

Rationale

This is an 80-mins lesson plan based on the topic “Shopping”. The relevant context is provided by the teacher in two-unit lesson. The unit lessons are designed for primary 4 students in Hong Kong, aiming at raising students’ awareness of the pronunciation features of initial consonant clusters (‘-l’ & ‘-r’).

Many samples in A Spoken Corpus of the English of Hong Kong and Mainland Chinese share some common mispronunciation and omission of initial consonant clusters. Other researchers’ finding also exemplify this common feature among English learners. Deterding, Wong and Kirkpatrick (2008) discovered in their data that the Hong Kong English learners replace /r/ as /l/ or omit it when it is the second sound in a consonant cluster. (e.g. primary as /paɪməɾɪ/, free as /fi:/, crowded as /'klaʊdɪd/) The omission and replacement of the second sound in a consonant cluster can impede intelligibility.

Therefore, we designed these two lessons to remedy the feature of mispronunciation and omission of initial consonant clusters (-l & -r). The lesson first starts with a task as a stimulation to arouse students’ interest. In before task stage, we activate students’ schemata by introducing the task: help Christy to complete the shopping and providing opportunity of personalized brainstorming about the common shop names and relevant food or daily items in students’ life, then explain the meaning of the new vocabulary. During the task, we use think-pair-share strategy to create a cooperative learning and to improve students’ chances of completing the task successfully. After the task, not only does the teacher give feedback to students, but also, we make a transition from meaning focus output to form focus learning (check previous knowledge of consonant and explicit the concept of consonant clusters). In this case, we raise their awareness of the form of the consonant clusters. Moreover, a

bingo game as perception checking tool to evaluate students' understanding of the form and the pronunciation of consonant clusters.

To help students build up the phonological awareness and enhance their perception toward the phonological aspects of consonant clusters (-l & -r), we integrate The English Learners' Corpus of EDUHK and The Speech Accent Archive to help students to notice and discover the mistakes made by HK learners. Then teachers need to explicit the importance of correct pronunciation of consonant clusters. Students are provided opportunities to practice pronunciation of consonant clusters with running dictation. By the end of the lesson, a Jigsaw activity is used as communitive task, challenging students to convey messages to each other when understanding depends on the reading and correct pronunciation of consonant clusters.

Learning objectives:

1. make suggestion with using “can” and describe obligation with using “should”
2. pronounce food items, daily stuff (toys, accessories) and shop names begin with -l & -r consonant cluster correctly

Language skills:

- Listening skills:

- (1) compare the differences made by successful and unsuccessful blending of consonant clusters by listening the recordings from corpus.
- (2) understand most of teachers’ questions and instructions of different tasks
- (3) identify different -l & -r consonant blends in running dictation

-Speaking skills:

- (1) pronounce food items, accessories and shop names with consonant clusters accurately
- (2) produce appropriate form of making suggestions and describing obligation with “can” and “should”
- (3) communicate their ideas with other group members throughout the whole lesson

-Reading skills:

- (1) show understanding of the food items, daily stuff (toys, accessories) and shop names with the pictures
- (2) summarize the food Christy should buy based on the conversation

-Writing skills:

- (1) spell the food items and shop names correctly in main tasks

Procedures

Time	Task/ Activity	Objective	Material
10 mins	<p><u>1. Lead in—before task</u></p> <ul style="list-style-type: none"> • T starts the lesson with saying ‘<i>Cristy’s mother is sick and Cristy has to help her mother to buy groceries from the shops in town, but this is the first time Cristy go shopping by herself and she has no idea about where she can buy the groceries. Can we help her?</i>’ • T introduces the task “<i>Before we take this task, I have to know whether you are cable to help Cristy. I prepare a small test for you, if you can pass, you are qualified for this task. Ready?</i>” • T then presents different kinds of shops on the ppt slides for revision. Ss work in group and write down the name of the shop and write or draw 3 things they can buy in the shop on a big paper while looking at ppt. 	<ul style="list-style-type: none"> - present the context to Ss - review the name of different shops - brainstorm relevant vocabulary about the topic. 	<p>PPT paper</p>
10 mins	<p><u>2. during task</u></p> <ul style="list-style-type: none"> • T presents the shopping list to ss on ppt and introduces some new words. (slab, broccoli, plastic) • Ss work alone to draw a line between the words (food/ things) and the shop pictures. • Ss work with their desk mates to have a conversation to share their idea: -<i>Where can I buy a slice of bread?</i> -<i>You can buy a slice of bread in a bakery.</i> • T asks different pairs to present their conversation. 	<ul style="list-style-type: none"> - Provide opportunities for practice and interaction. 	<p>Worksheet 1</p>
5 mins	<p><u>3. After task: Get student notice the form of consonant clusters</u></p> <ul style="list-style-type: none"> • T gives feedback of students’ work • T have ss read the shopping list together and asks them to point out some consonants in the words. • T explains the concept of consonant clusters referring to the example in the shopping list (<u>s</u>lice, <u>b</u>read, <u>g</u>reen...) and asks ss to highlight the consonant clusters in the shopping list. 	<ul style="list-style-type: none"> -Check Ss’ previous knowledge -Get ss notice the pronunciation and the form of consonant clusters 	<p>PPT</p>

