

DICTION MASTERS

SOUND BRITISH IN 7 DAYS

A 31-Trick Pronunciation Curriculum for Nigerian Speakers of English

Detailed Curriculum

Diction Masters Technology Limited · Abuja, Nigeria

Curriculum Overview

The complete lesson-by-lesson breakdown of Sound British in 7 Days follows. Each lesson has been engineered to build on the previous one, so learners moving through the sequence in order will find each new trick easier than the last.

THEME	TITLE	LESSONS
01	Rhythm — The Foundation	1–2
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THEME 1

Rhythm — The Foundation

Establishes the fundamental rhythm of British English. Without this rhythm, no amount of vowel or consonant training will make a speaker sound British.

LESSON 1 · TRICK 1

Punch the Content Words

OBJECTIVE

To internalise the fundamental rhythm of British English: strong emphasis on content-carrying words (nouns, main verbs, adjectives, adverbs, negatives, wh-question words) and compression of grammatical function words.

CONTENT COVERED

- The distinction between content words and function words
- Why English is a stress-timed language, not a syllable-timed one
- The physiological technique of “punching” — jaw drop, breath support, volume shift
- How compressing function words creates the classic British “flow”

LEARNER ACTIVITIES

- Watch the 3-part video lesson (rules, drill words, sentence practice)
- Read the multi-sentence practice passage aloud with punched content words
- Record and submit a voice note tagged #Trick-1

ASSESSMENT

Learner records a passage containing at least 8 sentences with correctly identified and punched content words. Green requires audible content-word emphasis and function-word compression throughout.

LESSON 2 · TRICK 2

Land the Tonic Syllable

OBJECTIVE

To master the pitch-drop that concludes every English sentence — the “tonic” or “nuclear” stress that lands on the last content word of a thought group.

CONTENT COVERED

- The concept of the tonic syllable — where meaning peaks in a sentence
- How rising then falling pitch creates the characteristic British intonation contour
- The default rule and the exceptions (contrast, correction, emphasis)
- Common Nigerian errors: falling pitch too early, or maintaining flat pitch throughout

LEARNER ACTIVITIES

- Watch the video lesson and drill
- Read the practice passage focusing on clean pitch drops
- Record and submit tagged #Trick-2

ASSESSMENT

Learner records a passage with at least 8 sentences, each concluding with a clean, audible tonic-syllable drop.

THEME 2

Word Endings

Word endings are a signature “tell” of Nigerian English. These two tricks address the four most common ending types.

LESSON 3 · TRICK 3

Fix -tion, -ed, -ing, and -er Endings

OBJECTIVE

To master the four most common word endings in English — each of which Nigerian speakers commonly mispronounce.

CONTENT COVERED

- -tion and -sion endings (pronounced /ʃən/, not /ʃon/ or /tion/)
- The three sounds of -ed: /t/ after voiceless, /d/ after voiced, /ɪd/ after t or d
- -ing endings pronounced as soft /ɪŋ/, not hard /ng/ or /n/
- -er and -or endings collapsed to a schwa /ə/, not a full /ɜ:/

LEARNER ACTIVITIES

- Watch the 4-part video lesson
- Read six practice passages (one per ending category)
- Record and submit tagged #Trick-3

ASSESSMENT

Learner records six consecutive practice passages. Green requires correct ending pronunciation on all target words in all passages.

LESSON 4 · TRICK 4

The -s Ending (three sounds)

OBJECTIVE

To master the three distinct sounds of the -s plural, possessive, and third-person singular verb ending.

CONTENT COVERED

- /s/ after voiceless consonants (cats, cups, hats)
- /z/ after voiced consonants and vowels (dogs, bags, cows)
- /ɪz/ after sibilants — s, z, sh, ch, j (buses, watches, judges)
- How to feel voicing in your throat to predict the correct sound

LEARNER ACTIVITIES

- Watch the video lesson
- Read three practice passages (one per -s sound)
- Record and submit tagged #Trick-4

ASSESSMENT

Green requires all three -s sounds correctly deployed in appropriate contexts across the three passages.

THEME 3

The First British Vowels

The three vowels introduced in this theme are the most common British vowels that Nigerian speakers systematically mispronounce.

LESSON 5 · TRICK 5

The Long /ɔ:/ Vowel

OBJECTIVE

To produce the long, rounded British /ɔ:/ vowel — the sound in “daughter,” “walk,” “talk,” and “more” — with correct lip rounding and length.

