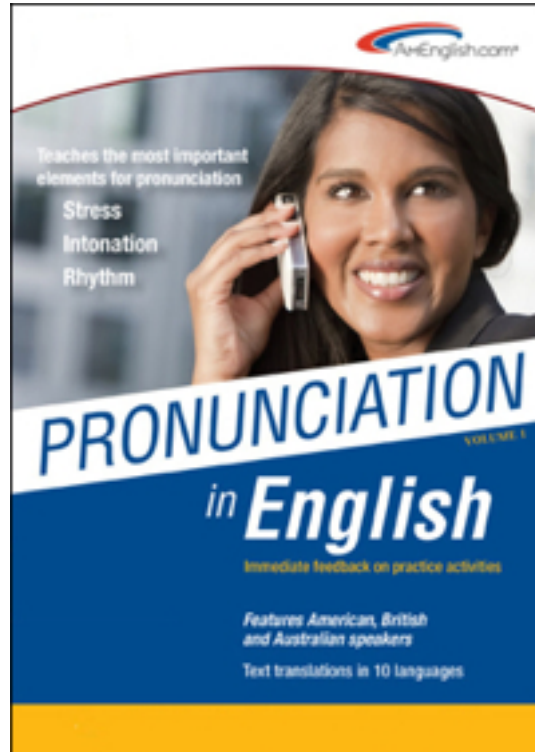


# Pronunciation in English Intermediate+

## Step-by-step Lesson Plans



# Table of Contents

<b>Introduction:</b> .....	<b>3</b>
<b>Chapter 4 - Stress in Sentences: Lesson One</b> .....	<b>6</b>
<b>Lesson Two</b> .....	<b>6</b>
<b>Lesson Three</b> .....	<b>11</b>
<b>Lesson Four</b> .....	<b>13</b>
<b>Lesson Five</b> .....	<b>15</b>
<b>Chapter 5 - Intonation: Lesson Six</b> .....	<b>17</b>
<b>Lesson Seven</b> .....	<b>20</b>
<b>Lesson Eight</b> .....	<b>23</b>
<b>Lesson Nine</b> .....	<b>26</b>
<b>Chapter 6 - Rhythm: Lesson Ten</b> .....	<b>30</b>
<b>Lesson Eleven</b> .....	<b>32</b>
<b>Lesson Twelve</b> .....	<b>34</b>
<b>Lesson 13</b> .....	<b>35</b>
<b>Lesson 14</b> .....	<b>35</b>
<b>Lesson 15</b> .....	<b>37</b>
<b>Lesson 16</b> .....	<b>39</b>
<b>Final Review</b> .....	<b>41</b>
<b>Appendix</b> .....	<b>43</b>

# 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.

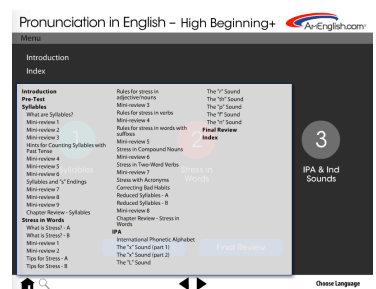
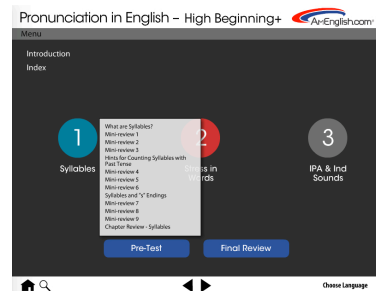
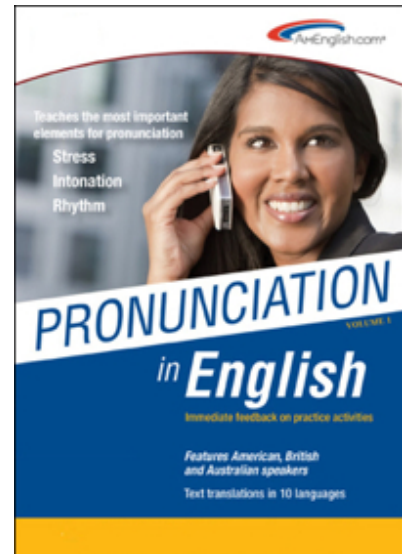
## NAVIGATION

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 300 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.

