

Pronunciation in English for Medical Professionals Intermediate+

Step-by-step Lesson Plans

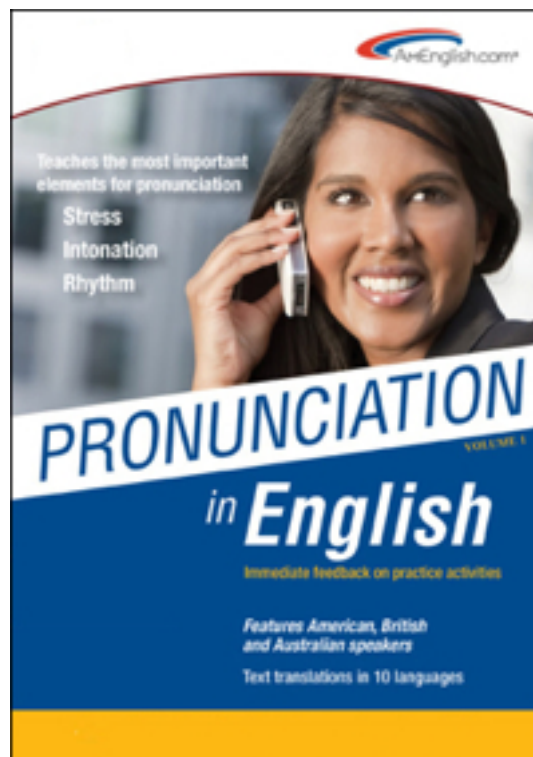


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Introduction:

FOCUS

The emphasis is on the big picture items: stress, intonation, and rhythm. Research indicates that improvement in these areas makes the biggest difference in intelligible speech.

TARGET AUDIENCE

Pronunciation in English - Intermediate+ was designed for ESL/EFL students at the intermediate through advanced level.

MULTIPLE LEARNING STYLES

The video presentations, extensive audio files and immediate feedback on practice activities appeal to multiple learning styles.

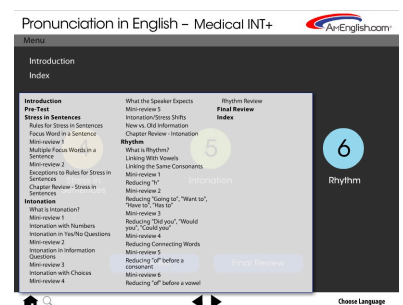
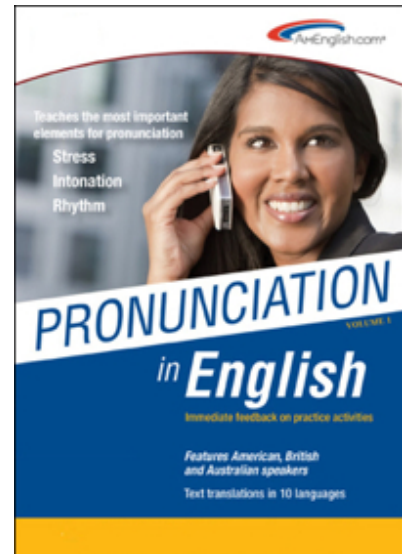
NAVIGATION

At the main Table of Contents, there are two kinds of 'roll over' flash menus:

- (1) Mouse over the magnifying glass at the bottom of the tool bar, and a program level index appears.
- (2) Mouse over each chapter, and a chapter level index appears.

Click on the index button to go to the new index section inside the program with expanded choices showing all of the interactive pages.

The chapters are color coded for ease of navigation. Note the bar of color at the top of each screen, which is matched to the color of the chapters on the Table of Contents.



VIDEO, AUDIO, and FEEDBACK

1. The videos that present the concepts have text for all the audio, so students can follow along, but students are not asked to reproduce this language as it is part of the presentation for the lesson.
2. The audio tracks feature three native speakers with an American, British, and Australian accent. These “flavors” of English are similar to those on the new TOEFL® test from ETS®.
3. Students receive audio and visual feedback on answers throughout the practices:
 - In chapter four, visual feedback shows the words turning color (red) for content words and being underlined for focus words. In dictation sections, there is scoring with options for marking answers, showing answers and resetting.
 - In chapter five, visual feedback includes down/up arrows for intonation and underlining for focus words.
 - In chapter six, visual feedback includes dashes for linking. Additionally, reduced phrases like “gonna” appear when the user clicks on combinations like “going to.”

APPLICATION ACTIVITIES

Pronunciation in English is unique in that the content in the application section is generated by students. These activities guide students in applying the pronunciation skills presented in the program to language they use every day. This will help bridge the gap between the classroom and the world outside, which is always a challenge.

RECORD AND PLAYBACK FEATURE REQUIREMENTS

Each computer should be multi-media enabled with a microphone. Students must be able to use the record and playback feature in each practice and application, which allows them to listen to their own work, evaluate it, and make adjustments and record again. This will guide them in bridging the gap between the classroom and the world outside where the teacher and the software are not available to give them immediate feedback.



TOEFL® Skill Builder Buttons

Mouse over the TOEFL® skill builder buttons in each section to get specifics on how this program will help build skills required for the TOEFL® test.



Organization:

Pre-Test

The pre-test has multiple rotating versions. Students' pre-test scores can be compared to their final review scores to track their progress. Scores are available in the User Management System.

UMS (User Management System)

Instructors can view all student activity in the UMS. It's useful to let students know that you can see their online activity, including any chapter review and final review scores. This can motivate students to use their time in the lab productively.

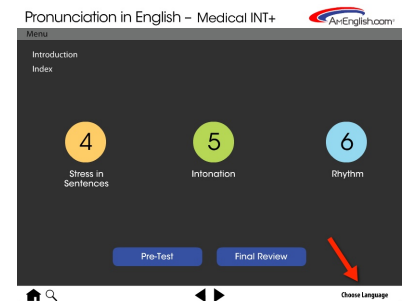
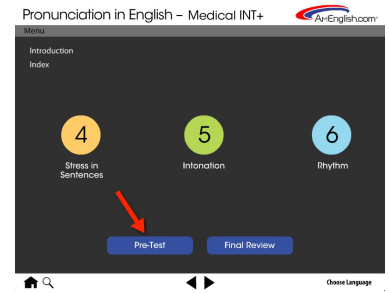
Chapter 4 - Stress in Sentences: Lesson One

In the Lab* - Pre-Test

Have students take the pre-test. Lower the affective filter by telling students that if they get a perfect score, they don't need to be in the class.

