


Session 2 (Tone 1 and Tone 2 & Target sounds: 'c' and 's')

Stage	Stage Aim	Procedure	Interaction & Timing	Teacher Tips
1. Lead- in	<p>To review the target sounds of last session</p> <p>To generate students' interest in today's topic</p> <p>To check students' performances of the target sounds</p>	<p>The teacher will give a brief review of last session.</p>  <p>(Picture retrieved from: <a href="https://creazilla.com/nodes/33383-little-boy-study-clipart">https://creazilla.com/nodes/33383-little-boy-study-clipart</a>)</p> <p>Then, the teacher will share the common mistakes in the homework.</p> <p>Students will be asked to read tongue twisters in the Mandarin corpus which contain the target sounds 山(shān)裏有個寺(sì), 山外有個市(shì), 弟子三(sān)十(shí)三, 師(shī)父四(sì)十四。三十三的弟子在寺裏練寫字(zì), 四十四的師父到市裏去辦事(shì)。三十三的弟子用了四十四小時(shí), 四十四的師父走了三十三裏地。走了三十三裏地就辦了四十四件事, 用了四十四小時才寫了三十三個字。)</p> <p>(三(sān)山(shān)屹四(sì)水(shuǐ), 四水繞三山; 三山四水春(chūn)常(cháng)在, 四水三山四時(shí)春。)</p> <p>Students will be asked to read by themselves firstly.</p> <p>Students then will be asked to work in pairs.</p>	<p>S - S T - WC</p> <p>10 - 12 mins</p>	

		<p>Each student will read the tongue twister once and then find the difficult sound(s) and tone(s) for them.</p> <p>Students then will read the tongue twister again and find the words with tone 1 and tone 2.</p> <p>The teacher then will share the sounds and words that they found and play the recording of tongue twisters.</p>		
2. Mispronunciation Discovery	<p>To ask students to do corpus search</p> <p>To guide students to discover the mispronunciations of the target features made by the samples in the corpus</p>	<p>The teacher will ask students to help the teacher to use the search function of the corpus to show students the mispronunciations of the target sounds and tones.</p> <p>The students will listen to the selected recordings of the samples in the corpus and discover the mispronunciations. (Recordings of Speaker 11, 19 and 24 will be used for students to discover the mispronunciations that Hong Kong speakers made.)</p>	<p>T - WC</p> <p>10 mins</p>	
3. Explicit form-focused Instruction	<p>To clarify and teach students the correct pronunciation of the target sounds and tones.</p>	<p>The teacher will give an introduction of the tone 1 and tone 2 in Chinese using the teaching materials to demonstrate the 5 tones (<a href="https://corpus.eduhk.hk/mandarin_pronunciation/?page_id=33">https://corpus.eduhk.hk/mandarin_pronunciation/?page_id=33</a>).</p> <p>The teacher will show the place of articulation of the target sounds using the materials in the Mandarin corpus (<a href="https://corpus.eduhk.hk/mandarin_pronunciation/?page_id=39">https://corpus.eduhk.hk/mandarin_pronunciation/?page_id=39</a>).</p>	<p>T - WC</p> <p>T - S</p> <p>20 - 25 mins</p>	

		<p>The teacher then will give instructions of different aspects of articulation of the target consonants with exaggerated models and show students the different samples from Beijing and Taiwan.</p> <p>Students will be asked to read after the samples, pronounce words contain target sounds with different tones one by one and receive feedback from the teacher.</p> <p>Students will listen to a song recommended in the Mandarin corpus  <a href="https://corpus.eduhk.hk/mandarin_pronunciation/?page_id=107">https://corpus.eduhk.hk/mandarin_pronunciation/?page_id=107</a>  containing the target sounds and use Pinyin to fill in the missing words (Worksheet 1).</p>		
4. Freer Practice 1 (Reading aloud)	To give students the opportunity to produce the target features	<p>Students will work in pairs.</p> <p>One student will read the words in Worksheet 2.</p> <p>The other student will be the listener and fill in the checklist (Worksheet 3).</p> <p>Then, take turns.</p> <p>The teacher will guide and listen to their answers.</p> <p>The teacher then will share common mistakes that they made and correct them in front of the class.</p>	<p>S - S T - WC</p> <p>10 mins</p>	

<p>5. Freer Practice 2 (Spontaneous speech)</p>	<p>To give students the opportunity to produce the target sounds in real communication</p>	<p>Students will find a new partner.</p> <p>One student will use their own words to describe the topic in Worksheet 4.</p> <p>The other student will be the listener and fill in the checklist (Worksheet 5).</p> <p>Then, take turns.</p> <p>The teacher will guide and listen to their answers.</p> <p>The teacher then will share common mistakes that they made and correct them in front of the class.</p>	<p>S - S T - WC</p> <p>10 - 12 mins</p>	
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## Worksheet 1

Listen to a song and use Pinyin to fill in the missing words.

