

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

**Instructor Presentation – Handout A**

**ESOL Competencies:** 24.02 Health care vocabulary  
34.01 Pronunciation of ph as /f/ sound

**Objective:** Content focus- Define and use health care vocabulary, practicing the sound of /f/ as spelled ph and gh within the health reading.

Language focus- Demonstrate the pronunciation feature of /f/, identifying its additional spellings, (ph) and (gh).

**Goal:** To understand how to produce this pronunciation feature, recognize its various spellings, hear the sound, produce it 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 international students first try to produce the /f/ sound, they tend to close their lips and pronounce the /b/ and /p/ sound, not using their teeth. Often they position their lips incorrectly, so while first practicing some students may find it helpful to use their finger to hold the top lip away from the bottom lip until they can do it naturally.

**2. Articulation presentation and demonstration**

**/f/ sound (spellings include f, ph, and gh)**

**Placement-** upper teeth should lightly, but firmly touch the inner part of the lower lip.

**Manner-** produce the sound by forcing air out between the teeth and lips. Lips are separated. The airflow should be continuous without interruption. Hold your hand in front of your lips to feel the flow of air as you hear the sound.

**Voice-** /f/ is a voiceless sound (vocal cords do not vibrate).

**Examples-** fun, pharmacy, refer, telephone, coughh, tough, graph.

**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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