

The Advanced Self-Study Course Book for Speaking FLUENT English!



**Master the English Speaking Skills!
Intonation, Enunciation, & Pronunciation**

written by Kevin Peterson

FREE interactive online exercises & practice!

**The solution for unknown intonation, common
speaking mistakes, and accent reduction!**

The Advanced Self-Study Course Book for Speaking Fluent English

**Free Online Interactive
exercises, quizzes & practice included!**

written by Kevin Peterson

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Dedicated to my thousands of students around the world, with whom I thank for the great memories. I wish them all the best.

About the Author

Kevin Peterson has years of experience as a coach, consultant, and American businessman. For the last 14 years, his passion for traveling around the world has provided him with great pleasure in helping people fulfill their goals and dreams.

While traveling around the world, he discovered many people who desire to learn and speak English to fulfill their dreams. When helping people, he realized the biggest challenge is English speaking. Learning English grammar and basic pronunciation is commonly taught, but speaking skills need improvement. Many students repeatedly said: "I know English, but I cannot speak.".

After years of focusing on speaking problems, Kevin developed fast and effective solutions normally not taught in English classes. His creative methods have been taught successfully in universities, corporations, and English schools to thousands of students.

Contact Information:

www.speakenglishgroup.com

This book is a self-study course on ADVANCED ENGLISH SPEAKING SKILLS. Grammar and basic pronunciation are required. English students should be at intermediate or advanced levels.

How to effectively use this course book.

- 1. Follow the steps in the sequential order of the book.**
- 2. This book is easy to follow and understand, but all lessons are necessary for fluent English.**
- 3. Many topics are prerequisites and needed for the following lessons. If you do not, you will probably get confused.**
- 4. Some examples and exercises are included in the book. Most exercises, practice, and quizzes are online.**
- 5. For the online interactive exercises, practice, and quizzes, you scan qr codes or go to the online links.**
- 6. If you want the course to be effective, you must master the book lessons and practice doing the exercises.**
- 7. If you do not practice the exercises, the book will NOT be effective!**

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Enunciation

Advanced students may not think that enunciation is important at their level, but I solved many ADVANCED students' problems with enunciation.

Even with advanced speaking skills, you need good enunciation for clear communication.



Why Enunciation?

Perfect grammar, vocabulary, pronunciation, and intonation can still result in not being clearly understood.

Sometimes, the problem of not being understood is caused by poor enunciation. Enunciation is the ability to speak clearly using muscle movement in your mouth, jaw, and face.

Even native speakers sometimes do not have good enunciation. Bad enunciation commonly occurs when tired, sleepy, depressed, sad, bored, or shy. Good enunciation commonly occurs when excited, energetic, happy, or angry.

Doing enunciation exercises as a warm-up is sometimes enough to change mumbling, mispronunciations, or misunderstandings into clear English communication.

Differences in Pronunciation and Enunciation

Pronunciation focuses on the phonetics of saying sounds and words correctly.



Enunciation focuses on the mouth's physical action of speaking clearly and being understood.

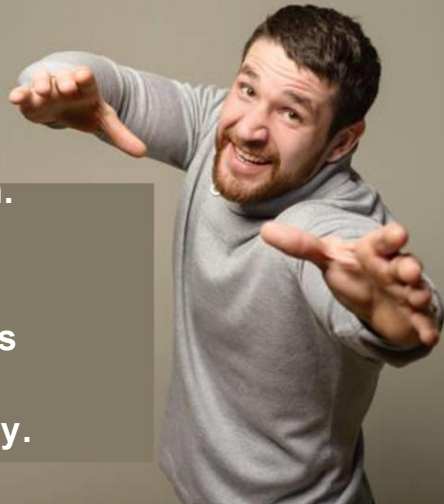


Fortunately, excellent enunciation is a skill that can easily be developed with basic exercises and practice with the right techniques.

Enunciation may be the easiest speaking skill to master, but it is also extremely important.

To start, your English skills may not be perfect, but your goal should be to speak clearly with good enunciation.

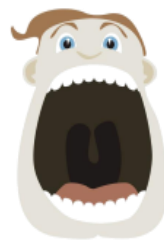
We will look into 10 basic tips to help you master English enunciation and speak clearly.



1. Turn Up the Volume (Speak LOUDLY!)

Often, students are told to speak louder, but they do not understand the importance.

Native speakers use a common idiom when they do not understand. We say 'BE LOUD & clear!'. 'Loud' is stressed and for an important purpose.



Speak LOUD !!!



- **Turn Up the Volume**

- The difference in being **understood and misunderstood** is often the **volume**.
- When people are nervous or afraid, they often speak with a very soft, low voice, and it is common for all ESL levels, from beginner to advanced.

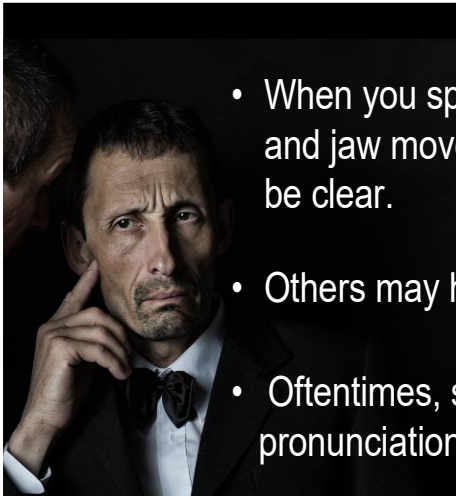
- Many times, people cannot understand because they cannot hear.
- It is not because of English mistakes or bad grammar.
- If no one can hear you, no one will understand you.
- Speak up!



- **Speaking loudly also helps with pronunciation.**



- English students are often taught to “exercise the tongue and mouth muscles for clear pronunciation”.
- However, if you speak loud your tongue, jaw, and mouth muscles exercise automatically.



- When you speak softly with little mouth, tongue, and jaw movement, your pronunciation will not be clear.
- Others may have problems understanding you.
- Oftentimes, speaking louder will help pronunciation with more mouth movement.

- **When people speak loudly, it can show confidence.**
- **Show people that you are confident in your communication.**



2. Slow Down!

It is better to be slow and clear than fast and not clear.

For good enunciation, slow down and focus on clarity. If you speak too quickly, your enunciation and pronunciation will not be clear and resulting in bad communication.



The objective is to communicate clearly. It is better to speak slowly and clearly than to communicate ineffectively.

SLOW DOWN with a good rhythm . Your enunciation will sound more natural and be easier to understand.

Learning advanced intonation will teach skills for your rhythm and speed.

Many students believe speaking fast is the answer to fluent English speaking. It is a big mistake.



WARNING!

Yes, native speakers sometimes speak faster by using intonation. Unless you learn intonation, you will cause more problems and sound less like a native speaker. For now, slow down with good enunciation until you know English intonation and learn to speak faster with clear communication.

3. Control your breathing

To enunciate better, you need a steady supply of air and this is why breath control is important.

To sound naturally speaking English fluently, you need to control your breathing with proper airflow. This will affect your pronunciation and intonation. You need proper airflow to be effective in speaking.



4. Pause intentionally



Slowing down and taking quick pauses will help you control your breathing.

Pauses are necessary to speak clearly with good enunciation. Commas, periods, and other punctuation should result in pauses. Quick pauses should separate words so that words are pronounced separately and not connected. Advanced pausing techniques will be in intonation lessons. Until you learn advanced intonation techniques, use good enunciation to speak clearly.

EXERCISE #E-1



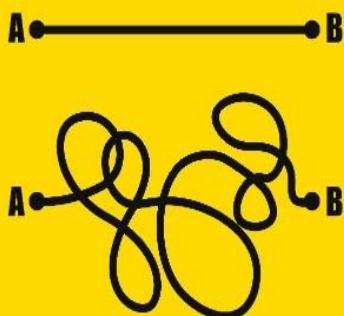
ONLINE INTERACTIVE EXERCISE:
<https://speakenglishgroup.com/e-1/>

1. Make a recording.
2. Do not delete the recording!
3. Make a second recording of your voice for 15-30 seconds.
4. This time speak in different volumes.
5. Start speaking low, then get louder.
6. Listen to the recording.
7. You will notice your speaking gets easier to understand as you speak louder.

5. K.I.S.S. (Keep It Short and Simple)



- This allows you to focus on communicating your thoughts.
- By keeping the grammar simple, makes it easier to communicate.
- Simple sentences will allow you to think more about your thoughts and less on the grammar.

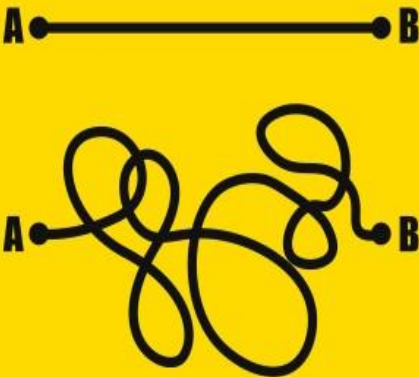


K.I.S.S. is best for you and the listener. Your English becomes easier, and the listener can understand you better. Even if you have good grammar, your accent and pronunciation can make it difficult to understand you.

Using short and simple words, phrases, and sentences effectively will result in good communication.

Short Sentences

When speaking, it is common for native speakers to use short sentences with basic grammar, because short sentences allow for time to pause and think about your next thought. Short and simple sentences also help listeners to understand you.



Phrasal Verbs

Native speakers commonly use phrasal verbs to keep English speaking short and simple. Phrasal verbs are a tool for keeping English short and simple. By learning common phrasal verbs will help you make your sentences short and simple.

Adjectives

Choose your words wisely by choosing words that serve your purpose. Adjectives give details. Good adjectives can sometimes replace multiple words in giving a long description.





When you K.I.S.S.

- It is best for you and the listener
- Your English is easier, and the listener can better understand.
- You and the listener can focus more on the conversation topic and less on language problems.
- Effective communication is the objective.



Sometimes people say...

“Speaking with short and simple sentences will make me sound stupid.”

No, it will not.

You will make fewer mistakes, and you will sound more natural.

EXERCISE #E-2

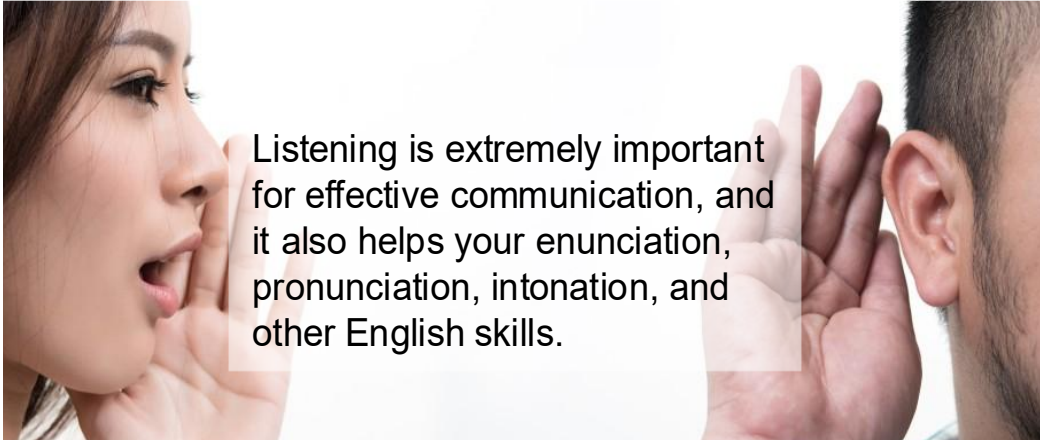
The objective is to notice the short and simple English in a native conversation. Find an English conversation in a movie or television show (no news or documentaries).



Listen to the English.

ONLINE INTERACTIVE EXERCISE:
<https://speakenglishgroup.com/e-2/>

6. Listening, Repeating, and Shadowing



- Listening is how we start learning our native language.
- It is natural for us to start learning our native language from listening and shadowing what we hear.
- We listen, repeat, and shadow our parents and the people around us.



The listening, repeating, and shadowing method is an excellent tool used for practicing your enunciation, pronunciation, and intonation.

WARNING!

Some teachers, classes, computer apps, and learning methods will try to convince you that this method will make you a fluent English speaker. This method will help you memorize basic and simple conversations.

The shadow method is a good starting place and an effective practice tool for learning a language. However, to be a fluent speaker, learning speaking skills is necessary.

There are many free resources available for you to practice listening, repeating, and shadowing. Options include many phone apps, movies and television shows, social media, etc.

EXERCISE #E-2 (B)

For listening and shadowing practice, listen to audio and video resources: stories, movies, television, and any other resources for listening to English conversations.

1. Choose a topic that interests you.
2. Find something that allows you to pause and replay, and allows you to practice repeating.
3. Keep repeating and practicing what you hear.



ONLINE INTERACTIVE EXERCISE:
<https://speakenglishgroup.com/e-2/>

7. Relax and Focus on Communication



- Relax and have fun learning English.
- Being motivated is easier when we have fun and enjoy the activity.
- Our memory loves exciting events which make remembering easier.

- Our confidence then grows.
- Confidence allows the speaker to be more relaxed and effective in communicating.
- This is so essential in learning and improving language skills.
- If the speaker is nervous and afraid of making mistakes, the result can be poor communication.



- **Effective Communication is the main goal.**
- **RELAX and focus on the conversation, not on the grammar.**
- **More speaking practice equals more grammar practice.**
- **Practice, practice, practice.**



8. Be Confident and Don't Be Afraid of Mistakes



Learning grammar rules is important, but it should not be the top priority for speaking.

Focus on communication.

You are going to make grammar mistakes.

Accept the mistakes as a learning experience.

Do you always speak perfect grammar in your native language?



How many years have you practiced speaking your native language?

Has your grammar ALWAYS been PERFECT?

