

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

Instructor Presentation – Handout A

ESOL Competencies: 24.02 Health care vocabulary
34.01 Pronunciation of suffixes

Objective: Content focus- Define and use health care vocabulary, practicing suffixes within the health reading.

Language focus- Demonstrate pronunciation features of suffixes, blending word parts and decoding words with suffixes.

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 a suffix is added to the end of a base word, the **stress pattern** of the word usually **changes**. The stress usually falls on the syllable that comes **immediately before** the added suffix. The contrast of stressed and unstressed syllables adds to the comprehension of English; it creates the rhythm of English.
2. Articulation presentation and demonstration
Blend word parts to form new meanings and words. Say the *base* word and the *suffix* separately. Then blend the two parts together to form a new word. Repeat this process for the following word parts in the examples below.
Ask students: **Where do you look for a suffix? What do they mean?**
Read aloud and work through the following list, modeling the pronunciation and stress pattern for the students to listen, learn, and repeat. Note that the stress usually falls on the syllable **before** the suffix.

Decode suffix sounds and meaning:

Suffix	Meaning	Base word	Suffix added
a. ian	relating to, resembling	diet	dietit <u>ian</u>

b. ic	relating to	diet	dietetic
c. ical	relating to	medic	medical
d. ist	relating to	dental	dentist
e. tion	quality of, state of	nutritent rehabilitate	nutritionist rehabilitation
f. ment	quality of,	(de)part	department

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.

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