

ADULT ESOL LESSON PLAN
LCP C - High Beginning
Phonemic Awareness Infusion
Pronunciation of /j/ and /y/ Consonants

Instructor Presentation – Handout A

ESOL Competencies: 18.01B Identify different kinds of jobs using help wanted ads.
34.02 Pronunciation of /j/ and /y/ consonants

Objective: Content focus- Discuss how to find jobs, listing ways, and explain how to use classified ads effectively to apply for jobs. Create role-play dialogs with interview questions, practicing the targeted consonant sounds and usage within reading passages.

Language focus- Demonstrate the specific articulation of /j/ and /y/ consonant sounds, practice their contrasting production, and discriminate between their unique sounds and positions both orally and aurally.

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**

These two sounds can be fairly difficult for some NNS. The sound of /j/ and /ch/ are easily confused because they have the same position or placement of articulators. In both cases, the tongue is firmly pressed against the gum ridge behind the upper front teeth, but /j/ is **voiced** and /ch/ is **voiceless**. The sound of /y/ may be difficult because NNS may **omit** this sound causing **y**ear to become **e**ar or /y/ may be produced as /j/ and **y**et becomes **j**et. To pronounce /y/ correctly, the tip of the tongue **cannot** touch the roof of the mouth.

All three sounds, /ch/, /j/, and /y/, are ALL produced with the middle of the tongue. Be sure to note that to form the /y/ sound, the tongue must be further back in the mouth than it is for the other two sounds.

Additionally, confusing English spelling patterns and similarities between /j/ and other sounds may cause pronunciation problems for NNS. If the /y/ sound is substituted for /j/, **y**es becomes **j**es and **j**ello becomes **y**ellow. If a /zh/, /y/, or /ch/ sound is substituted for /j/, **maj**or becomes **meas**ure or **may**or, and **j**oke becomes **ch**oke.

2. Articulation presentation and demonstration

/j/ sound

This sound combines /d/ (a stop-plosive with weak aspiration) with /zh/ (a fricative) as in pleasure. The sound of /j/ may be spelled as “**j**” (job), “**g**” (age), and “**dg**” (judge). Other less frequent spelling patterns include the following:

“ di ”	“ du ”	“ g ” before silent ‘e’
sol <u>di</u> er	edu <u>du</u> cate	colle <u>ge</u>
cord <u>di</u> al	gradu <u>du</u> ate	langua <u>ge</u>

Placement- Press the middle to tip of the tongue against the upper gum ridge. As the tip of the tongue touches the gum ridge, it stops the flow of air for only a moment. The sides of the tongue are pressed against the upper back teeth, forcing the released air out over the tongue.

Manner- Air is stopped and then pushed through the space between the tongue and the gum. Lips are rounded or pushed out slightly.

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

Examples- job, general, subject, enjoy, manager, wage

/y/ sound

Although the most common spelling for /y/ is “**y**” (yet), the sound of /y/ may be spelled as **i** (senior), or “**u**” (use or values). Be sure to note that when ‘**y**’ is the **first letter in a word**, it is **ALWAYS** pronounced as /y/ and **never** as /ch/. The sound of /y/ is **always followed by a vowel**. As /y/ is produced, the tongue and lips glide from their original position to shape the vowel sound.

Placement- The middle of the tongue is raised toward the roof of the mouth, but doesn’t touch it. The sides of the tongue are pressed against the upper back teeth.

Manner- Air flows out over the tongue, between the tongue and the roof of the mouth.

Voice- /y/ is voiced (vibration).

Examples- yes, you, yesterday, use, beyond, million, values

(**Note:** there are NO words in American English that end in the sound of /y/. When /y/ is the last letter of a word, it is produced as a vowel sound, as in study, or it takes the sound of the vowel before it, as in day.)

3. Reading Infusion (see Handout B)

- 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.
- 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.

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