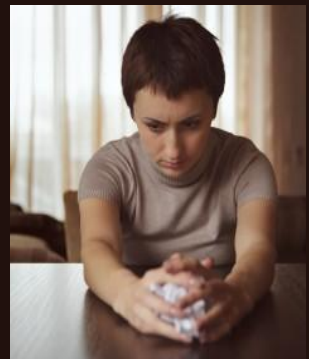


- Students often say, “**I cannot speak, because I’m afraid I will make mistakes**”.
- Thus, students become shy and afraid to speak because of the fear of making a mistake.

- The **focus** of learning English should be **oneffective communication**, not perfect grammar.



- Some English scholars say, “If students do not think about grammar, then they will make more mistakes and their English will become worse.”
- Students make more mistakes when they are nervous.
- Students are nervous because they are expected to speak perfect English grammar.



- Grammar is an important part of learning English.

- It is important, and it is the way our sentences are structured.

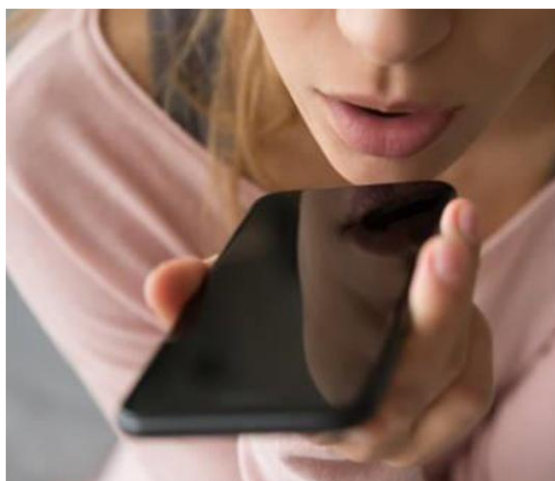


- However, fear of grammar mistakes should not stop you from speaking.

9. Focus on Vowel Sounds



Vowel sounds are the **MOST IMPORTANT** sounds. Vowel sounds are the core and foundation of words. Unfortunately, in English, vowel sounds are complicated. The vowel letters ('a, e, i, o, u' and sometimes 'y' and 'w') have over 20+ sounds. These consist of long sounds, short sounds, silent sounds, diphthongs, the schwa sound, and many exceptions.



To speak fluently, vowel sounds are the key to good enunciation and pronunciation. You **MUST** learn and fully understand vowel sounds. This is **required** for clarity and clear English speaking.

10. Syllables

Your enunciation will improve by speaking every individual syllable more clearly.



Advanced Pronunciation, including vowel sounds, syllables, and pronunciation techniques, will be taught in the upcoming pronunciation section of this book.



1. Turn up the Volume
2. Slow Down
3. Breath Control
4. Use Pauses
5. K.I.S.S.
6. Listen
7. Focus on Communication
8. Don't Be Afraid of Mistakes
9. Excellent Vowel Sounds
10. Think in Syllables

The #1 BEST enunciation practice is TONGUE TWISTERS!!!

1. Tongue Twisters are a difficult combination of various sounds.
2. Tongue twisters are used in many native English schools as a teaching tool.
3. Tongue twisters are a great way to test for English speaking mistakes.
4. Tongue twisters strengthen your mouth muscles.
5. Tongue twisters are one of the BEST WARM-UP exercises for speaking. (used by native professional actors, singers, and professional speakers)
6. Tongue twisters are fun, exciting, and extremely useful.

EXERCISE #E-3



AVAILABLE AI INTERACTIVE EXERCISE:

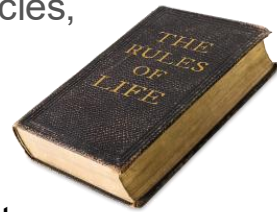
ONLINE EXERCISE: <https://speakenglishgroup.com/e-3>

EXAMPLES FOR PRACTICE:

1. She sells seashells by the seashore
2. He threw three free throws
3. Fred fed Ted bread, and Ted fed Fred bread

Read & Record yourself

Record yourself speaking. Read a book, articles, or any text into a voice recorder. Try to speak clearly with good enunciation.



Afterwards, listen to yourself. Sometimes, what we sound like is NOT what we thought.

Short stories are available on our my website.

Watch English Movies & Television



Watching movies or television can be a great way to practice and improve your English. Listening to native speakers will improve your enunciation, pronunciation, and intonation.

ENUNCIATION ONLINE INTERACTIVE PRACTICE, EXERCISES, & QUIZES

<https://speakenglishgroup.com/enunciation-exercises/>



Advanced Pronunciation with Accent Reduction

Follow the lessons and practice, and you will see amazing results. If you master these lessons, you will eliminate your accent.

I have successfully used this method for thousands of students in over 80 countries.

IMPORTANT:

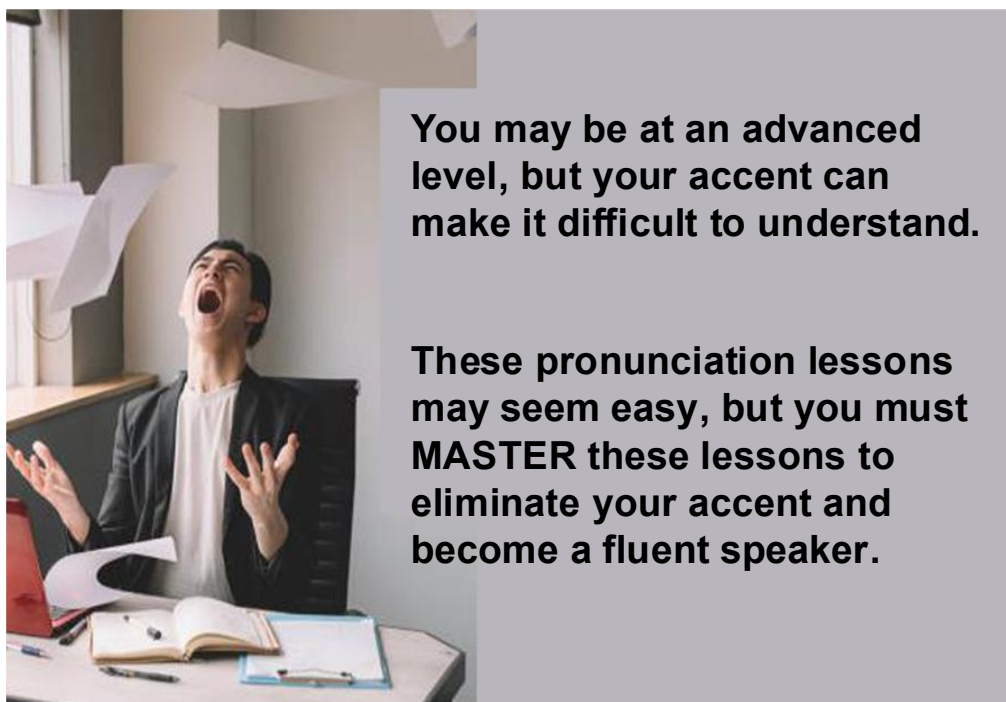
Advanced Pronunciation Methods and Rules

To speak fluent English, good pronunciation is required. This book is NOT intended to teach basic English pronunciation, which is taught in normal English classes and books

Unfortunately, English pronunciation has many exceptions to the rules and can be complicated

This book will show you pronunciation secrets and advanced methods not normally taught in English lessons.

Remember, exceptions to the rules do exist.



You may be at an advanced level, but your accent can make it difficult to understand.

These pronunciation lessons may seem easy, but you must MASTER these lessons to eliminate your accent and become a fluent speaker.

Pronunciation Facts

- ✓ To be clearly understood, verbal communication requires good pronunciation.
- ✓ Bad grammar is easier for the listener to understand than bad pronunciation.
- ✓ Bad English pronunciation will affect your speaking more than bad grammar.
- ✓ Pronunciation is a common problem for most English students
- ✓ Pronunciation can be difficult to learn if it is taught incorrectly.
- ✓ Physical action is required when speaking and memorizing rules is not enough.
- ✓ English doesn't have only one sound per letter. The vowels have over 20 sounds.
- ✓ Exceptions can be a problem when using English pronunciation rules.
- ✓ Native English speakers will combine, merge, and delete sounds in an accent.
- ✓ It is best to learn to speak without any accent before trying a native accent.
- ✓ Speaking clear English is more important than speaking fast.

It is good to be familiar with the phonemic chart.

VOWELS				ɪə hear	eɪ play	e bed	ə but
ɜ: bird	ɔ: door	eə air	ɔɪ boy	aɪ my	əʊ go	ʊə tour	aʊ cow
ɑ: car	ɒ not	ʌ up	æ hat	i: sheep	ɪ trip	ʊ good	u: boot

CONSONANTS (u) unvoiced / (v) voiced				p (u) puppy	t (u) tea	k (u) cat
ʃ (u) she	h (u) hat	f (u) foot	s (u) see	θ (u) think	tʃ (u) China	j (v) yes
b (v) boy	d (v) dog	dʒ (v) June	g (v) get	v (v) video	ð (v) this	z (v) zoo
ʒ (v) visual	m (v) me	n (v) no	ŋ (v) sing	l (v) love	r (v) red	w (v) with

IMPORTANT: Some pronunciation rules require knowing the voiced and unvoiced consonant sounds. It will be very helpful.

VOICED				UNVOICED			
b	d	j	g	f	k	p	s
n	m	L	ng	t	ch	sh	th
r	th	sz	v				
w	y	z					

IMPORTANT: Sometimes, what we THINK we sound like is not what we thought.

When doing exercises, recording and listening to your yourself is extremely important!

EXERCISE #P-1



ONLINE INTERACTIVE EXERCISE:
<https://speakenglishgroup.com/p-1/>



COMMON PROBLEMS

These pronunciation lessons solve common problems that are normally not taught in English classes.

This section focuses on solving common pronunciation problems with advanced students



Excellent pronunciation, enunciation, and intonation are all connected and required for speaking fluent English

Meet the 'SCHWA', your new English best friend.



The most common sound in English ...

the schwa
(uh) / ə /



- is like a 'short u (uh)' /ʌ/
- is often substituted in dictionaries
- is normally shown if the sound is unstressed.



The schwa helps pronunciation and intonation by being the fastest and easiest sound, and it also helps solve multiple problems.

The Most Common Sound in English

The schwa sound /ə/ is like a 'short u (uh)' /ʌ/ and is often substituted in dictionaries. The /ʌ/ is normally shown if the sound is in a stressed syllable and the /ə/ is normally shown if the sound is unstressed.

The 'schwa' is the most common sound because it

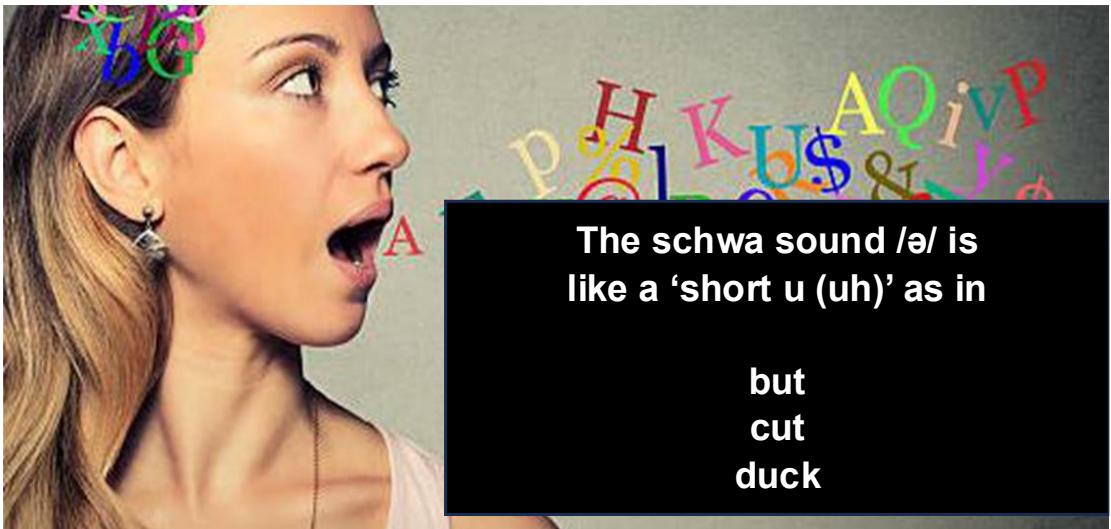
....

- is easy and does not require any tongue, mouth, or jaw movement, but it does require lots of air to travel through your vocal chords. Think of getting hit in the stomach.
- is a fast, simple, and neutral sound and we like to use it in unstressed syllables and words.
- is often added as a fill-in sound, though not recommended, when we are thinking and do not want to pause or hesitate.
- allows all vowels to make the 'schwa' sound (a, e, i, o, u, and y) examples: **A**merica, po**ck**et, pu**p**il, co**n**tain, circ**u**s, vin**y**l
- can be added to three consonant sounds (L, N, R) to form a syllable without adding another vowel. This is helpful with difficult sound combinations. These are called syllabic consonants. realtor [real-(uh)-tor], nuclear [nuc-(uh)-l(uh)r], rhythm [rhyth-(uh)m], child [chi-(uh)ld]
- can be used in different ways depending on the accent.
- If a word has an 'er, ar, or, ur' suffix without stress, the sound is normally the schwa + r / ər/. worker, grammar
- If a word has an 'ion or ian' suffix without stress, the sound is normally the schwa + n / ən/. pronunciation, physician
- If a word has an 'ous' suffix without stress, the sound is normally the schwa + s / əs/. famous,

WARNING

The schwa is a key to speaking fluent English. It will be discussed now and in future advanced pronunciation and intonation lessons.

The schwa is extremely important to learn to use effectively, because it will help you in many ways.



(uh) /ə/ The schwa sound is the easiest.

Though not recommended, we say it when we are thinking and do not want to hesitate or pause.