CONTENT COVERED

- The physical production: lips rounded, jaw slightly dropped, tongue back
- Distinguishing /ɔ:/ from the Nigerian tendency toward a shorter /ɒ/ or /o/
- Common spelling patterns: -alk, -ought, -aught, -ore, -our

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage with underlined target words
- Record and submit tagged #Trick-5

ASSESSMENT

Green requires audibly long and rounded /ɔ:/ on all target words in the passage.

LESSON 6 · TRICK 6

The Relaxed /ʌ/ Vowel

OBJECTIVE

To produce the relaxed /ʌ/ vowel across all its spelling patterns — U, O, OU, OO — a sound Nigerian speakers commonly harden or shift.

CONTENT COVERED

- The relaxed jaw, open lip, central tongue position
- Spelling patterns: U (bus, cup), O (love, mother, son), OU (young, tough), OO (blood, flood)
- Multi-syllabic drill words to build recognition across all patterns
- Comparison with the /ʊ/ (foot) and /ɑ:/ (bath) vowels

LEARNER ACTIVITIES

- Watch the video lesson
- Complete the 32-word multi-syllabic drill
- Read the practice passage
- Record and submit tagged #Trick-6

ASSESSMENT

Green requires correct /ʌ/ production across all four spelling patterns in the passage.

LESSON 7 · TRICK 7

The /eɪ/ AY Diphthong

OBJECTIVE

To produce the gliding /eɪ/ diphthong — the sound in “day,” “take,” “break,” and “paid” — starting at EH and sliding to IH.

CONTENT COVERED

- The concept of a diphthong: a vowel that changes shape mid-production
- The starting position (open EH) and ending position (closer IH)
- Common Nigerian errors: stopping halfway, or producing a monophthong
- Spelling patterns: -ay, -ai, -ei, -ea (great), -ey

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-7

ASSESSMENT

Green requires audible glide on all /eɪ/ words in the passage.

THEME 4

Compound Stress and TH Sounds

Two tricks addressing patterns that instantly signal a non-British speaker.

LESSON 8 · TRICK 8

Compound Stress and Name Stress

OBJECTIVE

To apply the British stress patterns to compound nouns (stress on first element) and to Nigerian-British names (stress on surname).

CONTENT COVERED

- The compound-noun rule: stress on first element (BEDroom, POSTman, BUSstop)
- The name-stress rule for formal/British-style address: FirstName SURname (Adebayo THOMPson)
- Distinguishing compound nouns from adjective-noun phrases
- Twelve compound noun drills and six name drills

LEARNER ACTIVITIES

- Watch the video lesson
- Complete the compound noun drill
- Complete the name stress drill
- Record and submit tagged #Trick-8

ASSESSMENT

Green requires correct first-element stress on all 12 compound nouns and correct surname stress on all 6 names.

LESSON 9 · TRICK 9

The TH Sounds

OBJECTIVE

To produce both the voiceless /θ/ and voiced /ð/ TH sounds correctly, with the tongue between the teeth, distinguishing them clearly from the Nigerian substitutions of /t/ and /d/.

CONTENT COVERED

- The physical production: tongue tip against or between the upper and lower teeth
- Voiceless /θ/: three, think, both, path — no vocal cord vibration
- Voiced /ð/: this, that, mother, brother — vocal cords engaged
- Common Nigerian substitutions and how to unlearn them

LEARNER ACTIVITIES

- Watch the video lesson
- Complete the drill words
- Read the practice passage
- Record and submit tagged #Trick-9

ASSESSMENT

Green requires audible tongue-between-teeth production on all TH words in the passage.

THEME 5

More Vowels

Two additional core British vowels, extending the foundation established in Theme 3.

LESSON 10 · TRICK 10

The Long /ɜ:/ ER Vowel

OBJECTIVE

To produce the long British /ɜ:/ vowel — the sound in “bird,” “work,” “learn,” and “girl” — with no R-curl at the end.

CONTENT COVERED

- The neutral tongue position, long duration
- Silent R after the vowel — a defining feature of British RP (non-rhotic)
- Spelling patterns: -ir, -ur, -er, -ear, -or (word), -our (journey)
- Contrast with American /ɜr/ which curls the tongue

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-10

ASSESSMENT

Green requires long, non-rhotic /ɜ:/ on all target words.

