

# C Focus on Connected Speech

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# What is Connected Speech?

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# Talk a Lot

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What is Connected Speech? (Student's Handout)

The aim of spoken English is to communicate clearly and efficiently.

We can achieve this by:

- a) stressing the **correct syllables** in the sentence (see sections 12 and 13)
- b) putting the **correct vowel sound** on each stressed syllable (see p.18.6)

### Example of Procedure

1. Starting sentence (from Book 2, "Cars"): David is clearing the ice from his car windscreen.

2. Identify content words: David clearing ice car windscreen.

3. Identify stressed syllables: Da clea ice car wind

4. Vowel sounds on stressed syllables: /ei/ /ɪə/ /aɪ/ /ɑː/ /ɪ/  
(the **sound spine**)

- c) Once we have the sound spine – the most important sounds in a sentence – we can use **connected speech techniques** (see p.11.3) to join them together as tightly as possible

Connected speech is the term we use to describe a series of techniques that enable us to speak English quickly by joining together words and sounds. If you speak fluently, using the right vowel sounds and stressed syllables, whilst all the time employing the techniques of connected speech, your listener will understand you well and want to keep listening. If you speak in a stop-start or plodding manner, using the wrong stressed syllables – or no stress at all – and incorrect vowel sounds, listening to you will be a chore. It will be too tiring for your listener's ears and brain to keep listening; their attention will start to wander, and they may want to switch off and stop listening to you altogether.

When we speak in English, we don't pronounce words individually – One. By. One – but we join them together and speak with rhythm by stressing the vowel sounds on the stressed syllables of content words in a sentence. This allows us to speak quickly and fluently and be understood, instead of over-pronouncing every word by stating each sound in full, and giving every syllable and word the same level of stress. That would be the equivalent of me writing like this:

DO. YOU. THINK. THAT. THIS. WOULD. BE. A. BRILL. I. ANT. I. DE. A?

No, I thought not!

It's really important to understand and accept that learning the techniques of connected speech is an essential part of learning spoken English. Unless you really wish to end up sounding like a posh BBC Radio announcer from the 1930s, you should begin to use connected speech techniques in your own spoken English. The Connected Sentence Cards (see p.3.1) and Connected Speech Templates (see p.4.1) in Talk a Lot Elementary will give you plenty of practice in understanding and using the techniques of connected speech.

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Understanding connected speech will also really help you when you're listening to English being spoken – particularly by that bothersome bunch of people who are so difficult to understand: native speakers! So go on, have a go!

As E. M. Forster once wrote in the wonderful novel *Howards End*: “Only connect.”

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### The Techniques of Connected Speech

The main techniques of connected speech are:

<b>Glottal Stops</b>	an empty space without sound, represented in the IPA as /ʔ/
<b>Linking</b>	syllables connect together
<b>Assimilation</b>	a sound changes
<b>Contraction</b>	a word is shortened
<b>Intrusion</b>	a new sound appears – /w/ or /j/
<b>Elision</b>	a sound disappears
<b>R-linking</b>	syllables connect with /r/ sound

They can easily be remembered using the mnemonic **GLACIER**.

Let's look at each one in turn:

### Glottal Stops

The glottal stop, represented by /ʔ/ in the IPA, can replace the “t” sound /t/ before another consonant sound, or replace double “t”. Using a glottal stop instead of double “t” is particularly popular among young people, and can be heard in specific dialects and accents such as London-based accents. Lily Allen is a famous British singer who uses glottal stops a lot in her recordings instead of pronouncing the “t” sound /t/.

*For example:*

“butter” /'bʌt.ə/ becomes “buh-er” /'bʌʔ.ə/, with a very short pause replacing the “t” sound

“football” /'fʊt.bɔ:l/ becomes “fuh-ball” /'fʊʔ.bɔ:l/

*Remember:*

It's easier to use a glottal stop than to pronounce /t/ before a consonant sound. Not many English people actually say /'fʊt.bɔ:l/ where you can hear /t/.

### Linking

Sometimes it's possible to link one word to the next by joining the sound at the end of the first word to the sound at the beginning of the second word.

*For example:*

“walked into” /wɔ:kɪd 'ɪn.tu:/ becomes “walk dinto” /wɔ:k 'dɪn.tu:/

*Remember:*

It's difficult for English native speakers to fully pronounce two consonant sounds together, e.g. the /k/ and /d/ in “walked” – especially within the space of one syllable, as here. By linking

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the words we can say them separately, whilst also stressing the correct syllables: walked into (stressed syllables are underlined). Linking occurs naturally when a vowel sound meets a consonant sound, and likewise when a consonant sound meets a vowel sound (see p.4.4).

#### Assimilation

Assimilation means adaptation or adjustment and occurs when two sounds meet that don't flow together easily, e.g. two consonant sounds. The speaker automatically changes one of the sounds to make the words easier to say, by moving their tongue and mouth into position so that they're ready to make the next sound. Let's look at the phrase "eleven minutes", for example. After I have said "eleven" my tongue is behind my front teeth if I pronounce the /n/ sound, which is the wrong position from which to form the next sound, which is /m/. I get around this by changing the /n/ sound to /m/, like this: /ɪ'lev.m 'mɪn.i?z/. (I also replace the last /t/ sound for a glottal stop, which makes the word even easier to say (see above).)

The consonant sounds that you need to watch are /t/, /d/, and /n/ (see table below for examples).

*For example:*

	before /m/, /b/ and /p/	<u>examples:</u>
/t/	/p/	"meet people" becomes "meep people"
/d/ changes to:	/b/	"good boy" becomes "gub boy"
/n/	/m/	"eleven minutes" becomes "elevem minutes"
	before /k/ and /g/	<u>examples:</u>
/t/	/k/	"got cancelled" becomes "gok cancelled"
/d/ changes to:	/g/	"made clearer" becomes "maig clearer"
/n/	/ŋ/	"own car" becomes "owng car"
	before /j/	<u>example:</u>
/t/ changes to:	/tʃ/	"great year" becomes "grey cheer"
	before /j/	<u>example:</u>
/d/ changes to:	/dʒ/	"walked yesterday" becomes "walk jesterday"

*Remember:*

The whole point of connected speech is to enable you to speak – and communicate – more quickly and efficiently. It is not necessary in spoken English to pronounce every single consonant! In written English it is, of course, important to spell words correctly with every

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letter in its correct place, but in spoken English fluency and natural speech is paramount, rather than trying to pronounce every single individual sound of every single word.

#### Contraction

Contractions are the short forms of verb structures, e.g. “she’s” instead of “she is”, or “it’d” instead of “it would”. In spoken English they enable us to say unstressed words (function words, which often have weak stress) quickly, so that the stressed syllables of the content words are emphasised. (See p.12.28 for a full list of contractions.)