ALL VOWEL LETTERS (a,e,i,o,u) can have a schwa sound.



IMPORTANT:

- A) Every syllable **MUST** have only one vowel sound.
- B) The schwa is considered a vowel sound.
- C) All vowel letters can have a schwa sound
- D) Also, the schwa sound can be added when there is **NO** letter! This is called 'Syllabic Consonants'.



Syllabic Consonants



- Four consonant sounds (L, N, R, M) can add a schwa vowel sound to form a syllable.
- These are called syllabic consonants.
- Syllabic consonants add a schwa to assist in difficult sound combinations.



Common Pronunciation Mistakes

Sounds of 'R' and 'L'

Clear pronunciation of 'R' and 'L' sounds can be a problem.

Syllabic consonants include (R, L, M, N). In some situations, the pronunciation of these letters can be difficult and sometimes ignored.

The schwa helps pronounce the (R, L, M, N) to form a syllabic consonant.

'R' and 'L' are normally the more common problems.

IMPORTANT: A syllable must contain only one vowel sound. Adding the schwa sound without a letter results in a syllable with the schwa as the vowel sound, but without a vowel letter.)

- 1. Record yourself saying ‘word’ three times (word, word, word).**
- 2. Now, record yourself saying ‘world’ three times (world, world, world)**

90% of my thousands of students do not pronounce the ‘L’ in world.

Was your pronunciation of ‘L’ clear?

- 3. Record yourself saying ‘child’ and ‘wild’.**

When we say ‘child’ and ‘wild’, you will notice there is only 1 vowel letter, but two syllables.

child = chi—(u)ld wild= wi—(u)ld

Saying ‘world’ with 1 syllable is impossible!! If you say it with 1 syllable, you will skip the ‘L’!!!

world = wor—(u)ld

With 2 syllables by using a syllabic consonant, the 'L' is pronounced very clearly

If you have a problem making a consonant sound, add the schwa sound before the consonant.

The schwa before a consonant makes the consonant clearer.

R = [uh] r

L = [uh] l

M = [uh] m

N = [uh] n

Record yourself saying '**rhythm**'. The 'Y' is the only vowel letter. However, we pronounce it with 2 syllables.

rhythm = ryth --- (u)m

An additional example is pronouncing 'ble' at the end of a word. The 'e' is silent, but 'ble' is a syllable.

'able' = a —b(u)l

'syllable' = syl—la—b(u)l

PRONUNCIATION TIP:

The 'R' is a common letter and often has a SHORT VOWEL SOUND before it. If an 'R' follows a short vowel sound, to make it faster and easier, normally we pronounce the short vowel sound as the schwa (uh) sound. This is not required, but it does make your speaking easier, and the 'R' will be clearly understood.

For example: 'word' and 'world' is easier and faster to speak, if 'o' uses the schwa sound. 'wurd' and 'wur—uld'.

Remember, all vowel letters can have a schwa sound
However, be careful changing long vowel sounds to the schwa.

Syllabic consonants are not always necessary for (R,L,M,N). If you find it difficult to pronounce these, then try using the schwa to form a syllabic consonant.

EXERCISE #P-2



ONLINE INTERACTIVE EXERCISE:
<https://speakenglishgroup.com/164992-2/>



Common Pronunciation Mistakes

Contractions



Many non-native speakers do not like saying contractions. The last sound is very important and needs to be clearly understood, because that last sound is replacing a word.

There is a reason we like contractions. When you learn intonation, you will understand why contractions are important. The importance is not emphasized in normal English classes, because intonation is not discussed.

When you learn intonation later in this book, using contractions will be important.



When using contractions, it is important to make the last sound clear.

It is important to speak the ending sounds correctly. If not, you will be deleting an entire word.

Can / Can't

Can and can't are popular words that have opposite meanings. When saying these words fast, incorrect pronunciation can cause confusion and communication problems. The last sound is extremely important and should be clearly pronounced.

Can – the 'n' sound should be extended and slowly die at the end.

Can't – The 'n' is fast and blends with the 't'.

The 't' is clear with extra stress and is cut off and quickly ends with the 't' sound.

Note: 'Can' takes 1-2 seconds longer than 'can't'.



NOTE: Use syllabic consonants with contractions!!!

(I'll = I' [uh]L, they'll = they' [uh]L)

Practice saying contractions. Record yourself and check for clear pronunciation.

we'd [weed]	I'd [ide]	I'll [I ul]
wouldn't [wood unt]	they'll [they ul]	they'd [theid]
should've [shood uv]	he's [heez]	shouldn't [shood unt]
she's [s heez]	I'm [I um]	she'll [sheel]
they're [they ur]	we've [weev]	you've [yoov]
you're [yor]	isn't [iz unt]	we're [weer]
I've [I uv]	could've [cood uv]	he'll [he ul]

EXERCISE # P-3



ONLINE INTERACTIVE EXERCISE:
<https://speakenglishgroup.com/p-3/>



Common Pronunciation Mistakes

'ed' endings

Past Tense Verbs (ending in -ed)

The ending has 3 sounds: [t], [d], and 'ed' ([ed] [əd] [ɪd]) sound.

A common pronunciation mistake among many advanced students is the formation of the 'ed' ending on past tense verbs.

NOTE: If the [t] or [d] sounds are used, then the number of syllables does not change, and the 'e' is silent. If the 'ed' is used, then 'e' is pronounced, adding an additional syllable, which can be pronounced [ed], [əd], or [ɪd])

Verbs ending with an UNVOICED sound (except [t])

The past tense 'ed' ending will be pronounced as an unvoiced [t].

The '- ed' ending will be [t].

mopped = mop[t]

walked = walk[t]

reached = reach[t]

laughed = laugh[t]

missed = mis[t]

Verbs ending with a VOICED sound (except [d])

The past tense 'ed' ending will be pronounced as an unvoiced [d].

The '- ed' ending will be [d].

begged = beg[d]

lived = liv[d]

rained = rain[d]

referred = refer[d]

called = call[d]

If you are not sure about the voiced or unvoiced, choose the [d]

Verbs ending with a [t] or [d] sound, the past tense 'ed' ending will be pronounced as [ed], [ud] or [id]. All 3 are acceptable.

visited = visit[ed]

ended = end[ed]

adopted = adopt[ed]

attended = attend[ed]

imported = import[ed]

NOTE: The ONLY time you pronounce the 'e' in 'ed' is if the last sound is [t] or [d]. Otherwise, you would have to make the same sound twice.

Practice the sentences.

1. The officials judged the results.

The officials judge the results.

2. The bees buzzed around the honey.

The bees buzz around the honey.

3. We pretend to like mother's cooking.

We pretended to like mother's cooking.

4. Rescuers search for missing people.

Rescuers searched for missing people.



EXERCISE # P-4



ONLINE INTERACTIVE EXERCISE:

<https://speakenglishgroup.com/p-4/>



Common Pronunciation Mistakes

Syllable Stress

Learn the stress of words. Like many languages, English also relies on word stress for correct pronunciation.

There are word stress rules to determine the stressed syllable. Word stress is sometimes taught to students with known words. Rules exist for word stress in unknown words.

WORD STRESS RULES



Rule #1 (Always true) – One syllable words have no stress.

Rule #2 (Always true) – Multiple syllable words always have a stressed syllable.

Rule #3 (Always true) – There are exceptions to the following rules.

English words with 2 syllables

Rule #4 – 2 syllable NOUNS normally have a first syllable stress. **CHI**-na, **BOT**-tle, **TA**-ble

Rule #5 – 2 syllable ADJECTIVES normally have a first syllable stress. **HAP**-py, **PER**-fect, **NA**-tive

Rule #6 - 2 syllable VERBS normally have a second syllable stress. de-**CIDE**, be-**GIN**, re-**VIEW**

English words with more than 2 syllables

Rule #7- Words with 3 syllables without a suffix, the stress will be in the second syllable in the middle.

examples: ba**NA**na, al**PH**abet, de**VE**Lop.

Rule #8 -Suffix (**ade, ee, eer, ese, que, ette, oon**) The stress will normally be on the suffix.

examples: lemon**ADE** guaran**TEE** Japa**NESE**, engin**EER**, uni**QUE**, ciga**RETTE**

Rule #9 Suffix (**er, ly**) The stress will normally be on the first syllable. examples: **MAN**ager **REG**ularly

Rule #10 Suffixes (**able, ial, cian, ery, ian, ble, ic, ion, ia, ient, ious, ish, sis**) The stress will normally be on the syllable before the suffix.

examples: una**VAI**lable, communi**CA**tion, rea**LIS**tic, dis**CUS**sion, mu**SI**cian, con**VEN**ient

Rule #11 - Suffix (**cy, ty, gy, phy, al, ate**) The stress will normally be on the second syllable before the suffix.

examples: de**MO**cracy, person**AL**ity, bi**O**logy, com**MU**nicate, pho**TOG**raphy, tra**D**itional

Rule #12 - Suffix (**sm**) 2 or 3 syllables – The stress will normally be on the first syllable. examples: **SAR**casm, **COM**munism, **CR**iticism

Suffix (**sm**) 4+ syllables – The stress will normally be on the second syllable.

examples: en**THU**siasm, ca**P**italism, pa**TRI**otism

Compound Words

Rule #13 – Compound nouns normally have the stress on the first word examples: **NOTE**book, **AIR**port, **CLASS**room

Rule #14 - Compound verbs and adjectives normally have the stress on the second word. examples: up**GRADE**, easy**GOING**

Rule #15 - Phrasal verbs have stress on the second word or preposition.

examples: take **ON**, clean **UP**, break **DOWN**, think **OVER**

EXERCISE # P-5



ONLINE INTERACTIVE EXERCISE:

<https://speakenglishgroup.com/p-5/>

Common Mistakes Review Quiz

Choose the correct stressed syllable.

chocolate	emotional	basketball
helmet	apply	condition
convenient	overstuff	confuse
controversial	responsibility	paper
affectionate	accuracy	city
hungry	emergency	politician
violently	photography	pioneer
fisherman	family	apologetic
create	diagnosis	include

chocolate (#10) **emo**tional (#10) **bas**ketball (#12)
helmet (#4) ap**ply** (#6) con**di**tion (#9)
con**ven**ient (#9) over**stuf**f (#13) con**fuse** (#6)
contro**ver**sial (#9) responsi**bi**lity (#10) **pa**per (#4)
a**ffec**tionate (#10) **accu**racy (#10) **ci**ty (#4)
hungry (#5) e**mer**gency (#10) poli**ti**cian (#9)
violently (#8) phot**o**graphy (#9) pi**oneer** (#7)
fisherman (#12) **fam**ily (#9) apo**lo**getic (#9)
cre**ate** (#6) diag**no**sis (#9) In**cl**ude (#6)

1. Say ' **word, word, word** '

2. Say ' **world, world, world** '

Did you hear the 'L' in world?

3. Say ' **child** '

4. Say ' **wild** '

5. Say ' **rhythm** '

6. Say ' **syllable** '



**1. The officials judged the results.
The officials judge the results.**

**2. The bees buzzed around the honey.
The bees buzz around the honey.**

**3. We pretend to like mother's cooking.
We pretended to like mother's cooking.**

**4. Rescuers search for missing people.
Rescuers searched for missing people.**

**5. Scientist tested the new technology.
Scientist test the new technology.**

Accent Reduction



There are pronunciation exceptions because English was formed from multiple languages, and sometimes, we pronounce words with a foreign pronunciation.

However, these pronunciation lessons are successful most of the time.

IMPORTANT

EXCELLENT PRONUNCIATION REQUIRES VOWEL & SYLLABLE KNOWLEDGE!



These advanced pronunciation lessons require good basic pronunciation. This section will include 2 **ADVANCED** pronunciation lessons that are not normally taught in English classes and books. You will learn the techniques to speak with excellent pronunciation with no accent.

- Students need to speak excellent pronunciation before continuing to intonation.
- Pronunciation is the prerequisite for intonation.
- Trying to learn intonation with poor pronunciation is a waste of time and will result in failure.

Consonants

Once students learn basic letter pronunciation, consonants usually are not a problem.

As I mentioned earlier in common mistakes, these are very important for good pronunciation.

1. voiced / unvoiced
2. the schwa
3. syllabic consonants
4. Digraphs (ph, th, wh, ch, sh, ng) are ONE sound!



IMPORTANT:



Consonant digraphs (th, sh, ph, ch, wh, ng) come together to make one new individual sound. If students are not aware of this, they may attempt to pronounce individual letters or blends. Digraphs are common and should be fully understood.

(th, sh, ph, ch, wh, ng) are ONE sound!

VOWELS

Vowels are the most important sounds and also the most difficult. There are only 5 vowels (not including 'y' and 'w'), but the vowels have over 20 sounds. Knowing which sound is correct for a vowel can be confusing. You need to know the vowel sounds to properly speak pronunciation. Learning the vowel rules can be complicated but is necessary. Most speaking rules, especially for intonation, are based on the vowel sounds in a word. Speaking success is limited without knowledge of the vowel rules.



Vowel rules

that all students should know:

1. When is a vowel long
2. Two vowels combining to make one sound (Diphthongs)
3. Most common exceptions
4. The schwa sound

No.	Vowel Rule		Symbol	Word
1	A vowel followed by a consonant at the end of a syllable has a short sound.	consonant – vowel – consonant	CVC	sit, cat, dog, drop
2	A vowel followed by two consonants at the end of a syllable has a short sound.	consonant – vowel – consonant – consonant	CVCC	bill, call, doll, west

3 ★	When an "E" at the end of a syllable is silent, the vowel before will be a long vowel.	consonant – vowel – consonant – "e"	CVCe	white, bite, name, more
--------	--	--	------	----------------------------

No.	Vowel Rule		Symbol
4 ★	- When two vowels are next to each other in a syllable, the second vowel is silent and the first vowel is a long vowel. - examples: meat, train, coat - Remember: "When two vowels go walking, the first one does the talking."	consonant – vowel – vowel – consonant	CVVC

No.	Vowel Rule	examples
5 ★	#4 Exception: two letters join to make a new sound (diphthong)	ai, ay, oi, ea, ew, ei, ie, oy, ou, ow, au, aw, ue, ui, oo
6	When a syllable ends with the only vowel, it is long.	me, no, be-lieve, o-pen
7	When an "I" is before a "GH" (igh), the sound is a long "I" .	right, light, high, tonight, bright
8	When a "Y" ends a one-syllable word, the "Y" is long.	my, fly, try

9	When a "Y" ends a multi-syllable word with the stress on the "Y", the "Y" has a long "I" sound.	verify, modify, reply
10	When a "Y" ends a multi-syllable word with the stress NOT on the "Y", the "Y" has a long "E" sound.	baby, funny, ugly, very
11	When a (Y) follows an (a) or (e), then the (y) is normally silent and makes the (a) or (e) long.	today, player, way, money, key
12	When an "EI" is followed by a silent "GH", the "EI" has a long "A" sound.	Weigh, eight

No.	Vowel Rule		examples
13	“ue”, “ui”, “ew” (sometimes “oo”)	• Normally have the same long U sound.	blue, true, bruise, juice, flew, new, food, noon, pool
14	• “AY”	• has a long “A” sound.	days, may, lay, way
15	• “OU”	• has different sounds.	couch, could, tough
16	• “OI” and “OY”	• normally has the same sound.	oil, boil, toy, boy, royal



EXERCISE # P-6

ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/p-6/>

IMPORTANT:

English vowel sounds are complicated and have many exceptions.

As an advanced speaker, you must know RULES #3, #4, #5, #6.

LONG and SHORT vowel sounds are very different and will have a big effect on pronunciation.

You must know when a vowel sound is LONG or SHORT!

LONG VOWEL RULES



RULE # 3

When an “E” at the end of a syllable is silent, the vowel before will be a long vowel.

CVCe (consonant – vowel – consonant - "e")

white, bite, name, more

When two vowels are next to each other in a syllable, the second vowel is silent and the first vowel is a long vowel. Remember: “When two vowels go walking, the first one does the talking.”



RULE # 4

(COMMON EXCEPTIONS: ia, io, eo)

CVVC (consonant – vowel – vowel - consonant)

meat, meet, train, coal, air, coat

EXERCISE # P-7



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/p-7/>

Important EXCEPTIONS for RULE #4

1. Diphthongs are exceptions to Rule #4

2. (ia, io, eo) are normally separated, making 2 vowel sounds.

note: If the first vowel is 'i', be careful, it may be an exception.

3. 'ea' has multiple sounds and can also be a diphthong.



RULE #5

Exception for rule #4: Diphthongs are 2 vowel letters joined to make a new sound. Examples include 'oi, ea, ew, ei, ie, oy, ou, ow, au, aw, ue, ui, oo'.

When a syllable ends with the vowel sound, it is long.



RULE # 6

me, no, be-lieve, o-pen

me = long e, no = long o, believe = long e for first syllable,
open = long o for first syllable

**This rule is the most common and most important
rule for long vowel sounds!**

pronounce: **photograph**

(pho - to – graph)

notice: The ‘O’s are long and the ‘A’ is short. The
‘O’s are at the end of syllables and ‘A’ is not.

pronounce: **photography**

Most non -native speakers say “photo graph ee”,
which is NOT correct!

**Adding the ‘y’, a vowel sound, another syllable is
required, and all syllables change.**

pho - tog - ra – phy

The first ‘O’ is long.
The second ‘O’ now is short.
The ‘A’ is now long.
The ‘Y’ is long.

The interactive exercise #P-8 will check your
pronunciation.

EXERCISE # P-8



ONLINE INTERACTIVE EXERCISE:

<https://speakenglishgroup.com/p-8/>

IMPORTANT:

Knowing when a vowel is **LONG**, is extremely important!

(RULES #3, #4, #5, #6)

Note:

An 'i' vowel letter has 2 long sounds: [i] (say the letter) and [ee]

No rule exists. If you do not know the best guess is

1. short words (1-2 syllables) guess the [i]
2. long words (2+ syllables) guess the [ee].

As in the photograph / photography example, you must know the syllables in words to determine if a vowel is long (rule #6).

You need to learn how to separate words into syllables for correct pronunciation and accent reduction.

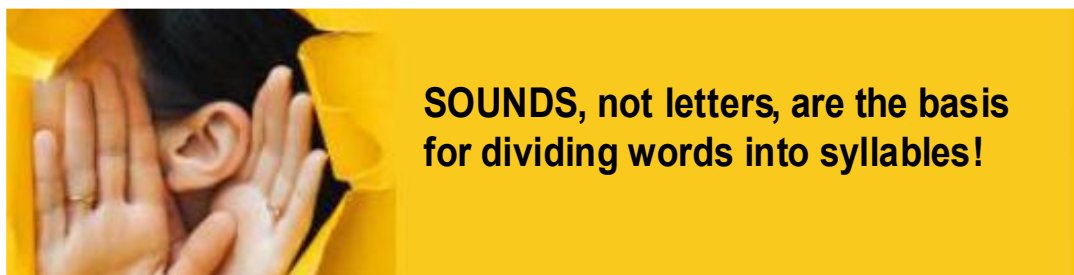
The Secret to Syllables

The Final Step For Accent Reduction!

Focus on the pronunciation of each syllable, then combine each syllable to pronounce the word.

If you make all your sounds correctly, you will speak with perfect pronunciation without an accent.

The steps may seem confusing, but once you practice, you will start doing it naturally.



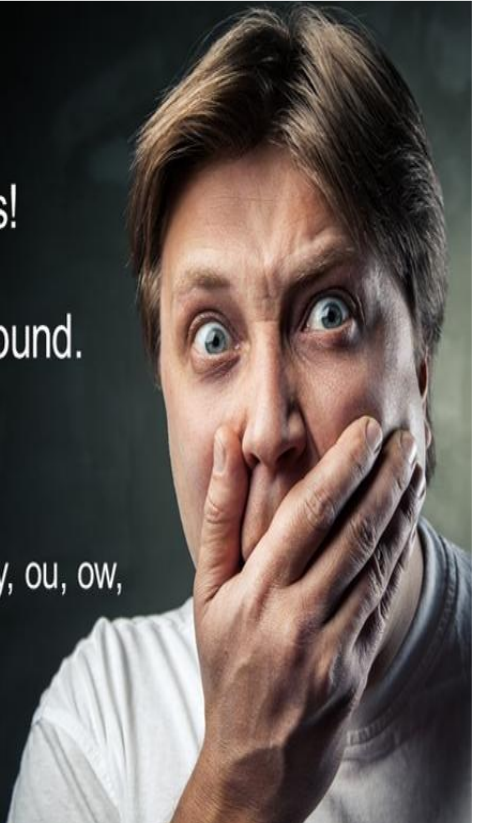
With syllables,

- We refer to “SOUNDS” not letters!
- In English, 2 letters can form 1 sound.

(consonants: th, ch, sh, ph, wh, ng)

(vowel diphthongs: ai, ay, oi, ea, ew, ei, ie, oy, ou, ow, au, aw, oo)

(some blends: ic, ex, tr)



Each syllable has ONLY ONE vowel sound.

- Find the vowels and do not count the silent [e] vowel or 2 vowel letters making 1 vowel sound. (rule #4)
- Diphthongs [ai, ay, oi, ea, ew, ei, ie, oy, ou, ow, au, aw, oo] join together to make ONE new vowel sound.

Example: The word “cause” has 3 vowels but only 1 vowel sound. The “au” is a diphthong and the “e” is silent.



One syllable words: cat, dog, toy, down, choose, sound

Two syllable words: aw-ful, be-cause, o-pen, out-side

Three syllable words: re-mem-ber, un-hap-py, an-i-mal,

1 syllable no consonant sound (V) - I, eye, a, owe

1 syllable 1 consonant sound before (CV) - my, why, she

1 syllable 1 consonant sound after (VC) - if, an, on, up, ate

1 syllable 2 consonant sounds (CVC) - good, make, coat

1 syllable 3 consonant sounds (CVCC) - learn, calm, built,

IMPORTANT REMINDER :

2 vowels together are normally 1 SOUND!

exceptions: (ia, io, eo) and diphthongs

Consonant Digraphs (th, ph, sh, ch, wh, ng) are 1 SOUND!

An 'i' vowel has 2 long sounds: [i] (say the letter) and [ee].

Best guess is for short words (1-2 syllables) guess the [i]
and long words (2+ syllables) guess the [ee].

EXERCISE # P-9



ONLINE INTERACTIVE EXERCISE:

<https://speakenglishgroup.com/p-9/>

How to Separate Words Into Syllables

The Final Step For Accent Reduction!

Focus on the pronunciation of each syllable, then combine each syllable to pronounce the word.

If you make all your sounds correctly, you will speak with perfect pronunciation without an accent.

The steps may seem confusing, but once you practice, you will start doing it naturally.



#1 If you have 2 words together making 1 word (compound word), separate the words. examples:
bed-room, side-walk, fire-man

#2 Separate the prefixes and suffixes. A prefix or suffix will become a syllable.

note: Sometimes, a suffix will add the previous consonant sound to start the suffix)

examples: prefixes: un-happy, pre-view, re-order
suffixes: work-er, help-less, care-ful

**HUNDREDS OF PREFIXES AND SUFFIXES EXIST.
IF YOU ARE NOT SURE, DO NOT GUESS. JUST
FOLLOW RULE #3!**

**A FEW PREFIXES TO REMEMBER:
pro, pre, con, com, un, re**

**A FEW SUFFIXES TO REMEMBER:
tion, cian, phy, ty, ous, cious, tic**

NOTE: 'io' and 'ia' are 1 sound in a suffix. IF the suffix does not end in a vowel sound, the vowel sound will normally be the schwa sound.

tion [shun], cian [shun], phy [fee], ty [tee], cious [shus]

#3 Where to Divide a Word into Syllables

REMEMBER: A syllable has only one vowel sound!!!

OBJECTIVE: Find the syllable break between two vowel sounds.

Symbol	Rule	Symbol	Examples
VV	• Make two independent sounds (normally IO, IA, EO are two sounds)	V-V	di-al, vi-a, li-on, tri-o, ne-on
VCV	• Divide syllables before the consonant.	V-CV	o-pen, be-low, ti-ger, a-way
VCCV	• Divide syllables between two middle consonants.	VC-CV	let-ter, hap-py, dir-ty, bas-ket-ball

This may seem challenging, but with practice, it will become natural.

Separate **pronunciation** by syllables

1. prefix / suffix

pro ---nuncia ---tion

2. unci = vccv = vc---cv = un----ci

pro ---- nun-----cia---tion

3. ia = vv = v—v = i---a

pro--nun--ci--a--tion

geography

1. (Remove prefix)

geogra – phy

2. eo = V V = V--V

ge – ogra - phy

3. ogra = VCCV = og--ra

ge – og – ra - phy

(note: ia, io, eo = 2 sounds)

enthusiastic

1. prefix / suffix

en – thusias – tic

2. usi = VCV = u – si

en – thu – sias – tic

3. ia = vv = i – a

en – thu – si – as – tic

(note: ia, io, eo = 2 sounds)

liquidation

1. suffix

liquida – tion

2. iqui = VCV = i – qui

li – quida – tion

3. uida = VCV = ui – da

li – qui – da – tion

(note: ui = 1 vowel sound)

EXERCISE # P-10



ONLINE INTERACTIVE EXERCISE:

<https://speakenglishgroup.com/p-10/>

EXERCISE # P-11



ONLINE INTERACTIVE EXERCISE:

<https://speakenglishgroup.com/p-11/>

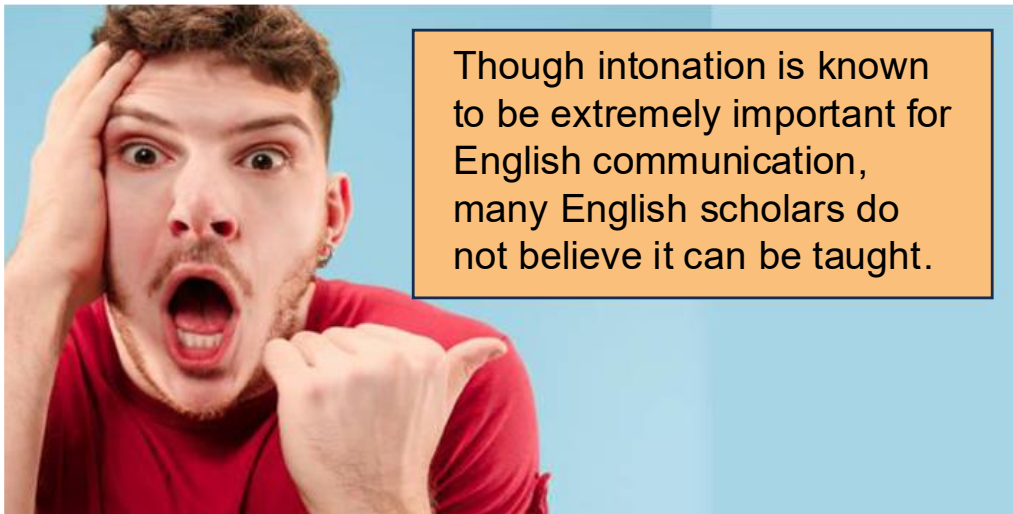
Intonation

Intonation is the most advanced English speaking skill. This skill is not effectively taught in English, and is the biggest problem for fluent speaking.

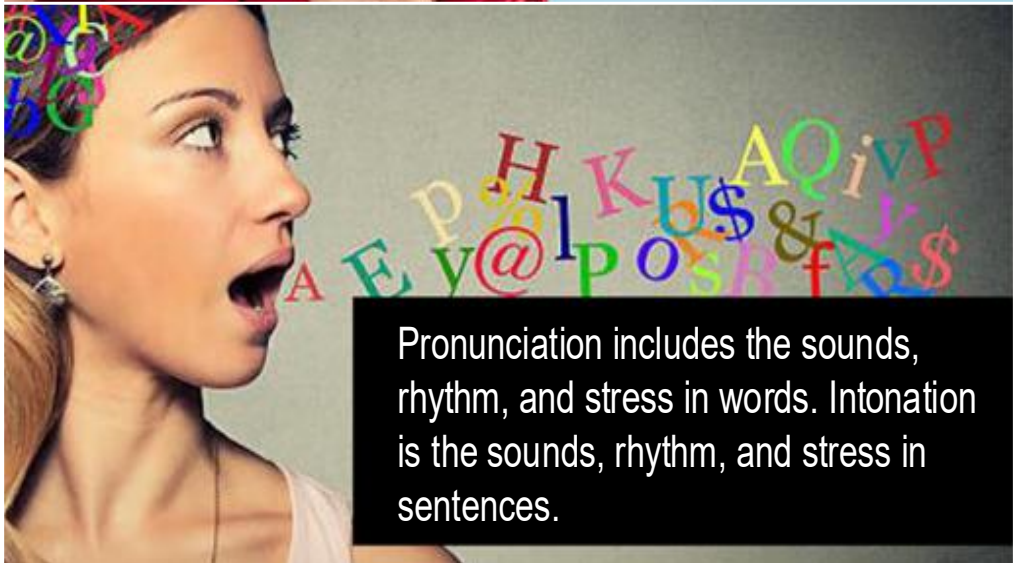
You may have advanced grammar and pronunciation skills, but native speakers may not understand you without intonation.

If you speak all words in one tone (monotone) and no stress, it can be difficult for someone to listen and understand.

According to English scholars, listeners may still have a problem understanding good grammar and pronunciation without intonation.



Though intonation is known to be extremely important for English communication, many English scholars do not believe it can be taught.



Pronunciation includes the sounds, rhythm, and stress in words. Intonation is the sounds, rhythm, and stress in sentences.



Intonation will help you sound like a fluent speaker, but the best benefit will be that your communication will be more effective.

Intonation consists of multiple elements, and all of these are key pieces for effective intonation.

Some of these intonation elements are a prerequisite for future elements.

To master intonation, these elements should be learned in specific steps to avoid confusion.

TONE / EXPRESSION We use tone to express our emotions. To effectively communicate in English, you should relax and show natural emotions. Tone can change the meaning of words. According to communication research, tone is 5 times more effective than words.

STRONG FORM and WEAK FORM Words have two pronunciations called strong form and weak form. Fluent speaking requires the use of strong and weak forms. When non-native speakers listen to native speakers, difficulty understanding the weak form can be a problem.

SENTENCE STRESS In English, all words are not equal. Words have different levels of stress according to their importance. Sentence stress is the most essential to the rhythm.

CHUNKING Native speakers can sometimes speak fast. However, pauses are used at the appropriate time. Pauses are used in English, but must be at the correct time, which is NOT when you lose your thoughts. If you pause at the correct time, it can help you and the listener to effectively communicate.

BLENDING / LINKING / CONNECTED SPEECH

In English, we sometimes combine sounds and words. Native speakers do not speak fast at a continuous rate. We change the tempo, rhythm, and speed as we speak rhythm.

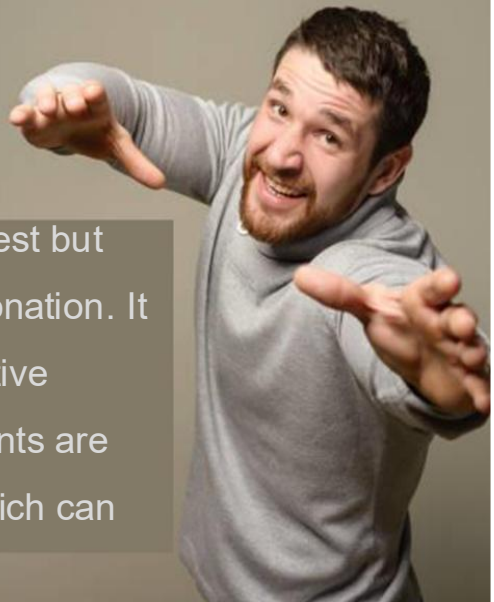
PITCH The English pitch is the rise and fall of your voice in communicating specific meanings, ideas, stress, and emotions. It is used in syllables, words, phrases, and sentences. The English pitch can vary for different situations, and knowing when to use pitch is a key element of effective intonation.



STEP #1

Tone and Expression

TONE / EXPRESSION is the easiest but can have a big impact on your intonation. It is common when speaking our native language; however, English students are normally focused on grammar, which can result in speaking monotone.



English, being a stress-timed language, can be difficult to understand when speaking with a neutral tone(monotone). If you want people to enjoy a conversation with you you need to show your emotions when speaking English

IMPORTANT: Showing your emotion by using tone will improve your communication skills.



Communication Theory

Quit thinking only about grammar and focus on communicating. Emotions can be expressed through words, tone, and body language.

Communication has been researched for many years. The most common theory is known as Mehrabian's communication rule. Mehrabian's theory is popular and quoted in many studies, and is known as the 7 / 38 / 55 rule.

Did You Know?

When there are different emotions being communicated ...

1. Body language is 55% effective (most trusting)
2. Tone is 38% effective (over 5 times more trusting than words)
3. Words spoken are only 7% effective (least trusting)

What emotions do these photos communicate?





Expression – Using Tone to Show Emotions

Emotions can be expressed with words, tone, and body language.

Body language is 55% effective (most trusted)

Tone is 38% effective (over 5 times more trusting than words)

Words spoken are only 7% effective (least trusting)



Using tone to express your emotions

- 1. will eliminate a boring monotone voice**
- 2. will have more effective communication**
- 3. will improve other intonation skills**

In today's technology world, using email, text, SMS, and chat is now common. When these began, communication problems often occurred because of the lack of tone and reliance on only words.

The lack of communication of feelings, emotions, and tone often resulted in misunderstandings. **Are they serious or joking? Are they happy or sad? Are they surprised or angry?**



Acronyms (lol, lmao, omg, jk) and emoticons (emotional faces) were added to help solve this communication problem.



When speaking your native language, using tone to show your emotion is natural for us. For effective communication, it is important to relax and show your natural emotions.

EXERCISE # I-1



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/I-1/>



STRONG and WEAK FORMS. Words have two pronunciations called strong form and weak form. Previously, in the pronunciation section, I taught you the pronunciation rules for perfect pronunciation. This is called 'strong form' and is necessary to learn. Fluent speaking requires the use of strong and weak forms. When non-native speakers listen to native speakers, difficulty understanding the weak form can be a problem. The two forms are combined when speaking English.



- The strong form is used for clear pronunciation.

- The weak form is used for rhythm and speed.

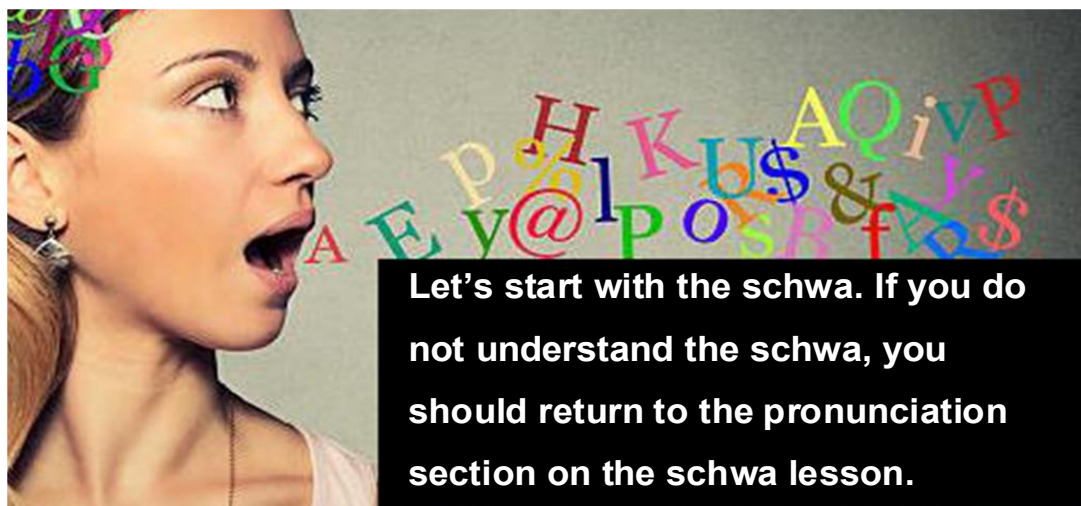
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- The two forms are used together for the most effective results.

Weak form is a big reason why some students don't understand native speakers in real-life situations.

For example, movies and television shows can be difficult, because native speakers sometimes use the weak form for faster speaking.

If you want to speak fluently, you need to know when to use the strong form and weak form.



Let's start with the schwa. If you do not understand the schwa, you should return to the pronunciation section on the schwa lesson.

Since most people do not know the phonemic alphabet, I will reference the schwa sound with [uh] to remind you of the schwa sound. As you should know, every vowel letter can have the schwa [uh] sound.

Remember: You cannot use the weak form in all situations. You must learn when to use the weak form and when to use the strong form.



We will begin with the most common word in English.

A) **‘the’** has 2 pronunciations. It can be pronounced th[ee] and th[uh]. Th[ee] follows the pronunciation rules A vowel at the end of a syllable will have a long sound. This is called the ‘strong form’.

Most of the time, native speakers pronounce th[uh], which is the ‘weak form’. The vowel sound uses the schwa [uh] sound to make the weak form.

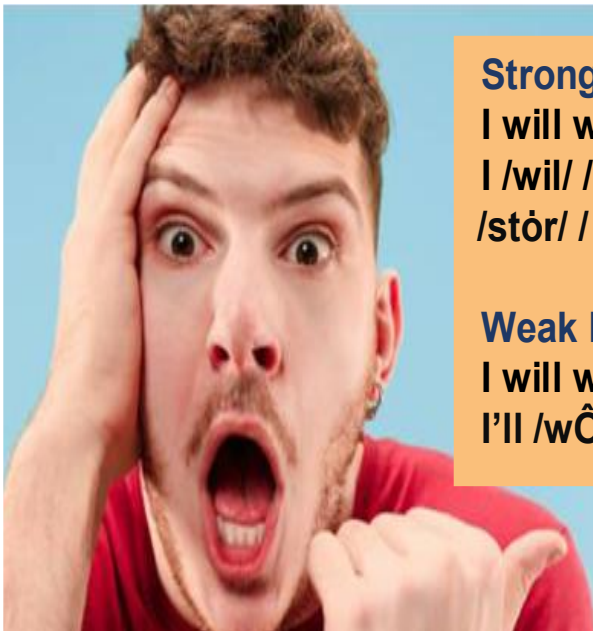
B) The weak form for 'I want to' will be pronounced '[uh] w[uh]n

t[uh]'. I am sure you have heard many native speakers say this using the weak form.

C) A sentence will combine strong form and weak form.

I want to go to the store.

[uh] /w[uh]n/ /t[uh]/ /go/ /t[uh]/ / th[uh]/ /store/.



Strong Form:
I will walk to the store today.
I /wɪl/ / wŌk/ /too/ / thē/
/stŏr/ / tŏ deɪ/

Weak Form:
I will walk to the store today.
I'll /wŌk/ /tə/ /thə/ / stŏr/ /tə deɪ/.

Notice the word 'today'. In weak form, we say "t[uh] -day".

Never change a vowel in a stressed syllable. In unstressed syllables, we can change vowel sounds to the schwa.

Be careful changing LONG vowel sounds to the schwa. It is possible, but I only recommend it if you have checked the pronunciation.

Let's keep it simple by using only two-syllable words.
(Syllable rules lesson is in the pronunciation section)

The following words can function as both nouns and verbs.
The syllable stress is different for two-syllable nouns and verbs.
Two-syllable nouns, the stress is on the first syllable. Two -
syllable verbs, the stress is on the second syllable.

	NOUN	STRONG	WEAK	VERB	STRONG	WEAK
A	PRESENT	PRES-ent	PRES – [u]nt]	PRESENT	pre-SENT	pr[uh]-SENT
B	RECORD	REC-ord	REC –[uh]rd	RECORD	re - CORD	r[uh] - CORD
C						
D	OBJECT	OB-ject	OB- j[uh]ct	OBJECT	ob-JECT	[uh]b-JECT
E	REBEL	RE – bel	RE – b[uh]l	REBEL	re- BEL	r[uh] - BEL
F	PROJECT	PRO-ject	PRO – j[uh]ct	PROJECT	pro - JECT	pr[uh] - JECT
G	CONFLICT	CON –flict	CON–fl[uh]ct	CONFLIC T	con-FLICT	c[uh]n- FLICT
	PERMIT	PER-mit	PER-m[uh]t	PERMIT	per-MIT	p[uh]r -MIT

- 1.I presented a present to my mother.
- 2.The music was recorded on a record.
- 3.The lawyer objects to the object found on the crime scene.
- 4.Rebels like to rebel.
- 5.We will project how much the project will cost.
- 6.Conflicts allow people to conflict.
- 7.They will not permit you without a permit.

Do not panic. It takes practice and you will get lots of
practice in the following intonation lessons.

EXERCISE # 1-2



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/i-2/>

Weak Form Dictionary

	Strong (stressed)	Weak (unstressed)
and	and (ænd)	n / uhn (ən)
are	are	uhr (ər)
at	at (æt)	uht (ət)
because	because	cause, cuz (cəz)
could have	could've	cudduh
did you	did you	joo (ju:)
don't know	don't know	dunno (dənno)
do you	do you	duh yuh (dəyə)
for	for (fɔ:r)	fuh (fə)
from	from (frɒm)	fruhm (frəm)
give me	give me	gimme
going to	going to	gun uh (gənnə)
go to	go to	guh duh (gədə)
have got to	got to	gut tuh
he	he (hi:)	i (I)
her	her (hɜ:)	huh (hə)
him	him	im (Im)
his	his (hlz)	iz (Iz)
I am	I'm	uhm (əm)

lot of	lot of	luh tuh (lotə)
me	me (mi:)	mi (ml)
no	no	nuh
of	of (ɒv)	uv (əv)
she	she (ʃi:)	shi (ʃl)
should have	should've	shudduh
that	that (ðæt)	thuht (thət)
the	the	thuh, da (də)
their	their (ðeə)	thuh (ðə)
to	to (tu:)	tuh (tə)
want to	want to	wunna (wənnə)
we	we (wi:)	wi (wl)
what do you	what do you	wuh duh yuh (wə də yə)
would have	would've	wudduh
yes	yes	yuh, yup
you	you (ju:)	ya (yə)
you going to	you going to	yuh gun nuh (yəgənə)
you want to	you want to	yuh wun nuh (yəwənə)
you have to	you have	yuh huf tuh (yə həf tə)
you can	you can	yuh cuhn (yəcən)
you are	you are	yar
your	your (jɔ:)	yuh (jə)

IMPORTANT:

Knowing weak form is extremely important, as you will see in the following step.

A composite image showing two hands cupping ears on the left and a mouth on the right, suggesting listening and speaking. A white rectangular box is centered over the image.

STEP #3

Sentence Stress



SENTENCE STRESS

In English, words are NOT equal. Sentence stress is the most essential element in intonation. The rhythm of English intonation is based on the sentence stress. Often times, native speakers will NOT UNDERSTAND



IMPORTANT:



With syllable-based languages, all words are equally important. The sentences are more monotone, and the emphasis is on the rhythm of a words pronunciation.

With stressed-timed languages (English), **NOT** all words are equally important, and the emphasis is on the rhythm of a sentence. **If you speak in a monotone voice in English, it will sound robotic and boring.**

Speaking with Emphasis and Stress

You may not speak perfect English, but what is most important is effective communication.

It is now common to communicate through text, SMS, or chat messaging. We often shorten our messages by typing only the important words.

If you receive the message “**meet cinema 6 pm**”, you probably know it means “**We will meet at the cinema at 6 pm.**”

If you speak all words in one tone (monotone), it can be more difficult to understand.

In English, we have 2 types of words.

1. **IMPORTANT** words known as '**content**' words.

2. **NOT IMPORTANT** words known as '**structure**' words.

If you stress important words and phrases, the listener will have a better understanding, and you will have an effective conversation.



Content Words (important)	
WORD TYPES	EXAMPLES
NOUNS	HOUSE, CAR, PERSON
ADJECTIVES	HAPPY, SAD, ANGRY
ACTION VERBS	PLAY, EAT, SLEEP
ADVERBS	SLOWLY, QUICKLY, LOUDLY
OPEN-ENDED QUESTIONS	WHY, WHAT, WHERE
DISAGREEMENT WORDS	NOT, NO, YES

Structure Words (not important)	
WORD TYPES	EXAMPLES
AUXILIARY VERBS	CAN, DOES, WILL
VERBS 'TO BE'	IS, ARE, BE
MODAL VERBS	COULD, WOULD, SHOULD
PRONOUNS	HER, HIM, SHE, HE
PREPOSITIONS	TO, FOR, FROM
CONJUNCTIONS	AND, BUT, BECAUSE

The bus was late, and I am bringing pizza.

The	bus	was	late	and I am	bringing	pizza
structure word	content word (noun)	structure word	content word (adjective)	structure words	content word (action verb)	content word (noun)

If the listener hears

‘bus late bringing pizza’,

Communication should be understood.



IMPORTANT NOTE:

Any word can have stress, including structure words. The content and structure words rule is a common guide, but you still make the final decision.

The rhythm of speaking English normally stresses content words over structure words, but you have control of your communication.

You can choose exceptions based on the situation.



Content (important) Words

Content words should be spoken **LOUDER** and **SLOWER** with excellent enunciation and pronunciation.

It is very important that you clearly communicate the content words!



Structure Words (not important)

Structure words will be spoken more softly and faster, resulting in possible connected and linked words without good pronunciation.

Structure words always use WEAK FORM!

When speaking English, we have a rhythm like a song.

The words are organized into beats.

In English, the speed varies to maintain a rhythm and a beat. This is why we say structure words faster and combine structure words together to make one beat. Content words are clearly spoken more slowly, and each has one beat.



1. Each content word **ALWAYS** has one beat.
2. Every content word is spoken slower and clearly in **ONE BEAT**.
3. Structure words **REQUIRE** fast speaking. By using the weak form and shortcuts, multiple structure words combine together for **ONE** beat.
4. In English, we use lots of contractions. We use contractions to speak the structure words faster for one beat.

CONTENT	structure	CONTENT	structure	CONTENT	structure	CONTENT
1 beat	1 beat	1 beat	1 beat	1 beat	1 beat	1 beat
ONE	and [uhn]	TWO	and [uhn]	THREE	and [uhn]	FOUR
ONE	and a [uh-nuh]	TWO	and a [uh-nuh]	THREE	and a [uh-nuh]	FOUR
ONE	and then a [uhn-dun-uh]	TWO	and then a [uhn-dun-uh]	THREE	and then a [uhn-dun uh]	FOUR

Example:

1. Let's shop at the store with the lowest prices.

content: shop (action verb), store (noun), lowest (adjective), prices (noun)

structure: let's = luts (weak form),
at the = note #1: when joining 2 structure words, if 2
consonants are the same, drop the first
(at + the = 2 't's. drop the 't' on at)

note #2: saying a 'th' fast sounds like a 'd'. In a
STRUCTURE word, 'th' normally is a 'd'.
'at the' = uh-duh (FAST!!!)

with the = note #1: the short [ɪ] is the second fastest
vowel sound to the [uh]. Changing a short I
vowel to [uh] does not have much benefit, so
it is not necessary.

note #2: the 2 'th's together. Drop the first one.
'with the' = wi-duh

Luts SHOP uh-duh STORE wi-duh LOWEST PRICES.

2. I will walk to the store today.

content words: walk, store, today

structure words:

I will: make a contraction and change 'I' to [uh]
I will = uhl

to the: tuh-duh (very common)

Uhl WALK tuh-duh STORE TODAY.

3. Can you help me because I want to go to the cinema?

content words: help me ('me' - I made it content word because it is added for importance together with help), go, cinema

structure:

can you: cun yuh (note: 'you' is sometimes a pronoun used as a content word)

because I want to: cuz uh wunnuh

to the: tuh-duh

cun yuh **HELP ME** cuz uh wunnuh **GO**
tuh-duh **CINEMA?**

4. I have an awesome idea for you to tell your boss.

content words: awesome, idea, tell boss

structure:

I've an: uhv – uhn

for you to: (note: often we drop an 'r' at the end of a STRUCTURE word) fuh yuh tuh

your = yuh (drop the 'r')

uhv–uhn **AWESOME IDEA** fuh yuh
tuh **TELL yuh BOSS.**

EXERCISE # 1-3



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/i-3/>

Not all content words are equal!



- Extra stress can be added if the word is more important than a normal content word.
- The topic or conversation can change the words with extra stress.
- You decide those important words that need extra stress.
- EXTRA stress is given by saying the word LOUDER

Do you like English?

structure words	content word	content word
duhyuh (dəyə)	like	English

Which content word is more important?

It depends on the conversation topic.

- 1.If the topic is different languages, probably 'ENGLISH' will be the most stressed.
- 2.If the topic is English, probably 'LIKE' will be the most stressed. The listener and you know the topic, and you want to know if they LIKE it.



Many times, if you use a good tone and express your feelings, your subconscious mind will automatically choose the levels of stress of your content words!

Use a good tone and adjust the stress according to the importance.

You want to learn intonation so you can speak good English.

structure	content	content	structure	content	content	content
Yuh wun tuh	learn	intonation	suh yuh cuhn	speak	good	English

I will meet you at the theater at 5:00 pm..

Structure	Content	Structure	Content	Structure	Content
uhl	meet	yuh uh duh	theater	uht	5:00 pm

Use a good tone and adjust the stress according to the importance.

abcde = normal content word

abcde = high stress content word

abcde = structure word

People have been coming to the wise man, complaining about the same problems every time. One day he told them a joke, and everyone roared in laughter.

After a couple of minutes, he told them the same joke and only a few of them smiled.

When he told the same joke for the third time, no one laughed anymore.

The wise man smiled and said: "You can't laugh at the same joke over and over. So why are you always crying about the same problem?"

EXERCISE # I-4



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/i-4/>

You know how to show stress by being louder and slower. You now have an additional stress option to use on focus words. For stress, you can be louder, slower, and use PAUSES.



Now, we will take sentence stress to the final level.

Every sentence and maybe every phrase will have at least one word that will be a focus word. The focus words will be the MOST IMPORTANT and will have the highest level of stress.



A quick pause (1 beat) can be added before, after, or both.

A pause before will get their attention, and a pause after gives a few seconds for the listener to think about that focus word.

Pauses separate the focus word from the other words, providing more emphasis.

WHEN are you going to the store?

1 beat	1 beat	1 beat	1 beat	1 beat	1 beat
I will	walk	to the	store	(pause)	TODAY

WHERE are you going today?

1 beat	1 beat	1 beat	1 beat	1 beat	1 beat	1 beat
I will	walk	to the	(pause)	STORE	(pause)	today

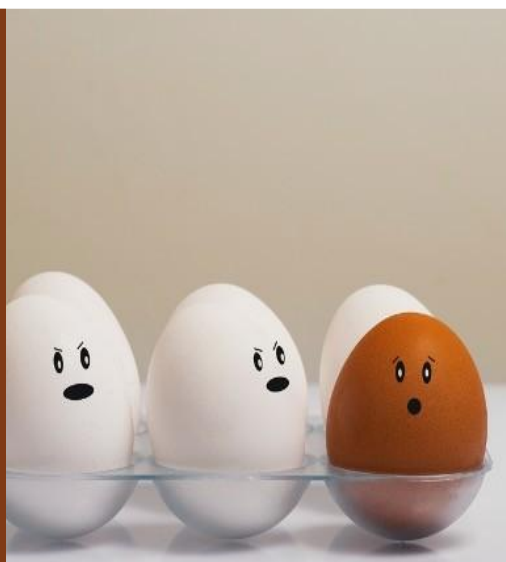
•The focus words are the most important content words.

•Focus words need to be very clear with louder and slower pronunciation including pauses to emphasize the stress.



The speaker chooses the focus words, but consider ...

1. new topic as the focus word.
2. A word showing new information
3. words showing disagreement.
4. a word showing strong emotions
5. a word showing a correction
6. a word clarifying information



A NEW TOPIC

- Starting a conversation, the first time saying the TOPIC will be the focus word.
- If you CHANGE the topic, it is important that the NEW TOPIC is clear. The NEW TOPIC should be a focus word.
- When everyone knows the topic, the stress will become a normal content word.



When giving **NEW IMPORTANT INFORMATION**, NEW information may be focus words.

a) John will go to **New York** on his birthday.

b) I think John is going to **LONDON** on his birthday.



When someone disagrees, focus words will be used to emphasize disagreement.



Choose focus words when there are corrections, confusion, or misunderstandings.

couple:
We ordered two chocolate **ICE CREAMS**.

waiter:
Sorry, I thought you ordered two chocolate **CAKES**.





A) WHEN is the meeting?
B) The meeting is on FRIDAY.

A) TOMORROW is the birthday party
B) WHAT is happening tomorrow?

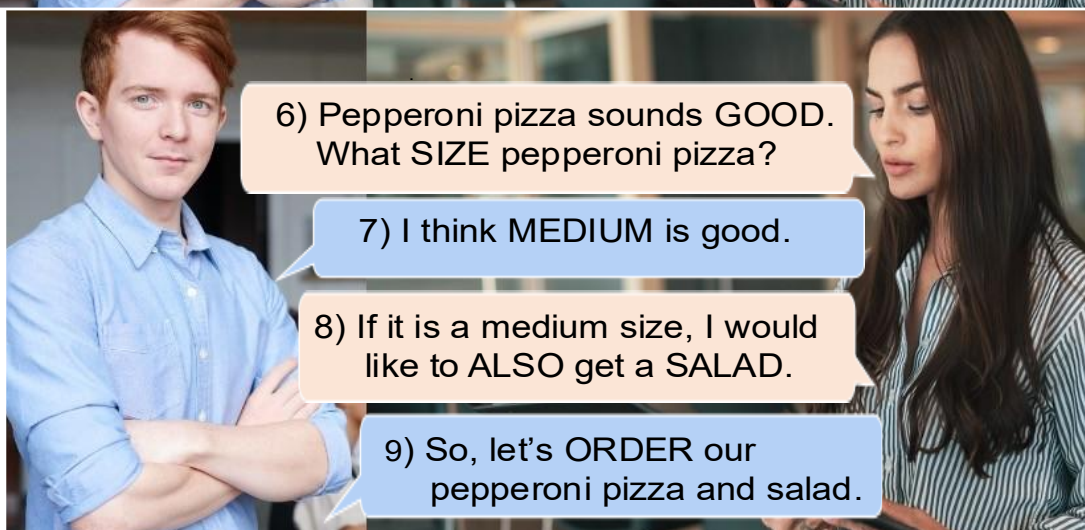
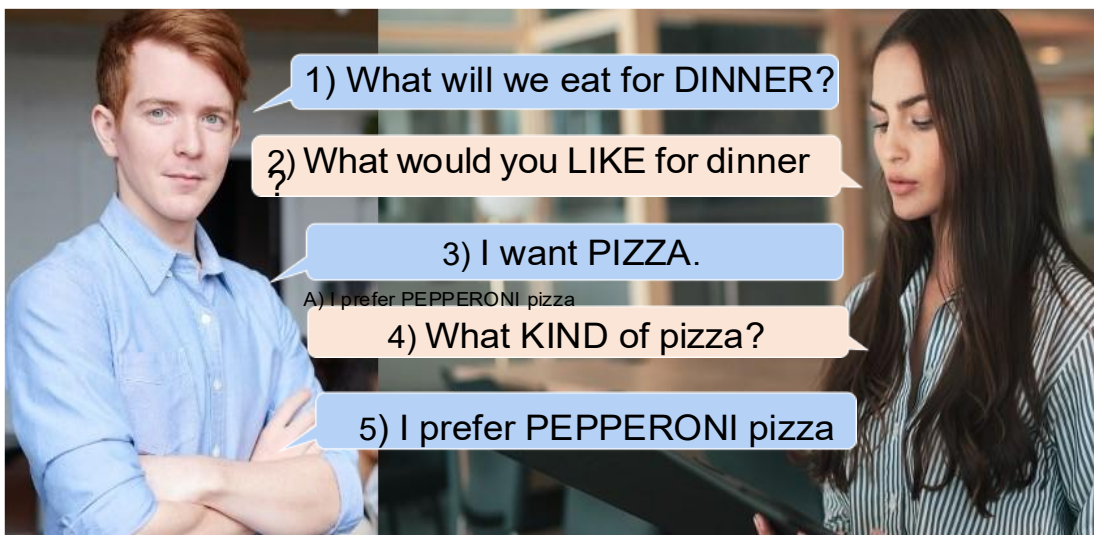


EXERCISE # I-5



ONLINE INTERACTIVE QUIZ & EXERCISES

<https://speakenglishgroup.com/i-5/>



Notice in the last dialogue.

