

Rationale

This lesson plan focuses on teaching students the articulation of the voiceless consonant /θ/ by integrating traditional pronunciation practices with the use of listening exercise and an online story entitled “The Boy Who Cried Wolf” which are available on a corpus-based pronunciation learning website developed by Dr. Chen, Hsueh Chu, Rebecca and her research team in the Education University of Hong Kong (http://corpus.eduhk.hk/english_pronunciation/). This lesson is suitable for Primary 3 students or even learners who are interested in learning the articulatory and phonological aspects of the voiceless dental fricative /θ/. Students can enjoy learning the target consonant sound through PPP approach in which teacher’s input and support, phonological practices and opportunity to relate the pronunciation features learnt in this lesson to students’ real life are provided to students.

The lesson first starts with playing a “th” song (Appendix 1) as a lead-in to enhance students’ motivation. The teacher then points out that Hong Kong students always mispronounce the voiceless dental consonant /θ/ as voiceless labiodental fricative /f/. To help students build up the phonological awareness and enhance their perception towards the articulatory and phonological aspects of the voiceless consonant /θ/, teacher then tells students the correct place and manners of the voiceless consonants /θ/ and /f/ and follows by teacher’s demonstration of pronouncing the two consonant sounds. Minimal pairs of consonants /θ/ and /f/ will be shown in PowerPoint slides (Appendix 2). To check whether students can notice the difference between the pronunciation of voiceless dental consonant /θ/ and voiceless labiodental fricative /f/, a listening exercise is then provided to students. After the listening activity, students then try to pronounce the consonant sounds while looking at the mirror to notice the places of the tongue. The introductory part of the lesson then leads to a more difficult part which requires students to master the phonological features in sentence level. Teacher first introduces the story of “The Boy Who Cried Wolf” by telling the gist of the story using puppets and plays the recording of story read by a native speaker and shows the relevant colourful story scenes (Appendix 3) to them to enhance

their comprehension of the story. Teacher then asks students to notice the consonant sound /θ/ and underline the words with consonant sound /θ/ on the listening worksheet (Appendix 4) in blue while listening to the recording for the second time. To raise students' awareness towards the phonological features in context, teacher then play a recording read by a Hong Kong student and asks students to underline the mispronounced words in red on the same worksheet. Students will then have a listening and speaking activity with their partners using Partner Cards (Appendix 5). In this activity, students first read one of the contrasting sentences shown on the cards, the other student then points to the correct sentence. To help students get prepared to pronounce the target consonant sound /θ/ in context accurately and apply the learned phonological features in real life, a series of reading activities will be followed. Students first read the story of “The Boy Who Cried Wolf” aloud using the reading aloud worksheet in which all the words with the consonant sound /θ/ are blocked out (Appendix 6). Students will then be asked to do a story retelling to a classmate using a skeleton worksheet (Appendix 7) in which only key words that help remind students of the story line can be found. Finally, students will do a storytelling based on the story on stage. An extension activity is given as a homework which requires students to retell their own favourite story to their parents (Appendix 8).

Lesson Plan
English Pronunciation - The Consonant Sound /θ/

Class: Primary 4

Topic: English Pronunciation - The Consonant Sound /θ/

Duration: 60 minutes

Objectives:

General:

After the lesson,

- (1) Students should be able to pronounce the consonant sound /θ/ correctly and tells the difference between consonant sounds /f/ and /θ/.
- (2) Students will be able to deliver speech with the correct articulation of target consonant sound /θ/.

Learner Activities:

Presentation

1. Activity 1: Music Theatre – The TH song
2. Activity 2: Teacher Demonstration- Showing the difference between /θ/ and /f/

Practice

3. Activity 3: Challenge Station- Listening exercise
4. Activity 4: Magic Mirror – Pronouncing /θ/ and /f/
5. Activity 5: Finding TH sound in “The Boy Who Cried Wolf”

6. Activity 7: Smart Detective – Spotting mispronunciation in “The Boy Who Cried Wolf”
7. Activity 7: Partner Check- Playing partner cards
8. Activity 8: Listen to me- Reading aloud
9. Activity 9: Time to share- Storytelling trail

Production

10. Activity 10: Shine on Stage - Free Storytelling

Materials and Testing Aids

1. PowerPoint
2. Picture cards
3. Worksheets
4. Computer
5. Projector

Prior Knowledge

Students have learnt the words including “with”, “threaten”, “thought”, “third before”. They also have experience of reading the story “The Boy Who Cried Wolf” before.

Duration	Procedures	Classroom organization	Purpose	Materials
3 mins	<p><u>Step 1: Presentation: Music Theatre</u></p> <p>1. T introduce the topic and motivates Ss by playing a song. T can ask students to notice the place of the tongue that teacher places when they listen and sing in the second time.</p>	<p>T→C</p> <p>C&T</p>	<p>1. To arouse students’ interests and motivation in learning the topic; to introduce acrostic poem</p>	<p>Youtube song (Background music)</p> <p>Lyrics Worksheet (Appendix 1)</p>
7 mins	<p><u>Step 2: Presentation: Teacher Demonstration- Showing the difference between /θ/ and /f/</u></p>			

