

## CET Pronunciation Workshops 2020: Vowel Workshop

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Karen's TEDx talk: <https://www.youtube.com/watch?v=sQEWEPIHLzQ>

Karen's interview with 阿滴: <https://www.youtube.com/watch?v=16kk2eGSdE&t=96s>

Karen's interview on the "Linguistics is Fun" podcast: <https://m.mirrormedia.mg/story/20191104cul002/>

Series of articles in Chinese on English learning and pronunciation in CET's Hello! E.T. and English Island:

[http://homepage.ntu.edu.tw/~karchung/Karen/Karen\\_Chung\\_publications.htm#CET](http://homepage.ntu.edu.tw/~karchung/Karen/Karen_Chung_publications.htm#CET)

Online Phonetics Course 語音學 on NTU Open Course Ware 台大開放式課程 page:

<http://ocw.aca.ntu.edu.tw/ntu-ocw/index.php/ocw/cou/101S102>

Subscribe to Email updates: <http://eepurl.com/505qT>

### Articles on Vowels:

1. 師德會訊：大師開講：台式英語罪魁禍首：/æ / 、 /ε/ 和 /ei/  
in No. 79, September/October 2013, p. 12-14  
<http://homepage.ntu.edu.tw/~karchung/pubs/CET79.pdf>
2. 英語島：台灣味學習法：用注音練英文母音  
in No. 24, December 2017 [https://www.eisland.com.tw/Main.php?stat=a\\_O1zg9Uh&mid=36](https://www.eisland.com.tw/Main.php?stat=a_O1zg9Uh&mid=36)
3. 英語島：連音：英語「字裡行間」的玄機 - 母音篇 2018-7  
in No. 31, July 2018 [http://www.eisland.com.tw/Main.php?stat=a\\_AO4wy0h&mid=36](http://www.eisland.com.tw/Main.php?stat=a_AO4wy0h&mid=36)
4. What can happen if you're sloppy about your vowels:  
英語島：你有沒有不小心講出「限制級英文」？  
in No. 10, October 2016 [http://www.eisland.com.tw/Main.php?stat=a\\_0GECDzr&mid=36](http://www.eisland.com.tw/Main.php?stat=a_0GECDzr&mid=36)



### When the English tongue we speak

Published in The Spectator by Lord Cromer, August 9, 1902

YouTube: <https://www.youtube.com/watch?v=FmAaX0kREGQ>

<http://www.seeyouspeak.com/CLASSROOM/Tips/files/20431f074d774d825a76c675fcef6106-71.html>

(1) When the English tongue we **speak**,  
Why is **break** not rhymed with **freak**?  
Will you tell me why it's **true**  
we say **sew**, but likewise **few**,

(2) And the maker of the **verse**  
Cannot cap his **horse** with **worse**?  
**Board** sounds not the same as **heard**;  
**Cord** is different from **word**;

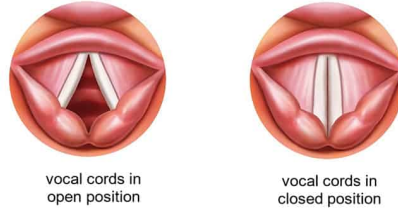
(3) Cow is **cow**, but low is **low**;  
**Shoe** is never rhymed with **foe**.  
Think of **hose**, and **dose** and **lose**,  
And of **goose**, and yet of **choose**.

(4) Think of **comb** and **tomb** and **bomb**,  
**Doll** and **roll**, and **home** and **some**,  
And since **pay** is rhymed with **say**  
Why not **paid** with **said**, I **pray**?

(5) We have **blood** and **food** and **good**;  
**Mould** is not pronounced like **could**.  
Therefore **done**, but **gone** and **lone**?  
Is there any reason **known**?  
and, in short, it seems to **me**  
Sounds and letters **disagree**.

## A. What is a vowel?

1. Unlike a consonant, a vowel is an articulation in which there is **little or no contact** between organs of articulation 發音器官 in the mouth, so the air coming up from the lungs passes through oral cavity 口腔 and out of the mouth quite **smoothly, without obstacle**.
2. In general, all vowels are **voiced**, that is, the **vocal folds vibrate** when you say them. (Feel your throat!)