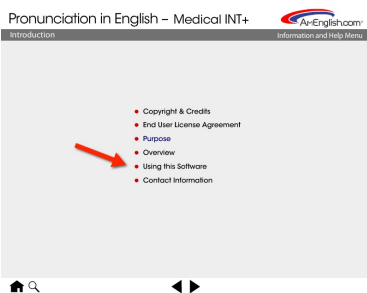
Notes for Teachers:

- This will give students a baseline and an awareness of their shortcomings.
- It will also intensify students' focus on the material in the programs.
- Teachers can compare scores on the Pre-test with the Final Review to measure improvement.

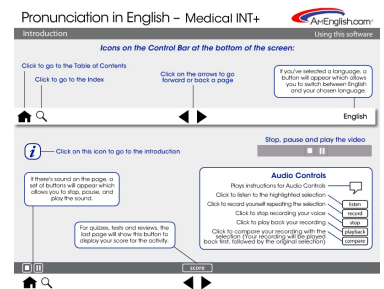


User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation (see earlier notes in the navigation section). Make sure students know how to use the "choose your language" button.

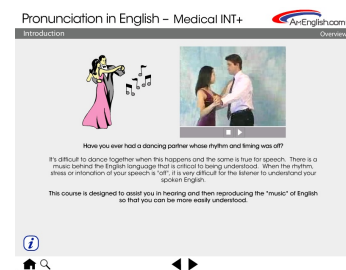


1. Show students the "Using this software" screen in the Introduction. Take some time to emphasize the importance of recording your voice in the practices and playing it back to listen to your recording.



Videos

1. Show the Overview video in the Introduction of the two people dancing together.
2. Show the first video in Chapter 4 - **Syllable Skill #1: Rules for Stress in Sentences.**
3. Show students practice 1; review the feedback; stressed



Pronunciation in English – Medical INT+
Rules for Stress in Sentences Stress Skill #1

In sentences, the basic stress pattern is usually created by stressing content words (like nouns, main verbs, adverbs, adjectives) and not emphasizing function words (like articles, prepositions, pronouns, conjunctions or auxiliaries). (See word examples on the right.)

For example, listen:
The report is due on Monday.

The stressed words are:
 report due Monday

These words are also the most important words in the sentence for meaning. Listen to another example:
You owe me five dollars.

The stressed words are:
 owe five dollars

Stressed words (Content words)			
Main Verbs	Nouns	Adverbs	Adjectives
run	coffee	quickly	beautiful
work	house	surely	expensive
like	Friday	not	large
live			

Unstressed words (Function words)			
Articles	Pronouns	Conjunctions	Prepositions
a, an, the	she, you, they, it	and, but, both	on, over, for, of, from
Auxiliaries (Verbs)			
am, is, are, be, have, do			

words will change color when you click on them; this will guide you in emphasizing these words in your recording. Don't forget to play back your recording and compare it to the model. Feel free to record multiple times until you are happy with the results.

Pronunciation in English – Medical INT+
Stress in Sentences Practice Activity #1

Click on the number to hear the sentence. Click on the stressed words in each phrase.

- You should take **this antibiotic every four hours**.
- I'll see about adjusting the dosage for your medication.
- This medication is for external use only.
- This prescription may cause drowsiness.
- Do not drink alcoholic beverages when taking this medication.
- This medication should be taken with plenty of water.

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English?

On your own in the lab/homework

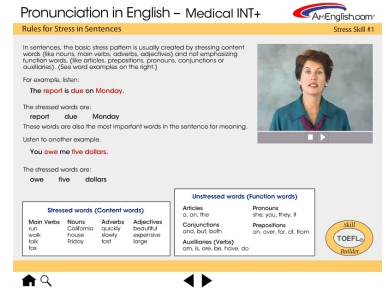
- Review the slideshow for the program:
 Slideshow - [**Pronunciation in English for Medical – Intermediate+**](#)
- Review the first video in Chapter 4 - Stress Skill #1: Rules for Stress in Sentences.
- Complete practices 1-16 and application 1 in **Chapter Four, Stress in Sentences**, while:
 - Making sure to record yourself in each practice
 - Using the “playback” & “compare” buttons to listen to your recording
 - Re-recording where necessary

* Note that instructors can decide in later lessons whether to have students use the online program in the language lab for part of the class depending on scheduling and lab availability. **Lesson plans give instructors the option of covering the online material in class if the computer lab is not available.**

Lesson Two

In the classroom: Warm-up

- Elicit from the class what is most difficult for them about pronunciation in English.
- This can be done as a whole class exercise with the teacher writing students' comments on the board.



Watch the video for

Stress Skill #1 – Rules for Stress in Sentences

In the classroom

Elicit more examples to clarify: Depending on the level of the class, it can be useful to review the terms for the parts of speech for the rule for stress like nouns, main verbs, adverbs, and adjectives.

Take a few minutes to elicit more examples for each category from the class for both content words and function words. Put these examples on the board.

Demonstrate a common mistake - stressing pronouns: Read the sentence above with stress on the pronouns:

You owe me five dollars.

How does it sound now? (The speaker sounds upset or angry.)

*When you break the general rules for stress and emphasize the pronouns, you can send a negative message. Sometimes, native speakers do this intentionally, but nonnative speakers often do this **unintentionally**. Nonnative speakers often stress pronouns in a sentence in voicemail for example, which can send a negative message.*

Read the following sentence with the stress on the content words:

I will **call** you **back** as **soon** as I **return**.

Now, read it stressing the pronouns.

I will call **you** back as soon as **I** return.

The second sentence can sound arrogant.

Taking the stress off the pronouns can make a big difference in reducing misunderstandings in conversations between native and nonnative speakers.

