INTRODUCTION
The following guide was created to lead the practices of pronunciation using the software ACCENT MASTER. This software has some exercises proposed for specific language speakers where the students can practice the sounds that are not present in the phonemic inventory of their native language.

The main target of this practice is that students identify and learn how to produce a sound through exercises, videos, recordings and other useful tools that the software provides.

The pronunciation practice is going to be achieved in 6 sessions divided as follows:

SESSION 1
Consonants /θ/ and /ð /

SESSION 2
Consonants / z / and / dʒ /

SESSION 3
Consonants / ʒ / and / d /

SESSION 4
Consonants / s / and / v /

SESSION 5
Vowels / ɪ / and / ʊ /

SESSION 6
Vowels / æ / and / ə /

SESSION 7
Postest
<table>
<thead>
<tr>
<th>Pronunciation Practice</th>
<th>Session # 1</th>
</tr>
</thead>
</table>

**Date:**
**Number of participants in this session:**
**Allocated time (in minutes):**
**Teacher's name:**

**TOPIC**

Sounds pair
Consonants /θ/ and /ð /

**LEARNING AIMS**

- To recognize the importance of pronunciation and some sounds that complicate pronunciation for Spanish speakers.
- To explore the software and identify its main tools and features
- To develop the exercises proposed by the software to practice the sounds: Consonants /θ/ and /ð /

**KEY WORDS**

Phonemes, minimal pair, substitute, manner of articulation

**PROCEDURE FOR THE TEACHER**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the topic</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

The teacher will elicit the previous information students have about the topic, and make students reflect on English pronunciation and its importance in communication asking some questions. These questions could be:
- What is pronunciation?
- What do you know about English pronunciation?
- In your opinion, is pronunciation important when you are communicating in English? Why?
- Why do you think is difficult for us, Spanish speakers, to learn English pronunciation?

Ask as many questions as you consider relevant. Also, give the opportunity to students express their own feelings and thoughts about the topic, so if it is necessary, allow students to speak Spanish.

Draw conclusions with students’ help; reflecting on how important is to improve English pronunciation and the problematic English sounds which do not exist in our phonetic inventory. Finally, explain students that this is the purpose of the following six sections of pronunciation practice: to identify and practice the sounds that Spanish speakers do not recognize because they are not present in their native language. Explain the key words.
Introduction to the software

Now that students have recognized the importance of pronunciation and some sounds that complicate pronunciation for Spanish speakers, the teacher is going to lead students to the exploration of the software.

The teacher is going to ask students to run the software clicking on the icon place on the computer desk.

The teacher is going to ask students to navigate the menu and explore the options. Explain the different sections.

**Welcome:** in this video students are going to find an introduction to the software, its organization and features.

**Bonus video:** in this section some items are explained by an expert in a video.

**Basic lessons:** in this part, students are going to find the problematic phonemes for specific languages. These phonemes are suggested by the software and presented in order of difficulty. The practice sessions are going to be conducted by this section.

**Sounds:** This screen lists all of the sounds used in Standard American English. They are arranged here in three groups, vowels, consonants, and clusters.

**Advanced lessons:** here are presented the three skills necessary for fluent English speech: Word Stress, Linking, Intonation for each of these three skills, has been provided a video instruction, a group of audio examples, and an interactive practice area for students to practice their new skills. Each practice area contains both listening and recording exercises.

**Reference:** the screen shows other helpful tools as an anatomy diagram, a glossary, voice recorder, spelling variations, FAQs, practice tips.

**Practice of Sound /ð/**

The teacher is going to ask students to pronounce some words such as: think, they, thanks, this. Then the teacher is going to pronounce the same words and ask students to identify any difference between the way they pronounced the word before and the pronunciation they heard from the teacher. Also, students are going to identify if there is any difference in pronunciation among the words given. The teacher is going to explain that in English there are some sounds that we do not have in our Spanish phonemic inventory, so speakers try to substitute those nonexistent sounds by some similar sounds present in Spanish, for instance: /θ/ can be replace by /s/ or /t/.

Students are going to be asked to go to the main menu and click on "basic lessons" icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.

