

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**Phonemic Awareness Infusion**  
**Pronunciation of /aw/ Diphthong**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 24.06 Identify personal hygiene products and grooming routines  
34.03 Pronunciation of /aw/ diphthong (spelled /ou/ and /ow/)

**Objective:** Content focus- Discuss and elicit responses from students regarding personal hygiene products and routines. Identify the sound of /aw/, practicing it correctly within the reading passage.

Language focus- Demonstrate the specific articulation of the /aw/ diphthong, identifying the various spellings (ow, ou, and ough), notice placement in words, and practice production while learning and working with personal hygiene vocabulary and information.

**Goal:** To understand how to produce this pronunciation feature, notice the spellings, hear the sound, 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 sound for NNS to produce if they remember it is a diphthong, which is a combination of two vowel sounds. Be sure your lips glide from a wide open position to a closed one or the pure vowel /a/ might result.

**2. Articulation presentation and demonstration**

**/aw / sound**

This sound may be spelled as “ow”, “ou”, or “ough.” Because this is a diphthong, your mouth moves a lot when you make this sound.

**Placement-** Start with the sound of /a/ and move to the sound of /w/. The lips move from open and rounded to slightly closed and rounded. The tongue glides from **low** in the center of the mouth to **high** in the back of the mouth. The **jaw rises** with the tongue and closes.

**Manner:** Air flows continually.

**Voice:** vowels are always voiced (vibrated) sounds.

**Examples-** shower, vowel, eyebrow, ouch, mouth, sound, plough

**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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