A) The first sentence #1, starts with the focus word 'DINNER'. (topic)

B) In #3, 'PIZZA' is the focus word. (new info) Notice that following 'pizza' is no longer the focus word.

C) #8, 'ALSO SALAD' is the focus. (confusion)



Let's look at only the FOCUS WORDS.

dinner?
like?
pizza
kind?
pepperoni
good, size?
medium, also salad
order

Following only the focus words, notice the conversation is understood!



Choose your focus words wisely. It could be the difference between being understood and NOT being understood!

IMPORTANT NOTE: Any word can have stress, including structure words. The conversation and the situation should determine the stress. **YOU** must decide the important words to stress. The content and structure words rule is a common guide, but you still make the final decision. When speaking English, we often stress the content words over the structure words, but you have control to make adjustments in your communication.

EXERCISE # I-6



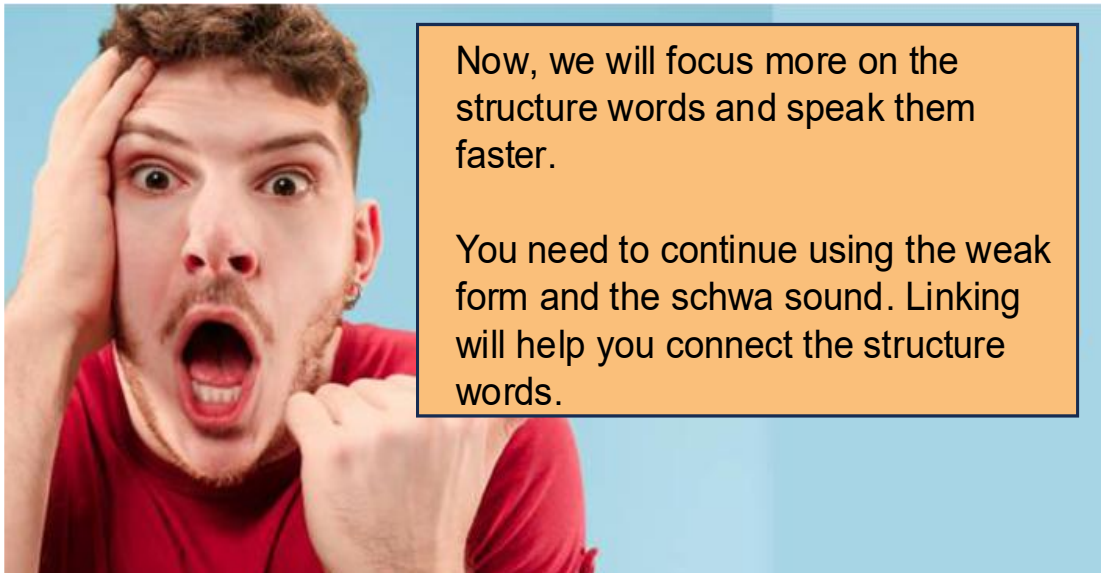
ONLINE INTERACTIVE QUIZ & EXERCISES

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STEP #4

Linking / Connected Speech



Now, we will focus more on the structure words and speak them faster.

You need to continue using the weak form and the schwa sound. Linking will help you connect the structure words.

Linking (connected speech) does have rules.

However, you will learn more shortcuts from native speakers and the many English accents.

We will discuss some general English linking rules.

These rules will help you speak structure words faster.





In pronunciation, you learned that syllables are divided with a consonant at the start of a syllable. With a vowel – consonant – vowel (V--CV), the consonant starts the second syllable.

When a syllable starts with a consonant, the result is a much quicker and smoother transition.

When you connect words, try to start the second word) with a consonant.

1. If a word ends in the same sound as the next word begins, we hold the sound a little longer and say it only once.

went to (wen -tuh) I [wentuh] the store.

with those (wi-dose) I'd like a burger [wi-dose] fries.

what to (wuh-tuh) I don't know [wuh-tuh] do.

is so (i-so) The beach [i-so] beautiful.

with them (wi-dum) Let's go out [wi-dum].



2. If the first word ends in a consonant sound and the second word starts with a vowel sound, the consonant shifts to start the second word (syllable).

with our (wi-thour) Let's go out [wi-thour] friends.

have a (huh -vuh) [Huh-vuh] good day!

come on over (cuh-muh-nuh-ver) [Cuh-muh-nuh-ver] fuh dinner.

can I have a (cuh-nuh-huh-vuh) [Cuh-nuh-huh-vuh] coffee?

been out (bee-nout) I've [bee-nout] today.



3. If a word ends in a consonant sound and the following word starts with a vowel sound, we HOLD the consonant sound and blend it to start the following word.

Note: The first word can be an important content word, BUT the content word still needs to be clearly spoken. You just hold the last sound to help start the following structure word.

EXAMPLES

‘V’ (voiced) is a strong ‘F’ (unvoiced) sound.

**half a (half-vuh) I would like a [half-vuh] sandwich.
have an (huh-vun) I [huh-vun] ice cream.**

**‘TH’ (voiced & unvoiced) use the voiced sound.
with an (wi-thun) I like dinner [wi-thun] ice cream.**

‘Z’ (voiced) is a strong ‘S’ (unvoiced) sound.

what’s up (what’s-zup) What’s-zup?

mess up (mess-zup) Don’t [mess-zup] the kitchen.

boys are (boys-zur) [Boys-zur] active.

girls are (girls-zur) [Girls-zur] nice.

miss a (mis-zuh) I [mis-zuh] good challenge.

‘D’ (voiced) is a strong ‘T’ (unvoiced) sound.

but is (bu-dis) English is difficult, [bu-dis] fun.

walked a (walk-duh) I [walk-duh] a long time.

4. The 'h' in personal pronouns (he, his, her, him) is often silent and blends with the prior word. However, it is not silent if it is the first word of a sentence.

Note: If you drop the 'h' sound, you use rule #2 or #3 to start syllable with a consonant!

is her (i-zer) [i-zer]dress beautiful?

when's he (when-zee) [when-zee] coming for dinner?

what's his (what-zis) [what-zis] name?

what's her (what-zer) [what-zer] name?

is he (i-zee) [i-zee] busy?



5. Reduce 'and' to a soft spoken [uhn].

boys and girls (boys[uhn]girls)

Boys [uhn] girls like to play.

cats and dogs (cats[uhn]dogs)

They're fighting like cats [uhn] dogs.

husbands and wives (husbands[uhn]wives)

Husbands[uhn]wives are invited to the party.

6. When a word ends in a vowel sound, and the next word begins in a vowel sound, these can be linked with a [j] sound (yes) or a [w] sound (win). If you try both, then you should be able to feel the difference and choose the easiest.

A) When a word ends in these vowel sounds

[ai] (bike)

[i:] (me)

[ei] (may)

[oi] (oil)

**and the next word begins in a vowel sound,
there can be a [j] (yes) linking the two words.**

my aunt (my [j]aunt)

see a (see [j]a)

they are (they [j]are)

My [j]aunt is nice.

I see [j][uh] cat.

They [j][uhr] friendly

B) When a word ends in these vowel sounds

[u:] (to)

[ɒ] (saw)

[əu] (so)

[au] (out)

**and the next word begins in a vowel sound,
there can be a [w] (win) linking the two words.**

saw a (saw [w]a) I saw [w][uh] dog.

how is (how [w]is) How [w]is your mother?

to others (tuh [w]others) You should be nice tuh [w]others.

PRACTICE

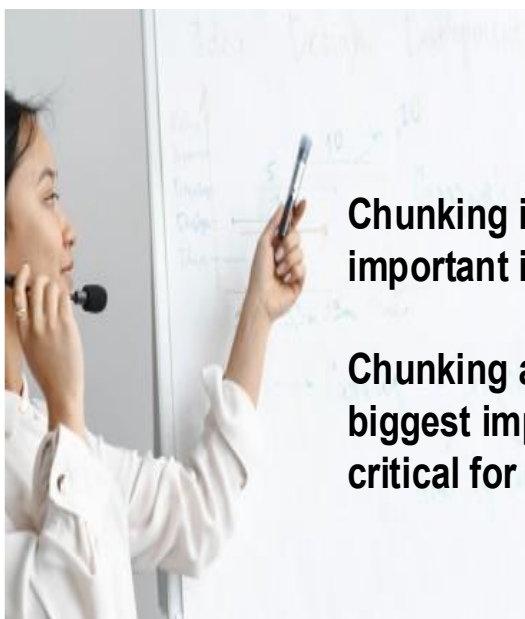
1. The car is so amazing.
2. Too often, he makes mistakes.
3. These are fun and crazy.
4. They are friendly.
5. She gives to others.
6. I don't know what to do.
7. He messed up on his test.
8. What is the purpose of that?
9. Why did she go out with them.
10. Is he busy for a dinner and a movie?

EXERCISE # I-7



ONLINE INTERACTIVE QUIZ & EXERCISES

<https://speakenglishgroup.com/i-7/>



IMPORTANT

Chunking is the SECOND most important intonation element!

Chunking and sentence stress have the biggest impact on intonation. These are critical for effective communication.

A common mistake is speaking too fast and not pausing.

You should focus on speaking clearly so that people understand you.



What is thought chunking?

Thought chunking separates your speaking into thoughts

Pauses are used to stress and think about thoughts.

However, the pauses need to be at the right time. You cannot pause anytime you need time to think



PAUSES ARE HELPFUL TO THE SPEAKER AND LISTENER!

Pauses give the speaker time to think. The speaker has 2-3 seconds to think about their NEXT thought.

Pauses give the listener time to think. The listener has 2-3 seconds to think about the LAST thought.

Communication becomes much more effective!

If you listen to professional speakers, you will notice that using pauses is an excellent tool used in effective communication.

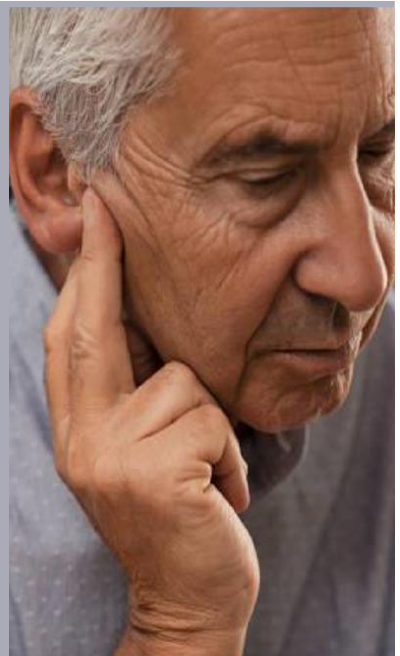


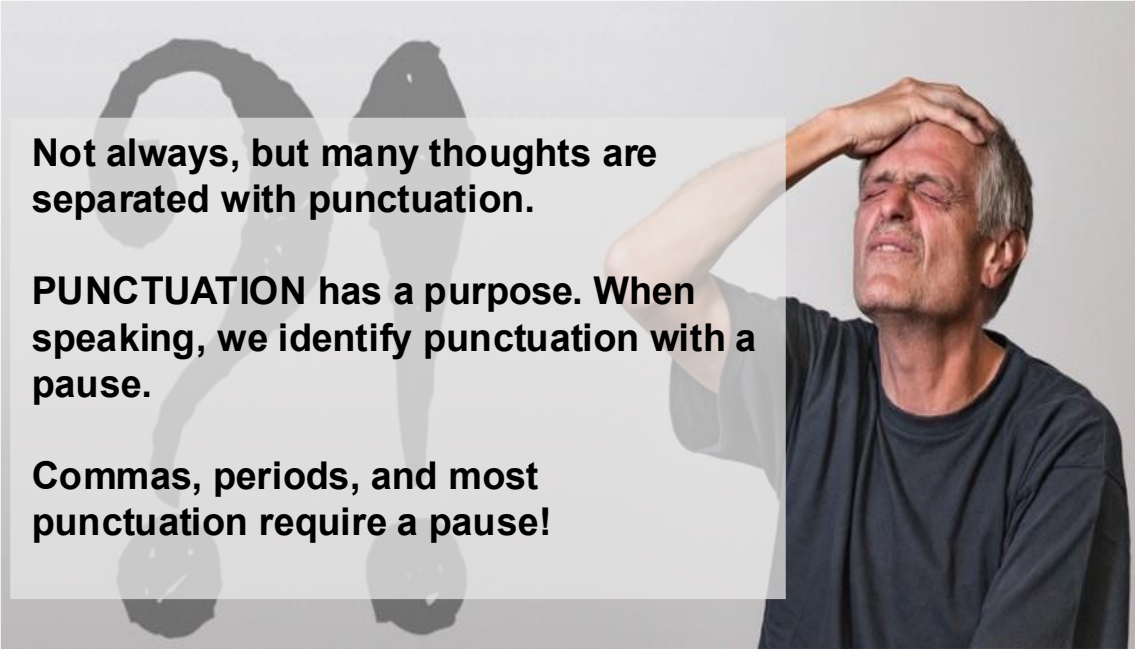
You can pause LONGER to give your listener EXTRA TIME to think!

