

ADULT ESOL. LESSON PLAN
LCP C - High Beginning
PHONEMIC AWARENESS INFUSION
Pronunciation of 2 and 3 Letter Blends
Instructor Presentation — handout A

ESOL Competencies: 24.03B Request a doctor's appointment, communicate symptoms and injuries, and follow doctor's instructions
34.02 Pronunciation of /br/, /sw/, /sn/, and /thr/ letter blends

Objective: Content focus- Demonstrate the ability to communicate symptoms and injuries, practicing the production of two and three letter blends.

Language focus- Demonstrate the pronunciation features of letter blends or consonant clusters, distinguishing between the various combinations of two and three sounds, practicing accurate production.

Goal: To understand how to produce these pronunciation features, recognize the various blends of two and three letter consonant sounds, hear the sounds, 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

Blends or consonant clusters are an essential part of the sound system of English. The English language permits many clusters in initial position, which are two or three letter blends. These groups or blends of consonants are called *consonant clusters*. A consonant cluster refers to sequences of two or more consonants within a syllable. Students need to consciously form the sounds within the blend or cluster carefully and allow for much practice to master. Furthermore, even if a student has learned to pronounce individual consonant clusters, he may have difficulty when words with clusters occur in the stream of speech, such as these, three, sweet smell, swell sneeze, or black brush.

2. Articulation presentation and demonstration

For each consonant cluster, students must focus on the sounds within each. The sound of each letter is produced. but also blended together to form a "new" sound. Asks students to produce each letter sound separately, then blend them together in a smoothly combined sound. Tell students that they will notice that with practice, their articulators will adjust to the various positions necessary to form these sounds.

Remind students that the **/thr-/** cluster is the **voiceless /th/** and the **/r/** sound combined.

Examples: **/br-/** **bruise**, **broken**; **/sw-/** **swell**, **sweat**; **/sn-/** **snap**, **sneeze**;
/thr-/ **throat**, **three**

3. Reading Infusion (see Handout B)

- A. Read aloud with the class two times. Pronounce the bolded letters remembering to focus on each consonant sound, blending them together smoothly. Emphasize the bolded cluster sound in each word, reinforcing 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 she hears the correct sounds and understands your pronunciation.