While students practice, the teacher is going to be around the classroom supporting and encouraging them.

**Practice of Sound /ð/**

After finishing the previous exercise, the teacher is going to explain the difference between the sounds /θ/ and /ð/ and give some examples for every phoneme: thin with /θ/ and then with /ð/. Then, the students are going to develop the corresponding exercises for the sound /ð/ as they did before.
**CLOSURE**

**Learning verification**
The teacher is going to ask some students for minimal pairs that they remember from the previous exercises and make the difference between them. Also, the teacher is going to answer any question or doubt students have in relation to the topic or software.

**OBSERVATIONS**

**Difficulties, advantages, disadvantages, questions, conclusions, missing students etc...**
The teacher is going to track every relevant information perceived or noticed during the practice session.
# Pronunciation Practice

**Session # 2**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Number of participants in this session:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allocated time (in minutes):</td>
</tr>
<tr>
<td></td>
<td>Teacher's name:</td>
</tr>
</tbody>
</table>

## TOPIC

Consonants /z/ and /dʒ/

## LEARNING AIMS

- To review the previous sounds /θ/ and /ð/ through a simple exercise.
- To identify the difference between the consonant sounds and their common substitutes in Spanish /s/ and /z/; /ʃ/ and /ʒ/.
- To identify and practice the manner of articulation for these sounds /z/ and /dʒ/.
- To develop the exercises proposed for the practice of the sounds /z/ and /dʒ/.

## KEY WORDS

Either, ether, breath, brother, them, theme

## PROCEDURE FOR THE TEACHER

### Activities

<table>
<thead>
<tr>
<th>Review of the previous sounds /θ/ and /ð/</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is going to ask students what they remember from previous class, the manner of articulation of the sounds and some examples contrasting those sounds. If it is necessary the teacher can reinforced the students’ knowledge applying some exercises of contrast between the two sounds asking students to identify each one.</td>
</tr>
</tbody>
</table>

**e.g.**

- either - ether
- breath – brother
- them – theme

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
</tr>
</tbody>
</table>
### Practice of Sound / z /
The teacher is going to ask students to pronounce some words such as: zoo, scissors, eyes, lazy, easy. Then the teacher is going to pronounce the same words and ask students to identify any difference between the way they pronounced the word before and the pronunciation they heard from the teacher.

The teacher is going to write on the board the following words: Prize - price and he is going to explain that these words are pronounced differently, but we, Spanish speakers tend to substitute the / z / by /s/. the students are going to practice the difference with the words: place – plays, ice – eyes, kiss – keys.

Students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.
While students practice, the teacher is going to be around the classroom supporting and encouraging them.

### Practice of Sound / dʒ /
After finishing the previous exercise, the teacher is going to explain the sound / dʒ / The manner of articulation and examples related to this sound. For example: jacket, joe, job.

The teacher is going to explain that as in previous examples, this sound tend to be substituted by /tʃ/ The teacher is going to have students pronounce the words agin in the appropriated way.

Students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.
While students practice, the teacher is going to be around the classroom supporting and encouraging them.

### CLOSURE

### Learning verification
The teacher is going to ask some students for minimal pairs that they remember from the previous exercises and make the difference between them. Also, the teacher is going to answer any question or doubt students have in relation to the topic or software.

### OBSERVATIONS

Difficulties, advantages, disadvantages, questions, conclusions, missing students etc...

THE TEACHER IS GOING TO TRACK EVERY RELEVANT INFORMATION PERCEIVED OR NOTICED DURING THE PRACTICE SESSION.
## Pronunciation Practice

### Session # 3

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants in this session:</td>
</tr>
<tr>
<td>Allocated time (in minutes):</td>
</tr>
<tr>
<td>Teacher's name:</td>
</tr>
</tbody>
</table>

### TOPIC

Consonants /ʒ/ and /d /

### LEARNING AIMS

- To review the previous sounds /z/ and /ʒ/ through a simple exercise.
- To identify the difference between the consonant sounds and their common substitutes in Spanish /ʃ/ and /ʒ/; Spanish /ð/ or /d/.
- To identify and practice the manner of articulation for these sounds /ʒ/ and /d/.
- To develop the exercises proposed for the practice of the sounds /ʒ/ and /d/.