*For example:*

it is > it’s; it has > it’s; you are > you’re; they had > they’d; we will > we’ll; he is not > he isn’t

*Remember:*

You. Don’t. Have. To. Give. Every. Word. And. Every. Syllable. In. The. Sentence. Equal. Importance. It. Will. Sound. Very. Strange. If. You. Don’t. Use. Sentence. Stress!

#### Intrusion

This is when a new sound is added between two words – either /w/ or /y/. It happens when a vowel sound at the end of one word meets another vowel sound at the beginning of the next word (see also “R-linking” below).

*For example:*

snow and ice	becomes	sno wan dice	/ˈsnəʊ.wənˈdaɪs/
no idea	becomes	no why dear	/nəʊ.waɪˈdɪə/
blue elephant	becomes	blue welephant	/'blu:'wɛl.ɪ.fənt/
see Andrew	becomes	see yandrew	/'si:'yændru:/
pay up	becomes	pay yup	/'peɪ'yʌp/

*Remember:*

It’s really hard for English native speakers to pronounce two vowel sounds together, so we sneakily slip in a /w/ or /j/ sound between the two sounds to make the phrase easier to say.

#### Elision

This happens when a /t/ or /d/ sound at the end of a word or syllable disappears, because it meets a mis-matching consonant sound at the beginning of the next word or syllable.

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For example:

past life	becomes	pass life	/ˈpɑːsˈlaɪf/
rest stop	becomes	ress top	/ˈresˈtɒp/
bored boys	becomes	bore boys	/ˈbɔːˈbɔɪz/

Remember:

Try to pronounce the sounds /t/ and /l/ one after the other. What is your tongue doing? You're probably getting tongue-tied! How much easier it is, then, to say "pass life" instead of "past life". At the end of saying "pass" your tongue is in absolutely the right position to pronounce the /l/ of "life". How wonderful is that thing known as connected speech!

Note: elision also occurs in **individual words**, notably where consonant sounds /t/, /d/, or /n/ meet another consonant sound that doesn't link together smoothly. For example:

investment	/ɪnˈvest.mənt/	changes to	/ɪmˈves.mənt/
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The first /t/ sound is lost so that the mouth can more quickly get to the next sound, /m/. (We also use assimilation to change the first /n/ sound to /m/, so that we can more easily pronounce the following consonant sound, /v/.) Elision often occurs in compound nouns, which are words that we've created by shoving together two shorter words, e.g. in "sweatshirt" /ˈswet.ʃɜːt/ we make the middle /t/ sound disappear so that we get "sweh-shirt" /ˈsweʃ.ʃɜːt/, with a glottal stop replacing the /t/ sound. Another example is "wildlife" /ˈwaɪld.laɪf/, which loses the /d/ sound to become "while-life" /ˈwaɪl.laɪf/. Here are some examples of compound nouns where elision removes the /t/ or /d/ sounds. (For more on compound nouns, see p.16.1.)

/t/ sound removed:

basketball	/ˈbɑː.skɪʔ.bɔːl/
flatmate	/ˈflæt.meɪt/
fortnight	/ˈfɔːʔ.naɪt/
network	/ˈneʔ.wɜːk/

/d/ sound removed:

breadknife	/ˈbreʔ.naɪf/
speedboat	/ˈspiːʔ.bəʊt/
birdbath	/ˈbɜːʔ.bɑːθ/
friendship	/ˈfren.ʃɪp/

### R-linking

The /r/ sound at the end of a word isn't usually pronounced, unless the following word begins with a vowel sound, in which case the /r/ sound can be heard as a link between the two words.

For example:

"His mother isn't..." /hɪz ˈmʌ.ðə ˈɪz.nɪt/ becomes: "his mothe risn't" /hɪz ˈmʌ.ðə ˈɪrɪz.nɪt/

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*Remember:*

If we don't link "mother" with "isn't" using the /r/ sound, we have a problem: we have to say two vowel sounds together: /'mʌ.ðə'ɪz.nɪt/, which is unnatural for the English tongue. We don't like to say two vowel sounds together (see "Intrusion", above). It's why we have two indefinite articles and say "an egg" rather than "a egg", for example. R-linking also enables us to further stress the first syllable of the next word, "isn't", which has strong stress.

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### The Techniques of Connected Speech – Matching Game

*Instructions: cut up some sets of cards – one for each pair or group of students. Students have to match each technique of connected speech (left) with its description (right).*

<b>glottal stops</b> 	This sound /ʔ/ replaces /t/ before a consonant sound. <i>For example: "football" becomes "fuh-ball"</i>
<b>linking</b>	A sound at the end of a word joins together smoothly with the sound at the beginning of the next word. <i>For example: "walked into" becomes "walk dinto"</i>
<b>assimilation</b>	This means "adaptation" or "adjustment". When two sounds meet that don't flow together easily, e.g. two consonant sounds, one of them changes to make the words easier to say. <i>For example: "good boy" becomes "gub boy"</i>
<b>contraction</b>	The short forms of verb structures. <i>For example: you are -&gt; you're; they had -&gt; they'd; he will -&gt; he'll, etc.</i>
<b>intrusion</b>	A new sound – either /w/ or /y/ – is added between two vowel sounds to make the transition easier to say. <i>For example: "no idea" becomes "no why dear"</i>
<b>elision</b>	A /t/ or /d/ sound at the end of a word disappears, because the next word starts with a consonant sound. <i>For example: "past life" becomes "pass life"</i>
<b>r-linking</b>	An /r/ sound at the end of a word links with the vowel sound at the beginning of the next word. <i>For example: "pour into" becomes "paw rinto"</i>

# What is Sentence Stress?

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### What is Sentence Stress?

Sentence stress is a natural part of spoken English and students should be encouraged to use it during Talk a Lot courses. English is a **stress-timed language** which is spoken with **rhythm**. This results from strong and weak stresses that are built into both individual words and sentences. How can students recognise stresses in a sentence? The main rules for sentence stress in a *neutral* sentence (one without special emphasis) are as follows:

- i) There are two kinds of word in most sentences: **content words** and **function words**. Content words are words that give the meaning in a sentence, such as **nouns** (e.g. bread), **main verbs** (e.g. eat; note: “be” is an exception because it is a main verb, but is always unstressed), **phrasal verbs** (e.g. put on), **adjectives** (e.g. sliced), **adverbs** (e.g. quickly), **numbers**, **wh- question words** (e.g. what), and **negative auxiliary verbs** (e.g. isn’t). Function words are words that are essential to make the sentence grammatically correct, but that don’t have any intrinsic meaning on their own, i.e. without content words. They are words such as **pronouns** (e.g. she, them), **auxiliary verbs** (e.g. “are” in “They are going...”), **prepositions** (e.g. in, on), **articles** and **determiners** (e.g. a, the, some), **conjunctions** (e.g. and), **quantifiers** (e.g. many), and the **verb “be” when used as a main verb**. English native speakers may automatically *listen to* the content words in a sentence whilst *absorbing* the function words almost subconsciously.
- ii) The strong stresses fall on the content words in a sentence while the weak stresses fall on the function words. If a word has a strong stress in a sentence it is spoken with more emphasis and volume, and more slowly than a word with a weak stress.
- iii) The time between the stressed content words tends to be the same, regardless of how many function words there are between them.

