

## **Lesson Plan for Dental fricative /θ/ and /ð/ Anonymous EdUHK students**

### **Rationale**

This lesson plan is based on the material from the spoken corpus of The Education University of Hong Kong. We choose the dental fricative consonants /θ/ and /ð/, because among 40 participants in the corpus, there are 35 persons have problem pronouncing these two consonants although they have learnt English for so many years. We design this lesson in order to let students could identify clearly these two sounds and pronounce them frequently in their utterance.

The content is derived from passage 2 “The Boy Who Cried Wolf”. In the first lesson, at first, we check whether students could understand words with “th” sounds which are produced wrongly. Then, we focus on the words with “th” sounds by designing different types of interesting activities including group work to attract students’ attention. More importantly, we make effort to develop a student-center lesson which means that students need to learn by themselves. In the second lesson, students are supposed to produce some output with these two consonant sounds, so we design three activities including writing and speaking tasks. Especially in the second activity, we help students to understand better the story, and then in the third activity, students need to think from the perspective of the villagers, cousins even the boy.

There are 10 activities in the lesson design, six for lesson 1, three for lesson 2 and a Role Play in the last lesson. It seems that the lesson 1 have the most tasks. In fact, there are some simple games in lesson 1, and the level of difficulty is keeping increasing through the three lessons. We focus on sounds, sentences in the lesson 1 with the goal of making students learn to identify and pronounce these sounds correctly and fluently. Then, we focus on the level of passage in the lesson 2 with the knowledge of word stress, rhythm and intonation. Finally, we hope that the Role-Play game can practice more these two sounds in real acting and develop students’ ability of thinking from other’s positions.

**Target learners:** junior secondary school students of Grade 3(mainland China)

**Prior knowledge:** IPA, conditional clause

**Lesson duration:** 135 mins (3 lessons totally)

**Topic:** The Boy Who Cried Wolf

**Language focus:** dental fricative /θ/ and /ð/

**Learning objectives:**

1. Students are able to identify these two sounds and pronounce them in sentences and speech frequently without errors;
2. Students are able to develop their listening, writing, reading and speaking abilities;
3. Students are able to cooperate with others and think problems from angles of others.

## Lesson1

### Step 1 Warming up.

➤ **Purposes:**

1. To draw students' attention to the lesson;
2. To introduce the topic of the lesson.

➤ **Task model:** class work

➤ **Interaction:** T-Ss

➤ **Duration:** 3 mins

➤ **Teaching steps:**

1. The teacher asks students to guess a story through the implication of pictures;
2. The teacher can simply describe the story by using the structure: once, there was a boy...



## Step 2 Listening task.

### ➤ Purposes:

1. To check students understanding of the /θ/ sound and /ð/ sound;
2. To introduce the language focus of the lesson.

### ➤ Task model: individual work, group discussion

### ➤ Interaction: T-Ss, Ss-Ss

### ➤ Duration: 10 mins

### ➤ Teaching steps:

1. The teacher plays the recording of the speak of ML19 from the spoken corpus of EdUHK;  
<http://corpus.eduhk.hk/phonetics/ViewPassageTwo.aspx?id=43&feature=2-6-32>
2. Students are asked to fill in the blanks according to what they listen to;
3. The teacher plays the recording of native speaker and let students check their answers by themselves and then discuss with their groupmates what's wrong with the pronunciation of the Mainland speaker;
4. The teacher invites some groups to share their finding and introduces the topic of this lesson: /θ/ vs. /ð/.

