

INSTRUCTOR'S GUIDE

PRONUNCIATION - LEVELS 1 & 2 - - LESSON #1

Lesson Goal: To teach students the sounds of the Roman alphabet as they are spoken in American English.



Step 1: Write the alphabet across the top of the board. As you present each letter (one at a time) with the sample sound word,

1st draw a line from the letter you write to its place in the alphabet



2nd give only the sound(s) of the letter – **not the name of the letter**

3rd model the sound(s) and the sample sound word(s) for the students

Step 2: Have each student, **individually**, repeat the sound(s) of each letter along with the sample sound word(s).

Step 3: As each letter of the alphabet and the sample sound word(s) is written on the board, students are to be instructed to write the letter and the sample sound word(s) in their student journal.

NOTES:

- ✓ **Vowels are introduced in the following manner: short sound 1st; long sound 2nd; irregular sound 3rd (if there is one), and schwa sound 3rd or 4th. (The schwa sound is the common sound all vowels have – like the “a” sound in the word “above.”)**
- ✓ **The “r controlled” vowel sounds are taught in Lessons 15 through 32, as is the letter “x” as in “xylophone, the sound of “oy” as in “boy,” and many of the diphthongs (two vowels together).**
- ✓ **Underlining the letter in the word that represents the sound being taught emphasizes its importance to the student.**

LESSON 1 - - LETTERS and SAMPLE SOUND WORDS:

4 sounds -	“a” as in <i>h<u>a</u>t – a<u>p</u>e – b<u>a</u>ll – a<u>b</u>ove</i>
1 sound -	“b” as in <i>b<u>i</u>rd</i>
2 sounds -	“c” as in <i>c<u>u</u>p – c<u>e</u>lery</i>
1 sound -	“d” as in <i>d<u>e</u>sk</i>
4 sounds -	“e” as in <i>egg – e<u>q</u>uals – e<u>l</u>ectric – b<u>e</u>hind</i>
1 sound -	“f” as in <i>f<u>r</u>og</i>
2 sounds -	“g” as in <i>g<u>i</u>rl - g<u>e</u>ms</i>
1 sound -	“h” as in <i>h<u>a</u>nd</i>
3 sounds -	“i” as in <i>i<u>n</u> – i<u>c</u>e – a<u>n</u>imal</i>
1 sound -	“j” as in <i>j<u>u</u>mp</i>
1 sound -	“k” as in <i>k<u>i</u>ck</i>
1 sound -	“l” as in <i>l<u>e</u>g</i>
1 sound -	“m” as in <i>m<u>a</u>n</i>
1 sound -	“n” as in <i>n<u>e</u>xt</i>
3 sounds -	“o” as in <i>box – <u>o</u>pen – <u>o</u>ven</i>
1 sound -	“p” as in <i>p<u>a</u>n</i>
1 sound -	“q” as in <i>q<u>u</u>een</i>
1 sound -	“r” as in <i>r<u>o</u>se</i>
2 sounds -	“s” as in <i>s<u>a</u>lad – p<u>a</u>ns</i>
1 sound -	“t” as in <i>t<u>a</u>ble</i>
2 sounds -	“u” as in <i>c<u>u</u>p – u<u>n</u>iform</i>
1 sound -	“v” as in <i>v<u>a</u>se</i>
1 sound -	“w” as in <i>w<u>o</u>man</i>
1 sound -	“x” as in <i>x-<u>r</u>ay</i>
3 sounds -	“y” as in <i>y<u>e</u>llow – c<u>r</u>y – c<u>o</u>untr<u>y</u></i>
1 sound -	“z” as in <i>z<u>i</u>pper</i>
1 sound -	“sh” as in <i>s<u>h</u>ip</i>
1 sound -	“ch” as in <i>ch<u>i</u>ldren</i>
2 sounds -	“th” as in <i>thr<u>e</u>e – m<u>o</u>th<u>e</u>r</i>
1 sound -	“wh” as in <i>w<u>h</u>eel</i>

1 sound - “ph” as in *telephone*

INSTRUCTOR'S GUIDE

PRONUNCIATION - LEVELS 1 & 2 - - LESSON #2

Step 1: Have mirrors available for students to pass to one another in Step 4.

Step 2: Write the letter of the alphabet or the letter combination on the board, one letter/combination at a time along with the sample sound word(s). In this step, **do not** model the sound or the sample sound word. Motion each student, individually, to pronounce the sound and the sample sound word.

NOTE: By not modeling the sound and sample sound word in this step, you are allowing the students to demonstrate their memory of the previous session’s lesson.

Step 3: Once Step 2 is completed, review the Step by modeling each sound and sample sound word, giving only the sound of the letter – **not the name of the letter** – and modeling the sound by pronouncing the sample sound word. As you model each sound and sample sound word, show the students the proper placement of your tongue and lips.

Step 4: Have each student, **individually**, repeat the sound of each letter or combination, along with the sample sound word. As you circulate from student to student, have the student watch his/her tongue and lip position in the mirror. If the student is having difficulty, again model the sound, having him/her watch you at this close-up range; and, then again have the student repeat the sound watching his/her self in the mirror. If necessary, repeat this process with each student three. After three times, move to the next student and come back to this student after he/she has had the opportunity to hear others say the sound.

Step 5: As each letter or letter combination and the sample sound word is written on the board, students are to be instructed to write the letter or letter combination and the sample sound word in their student journal.

NOTE:

- ✓ **Some cultures seem to verbalize from the mouth cavity. If you find students that seem to verbalize only from their mouth cavity, assist them by demonstrating how sound can be “pushed” from the diaphragm.**
- ✓ **Underlining the letter or letter combination in the word that represents the sound being taught emphasizes its importance to the student.**

LESSON 2 - - LETTERS and SAMPLE SOUND WORDS:

Letter/letter combination and sample sound word

Tongue and lip positions

“a” as in <i>hat</i>	Wide jaw opening, relaxed. Mouth rounded, tongue down.
“a” as in <i>ape</i>	Teeth about a half inch apart. Lips back tight, tongue down.
“a” as in <i>ball</i>	Wide jaw opening, relaxed. Mouth in oval, tongue down.
“a” as in <i>above</i>	Wide jaw opening, rigid. Tongue down.
“b” as in <i>bird</i>	Lips together with puff of breath, voiced.
“c” as in <i>cup</i>	Tongue tip down, touching back of lower teeth. Hump or arch the tongue and emit breath from back of throat. No vocalization.
“c” as in <i>celery</i>	Lips parted, teeth slightly parted. Sound is pushed.
“d” as in <i>desk</i>	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced.
“e” as in <i>egg</i>	Lips drawn back, as lips and teeth are slightly parted. Emit breath from back of throat.
“e” as in <i>equals</i>	Lips drawn back, teeth close together.
“e” as in <i>electric</i>	Mouth partly open, sound is pushed from throat.
“e” as in <i>behind</i>	Wide jaw opening, rigid. Tongue down.
“f” as in <i>frog</i>	Lower lip touching upper teeth lightly. Breath sound – a continuant.
“g” as in <i>girl</i>	Tongue tip down, touching back of lower teeth. Hump or arch the tongue and emit breath from back of throat.
“g” as in <i>gems</i>	Teeth tightly together, with lower teeth behind upper teeth, lips widely parted. Sound pushed from back of throat as in growling.
“h” as in <i>hand</i>	Lips parted with tongue relaxed on floor of mouth. Breath sound from back of throat.
“i” as in <i>in</i>	Lips drawn back. Mouth slightly open with tongue relaxed on floor of mouth. Nasal.

“**i**” as in *ice*

Jaw wide at start, lower lip curled back toward teeth, then move to a narrow opening.

LESSON 2 - (cont.)

“**i**” as in *animal*

Jaw open, rigid. Mouth open. Sound pushed from throat.

“**j**” as in *jump*

Lips forward. Tongue tip at roof of mouth, lower as breath is expelled. Voiced. Jaws move in hard motion – can be felt at jaw joint.

