

# Lesson Outline with integrated pronunciation

Name: Nicola Level: A2 Number of ss: 10

Lesson Topic: Talking about what you do in your free time

Communicative Objective/s:

- To ask and answer questions about free time.
- To find out more about your classmates.

Language Objective/s:

- Adverbs of frequency; *never, hardly ever, now and then, sometimes, once a week/month, quite often, regularly, every day/week*

Pronunciation Objective/s:

- /v/ in *never, ever* and *ever*
- /ð/ “th” in *now* and *then*
- /j/ and word stress Oooo in *regularly* (after the “g” there is a “y” sound)

Rationale for phonology focus:

- These are issues Spanish speakers will have with producing these adverbs.
- Some of the sounds do not exist in their L1; /ð/ and /v/ so I will model minimal pairs *they / day* and *very / berry* to help them hear the sounds before we work on their production.

Procedure:

Stage/time/groupings	Learner Activity	Stage rationale
8 mins (pairs)	ss match images of free time activities to the vocabulary	to give ss vocabulary for the speaking activity and to engage them into the topic
5 mins (whole class)	T asks ss if they do these activities and how often	to assess if they can already use any adverbs of frequency
5 mins (whole class)	ss listen to me talking about my free time using adverbs of frequency- ss ask me questions about the activities I do	to give them a chance to hear the target language in context to give a natural lead in to the language focus to engage the learners and personalise the target language
8 mins (ind and pairs)	ss read a summary of what I said with the adverbs in a clear context and write the adverbs on a cline from never to every day/week	to give ss an opportunity to notice the meaning from context and to work it out for themselves to allow me to assess different levels of understanding in the class (if there are some strong ss who get it quickly I can feed in more challenging adverbs and ask them to put on their cline)

5 mins (whole class)	show the correct cline and ss correct their work (adding in more challenging ones if I give that input)	ss can make sure they have the correct answers
3 mins (whole class)	Ask learners to listen to minimal pairs and say which sounds are different day and they AND very and berry	As these sounds are not in their L1, they need to hear them first, before we can expect them to produce them just from us saying them and asking them to repeat
3 mins (pairs)	Say more minimal pairs and ss identify the different sounds	To give more opportunities to notice target sounds
3 mins (whole class)	Show ss the mouth position for /v/ and /ð/ and drill the sounds in isolation	Ss need to see how to make the sounds as well as hear the sounds being made by the teacher
3 mins (pairs)	Ask ss to drill words containing the sounds in pairs (teacher monitors and corrects on the spot)	the teacher can assess learner production more easily when there is pair work, also ss feel less pressure in pairs (as opposed to repeating in front of the whole class)
2 mins (whole class)	ss say how many syllables in <i>regularly</i> and which syllable is stressed, repeat correct word stress	ss build their awareness of syllables and stress within words.
5 mins (ind)	ss complete a dialogue with gaps (adverbs taken out)	to check understanding of meaning and form (spelling) to give a model for the speaking activity
3 mins (pairs)	ss check answers and read aloud the dialogue	to practise correct pronunciation and consolidate understanding of the adverbs
10 mins (whole class, pairs, small groups)	ss mingle and ask and answer questions in a class survey about free time activities ss sit with a partner and tell them what they remember/what they recorded about free time activities ss work in small groups to write a short report about what people in the class do in their free time. <i>All of us...sometimes</i> <i>Rachel, Nina and Emma ..... every week</i>	to give ss a chance to use the target language in a meaningful conversation to allow the teacher to assess and correct pronunciation (can be done on the spot of after they finish the mingle and before the pair work) to consolidate the meaning of the adverbs
5 mins (whole class)	ss share their ideas with the class	to allow a final assessment from the teacher on correct pronunciation and use of the adverbs