### KEY WORDS

### PROCEDURE FOR THE TEACHER

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of the previous sounds /z/ and /ʒ/</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher is going to give to students a slip of paper with the following words:</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please ___</th>
<th>Lives ___</th>
<th>bus___</th>
<th>Place ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress ___</td>
<td>Size ___</td>
<td>Scissors ___, ___</td>
<td>Plays ___</td>
</tr>
<tr>
<td>Chair ___</td>
<td>Lounge ___</td>
<td>Choose ___</td>
<td></td>
</tr>
<tr>
<td>Large ___</td>
<td>Lunch ___</td>
<td>Juice ___</td>
<td></td>
</tr>
</tbody>
</table>

The teacher is going to pronounce each of the words above, and students have to write the sound they hear. /s/ / z / /ʃ/ / or / dʒ /

Ask students what they remember from previous class, the manner of articulation of the sounds and some examples contrasting those sounds. If it is necessary the teacher can reinforced the students’ knowledge applying some exercises of contrast between the two sounds asking students to identify each one.
**Practice of Sound /ʒ/**

The teacher is going to ask students to pronounce some words such as: usual, Asia, measure, television. The teacher is going to pronounce the same words and ask students to identify any difference between the way they pronounced the word before and the pronunciation they heard from the teacher.

The teacher is going to explain that this sound does not exist in most of the dialects of Spanish and the pronunciation problems can occur because of similarities between /ʃ/ and /ʒ/.

After students identify the sound they are going to recognize what sound is present in every word it could be /ʃ/ or /ʒ/:

- e.g. We will **vacation** in **Asia**
  - /ʃ/ /ʒ/

1. The class learned **division** and **addition**
   - / / / / /
2. The **commission** made a **decision**
   - / / / / /
3. **Measure** the **garage**
   - / / / / /

Students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.

While students practice, the teacher is going to be around the classroom supporting and encouraging them.

**Practice of Sound /d/**

After finishing the previous exercise, the teacher is going to explain the sound /d/. The manner of articulation and examples related to this sound. For example: under, card, window.

The teacher is going to explain that this sound differs a bit from /d/ in Spanish. however, Spanish words have this sound when d begins a word or follows n or l. the sound /d/ should be produced with the tip of your tongue touching the upper gum ridge and NOT the back of your upper front teeth or laced between your teeth as many Spanish words.

Students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.

While students practice, the teacher is going to be around the classroom supporting and encouraging them.

**CLOSURE**

**Learning verification**

The teacher is going to ask some students for minimal pairs that they remember from the previous exercises and make the difference between them. Also, the teacher is going to answer any question or doubt students have in relation to the topic or software.

**OBSERVATIONS**

Difficulties, advantages, disadvantages, questions, conclusions, missing students etc...

THE TEACHER IS GOING TO TRACK EVERY RELEVANT INFORMATION PERCEIVED OR NOTICED DURING THE PRACTICE SESSION.
### Pronunciation Practice  
**Session # 4**

**Date:**

**Number of participants in this session:**

**Allocated time (in minutes):**

**Teacher's name:**

### TOPIC

Consonants initial /s/ and /v/

### LEARNING AIMS

- To review the previous sounds /θ/, /ð/, /z/, /dʒ/, /ʒ/ and /d/
- To identify the difference between the consonant sounds and the common mistakes Spanish speaker make.
- To identify and practice the manner of articulation for these sounds /s/ and /v/
- To develop the exercises proposed for the practice of the sounds /s/ and /v/

### KEY WORDS

Measure, bowel

### PROCEDURE FOR THE TEACHER

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of the previous sounds /θ/, /ð/, /z/, /dʒ/, /ʒ/ and /d/</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

The teacher is going to give the review activity sheets to the students and explain the exercises.

**Exercise #1**

In the following exercise students will find 3 sets of four words. Each set has three words that have the same phoneme. You have to pronouns the set of words and students will circle the word in the set that sounds different.