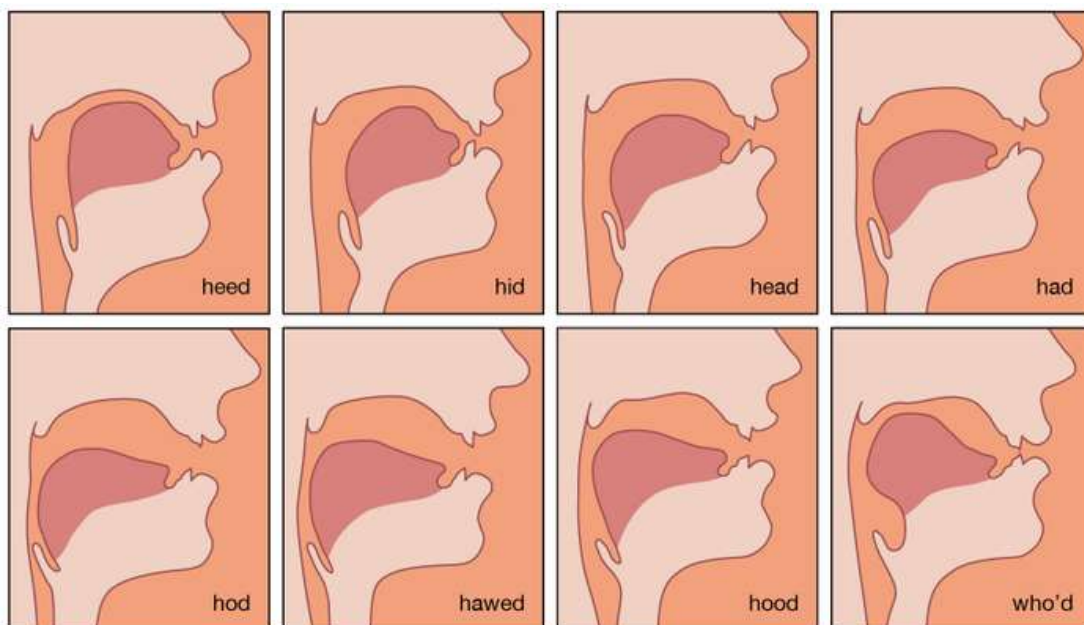


<https://www.childrens.health.qld.gov.au/fact-sheet-vocal-cord-palsy/>

Video: **Fantastic Voyage: A journey into the human voice**

[https://www.youtube.com/watch?v=x\\_X83\\_EolcQ](https://www.youtube.com/watch?v=x_X83_EolcQ)

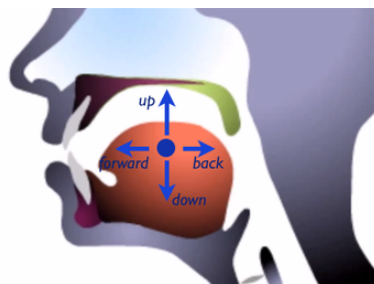
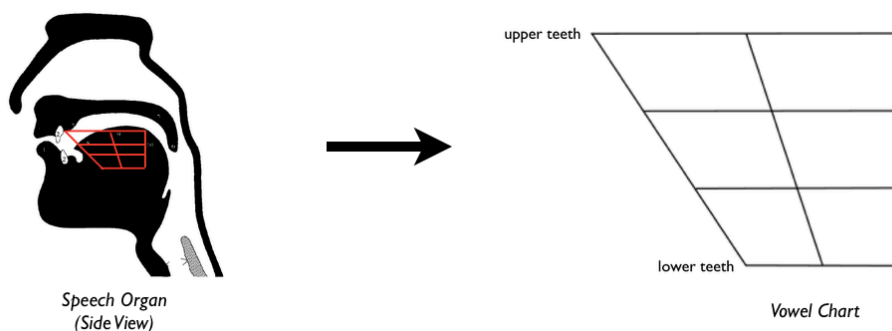
3. A vowel will have a specific **pitch**, and is usually more **sonorous** 響亮 than a consonant.
4. A vowel has a relatively **long duration**, compared to most consonants.
5. You produce different vowels by **moving the tongue** into **different positions** in the oral cavity.
6. The vowel is determined by the **position** in the mouth of the “**humped**” or tense **part of the tongue**.



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<https://www.britannica.com/science/phonetics/Vowels>