Whole class practice: In the classroom

Write these sentences on the board **without** indicating which words are stressed. Then elicit the words that should be stressed from the class. Have individuals read each of the following sentences aloud, stressing the content words. (Yellow highlight is for compound nouns)

She **suffered** a **compound fracture** while **snowboarding**.

The **last baseline** was **done six hours ago**.

Take one capsule daily at **bedtime**.

Jaundice is **common** in **newborns** and is **usually not serious**.

If you hear mistakes where students do not stress the first syllable in the **compound nouns** in some of these sentences, make sure to go back and review them. Sometimes, it can be useful to exaggerate the mistake to illustrate the issue. For example, stressing the wrong syllable in a compound noun can make the mistake clearer.

Jaundice is **common** in **newborns** and is **usually not serious**. (Mistake)

You can use the same strategy if you hear too much stress on the pronouns. Model the mistake by exaggerating the **misplaced** stress:

I'll refer **you** to neurology for a follow-up appointment. (Mistake)

Group practice

Have students work in small groups or with partners to brainstorm a list of sentences they hear or use frequently. Write them down and decide which words in each sentence should get stressed. Ask students to try to include some compound nouns & pronouns in these examples. Groups will take turns sharing their lists orally with the class. The instructor will write any sentences on the board where the stress was incorrect.


Calling the misplaced stress **excellent mistakes** can be useful. This helps to highlight the error and the fact that if you identify the mistake in the class, you have a chance to fix it for conversation outside of class.

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English?

On your own in the lab/Homework

- View the video for Stress Skill #2: **Focus word in a sentence**
- Complete practices 17-25 & Mini-review 1

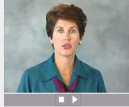

Pronunciation in English – Medical INT+  Stress Skill #2

Focus Word in a Sentence

There is usually one word in a sentence or phrase that has more stress than all the others. This word is usually a content word and it is the word that is most critical to meaning in the sentence. It is the focus word.

For example, listen for the focus word in the following sentences:

She's a **beautiful** girl.
Your payment was **late**.
He told me to **stop**.
He likes **fast** cars.

Lesson Three

In the classroom:

Watch the video for

Stress Skill #2 – Focus word in a sentence

Whole class practice

In the classroom

Step One

Without writing the sentences on the board, ask the students to tell you which is the focus word in the following sentences as you read them emphasizing the bold, underlined words:

Vancouver, Canada is a <u>beautiful</u> city.
The foundation gave away over a <u>billion</u> dollars.
The <u>turnover</u> at this hospital is <u>low</u> .
He's been diagnosed with <u>meningitis</u> .

Step Two

Write the sentences on the board with the focus words underlined and then ask individual students to read them. In addition to listening for clear stress, you may find some problems with syllable stress inside individual words or even the number of syllables.

For example:

<i>Meningitis, turnover</i>

Group practice

Have students work in small groups or with partners to brainstorm a list of sentences they hear or use frequently. Write them down and decide which

words in each sentence should get stressed and which word is the focus word. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice

As the groups take turns sharing their lists orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence. If the class can identify the focus word that the group chose, they get a **thumbs up** from the group; if not, they get a **thumbs down** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress on the focus word clearly enough; in others, the class may not have been able to hear the focus word.

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English?

On your own in the lab/Homework

View the video for Stress Skill #3: **Multiple Focus Words in a Sentence**

Complete practices 26- 50, Mini-review 2, and Applications 2 & 3

Lesson Four

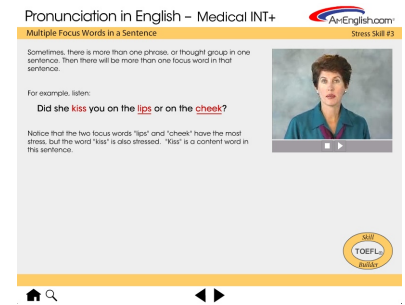
In the classroom:

Watch the video for

Stress Skill #3 – Multiple focus words in a sentence

Whole class practice: In the classroom

Without writing the sentences on the board, read the sentences below and ask the students to tell you which are the focus words:



The doctor examined the patient , and she ordered an x-ray .
She's been moved out of ICU ; she's on the third floor.
Like any narcotic , codeine may make your drowsy .

Step Two

Write the sentences above on the board and then ask individual students to read them. In addition to listening for clear stress, you may find some problems with syllable stress inside individual words or even the number of syllables:

For example: *narcotic*

Group practice

Have students work in small groups or with partners to brainstorm a list of sentences they hear or use frequently with more than one focus word. Write them down and decide which words in each sentence should get stressed and which words are the focus words. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice - sentence level

As the groups take turns sharing their lists orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence. If the class can identify the focus words that the group chose,

they get a **thumbs up** from the group; if not, they get a **thumbs down** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress in the focus words clearly enough; in others, the class may not have been able to hear the focus words.

Group practice - paragraph level

Have students work in small groups or with partners to brainstorm a sample voicemail message (see application #3 in the online program). Write it down and decide which words in each sentence should get stressed and which words are the focus words. Groups will take turns sharing their voicemail messages orally with the class with one representative from each group reading it.

For example:

“You’ve reached the voicemail of *(name)*. I’m not available. Please leave your name and number. I’ll get back to you as soon as I can. If this is urgent, please call my cell at *(number)*.”

Speaking/Listening Practice - paragraph level

As the groups take turns sharing their voicemail messages orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence. If the class can identify the focus words that the group chose, they get a **thumbs up** from the group; if not, they get a **thumbs down** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress on the focus words clearly enough; in others, the class may not have been able to hear the focus words.

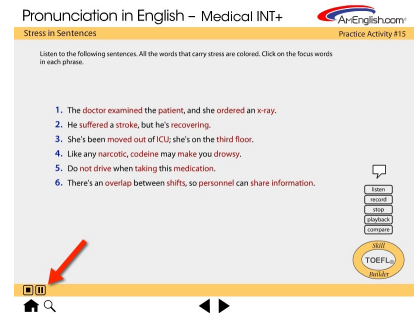
Reflect:


Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English?

On your own in the lab/Homework

Review the video on Stress Skill #4, ***Exceptions to Rules for Stress in Sentences*** and complete practices 51-57.

