

Lesson 1

Level of students: S1

No. of students: 30

Time: 40 mins

Learning objectives:

By the end of the lesson, students are able to

1. distinguish the three different pronunciations of -ed endings (i.e. /t/, /ɪd/, /d/)
2. decide when the different pronunciations will do
3. pronounce -ed endings correctly

Prior knowledge:

- past tense

Materials:

- Passage of *The Boy Who Cried Wolf*
- WS1
- Word card of regular past tense verbs
- Blackboard and chalks
- computer and laser presentation remote
- projector and screen

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Materials
2 mins	Introduce learning objectives of the lesson	<u>Introduction</u> 1. T writes on blackboard and tells Ss the learning objectives of the lesson (i.e. pronunciation of -ed ending).	/
15 mins	- Make Ss aware of their common	<u>Listen and Sort out the three types of pronunciations</u> 1. Ss read the passage of <i>The Boy Who Cried Wolf</i> once first. Then they circle	Teacher: - Corpus

	<p>mispronunciation of -ed endings</p> <ul style="list-style-type: none"> - Distinguish the three different pronunciations of -ed endings - Figure out patterns for the types of pronunciation 	<p>all the regular past participle and read silently to themselves.</p> <ol style="list-style-type: none"> 2. T plays a corpus recording (HK02) of the passage to Ss (Instruction: access corpus https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/ → ‘browse’ → click “filter speaker” button → click “Passage Two” of HK02). Ss need to pay attention to how the speaker in the recording pronounce all the -ed endings. 3. After listening to the recording, Ss report what they have found about the pronunciation of -ed endings to T. T then addresses that it is the common mispronunciation made by Ss (pronouncing all the -ed ending as /ɪd/). 4. T plays another corpus recording (HK08) that has the correct -ed ending pronunciation (Instruction: access corpus https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/ → ‘browse’ → click “filter speaker” button → click “Passage Two” of HK08). Ss have to listen carefully and mark down in whatever way that helps them remember how the ed-endings are pronounced and report their findings to the T afterwards. 5. T writes down all the regular past tense verbs in the passage on the blackboard beforehand. T asks one by one how the -ed endings of the verbs are pronounced and mark them down using IPA (i.e. /d/, /t/). 	<p>Passage 2 recording</p> <ul style="list-style-type: none"> - Transcription of the -ed endings in the passage <p>Students:</p> <ul style="list-style-type: none"> - Passage of <i>The Boy Who Cried Wolf</i>
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20 mins	<p>- Learn the rule when a certain pronunciation of -ed ending occurs</p>	<p><u>Teaching when to pronounce /d/, /t/, & /-ɪd/</u></p> <ol style="list-style-type: none"> 1. From the previous listening task, T concludes that there are actually three ways to pronounce -ed endings, namely /t/ as in “rushed”, /d/ as in “stayed”, and /-ɪd/ as in “decided”. 2. T draws a table with three columns (i.e. /d/, /t/, /-ɪd/) on the blackboard to categorise the regular past participle extracted from the passage in the previous task properly. Then T asks for suggestions for verbs in the column /-ɪd/ or writes down a few by him/herself. 3. T underlines the letter in front of the -ed suffix and asks Ss to try spot some possible patterns. Ss are reminded to look at the letter sound, i.e. consonants, instead of the letter name. Ss are expected to find out a pattern for /-ɪd/, which occurs after /d/ or /t/. Ss with knowledge of phonology may be able to spot the environment for /t/ to occur, which is after a voiceless consonant. T can encourage exchange of opinions between Ss when finding out the answer. 4. After hearing the answers from Ss, T explicitly talks about the rules to decide which ways the -ed endings should be pronounced. T should explain or replace technical terms (e.g. voiceless) with simple and easy-to-understand wordings so that every student can understand the concept. The suggested explanations of each rule are as below: 	<p>Teacher:</p> <p>- Word card of regular past tense verbs</p>
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		<p>(1) /ɪd/ <i>-ed is pronounced as /-ɪd/ after the /d/ and /t/ sounds.</i></p> <p>(2) /t/ <i>-ed is pronounced as the /t/ sound after an aspirated sound. Put your hand in front of your mouth and feel the air coming out. For example, /k/ (repeat a few times). If you can feel the air coming out, the sound is aspirated.</i></p> <p>(3) /d/ <i>For the rest, it is all pronounced as /d/.</i></p> <p>5. After explaining the rules, T gives out a set of word card of regular past participle and invites students to come out and match it to the correct column.</p>	
3 mins	<ul style="list-style-type: none"> - Wrap up lesson - Give assignment 	<p><u>Wrap up</u></p> <ul style="list-style-type: none"> - T wraps up the lesson by asking Ss what they have learnt. - T assigns a WS for students to finish before next lesson. 	<p>Student:</p> <ul style="list-style-type: none"> - WS1