19

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Retrieved from: <https://www.yueqiquan.com/gangqin/qupu/20112.html>

Lydia mí lí de yǎn kuāng

wèi hé liú làng

xīn \_\_\_ de hǎi yáng

\_\_\_ le \_\_\_

lián wēi xiào dōu páng huáng

Gypsy nǚ láng

wèi \_\_\_ ér chàng

nǐ huì kàn jiàn wù kàn jiàn yún kàn jiàn tài yáng

jì niàn de

dà dì chóng

fù zhe bēi \_\_\_

## Worksheet 1

Read the following words aloud.



聰(cōng) 松(sōng) 層(céng) 存(cún) 栓(shuān) 岑(cén) 拾(shí) 慘(cǎn)  
啥(shá) 出(chū) 陳(chén) 扯(chě) 是(shì) 車(chē) 傷(shāng)  
疏(shū) 沖(chōng) 成(chéng) 勞(láo) 藏(cáng)

伸縮(shēn suō) 成才(chéng cái) 喪失(sàng shī) 純真(chún zhēn)  
書籍(shū jí) 屬相(shǔ xiàng) 擅長(shàn cháng)

### Worksheet 3

Listen to your partner's speech and fill in the checklist. If he or she pronounces correctly, tick . If he or she makes errors on some sounds or tones, please elaborate his or her mistakes.

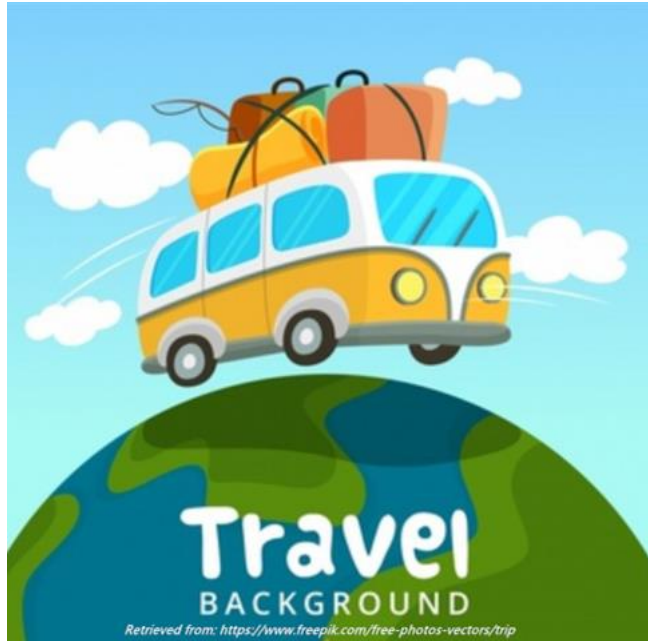
	Correct	Errors on Sounds	Incorrect Tones		Correct	Errors on Sounds	Incorrect Tones
聰(cōng)				傷(shāng)			
松(sōng)				疏(shū)			
層(céng)				沖(chōng)			
存(cún)				成(chéng)			
栓(shuān)				勞(láo)			
岑(cén)				藏(cáng)			
拾(shí)				伸縮(shēn suō)			
慘(cǎn)				成才(chéng cái)			
啥(shá)				喪失(sàng shī)			
出(chū)				純真(chún zhēn)			
陳(chén)				書籍(shū jí)			
扯(chě)				屬相(shǔ xiàng)			
是(shì)				擅長(shàn cháng)			
車(chē)							

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## Worksheet 4

Describe the following topic.

難忘的壹次旅行



[https://corpus.eduhk.hk/mandarin\\_pronunciation/](https://corpus.eduhk.hk/mandarin_pronunciation/)



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**Worksheet 5**

Listen to your partner's speech and fill in the checklist. If he or she pronounces correctly, tick . If he or she makes errors on sounds and tones, please elaborate his or her mistakes.

Errors on Sounds	Incorrect Tones

[https://corpus.eduhk.hk/mandarin\\_pronunciation/](https://corpus.eduhk.hk/mandarin_pronunciation/)