Note: Instructors should prepare students for this “*On your own in the lab/Homework*” as some of these are longer selections (see practices 26-29). It can be useful to start and stop the sound on these screens using the second control button on the right (in the lower left corner), so students can move through the passages marking the stressed words, and then stop the sound to catch up and continue on from where they stopped.




Pronunciation in English – Medical INT+  Practice Activity #15

Stress in Sentences

Listen to the following sentences. All the words that carry stress are colored. Click on the focus words in each phrase.

1. The doctor examined the patient, and she ordered an x-ray.
2. He suffered a stroke, but he's recovering.
3. She's been moved out of ICU; she's on the third floor.
4. Like any narcotic, codeine may make you drowsy.
5. Do not drive when taking this medication.
6. There's an overlap between shifts, so personnel can share information.



Lesson Five

In the classroom

Whole class practice: Sentence level

Step One

Without writing the sentences on the board, read the sentences below and ask the students to identify the focus words:

<p>Jonas Salk was born in New York City in 1915.</p>
At first he intended to study law , but he became intrigued by medical science .

Step Two

Write the sentences above on the board and then ask individual students to read them. In addition to listening for clear stress, you may find some problems with syllable stress inside individual words or even the number of syllables:

For example:

immigrants & intended

Whole class practice: Paragraph level

Choose one or more of the following stories in Chapter 4:

Practices 26- 29

Step Two

Ask individuals to take turns reading the story after you have clicked to mark it for stress. In addition to listening for clear stress, you may find some problems with syllable stress inside individual words or even the number of syllables.

Partner practice

Have students work with partners to practice the story one sentence at a time. Partners take turns listening and giving feedback, a “thumbs up” for good stress on the content and focus words or a “thumbs down” if the stress is off.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Take the Chapter Review for ***Stress in Sentences***.

Review the video on Intonation Skill #1: ***What is Intonation?***

Chapter 5 - Intonation: Lesson Six

Strategies for teaching Intonation

The “thumbs up” and “thumbs down” signal is a useful technique with work on intonation in questions. The teacher models the two types of questions, information and yes/no, and students note whether the intonation goes up or down at the end using the “thumbs up” or “thumbs down” signal.

At the end of the intonation chapter, before taking the final, students can take turns composing and then reading a series of: statements, yes/no questions, and information questions. The audience will give a thumbs up for yes/no questions and a thumbs down for the other two types. The teacher will monitor the student's spoken English to make sure his/her intonation is clear.

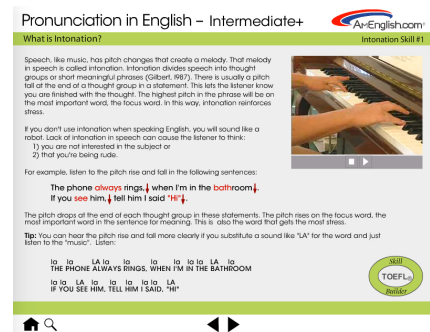
Watch the video for

Intonation Skill #1: What is Intonation?

Whole class practice

Step One

Without writing the sentences on the board, read the sentences below and then ask the students to identify the focus words:



I will be taking your temperature ,/ and then checking your blood pressure ./
If you're feeling dizzy /, we can get you a wheelchair ./
This should relieve the swelling ,/ so you'll feel more comfortable ./

Step Two

Write the sentences above on the board and then ask individual students to read them. In addition to listening for clear stress and intonation, you may find some problems with syllable stress inside individual words or even the number of syllables:

For example:

temperature & comfortable

Group practice I

Have students work in small groups or with partners to brainstorm a list of statements with two phrases or thought groups like the examples. Write them down and decide which words in each sentence are the focus words and where the intonation drops. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice

As the groups take turns sharing their lists orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence and also whether the intonation drops are clear. If the class can identify the focus words that the group chose, they get a **thumbs up** from the group; if not, they get a **thumbs down** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress in the focus words clearly enough; in others, the class may not have been able to hear the focus words. This is a good time to mention that if the intonation does not drop at the end of a statement, it can make the speaker sound uncertain or confused.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Complete practices 1-12, Mini-reviews 1 & 2, and applications 1, 2, & 3 in Chapter 5, Intonation

Review videos:

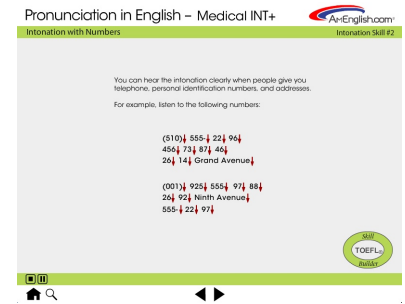
- Intonation with Numbers and Intonation-Skill #2
- Intonation in Yes/No Questions-Skill #3

Lesson Seven

Play the sound for

Intonation Skill #2: Intonation with Numbers

You can hear the intonation clearly when people give you telephone, personal identification numbers, and addresses.



Whole class practice I

Step One

Without writing the numbers and address on the board, **read** these examples one at a time and then ask students to tell you what they heard.

For example:

(510) / 555 / 22 / 96
(001) / 925 / 555 / 97 / 98

Step Two

Write the numbers above on the board and include the slashes for intonation drops. Then ask individual students to read them. Model corrections if the intonation drops are not clear.

Partner practice I

Have students work with partners to give their addresses and phone numbers. Student A gives the information and student B writes it down. Then student A checks the written information for accuracy. Students reverse roles.

Comprehension Check I

Have one student at a time come to the board while another student (not his/her earlier partner) gives his/her address and phone number.

Instructors monitor for intonation drops and also for problems with stress and syllable count with street and city names.

