

# **EdUHK Corpus-based ELT Lesson Design Competition**

## **Lesson Topic/Title: English Pronunciation - /tʃ/ & /dʒ/**

**Competition No.** CH45

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**Target Students:** English Majors (Freshmen)

**Corpus Used:** [https://corpus.eduhk.hk/english\\_pronunciation/](https://corpus.eduhk.hk/english_pronunciation/)

**Lesson Duration:** 45 minutes

### **Learning Objectives:**

After the lesson, students are able to

1. understand what affricate is and the most common spelling of it
2. differentiate the differences between /tʃ/ and /dʒ/
3. pronounce the consonants correctly
4. find the features of the target sounds that speaker from different areas have
5. use EdUHK spoken corpus and Praat to learn pronunciation by themselves

## Teaching Procedure

### Step I Lead-in (5mins)

1. Listen to the nursery rhymes *Mary Had A Little Lamb* and *Jack and Jill*. Ask students to write down the words which have the pronunciation of /tʃ/ and /dʒ/ sound.
2. Read their answers aloud and check the answers.

#### *Mary Had a Little Lamb*

Mary had a little lamb  
Little lamb, little lamb  
Mary had a little lamb  
Its fleece was white as snow  
And everywhere that Mary went  
Mary went, Mary went  
Everywhere that Mary went  
The lamb was sure to go  
He followed her to school one day  
School one day, school one day  
He followed her to school one day  
Which was against the rule  
It made the children laugh and play  
Laugh and play, laugh and play  
It made the children laugh and play  
To see a lamb at school  
And so the teacher turned him out  
Turned him out, turned him out  
And so the teacher turned him out  
But still he lingered near  
And waited patiently...

#### *Jack and Jill*

Jack and Jill went up the hill  
To fetch a pail of water  
Jack fell down and broke his crown,  
And Jill came tumbling after  
Jack and Jill both put the will  
To make the crown funny  
Home they walk and stick the broke  
With jelly, jam and honey.  
Jack and Jill went up the hill  
To fetch a pail of water  
Jack fell down and broke his crown,  
And Jill came tumbling after  
Jack and Jill both put the will  
To make the crown funny  
Home they walk and stick the broke  
With jelly, jam and honey.

### Step II Introduction and self-test task (10mins)

1. Group work (group of two): watch the video of the introduction of these two consonants and ask students to make a conclusion of the principles of pronunciation after watching (place of articulation; manner of articulation; voiceless and voiced sound).

/tʃ/ (watch part of the video 0:00-1:50)

<https://www.youtube.com/watch?v=6SreswdXIAk&list=PLOZUTLsJbEAjW-Z9Bou0fPvPs8zdF79pJ&index=30>

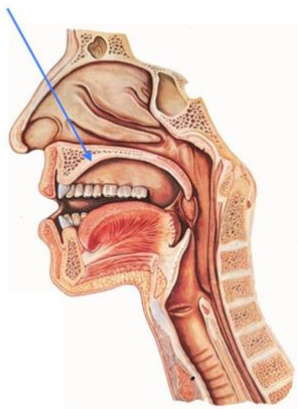
/dʒ/ (watch part of the video 0:00-1:45)

<https://www.youtube.com/watch?v=vqL9ivPb09A&list=PLOZUTLsJbEAjW-Z9Bou0fPvPs8zdF79pJ&index=31>

2. Check students' answers and the teacher figures out the principles of pronunciation and discriminates the sounds.

### Place of articulation

Post-Alveolar



Manner of articulation; voiceless and voiced sound

/tʃ/ voiceless palate-alveolar affricate

- Make a clear /t/.
- Make a clear /ʃ/.
- Combine /t/ and /ʃ/ — blend both sounds quickly and form the compound sound /tʃ/.
- Release the breath with explosion and friction, making no vibration of the vocal cords.

/dʒ/ voiced palate-alveolar affricate

- Make a clear /d/.
- Make a clear /ʒ/.
- Combine /d/ and /ʒ/ — blend both sounds quickly and form the compound sound /dʒ/.
- Release the breath with explosion and friction, making vibration of the vocal cords.