		-Prepare ss for coming activity	
5 mins	<p><u>4. Bingo Game: checking perception</u></p> <ul style="list-style-type: none"> • Ss pick 9 words start with consonant clusters and write them down in Bingo grid randomly. • T reads some words while ss listen carefully and cross out the word they have in the Bingo grid. • Ss should say Bingo if three words on the same vertical, horizontal or diagonal line are crossed out and the first one who says Bingo wins the game. 	-To have ss identify the form of consonant clusters -To check their perception of different consonant blends	Bingo grid
10 min	<p>4. Presentation stage – Raising Ss’ phonological awareness through corpus</p> <ul style="list-style-type: none"> • T introduces the passage ‘call Stella’ to ss with saying “<i>Stella is going to shopping today for the trip of tomorrow. She got a message about the shopping list from her family. Now, let’s listen what she needs to buy.</i>” • T asks ss to circle the consonant clusters and underline what she needs to buy in ‘Call Stella’ while listening the recording read by native speaker. (english2: http://accent.gmu.edu/searchsaa.php?function=detail&speakerid=77) • Ss then listen to the recording read by Cantonese speakers 2 and choose the words what he has said in worksheet 2. http://accent.gmu.edu/searchsaa.php?function=detail&speakerid=46 	-Focus Ss’ attention to the topic and help Ss listen and identify the words with consonant clusters correctly	PPT WS 2
5 mins	<p>5. Practice stage— spotting the pronunciation mistakes in corpus</p> <ul style="list-style-type: none"> • T plays two sets of recordings on the online pronunciation corpus. Ss listen to the recording and circle the words are different from what the hear in the worksheet. (passage 2: HK2, HK7; passage 1: HK6 ;) http://corpus.eduhk.hk/phonetics/ViewPassageTwo.aspx?id=7&feature=undefined http://corpus.eduhk.hk/phonetics/ViewPassageTwo.aspx?id=13&feature=undefined http://corpus.eduhk.hk/phonetics/ViewPassageOne.aspx?id=12 • Ss work in pairs summarize the common pronunciation 	-Raise ss’ awareness of the common pronunciation mistakes made by Cantonese speakers	WK3

	mistakes from the recordings.		
15 mins	<p>6. Practice stage— running dictation</p> <ul style="list-style-type: none"> • Print off target words and short sentences and put them on the table at the back. • Put 4 students into groups and have them ‘walk’ or ‘run’ to the words and sentences. • Students try to remember words and sentences of the dictation and then run back to their group where they tell what they remember to a partner who writes it down. • Then they swap roles. The winning group is the one that finishes in the least time with least mistakes. • By the end of the game, ss are asked to read aloud the words and sentences used in the game together. 	<p>- Provide opportunities for practice and interaction.</p> <p>- provide Ss with a chance of self-correction.</p>	<p>-running dictation text</p> <p>-blank papers</p>
15 mins	<p>7. Production stage— Work out the complete shopping list (Jigsaw Activity)</p> <ul style="list-style-type: none"> • Ss work in three to work out the complete shopping list by exchanging information with other groups. • T splits the conversation between Christy and Mom into three parts and gives only one part (in different color paper) to each group. • Each group read their own part. Then write the things Christy should buy on the list in worksheet 4. • 3 mins later, the group leaders visit other groups while the other group members should report the content of their part, and the group leaders should write down the other things Christy should buy. • The group leaders go back their original group and report what they got, while the group members listen carefully and take notes. Then complete the shopping list of Christy. 	<p>-provide chance for ss to practice 4 micro skills</p> <p>-create cooperative learning atmosphere</p>	<p>WS4</p> <p>PPT</p>