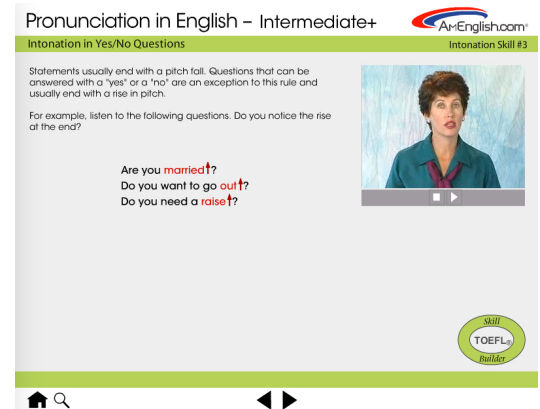
Play the sound for


Intonation Skill #3: Intonation in Yes/No Questions

Whole class practice II

Step One

Without writing the sentences on the board, ask the students to tell you which are the focus words in the following sentences as you read them emphasizing the bold, underlined words along with the rise in intonation at the end:



Pronunciation in English – Intermediate+  Intonation Skill #3

Intonation in Yes/No Questions

Statements usually end with a pitch fall. Questions that can be answered with a 'yes' or a 'no' are an exception to this rule and usually end with a rise in pitch.

For example, listen to the following questions. Do you notice the rise at the end?

Are you **married**?
Do you want to go **out**?
Do you need a **raise**?

skill
TOEFL
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	<i>Is this your first baby?^</i>	
	<i>Have you spoken with the oncologist yet?^</i>	
	<i>Did you check her vitals?^</i>	

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation.

Group practice II

Have students work in small groups or with partners to brainstorm a list of questions that can be answered with a “Yes” or a “No,” like the examples. Write them down and decide which words in each sentence are the focus words and mark the intonation rise at the end. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice

As the groups take turns sharing their lists orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence and also whether the intonation rises are clear. If the class can identify the focus words that the group chose, they get a ***thumbs up*** from the group; if not, they get a ***thumbs down*** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress on the focus words clearly enough; in others, the class may not have been able to hear the focus words.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Complete practices 13-21, application #4 & Mini-reviews 3 & 4 in Chapter 5, Intonation

Review video on Intonation Skill #4: ***Intonation in Information Questions*** & Intonation Skill #5: ***Intonation with Choices***

Lesson Eight

In the classroom

Watch the video for

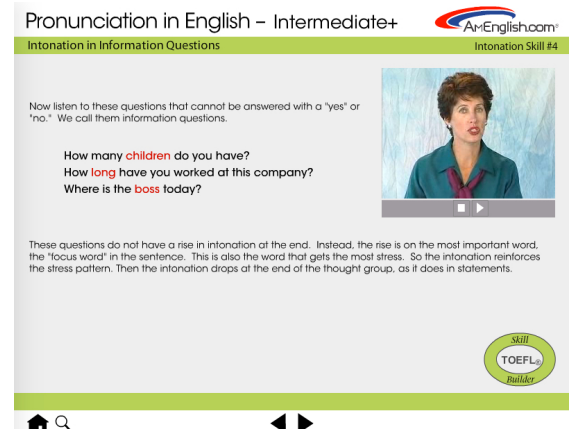
Intonation Skill #4:

Intonation in Information Questions

Whole class practice

Step One

Without writing the sentences on the board, ask the students to tell you which are the focus words in the following sentences as you read them emphasizing the bold, underlined words along with the fall in intonation at the end:



How <u>long</u> have you had this rash?/
<u>How</u> did you break your arm?/
What are her <u>primary</u> symptoms?/

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation.

Group practice

Have students work in small groups or with partners to brainstorm a list of information questions, like the examples. Write them down and decide which words in each sentence are the focus words and mark the intonation drop at the end. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice

As the groups take turns sharing their lists orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence and also whether the intonation drops are clear. If the class can

identify the focus words that the group chose, they get a **thumbs up** from the group; if not, they get a **thumbs down** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress on the focus words clearly enough; in others, the class may not have been able to hear the focus words.

Watch the video for

Intonation Skill #5: Intonation with Choices

Whole class practice

Step One

Read the following sentences **and** ask the students to tell you which words are the focus words and if the intonation goes up or down at the end:

Is it a simple or a compound fracture?/
Do you prefer the day, evening or night shift?/
Is this an urgent or a routine appointment?/

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation.

Group practice

Have students work in small groups or with partners to brainstorm a list of sentences with choices, like the examples. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice

As the groups take turns sharing their lists orally with the class, the instructor will elicit from the whole class whether the intonation was clear on each sentence.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Review videos on Intonation Skill #6: ***What the Speaker Expects***, Intonation Skill #7: ***Intonation/Stress Shifts*** & Intonation Skill #8: ***New vs. Old Information***

Complete practices 22-28 & the Chapter Review

Lesson Nine

In the classroom

Watch the video for

Intonation Skill #6: What the Speaker Expects

Whole class practice

Step One

Ask the students:

Does the question asked by the confident and popular boy sound like a choice question or an information question? (answer: a choice question because the popular boy assumes the girl will want to go out with him, and he's just asking which day she prefers.)

Does the question asked by the shy boy sound like a choice question or a yes/no question? (answer: a yes/no question because he's concerned that the girl may not want to go out with him at all.)

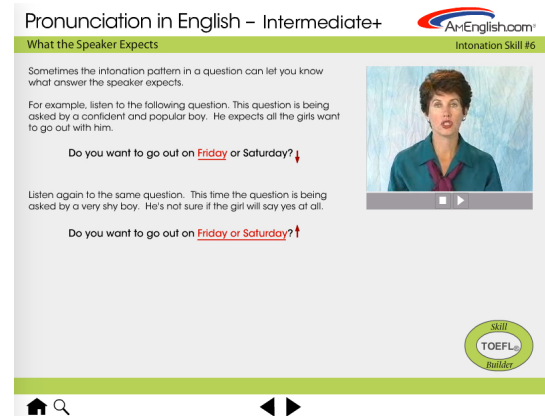
Step Two


Ask individuals to model the intonation for the questions from **Intonation Skill #6: What the Speaker Expects** in front of the class. Ask the class: Is this a shy boy asking the question or a popular boy?

Step Three

Practice activity #15- Intonation

Play the sound for question number one. Then ask the students to show you if the intonation goes up or down by using a thumbs up or thumbs down gesture. Then play the sound for question #2 and ask the students again to show you if the intonation goes up or down by using a thumbs up or thumbs down gesture. This will let you quickly assess if the students can hear the difference between the intonation at the end of the two questions.



Pronunciation in English – Intermediate+  Intonation Skill #6

What the Speaker Expects


Sometimes the intonation pattern in a question can let you know what answer the speaker expects.