3. Ask two students to read the following words.

Chicago, chance, cello, machine, mixture, mechanic, chef, chief

jeep, cage, gear, rejoice, jest, league, garage, subject, prestige  
 4. Check the answers: whether Ss mispronounce some words.

/tʃ/

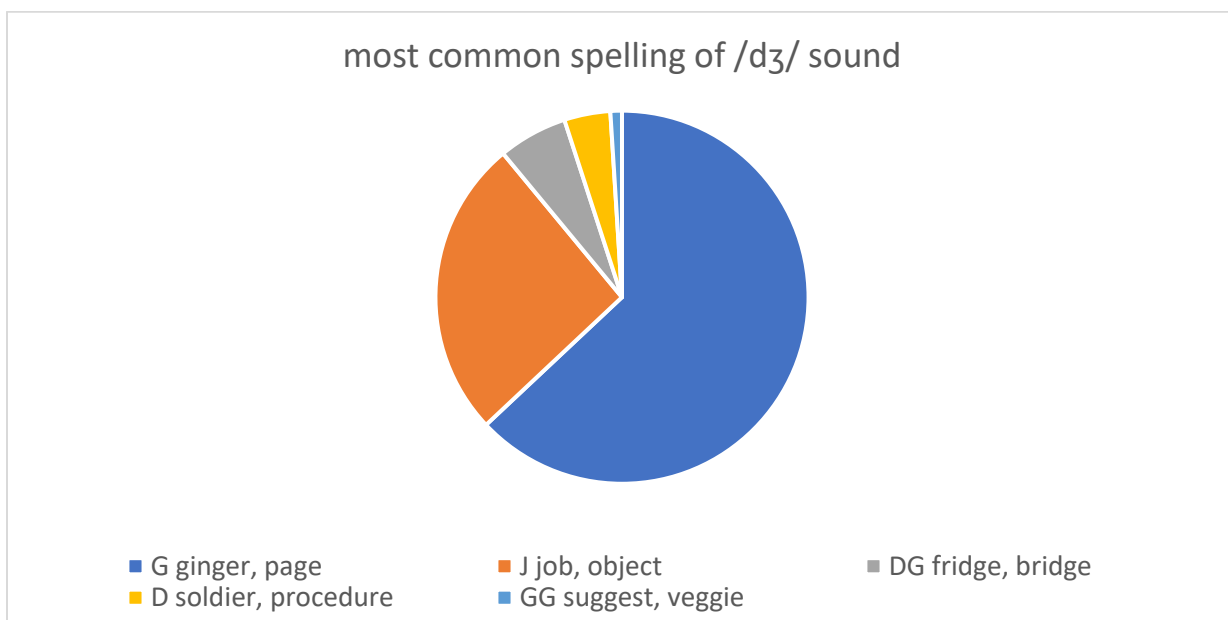
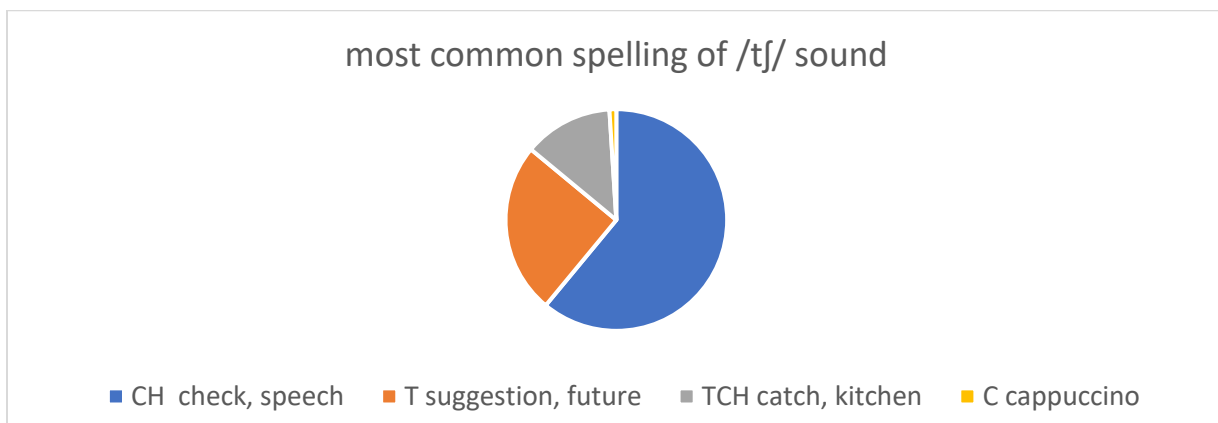
Chicago, chance, cello, machine, mixture, mechanic, chef, chief

