

Law-Low-Allow

Objective: By the end of this lesson, students will be able to produce and recognize the “aw” (/ɔʊ/), “oh” (/oʊ/), and “ow” (/aʊ/) sounds in speech and reading.	
Class Description: 10 students from various cultures (Brazil, Taiwan, etc.) aged 13-17 in middle/high school learning ESL after class	Class Level: Upper intermediate
Time Frame: 60 minutes <ul style="list-style-type: none">• 10 min presentation• 15 min written exercises• 15 min oral activity• 20 min free communicative activity	Materials/Aids: Powerpoint/Google Slides, projector board; word cards for SNAP; word bank poem worksheet; information gap worksheets

Assumed Knowledge

- Students (Ss) have passing knowledge of the IPA; they may not know all the symbols corresponding to sounds in the English language (regardless of accent), but they know that it is used in dictionaries.
 - Ss have already learned to distinguish and produce the vowel sounds as well as recognize the IPA for /o/, /ʊ/ and /a/, which are needed to produce the diphthongs covered in this lesson.
 - Ss know what rounded and unrounded lips are from lessons on the above vowels.
- Ss are aware of what April Fool’s Day and/or pranks are.

Follow-up

- This lesson plan can be followed up with /eɪ/ and /aɪ/, the other two diphthongs commonly used in English.

Anticipated Problems

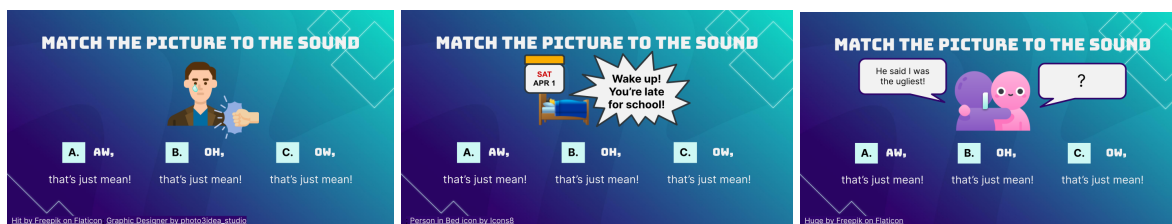
- Students may have trouble with the “oh, that’s just mean” slide and say “aw” instead. Try to say it as part of a dialogue where someone explains that they will do this prank, then it will be more obvious that the answer is “oh.”
- Ss may become preoccupied with the concept of diphthongs over the actual sounds they have to learn. The couple analogy should help with

this, but the teacher may also want to remind them that they know the vowel sounds used in the diphthongs; “diphthong” is just a fancy word for “vowel sounds sliding into one another.”

- Ss may have trouble with the “Left or Right” drill with the model examples at the bottom of the page. Use “A” or “B” if this becomes a problem.
- Student-centred practice is paramount; if T is running low on time, skip the “same or different” exercise so that Ss can do the “What Colour is this Word?” drill with each other.
- Ss may have trouble with the vowel sounds during the oral activity. Leave example words on the board to help jog their memory of the sounds. Ideally, these example words showcase how each of the sounds can be spelled in very different ways.
- Ss may have trouble writing 2 poems in the time allotted. Assign as homework and assure students that it is practice; it doesn’t need to be perfect!

PRESENTATION

Hook



[slide 1; a man being punched]

T: Who is this?

Ss: This is John.

T: That's right. John is getting punched! [Student A], you are John: do you say A, B, or C?

SA: C.

T: You say C. "Ow, that's just mean!"

[slide 2; a person in bed, a calendar, and a speech bubble]

T: [Student B], do you usually go to school on Saturdays?

SB: No, I don't usually go to school on Saturdays.

T: This person is saying wake up! Time to go to school! It is a mean prank. Would you say A, B, or C?

SB: B.

T: You say B. "Oh, that's just mean!"

[slide 3; two people hugging, with one crying saying "He said I was the ugliest!"]

T: [Student C], someone called your friend ugly. Do you say A, B, or C?

SC: A.

T: You say A. "Aw, that's just mean!"

T: Each of these sentences are the same except for the first sounds! These vowel sounds can change the meaning a lot, so we have to be careful when we listen for and say them. Let's look at how to say them.

Mechanics

T: [Student A], please read the example words.

SA: Law, taunt, loss.

T: Let's watch this video of someone saying "ada." The green line is the roof of the mouth. Where is the tongue at the end of the video?

Ss: The tongue is at the back.

T: That's right, it's at the back.

