

ADULT ESOL LESSON PLAN
LCP C - High Beginning
Phonemic Awareness Infusion
Pronunciation of Digraphs

Instructor Presentation – Handout A

ESOL Competencies: 24.01 Identify body parts
34.02 Pronunciation overview of h, b, m, l, f, & n initial consonant sounds; silent letters /wr/ and /kn/; focus on digraphs /sh/, /ch/ and ending digraph /th/

Objective: Content focus- Identify different parts of the body, practicing the targeted initial consonants, silent letter production, and digraph sounds and usage within reading passages.

Language focus- Demonstrate an overview of the pronunciation features of h, b, m, l, f, & n initial consonant sounds and silent letters /wr/ and /kn/; with a focus on the sounds of digraphs /sh/ and /ch; and ending /th/ digraph.

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. The final /th/ sound is made by pushing air between the tongue and the front teeth while the tongue is touching the top teeth.

2. Articulation presentation and demonstration

/sh/ sound

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- shin, shoulder, sure, machine, nation, facial, tissue, wash
(hint: Sh! the sound you make when you want someone to be quiet.)

/ch/ sound

Placement- this sound is a combination of /t/ (a stop-plosive) as in “to” and /sh/ (a fricative) as in “she.” First firmly press tongue against upper gum ridge behind the front teeth. This stops the flow of air.

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. Place your hand in front of lips to feel a puff of air when produced correctly. Lips are rounded as with /sh/.

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

Examples- chin, chest, check, kichen, teacher, itch, scratchch, watchch

/th/ sound

The /th/ sound does not exist in most languages and is difficult for international students to recognize. Students may substitute a variety of sounds for /th/, such as /s/, /sh/, /f/, or /t/.

Placement- the tip of the tongue is lightly placed between the upper and lower teeth (not between your lips).

Manner- the sound is produced by forcing air out through the narrow opening between your teeth and tongue. Hold your hand in front of your lips to feel the continuous flow of air as you hear it.

Voice- vocal chords are not vibrating (it's the voiceless th sound)

Examples- thin, thank, nothing, meththod, mounth, healthth

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.