/dʒ/

jeep, cage, gear, rejoice, jest, league, garage, subject, prestige

5. Ask students to make a conclusion of the combination of letters which pronounce these sounds.

6. Check the answers:



### Step III Features Discovery and Practice (15mins)

1. Group work (group of four): listen to the recordings from [https://corpus.eduhk.hk/english\\_pronunciation/](https://corpus.eduhk.hk/english_pronunciation/), and think about what mistakes they had made when they were pronouncing the sounds. At the same time, students should find out the difference between the mispronounced sounds and the target sounds.

/tʃ/



HK12\_P2\_S3\_DUCK.mp3

This gave the boy so **much** pleasure that a few days later he tried exactly the same trick again, and once more he was successful. 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.



ML65\_T2\_S1.mp3

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.



ML86\_T2\_S3.mp3

This gave the boy so much pleasure that a few days later he tried exactly the same trick again, and once more he was successful. 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.

/dʒ/



SA04\_T2\_S3.mp3

This gave the boy so much pleasure that a few days later he tried exactly the same trick again, and once more he was successful. 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.



ML59\_T2\_S3.mp3

This gave the boy so much pleasure that a few days later he tried exactly the same trick again, and once more he was successful. 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.



SA1\_T2\_S4.mp3

So, overcoming its fear of being shot, it actually did come out from the forest and began to threaten the sheep. Racing down to the **village**, the boy of course cried out even louder than before.

2. Listen to the recording again and check the answers.

**/tʃ/**

**much**

(/tʃ/->/s/ voiceless palate-alveolar affricate vs voiceless alveolar fricative)

**watch**

(/tʃ/->/ʃ/ voiceless palate-alveolar affricate vs voiceless palate-alveolar fricative)

**change**

(/tʃ/->/tr/ voiceless palate-alveolar affricate vs consonant cluster)

**chicken**

(/tʃ/->/tr/ voiceless palate-alveolar affricate vs consonant cluster)

**/dʒ/**

**change**

(/dʒ/ ->/s/ voiced palate-alveolar affricate vs voiceless alveolar fricative)

**just**

(/dʒ/->/dr/ voiced palate-alveolar affricate vs consonant cluster)

**village**

(/dʒ/->/tʃ/ / voiced palate-alveolar affricate vs voiceless palate-alveolar affricate)

3. Make a conclusion that the kinds of mistakes students will make when pronouncing these sounds by introducing EdUHK Corpus to students.

a. Click the link: [https://corpus.eduhk.hk/english\\_pronunciation/](https://corpus.eduhk.hk/english_pronunciation/)

b. Click corpus

c. Search for the sounds based of the manner of articulation. For example: fricative, nasal, etc.

(Since the website could not be available at this time, there is no screen shot.)

4. Read the story *The Boy Who Cried Wolf* in pairs. Pay special attention to the words with affricate sounds /tʃ/ and /dʒ/.

### *The Boy Who Cried Wolf*

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. Raising his fist in the air, he ran down to the village, shouting, "Wolf, Wolf.". As soon as they heard him, the villagers all rushed from their homes, full of concern for his safety, and two of his cousins even stayed with him for a short while. This gave the boy so much pleasure that a few days later, he tried exactly the same trick again, and once more he was successful. 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. So, overcoming its fear of being shot, it actually did come out from the forest and began 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.

