

**Educate Out Prejudice Curriculum Pilot**

**ESOL Pronunciation Entry 3 –**

**Joanna Duchesne**

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 **LESSON PLAN** **Essential Skills 2013-2014**

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| **COURSE TITLE: ESOL Pronunciation Entry Level 3**  **COURSE CODE: EPR005A** | | **TUTOR**  **Joanna Duchesne** | **WEEK NO**  10 | **DATE OF LESSON**  19/03/14 | **NO. OF LEARNERS**  **14** |
| **LEARNING OUTCOMES**  (What the student will know or be able to demonstrate by the end of the session) | **Lesson context:**  The subject of same-sex marriage was chosen to stimulate debate in the classroom, and therefore develop fluency and confidence in putting forward an opinion in English. This is a group of learners with potentially a very wide spectrum of views and opinions on this subject, given the diversity of background and religion in the group. The change in law was also timely, so relevant to what was being discussed in the media at the time.  **By the end of the session students will:**   1. Identified the point of articulation and practised at least 3 words with the /ei/ and /au/ 2. Have identified the stress and practised pronouncing at least 3 words related to the topic (discrimination, legislation, out, proud) 3. Have understood and practised stress and pronunciation of at least 3 key expressions to express opinion 4. Have expressed at least one opinion in a role play scenario | | | | |

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| **TIME** | **PURPOSE**  **(stage of lesson and learning outcome it links to)** | **LEARNER AND TEACHER ACTIVITY** | **DIFFERENTIATION**  **/DIVERSITY\*** | **ASSESSMENT OF LEARNING**  (How will students’ progress in the lesson be assessed?) | **RESOURCES** |
| 10.00 | To set clear learning outcomes | Go over learning outcomes for the session | Observe nationality mix and think through pairing to encourage diversity in the classroom |  | Whiteboard/PC with power point including notes from last week |
| 10.05 | To finish recording presentations from last week | Students who were not here last week to each do 3 minute presentations |  | Presentations to be recorded |  |
| 10.20 | To introduce the topic and underline the need to respect each other’s views | Show picture on screen; elicit topic and set the scene to respect and tolerate each other’s opinions | Be aware of how XX, XX and XX may react to the topic |  |  |
| 10.25 | To understand the point of articulation of /ei/ and /aʊ/  To practise /eɪ/ and /aʊ/  To identify word linking and disappearing sounds | Model and drill individual sounds on the IWB; Students to identify meaning and pronounce words on the screen. Model and drill. Students to think of other words with these sounds | Extension activity:  stronger students to write and practise saying a sentence using the example expression | Drill and repeat where necessary | Tutor’s own power point |
| 10.15 | To introduce the topic | Elicit what the headline means on the power point  Give out news story on the topic; Students to read and mark eɪ/ ( and /aʊ/)  Check understanding and pronunciation of key vocabulary in the text | Check how individual students might be reacting to the topic  Extension activity: stronger students to underline the stress and potential linking/disappearing sounds | Monitor and help where appropriate. Check understanding of the text/topic | BBC webpage screen shot on power point |
| 10.40 | To enable discussion about the topic and gauge individual opinions | Organise groups of 3 to discuss questions as per the Power Point:  Are you surprised this is a new law in the UK?  What is the situation in your country?  Should all countries allow same-sex marriages? Why? Why not? | Organise groups to ensure diversity of opinion | Observe interactions and ensure that all questions are understood. Ensure all opinions are respected. |  |
| 10.55 | To practise listening for the gist of fast speech | Pre-teach: abate (What is the opposite of increase? What other words can you think of?) and impinge (can you think of something that has a negative effect/impact on you? What? Does that impinge you?).  Model and drill pronunciation  Students to listen for gist of Lynne Featherstone’s sound bite (starts at 00.52)  Students to work in pairs to discuss the gist of what Lynne was saying  Give out transcript and play track again; students to check pronunciation | Allow for any discussion about Lynne’s view, if appropriate  Play film again for those who don’t understand  Stronger students to underline stress, intonation, linking and disappearing sounds | Monitor and check understanding | Links:  <http://www.bbc.co.uk/news/uk-25321353>  <http://www.youtube.com/watch?v=QUibQuMZdBU> |
| 11.15 | break |  |  |  |  |
| 11.30 | To practise listening to gist/opinion | Point to picture of the Dalai Lama on power point and ask ‘who is this?’, ‘Who is he?’ What religion is he?’  Reiterate how to listen for gist/fast speech: listen for the stress on key words. | Play films again for less able students | Monitor comprehension of films | Links:  <http://www.youtube.com/watch?v=pJVvVSr8E2M> |
| 11.45 | To expressing opinion, agreement and disagreement | Play YouTube excerpt and pairs to discuss what the Dalai Lama’s opinion is.  Play news report on French protests, pairs to discuss why there were protests.  Go over and practise key expressions practised last week | Encourage discussion/opinions about the views expressed in the videos  Ensure that those who weren’t in class last week get a copy of the opinions worksheet |  | <http://www.youtube.com/watch?v=l2b6EB3WjJU> |
| 12.00 | To prepare for group role play: TV debate | Divide class into groups of 3 to think up arguments:  a gay person who wants to get married; a member of the church who is entirely against gay people getting married; a government minister who has voted for the change in legislation; a TV presenter who knows that the member of the church is gay) | Ensure groups reflect the diversity of the group. Allow for those students who have strong opinions to play a particular role if necessary | Check understanding of the role play; monitor and help preparations where necessary | Tutor’s own hand out |
| 12.15 | To carry out the TV debate  To feedback from the role play  To do an evaluation of the lesson | Organise groups into TV debate role plays. Monitor and help where necessary  Groups to feedback to the class how the role play went. Groups to enact their role play to the group if relevant.  Give out evaluation form |  | Gather informal comments to use as part of the evaluation | Evaluation form |

\*How will your lesson take account of different learning needs, learning styles and abilities/levels? How will it support and promote E and D? For example: Gender, Race, Disability, Cultural and ethnic b/ground, sexual orientation?