This provides more stress and emphasis on a thought, resulting in better communication!

Sentence Stress = emphasis on words.

Thought Chunking = emphasis on thoughts.





Not always, but many thoughts are separated with punctuation.

PUNCTUATION has a purpose. When speaking, we identify punctuation with a pause.

Commas, periods, and most punctuation require a pause!

A pause on a comma is extremely important and can affect the meaning of a sentence.

1. A) When the water boils rapidly, add the meat.
B) When the water boils, rapidly add the meat.

Same words, with different commas, have different meanings.

2. A) “Mary”, said John, “is making dinner.”
B) Mary said, “John is making dinner.”
3. A) If he speaks, quickly respond to him.
B) If he speaks quickly, respond to him.

EXERCISE # I-8



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/i-8/>

Practice using chunking and sentence stress.

**Two little monkeys jumping on the bed.
One fell off and bumped her head. Papa
called the Doctor, and the doctor said,
“No more monkeys jumping on the bed!
Put those monkeys straight to bed!”**



NOTE:

If you have a long sentence without much punctuation, with thoughts of more than 6-7 words, then use a quick (1-2 second) pause BEFORE a prepositional phrase.

A long thought of more than 6-7 words is too much information and can lose the listener's attention!

Do the best you can until you know better. Then, when you know better, do better.



EXERCISE # I-9



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/I-9/>

IMPORTANT:

Many times, the way we THINK we sound while speaking is not reality.

The BEST intonation practice is recording yourself reading a story. Then, listen to the recording. As you listen, DO NOT read the story and listen to your recording like someone is hearing it for the first time. If possible, have someone listen to your recording.

EXERCISE # I-10



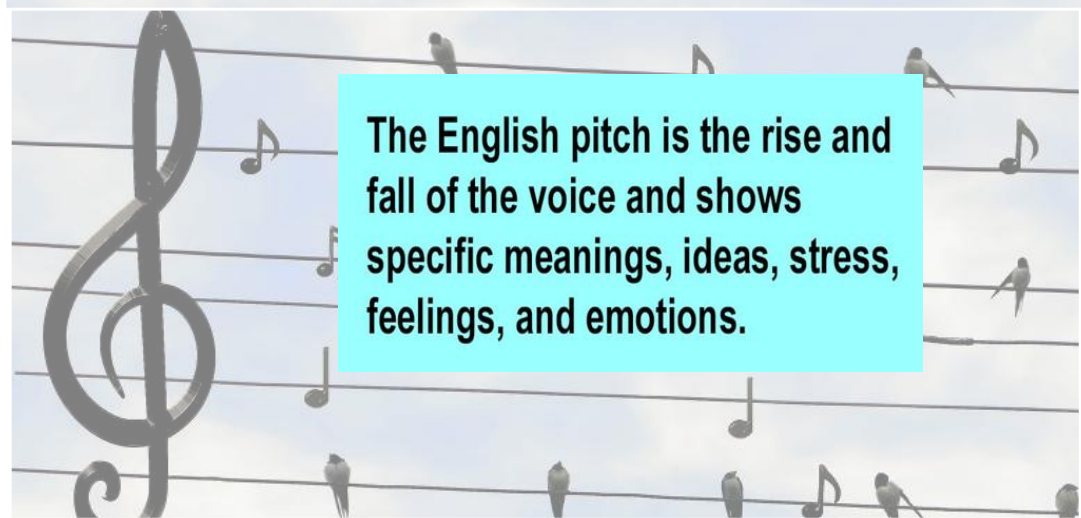
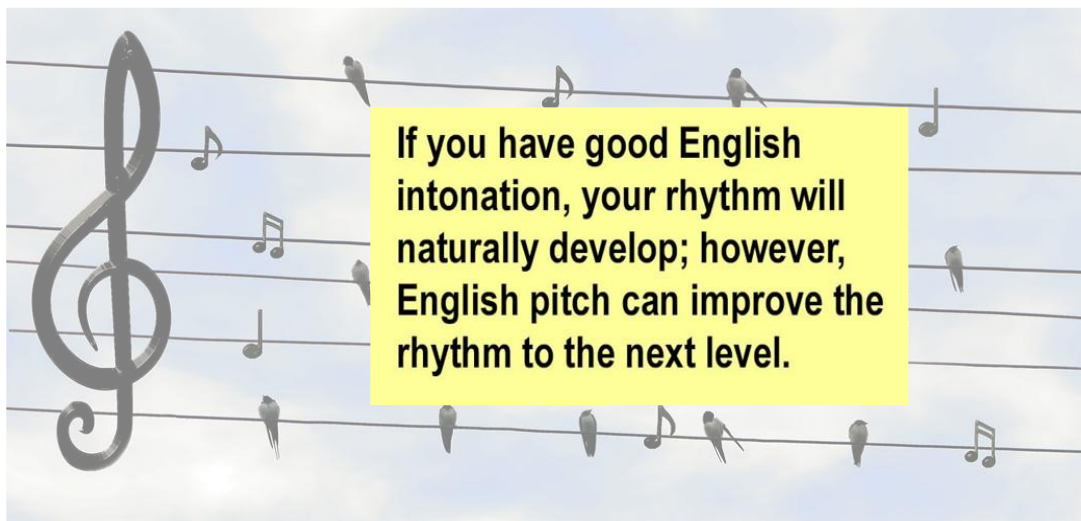
ONLINE INTERACTIVE QUIZ & EXERCISE

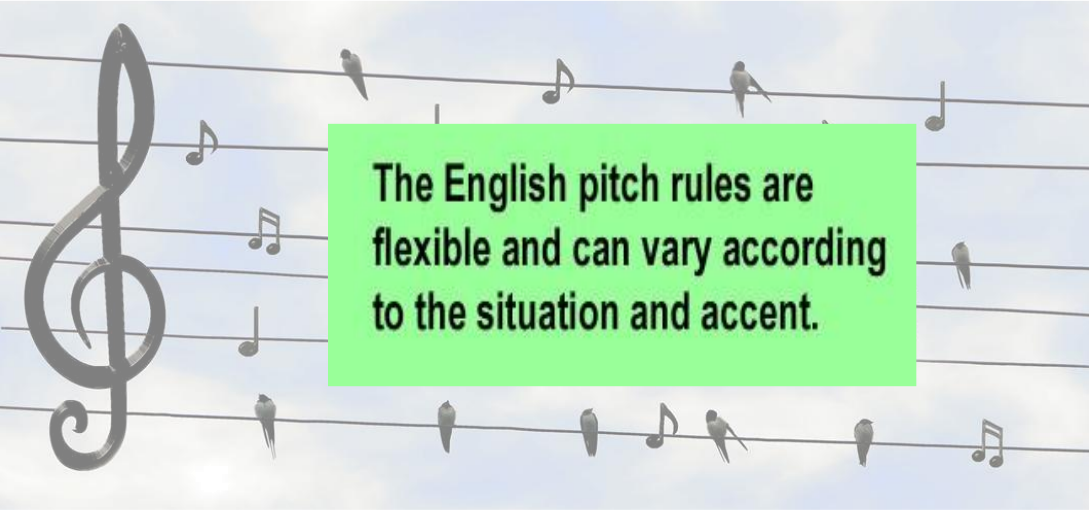
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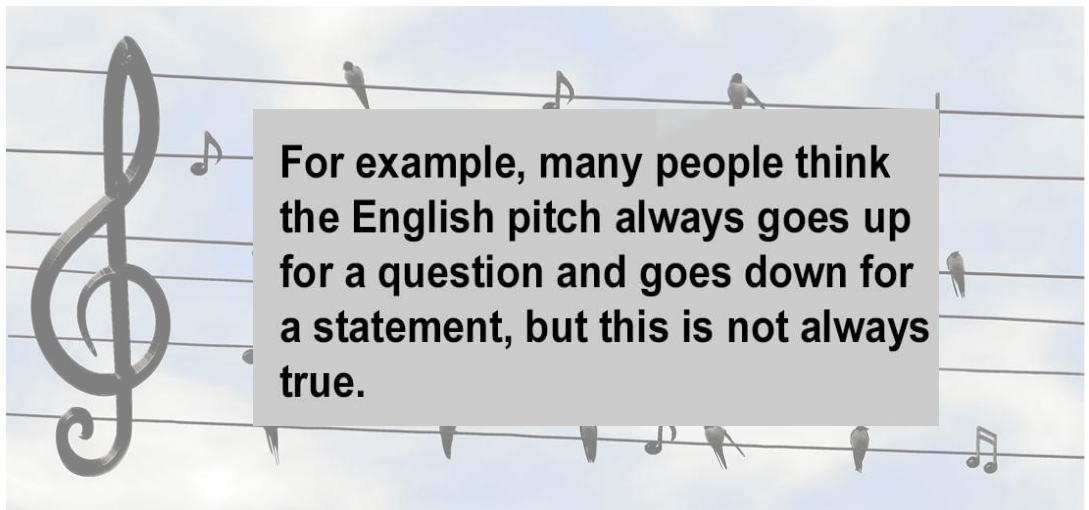
STEP #6

English Pitch

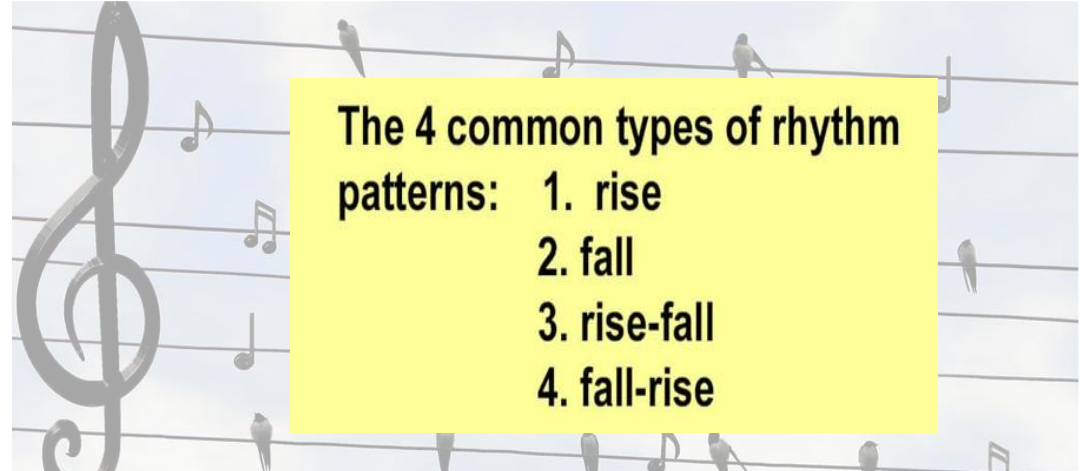




The English pitch rules are flexible and can vary according to the situation and accent.



For example, many people think the English pitch always goes up for a question and goes down for a statement, but this is not always true.



The 4 common types of rhythm patterns:

- 1. rise**
- 2. fall**
- 3. rise-fall**
- 4. fall-rise**

1. RISE (/ /)

- A) The speaker is surprised. (Wow, that is awesome!)
- B) The speaker is confused or needs to clarify information.
(I do not know if this is true.)
- C) The speaker says a statement, but the statement is a question. (You think the world will end tomorrow?)
- D) Closed-ended (yes or no) questions (Do you like pizza?)

2. RISE then FALL (/ - \)

A phrase that does not end a sentence, the pitch will rise, and then the phrase that ends the sentence will fall. A rising first phrase indicates the sentence is not complete. A falling phrase at the end indicates the sentence is complete.

If you finish your homework, then you can play.

homework, then

your

you

finish

can

you

play.

If

3. FALL ((\)

A) At the end of a statement, the pitch falls, indicating completion.

I'll

finish

tomorrow.

B) If asking for NEW information, the pitch falls.

Open ended questions (why, what, who, where, when, how), the pitch can fall.

What's

the

solution?

4. FALL then RISE (\ - /)

A) At the end of a statement (fall), the speaker is undecided or may add future information (rise), the pitch will rise.

I don't currently support anyone, but I may decide tomorrow.

I don't currently support anyone, but I may decide tomorrow.

B) Fall then Rise is used when asking for information or giving a polite invitation.

Could I use your bike?

Could I use your bike?

I use your

use

Would you like a pizza?

Would you like a pizza?

you like a

like

EXERCISE # I-11



ONLINE INTERACTIVE QUIZ & EXERCISE

<https://speakenglishgroup.com/I-11/>



ONLINE INTERACTIVE

Intonation Practice & Exercises

<https://speakenglishgroup.com/intonation-practice-exercises/>

SUMMARY

Over 10 years, I have successfully taught these lessons to thousands of students in over 80 countries. Self-study lessons require motivation and dedication, and I assure you that you can have success.

Do not overlook anything in the book, and follow the instructions and practice. You will be successful, and I wish you the best.

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