

Module: Pronunciation Priorities for Multilingual (ESL) Learners

In-class Activity:

Choose a paragraph of text to practice reading aloud, in order to work on all the pronunciation features discussed in this series of videos. Your teacher may direct you to practice first on a paragraph supplied in class, or taken from one of your course readings, or you may choose to practice on a paragraph you write yourself, scripting part of an oral presentation. Prepare to read aloud your paragraph, using the checklist below to help you.

CHECKLIST: Preparing to Read Aloud

Read a text silently first in order to become familiar with it. You need to understand a text completely in order to use correct sentence-level stress, intonation, and timing. Then, read your text aloud four times, each time focusing on a different item on the checklist to monitor your progress. If something is difficult for you to say or to remember to say, mark it on the text. Use any system that's helpful to you. When you're ready, try to put it all together! Put a check next to each item as you work on it. Work iteratively through this checklist, not trying to do everything in one single pass.

1. Word-Level Focus: Key Words

- a. ___ Number of syllables and word-level stress in key words
- b. ___ No added or deleted syllables

2. Word-Level Focus: Noun and Verb Endings

- a. ___ -ed endings (past tense, passive voice, past participles)
- b. ___ -s/-es endings (plurals and third person singular present-tense)
- c. ___ 's and s' endings (possessives)

3. Sentence-Level Focus: Thought Groups

- a. ___ Thought group divisions
- b. ___ Pauses at punctuation (small and large pauses) and elsewhere
- c. ___ Connected sounds (no pauses) within a thought group

4. Sentence-Level Focus: Stress and Intonation

- a. ___ Extra stress for contrasting and implying
- b. ___ Normal sentence-level intonation (falling)