

ADULT ESOL LESSON PLAN
LCP C - High Beginning
Phonemic Awareness Infusion
Pronunciation of final /s/

Instructor Presentation — Handout A

ESOL Competencies: 18.01 Obtaining Employment
34.01 Pronunciation of third person singular final /s/ sound

Objective: Content focus- Identify different kinds of jobs, practicing the final /s/ usage within reading passages.

Language focus- Demonstrate pronunciation features of final /s/ in third person present tense.

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

Materials: Handout A- Instructor Lesson Presentation
Handout B- Student Activities
Handout C- Reading Passages

Procedures:

1. Explanation
When speaking English, the final /s/ ending in third person can have **three** different sounds: a) /s/ as in sings; b) /z/ as in tells; and c) as an added/separate syllable, /iz/ as in watches
2. Articulation presentation and demonstration
/s/ sound
Placement- the tip of the tongue is close to the gum behind the top teeth.
Manner- air flows between the tongue and the gum.
Voice- /s/ is a voiceless sound (no vibration)
Examples- sings, tastes, makes (hint: sound of snake; ssss)

/z/ sound
Placement- the tip of the tongue is close to the gum behind the top teeth.
Manner- air flows between the tongue and the gum.
Voice- /z/ is voiced (place hand on throat to feel the vibration)
Examples- saves, lives, listens (hint: sound of a bee; zzzz)

/iz/ sound

Placement and Manner- same as the /z/ sound with a short /i/ as in **is**: pronounced as a separate syllable /iz/

Voice- /iz/ is voiced

Examples- wishes. watches. buzzes

3. Rules for using the correct sound of final /s/

Rule 1: When the last sound in the base word ends in a voiceless sound. use the **voiceless** ending /s/

Rule 2: When the last sound in the base word ends in a voiced (vibrated) sound. use the **voiced** ending /z/

Rule 3: When the last sound in the base word ends in /s/, /z/, /sh/ [ʃ], /ch/ [tʃ], /zh/ [ʒ], and /j/ [dʒ]

4. Production Exercises

a. Direct students to listen and repeat the following words. Remind them to notice the contrasting sounds by placing their hand on their throat to feel the voiced vibration in /z/, as well as the separate syllable of /iz/:

/s/	/z/	/iz/
eats	reads	washes
sweeps	wears	uses
cooks	cleans	judges
cuts	drives	fixes
types	schedules	teaches
bakes	plays	replaces

b. Ask students to listen and repeat the following sentences, practicing the sounds of final /s/:

A chef bake <u>s</u> cake <u>s</u> .	She save <u>s</u> money.	Susan wish <u>es</u> .
Sonya sleep <u>s</u> late.	The teacher list <u>en</u> s.	He watch <u>es</u> them.
She drive <u>s</u> a truck.	He read <u>s</u> books.	A mechanic fix <u>e</u> s cars.

The sales clerk sells dresses, blouses, shoes, neckties, and suits.

5. Communicative Guided Practice

Use the following charted words and occupations to practice in a dialog with your partner. Each student will match the listed occupations with the verbs that describe what people do in those jobs. Student A will work from chart A, student B will work from chart B, speaking in a guided dialog.

Example- Student A: What does ___ do for a living'?

Student B: _____ works at the bank. He's a banker.

Student A: What does he do there?

Chart A: Occupations- chef, mechanic, teacher, salesperson

/s/ words

drives
Steve
tastes
Miss Smith

/z/ words

sells
Zach
blends
grades

/iz/ words

teaches
exchanges
fixes
replaces

Chart B: Occupations- plumber, secretary, doctor, musician

/s/ words

plays
Sam
performs
types

/z/ words

Ms. Zeller
repairs
schedules
examines

/iz/ words

replaces
discusses
charges
Diaz

6. Reading Infusion (see handout C)
 - a. Read the passages aloud together, emphasizing the targeted sounds of /s/ which are underlined and bolded. Exaggerate the sounds at first reading, then with normal emphasis in second reading.
 - b. In pairs, have students read aloud to one another, practicing the targeted sounds as well as stress, rhythm, and intonation. Remind them to monitor one another and self-monitor to check and listen for the phonemic sounds and phonetic pronunciations.

Follow-up: Reinforcement and production practice of sounds of final /s/ in the enhanced language instruction classroom (language lab).