But does sentence stress matter? It’s a difficult area – why not just leave it out? It can be a difficult concept for students to understand – particularly if their first language is not stress-timed, but **syllable-timed**, i.e. in their first language all of the syllables in a sentence are spoken with more or less equal stress (e.g. French or Japanese). Native speakers of English speak quite naturally with sentence stress but if you asked one why they did this they would perhaps be unaware that they were even doing it, and at a loss to explain the rules (unless they had specifically studied the subject). Nevertheless, it is an important aspect of spoken English because **when a student doesn’t speak with sentence stress – or uses incorrect sentence stress – they can be hard to understand, or difficult to listen to, even when what they’re saying is grammatically correct and really interesting** – a situation that can be quite frustrating for students. Understanding sentence stress can also help students to get more out of listening to spoken English.

From p.12.6 you can see the sentence stress in all of the sentence block starting sentences from Books 1 and 2. The words in black are content words, and one of their syllables has a strong stress, whilst the words in grey are function words, and they have weak stress. There are many different ways that teachers can highlight sentence stress during the course of each lesson; below there are a handful of suggested activities to get the ball rolling. Let’s use a starting sentence from the “Music” topic in Book 2 as our first example.





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What is Sentence Stress?

- The students have to form starting sentences or sentence blocks when they are given only the content words, or only the function words, and a given verb form.
- The students listen to songs, poems, or limericks and identify the content and function words; then practise repeating the lines with a partner or within the group.
- The students have to recite all the stressed words in a sentence block from memory.
- The students compile a list of content words and function words from a number of different sentence blocks, and put the words into groups according to their use, e.g. “noun”, “main verb”, “adjective”, “pronoun”, “conjunction”, “article”, etc.
- Mumbling game: the students have to say a starting sentence or sentence block, not omitting the function words completely, but mumbling them so that they are barely heard. This can demonstrate quite well how native speakers of English stress the content words – the words which have meaning – but glide over the function words as if they were of little or no importance. (Yet the function words are critically important, particularly in an English language examination situation, because they are the glue sticking the content words together.)
- The teacher writes the content words from one sentence on separate cards (you could use the template on p.12.29 of this book) and the students have to put them in order, then fill in the missing function words.
- Using some, or all, of the starting sentences (from p.12.6), students could look at the content words (in black) and record all of the:

- a) suffixes
- b) compound nouns

- Use the worksheets from pp.12.6-12.27 to create a staged lesson. For example:
  1. give students some sentence block starting sentences from Book 1 or Book 2
  2. ask them to **underline all of the content words** in each sentence
  3. give them pp.12.6-12.8 (or 12.17-12.19) so that they can check their answers
  4. ask them to **underline the stressed syllables** in each content word on these pages
  5. give them pp.12.9-12.11 (or 12.20-12.22) so that they can check their answers
  6. ask them to **write the vowel sound above each stressed syllable** on these pages
  7. give them pp.12.12-12.16 (or 12.23-12.27) so that they can check their answers

*Note: The number of sentence block starting sentences that you use will depend on the level of your students and how confident they are with the concepts. This work could also be given for homework.*

### A Note about Emphasis

Sentence stress can vary according to what the speaker wishes to emphasise. If we wish to stress a particular word or phrase in a sentence, we should make several of the preceding syllables unstressed, so that the syllables that we do stress are emphasised. Let's look at a few examples:

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What is Sentence Stress?

i) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.

*[Neutral – no special emphasis; content words (black) have stressed syllables (underlined), whilst function words are unstressed. ]*

ii) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.

*[It is important **how many** brown envelopes Alan was taking; “box” is unstressed, so that “five hundred” is more prominent.]*

iii) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.

*[It is important **where** Alan was taking the box of brown envelopes. “five hundred brown envelopes” is unstressed, so that “stockroom” is more prominent.]*

...and so on.

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### Sentence Stress in Starting Sentences from Elementary Book 1 (Page 1)

*(Each content word (shown in black) contains one strong stress on a vowel sound.  
Each function word (shown in grey) is unstressed.)*

#### Town

1. Peter walks two kilometres to his office every day.
2. We're waiting patiently for the bus at the bus stop opposite the church.
3. Jennifer bought a couple of cakes at the bakery, then ran to the post office.
4. The department store was opening until 10 o'clock because they were having a massive sale.
5. I've agreed to meet Dan in the old market place outside the library.
6. We could drive to the lake and go fishing.
7. The new optician's next to the bank will open next Friday.
8. If the tennis court is busy we can go to the gym instead.

#### Food and Drink

1. The best kind of bread is white sliced bread.
2. Michelle is having salad and pasta because she doesn't eat meat.
3. Daniel gave himself the largest portion of ice cream.
4. Ellen was talking about her sister who loves fish and chips.
5. Jenny has just put the cheese in the fridge.
6. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
7. We're going to buy some fruit at the supermarket this afternoon.
8. If you eat too much chocolate you will put on weight.

#### Shopping

1. Emma is the manager of a small Italian restaurant.
2. Simon is visiting the new shopping centre near St. Mark's Road.
3. I used my debit card to buy a pair of shoes for work.
4. Jan was leaving the car park because she had finished her shopping.
5. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.
6. We should take the lift to the fifth floor.
7. After we finish buying groceries we'll go to Nero's for a quick coffee.
8. If the checkout assistant offers to pack my bags I'll let her.

#### Health

1. Being healthy is very important to me.
2. Sammi is sitting in the waiting room with her mum and brother.
3. I phoned my doctor this morning to make an appointment.
4. Ella was telling the receptionist about her husband's painful arthritis.
5. I've taken two tablets three times a day for a week, but I still don't feel any better.
6. Kenny has to take his prescription to the pharmacy tomorrow.
7. Simon is going to visit the optician's for an eye examination.
8. If you ask the doctor she will give you some good advice about your problem.

