

# Talk a Lot

Foundation Course

## Lesson 2:

# Spelling and Sounds

**Lesson 2:**

**Spelling and Sounds**

**Reference:**

***Talk a Lot Handbook***

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|--------------|--|
| <b>18.1</b>  | <b>Learn the International Phonetic Alphabet (IPA)</b> |
| <b>18.48</b> | <b>Vowel Digraphs</b>                                  |
| <b>18.55</b> | <b>List of Vowel Clusters – In Alphabetical Order</b>  |
| <b>18.62</b> | <b>Spelling and Sounds – The Magic “e” Rule</b>        |
| <b>19.1</b>  | <b>IPA Practice Worksheets and Tests</b>               |

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### Lesson 2 – Spelling and Sounds

**2.1** English is not a phonetic language, which means that often spelling and sounds do not match

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**2.2** The spelling of a word and its sounds are usually two different things in English. You need to learn two parts of each word: the spelling and the sounds

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**2.3** Part of the problem is the high frequency of silent letters in English spelling

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**2.4** Students usually pronounce far too many vowel sounds when they speak English

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**2.5** The Schwa sound is the most common vowel sound in English – and the least discussed

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**2.6** The glottal stop is not a sound but rather an action – the cutting off of a sound at the moment of making it

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**2.7** We need to combine the written alphabet and the phonetic alphabet into one New English Alphabet (NEA)

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<p><i>What I found most surprising / interesting today:</i></p>	<p><i>What I need to revise again after this lesson:</i></p>
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### Lesson 2 – Spelling and Sounds

#### 2.1 English is not a phonetic language, which means that often spelling and sounds do not match.

The English spelling system doesn't work. The words that we write are supposed to represent the sounds that we make when speaking. That is the whole point of the alphabetic system of spelling that we use – letters are meant to represent sounds. However, more often than not, this does not happen, which means that English spelling is of only limited help for working out pronunciation. Unfortunately, students of English often try to pronounce all the letters in words they don't know, especially all of the vowel letters, just to "make sure" that they are pronouncing them correctly. In fact, the opposite happens – the pronunciation is wrong – and miscommunication takes place because the stress is messed up and the stressed vowel sound is incorrect.

The problem is that sounds in English do not each have individual identifiers (IDs):

There are 26 letters in the English alphabet, but 48 different sounds (see Glossary and NEA Handout).

There are 5 vowel letters but 23 vowel sounds = spelling problems!

#### Examples:

##### 1. Words with "hard" spellings:

- |             |           |
|-------------|-----------|
| 1. daughter | Dor t     |
| 2. natural  | Na chrl   |
| 3. pharmacy | Far m sii |

##### 2. Common vowel digraphs (two vowel letters together) that represent different sounds:

###### 1. the spelling "oo" can represent the following sounds:

oo in "fool"	u in "flood"
uu in "book"	eu in "brooch"

###### 2. the spelling "ie" can represent the following sounds:

ai in "tie"	ee in "believe"
iy in "field"	aiy in "variety"

and so on...

#### Activity:

- Try to pronounce the words above, first without the phonetic spelling to help you, then with it. What is the difference?

#### Discussion Questions:

1. Is it a problem for you that spelling and sounds don't generally match in English words? If yes, how do you handle it?
2. How phonetic is your first language? How closely does the spelling match the sound of words?

#### 2.2 The spelling of a word and its sounds are usually two different things in English. You need to learn two parts of each word: the spelling and the sounds.

When you are learning vocabulary, you should learn not only the spelling, but also the sounds of each word – and which syllable is stressed. Life is made more complicated because you then have to predict how each word will change when it comes up against other words. We will find out more about this in

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Lesson 4 – Connected Speech. Of course, there are plenty of spelling rules in English – with their numerous exceptions. But these only seem to exasperate learners, who tend to conclude that “English spelling doesn’t make sense!”<sup>1</sup>

Some English words are phonetic in that the pronunciation is easily guessable from the spelling (List 1), but more often than not, the pronunciation is not obvious or easily guessable (List 2).

#### Examples:

**List 1:** 10 phonetic English words whose pronunciation can be easily guessed – they sound how we expect them to:

big, fell, frog, crash, greeting, keep, land, milk, string, upset

**List 2:** 10 English words which are not phonetic – their pronunciation cannot be guessed, but has to be learned. They don’t sound how they look:

breakfast, attendance, comfortable, famous, cough, gymnasium, knowledge, straighten, vegetable, wouldn’t

Another good example of this problem is the phenomenon of **homophones**, which are pairs or groups of words that have the same pronunciation, but different spellings and different meanings:

e.g. piece / peace poor / pour I’ll / aisle its / it’s one / won pear / pair new / knew plane / plain, etc.

This can often lead to confusion, as well as many jokes and puns, which abound in English:

e.g. “What kind of chocolate do pilots like?” “Plain!” (plane)

#### Activities:

1. Find 5 more words which are phonetic – i.e. they are spelled how they sound.
2. Find 5 more words which are not phonetic – i.e. they are not spelled how they sound.
3. Find 5 more examples of homophone word pairs.
4. How many English spelling rules do you know? Discuss them with a partner.