/i ɪ ɛ æ/  
/ɑ ɔ ʊ u/



<http://english.mimicmethod.com/english-vowels.html>

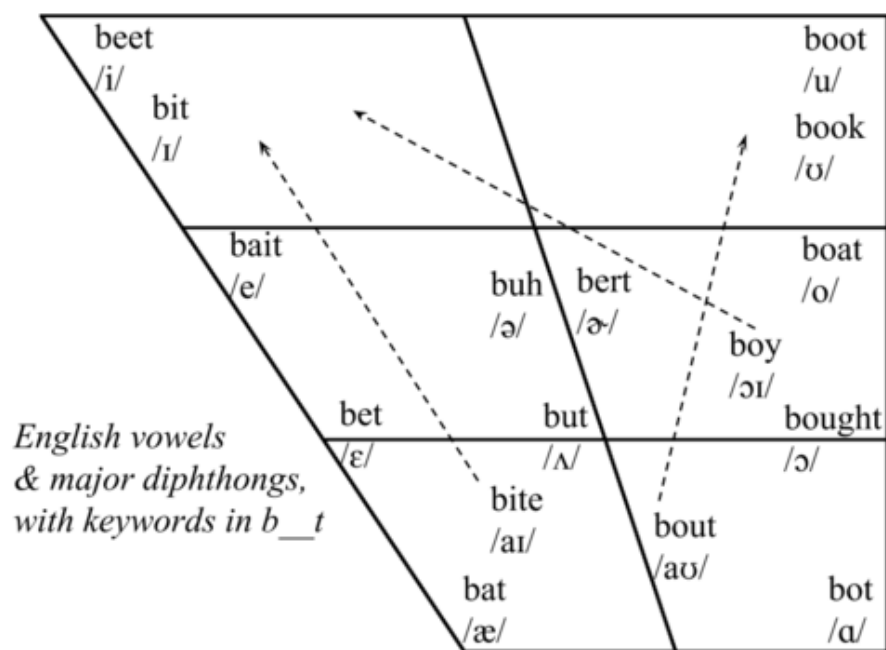
7. A vowel with just one steady position is called a **monophthong** 單母音 or 單元音.
8. A vowel that moves from one position to another, that is, it includes movement between **two different tongue positions in the same syllable**, is called a **diphthong** 雙母音 or 複元音.
9. General American English has **16 vowels**, including:

**10 monophthongs** 單母音:

/i ɪ ɛ æ ʌ ɑ ɔ ʊ u/ and /ə/

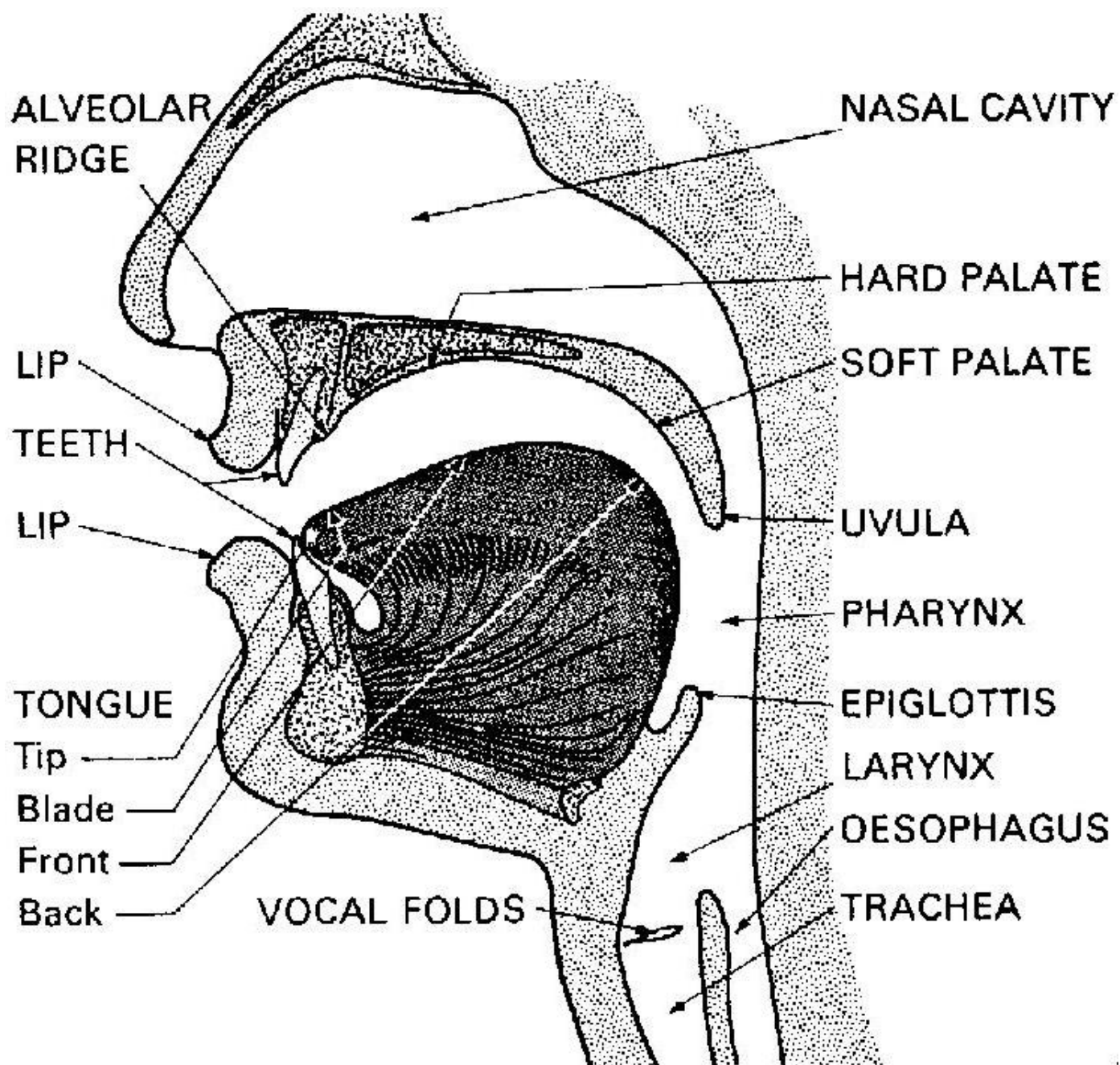
and **6 diphthongs** 雙母音:

/aɪ eɪ aʊ oʊ ɔɪ ju/



**Note** regarding **2 diphthongs**: Instead of /e/ and /o/, we'll be using the standard IPA symbols /**eɪ**/ and /**oʊ**/.

Mid-sagittal view of the head showing vocal tract and articulatory organs





**B.** Almost **all** of the vowels in US English have a very **close equivalent vowel** in **Mandarin** or **Southern Min**. The following illustrate some of the **equivalencies** between Mandarin and Southern Min vowels and English vowels. Some are not perfectly the same, e.g. /u/ and ㄨ, but they are **very close**, and easy to adjust once you have the general idea.

母音 (IPA)	例字	注音符號	中文
i	“E” eat, seen	—	「一、二、三」的「一」
ɪ	it, sin, insist	(短的一)	行軍口令 「一、二」的短音「一」

“1”

vs.



ɛ	ever, pet, men	ㄝ	街ㄌ一ㄝ道、 閩南語「英俊」 ㄝㄌ ㄈㄠ 說 /æ/ 要張大嘴巴 說 /ɛ/ 幾乎不開口
æ	ant, pan, after	無	像去掉 「ㄌ」尾音的ㄇ， 但嘴巴要張得更大



/æ/ → /ɛ/

**Game show: Which word did you hear, a. or b.? Or: /æ/ or /ɛ/? Refine the design.**

1. spanned / spend
2. tempered / tampered
3. elementary / alimentary
4. tracks / treks
5. ember / amber
6. melodies / maladies
7. expanding / expending
8. celery / salary
9. phonetics / fanatics
10. threshed / thrashed

**Velar raising:** Vowels can change according to context. Consider Mandarin: ㄣ ㄣ ㄣ ㄣ (a an ian ang). The three front vowels: /ɪ ɛ æ/ sound more like /i e e/ when followed by /-g/ or /-ŋ/.

Examples:

pick	<b>pig</b>	pin	<b>ping</b>				send	<b>strength</b>
Bic		bin	<b>bing</b>				lend	<b>length</b>
kick		kin	<b>king</b>					
sick		sin	<b>sing</b>	tack	<b>tag</b>	tan	<b>tang</b>	
tick		tin	<b>ting</b>	back	<b>bag</b>	ban	<b>bang</b>	
wick	<b>wig</b>	win	<b>wing</b>	backs	<b>bags</b>	bans	<b>bangs</b>	
				pack		pan	<b>pang</b>	
peck		<b>peg</b>	pen		rack	<b>rag</b>	ran	<b>rang</b>

<b>a</b>	father, spa, hot	ㄣ	「阿」
<b>ɔ</b>	ought, law, gone	無	閩南語：「芋頭」 快速唸成一個音節

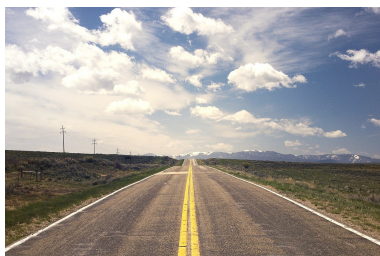
A single vowel letter “o” (not “oa” or “o” + silent “e”) is often pronounced as /a/ ㄣ in American English, e.g. hot /**hat**/ and Tom /**tam**/ – watch out for it!

/ɔ/ as in “law”, “caught” and “gone” is a **long** vowel that sounds a little like Southern Min 芋仔 read as one syllable instead of two. Write /a/ or /ɔ/ above any vowel you need a reminder for.

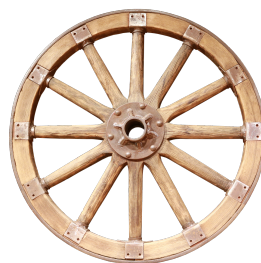
Y vs.



u	zoo, shoe, soon	×	「路」为 × 、
ʊ	put, took, good	× (ㄣ)	「輪」为 × ㄣ / 實際的發音 帶有一點 [ə] 的尾音：[ʊə]



VS.



Watch out for: put vs. pull vs. pool

ʌ	up, cut, mother	ㄜ	台灣腔的ㄜ 像「證」裡的母音， 嘴巴要開得稍微大一點， 可是千萬不要唸成ㄚ！
ə • schwa 央音 • 弱化母音	about, problem	輕聲 • ㄜ	沒有重音的 /ʌ/ ； 輕聲「的」• ㄜ裡 的ㄜ；像發呆的聲音
ə	teacher, color	儿 (沒有重音的)	北京腔的儿； 沒有重音才用 /ə/
ɜ	verb, bird, hurt	儿 (有重音的)	北京腔的儿； 有重音才用 /ɜ/

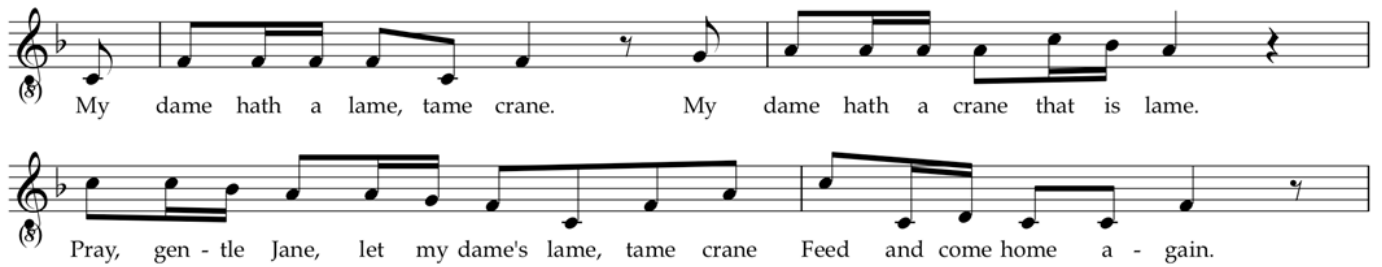
## ㄜ and 儿

aɪ	“I” , bite, mine	ㄢ(一)	英語的 /aɪ/ 比中文的ㄢ長， 所以要拉長為ㄢ一； /a/ 限用在 /aɪ/ 和 aʊ/ 兩個雙母音中
eɪ	“A” , take, name	ㄣ(一)	英語的 /eɪ/ 比中文的ㄣ長， 所以要拉長為ㄣ一
aʊ	out, cow, brown	ㄠ	ㄠ；/a/ 限用在 /aɪ/ 和 /aʊ / 兩個雙母音中
oʊ	“O” , oak, own	ㄡ(ㄨ)	ㄡㄨ；英語的 /oʊ/ 比中文的ㄡ長， 所以要拉長為ㄡㄨ

ㄢ ㄣ ㄠ ㄡ (拉長)

Practice with /eɪ/ + final nasal:

My **dame** has a **lame tame crane**,  
 My **dame** has a **crane** that is **lame**.  
 Please, gentle **Jane**, let my **dame's lame tame crane**  
 Feed and come home again.



eɪ	joy, coin, point,	(ㄟ一)	ㄟ一; /eɪ/ 裡 的/eɪ/ 較像短的 [o]
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ju	“U” , use, cute, pure	(一ㄨ)	一ㄨ
----	--------------------------	------	----

美式腔 /d, t, n, l, r, θ, s, ʃ, ʒ, tʃ, dʒ/ 之後的 /ju/ , 一般簡化為 /u/ ,  
 例如 student 唸做 /ˈstudənt/ 而不唸 /ˈstjuːdənt/

ㄟ一 and 幼 (一ㄨˋ: 台語)

Note: /ju/ → /u/

after /d, t, n, l, r, s, θ, ʃ, ʒ, tʃ, dʒ/

Just remember: ㄉ ㄊ ㄋ ㄌ ㄖ ㄕ ㄖ ㄗ

e.g. **duty, tube, new, lure**

**Also:** duty, due, dew, dude;  
 tune, tuber, tutor, tulip;  
 newspaper, nuclear, neutral, neutron;  
 Luke, Lucy, lubricate, lunatic

### C. When is a vowel longer or shorter?

1. If a vowel is **followed** by a **voiceless consonant**, it is **not extra long**, e.g.:

tap	keep	lip	type
cut	right	not	put
pick	like	make	take
cash	kiss	leash	calf
cuff	bath	touch	laugh

2. If a vowel is **followed** by a **voiced consonant**, it is quite a bit **longer**, i.e. it is lengthened by about **half a beat**, e.g.:

cap/cab	rip/rib	rub	lap/lab
food	sat/sad	did	red
dick/dig	rug	log	tack/tag
cam	rim	fun	ten
wing	rung	will	fur
save	buzz	garage	judge

3. If a vowel is in an **open syllable**, it is **lengthened a lot**:

see	spa	saw	clue
try	bay	cow	so
toy	cue	stay	high

4. Compare – **short to long**, then backwards for **long to short**:

seat	seed	seen	see
tight	tied	time	tie
pick	pig	ping	pea
rip	rib	rim	Rhee



5. The **more syllables** a word has, the **shorter** each **vowel** in each **syllable**, including the vowel in the **stressed** syllable, will be:

speed	speedy	speedily	
care	careful	carefully	
stand	standing	outstanding	understanding
air	airplane	airworthy	airworthiness

6. **Linking:** When the **next word starts with a vowel**, remember to **link the last sound** of the **previous word** to it, as though it were the **first sound of the next word**.

**Consonant to vowel** – watch out for the **tap [ɾ]!**

time for\_a bite to eat\_after  
 I guess\_I do  
 look\_open  
 got\_it  
 figured\_it\_out  
 what\_are you  
 I'm\_a little hungry

I think\_I'll get  
 they've had\_it  
 quite\_a while  
 what\_I said  
 tar\_in it  
 great\_idea  
 save\_a bite

**Vowel to vowel:**

to\_eat  
 how\_about  
 here we\_are  
 go\_in

so\_it's  
 menu\_item  
 maybe\_I'll have

Short dialogue practice: A bite to eat

Cathy: Would you have time for a bite to eat after we finish here?

David: Uh, well...yeah, I guess I do.

Cathy: (Outside office, walking) Where would you like to go?

David: Mm, how about Coffee Break? They're /kloʊːz/.

Cathy: (Gives David a confused look)

David: Here we are...

Cathy: But they look *open* to me...

David: Yes, let's go in...

Cathy: Oh! You meant they're /kloʊs/ *close*! Ah, got it!

David: Something wrong?

Cathy: Mm...no, figured it out! What are you getting?

David: I'm a little hungry. I think I'll get the /pɛn/ (pen) pizza.

Cathy: ...So it's shaped like something to write with? A new menu item?

David: Actually no, they've had it for quite a while...

Cathy: Ah! The personal /pæn/ (pan) pizza?

David: Yes. Isn't that what I said?

What are *you* having?

Cathy: Mm...maybe I'll have the /pɪtʃ/ (pitch) cobbler.

David: Uh...a dessert with *tar* in it?

Cathy: Huh?

David: Oh, sorry, I know...the /pɪtʃ/ (peach) cobbler!

Great idea! Save a bite for me!



<https://flic.kr/p/89bwyu>

## 1. English Vowels<sup>1</sup>

Vowel	Description	Example
[i]	forward vowel	as in <u>be</u> t
[ɪ]	forward vowel	as in b <u>i</u> t
[eɪ]	diphthong	as in b <u>ai</u> t
[ɛ]	forward vowel	as in b <u>e</u> t
[æ]	diphthong	as in b <u>a</u> t
[aɪ]	diphthong	as in b <u>y</u>
[aʊ]	diphthong	as in h <u>ou</u> se
[u]	back vowel	as in b <u>oo</u> t
[ju]	diphthong	as in ab <u>u</u> se
[ʊ]	back vowel	as in b <u>oo</u> k
[oʊ]	diphthong	as in b <u>oa</u> t
[ɔ]	back vowel	as in <u>aw</u> e

<sup>1</sup> [http://68.media.tumblr.com/fec1095aa634aa92868bd49a4cfc736e/tumblr\\_inline\\_mulkb0Rnc91rplshr.png](http://68.media.tumblr.com/fec1095aa634aa92868bd49a4cfc736e/tumblr_inline_mulkb0Rnc91rplshr.png)

[ɔɪ]	diphthong	as in <u>boy</u>
[ɑ]	back vowel	as in f <u>a</u> ther
[ʌ]	central vowel, stressed	as in b <u>u</u> d
[ə]	central vowel, unstressed (schwa)	as in <u>a</u> ppeal
[ɜː]	central vowel with r, stressed	as in bu <u>rr</u>
[ə]	central vowel with r, unstressed (hooked schwa)	as in bu <u>tt</u> er

## 2. English consonants

20	21	22	27	28	29	30	35	
p	t	k	f	θ	s	ʃ	tʃ	
24	25	26	31	32	33	34	36	
b	d	g	v	ð	z	ʒ	dʒ	
37	38	39	40	41	42	43	44	45
m	n	ŋ	w	r	j	l ɫ	h	ʔ

From previous workshops (for **REFERENCE ONLY**; we will **NOT** cover this in this workshop):

### Step 1. **Phrasing** 斷句:

Always think of your LISTENER when speaking and reading!

Taiwanese tend to race to the finish when reading, with almost no pauses, making it difficult for listeners to understand. The reader will also not usually understand what they're reading, and they will sound stressed and nervous. Conscious learning of where to **pause** can fix this!

Read through the texts above, | marking shorter **pauses** | (e.g. marked by a comma, | or no punctuation) | with |, and longer ones | (e.g. marked by a semi-colon or period) | with || in (1)-(4). ||

Pause:

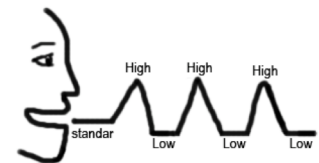
1. After the complete subject 完整的主詞前
2. Before “that” and other clauses “that” 等子句前
3. At most punctuation marks 遇到標點符號時
4. Before conjunctions 連接詞前
5. Before prepositions 介系詞前
6. Before and after parentheticals 插入語 (e.g. Ted, unfortunately, couldn't come.)