Lesson 2

Level of students: S1

No. of students: 30

Time: 40 mins

Learning objectives:

By the end of the lesson, students are able to

1. pronounce -ed ending correctly according to different specific environment

Prior knowledge:

- three rules of -ed endings pronunciation

Materials:

- WS1
- Interview script
- Interview recording
- Video for dubbing narration (Mr. Bean's Guest)
- Narration script
- Computer
- Projector and screen

Lesson Procedures:

Time	Objectives	Tasks/ Activities	Materials
10 mins	- Revise rules of -ed endings pronunciation	<u>Revision and Answer checking of WS1</u> <ol style="list-style-type: none">1. T asks for explanation from Ss about the three rules of -ed pronunciation.2. T checks answers of WS1 with the whole class. T makes further explanation to items that most Ss get wrong. (T may have to pay special attention to items with the final position consonants /v/ and /z/, which are unaspirated. Ss may	Student: <ul style="list-style-type: none">- WS1

		mix them up with /f/ and /s/, which are aspirated.)	
15 mins	- Discuss the importance of having the correct pronunciation of past participle	<p><u>Discussion of intelligibility</u></p> <ol style="list-style-type: none"> 1. T plays the interview recording, of which the speaker (ML02) has a frequent slip of use of past tense and incorrect pronunciation of -ed endings, to students. (Instruction: access corpus https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/ → ‘browse’ → click “filter speaker” button → click “Interview Answer” of ML02) 2. Ss are asked to listen to the recording with attention to the use and pronunciation of past tense verbs. After that, they have to tell their level of understanding of the speech and discuss the factors affecting their intelligibility. T guides the discussion by moving up to general communicative situation and finding the purpose of speaking with correct pronunciation. 3. T concludes by addressing the importance of speaking with correct pronunciation of -ed ending, i.e. keeping consistency in reporting or describing events. 	<p>Teacher:</p> <ul style="list-style-type: none"> - Corpus interview recording (ML2)
15 mins	- Practice speaking with correct -ed ending	<p><u>Narrating for Mr. Bean animation</u></p> <ol style="list-style-type: none"> 1. T plays the video, Mr. Bean’s Guest, which is a mime. Ss, given the script of narration which has frequent use of past tense, have to do a narration the video. 2. T plays the video the first time with subtitles of the narration for Ss to 	<p>Teacher:</p> <ul style="list-style-type: none"> - Mr. Bean’s Guest video <p>Students:</p>

		understand the story. Then Ss are given time to make notes on their script about how to pronounce the -ed endings. After that, T plays the second time of the video for Ss to have a try of doing the narration on their own. Ss are invited to do the narration in front of the class.	- Script of narration
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Lesson 3

Level of students: S1

No. of students: 30

Time: 40 mins

Learning objectives:

By the end of the lesson, students are able to

1. Distinguish between vowels and consonants
2. Read with CV linking

Prior Knowledge:

- Vowel (a, e, i, o, u)

Materials:

- WS2
- WS3
- Passage 1 recording
- Computer

Lesson procedures:

Time	Objectives	Tasks/ Activities	Materials
5 mins	- Introduce the topic of linking	<u>Introduction</u> <ol style="list-style-type: none">1. T uses daily examples of speaking with linking (e.g. Thank<u>y</u>ou, come <u>i</u>n) and asks if Ss notice any special in pronunciation.2. T raises the question for Ss to think about why “thank you” is spoken as [ˈθæŋkjʊ:] (“than kyou”) instead of [ˈθæŋk ju:] (“thank you”).	/
15 mins	- Distinguish vowels and consonants	<u>Teaching vowels and consonants</u> <ol style="list-style-type: none">1. T tells the rule of CV linking, i.e. link words ending with a consonant sound to	/

