

Rationale

The lesson design mainly focuses on the confusion sound pairs of consonant sounds of /θ/ and /s/. Before designing the lesson, the author did a consonant sound pronunciation analysis based on the website Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong (https://corpus.eduhk.hk/english_pronunciation/), which is built by CHEN Hsueh Chu, Rebecca and her excellent team members. The author selected consonants-fricatives-/θ/ and /s/ as an example and found that 59 students in 135 encounter the problem with wrong pronunciation in /θ/. The passage recorded is named 'The Boy who cried wolf'. In the whole passage, there are only three words containing the consonant-fricative sound /θ/, third, thought and threaten in sequence. Surprisingly, the proportion of wrong pronunciation rate deserves deep thinking and is necessary to take some corrective measure to help students successfully solve the problem. As a conclusion, 25/59 students have difficulties in threaten, 32/59 meet problem in word third and nearly 45/59 are unable to correctly pronounce in word thought. Amazingly, the word thought is widely appeared in our daily life.

Therefore, the lesson plan is totally started from improving students speaking and listening abilities, seldom has a concentration on writing and reading skill in such a time-limited class. Different stages demonstrate different purposes, and the difficulties are gradually increased. Students would repeatedly travel between the wrong pronunciation finding and correct pronunciation practice. The whole lesson is developed with enjoyment and challenge, so students will never feel bored to do so, contrarily, it shows a feeling that learning pronunciation could be such a funny thing. Stages are:

1. Move-watching
2. Passage reading aloud
3. Teacher's demonstration
4. Song-singing
5. Picture matching
6. Tongue twister competition
7. Additional corpus instruction

Learning media and resource consist of an essential and indispensable element in teaching. In this lesson, it breaks the traditional TTT (teacher talking time) method and transfer to new TTT (teach-talking-test) mode. Media and resource are:

1. Video or movies from YOUTUBE.
2. Pronunciation from Spoken Corpus.
3. BBC learning English.
4. Corpus-aided Pronunciation Teaching Framework

Target Students: Primary 6

Prior Knowledge: They have already learned the Chinese version of the stories

Corpus used: Spoken English Corpus of Chinese Learners in Hong Kong

Class Duration: 60 min

Topic: English pronunciation-the Consonant Sound /θ/

Author: Qin Shengni

Teaching aids and materials:

1. Worksheet 1,2,3,4
2. Competition score cards
3. Pronunciation recordings
4. YouTube videos
5. Recordings for worksheet 1(PPT)

Learning Objectives:

1. Student can pronounce the consonant fricative 'th' sound /θ/ correctly.
2. Student can make use of the spoken English corpus for advanced learning.

Stage 1: Lead-in (video watching) 5min

Individual
work

Purpose:

1. To contextualize the knowledge in real video and arouse students' interest and curiosity
2. Choose 2-3 students to express their after-watching feeling.

Steps:

1. Watch a funny short video
2. Ask students to think what happened? Is there any problem?
3. Choose some 2 or 3 students to demonstrate their after-watching feeling.

https://www.youtube.com/watch?v=7C-vYY3SBDE&ab_channel=KamleshRavLani



Stage 2. Listening activity (15min)

Individual
work

Purpose:

1. To train students problem-solving ability
2. To help them concentrate on the words **are going to be studied**
3. To develop students' summarization ability

Step1: Make use of Worksheet 1

1. Give students 2 mins to get familiar with the passage and read aloud individually.
2. Ask students to pay more attention to the highlighted words
3. **Listen** 3 students' recordings and judge whether each student pronounce correctly? Use mark √ or X.
4. Finish the judgement and check whether they make the same mistake with the recording.
5. Listen to the correct recording

Worksheet 1

Judge whether each student pronounce correctly? Use ✓ or X.

1. There was **once** a poor shepherd boy who **used** to watch his flocks in the fields next to a (deletion) 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.

words	Student 1	Student 2	Student 3
once			
thought			
used			

2. 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.