#### **2.3 Part of the problem is the high frequency of silent letters in English spelling.**

These are extra letters which appear in the spelling of a word when we write it, but are not pronounced when we say the word. Many of these are vowel letters, which are not pronounced because the syllable in which they appear is not stressed, and the vowel sound is a Schwa sound rather than a strong vowel sound – or it does not exist.

#### Examples:

Which letters are silent?

1. famous
2. attendance
3. knowledge
4. straighten

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<sup>1</sup> See also: 18.62 Spelling and Sounds – The Magic “e” Rule, *Talk a Lot Handbook*. Download: <https://purlandtraining.com/>

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### Lesson 2 – Spelling and Sounds

#### Activity:

- Find 5 more words in English that contain one – or more – silent letter.

#### 2.4 Students usually pronounce far too many vowel sounds when they speak English.

In general, in English spelling there is one vowel letter in each syllable which represents one vowel sound. Learners will often try to pronounce the vowel letter that they see as *they think it ought to sound* – i.e. with a full sound – when in fact many of these vowel sounds are pronounced as Schwa sounds (weak stress vowel sounds – see below). The result is that there are too many redundant vowel letters in written English, leading to mistakes by students who stress extra vowel sounds in a word as well as the correct stressed vowel sound. This messes up the stress pattern and makes the sound spine harder to hear.

This problem is historic and has grown up over hundreds of years of spoken English. Unlike the proud peoples of other countries, e.g. France and the USA, nobody in the UK has tried to control and tame the spelling of the English language, and as new words have flooded into the language, spelling has expanded to become a history of the development of English, rather than a useful tool for noting down the sounds that we make. (See pp.20-21 for a comparison of British English and American English spelling.)

#### Examples:

The Schwa Sound gets everywhere in English! In the following common food and drink words the Schwa sounds are in bold. Vowel sounds which are silent are crossed-out:

tomato	banana	potato	mineral water
lemonade	butter	chocolate	pasta
chicken	strawberry	water	vegetable

#### Activity:

Look for the hidden Schwa sounds in these words:

1. presenter (of 3 vowel sounds, 2 are Schwa sounds – which ones?)
2. responsibility (of 6 vowel sounds, 3 are Schwa sounds – which ones?)

...and in these common shopping vocabulary words:

customer	groceries	promotion	assistant
delicatessen	escalator	manager	frozen food

#### Discussion Questions:

1. Tell me about the alphabet in your language. Does it have vowels, diphthongs, and consonants? Compare it to the English alphabet.
2. Do words in your first language have silent letters?

#### 2.5 The Schwa sound is the most common vowel sound in English – and the least discussed.

The Schwa sound is a short unstressed vowel sound, which is pronounced uh . It is simply an expulsion of air that comes straight from the gut. It sounds like the noise you would make if somebody hit you in the stomach: uh!

*[The teacher models and students practise making the Schwa sound.]*

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The Schwa sound is a vowel sound, but one which has been reduced as far as possible. It can be found in the weak stressed syllables of many words, e.g. teacher, arrive, and twice in elephant (see also 2.4, above). As we have seen, one of the main problems in English pronunciation is that students pronounce full vowel sounds which should be Schwa sounds. They look like vowel sounds in the spelling, but are actually Schwa sounds.

It is typical of the chaos in English spelling that there is no dedicated vowel letter for the Schwa sound, which is the most common vowel sound of all! Instead we need to use all of the vowel letters, often in different combinations (see above).

The Schwa sound is not unique to English, but can be found in many other languages, e.g. Russian and French. Do you have it in your language? If you don't consciously use the Schwa sound in English at present, then you are definitely pronouncing a lot of unnecessary vowel sounds when you speak.

#### Two top tips:

1. Notice places where Schwas often appear, e.g. suffixes ("-tion", "-ment", "-ance", etc.) and function words (a, the, for, you, etc.)
2. Be suspicious of long words, e.g. four-syllable words. Only one syllable is stressed in each content word. How many of the rest of the syllables have Schwa sounds?

#### Examples:

These words all contain at least one Schwa sound. Find them and repeat each word:

slipper	buttons	trousers	underwear
necklace	glasses	pyjamas	trainers

In a quick test, I examined a text of 201 words. 57 of them contained a Schwa sound – around one quarter. If you read this text without using the vowel sound you would have made at least 57 errors. Your listener would have heard far too many unnecessary vowel sounds, which would have messed up the sound spine, leading to miscommunication and the question: "Sorry, can you say it again, please? I didn't catch it..."

#### Activities:

1. Find 5 more English words that contain a Schwa sound.
2. Say the word below:

permission

Which syllable is stressed? Find the Schwa Sound(s).