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### Sentence Stress in Starting Sentences from Elementary Book 1 (Page 2)

*(Each content word (shown in black) contains one strong stress on a vowel sound.  
Each function word (shown in grey) is unstressed.)*

#### Transport

1. I usually get the train at 7.28.
2. Gemma is driving to the airport to pick up her grandmother.
3. I flew from Heathrow to Copenhagen last night.
4. Oliver was crossing the road when he was hit by a bus.
5. We've cancelled our flight because our daughter is ill.
6. All passengers must show their passports and boarding passes at the gate.
7. The next train to arrive at platform 8 will be the 9.49 service to Cardiff.
8. If we cycle to work we'll get there in about an hour.

#### Family

1. My mum lives with her new partner in Brighton.
2. Roberto's daughter is playing with her cousins.
3. Jenna's aunt and uncle visited us in May because they wanted to see our new baby.
4. My sister was walking to the city museum with her children when she saw a fox.
5. The whole family has decided to go on holiday to Florida next year.
6. Your grandma and granddad should think about moving into a retirement bungalow.
7. Sam's brother is going to start university in Edinburgh next September.
8. If our parents get divorced the family will be very disappointed.

#### Clothes

1. I wear glasses because I'm short-sighted.
2. Harry is trying on a new pair of smart black trousers.
3. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.
4. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.
5. I have always liked jackets and tops from Marks and Spencer.
6. Stephen has to wear a blue and grey uniform every day for his job as a security guard.
7. We'll have a clearout of our wardrobe to see what we can give away to charity.
8. If you wear a suit and tie to the interview you'll make an excellent impression.

#### Work

1. Gerry hates working part-time for his dad's furniture business.
2. Helena is hoping to get promoted at the end of the year.
3. When Greg worked for Dell he had to do plenty of overtime.
4. Edward was updating his CV because he wanted to apply for a new job.
5. My friend Jo has been unemployed since last August.
6. You need to ask your manager for a pay rise as soon as possible!
7. I'm going to visit that new employment agency about temporary work.
8. Dave will have to work very hard if he wants to have a successful career in sales.

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### Sentence Stress in Starting Sentences from Elementary Book 1 (Page 3)

*(Each content word (shown in black) contains one strong stress on a vowel sound.  
Each function word (shown in grey) is unstressed.)*

#### Home

1. I live in a small semi-detached house in Manchester.
2. Mark is buying a new washing machine because his old one is broken.
3. When I went to their home Jack and Lisa showed me their new bathroom.
4. Sarah and Noel were watching funny DVDs in their living room for three hours last night.
5. Jason has finished cutting the grass in the back garden.
6. Barry has to do the washing up every night after tea.
7. I'll do the hoovering quickly before I have a bath.
8. If you sell your horrible flat you'll be able to put down a deposit on a nice house.

#### Free Time

1. I love going to the cinema with my friends, because we always have a good time.
2. Barney and Wanda are enjoying a day out at an amusement park.
3. We went on a camping holiday last summer for two weeks.
4. Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club.
5. I have seen Macbeth at this theatre five times.
6. You should do some exercise instead of playing computer games all day.
7. Me, Jess and Casey are going to watch the tennis in the park.
8. If the leisure centre is still open we can all go swimming.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables in Starting Sentences from Elementary Book 1 (Page 1)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

#### Town

1. Peter walks two kilometres to his office every day.
2. We're waiting patiently for the bus at the bus stop opposite the church.
3. Jennifer bought a couple of cakes at the bakery, then ran to the post office.
4. The department store was opening until 10 o'clock because they were having a massive sale.
5. I've agreed to meet Dan in the old market place outside the library.
6. We could drive to the lake and go fishing.
7. The new optician's next to the bank will open next Friday.
8. If the tennis court is busy we can go to the gym instead.

#### Food and Drink

1. The best kind of bread is white sliced bread.
2. Michelle is having salad and pasta because she doesn't eat meat.
3. Daniel gave himself the largest portion of ice cream.
4. Ellen was talking about her sister who loves fish and chips.
5. Jenny has just put the cheese in the fridge.
6. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
7. We're going to buy some fruit at the supermarket this afternoon.
8. If you eat too much chocolate you will put on weight.

#### Shopping

1. Emma is the manager of a small Italian restaurant.
2. Simon is visiting the new shopping centre near St. Mark's Road.
3. I used my debit card to buy a pair of shoes for work.
4. Jan was leaving the car park because she had finished her shopping.
5. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.
6. We should take the lift to the fifth floor.
7. After we finish buying groceries we'll go to Nero's for a quick coffee.
8. If the checkout assistant offers to pack my bags I'll let her.

#### Health

1. Being healthy is very important to me.
2. Sammi is sitting in the waiting room with her mum and brother.
3. I phoned my doctor this morning to make an appointment.
4. Ella was telling the receptionist about her husband's painful arthritis.
5. I've taken two tablets three times a day for a week, but I still don't feel any better.
6. Kenny has to take his prescription to the pharmacy tomorrow.
7. Simon is going to visit the optician's for an eye examination.
8. If you ask the doctor she will give you some good advice about your problem.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables in Starting Sentences from Elementary Book 1 (Page 2)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

#### Transport

1. I usually get the train at seven twenty eight.
2. Gemma is driving to the airport to pick up her grandmother.
3. I flew from Heathrow to Copenhagen last night.
4. Oliver was crossing the road when he was hit by a bus.
5. We've cancelled our flight because our daughter is ill.
6. All passengers must show their passports and boarding passes at the gate.
7. The next train to arrive at platform eight will be the nine forty nine service to Cardiff.
8. If we cycle to work we'll get there in about an hour.

#### Family

1. My mum lives with her new partner in Brighton.
2. Roberto's daughter is playing with her cousins.
3. Jenna's aunt and uncle visited us in May because they wanted to see our new baby.
4. My sister was walking to the city museum with her children when she saw a fox.
5. The whole family has decided to go on holiday to Florida next year.
6. Your grandma and granddad should think about moving into a retirement bungalow.
7. Sam's brother is going to start university in Edinburgh next September.
8. If our parents get divorced the family will be very disappointed.

#### Clothes

1. I wear glasses because I'm short-sighted.
2. Harry is trying on a new pair of smart black trousers.
3. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.
4. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.
5. I have always liked jackets and tops from Marks and Spencer.
6. Stephen has to wear a blue and grey uniform every day for his job as a security guard.
7. We'll have a clearout of our wardrobe to see what we can give away to charity.
8. If you wear a suit and tie to the interview you'll make an excellent impression.

