ADULT ESOL LESSON PLAN
LCP B - Low Beginning
PHONEMIC AWARENESS INFUSION
Pronunciation of Contractions

Instructor Presentation – Handout A

ESOL Competencies: 19.02B Understanding instructions and asking for clarification
34.01 Pronunciation of Contractions

Objective: Content focus- Demonstrate understanding of basic instruction and ask for clarification on the job, practicing the production of common contractions.

Language focus- Demonstrate the pronunciation features of contractions, practicing accurate production of final consonants and stress pattern.

Goal: To understand how to produce these pronunciation features, recognize the various contractions, 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
When students study basic English grammar, they learn about contractions. Contractions are structure words that are reduced or shortened, i.e. I will = I’ll; can not = can’t. Such two-word contractions are commonly used in spoken English. There are also one-word contractions, i.e. ham n’ eggs, which are common to spoken English. These contractions are like reductions of words, but also have omissions of vowels, consonants or both and are linked to the words on one or both sides.

2. Articulation presentation and demonstration
When forming contractions, two words are combined into one and one or two sounds are omitted. Students may take the full form of two words, omit the vowel, and place an apostrophe in its place. Stress is placed on the final consonant and especially so on the final /t/ sound of negative contractions. Sometimes ESOL students believe contractions are poor speech or sloppy speech. The opposite is true. They are correct grammatically and are natural usage for native speakers. Commonly contracted words can be formed with be, have, do and modals.
Examples of be and have- I’m, She’s, we’re, Bill’s, we’ve, he’d
Examples of do- don’t, doesn’t, didn’t, what’d, why’d, how’d
Examples of modals- can’t, won’t, shouldn’t, we’ll, John’ll, I’d

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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