

Language Structure and Skills Lesson Plan – ESL PRONUNCIATION POINT

Full name	<b>Maksym Achkasov</b>
Time length of lesson	<b>1 hour</b>
CLB Level	6
LINC Theme	<b>Family &amp; Relationships</b>
Topic	<b>Using intonation, rhythm and pitch when expressing frustration, empathy and encouragement in conversations related to personal life difficulties and hardships</b>
Communicative Skill(s)	Listening <b>Speaking</b> Reading Writing
Language (Technical) Skills(s)	Grammar <b>Pronunciation</b> Vocabulary

CLB COMPETENCY STATEMENT(S) RELATED TO SKILL-USING ACTIVITY(IES)

*From CLB 2012 resource, specifically page(s) 54 and 55.*

*By the end of the lesson, learners will be able to:*

- *Participate in routine social conversations for some everyday purposes (such as apologies, excuses, expressing opinions, and making suggestions or arrangements); Encourages conversation by adding supportive comments; Provides appropriate apologies and explanations. (Competency area: Interacting with others)*
- *Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings. (Competency area: Sharing Information)*

LANGUAGE LEARNING OUTCOME(S)

*By the end of the lesson, learners will be able to*

**(1) Correctly use intonation, rhythm and pitch when expressing frustration, empathy and encouragement in conversations related to personal life difficulties and hardships; (2) see the difference between rising and falling intonations.**

*The intonation point at issue is as follows:*

*Ss work with the intonation, rhythm and pitch to express several emotions: frustration, empathy and encouragement.*

BACKGROUND (PREVIOUS AND FUTURE)

*In the past, learners worked with*

**Word and sentence stresses**

*In the near future, learners will work with*

**Appropriate pitch, rhythm and intonation when expressing feelings and**

***attitude towards something or someone***

**RESOURCE(S) USED**

- LINC themes list
- CLB 2012 resource
- Teaching/Learning Companion 2002 resource
- Student's Book - Summit 2 (3rd ed.);
- <https://clb12.com/clb.html>
- British Council - Using intonation  
<https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/using-intonation>
- Pronunciation Practice Activities - A resource book for teaching English pronunciation by Martin Hewings

**Activity 1: WARM-UP + INTRO. – Video episode**  
**5 min.**

*T. tells students that they are going to see a short video episode with a dialogue between a man and a woman (link: <https://youtu.be/FUHUpCOE40E>); asks students to watch the video and try to answer two questions, “What question does the man ask?” and “How does the woman respond?”. Then T. elicits ideas related to the rhythm and intonation used by the actors in both questions and responds.*

**Activity 2: PRESENT - Intonation (Guided Discovery Technique)**  
**15 min.**

*T. asks why intonation is important in speaking. Then T. elicits responses from students and writes their key ideas on the screen. T. underlines the main points that (1) intonation gives more information, than just the basic meaning of the words; (2) it can express the speaker's feelings and attitude about something; (3) it could indicate surprise, anger, delight, empathy, etc.*

*T. asks students read and listen to the conversation (see Task 1 in Handouts; audio, “You look upset”) with attention given to the intonation and rhythm the speakers use;*

*Then T. asks students how they would describe the intonation and feelings of the person A and person B in the audio material (e.g. Person A: Frustrated, Upset, Fed up; Person B: Encouraging, Comforting, Sympathetic).*

*T. underlines the role and function of a ‘falling’ and ‘rising’ pitch in speaking (e.g. Falling: Voice lowers its pitch at the end of the sentence; Rising: Voice raises its pitch at the end of the sentence);*

*T. guides students through the topic while demonstrating the material in the PPT;*

*T. has students work in pairs and practice the conversation with special attention given to the correct intonation, rhythm and pitch.*

**Activity 3: PRACTICE – Complete Conversation (Controlled / Skill-building activity)**  
**15 min.**

*T. gives students a task (see Task 2 in Handouts) to choose the best sentence to complete each conversation. Then T. discusses what intonation and pitch would be most relevant in each statement. T. asks students to read sentences aloud one by one in turns paying close attention to the intonation and pitch.*

**Activity 4: PRODUCE – Create your own responses (Free-style / Skill-using activity)**  
**20 min.**

*T. divides students into pairs and asks them to create a two-line conversation for each pair of expressions that he gives them in the final task (Task 3 in Handouts).*

*T. has students practice each conversation together in pairs.*  
*T. invites each pair to read aloud with correct intonation and pitch what they have come up with.*  
*T. gives feedback where necessary.*

**Assessment:**

*T. assesses all students individually (see Assessment in Handouts).*  
*T. instructs a student to read a dialogue on his/her own first and decide what intonation, rhythm and pitch they would need to produce for each person in the conversation;*  
*T. gives time to prepare and ask the students to read the dialogue aloud with the appropriate intonation, pitch and rhythm.*  
*T. assess the student's utterance and gives feedback.*

## LSS – Teaching a Mini Lesson: Online - Rubric

**Student:** MAKSYM ACHKASOV

**Instructor:** S. Baker

**Date:** February 15, 2024

	<b>Marking Criteria</b>	<b>Observed</b>
1	Lesson plan is received before teaching begins	1
2	Lesson topic is interesting, authentic, and relevant to Ss' (students') lives	1
3	CLB 2012 competency statement(s) is (are) stated	1
4	Language Learning Outcome is clear and well stated (a self-created outcome that is about your teaching point)	1
5	T is professional in dress and manner	1
6	T is well prepared, confident, and enthusiastic	1
7	T speaks at an appropriate volume	1
8	T speaks clearly	1
9	T uses correct word usage and sentence structure	1
10	T uses available technology effectively	1
11	T uses handouts, displays, etc. for Ss' use that are of professional quality (e.g., typed and error-free)	1
12	T gives clear instructions of tasks	1
13	T checks Ss' understanding of the instructions	1
14	T demonstrates good questioning techniques	1
15	T gives appropriate wait-time for answers to questions	1
16	T provides positive feedback to all Ss throughout the lesson	1
17	T demonstrates time management	1
18	One introductory activity is present	1
19	One introductory activity is level-appropriate	1
20	Teaching point is clearly defined (voc., gra., pron.) and is <b>designed by T</b>	1
21	Teaching point is explained well (e.g., accurate technical description in plain English, no TESL jargon)	1
22	One or more skill-building/focused activities are present - <b>Can be from a textbook, website, or other sources or designed by the T</b>	1
23	One or more skill-building/focused activities are <b>level-appropriate</b>	1
24	One or more skill-building/focused activities practice <b>different contexts</b>	1
25	One or more skill-using/communicative activities are present	1
26	One or more skill-using/communicative activities are <b>level-appropriate</b>	1
27	One or more skill-using/communicative activities are	1

	<b>designed by T</b>	
28	Activities involve two or more instructional groupings: individual, group, and whole class	1
29	Ss have sufficient time for practice	1
30	All tasks support the learning outcomes and language functions	1
	<b>TOTAL</b>	<b>30/30</b>

COMMENTS: