

**Accent Reduction
for Speakers of English
as a Second Language**

AccentSchool

Student Notebook

**summaries
and additional exercises**

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Preface

This student notebook is designed to supplement the interactive software content of AccentSchool (www.accent-school.com). You can print off a copy and practice when you are away from your computer. You can also use this student notebook as a reference.

Each software lesson in AccentSchool has a corresponding chapter in the student notebook. Each student notebook chapter contains several parts:

- a written summary of the points covered in the software lesson
- exercises you can print and do on your own
- exercises to do with a friend

Please keep in mind that it is not enough to just learn the content presented in the software lesson. Improving your pronunciation involves developing a series of new habits, and the only way you can do that is to practice. The exercises in this notebook will help you to do that.

Using this book should be noisy. These exercises require you to speak aloud – if you do not practice speaking you'll not improve. You may find it useful to make recordings to hear yourself and track your progress. You could use a digital recorder or a tape player for this. If you prefer, you can get free software that will allow you to record your voice on your computer and save it to a file (visit <http://audacity.sourceforge.net>).

Some of the exercises in this book were designed for you to do with a friend. The best person to help you with these exercises is a trained English teacher. However, likely many of you do not have access to a teacher. Nevertheless, you will derive benefit by doing the exercises with any English speaker. Comprehensive answers are given so that you can understand the reasons for any mistakes you may make.

Try to do a little work every day. Most people find that working a little bit everyday is more beneficial than working for a couple of hours only once a week or so. You may also find it useful to keep a set of index cards on which you write down important concepts to remember and words and phrases you need to practice. Take out your index cards and review once in a while.

If you have any questions or run into any problems, remember you can always post your question to a voice forum (www.accent-school.com/voiceforums). Good luck and have fun!

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Goals for Lesson One:

- 1-1 Meet the people behind AccentSchool
- 1-2 Take a mini tour of AccentSchool
- 1-3 Learn what causes a foreign accent and how to improve your accent



Summary of Lesson One:

I. Meet the people behind AccentSchool

You may wonder just who is behind AccentSchool.

AccentSchool is a blending of diverse talent and resources. AccentSchool is affiliated with York University of Toronto, Ontario and its research group, Laboratory for Industrial and Applied Mathematics (LIAM). AccentSchool was conceived as a research project in the area of human speech recognition – eventually, we hope to find ways to offer lessons incorporating high-quality speech recognition and error-specific feedback.

The linguist behind AccentSchool is Rebecca. She has written the material you see in hopes that knowledge of the “hows” and “whys” of speech will help you improve. AccentSchool has been written for the curious – Rebecca hopes you will take time to understand the mechanics of speech and language rather than just blindly doing mindless drills.

II. Take a mini tour of AccentSchool

Layout: AccentSchool software is laid out like an online book. There are no complex menus to navigate. Just click the forward and back buttons and you will be carried through logically laid-out lessons step by step.



Forward and Back: These buttons allow you to go forward and back through the virtual lesson “pages”.

**Yellow
Text**

Yellow guidance text: AccentSchool incorporates a variety of games, activities, and quizzes. The yellow highlighted text on your screen gives you directions or answers to questions that may arise.

Buttons: You may want to be reminded what the buttons at the upper right hand corner of your screen do.



Help and FAQs: If you don't understand how to do an activity, the explanations of a concept or the answers of an activity, click on the help button.



Forums: If the help feature didn't answer your question, you can post your question to our voice message boards. You can also leave voice recordings on specific topics and get feedback from the AccentSchool staff on how you're doing.



Notebook: The notebook (this e-book) offers you a chance to practice what you've learned in the virtual lesson. It also offers summaries and some additional explanations.



Close and Save: This button quits your virtual lesson and gives you the option to save your progress.

III. "Why do I have an accent?" "What can I do to improve?"

1. What is the best way to improve my pronunciation?

Many adults have the mistaken impression that the best way to learn a language is to learn naturally, just as a child does. However, employing a child's language learning style is not doable. Children have infinite time to try out new language. If people do not understand them, they simply try and try again until they get what they want. Adults will not acquire language as readily because they are inhibited by social and psychological constraints. Furthermore, some experts think that children are wired for language, and that, as one grows older, it becomes biologically more difficult to acquire a language naturally (because the brain loses the ability to make new connections). The good thing is that adults, unlike small children, can readily deduce and learn language rules. So any good language pronunciation course should combine naturalistic methods (listening, guessing, trying out new things, etc.) and rules (explanations of what to do with your mouth, explanations of how sounds change based on their positions, etc.). Adults can and do benefit from some explicit rule-based instruction.

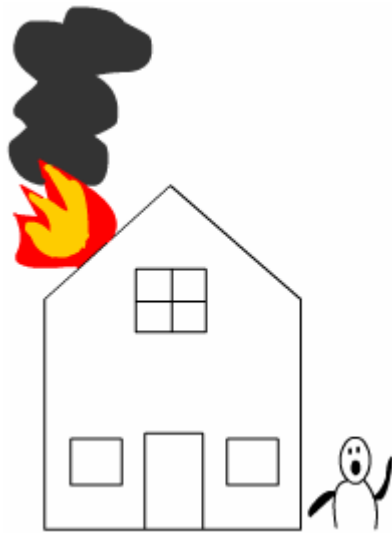
2. *Does my native language affect my accent?*

Your native language does affect your accent. Often times, adults adjust English to make it sound more like their native language. Here are some examples:

- Chinese speakers often have trouble with long words and consonant combinations because these sound set-ups do not occur in Chinese. For example, a Cantonese speaker may pronounce <clean> as <cean> to make the word “easier” to pronounce.
- German does not have the sound /w/ as in <what>, <want> and <wine>. Therefore, a German speaker may say <Vut are you doing?> and <Do you vant some vine?>.

3. *Is learning how to pronounce individual sounds the most important thing I can do to improve my accent?*

Working on individual sounds is not the most important thing you can do to improve your accent; the most important thing you can do to improve your accent is to work on your prosody. Prosody is the larger patterns of a language, like rhythm, tone/intonation, and pausing. Prosody varies from language to language, and in English, prosody is used to convey emotion. For example, look at the following situations...



“The house is on fire!”
(Run for your lives, call 911!)



“The house is on fire.”
(I am so happy; my insurance fraud scheme is going better than I planned.)



“The house is on fire...again. Yeah I know. But please don't bother me with such problems. It's 2 AM and tomorrow's a workday!”
(My neighbor is such a bother. I wish he would stop his chemistry experiments.)

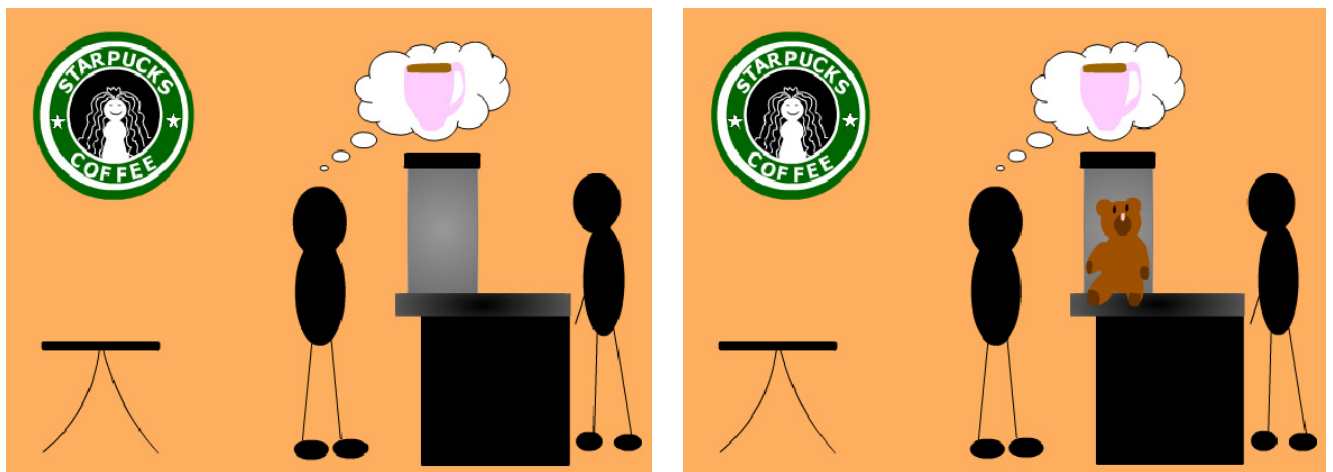
Figure 1-1: Prosody at work.

The phrase <the house is on fire> is the same in every situation, but the speed, pausing, and tone of the words is different. That's prosody at work. Prosody changes the way words are perceived. Sometimes, English as a second language speakers use prosody incorrectly, as a result, people misunderstand them. In other words, you can use correct words with incorrect prosody and miscommunication often results. For example, sometimes English as a second language speakers are perceived to be rushed or annoyed (when they are not) because the English as a second language speakers use prosody incorrectly.

Sometimes English as a second language speakers mix up sounds. Oftentimes, English as a second language speakers will substitute a sound from their own language for a more difficult English sound.

For example, some Chinese speakers have a propensity to mix up <l> and <r> sounds and they pronounce <rice> and <lice> similarly. Other Chinese have a hard time telling the difference between <fat> and <that>. Chinese does not make a distinction between <l> and <r> and <f> and <th> and that's why people have trouble.

Because learners sometimes do mix up sounds, textbooks often have learners practice sentences like <please give me the pepper> and <please give me the paper>. This sort of practice has some use in that it helps you to initially learn to distinguish between sounds. However, this sort of practice does not reflect real life very well. In everyday situations, most of the time, meaning is not affected by mispronouncing one sound. Look at the cartoon below:



Customer: One cub, please.

Server: One cub, just for you!

This is not quite what the customer had in mind!

Figure 1-2: Most of the time, one mispronounced sound will not affect meaning.

That sort of situation would probably not happen in real life. The server would not be confused even if the customer made a mistake and pronounced <cub> instead of <cup>, because, in real life, people use context to help them understand meaning. As you may have guessed by now, getting each and every sound right all the time is not that important to being understood. Nevertheless, sounds are of some importance, because if there are too many sound mistakes, even with the help of context, the meaning can be obscured.

4. *Do people generally overlook accents? Does the way I talk affect how people think about me?*

Research has shown that people tend to perceive speakers with accented speech as less skilled, but thankfully, not all people are prejudiced.

Even if people have non-biased attitudes, misunderstandings may occur that cause non-native speakers to be misjudged and misunderstood – but not necessarily deliberately discriminated against. As was just mentioned, sometimes non-native speakers can be misunderstood because of their use of prosody. One particular aspect of non-native speaker's prosody that causes misunderstandings is intonation (tone). An example of misunderstanding caused by tone is the US-Soviet diplomatic talks during the Cold War. Linguists speculate that tone differences in the Russian and English languages contributed to tensions between the two countries (though, of course, there were many larger social, political, economical, and historical reasons for hostilities). Russians (or their interpreters) spoke English with a Russian accent that included Russian style sentence tones applied to English sentences. Russian style sentence tones sound hostile and angry to English speakers. This certainly did nothing for negotiations and talks, and more generally, contributed (along with propaganda and the history of the time) in a small way to the West's impression of all average Soviet people as inherently hostile.

My anecdotal experience backs up the aforementioned account. I used to work for a head-hunting company that placed Russian speaking engineers in US positions. Occasionally, English speaking potential employers would become very agitated when speaking to our Russian job seekers on the telephone. We had a few instances where the English speaking would-be employers hung up on Russian job seekers because the English speaking employers felt that the Russian-speakers were bored and inattentive. Presuming that the Russian speaking job seekers' ethnicity was evident from the names on their resumes, the English speaking employers were not very biased against Russian-speakers – after all, the potential employers did take the initiative to call in the first place. Most likely, the problem was not one of prejudice, but rather linguistic miscommunication. Needless to say, one of the major responsibilities of my job was to help Russian-speakers use tone properly when speaking on the telephone.

5. *So, can I get rid of my accent completely?*

Many accent reduction programs promise that they will help you to get rid of your accent. For most people, losing their accent completely is an unreasonable goal. Many studies have shown that people who began to use a language after puberty (typically defined as 12-13 years old) almost always will have an accent. The reasons for this could be either biological or psychological (or a combination). Researchers who think that the reason is biological explain that the brain makes new connections less readily as we age. Researchers who think that the reason is psychological explain that as people grow older they become more inhibited and will not readily go through the process of trial and error to learn to make new sounds.

The good news is that it is entirely possible to improve your accent enough to prevent most miscommunications that from occur because of your speech.

6. *How soon can I expect to see results from this course? Will it take just a few hours for me to improve my accent?*

Most people can see a noticeable difference in their speech after six months or so of practice (try to practice a little everyday). Unfortunately, changing your accent takes a lot of work – there is no “magic bullet” (instant cure) for accents. Improving your accent involves not only learning rules about speech, but also practicing these rules until they become automatic. This should not discourage you as this cycle of learning and practicing is common to many pursuits: art, music, sports, and dance for example. In short, improvement in most any pursuit takes a lot of practice and requires the formation of habits and physical abilities, and accent reduction is no exception.

You should be very skeptical of any course that promises almost instant improvement in your speech. Most often, these are scams.

7. *How much do ESL (English as a Second Language) teachers know about pronunciation?*

Most English teachers know very little about accent and pronunciation. Although this is starting to change, most teacher training focuses around grammar and writing; very little attention is given specifically to pronunciation.

In many countries, some English teachers do not have very good oral English themselves, so their students do not acquire very good pronunciation.

If you are looking for a professional to help you with your accent, you should look for some one with a background in speech pathology, linguistics and/or phonetics and phonology as well as ESL.

8. *What about speech recognition? Could I use it to improve my accent?*

Reliable speech recognition for second language learning software is something that still has not been developed by any company with which I am familiar. I have seen a few attempts at using speech recognition, but they all function rather unreliably. AccentSchool is working to research and implement quality speech recognition within their programs.

9. *Will improving my pronunciation have additional benefits?*

Most people do find that improving pronunciation helps improve comprehension ability. Part of pronunciation training involves learning to distinguish different sounds, which can help you hear words and phrases more clearly. Another part of pronunciation training is

learning to distinguish tones, and this can help you understand the mood of what is being said.



Exercises to do on your own

1-1

If you have a tutor/teacher you need to make sure that s/he understands what you need to learn from this course. Take a minute and fill out the chart by writing a list of tasks that you need to do when speaking English. Then, next time you meet, discuss the chart with your tutor/teacher. To get the most out of the exercise, ask your teacher /tutor to correct your grammar, vocabulary and/or pronunciation.

Location/Situation	Type of communication
EXAMPLE: At work (I am a programmer)	-I need to talk to co-workers in informal meetings about software development -I need to talk on the phone with clients sometimes. I hate talking on the phone!
EXAMPLE: At my daughter's school	-I need to attend parent-teacher conferences. -I need to talk to other parents about birthday parties and other events my daughter wants to attend.

Help ...my teacher has no clue

You or your company may have engaged a tutor or instructor to help with your English. Both you and your tutor need to have clear plans for each session in order to make the most out of your time together. Hopefully, your instructor comes well prepared to do purposeful activities to help you better your oral English and pronunciation. However, this is not always the case. Surprisingly, many companies are apt to engage an untrained instructor who is a native English speaker but has no training in teaching English. Simply speaking English does not automatically make you competent to teach it. After all, we do not assume that someone can become an elementary school teacher just because he or she can read and do basic math.

That said, having an untrained English teacher is still much better than having no one. At least you have an opportunity to practice speaking; you have a captive audience. Still, you need to find something to talk about. You might not have that much in common with your teacher. Here are some tips/suggestions that you may want to talk over with your teacher:

- Have one, achievable, goal for your lesson. Do you have trouble with a certain sound? Do you constantly forget about articles (“the” and “a”)? Do you have a habit of speaking too fast? Set one achievable goal like “pronounce all “th” sounds correctly”. Write it down. Have a conversation and ask your tutor to stop you and correct only the mistake you have chosen. This will help your accuracy without giving you too much to remember at once.
- Make mini presentations. Talk about your job, your family, your education, etc. Ask your teacher to make a list of five major mistakes. At home, practice the presentation again, trying to correct the mistakes. When you meet with your tutor, try to give the presentation again. Did you make improvements?
- Bring coffee table books (books with nice pictures) or magazines about a subject you know or like (maybe a hobby). Show the book to your tutor, and tell him or her about the pictures. Most people find talking about their hobbies enjoyable, and are eager to learn new words that pertain to their interests. And you never know when these words can come in handy!
- Bring photo albums of vacations, family members etc. Show and share them. This helps simulate small talk (people often talk about family, vacations, etc. in informal situations). This sort of small talk practice is invaluable for social and business mingling situations.
- Find ESL conversation questions on the web. Google “ESL conversation questions”. Also, try Googling “ESL activities” and similar words. You will surely find something interesting to talk about in your lessons..
- Role play situations you find difficult. Do you find it hard to talk on the phone? Simulate a phone conversation with your teacher. Write down new key phrases and practice them.
- Do the exercises in this book with your tutor. They are designed to be easy to understand, and detailed answers are provided.



Goals for Lesson Two:

- 2-1 Find out what the phonetic alphabet is and why it's useful
- 2-2 Gain familiarity with the phonetic alphabet symbols
- 2-3 Understand the concept of neighboring sounds.



Summary of Lesson Two:

I. Find out what the phonetic alphabet is and why it's useful

What is the phonetic alphabet?

Phonetic transcription is a system in which one symbol is used to represent one sound. English writing does not usually consistently use one symbol (or letter) to represent one sound. For example:

English as a <u>f</u> oreign language	'ɪŋɡlɪʃ æz ə 'fɔərɪn 'lɛŋɡwɪdʒ
<u>P</u> honetic transcription	fə'netɪk træn'skrɪpʃən
Turn <u>o</u> ff the lights	tɜ:n əf ðə laɪts
<u>T</u> ough to master	təʊ tə 'mæstə
I'd like <u>h</u> alf and <u>h</u> alf ¹ in my coffee	ɪəd laɪk hæf ən hæf ɪn maɪ 'kafi

As you can see, English uses various letters to represent the same <f> sound. Phonetic transcription, however, uses the same symbol for the same sound.

When we talk about English spelling, each unit is called a letter. When we talk about phonetic transcription, each unit is called a symbol. Phonetic transcription is written using slashes, like this:

/aɪ wʌnt ə veɪ'keɪʃən/

When we use English spelling to talk about words, words are written like this to avoid confusion (so we know that we are not using transcription):

<I want a vacation>

¹ Half and half is a cream commonly used for coffee. It consists of one part milk and one part heavy cream.

Why is phonetic transcription useful?

Phonetic transcription is useful because English spelling does a poor job of showing how words are pronounced.

II. Gain familiarity with the phonetic alphabet symbols.

Below are charts of the transcription used in this program.

Consonant symbols that look like and sound like an English letter

Symbol	Sound	Examples
/b/	<u>b</u> ut, we <u>b</u>	/bət/, /wɛb/
/d/	<u>d</u> o, <u>o</u> dd	/du/, /ad/
/f/	<u>f</u> ool, en <u>o</u> ugh, lea <u>f</u>	/ful/, /ənəf/
/g/	g <u>o</u> , g <u>e</u> t, b <u>e</u> g	/go/, /gɛt/, /bɛg/
/h/	<u>h</u> am, <u>w</u> ho	/hæm/, /hu/
/k/	<u>c</u> at, <u>k</u> ill, <u>q</u> ueen, <u>t</u> hick	/kæt/, /kɪl/, /kwɪn/, /θɪk/
/l/	<u>l</u> eft, <u>l</u> ove	/lɛft/, /ləv/
/m/	<u>m</u> ean, <u>m</u> om	/min/, /mam/
/n/	<u>n</u> o, <u>t</u> in	/no/, /tɪn/
/p/	<u>p</u> en, t <u>i</u> p	/pɛn/, /tɪp/
/r/	<u>r</u> un, v <u>e</u> ry	/rən/, /vɛri/
/s/	<u>s</u> ee, <u>c</u> ity, p <u>a</u> ss	/si/, /sɪti/, /pæs/
/t/	<u>t</u> wo, b <u>e</u> t	/tu/, /bɛt/
/v/	<u>v</u> oice, h <u>a</u> ve	/vɔɪs/, /hæv/
/w/	<u>w</u> e, <u>w</u> on	/wi/, /wɒn/
/z/	<u>z</u> oo, r <u>o</u> se	/zu/, /roz/

Consonant symbols that do not look like an English letter (or look like an English letter but do not sound like the English letter)

Symbol	Sound	Examples
/tʃ/	<u>ch</u> air, n <u>at</u> ure, t <u>ea</u> ch	/tʃɛər/, /nɛtʃər/, /titʃ/
/dʒ/	<u>g</u> in, <u>j</u> oy, <u>e</u> dge	/dʒɪn/, /dʒɔɪ/,
/ŋ/	s <u>ing</u> er, r <u>ing</u>	/sɪŋər/, /rɪŋ/
/ʃ/	<u>sh</u> e, <u>s</u> ure, w <u>ish</u>	/ʃi/, /ʃjʊr/, /wɪʃ/
/θ/	<u>th</u> ing, b <u>ath</u>	/θɪŋ/, /bæθ/
/ð/	<u>th</u> is, br <u>ea</u> the	/ðɪs/, /brɪð/
/j/	<u>y</u> es, <u>y</u> ou	/jɛs/, /ju/
/ʒ/	occ <u>a</u> sion, equ <u>a</u> tion	/əkeɪʒən/, /ɪkweɪʒən/

Vowel symbols that represent sounds that are easier (on average) for most ESL speakers

Symbol	Sound	Examples
/i/	meet, <u>b</u> aby	/mit/, /bebi/
/u/	<u>s</u> oon, thro <u>u</u> gh	/sun/, /θru/
/e/	<u>m</u> ake, <u>w</u> ait	/mek/, /wet/
/o/	<u>k</u> now, <u>w</u> rote	/no/, /rot/
/a/	<u>l</u> aw, <u>f</u> ather	/la/, /fɑðər/
/aɪ/	<u>I</u> , <u>n</u> ight	/aɪ/, /naɪt/
/ɔɪ/	<u>t</u> oy, <u>b</u> oy	/tɔɪ/, /bɔɪ/
/aʊ/	<u>c</u> ow, <u>h</u> ouse	/caʊ/, /haʊs/

Vowel symbols that represent sounds that are a bit harder (on average) for most ESL speakers to pronounce

Symbol	Sound	Examples
/ɪ/	<u>c</u> ity, <u>p</u> ig	/cɪti/, /pɪg/
/ʊ/	<u>put</u> , <u>cou</u> ld	/pʊt/, /kʊd/
/ɛ/	<u>b</u> etter, <u>inst</u> ead	/betər/, /ɪnstəd/
/æ/	<u>th</u> at, <u>h</u> ad	/ðæt/, /hæd/
/ə/	<u>fun</u> , <u>done</u>	/fən/, /dən/
/ju/	<u>y</u> ou, <u>r</u> eview	/ju/, /rɪvju/
/ɛr/	<u>her</u> , <u>b</u> etter	/hər/, /betər/

Diphthongs with /r/²

Symbol	Sound	Examples
/iər/	<u>ear</u> , <u>we</u> ird, <u>f</u> ear	/iər/, /wiərd/, /fiər/
/eər/	<u>h</u> air, <u>sc</u> are, <u>w</u> ear	/heər/, /skeər/, /weər/
/aər/	<u>part</u> , <u>car</u> , <u>far</u>	/paərt/, /kaərt/, /faər/
/ɔər/	<u>b</u> ored, <u>co</u> urse, <u>or</u>	/bɔərd/, /kɔərs/, /ɔər/
/ʊər/	<u>po</u> or, <u>s</u> ure	/pʊər/, /ʃʊər/
/aɪər/	<u>w</u> ired, <u>d</u> esire	/waɪərd/, /desaɪər/
/aʊər/	<u>po</u> wer, <u>s</u> our, <u>sh</u> ower	/paʊər/, /sauər/, /ʃaʊər/

Learning the symbols will help you greatly with this program. However, you do not need to try to memorize them all at once – try to do the exercises provided and focus mainly on the symbols that do not look or sound like English letters. This introductory lesson does not focus on the symbols for vowels, as most people have a particularly hard time understanding the difference between vowel sounds. Hence, it makes more sense to train

² These diphthongs are not covered as part of the basic introduction in the software. The chart is put here for the sake of completeness. These diphthongs will be referred to later in the program.

the ears to hear the difference between vowels first, and then later work on vowel symbols.

2-1



Exercises to do on your own

The following word lists are in two groups, words written with symbols that are similar to English letters and words written with symbols that are not similar to English letters. Read the lists aloud.

1. *Words with symbols similar to English letters:*

/steplər/, /pəpərklɪp/, /fɒn/, /mænɪtər/, /prɪntər/, /bʊk/, /pɪnsəl/, /pɛn/, /dɛsk/, /skænər/, /ɪmɛl/, /haɪlaɪtər/, /sɪzərz/

2. *Words with symbols dissimilar to English letters:*

a. /kəmpjʊtər/, /ʃpɛdər/, /kjuːbɪkəl/

b. /ðə kowərkərz draɪv mɪ tə ðə ɛdʒ əv maɪ sænɪti/

c. /aɪ kænt wet fɔər ðe wɪkɛnd/

2-2

There are only seven consonant symbols that don't look like an English letter or do not sound like the English letter. They are:

Symbol	Sound	Examples
/tʃ/	<u>ch</u> air, nat <u>ur</u> e, t <u>ea</u> ch	/tʃɛər/, /nɛtʃər/, /tɪtʃ/
/dʒ/	g <u>in</u> , j <u>oy</u> , <u>ed</u> ge	/dʒɪn/, /dʒɔɪ/,
/ŋ/	s <u>ing</u> er, r <u>ing</u>	/sɪŋər/, /rɪŋ/
/ʃ/	<u>sh</u> e, s <u>ur</u> e, w <u>ish</u>	/ʃi/, /ʃjʊr/, /wɪʃ/
/θ/	<u>th</u> ing, b <u>ath</u>	/θɪŋ/, /bæθ/
/ð/	<u>th</u> is, br <u>ea</u> the	/ðɪs/, /brɪð/
/j/	y <u>es</u> , y <u>ou</u>	/jɛs/, /ju/

These are the ones you'll need to memorize. Write each of the seven symbols on a note card. On the same side of the note card, write some transcriptions of some example words. You can use the example words provided, pick words from the transcriptions in the electronic lesson or make up/look up (in a dictionary) your own words. On the back of the cards, write out each of your example words in normal English spelling. Practice reading your example transcriptions aloud and use the back of the card to check your work.

See the example below:

EXAMPLE:

<i>front</i>	<i>back</i>
/tʃ/	chair
/tʃɛər/	nature
/netʃər/	teach
/titʃ/	chairperson
/tʃɛərpɜːnsən/	IM chat
/aɪ ɪm tʃæt/	

A word about rhymes, poetry and pronunciation

What do you propose?

Using rhymes, instead of prose?

Tell me, oh please do!

What good do you think poems do?

Spotting rhyming words in real life is a useful skill. It helps you make generalizations about pronunciation. That is, many people try to improve their pronunciation one word at a time, and this is inefficient.

For example, some students have problems pronouncing the <ould> sound in the word <would>. Thus, they may practice it and ask their teacher for some tips in making this sound. Once <would> is mastered, the same skills people learn could be applied to similar words, like <could> and <should>. Even though it may seem obvious, people most often fail to do this, and later, they may struggle with the <could> and <should>, without realizing that they already have acquired skills that may help them tackle these words. When you learn how to pronounce a new word, always stop and think of (and practice) other often-used words that have similar sounds.

2-3

The activity below reminds you that rhyming words are not always spelled alike. It also helps you practice your transcription.

Read the poem and answer the questions below. To answer the questions, you will need to know that every other line in A.A. Milne's poem rhymes³. That is, the last words in lines 1 and 2 have the same last sounds; the last words in lines 3 and 4 have the same last sounds and so on.

³ They rhyme depending on your English dialect.

If I were king (A.A. Milne)

I often wish I were a King,
And then I could do anything.

If only I were King of Spain,
I'd take my hat off in the rain.

If only I were King of France,
I wouldn't brush my hair for aunts.

I think, if I were King of Greece,
I'd push things of the mantelpiece.

If I were King of Norway⁴,
I'd ask an elephant to stay.

If I were King of Babylon,
I'd leave my button gloves undone.

If I were King of Timbuktu⁵,
I'd think of lovely things to do.

If I were King of anything,
I'd tell the soldiers, "I'm the King!"

1. <King> is transcribed /kɪŋ/. <Anything> is transcribed /ɛniθ_____.
2. <Spain> is transcribed /spen/. <Rain> is transcribed _____.
3. <France> is transcribed /fræns/. <Aunts> is transcribed _____.
4. The <e> sound in Grece is transcribed as /i/. <Mantelpiece> is transcribed as /mæntəl_____.
5. The fill in the blanks:

/aɪ əfən wɪʃ aɪ wər _____
ænd ðɪn aɪ _____

/ɪf ɒnli _____
aɪd _____

⁴ Milne's original spelling was <Noroway>.

⁵ Milne's original spelling was <Timbuctoo>.

2-4

As you learn more about sounds and the phonetic alphabet, you'll be able to use the phonetic alphabet to make notes about your own pronunciation. Let's try to see how that would work.

When making notes about a pronunciation mistake, first, write down the correct way. Then, draw an arrow and note the real way it was pronounced. For example:

EXAMPLE:

Your Portuguese classmate, Cristina, said that she <wants to leash an apartment>. You know that she said <leash> /liʃ/, but she must have meant <lease> /lis/. So you should write:

/lis/ → /liʃ/

What notes should be written about the following pronunciation mistakes?

1. Bihn is from Vietnam. She told you that <I pa the school on the way home>. You know that she meant <pass>. When Bihn learns of her mistake, what will she write?

/pæs/ → _____.

2. Chin, who is Korean, says <that's light>, but he means <that's right>. He also says <I like flied chicken>, but he means <fried>. What notes should Chin makes when his teacher helps him see his mistake?

/raɪt/ → /laɪt/ and

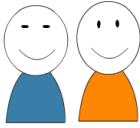
/fraɪd/ → _____.

3. Kaede, a Japanese student, likes ice cream, but worries about her weight. She says <I don't eat ice cream berry often> /aɪ dɒnt ɪt aɪs kɪm bəri afən/. She should have said <I don't eat ice cream very often> /aɪ dɒnt ɪt aɪs kɪm vəri afən/. What notes should be made?

_____ → _____

4. Dr. Wietz is looking for a stroke patient who he is currently seeing in the hospital. He asks, Zola, (a nurse from Italy) <Do you know where my patient, Mr. Peters, is? Zola says that <He is in the all walking with the physical therapist>. She should have said /hal/. What mistake did Zola make?

_____ → _____



Exercises to do with a friend

2-5

Keeping a log of your own pronunciation mistakes can help you see patterns and make corrections. You may wish to buy a small notebook for this purpose.

Circle one sentence (either a or b) from each pair. Don't show your friend your paper. As your friend listens, read your circled selection aloud. Your friend should then say whether he heard a or b. Make note of the pairs in which your friend didn't understand you (put an "x" by them). Then make a note of your mistake in notebook. Keep your note book handy to write down corrections you receive and problems your encounter. As you get more entries, try to notice patterns to your mistakes.

EXAMPLE:

You see:

a. Did Mark go to jail?
/did mark go tu dʒel/

b. Did Mark go to Yale?
/did mark go to jel/

Your circle either a or b. Let's say you chose a.

You try to say:

a. Did Mark go to jail?

Your friend says that he hears you say:

b. Did Mark go to Yale?

You mark:

~~a. Did Mark go to jail?
/did mark go tu dʒel/~~

You then make a note in your notebook:

/dʒel/ → /jel/

1.
a. He's the tense child.
/hiz ðe tens tʃaɪld/
b. He's the tenth child.
/hiz ðe tenθ tʃaɪld/

2.
a. The general said to send thanks.
/ðe dʒenərəl sed tu sɪnd θeŋks/.

- b. The general said to send tanks.
/ðe dʒenərəl sed tu sɪnd teŋks/.

3.
a. Those leakages are problems.
/ðoz likiɪdʒɪz ar prɒbləmz/

- b. Those Lee kids are problems!
/ðoz li kiɪdz ar prɒbləmz/

4.
a. The police chief said to get that drunk out of the street.
/ðe polis tʃif sed tu get ðæt drʌŋk aʊt əv ðə stri:t/

- b. The police chief said to get that trunk out of the street.
/ðe polis tʃif sed tu get ðæt trʌŋk aʊt əv ðə stri:t/

5.
a. When I taught school, I had large classes.
/wen aɪ tɑ:t skul, aɪ hæd lɑ:dʒ klæsɪz/

- b. When I taught school, I had large glasses.
/wen aɪ tɑ:t skul, aɪ hæd lɑ:dʒ glæsɪz /

6.
a. Professor Johnston ran many laps.
/prɒfəsə r dʒɒnstən ræən meni læps/

- b. Professor Johnston ran many labs.
/prɒfəsə r dʒɒnstən ræən meni læbz/





Goals for Lesson Three:

- 3-1 Understand sounds and their components
- 3-2 Learn about the component "place"
- 3-3 Learn about the component "voicing"
- 3-4 Learn about the component "manner"
- 3-5 Learn about VisiSound™
- 3-6 Use VisiSound™ to correct speech
- 3-7 Make plans for future studies



Summary of Lesson Three:

I. Understand Sounds and their Components

To most people, the concept of sounds can be confusing. Most people do not know precisely what one sound is and how each sound is made. It can be helpful to think of sounds in terms of their components.

Each sound has three components: place, manner, and voicing.

What is place?

Each sound involves airflow being redirected. The place component is exactly where in the mouth the stopping or redirecting of air happens. For example, if you make the sound /p/ as in <pet, purchase, and person> you can feel the air being stopped and redirected with the lips. If you say the /s/ sound as in <someone, sales, and stop> you can feel that the airflow is redirected inside of the mouth, not at the lips. Hence, we could say that /p/ and /s/ have different places.

What is manner?

Manner describes the type of airflow used for a given sound. Is the airflow continuous? Does the airflow have a lot of friction/turbulence? Does the airflow stop suddenly? Is the airflow smooth? When we talk about the manner of a sound, we answer these questions.

Try making the /s/ sound again. Now try to say it for a while /sssss/. You can say /sssss/ for a long time, right? Now try the /p/ sound. Now try to say it for a while /ppppp/. What? You couldn't do it? That's not surprising! /s/ and /p/ have different air flows, or

manners. /s/'s airflow/manner is continuous. You can say /s/ until you run out of breath. /p/'s manner is what we call a stop. The air is built up behind the lips, and then suddenly released. Once it's released, that's it. You can't make /p/ be any longer or shorter; /p/'s manner is different than that of /s/.

What is voicing?

Voicing is a fancy word for vibration – vibration of the vocal cords, that is. One way to feel voicing is to cover your ears and say /iiii/ as in <me>. Try it - say /miiii/. Can you feel the vibration? Now try to say /sssss/. You shouldn't feel any vibration.

The vibration you felt was voicing. Sounds with vibration – like /i/ - are called voiced. Sounds without vibration - like /s/ - are called voiceless.

II. Learn about the Component Place

There are various places in the mouth where you can stop or redirect air. We will be using a few terms to describe these places. Here is a picture illustrating some of the terms we will be using.

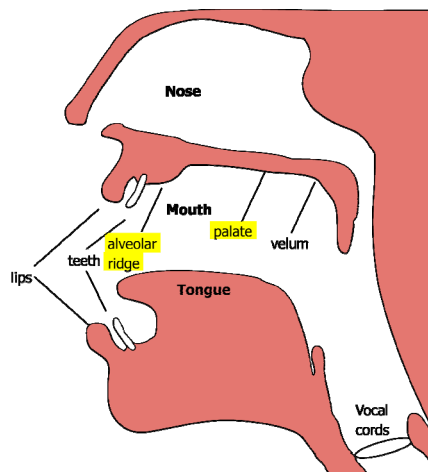


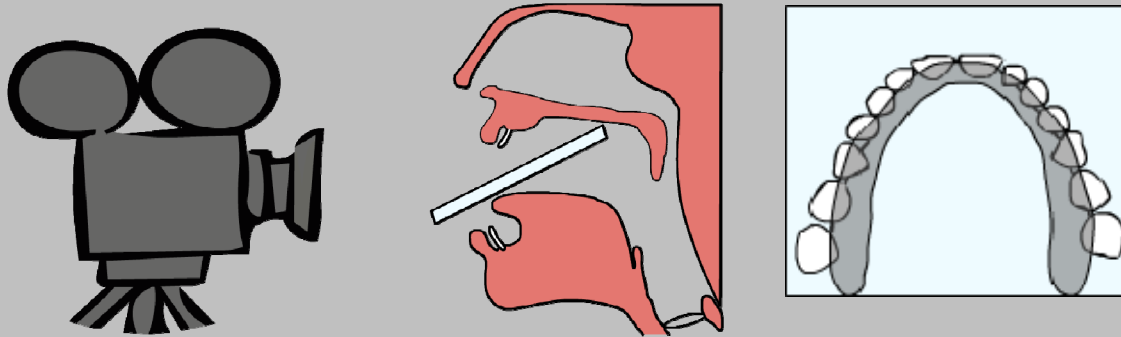
Figure 3-1: Side view of an open mouth; illustration of the terms that will be used.

The places we will most often be making reference to are the alveolar ridge and the palate – note their locations! We'll talk about the lips, teeth and tongue too, but you already know where those are. When talking about the component place, we will avoid using the above drawing as most people have a hard time relating the drawing to what actually happens inside their mouths. For the most part, we will show pictures of the lips for sounds that happen in the front of their mouth, and pictures of the palate (roof of your mouth; top of your mouth) for sounds that happen further back in the mouth.

When talking about place, it will be helpful for you to understand what palatograms are. A palatogram is picture showing where your tongue touches your palate; the shaded areas in a palatogram show where your tongue touches your palate and your teeth when you pronounce a given sound.

More on palatograms

One way to make a palatogram is to apply charcoal and/or cocoa mixed with oil to the speaker's tongue. The speaker is then asked to pronounce a sound. When the sound is pronounced, (if the tongue touches the palate), an impression is made on the speaker's palate showing how the sound was produced. This impression can then be documented using a mirror and a camera.



The diagram above shows the making of a palatogram. The resulting image reflected in a mirror is shown on the right; the speaker said /t/ as in <to>.

Figure 3-2: TABLE SUMMARIZING POSITIONS OF CONSONANTS

Both Lips:

/p/ and /b/, and /m/



Both Lips (stop)

Sounds made at both lips include /p/ as in <please>, /b/ as in <back>. If you say these sounds with a mirror, you can see that the lips stay closed to do their work of blocking/redirecting the air. The difference between /p/ and /b/ is voicing, /p/ is voiceless, and /b/ is voiced. /m/ is in the same place as /p/ and /b/. But with /m/, air is directed through the nose, not the mouth.

/w/



Both Lips (rounded)

Like /p/ and /b/ and /m/, /w/ is made at both lips. Only /w/ is made by rounding the lips and letting the air come out smoothly. /w/ is closely “related” to /u/ (as in <you>). If you say /u/ quickly (round you lips tightly and then rapidly release), you will produce a /w/ as in <why, what, where, when>.

Lips and Teeth

/f/ and /v/:



Lips and Teeth

/f/ as in <fun> and /v/ as in <very> are the sounds made with the top teeth touching the bottom lip. A lot of people don’t do this quite right. Get out a mirror, and try to say <fun> and <very> with your teeth touching your lips (see the picture). Voicing is what makes these sounds different, /f/ is voiced, and /v/ isn’t.

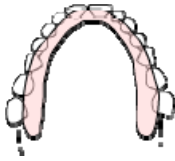
Between Teeth



Between Teeth

To say /θ/ and /ð/, you have to stick your tongue out between your teeth. This is quite a surprise to a lot of people. Give it a try yourself. Get a mirror and try <think> /θɪŋk/ and <the> /ðe/ and make sure you can see your tongue touching your top teeth. Voicing is what distinguishes these two sounds; /θ/ is voiceless while /ð/ is voiced.

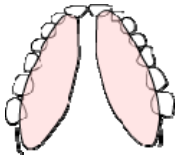
Alveolar Ridge



**Palatogram for /t/, /d/
and /n/**

/t/, /d/, /n/

For /t/, /d/, /n/ the tongue tip reaches up and touches the bumpy place behind the teeth (called the alveolar ridge). The rest of the tongue naturally touches just on the sides of the palate and teeth. /t/ and /d/ are almost alike, but /t/ is voiceless, and /d/ is voiced. For /n/, the air is directed through the nose.



**Palatogram for /s/ and
/z/**

/s/, /z/

For /s/ and /z/ a sort of tunnel is made by touching each the sides of the palate. This forces airflow onto the alveolar ridge. The difference between /s/ and /z/ is voicing; /s/ is voiceless, and /z/ is not.



Palatogram for /r/

/r/

For /r/ the tongue tip points up towards the alveolar ridge but does not touch it. The lips are rounded. /r/ is one of the commonly most mispronounced sounds. To say /r/, say /aaaaa/ (like you say when the doctor checks your throat) and round your lips.

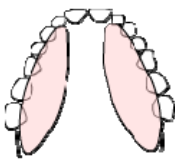


Palatogram for /l/

/l/

Some Asians have difficulty distinguishing /l/ and /r/. As you can see from the palatograms, the difference is tongue position. For, /r/, round your lips and do NOT touch the tip of your tongue to your palate. For /l/, relax your lips, and touch your tongue tip to the alveolar ridge.

Behind the Alveolar Ridge



**Palatogram for /ʃ/ and
/ʒ/**

/ʃ/ and /ʒ/

For /ʃ/ (as in <she, sure>), the tongue is further back than for /s/ (as in <see, so>). To say, /ʃ/, say /s/ and round your lips. This will automatically move your tongue back into position. The difference between /ʃ/ and /ʒ/ is voicing, /ʃ/ is voiceless whereas, /ʒ/ is not. /ʒ/ is to /z/ what /ʃ/ is to /s/; that is, to say /ʒ/, say /z/ and round your lips.

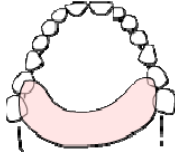


Palatogram for /tʃ/ and /dʒ/

/tʃ/ and /dʒ/

You can think of /tʃ/ as in <church and chase> and /dʒ/ (as in <jump and join>) as combination sounds: /t/ + /ʃ/ = /tʃ/ and /d/ + /ʒ/ = /dʒ/. First begin with /t/ or /d/ then release the air and round your lips to make /ʃ/ or /ʒ/.

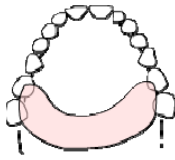
Velum



Palatogram for /k/ and /g/

/k/ and /g/

The only difference between /k/ and /g/ is voicing. /k/ is not voiced, and /g/ is voiced. Both /k/ and /g/ are made with the back of the tongue briefly stopping air at the back of the palate.



Palatogram for /ŋ/

/ŋ/

/ŋ/ is made in the same place as /k/ and /g/, but it has a different manner. /ŋ/ is made with the tongue contacting the back of the palate as air is directed through the nose.

Glottis

/h/

Varies

/h/ is a relaxed puff of air from your throat. The shape of your mouth and lips will vary with /h/ because as you say /h/ your mouth and tongue will be getting ready for the next sound.

III. Learn about the Component Voicing


Voicing, as mentioned above, is vibration of the vocal chords. Most people find it is easiest to feel this vibration by covering their ears with their hands. If you say <meeeeee> while covering your ears, you will hear/feel buzzing. If you say /sssss/, you will not hear/feel any buzzing. This is because the /i/ sound in <me> is voiced, but /s/ is not voiced.

In English, all vowel sounds (i.e. sounds represented by the letters <a, e, i, o, u, and y>) are voiced. Some consonant sounds are voiced, and others aren't. In fact, for the pairs /p/ and /b/; /f/ and /v/; /θ/ and /ð/; /t/ and /d/; /s/ and /z/; /ʃ/ and /ʒ/; /tʃ/ and /dʒ/; and /k/ and /g/, voicing is the one thing that distinguishes sounds in each pair.

Here is a table showing the voicing of English consonants:

voiceless	/p/	/t/	/k/	/f/	/θ/	/s/	/ʃ/	/tʃ/							/h/
voiced	/b/	/d/	/g/	/v/	/ð/	/z/	/ʒ/	/dʒ/	/r/	/l/	/m/	/n/	/ŋ/		

Figure 3-3: Table of voiced and voiceless English consonant sounds



Another way to feel voicing

Try the same /iiii/ and /ssss/ exercise by while placing your hand on your throat. When you say /iiii/ you will feel vibration/voicing, and when you /ssss/ you won't feel voicing.

IV. Learn about the Component Manner

So far we've learned about place and voicing – the location and vibration of sounds. The last item is manner or the way the airflow is let out of the mouth.

Here are the five different types of manner.






Type of Manner	Symbol	Sounds
Stop: airflow is suddenly stopped		/p, b, t, d, k, g/
Nasal: airflow goes through the nose		/m, n, ŋ/
Fricative: airflow is released with lots of friction		/f, v, θ, ð, s, z, ʃ, ʒ, h/
Affricate: first a stop, then a fricative		/tʃ, dʒ/
Approximant: smooth, almost uninhibited airflow		/r, l, j/

Figure 3-4: Table of manner of English consonant sounds

V. Learn about VisiSound™

VisiSound™ is a way to visually identify all three important sound characteristics at a glance. You may forget what the terms are for the sound characteristics, but the pictures VisiSound™ uses will help remind you what to do with your mouth.

Here is how VisiSound™ works: when we talk about a sound in depth, we will always show you the VisiSound™ symbols. The symbols represent the place, voicing and manner of each sound.

For example, if we were talking about /θ/ as in <think>, we would show the following symbols:



Figure 3-5: VisiSound™ symbol for /θ/

From the pictures, you would be reminded to put your tongue between your teeth (place), to pronounce the sound without vibration (voiceless) and to allow a consonant friction making stream of air to pass through your mouth/teeth (manner).

Here's another example: If we were talking about /r/, we would show:

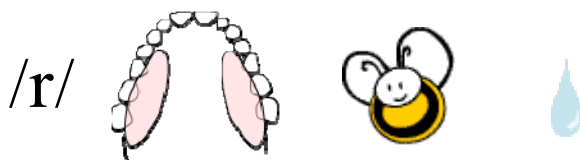






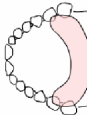









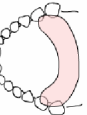



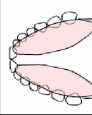



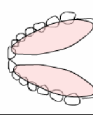










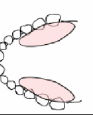

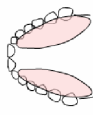


Figure 3-6: VisiSound™ symbol for /r/

The palatogram would remind you not to touch the tip of your tongue to your alveolar ridge (place). It would also remind you that /r/ is said with vibration (voiced), and that /r/ is a smooth sound (manner).

As you can see, VisiSound™ helps you to pronounce sounds properly even if you forget the terminology used to describe place, voicing and manner.

Figure 3-7: VisiSound™ Symbol Summary Chart

		Both Lips	Lips and Teeth	Between Teeth	Alveolar Ridge	Behind Alveolar Ridge	Palate	Velum	Glottis
Stop 									
									
									
Nasal 									
									
Fricative 									
									
Affricate 									
									
Approximant 									
									

VI. Use VisiSound™ to Correct Speech

VisiSound™ can help you modify sounds you can pronounce well to make new sounds that are difficult for you.

For example, you probably already know how to pronounce /s/ as in <so>. It's VisiSound™ symbol is:



Figure 0-8: VisiSound™ symbol for /s/

You may have trouble with /θ/ as in <think>. As we mentioned, the VisiSound™ symbol for /θ/ is:



Figure 3-9: VisiSound™ symbol for /θ/

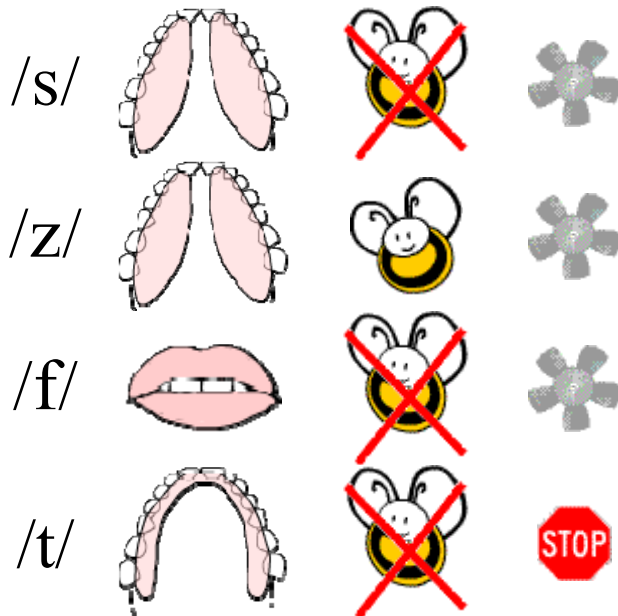
As you can see, the only difference between /s/ and /θ/ is the place. If you say /s/ and put your tongue between your teeth (lightly touching the top teeth), you will be able to say /θ/. The VisiSound™ system serves as a visual reminder of how sounds can be broken down into components.



Exercises to do on your own

3-1

Circle true or false based on the information given.



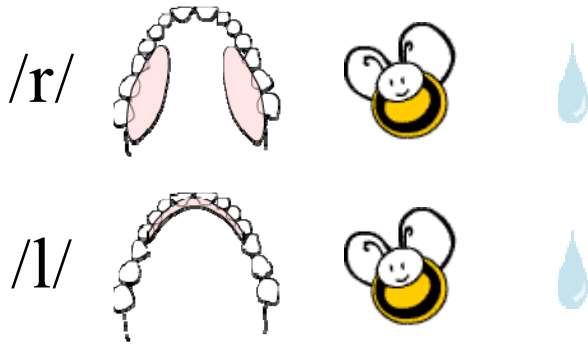
1. TRUE OR FALSE: /s/ is pronounced with the tongue tip touching the alveolar ridge.
2. TRUE OR FALSE: The difference between /z/ and /s/ is voicing.
3. TRUE OR FALSE: /f/ is pronounced with the tongue touching your top teeth.
4. TRUE OR FALSE: When you get ready to say /t/, your tongue touches your alveolar ridge, but not the palate.
5. TRUE OR FALSE: /t/ has a type of airflow that suddenly stops, while /s/, /z/, and /f/ have a continuous type of airflow that creates friction in the mouth.
6. TRUE OR FALSE: /s/ and /f/ are the same sounds except for the position of the lips, tongue, and teeth (the place).

3-2

For each student's mistake, write a suggestion based on the information given.

EXAMPLE:

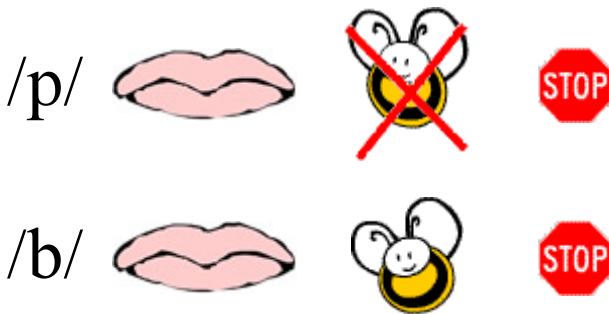
You see:



Aiko often mixes up /r/ and /l/. She just said <I gave the long answer> when she really meant <I gave the wrong answer>. What advice could you give her?

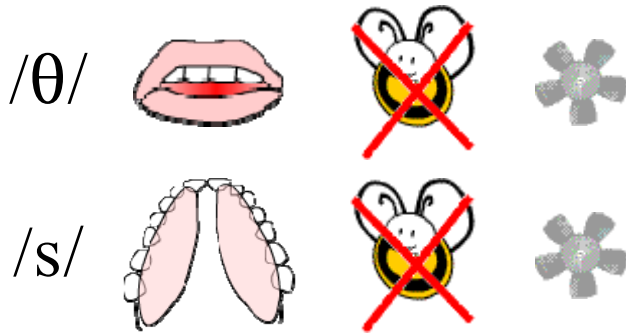
You write:

Aiko should know that /r/ and /l/ are different because of the position of the tongue. To say /l/, Aiko should put her tongue tip on the alveolar ridge, but for /r/, the tongue does not touch the alveolar ridge/front of the mouth.

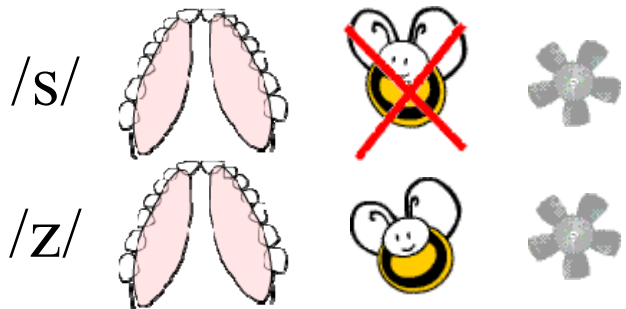


1. Peter, while walking down the street on a hot afternoon said "I need a cap". You thought he meant that he wanted a hat (a cap), but really he wanted to get a taxi (a cab). How can Peter correct his pronunciation?⁶

⁶ Besides place, one of the other differences between words like <cap> and <cab> is vowel length. This will be covered in the online web lessons.



2. Sasha is in the habit of saying <sank you very much> instead of <thank you very much>. What can you tell Sasha to do with his tongue?

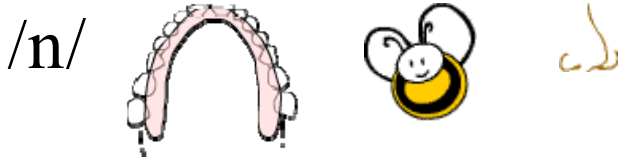
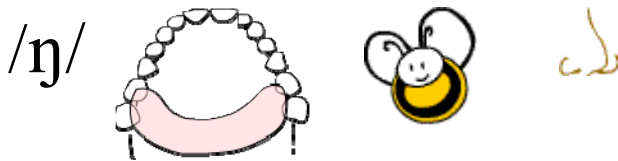


3. José, a law student, pronounces <laws> /laz/ as <loss> /las/. Since he will be using this word often, it is important for him to fix his mistake. What should he do?⁷

⁷ Besides place, one of the other differences between words like <cap> and <cab> is vowel length. This will be covered in the online web lessons.



4. Chang is an MBA (Masters of Business Administration) student at Stuftshirt University. He likes basketball. He can't tell the difference between <MBA> and <NBA> (National Basketball Association). What can you tell him?



5. Igor insists that /n/ and /ŋ/ are the same sound. He says that <sin> /sɪn/ and <sing> /sɪŋ/ sound the same to him. How can you help him?



Exercises to do with a friend

3-3

Which sounds are difficult for you depends on your native language, but below is a partial chart showing some sounds that are often difficult for ESL speakers:

Problem Sound	Possible Substitutions
/l/ as in <light>	/r/ as in <right> ⁸
/r/ as in <right>	/l/ as in <light>
/w/ as in <white>	/l/ as in <light> /r/ as in <right> /v/ as in <very> /b/ as in <berry>
/ŋ/ as in <sing>	/n/ as in <sin>

It is likely that at least one of these sounds causes problems for you (if not chose another sound). Circle the sound and the substitution that you often make (if in doubt, ask your teacher or post to the voice forums).

Once you have selected your problem sound fill out the chart:

Problem sound:
How the is problem sound is different from the possible substitution sound/sounds (i.e. is the place, manner or voicing different? Refer to page 30 and look at the VisiSound chart). What suggestions can I come with for pronouncing the problem sound?

⁸ Some speakers pronounce the English <r> as a they do <r> in their own language (i.e. French, Spanish, Russian speakers). This problem gives speakers a stereotypical foreign accent but it usually does not contribute to serious misunderstandings.

Words and phrases using the problem sound

EXAMPLE:

Things in the garden: (for /r/) roses, radishes, rake, red tomatoes, flowers

A phrase using at least one of those words: (for /r/) Ouch! I pricked my thumb on the rose bush!

An abstract⁹ concepts or things:

A phrase using one of the abstract concepts or things:

Some things you find in the grocery store:

A phrase using one of these things:

Some things you find in an office:

A phrase using one of these things:

Some things you find at home:

A phrase using one of these things:

Everyday polite words (thank you, please, would you mind, favor, etc):

A phrase using one of these words:

Animals:

A phrase talking about one of these animals:

First names:

A phrase talking about a person with one of the first names:

Surnames:

A phrase talking about a person with one of the surnames:

Jobs and Occupations:

A phrase talking about one of the jobs or occupations:

Now, practice the words and phrase you've written aloud. Be sure to implement the suggestion you wrote. If you can, get a friend or teacher to help you make sure you are pronouncing the words properly. You may wish to record yourself so that you can hear how you sound. You can also try posting to the voice forums

⁹ Abstract things are things you can not see, taste, touch, hear, or feel. Faith, hope, and love are abstract concepts.

So far, you've accomplished quite a lot. You have:

- Learned what causes an accent.
- Become familiar with the phonetic alphabet, a useful tool.
- Understood that not just the existence of sounds but also sound patterns are important when we talk about sounds.
- Become aware that sounds are produced through a combination of place, manner, and voicing.
- Learned how to pronounce many consonant sounds that may have been difficult for you.
- Developed awareness about how to self-correct sound pronunciation errors.

Keep up the good work! Future goals that will help you continue to improve your pronunciation are:

- Practice what you have learned about English consonants. Much applied practice is necessary before your new knowledge becomes a speech habit.
- Learn how to pronounce the English vowels and then actively practice them in simulated real life speech.
- Understand how and when to lengthen English vowels.
- Develop skills to cope with difficult groups of consonants and long, multi-syllable words.
- Learn to clearly pronounce all sounds in a word; not “eat words”.
- Refine and perfect grammatical endings (such as –ed and –s) that can cause confusion when mispronounced.
- Master connecting words and using “fast” speech (prosody).
- Develop a smooth, natural speech rhythm that will enhance your intelligibility.
- Learn how to use intonation (prosody) to avoid coming across as rude or impolite.
- Strengthen other areas of English that are indirectly related to pronunciation, such as making small talk, talking on the phone, and giving presentations.

These topics are all covered in our online live conferencing lessons. Live Online Conferencing lessons are taught by some of the most qualified instructors in the industry. To learn more and to get a coupon for five dollars off your first lesson, visit our website: www.accentsschool.com.

2-1

1. stapler, paperclip, phone, monitor, printer, book, pencil, pen, desk, scanner, email, highlighter, scissors
2. a. computer, shredder, cubicle; b. The coworkers drive me to the edge of my sanity; c. I can't wait for the weekend.

2-3

1. /eniθɪŋ/
2. /ren/
3. /ants/
4. /mæntelpɪs/
5. /aɪ afən wɪʃ aɪ wər ə kɪŋ
/ænd θɪn aɪ kʊd du eniθɪŋ/
6. /aɪ afən wɪʃ aɪ wər ə kɪŋ
ænd θɪn aɪ kʊd du eniθɪŋ/
/ɪf onli aɪ wər kɪŋ əv spen
aɪd tek maɪ hæʃ af ɪn ðə ren/

2-4

1. /pæs/ → /pæ/
2. /fraɪd/ → /flaɪd/
3. /veri/ → /beri/
4. /hal/ → /al/

3-1

1. False
2. True
3. False
4. False
5. True

3-2

Answers may vary.

1. /p/ is voiceless, but /b/ is voiced. That is, /b/ is said with vibration and /p/ is not. He can say /i/ and put his hands on his ears to remind himself how vibration/voicing feels.

2. Sasha should put his tongue between his teeth/touching his upper teeth, instead of behind his teeth.
3. José should remember that /s/ is voiceless/without vibration, but /z/ is voiced/with vibration. He could put his hands over his ears and say /i/ to remember how voicing/vibration feels.
4. /m/ is pronounced with both lips together. /n/ is pronounced with the touching the alveolar ridge and sides of palate.
5. One could remind Igor that /n/ is pronounced with the tongue touching the alveolar ridge and sides of the palate, but /ŋ/ is pronounced with the back of the tongue touching the back of the palate.