LESSON 11 · TRICK 11

The /əʊ/ OH Diphthong

OBJECTIVE

To produce the British /əʊ/ diphthong — the sound in “home,” “road,” and “phone” — starting relaxed and sliding to rounded.

CONTENT COVERED

- The starting position (schwa-like relaxed) and ending position (rounded)
- Distinguishing British /əʊ/ from American /oʊ/
- Spelling patterns: -o (go), -oa (road), -ow (know), -oe (toe)
- Common Nigerian errors: pure /o/ without glide

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-11

ASSESSMENT

Green requires audible glide on all /əʊ/ words.

THEME 6

The Schwa Revolution

The most important theme in the course. Trick 12 introduces the schwa — the single sound that unlocks the majority of the subsequent curriculum.

LESSON 12 · TRICK 12

Master the Schwa /ə/

OBJECTIVE

The heart of the entire course. To internalise the schwa /ə/ — the tiny, lazy vowel that appears in every unstressed syllable of English — and to systematically apply it wherever it belongs.

CONTENT COVERED

- The schwa as the most frequent vowel in English
- How every unstressed vowel collapses to schwa regardless of spelling
- Examples: banana (buh-NAH-nuh), about (uh-BOU), teacher (TEE-chuh)
- The “master key” concept — how the schwa unlocks dozens of subsequent tricks
- Practice recognising schwa positions in multi-syllabic words

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-12

ASSESSMENT

Green requires audible schwa collapse on all unstressed syllables in the passage.

LESSON 13 · TRICK 13

Weak Forms of Function Words

OBJECTIVE

To collapse common function words — to, for, of, and, the, a, that, was — into their weak schwa forms in connected speech.

CONTENT COVERED

- to → /tə/, for → /fə/, of → /əv/, and → /ən/, the → /ðə/
- How weak forms create the characteristic British “flow”

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-13

ASSESSMENT

Green requires audible weak forms of at least 5 different function words in the passage.

THEME 7

Stress and Linking

Six tricks addressing stress patterns and connected speech — the mechanics that create the characteristic British “flow.”

LESSON 14 • TRICK 14

Word Stress Shifts (REcord vs reCORD)

OBJECTIVE

To distinguish nouns from verbs by moving the stress — the same spelling can be a noun with first-syllable stress or a verb with second-syllable stress.

CONTENT COVERED

- The noun-verb stress rule for two-syllable Latin-origin words
- Common pairs: PREsent/preSENT, PROduce/proDUCE, PERmit/perMIT, REcord/reCORD
- Extension to three-syllable pairs: CONTRast/conTRAST
- How stress shifting communicates grammatical function

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice sentences with 10 stress-shift pairs
- Record and submit tagged #Trick-14

ASSESSMENT

Green requires correct stress on both the noun and verb form in each of 10 pairs.

LESSON 15 • TRICK 15

Linking and Connected Speech

OBJECTIVE

To connect words smoothly across word boundaries when a consonant is followed by a vowel — producing the characteristic British “flow” without gaps between words.

CONTENT COVERED

- The consonant-to-vowel link (an apple → uh-NAPPLE)
- The vowel-to-vowel link (go on → go-won)
- How linking eliminates the “staccato” quality of over-articulated speech
- Ten drill sentences of increasing complexity

LEARNER ACTIVITIES

- Watch the video lesson
- Read 10 linking sentences
- Record and submit tagged #Trick-15

ASSESSMENT

Green requires audible linking across at least 15 word-boundary junctures.

LESSON 16 · TRICK 16

The CO- Prefix Schwa

OBJECTIVE

To collapse the unstressed CO- prefix to /kə/ — as in correct, command, continue, complete, connect.

CONTENT COVERED

- The rule: when CO- is unstressed (which is most of the time), it becomes /kə/
- Exceptions: when CO- is stressed (COfounder, COchair, COpilot)
- Common CO- words: correct, command, continue, complete, connect, consider, control

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-16

ASSESSMENT

Green requires /kə/ on all unstressed CO- prefixes in the passage.

LESSON 17 · TRICK 17

-ize and -ism Endings

OBJECTIVE

To stress the ROOT of a word, not the -ize or -ism ending — a common Nigerian error that shifts stress in the wrong direction.

CONTENT COVERED

- The rule: primary stress stays on the root morpheme
- CAPitalism, not capi-TAL-ism
- SCRutinize, not scru-ti-NIZE
- Common -ize/-ism words used in professional and academic contexts

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-17

ASSESSMENT

Green requires root-stressed pronunciation on all -ize and -ism words.

