

ADULT ESOL LESSON PLAN
LCP C - High Beginning
PHONEMIC AWARENESS INFUSION
Pronunciation of Final Consonants

Instructor Presentation – Handout A

ESOL Competencies: 20.04 Demonstrate ability to use basic test taking strategies
34.02 Pronunciation of final consonants

Objective: Content focus- Demonstrate the skills necessary for test taking. Learn about the various types of questioning found on tests and learn test-taking strategies while practicing the production of final consonants.

Language focus- Demonstrate the pronunciation features of final consonants, distinguishing between the various sounds and focusing on the unreleased sound, practicing accurate production.

Goal: To understand how to produce these pronunciation features, distinguish and clearly articulate the final consonant sounds of words and recognize the importance of final consonant sounds, 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

A final consonant is any consonant that is the last sound in a word. Consonant sounds that end words are **very** important. They can determine grammatical as well as word meaning. Careful production of final consonants is necessary to convey your message correctly and to have comprehensible speech. Be sure that you don’t allow final consonants to disappear at the end of words. This is one focus that can provide maximum increased intelligibility. In most other languages consonants rarely end words, so most students tend to drop the last consonant sound, omitting a crucial part of the word for correct American English pronunciation.

2. Articulation presentation and demonstration

Many words pronounced with a final consonant have “e” as the final letter. When “e” is the last letter in a word, it is usually silent; a consonant is actually the last sound in the word. For example, *made*, *phone*, *bite* or *have*. The last consonant sound in a word is often **not released** in American English. That means that after you pronounce

the last consonant sound, you keep that sound closed in your mouth, preventing a released syllable or vowel sound to follow. If you release the consonant sound by opening your mouth, your listener may think that you have added an extra syllable to the word you are saying. For example, *help* (**unreleased**) can sound like *helpa* (**released**). Unreleased sounds are: /p/, /b/, /t/, /d/, /k/, /g/, /th/ voiced, /v/, and /z/. Another error that many students make is to add an /iy/ sound after final consonants. They may pronounce *English* as *Englishy* or *beach* as *beachy*. Ending consonants sounds to watch with this are: /sh/, /ch/, /g/ (*garage*), and /j/ (*languagey*).

3. Reading Infusion (see Handout B)

- A. Read aloud with the class two times. Pronounce the bolded letters remembering to focus on clearly producing the final consonant sound and keeping the sound in your mouth, thus unreleased. Emphasize the consonant sounds, reinforcing the placement of articulators and correct production, making sure not to omit or drop that crucial final ending sound.
- 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.