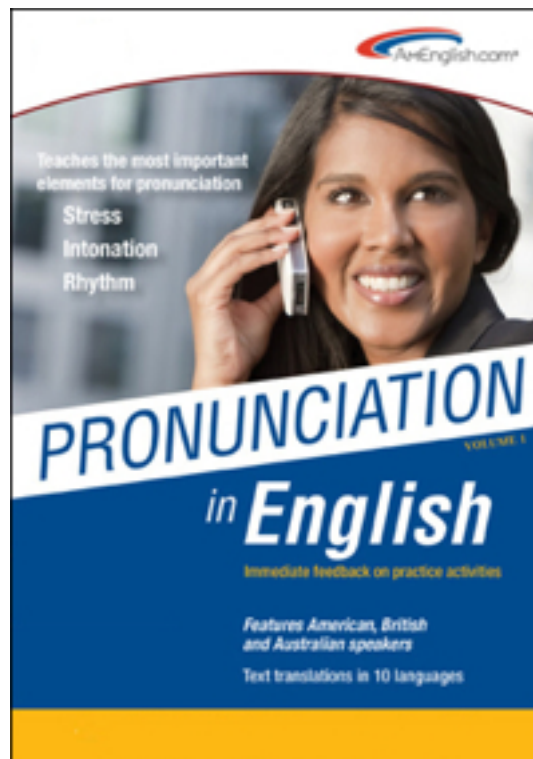


# Pronunciation in English for Medical Professionals High Beginning+

Step-by-step Lesson Plans



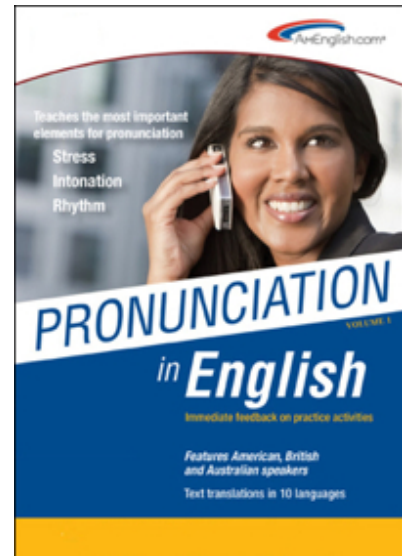
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# Introduction:

## FOCUS

In the past, much time has been spent in pronunciation courses on individual sounds. The disadvantage of this approach is that it is very difficult and time consuming for adult learners to make changes in this area. There is an individual sound section in this program in chapter three, but this is clearly secondary to the focus of the program. 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 for Medical Professionals - High Beginning+*** was designed for ESL/EFL students at the high beginning through intermediate level. (Of course, many students, even at the advanced level, still need practice identifying and using stress and the schwa at word level.)

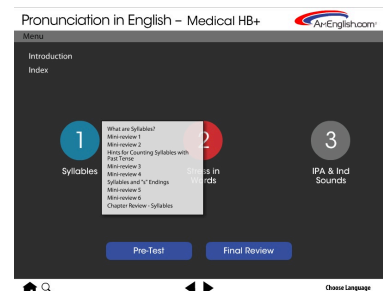
## MULTIPLE LEARNING STYLES

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:

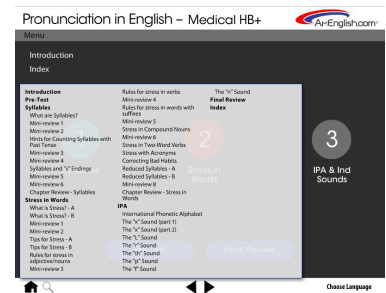
- (1) Mouse over the magnifying glass at the bottom of the tool bar, and a program level index appears.
- (2) Mouse over each chapter, and a chapter level index appears.



Click on the index button to go to the new index section inside the program with expanded choices showing all 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 one, the cuckoo plays in response to an incorrect answer. The woodblock sound plays in response to a correct answer, and students will also see the number for the syllable count appear in the box.
  - In chapter two, students will see the stressed syllable appear underlined in a different color in the box, along with the cuckoo and woodblock sounds for incorrect and correct answers respectively.
  - In chapter four, the correct answers show the words turning color and being underlined.
  - In chapter five and six, additional visual feedback includes: down/up arrows for intonation, dashes for linking, and reduced phrases like “*gonna*” for “going to.”

## APPLICATION ACTIVITIES

***Pronunciation in English for Medical Professionals*** 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 1: Syllables - Lesson One

## 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.

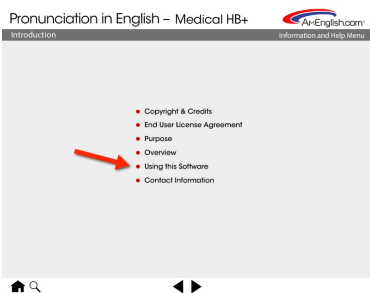
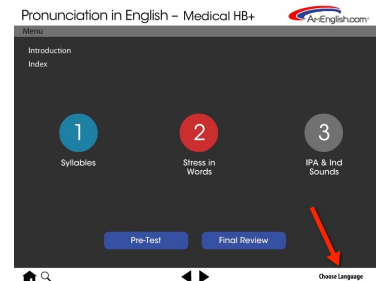
### Notes for Teachers:

- 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.