		<p>words beginning with a vowel sound.</p> <ol style="list-style-type: none"> 2. T teaches the 5 vowels (a, e, i, o, u); or T can ask if Ss know what the 5 vowels are as Ss may have known about vowels already when learning indefinite articles in primary school. <i>Other than the 5 vowels, the rest is consonant.</i> 3. T has to remind Ss that vowels and consonants are told by sounds instead of letter names. (e.g. although the word “<u>u</u>niform” spells with a “u”, it is a consonant instead of a vowel”.) Ss have to read the word out to distinguish if it speaks a consonant sound or vowel sound. 4. After explaining the concept, T writes words on the blackboard, with letters representing specific sounds underlined, for Ss to practise distinguishing vowels and consonants. Ss check their understanding by telling whether the underlined letters represent a consonant or vowel and if it is a vowel, which vowel it is. 	
20 mins	<ul style="list-style-type: none"> - Figure out CV linking in sentences - Practise CV linking using daily examples 	<p><u>Listening</u></p> <ol style="list-style-type: none"> 1. T plays sentence 1, 2, 4, & 5 of the corpus recordings (HK10) of Passage 1 (Instruction: access corpus https://corpus.eduhk.hk/english_pronunciation/index.php/our-spoken-english/ → ‘browse’ → click “filter speaker” button → click “Passage One” of HK10). Ss listen and mark on WS2 where the CV linking is done and is missing. Each sentence is played twice or more depending on Ss’ performance. <p><u>Speaking</u></p>	<p>Teacher:</p> <ul style="list-style-type: none"> - Corpus Passage 1 recording <p>Students:</p> <ul style="list-style-type: none"> - WS2 - WS3

		<ol style="list-style-type: none">2. Ss practise reading with correct CV linking by reading aloud the examples of movie title and brand names on the WS3 to their neighbours. Some of the examples on the WS does not require reading with linking. Ss have to first find out which one should be linked.3. T invites Ss to read aloud the examples on the WS3 for answer checking.	
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Lesson 4

Level of students: S1

No. of students: 30

Time: 40 mins

Learning objectives:

By the end of the lesson, students are able to

1. Read aloud with VV linking

Prior Knowledge:

- Vowel (a, e, i, o, u)

Materials:

- WS3
- Lyrics
- Computer
- Screen and projector

Lesson procedures:

Time	Objectives	Tasks/ Activities	Materials
5 mins	<ul style="list-style-type: none">- Revise concepts of vowels and consonants and rule of CV linking	<p><u>Revision</u></p> <ol style="list-style-type: none">1. T revises CV linking with Ss by reading aloud the words and sentences on WS2 and WS3.	<p>Students:</p> <ul style="list-style-type: none">- WS2- WS3
10 mins	<ul style="list-style-type: none">- Introduce VV linking- Teach rule of VV linking	<p><u>Introducing and teaching VV linking</u></p> <ol style="list-style-type: none">1. T raises Ss' attention to words in WS 3 that Ss may pronounce the VV linking without noticing, for example, "KFC" (/keɪf si:/.).2. T points out that linking is done between a word ending with a vowel sound	/

		<p>and a word beginning with a vowel sound.</p> <p>T can make use of daily examples or simple short phrases, e.g. “go out” (/gəʊ aʊt.) , “the end” (/ði: end/) and demonstrate how it is like to read with and without VV linking form Ss to make comparison.</p> <p>T should once again remind Ss that it is the letter sound instead of the letter name which determine when to have the linking. T can exaggerate and lengthen the last sound of the first word for Ss to listen carefully if it is a vowel or not.</p>	
20 mins	- Practise VV linking	<p><u>Identifying VV linking</u></p> <ol style="list-style-type: none"> 1. Ss read the words on WS3 again and identify the VV linking. 2. T checks answers together with the class by inviting Ss to read aloud the words with VV linking. <p><u>Song singing</u></p> <ol style="list-style-type: none"> 1. T plays the TV commercial (McDonald’s) to Ss. Ss are required to pay attention to how VV linking, as well as CV linking, are done in the song. 2. Ss then read the lyrics and sing the song together to practise doing linking. 	<p>Teacher:</p> <ul style="list-style-type: none"> - Answer of VV linking in WS3 - TV commercial <p>Students:</p> <ul style="list-style-type: none"> - WS3 - lyrics
5 mins	<ul style="list-style-type: none"> - Wrap up - Assign task for next lesson 	<ol style="list-style-type: none"> 1. T summarises the lesson. 2. T asks Ss to bring photo(s) that captures one of their unforgettable experiences 	/

		next lesson for writing a recount.	
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Lesson 5

Level of students: S1

No. of students: 30

Time: 40 mins

Learning objectives:

By the end of the lesson, students are able to

1. Complete a writing framework of recount
2. Write a recount with past tense

Prior Knowledge:

- Past tense

Materials:

- Teacher sample of writing framework
- Teacher sample of recount
- Students' writing framework

Lesson procedures:

Time	Objectives	Tasks/ Activities	Materials
15 mins	<ul style="list-style-type: none">- Explain the task- Explain how to write a recount	<p><u>Explaining the final product</u></p> <ol style="list-style-type: none">1. T tells the aim of the task, i.e. producing a self-taken video retelling an unforgettable experience. Ss have to first write a recount (100 -150 words) retelling their unforgettable experience captured in their photo(s) brought to class. After that, they practise reading aloud the recount and video-tape themselves sharing their experience. Ss' works are gathered to form a video list ("a digital photo gallery) and shared with the whole class. To allow more room for creativity, Ss can invite their friends or family to	<p>Teacher:</p> <ul style="list-style-type: none">- Teacher sample recount- Teacher sample writing framework <p>Student:</p>

		<p>speak a few in their video as well.</p> <p><u>Demonstrate how to write a recount</u></p> <ol style="list-style-type: none"> 1. T scaffolds Ss to write the recount by using the writing framework, which provides the basic structure of a recount and helps Ss to organise their writing. It is reminded that Ss have to write in complete sentence in the framework. Ss build on the framework to write their recount. A teacher sample of the final recount written based on the framework is shown as an example of how to elaborate and enrich the content. 2. After the explanation, T invites Ss to suggest a new event and fill in a writing framework together with the class as a demonstration of developing a recount. 3. Before letting Ss to work on their own, T should remind them of the success criteria of the task, for example, writing in past tense (with both regular and irregular past participle), stating clearly the time, place, people and event, having a topic sentence and a concluding sentence, etc. 	- Writing framework
25 mins	<ul style="list-style-type: none"> - Ss fill in the writing framework - Ss write their recounts 	<p><u>Filling in the writing framework</u></p> <ol style="list-style-type: none"> 1. After listening to T's explanation of how to do the writing task, Ss can work on their own to complete the writing frame. Ss who still have problems with their work can go to T for further clarification. 	<p>Student:</p> <ul style="list-style-type: none"> - Writing framework

		<ol style="list-style-type: none">2. After finishing the writing framework, Ss have to ask T to have a look before moving on to write their recount.3. Ss have to submit their writing at the end of the lesson. Those who finish early can start to mark and practise the pronunciation of -ed ending and CV & VV linking.	
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Lesson 6

Level of students: S1

No. of students: 30

Time: 40 mins

Learning objectives:

By the end of the lesson, students are able to

1. Read aloud a recount with correct pronunciation of -ed ending, CV linking and VV linking

Prior Knowledge:

- Pronouncing -ed ending CV linking and VV linking correctly

Materials:

- Teacher sample recount
- Marked recounts of students
- Peer assessment form
- Device to take video

Lesson procedures:

Time	Objectives	Tasks/ Activities	Materials
10 mins	- Revise pronunciation of -ed ending and CV and VV linking	<u>Revision</u> 1. T revises the rules of pronouncing -ed ending and CV & VV linking with Ss by reading aloud the teacher sample text of the writing task. 2. T first picks the regular past participle to practise. Then T invites each student to read from sentence to sentence to do the linking.	Teacher: - Teacher sample recount
10 mins	- Ss prepare for the reading aloud	1. T gives back the marked recount to Ss. 2. Ss review their work and mark on their recount to prepare for the reading aloud. Ss can read in their mind or in quiet voice to practise reading aloud	Students: - marked recount

		their recount.	
10 mins	- Ss read their writing to their neighbours	<p><u>Reading aloud</u></p> <ol style="list-style-type: none"> 1. Ss read aloud their recount to their neighbours with attention to the pronunciation of -ed ending and CV & VV linking. 2. Ss have to listen carefully and give comments to their neighbour's performance. 3. After the reading aloud, T asks Ss to put up their hands to report their neighbour's performance as "excellent", "good", or "need more practice". T can then screen those in need and provide more guidance. 	/
10 mins	- Ss record video	<p><u>Video-taking</u></p> <ol style="list-style-type: none"> 1. Based on the number of device available, Ss are divided in groups and take turns to do the video-taking. Ss can choose to take the video after lesson if they think they need more time to practise or would like to invite their family and friends to participate. 2. T should allocate each group to a specific area in the classroom so as to make sure that each group are working in order. If possible, T can borrow an activity room which allow more space for Ss to take the video. 3. Finally, T provides the method and deadline for submitting the video. (E.g. create an account on a video sharing website and provide the log-in username and password for students to upload their video to the video list by themselves) 	<p>Students:</p> <ul style="list-style-type: none"> - Photos of their own - Marked recount - Device for taking the video