#### Work

1. Gerry hates working part-time for his dad's furniture business.
2. Helena is hoping to get promoted at the end of the year.
3. When Greg worked for Dell he had to do plenty of overtime.
4. Edward was updating his C V because he wanted to apply for a new job.
5. My friend Jo has been unemployed since last August.
6. You need to ask your manager for a pay rise as soon as possible!
7. I'm going to visit that new employment agency about temporary work.
8. Dave will have to work very hard if he wants to have a successful career in sales.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables in Starting Sentences from Elementary Book 1 (Page 3)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

#### Home

1. I live in a small semi-detached house in Manchester.
2. Mark is buying a new washing machine because his old one is broken.
3. When I went to their home Jack and Lisa showed me their new bathroom.
4. Sarah and Noel were watching funny DVDs in their living room for three hours last night.
5. Jason has finished cutting the grass in the back garden.
6. Barry has to do the washing up every night after tea.
7. I'll do the hoovering quickly before I have a bath.
8. If you sell your horrible flat you'll be able to put down a deposit on a nice house.

#### Free Time

1. I love going to the cinema with my friends, because we always have a good time.
2. Barney and Wanda are enjoying a day out at an amusement park.
3. We went on a camping holiday last summer for two weeks.
4. Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club.
5. I have seen Macbeth at this theatre five times.
6. You should do some exercise instead of playing computer games all day.
7. Me, Jess and Casey are going to watch the tennis in the park.
8. If the leisure centre is still open we can all go swimming.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 1)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Town

- /i:/ /ɔ:/ /u:/ /ɒ/ /ɒ/ /e/ /eɪ/
1. Peter walks two kilometres to his office every day.
- /eɪ/ /eɪ/ /ʌ/ /ʌ/ /ɒ/ /ɜ:/
2. We're waiting patiently for the bus at the bus stop opposite the church.
- /e/ /ɔ:/ /eɪ/ /eɪ/ /æ/ /əʊ/ /ɒ/
3. Jennifer bought a couple of cakes at the bakery, then ran to the post office.
- /ɑ:/ /ɔ:/ /əʊ/ /e/ /ɒ/ /æ/ /æ/ /eɪ/
4. The department store was opening until 10 o'clock because they were having a massive sale.
- /i:/ /i:/ /æ/ /əʊ/ /ɑ:/ /eɪ/ /aɪ/
5. I've agreed to meet Dan in the old market place outside the library.
- /aɪ/ /eɪ/ /əʊ/ /ɪ/
6. We could drive to the lake and go fishing.
- /u:/ /ɪ/ /æ/ /əʊ/ /aɪ/
7. The new optician's next to the bank will open next Friday.
- /e/ /ɔ:/ /ɪ/ /əʊ/ /ɪ/ /e/
8. If the tennis court is busy we can go to the gym instead.

#### Food and Drink

- /e/ /e/ /aɪ/ /aɪ/ /e/
1. The best kind of bread is white sliced bread.
- /e/ /æ/ /æ/ /æ/ /ʌ/ /i:/ /i:/
2. Michelle is having salad and pasta because she doesn't eat meat.
- /æ/ /eɪ/ /e/ /ɑ:/ /ɔ:/ /aɪ/ /i:/
3. Daniel gave himself the largest portion of ice cream.
- /e/ /ɔ:/ /ɪ/ /ʌ/ /ɪ/ /ɪ/
4. Ellen was talking about her sister who loves fish and chips.
- /e/ /ʌ/ /ʊ/ /i:/ /ɪ/
5. Jenny has just put the cheese in the fridge.
- /eɪ/ /ɔɪ/ /æ/ /aɪ/ /ɪ/ /əʊ/ /ʌ/ /eɪ/
6. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
- /aɪ/ /u:/ /u:/ /u:/
7. We're going to buy some fruit at the supermarket this afternoon.
- /i:/ /ɒ/ /ʊ/ /ɒ/ /eɪ/
8. If you eat too much chocolate you will put on weight.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 2)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Shopping

- /e/        /æ/        /ɔ:/ /æ/ /e/
1. Emma is the manager of a small Italian restaurant.
- /aɪ/    /ɪ/        /u:/ /ɒ/    /e/        /ɑ:/ /əʊ/
2. Simon is visiting the new shopping centre near St. Mark's Road.
- /u:/    /e/ /ɑ:/ /aɪ/        /u:/    /ɜ:/
3. I used my debit card to buy a pair of shoes for work.
- /æ/    /i:/        /ɑ:/ /ɑ:/        /ɪ/        /ɒ/
4. Jan was leaving the car park because she had finished her shopping.
- /ʊ/    /e/        /ɒ/    /ɪ/    /e/        /u:/        /ɑ:/ /aɪ/    /e/
5. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.
- /eɪ/    /ɪ/        /ɪ/    /ɔ:/
6. We should take the lift to the fifth floor.
- /ɪ/    /aɪ/    /əʊ/        /əʊ/ /ɪə/        /ɪ/    /ɒ/
7. After we finish buying groceries we'll go to Nero's for a quick coffee.
- /e/        /ɪ/    /ɒ/        /æ/        /æ/    /e/
8. If the checkout assistant offers to pack my bags I'll let her.

#### Health

- /e/        /e/        /ɔ:/
1. Being healthy is very important to me.
- /æ/    /ɪ/        /eɪ/ /u:/        /ʌ/        /ʌ/
2. Sammi is sitting in the waiting room with her mum and brother.
- /əʊ/    /ɒ/        /ɔ:/        /eɪ/        /ɔɪ/
3. I phoned my doctor this morning to make an appointment.
- /e/    /e/        /e/        /ʌ/        /eɪ/        /aɪ/
4. Ella was telling the receptionist about her husband's painful arthritis.
- /eɪ/ /u:/ /æ/    /i:/ /aɪ/    /eɪ/        /i:/        /ɪ/ /əʊ/ /i:/    /e/
5. I've taken two tablets three times a day for a week, but I still don't feel any better.
- /e/        /eɪ/        /ɪ/        /ɑ:/        /ɒ/
6. Kenny has to take his prescription to the pharmacy tomorrow.
- /aɪ/        /ɪ/        /ɪ/        /aɪ/        /eɪ/
7. Simon is going to visit the optician's for an eye examination.
- /ɑ:/    /ɒ/        /ɪ/        /ʊ/    /aɪ/        /ɒ/
8. If you ask the doctor she will give you some good advice about your problem.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 3)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Transport

- /u:/ /e/ /eɪ/ /e/ /e/ /eɪ/
1. I usually get the train at seven twenty eight.
- /e/ /aɪ/ /eə/ /ɪ/ /ʌ/ /æ/
2. Gemma is driving to the airport to pick up her grandmother.
- /u:/ /i:/ /eɪ/ /ɑ:/ /aɪ/
3. I flew from Heathrow to Copenhagen last night.
- /ɒ/ /ɒ/ /əʊ/ /ɪ/ /ʌ/
4. Oliver was crossing the road when he was hit by a bus.
- /æ/ /aɪ/ /ɔ:/ /ɪ/
5. We've cancelled our flight because our daughter is ill.
- /ɔ:/ /æ/ /əʊ/ /ɑ:/ /ɔ:/ /ɑ:/ /eɪ/
6. All passengers must show their passports and boarding passes at the gate.
- /e/ /eɪ/ /aɪ/ /æ/ /eɪ/ /aɪ/ /ɔ:/ /aɪ/ /ɜ:/ /ɑ:/
7. The next train to arrive at platform eight will be the nine forty nine service to Cardiff.
- /aɪ/ /ɜ:/ /e/ /eə/ /aʊə/
8. If we cycle to work we'll get there in about an hour.

