

ADULT ESOL LESSON PLAN
LCP C - High Beginning
Phonemic Awareness Infusion
Pronunciation of /sh/ and /ch/

Instructor Presentation – Handout A

ESOL Competencies: 19.03 Demonstrate appropriate treatment of co-workers
34.02 Pronunciation of /sh/ and /ch/

Objective: Content focus- Identify and discuss traits that are important as an employee. Identify qualities of a good employee, discuss polite/impolite and respectful/disrespectful behavior and the consequences of both while practicing the targeted /sh and /ch/ digraph sounds within the reading passage.

Language focus- Demonstrate accurate production of the pronunciation sounds of digraphs /sh/ and /ch/.

Goal: To understand how to produce these pronunciation features, hear the different sounds, recognize them, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

Materials: Handout A- Instructor’s Pronunciation Lesson
Handout B- Student Reading Passage

Procedures: **1. Explanation**

The /sh/ and /ch/ sounds are made by placing the tongue on the gum behind the top front teeth, using the middle part of the tongue.

2. Articulation presentation and demonstration

/sh/ sound

This sound is easy to produce if you round your lips and keep your air stream smooth and steady (as in shhh!), although some NNS confuse it with the sound of /ch/. There are many spellings for the sound of /sh/.

The following spellings may be found at the beginning, middle, or end of a word. The sound of /sh/ may be spelled as: “sh”, “ti”, “ci”, “ss”, “ch.” Less frequent spellings include: “s”, “ce”, and “xi”.

Placement- upper and lower teeth are touching. Raise the front part of the tongue toward the hard palate, but do not touch it. Press the sides of your tongue against the side of your upper back teeth.

Manner- produce the sound by forcing air out over the tongue through the teeth. Air is forced out in a long stream, slowly. Lips are rounded and slightly protruded (pushed out).

Voice- your vocal chords do not vibrate; it is a **voiceless sound**.

Examples- shake, shy, option, sociable, issue, profession, anxious, wish

/ch/ sound

The sound of /ch/ is easily confused with /sh/ for some language groups. The spellings for /ch/ include: “ch”, “tu”, and “tch”, while less frequent spellings include “t” and “ti.”

Placement- Tongue is pressed firmly against the gum ridge behind the upper front teeth. This sound is a combination of /t/ (a stop-plosive) as in “to” and /sh/ (a fricative) as in “she.” As you press firmly against upper gum ridge behind the front teeth, the airflow is stopped (as for /t/) and then is released (as for /sh/).

Manner- lower the tongue quickly, keeping the side of your tongue pressed against the upper back teeth and forcing the explosion of air out over the tongue. Air is forced out hard and quickly. Lips are rounded as with /sh/.

Hint: Place your hand in front of lips to feel a **puff of air** when produced correctly.

Voice- /ch/ is voiceless (no vibration).

Examples- choose, check, chat, lunch, match, mature, nature, catch

3. Reading Infusion (see Handout B)

- A. Read aloud with the class two times. Pronounce the bolded letters loud and strong, with emphasis to reinforce the placement of articulators and correct production.
- B. With a partner, read the passage aloud with normal stress (emphasis) and intonation (expression). Think about the sounds demonstrated and modeled by your teacher in the lesson as you read. Listen for the correct pronunciation. Your partner will tell you if s/he hears the correct sounds and understands your pronunciation.