	<p>2. T shows the words like ‘with’, ‘threaten’, ‘thought’ and asks Ss to try to pronounce them. T then shows ‘thought’ and ‘fought’. T asks Ss guiding questions including “How to pronounce these two words?”, “Are their pronunciation similar to each other?”, “What is the difference between their pronunciation?”. T then tells Ss that Hong Kong Ss always mispronounce consonant /θ/ as /f/. T first demonstrates the pronunciation of consonants /θ/ by telling Ss to put tongue between the teeth so that the blade is extended just forward of the teeth. T then demonstrates the pronunciation of consonants /f/ by telling Ss to bite the bottom lip with the top front teeth and continuously blow out plenty of air between the top teeth and bottom lip.</p>	<p>T→C Ss→T</p>	<p>2. To let Ss notice the difference between consonants /θ/ and /f/</p>	<p>PPT slides (Appendix 2)</p>
2 mins	<p><u>Step 3: Practice: Challenge Station- Listening exercise</u> 1.Ss finishes a listening exercise of differentiating consonants /θ/ and /f/.</p>	<p>T→C</p>	<p>1. To raise Ss’ awareness towards the pronunciation of consonants /θ/ and /f/; To help Ss notice the difference between the two consonant sounds.</p>	<p>Mirror</p>
5 mins	<p><u>Step 4: Practice: Magic Mirror-Pronouncing /θ/ and /f/</u> 2. T asks Ss to pronounce the consonants /θ/ and /f/ while looking at the place of the tongue using a mirror.</p>	<p>C→T</p>	<p>2. To help Ss notice the place of the tongue when pronouncing /θ/ and /f/</p>	<p>Puppets</p>

8 mins	<p><u>Step 5: Practice: Finding TH sound in “The Boy Who Cried Wolf”</u></p> <p>3. T first telling the gist using puppets of wolf and little boy.</p> <p>4. T asks Ss to listen to the recording read by a native speaker first. T shows the relevant colourful scenes on the screen at the same time.</p> <p>5. T asks Ss to underline the words that include consonant /θ/ on the worksheet in blue when they listen to the recording for the second time.</p>	<p>T→C</p> <p>T→C</p> <p>T→C</p>	<p>3. To motivate Ss to listen the story; To introduce the main characters in the story</p> <p>4. To get the general idea of the story; to show them a accurate example of pronunciation read by native speaker; To help less able Ss understand the story more easily (Catering for learner diversity)</p> <p>5. To get Ss notice the pronunciation of the TH words.</p>	<p>Corpus website (https://corpus.eduhk.hk/english-pronunciation/index.php/our-spoken-english/) PPT slides (Appendix3)</p> <p>Corpus website (https://corpus.eduhk.hk/english-pronunciation/index.php/our-spoken-english/)</p>
5 mins	<p><u>Step 6: Practice: Smart Detective – Spotting mispronunciation in “The Boy Who Cried Wolf”</u></p> <p>6. T asks Ss to underline the mispronounced words on the worksheet in red while they are listening to a recording read by a Hong Kong student. T checks the answer with Ss by using the function of showing errors in red which can be found in the corpus website.</p>	<p>T→C</p>	<p>6. To help Ss notice the common mispronunciation of Hong Kong students.</p>	<p>Listening worksheet(Appendix 4) Corpus website (https://corpus.eduhk.hk/english-pronunciation/index.php/our-spoken-english/) Listening worksheet (Appendix4)</p>
5 mins				

4 mins	<p><u>Step 7: Practice: Partner Check- Playing partner cards</u></p> <p>7. T asks Ss to form groups of two and tell them the instructions of playing partner cards. “Each card contains two sentences. One sentence is selected from the passage of ‘The Boy Who Cried Wolf’ which contains consonant /θ/. Another sentence is the one with consonant /f/. Student A reads one of the sentences and Student B needs to point to the correct sentence. Vice versa.” T walks around the classroom to check the progress of each group.</p> <p><u>Step 8: Practice: Listen to me- Reading aloud</u></p> <p>8. Ss read the story of “The Boy Who Cried Wolf” aloud to a classmate using the reading aloud worksheet in which all the words with the consonant sound /θ/ are blocked out.</p>	Ss→Ss	7. To give Ss chances to practice the target consonant sounds in sentence level; to check whether Ss can differentiate the difference between /θ/ and /f/.	Partner cards (Appendix 5)
10 mins	<p><u>Step 9: Practice: Time to share- Storytelling trail</u></p> <p>9. Students will then be asked to do a story retelling to a classmate using a skeleton worksheet in which only key words that help remind students of the story line can be found.</p>	Ss→Ss	8. To give Ss chances to practice the target consonant sounds in passage level; To help Ss elicit Ss’ learned knowledge of the target TH words.	Reading worksheet (Appendix 6)
10 mins	<p><u>Step 10: Production: Shine on Stage - Free Storytelling</u></p> <p>1. Ss do a storytelling based on the story on stage.</p>	Ss→Ss	To get Ss prepared for the final activity – storytelling; to build up their confidence towards storytelling.	Skeleton worksheet (Appendix 7)
10 mins		Ss→C	1. To give Ss chances to	

			apply the learned phonological knowledge in real context; to give Ss chances to appreciate other students' performance	
2 mins	<p><u>Conclusion</u></p> <p>10. T recaps the learned knowledge in this lesson. T then assigns an extension activity for Ss. T tells Ss to deliver a speech about retelling their own favourite story to their parents and asks Ss to record the whole speech and submit the file via student email.</p>	T→C	1. To provide closure to the lesson; to consolidate students' knowledge.	Homework assignment: Instruction worksheet (Appendix 8)

The End

<https://corpus.eduhk.hk/english-pronunciation/>