#### Family

- /ʌ/ /ɪ/ /u:/ /ɑ:/ /aɪ/
1. My mum lives with her new partner in Brighton.
- /ɜ:/ /ɔ:/ /eɪ/ /ʌ/
2. Roberto's daughter is playing with her cousins.
- /e/ /ɑ:/ /ʌ/ /ɪ/ /eɪ/ /ɒ/ /i:/ /u:/ /eɪ/
3. Jenna's aunt and uncle visited us in May because they wanted to see our new baby.
- /ɪ/ /ɔ:/ /ɪ/ /i:/ /ɪ/ /ɔ:/ /ɒ/
4. My sister was walking to the city museum with her children when she saw a fox.
- /əʊ/ /æ/ /aɪ/ /əʊ/ /ɒ/ /ɒ/ /e/ /ɪə/
5. The whole family has decided to go on holiday to Florida next year.
- /æ/ /æ/ /ɪ/ /u:/ /aɪə/ /ʌ/
6. Your grandma and granddad should think about moving into a retirement bungalow.
- /æ/ /ʌ/ /ɑ:/ /ɜ:/ /e/ /e/ /e/
7. Sam's brother is going to start university in Edinburgh next September.
- /eə/ /e/ /ɔ:/ /æ/ /e/ /ɔ:/
8. If our parents get divorced the family will be very disappointed.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 4)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Clothes

- /eə/ /ɑ:/                      /ɔ:/ /aɪ/
1. I wear glasses because I'm short-sighted.
- /æ/ /aɪ/ /ɒ/ /u:/ /eə/ /ɑ:/ /æ/ /aʊ/
2. Harry is trying on a new pair of smart black trousers.
- /æ/ /ɔ:/                      /u:/ /e/                      /ʌ/                      /e/                      /i:/ /ɒ/                      /i:/
3. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.
- /aɪ/                      /eə/                      /e/                      /aʊ/ /aɪ/ /ɑ:/                      /æ/                      /ɪ/                      /ɪ/
4. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.
- /ɔ:/ /aɪ/ /æ/                      /ɒ/                      /ɑ:/                      /e/
5. I have always liked jackets and tops from Marks and Spencer.
- /i:/                      /eə/ /u:/                      /eɪ/ /u:/                      /e/ /eɪ/                      /ɒ/                      /ʊə/ /ɑ:/
6. Stephen has to wear a blue and grey uniform every day for his job as a security guard.
- /æ/ /ɪə/                      /ɔ:/                      /i:/                      /ɪ/ /eɪ/                      /æ/
7. We'll have a clearout of our wardrobe to see what we can give away to charity.
- /eə/ /u:/ /aɪ/ /ɪ/                      /eɪ/ /e/                      /e/
8. If you wear a suit and tie to the interview you'll make an excellent impression.

#### Work

- /e/ /eɪ/ /ɜ:/ /ɑ:/ /aɪ/                      /æ/ /ɜ:/                      /ɪ/
1. Gerry hates working part-time for his dad's furniture business.
- /e/ /əʊ/                      /e/ /əʊ/                      /e/                      /ɪə/
2. Helena is hoping to get promoted at the end of the year.
- /e/ /ɜ:/                      /e/                      /u:/                      /əʊ/
3. When Greg worked for Dell he had to do plenty of overtime.
- /e/                      /eɪ/                      /i/ /i/                      /ɒ/                      /aɪ/                      /u:/ /ɒ/
4. Edward was updating his C V because he wanted to apply for a new job.
- /e/ /əʊ/                      /ɔ:/                      /ɑ:/ /ɔ:/
5. My friend Jo has been unemployed since last August.
- /ɑ:/                      /æ/                      /eɪ/ /aɪ/                      /u:/                      /ɒ/
6. You need to ask your manager for a pay rise as soon as possible!
- /ɪ/                      /u:/                      /ɔ:/                      /eɪ/                      /e/                      /ɜ:/
7. I'm going to visit that new employment agency about temporary work.
- /eɪ/                      /ɜ:/ /e/ /ɑ:/                      /ɒ/                      /æ/                      /e/                      /ɪə/ /eɪ/
8. Dave will have to work very hard if he wants to have a successful career in sales.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 5)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Home

- /ɪ/      /ɔ:/ /e/      /æ/      /aʊ/      /æ/
1. I live in a small semi-detached house in Manchester.
- /ɑ:/      /aɪ/      /u:/      /ɒ/      /i:/      /əʊ/ /ʌ/      /əʊ/
2. Mark is buying a new washing machine because his old one is broken.
- /e/      /əʊ/ /æ/      /i:/      /əʊ/      /u:/ /ɑ:/
3. When I went to their home Jack and Lisa showed me their new bathroom.
- /eə/      /əʊ/      /ɒ/      /ʌ/      /i:/      /ɪ/      /u:/      /i:/ /aʊə/ /ɑ:/ /aɪ/
4. Sarah and Noel were watching funny DVDs in their living room for three hours last night.
- /eɪ/      /ɪ/      /ʌ/      /ɑ:/      /æ/ /ɑ:/
5. Jason has finished cutting the grass in the back garden.
- /æ/      /u:/      /ɒ/      /ʌ/ /e/      /aɪ/      /i:/
6. Barry has to do the washing up every night after tea.
- /u:/      /u:/      /ɪ/      /æ/      /ɑ:/
7. I'll do the hoovering quickly before I have a bath.
- /e/      /ɒ/      /æ/      /ʊ/ /aʊ/      /ɒ/      /aɪ/ /aʊ/
8. If you sell your horrible flat you'll be able to put down a deposit on a nice house.

