

ADULT ESOL LESSON PLAN
LCP C - High Beginning
Phonemic Awareness Infusion
Pronunciation of /p/ and /b/ Consonants

Instructor Presentation – Handout A

ESOL Competencies: 24.06 Identify personal hygiene products and grooming routines
34.02 Pronunciation of /p/ and /b/ consonants

Objective: Content focus- Discuss and elicit responses from students regarding personal hygiene products and routines. Identify the different sounds of /p/ and /b/, practicing them correctly within the reading passage.

Language focus- Demonstrate the specific articulation of /p/ and /b/ sounds, identify their placement in words, and practice production while learning and working with personal hygiene vocabulary and information.

Goal: To understand how to produce these pronunciation features using the same articulators, but apply the different voice and hear the 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

These are familiar consonant sounds for most language learners. However, /p/ is much more explosive in English than it is in other languages. When speaking in English, /p/ at the beginning or ending of words must be produced with strong aspiration and a puff of air or it will sound like a /b/.

2. Articulation presentation and demonstration

/p / sound

When /p/ follows /s/, it is NOT aspirated (as in spot, spend, etc.).

Placement- Press your lips together, firmly, to stop the flow of air and then open your lips and produce the sound with a strong, aspirated puff of air.

Manner-The air stream is stopped and then exploded.

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

Examples- perfume, toothpaste, shamppoo, soap

(Note: hold your hand in front of your mouth to feel the flow of air.)

/b/ sound

The letter/b/ is almost always pronounced, except when /b/ follows /m/ in the same syllable, it is usually NOT pronounced. Examples: **comb**, **bomb**, and **plumber**.

Placement- Lips are pressed together, firmly, just as with /p/, except that /b/ is **voiced**, and the puff of air is not as strong.

Manner- Air stream is stopped and then exploded.

Voice- /b/ is a **voiced** (vibrated) sound.

Examples- **b**ath, **b**ar, **b**aby, a**b**le, tu**b**e, jo**b**

(Note: Monitor yourself by holding your index finger and your thumb on your throat, at your vocal chords. Is there a **vibration**?)

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.