“**k**” as in *kick*

Tongue tip down touching back of lower teeth. Hump or arch tongue and emit breath from back of throat. No vocalization.

“**l**” as in *leg*

Tongue tip just inside teeth at roof of mouth. South laterally emitted.

“**m**” as in *man*

Lips together. Tongue slightly curled inside mouth. Voiced – nasal.

“**n**” as in *next*

Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. See lower surface of tongue. Voiced – nasal.

“**o**” as in *box*

Wide jaw opening. Tongue is curled on floor of mouth. Breath from throat – prolong sound.

“**o**” as in *open*

Lips forward and slightly parted.

“**o**” as in *oven*

Upper lip forward, lower lip back. Wide jaw opening. Breath pulled toward back of throat.

“**p**” as in *pan*

Lips pressed together. Open mouth with puff of breath. No vocalization.

“**qu**” as in *queen*

Mouth is opened slightly with lips rounded. Tongue is curled on floor of mouth. As breath is pushed from back of throat, lower lip is drawn inwardly.

“**r**” as in *rose*

Jaw is drawn back. Upper lip is tight over upper teeth while mouth is slightly open. Tongue is curled on floor of mouth. Lower jaw and lip move forward as sound is forced from throat.

“**s**” as in *salad*

Upper lip is snarled. Mouth is slightly open. Tongue is on floor of mouth with tip pressed against lower teeth. A continuant breath sound, as if to whistle.

LESSON 2 - (cont.)

“s” as in <i>pa<u>ns</u></i>	Lips forward, teeth slightly apart. Sound pushed from back of throat between teeth.
“t” as in <i>ta<u>ble</u></i>	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. No vocalization.
“u” as in <i>cu<u>p</u></i>	Medium jaw opening. Relaxed lips. Breath is drawn into throat – prolong slightly.
“u” as in <i>u<u>niform</u></i>	Lips forward, slightly open, rounded tightly. Sound is d through as to whistle.
“v” as in <i>ya<u>se</u></i>	Lower lip touching upper teeth lightly. Tongue is curled on floor of mouth. A continuant. Voiced.
“w” as in <i>wo<u>man</u></i>	Lips forward and rounded, with “one-finger” opening. Breath is pushed from back of throat.
“x” as in <i>x-<u>ray</u></i>	Mouth is open with jaw drawn back. Tongue is drawn toward back of throat as if to close off air passage. Breath is pushed from back of throat and jaw relaxes as breath is emitted.
“y” as in <i>ye<u>llow</u></i>	Mouth is open with lips drawn back. Tongue pushes forward as sound is emitted from throat.
“y” as in <i>cr<u>y</u></i>	Jaw wide at start, then move to a narrow opening as in letter/sound of the long “i”
“y” as in <i>cou<u>ntry</u></i>	Jaw wide, sound is pushed from back of mouth. Sound of the long “e”
“z” as in <i>zi<u>pper</u></i>	Teeth close but not touching with upper lip drawn back. Tongue tip at back of lower teeth. A continuant. Voiced.
“sh” as in <i>shi<u>p</u></i>	Lips forward and squared. Teeth close but not touching. Tongue down. Continuant breath sound.
“ch” as in <i>chi<u>ldren</u></i>	Lips forward. Start with tongue pressing against roof of mouth behind front teeth, lower as breath is expelled.
“th” as in <i>th<u>ree</u></i>	Tongue covering lower lip. Upper teeth touching tongue lightly. A continuant breath sound.
“th” as in <i>mo<u>ther</u></i>	Tongue covering lower lip. Upper teeth pushing down on tongue. A continuant breath sound.

“**wh**” as in *wheel*

Start with lips forward, slightly open in tight round form.
Pull lips back as sound is pushed through opening in lips.

“**ph**” as in *telephone*

Upper lip drawn upward and open. Upper teeth rest on top of lower lip. Breath pushed through teeth – feel rush of air on bottom of upper lip.