

Lesson 1

Level of students: P.5

Time: 45 mins (two lessons)

Learning objectives:

By the end of the lesson, students are able to

1. Distinguish between /i:/ and /ɪ/ phoneme.
2. Pronounce /i:/ and /ɪ/ correctly
3. Check out the pronunciation of a phoneme on Pronunciation Power
4. Make use of the Online English Pronunciation Learning Corpus to search targeted features

Prior knowledge:

- silent “e”

Materials:

- iPads
- computer
- screen and projector
- Worksheet 1
- Pronunciation Power (App in iPad)
- Worksheet 2
- PPT
- Worksheet 3

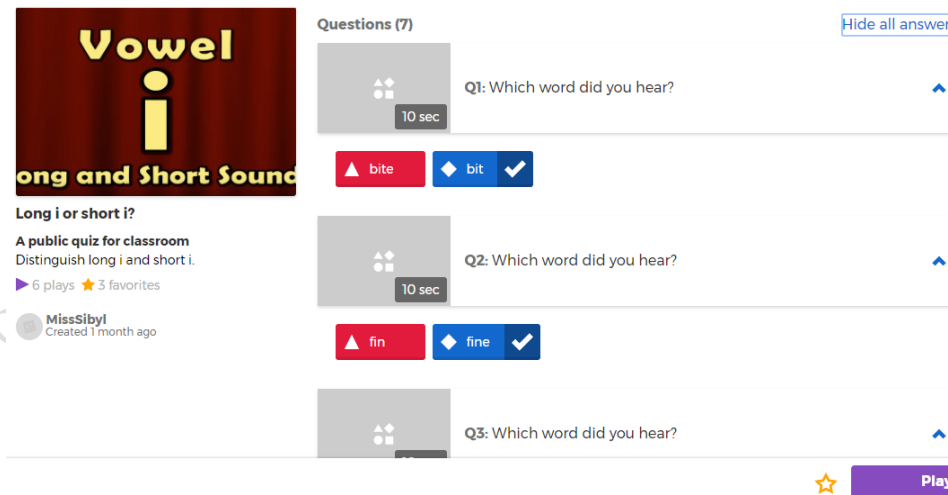
Lesson Procedures:

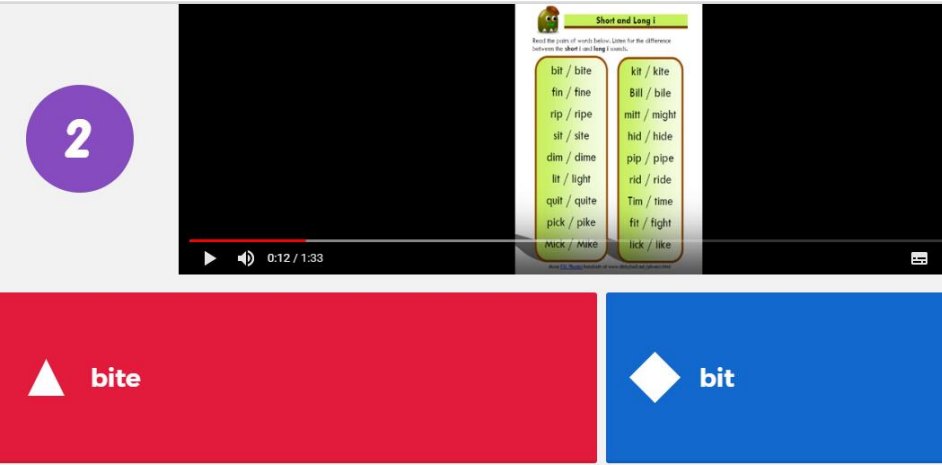
Time	Objectives	Tasks/ Activities	Materials
10 mins	<ul style="list-style-type: none">- lead in lesson- activate prior knowledge	<p><u>Warm up and Revision</u></p> <ol style="list-style-type: none">1. Teacher asks students to take out iPad, open Safari and type <i>kahoot.it</i> in the search bar.	<p>Teacher:</p> <ul style="list-style-type: none">- Demonstration video of using Kahoot

- arouse students' interest

2. Teacher asks students to type the PIN shown on the screen and enter their English name.
Teacher's access: <https://play.kahoot.it/#/lobby?quizId=b9f6407f-8d2b-4278-ab52-d2e6a712aee1>
3. Teacher explains the rules to students (in Chinese if necessary): *We're now having a competition and there will be 7 questions. Each question has two options (minimal pairs). You will hear a word in each question and you need to choose which one you heard. The questions and options will be shown on the screen and you need to choose the correct option on your iPad. You will have 10 seconds for each question and if you choose earlier, your score will be higher.*
4. Teacher starts the game.

Student:
- iPads (optional)