For example, listen to the following question. This question is being asked by a confident and popular boy. He expects all the girls want to go out with him.

Do you want to go out on Friday or Saturday? ↓

Listen again to the same question. This time the question is being asked by a very shy boy. He's not sure if the girl will say yes at all.

Do you want to go out on Friday or Saturday? ↑



Play the sound for

Intonation Skill #7: Intonation/Stress Shifts

Whole class practice

Step One

Without writing the sentences on the board, ask the students to tell you the focus word:

I was a student at UCLA . (not at USC)
I was a student at UCLA. (not a professor)
I was a student at UCLA. (I'm no longer a student there)

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation.

Group practice

Have students work in small groups or with partners to brainstorm some sentences, like the examples. Write them down and mark focus words each time. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice

As the groups take turns sharing their lists orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence. If the class can identify the focus words that the group chose in each sentence, they get a **thumbs up** from the group; if not, they get a **thumbs down** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress in the focus words clearly enough; in others, the class may not have been able to hear the focus words.

Play the sound for
Intonation Skill #8: New vs. Old Information

Whole class practice

Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify the focus words:

I just got a raise .
Was it a big raise?
It was a big raise and a promotion .

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation.

Group practice

Have students work in small groups or with partners to brainstorm some sentences, like the examples. Write them down and mark focus words each time. Groups will take turns sharing their lists orally with the class.

Speaking/Listening Practice

As the groups take turns sharing their lists orally with the class, the instructor will elicit the focus words that the rest of the class hears in each sentence. If the class can identify the focus words that the group chose in each sentence, they get a **thumbs up** from the group; if not, they get a **thumbs down** from the group. The instructor will mediate any disagreements. In some cases, the students may not have modeled the stress in the focus words clearly enough; in others, the class may not have been able to hear the focus words.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Review the video for Rhythm Skill #1: What is Rhythm?

Complete practices 1-8

Chapter 6 - Rhythm: Lesson Ten

In the classroom

Watch the video for

Rhythm Skill #1: What is Rhythm?

Whole class practice

Step One

Without writing the sentences on the board, read the following sentences and ask the students to identify the number syllables for each and the number of stressed syllables:

Kate is a dentist. (5) (2)
Kenji is a pharmacist. (7) (2)
John is an ophthalmologist. (8) (2)

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear syllable stress.

Group practice

Have students work in small groups or with partners to brainstorm some sentences using the names and jobs from practice activities # 2-8 in the online program. Mark the stressed vowels & the number of total syllables.

Example:

Susan is a urologist (8)

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class, the instructor monitors for mistakes.

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Pronunciation in English - Intermediate+ Rhythm Skill #1

What is Rhythm?

Speech has a beat. That beat is called **rhythm**.

Rhythm is created when words are grouped together in phrases or sentences. Within each group there are strong and weaker beats. In English strong beats usually fall on words that carry a lot of meaning in the sentence (content words like nouns, verbs, adjectives and adverbs). Weaker beats often fall on words that are less critical to meaning (like prepositions, articles and pronouns). It's the combination of stressed and unstressed words that create rhythm. In other words:

Stressed + Unstressed syllables = Rhythm
English speakers expect to hear a certain rhythm when they listen to English. The stressed syllables occur on a regular beat, the unstressed syllables have a less than full vowel.

In this section, we will review the stressed syllables and words and look at how the unstressed syllables or words get squeezed between them to create the rhythm.

I'm thirty-five tomorrow.
da DA-da DA da Da-da
7 syllables, 3 stressed syllables

I'm a hundred and one tomorrow.
da da DA da da DA da Da-da
9 syllables, 3 stressed syllables

Though the first sentence has fewer syllables than the second, they have the same rhythm, three stressed syllables, and take about the same amount of time to say. Listen again. Try tapping your pencil to the beat.

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Pronunciation in English - Intermediate+ Rhythm Practice Activity #1

Click on the number to hear the sentence. Enter the number of syllables for each sentence. Then click on the number of strong beats or stressed syllables. Then click on the vowel sound of the stressed syllable.

Number of Syllables? [1][2][3][4][5][6][7][8][9]

Number of Stressed Syllables? [1][2][3][4][5][6][7][8][9]

1. Hans is Dutch.
2. Kenji is Japanese.
3. Chau is Chinese.

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Builder

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Review videos for Rhythm Skill #2: ***Linking with Vowels***, Rhythm Skill #3: ***Linking the Same Consonants***

Complete practices 9-18* & Mini-reviews #1

*Note that these practices offer visual cues for the linking. Clicking on the space between the linked words reveals a dash that connects the words.

Lesson Eleven

In the classroom

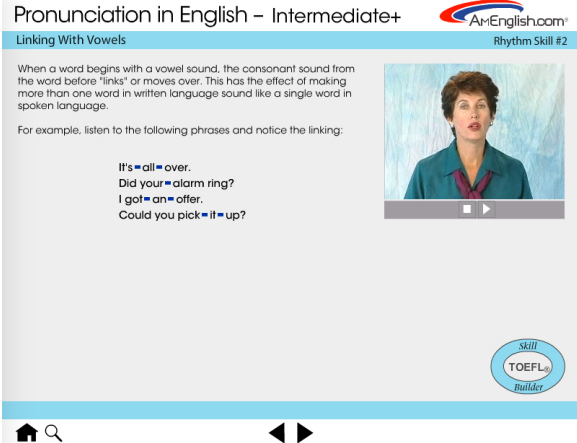
Watch the video for


Rhythm Skill #2: Linking With Vowels

Whole class practice

Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are linking:




Pronunciation in English – Intermediate+  Rhythm Skill #2


Linking With Vowels

When a word begins with a vowel sound, the consonant sound from the word before "links" or moves over. This has the effect of making more than one word in written language sound like a single word in spoken language.

For example, listen to the following phrases and notice the linking:

It's = all = over.
Did your = alarm ring?
I got = an = offer.
Could you pick = it = up?





Can you pick-it out?
I wanted-it two days-ago.

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for linking.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with words that link.