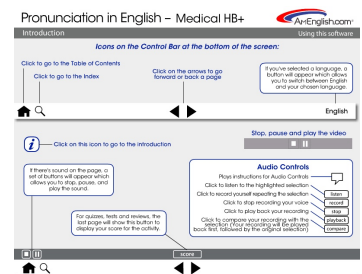


## User Interface Tour

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.

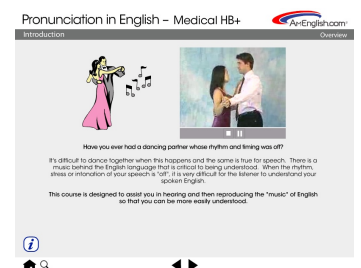


1. Show students the “Using this software” screen in the Introduction. Take some time to emphasize the importance of recording your voice in the practices and playing it back to listen to your recording.



## Videos

1. Show the Overview video in the Introduction of the two people dancing together
2. Show the first video in Chapter 1: **Syllable Skill #1: What are Syllables?**



3. Show students practice 1; review the feedback; cuckoo for mistakes; woodblock sound for correct answers; reinforce recording.

### Reflect:

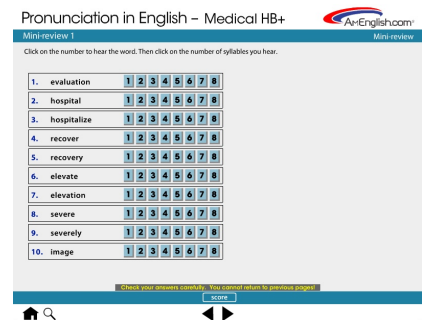
Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your spoken English?

### On your own in the lab/homework

1. Review the slideshow for the program:

Slideshow - [\*\*Pronunciation in English for Medical – High Beginning+\*\*](#)

2. Review the first video in Chapter 1: Syllable Skill #1: What are Syllables?
3. Complete practices 1-18 in **Chapter One, Syllables**, while:
  - Making sure to record yourself in each practice
  - Using the “playback” & “compare” buttons to listen to your recording
  - Re-recording where necessary
4. Complete Mini-reviews 1-2 in chapter one. If you do not get 100% on the mini-reviews, go back to review the practices.



# Lesson Two

## In the classroom: Warm-up

Elicit from the class what is most difficult for them about pronunciation in English.

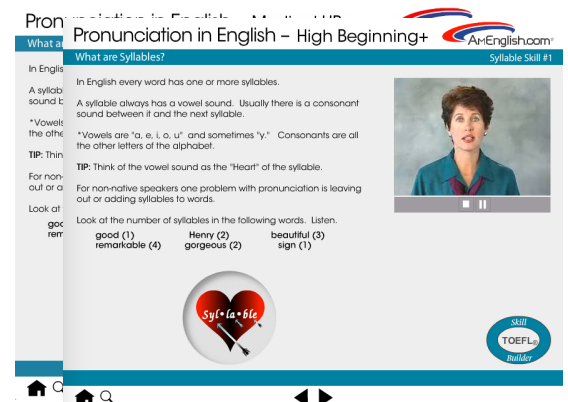
This can be done as a whole class exercise with the teacher writing students' comments on the board.

Watch the first video

### Syllable Skill #1 - What are Syllables?

Then, to review, put the following words on the board and then read them aloud.

Ask the students how many vowels there are in each word.



good (2)
gorgeous (4)
beautiful (5)

Next, ask them how many vowel **sounds** there are in each word. Consider drawing a heart around each vowel sound.

good (1)
gorgeous (2)
beautiful (3)

- Note the silent vowels.

### Whole class practice

A useful technique for reviewing this chapter is to have students “show you” the number of syllables they hear. It is important that this be a silent exercise with no vocalization. The teacher models a word, and the students indicate the number of syllables by holding up the appropriate number of fingers. This technique can be used again in Chapter two to indicate the syllable that receives the most stress. This gives the teacher a very quick way to assess the entire group.



Ask the students to “show you” the number of syllables in the words as you read them. For example:

exam (2)	examination (5)
----------	-----------------

If you see lots of mistakes based on the number of fingers students held up for these words, take a minute to write those words on the board and draw a heart around the vowel sound in each syllable or underline the vowel sounds.

### **Group practice**

Have students work in small groups or with partners to brainstorm a list of words that they hear or use frequently. Write them down and decide how many syllables for each. Groups will take turns sharing their lists orally with the class. The instructor will write any words on the board where the syllable count was incorrect.

