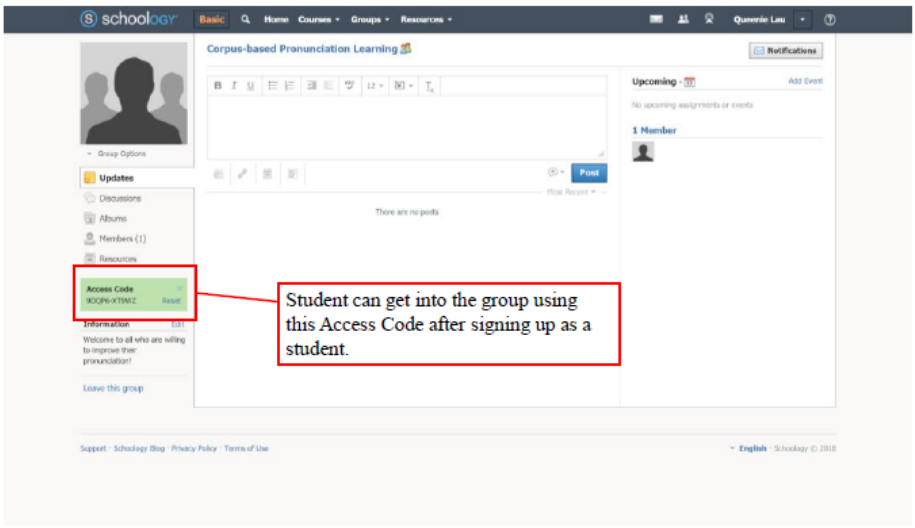
Name: *
Corpus-based Pronunciation Learning
Description:
Welcome to all who are willing to improve their pronunciation!
Privacy:
School
Group
Only accessible to people in your group
Access:
Invite Only
Allow Requests
Open
Members must be invited
Create
Cancel
3. Select Privacy and Access.

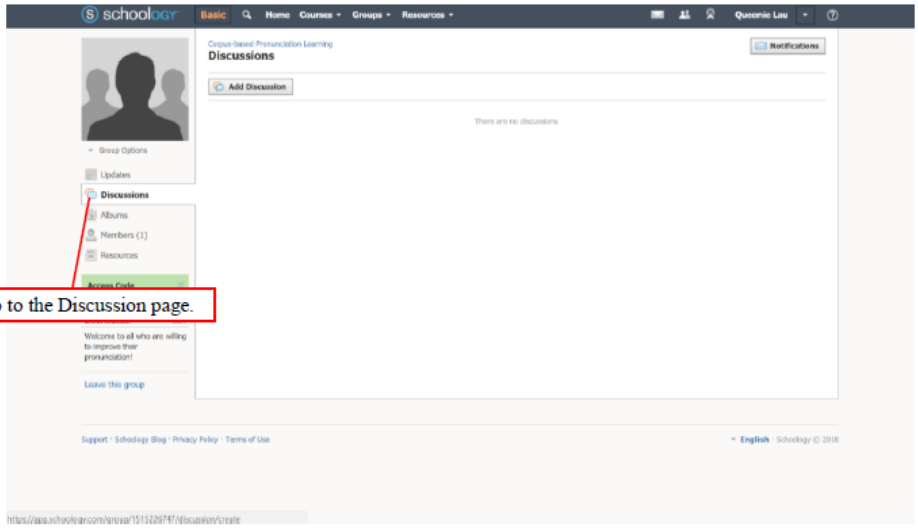


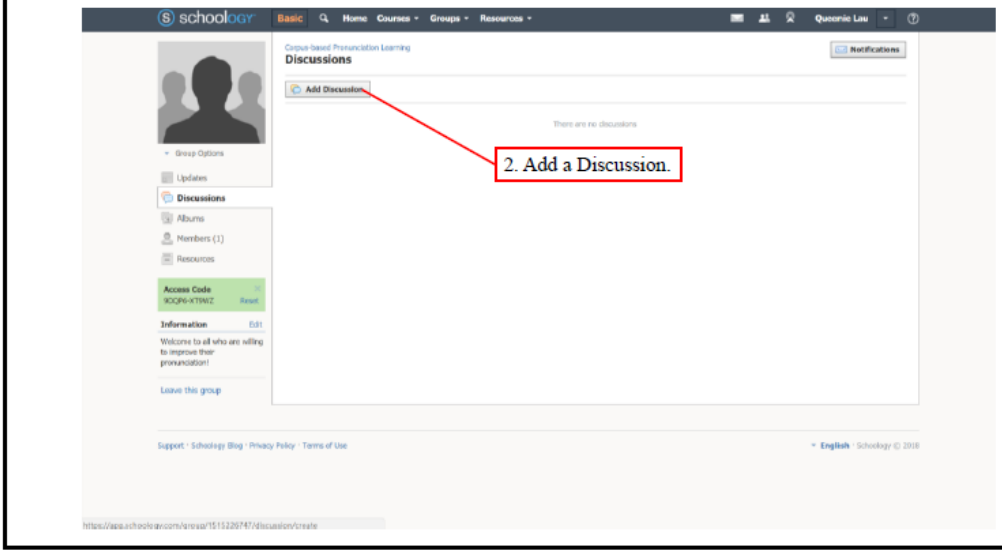
You will then get to the main page of the group.





