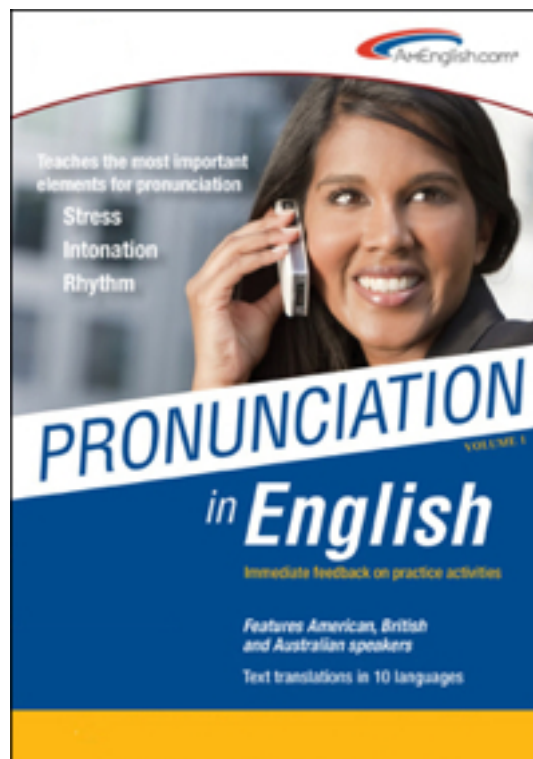# Pronunciation in English for Medical Professionals

Intermediate+

Step-by-step Lesson Plans

Table of Contents

Introduction:

FOCUS

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

TARGET AUDIENCE

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

MULTIPLE LEARNING STYLES

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

NAVIGATION

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

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

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

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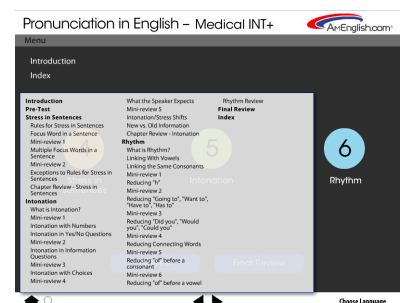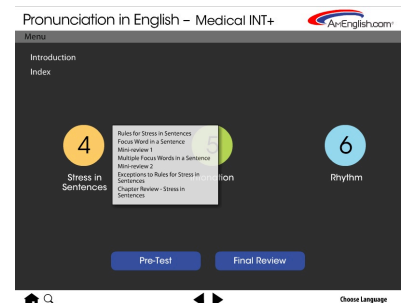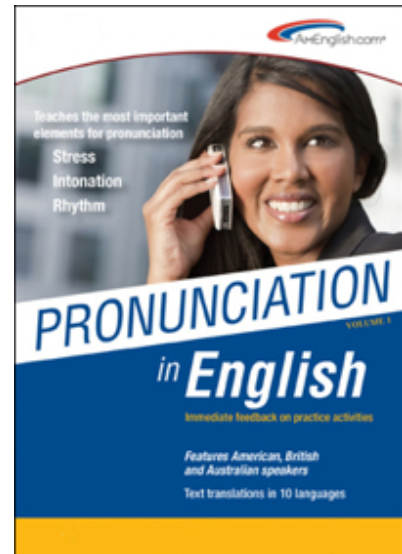
VIDEO, AUDIO, and FEEDBACK

1. The videos that present the concepts have text for all the audio, so students can follow along, but students are not asked to reproduce this language as it is part of the presentation for the lesson.

2. The audio tracks feature three native speakers with an American, British, and Australian accent. These "flavors" of English are similar to those on the new TOEFL® test from ETS®.

3. Students receive audio and visual feedback on answers throughout the practices:

   - In chapter four, visual feedback shows the words turning color (red) for content words and being underlined for focus words. In dictation sections, there is scoring with options for marking answers, showing answers and resetting.

   - In chapter five, visual feedback includes down/up arrows for intonation and underlining for focus words.

   - In chapter six, visual feedback includes dashes for linking. Additionally, reduced phrases like "gonna" appear when the user clicks on combinations like "going to."