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class, the rest of the class identifies the words that link in each sentence.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

Watch the video for

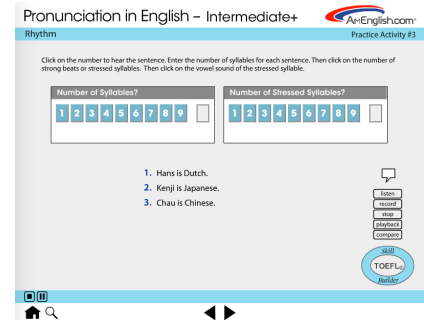
Rhythm Skill #3:

Linking the Same Consonants

Whole class practice

Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are linking:



I need-a hot-towel.

Do you like hot-tea?

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for linking.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with words that link.

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class, the rest of the class identifies the words that link in each sentence.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Review videos for Rhythm Skill #4: Reducing "h"

Complete practices 19-24* & Mini-review 2.

*Note that these practices offer visual cues for the reduction. Clicking on the "h" in the reduced words reveals a smaller, reduced letter "h".

Lesson Twelve

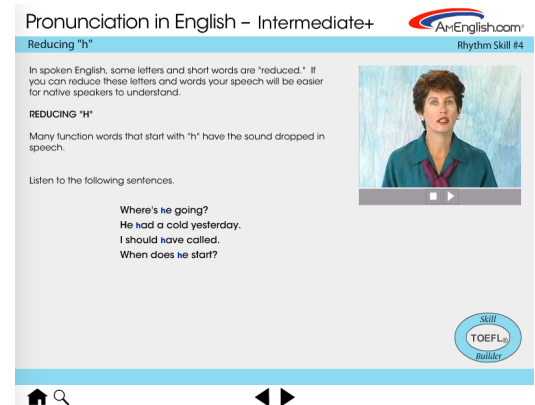
Watch the video for

Rhythm Skill #4: Reducing “H” Whole class practice

Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are linking:

Reduced H	
Where's h e going?	
He h ad a cold yesterday.	
I should h ave called.	



Pronunciation in English – Intermediate+ AmEnglish.com®
Rhythm Skill #4

Reducing "h"


In spoken English, some letters and short words are "reduced." If you can reduce these letters and words your speech will be easier for native speakers to understand.

REDUCING "H"

Many function words that start with "h" have the sound dropped in speech.

Listen to the following sentences.

Where's he going?
He had a cold yesterday.
I should have called.
When does he start?



Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for the reduced *H*.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with reduced “h”.

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class, the instructor monitors for mistakes.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Review videos for Rhythm Skills #5 & #6: Reducing

“Going to,” “Want to,” “Have to,” “Has to” &

“Did you,” “Would you,” “Could you”

Complete practices 25-31*, Mini-review 3 & 4 & Application 1 & 2

*Note that these practices offer visual cues for the reduced words. Clicking on the words that are reduced reveals the reduced phrase.

Lesson Thirteen

Watch the video for

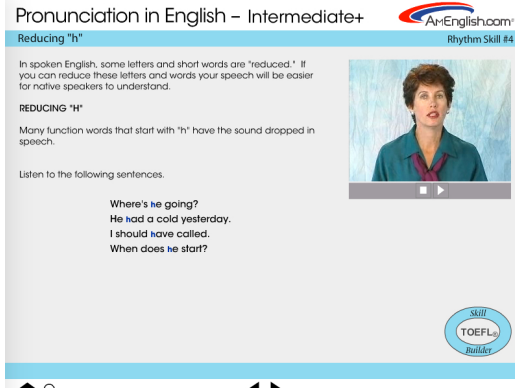
Rhythm Skill #5: Reducing

“Going to,” “Want to,” “Have to,” “Has to”

Whole class practice

Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are reduced:



Reduction*	
We're going to (gonna) go* over the new procedures now.	
When do you want to (wanna) go* to lunch?	

*Note that these phrases are only reduced when they come before another verb, like “go” in the sentences above.

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for the reductions.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with reduced “**Going to,**” “**Want to,**” “**Have to,**” “**Has to**”

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class. The class will give a “thumbs up” for sentences where they hear the reduction and a “thumbs down” for sentences where they cannot hear the reduction.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English outside of class?

Watch the video for

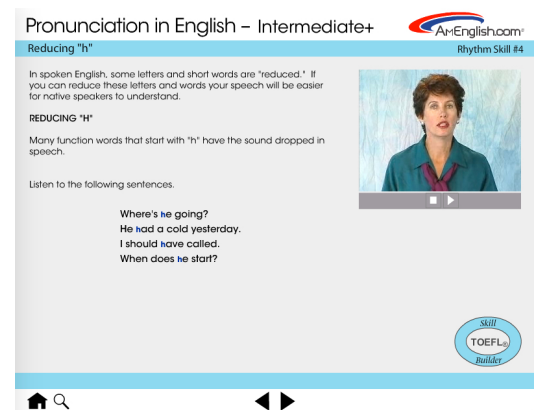
Rhythm Skill #5: Reducing

“**Did you,**” “**Would you,**” “**Could you**”

Whole class practice

Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are reduced:



Reduction*	
Did you (didja) want another bite?	
Would you (wouldja) mind finishing this?	

*Note that these phrases are only reduced when they come before another verb, like “want” & “mind” in the sentences above.

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for the reductions.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with reduced “**Did you,**” “**Would you,**” “**Could you**”

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class. The class will give a “thumbs up” for sentences where they hear the reduction and a “thumbs down” for sentences where they cannot hear the reduction.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Review videos for Rhythm Skill #7: Reducing Connecting Words

“and,” “or,” & “for”

Complete practices 32-37, Mini-review 5 & Application #3

Lesson Fourteen

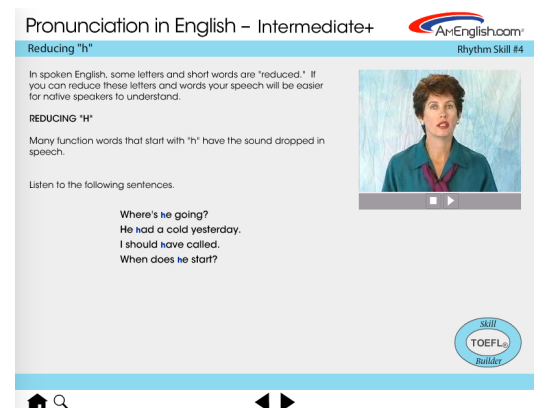
Watch the video for


Rhythm Skill #5: Reducing

Connecting Words:

“and,” “or,” & “for”

Whole class practice



Pronunciation in English – Intermediate+  Rhythm Skill #4

Reducing "h"


In spoken English, some letters and short words are "reduced." If you can reduce these letters and words your speech will be easier for native speakers to understand.