Worksheet:

### The Boy Who Cried Wolf

\_\_\_\_\_ 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 \_\_\_\_\_ up a good plan to get some company for himself and also have a little fun. Raising his fist in the air, he ran down to the village shouting Wolf, Wolf. As soon as \_\_\_\_\_ heard him, the villagers all rushed from \_\_\_\_\_ homes, full of concern for his safety, and two of his cousins even stayed \_\_\_\_\_ him for a short while. \_\_\_\_\_ gave the boy so much pleasure \_\_\_\_\_ a few days later he tried exactly \_\_\_\_\_ same trick again, and once more he was successful. However, not long after, a wolf \_\_\_\_\_ had just escaped from the zoo was looking for a change from its usual diet of chicken and duck. So, overcoming its fear of being shot, it actually did come out from the forest and began to \_\_\_\_\_ the sheep. Racing down to the village, the boy of course cried out even louder than before. Unfortunately, as all the villagers were convinced \_\_\_\_\_ he was trying to fool them a \_\_\_\_\_ time, \_\_\_\_\_ told him, go away and don't bother us again. And so, the wolf had a feast.

### Step 3 Self-discovery. (TPS)

➤ **Purposes:**

To make students discover the articulation rules of these two sounds by themselves.

➤ **Task model:** individual work, group discussion

➤ **Interaction:** T-Ss, Ss-Ss

➤ **Duration:** 10 mins

➤ **Teaching steps:**

1. The teacher plays a video about how to pronounce the “th” sounds;

<https://www.youtube.com/watch?v=SbarejDZmcl>

2. Students are asked to find out the rules by themselves;

3. Students do it individually, then discuss with partners and share the answers.

“th”	Vibration	The place of tips of the tongue
Voiced /ð/	yes	between the <b>teeth</b>
Voiceless /θ/	no	between the <b>teeth</b>

### Step 4 Play a simple game!

➤ **Purposes:**

1. To check whether each student could identify the /θ/ sound and /ð/ sound quickly and directly;

2. To get every student involved in the classroom activity.

➤ **Task model:** individual work

➤ **Interaction:** T-Ss

➤ **Duration:** 3 mins

➤ **Teaching steps:**

1. Every student gets two cards which are written /θ/ (in color green) and /ð/(in color yellow) ;

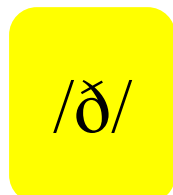
2. The teacher reads some words with ‘th’ sound, including /θ/ and /ð/;

3. Students are asked to read the word after the teacher and show the matching card in the same time.

Suggested words:

the, their, bath, there, that, birthday, Thursday, nothing, this, thus, though, faith, month, another, either, cloth, thus, therefore, birthday, those, thin, teeth, third, thunder, theme.

Matching cards:



### Step 5. Who is the spy?

➤ **Purposes:**

1. To make students practice their ability to pronouncing these sounds at the level of words and sentences;
2. To increase students' learning interest by interesting games.

➤ **Task model:** group work

➤ **Interaction:** Ss-Ss, T-Ss

➤ **Duration:** 7 mins

➤ **Teaching steps:**

1. Make groups of 4 persons;
2. Every student gets an envelope, and there are 5 cards;
3. In each round, every student should take out the card and then read it in turn;
4. They should find out the spy whose words consist different sound from others' after every student reading their words.

Cards:

	Student1	Student2	Student3	Student4
Round1	author	birthday	their	breath
Round2	healthy thought	north and south	set a thief to catch a thief	gather together
Round3	mother's clothes	their leather	then and there	truthful author

Round4	I can't breathe in the clothes.	Smith was born three months ago.	Something is better than nothing.	There are thirty-three thrushes in the trees.
Round5	She would rather be angry with her brother.	Nothing brave, nothing sweet.	These cows are bigger than those.	This is better than that.

### Step 6 Have a try.

➤ **Purposes:**

1. To make students practice their writing skills and practice pronouncing “th” sounds;
2. To lower the difficulty of the task by giving scaffolding like pictures;
3. To arouse students’ interests by competition.

➤ **Task model:** individual work, group work

➤ **Interaction:** Ss-Ss, T-Ss

➤ **Duration:** 12 mins

➤ **Teaching steps:**

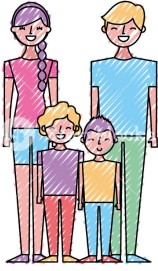
1. Every student needs to complete the sentences, which are tongue twisters actually, with the implications;
2. Students share and check answers with their group members;
3. Students practice the tongue twisters for a while;
4. The teacher invites students from each group to read the sentences and record how much time they spend, the student who spends the least time without mistakes is the winner.

Worksheet:

1. Three thin brothers are bathing in the bathroom.



2. Their **father** and **mother** think it's good for **them** to brush their thick **teeth** on Thursday. After that, they will walk through a path.



3. The thirty-three **thieves** thought that **they** thrilled the **throne** throughout **Thursday**.



4. There are **thirty-three thousand** **feathers** on that thrush's **throat**.



**\*33,000**



## Lesson 2

### Step 1. Enjoy a song!

➤ **Purposes:**

1. To recall students' memory of language focus learnt last lesson;
2. To arouse students' learning interest through interesting and lovely song.

➤ **Task model:** individual work, pair work

➤ **Interaction:** Ss-Ss, T-Ss

➤ **Duration:** 5 mins

➤ **Teaching steps:**

1. Students listen to the song, write down the words that have the sounds of /ð/ and /θ/ and write down the IPA transcript of "th" sound;  
<https://www.youtube.com/watch?v=RV0jqBvcbEM>
2. Students check the answers with their partners.
3. Play the song again and learn to sing the song together.

Samantha panther has teeth like a mother

Why the sharp one after the other

With through shiny eyes

both the same side

But she is little compared to a brother

### Step 2. Retelling the story.

➤ **Purposes:**

1. To help students understand better the story;
2. To increase more chance for students to practice "th" sounds in a passage;
3. To develop their ability of collaboration and presentation.

➤ **Task model:** group work

➤ **Interaction:** Ss-Ss, T-Ss

➤ **Duration:** 12-15 mins

➤ **Teaching steps:**

1. Students are asked to use the given language structure to retell the story with their groupmates;
2. Each group has a whiteboard and they can write down some gist points, sentences or draw pictures to help them retell the story;



3. The teacher invites some groups to retell the story to the whole class.

Suggested language structures:

- There be...
- In the first time...  
In the second time...  
In the third time...

### **Step 3 Listen, think and speak.**

- **Purposes:**

1. To introduce the knowledge of word stress, rhythm, intonation to students;
2. To make students imitate and practice more in the aspect of intonation.

- **Task model:** pair work, group work

- **Interaction:** Ss-Ss, T-Ss

- **Duration:** 18-20 mins

- **Teaching steps:**

<p>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.</p>
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1. The teacher plays the recordings the first two sentences (shown above) of ML19 and UK native speaker;
2. Students need to work in pairs to underline which words are pronounced longer and louder, then to find out the differences between the two speakers;
3. The teacher introduces the knowledge of word stress and rhythm;
4. The students listen to the two sentences again and mark the high and low tones of the two speakers;
5. The teacher introduces the knowledge of intonation, including statement, yes-no questions and wh- and how question.
  - The teacher gives a list of the following sentences and asks some students to read them first;
  - Then students watch the video, summarize the rules and imitate it.

<https://www.youtube.com/watch?v=tzh3Owutf5Y>

I got a dog.  
How are you?  
Your dog speaks English?!  
Who got a dog?  
My dog is smart, pretty and sweet.  
I want a dog, but I have no time to look after it.

6. The teacher divides the passage into different parts and each group listen and imitate the rhythm and intonation of the native speaker.

#### **Step 4 Instruction of Role play**

**(Instruction is given in the lesson 2 while the real Pole-Play is in the next lesson)**

➤ **Purposes:**

1. To lead students to think from others' perspective;
2. To make students practice more "th" sounds in a passage and real acting;
3. To arouse students' learning interest by Role-play;

➤ **Task model:** group work

➤ **Interaction:** Ss-Ss, T-Ss

➤ **Duration:** 5-8 mins for instruction in lesson 2, 45 mins for lesson 3

➤ **Teaching steps:**

1. Make a group of four to five, choose different roles in each group;
2. Think if you were them, what would you do, using the given sentence structure;
3. Act out the new story according to your alteration. There is an example and demonstration below the teaching steps.
4. **The teacher gives a day for students to rehearsal their story play, then each group plays their stories in a lesson (45mins). While a group is presenting, other groups need to write down comments and scores;**
5. **Students need to give their feedback including limitations and suggestions to the whole class.**

Worksheet:

Characters	The first time	The second time	The third time
The boy	Played a trick	Played a trick	Cried out
His cousins	Stay with him		Didn't believe him
Villagers	Rushed from their homes		Didn't believe him

Key structure:

I think if I were \_\_\_\_\_, at the \_\_\_\_\_ time, I would \_\_\_\_\_ rather than \_\_\_\_\_.

### Demonstration of acting:

The first scene of the story

Narrator: 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. On one hot afternoon, he wanted to get some company and pleasure. So, raising his fist in the air, he ran down to the village.

The boy: (raise his fist and ran down to the village) Run, run, I see a wolf!

Cousins: Oh my god, don't be afraid, let's stay together.

Villagers: Poor boy! We will protect you.

Worksheet:

Criteria (Group____ )	Score	Feedback
Pronunciation ("th" sounds)-20		
Word stress and rhythm-20		
Intonation-20		
Story logic-20		
Fluency-20		

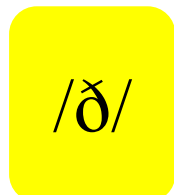
## Worksheet of Lesson 1

### Activity 2

#### The Boy Who Cried Wolf

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### Activity 4



### Activities 5

	Student1	Student2	Student3	Student4
Round1	author	birthday	their	breath
Round2	healthy thought	north and south	set a thief to catch a thief	gather together
Round3	mother's clothes	their leather	then and there	truthful author
Round4	I can't breathe in the clothes.	Smith was born three months ago.	Something is better than nothing.	There are thirty-three thrushes in the trees.

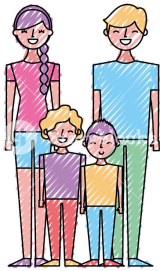
Round5	She would rather be angry with her brother.	Nothing brave, nothing sweet.	These cows are bigger than those.	This is better than that.
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### Activity 6

1. Three thin brothers are bathing in the bathroom.



2. Their father and mother think it's good for them to brush their thick teeth on Thursday. After that, they will walk through a path.



3. The thirty-three thieves thought that they thrilled the throne throughout Thursday.



4. There are thirty-three thousand feathers on that thrush's throat.



**\*33,000**



## Worksheet of lesson 2

### Activity 1

Samantha panther has teeth like a mother

Why the sharp one after the other

With through shiny eyes

both the same side

But she is little compared to a brother

### Activity 2:

Suggested language structures:

- There be...
- In the first time...  
In the second time...  
In the third time...

### Activity 3

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 got a dog.

How are you?

Your dog speaks English?!

Who got a dog?

My dog is smart, pretty and sweet.

I want a dog, but I have no time to look after it.

### Activity 4

Characters	The first time	The second time	The third time
The boy	Played a trick	Played a trick	Cried out
His cousins	Stay with him		Didn't believe him
Villagers	Rushed from their homes		Didn't believe him

Key structure:

I think if I were \_\_\_\_\_, at the \_\_\_\_\_ time, I would \_\_\_\_\_ rather than \_\_\_\_\_.

**Demonstration of acting:**

The first scene of the story

Narrator: 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. On one hot afternoon, he wanted to get some company and pleasure. So, raising his fist in the air, he ran down to the village.

The boy: (raise his fist and ran down to the village) Run, run, I see a wolf!

Cousins: Oh my god, don't be afraid, let's stay together.

Villagers: Poor boy! We will protect you.

**Worksheet of Lesson 3**

Criteria (Group____ )	Score	Feedback
Pronunciation ("th" sounds)-20		
Word stress and rhythm-20		
Intonation-20		
Story logic-20		
Fluency-20		