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STANDARDS-BASED  
DAILY LESSON  
OUTLINE

**Unit Theme:** Basic Pronunciation and Phonetics

**Duration:** 90 min

### Objectives

By the end of this lesson, the students should be able to;

1. Describe the components the English phonetic system
2. Identify the sounds of phonetic sounds from the given word
3. Appreciate the importance of proper pronunciation
4. Identify phonetic words with different consonant sounds and different vowel sounds
5. Describe basic greetings and introductions in English
6. Distinguish between formal and informal greetings
7. Introduce themselves and greet people the first time they meet
8. Use expressions related to self-introduction and greeting someone
9. Demonstrate essential vocabularies related to daily life and social interactions

### Resources

- 1) Blackboard
- 2) Notebook/Pen
- 3) Week 1 Handouts
- 4) Week 1 Worksheet
- 5) Week 1 Homework
- 6) Ball
- 7) Index cards or small pieces of paper

## Warm-up

Welcome the students to today's class and tell them what they will be learning i.e. Basic pronunciation and phonetics including Phonetics, Common English (UK) greetings, introductions and practice activity.

## Lesson instructions

Start the lesson by defining that Phonetics is the study of speech sounds. Explain that we are able to segment a continuous stream of speech into distinct parts and recognize the parts in other words. Everyone who knows a language knows how to segment sentences into words and words into sounds. Lead the discussion with an example such as went, send, car, hard etc. Also discuss that pronunciation is the way of producing a spoken word, usually so that it is generally understood or acknowledged. Lead the discussion with an example.

Ask students to share a few examples of phonetic words and display some of the responses. Lead the discussion to phonetics.

Distribute the *Week 1* handouts to the students. Read and review the information with the students. Use additional examples if necessary to develop student understanding. Apply relevant experiences in the students' lives to show examples of phonetics and basic pronunciation.

Provide extra instruction on the Phonetic alphabet sounds lists. Also provide instruction of examples of phonetic words with different consonant sounds and different vowel sounds.

Ask students what they say when they see someone they know. Elicit "Hello" and ask students to identify what other greetings they know. Write on the board.

Using the Week 1 handout, discuss the common English UK greetings and introductions. Read and review the information with the students. Use additional examples if necessary to develop student understanding. Apply relevant experiences in the students' lives to show examples of greetings and introductions

Give extra instruction on the on table highlighting examples of formal greetings and introductions, and also the table illustrating examples of informal greetings and possible responses. Moreover, stress on how to start talking to strangers providing

examples.

Discuss the essential vocabulary related to daily life and social interactions. Read and review the information with the students. Use additional examples if necessary to develop student understanding. Apply relevant experiences in the students' lives to show examples of these vocabularies.

Give extra instruction on the on simple conversations using learned expressions illustrating with examples. Finally, using the *Week 1 ppt.*, together with students discuss the practice sentences by filling in the gaps to develop students' understanding.

## Activity

### Sound Sorting Activity:

- i. Prepare index cards or small pieces of paper with different phonetic sounds written on them.
- ii. Distribute the cards among the students making sure each student has at least one card.
- iii. Instruct the students to walk around the classroom and allocate other students who have cards with the same sound as theirs
- iv. Once students find their sound matches, they should form small groups and stand together.
- v. Ask each group to take turns saying words that contain their assigned phonetic sound.

### Communication practice

Ask students to stand in a circle. Take a ball in your hand and say "My name is ....." Then throw the ball to another student who does the same. When every student has caught the ball and said their name, take the ball again and say, "My name is ....., and I come from .....; until every student has said.

## Independent working time/assignment

Initiate questions for students to work on their own:

### Week 1 Worksheet.docx:

1. Select all the words that have the same ending sounds as the picture on the left. (page 1)
2. Create 5 sentences using the following words; brush, clock, dress, cat, ball (page 1)
3. Look at the pictures and write the correct missing vowel blends to complete each word (page 2-3)
4. Match the greetings on the left with their corresponding responses on the right. (page 3)
5. Complete the introductions and answer the questions. (page 4)
6. Look at the pictures and Circle the correct vowel blend for each word. (page 4)

### Week 1 Homework.docx:

1. Circle the correct sound of the words. (page 1)
2. Look at the pictures below and write the correct missing vowel blends to complete each word. (page 2)
3. Match the greetings on the left with their appropriate responses on the right. (page 2)
4. Imagine you are meeting a friend at a social gathering. Write a dialogue where you greet each other and engage in a conversation. Use appropriate greetings and responses. (page 2)
5. Look at the pictures and Circle the correct vowel blend for each word. (page 3)
6. Research and find greetings from different cultures around the world. Write down the greetings and their meanings. Discuss with a partner or write a short paragraph about how greetings differ across cultures.

7. Differentiate between formal and informal greetings. Write down five examples of formal greetings and five examples of informal greetings. Explain when each type of greeting would be appropriate to use.