

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**Phonemic Awareness Infusion**  
**Pronunciation of /ng/ Consonants**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 24.05B Identify basic foods, food groups, and nutritional labels  
34.02 Pronunciation of /ng/ consonants

**Objective:** Content focus- Discuss the importance of reading and understanding information listed on food labels. Identify the parts of a food label and the food groups, practicing the targeted consonant sounds and usage within reading passages.

Language focus- Demonstrate the specific articulation of the /ng/ sounds, identify their placement in words, and practice production while learning and working with nutritional information.

**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**

Many international students are not accustomed to pronouncing /ng/ at the end of words. Many NNS will confuse the sound of /n/ with /ng/.

Actually there are **four variations on the sound of /ng/** and they are:

/ng/	/ngg/	/nj/	/nk/
thing	single	strange	drink
serv <u>ing</u>	hun <u>ger</u>	ging <u>er</u>	j <u>unk</u>

**2. Articulation presentation and demonstration**

**/ng/ sounds**

The sound of /ng/ is a *nasal* sound. Pushing air through the nose instead of the mouth makes nasal sounds. To do this accurately, the soft palate must be lowered to shut the passage from the throat to the mouth.

In American English, this sound **cannot** come at the **beginning of syllables or words**. There may be some confusion about the sound the letters “ng” represent. When a word ends with the spelling “ng” (strongng) or “ngue” (tongue), the sound represented is always **one sound**. When using /ng/ in comparative and superlative forms, it has **two sounds**

(longer- **long** er and **long** est). Also when /ng/ occurs in the middle of the root word, it has **two sounds** (single/**sing** le), with some exceptions.

**Placement-** Raise the back of your tongue so that it touches and presses against the roof of your mouth (soft palate). This stops the air from flowing out of the mouth.

**Manner-** Sound is produced by letting air flow continuously out through your nose.

**Voice-** your vocal chords should vibrate; it is a voiced sound.

**Examples-** single, strength, hunger, bring, junk, eating, tongue

### 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.