Step 4: Set up a Discussion Forum




schoology
Basic
Home
Courses
Groups
Resources
Queenie Lau
Notifications
Discussions
Add Discussion
There are no discussions
Group Options
Updates
Discussions
Albums
Members (1)
Resources
Access Code
Information
Edit
Welcome to all who are willing to improve their pronunciation!
Leave this group
2. Add a Discussion.
Support · Schoology Blog · Privacy Policy · Terms of Use
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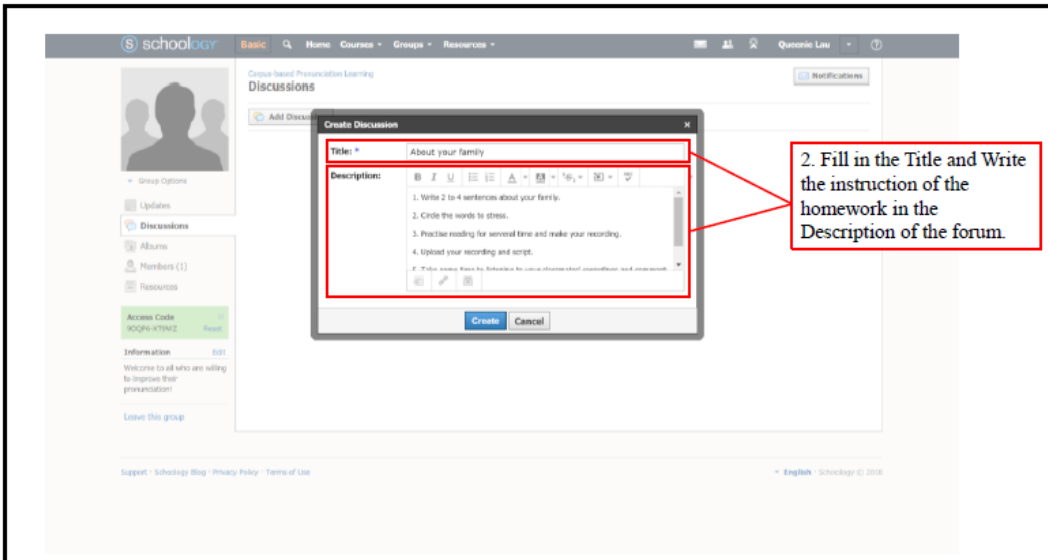
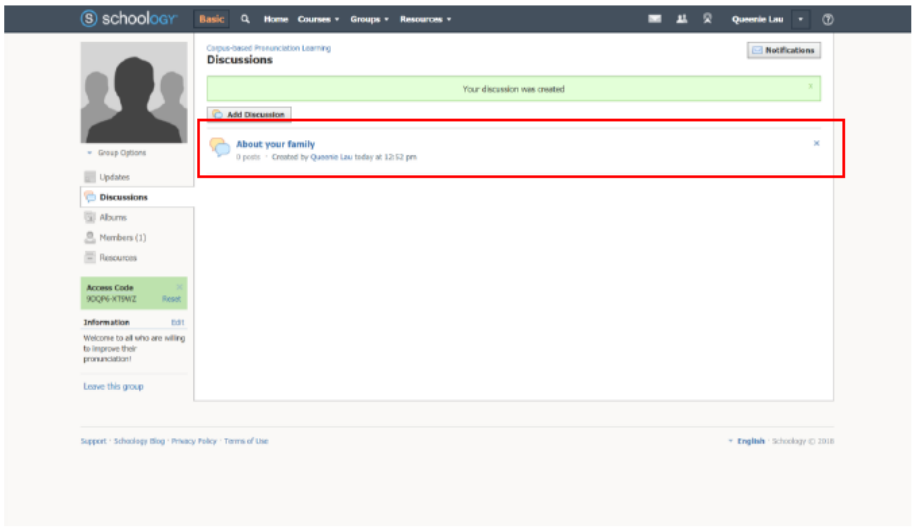
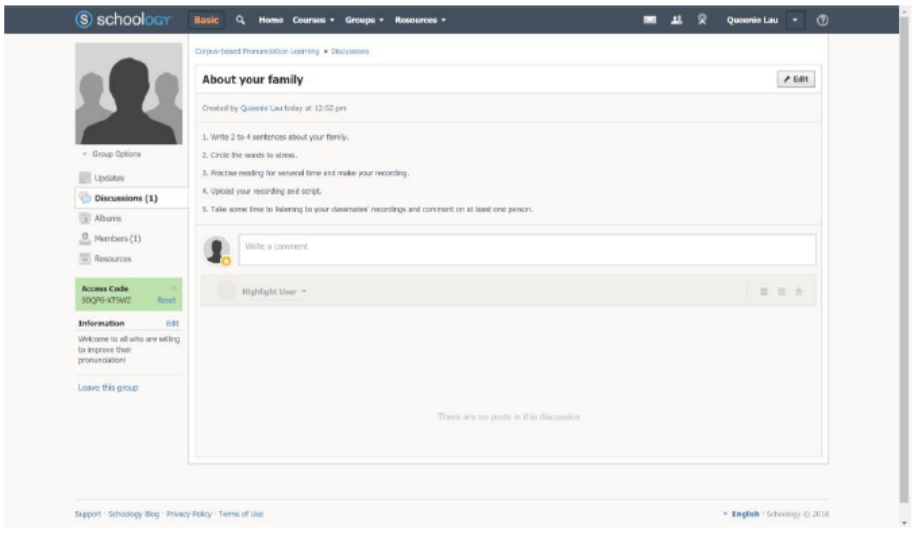
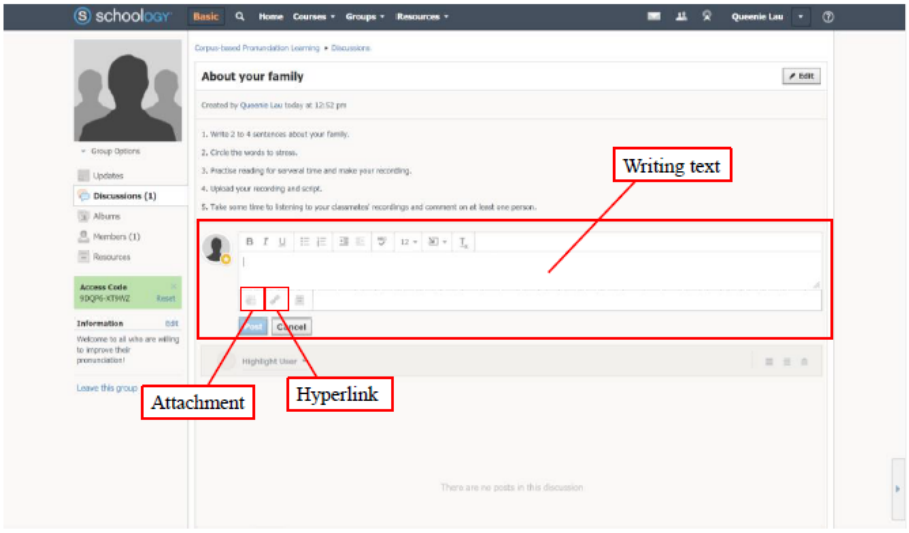
