Lesson 1

Level of students: P.3   **No. of students:** 30   **Time:** 35 mins

Learning objectives:
By the end of the lesson, students are able to
1.   develop listening and speaking skills by giving verbal responses to the teacher and the mouse puppet
2.   identify the gist or main ideas in the story with the help of cues
3.   guess the likely development of the story by using personal experiences

Prior knowledge:
-   most of the vocabulary items covered in the story:
    cover, title, Christmas, Christmas tree, star, drum, angel, present, popcorn, winter, snow, snowman, the movies, etc.
-   understanding the meaning of 'will' and its contracted form

Materials:
-   The storybook & PPT slides showing the storybook
-   A mouse puppet
-   A Christmas hat
-   Worksheet 1

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Materials
5 mins	- Lead in the story	**Pre-reading task** 1. Introduce the mouse puppet to the class. 2. The mouse is shy but wants to make friends with the class. 3. Ss have to welcome the mouse → build the relationship. 4. Write "If You Take a Mouse to _____" on the blackboard and ask	**Teacher:** - The storybook & PPT slides showing the storybook

		Ss to give some ideas of where we should take the mouse to. 5. Tell Ss that we are going to take the mouse to the movies, i.e. the cinema/ the theatre, today.		
15 mins	- Support comprehension of the story	**Storytelling** 1. Go through the cover of the book and then ask Ss to tell what they can see on the Christmas tree, e.g. a star on the top. 2. Invite Ss to contribute their ideas while having fun with the mouse. 3. Constantly ask Ss to predict what will happen next and interpret the pictures so as to elicit their verbal responses to develop their speaking skills, for example, "How will the mouse use the popcorn string?" and "What festival is it?". 4. The teacher can imitate the voice of the mouse and do some physical actions to make it more interesting, for example shivering because of the cold weather.	**Teacher:** - The storybook & PPT slides showing the storybook - A mouse puppet - A Christmas hat	
15 mins	- Summarise the story - Trigger students' creativity	**Post-reading task** 1. The story ends with a question "Is there anything missing (on the Christmas tree)?", while the answer is actually the popcorn string the mouse has wanted to hang on the Christmas tree. 2. Before doing the post-reading task, the teacher plays the online video of a native speaker Ms. Becky reading the story, so that Ss can get familiar with the story.	**Student:** - Worksheet 1	

https://www.youtube.com/watch?v=hQ2DGNiiUjY&feature=youtu.be

3. The teacher then gives out Worksheet 1 to every student. Ss have to illustrate the story they have just listened to, by first writing down some keywords related to the post-task, i.e. ornaments, hang, stand, look, popcorn string.

4. Ss draw a Christmas tree first and then draw the missing popcorn string and other ornaments they would like to hang on the Christmas tree. They are given 7-8 minutes to finish their drawing as a response to the story.

5. Invite 2-3 students to come up to the front to talk about what they think is missing on the Christmas tree and other ornaments. There is not a fixed answer, so Ss can give any reasonable answers as they want. The presentation session lasts for 7-8 minutes.

6. Pronunciation support would be given if Ss have difficulty in pronouncing some words.

<u>**Lesson 2**</u>

Level of students: P.3   **No. of students:** 30   **Time:** 35 mins

Learning objectives:
By the end of the lesson, students are able to
1.   Pronounce schwa correctly and understand how it differs from other stressed sounds
2.   Perform linking in a sentence

Prior knowledge:
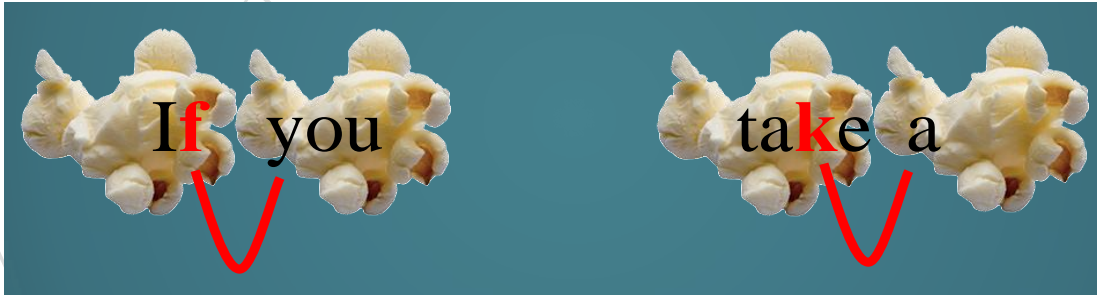-   Pronunciation of the vocabulary found in the story