At this point, the instructor will probably hear some words where the students have incorrect stress. Depending on the level of the class, the instructor may jump ahead to talk about stress and note the mistakes. 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**

Watch the video for Syllable Skill #2- Hints for Counting Syllables with Past Tense; complete practices 19-31 & Mini-reviews 3- 4, & Application #1 in Chapter One;

## Lesson Three

Watch the video for

### Syllable Skill #2: Hints for Counting Syllables with Past Tense

#### Whole class practice

Then to review:

Ask the students to “show you” the number of syllables in the words as you read them:

wound (1)	wounded (2)
infect(2)	infected (3)

#### Group practice

Have students work in small groups or with partners to brainstorm a list of verbs that end with a “t” or “d” (do not include irregular verbs as they do not end in “ed”). Write down the root word, without the “ed,” and decide how many syllables for each. Then write down the past tense with “ed” and note the number of syllables. Groups will take turns sharing their lists orally with the class. The instructor will write any words on the board where the syllable count was incorrect.

At this point, the instructor will probably hear some words where the students have incorrect stress. Depending on the level of the class, the instructor may jump ahead to talk about stress and note the mistakes. 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**

Watch the video for Syllable Skill 3 – Syllables and “s” Endings

Complete practices 32-44, Mini-reviews 5-6, & Applications 2-4.

## Lesson Four

Watch the video for

### Syllable Skill #3: Syllables and “s” Endings

Put the following words on the board and then read them aloud:

Ask the students how many syllables there are in each word.

office(2)	offices (3)
promise (2)	promises (3)

### Whole class practice: In the classroom

A useful technique for this chapter is to have students “show you” the number of syllables they hear. It is important that this be a silent exercise with no vocalization. The teacher models a word, and the students indicate the number of syllables by holding up the appropriate number of fingers. This technique can be used again in Chapter Two to indicate the syllable that receives the most stress. This gives the teacher a very quick way to assess the entire group.

Ask the students to “show you” the number of syllables in the words as you read them:

analyze (3)	analyzes (4)
dosage (2)	dosages (3)

### Group practice

Have students work in small groups or with partners to brainstorm a list of words that end with a hissing sound. Write down the root word, without the “es” and decide how many syllables for each. Example “blush” (1), then write down the word with “es” and note the number of syllables. Example “blushes” (2) Groups will take turns sharing their lists orally with the class. The instructor will write any words on the board where the syllable count was incorrect.

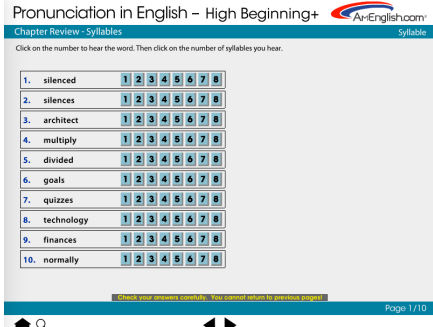
At this point, the instructor will probably hear some words where the students have incorrect stress. Depending on the level of the class, the instructor may jump ahead to talk about stress and note the mistakes. Calling the misplaced stress **excellent mistakes** can be useful. This helps to highlight 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

Take the chapter review



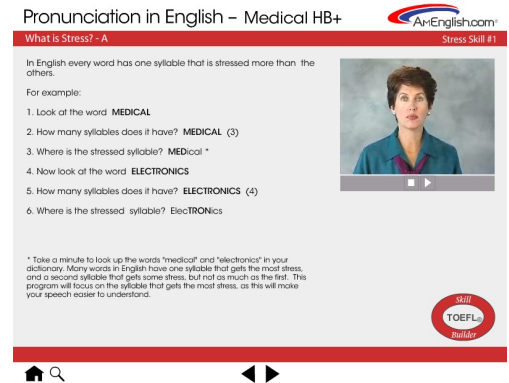
## Chapter 2: Stress in Words

**Introduction:** Chapter Two is the longest chapter as it introduces stress. Students coming from languages that do not have stress may need to spend more time here. The program builds sequentially, so students are asked to identify both syllable count and the stressed syllable in a word at the beginning of this chapter.

Chapter Two introduces rules for stress at word level. There are a number of practice and application activities that work to reinforce these rules. These varied activities will help students internalize the rules for stress in words.

Chapter Two also addresses fossilized stress problems where students have learned the incorrect stress pattern for certain words. These old habits are hard to break, and it takes lots of practice to change them. The “guide words” have worked well to reinforce the correct patterns. Once the problem words have been identified, they can be paired with “guide words” and used for practice with partners at the beginning or end of each session.

Finally, the schwa sound is introduced in chapter two. For many students, this is the first time they have heard of this sound. It is an important sound because it allows English speakers to highlight the stressed syllable and minimize the unstressed syllable. In the final section of chapter 2, students identify the syllable count, stressed syllable, and schwa sound/sounds in a word.



Pronunciation in English - Medical HB+ AmEnglish.com  
Stress Skill #1

What is Stress? - A

In English every word has one syllable that is stressed more than the others.

For example:

1. Look at the word **MEDICAL**
2. How many syllables does it have? **MEDICAL** (3)
3. Where is the stressed syllable? **MEDICAL** \*
4. Now look at the word **ELECTRONICS**
5. How many syllables does it have? **ELECTRONICS** (4)
6. Where is the stressed syllable? **ELECTRONICS**

\* Take a minute to look up the words "medical" and "electronics" in your dictionary. Many words in English have one syllable that gets the most stress, and a second syllable that gets some stress, but not as much as the first. This program will focus on the syllable that gets the most stress, as this will make your speech easier to understand.

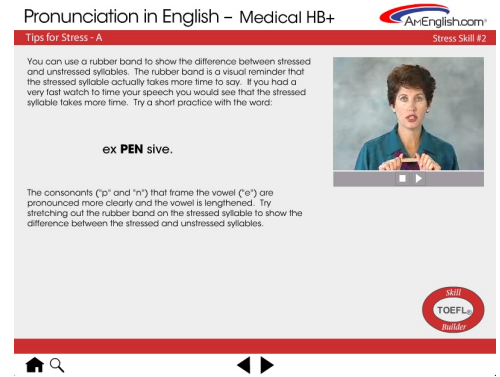
**Skill TOEFL Build**

# Lesson Five

## In the classroom

### Demonstrating stress: 2 options - rubber band or hand

The use of the rubber band is introduced in Chapter Two. It is a very useful visual and kinesthetic tool to reinforce the concept of stress for students. Another option for showing syllables and stress in a word to a group is to have the teacher use a “knocking” gesture for each syllable and an “open palm” for the syllable that gets the most stress. So, for example, the word “expensive” would be shown by one knock, one open palm, and then one more knock for the third syllable in the word, “ex-PEN-sive.”



### Chapter 2 - Stress in words

Watch the video for

### What is Stress?-A & B Stress Skill #1

#### Whole class practice:

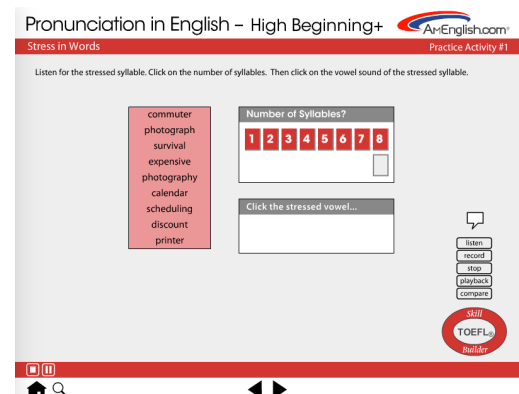
Go to practice activity #1 in Chapter 2- Stress in Words. Ask the students to “show you” the number of syllables in the words as you read them.

Second ask the students to “show you” the stressed syllable in the words.

Note: the program just asks students to click on the **vowel sound** of the stressed syllable.

Example:

- *survival*



It is not necessary to identify the syllable breaks in the stressed syllable as the program does that automatically as soon as the student clicks on the stressed vowel.

## Group practice


Have students work in small groups or with partners to brainstorm a list of words that they use or hear frequently. Decide how many syllables and which is the stressed syllable for each. Groups will take turns sharing their lists orally with the class. The instructor will write any words on the board where the syllable count or stress was incorrect.

## 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 1-29: Mini-reviews 1 & 2; Review the videos for Tips for Stress- A & B stress skills #2 & #3 & Application 1




Pronunciation in English – High Beginning+ 

Tips for Stress - B Stress Skill #3

Sometimes, you may not be sure where the stress is in a word. When this happens you can:

1. Try stressing different syllables. Listen carefully. Usually, stressing the wrong syllable makes the word sound strange. Go ahead and play with it.  
Try ameri**CAN** (incorrect) instead of a**MER**ican (correct).  
Can you hear the difference? Use the rubber band. Can you see the difference? Go ahead and exaggerate the stress. You can use this trick when you are introduced to someone and try saying their name, stressing the wrong syllable. They will usually correct you and you will remember it better.
2. Check the dictionary. Almost all dictionaries mark the stressed syllable in a word, usually by putting a little 'ˈ' mark after the syllable that has the most stress. Look up a word you know well and check to see how your dictionary marks the stress.





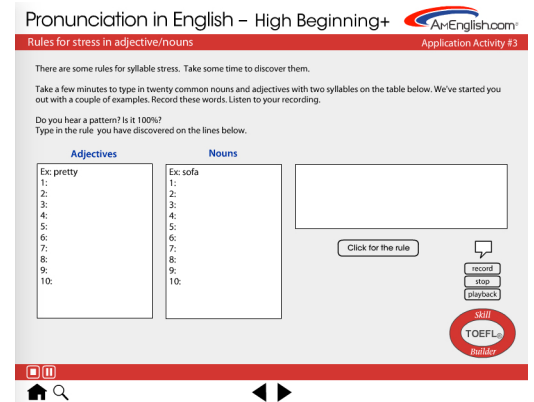
# Lesson Six

## In the classroom

Listen to the audio for

### Rules for stress in adjective/nouns: Application Activity #3

Depending on the level of the class, you may need to review the terms “nouns” & “adjectives.” It’s easy to look around the classroom and see a number of nouns: ***paper, student, laptop, pencil.*** Adjectives are a little harder. Start them off with some examples like ***handsome, lazy, or sunny.***



Instructors can turn many of the application exercises in the pronunciation program into cooperative learning exercises in the classroom. Options for grouping include: Having students number off from 1-4; then have the person with the shortest hair be the scribe to write down words they come up with on a piece of paper. Another time, the scribe can be the person with the longest hair, or the longest fingers.

Put students in groups, give them a 5-minute time limit and have them brainstorm a list of adjectives & nouns with 2 syllables and mark the stressed syllable.

Groups can then share lists orally while instructors monitor to make sure words fit the categories and that the stress is correct. Instructors can guide students in articulating the rule they have discovered.

Instructors will get more information about problems students have with stress at the word level during this activity. This same activity will work for application activities #4 & #5.

### Whole class practice

## In the classroom

- First ask the students to “show you” the number of syllables in the words as you read them.
- Second ask the students to “show you” the stressed syllable in the words.

<b>Word</b>	<b>Number of Syllables</b>	<b>Stressed syllable</b>
intern	2	1
sutures	2	1
drowsy	2	1
hospice	2	1

### **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 Application Activity #3 Rules for stress in adjective/nouns & *Click for the Rule.*

Complete practices 30-37 & Mini-review 3

# Lesson Seven

## In the classroom

### Chapter 2 - Rules for stress in verbs

#### Application Activity #4

#### Group Exercise

Depending on the level of the class, you may need to review the term “verbs.” Start them off with some examples like ***decide, inspect, or defend.***

Put students in groups, give them a 5-minute time limit and have them brainstorm a list of verbs with 2 syllables and mark the stressed syllable.

Groups can then share lists orally while instructors monitor to make sure words fit the categories and that the stress is correct. Instructors can guide students in articulating the rule they have discovered.

Instructors will get more information about problems students have with stress at the word level during this activity.

Pronunciation in English – High Beginning+ Application Activity #4

Rules for stress in verbs

Take a few minutes to type in twenty common two-syllable words that are verbs. Then record these words. Listen to your recording.

Do you hear a pattern? Is it 100%? Type in the rule you have discovered on the lines below.

1:

2:

3:

4:

5:

6:

7:

8:

9:

10:

1:

2:

3:

4:

5:

6:

7:

8:

9:

10:

Click for the rule

record stop playback

SKILL TOEFL Builder

Pronunciation in English – High Beginning+ Practice Activity #32

Stress in Words

Listen for the stressed syllable. Click on the number of syllables. Then click on the vowel sound of the stressed syllable.

erase  
envy  
divide  
expect  
deduct  
inform  
decide  
pollute  
rely

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

Click the stressed vowel...

listen record stop playback Compare

SKILL TOEFL Builder

## Whole class practice

First ask the students to “show you” the number of syllables in the words as you read them.

Second ask the students to “show you” the stressed syllable in the words.

Word	Number of Syllables	Stressed Syllable
retract	2	2
prescribe	2	2
prevent	2	2

## 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 application 4- Rules for stress in words with suffixes. Complete practices 38-41 & Mini-review 4

# Lesson Eight

## In the classroom

### Chapter 2 - Stress in words: Rules for stress in words with suffixes

#### Application Activity #5

#### Group Exercise

Depending on the level of the class, you may need to review the terms “suffixes.” Start them off with some examples like: ***pronunciation, humanity, economical,***

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Pronunciation in English – High Beginning+  
Rules for stress in words with suffixes Application Activity #5

Take a few minutes to look at the patterns for stress with words with suffixes\*, like atomic or pronunciation. We've given you more examples here because the words are longer. Now, type in a few examples of your own words ending with the following suffixes: ion, ient, ic, meter, ity, ant, ist, ious, ical, iable, oggy, graphy or ify. Then record yourself reading the list. Type in the rule you have discovered on the lines below.

\* Suffixes are word endings that are added to the root word. For example, the word "distribute" can be changed by adding /ion to "distribution."

pronunciation  
humanity  
economical  
kilometer

1:  
2:  
3:  
4:  
5:  
6:

atomic  
identity  
biography  
recipient

1:  
2:  
3:  
4:  
5:  
6:

Click for the rule

record  
stop  
playback

**Skill**  
TOEFL®  
Builder

***kilometer, atomic, identify, biography, recipient.***

Put students in groups, give them a 5 minute time limit and have them brainstorm a list of words with the following suffixes or endings: *ion, ient, ic, meter, ity, iant, ial, ious, ical, iable, ogy, graphy* or *ify*.

Groups can then share lists orally while the instructor monitors to make sure words fit the categories and that the stress is correct. Instructors can put pronunciation mistakes on the board during this process. (Note: Students often mark the correct syllable for stress, but when they say the word, the stress is on another syllable.)