Answer: this word is pronounced: p Mi shn . The middle syllable is stressed, while there is a Schwa sound on each of the other syllables. Note: in the NEA we rarely have to write the Schwa sound because the sound is made naturally when single consonant sounds are pronounced, e.g. p , t , b , etc. In the word "permission" students might try to pronounce "er" and "io", both of which should be Schwa sounds (see 2.4 above). For example, in the word p Mi shn when we say p we hear the Schwa sound too. It naturally follows the p sound. This is called an **embedded Schwa sound** (see *Glossary* for more details).

#### Discussion Questions:

1. Were you aware of the Schwa sound? Have you learned about it before? If yes, where and when?
2. Do you use the Schwa sound in your language? What are the similarities and differences in how you use it, compared with English?
3. Do you have a problem with pronouncing the Schwa sound? How can you improve your skill in physically making this sound? How can you increase your understanding of when to use it?

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#### 2.6 The glottal stop is not a sound but rather an action – the cutting off of a sound at the moment of making it.

This action puts a tiny pause into the flow of sounds as you speak. We make a glottal stop by closing the glottis for a moment. The glottis is the small space at the top of our throat, in between the vocal cords. When you close it the air flow is stopped for a brief moment, and the previous sound is cut short – clipped. It is possible to learn to control the glottis – to open and close it – since this is only a physical action. It's like learning to click your fingers, or whistle. It might take some practise, but it can be learned.

[The teacher models the glottal stop and students practise: late night Lei\_ Nai\_ ]

The glottal stop is common in Standard Pronunciation, as well as in English spoken with an accent, e.g. a London accent. The glottal stop is not unique to English, but can be found in many other languages, e.g. Chinese, German, and Arabic.

If you are not using glottal stops, your spoken English won't sound as natural and smooth as it could, because you are pronouncing too many consonant sounds, especially t, d, and k. This will slow down your speech and mess up the stress pattern and the sound spine.

Remember that the glottal stop is not a sound – a vowel, diphthong, or consonant sound – but rather an action; it's something that we do when we want to get rid of cc sound connections from our speech (see *Glossary* for more details). It is written as \_ in the NEA – the underscore implying that there is something missing (i.e. an unnecessary consonant sound).

**I'm afraid neither the Schwa Sound nor the glottal stop can be avoided if you want to speak like a native speaker. Both have to be – and can be – learned and mastered.**

#### Examples:

1. "We ate out late last night." can mean making four glottal stops: wi Ye\_i\_ Au\_ Lei\_ Lar Snai\_

v v cv cc cc cc

vc vv vc vc vc

Four of the five sound connections are now vc, where none was before. It doesn't matter if we lose the t sound because the vowel sounds are the most important sounds in these four stressed syllables.

2. "a lot, lot worse" in normal Standard Pronunciation (e.g. a politician) = uh Lo\_ Lo\_ Wers

vc cc cc

vc vc vc

#### Activities:

1. Practise the phrases above – both without **and with** glottal stops.
2. Practise the following phrases – both without **and with** glottal stops:

fight night blood brother rude dog book club week day heart to heart

3. Find more English words or phrases where we need to use a glottal stop, e.g. "completely" = km Plee\_ lli

#### Discussion Questions:

1. Were you aware of the glottal stop in English before this lesson?
2. Do you use the glottal stop in your language? What are the similarities and differences in how you use it, compared with English?
3. Do you have a problem with the glottal stop? How can you improve your glottal stop technique? Are you prepared to practise the technique over and over again until you have completely mastered it? If not, why not?

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### Lesson 2 – Spelling and Sounds

#### 2.7 We need to combine the written alphabet and the phonetic alphabet into one New English Alphabet (NEA).

We need a new written English alphabet. The old one (a, b, c, etc.) is not fit for purpose because it doesn't contain enough letters (especially vowel letters) to adequately represent all of the 48 sounds of English. We cannot write phonetically – as we speak – with this alphabet. It allows us to write words, but we speak syllable by syllable, not word by word. It doesn't show stressed syllables, but it is vital for us to know which syllables are stressed. It doesn't show the "hidden" features of spoken English – Schwas and glottal stops – but if we don't use these features our pronunciation will be much worse, and communication will be reduced.

We also need a new phonetic alphabet. The widely-used IPA (International Phonetic Alphabet) was invented in the 19th Century and is no longer fit for purpose because it cannot be easily typed on a keyboard or keypad, or shared electronically. Also the strange and unfamiliar symbols add an extra burden for busy students and can put them off learning about pronunciation altogether.

We looked at the problem in 2.1, above:

*The old written alphabet has 26 letters – but there are 48 sounds in English.*

*The old written alphabet has 5 vowel letters – but there are 23 different vowel sounds in English.*

The NEA provides the remedy to both problems, because it allows us to write phonetically, representing the sounds we make when we speak. It is a true alphabet. It also clearly shows individual syllables, stressed syllables, Schwas, and glottal stops.

#### Examples:

1. In the NEA there is one written identifier (ID) for each of the 48 different sounds. Each sound always has the same ID. The letters "ei" are always pronounced ei, like "train"; the letter "a" is always pronounced a like "cat", etc.

