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Voice & Accent

Training

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Overview of Voice and Accent

There are 3 level of English pronunciation:

Level 1: People often don't understand what you want to say. You use the wrong sounds in English words.

Level 2: People understand what you want to say, but it is unpleasant to listen to you.

Level 3: People understand you, and your English is pleasant to listen to

Can I reduce my Accent?

Anybody with the desire to reduce their accent *can* reduce their accent.

Change begins with *the desire* to change. When we combine our desire with proper instruction and practice, we achieve success!

The key to learning to speak English clearly and correctly is training and practice. Clear and accurate speech comes from "doing."

Reducing your accent is different than other skills such as grammar and vocabulary. Studying **accent reduction** is more like studying dance, music, sports or martial arts. It involves the training of muscle groups. Everybody is born with these muscle groups located in our tongue, lips and jaw.

All that you need is the desire to change, proper instruction and most of all practice and training! Accent reduction is about "doing."

Simply observing or knowing how to, is not enough. **Awareness and knowledge is important but you have to *try it* in order to be able to actually do it.**

What is an "Accent?"

We often hear people say, " I want to reduce my accent," or "He has an accent, ". But what exactly is an accent ?

Essentially, an accent is the process by which a speaker substitutes a sound from their native language for a sound from English. This "transference" occurs mainly for two reasons.

The first reason is that the speaker is **not aware** that a specific sound exists in English. Hence, they **use the *closest* sound from their native language** instead.

For example, many students are unaware of the sound /l/ as in the word *chip* or *big*. As a result, when saying the word *chip*, they substitute a *similar* sound which exists in their native language. Usually, they choose /i/ as in the word *he* or *meet*.

So a word like *chip* ends up sounding like *cheap* and there it is , an *accent* -not to mention some confusion in mid -conversation.

The **second reason** a speaker substitutes the wrong sound is that he or she may simply find it too difficult to pronounce the correct sound.

For example, many students are *aware* of the sound /th/ as in *think* or *that*. However the articulation of the sound is just too difficult or feels unnatural The result is that /th/ is pronounced like /s/, /z,/ /d/ or /t/.

The word *that* may sound like “zat” or “ dat” The student chooses /z/ or /d/ because it's easier and “close enough.”

Another element of an accent is **incorrect intonation**. English has a melody. You have to become aware of the melody of English. Don't worry. It's a very simple melody and you don't have to have musical training or a musical ear to learn it. It doesn't involve specific pitches - just knowing when to raise your pitch and when to lower it.

Finally, some people have accents because they **put the stress in the wrong places of words and sentences**.

For example instead of saying convince

They might say: convince

This can be confusing for a listener. But there are **simple rules** to guide you when you're not sure. Once you learn the rules, it gets easier and the stress patterns start to become second nature.

In order to **lose your accent**, you must first become aware of all the sounds of English. For example, there are five vowels in the Latin alphabet-A, E, I, O and U.

However, there are *fifteen* vowel *sounds* in English! You are probably already aware of most of them.

Losing your accent involves learning how to properly articulate the vowels and consonant sounds and finally, using them habitually in your everyday speech.

CONSONANT SOUND AND ARTICULATION

Phonetic Alphabet

The phonetic alphabet is an internationally recognized set of words used to clarify the letters of the alphabet. Whenever you have to take down a message and check the spelling of the word, use the phonetic alphabet to check that you have got it right.

Letters Phonetic Sound Alphabet

A.	Alpha-Alfah	N.	November
B.	Bravo	O.	Oscar
C.	Charlie	P.	Papa
D.	Delta	Q.	Quebec
E.	Echo	R.	Romeo
F.	Foxtrot	S.	Sierra
G.	Golf	T.	Tango
H.	Hotel	U.	Uniform
I.	India	V.	Victor
J.	Juliet	W.	Whisky
K.	Kilo	X.	X-Ray
L.	Lima	Y.	Yankee
M.	Mile	Z.	Zulu