## Step IV Test and More Exercises (10mins)


1. Do the online exercises:

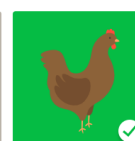
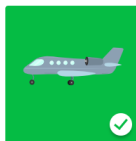
/tʃ/

<https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zk6f6v4>

/dʒ/

<https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zv3cy9q>

 Pick the item that uses the sound j



 **Good work**  
jet does have the sound j 

 Pick the item that uses the sound ch

 **Well done!**  
chicken does have the sound ch 

2. Read the tongue twister

/tʃ/

Charlie Checker chooses chicken in chocolate sauce for lunch. If Charlie Checker choose chicken in chocolate sauce for lunch. How much chicken in chocolate sauce does Charlie Checker choose?

/dʒ/

Major John Bridges and sergeant Jim Rogers gently changed the engine in their huge Jeep.

## Step V Conclusion and the Introduction of Praat (5mins)

1. Emphasize the features of the sounds, ways of articulation, manners of articulation.
2. Help students know more about EdUHK Corpus.
3. Introduce the software Praat to the students and ask them to analyze the recording by themselves in order to improve their pronunciation after the class.

a. Download it:

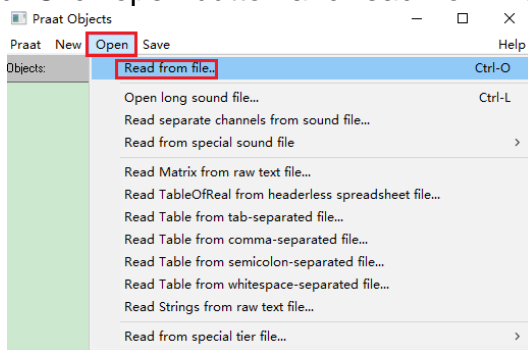
64-bit edition: praat6142\_win64.zip (15 April 2021; 11.9 MB)

32-bit edition: praat6142\_win32.zip (15 April 2021; 11.1 MB)

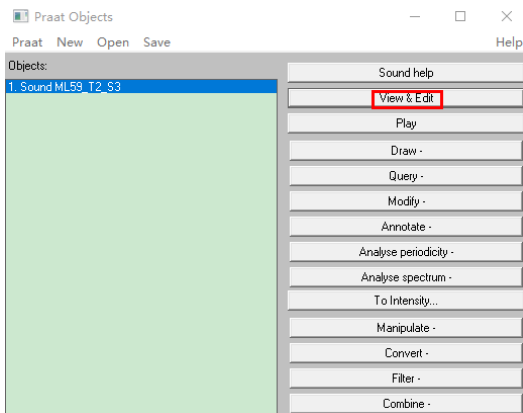
b. Record the sound pronounced by you and find a sound pronounced by a native speaker.

c. Open praat.

d. Click open button and read from file and choose two audios you prepared.