LESSON 18 · TRICK 18

The Weak A Start

OBJECTIVE

To produce words beginning with an unstressed A — about, around, again, appreciate — with a schwa /ə/, not a full /a/ or /eɪ/.

CONTENT COVERED

- The rule: unstressed initial A becomes /ə/
- Common words: about, around, again, appreciate, appear, apply, appoint, attempt
- Contrast with stressed A words: apple, able

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-18

ASSESSMENT

Green requires schwa /ə/ on all unstressed A-start words.

LESSON 19 · TRICK 19

The Linking R

OBJECTIVE

To activate the “silent” R at the end of a word when a vowel follows in the next word — producing the linking R that native speakers use automatically.

CONTENT COVERED

- In British RP, word-final R is silent before a consonant
- But before a vowel, the R “wakes up” (her about → her-RUH-bout)
- Natural consequence of avoiding hiatus (two vowels colliding)
- Ten practice phrases of increasing complexity

LEARNER ACTIVITIES

- Watch the video lesson
- Read 10 linking-R phrases
- Record and submit tagged #Trick-19

ASSESSMENT

Green requires audible linking R at all 10 word-boundary junctures.

THEME 8

More Endings and Confusables

Six tricks fine-tuning word endings and addressing common confusable pairs.

LESSON 20 · TRICK 20

Master the Schwa Endings Family

OBJECTIVE

To collapse eleven common word endings — all of which are unstressed — to their schwa form. The single most efficient trick in the course.

CONTENT COVERED

- -ous (famous, dangerous), -our (colour, honour, favour)
- -ure (nature, culture, picture)
- -ant / -ent (important, silent), -ance / -ence (patience, silence)
- -ate (unstressed: chocolate, delicate), -tive (creative, active)
- -et (basket, ticket, blanket), -ards (backwards, towards)

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-20

ASSESSMENT

Green requires schwa on all eleven ending types across the passage.

LESSON 21 · TRICK 21

This vs That — Confusables

OBJECTIVE

To distinguish word pairs that look related but pronounce differently — bath/bathe, cooperate/corporate, delegate as noun vs verb.

CONTENT COVERED

- Voicing shifts: bath /θ/ vs bathe /ð/
- Stress shifts within similar words: cooperate vs corporate
- Noun-verb shifts within one spelling: delegate, estimate, graduate, separate
- Eight practice sentences containing multiple confusables each

LEARNER ACTIVITIES

- Watch the video lesson
- Read 8 confusable sentences
- Record and submit tagged #Trick-21

ASSESSMENT

Green requires correct differentiation of all confusable pairs.

LESSON 22 · TRICK 22

Final-Syllable Vowel Collapse

OBJECTIVE

To collapse ANY vowel — O, U, A, E, I — in an unstressed final syllable to schwa. A universal rule with dozens of applications.

CONTENT COVERED

- -om, -um, -am, -em, -im all collapse: kingDƏM, mediƏM
- Common words: kingdom, London, bottom, medium, museum, album, item, victim
- Extension of the schwa mastery from Trick 12

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-22

ASSESSMENT

Green requires schwa on all unstressed final syllables in the passage.

LESSON 23 · TRICK 23

Silent Letters

OBJECTIVE

To skip every silent letter in common English words — K in knight, B in comb, L in walk, T in often, P in receipt, B in debt — without hesitation.

CONTENT COVERED

- Silent K (knight, knee, know, knife)
- Silent B (comb, thumb, doubt, debt)
- Silent L (walk, talk, chalk, calm, half)
- Silent T (often, listen, castle, whistle)
- Silent P (receipt, pneumonia, psychology)
- Silent H (honest, hour, honour)
- Silent W (write, wrong, wrist, sword)
- Silent GH (night, right, thought, through)

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-23

ASSESSMENT

Green requires all silent letters correctly skipped in the passage.

LESSON 24 · TRICK 24

The -al Ending

OBJECTIVE

To collapse the -al ending to a light /əl/ — as in national, vital, normal, formal — without adding stress or full vowel value.

CONTENT COVERED

- The rule: -al is always unstressed and always /əl/
- Common words: national, vital, normal, formal, social, medical, political
- The stress stays on the ROOT of the word

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-24

ASSESSMENT

Green requires /əl/ on all -al endings.

