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Welcome to *Clear Speech Works*!

Clear Speech Works is the key to opening the door to clear, confident communication in English. The course is based on patented instructional strategies and techniques developed by speech pathology professors at Boston's Northeastern University. *Clear Speech Works* maximizes the effectiveness of multimedia by focusing on key skills necessary to improve clarity and confidence in English: listening and repetition.

Thanks to this unique interactive program, you can study at your own pace. At any point in the program, you have instant access to repetition, instructional videos and glossary screens. You may also record your own voice as many times as you like and compare your recording with the native speaker model.

Course Structure

Level

Clear Speech Works is suitable for English speakers of all levels who want to improve their clarity and confidence. Certain exercises are aimed at the low-intermediate level while others are for upper-intermediate and advanced level learners.



Clear Speech Works Main Menu

Lessons

There are 24 lessons within *Clear Speech Works*. Each one addresses a different aspect of English pronunciation. For example, the first two lessons teach word endings and others lessons focus specifically on sounds such as 'th' or the difference between the 'v' and 'w' sounds. Stress, linking and intonation are key lessons (7 and 19) that help non-native English speakers put words together to sound like a native speaker. They include exercises on asking questions, sounding confident in your response to a question and letting the listener know that you have more to say.

Personalized Lesson Plans

Start by choosing your native language from the main menu to see which lessons address sounds that are typically challenging for speakers of your language. All lessons are still available to you and it is recommended you try even those not suggested as review. Move quickly through the lessons where you have little difficulty and spend more time on the areas where you need more work. The lesson plans are meant as a guideline only: advanced learners may only require a few of the recommended lessons and low-intermediate learners may want to do more than those suggested.



Purpose of this Guide

The first time you enter a lesson you may decide to skim through it to see what sounds it covers. Then it is important to begin intensive study, sentence by sentence. Master each sentence or phrase by going over it several times. You shouldn't try to cover everything in one study session. Concentrated, intensive study and repetitive practice is the best way to improve your clarity and confidence in English. However, the *Clear Speech Works* objective is not to sound exactly the same as the model

Study Tips

We recommend that interactive study be in periods of 20-45 minutes. For best results, study each of the lessons several times, preferably on different days. Consult with the Student Records (under Options menu) to keep track of how much time you have spent and your level in each lesson (See your *User's Guide* for information about the Student Records). You should study each lesson until your level reaches 2.5 or higher and you feel confident with the language. Then move on to the next lesson.

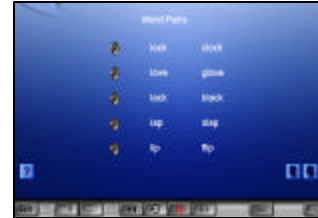
The "Workplace Practice" element in every lesson helps you to use the lessons learned in everyday speech. Take the time to choose words or phrases that you can easily incorporate into your daily conversations.

Learning a language is like learning to play a musical instrument. It is a skill that must be acquired over time, through constant practice and repetition. The more time you spend in each lesson, the more you will learn. As with learning to play an instrument, practice time must be focused to be well spent. It is helpful if each time you study you do so with a purpose or a goal for the practice session. This helps you to concentrate and facilitates long-term acquisition of the language.

Good luck and keep practicing!

Word Pairs

In most lessons you will begin with Word Pairs. While it is primarily meant to be a listening exercise, you can also record your own voice and play it back to compare yourself with the model's voice. Click on the speaker button next to each word pair to listen to the model.



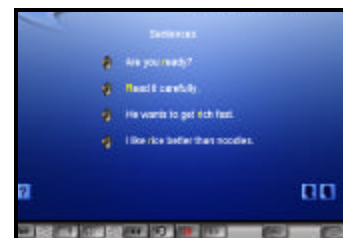
Sound Discrimination

In order to improve your pronunciation, you must first be able to hear the difference between sounds. The Sound Discrimination exercise is a fun way to assess your ability to hear the difference between the sounds you heard in the Word Pairs. Click on a tile to hear two words: are they the same or different? Click on the appropriate button. Earn five points for the right answer, to a maximum of 45 points. Do this exercise several times. How did you score? When you can get them all right, move on to the Sentences. If you have difficulty, try going back to listen to the Word Pairs, and then play again.