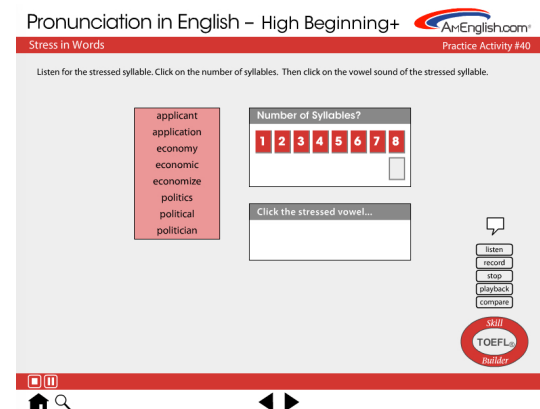
Another way to review the oral group sharing is to ask the rest of the class to indicate the number of syllables in the word and the stressed syllable by holding up the correct number of fingers.

Instructors can guide students in articulating the rule they have discovered.

Instructors will get more information about problems students have with stress at the word level during this activity.

**In the classroom**

First ask the students to “show you” the number of syllables in the words as you read them.



Second ask the students to “show you” the stressed syllable in the words.

Word	Number of Syllables	Stressed Syllable
applicant	3	1
application	4	3
allergy	3	1
allergic	3	2

**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 42-46 & Mini-review 5

## Lesson Nine

### In the classroom

Instructors take a minute to review the rules for stress for:

- adjectives/nouns
- verbs
- words with suffixes

Elicit the rules and examples for each from the class and write the examples on the board.

### Presentation

Watch the video for

### Stress Skill #4 - Stress in Compound Nouns

#### Whole class practice

Ask the students to “show you” the number of syllables in the words and the stressed syllable as you read them:

midwife	wheelchair	bathroom
---------	------------	----------



### Group practice

Have students work in small groups or with partners to brainstorm a list of compound nouns that they use or hear frequently. Decide how many syllables and which is the stressed syllable for each. Groups will take turns

sharing their lists orally with the class. The instructor will write any words on the board where the syllable count or stress was incorrect.

Watch the video for

### Stress Skill #5: Stress in Two-word Verbs

(Depending on the students' level, you can introduce the term "particle" to describe the preposition in phrasal verbs.)

Ask the students to "show you" the number of syllables in the words and the stressed syllable as you read them:

Fill in	Put down	Cut back
---------	----------	----------

Next, talk about phrasal verbs that can become compound nouns like:

tryout	handout	dropout
--------	---------	---------


### Comprehension check in class: Compound nouns vs. Phrasal verbs

- Step one - teachers read from the list on practice activity #63 choosing either the compound noun or phrasal verb
- Step two - students indicate whether they hear the compound noun (1 finger) or the phrasal verb (2 fingers)
- Step three - this activity allows the teacher to quickly check the class for problems as some people will wait longer to respond
- Step four - Teachers ask individuals to come up in front of the class to read from the list (teachers stand behind the student volunteer at the front of the class)
- Step five - Students take turns reading from the list while holding one or two fingers up behind their backs to indicate whether they are

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Practice Activity #84

Click on the number to hear the words. Which do you hear? Click on the term "compound noun" or "phrasal verb."

1. layoff/lay off	<input type="checkbox"/> compound noun	<input type="checkbox"/> phrasal verb
2. workout/work out	<input type="checkbox"/> compound noun	<input type="checkbox"/> phrasal verb
3. takeoff/take off	<input type="checkbox"/> compound noun	<input type="checkbox"/> phrasal verb
4. makeup/make up	<input type="checkbox"/> compound noun	<input type="checkbox"/> phrasal verb
5. follow-up/follow up	<input type="checkbox"/> compound noun	<input type="checkbox"/> phrasal verb
6. turnover/turn over	<input type="checkbox"/> compound noun	<input type="checkbox"/> phrasal verb



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reading the compound noun or the phrasal verb, so the teacher can see which word they are trying to pronounce.

**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 videos on Stress Skill #4; Stress in Compound Nouns and Stress Skill #5 Stress in Two-Word Verbs

Complete practices 47-65, Mini-review 6 & Application 5



# Lesson Ten

## In the classroom

### Comprehension check in class - Stress in numbers

Step One - Teachers hand out cards with numbers on them (one card per student/ one number on each card):

30	13
40	14
50	15
60	16
70	17
80	18
90	19

- Step Two - Students turn over the card they received.
- Step Three - A volunteer goes to the board for dictation.
- Step Four - Students take turns dictating their numbers, then showing the card to the class after the student at the board has written down what he/she hears for dictation.
- Step Five - Teacher and students can monitor the results by viewing the number on the board vs. the number on the card.

Watch the video for

### Stress Skill #6: Stress with Acronyms

#### Group Practice

Put students in small groups, give them a 5-minute time limit and have them brainstorm a list of acronyms.

