

## **Lesson 1**

**Level of students:** S2

**No. of students:** 30

**Time:** 80 mins (a double lesson)

### **Learning objectives:**

By the end of the lesson, students are able to

1. identify the phonemes in a consonant cluster
2. blend the phonemes in a consonant cluster to give correct pronunciation
3. compare the differences made by successful and unsuccessful blending of consonant clusters
4. give directions in response to request accordingly
5. pronounce the street names with consonant clusters accurately (e.g. Plover Cove Road, Wan Tau Street)

### **Prior knowledge:**

- Phrases of directions: near, above, under, on the left side of, at the corner
- Requesting for directions with wh-questions: Where is the shop? How can I find the shop?

### **Materials:**

- PowerPoint
- Worksheet 1 “Complete the map”
- Paper slips of directions (5 sets)
- Worksheet 2 “Tongue Twister Story”
- Tablet (Corpus, Concord, Google Map)
- Whiteboard
- Erasable marker

### **Lesson Procedures:**

<b>Time</b>	<b>Objectives</b>	<b>Tasks/ Activities</b>	<b>Materials</b>
8 mins	- Activate Ss’ schema on reading maps	<b><u>Presentation stage -- Lead in</u></b> 1. T begins the lesson by asking Ss if they have ever read maps. “ <i>Today, we</i>	<b>Teacher:</b> - PPT

	<ul style="list-style-type: none"> <li>- Arouse Ss' interest and learn them to the context</li> </ul>	<p><i>will learn how to ask for and give directions. When we arrive at a new place, we may not have any ideas about how to get around and we may need help from others. Do you know how to ask for and give directions?"</i></p> <ol style="list-style-type: none"> <li>2. T then distributes WS 1. Ss form groups of 5. Each group will receive a big map and each student will obtain a direction paper slip to share with others when their groupmates request the directions.</li> <li>3. T introduces the context to Ss. <i>"Now, we are all about to travel to Rio de Janeiro in a few days. However, we don't know much about the city center. We are trying to gather information from our groupmates to figure out the locations of buildings. You need to request the directions properly while sharing with others what you have found online in order complete the map. At the end, we will complete the entire map together."</i></li> <li>4. Ss share findings in groups and complete the entire map together. T reveals the completed map.</li> </ol>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>- WS 1 (5 sets of 5 paper slips)</li> </ul>
2 mins	<ul style="list-style-type: none"> <li>- Check Ss' previous knowledge</li> <li>- Activate Ss' schema on consonants and vowels</li> <li>- Prepare Ss for</li> </ul>	<p><b><u>Presentation stage -- Reactivate Ss' previous schema on consonants</u></b></p> <ol style="list-style-type: none"> <li>1. T asks Ss to give examples of consonants</li> <li>2. T then explains the concept of consonants <i>"When there're two or more consonants appear together in a word as a group, we call it a consonant cluster"</i> and states the importance of pronouncing the consonant cluster properly in order to reach intelligible</li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- PPT</li> </ul>

	performing the coming speaking activities -	communication with examples from WS 1.	
10 mins	<ul style="list-style-type: none"> <li>- Raise Ss' phonological awareness through corpus examples and analysis</li> <li>- Prepare Ss for performing the coming speaking activities</li> </ul>	<p><b><u>Presentation stage -- Raising Ss' phonological awareness through corpus</u></b></p> <ol style="list-style-type: none"> <li>1. Ss search the corpus.ied.hk website and look for examples of consonant omissions in Passage two. T asks Ss to check in pairs how many recordings shows problematic consonant cluster pronunciation.</li> <li>2. T indicates the percentage and explicitly tells Ss that it's a common problem in Cantonese speaker because we don't have long consonant clusters in Cantonese/ Chinese.</li> <li>3. T compares the correct and incorrect pronunciations of a word containing consonant cluster to demonstrate its importance in an intelligible communication. <i>"The listener may not be able to really understand your message if you are not able to pronounce the consonant cluster properly. It can completely change the word to another words and forms another meaning."</i></li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- PPT</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>- Tablet (corpus)</li> </ul>
10 mins	<ul style="list-style-type: none"> <li>- Arouse Ss' interest and ensure better understanding on the topic of consonant</li> </ul>	<p><b><u>Practice stage -- Practice consonant clusters pronunciation</u></b></p> <ol style="list-style-type: none"> <li>1. Ss search the concord website and look for the consonant cluster exercise.</li> <li>2. T instructs how to complete this activity. <i>"You may still feel confused about consonant clusters. Let's try to understand it better together! Choose the</i></li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- PPT</li> </ul> <p><b>Student:</b></p>

