

Talk a Lot

Foundation Course

IMPORTANT!
At each stage, **sound out**
the individual phonemes,
words, and sentences!

Practice Page 1

1. a) Write a word or phrase in each box below, on the topic of:

person

thing

topic

place / person / time

b) Underline the stressed syllable in each word or phrase

2. a) Write each word/phrase using the New English Alphabet. Check unstressed syllables for reduction

Per sn #
phonemic IDs

Tting #
phonemic IDs

Pleis / Per sn / Taim #
phonemic IDs

b) Write the number of phonemes the word contains on the right

c) Write the ID number of each phoneme, using the New English Alphabet handout

d) Which letters from the normal spelling (in 1.) are not pronounced? Cross them out

3. a) Add a main verb and function words to make a simple sentence in:

verb form

simple sentence (normal spelling)

b) Find the content words and underline the stressed syllable in each one

c) Write the sentence again, syllable by syllable (where possible, use **vc** sound connections)

simple sentence (normal spelling) – syllable by syllable

notes: sound connections

d) Mark the sound connection between each pair of syllables: **vc**, **cv**, **vv**, or **cc**

e) Circle the **vc** sound connections – these are easy to pronounce :o)

f) Circle connections with friendly consonant sounds **n**, **m**, **ng**, and **l** – these are easy too!

4. a) Make notes about each problem sound connection. Consider what usually happens, i.e.

vc = OK – easy to pronounce

cv = Final Consonant Linking (FCL)

vv = Intrusion with **y**, **w**, or **r**

cc = Elision, Glottal Stop, Assimilation, or FCL

b) Can we shorten any syllables with contractions? Cross out the unnecessary letters

c) Are there any function words that have weak forms? If there are, circle them

5. a) Write the sentence syllable by syllable using the New English Alphabet:

simple sentence (NEA spelling) – syllable by syllable

b) Circle the vowel sound on each stressed syllable to find the **sound spine**

6. Introduce some “wh” question words to make sentence blocks, e.g. what, where, when, etc.

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IMPORTANT!
At each stage, **sound out** the individual phonemes, words, and sentences!

Practice Page 1 – Example

1. a) Write a word or phrase in each box below, on the topic of:

FOOD

chef

potatoes

saucepan

b) Underline the stressed syllable in each word or phrase

2. a) Write each word/phrase using the New English Alphabet. Check unstressed syllables for reduction

Shef 3
36, 10, 16

p Tei teuz 6
33, 37, 12, 37, 15, 47

Sor spn 5
35, 31, 35, 33, 27

b) Write the number of phonemes the word contains on the right

c) Write the ID number of each phoneme, using the New English Alphabet handout

d) Which letters from the normal spelling (in 1.) are not pronounced? Cross them out

3. a) Add a main verb and function words to make a simple sentence in:

present continuous

The chef is boiling some potatoes in a saucepan.

b) Find the content words and underline the stressed syllable in each one

c) Write the sentence again, syllable by syllable (where possible, use **vc** sound connections)

The chef is boi ling some po ta toes in a sau ce pan.
vc cv cc vc cc cc vc vc cv cv vc vc
FCL FCL (contraction) FCL FCL

d) Mark the sound connection between each pair of syllables: **vc**, **cv**, **vv**, or **cc**

e) Circle the **vc** sound connections – these are easy to pronounce :o)

f) Circle connections with friendly consonant sounds **n**, **m**, **ng**, and **l** – these are easy too!

4. a) Make notes about each problem sound connection. Consider what usually happens, i.e.

vc = OK – easy to pronounce

cv = Final Consonant Linking (FCL)

vv = Intrusion with **y**, **w**, or **r**

cc = Elision, Glottal Stop, Assimilation, or FCL

b) Can we shorten any syllables with contractions? Cross out the unnecessary letters

c) Are there any function words that have weak forms? If there are, circle them

5. a) Write the sentence syllable by syllable using the New English Alphabet:

th She l Fsboy ling sm p Tei teu zi n Spo spn.

b) Circle the vowel sound on each stressed syllable to find the **sound spine**

6. Introduce some “wh” question words to make sentence blocks, e.g. what, where, when, etc.

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Practice Page 1 – Syllable by Syllable (Notes for Students)

The original words (NEA spelling): Shef p Tei teuz Sor spn

The simple sentence (NEA spelling): th She Fsboi ling sm p Tei teu zi n Sor spn.