LESSON 25 · TRICK 25

Quick Wins

OBJECTIVE

To fix a set of high-impact individual words that Nigerian speakers commonly mispronounce — small changes, disproportionately large effect on how British the speaker sounds.

CONTENT COVERED

- Often — silent T (OF-en, not OFF-ten)
- Receipt — silent P (ri-SEET)
- Debt — silent B (DET)
- Schedule — SHED-yool
- Lieutenant — lef-TEN-ant
- Aluminium — a-loo-MIN-ee-um
- Vitamin — VIT-amin (short I)
- Route — ROOT

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-25

ASSESSMENT

Green requires correct pronunciation of all quick-win words.

THEME 9

Advanced Vowels and Intonation

The final theme completes the vowel inventory and concludes with intonation — the melody of British English.

LESSON 26 • TRICK 26

The Long /ɑː/ Vowel

OBJECTIVE

To produce the long British /ɑː/ vowel — the sound in “bark,” “bath,” “father,” and “car” — with correct length, open jaw, and silent R.

CONTENT COVERED

- The BATH-group words in British RP: ask, fast, dance, plant, past, class
- START-group words: bark, park, mark, car (silent R)
- Common Nigerian errors: substitution with /æ/ (bat instead of bath) or shortening
- Contrast with American /æ/ in the same words

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-26

ASSESSMENT

Green requires long, open /ɑː/ on all target words with silent R.

LESSON 27 • TRICK 27

/ɪ/ vs /iː/ (ship vs sheep)

OBJECTIVE

To distinguish the short relaxed /ɪ/ from the long tense /iː/ — one of the most fundamental vowel contrasts in English.

CONTENT COVERED

- Length: /iː/ is longer and tenser; /ɪ/ is shorter and more relaxed
- Jaw position: /iː/ is closer; /ɪ/ is slightly more open
- Classic minimal pairs: ship/sheep, sit/seat, bit/beet, live/leave, fill/feel
- The tendency of Nigerian speakers to merge these two vowels

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-27

ASSESSMENT

Green requires audible contrast between /ɪ/ and /iː/ in all minimal-pair contexts.

LESSON 28 • TRICK 28

/ʊ/ vs /u:/ (good vs brew)

OBJECTIVE

To distinguish the short relaxed /ʊ/ from the long tense /u:/ — the second fundamental vowel contrast pair.

CONTENT COVERED

- Length: /u:/ is longer and lips more pursed; /ʊ/ is shorter and lips more relaxed
- Classic minimal pairs: full/fool, pull/pool, look/Luke, could/cooed
- Common Nigerian errors: merging the two vowels or over-rounding the short one

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-28

ASSESSMENT

Green requires audible contrast between /ʊ/ and /u:/ in all minimal-pair contexts.

LESSON 29 • TRICK 29

The /ʃ/ and /ʒ/ Sounds

OBJECTIVE

To distinguish the voiceless /ʃ/ (as in “pressure,” “mission”) from the voiced /ʒ/ (as in “vision,” “treasure”) — the mirror-twin fricatives.

CONTENT COVERED

- Same tongue and lip position, only voicing differs
- /ʃ/ common spellings: sh, ti (station), ss (mission), sure (pressure)
- /ʒ/ common spellings: si (vision), su (treasure), ge (beige)
- The rarity of /ʒ/ in initial position (mostly medial)

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-29

ASSESSMENT

Green requires correct /ʃ/ and /ʒ/ throughout the passage.

LESSON 30 • TRICK 30

The /eə/ Vowel (air, hair, care)

OBJECTIVE

To produce the long open /eə/ diphthong — the sound in “air,” “hair,” and “care” — without hardening the R at the end.

CONTENT COVERED

- The starting position (open EH) and gliding to the schwa

- Silent R throughout: air is EH-uh, not AIR
- Common spelling patterns: air, are, ear (bear), ere (there)
- Contrast with the /ɪə/ in “here” and “near”

LEARNER ACTIVITIES

- Watch the video lesson
- Read the practice passage
- Record and submit tagged #Trick-30

ASSESSMENT

Green requires long /eə/ with silent R on all target words.

LESSON 31 · TRICK 31

Rising and Falling Intonation

OBJECTIVE

To master the four intonation patterns of British English and apply the correct pattern to each of five common sentence types.

