

ADULT ESOL LESSON PLAN
LCP C - High Beginning
PHONEMIC AWARENESS INFUSION
Pronunciation of Initial /s/ Consonant Clusters

Instructor Presentation – Handout A

ESOL Competencies: 24.03D Request a doctor’s appointment, communicate symptoms and injuries, and follow doctor’s instructions
34.02 Pronunciation of /st/, /spl/, and /str/ clusters

Objective: Content focus- Demonstrate the ability to communicate symptoms and injuries, practicing the production of initial /s/ consonant clusters.

Language focus- Demonstrate the pronunciation features of initial /s/ 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 initial /s/, 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

English words often have several consonant sounds that are pronounced together with no vowels between them. English, unlike many languages, permits from one to three consonants at the beginning of a word. These groups of consonants are called *consonant clusters*. A consonant cluster refers to sequences of two or more consonants within a syllable. Initial consonant clusters plus /r/ or /l/ are high frequency in English and are particularly difficult for Asian students. If your first language does not have consonant clusters, you may need extra practice pronouncing them.

Be sure not to add a vowel sound before or between the cluster. For example, speakers of Spanish, Persian and Hindi find it difficult to produce an initial consonant cluster like /sp/ without placing a vowel before it. For speakers of Chinese, the initial consonant clusters found in English are addressed in another way by placing a vowel sound between the consonants in the cluster such as, /ka-riym/ for cream or /sta-riyt/ for street.

2. Articulation presentation and demonstration

Remember that /s/ is a **voiceless** sound. Be careful not to make it voiced when it is followed by a voiced consonant. When forming initial /s/ consonant clusters, concentrate on the /s/ sound and consciously lengthen it. This will help students tempted to precede the /s/ with a vowel sound. If the student consciously lengthens the /s/ and then adds the next consonant sound, s/he will produce the sound combination correctly.

Examples: /st-/ stop, sterile; /spl-/ splint, splash; /str-/ stroke, string

Examples: /sl-/ sleep, slip /sp-/ speak, shospital and /spr-/ sprang

3. Reading Infusion (see Handout B)

- A. Read aloud with the class two times. Pronounce the bolded letters remembering to lengthen the initial /s/ before producing the next consonant sound. Emphasize the cluster sound, 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 s/he hears the correct sounds and understands your pronunciation.