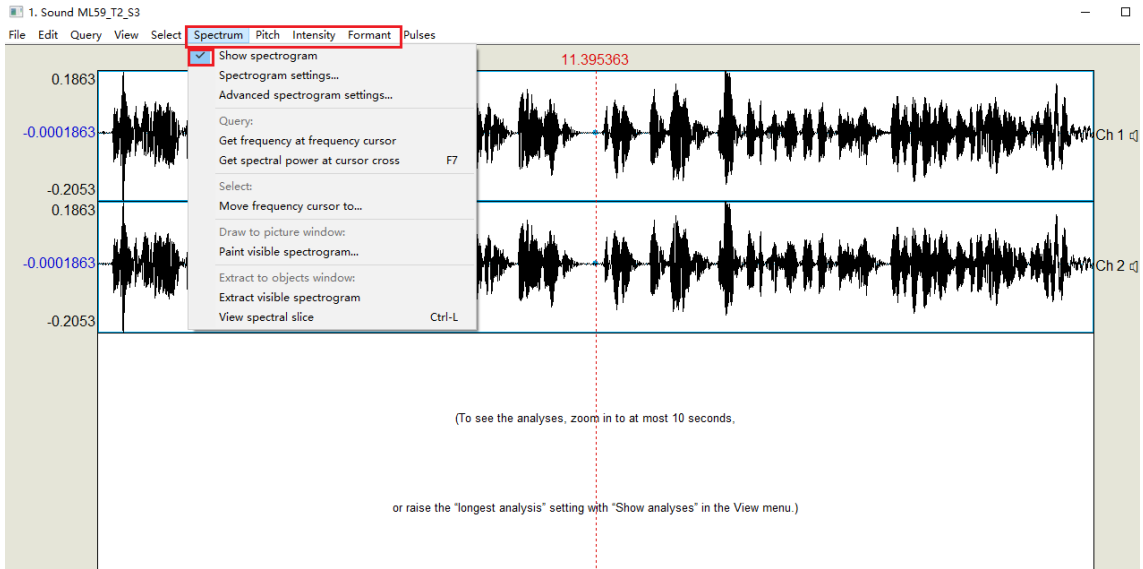


e. Click view and edit.

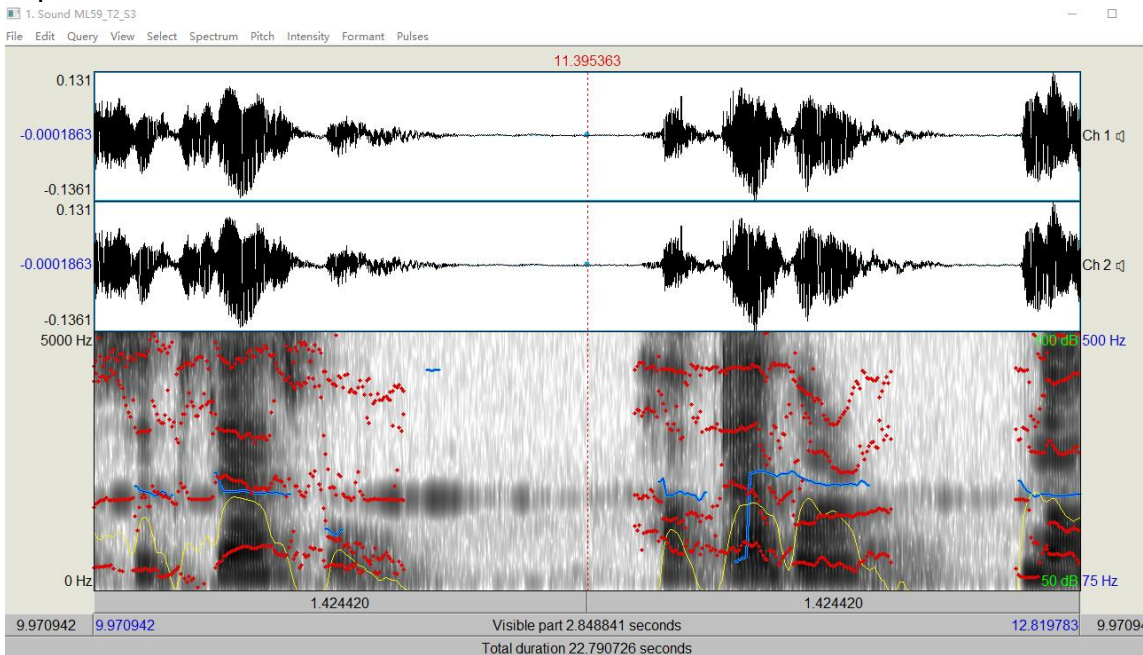




f. Click spectrum, pitch, intensity and format. Then choose show to see the detail of the sounds.



g. Make a comparison between the diagram of the sounds in order to correct your pronunciation.



pronunciation of the word “much”

HK12\_P2\_S3\_DUCK



native speaker (US)