Note: T may choose to emphasize the importance of tongue position here by trying to make the "aw" sound without making the tongue move; it should sound more like a schwa or the /e/ sound.

T: When we say the "aw" sound, our mouths are partly open, but not wide...

[Demonstrate the difference between open and mid-open.] ...and our lips are rounded.

T: That's right. Let's all say the sound together: "aw."

Ss: Aw.

T: Repeat after me: Law, Taunt, Loss

Ss: Law, Taunt, Loss



Diphthongs

T: The next two sounds we are learning are diphthongs. Diphthongs are like a couple. Two people who come together to make one thing. [Use fingers on either hand and bring them together to visualize the point.] Diphthongs are two vowel sounds that make one sound.

T: Let's watch a clip to learn how the sounds you know, /oʊ/ and /ʊ/, come together. [Video clip is 0:20-0:49 and lasts 30 seconds.]



T: Okay. [Student A], what does she say we should focus on?

SA: The jaw and lip rounding. [SA may only say one; add the other or elicit another student if they do.]

T: That's right. [Student B], please read the example words.

SB: Low, broke, Joe

T: When you say these words, do your lips start out rounded? Low, broke...

SB: No.

T: Repeat after me: aw..

Ss: Aw..

T: Oh..

Ss: Oh..

T: Feel your jaw moving? When we say "oh," our mouths are partly closed, but not as open as before with "aw."

T: Great. Let's watch this next clip that brings together /a/ and /ʊ/. [Video clip is 0:24-1:14 and lasts 50 seconds.]

MAKING THE "OW" SOUND	
 The Sounds of American English The OW [aʊ] Diphthong	/aʊ/ e.g. ALLOW, FOUND, TOWN
Mouth Position	Open → Partly open
Tongue Position	Front → Back
Lips	Unrounded → Rounded

T: Do "oh" and "ow" sound the same?

Ss: No.

T: Do they end with the same sound? Ohhhh... Owwww... [Overemphasize the two sounds so students can tell.]

Ss: Yes.

T: With "oh," our lips went from unrounded to rounded. This time, we also get our tongues and jaws moving! [Student A], read the examples.

SA: Allow, Found, Town.

T: Now everyone together.

Ss: Allow, Found, Town.

Sound Check (Concept Check)

HE IS L _ _ _ _ _ THE CAR.

A. Lauding ▲
B. Loading ●
C. Louding ■

SHE WENT D _ _ _ _ _ THE SLIDE.

A. Dawn ▲
B. -done ●
C. Down ■

WE SAW THE _ _ _ _ _ EARLIER.

A. Fawn ▲
B. Phone ●
C. Frown ■

T: [Student A], which one am I saying? He is loading the car.

SA: B, orange.

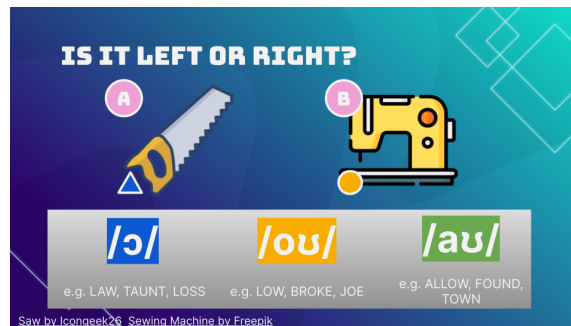
T: [Student B], which one am I saying? She went down the slide.

SB: C, green.

T: [Student C], which one am I saying? We saw the fawn earlier.

SC: A, the blue one.

Drills (Left or Right/A or B?)



T: For these pictures, please tell me if I'm saying A or B. The sounds and examples are at the bottom for your reference. [Student A]: Sew.

SA: B.

T: Saw.

SA: A.

T: [Student B]: Saw.

SB: A.

[next slide]

T: Bow (n).

SB: A.

T: [Student C]: Bow (v).

SC: B.

T: Bow (n).

SC: A.

T: Raw.

[next slide]

SC: A.

T: [SB]: Row.

SB: B.

T: Raw.

SB: A.

[next slide]

T: Foul.
 SB: A.
 T: [SA]: Foal.
 SA: B.
 T: Foul.
 SA: A.
 [next slide]
 T: Cows.
 SA: B.
 T: [SC]: Cause.
 SC: A.
 T: Cows.
 SC: B.
 [next slide]
 T: Drawn.
 SC: B.
 T: [SB]: Drown.
 SB: A.
 T: Drawn.
 SB: B.
 T: Great job everyone!

SAME OR DIFFERENT?