APPLICATION ACTIVITIES

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

RECORD AND PLAYBACK FEATURE REQUIREMENTS

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

TOEFL® Skill Builder Buttons

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

Organization:

Pre-Test

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

UMS (User Management System)

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

Chapter 4 - Stress in Sentences: Lesson One

In the Lab* - Pre-Test

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

Notes for Teachers:

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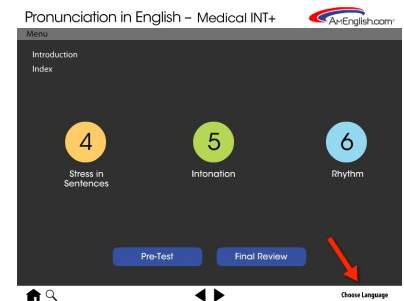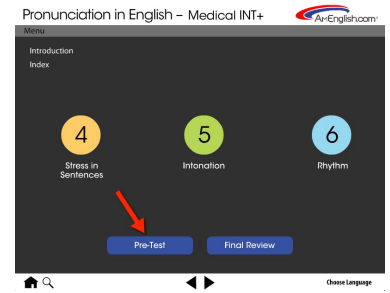
User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation (see earlier notes in the navigation section). Make sure students know how to use the "choose your language" button.
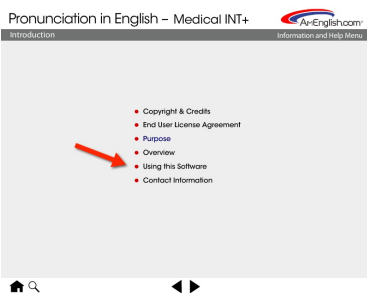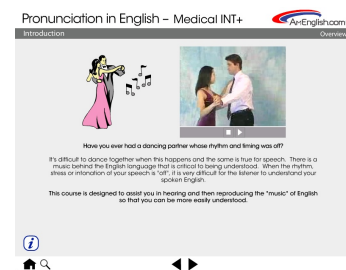
1. Show students the "Using this software" screen in the Introduction. Take some time to emphasize the importance of recording your voice in the practices and playing it back to listen to your recording.
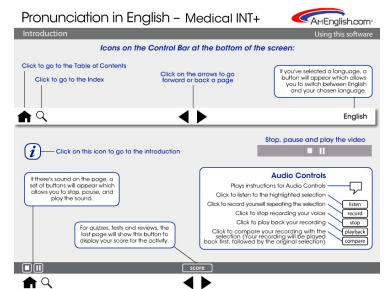
Videos

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

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.

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 – Intermediate+***
2. Review the first video in Chapter 4 - Stress Skill #1: Rules for Stress in Sentences.
3. Complete practices 1-9 and application 1 in **Chapter Four,** *Stress in Sentences,* while:
   - Making sure to record yourself in each practice
   - Using the "playback" & "compare" buttons to listen to your recording
   - Re-recording where necessary

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

Lesson Two

In the classroom: Warm-up

- Elicit from the class what is most difficult for them about pronunciation in English.
- This can be a done as a whole class exercise with the teacher writing students' comments on the board.
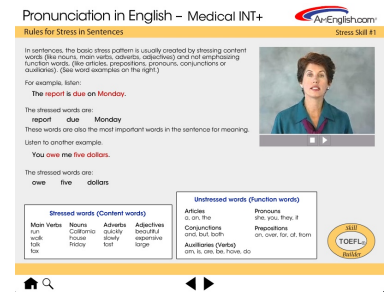
Stress Skill #1 – Rules for Stress in Sentences

In the classroom - before or after students view the first video (Ideally, this is a review, but it can be a preview).

Review the characteristics of stress:

The stressed words in a sentence are longer, louder, and clearer than all the others.

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

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

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

Stress Skill #1- Rules for stress in Sentences (cont.)

For example, listen:

The **report** is **due** on **Monday**.

The stressed words are:

report	due	Monday

These words are also the most important words in the sentence for meaning.

<div align="center">

Listen to another example.

</div>

<div align="center">

You **owe** me **five dollars**.

</div>

<div align="center">

The stressed words are:

</div>

owe	five	dollars

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

<div align="center">

You *owe* ***me*** *five dollars.*

</div>

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:

<div align="center">

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

</div>

Now, read it stressing the pronouns.

<div align="center">

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

</div>

The second sentence can sound arrogant.

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

Whole class practice: In the classroom

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

She **suffered** a **compound fracture** while <mark>**snowboarding**</mark>.
The **last** <mark>**baseline**</mark> was **done six hours ago.**
Take one capsule daily at <mark>**bedtime**</mark>.
Jaundice is **common** in <mark>**newborns**</mark> and is **usually not serious.**

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

Jaundice is **common** in new<mark>**borns**</mark> and is **usually not serious.** (**Mistake**)

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

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

Group practice

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

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

Reflect:

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

On your own in the lab/Homework

- View the video for Stress Skill #2: **Focus word in a sentence**
- Complete practices 10-14 & Mini-review 1