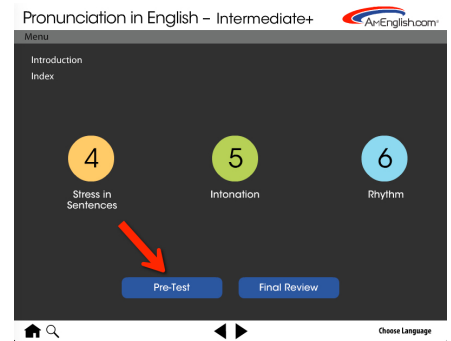
# Chapter 4 - Stress in Sentences: Lesson One

## 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.

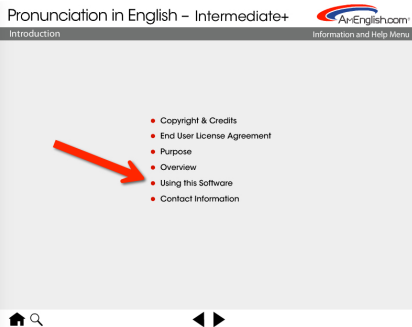
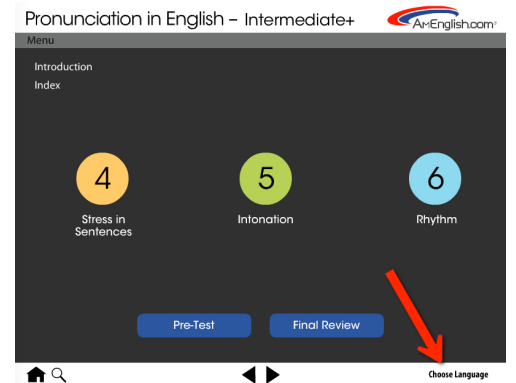
Notes for Teachers:

- 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.

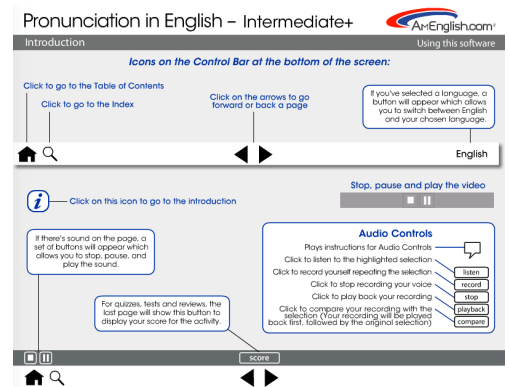


## User Interface Tour

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.

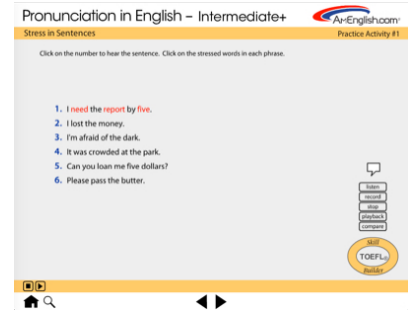
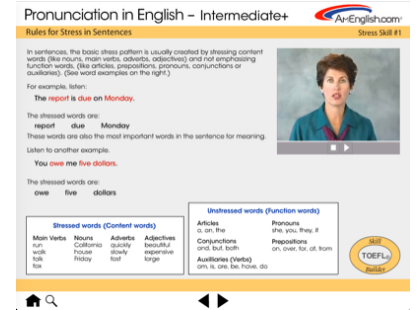


## Videos

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 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.
4. Note that starting in practice #2 in this chapter, many compound nouns are used in the practice sentences. Compound noun stress is challenging even for advanced level students. Using compound nouns frequently in this chapter reinforces the word level stress rules students will have learned in Chapter 2, Stress in 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

1. Review the slideshow for the program:  
 Slideshow - [Pronunciation in English – Intermediate+](#)
2. Review the first video in Chapter 4 - Stress Skill #1: Rules for Stress in Sentences.
3. Complete practices 1-16 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

## 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



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 below 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 of English.*

### 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)

There's <b>only one drawback</b> to this <b>plan</b> .
They <b>looked</b> for <b>shelter</b> during the <b>thunderstorm</b> .

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.