3. 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.

words	Student 1	Student 2	Student 3
so			

4. 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.

words	Student 1	Student 2	Student 3
threaten			
racing			

5. 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.

words	Student 1	Student 2	Student 3
third			
us			

Stage 3. Mistake summary (5min)

Teacher' s work

Purpose:

1. Build self-recognition, knowing their easily made but unconscious mistakes
2. Train their summarization ability, so they can draw inferences about other cases from one instance

Step 1: categorize the words and put them into the same category

/θ/→/s/	/s/→/θ/
thought	so
third	once
threaten	racing
	used
	us

Stage 4. Advanced Corpora Self learning (7min)

Instructions for corpus learning (Consonant Sound /θ/ as an example)

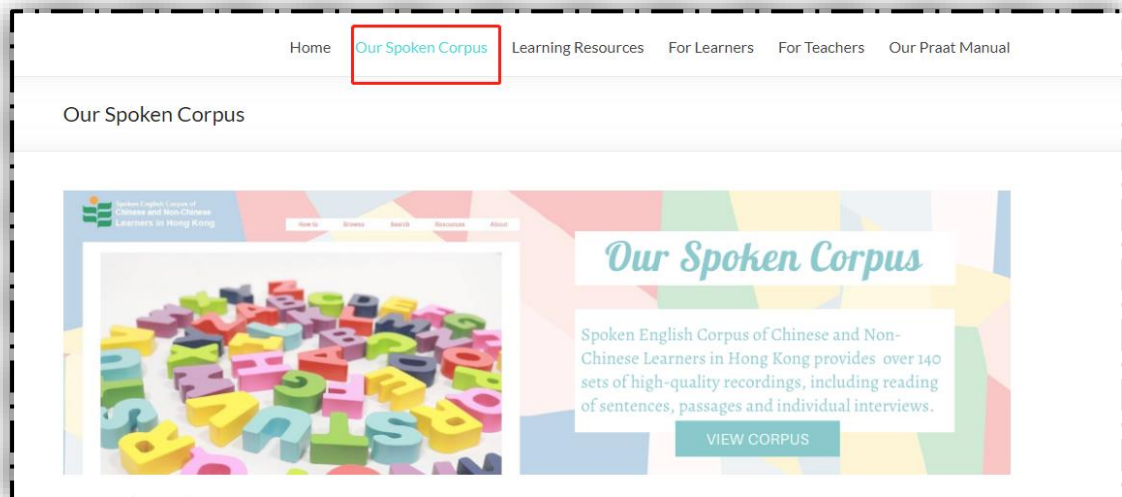
Website: https://corpus.eduhk.hk/english_pronunciation/

Teacher' s work

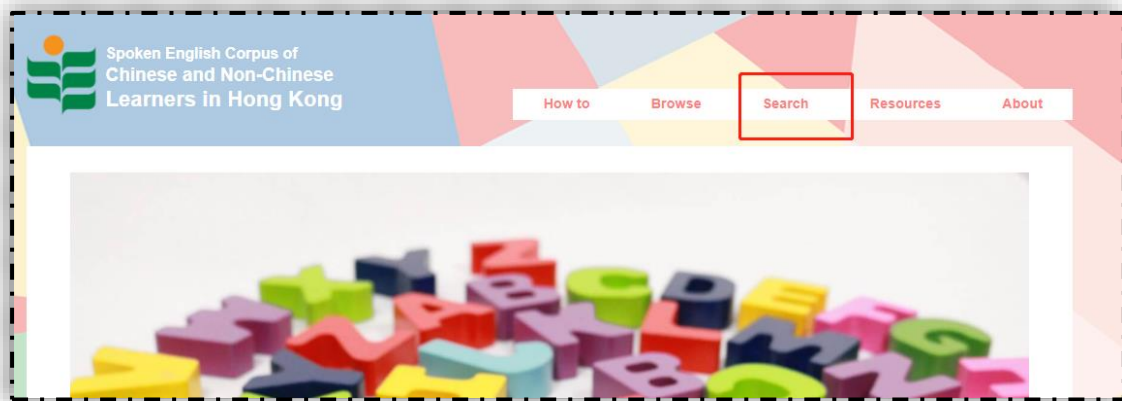
Purposes:

1. Introduce students some useful website for **your** advanced learning, to train their self-learning ability
2. Master ability of finding video or recording resource while encountering the difficulties or confusion sounds.
3. Help students to know different pronunciation features in different countries or districts.