[Look at the NEA handout.]

#### Features of the NEA:

- Each ID matches a sound
  - Each sound always has the same ID
  - A capital letter always indicates a stressed syllable – not a new sentence or proper noun, etc.
  - Apart from that, punctuation remains the same – we still use full stops, commas, question marks, etc.
  - Schwas and glottal stops can be seen
  - It can be typed on a keyboard or keypad because it uses the Roman alphabet (a, b, c, etc.)
  - This alphabet is already familiar to learners of English – there are no new symbols to decode
  - You can write the way you speak – so when I read your writing I "hear" your voice in my head
2. [The teacher models each of the 48 different sounds and the students repeat them, making notes to help them remember each sound.]
  3. Compare the **IPA** and **NEA** spellings of these transport words. Which spelling is easier to read? Why? Which helps you more to understand the sounds in each word? Why? What is the difference?

Normal Spelling (Roman Alphabet):	NEA Spelling:	IPA Spelling:
journey	Jer nii	/'dʒɜː.ni/
engine	En jin	/'ɛn.dʒɪn/
garage	Ga rij	/'gæ.rɪdʒ/

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aeroplane	Eir r plein	/ˈeə.re.pleɪn/
motorway	Meu t wei	/ˈməʊ.tə.weɪ/
tyre	Taiy	/taɪə/

#### Activities:

1. Write your first name using the NEA: \_\_\_\_\_
2. Write some more transport words using the NEA:
  - a) car \_\_\_\_\_
  - b) bike \_\_\_\_\_
  - c) station \_\_\_\_\_
  - d) airport \_\_\_\_\_
3. Look at the following *Tips for Working with the NEA*. Match the first half of a sentence with the second half. Which tips are going to be the most helpful for you?

#### Tips for Working with the NEA:

1. Don't expect the sounds of English...
2. Focus on learning the *vowel sounds*...
3. There will be an initial outlay of time and effort in learning the NEA, but learning is intuitive –
4. We can afford to get some consonant sounds wrong, or leave a few out...
5. When a syllable comes before a punctuation mark, e.g. a comma or full stop...
6. If a written text in the NEA looks strange and hard to read...
  - a) ...but we must get the correct vowel sound on the correct stressed syllable.
  - b) ...to be the same as in your first language.
  - c) ...try reading each syllable slowly, pronouncing all of the sounds fully – then getting faster and faster, and using the stress.
  - d) ...because consonant sounds may be similar to those in your language.
  - e) ...the NEA gets easier the more you use it, because the sounds always look the same.
  - f) ...the final consonant sound of that syllable can be pronounced in full, because there is nothing for it to connect to.

#### Discussion Questions:

1. Do you know all of the sounds of English in the IPA (International Phonetic Alphabet)? If yes, where, when, and how did you learn it? If no, why haven't you learned it? Do you recognise any of the symbols?
2. Do you think that you will be able to learn to write using the NEA... a) individual words, b) sentences including the features of connected speech? If not, what will stop you from learning this?
3. What are the potential difficulties for you in learning the NEA? How will you overcome them? What is easy for you and feels natural?
4. Is it important to you to be able to spell well in English? Why? / Why not? Does bad spelling obstruct communication? How?

#### Homework:

- Study the *NEA Handout*. Learn the IDs and sounds that they represent. Practise making the sounds.
- Translate words into the NEA... a) 10 household things, e.g. "guitar", b) 10 everyday actions, e.g. "eat".

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### Role Play with the New English Alphabet (NEA) 1

#### Mei king Planz

**A lis:** Hai, Tom! Hau zi\_ Geu win?

**Tom:** Fain! uhn joo?

**A lis:** Eu, wai Vgo\_ Leu ts Vheum wer kt Doo.

**Tom:** Ye, mee Too. uh y g n Fi ni shi\_ Or lon Taim?

**A lis:** Ai Deun\_ Neu. ai Heu pseu!

**Tom:** s m v s Geu wing t th Si n mar Lei\_ uh. j Won\_ uh Joy ns? y Wel k mi fy Wo n.

**A lis:** Ar, So rii To, mai karn\_ t Nai\_. ai Pro mi smai Fren dai Tstu dii wi th. May bii y\_ th wee Kend? Wo\_ ch Think?

**Tom:** Shor! E nii Tai, Mei\_! I Te ksch. See y!

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### Role Play with the New English Alphabet (NEA) 1

Mei king Planz – tran Zlei shn

#### Making Plans – Translation

**A lis:** Hai, Tom! Hau zi\_ Geu win?

**Alice:** Hi, Tom! How's it going?

**Tom:** Fain! uhn joo?

**Tom:** Fine! And you?

**A lis:** Eu, wai Vgo\_ Leu ts Vheum wer kt Doo.

**Alice:** Oh, I've got loads of homework to do.

**Tom:** Ye, mee Too. uh y g n Fi ni shi\_ Or lon Taim?

**Tom:** Yeah, me too. Are you going to finish it all on time?

**A lis:** Ai Deun\_ Neu. ai Heu pseu!

**Alice:** I don't know. I hope so!

**Tom:** s m v s Geu wing t th Si n mar Lei\_ uh. j Won\_ uh Joy ns? y Wel k mi fy Wo n.

**Tom:** Some of us are going to the cinema later. Do you want to join us? You're welcome, if you want to.

**A lis:** Ar, So rii To, mai karn\_ t Nai\_. ai Pro mi smai Fren dai Tstu dii wi th. May bii y\_ th wee Kend? Wo\_ ch Think?