Sentences

Here is your opportunity to start practicing. Click on the speaker button next to a sentence to hear the model. Concentrate on the sound you are studying, indicated in the sentences by the darkened letters. Listen to the sentence as many times as you like. Record your voice by clicking on the record button and speaking into the microphone. Listen to your pronunciation and compare it to the model's. If you're satisfied, try the next sentence. Or, re-record.



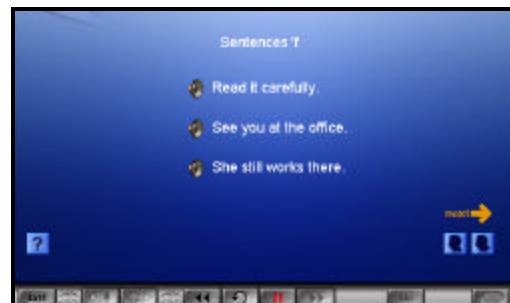
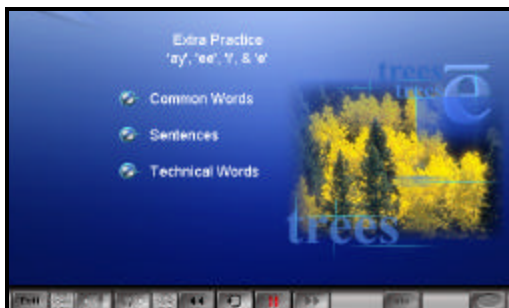
Professional Vocabulary

The Professional Vocabulary section provides an opportunity to practice longer words and phrases. Listen to the phrases by clicking on the speaker button next to the word or phrase. As with Sentences, record your voice and play it back to compare it to the model's recording. Re-record as many times as you wish.



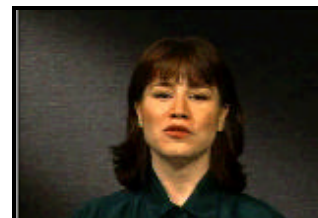
Extra Practice

This section provides many more examples of words and sentences that incorporate the target sound. For those sounds that are particularly challenging to you, try practicing the additional examples listed here. As with Sentences and Professional Vocabulary, listen to the word, record and play back.

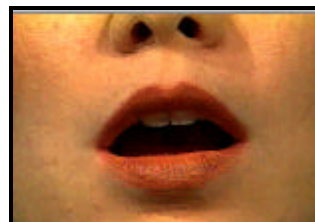


Videos

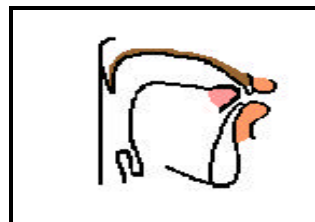
Watch the videos to learn more about making the target sounds. The model will offer useful, easy to understand tips that will help you make the sound clearly.



Close-up videos show you how to move your mouth to make the target sound.



Click on the Help button to see a diagram of how the sound is made.



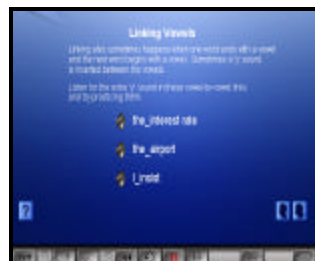
Intonation

In these lessons (Unit 7), listen for the sound contour, or intonation pattern. Focus on the end of each sentence. Is the sound rising or falling? In the Sound Discrimination exercises, listen to each sentence and indicate whether the final sound is rising or falling.



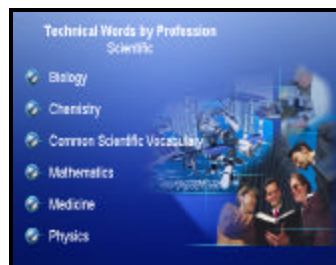
Stress and Linking

In these lessons (Unit 19), listen for the words that are stressed. In the Sound Discrimination exercises, listen to each pair of sentences and indicate whether they have the same or different stress patterns.