Letters	Phonetic Alphabets	Sound
A	Alpha	ALfah
B	Bravo	BRAHvoh
C	Charlie	CHARlee
D	Delta	DELLtah
E	Echo	ECKoh
F	Foxtrot	FOCKStrot
G	Golf	Golf
H	Hotel	HohTELL
I	India	INdeeah
J	Juliet	JEWleeETT
K	Kilo	KEYloh
L	Lima	LEEmah
M	Mike	Mike
N	November	noVEMber
O	Oscar	OSScah
P	Papa	pahPAH
Q	Quebec	KehBECK
R	Romeo	ROWmeoh
S	Sierra	seeAIRrah
T	Tango	TANGgo
U	Uniform	YOUneeform
V	Victor	VIKtah
W	Whiskey	WISSkey
X	X-ray	ECKSray
Y	Yankee	YANGkey
Z	Zulu	ZOOloo

CONSONANT

Consonants are produced when the airstream is obstructed in the vocal tract.

Consonant sounds can be characterized according to three main phonetic properties:

- (a) **place of articulation**, which refers to where in the mouth the sound is produced;
- (b) **manner of articulation**, which refers to the way the air is obstructed in the mouth while producing the sound;
- (c) **Voicing**, which refers to whether or not there is a vibration of the vocal cords as the sound is produced.

Consonants

Phonetic Script



S. No.	Sound	Word	Other Examples
1	p	<u>p</u> en	cap, she <u>p</u> herd
2	b	<u>b</u> ed	snub, ab <u>o</u> ut
3	t	<u>t</u> ank	bu <u>t</u> ter, heaped, <u>T</u> hames
4	d	<u>d</u> oor	sudd <u>e</u> n, play <u>e</u> d
5	k	<u>k</u> een	<u>c</u> ut, occ <u>u</u> r, tick <u>e</u> t
6	g	<u>g</u> ate	beg <u>g</u> ed, <u>g</u> host, ex <u>a</u> mple
7	tʃ	<u>ch</u> air	watch, quest <u>io</u> n, pict <u>u</u> re
8	dʒ	<u>j</u> ump	<u>g</u> erm, bud <u>g</u> et, sugg <u>e</u> t
9	m	<u>m</u> ad	sum <u>me</u> r, clim <u>b</u> , dam <u>n</u>
10	n	<u>n</u> ot	fun <u>n</u> y, <u>gn</u> at, <u>kn</u> ow
11	ŋ	s <u>ing</u> er	brink, anx <u>i</u> ety, anch <u>o</u> r
12	l	<u>L</u> et	hill, seal

Phonetic Script



S. No.	Sound	Word	Other Examples
13	f	<u>f</u> it	off, rou <u>gh</u> , ph <u>o</u> to
14	v	<u>v</u> ain	sh <u>o</u> ve, of , nep <u>h</u> ew
15	θ	<u>th</u> ink	B <u>ath</u>
16	ð	<u>th</u> at	fe <u>ath</u> er, bo <u>oth</u>
17	s	<u>s</u> ee	loss, <u>s</u> cene, <u>c</u> ement
18	z	cous <u>in</u>	sciss <u>o</u> rs, craz <u>y</u> , buzz
19	ʃ	<u>sh</u> ell	mach <u>in</u> e, <u>s</u> chedule, rati <u>o</u> n
20	ʒ	divisi <u>o</u> n	meas <u>u</u> re, gara <u>g</u> e
21	h	<u>h</u> e	beh <u>a</u> ve, <u>w</u> hole
22	r	<u>r</u> ace	wor <u>r</u> y, <u>r</u> hyme, <u>w</u> rite
23	w	<u>w</u> est	<u>w</u> hich, langua <u>g</u> e, que <u>en</u>
24	j	<u>y</u> et	<u>n</u> ew, <u>b</u> eauty

VOICED AND VOICELESS CONSONANTS

Voiced Consonants - These are the consonant sounds which is produced from the larynx and the pronunciation of the same will make the vocal chord vibrate

Voiceless Consonants - These are the consonant sounds which is produced from the tongue tip and there will be no vibration of vocal chord while pronouncing the same.

