

**Session 4 (Tone 1 Combination + Tone 2 & Combination; Target sounds: ‘ue’ and ‘uan’)**

| 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 features</p> | <p>The teacher will give a brief review of last session.</p> <p>Then, the teacher will share the common mistakes in the homework.</p> <p>Students will be asked to divide into two groups and stand in two lines, all facing the same direction.</p> <p>The teacher will give the first person of each group three words contain the target sounds.</p> <p>The first person will memorize the words and tell the words in a whisper using Mandarin.</p> <p>The three words will be passed one by one in a whisper.</p> <p>The last student of each group will pick the words he or she heard among 10 words with similar pronunciation.</p> <p>The group that spends less time and gets more correct answers will win.</p> | <p>S - S<br/>T - WC</p> <p>5 - 7 mins</p> |              |
| 2. Mispronunciation Discovery | <p>To ask students to do corpus search</p> <p>To guide students</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>T - WC</p> <p>10 mins</p>              |              |

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|                                      | to discover the mispronunciations of the target features made by the samples in the corpus | The students will listen to the selected recordings of the samples in the corpus and discover the mispronunciations. (Recordings of Speaker 23, 4 and 40 will be used for students to discover the mispronunciations that Hong Kong speakers made.)  |                                 |  |
| 3. Explicit form-focused Instruction | To clarify and teach students the correct pronunciation of the target sounds and tones     | <p>The teacher will give an introduction of the tone 1 combination and tone 2 combination 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>Students will read after the samples in the Mandarin corpus and compare the Beijing accents with the Taiwan accent.</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>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 listen to the recording of the Task 4 from Speaker 18 and circle the disyllabic words with tone 1 &amp; 2 combination (Worksheet 1).</p> | T - WC<br>T - S<br>20 - 25 mins |  |
| 4. Freer Practice 1 (Reading aloud)  | To give students the opportunity to produce the target sounds and tones                    | <p>Students will work in pairs.</p> <p>One student will read the words in Worksheet 1.</p>   | S - S<br>T - WC<br>10 mins      |  |

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|  |  | <p>The other student will be the listener and fill in the checklist (Worksheet 2).</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>  |   |  |
| 5. Freer Practice 2 (Spontaneous speech) | To give students the opportunity to produce the target sounds and tones in real communication. | <p>Students will find a new partner.</p> <p>One student will use their own words to describe the topic in Worksheet 3.</p> <p>The other student will be the listener and fill in the checklist (Worksheet 4).</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<br/>T - WC</p> <p>10 - 12 mins</p> |  |

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## Worksheet 1

**Listen to the recording and circle the disyllabic words with tone 1 & 2 combination.**

今天我要講的題目是我的學習生活。我是一個學生，當了這麼多年的學生其實生活挺是無趣的。我們一大早就準備吃早餐、整理自己，然後乖乖的上學去。當我們小學的時候，我們每天回到學校就覺得很新奇，因為我們都會接觸到很多對我們來說是新穎的知識，還有一些不同興趣班或是不同的活動。所以我們在小學的時候的生活總是多姿多彩的。

## Worksheet 2

Read the following words aloud.



Retrieved from: <https://silhouette-ac.com/en/silhouette/118308/reading-aloud>

|         |        |          |         |         |        |
|---------|--------|----------|---------|---------|--------|
| 虐(nuè)  | 掠(luē) | 涮(shuàn) | 卷(juǎn) | 管(guǎn) | 雪(xuě) |
| 關(guān) | 頓(dùn) | 輪(lún)   | 蒯(kuǎi) |         |        |

|              |                  |                 |               |
|--------------|------------------|-----------------|---------------|
| 歸還(guī huán) | 喧鬧(xuān nào)     | 缺少(quē shǎo)    | 專家(zhuān jiā) |
| 包子(bāo zi)   | 過去(guò qu)       | 醫院(yī yuàn)     | 喜歡(xǐ huān)   |
| 或許(huò xǔ)   | 圓圈兒(yuán quān'r) | 旋轉(xuán zhuǎn)  |               |
| 全部(quán bù)  | 團長(tuán zhǎng)   | 皇上(huáng shang) | 田地(tián dì)   |

## Worksheet 2

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.

|              | Correct | Errors on Sounds | Incorrect Tones |                  | Correct | Errors on Sounds | Incorrect Tones |
|--------------|---------|------------------|-----------------|------------------|---------|------------------|-----------------|
| 虐(nuè)       |         |                  |                 | 專家(zhuān jiā)    |         |                  |                 |
| 掠(luě)       |         |                  |                 | 旋轉(xuán zhuǎn)   |         |                  |                 |
| 涮(shuàn)     |         |                  |                 | 全部(quán bù)      |         |                  |                 |
| 卷(juǎn)      |         |                  |                 | 團長(tuán zhǎng)   |         |                  |                 |
| 管(guǎn)      |         |                  |                 | 包子(bāo zi)       |         |                  |                 |
| 雪(xuě)       |         |                  |                 | 過去(guò qu)       |         |                  |                 |
| 關(guān)      |         |                  |                 | 醫院(yī yuàn)      |         |                  |                 |
| 頓(dùn)       |         |                  |                 | 喜歡(xǐ huān)      |         |                  |                 |
| 輪(lún)       |         |                  |                 | 或許(huò xǔ)       |         |                  |                 |
| 蒯(kuǎi)      |         |                  |                 | 圓圈兒(yuán quān'r) |         |                  |                 |
| 歸還(guī huán) |         |                  |                 | 皇上(huáng shang)  |         |                  |                 |
| 喧鬧(xuān nào) |         |                  |                 | 田地(tián dì)      |         |                  |                 |
| 缺少(quē shǎo) |         |                  |                 |                  |         |                  |                 |

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### Worksheet 3

Describe the following topic.

我的願望



Retrieved from: <http://m.toopen.com/view/1011488.html>

<https://corpus.eduhk.hk>

-pronunciation/

