

## Lesson 1

**Level of students:** P4

**No. of students:** 30

**Time:** 40 mins

### **Learning objectives:**

By the end of the lesson, students are able to

1. comprehend the poem “Sharkie” by drawing from contextual and pictorial clues
2. predict meaning of unknown words with the aid of pictures and gestures.

### **Prior knowledge:**

Students are able to

1. respond in complete sentence to 5Ws questions

### **Materials:**

- PowerPoint (PPT) slides of poem
- costumes of a pirate (e.g. eye patch, pirate hat, sword, gown)
- fishing rod
- cardboard or doll of a shark
- worksheet 1
- soundtrack for pre-task
- computer and laser presentation remote
- projector and screen

### **Lesson Procedures:**

<b>Time</b>	<b>Objectives</b>	<b>Tasks/ Activities</b>	<b>Materials</b>
10 mins	- build up the context of the poem	<b><u>Pre-task</u></b> 1. T plays soundtracks of, for example, waves, rainstorms, seagulls, clashing of swords, people screaming, etc., to Ss. Ss are asked to close their eyes and create an image of the happening event and place in their mind when	<b><u>Teacher</u></b> - sample soundtrack for pre-task - Directions to

		<p>listening to the sounds. (Free soundtracks of waves, rainstorms, etc. can be downloaded from <a href="https://freesound.org/">https://freesound.org/</a>.)</p> <ol style="list-style-type: none"> <li>2. Ss describe the image of their own to the class with the help of a speaking frame (e.g. What do you see in your mind? What is happening/is going to happen? Where does it happen? When is it? Who is/are there?)</li> <li>3. T shows pictures of pirates and sharks and asks Ss to predict the story again.</li> <li>4. T introduces the story of the poem to Ss.</li> </ol>	<p>download soundtracks from Freesound</p>
15 mins	<p>- comprehend content of the poem with the help of pictures and gestures</p>	<p><b><u>While-task</u></b></p> <ol style="list-style-type: none"> <li>1. T teaches in role of a pirate by wearing costumes of a pirate and perform the poem dramatically with props and gestures to the class. <ul style="list-style-type: none"> <li>➤ PPT slides showing pictures and text are shown while performing the poems to enhance Ss' understanding</li> <li>➤ The gestures, props and pictures in PPT help explanation of difficult vocabulary (i.e. target words).</li> <li>➤ Ts interact with Ss in the character of a pirate and raise questions during the drama performance to allow Ss to predict what is going to happen and check Ss' understanding of the content of the poem.</li> </ul> </li> </ol> <p>(Co-teaching)</p> <p>The teaching in role can be used for co-teaching as well. (see Appendix F for a</p>	<p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"> <li>- PPT of poem</li> <li>- sample drama script</li> </ul>

		sample script for co-teaching)	
15 mins	<ul style="list-style-type: none"> <li>- check Ss' understanding of the poem and target words</li> <li>- wrap up lesson</li> </ul>	<p><b><u>Post-task</u></b></p> <ol style="list-style-type: none"> <li>1. T runs through the target words again and provide further explanation if necessary with Ss.</li> <li>2. Ss complete Worksheet 1 to fill in the blank with the given target words and re-arrange the story in order.</li> </ol>	<p><b><u>Student</u></b></p> <ul style="list-style-type: none"> <li>- Worksheet 1</li> </ul>

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

## Lesson 2

**Level of students:** P4

**No. of students:** 30

**Time:** 40 mins

### **Learning objectives:**

By the end of the lesson, students are able to

1. differentiate /s/ and /ʃ/ when listening to recordings of unknown words.
2. identify mispronunciation of /ʃ/ to /s/ when listening to recordings of sentence.
3. pronounce words with /s/ and /ʃ/ correctly in the poem.

### **Prior knowledge:**

Students are able to

1. Understand and pronounce difficult vocabulary in the poem (i.e. pirate, shabby ship, sight, splish and splash, crew, stew, shake, tip)
2. Comprehend the poem

### **Teaching materials:**

- Corpus recordings (/s/ & /ʃ/)
- WS2
- WS3
- Electronic gadgets x30 (optional)
- PPT
- computer
- projector and screen

### **Lessons Procedures:**

<b>Time</b>	<b>Objectives</b>	<b>Tasks/ Activities</b>	<b>Materials</b>
5 mins	<ul style="list-style-type: none"><li>- revise Lesson 1</li><li>- introduce objectives of the follow lessons</li></ul>	<p><b><u>Revision:</u></b></p> <ol style="list-style-type: none"><li>1. T displays props of a pirate and the poem to remind Ss of what they have done last lesson.</li><li>2. T revises and reads the difficult vocabulary again with Ss.</li></ol>	/