## Step 2. Mark **intonational stress**

Three Basic Rules of Intonation:

1. Stress **content words** (nouns, verbs, adjectives, some adverbs); don't stress **function words** (articles, conjunctions, prepositions, pronouns, helping verbs, “be” verbs, some adverbs).
2. Stress **new information**; don't stress **old information**.
3. Stress **contrasted** words; everything else is **unstressed** (a low, flat tone).



DON'T stress the syllables you shouldn't!

Remember that English **stress** is usually marked by a **higher pitch**; **unstressed** syllables are often read in a string with a **low, even pitch**, much like an extended Mandarin **third tone**, e.g. She wasn't even **thinking** about you | when she **\*did** it.

— — — — **THINK** \_ \_ \_ \_ / | — — **\*DID** \_

Underline all stressed syllables.

## Step 3. Mark **\*tonic stress**:

The **last stressed \*syllable** in every **phrase** or **\*thought** group gets an especially **high** (or **low**) into **\*national stress**. **This is called \*tonic stress**. We'll **mark** it with an **\*asterisk**.

### Tonic Stress

When we speak certain words stand out in the utterance. Depending on their focus, speakers choose which words to accent or highlight more. Generally, words are highlighted for their importance, interest or newness and in normal speech, it is generally the last stressed syllable of a sentence or a phrase which is made to stand out.

Examples:

- I 'hate 'milk.
- 'That's my 'house.
- 'Where're you 'going in the 'evening?
- 'Nobody 'wanted to 'talk to him .

## Step 4. Mark **final falling** and **rising intonations**

If you're at the end of a complete idea or sentence — usually marked with a period . or semi-colon ; , use a **falling intonation**. **Wh- questions** (asked with who, what, where, when, why, how, which, and how) also have a **falling intonation**. Mark with a high-falling line. Mark yes-no questions with a rising intonation. All clear?

3  
2  
1



What's your **NAME**?  
What's the **dePARTure** time?  
Who is **HowARD** **ROURKE**?  
When's **DINNER**?

## Step 5. Mark all of the **continuation rises** ㄣ, both large and small

Taiwanese students tend to have a falling intonation at the end of all phrases.  
But there should be a **rise** at the end of most phrases that aren't the end of a sentence.

The highest point is the **tonic stress**,  
then it **drops down low**, and then there's a **gentle rise**.


Practice using the **continuation rise** where called for.




Mark all of the continuation rises with a line as indicated.

Mark the continuation rise over the following intonational chunks of one to six syllables:

...with my friend, ...  
...with my mother, ...  
...with a relative, ...  
...with a relative there, ...  
...with a relative of mine, ...  
...with a relative I don't know...

Step 6. Circle in red all of the vowels pronounced /eɪ/

Be careful to pronounce them as , **NOT** as /ɛ/ or /æ/.

Be especially careful when /eɪ/ comes before a  nasal consonant,  
i.e. /eɪn/ and /eɪm/, as in  *sane* /seɪn/ and  *same* /seɪm/.



Step 7. /ɑ/ and /ɔ/

A single vowel letter “o” (not “oa” or “o” + silent “e”)  
is often pronounced as /ɑ/ ʏ in American English,  
e.g. hot /hɑt/ and Tom /tɑm/ – watch out for it!

/ɔ/ as in “law”, “caught” and “gone” is a **long** vowel  
that sounds a little like Southern Min 芋仔 read as one syllable  
instead of two. Write /ɑ/ or /ɔ/ above any vowel you need a reminder for.



Step 8. /s/ vs. /z/: Draw a wavy underline under all letter “s”s that are pronounced /z/

Watch your “s”s – some should be pronounced /z/, as in lose, raise, days, and diseases!

Step 9. Compound Noun Stress

In compound nouns, i.e. noun + noun expressions, **only** the stressed syllable of the **modifying noun** is **stressed**. Adjective + noun expressions with special meanings are stressed in this way too. These expressions are stressed as though they were one word.

**Examples:** con\*venience store, \*peanut butter, \*exercise bike, \*newspaper, \*girlfriend,  
\*boyfriend, \*bookshelf, com\*puter desk, \*airplane, in\*surance salesman, \*car door;  
\*hot dog, \*greenhouse, \*blackboard



Step 10. Watch out for the pronunciations of these **common words** and mark if needed:

**of** [ʌv] or [əv], **as** [æz], **because** [bi 'kʌz], **she** [ʃi] (NOT ʃɪ),  
**says** [seɪz] (not [sez] or [seɪz]), **said** [sed] (not [sed] or [seɪd]), **ask**, **asks**, **asked**.