- Eg. /s/ sun saint fan some

**Exercise # 2**

The teacher has to pronounce the 6 three-word series and students have to circle the phonetic symbol that identifies the sound each group has in common.

Eg. today – dream – good
## Practice of Sound initial /s/

The teacher is going to ask students to pronounce some words such as: state, steam, snake, slow. Then the teacher is going to pronounce the same words and ask students to identify any difference between the way they pronounced the word before and the pronunciation they heard from the teacher.

The teacher is going to explain that Spanish speakers tend to add an *e* before the initial /s/ because in Spanish the vowel *e* comes before /s/ in many words.

Students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.

While students practice, the teacher is going to be around the classroom supporting and encouraging them.

Note: the practice of this sound appears in the Basic Lesson as /st/.

| 20 minutes |

## Practice of Sound /v/

After finishing the previous exercise, the teacher is going to pronounce the following words and ask students what difference they notice between them: **Bowel – Vowels, Vest – Best, Very - Berry.** Then students will be asked to write on the board the words they heard before.

The teacher is going to explain the sound /v/ The manner of articulation and examples related to this sound. For example: voice, every, love, move.

The teacher is going to explain that as in previous examples, this sound tend to be substituted by /b/ The teacher is going to have students pronounce the words again in the appropriated way.

Students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.

While students practice, the teacher is going to be around the classroom supporting and encouraging them.

### 20 minutes

## CLOSURE

### Learning verification

The teacher is going to ask some students for minimal pairs that they remember from the previous exercises and make the difference between them. Also, the teacher is going to answer any question or doubt students have in relation to the topic or software.

### 20 minutes

## OBSERVATIONS

Difficulties, advantages, disadvantages, questions, conclusions, missing students etc...

THE TEACHER IS GOING TO TRACK EVERY RELEVANT INFORMATION PERCEIVED OR NOTICED DURING THE PRACTICE SESSION.
<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of the previous sounds /s/ and /v/</strong></td>
<td></td>
</tr>
<tr>
<td>Students are going to work in couples. Every student has to pronounce the</td>
<td></td>
</tr>
<tr>
<td>words below and the partner has to correct them until the student is able</td>
<td></td>
</tr>
<tr>
<td>to pronounce all words correctly, and vice versa practicing the sounds</td>
<td>15</td>
</tr>
<tr>
<td>/s/ and /v/.</td>
<td>minutes</td>
</tr>
<tr>
<td>1. Stop sign</td>
<td></td>
</tr>
<tr>
<td>2. Start and stop</td>
<td></td>
</tr>
<tr>
<td>3. Small mistake</td>
<td></td>
</tr>
<tr>
<td>4. Speak for yourself</td>
<td></td>
</tr>
<tr>
<td>5. The swimmer was slow and steady</td>
<td></td>
</tr>
<tr>
<td>6. Students study in school</td>
<td></td>
</tr>
<tr>
<td>7. Have you ever been to Venice?</td>
<td></td>
</tr>
<tr>
<td>8. Move the TV over here</td>
<td></td>
</tr>
<tr>
<td>9. Vera never eats liver</td>
<td></td>
</tr>
<tr>
<td>10. Steve was five in November</td>
<td></td>
</tr>
<tr>
<td>11. Did everyone leave at seven?</td>
<td></td>
</tr>
<tr>
<td>12. Over and over</td>
<td></td>
</tr>
</tbody>
</table>
Introduction
The teacher is going to explain that in English exist more vowels sounds that in Spanish that are easy to confuse and substitute by other close sounds in Spanish.

<table>
<thead>
<tr>
<th>/i:/</th>
<th>/ɪ /</th>
<th>/u:/</th>
<th>/ʊ /</th>
</tr>
</thead>
<tbody>
<tr>
<td>feet</td>
<td>Fit</td>
<td>Luke</td>
<td>look</td>
</tr>
<tr>
<td>leave</td>
<td>live</td>
<td>pool</td>
<td>Pull</td>
</tr>
<tr>
<td>beat</td>
<td>bit</td>
<td>suit</td>
<td>soot</td>
</tr>
<tr>
<td>seek</td>
<td>sick</td>
<td>fool</td>
<td>full</td>
</tr>
</tbody>
</table>

The students are going to identify the difference and practice the pronunciation of these sounds.