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| **EVALUATION OF LESSON (Were the learning outcomes achieved? What was successful? What could be improved? Is there anything that needs to be carried over to the next session?)**  The subject matter was quite challenging for three of the students in the class. However, I prepared for this by talking about the need to respect opinions. At the end of the lesson we also talked about the subject and what people found difficult. The introduction talk worked well and also enabled a lively and passionate debate later on in the session. The topic also followed on well from last week where students started practising opinions. All of the learning outcomes were achieved and the TV debate role play worked really well. However, the students did find the news report quite hard to understand and I could have produced written questions to help them pick key points, and a transcript of the report at the end of that exercise. The de-brief at the end of the session also helped students to explore what they found difficult to discuss, and helped the group to bond further.  At the end of the lessons, the students who were in favour of same-sex marriage were very positive about the session (‘that was really great’, ‘I loved the topic’) but those who were quite opposed were less so (‘I found it difficult at first to talk about it’). Overall, the session was a positive one though, and it was great to see the group bond further given the opportunity to discuss strong opinions openly.  Follow-up sessions could include groups working together to give a presentation of what was discussed in the TV debate. The learning aims of this session would be to practise using reported speech to express opinion, and to practise pronouncing ‘ed’ endings correctly. Learners could also discuss same-sex parenting to further practise expressing opinion. |

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**Embedding LGBT - ESOL Pronunciation Entry Level 3: Resources.**

1. **Lynne Featherstone Resource Sheet pp.2**
2. **Source Text for Marking Phonetic Sound Resource Sheet pp.3**

**Online Source: BBC News Online (2013) *Same-sex weddings to begin in March*, [Online], Available:** [**http://www.bbc.co.uk/news/uk-25321353**](http://www.bbc.co.uk/news/uk-25321353) **[18 June 2014].**

1. **TV Debate Activity Sheet pp.4**
2. **Expressing Opinions Resource Sheet**



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Lynne Featherstone

What I would say to anyone: churches, mosques, some of the orthodox synagogues who had real concerns, is that I hope that concern will now be abating because really this is about love.

This is simply for those people who want to marry someone of the same sex and will not impinge on anyone who doesn’t.

It’s a live and let live policy and the Liberal Democrats have always had this as our policy and I’m very proud that this is something that I had a major part in and it’s about happiness.

**Same-sex weddings to begin in March**

The first same-sex weddings in England and Wales will be able to take place from 29 March 2014, Equalities Minister Maria Miller says.

MPs approved the principle of same-sex marriage despite opposition from many Conservatives, which brought out tensions in the party.

The Church of England, the Church in Wales and other faith groups stated their opposition.

Ms Miller said: "Marriage is one of our most important institutions, and from 29 March 2014 it will be open to everyone, irrespective of whether they fall in love with someone of the same sex or opposite sex."

She said it was "just another step in the evolution of marriage".

(adapted from BBC website 10 December 2013)

You are going to take part in a TV debate

Your teacher will give you a role. Prepare your opinions about same-sex weddings, which will be allowed from 29 March. What do you think about this? Why?

You are a 55-year-old gay person who has always wanted to have a wedding to celebrate his/her partnership of 30 years. You are very happy that the legislation has been passed and have campaigned for many years.

You are a religious leader and you think that same-sex weddings should not be allowed. You have campaigned against this for many years. You have children and one of them is gay and wants to get married. You love your children but still think same-sex marriage is wrong.

You are a government minister who has voted for same-sex weddings. You live in an area where there are lots of gay couples and religious communities against the legislation. You have recently come out as gay but do not personally want to get married.

Presenter: You are a famous TV presenter on BBC. You want to make sure that there is a good debate. You are gay and have been together with your partner for 5 years.

**Personal Point of View:**

* In my experience…
* As far as I'm concerned…
* Speaking for myself…
* In my opinion…
* Personally, I think…
* I'd say that…
* I'd suggest that…
* I'd like to point out that…
* I believe that…

**General Point of View:**

* It is thought that...
* Some people say that...
* It is considered...
* It is generally accepted that...

**Agreeing with an opinion:**

* You're absolutely right.
* Yes, I agree.
* I think so too.
* That's a good point.
* Exactly.
* I don't think so either.
* I agree with you entirely.
* That's just what I was thinking.
* I couldn't agree more

**Disagreeing with an opinion:**

* I don't agree with you.
* However…
* That's not entirely true.
* On the contrary…
* I'm sorry to disagree with you, but…
* Yes, but don't you think…
* That's not the same thing at all.
* I'm afraid I have to disagree.
* I'm not so sure about that.