**Alice:** Ah, sorry Tom, I can't tonight. I promised my friend I'd study with her. Maybe at the weekend? What do you think?

**Tom:** Shor! E nii Tai, Mei\_! I Te ksch. See y!

**Tom:** Sure! Any time, mate! I'll text you. See you!

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Practice Text with the New English Alphabet (NEA) 1

Hau t Mei k Nai Sku p Vtee

Fain d Mu gth\_ y Lai Kdring king from.

Puu t Tee Ba gi ni\_.

Boyl sm Wor t ri n Ke tl.

Por th Boyl Dwor t rin t th Mu gn Ster ri\_ f r bi\_.

Skwee zth Tee Bag, then Tei ki\_ Au tn Da d Bi t Vmilk.

Ster ri tor l Gen n Dge\_ Re dii t wn Joy yor Drink!

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Practice Text with the New English Alphabet (NEA) 1

Hau t Mei k Nai Sku p Vtee – tran Zlei shn

How to Make a Nice Cup of Tea – Translation

Fain d Mu gth\_ y Lai Kdring king from.

Find a mug that you like drinking from.

Puu t Tee Ba gi ni\_.

Put a teabag in it.

Boyl sm Wor t ri n Ke tl.

Boil some water in a kettle.

Por th Boyl Dwor t rin t th Mu gn Ster ri\_ f r bi\_.

Pour the boiled water into the mug and stir it for a bit.

Skwee zth Tee Bag, then Tei ki\_ Au tn Da d Bi t Vmilk.

Squeeze the teabag, then take it out and add a bit of milk.

Ster ri tor l Gen n Dge\_ Re dii t wn Joy yor Dringk!

Stir it all again, and get ready to enjoy your drink!

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Practice Text with the New English Alphabet (NEA) 2

b Gi ning t Tee Chnum bz

wen wi Tee Chnum bz, wi Yoo zz lii Star To fwi th Fer Sten, ai yee Wun, Too, Ttree, For, Fai, Vsi, Kse v, Nei\_, Nai, nn Ten.

Wun Schoo dn s Vgo\_ th Ha ng vthm, wi Moo Von t th Ne Kse\_, wi ch r Bi\_ Ee ziy bi k Zmeu st vth Ma vth "Teen" Su fiks.

th Meu Sdi fi kuhl\_ Num b st Spe lin thi Sgroo p Yoo zz lii fi Fteen, wi Chschoo dn\_ Zo fn Rai t "Zfai fteen", an Dnain teen, wi Chschoo dn\_ Seem t Thing ki Spel\_ "Dnin teen". Deu Nar skmi Wai!

Eu Se v Nei\_ Too For, Si Ksdu bl Ttree, Yei\_ For Fai For.

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Practice Text with the New English Alphabet (NEA) 2

b Gi ning t Tee Chnum bz – tran Zlei shn

### Beginning to Teach Numbers – Translation

wen wi Tee Chnum bz, wi Yoo zz lii Star To fwi th Fer Sten, ai yee Wun, Too, Ttree, For, Fai, Vsi, Kse v, Nei\_, Nai, nn Ten.

When we teach numbers, we usually start off with the first ten, i.e. one, two, three, four, five, six, seven, eight, nine, and ten.

Wun Schoo dn s Vgo\_ th Ha ng vthm, wi Moo Von t th Ne Kse\_, wi ch r Bi\_ Ee ziy bi k Zmeu st vth Ma vth “Teen” Su fiks.

Once students have got the hang of them, we move on to the next set, which are a bit easier, because most of them have the “-teen” suffix.

th Meu Sdi fi kuhl\_ Num b st Spe lin thi Sgroo p Yoo zz lii fi Fteen, wi Chschoo dn\_ Zo fn Rai t “Zfai fteen”, an Dnain teen, wi Chschoo dn\_ Seem t Thing ki Spel\_ “Dnin teen”. Deu Nar skmi Wai!

The most difficult numbers to spell in this group are usually fifteen, which students often write as “fiveteen”, and nineteen, which students seem to think is spelled “nineteen”. Don’t ask me why!

Eu Se v Nei\_ Too For, Si Ksdu bl Ttree, Yei\_ For Fai For.