REDUCING "H"

Many function words that start with "h" have the sound dropped in speech.

Listen to the following sentences.

Where's he going?
He had a cold yesterday.
I should have called.
When does he start?





Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are reduced:

Reduction	
He paid for (fer) it at the pharmacy.	
He ordered sutures and ('n) gauze.	

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for the reductions.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with reduced “and,” “or,” & “for”

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class. The class will give a “thumbs up” for sentences where they hear the reduction and a “thumbs down” for sentences where they cannot hear the reduction.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Review videos for Rhythm Skill #8 & 8A: Reducing “of” before a Vowel & Reducing “of” before a Consonant

Complete Mini-reviews 6-9

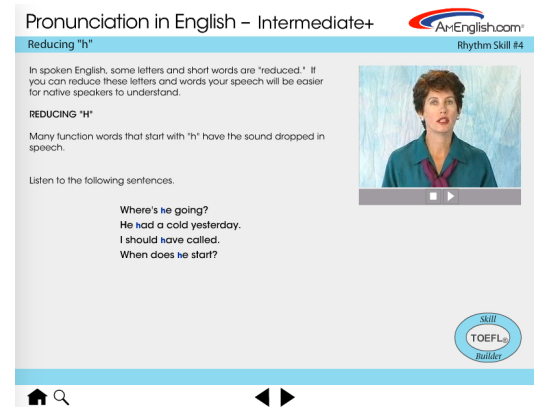
Lesson Fifteen

Watch the video for

Rhythm Skill #8: Reducing “of” before a consonant

**Whole class practice
Step One**

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are reduced:



The screenshot shows a video player interface. At the top, it says 'Pronunciation in English – Intermediate+' and 'AmEnglish.com Rhythm Skill #4'. Below that, there's a title 'Reducing "h"'. The main text explains that in spoken English, some letters and short words are 'reduced' to make speech easier for native speakers. It specifically mentions 'REDUCING "H"' and notes that many function words starting with 'h' have their sound dropped. There are three example sentences: 'Where's he going?', 'He had a cold yesterday.', and 'When does he start?'. A small video window on the right shows a woman speaking. At the bottom right, there is a 'Skill Builder TOEFL' logo.

Reduction	
I'd like a cup of (uh) tea.	
He makes a lot of (uh) money.	

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for the reductions.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with Reducing “of” before a consonant

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class. The class will give a “thumbs up” for sentences where they hear the reduction and a “thumbs down” for sentences where they cannot hear the reduction.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English outside of class?

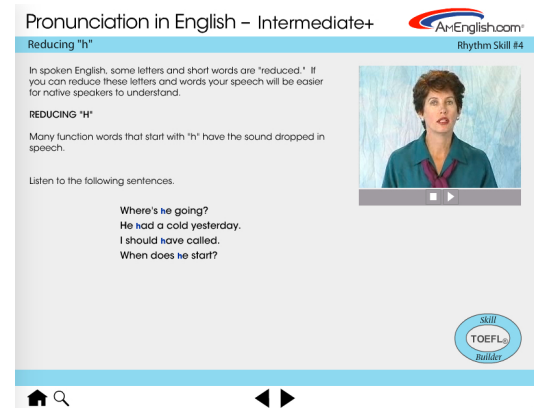
Watch the video for

Rhythm Skill #8A: Reducing “of” before a vowel

Whole class practice

Step One

Without writing the sentences on the board, **read** the following sentences and ask the students to identify which words are reduced:



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Rhythm Skill #4

Reducing "h"

In spoken English, some letters and short words are "reduced." If you can reduce these letters and words your speech will be easier for native speakers to understand.

REDUCING "H"

Many function words that start with "h" have the sound dropped in speech.

Listen to the following sentences.

Where's he going?
He had a cold yesterday.
I should have called.
When does he start?

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Reduction	
I need three of (uhv) each.	
He's out of (uhv) insulin.	

Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for the reductions.

Group practice

Have students work in small groups or with partners to brainstorm some sentences with Reducing “of” before a vowel.

Speaking/Listening Practice

As the groups take turns sharing their sentences orally with the class. The class will give a “thumbs up” for sentences where they hear the reduction and a “thumbs down” for sentences where they cannot hear the reduction.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Take the Chapter review for Rhythm.

Lesson Sixteen

In the classroom:

For this final lesson, it can be useful to preview the Final Review.

Reflect

Take a moment to reflect on the program and share with a partner/the group what you've learned. How will you apply it to your spoken English outside of class?

On your own in the lab/Homework

Take the Final Review

Final Review

On your own/Homework:

Take the final review more than once to see if you can improve your score.

Appendix

Chapter 4: Stress in Sentences

- Rules for sentence level stress
- Identifying sentence level stress
- Identifying focus words in sentences

Chapter 5: Intonation

- What is intonation?
- Identifying intonation drops
- Identifying intonation rises
- Intonation with numbers
- Intonation with yes/no questions
- Intonation with information questions
- Intonation with choices
- Intonation and Expectation
- Changing the focus with intonation
- Identifying new vs. old information with intonation

Chapter 6: Rhythm

- What is rhythm?
- Linking with vowels
- Linking with consonants
- Reducing “h”
- Reduced words

Click on the number to hear the sentence. Click on the stressed words in each sentence once to turn them red. Click on the same word a second time to underline the focus word. Click a third time to take the markings off of any word.

1. Her blood pressure was stable the whole time.
2. She's awake and alert now.
3. He has severe high blood pressure.
4. She had dialysis today.
5. Her skin is fine; there's no outbreak of the rash.
6. I need to know who's on call for pulmonary.