	lips together	bottom lip - teeth	tongue - teeth	tongue on toothridge	hard palate	back of tongue on soft palate	throat
	VL VD	VL VD	VL VD	VL VD	VL VD	VL VD	VL
stop	p b			t d		k g	
fricative		f v	θ ð	s z	ʃ ʒ		h
affricate					tʃ dʒ		
nasal	m			n		ŋ	
liquid				l	r		
glide					y	w	

Places of articulation

- Bilabial sounds, which are produced when both lips are brought together, e.g. [p], [b], and [m].
- Labiodental sounds, which are produced by having the lower lip touch the upper teeth, e.g. [f] and [v].
- Interdental sounds, which are produced when the tip of the tongue comes between the upper and lower teeth, e.g. [θ] as in “think”, and [ð] as in “this”.
- Alveolar sounds, which are produced by raising the front part of the tongue to the alveolar ridge, e.g. [t], [d], [n], [s], [z], [l], and [r].
- Alveopalatal sounds, which are produced when the front part of the tongue touches the alveolar ridge and then the hard palate (that part of the mouth which is just behind the alveolar ridge), e.g. [ʃ] as in “shoe”, [ʒ] as in “vision”, [tʃ] as in “choose”, and [dʒ] as in “jam”.
- Velar sounds, which are produced by raising the back part of the tongue to the soft palate or the velum, e.g. [k], [g], and [ŋ], which is the final sound in “king”.
- Glottal sounds, which are produced at the glottis, e.g. [h] and [ʔ].
- Uvular sounds, which are produced by raising the back of the tongue to the uvula, e.g. French [ʁ] and Arabic [q].
- Pharyngeal sounds, which are produced at the pharynx, e.g. Arabic [ħ].

Manners of articulation

- Speech sounds are also differentiated by the way the airstream is affected as it travels from the lungs up and out of the mouth and nose. This is referred to as the manner of articulation for the sound.
- Stops: such sounds are produced by a complete obstruction of the airstream in the mouth, e.g. [b], [p], [t], [d], [k], and [g].
- Fricatives: such sounds are produced by a partial obstruction of the airstream, where the passage in the mouth through which the air escapes is very narrow, causing friction, e.g. [f], [v], [s], [z], [T], [D], [S], and [Z].
- Affricates: such sounds are produced by a stop closure followed immediately by a slow release of the closure characteristic of the fricative, e.g. [tS] and [dZ].
- Nasals: such sounds are produced when the air escapes through the nasal cavity rather than the mouth, e.g. [m], [n], and [N].
- Liquids: In the production of these sounds, there is some obstruction of the airstream in the mouth, but not enough to cause any real constriction or friction, e.g. [l] and [r].
- Glides: such sounds are produced with little or no obstruction of the air in the mouth, e.g. [j] and [w]. When occurring in a word, they must always be either followed or preceded by a vowel, and in their articulation the tongue moves rapidly in a gliding fashion either toward or away from a neighboring vowel.

Voicing

- Consonant sounds may be produced either with or without a vibration of vocal cords.
- If the vocal cords are apart when the airstream is pushed from the lungs, the air is not obstructed at the glottis and it passes freely into the supraglottal cavities. The sounds produced this way are characterized as voiceless, e.g. [p], [t], and [s].
- By contrast, if the vocal cords are together, the airstream forces its way through and causes them to vibrate. Such sounds are voiced sounds, e.g. [b], [d], and [z].

Aspiration

A few sounds (specifically the voiceless stops) are produced with an extra puff of air when occurring initially. Compare your pronunciation of the [p], [t], and [k] sounds in both words in each of the following pair:

- (a) pit vs. spit
- (b) tar vs. star
- (c) cool vs. school

You can easily notice that in the first word of each pair, the voiceless stop is released with a strong puff of air, which is called aspiration, whereas in the second word of each pair no such aspiration is found. The voiceless stops in the first words are therefore characterized as “aspirated” sounds, which distinguish them from the unaspirated voiceless stops that do not occur initially. In transcription, we indicate this difference in aspiration by superscripting the aspirated sound with [^h], e.g. pit [p ^h l t]; spit [s p ^h l t]