Groups will take turns presenting their lists. Teacher will monitor for any acronyms that are words and don't follow this rule, like MADD (Mothers against Drunk Driving).

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Stress Skill #6

**Stress with Acronyms**

Acronyms (words that are made from the first letters of a group of words) are very common in American English. The stress in acronyms is almost always on the last letter.

For example, listen to the following acronyms:


UCLA	USA	MTV
ESL	IRS	PC
NBA	NFL	USC



It is useful to remember the visual cue of the rubber band stretching out the last letter of an acronym so that it is longer and clearer than all the other letters.

Here are some more examples:

ASAP	WTO	HTML
FYI	PDF	



Watch the video for

## Stress Skill 7 –Correcting Bad Habits

Listen/Read

### Guide word activity 1 & 2; Applications 9 & 10

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Correcting Bad Habits Stress Skill #7

If English is not your first language, you may find that you have "learned" to pronounce some words in English with the wrong stress pattern. If these are words you use everyday on the job, you will need to unlearn that incorrect stress pattern.

It can help to practice your problem word with another word with the same number of syllables and the same stress pattern that you already say correctly.

For example, if you find that **engineer** is a three-syllable word that you have been mispronouncing, you might try practicing it with **volunteer**, another three-syllable word with third-syllable stress. "Volunteer" becomes your "guide word" for the stress pattern.

Guide Word: **Volunteer**  
Problem Word: **Engineer**

### Check in class - "Guide Words" for problem words

Teachers: This can be done as a cooperative learning exercise.

- Step one: students share their guide words and problem words with a partner, double checking the stress to make sure the guide words have the same number of syllables and the same stress pattern as the problem words.
- Step two: partners share their combined lists with two other students (eliminating duplicates)
- Step three: groups of 4 share their lists with the class
- Step four: Teachers check pronunciation & stress

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Stress in Words Guide Word Activity - 2

Guide Words for Correcting Fossilized Stress Problems

This is a list of words organized by the number of syllables and stress pattern. Choose a word from this list that you already say correctly to use as your guide word with your problem word. Follow these steps to find the right guide word for you.

1. Check your stress by recording yourself reading each list.
2. Listen to the recording.
3. Click on a word in each list that you stressed correctly.
4. You can use these as guide words.

Two	Three	Four	Syllables
Three syllable words, stress on:			
first syllable	second syllable	third syllable	
marketing	suggestion	musketeer	
photograph	vacation	volunteer	
enemy	computer	insecure	
messenger	together	pioneer	
telephone	pollution	engineer	
energy	direction		

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### 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?

### Homework

Review the video on Stress Skills 8, 8a, Reduced Syllables

Complete practices 66-80 & mini-review 8.

# Lesson Eleven

## In the classroom

(Ideally, this is a review, but it can be a preview.)

### Stress Skill 8/8a: Reduced Syllables

#### In class review 1

Teachers: Put the word “adjustable” on the board and elicit from the class:

1. How many syllables? (4)
2. Which syllable is stressed? (2nd)
3. How many schwa sounds? (3) adjustable

Note that different dictionaries use different symbols for the schwa.

#### In class review 2

- Step one- teachers read the following list of words to the class

American* (4 syllables; <b>2nd syllable stress</b> ; schwa - syllables 1, 3 & 4)
photograph (3 syllables; <b>1st syllable stress</b> ; schwa - syllable 2)
photography (4 syllables; <b>2nd syllable stress</b> ; schwa - syllables 1 & 3)

\*Note that dictionaries differ in marking the schwa, so some dictionaries will show 2 schwa sounds in “American” while others will show 3 schwa sounds in this word.

- Step two - students indicate the number of syllables in each word
- Step three - students indicate the stressed syllable
- Step four - students indicate the syllable/syllables with the schwa sound
- Step five - Teacher assesses the class based on what she/he observes

#### Group Practice

Put students in small groups, give them a 5-minute time limit and have them brainstorm a list of words they use or hear frequently that have a

schwa. Mark the number of syllables, the stressed syllable and any schwa sounds.

Groups will take turns presenting their lists. Teacher will monitor for any problems and put those on the board.

### 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

Take the Chapter Review for Chapter 2

Look at the IPA in Chapter 3, Complete Practices 1-2, & Application 1


### Homework to bring to class: Application 1

- Look up 3 words that you use frequently in the dictionary. Note the markings and the number of syllables.

How does your dictionary mark stress?

How does your dictionary show the schwa sound?

Is the IPA in your dictionary the same as the one in the pronunciation program?

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Chapter Review - Stress in Words Stress in Words

Click on the number to hear the word. Click on the stressed vowel in the first column. Click on the schwa(s) in the second column. Click on the number of syllables in the third column.