There's <b>only one drawback</b> to this <b>plan</b> . (Mistake)
--

You can use the same strategy if you hear too much stress on the pronouns.

### 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 17-26 & Mini-review 1

## Lesson Three

### In the classroom:

Watch the video for

### Stress Skill #2 – Focus word in a sentence

#### Whole class practice

#### Step One

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

<b>Vancouver, Canada is a <u>beautiful</u> city.</b>
<b>The <u>foundation</u> gave away over a <u>billion</u> dollars.</b>
<b>She <u>ordered</u> her <u>transcripts</u> to be <u>sent</u> to the <u>university</u></b>

#### Step Two

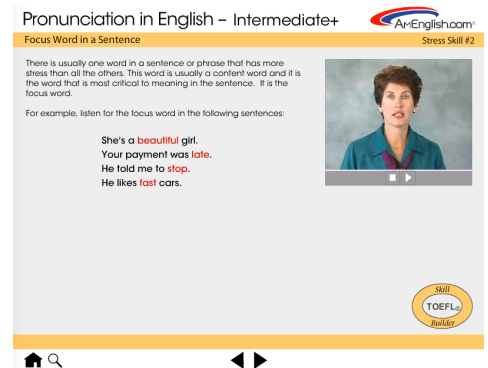
Write the sentences on the board with the focus words underlined and then ask individual students to read them. In addition to listening for clear stress, you may find some problems with syllable stress inside individual words or even the number of syllables.


#### 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




Pronunciation in English – Intermediate+  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.







students may not have modeled the stress in 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 27-46 & Mini-review 2

## 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 then ask the students to identify the focus words:

He's a <b>fisherman</b> , and he <b>owns</b> the <b>boat</b> .
If she <b>passes all</b> her <b>exams</b> , she'll <b>celebrate</b> this <b>Friday</b> .

#### Step Two

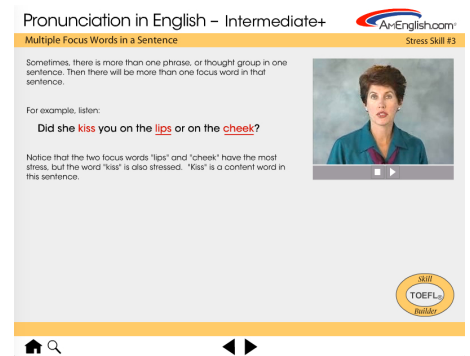
Write the sentences above on the board and then ask individual students to read them. In addition to listening for clear stress, you may find some problems with syllable stress inside individual words or even the number of syllables.

#### 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 in the focus words clearly enough; in others, the class may not have been able to hear the focus words.

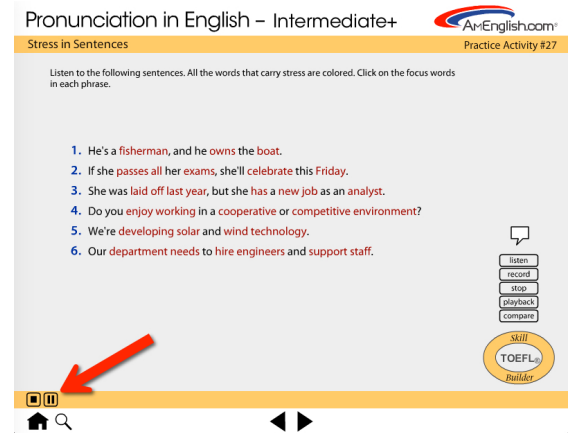
### **Reflect:**

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?

### **On your own in the lab/Homework**

Complete practices 47-56

Note: Instructors should prepare students for this “*On your own in the lab/Homework*” as these are longer selections. 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.



## Lesson Five

### In the classroom

#### Step One

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

After the <u>rainstorm</u> , the <u>sun</u> came out.
She <u>tests</u> the samples, and then she <u>analyzes</u> the results.