Consonant Drill

Consonant - Voiced

Ba Ba Ba Ba	Da Da Da Da
Ma Ma Ma Ma	Na Na Na Na
Va Va Va Va	Wa, Wa, Wa, Wa
Th Th Th Th	Ng, Ng, Ng, Ng
Za Za Za Za	Zsh Zsh Zsh Zsh
La La La La	Ha, Ha, Ha, Ha
Ja, Ja, Ja, Ja	Ya, Ya, Ya, Ya
Ra Ra Ra Ra	Ga, Ga, Ga, Ga

Consonant - Voiceless

Ph Ph Ph Ph	Fa Fa Fa Fa
Th Th Th Th	Ta Ta Ta Ta
Sa Sa Sa Sa	Sha Sha Sha Sha
Ch Ch Ch Ch	Ka Ka Ka Ka

Exercises

Consonant contrasts that cause difficulty

Transcribe and say the following:

1.

(a) tank: _____

(a) thank: _____

(b) debt: _____

(b) death: _____

(c) taught: _____

(c) thought: _____

2.

(a) bridge: _____

(a) buzz: _____

(b) wage: _____

(b) ways: _____

(c) change: _____

(c) chains: _____

3.

(a) ledger: _____

(a) leisure: _____

(b) legion: _____

(b) lesion: _____

4.

(a) vim: _____

(a) whim: _____

(b) verse: _____

(b) worse: _____

(c) vest: _____

(c) west: _____

5.

(a) dose: _____

(a) doze: _____

(b) peace: _____

(b) peas: _____

(c) niece: _____

(c) knees: _____

6.

(a) same: _____

(a) shame: _____

(b) sea: _____

(b) she: _____

(c) ass: _____

(c) ash: _____

Consonant Tongue Twisters Exercise

Twisters with "t" and "th"

Those toes aren't these toes.
These teas aren't those teas.
This tike ties threads together twice.
That tike ties together three threads.
Those threads the two tikes tied are tight.
Twist twice to tie tightly.
Thirty tee-shirts are tan, and thirteen tee-shirts are tie-dyed teal green.
The teal tee-shirts total thirteen, the tan tee-shirts total thirty.

Twisters with "r" and "l"

The rickety ladder rattled right and left before it crashed through the glass.
Rotten lettuce really reeks.
Loose, leafy lettuce reminds me of really pretty, green trees.
Real lemon, real lime, which would you pick every time?
Ribbons rolled, ribbons loose, hair untied, what's your excuse?
Tip and tap, rip and rap, lip and lap. Tip, rip, lip, tap, rap, lap.

Twisters with "s" and "sh"

She's so sick, and she's so sore, I wish her well forevermore.
A shout from the south woke the sleeping sherriff.
Something sure is fishy in this city.
Silver slivers shimmer softly in the sunlight.

Tongue Twisters For S T C F L

Snickety snackety snuck, trickety trackety truck, clickety clackety cluck.
Feely filly fay, freely frilly fray, reapy rippy ray, leapy lippy lay.

Learn to articulate properly. It is simple and can BE INTERESTING. Tongue twisters are excellent for sharpening enunciation. They make your lips, jaw, and tongue EXERCISE and increase your ability to articulate.

Tongue Twisters For: B, P, M, and W

These consonants demand ACTIVE LIPS! Say "Boom". Explode that "b." Bring those lips down hard, quick, and sharply for B, P, M. For the W, pucker the lips.

- **FOR B:** A big black bug bit a big black bear, made a big black bear bleed.

- **FOR P:** Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where is the peck of pickled peppers Peter Piper picked.
- **FOR M:** Military malarkey makes monstrous madmen into maligned martyrs.
- **FOR W:** If a woodchuck would chuck wood, how much wood would a woodchuck chuck, if a woodchuck would? But if a woodchuck would chuck wood, how much wood would a woodchuck chuck, if a woodchuck could and would chuck wood?

Th (thing) and TH(thou)

Touch the tip of the tongue to the rim of the upper teeth. The tongue tip should protrude ever so slightly.

- **FOR TH:** Theophilus Thistle, the thistle sifter, sifted a sieve of unsifted thistles. If Theophilus the thistle sifter sifted a sieve of unsifted thistles, where is the sieve of sifted thistles Theophilus the thistle sifter sifted?
- What dost thou think of those that go thither?

