



Name - Surname _____ Grade _____ No. _____

Teacher:	Ed Rush	Date:	01 Feb 2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	Shape H (SCR Discovery)	Assessment:	Peer Transcription (Secret Code Swap)
Main Focus:	Pronunciation: Sounds & Symbols	Materials:	Worksheet, Interactive Slideshow, Audio Track 15

Main Aim: To discover that English spelling is unreliable and that the Phonemic Chart is 'The Map' required to decode and produce accurate spoken sentences.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

Students choose their own sentences for the final challenge, allowing for self-leveling based on their comfort with the phonemic symbols. Stronger students can attempt complex diphthongs like /əʊ/ and /ɔɪ/.



CLICK LINK FOR SLIDESHOW

<https://elwrush.github.io/lesson-plan-agent/31-01-2026-Pronunciation-Bell/>

Time	Goal	Procedure	Int
STAGE 1: SITUATION: THE LIE			
5 Min	Establish common ground & create tension	<ul style="list-style-type: none"> Show the introductory visual to set the context of spelling vs sound. Elicit from the class: "How many letters are in the alphabet?" (26). "How many sounds are in English?" (44). 	T-Ss

Time	Goal	Procedure	Int
		<ul style="list-style-type: none"> T-S Action: Write ‘ough’ on the board. Ask students to pronounce it in: though, through, tough, cough. Highlight the frustration: Different sounds for the same letters. Establish that current skills (relying on spelling) lead to communication breakdown. Use the simile: “English spelling is like a broken GPS—it tells you one thing, but leads you somewhere else.” 	
STAGE 2: SITUATION: PRE-TEACH VOCABULARY			
5 Min	Pre-teach blocking vocabulary	<ul style="list-style-type: none"> T-S: Present 3 essential terms for the lesson using the vocabulary overview visuals: <ol style="list-style-type: none"> Symbol /'sɪm.bəl/: A sign that represents a sound. E.g., /p/. Vibrate /və'breɪt/: To move quickly back and forth. (Demonstrate with phone or throat). Encode /ɪn'kəʊd/: To turn a normal word into a secret code. Elicit: “If I write /p/, is that a letter or a symbol?” (Symbol). Drill these words chorally to ensure students can talk about the lesson goals accurately. 	T-Ss
STAGE 3: COMPLICATION: VIBRATION			
7 Min	Trigger functional breakdown & pattern recognition	<ul style="list-style-type: none"> Display the Consonants chart. Introduce the “Finger on Throat” technique. Elicit: Students say /p/ (Quiet) then /b/ (Loud). Ask: “Which one makes your throat vibrate?” (Voiced /b/). T-S Action: Direct students to the blue (Unvoiced) and orange (Voiced) color coding on their charts. Pairs (Ss-Ss): Students test each other’s throats for /t/ vs /d/, /k/ vs /g/, /f/ vs /v/. Insight: If you don’t know the symbol, you don’t know if it’s ‘quiet’ or ‘loud’—leading to mistakes like ‘bat’ sounding like ‘pat’. Elicit if they can feel the difference in their own names. 	Ss-Ss
STAGE 4: COMPLICATION: THE VOWEL TRAP			
7 Min	Deepen the problem (Discovery)	<ul style="list-style-type: none"> Display the Vowel & Diphthong chart. Highlight the “Alphabet Names” (A, E, I, O, U). Elicit: “Say the letter ‘A.’” (They say /eɪ/). T-S: Show them /eɪ/ on the chart. Discovery: Students hunt their worksheet charts to find the symbols for E (/i:/), I (/aɪ/), O (/əʊ/), and U (/u:/). CCQ: “Is the sound /eɪ/ one sound or two sounds moving together?” (Two—it’s a diphthong). Insight: Our ‘familiar’ letter names are actually some of the most complex sounds in the IPA. Students realize they need ‘The Map’ even for the basics. 	T-Ss

Time	Goal	Procedure	Int
STAGE 5: RESOLUTION: THE MAP IN ACTION			
9 Min	Practice using the solution strategy	<ul style="list-style-type: none"> Display the transcription instructions. T-S: Explain that the chart is 'The Map' to escape 'The Lie' of spelling. Task (Individual): Play audio track 15. Students listen and decode the first 4 phonemic sentences on their worksheet. Monitoring: T checks for students using the chart as a reference rather than guessing based on spelling. Feedback: Reveal the answer visual. Students self-correct and reflect on which symbols were the hardest to 'read'. Elicit: "Did the map help you catch the difference between Tom and Tim?" 	Indiv
STAGE 6: REFINING THE SENSES			
4 Min	Refine the skill	<ul style="list-style-type: none"> Display the Word Sort and Ticking tasks. Task (Individual): Students listen to 10 words and tick /ɒ/, /ɔ:/, or /əʊ/. Comparison (Ss-Ss): Students compare their sorting results in pairs before the teacher reveals the answer visual. T-S: Teacher drills any problematic words (e.g., 'quarrel' vs 'water'). Focus on lip position for /ɔ:/ vs /əʊ/. 	Ss-Ss
STAGE 7: THE FINAL CHALLENGE			
9 Min	Application of insight (Freer Practice)	<ul style="list-style-type: none"> Show the instructions for the final activity. Explain "THE SECRET CODE SWAP." Task (Pairs): Students write one "Secret Sentence" about their classroom or partner (e.g., "Paul has a black pen") but DO NOT show anyone. Encoding: Students use their worksheet chart to transcribe it into phonemic symbols ONLY. No English letters allowed! Swap: Students swap papers. Partner must speak the sentence aloud to "break the code." Monitoring: T moves between pairs, ensuring clear pronunciation and correct phoneme mapping. Note any common errors for final whole-class feedback. 	Pairs

Answer Key:

Task 1 (Transcription): 1. Tom likes writing poetry. 2. Jane's got a friendly brown pet cat. 3. Sue was fast asleep when the burglars came. 4. Joe bought a bottle of Hungarian wine last night. 5. Liz wants to be rich and famous one day. 6. Paul's a wealthy young tourist. 7. Tom and Liz are good at Spanish. 8. Joe works in a noisy garage.

Task 2 (Listen & Tick): 1. clock (/ɒ/), 2. sport (/ɔ:/), 3. boat (/əʊ/), 4. saw (/ɔ:/), 5. got (/ɒ/), 6. joke (/əʊ/), 7. box (/ɒ/), 8. shown (/əʊ/), 9. born (/ɔ:/), 10. coat (/əʊ/).

Task 3 (Categorization): /ɒ/: quarrel, wrong, novel, want, gone /ɔ:/: walk, thought, water, all, door /əʊ/: ago, moment, won't, only, phone, although