Materials:
-    Mouse puppet
-    Worksheet 2
-    Worksheet 3

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Materials
5 mins	- Refresh students' memory of the last lesson	<u>**Warm-up**</u> 1. The teacher builds the same context again by bringing up the mouse puppet. 2. The teacher imitates the mouse to ask Ss about the plot of the story to recall their memories, e.g. "What did I do yesterday?" and "What did I hang on the Christmas tree?".	**Teacher:** - Mouse puppet
15 mins	- Teach schwa	<u>**Teaching schwa**</u> 1. By drawing on that the mouse has decorated the Christmas tree yesterday, the	**Student:** - Worksheet 2

teacher tells students that the mouse now feels tired.

2. As he is tired, he makes the schwa sound, which is similar to the sound people make after they work all day long and then have a rest.

3. Each student receives Worksheet 1 and they are asked to first try to read some selected sentences, then the teacher plays the online video in which a native speaker of English Ms. Becky reads aloud those sentences.

   https://www.youtube.com/watch?v=hQ2DGNiiUjY&feature=youtu.be

4. Ss are given some time to try to circle what words contain the schwa sound, e.g. "take a mouse to the movies", "Christmas tree", "neighbour's yard", "carrot", "blanket", "sing along" and "ornaments".

5. The teacher explains the difference between schwa and other full vowels, then students are asked to practice the schwa sound and read aloud those words.

6. The teacher picks students to read aloud the words, and they will be given small gifts if they read the words correctly (in terms of pronouncing schwa).

7. The teacher can draw on the online corpus to let Ss listen to two recordings in which 2 Hong Kong ESL speakers, a Maths major and an English major, read a passage 'The Boy Who Cried Wolf' and make pronunciation mistakes in pronouncing the schwa sound

   "There w*a*s once *a* poor sheph*e*rd boy who used t*o* watch his flocks in th*e* fields next to *a* dark forest near th*e* foot of *a* mount*ai*n."

   Maths major (more obvious mispronunciation): HK05

		English major (better pronunciation): HK20 (https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/)	
		8. Ss are expected to at least point out that the first girl mispronounced the articles "a" and "the", which are used as examples previously.	
		9. The teacher then plays the recording of a native speaker reading the passage, to provide a correct demonstration and ask them to circle the schwa sounds on the WS. By playing the recording 2–3 times, the teacher can practice pronouncing the schwa sound with Ss.	
10 mins	- Teach linking	**<u>Teaching linking</u>** 1. Using the concept of the popcorn string mentioned in the story, the teacher introduces linking to Ss. 2. As the teacher puts the flash cards on the blackboard, e.g. "i**f y**ou ta**ke a** mouse", students are asked to first listen carefully to the teacher reading the clause, and then to notice which words are linked together. 3. The teacher reveals the answer first by using a red chalk to link those two letters in order to set an example, then more phrases/ clauses can be used as practice.	**Students:** - Worksheet 3

4. Examples:

"he'll as**k you** for some popcorn."

"whe**n you** gi**ve h**im some popcorn."

"he'll want to str**ing it a**ll together."

5. Each student is given a Worksheet 3 and has to jot down some notes, i.e. writing down the words from the examples and linking the letters, while the teacher carries out teaching.

6. After the teacher's instruction and practising the above 4 examples, the teacher tells the class that the mouse likes singing *Let It Go*, a popular song among children, and invites them to first sing the song, then to listen to the song again noticing if there are any examples of linking.

7. Ss are given some time for finding out which words are linked together in the chorus. The teacher checks the answers with Ss and explains them afterwards.

8. Despite the difficulty, the teacher can reassure Ss that they have already done a good job finding out some examples of linking.

9. Go to data passage of HK10 and play sentence 4. Ask Ss to help improve the boy's pronunciation by linking words, by linking words on the WS.

"Bu**t o**ld habits won't change withou**t a** lo**t o**f hard work, will they?"