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oh seven eight two four, six double three, eight four five four

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Practice Text with the New English Alphabet (NEA) 3

uh kon tr Ver sh l Pin yn

th r Sum Spor\_ sth\_ ai uhn Joy Wo ching – Lai k Thle ti ksn Tsai kling – uhn\_ th r Ru th zth\_  
ai Ju Sfain\_ tseu Te r bli Bor ring, f ri Gzarm pl Reu wing uhn\_ Dfuu\_ borl.

uh Neu th\_ Meu Spee p – l Spe shlii Gai – z g n di s Gree wi thmee, bu\_ ai Karn\_ See thi y  
Tra ksh nin Wei sting mai Val y bl Taim Gei zing uh\_ uh Groo p Vmil y neir Ski king uh Ba g  
Vwin d raun d Mu dii Fiyl tf Nain tii Mi ni\_s!

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Practice Text with the New English Alphabet (NEA) 3

uh kon tr Ver sh l Pin yn – tran Zlei shn

### A Controversial Opinion – Translation

th r Sum Spor\_ sth\_ ai uhn Joy Wo ching – Lai k Thle ti ksn Tsai kling – uhn\_ th r Ru th zth\_  
ai Ju Sfain\_ tseu Te r bli Bor ring, f ri Gzarm pl Reu wing uhn\_ Dfuu\_ borl.

There are *some* sports that I enjoy watching – like athletics and cycling – and there are others I just find so terribly boring, for example rowing and football.

uh Neu th\_ Meu Spee p – l Spe shlii Gai – z g n di s Gree wi thmee, bu\_ ai Karn\_ See thi y  
Tra ksh nin Wei sting mai Val y bl Taim Gei zing uh\_ uh Groo p Vmil y neir Ski king uh Ba g  
Vwin d raun d Mu dii Fiy l tf Nain tii Mi ni\_s!

I know that *most* people – especially guys – are going to disagree with me, but I can't see the attraction in wasting my valuable time gazing at a group of millionaires kicking a bag of wind around a muddy field for ninety minutes!

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## Transport

### Discussion Words

fare	petrol pump	tyre	boat
ticket	bus	take-off	motorway
fine	cruise	passenger	canoe
station	driver	train	commuter
engine	aeroplane	ferry	tractor
car	taxi	cancellation	bike
emergency exit	driving licence	car park	road
ship	road sign	reservation	motorbike
flight	service station	airport	roundabout
garage	runway	van	journey

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## Transport

### Discussion Words (with the NEA)

feir	Pe trl pump	Taiy	Beut
Ti kit	Bus	Tei Kof	Meu t wei
Fain	Krooz	Pa sn j	k Noo
Stei shn	Drai v	Trein	k Myoo t
En jin	Eir r plein	Fe nii	Trak t
Kar	Tak sii	kan s Lei shn	Baik
i mer jn sii Ye ksit	Drai ving lai sns	Kar park	Reud
Ship	Reu tsain	re z Vei shn	Meu t baik
Flait	Ser vi stei shn	Eir port	Raun d baut
Ga rij	Run wei	Van	Jer nii

# Talk a Lot

## Transport

### Discussion Words (with the IPA)

/feə/	/'pe.trɪ.pʌmp/	/taɪə/	/bəʊt/
/'tɪ.kɪt/	/bʌs/	/'teɪ.kɒf/	/'məʊ.tə.weɪ/
/faɪn/	/kru:z/	/'pæ.sn.dʒə/	/k'nu:z/
/'steɪ.fɪn/	/'draɪ.və/	/treɪn/	/kə'mju:tə/
/'en.dʒɪn/	/'eə.rə.pleɪn/	/'fe.ri/	/'træ.ktə/
/kɑ:z/	/'tæ.ksi/	/kæn.sə'leɪ.fɪn/	/baɪk/
/ɪ.mɜ:.dʒən.si. 'je.ksɪt/	/'draɪ.vɪŋ.laɪ.sns/	/'kɑ:pa:k/	/rəʊd/
/ʃɪp/	/'reʊ.tsaɪn/	/re.zə'veɪ.fɪn/	/'məʊ.tə.baɪk/
/flaɪt/	/'sɜ:vl.steɪ.fɪn/	/'eə.pɔ:t/	/'raʊn.də.baʊt/
/'gæ.rɪdʒ/	/'rʌn.weɪ/	/væn/	/'dʒɜ:ni/

# Talk a Lot

## Foundation Course

### Lesson 2 – 200 One-Syllable Words that End with “t”

Practise making **glottal stops** with this handy list of one-syllable words that end with *t* :

