

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**Phonemic Awareness Infusion**  
**Pronunciation of “-ed” Ending Sounds**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 18.02 Describe personal work experience and skills  
34.01 Pronunciation of final consonant *-ed* ending sounds

**Objective:** Content focus- Describe different kinds of work experiences and skills, practicing the regular past tense *-ed* sounds and usage within reading passages.

Language focus- Demonstrate pronunciation features of final *-ed* ending sounds in regular past tense verbs.

**Goal:** To understand how to produce this pronunciation feature, hear the three different sounds, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

**Materials:** Handout A- Instructor Lesson Presentation  
Handout B- Student Activities  
Handout C- Reading Passages

**Procedures:** 1. Explanation

When speaking English, the pronunciation of the *-ed*, is determined by the last sound of the verb in present tense. Although *-ed* or *-d* is always added to form the past tense, *-ed* has **three** different sounds: a) /d/ as in livedd [d]; b) /t/ as in talkedd [t]; and c) as an added syllable /id/ as in invitedd [id].

**Note:** In English, final consonant sounds end words and determine grammatical and word meaning. In other languages, most consonant sounds do not end words, so students will often omit or mispronounce past tense verb endings. Remind students to be sure to pronounce ending consonants as well as the correct *-ed* sound during this lesson.

2. Articulation presentation and demonstration

**/d/ sound**

**Placement-** the tip of the tongue is pressed against the upper gum ridge (*at the teeth ridge*) to stop the flow of air and then the tip of the tongue is quickly dropped.

**Manner-** air is released as a puff of air that is not strong or aspirated.

**Voice-** /d / is a voiced (place hand on throat to feel the vibration)

Examples- stayedd, filedd, managedd

**/t/ sound**

**Placement-** produced the same as /d/ with the tip of the tongue pressed against the upper gum ridge (*at the teeth ridge*) to stop the flow of air, then the tip of the tongue is quickly dropped.

**Manner-** air is released with a **strong** puff of air (place hand in front of mouth to feel the puff of air)

**Voice-** /t/ is voiceless (no vibration)

Examples- finishedd, typedd, stockedd

**/id/ sound**

Produced as a separate syllable, combining the /I/ vowel sound with the /d/ consonant as is **did**.

**Placement-** Lips are relaxed. The tongue is high in the front of the mouth. The jaw is slightly open. Then, tip of the tongue is pressed against the upper gum ridge, and released quickly.

**Manner-** air is released as a puff of air that is not strong or aspirated.

**Voice-** /id / is a voiced (place hand on throat to feel the vibration)

Examples- guidedd, treatedd, listedd (reminder: /id/ is an added syllable)

3. Rules for using the correct sound of final *-ed*

**Rule 1:** If a present tense verb ends with the **sound** of a **voiced** consonant or a **vowel** sound, the pronunciation in past tense is /d/

**Rule 2:** If the present tense verb ends with the **sound** of a **voiceless** consonant sound (f, k, s, x, sh, ch, or p), the pronunciation in past tense is /t/

**Rule 3:** If the present tense verb ends with the sound of /t/ or /d/ consonant sound, the pronunciation in past tense is always /id/

**Note:** Bring to the student's attention, it's the ending **sound**, not *spelling* that determines pronunciation.

4. Production Exercises

a. Direct students to listen and repeat the following words. Remind them to notice the contrasting sounds by placing their hand on their throat to feel the voiced vibration of /d/, as well as the separate syllable of /id/:

/d/	/t/	/id/
filled	looked	accepted
studied	thanked	added
planned	asked	waited
arrived	helped	wanted
cleaned	cooked	folded

- b. Ask students to listen and repeat the following sentences, practicing the sound of final *-ed*:

/d/	/t/	/id/
She mailed <u>ed</u> the letter.	They finished <u>ed</u> early.	He deposited <u>ed</u> it.
John listened <u>ed</u> .	The boss talked <u>ed</u> .	The team rested <u>ed</u> .
The plumber repaired <u>ed</u> it.	She stopped <u>ed</u> working.	He waited <u>ed</u> .

I finisheded late, so I calleded and ordereded food for home. It tasteded great!

5. Communicative Guided Practice

Ask students to work in pairs and read the following dialog aloud. In the brackets beside each *-ed* ending, write /d/, /t/, or /id/. Remind students to think about the ending sound of the verb in present tense, then choose their answer according to the *-ed* rules for pronunciation.

Student A: Have you starteded [ ] your new job yet?

Student B: Yes, but I arriveded [ ] late on the first day!

Student A: What happeneded? [ ]

Student B: Somehow, I misseded [ ] the bus. My boss wasn't pleaseded. [ ]

Student A: How has he reacteded [ ] since then?

