

# College Academic Speech Training

## How to Use This Guide

This training will help you improve your spoken communication in academic settings through:

- Academic conversation practice
- Voice pattern training for clarity
- Word stress for proper pronunciation
- Appropriate emotional expression
- Distinguishing similar-sounding words
- Reading practice for academic contexts

## Section 1: Conversation Practice

### How to do this:

1. Read each academic scenario
2. Practice saying the response clearly and confidently
3. Try creating your own variations

### 1. Introducing yourself in class:

**Example:** Hi, I'm Alex. I'm majoring in Psychology.

*Alternative examples:*

- "Hello everyone, my name is Jamie and I'm studying Business Administration."
- "Good morning, I'm Taylor. My field is Environmental Science."

My practice: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 2. Asking about an assignment:

**Example:** When is the research paper due?

*Alternative examples:*

- "Could you clarify the requirements for the final project?"
- "What format should we use for our bibliography?"

My practice: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 3. Offering help to a classmate:

**Example:** Would you like to review the notes together?

*Alternative examples:*

- "I've created a study guide for the exam. Would you like to use it?"
- "Should we form a group to work on the presentation?"

My practice: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 4. Asking for clarification in lecture:

**Example:** Could you explain that concept again, please?

*Alternative examples:*

- "I'm not sure I understand the relationship between these two theories."
- "Would you mind elaborating on that last point?"

My practice: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 5. Ending a conversation with a professor:

**Example:** Thank you for your time, Professor. Have a good day!

*Alternative examples:*

- "I appreciate your guidance on this matter. I'll email you if I have further questions."
- "This has been very helpful. Thank you for meeting with me."

My practice: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## Section 2: Voice Practice

### How to do this:

1. Read each academic phrase aloud following the intonation pattern
2. Practice until your voice pattern matches the guide
3. Notice how the meaning changes with different patterns

### 1. "Can I schedule office hours this week?"

*(Voice rises at the end - shows this is a yes/no question)*

My voice pattern: ☐ Rising ☐ Falling ☐ Rise-Fall ☐ Fall-Rise

Tutor's tip: \_\_\_\_\_

### 2. "The midterm covers chapters one through five."

*(Voice falls at the end - shows this is a definitive statement)*

My voice pattern: ☐ Rising ☐ Falling ☐ Rise-Fall ☐ Fall-Rise

Tutor's tip: \_\_\_\_\_

### 3. "That's an excellent point!"

*(Voice rises then falls - shows enthusiasm/emphasis)*

My voice pattern: ☐ Rising ☐ Falling ☐ Rise-Fall ☐ Fall-Rise

Tutor's tip: \_\_\_\_\_

#### 4. "Would you like to join our study group?"

*(Voice rises at the end - shows this is an invitation/yes-no question)*

My voice pattern: ☐ Rising ☐ Falling ☐ Rise-Fall ☐ Fall-Rise

Tutor's tip: \_\_\_\_\_

#### 5. "The assignment is due on Friday."

*(Voice falls at the end - shows this is factual information)*

My voice pattern: ☐ Rising ☐ Falling ☐ Rise-Fall ☐ Fall-Rise

Tutor's tip: \_\_\_\_\_



### Section 3: Word Stress Practice

#### How to do this:

1. The CAPITALIZED syllable in each word receives the primary stress
2. Say the stressed syllable slightly louder and longer
3. Practice each word, then use it in an academic sentence

#### 1. a-ca-**DE**-mic

*(Stress on the 3rd syllable)*

Say it like: a-ca-  **DE**  -mic

Make a sentence: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 2. re-**SEARCH**

*(Stress on the 2nd syllable)*

Say it like: re- 🖐️ **SEARCH** 🖐️

Make a sentence: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 3. ex-**AM**-i-na-tion

*(Stress on the 2nd syllable)*

Say it like: ex- 🖐️ **AM** 🖐️ -i-na-tion

Make a sentence: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 4. **U**-ni-ver-si-ty

*(Stress on the 1st syllable)*

Say it like: 🖐️ **U** 🖐️ -ni-ver-si-ty

Make a sentence: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## 5. in-**STRUC**-tor

*(Stress on the 2nd syllable)*

Say it like: in- 🖐️ **STRUC** 🖐️ -tor

Make a sentence: \_\_\_\_\_.

Tutor's tip: \_\_\_\_\_

## Section 4: Feelings in Academic Settings

### How to do this:

1. Read each sentence with the appropriate emotional tone
2. Pay attention to speed, pitch, and emphasis
3. Practice conveying emotion while maintaining professionalism

#### 1. "I really appreciate your feedback on my essay." 🙏

*(Show gratitude - warm, sincere tone)*

I tried it! ☐ Clear expression ☐ Needs practice

Tutor's tip: \_\_\_\_\_

#### 2. "I'm concerned about understanding the material before the exam." 😟

*(Show worry - slightly faster pace, concerned tone)*

I tried it! ☐ Clear expression ☐ Needs practice

Tutor's tip: \_\_\_\_\_

#### 3. "Your presentation covered some fascinating points!" 🥳

*(Show enthusiasm - animated tone, emphasis on "fascinating")*

I tried it! ☐ Clear expression ☐ Needs practice

Tutor's tip: \_\_\_\_\_

#### 4. "I'm not sure I agree with that interpretation." 😬

*(Show polite disagreement - measured pace, thoughtful tone)*

I tried it! ☐ Clear expression ☐ Needs practice

Tutor's tip: \_\_\_\_\_

## 5. "Let's begin our group project this week." 🧑🏻💡

(Show determination - confident, decisive tone)

I tried it! ☐ Clear expression ☐ Needs practice

Tutor's tip: \_\_\_\_\_

## Section 5: Similar-Sounding Words

### How to do this:

1. Note the different meanings of each word
2. Practice pronouncing them clearly and distinctly
3. Use each in an academic sentence to reinforce the difference

### 1. course vs. coarse

*course (noun): a series of lectures or lessons* 📖

*coarse (adj): rough or harsh in texture* 🧵

Sentence 1 (course): \_\_\_\_\_

Sentence 2 (coarse): \_\_\_\_\_

Tutor's tip: \_\_\_\_\_

### 2. cite vs. site

*cite (verb): to quote or reference* 📄✍️

*site (noun): a location or place* 📍

Sentence 1 (cite): \_\_\_\_\_

Sentence 2 (site): \_\_\_\_\_

Tutor's tip: \_\_\_\_\_

### 3. write vs. right

*write (verb): to compose or record* 


*right (adj/noun): correct or direction opposite of left* ✓

Sentence 1 (write): \_\_\_\_\_

Sentence 2 (right): \_\_\_\_\_

Tutor's tip: \_\_\_\_\_

### 4. principal vs. principle

*principal (noun): head of a school or main person* 


*principle (noun): a fundamental truth or proposition* 

Sentence 1 (principal): \_\_\_\_\_

Sentence 2 (principle): \_\_\_\_\_

Tutor's tip: \_\_\_\_\_

### 5. thesis vs. theses

*thesis (noun, singular): a statement or theory put forward* 

*theses (noun, plural): multiple thesis statements* 

Sentence 1 (thesis): \_\_\_\_\_

Sentence 2 (theses): \_\_\_\_\_

Tutor's tip: \_\_\_\_\_

## Section 6: Reading Practice

### How to do this:

1. Read the paragraph aloud at a comfortable pace
2. Pay attention to clarity, stress, and phrasing



3. Pause briefly at punctuation marks
4. Reflect on what aspects were challenging

## **Academic Reading**

Yesterday I attended my first lecture at the university. The professor introduced the course syllabus and main topics. The cl