

ADULT ESOL LESSON PLAN
LCP C - High Beginning
PHONEMIC AWARENESS INFUSION
Pronunciation of Multi-syllable Words

Instructor Presentation – Handout A

ESOL Competencies: 18.04 Providing identification for employment
34.01 Pronunciation of multi-syllable words

Objective: Content focus- Produce required forms of identification for employment, practicing syllable stress within words.

Language focus- Demonstrate the pronunciation features of multi-syllable words, placing accurate syllable stress within words, and practicing accurate production of patterns.

Goal: To understand how to produce these pronunciation features, recognize the various word stress patterns, 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

Accurate use of stress is essential for proper pronunciation of words in English because the use of strong and weak stress is a major characteristic of the language. Stress is sometimes referred to as *accent* or *emphasis*. Accented or stressed syllables receive more force and are louder than unstressed syllables. In English there are **NO** consistent rules for stress, but many languages do have specific rules for stress within words. In Spanish and French, most syllables receive equal stress. When there is an exception to the rule, an accent mark is generally written above the stressed syllable.

2. Articulation presentation and demonstration

In every word of two or more syllables, one syllable is stressed. Stress affects the production of the vowel sound. That means the vowel sound is said *louder*, on a *higher pitch*, and is held *longer* than the other vowel sounds in the same word. The other syllables in two or more syllable words are weak and referred to as *unstressed syllables*. This pattern is called *syllable stress*. It helps identify the words we hear. The rhythm of English depends upon the contrasts of strong and weak syllable production.

A. Words stressed on the **first** syllable:

1) The majority of two-syllable words are accented on the **first** syllable. **Examples:** Monday, license, driver's, window, ever

2) Compound **nouns** are usually accented on the **first** syllable. **Examples:** passport, salesman, stoplight, bookstore, bedroom

3) Numbers that are multiples of ten are accented on the **first** syllable. **Examples:** twenty, thiry, fory, fity

B. Words stressed on the **second** syllable:

1) Reflexive pronouns are usually accented on the **second** syllable. **Examples:** myself, yourself, himself, herself, ourselfs

2) Compound **verbs** are usually accented on the **second** syllable. **Examples:** outdone, outsmart, overlook, overcome

C. Three or more syllable words can have a variety of stress patterns.

Examples: necessary, employment, security, authorization
personnel

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.