Student B: After I explaineded [ ] that the bus wasn't on schedule, he noddeded [ ], then said he expecteded [ ] that to be the reason.

Student A: Was he angereded [ ]?

Student B: No, he laugheded [ ] and said it had happeneded [ ] to him before, too. I smileded [ ] and felt very relieveded [ ].

6. Reading Infusion (see Handout C)

- a. Read the passages aloud together, emphasizing the targeted sounds of *-ed*, which are underlined and bolded. Exaggerate the sounds at first reading, then with normal emphasis in second reading.
- b. In pairs, have students read aloud to one another, practicing the targeted sounds as well as stress, rhythm, and intonation. Remind them to monitor one another and self-monitor to check and listen for the phonemic sounds and phonetic pronunciations.

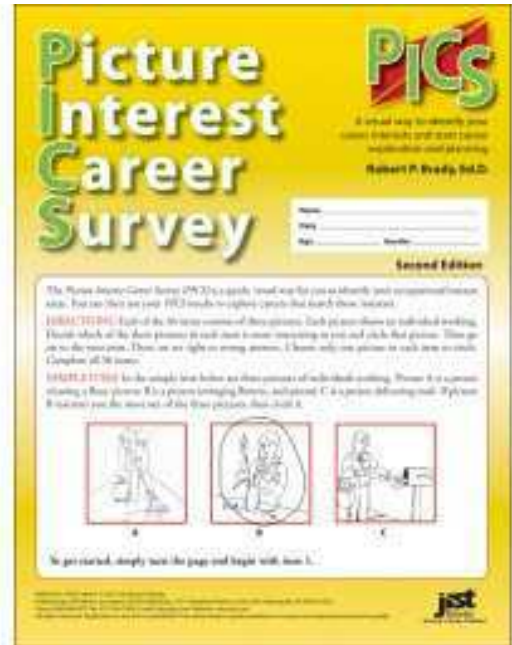
## Picture Interest Career Survey (PICS)

**Implementation** (*For Seminole State College*): The Foundations-level instructor administering the PICS will be given a packet of yellow survey booklets by the ESOL specialist. Each student will record the results of the survey in the handout provided within the student booklet issued during the first STEPS activity (see lesson plan). This worksheet will be the document filed as evidence of completion of this grant activity.

**Overview:** The *Picture Interest Career Survey (PICS)* is a quick way for people to identify occupational interests by using pictures of people at work rather than text-based items. Based on the pictures selected, PICS creates a profile of the individual that leads directly to career information and potential job matches. The assessment takes less than 15 minutes to complete and score and is suited to both genders and people from all backgrounds. It can be self-administered and self-scored, given individually or in groups and uses two of the most widely accepted occupational coding systems—RIASEC and people, data, things, and ideas.

(JIST Publishing; ISBN 978-1-59357-884-8)

Occupational PICS Codes utilize the **RIASEC** system.



# Picture Interest Career Survey (PICS)

## Administration and Scoring

The *Picture Interest Career Survey (PICS)* is a quick way for people to identify occupational interests by using pictures of people at work rather than text-based items. Based on the pictures selected, PICS creates a profile of the individual that leads directly to career information and potential job matches. The assessment takes less than 15 minutes to complete and score and is suited to both genders and people from all backgrounds. It can be self-administered and self-scored, given individually or in groups and uses two of the most widely accepted occupational coding systems—RIASEC and people, data, things, and ideas. (*JIST Publishing; ISBN 978-1-59357-884-8*)

### ORIENTATION

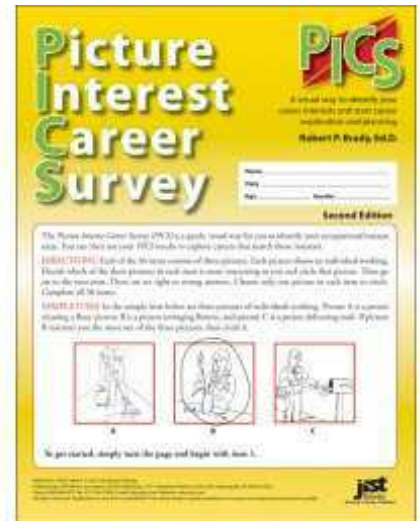
- Orientation may include explaining that the *PICS-2* is a survey of *interests*, and as such is *not* a measure of aptitude or ability.
- There are only 36 items.
- Each item of the *PICS-2* consists of three pictures of persons working.
- Answers are neither right nor wrong.
- Students may be told that the *PICS-2* will organize their interests in a way that will enable them to do career exploration, career/life planning, and career counseling.

### ADMINISTRATION

Directions for the *PICS-2* are as follows:

(Note: The text in **bold** should be spoken aloud.)