- *To guarantee vc sound connections, each syllable should start with a consonant sound and end with a vowel sound – or one of the friendly consonant sounds, **n, m, ng, or l***
- *Don't forget that a sound on its own will have an embedded Schwa sound at the end, e.g. th, p, and n in this sentence*

th

This syllable represents the weak form of “the”. There is no written vowel sound – the Schwa sound at the end is embedded.

She

This syllable is written with a capital letter because it is a stressed syllable. The stressed vowel sound is e . The final consonant sound of the word “chef” – f – moves forward to start the next syllable, leaving a vc sound connection. The “ch” in the written spelling is misleading to students, because we usually associate it with the ch sound in “cheese”, rather than the sh in “ship”.

Fsboi

The three consonant sounds at the beginning of this syllable may look rather strange on the page, but it's natural for an English native speaker to dump consonants at the beginning of a syllable, so that a vc sound connection can be made. This syllable is stressed, so it starts with a capital letter and contains a stressed vowel sound – the diphthong oy .

ling

This is an unstressed syllable. We know from Lesson 3 that suffixes are not usually stressed, e.g. the “ing” in “boiling”. This syllable finishes with a friendly consonant sound – ng – which gives us a smooth transition to the first sound of the next syllable – the consonant sound s .

sm

This syllable represents the weak form of “some”. It is unstressed, so there isn't a vowel sound, apart from the Schwa sound which occurs naturally in the middle between the two consonant sounds when I say them together.

p

This is another unstressed syllable. There isn't a written vowel sound, although we automatically add a Schwa sound after saying this syllable out loud.

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Practice Page 1 – Syllable by Syllable (Notes for Students)

Tei

This is a stressed syllable, so it starts with a capital letter. It contains the stressed vowel sound *ei*, which is one of four stressed vowel sounds – the most important sounds in the sentence.

teu

This is an unstressed syllable. Although the vowel sound *eu* is a diphthong, it is unstressed. The final consonant sound *z* from the original word *p Tei teuz* is lost from this syllable, moving forward to begin the next syllable, which makes a *vc* sound connection instead of the former *cv* sound connection: *teu zin* instead of *teuz in*. The *vc* sound connection is much easier to pronounce.

zi

This is an unstressed syllable. The vowel sound *i* is nice and short, making it easy to pronounce quickly.

n

This is an unstressed syllable. There is no written vowel sound, but there is an embedded Schwa sound which provides the sound representing the word “a” – *uh*.

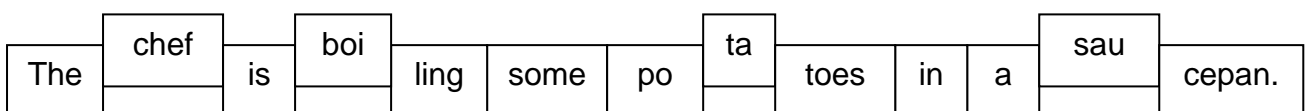
Sor

This is a stressed syllable, so it begins with a capital letter. It contains the stressed vowel sound *or* – one of the four most important sounds in the sentence. The letter “r” in the phonetic spelling of the sound *or* is part of the vowel sound, and therefore not pronounced as the consonant sound *r*. The final consonant sound *s* from the first part of the original word – *Sors* (“sauce”) – leaves this syllable and moves forward to start the next one, making a *vc* sound connection instead of a *cc* one: *Sor spn* instead of *Sors pn*. This *vc* sound connection is much easier to pronounce.

spn

This is an unstressed syllable. The only vowel sound is the Schwa sound, which is made naturally when we pronounce *p* and *n* together. The unstressed syllable makes the other syllable in the word – the strong-stressed syllable – much stronger and more prominent.

The sentence at stage 3. c). Stressed syllables are raised:



The sentence at stage 5. a). Stressed syllables are raised:

