

The English Consonant Sound /v/



By Yixin TANG

(Group 3)

Rationale

This lesson plan mainly focuses on teaching the labiodental fricative consonant /v/ by several activities with the help of a speech corpus named EDUHK Corpus 1 which created by Dr. Chen Hsueh Chu, Rebecca and her team in the Education University of Hong Kong. The target learners of this lesson are Primary Four students in mainland China who have learned short and long vowels and some of the consonants before. These students start to learn English at Primary Three (according to the law of compulsory education in China).

The teacher would first review five of the consonants the students learned before and later introduce and consolidate the /v/ sound through three activities and finally help them differentiate /v/ /f/ /w/ better through other three activities by using the EDUHK corpus and also employ some teaching approaches like TPR, TBL and the game teaching method, etc. First of all, the teacher would let students listen to the phonics song to review the alphabet as a warming-up activity to attract students' attention, and afterward she would review five of the consonants the students have learned before, they are "O/B/G/L/S". Later on, the teacher would give students a basic input of the consonant /v/ sound and consolidate their pronunciation of this consonant through three activities. Since students are easily confused and mispronounced the /v/ /w/ /f/ sounds, we are going to use the phonetic chart from British Council here. Then, after ten minutes' break, the teacher would reinforce their pronunciation through another three interesting activities. These three activities could help students to better notice the mispronunciation problems they may make. Especially through activity three, the teacher would play some extracted radios from the story '*The Boy Who Cried Wolf*' from EDUHK Corpus 1 as a practice for students to find out the mistakes which non-native speakers usually made. The use of corpus in this lesson could help students differentiate the sound /v/, /f/ and /w/ better since the recordings from the corpus provide a kind of authenticity which could really attract students' attention.

Through this lesson, students could not only acquire the fricative consonant /v/ but also be aware of the mistakes that previous students frequently made and avoid making similar errors in the future.

Lesson: Consonant /v/

Lesson Hour: 80 minutes

Target learners: Primary 4 students in Mainland China (ML)

Prior knowledge: short and long vowels, some consonants

**Teaching Focus & Learning Objectives:**

1. Recognize and pronounce the /v/ sound represented by the letter **V**.
2. Recognize and pronounce the /v/ sound in words: van, village, visitor, violin, volleyball, vegetable, vase, and video.











Key Words	van, village, visitor, violin, volleyball, vegetable, vase, video		
Key Sentences	<ol style="list-style-type: none"> 1. Today we are going to learn the /v/ sound in words: van, village, visitor, violin, volleyball, vegetable, vase, and video. 2. V makes the sound /v/. 		
Materials	PPT, flash cards, recordings		
Procedures (80 mins)		Purpose	Materials
Greeting & Warm-up (5 mins)	<ol style="list-style-type: none"> 1. Greeting Listen and sing: Phonics song T: Let's sing together. 	To activate students, let them get ready for this lesson and know what is going to learn.	https://www.youtube.com/watch?v=saF3-f0XWAY
Introduction & Review (22 mins)	<ol style="list-style-type: none"> 1. Fill the missing letters. T: Let's fill the missing letters together. S: B, C, F, H, J, L, P, Q, R, U, X 2. Sing and tap. Ask Ss to speak out the black letters and clap hands when it comes to the red one. T: read black, clap red, clear? 3. Review some of the consonants. T: Guess, What's the letter? Ss: l, o, g, b, s. T: What sound does S make? Ss: S makes the sound /s/.... 	To consolidate students' memorization of the alphabet order.	PPT slide (Appendix 1) PPT slide (Appendix 2)
		To review some consonant sounds they've learned before in lest they may forget	PPT slide (Appendix 3)

	<p>4. Let's learn: V v</p> <p>(1) The teacher says the name of each picture.</p> <p>T: van, watch, village, violin, friend, volleyball, vegetable, why.</p> <p>(2) The students listen for the beginning consonant v and circle each picture that has the same /v/ sound they hear at the beginning of the word van.</p> <p>(3) Listen to the IPA chart for the /v/ /w/ /f/ sounds https://www.teachingenglish.org.uk/article/phonemic-chart</p> <p>(4) Let's draw a mouth to make /v/ sound</p>	<p>To introduce consonant /v/ and help them to notice the way we pronounce /v/ and also two other similar sounds /f/ and /w/.</p>	<p>Pictures</p> <p>Appendix 4</p>
<p>Game</p> <p>/</p> <p>Activity</p> <p>(12 mins)</p>	<p>1. Activity 1: Calendar game (Words with a beginning V)</p> <p>Rule: spell the words as soon as possible</p> <p>T: Now, let's play the calendar game. Are you ready?</p> <p>Ss: Yes, I'm ready.</p> <p>2. Activity 2: Find out the pictures and say the eight words:</p> <p>Rule: hands up before you answer the question.</p> <p>T: What can you see in the picture?</p> <p>Ss: I see....</p> <p>3. Activity 3: Let's play! Stand up when hearing any word that have the /v/ sound.</p> <p>T: mad, egg, very, top, cake, vegetable, seven, cat, twelve, goat, hat, very, coat, house, wan, have, wolf, car, ham, vowel, hippo, half, van, save, green, watch, cold, win...</p>	<p>To prepare the students the eight words that they are going to learn (van, village, visitor, violin, volleyball, vegetable, vase, video)</p> <p>To boost students' learning interest through competitions.</p> <p>To check whether all of the students master this /v/ sound by observing their clapping</p>	<p>Hand-made Calendar</p> <p>PPT slide (Appendix 5)</p>
<p>Break (10 mins)</p>			
<p>Warm-up</p> <p>(6 mins)</p>	<p>T: Can you say some words with the sound /v/.</p>	<p>To help the students recall the vocabulary they have learned just now</p>	

<p>Work time (20 mins)</p>	<p>1. Mini pairs (group work)</p> <p>Rule: Four students in a group, three of them get a similar word card but with different onsets, for example, student A gets the word 'wan', student B gets the word 'van' and student C gets the word "fan". Student A, B and C take turns to read the words to student D and D needs to raise a word card to judge the word he/she heard. If it is wrong, then the student need to repeat it again.</p> <p>2. A "V" Chant and a Tongue twister with /w/, /f/ and /v/</p> <p>Rule (chant): Listen to the teacher first and then chant together.</p> <p>Rule (tongue twister): Listen to a native English speaker's pronunciation first and try to see how quickly you can say it with correct pronunciation.</p> <p><u>W/V tongue-twister # 1:</u> She had vicious wishes that the worst would happen to the versed men; these vicious wishes made the versed men very wary that the worst could happen.</p> <p><u>W/V tongue twister # 2:</u> Listen to a native English speaker's pronunciation first and then record your fastest work and send it to me.</p> <p>3. Spot the mistakes(/v/, /w/, /f/)</p> <p>Rule: Give each student a transcript, work out several difficult words (<i>feast, convinced, unfortunately, racing down</i>) before listen to the native speakers for the first time, and then listen to two non-native speakers' recordings, ask them to use a red pen to circle the words with mispronounced /v/ sound.</p> <p>4. Read the sentences together(see Appendix7 for detail)</p>	<p>To help them better differentiate the /v/ /w/ /f/ sounds</p> <p>Spot the mistake themselves could let students be aware of these errors and avoid making similar mistakes.</p>	<p>Word cards</p> <p>Appendix 6</p> <p>EDUHK Corpus1 (Appendix 7)</p>
<p>Closure(5 mins)</p>	<p>Review the words and count the score.</p>		
<p>Homework</p>	<p>1. Write down ten words with a /v/ sound. (☆ ☆ ☆)</p> <p>2. Record the sentences into a MP4 format. (☆ ☆ ☆)</p> <p>3. Write your own story with vocabulary with /v/ sound (at least 3 sentences)(Optional)(☆ ☆ ☆ ☆ ☆)</p>	<p>1. To draw the Ss' attention to their handwriting</p> <p>2. To check their shape of mouth</p> <p>3. To relate phonics to their own lives</p>	<p>Appendix 8</p>

Appendix 1

Fill the missing letters.