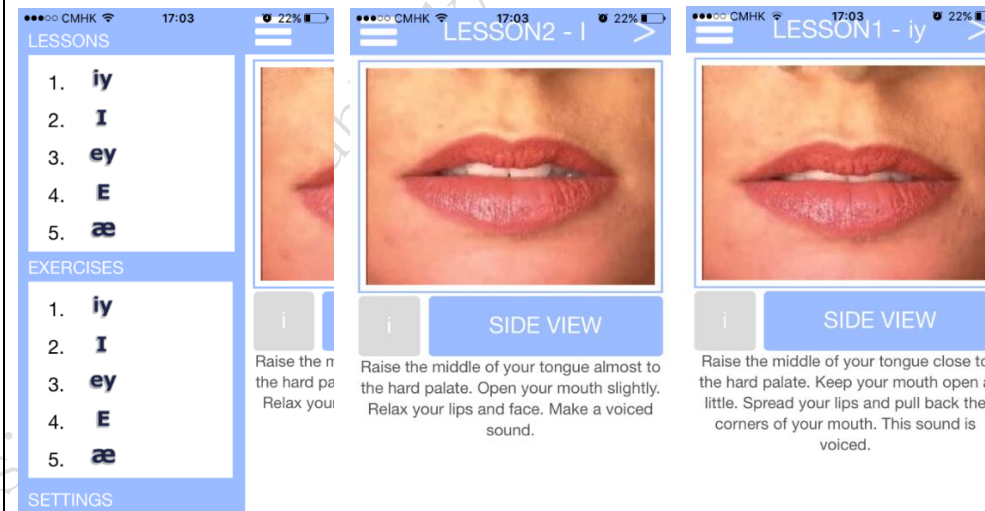


		<p style="text-align: center;">Which word did you hear?</p>  <p>5. After playing the Kahoot game, teacher writes down the minimal pairs on the blackboard and asks students to read aloud.</p> <p>6. Teacher reminds students that the vowels of the words on the left side are /ɪ/ and the vowels of the words on the right side are /aɪ/.</p> <p>Alternatively, if students cannot access to electronic devices, teachers can show the minimal pairs on the screen and ask students to vote/speak out/write down the one they hear.</p>	
15 mins	- Distinguish between /i:/ and /ɪ/ sound	<p>Knowledge input</p> <p>1. Teacher says: “We have learnt the difference between /aɪ / and /ɪ/. Now we are going to see the difference between the short vowel /ɪ/ and long</p>	<p>Teacher:</p> <p>- Video introducing /ɪ/ and /i:/ (https://www.youtube.com/watch?v=...)</p>

- Identify letters pronouncing /i:/ and /ɪ/ sound

vowel /i:/.”

2. Students watch a video introducing /ɪ/ and /i:/.
3. Teacher stops at 02:12 after a list of minimal pairs is shown.
4. Teacher asks students to copy down the list and highlight letters which pronounce the vowel sound in the word in Worksheet 1.
5. Teacher asks students to find out which letters are usually pronounced as /ɪ/ and which letters are usually pronounced as /i:/. ('i' is usually pronounced as /ɪ/ and 'ee' and 'ea' are usually pronounced as /i:/).
6. Teacher asks students to open Pronunciation Power on iPad. Students look at how /ɪ/ and /i:/ are pronounced and try to imitate. (Teacher should remind students that in the app, /iy/ stands for /i:/ in the app).



7. Teacher asks students what the difference between /ɪ/ and /i:/ is for

[com/watch?v=GhwAARLgwqQ](https://www.youtube.com/watch?v=GhwAARLgwqQ) (00:00 - 02:12)

Student:

- Worksheet 1
- Pronunciation Power (App on iPad)

		<p>comprehension checking. (Expected answers: When pronouncing /ɪ/, your lip and face are relaxed and your mouth opens slightly. When pronouncing /i:/, you need to spread your lips and pull back the corners of your mouth, just like you are smiling and keep the mouth open. You can hold the sound /i:/ for a few seconds but cannot for /ɪ/.)</p> <p>8. Teacher asks students to complete and check the answers of the exercise part on Pronunciation Power themselves for practicing /ɪ/ sound and /i:/ sounds.</p>	
22 mins	<ul style="list-style-type: none"> - Identify mispronunciation of /ɪ/ and /i:/ - Practise pronunciation of /ɪ/ and /i:/ 	<p><u>Knowledge implementation</u></p> <ol style="list-style-type: none"> 1. Teacher introduces the Online English Pronunciation Learning Corpus to students and shows them how to search the targeted features in the corpus. (For this lesson, teacher takes /ɪ/ and /i:/ sounds as examples. Go to “Search”→”Segmental (passage two)” section→Vowel→ Long vowel /i:/→ /i:/->/ɪ/). 2. Teacher plays the sample audio of passage two. 3. Students work in pairs. Choose two to three recording and try to spot the mispronunciation of targeted features (/ɪ/ and /i:/) and write down their findings on worksheet 2. 4. Students try to read the words correctly to their partners. <p>Alternatively, if students do not have access to electronic devices, teachers</p>	<p>Student:</p> <ul style="list-style-type: none"> - Worksheet 2

		can play the recording using the computer to the whole class and ask students to pronounce the words to their partners.	
43 mins	- Consolidate target pronunciation items	<p><u>Knowledge Consolidation</u></p> <ol style="list-style-type: none"> 1. Teacher shows the video with minimal pairs of /ɪ/ and /i:/ sounds. 2. Teacher shows minimal pairs of /ɪ/ and /i:/ on the slide and lead students to read the words twice. 3. Teacher distributes worksheet 3 and tells students they will have a story-telling competition. Each group should choose a participant to join the competition. Other students in the group should help the participant get ready for the competition. 4. Students first listen to the recording, underline all /i:/, /ɪ/ and /aɪ/ sound and write them down on the brackets. Teacher can play the recording for the second time depending on students' level. 5. Students check answer in groups. 6. Students choose a group representative to read aloud the passage. When the representative is practising, other group members should listen and spot the mistakes. Teacher gives supports if necessary. 7. Group representatives come out and tell the story. 8. Students vote for their favourite speakers and tell the reasons. 9. Teacher concludes what students learnt today. 	<p>Teacher:</p> <ul style="list-style-type: none"> - Video introducing /ɪ/ and /i:/ (https://www.youtube.com/watch?v=GhwAARLgwqQ) (02:12-04:26) - PPT - Recording (https://www.youtube.com/watch?v=U2zaIVkeuY4) (00:12-1:04) <p>Student:</p> <ul style="list-style-type: none"> - Worksheet 3