#### 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.

*Continue to listen for clear compound noun stress on words like:*

***rainstorm***

## Whole class practice: Paragraph level

### Step One

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

Practices #47- #50

### 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.

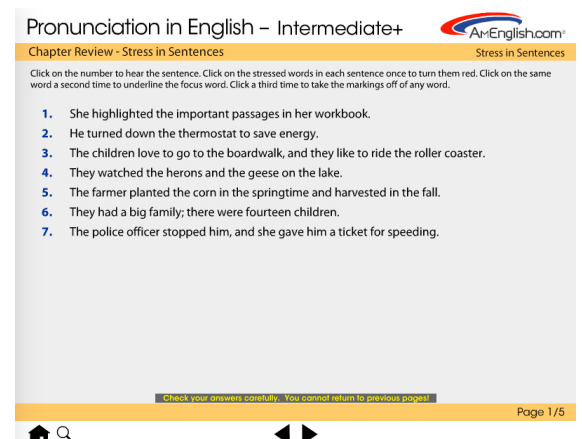
### Reflect


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

Review the video on Stress Skill #4:  
“Exceptions to Rules for Stress in Sentences.”

Complete practices 57-70. Take the Chapter Review.



Pronunciation in English – Intermediate+ 





Chapter Review - Stress in Sentences Stress in Sentences

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. She highlighted the important passages in her workbook.
2. He turned down the thermostat to save energy.
3. The children love to go to the boardwalk, and they like to ride the roller coaster.
4. They watched the herons and the geese on the lake.
5. The farmer planted the corn in the springtime and harvested in the fall.
6. They had a big family; there were fourteen children.
7. The police officer stopped him, and she gave him a ticket for speeding.

Check your answers carefully. You cannot return to previous pages!

Page 1/5



# 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

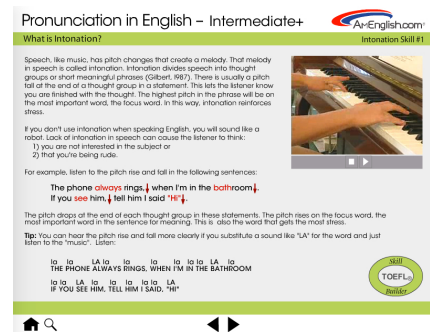
#### Step One

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

The computer was <b>down</b> ,/ so I called <b>tech support</b> ./
The response time was <b>slow</b> ,/ so I ran a <b>diagnostic</b> on the system./
The project deadline is <b>Monday</b> ,/ so we have to work <b>overtime</b> tonight./

#### 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:



**Pronunciation in English – Intermediate+ Intonation Skill #1**

**What is Intonation?**

Speech, like music, has pitch changes that create a melody. That melody in speech is called intonation. Intonation divides speech into thought groups or short meaningful phrases (Robert, 1987). There is usually a pitch fall at the end of a thought group in a statement. This lets the listener know you are finished with this thought. The highest pitch in the phrase will be on the most important word, the focus word. In this way, intonation reinforces stress.

If you don't use intonation when speaking English, you will sound like a robot. Lack of intonation in speech can cause the listener to think:

- 1) you are not interested in the subject or
- 2) that you're being rude.

For example, listen to the pitch rise and fall in the following sentences:

The phone **always** rings. / when I'm in the **bathroom** /  
 If you **see** him, / tell him I said "hi" /

The pitch drops at the end of each thought group in these statements. The pitch rises on the focus word, the most important word in the sentence for meaning. This is also the word that gets the most stress.

**Tip:** You can hear the pitch rise and fall more clearly if you substitute a sound like "LA" for the word and just listen to the "music". Listen:

la la LA la la la la la la LA la  
 THE PHONE ALWAYS RINGS, WHEN I'M IN THE BATHROOM  
 la la LA la la la la la LA  
 IF YOU SEE HIM, TELL HIM I SAID, "HI"

For example:

*Diagnostic & overtime*

## **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 the class cannot identify the focus words and intonation drops, 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 1-20 in Chapter 5, Intonation

Review videos on Intonation Skill #2:

- Intonation with Numbers and Intonation Skill #3

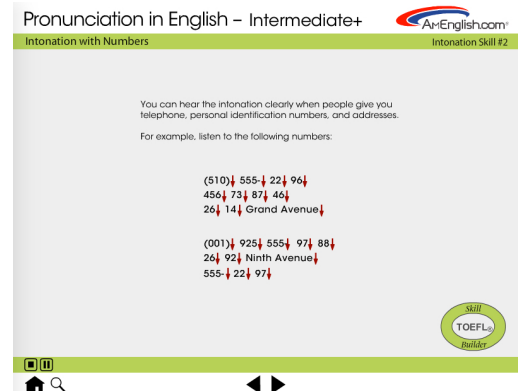
- Intonation in Yes/No Questions

# 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.*



Pronunciation in English - Intermediate+  
Intonation with Numbers

You can hear the intonation clearly when people give you telephone, personal identification numbers, and addresses.  
For example, listen to the following numbers:

(510) 555-22-96  
456-73-87-46  
26-14 Grand Avenue

(001) 925-555-97-88  
26-92 Ninth Avenue  
555-22-97

Skill TOEFL® Builder

### 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.

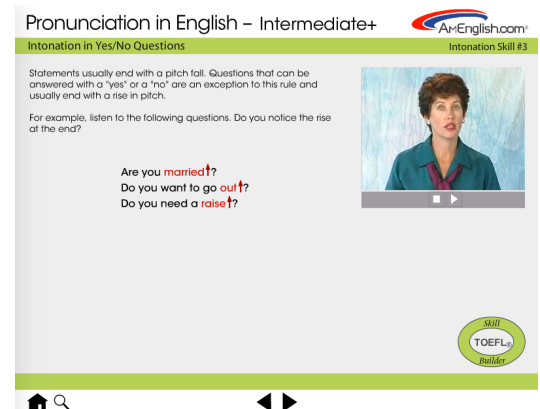
Play the sound for

## Intonation Skill #3: Intonation in Yes/No Questions

### Whole class practice II

#### Step One

**Without writing** the sentences on the board, **read** the sentences below. Then ask the students to identify the focus words and whether the intonation goes up or down at the end:



Do you drive a <b>car</b> ?^
Would you like to <b>join</b> us?^
Did you get her <b>cell</b> phone number?^

#### Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation. You may hear problems with the last sentence. Often, nonnative speakers put the most stress on “number” rather than “cell.”

### 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 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**

Complete practices 21-36 & Mini-review 1 in Chapter 5, Intonation

Review videos 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 identify the focus words and whether the intonation goes up or down at the end.

When are you getting **home** tonight?/  
Why didn't you **carpool** today?/

#### Step Two

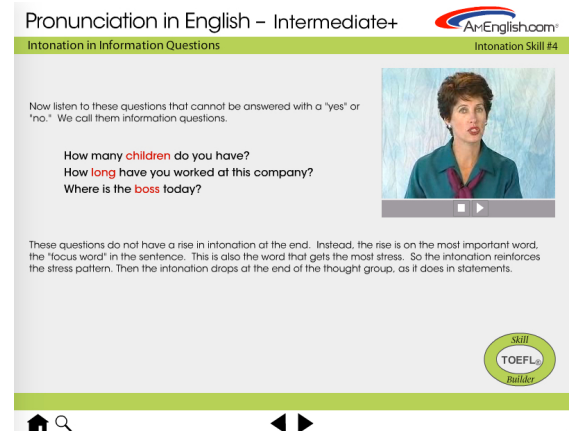
Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation. You may hear problems with the compound noun, “**car**pool.”

### 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



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

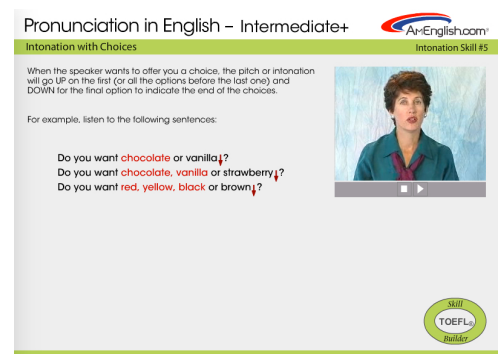
Intonation in Information Questions

Now listen to these questions that cannot be answered with a “yes” or “no.” We call them information questions.

How many **children** do you have?  
How **long** have you worked at this company?  
Where is the **boss** today?

These questions do not have a rise in intonation at the end. Instead, the rise is on the most important word, the “focus word” in the sentence. This is also the word that gets the most stress. So the intonation reinforces the stress pattern. Then the intonation drops at the end of the thought group, as it does in statements.

