

Name of activity: Pronouncing *-ing*

Short description: In the Lesson Plan called 'I like cooking' this activity is planned as a game revising like/love/hate + ing, which can be done before or instead of Unit 2.1 and/or before Unit 2.7. Here (adapted) it's aimed at pronunciation practice and is supposed to replace Unit 2.18.

Link to curriculum: Grade 9; Unit 2.18

Difficulty level: Easy

Time: 25 mins

Learning outcomes: by the end of this activity:

- Students will have practised the pronunciation of the *-ing* ending.
- Students will have revised the structure of verbs 'like/love/hate' followed by a gerund.
- Students will have had a little bit of listening practice.

(Competency 1; Pronunciation; Competency 6; Grammar; Competency 3; Listening)

Option 1

Lesson plan with:

Option 2

Lesson plan with:

- ✓ Worksheets to project (data projector)

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material: <http://learnenglishkids.britishcouncil.org/en/grammar-games/ing>;
<http://www.teachingenglish.org.uk/activities/phonemic-chart>

Option 1: Worksheet

Preparation	1. Make one copy of worksheet 1 for your own reference.
Stage / Time	Procedure
Drilling and grammar revision 15 mins	<ol style="list-style-type: none"> 1. Write the words from Worksheet 1 (<i>going, practising, playing, reading, doing, visiting, learning</i>) on the board. 2. If you have done this gap-filling exercise before (see 'I like cooking'), ask the students if they remember where these words come from. Ask them to tell you any sentences they can remember, but don't let them look at the 'old' worksheet. 3. Ask the students to look at the board and tell you what the words have in common. (Answer: They are all gerunds/<i>-ing</i> forms). 4. Ask a student to come to the board and write the pronunciation of the <i>-ing</i> ending. (Answer: /ɪŋ/). Elicit/teach that /ɪ/ is a short vowel and that /ŋ/ is a consonant. 5. Draw a mouth diagram on the board and show the place and the manner of articulation (the where and how of pronouncing /ɪŋ/), see diagram below. Ask the students to put their hands on their necks and establish that their vocal cords vibrate when they pronounce /ɪŋ/, as both sounds are voiced. Ask what the most common pronunciation mistake learners make when pronouncing <i>-ing</i>. (Answer: they add the /k/sound at the end - /ɪŋk/). Model /ɪŋ/ and drill chorally. 6. Model the words and drill. <p>Suggested <u>drilling procedure</u>:</p> <p>Choral drill first to boost the students' confidence - the whole class repeats after you first, then, so you can hear individual students better, without putting them in the spotlight, ask smaller groups to repeat (only girls; only boys; only first row, then second, etc.)</p> <p>- Ask the students to listen to you carefully and tell them not to repeat after you. Tell them you want them to concentrate on listening first. Tell them you are going to say the word twice and you don't want them to repeat until you have shown them to (using hands like a conductor, show them the gesture you are going to use).</p> <p>Ask ICQs (Instruction Checking Questions) to make sure everyone understands.</p> <p>Suggested ICQs: What am I going to do now? (Answer: say a word / say words with <i>-ing</i> ending / say gerunds). How many</p>

	<p>times? (Answer: Twice). What do I want you to do when I am saying the word? (Answer: Listen carefully). Do I want you to repeat the word straight away? (Answer: No). When do I want you to repeat the word? (Answer: When you show/ask us + they might show the gesture you used).</p> <p>Do the first word as an example, as despite instructions and ICQs, someone is bound to repeat the word straight away.</p> <p>Say the first word. Put your finger on your mouth to indicate silence. Wait a few seconds. Say the word again. Put your finger on your mouth and wait a few seconds. Don't rush.</p> <p>Using previously demonstrated gesture, invite the students to repeat the word. Again, to boost their confidence, allow the whole group to repeat together, but then move on to individual students.</p> <p>Using gestures during the drilling stage helps the students concentrate on the words you focus on (since you are not saying anything else, they can only listen to the target words).</p> <p>Ideally, you should have listened to all your students pronouncing <i>-ing</i> by the end of the drilling stage. If you have a very large group, resort to small groups drilling (see choral drill above) to maximise your chances of picking up pronunciation errors.</p> <p>Model and drill all the <i>-ing</i> words from the board following the procedure above.</p> <p>7. Tell the students you will read sentences for them to listen to carefully. Each sentence contains a gap. Tell the students you will say 'bleep' where the gap is. They have to listen to the sentence, look at the words on the board, decide which word best fits the gap, and put their hands up if they are ready to answer. Ask them to focus on the pronunciation of the words. Ask individuals to give you the answer. Listen carefully to the pronunciation of <i>-ing</i>. Correct where necessary.</p>
<p>Further pronunciation practice 10 mins</p>	<ol style="list-style-type: none"> 1. Ask the students to underline all the verb+ing forms in the text on page 38 of Grade 9 Unit 2 (Holidaying in Anuradhapura). (Answer: holidaying, visiting, working, helping, swimming, washing, bathing, washing, swaying, listening). 2. Drill the verbs only, following the procedure above. 3. Ask the students to practise reading the sentences with their partners. 4. Ask individual students to read the sentences aloud. Start with stronger students, to allow for more input for the weaker ones. Then ask stronger and weaker students in turns (so as not to

	make the weaker ones aware you think they are actually weak, as that would be demotivating and embarrassing for them).
Follow-up / homework	<p>1. Ask the students to write their own, short story, using all the verbs from the board and the text on page 38 (Grade 9 Unit 2.16). After you have collected, marked and given back corrected stories, ask the students to practise reading them at home. Listen to the students reading their stories in the following lesson.</p> <p>If you have a smaller group, you could listen to all the stories. With larger groups this will be impossible, so put the students into groups of three-five and ask them to read their stories to each other. Walk around the class and 'eavesdrop'.</p>