Step 11. Voicing affects vowel length

If the final sound of a syllable is **voiced**, the vowel that precedes it must be **lengthened**. Contrast the following: cap/cab [kæp]/[kæ:b] lit/lid [lɪt]/[lɪ:d] duck/dug [dʌk]/[dʌ:g]  
lap/lab; mop/mob; pup/pub; cop/cob; rope/robe; bit/bid; pat/pad; sit/Sid; set/said; mutt/mud

Step 12. Mark **linking**

When a word starts with a **vowel**, link the last sound of the preceding word to it, and read the two as though they are **one word**, e.g.: when I [wɛ ˌnaɪ], people are ['pi:pə ˌlɑː].

Step 13. Watch out for schwas [ə], i.e. the **reduced vowel** in some unstressed syllables

Schwas are often found in **unstressed syllables**, e.g. conceited /kən'siːtəd/, and in **function words** like *to*, *of*, *or*, *in*; don't read them as full vowels!

ə                      ə                      ə  
Add a schwa symbol [ə] over **unstressed, reduced vowels**.

Step 14. The “tap”

In US English, when a “t” that comes between two vowels, and the syllable to the right is unstressed, the “t” is pronounced like a very short /d/, and is called a “tap” or “flap”. The symbol is [ɾ].

ɾ  
Write a “tap” symbol ɾ above “t”s that should be pronounced as “taps”.

Step 15. Remember your “r”s!

Taiwanese often omit “r” sounds after vowels, e.g. in farm, large. Don't! Almost ALL “r”s are pronounced in US English! Make them a strong, Beijing-style ㄖ sound!

✓                      ✓  
Add a check ✓ above each “r” following a vowel if you tend to forget them.

More: How you sound to others before working hard on your pronunciation:





Poor pronunciation...

- affects understanding
- makes other people tired as they struggle to understand you
- makes others think you are less intelligent than you are
- will affect your social life

Priorities, commitment, new HABIT formation

**One Small Step Can Change Your Life** animated by Nathan Lozeron

Also: **How to Build Habits & Execute Effortlessly** <https://www.youtube.com/watch?v=w8MIL2GhhOw>

<https://www.youtube.com/watch?v=-LdhudFvJuE> 1-page pdf

Ask yourself:

1. Do I **really** want to improve my English?
2. How **high** a **priority** is it for me?
3. If it is a high priority, then I will find a time to **work on my English DAILY**.

Take baby steps! But do it **EVERY DAY!**  
Make it **AUTOMATIC!**



<https://www.youtube.com/watch?v=VHkOFs67d9A>

When, where, what?

1. I will work on my English for 10-15 minutes starting from \_\_\_\_:\_\_\_\_ am / pm **EVERY DAY**.
2. I will work on my English here: \_\_\_\_\_.
3. I will practice with these materials: \_\_\_\_\_.  
(TV show/movie/podcast/audio file)

Don't beat yourself up if you miss a day, but **DON'T QUIT!** Get back to it tomorrow!

Good pronunciation requires good listening: **The Echo Method**

- **Listen carefully** to a good model. Good listening habits are the basis of good pronunciation. Practice **active listening**.
- Work with **short phrases**.
- **PAUSE**. **Don't** jump in too soon.



- As you pause, **listen** to the “**echo**” in your head.
- **Imitate** the “**echo**” you hear; don’t automatically use the pronunciation you’re accustomed to.
- Get **feedback**; at first it may be uncomfortable, but it’s what helps us **improve** and **grow**. Note facial expressions of your listener.
- **Daily practice:** listening, imitating, reading aloud.  
**10 MINUTES A DAY!** One phrase at a time, about 5-7 words: Listen-Echo-Repeat. Listen-Echo-Repeat.
- After you can repeat the phrase after the **1. Echo (Listen-Echo-Repeat)** without thinking much, move on to **2. Listen-and-Repeat** 跟著唸 several times; then **3. Simultaneous** 同步 **reading** or reciting along with the audio.
- Mistakes are **treasures** – they show us how language works and how to adjust our teaching.



### Practice with TV Series, like The Big Bang Theory

Go over the script carefully, one scene at a time.

Look up all the words, phrases and cultural allusions you're not sure of.

Make sure each line makes sense! If it doesn't, Google it!

Next, go back and do Echo practice.

### Text-to-Speech

How to have **Alex** read to you on an Apple device:

<https://support.apple.com/zh-tw/HT203077>

Android: Google Play **Google Text-to-Speech**

<https://play.google.com/store/apps/details?id=com.google.android.tts>

Chrome Extension: **Read Aloud**

<https://chrome.google.com/webstore/detail/read-aloud-a-text-to-speech/hdhdnadaidafjejdhmfkjgnolgimiapl?hl=en>

**Additional resources** here: <http://homepage.ntu.edu.tw/~karchung/30/30Tricks.htm>