

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**Phonemic Awareness Infusion**  
**Pronunciation of /k/ and /g/ Consonants**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 24.03C Request a doctor’s appointment, communicate symptoms, and follow doctor’s instructions  
34.02 Pronunciation of /k/ and /g/ consonants

**Objective:** Content focus- Discuss how to report an accident and describe injuries. Create role-play dialogs with questions concerning health, practicing the targeted consonant sounds and usage within reading passages.

Language focus- Demonstrate the specific articulation of /k/ and /g/ consonant sounds, practice their contrasting production, and discriminate between their unique sounds and positions both orally and aurally.

**Goal:** To understand how to produce these pronunciation features, hear the different sounds, recognize them, 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**

This is an easy consonant to pronounce as long as you remember that /k/ sound is very explosive in English.

**2. Articulation presentation and demonstration**

**/k/ sound**

When a word starts with /k/, it must be produced with a strong aspiration or puff of air. There are a number of spellings for /k/: “k”, “c”(letter c before a, o, or u), “qu” (kw), “x” (ks) and a less frequent spelling is “ch” as in ache. Remember that the letter “**k**” before “**n**” is NOT pronounced (knee).

**Placement-**The **back of the tongue** touches the soft palate at the **back of the roof of your mouth** to stop the flow of air. Quickly the back of the tongue is lowered and air is released, producing a **strong puff of air**. (When “k” follows “s”, it is NOT aspirated (e.g., skin).

**Manner-** Air is stopped and then pushed out, giving this sound an aspirate quality.

**Voice-** your vocal chords **do not** vibrate; it is a voiceless sound.

**Examples-** kee, conscious, technician, week, sickk, quick, fix

### **/g/ sound**

When the sound of /g/ is the last sound in a word, some NNS forget to add the voicing or substitutes /ng/ and this changes the meaning of the word. There are only two spellings for /g/: “g” and “x” (“gz” as in **ex**am)

**Placement-** This sound is produced the same way as /k/, except that /g/ is **voiced** and the puff of air is not as strong. Press the back part of your tongue to the back of the roof of your mouth to stop airflow and quickly release.

**Manner-** As the airflow is released, the sound is produced with a puff of air that is NOT as strong as for /k/.

**Voice-** /g/ is **voiced** (vibration).

**Examples-** **g**ive, **g**o, **g**um, **g**ain, **g**ain, fo**g**et, **big**, **ex**am, **ex**ample

### **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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