#### Free Time

- /ʌ/ /əʊ/      /ɪ/      /e/      /ɔ:/      /æ/      /ʊ/ /aɪ/
1. I love going to the cinema with my friends, because we always have a good time.
- /ɑ:/      /ɒ/      /ɔɪ/      /eɪ/ /aʊ/      /u:/      /ɑ:/
2. Barney and Wanda are enjoying a day out at an amusement park.
- /e/      /æ/      /ɒ/      /ɑ:/ /ʌ/      /u:/ /i:/
3. We went on a camping holiday last summer for two weeks.
- /e/      /ʌ/      /eɪ/      /ɒ/ /æ/      /e/      /u:/      /e/      /ʌ/      /əʊ/      /ʌ/
4. Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club.
- /i:/      /e/      /ɪə/      /aɪ/ /aɪ/
5. I have seen Macbeth at this theatre five times.
- /u:/      /e/      /eɪ/      /u:/      /eɪ/      /ɔ:/ /eɪ/
6. You should do some exercise instead of playing computer games all day.
- /i:/      /e/      /eɪ/      /ɒ/      /e/      /ɑ:/
7. Me, Jess and Casey are going to watch the tennis in the park.
- /e/      /e/      /ɪ/ /əʊ/      /əʊ/ /ɪ/
8. If the leisure centre is still open we can all go swimming.

# Talk a Lot

## Focus on Connected Speech

### Sentence Stress in Starting Sentences from Elementary Book 2 (Page 1)

*(Each content word (shown in black) contains one strong stress on a vowel sound.  
Each function word (shown in grey) is unstressed.)*

#### Crime

1. My sister's boyfriend is in prison for arson.
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
3. Jack was a witness at the trial of his brother Billy last month.
4. Molly's friends were shoplifting at the newsagent's after school.
5. PC Lincoln has arrested Jane five times for various petty crimes.
6. We have to do something soon about the problem of anti-social behaviour.
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
8. If we find the defendant guilty, he will go to prison for at least ten years.

#### Sport

1. Mick plays rugby for the Doncaster Falcons every Saturday.
2. Charlotte is playing basketball with her friends Jules and Mandy.
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
4. Jason was running faster than usual because he wanted to beat his personal best.
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
6. You should put chalk on your cue fairly often during a game of snooker or pool.
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
8. If it rains heavily they will cancel the motor racing.

#### Music

1. Alex's brother loves listening to rock music on the way to work.
2. Marion is singing a song that was written by George Gershwin.
3. We saw a great jazz concert at the Palace Theatre last night.
4. The audience were getting angry because the band were over an hour late.
5. Two of the strings on my acoustic guitar have just broken.
6. Joanne can play the saxophone really well.
7. This track will take four minutes to download because you have a slow broadband connection.
8. If you're a fan of R & B you will probably also love soul music.

#### Weather

1. I feel great when the sun shines.
2. David is clearing the ice from his car windscreen.
3. Cathy forgot to take her umbrella with her to work this morning.
4. On the TV weather forecast last night they were predicting sleet and snow for next weekend.
5. The kids have got a bit of a tan by lying on the beach all morning.
6. You need to go to the garage because your fog lamps are broken.
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
8. If it stops raining in a minute we can go out for a walk.

# Talk a Lot

## Focus on Connected Speech

### Sentence Stress in Starting Sentences from Elementary Book 2 (Page 2)

*(Each content word (shown in black) contains one strong stress on a vowel sound.  
Each function word (shown in grey) is unstressed.)*

#### Animals

1. Peter thinks that gorillas are the most dangerous animals in the world.
2. The spider is spinning a web so that it can catch and eat flies.
3. When I went to Australia I saw some wild kangaroos.
4. Jean was riding her horse in the field for half an hour this morning.
5. We've got three cats, two dogs, and a goldfish called Oscar.
6. The bears at the zoo must be fed at least five times a day.
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.
8. If you don't move out of the way, you'll get stung by that wasp.

#### Cars

1. Your car is illegally parked in a no parking zone.
2. Sam is sticking to the speed limit because he's already got six points on his licence.
3. My best friend Laura bought a new Mazda CX-7 last weekend.
4. I was wondering whether I could borrow the car for a few hours tomorrow night.
5. Penny has had her blue VW Golf since before her husband died.
6. You should look in your mirrors before indicating.
7. After a few more lessons you will be able to take your driving test.
8. If you break down, wait with your vehicle by the side of the road.

#### The Human Body

1. I brush my teeth twice a day.
2. Terry is showing his friends the stitches in his shoulder.
3. Last year Robert was the tallest child in Mr. Brown's class.
4. Our legs were aching because we'd just run over ten miles.
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.
7. Tracey is planning to have a facelift in August.
8. If you don't wear sun cream your skin will get burned.

#### Colours and Numbers

1. There are five green apples left in the fruit bowl.
2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
3. I saw eight kids wearing blue baseball caps on my way to work this morning.
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
7. We'll order a couple of white limos from Ellis's to take us to the party.
8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

# Talk a Lot

## Focus on Connected Speech

### Sentence Stress in Starting Sentences from Elementary Book 2 (Page 3)

*(Each content word (shown in black) contains one strong stress on a vowel sound.  
Each function word (shown in grey) is unstressed.)*

#### Life Events

1. Ken's wife is terminally ill with cancer.
2. Lee is having a party to celebrate his fortieth birthday.
3. Lorna graduated from Hull University last July.
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
5. Ron and Julie have been married for eight years.
6. I can see my kids once a month.
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
8. If you help me wash the car, I'll give you some extra pocket money.

#### Nature

1. Theresa walks on the beach every day with her dog Domino.
2. I'm standing in the garden watching the most spectacular sunset.
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
5. I've always wanted to try rock climbing.
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables in Starting Sentences from Elementary Book 2 (Page 1)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

#### Crime

1. My sister's boyfriend is in prison for arson.
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
3. Jack was a witness at the trial of his brother Billy last month.
4. Molly's friends were shoplifting at the newsagent's after school.
5. P C Lincoln has arrested Jane five times for various petty crimes.
6. We have to do something soon about the problem of anti-social behaviour.
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
8. If we find the defendant guilty, he will go to prison for at least ten years.

#### Sport

1. Mick plays rugby for the Doncaster Falcons every Saturday.
2. Charlotte is playing basketball with her friends Jules and Mandy.
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
4. Jason was running faster than usual because he wanted to beat his personal best.
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
6. You should put chalk on your cue fairly often during a game of snooker or pool.
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
8. If it rains heavily they will cancel the motor racing.

#### Music

1. Alex's brother loves listening to rock music on the way to work.
2. Marion is singing a song that was written by George Gershwin.
3. We saw a great jazz concert at the Palace Theatre last night.
4. The audience were getting angry because the band were over an hour late.
5. Two of the strings on my acoustic guitar have just broken.
6. Joanne can play the saxophone really well.
7. This track will take four minutes to download because you have a slow broadband connection.
8. If you're a fan of R & B you will probably also love soul music.