/ə/	/oʊ/	/aʊ/
Ball	Bowl	--
--	Boned	Bowed
Claw	Clone	Clown
--	Crows	Crowds
Drawn	Drone	Drown
Fall	Foal	Foul
Fawn	Phone	Found

Drills (Same or Different?)

T: I'm going to say two words from this list. You're going to take turns telling me if it's the same word or different words.

[Say words from each of the lists, facilitating students if they forget their turn and correcting as needed. Try to get an even spread of the "aw," "oh," and "ow" sounds--don't just focus on one or two of them. Do this 4 times per person.]

Note: To make time for the student-centred "What Colour is this Word?" T may need to cut out this drill.

Drills (What Colour is this Word?)

T: Now we're going to play a similar game. I'm going to say a word, then you're going to tell me what colour the word is. So, [Student A], if I say Flower, you say...

SA: Green.

T: Okay, now [SB]. Honed.

SB: Orange.

Etc

[Continue this for 6 words (2 from each column) per student.]

Drills (Ss' Turn: What Colour is this Word?)

T: Now it's your turn. [SA], you say a word, and [SB] guesses the colour.

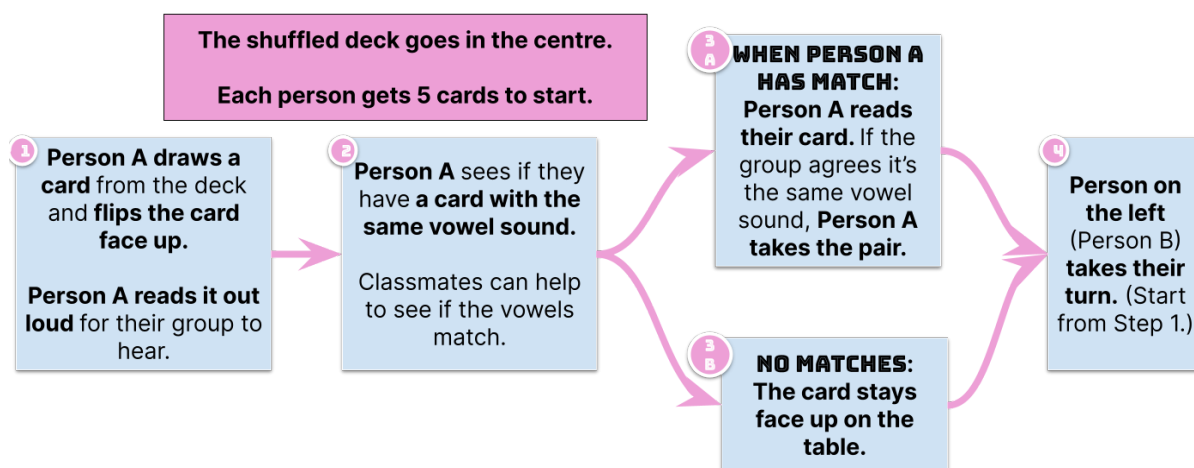
[Facilitate as needed; each student should get at least two tries to say a word that their peers guess.]

ORAL EXERCISE

Controlled Activity: Snap

T: Great job everyone. Next, we're going to play snap. Create groups of 3; there will be one group of 4.

Once students are in groups, elicit the rules from students from the chart on the board.



Model with two example words (Raw and Ball) and ask CCQs.

T: The white word is Person A's card. The pink one is the one Person A just got.

Are they the same vowel?

Ss: Yes.

T: Does Person A get to keep both cards?

Ss: Yes.

WRITTEN EXERCISE

Less Controlled: Word Bank Poems

Each student will be given a worksheet with a word bank of 30 words (10 per vowel). Students will sort the words in the word bank into the table based on the vowel sounds. Ss check answers in pairs with a given answer key (these words are in the tables in the slides).

Once that is complete, Ss will use the sorted word bank to create 2 cinquain poems (five-lined poems following the provided syllable count). Each poem must have at least two words from the table and Ss can't repeat the same column for both poems. Two example poems will be provided on the board. Dictionaries can be available for this portion of the written exercises. If asked, students are also welcome to use other words instead of the word bank ones if they check that the vowel sounds are correct with the teacher.

Brave students can present at the end of class if there is extra time, or they can share next class if they'd like to make some edits first.