Step 1: click the website---Our Spoken Corpus



Step 2: Choose 'Search'



Step 3: Choose Passage Two—Step 1—Consonants---Step 2--Fricative

Tips:

We choose /θ/--/s/ as an example as they are confusion sound pairs, students can choose their own problem sound for purpose.

Passage Two (Segmental)

Step 1:

Step 2:

Dental fricatives /θ/ & /ð/

Labiodental fricatives /f/ & /v/

Step 3: Post-alveolar fricatives /ʃ/ & /ʒ/

Alveolar fricatives /s/ & /z/

Glottal fricative /h/

/θ /-> f /

/θ /-> s /

/θ /-> t /

/ð /-> z /

/ð /-> d /

Step 4: /ð /-> n /

/ð /-> t /

/ð /-> l /

/ð /-> s /

/ð /-> r /

/θ /-> θ /

/θ /-> d /

Passage Two [Search Result]

Speaker: ML01	Speaker: ML04	Speaker: ML07
Speaker: ML09	Speaker: ML13	Speaker: ML15
Speaker: ML18	Speaker: ML19	Speaker: ML23
Speaker: ML24	Speaker: ML25	Speaker: ML26
Speaker: ML27	Speaker: ML28	Speaker: ML29
Speaker: ML30	Speaker: ML33	Speaker: ML35
Speaker: ML36	Speaker: ML37	Speaker: ML38

As the result shows:

1. There are 59 students having pronunciation problems in pronouncing the /θ/ to /s/.
2. The students who have confusion sound pairs in /θ/ and /s/ are mainly from mainland China.
3. The proportion of wrong pronunciation in 'third', 'thought' and 'threaten' are 32/59, 45/59, 25/59, respectively.
4. Only five students have the problem in pronouncing the /s/ to /θ/

Step 4: Click any speakers showed above on the right---get the recording (can also download if necessary)

Passage Two

Speaker: ML01

Hometown: Beijing Mandarin (Beijing & Tianjin & Hebei Province) **Gender:** female **Age:** 23 **Education Level:** Master **Major:** Arts
English Level: (N/A) **Year of Learning English:** 10 **L1:** Beijing Mandarin (China) **L2:** Mandarin (Standard Chinese) **L3:** English

Notes: "HK", "ML" and "SA" in the speaker's name stand for "Hong Kong", "Mainland" and "South and Southeast Asia" respectively.

Marking Scheme of Passage 2

Speaker's Record:

Speaker's Recording: 0:00 [audio player] ⌵

US Sample: 0:00 / 1:29 [audio player] ⌵

UK Sample: 0:00 / 1:18 [audio player] ⌵

Segment 1:

Speaker's Recording: 0:00 / 0:25 [audio player] ⌵

US Sample: 0:00 / 0:21 [audio player] ⌵

UK Sample: 0:00 / 0:17 [audio player] ⌵

The Boy Who Cried Wolf
 There (*/ð /->/ d /*) was once a poor shepherd boy who used to watch his flocks in the (*/ð /->/ π /*) 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 .

Whole class work

Stage 5 : learn the correct IPA via You Tube(10min)

- Purpose:**
1. To help students learn correct pronunciation
 2. To motivate their learning while singing

Step 1:

Watch the video carefully and read after it.

<https://www.bbc.co.uk/learningenglish/english/features/box-sets/ep1-20124>

(start: 49:29 end: 50:13)



Step 2: Learn and Let's sing together "Happy birthday" (Worksheet 2)

https://www.youtube.com/watch?v=II3bhXfarqo&ab_channel=TheSingingWalrus-EnglishSongsForKids



Worksheet 2

Learn and song "Happy birthday", pay attention to the highlighted 'th' sound.