1. **Take a look at the sample item on the cover page.** Pause.
2. **Notice that it is made up of three pictures.** Pause.
3. **Notice that each picture depicts a person working.** Pause.
4. Point to each picture in succession and say, **Picture A is a person cleaning a floor, picture B is a person arranging flowers, and picture C is a person delivering mail.** Pause.
5. **In this sample, the student taking the PICS was asked to choose one picture out of these three that was the most interesting to them.** Pause.
6. Pointing to picture B, say, **the student chose Picture B as most interesting, so the student circled their choice, picture B.**
7. If students indicate they understand the process, continue by saying, **Now let's turn the page and go to item 1.** Pause.
8. Turn to the first page, point to item one and say, **Look at each of these three pictures.**
9. When they have finished looking at each picture, say, **Now decide the most interesting picture out of the three.** Pause.
10. Then say, **Now circle that picture.**
11. When circled say, **Now go on to the next item.** Pause.
12. Then say, **There are 36 items in all. Remember, choose only one picture in each item to circle.** Pause.
13. Then say, **Be sure to complete all 36 items.**
14. Then say, **When you are finished, please raise your hand and I will collect your survey.** Check to see that all 36 items have a response. If an item is missed, ask the student to complete it.



## **SCORING**

Scoring takes approximately five minutes and can begin when the *PICS-2* user finishes.

1. Check to see that all **36 items** have a response. If an item is missed, ask the user to complete it.
2. Next, notice that to the right of the items on each page there are six columns. Each column is headed by either **R, I, A, S, E, or C**. Notice that the letters **A, B, and C** appear in the columns following each item.
3. Starting with item 1, circle the letter in the column that corresponds to the letter under the picture that was circled in that item.
4. Go to item 2 and circle the letter in the column that corresponds to the letter under the picture circled in item 2.
5. Repeat this procedure with items 3 through 36.
6. Now count vertically down the circled letters in each column. For example, count column **R** on every page and record the score for column **R-Realistic** in the **Totals** space of the *Occupational PICS Profile* (last page); then count column **I** and record the score, column **A** next, and so on.
7. The grand total for all scores should equal 36.
8. When you have finished recording the column totals, place an X for each score in the appropriate space beneath the total, and then connect the Xs with a line to complete the profile.
9. Determine the individual user's *Occupational PICS Code* by placing the first letter of the highest scored interest on the first line, the next highest letter on the second line, and the third highest on the third line. You may record all interest letter codes in descending order.
10. The *Occupational PICS Code* will be the three highest scored interest areas.

## **Interpretation Tips**

Interpretation of *Occupational PICS Codes* is as follows:

1. Each code consists of three letters in descending order.
2. Because there may be ties, there may be four or more letters that can be used in combination with each other, so it would be possible to have more than one three-letter code.
3. More than one tie suggests that an individual may have a wide range of interest and the ties merely reflect this range.



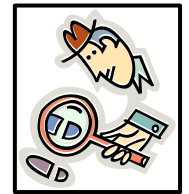
Occupational PICS Codes utilize the **RIASEC** system. The following is a brief explanation of each code letter (Holland, 1959, 1992):

## **Occupational PICS Codes**

**(R) Realistic:** Individuals interested in this area usually like to work with things, use tools and machines, and prefer physical and mechanical work. They are often described as persistent and practical. They are most comfortable in a structured and stable work environment. Workers with high realistic interest are typically found in occupational fields such as construction and skilled trades, production and manufacturing, applied technologies, agriculture, transportation and logistics, textiles, hospitality and recreation, food service, and natural resources.



**(I) Investigative:** Individuals interested in this area usually like to work with ideas and data, and prefer problem solving, scientific, and technical work. They are often described as curious, intellectual, and independent. They favor jobs that require abstract thinking, research, and analysis. Workers with high investigative interest are often found in the life and physical sciences, health and behavioral sciences, applied technologies, academics, research and development, and mathematics and engineering.



**(A) Artistic:** Individuals interested in this area usually like to work with people, ideas, and things, and prefer creative and self-expressive work. Artistic individuals are often described as imaginative, open, and original. They favor flexible and less-predictable work environments. Workers with high artistic interest are often found in occupational fields such as design, the applied arts, architecture, culinary arts, performing arts, fine arts, education, communication and media, and fashion.



**(S) Social:** Individuals interested in this area usually like to work with people and prefer helping, teaching, and healing work. Social individuals are often described as supportive, understanding, patient, and generous. They favor jobs that require listening, comforting, and advising. Workers with high social interest are often found in education, health and human services, recreation and fitness, public safety and service, and religious vocations.