	<p>cluster.</p> <ul style="list-style-type: none"> <li>- Focus Ss' attention to the topic and help Ss listen and identify the words with consonant clusters correctly</li> <li>- Raise Ss' phonemic and phonological awareness.</li> </ul>	<p><i>path stating the word pronounced in the recording, then you will be led to the final destination."</i></p> <ol style="list-style-type: none"> <li>3. T plays recordings and Ss find out the 4 destinations. T invites Ss to share their answers. If different answers are given, T will further examine the paths given by Ss and re-play the recordings to clear misunderstandings by analysing the words with Ss (e.g. syllable, phoneme, consonant cluster). T blends the consonant clusters together with Ss in synthetic phonics approach.</li> <li>4. T reveals the answers and address the importance of pronouncing consonant cluster clearly.</li> </ol>	<p>Tablet (concord consonant cluster exercise)</p>
20 mins	<ul style="list-style-type: none"> <li>- Provide Ss with the context of the activity to arouse their interest and for better understanding of the following tasks.</li> <li>- Focus Ss' attention to the topic of the interaction</li> </ul>	<p><b><u>Practice stage -- Tongue twister</u></b></p> <ol style="list-style-type: none"> <li>1. T introduces the new task to students. <i>"So we now know how to blend the consonants together to pronounce the consonant cluster. Let's take the challenge to next level!"</i></li> <li>2. Ss will be grouped in groups of 5. T instructs Ss on the task. <i>"I have prepared some tongue twisters for you. Read your own tongue twister to others and they will try to write it down. After you gather the 5 tongue twisters, you should be able to form a story and know the secret of Smith."</i></li> <li>3. T distributes WS 2 (each S in a group receives different set). T demonstrates an example with the class. <i>"I will now tell you the opening of the story."</i></li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- PPT</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>- WS 2 (5 sets)</li> </ul>

	<ul style="list-style-type: none"> <li>- Provide scaffolding for Ss to complete the tongue twister activity</li> <li>- Provide opportunities for practice and interaction.</li> <li>- Check Ss' understanding of the full story and provide Ss with a chance of self-correction.</li> </ul>	<ol style="list-style-type: none"> <li>4. Ss begins the activity. T provides further help when Ss encounter problems in blending consonant cluster.</li> <li>5. T reminds Ss to pronounce the consonant cluster properly so that their groupmates can reform the full story. <i>"Remember, you have to blend the consonant clusters properly in order to let your groupmates understand the story!"</i></li> <li>6. Ss have 10 mins to write down the tongue twister and reform the story.</li> <li>7. T invites Ss to share their stories and ensure Ss understand how to blend consonant clusters.</li> <li>8. T gives feedback on Ss' pronunciation of consonant clusters.</li> </ol>	
30 mins	<ul style="list-style-type: none"> <li>- Provide Ss with the context of the activity to arouse their interest and for better understanding of the following tasks.</li> <li>- Focus Ss' attention to the topic of the</li> </ul>	<p><b><u>Production stage -- Finding Destination</u></b></p> <ol style="list-style-type: none"> <li>1. T introduces the context of the task and starts the part by saying, <i>"We are all familiar with places around our school. Now, pick a specific place you want to go in this weekend and don't tell your partner. Pick somewhere furtherer away so that it's harder for your partner to guess!"</i></li> <li>2. Ss will be grouped in pairs. <i>"We will work in groups of two. Let's start the google map app together."</i></li> <li>3. T instructs Ss on the task</li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- PPT</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>- Tablet (Google map)</li> </ul>

	<p>interaction</p> <ul style="list-style-type: none"> <li>- Reactivate Ss' schema on blending consonant clusters</li> <li>- Provide opportunities for interaction.</li> <li>- Allow Ss practice requesting and giving directions with accurate pronunciation of street names</li> <li>- Check Ss' understanding of the conversation and provide Ss with a chance of self-</li> <li>- Consolidate Ss'</li> </ul>	<p><i>"After picking your destination for this weekend, try to come up with a route so that you can give directions to your partner and let him figure out where to meet you this weekend."</i></p> <p>4. T demonstrates how to do the task with the class.</p> <p><i>"Let's try it out together. You may start by asking me for the direction. Then, check the route in the app and try to find out where I'm going to this weekend!"</i></p> <p>5. T reminds Ss to pronounce the street names properly so that their partner can get the correct direction.</p> <p><i>"Remember, you have to pronounce the street names properly in order to let your partner understand your directions properly!"</i></p> <p>6. Ss have 15 mins to find out the destination chose by their partner and give directions.</p> <p>7. If Ss encounter problems on street names pronunciation or understanding each other, T further explains the pronunciation and helps students to blend consonant clusters.</p> <p>8. T invites Ss to share their conversation and ensures Ss are able to reach the destinations by the provided route. T provides feedback on Ss' pronunciation of the words containing consonant clusters.</p> <p>9. T wraps up the class and re-states the importance of pronouncing consonant clusters properly.</p>	
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	learning on blending consonant clusters		
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