Practice of Sound /ɪ /
The teacher is going to explain the difference between the Spanish and English vowels, clarifying that English has our vowels sounds plus some others that we do not have. That is the case of /i:/ and /ɪ /.
The teacher will give some examples for every phoneme. Seat: /i:/ (pronounced like in Spanish) and sit: /ɪ / (shorter than in Spanish).
Then, the students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.
While students work, the teacher is going to be around the classroom supporting and encouraging them.

Practice of Sound /ʊ /
After finishing the previous exercise, the teacher is going to explain the difference between the sounds /u:/ and /ʊ /.
The teacher will give some examples for every phoneme. Blue: /u:/ (pronounced like in Spanish) and took: /ʊ / (shorter than in Spanish).
Then, the students are going to develope the corresponding exercises as they did before.

CLOSURE
Learning verification
The teacher is going to ask some students for minimal pairs that they remember from the previous exercises and make the difference between them. Also, the teacher is going to answer any question or doubt students have in relation to the topic or software.

OBSERVATIONS
Difficulties, advantages, disadvantages, questions, conclusions, missing students etc...

THE TEACHER IS GOING TO TRACK EVERY RELEVANT INFORMATION PERCEIVED OR NOTICED DURING THE PRACTICE SESSION.
# Pronunciation Practice

## Session # 6

<table>
<thead>
<tr>
<th>Date:</th>
<th>Number of participants in this session:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allocated time (in minutes):</td>
</tr>
<tr>
<td></td>
<td>Teacher's name:</td>
</tr>
</tbody>
</table>

## TOPIC

Vowels /æ/ and /ə/

## LEARNING AIMS

- To review the previous sounds initial /ɪ/ and /ʊ/
- To identify the difference between the Vowels sounds /æ/ and /ə/
- To identify and practice the manner of articulation for these sounds
- To develop the exercises proposed for the practice of the sounds /æ/ and /ə/

## KEY WORDS

## PROCEDURE FOR THE TEACHER

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of the previous sounds/ɪ/ and /ʊ/ - Dictation</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

The teacher is going to pronounce the following words and students are going to write the word they heard. At the end of the activity the class can discuss about what sound is present in each word and also compare and correct the answers.

1. eat
2. book
3. ship
4. cheap
5. foot
6. sugar
7. pill
8. it
9. rich
10. would
11. group
12. reach
Practice of Sound /æ/
The teacher is going to explain that this sound does not exist in Spanish, so it is easy to confuse and substitute by other.
e.g.

<table>
<thead>
<tr>
<th>Said /e/</th>
<th>Sad /æ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big /ɪ/</td>
<td>Bag /æ/</td>
</tr>
<tr>
<td>Seat /iː/</td>
<td>Sat /æ/</td>
</tr>
</tbody>
</table>

Then, the students are going to be asked to go to the main menu and click on “basic lessons” icon. Students will select the phoneme suggested for today’s lesson and work in the program proposed by the software, starting practicing these phonemes as an individual sounds, in words and in sentences.

Practice of Sound /ə/
After finishing the previous exercise, the teacher is going to explain the difference between the sounds /ɛ/ and /ə/ in the English language and compare the “e” vowel in English and Spanish. Have them to find the differences.
Then the students are going to the sound session and check how the sound is articulated. Using the camera of their cell phones, they are going to try to reproduce the sound imitating the images shown in the software. Then, the students are going to develop the exercises corresponding to this sound.

CLOSURE
Learning verification
The students are going to work in pairs to correct themselves. The teacher will be around verifying their work and correcting the students.

OBSERVATIONS
Difficulties, advantages, disadvantages, questions, conclusions, missing students etc...
THE TEACHER IS GOING TO TRACK EVERY RELEVANT INFORMATION PERCEIVED OR NOTICED DURING THE PRACTICE SESSION.