**(E) Enterprising:** Individuals interested in this area usually like to work with people, and prefer leading and persuading. Enterprising individuals are often described as confident, ambitious, and energetic. They generally favor jobs that involve selling and achieving set goals. Workers with high enterprising interest are often found in business and administration, marketing, finance and insurance, retail and wholesale sales, and law.



**(C) Conventional:** Individuals interested in this area usually like to work with data, things, and people, and prefer clerical and computational work. Conventional individuals are often as organized, efficient, and careful. They generally favor jobs that involve working with numbers, machines, and computers to meet required goals. Workers with high conventional interest are often found in accounting, banking, financial analysis, office work, and computer applications.





ESOL Foundations/Beginnings  
3.03.14 Identify long-term career goals.

**Answer Key**

Reading Activity

## Career Interest Areas – Vocabulary

### Part 1

**DIRECTIONS:** Look at the chart. Write the interest area word at the top of each box that best describes the jobs listed.



### Part 2

**DIRECTIONS:** Add the jobs listed below at the bottom of the large box with the career interest area that best describes each one.

sales manager(5) singer(3) counselor(4)  
barber(1) doctor(2) cashier(6)

### Part 3

**DIRECTIONS:** Match the pictures to the career area vocabulary word. Write the number of the career area word in the small box next to each picture.

**1. Realistic**  
I like to work with tools and machines. I prefer physical and mechanical work. I am persistent and practical.  
**Examples:** firefighter, farmer, bus driver, **barber**

3



**2. Investigative**  
I like to work with ideas and data. I prefer to work on problems and doing technical work. I am curious, intellectual, and independent.  
**Examples:** veterinarian, criminal investigator, psychologist, **doctor**

6



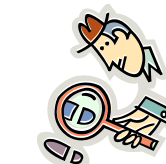
**3. Artistic**  
I like to work with people, ideas, and things. I prefer creative work. I am imaginative, open, and original.  
**Examples:** dancer, photographer, architect, **singer**

5



**4. Social**  
I like to work with people. I prefer to help, teach, and heal. I am caring and patient. I like to listen and help.  
**Examples:** teacher, home health aide, dental assistant, **counselor**

2



**5. Enterprising**  
I like to work with people. I prefer to lead and persuade. I am confident, energetic, and ambitious.  
**Examples:** funeral director, real estate agent, optician, **sales manager**

1



**6. Conventional**  
I like to work with data, things, and people. I prefer to work with numbers. I am organized and careful.  
**Examples:** receptionist, building inspector, office clerk, **cashier**

4





ESOL Foundations/Beginnings  
3.03.14 Identify long-term career goals.

Grammar & Writing Activity

Name \_\_\_\_\_

Date \_\_\_\_\_

## What are your plans for the future?



**Words to Know:** *goals, plans, future, step by step*

### Grammar Focus

**Simple Future Tense** – Use **be + going to** for future plans.

**DIRECTIONS:** Read the verb chart and study the examples.

Subject	be + going to	Base	Example Sentence
I	am going to	study	I am going to study English.
you, we, they	are going to	practice	We are going to practice English.
he, she, it	is going to	speak	She is going to speak English.

**DIRECTIONS:** Read the **goals** below. Put a check (✓) next to your goals. Underline the base verbs.  
Talk to a partner about your plans. Use: **“I am going to \_\_\_\_\_.”**

___To learn English.	___To help my family.	___To become a U.S. citizen.
___To get a job.	___To get a better job.	___To get a new job.
___To get a part-time job.	___To get a full-time job.	___To start my own business.
___To go to college.	___To get a vocational certificate.	___To get a college degree.

### Writing Focus

**Part 1 - DIRECTIONS:** Write sentences about your plans for the future. Use the simple future verb chart. Use words from the goals chart. Use a picture dictionary to find the name of your future job.

- I have great plans – or – goals \_\_\_\_\_ for the future.
- First, I am going \_\_\_\_\_ to learn English.
- I am going to be a (Answers will vary – Use a picture dictionary.) \_\_\_\_\_ in the future.
- I am going to (Answers will vary – Use goals’ box above for ideas.) \_\_\_\_\_.
- I know I can reach my goals \_\_\_\_\_ step by step.

**Part 2 - DIRECTIONS:** Write the sentences from Part 1 above in a paragraph. Write a title for your paragraph. Remember to indent your paragraph.

ESOL Foundations/Beginnings  
3.03.14 Identify long-term career goals.

Grammar & Writing Activity

**Paragraph:**

### My Goals

I have great plans for the future. First, I am going to learn English. I am going to be a nurse\* in the future. I am going to go to college\*. I know I can reach my goals step by step.



\*Answers will vary.

(Suggestions for the title: My Future Plans, My Plans)