Skill  
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Builder



Pronunciation in English – Intermediate+ AmEnglish.com®  
Intonation Skill #5

Intonation with Choices

When the speaker wants to offer you a choice, the pitch or intonation will go UP on the first (or all the options before the last one) and DOWN for the final option to indicate the end of the choices.

For example, listen to the following sentences:

Do you want **chocolate** or **vanilla**?  
Do you want **chocolate**, **vanilla** or **strawberry**?  
Do you want **red**, **yellow**, **black** or **brown**?

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TOEFL  
Builder

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.

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:

Do you want black or brown?/
Do you speak Mandarin or Cantonese?/

#### Step Two

Write the sentences above on the board and then ask individual students to read them. Listen for clear stress and intonation. You may hear problems with stress in the words **MANDarin** & **CantoNESE**.

### 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 37-58 & 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.)

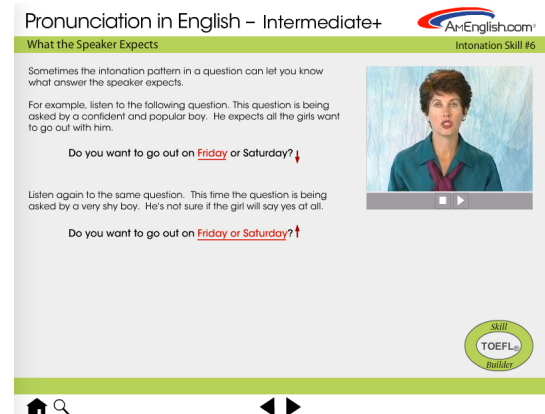
#### Step Two


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 #37- 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, **read** the following sentences and ask the students to identify the focus words:

I was a student at <b>UCLA</b> . (not at USC)
I was a <b>student</b> at UCLA. (not a professor)
I <b>was</b> 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 <b>raise</b> .
Was it a <b>big</b> raise?
It was a big raise and a <b>promotion</b> .

#### 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**

Take the chapter review for intonation. Watch the first video on rhythm and complete practices 1-21 in rhythm.

# Chapter 6 - Rhythm: Lesson Ten

## In the classroom

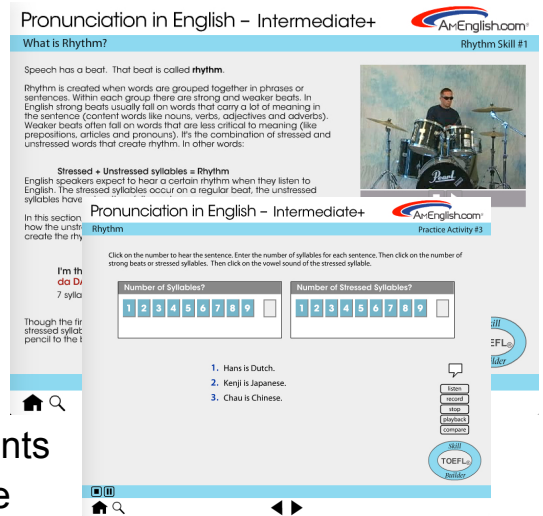
Watch the video for

### 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:



<b>Hans is Dutch. (3) (2)</b>
<b>Kenji is Japanese. (6) (2)</b>

#### 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 states from application activity #1 in the online program. Mark the stressed vowels & the number of total syllables.

#### Example:

David is from <b>O</b> regon (7)
----------------------------------

#### Names:

Aaron	Anthony	Charles
David	Elaine	Katherine
Margaret	Sally	Steven

## States:

All 50 states  
(see Practice activity #21)

### Speaking/Listening Practice

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

This exercise has a great side benefit as students will learn to pronounce the names of the states.

### 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 22-37\* & Mini-review #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:



The screenshot shows a lesson page titled 'Pronunciation in English - Intermediate+' with a sub-header 'Linking With Vowels' and 'Rhythm Skill #2'. It includes a video of a woman speaking and a 'Practice Activity #3' section. The activity asks the user to listen to sentences and identify linking. The sentences are: 'It's all c', 'Did you Rhythm', 'I got an', and 'Could you'. Below the sentences are two input fields: 'Number of Syllables?' and 'Number of Stressed Syllables?', each with a row of buttons numbered 1 to 9. A list of example sentences is provided: '1. Hans is Dutch.', '2. Kenji is Japanese.', and '3. Chau is Chinese.' There are also navigation buttons like 'Listen', 'Repeat', 'Stop', 'Play/Pause', and 'Close', along with a 'TOEFL®' logo.