S, Z, and WH

These sounds require extremely tenuous coordination. To pronounce "S" you raise your tongue, groove it, and arch it toward the hard palate. Force the breath through the narrow fissure. The same for the "Z"—except it is vocalized. For "Sh" and "Zh" the fissure is broader. For "Wh" purse the lips as you blow the breath through the extended fissure.

- **FOR S:** Suzy Schell sells sea shells on the seashore.
- **FOR Z:** Moses supposes his toeses are roses, but Moses supposes amiss. For Moses knowses his toeses aren't roses as Moses supposes.
- **FOR WH:** What whim led Whitey White to whittle near a wharf where a whale might wheel and whirl?

T, D, N, L, and R

A lazy TONGUE will get you in trouble with these twisters. The first four of these consonants are made alike. Your tongue should snap as a whip. The tip of it should SHARPLY TOUCH the hard palate—just above the upper teeth. On the R, the entire tongue arches itself along the roof of the mouth—without touching it.

- **FOR T:** Thomas Tattertoot took taut twine to tie ten twigs to two tall trees.
- **FOR D:** Double bubble gum bubbles double. Non double bubble gum doesn't bubble double.

- **FOR N:** A snifter of snuff is enough snuff of a sniff for the snuff-sniffer.
- **FOR L:** Likeable Lillian loves lovely luminous aluminum linoleum.
- **FOR R:** Around the rugged rock the ragged rascal ran.

F and V

Both F and V are formed by biting lightly the lower inside lip. Say the word "fife." This is an example.

F is unvocalized and the breath is merely allowed to escape. But V is vocalized.

- **FOR F:** I never felt felt feel Hat like that felt felt.
- **FOR V:** Vern Verve is well versed in very wordy verb verse.

H, K, and NG

H is simply made by expiring through the mouth.

K requires the back of the tongue to touch the soft palate. The breath is then released VERY SHARPLY. G is merely the vocalized form of this sound.

When sounding Ng (sing), again arch the tongue in the same manner. But force the voice through the nasal passage.

- **FOR H:** Harry Hugh hid the heel behind the high hill. If Harry Hugh hid the heel behind the high hill, where is the heel Harry Hugh hid?
- **FOR K:** Cass Cash can catch a check cashier to cash his un-cashed check.

FOR NG: The ringing, swinging, singing singers sang winning songs.

Vowel

A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract, in contrast to consonants, which are characterized by a constriction or closure at one or more points along the vocal tract

Articulation

The articulatory features that distinguish different vowels in a language are said to determine the Vowel's quality.

Vowel System is determined in terms of common features like:

- 1) Height (vertical dimension)
- 2) Backness (horizontal dimension)
- 3) Roundedness (lip position)

Height:

Height refers to the vertical position of the tongue relative to either the roof of the mouth or the aperture of the jaw. In high vowels, such as [i] and [u], the tongue is positioned high in the mouth, whereas in low vowels, such as [a], the tongue is positioned low in the mouth.

Backness

Backness refers to the horizontal tongue position during the articulation of a vowel relative to the back of the mouth. In front vowels, such as [i], the tongue is positioned forward in the mouth, whereas in back vowels, such as [u], the tongue is positioned towards the back of the mouth.

Roundedness

Roundedness refers to whether the lips are rounded or not. In Round vowels such as [o] and [u] the lips comes together and forward to form round shape. In most languages, roundedness is a reinforcing feature of mid to high back vowels, and not distinctive. Usually the higher a back vowel, the more intense the rounding; However, some languages treat roundedness and backness separately.