1

Today we sing a song for you
And say "Happy **birthday**"!
Today we clap our hands for you
And say "Happy **birthday**"!
Today we reach up high for you
Touch the blue, blue sky for you
Today we sing a song for you and say
"Happy **birthday**"!
Oh, oh, oh yeah,
Happy, happy **happy birthday**
Oh, oh, oh yeah,
Happy, happy **happy birthday**
We clap our hands, clap our hands
We reach up high, reach up high
It's a very special day to celebrate

2

Today we sing a song for you
And say "Happy **birthday**"!
Today we shake our legs for you
And say "Happy **birthday**"!
Today we jump around for you
And make goofy sounds for you
Today we sing a song for you
And say "Happy **birthday**"!
Oh, oh, oh yeah,
Happy, happy **happy birthday**
Oh, **oh, oh** yeah,
Happy, happy **happy birthday**
We jump around, jump around
Make goofy sounds, goofy sounds
It's a very special day to celebrate

3

Today we sing a song for you
And say "Happy **birthday**"!
Today we stomp our feet for you
And say "Happy **birthday**"!
Today we play a beat for you
Stomp and clap in time for you
Today we sing a song for you
And say "Happy **birthday**"!
Oh, oh, oh yeah,
Happy, happy **happy birthday**
Oh, oh, oh yeah,
Happy, happy **happy birthday**
We play a beat, play a beat
We stomp and clap, stomp and clap
It's a very special day to celebrate

4

Happy **birthday**

Stage 6. Matching and speaking (10min)

Individual
work

Purpose:

1. To enable student **get familiar words** in real context
2. To help students pronounce correctly

Steps

1. Ask students to finish the worksheet 3 individually
2. Work in pair to check the pronunciation
3. The teacher shows the pictures and randomly asks one of the students to pronounce.
4. Learn with the Youtube video of some words.

https://www.youtube.com/watch?v=tmFQPbI3mWc&ab_channel=HelloCarrie

Worksheet 3

Please match the word with the picture

think teeth throw thumb thin thank north south
thick mouth thief bath thirsty cloth thunder earth
thread thorn



thumb



thorn



thread



thick



throw



north and south



thin



bath



think



mouth



thief



thunder



thirsty



cloth



earth

Stage 7. Tongue twister. (8min)

group work

To deepen their memory in terms of the pronunciation of consonant sound /θ/

Steps

1. Divide the students into four groups with 5 students
2. Each group choose a candidate to show a performance in front of the classroom. Other groups give a score.
3. The group gets the highest score will be the champion and win the champion prize.

Worksheet 4

Tongue Twister competition and peer assessment.

Round 1

Beth, Beth, Beth!
Bath, bath, bath!
Beth likes to take a bath!
Beth doesn't like math.

Round 2

There are thirty-three thousand birthdays
on the third of every month.

Score template:

	Round 1	Round 2
Group 1		
Group 2		
Group 3		
Group 4		



Stage 8. More corpus investigation (5min)



If you want to know more about different pronunciation features in different countries or cities, you can:

1. click the website
2. Our Spoken Corpus
3. For Chinese Learners' or 'For non-Chinese Learners'

Home Our Spoken Corpus Learning Resources **For Learners** For Teachers Our Praat Manual

For Learners

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For Learners

For both Chinese and non-Chinese learners of English, we provide an array of theoretical background of English pronunciation learning, pronunciation practices and a variety of self-access learning activities. A well-designed word stress learning program (learning of rules and acoustics) is also presented.

For Chinese Learners

- > [Background of China English and Hong Kong English](#)
- > [Pronunciation of Hong Kong English](#)
- > [Pronunciation Feature List of Hong Kong English](#)
- > [English Phonological Features of Different Dialect Groups in Mainland China](#)

For Non-Chinese Learners

- > [Background of Non-Chinese Speaking Learners of English in Hong Kong](#)
- > [Pronunciation Feature List of South and Southeast Asian English](#)

Pronunciation Practice, Activities and Training Sessions

- > [Pronunciation practice](#)
- > [Self-access Learning Activities](#)
- > [Word Stress Training](#)



If you want to do some training or self-test, it's perfect for you to choose different units as below:

1. Pronunciation practice
2. Self-access Learning Activities
3. Word Stress Training

Pronunciation Practice, Activities and Training Sessions

1

» [Pronunciation practice](#)

2

» [Self-access Learning Activities](#)

3

» [Word Stress Training](#)

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