A   D E   H I  K
 M N O    S T  V
W  Y Z

Appendix 2

Sing and tap.

A B C D E F G H I J K
L M N O P Q R S T U V
W X Y Z

Appendix 3



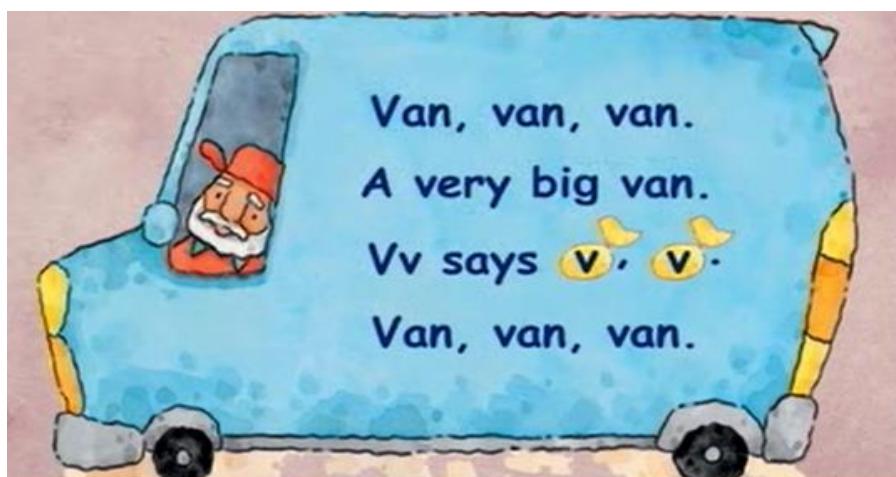
Appendix 4



Appendix 5



Appendix 6



- **W/V tongue-twister # 1:** She had vicious wishes that the worst would happen to the versed men; these vicious wishes made the versed men very wary that the worst could happen.



- **W/V tongue twister # 2:** We went to Wally's volleyball event under the village's wilted willow, with victory in mind. Wally would win the volley versus Vinny.



Appendix 7

to threaten the sheep. Racing down to the village , the boy of course cried out even louder than before. Unfortunately, as all the villagers were convinced that he was trying to fool them a third time, they told him, "Go away and don't bother us again." And so the wolf had a feast.

Racing down to the village (/v/→/w/), the boy of course cried out even louder than before. Unfortunately, as all the villagers (/v/→/w/) were convinced (/v/→/w/) that he was trying to fool them a third time, they told him, "Go away and don't bother us again." And so the wolf had a feast.

forest and began to threaten the sheep. Racing down to the village (/v/→/f/), the boy of course cried out even louder than before. Unfortunately, as all the villagers (/v/→/f/) were convinced (/v/→/f/) that he was trying to fool them a third time, they told him, "Go away and don't bother us again." And so the wolf had a feast.

Appendix 8(Homework)

1.

V v

2.

to threaten the sheep. Racing down to the village , the boy of course cried out even louder than before. Unfortunately, as all the villagers were convinced that he was trying to fool them a third time, they told him, "Go away and don't bother us again." And so the wolf had a feast.

3.

Sample story with /i:/ sound:

Is this seat free?

He had a cup of tea

I damaged my knee

Would you like coffee?

'To be' or not 'to be'

I sat under a tree

I got stung by a bee

Yesterday I lost my key

I want to be free



Suggested words and phrases:

Save

Van

Vase

Give

Prove

Over the rainbow

Harvard University

Summer vacation

Vocabulary test

Our first victory

Very well done