		<p>3. T tells Ss their final task to perform “Sharkie” and writes the lesson objectives of Lesson 2 in a learner-friendly way on the blackboard for Ss’ reference.</p> <p>Blackboard layout:</p> <p>In this lesson, we are going to ...</p> <p>(1) have a /s/ vs /ʃ/ competition using Kahoot</p> <p>(2) read “Sharkie” accurately</p>	
15 mins	<p>- Realise and identify mispronunciation of /ʃ/ to /s/</p>	<p><b><u>Building phonemic awareness of /f/ and /s/:</u></b></p> <p>1. Ss listen to T’s reading aloud of the poem “Sharkie” without print and try to point out the frequent pronunciation of /ʃ/.</p> <p>2. T then plays two sets of recordings on the online pronunciation corpus (<a href="https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/">https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/</a>). One is extracted from speakers reading aloud Passage two, and one is extracted from the authentic interview data).</p> <p>T has to build up the context by telling the brief content of the recording to Ss first before they listen. Passage two is about a shepherd boy who tells lies of wolf coming. The story turns out to have no one trusted him in the end and the sheep are eaten by the wolf. The interview is asking about what the interviewer did last weekend.</p> <p>For Set 1, Ss listen to and compare the two recordings and circle words that are pronounced differently. Ss are expected to point out that the word</p>	<p><b><u>Teacher</u></b></p> <p>- Corpus recordings (/s/ &amp; /ʃ/)</p> <p><b><u>Student</u></b></p> <p>- Worksheet 2</p> <p>- Worksheet 3</p>

“shot” and “sheep” are mispronounced in the first recording. For Set 2. Ss have to identify and circle the mispronounced words with /s/ and /ʃ/.

➤ Set 1: (Reading aloud of Passage two)

- i. Recording one: (mispronunciation of /ʃ/)  
a Chinese major EFL speaker from Hong Kong (HK01) reading the passage, “The Boy Who Cried Wolf” and making obvious mistake of substituting /s/ for /ʃ/.
- ii. Recording two: (correct pronunciation of /s/ and /ʃ/)  
a Social Science major ESL speaker from Hong Kong (HK15).

Sentence one:

*Raising his fist in the air, he ran down to the village **shouting** (/s/ → /ʃ/), ‘Wolf, Wolf’.*

Sentence two:

*Overcoming its fear of being **shot** (/s/ → /ʃ/), it actually did come out from the forest and began to threaten the **sheep** (/s/ → /ʃ/).*

➤ Set 2: (Interview)

- i. Recoding

*Interviewer: Tell me about what did you do last weekend?*

		<p><i>HK11: My last weekend, I remember I have been to <u>Shatin</u> (/f/ → /s/) for a light <u>shopping</u> (/f/ → /s/).</i></p> <p>3. After the listening task, T explains the importance of pronouncing /s/ and /f/ correctly, i.e. avoid misleading of information.</p>	
10 mins	- Differentiate /s/ and /f/	<p><b><u>Differentiation of /s/ and /f/:</u></b></p> <p>1. Ss use their own gadgets to play an interactive Kahoot online MC game as a knowledge checking. Ss listen to audios of unknown words with either /s/ or /f/ in the beginning or ending position and pick the correct answer.</p> <p>Student's access: <a href="https://kahoot.it/">https://kahoot.it/</a></p> <p>Teacher's access: <a href="https://play.kahoot.it/#/lobby?quizId=8dc0eae8-7659-4ed0-b4e9-47a7f58c38c4">https://play.kahoot.it/#/lobby?quizId=8dc0eae8-7659-4ed0-b4e9-47a7f58c38c4</a></p> <p>2. T explains the answer after each attempt and read aloud the words with the class.</p> <p>3. Ss who are ranked the top 3 in the Kahoot game can be rewarded a small gift.</p> <p>**if electronic gadgets for students are unavailable, the whole class can play the game together and answer in the teacher's access**</p>	<p><b><u>Teacher</u></b></p> <p>- Demonstration video of using Kahoot</p>
10 mins	- Pronounce /s/ and /f/	<p><b><u>Teaching pronunciation of /s/ and /f/:</u></b></p>	<p><b><u>Teacher</u></b></p>