**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:

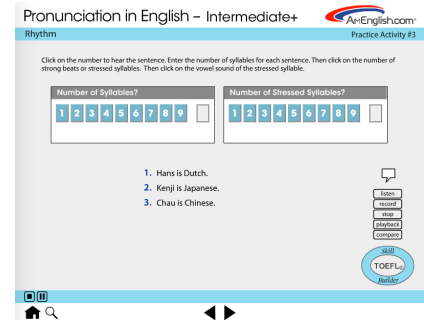


## Linking the Same Consonants

### 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:



<b>I need-a hot-towel.</b>
<b>Do you like hot-tea?</b>

#### 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 38-45\*

\*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

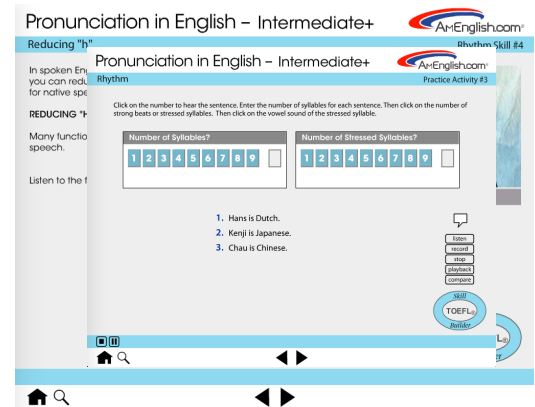
Watch the video for

## 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 <b>h</b> e going?	
He <b>h</b> ad a cold yesterday.	
I should <b>h</b> ave called.	



### 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 46-57\*, Mini-review 2 & Application #3

\*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

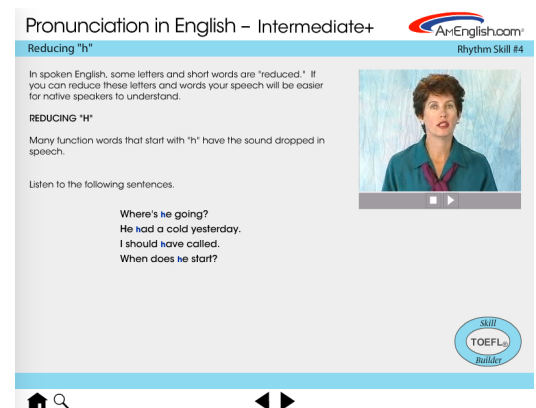
**Rhythm Skill #5: Reducing**

**“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 <b>going to (gonna)</b> <b>go*</b> shopping this weekend.	
Do you <b>want to (wanna)</b> <b>ride*</b> with us?	

\*Note that these phrases are only reduced when they come before another verb, like “go” & “ride” 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

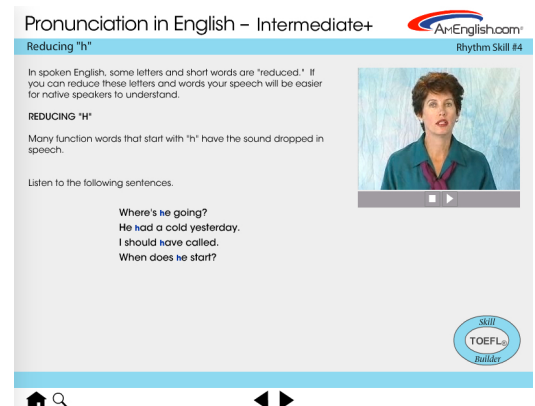
### Rhythm Skill #5: Reducing

**“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”

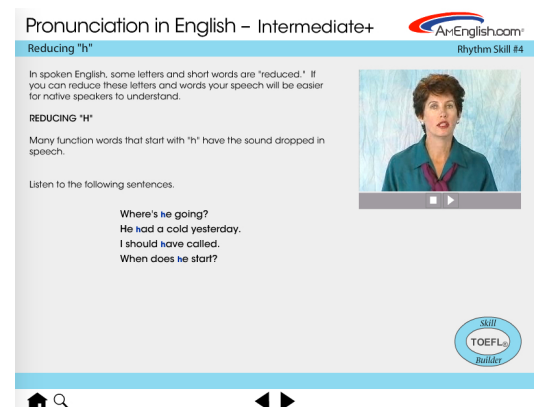
Complete practices 58-65 & Application #4


# Lesson Fourteen

Watch the video for

**Rhythm Skill #5: Reducing**

Connecting Words:



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?