1.	psychiatry	psychiatry	1	2	3	4	5	6	7	8
2.	probability	probability	1	2	3	4	5	6	7	8
3.	respiratory	respiratory	1	2	3	4	5	6	7	8
4.	protocol	protocol	1	2	3	4	5	6	7	8
5.	caesarean	caesarean	1	2	3	4	5	6	7	8
6.	technological	technological	1	2	3	4	5	6	7	8
7.	hepatitis	hepatitis	1	2	3	4	5	6	7	8
8.	symptoms	symptoms	1	2	3	4	5	6	7	8
9.	compress	compress	1	2	3	4	5	6	7	8
10.	notify	notify	1	2	3	4	5	6	7	8

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

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# Chapter 3 – The IPA\*: Lesson Twelve

## \*International Phonetic Alphabet

### In the classroom

### The IPA

### Practice 1 - 2, Application 1

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International Phonetic Alphabet

The IPA is a list of symbols that represent vowel and consonant sounds in English. It can help you pronounce a word that you may not have heard spoken. Click on the symbol to hear the example. (Note that many dictionaries use a slightly different version of these symbols. We've tried to show you some of the most commonly used symbols.)

Symbol	Key Word	Symbol	Key Word	Symbol	Key Word
<b>VOWELS</b>		<b>CONSONANTS</b>			
i	see, even, cheap	p	pat, tap, happy	w	which, water
ɪ	fit, passive	b	bat, lab, habit	h	house, whose
eɪ	come, freight, laid	t	town, mat	θ	thin, cloth
ɛ	get, bread	d	down, mad	ð	this, clothe
æ	sad, happy	k	cat, back, quit	ʃ	shop, rush, mission
ʌ	madde, fruit	g	got, bag, ghost	ʒ	beige, leisure, pleasure
ʊ	foot, should	f	fine, graph, enough	ʒ	child, nature, rich
oo	coot, home	v	vine, even	ʒ	gentle, agent, edge
ɔ	frog, cough	s	use, pass, century	ŋ	sing, bring
ɔɪ	choice, boy	z	zoo, easy	j	young, usual
ɑ	father, college	m	met, sum		
aɪ	while, fine, try	n	net, sun		
aʊ	brown, found	l	lead, loyal		
ə	among, connect, soda (unstressed)	r	read, royal		
ə	cut, other (stressed)				
ɹ	dir, person, hurt (stressed)				
ɹ	sister, brother (unstressed)				

\*Depending on their level, students may need to spend considerable time reviewing the IPA and listening to the examples for the vowel & consonant sounds. This version of the IPA was chosen after much discussion with experts at ETS® (Educational Testing Service®, makers of the TOEFL® Test). Note that many dictionaries use a slightly different version of the IPA.

Have students share their homework for Application 1:

(see instructions below)

- Look up 3 words that you use frequently in the dictionary.
- Note the markings and the number of syllables.
- How does your dictionary mark stress?
- How does your dictionary show the schwa sound?
- Is the IPA in your dictionary the same as the one in the pronunciation program?

## Groups or Whole Class

Instructors can decide based on the class to have students first share their homework in groups and then elicit examples from each group, or to elicit examples from the whole class at the start.

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IPA Practice Activity #1

Look up the word "president" in your dictionary.

Find the codes for the three vowel sounds. The first vowel has the same sound that you hear in "bet" and "bed." The next two vowel sounds are both shown by the upside down "e," the schwa that you hear in "banana" and "among." Note where your dictionary marks the stress. It is on the first syllable.

At first, using the IPA may seem difficult, but as you practice using it, you will internalize the codes until it becomes more automatic and then it will be much easier.

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## **Individual sounds:**

Instructors can decide which individual sounds they want to have the class review in chapter 3 based on problems they have heard in class.

Listen/Read

## **Presentations on the individual sounds**

### **Whole class practice: In the classroom**

Practice the sentences for each of the individual sounds.

### **Partner practice - Step One**

Have students work with partners to practice these sentences together. Partners will give each other feedback by using the “thumbs up” or “thumbs down” signal to indicate that the “x” sound (for example) was clear.

### **Partner practice - Step Two**

Write five more words with the “x” sound (for example) that you use frequently (see Application 2). Then create a sentence for each of these words (Application 3). Take turns reading your sentences. Again, partners will give each other feedback by using the “thumbs up” or “thumbs down” signal to indicate that the “x” sound was clear.

### **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**

Students who have trouble with a particular individual sound will need more practice. Have them write their sentences on the back of a business card/index card and keep the card on their dashboard or in their pocket to practice while commuting.

## **Final Review**

On your own/Homework:

Take the final review

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## Final Review

Click on the number to hear the word. Click on the number of syllables you hear. Then click on the vowel of the stressed syllable.

1. computer	1	2	3	4	5	6	7	8
2. photograph	1	2	3	4	5	6	7	8
3. alphabet	1	2	3	4	5	6	7	8
4. severe	1	2	3	4	5	6	7	8
5. enemy	1	2	3	4	5	6	7	8
6. problem	1	2	3	4	5	6	7	8
7. emphasize	1	2	3	4	5	6	7	8
8. electrostatic	1	2	3	4	5	6	7	8
9. adjustable	1	2	3	4	5	6	7	8
10. supply	1	2	3	4	5	6	7	8

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

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