Line 1-2 syllables

Line 2- 4 syllables

Line 3- 6 syllables

Line 4- 8 syllables

Line 5- 2 syllables

From: [Family Friendly Poems](#)

Completed Table

/ɔ/	/oʊ/	/aʊ/
Ball	Bowl	--
Claw	--	Clown
--	Crows	Crowds
Drawn	Drone	Drown
Fall	--	--
Fawn	Phone	Found

Flaw	Flow	Flower
Hall	Hole	Howl
Gnaw	No	Now
--	Sewn	Sound
Sean	Shown	Shower
Taunt	Tone	Town

Example Poems

The ball
 Rolled down and in
 Into the hole Sean dug.
 The hole was deeper than a bowl.
 Bye ball!

Flowers.
 Flowers in spring
 Grow in gentle showers.
 Crowds with phones fawn, and take
 pictures.
 Oh spring.

FREE COMMUNICATIVE ACTIVITY

In pairs, students will complete an information gap activity. There are two worksheets, each with answers to the blanks on the other worksheet. Students must ask each other about what they see in order to answer the questions on their own worksheets.

Teacher will model an example not on the sheets to ensure even practice (there are 8 questions but three sounds; the model is to ensure the students can practice hearing each sound 3 times).

Sample dialogue once students are paired and worksheets are handed out:

T: Each of you will have 4 questions that your partner doesn't know the answer to. Don't show it to them! It's a secret until you read your sentence.

She wants...

- a) to support this cause.
- b) to support the closing argument.
- c) to support these cows.

T: Read out the sentence for them so they can circle the correct answer. What would you circle here if I said "She wants to support these cows"?

Ss: C.

T: That's right. And here's what your partner would see on their sheet.



She wants to support these cows.

T: [Student A], can you show your partner your sheet?

SA: No, we keep it a secret.

T: Great, let's get started.

Name: _____

Date: _____

Order the words in the word bank into the vowel sounds you learned today in the table below.

Shower	Fall	Tone
Crowds	Gnaw	Shown
Phone	Claw	Drone
Drawn	Crows	Town
Sound	Flower	Drown
Sewn	Flow	Found
No	Howl	Clown
Hall	Sean	Bowl
Now	Taunt	Flaw
Ball	Hole	Fawn

/ɔ/	/oʊ/	/aʊ/
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Use the words you've sorted to write two poems. Each poem must have at least two words from the table and you can't repeat the same column for both poems. You are also welcome to use other words instead of the word bank ones if you check that the vowel sounds are correct with the teacher.

Poem rules:

Example Poem

Example Poem

- Line 1-2 syllables
- Line 2- 4 syllables
- Line 3- 6 syllables
- Line 4- 8 syllables
- Line 5- 2 syllables

The **ball**
Rolled down and in
Into the **hole** Sean dug.
The hole was deeper than
a bowl.
Bye ball!

Flowers.
Flowers in spring
Grow in gentle showers.
Crowds with **phones** fawn,
and take pictures.
Oh spring.

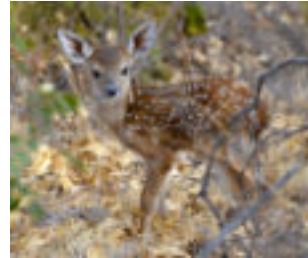
Tell your partner about what you see and circle the answers to what they see. No peeking at each other's sheets!

1)



The man had a slouch.

5)



I saw the fawn over there.

2)

I love the colours of...

- a) the foal.
- b) the fall.
- c) the foul cards.

6)

They shaped...

- a) a ball with clay.
- b) a bowel with clay.
- c) a bowl with clay.

3)



The ball went down the hole.

7)



He is afraid of clowns

4)

The dog could...

- a) gnaw all day.
- b) know only play.
- c) now go that way.

8)

There were...

- a) many crows on the powerlines.
- b) many crowds at the parade.
- c) crawfish in the bucket.

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Couch Slouch Image by Ciker-Free-Vector-Images

Golf Image by OpenClipart-Vectors
Fawn Image by David Mark
Clown Image by OpenClipart-Vectors

Tell your partner about what you see and circle the answers to what they see. No peeking at each other's sheets!

1) The man had...

- a) a slaw on Tuesday.
- b) a slouch.
- c) a slow day.

2)



I love the colours of the foal!

3) The ball went down the...

- a) hall.
- b) howling monster's back.
- c) hole.

4)



The dog could gnaw all day.

5) I saw ...

- a) the founder's statue at the fair.
- b) the phone by the pear.
- c) the fawn over there.

6)



They shaped a bowl with clay.

7) He is...

- a) afraid of clones.
- b) afraid of clowns.
- c) afraid of Santa Claus.

8)



There were many crawfish in the bucket

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