

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**PHONEMIC AWARENESS INFUSION**  
**Pronunciation of /r/ Controlled Vowels**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 24.02 Health care vocabulary  
34.03 Pronunciation of /r/ controlled vowels

**Objective:** Content focus- Define and use health care vocabulary, practicing the /r/ controlled vowels within the health reading.

Language focus- Demonstrate pronunciation features of /r/ controlled vowel sounds (ir, er, ur) in stressed syllables of words and the separate sound of /r/ in unstressed syllables of words (ar, er, or, and ure).

**Goal:** To understand how to produce these pronunciation features, see the various spellings, hear the separate 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  
When speaking English, the /r/ controlled sounds may be seen as the same sound. It is difficult to hear the difference between the /ɜ/ and /ə/ sound when pronounced in isolation. This sound does not exist in most languages, and involves learning the positioning of articulators.
2. Articulation presentation and demonstration  
**/ɜ/**  
This sound **always receives strong emphasis** and **occurs ONLY in stressed syllables** of words. **Note:** less frequent spelling patterns for this sound are: *ear (heard), our (journey), and or (work)*  
**Placement-** hold the *front* part of your tongue mid-level in your mouth. Lower your jaw and open your lips slightly.  
**Manner-** air flows as you begin to say the sound and raise the *center* part of your tongue toward the roof (hard palate) of your mouth (but do not touch it). This sound is produced with slightly protruded lips and the muscles of your tongue should be tense.  
**Voice-** this is a voiced (vibrated) sound.  
**Examples-** urgent, firm, hurt, nurse, stir occur, prefer

### **/ə/ sound**

This sound occurs **ONLY** in **unstressed syllables** of words. International students often **substitute the “schwa” sound** for this sound, especially at the ends of words (sooner becomes “soonah”).

**Placement-** the positioning of articulators are the same as for the previous / r / controlled sound, but this sound is produced with **much less force**.

**Manner-** air flows as with previous /r/ controlled sound, but tongue muscles are completely **relaxed**, not tense.

**Voice-** this sound is also voiced (place hand on throat to feel the vibration)

**Examples-** dollar, after, father, doctor, actor, procedure, picture

### **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.