ant	dote	mart	sat	wrote
art	fat	mat	seat	wrought
at	fate	mate	set	yacht
bait	feat	Matt	short	yet
Bart	feet	meat	shot	zit
bat	fight	meet	sight	
beat	fit	met	sit	
beet	fleet	might	skate	<u>My words:</u>
belt	float	mitt	soot	_____
bet	foot	moat	soot	_____
bit	fought	mutt	sought	_____
bite	gate	Nate	splat	_____
bleat	get	neat	spout	_____
blot	git	net	sprout	_____
boat	gnat	newt	start	_____
bolt	goat	night	stat	_____
boot	got	nit	state	_____
bought	greet	not	stoat	_____
brat	grit	note	straight	_____
Brit	grot	nought	tart	_____
brought	gut	nut	tat	_____
built	hart	oat	Tate	_____
but	hat	ought	taught	_____
butt	hate	part	thought	_____
cart	heart	pat	throat	_____
cat	heat	peat	tight	_____
caught	height	pert	tit	_____
cert	hit	pet	toot	_____
chart	hot	Pete	tot	_____
chat	hurt	pit	tote	_____
cheat	hut	plate	treat	_____
chute	it	pleat	tut	_____
clot	jet	port	vat	_____
coat	jot	pot	vet	_____
coot	jut	put	vote	_____
cot	jute	quit	wait	_____
crate	Kate	quite	wart	_____
curt	kit	quote	weight	_____
cut	kite	rat	wet	_____
cute	late	rate	what	_____
dart	let	rent	wheat	_____
date	light	right	white	_____
debt	lit	root	wilt	_____
dirt	loot	rot	wit	_____
dot	lot	rut	writ	_____

Practise glottal stops by repeating these four fun phrases – then make up some of your own!

- Kate wrote a short note.
- The goat with the neat coat met a stoat whose feet got hot a lot.
- Bart bought some light wheat.
- Pete’s pet cat knew a neat newt.

# Talk a Lot

## Foundation Course

*These pages show 100 examples of words where spelling differs. Can you find any more words in each category?*

### Lesson 2 – Comparing British English and American English Spellings

Problem: there are too many unnecessary silent letters in British English spelling – especially vowel letters. American English spelling gets rid of some of them (see below). NEA spelling gets rid of **all** of them!

British English Spelling	American English Spelling	How is the British English spelling simplified?	
anaesthetic	anesthetic	silent vowel letter "a" is deleted	
archaeology	archeology		
encyclopaedia	encyclopedia		
gynaecology	gynecology		
leukaemia	leukemia		
mediaeval	medieval		
orthopaedic	orthopedic		
paediatric	pediatric		
palaeontology	paleontology		
toxaemia	toxemia		
ageing	aging	silent vowel letter "e" is deleted	
axe	ax		
blonde	blond		
judgement	judgment		
likeable	likable		
loveable	lovable		
sizeable	sizable		
storey	story		
diarrhoea	diarrhea	silent vowel letter "o" is deleted	
foetus	fetus		
moustache	mustache		
oestrogen	estrogen		
mould	mold	silent vowel letter "u" is deleted	
analogue	analog	silent vowel letters "u" and "e" are deleted	
catalogue	catalog		
dialogue	dialog		
doughnut	donut	silent letters "u", "g", and "h" are deleted (archaic spelling) in the AmE spelling "f" represents f instead of "ght"	
draught	draft		
centre	center	"er" represents the schwa sound uh better than "re"	
fibre	fiber		
kilometre	kilometer		
litre	liter		
lustre	luster		
manoeuvre	maneuver		
theatre	theater		
armour	armor		silent vowel letter "o" is deleted too
behaviour	behavior		
colour	color		
favour	favor		
favourite	favorite		
flavour	flavor		
harbour	harbor		
honour	honor		
honourable	honorable		
humour	humor		
labour	labor		
neighbour	neighbor		
odour	odor		
rumour	rumor		
savoury	savory		
		"or" represents the schwa sound uh better than "our"	

# Talk a Lot

## Foundation Course

### Lesson 2 – Comparing British English and American English Spellings

Problem: there are too many unnecessary silent letters in British English spelling – especially vowel letters. American English spelling gets rid of some of them (see below). NEA spelling gets rid of **all** of them!

British English Spelling	American English Spelling	How is the British English spelling simplified?
analyse	analyze	“s” changes to “z”, which better represents the sound z
apologise	apologize	
appetiser	appetizer	
breathalyse	breathalyze	
atalyse	catalyze	
civilise	civilize	
colonise	colonize	
cosy	cozy	
criticise	criticize	
emphasise	emphasize	
harmonise	harmonize	
memorise	memorize	
organiser	organizer	
paralyse	paralyze	
popularisation	popularization	
prise	prize	
realise	realize	
recognise	recognize	
defence	defense	
licence	license	
offence	offense	
practice	practise	
pretence	pretense	
cancelled	canceled	an “l” is deleted where two letters represent one l sound  the AmE spelling “enroll” is an exception to this rule!  silent vowel letter “e” is deleted too
chilli	chili	
enrol	enroll	
equalling	equaling	
fulfill	fulfil	
jewellery	jewelry	
modelling	modeling	
traveller	traveler	
woollen	woolen	
cheque	check	
disc	disk	
liquorice	licorice	
sceptical	skeptical	both spellings are valid, representing different pronunciations of the same word
dreamt	dreamed	
learnt	learned	“i” is a more rational way to represent a vowel sound
cypher	cipher	
sulphur	sulfur	“f” is a more rational way to represent f
omelette	omelet	silent letters “t” and “e” are deleted
programme	program	silent letters “m” and “e” are deleted
aluminium	aluminum	2nd “i” is deleted which cuts out y sound
aeroplane	airplane	2nd (weak) syllable is deleted; “aer” changes to “air”
speciality	specialty	2nd & 3rd syllables deleted; stress changes to 1st syllable
mum	mom	<i>both spellings are valid, representing different accents</i>
grey	gray	<i>in my opinion “ey” represents ei better than “ay”</i>
mementoes	mementos	<i>in my opinion “oes” represents euz better than “os”</i>
pyjamas	pajamas	<i>I don't like either spelling; p Jar mz is more accurate!</i>
tyre	tire	<i>there is a y sound in “tyre”, so I prefer the British English</i>