	<p>/ʃ/ correctly</p> <p>- Prepare for next lesson</p>	<ol style="list-style-type: none"> <li>1. T makes use of side-view diagrams and actual demonstration of placement of lips, teeth, and tongue, as well as concrete real-life metaphoric examples, to teach how to pronounce /s/ and /ʃ/ correctly. T should teach pronunciation of /s/ before /ʃ/ to match with Ss' L1 characteristic.</li> <li>2. Ss practise pronunciation of /s/ and /ʃ/ by reading words in the poem "Sharkie".</li> <li>3. Ss practise reading the whole poem at home with special attention to /s/ and /ʃ/.</li> </ol>	<p>- PPT for teaching /s/ &amp; /ʃ/ and vocabulary reading aloud</p>
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### Lesson 3

**Level of students:** P4

**No. of students:** 30

**Time:** 40 mins

#### **Learning objectives:**

By the end of the lesson, students are able to

1. Understand when to put stress in a sentence
2. Read the poem with appropriate sentence stress

#### **Prior knowledge:**

Students are able to

1. Pronounce /s/ and /f/ correctly
2. Read the difficult vocabulary in the poem

#### **Teaching materials:**

- Word wheel
- Corpus recordings (sentence stress)
- WS 4 x30
- Printed poem
- Sample video of mini-drama
- Blackboard
- Markers

#### **Lesson Procedures:**

<b>Time</b>	<b>Objectives</b>	<b>Tasks/ Activities</b>	<b>Materials</b>
5 mins	<ul style="list-style-type: none"><li>- Revise Lesson 2</li><li>- Practise reading of the poem with words having /s/</li></ul>	<p><b><u>Revision:</u></b></p> <ol style="list-style-type: none"><li>1. T uses a word wheel to revise pronunciation of words with /s/ and /f/ with Ss.</li><li>2. T reads the poem together with the whole class.</li></ol>	<p><b><u>Teacher:</u></b></p> <ul style="list-style-type: none"><li>- Word wheel</li></ul>

	and /f/ corrected pronounced		
15 mins	<ul style="list-style-type: none"> <li>- Realise difference between speeches with and without sentence stress</li> <li>- Understand purpose of reading with sentence stress</li> </ul>	<p><b><u>Understanding purpose of reading with sentence stress:</u></b></p> <p>1. T plays a set of recordings on the online pronunciation corpus to Ss. Ss are required to listen and tell their preference between the recordings in the set. At the end, Ss have to tell the reason of choosing the recordings, i.e. the difference between two recordings.</p> <p>➤ Set 1: (Passage 1 reading)</p> <p style="text-align: center;"><i>Sentence 1: Why do people usually have an accent when they speak a second language?</i></p> <p style="text-align: center;"><i>Sentence 4: But old habits won't change without a lot of hard work, will they?</i></p> <p>i. Recording one: (without sentence stress) A Chinese Education major EFL speaker from Guangzhou reading without sentence stress (ML03). (Instruction: access corpus <a href="https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/">https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/</a> → 'Browse' → click "filter speaker" button → click "Passage One" of ML03)</p>	<p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"> <li>- Corpus recordings (sentence stress)</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>- Worksheet 4</li> </ul>

		<p>ii. Recording two: (with better sentence stress)</p> <p>An English Education major ESL speaker from Hong Kong reading with more appropriate application of sentence stress (HK20). (Instruction: access corpus <a href="https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/">https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/</a> → ‘Browse’ → click “filter speaker” button → click “Passage One” of HK20)</p> <p>2. T summarises a bit and tells the importance of reading with sentence stress, i.e. for audience’s easier understanding.</p> <p>3. After that, T plays Set 2 with script provided to Ss. Ss are asked to give advice to the speaker of the recording by doing a better reading aloud of the sentences.</p> <p>Ss have to predict and circle the words that should be stressed on their own script. T then invites some Ss to read aloud in the class.</p> <p>4. Recording two, i.e. the native speaker sample, is played afterwards as a demonstration of good use of sentence stress.</p> <p>➤ Set 2: (Passage 2 reading)</p> <p><i>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</i></p>	
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		<p><i>mountain.</i></p> <p><i>One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun.</i></p> <p>i. Recording: (without sentence stress) An ICT major EFL speaker from Hong Kong reading with correct pronunciation of words with /ʃ/ but no sentence stress and rhythm at all (HK10) (Instruction: access corpus <a href="https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/">https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/</a> → ‘Browse’ → click “filter speaker” button → click “Passage Two” of HK10)</p> <p>ii. US/UK sample (demonstration of reading with sentence stress) (Instruction: access corpus <a href="https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/">https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/</a> → ‘Browse’ → click “filter speaker” button → click “Passage Two” of HK10 → click US/UK sample)</p>	
15 mins	<ul style="list-style-type: none"> <li>- Understand when to put stress on</li> <li>- Read poem with appropriate</li> </ul>	<p><b><u>Teaching reading with sentence stress:</u></b></p> <ol style="list-style-type: none"> <li>1. T demonstrates reading the first stanza of the poem with sentence stress. Ss listen and circle the words they heard with strong stress put on.</li> <li>2. T circles the words Ss have found to have strong stress and blacks out the</li> </ol>	<p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"> <li>- Sample stressed words in stanza one</li> </ul>