A Vowel Sound

- ... is an OPEN sound, ie. it is produced by *not* blocking the breath with the lips, teeth, or tongue.
- ... is always voiced (VD), ie. the vocal cords vibrate. The word "vowel" came into English from the Latin *vocalis* meaning "voice."
- ... can form a syllable by itself: hell-o, aw-ful

	front	central	back
high	seat /i <u>y</u> /		do / <u>u</u> /
	sit /ɪ/		book /ʊ/
mid	say /e <u>y</u> /	up /ʌ/ schwa /ə/	no / <u>o</u> /
	met /ɛ/		ball /ɔ/
low	cat /æ/	my /a <u>y</u> /	now /a <u>w</u> /
		stop /a/	

Vowels

Phonetic Script

S. No	Sound	Word	Other Examples
1	ɪ:	<u>f</u> ee <u>t</u>	se <u>a</u> t , peo <u>p</u> le, we <u>e</u> , recei <u>v</u> e
2	ɪ	f <u>i</u> t	pre <u>t</u> ty , wo <u>m</u> en, mone <u>y</u>
3	e	se <u>n</u> d	de <u>a</u> d , sa <u>i</u> d, frie <u>n</u> d
4	æ	sa <u>t</u>	ha <u>n</u> d, pla <u>i</u> t
5	ɑ:	<u>a</u> sk	<u>a</u> lmond , au <u>n</u> t, hea <u>r</u> t
6	ɒ	po <u>t</u>	cou <u>g</u> h, wha <u>t</u> , beca <u>u</u> se
7	ɔ:	<u>a</u> ll	wa <u>r</u> m, broa <u>d</u> , doo <u>r</u>
8	ʊ	pu <u>t</u>	wol <u>f</u> , foo <u>t</u> , cou <u>l</u> d
9	u:	fo <u>o</u> d	gro <u>u</u> p, do <u>o</u> , blu <u>e</u>
10	ə	<u>a</u> gain	begga <u>r</u> , conce <u>r</u> t, possib <u>l</u> e

Phonetic Script



S. No	Sound	Word	Other Examples
11	ʌ	up	on <u>ion</u> , d <u>oes</u> , tr <u>ou</u> ble
12	ɜ:	ear <u>ly</u>	s <u>er</u> ve, w <u>or</u> d, j <u>our</u> ney
13	eɪ	a <u>c</u> e	a <u>im</u> , d <u>ay</u> , f <u>e</u> te
14	əʊ	o <u>ld</u>	bo <u>at</u> , to <u>e</u> , so <u>ul</u>
15	aɪ	i <u>c</u> e	i <u>s</u> le, h <u>ei</u> ght, b <u>uy</u>
16	aʊ	o <u>ut</u>	m <u>ou</u> th, t <u>ow</u> n, b <u>ow</u> (bend)
17	ɔɪ	o <u>il</u>	bo <u>y</u> , bu <u>oy</u>
18	ɪə	z <u>er</u> o	per <u>io</u> d, id <u>ea</u> , d <u>ea</u> r
19	eə	a <u>re</u> a	a <u>ir</u> port, ch <u>ai</u> r, scar <u>e</u>
20	ʊə	p <u>oo</u> r	t <u>ou</u> r, j <u>ur</u> y, fl <u>ue</u> nt

DRILLS

oo	ou	aw	aa	aye	ee	aaow	aai
oop	oup	awp	aap	ayep	eep	aaowp	aaip
oops	oups	awps	aaps	ayeps	eeps	aaowps	aaips
oosp	ousp	awsp	aasp	ayesp	eesp	aaowsp	aaisp
oosps	ousps	awsp	aasps	ayesps	eesps	aaowsp	aaisps
oopk	oupk	awpk	aapk	ayepk	eepk	aaowpk	aaipk

EH	I	OO	UH	AE	A	AW
BET	BIT	BOOK	BUT	BAT	AGAIN	BOUGHT
CHECK	CHICK	COOK	CUT	CAT	TOGETHER	CAUGHT
DESK	DID	PUSH	DOES	THAT	EVER	DOT
DEBT	FIT	FOOT	FUN	FRANK	GATHER	FROCK
FENCE	GRIT	GOOD	GUT	GALLERY	MOTHER	GOT
GET	KILL	COOK	CUD	CATCH	BROTHER	COT
KED	LIT	LOOK	LUMP	LAMP	ELDER	LOTTERY
LET	MILK	SHOULD	MUCK	MAT	SPONSOR	MOCK
MEN	KNIT	NOOK	KNUCKLE	NATURAL	TRAINER	KNOCK
NET	PIT	PUT	PUTT	PACK	TEACHER	POPCORN

