

ADULT ESOL LESSON PLAN
LCP B - Low Beginning
Phonemic Awareness Infusion
Pronunciation of Long /a/ Vowel

Instructor Presentation – Handout A

ESOL Competencies: 24.03A Request a doctor’s appointment and explain symptoms
34.03 Pronunciation of long /a/ vowel

Objective: Content focus- Discuss the importance of having and keeping an appointment to see a doctor. Elicit responses to questions in a role play dialogue regarding making an appointment, practicing the sound of long /a/ correctly within the reading passage.

Language focus- Demonstrate the specific articulation of the long /a/ vowel sound, identifying the various spellings (“a”, “ai”, “ay”, “ea”. “ey”. “ei”, and “eigh”), and practicing production while scheduling an appointment and explaining symptoms.

Goal: To understand how to produce this pronunciation feature, notice the 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

The various spellings of long /a/ vowel sound need to be reviewed carefully. Some hints to note are: 1) when /a/ is in a syllable ending in silent “e”, the letter /a/ is pronounced as a long /a/, 2) the letters “ei” followed by g or n are usually pronounced as long /a/ (e.g. weigh or vein).

2. Articulation presentation and demonstration
long /a / vowel sound

Placement- Hold the **front** part of your tongue in the middle of your mouth and press the sides of your tongue against the upper back teeth. The muscles of your tongue should be **tense**. Lower your jaw and open your lips. Your tongue glides from mid-level forward to near the roof of the mouth. Place your thumb under your chin to feel the tense muscles.

Manner: Air flows continually.

Voice: vowels are always voiced (vibrated) sounds.

Examples- age, aim, eight, wait, vain, date, late, pay, they, great

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 sound 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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