	sentence stress	<p>others on the enlarged poem on the blackboard.</p> <ol style="list-style-type: none"> <li>3. T asks Ss if they can still guess the gist of the poem from the remaining words. T explains to the class that stress should be put on the words that tell the most information.</li> <li>4. T thinks aloud and models how to determine which word should be stressed with the same stanza.  e.g. “Two pirates on a shabby ship” (stanza one, line 1)  T: Look at the first line. Who are there? Pirates. Not just a man.  Not you or me. It’s the pirates. What are the pirates doing?  Where are they? They are on a SHIP. Not only a normal ship, but a SHABBY ship.</li> <li>5. T finds out the rest in stanza one with the whole class. (Appendix B)</li> <li>6. T reads stanza one with the class with appropriate sentence stress.</li> </ol>	<p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>- Printed poem</li> </ul>
5 mins	<ul style="list-style-type: none"> <li>- Assign homework</li> <li>- Knowledge consolidation</li> </ul>	<p><b><u>Consolidation</u></b></p> <ol style="list-style-type: none"> <li>1. T assigns a daily topic such as family, hobby and favourite food to Ss. Ss write two to four sentences on the topic and record their speeches. Ss are expected to demonstrate reading with appropriate sentence stress in the recording.</li> <li>2. Ss can circle the stressed words and practise several times before doing their recording.</li> <li>3. Ss have to hand in their recordings together with their scripts via email to</li> </ol>	<p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"> <li>- Directions to set up and use online discussion forum on Schoology</li> </ul>

		<p>T; or</p> <p>T can set up a discussion forum on the school's intranet or any online platform e.g. Schoology for Ss to upload their recordings and scripts. Both T and Ss can view the work and leave comments.</p>	
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[https://corpus.eduhk.hk/english\\_pronunciation/](https://corpus.eduhk.hk/english_pronunciation/)

## Lesson 4

**Level of students:** P4

**No. of students:** 30

**Time:** 40 mins

### **Learning objectives:**

By the end of the lesson, students are able to

1. Read the poem with appropriate sentence stress

### **Prior knowledge:**

Students are able to

1. Pronounce /s/ and /f/ correctly
2. Determine words to put stress on in a sentence
3. Read sentences with appropriate sentence stress

### **Teaching materials:**

- Video recorder/electronic gadgets
- Props and costumes of pirates
- Sample video

### **Lesson Procedures:**

<b>Time</b>	<b>Objectives</b>	<b>Tasks/ Activities</b>	<b>Assessments</b>
5 mins	<ul style="list-style-type: none"><li>- Revise Lesson 3</li><li>- Practise reading with appropriate sentence stress and correct pronunciation of /s/ and /f/</li></ul>	<p><b><u>Revision:</u></b></p> <ol style="list-style-type: none"><li>3. T invites Ss to read a stanza with appropriate sentence stress and correct pronunciation of /s/ and /f/.</li></ol>	<ul style="list-style-type: none"><li>- Ss' reading of poem</li></ul>
10 mins	<ul style="list-style-type: none"><li>- Determine the words to be stressed and read</li></ul>	<p><b><u>Group discussion:</u></b></p> <ol style="list-style-type: none"><li>1. Ss works in groups of 5. Each group is assigned a stanza of the poem. Ss have to discuss with their groupmates which words should be stressed when reading.</li></ol>	<ul style="list-style-type: none"><li>- Group's reporting of their analysis</li></ul>

	with appropriate stress	2. Each group shares and reads to the class the analysed stanza they are responsible for.	of stress words
25 mins	- Perform the poem (final product)	<p><b><u>Mini-drama/Video-taking:</u></b></p> <ol style="list-style-type: none"> <li>1. Each group performs a mini-drama of their stanza and video-takes their work. <ul style="list-style-type: none"> <li>➤ Props and costumes are provided by T or Ss can make their own if necessary.</li> <li>➤ The videos of each group are combined at the end to make a performance of the whole poem</li> <li>➤ The requirements of the video taken (e.g. sound effects, transcription) depending on individual class's ability.</li> </ul> </li> <li>2. T shows a sample video to Ss after explanation of the task.</li> <li>3. This group task is left as a homework if Ss are unable to finish on lesson. The final products will be shown in class for peer and teachers' evaluation.</li> </ol>	- Ss' reading performance in mini-drama