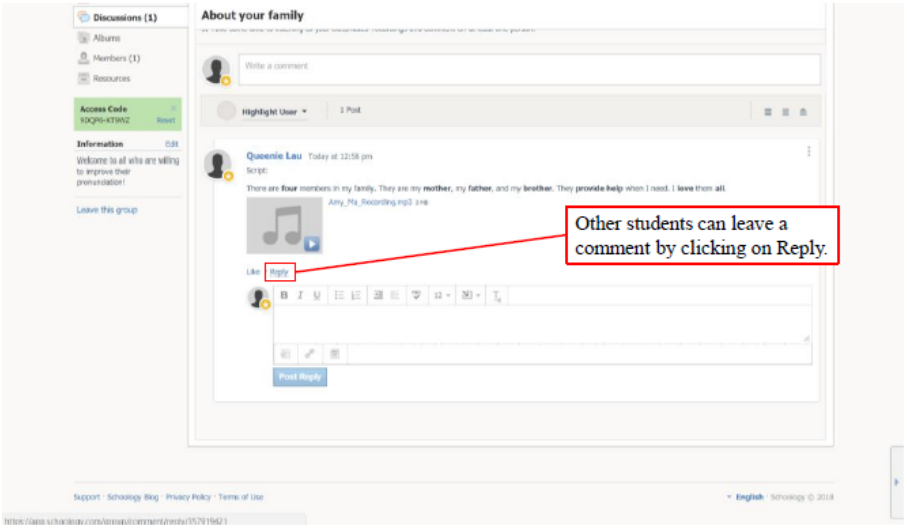

schoology
Basic
Home
Courses
Groups
Resources
Queenie Lau
Notifications
Discussions
Create Discussion
Title: *
About your family
Description:
1. Write 2 to 4 sentences about your family.
2. Circle the words to stress.
3. Practise reading for serveral time and make your recording.
4. Upload your recording and script.
Create
Cancel
2. Fill in the Title and Write the instruction of the homework in the Description of the forum.

A discussion is then created.



Details can be viewed after clicking into it.



Students can post under the topic by writing in the textbox and attaching files or adding links.