CONTENT COVERED

- Statements — falling intonation (She lives in London ↓)
- Yes/no questions — rising intonation (Are you coming? ↑)
- Wh-questions — falling intonation (Where are you going? ↓)
- Commands — falling intonation (Close the door ↓)
- Polite requests — rising intonation (Could you help me? ↑)
- Lists — rise-rise-rise-fall

LEARNER ACTIVITIES

- Watch the video lesson
- Read 15 sentences across the five categories
- Record and submit tagged #Trick-31

ASSESSMENT

Green requires correct intonation applied to all 15 sentences.

Graduation

The graduation lesson does not introduce new content. Instead, it requires the learner to demonstrate that all 31 tricks have been integrated into fluent, connected speech.

The Graduation Passage

A specifically engineered paragraph that packs all 31 tricks into one flowing piece of connected prose. Every sound, every stress pattern, every ending, every schwa — deployed in real English.

The Before/After Comparison

The learner re-records the BEFORE passage they submitted on Day 1. Comparing the two recordings side by side is the moment the transformation becomes undeniable — to the learner and to Jonathan.

Certification

On successful completion of the graduation submission, the learner may request a Certificate of Completion from Diction Masters Technology Limited, signed by Jonathan Onah as Founder.

Assessment & Certification

The Assessment Philosophy

Sound British in 7 Days does not use written examinations, multiple-choice tests, or timed assessments. It uses continuous voice-based assessment — the same medium the learner will actually use when speaking in the real world.

The Graduation Standard

To graduate, a learner must submit two recordings for review:

- The Graduation Passage (Lesson 32) — read with all 31 tricks visibly integrated
- The BEFORE passage from Day 1 — re-recorded as the AFTER version

Both recordings must receive a GREEN signal to qualify for the Certificate of Completion.

The Certificate of Completion

The Diction Masters Certificate of Completion is a formal document, issued digitally, that confirms the graduate has:

- Completed all 32 lessons of Sound British in 7 Days
- Submitted and received GREEN feedback on the graduation passage
- Completed a documented BEFORE/AFTER voice-note comparison
- Demonstrated mastery of British RP rhythm, vowels, endings, stress, linking, and intonation

Ongoing Access

Graduation does not end the learner's access to the Academy. The Telegram groups remain open, allowing graduates to revisit lessons, refresh specific tricks, and continue practicing with future cohorts.

About the Instructor

Jonathan Onah

Founder · Diction Masters Technology Limited

Jonathan Onah is the Founder and Chief Executive of Diction Masters Technology Limited — a Nigerian EdTech company headquartered in Abuja focused on British English pronunciation, diction, and literacy education. He is the architect of the Diction Masters curriculum suite, which includes Sound British in 7 Days, The 44 Academy, EchoSpell, and the Book of Conversation.

His approach to pronunciation training is grounded in a specifically Nigerian-linguistic analysis. He has spent years cataloguing the exact patterns that give Nigerian speakers away in British-English contexts, then engineering the specific, teachable “tricks” that address each pattern. The result is a curriculum unusually well-fitted to its audience — one that treats Nigerian speakers as capable adults with a distinct starting point, not as generic foreign-language learners.

Under his leadership, Diction Masters has partnered with multiple Nigerian secondary schools and continues to develop original curriculum materials for Nigerian classrooms — including the EchoSpell 5,000-word programme and the Book of Conversation.

Jonathan reviews every voice recording personally. Learners are not graded by an algorithm, not corrected by a bot, and not queued in an automated system. Each submission receives individual attention within 48 to 72 hours — a level of personal engagement that distinguishes the Academy from any comparable programme.

About Diction Masters

Diction Masters Technology Limited is a Nigerian EdTech company headquartered in Abuja, focused exclusively on the intersection of British English pronunciation, diction, and literacy education for Nigerian speakers of English.

Our curriculum suite serves learners from Nursery through SSS 3 and adult professionals through six flagship products:

- The Diction Masters App — a mobile learning platform, live on the Google Play Store
- EchoSpell — a 5,000-word spelling and pronunciation programme spanning Pre-Level through Level 8
- The Book of Conversation — a 44-phoneme British RP teacher training resource
- Sound British in 7 Days — the flagship 31-trick pronunciation transformation programme
- The 44 Academy — a term-long British RP training programme for Nigerian educators
- The Diction Transformation School Seminar — a school-partnership programme delivered on-site or online

We work with individual professionals, media practitioners, educators, and schools across Nigeria. Our mission is simple: to raise the standard of spoken English across Nigeria by giving Nigerians the same tools, the same feedback, and the same certification pathways that a learner in London would take for granted.