Technical Words by Profession

In these sections you can hear and practice vocabulary commonly used in various professions. Open the drop down menu by clicking on the arrow, and click on the relevant profession. Words within each category are grouped according to their stress pattern; use the arrows to navigate through the lists of words. Try a few words at the end of every session.



Index of Units

Unit 1: Finish that Word

final voiceless stops after vowels

Part A: 't' vs. no sound

Part B: 'p' vs. no sound

Part C: 'k' vs. no sound

Unit 2: Clearer Endings

final voiced stops after vowels

Part A: 'd' vs. 't'

Part B: 'b' vs. 'p'

Part C: 'g' vs. 'k'

Unit 3: Double Trouble

final stops after consonants

Part A: 'nt' and 'nd'

Part B: 't'

Part C: 'd'

Unit 4: Very Useful

the "v" sound

Part A: 'v' vs. 'f'

Part B: 'v' vs. 'b'

Unit 5: Hardly Hard

the "h" sound

Part A: 'h' vs. no sound

Part B: common 'h' words

Unit 6: Getting Along

the "ng" sound

Part A: final 'ng' vs. 'n'

Part B: 'ng' vs. 'nk'

Unit 7: Up and Down

intonational contours

Part A: rising, falling and non-final contours

Part B: changing meaning with contours

Part C: expressing doubt and certainty

Unit 8: Up Front

five front vowels

Part A: listening to five front vowels

Part B: the two top front vowels

Part C: front diphthong and mid front vowel

Unit 9: At Last

the lowest front vowel

Part A: the two lowest front vowels

Part B: the low front vs. low central vowel

Unit 10: Light Work

the 'l' sound with vowels

Part A: initial 'l' vs. 'n'

Part B: final 'l' vs. no sound

Unit 11: Flying

the 'l' sound with consonants

Part A: initial 'gl', 'bl', 'sl', 'cl', and 'fl'

Part B: final 'ld' vs. 'l'

Unit 12: Get Ready

the 'r' sound

Part A: initial 'r' vs. no sound

Part B: final 'r' vs. no sound

Part C: the 'er' sound

Unit 13: A Little Riddle

the 'l' and 'r' sounds

Part A: initial 'r' vs. 'l'

Part B: medial 'r' vs. 'l'

Part C: 'r' vs. 'l' in consonant clusters

Unit 14: Says Who?

the 's' and 'z' sounds

Part A: final 'z' vs. 's' after vowels

Part B: final 'z' with consonants

Part C: 'z' vs. 'd'

Unit 15: This with That

the two 'th' sounds

Part A: unvoiced 'th'

Part B: voiced 'th'

Part C: common 'th' words

Unit 16: Cheer Up!

the 'ch' and 'sh' sounds

Part A: 'sh' vs. 's'

Part B: initial 'ch' vs. 'sh'

Part C: final 'ch' vs. 'sh'

Unit 17: Just Enough

the 'j' sound

Part A: 'j' vs. 'ch'

Part B: 'j' vs. 'd'

Unit 18: Willing Work

the 'w' and 'y' sounds

Part A: initial 'y' vs. no sound

Part B: initial 'w' vs. no sound

Part C: 'w' vs. 'r' and 'v'

Unit 19: Loud and Quiet

stress and linking

Part A: stress and topic

Part B: direct address

Part C: linking

Unit 20: Less Confusion

central vowels and vowel variation

Part A: middle vs. low central vowel

Part B: central vs. front middle vowel

Part C: vowel variation

Unit 21: Good to Do

back vowels

Part A: listening to four back vowels

Part B: high vs. mid-high back vowel

Part C: mid-high vs. mid-low back vowel

Unit 22: Right Now

three diphthongs

Part A: the diphthong in 'my'

Part B: the diphthong in 'now'

Part C: the diphthong in 'boy'

Unit 23: Stretching

's' in initial consonant clusters

Part A: 'st' vs. 's'

Part B: 'str' vs. 'st'

Part C: 'sp' and 'sm' vs. 's'

Unit 24: Hard Work

'r' followed by a consonant

Part A: 'r' with 'k', 't', and 'd'

Part B: 'r' with 'z', 'sh', and 'ch'

Part C: 'r' with 'm', 'n', and 'l'