“and,” “or,” & “for”

## 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	
What's <b>for (fer)</b> lunch?	
The traffic's stop <b>and ('n)</b> go.	

### 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 4-7

## Lesson Fifteen

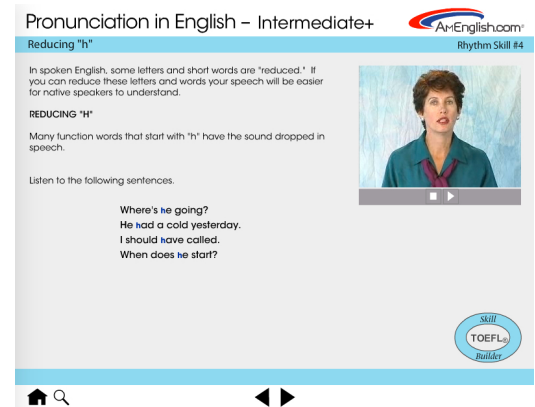
Watch the video for

**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'. Below that, the title is 'Reducing "h"' and 'Rhythm Skill #4'. The main text explains that in spoken English, some letters and short words are 'reduced' and that reducing these makes speech easier for native speakers. It then lists 'REDUCING "H"' and states that many function words starting with 'h' have their sound dropped. A list of sentences follows: 'Where's he going?', 'He had a cold yesterday.', 'I should have called.', and 'When does he start?'. A small video window on the right shows a woman speaking. At the bottom right, there is a 'Skill TOEFL® Builder' 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?

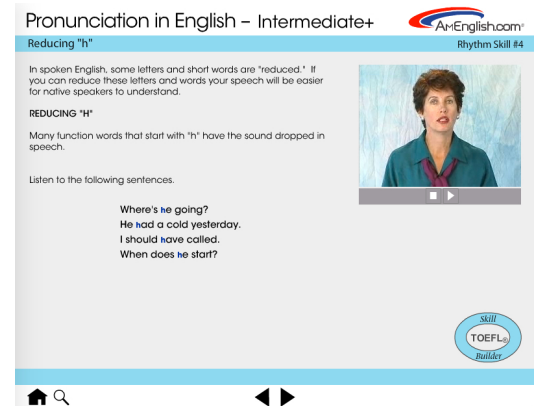
Watch the video for

## 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:



Reduction	
I need three <b>of (uhv)</b> each..	
The ribbon is out <b>of (uhv)</b> ink.	

#### 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

Complete practices 66-74

# Lesson Sixteen

## In the classroom:

For this final lesson, it can be useful to review the poems in the practices. First the instructor can model them; next the instructor can ask for volunteers to read them, and finally partners can practice these together:

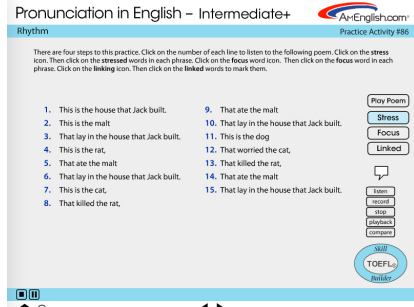
(See poems in practices 66-74)

## 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 & Final Review



# Final Review

On your own/Homework:

Take the final review

Pronunciation in English – Intermediate+ 




Final Review Final Review

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 off the markings.

1. She highlighted the important passages in her workbook.
2. He turned down the thermostat to save energy.
3. The children love to go to the boardwalk, and they like to ride the roller coaster.
4. They watched the herons and the geese on the lake.
5. The farmer planted the corn in the springtime and harvested in the fall.
6. They had a big family; there were fourteen children.
7. The police officer stopped him, and she gave him a ticket for speeding.

Check your answers carefully. You cannot return to previous pages!

Page 1/14

## 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

(Please note that the latest version of ***Pronunciation English - Intermediate+*** has over 300 interactive lessons and practices.)