Worksheet 1

going practising playing reading doing visiting learning

1. She loves ... English.

2. They really like ... those books.

3. We don't mind ... our English.

4. I really don't like ... to the supermarket with my father.

5. She hates ... the washing up.

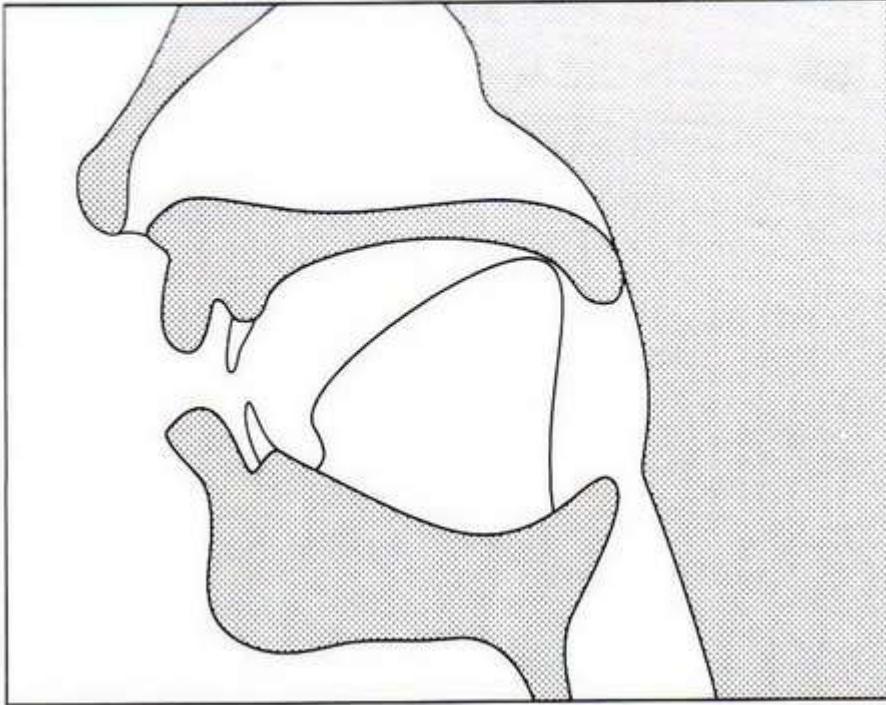
6. He hates ... tennis in the rain.

7. He loves ... his family in the summer.

Answers:

1. learning
2. reading
3. practising
4. going
5. doing
6. playing
7. visiting

Mouth Diagram



Option 2: Data Projector

Preparation	Follow the lesson plan for Option 1, but instead of writing the words on the board, project them on the wall/board.
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Option 3: Computer Lab

Preparation

1. Follow the lesson plan for Option 1, but use the phonemic chart available at this link <http://www.teachingenglish.org.uk/activities/phonemic-chart> to model /ɪŋ/ before drilling the words (point 5 of the first stage of the lesson – see quoted below):
5. Draw a mouth diagram on the board and show the place and the manner of articulation (the where and how of pronouncing /ɪŋ/). Ask the students to put their hands on their necks and establish that their vocal cords vibrate when they pronounce /ɪŋ/, as both sounds are voiced. Ask what the most common pronunciation mistake learners make when pronouncing –ing. (Answer: they add the /k/ sound at the end - /ɪŋk/). Model /ɪŋ/ and drill chorally.

!!! Note that the phonemic chart available at the link above, once downloaded, doesn't require internet access and can be used straight off your laptop/tablet/computer.

The image shows a phonemic chart from TeachingEnglish.org.uk. It is titled 'PHONEMIC CHART' and features the logos for 'BRITISH COUNCIL' and 'TeachingEnglish'. The chart is organized into three main sections: 'vowels', 'diphthongs', and 'consonants'. Each phoneme is presented in a blue-bordered box with a small downward arrow in the top right corner, indicating it is a dropdown menu. The 'vowels' section includes: i:, ɪ, ʊ, u:, e, ə, ɜ:, ɔ:, æ, ʌ, a:, ɒ. The 'diphthongs' section includes: ɪə, eə, əʊ, aʊ, eɪ, aɪ, ɔɪ. The 'consonants' section includes: p, f, t, θ, tʃ, s, ʃ, k, b, v, d, ð, dʒ, z, ʒ, g, h, m, n, ŋ, r, l, w, j. At the bottom left, it says '© British Council' and at the bottom right, it provides the URL 'http://www.teachingenglish.org.uk'.