LONG VOWEL SOUND

Aa	I	Uu	Er	awh
CAR	BEET	SHOE	SHIRT	HALL
BARK	QUICHE	TRUE	DIRT	LONG
DARK	DEEP	CLUE	TURN	TALL
HEART	HEAT	DROOL	FERN	BROAD
BAR	EAT	DO	CHURN	LONGER
CAR	SEAT	FOOL	BURN	ALL
CALM	DEEPER	COOL	CURT	WALLET
PALM	KEEP	FOOD	BURST	WALNET
CHARM	NEAT	RUDE	SURF	WALL

Vowel contrasts that cause difficulty

Transcribe and say the following:

1(a) buy: _____

(a) boy: _____

(b) fete: _____

(b) foil: _____

(c) tie : _____

(c) toy : _____

(d) I'll: _____

(d) oil: _____

2(a) sail : _____

(a) sell: _____

(b) fail: _____

(b) fell: _____

(c) paper: _____

(c) pepper: _____

(d) late: _____

(d) let: _____

3(a) low: _____

(a) law: _____

(b) show: _____

(b) snore: _____

(c) so : _____

(c) saw: _____

(d) coke: _____

(d) cork: _____

4(a) hurt: _____

(a) hut: _____

(b) curt: _____

(b) cut: _____

(c) shirt: _____

(c) shut: _____

(d) turn: _____

(d) fun: _____

5(a) green: _____

(a) grin: _____

(b) meals: _____

(b) mill: _____

(c) ease: _____

(c) is: _____

(d) beaten: _____

(d) bitten: _____

6(a) main: _____

(a) men: _____

(b) hail: _____

(b) hell: _____

(c) raid: _____

(c) red: _____

(d) wait: _____

(d) wet: _____

7(a) hate: _____

(a) hat: _____

(b) made: _____

(b) mad: _____

(c) rate : _____

(c) rat: _____

(d) rain: _____

(d) ran: _____

8(a) back: _____

(a) bark: _____

(b) hat: _____

(b) heart: _____

(c) pack: _____

(c) park: _____

(d) cat: _____

(d) cart: _____

9(a) pool: _____

(a) pull: _____

(b) fool: _____

(b) full: _____

(c) shooed: _____

(c) should: _____

Vowel Tongue Twister Practice:

Twisters with "i" and "ee"

Bumblebees briefly buzzed beneath the bins of beans.
Feeling ill or feeling well, Phil will hardly ever tell.
Feeling full, Phyllis didn't eat a bit of the beets.
Treena tripped on the tree root, and really ripped her raincoat.
Tins of tiny sardines filled the field.
She sells slippers, sleepers, and tiny little creepers.

Vowel sounds /ɪ/, /a/, /æ/, /ʊ/, /I/, /æ/

Betty Botter bought some butter, but she said "This butter's bitter.
"If I put it in my batter, it will make my batter bitter."
So, she bought some better butter, better than the bitter butter.
When she put it in her batter, the butter made her batter better.

Practice with vowel sounds /æ/, /a/, /aw/, /ʊ/, /æ/, /ay/,

Gnats are not now gnawing on the nuts at night.

Practice with /iy/ and /I/

The sheep on the ship slipped on the sheet of sleet.
The keen king kissed the quick queen on her green ring.

Practice with diphthongs /ay/, /ɔy/, and /aw/

/ay/ Quite nice white mice

/aw/ How now brown cow

/ɔy/ The spoiled boy foiled the coy boy's joy by purloining his toy.

Practice with /ow/

Joe told a joke he wrote on his own.

I know that's not the note that Noel wrote.

The coat from the coast cost more than most

Neutral Accent

What is Neutral Accent?

An accent is a way of pronouncing a language. It is therefore impossible to speak without an accent

Your accent results from how, where, and when you learned the language you are speaking and it gives impressions about you to other people. People do not have a single fixed accent which is determined by their experiences. We can control the way we speak, and do, both consciously and unconsciously. Most people vary their accent depending on who they are speaking with. We change our accents, often without noticing, as we have new life experiences.

Neutral Accent