Lesson 3

Level of students: P.3   **No. of students:** 30   **Time:** 35 mins

Learning objectives:
By the end of the lesson, students are able to
1.   Identify content words and function words in a sentence
2.   Produce a sentence with correct use of sentence stress/ rhythm, by employing the knowledge of pronunciation taught in these two lessons

Prior knowledge:
-   Pronouncing schwa properly and consonant-vowel linking
-   Self-introduction

Materials:
-   Flashcards of big and small Christmas balls
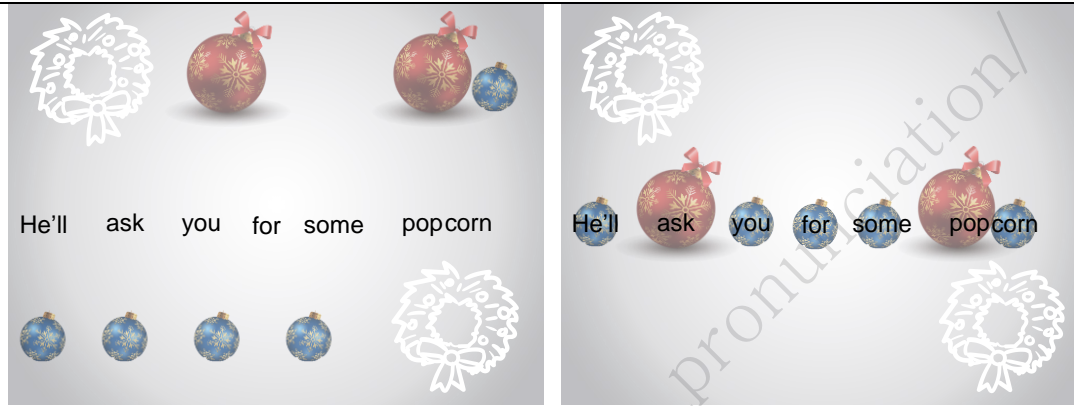-   Worksheet 4
-   Worksheet 5

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Materials
20 mins	- Teach difference between content words and function words	**Teaching the difference between content words and function words** 1. The teacher shows an example of a sentence that contains both content words and function words, e.g. "if you take a mouse to the movies". 2. Considering that it is not appropriate to use metalanguage in teaching, the teacher explains the idea of content words and functions words by comparing them with the big red and small blue Christmas balls hanging on the Christmas tree.	**Teacher:** - Flashcards **Student:** - Worksheet 4

Example:

3. The teacher reads aloud the example and tells Ss that even when the small blue Christmas balls are taken out, we can still understand the meaning of the sentence with the aid of the big red Christmas balls, i.e. the content words (while the teacher does not need to mention the term).

4. Then the teacher tells Ss about the rhythm in the sentence: the big red Christmas balls are just like the beats (i.e. stressed) in a sentence. It would be difficult for students to understand how it works by just listening to the teacher's verbal explanation, so the teacher's demonstration would be important.

5. After reading aloud the clause several times, the teacher takes another clause "he'll ask you for some popcorn". The teacher gives Ss the number of both big red and small blue Christmas balls, then asks them to allocate them in the clause before showing the answer.

Example:

He'll ask you for some popcorn

6. The teacher then asks Ss to form groups of 4 to 5, and each of them receives a worksheet 4.

7. Each group has to work on one to two particular sentences to figure out where the 'big red and small blue Christmas balls' are located. On a worksheet, there is a hint showing the number of both types of Christmas balls.

8. Ss will analyse the following extracts, while 3 groups will analyse the first one and 4 groups will analyse the second one.
   - When you give him the popcorn, he'll want to string it all together.
   - Then he'll want to hang it on a Christmas tree. You'll have to buy him one.

9. Ss use red pens and blue pens to draw the corresponding Christmas balls on the words.

10. While doing group work, the teacher can mingle in the class to offer help and feedback.

11. The teacher then asks Ss to read aloud the sentence in groups. Instant corrective

		feedback would be given.	
		Go to data page of HK01 (https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/) and play sentence 4. Ask Ss if there are 'beats' in the recording while the answer is no since the girl spoke English under the L1 influence (Cantonese is a syllable-timed language).	
		12. Ask Ss to locate the big red and small blue Christmas balls in the sentence.	
15 mins	- Consolidate students' learning of target pronunciation items	**Extension activity**	**Student:**
		1. This session intends to relate the pronunciation features taught in these 2 lessons to Ss' real-life situations. Ss are first asked to write a self-introduction, which is their pre-existing knowledge, on Worksheet 5. They are then asked to incorporate the correct pronunciation of schwa, linking and rhythm while introducing themselves.	- Worksheet 5
		2. There are guiding questions on the worksheet to help Ss write down the self-introduction, so that they can introduce themselves to the mouse with improved pronunciation.	
		3. After Ss have finished writing, the teacher writes the following on the blackboard:	
		- Is there any 'a' sound (schwa)? What should you do?	
		- Is there linking? Can you link some words together?	
		- What words are the 'big red Christmas balls'? What should you do?	

| | | 4. Given time to practice, Ss are invited to come up to do oral presentations. | |