

ADULT ESOL LESSON PLAN
LCP C - High Beginning
PHONEMIC AWARENESS INFUSION
Pronunciation of Sentence Stress

Instructor Presentation – Handout A

ESOL Competencies: 20.03 Explore educational opportunities for job advancement
34.01 Pronunciation of stress within a sentence

Objective: Content focus- Demonstrate understanding of educational opportunities and terms of different occupations, practicing word stress within sentences.

Language focus- Demonstrate the pronunciation features of word stress within sentences, applying rules for stress, practicing accurate production of sentence level stress patterns.

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

Stress patterns exist within a sentence as well as on the word level. Accurate production involves correct syllable stress and word stress within a sentence. In English, it is unnatural to give equal stress to every word in a sentence. Effective use of strong and weak emphasis in phrases and sentences help students to achieve their goal of sounding like a native English speaker. English sentence level stress patterns may not be used the same way as in other languages. Using the stress patterns of the student’s native language contributes to a foreign accent.

2. Articulation presentation and demonstration

In English, specific words within a sentence are emphasized or spoken louder to make them stand out. In many languages, grammar instead of word stress conveys the meaning and this aspect of English can be very confusing for NNS. Using incorrect sentence level stress patterns creates pronunciation problems: 1) if stress is placed on the wrong word, it completely changes the meaning of the statement; 2) if equal stress is given to all words, it prevents clarity and meaning.

Rules:

- A. **Content words** convey meaning and are the important words in a sentence. When speaking, content words are **stressed**. Content words include all the major parts of speech: **nouns, verbs, adjectives, adverbs, and question words**.
- B. **Function words** are considered the unimportant words in a sentence because they do not carry as much meaning as content words. Function words are **not stressed** when speaking. The following parts of speech are function words: **articles, prepositions, pronouns, conjunctions, and auxiliary or helping verbs**.
- C. When in conversation, sometimes a speaker will call attention to specific words by applying stress to the word in order to convey a special meaning. The word that receives stress depends upon the personal message or motive of the speaker.

Examples: It's **my** book. (not yours)

She wrecked the **car**. (not the truck)

3. Reading Infusion (see Handout B)

- A. Read aloud with the class two times. Pronounce the bolded words 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 and accurate stress placement of content and function words. Your partner will tell you if s/he hears the correct sounds and understands your pronunciation.