# Talk a Lot

## Foundation Course

### 100 Basic Words with the NEA

uh Baut	about	Gar dn	garden	Ri v	river
Eir r plein	aeroplane	Glar sz	glasses	Reud	road
ar ft Noon	afternoon	Guud	good	Sed	said
Orl weiz	always	Groo	grew	Skool	school
A n mlz	animals	Hai	hi	See said	seaside
uh Nu th	another	Hors	horse	Shau td	shouted
b Nar n	banana	Haus	house	Sum tting	something
bi Gan	began	in Said	inside	Song	song
Be t	better	Ki chn	kitchen	So rii	sorry
Blak	black	Leik	lake	Stu mk	stomach
Buuk	book	Larft	laughed	Su dn lii	suddenly
Beutt	both	Luuk	look	Soot	suit
Bre kfst	breakfast	Meik	make	Tee ch	teacher
Braun	brown	Ma n j	manager	te l Vi zzn	television
Bil ding	building	Mee	me	Thang kyoo	thank you
See ling	ceiling	mi Steik	mistake	th / thee	the
Chil drn	children	Mor ning	morning	their	there
Klar sroom	classroom	Mu th	mother	Ttort	thought
Klee ning	cleaning	Maun tn	mountain	Ttroo	through
Kleuthz	clothes	Maus	mouse	Too thbrush	toothbrush
Keuld	cold	Nyoo	new	Taun	town
km Pyoo t	computer	Nekst	next	Trein	train
Ker tn	curtain	Neuz	nose	Tree	tree
Di dnt	didn't	neu Vem b	November	Twen tii	twenty
Di frnt	different	Num b	number	Won td	wanted
Do kt	doctor	O fn	often	Wor t	water
Juuw ring	during	O rinj	orange	Wel km	welcome
Ee zii	easy	Par tii	party	Weil	whale
E l fnt	elephant	Pee pl	people	Wait	white
Ev ri bo dii	everybody	Feun	phone	Win deu	window
Forl	fall	Plei	play	with	with
Fam lii	family	Pleez	please	Rait	write
Fo leu	follow	Pro blm	problem		
for Teen	fourteen	Puut	put		

# Talk a Lot

## Foundation Course

100 Basic Words – Translate from the NEA

uh Baut	_____	Gar dn	_____	Ri v	_____
Eir r plein	_____	Glar sz	_____	Reud	_____
ar ft Noon	_____	Guud	_____	Sed	_____
Orl weiz	_____	Groo	_____	Skool	_____
A n mlz	_____	Hai	_____	See said	_____
uh Nu th	_____	Hors	_____	Shau td	_____
b Nar n	_____	Haus	_____	Sum tting	_____
bi Gan	_____	in Said	_____	Song	_____
Be t	_____	Ki chn	_____	So rii	_____
Blak	_____	Leik	_____	Stu mk	_____
Buuk	_____	Larft	_____	Su dn lii	_____
Beutt	_____	Luuk	_____	Soot	_____
Bre kfst	_____	Meik	_____	Tee ch	_____
Braun	_____	Ma n j	_____	te l Vi zzn	_____
Bil ding	_____	Mee	_____	Thang kyoo	_____
See ling	_____	mi Steik	_____	th / thee	_____
Chil drn	_____	Mor ning	_____	their	_____
Klar sroom	_____	Mu th	_____	Ttort	_____
Klee ning	_____	Maun tn	_____	Ttroo	_____
Kleuthz	_____	Maus	_____	Too thbrush	_____
Keuld	_____	Nyoo	_____	Taun	_____
km Pyoo t	_____	Nekst	_____	Trein	_____
Ker tn	_____	Neuz	_____	Tree	_____
Di dnt	_____	neu Vem b	_____	Twen tii	_____
Di frnt	_____	Num b	_____	Won td	_____
Do kt	_____	O fn	_____	Wor t	_____
Juw ring	_____	O rinj	_____	Wel km	_____
Ee zii	_____	Par tii	_____	Weil	_____
E l fnt	_____	Pee pl	_____	Wait	_____
Ev ri bo dii	_____	Feun	_____	Win deu	_____
Forl	_____	Plei	_____	with	_____
Fam lii	_____	Pleez	_____	Rait	_____
Fo leu	_____	Pro blm	_____		
for Teen	_____	Puut	_____		