#### Weather

1. I feel great when the sun shines.
2. David is clearing the ice from his car windscreen.
3. Cathy forgot to take her umbrella with her to work this morning.
4. On the T V weather forecast last night they were predicting sleet and snow for next weekend.
5. The kids have got a bit of a tan by lying on the beach all morning.
6. You need to go to the garage because your fog lamps are broken.
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
8. If it stops raining in a minute we can go out for a walk.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables in Starting Sentences from Elementary Book 2 (Page 2)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

#### Animals

1. Peter thinks that gorillas are the most dangerous animals in the world.
2. The spider is spinning a web so that it can catch and eat flies.
3. When I went to Australia I saw some wild kangaroos.
4. Jean was riding her horse in the field for half an hour this morning.
5. We've got three cats, two dogs, and a goldfish called Oscar.
6. The bears at the zoo must be fed at least five times a day.
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.
8. If you don't move out of the way, you'll get stung by that wasp.

#### Cars

1. Your car is illegally parked in a no parking zone.
2. Sam is sticking to the speed limit because he's already got six points on his licence.
3. My best friend Laura bought a new Mazda C X-Seven last weekend.
4. I was wondering whether I could borrow the car for a few hours tomorrow night.
5. Penny has had her blue V W Golf since before her husband died.
6. You should look in your mirrors before indicating.
7. After a few more lessons you will be able to take your driving test.
8. If you break down, wait with your vehicle by the side of the road.

#### The Human Body

1. I brush my teeth twice a day.
2. Terry is showing his friends the stitches in his shoulder.
3. Last year Robert was the tallest child in Mister Brown's class.
4. Our legs were aching because we'd just run over ten miles.
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.
7. Tracey is planning to have a facelift in August.
8. If you don't wear sun cream your skin will get burned.

#### Colours and Numbers

1. There are five green apples left in the fruit bowl.
2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
3. I saw eight kids wearing blue baseball caps on my way to work this morning.
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
7. We'll order a couple of white limos from Ellis's to take us to the party.
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# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables in Starting Sentences from Elementary Book 2 (Page 3)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

#### Life Events

1. Ken's wife is terminally ill with cancer.
2. Lee is having a party to celebrate his fortieth birthday.
3. Lorna graduated from Hull University last July.
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
5. Ron and Julie have been married for eight years.
6. I can see my kids once a month.
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
8. If you help me wash the car, I'll give you some extra pocket money.

#### Nature

1. Theresa walks on the beach every day with her dog Domino.
2. I'm standing in the garden watching the most spectacular sunset.
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
5. I've always wanted to try rock climbing.
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 1)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Crime

- /ɪ/ /ɔɪ/ /ɪ/ /ɑː/
1. My sister's boyfriend is in prison for arson.
- /əʊ/ /uː/ /ɪ/ /ʌ/ /ɪ/ /ɒ/ /uː/ /ɜː/
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
- /æ/ /ɪ/ /aɪ/ /ʌ/ /ɪ/ /ɑː/ /ʌ/
3. Jack was a witness at the trial of his brother Billy last month.
- /ɒ/ /e/ /ɒ/ /uː/ /uː/
4. Molly's friends were shoplifting at the newsagent's after school.
- /ɪ/ /ɪ/ /ɪ/ /e/ /eɪ/ /aɪ//aɪ/ /eə/ /e/ /aɪ/
5. P C Lincoln has arrested Jane five times for various petty crimes.
- /uː/ /ʌ/ /uː/ /ɒ/ /æ/ /əʊ/ /eɪ/
6. We have to do something soon about the problem of anti-social behaviour.
- /e/ /ɜː/ /ɑː/ /e/ /iː/ /eə/ /ɪ/ /eə/ /ɪ/ /əʊ/
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
- /aɪ/ /e/ /ɪ/ /əʊ/ /ɪ/ /e/ /ɪə/
8. If we find the defendant guilty, he will go to prison for at least ten years.

#### Sport

- /ɪ/ /eɪ/ /ʌ/ /ɒ/ /æ/ /e/ /æ/
1. Mick plays rugby for the Doncaster Falcons every Saturday.
- /ɑː/ /eɪ/ /ɑː/ /e/ /uː/ /æ/
2. Charlotte is playing basketball with her friends Jules and Mandy.
- /uː/ /eɪ/ /uː/ /ɑː/ /aʊə/ /ɔː/ /e/ /uː/ /iː/ /ɪ/
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
- /eɪ/ /ʌ/ /ɑː/ /uː/ /ɒ/ /iː/ /ɜː/ /e/
4. Jason was running faster than usual because he wanted to beat his personal best.
- /iː/ /iː/ /e/ /aɪ/ /ɪ/ /æ/ /ɒ/ /æ/ /ɪ/ /aɪ/
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
- /ʊ/ /ɔː/ /uː/ /eə/ /ɒ/ /eɪ/ /uː/ /uː/
6. You should put chalk on your cue fairly often during a game of snooker or pool.
- /æ/ /ɪ/ /aɪ/ /ɔː/ /ɑː/ /e/ /ɒ/
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
- /aɪ/ /e/ /æ/ /əʊ/ /eɪ/
8. If it rains heavily they will cancel the motor racing.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 2)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Music

- /æ/ /ʌ/ /ʌ/ /ɪ/ /ɒ/ /u:/ /eɪ/ /ɜ:/
1. Alex's brother loves listening to rock music on the way to work.
- /æ/ /ɪ/ /ɒ/ /ɪ/ /ɜ:/ /ɜ:/
2. Marion is singing a song that was written by George Gershwin.
- /ɜ:/ /eɪ/ /æ/ /ɒ/ /æ/ /ɪə/ /ɑ:/ /aɪ/
3. We saw a great jazz concert at the Palace Theatre last night.
- /ɜ:/ /e/ /æ/ /æ/ /aʊə/ /eɪ/
4. The audience were getting angry because the band were over an hour late.
- /u:/ /ɪ/ /u:/ /ɑ:/ /ʌ/ /əʊ/
5. Two of the strings on my acoustic guitar have just broken.
- /æ/ /eɪ/ /æ/ /e/
6. Joanne can play the saxophone really well.
- /æ/ /eɪ/ /ɜ:/ /ɪ/ /aʊ/ /æ/ /əʊ/ /ɜ:/ /e/
7. This track will take four minutes to download because you have a slow broadband connection.
- /æ/ /ɑ:/ /i:/ /ɜ:/ /ʌ/ /əʊ/ /u:/
8. If you're a fan of R & B you will probably also love soul music.

#### Weather

- /i:/ /eɪ/ /ʌ/ /aɪ/
1. I feel great when the sun shines.
- /eɪ/ /ɪə/ /aɪ/ /ɑ:/ /ɪ/
2. David is clearing the ice from his car windscreen.
- /æ/ /ɒ/ /eɪ/ /e/ /ɜ:/ /ɜ:/
3. Cathy forgot to take her umbrella with her to work this morning.
- /i/ /i/ /e/ /ɜ:/ /ɑ:/ /aɪ/ /ɪ/ /i:/ /əʊ/ /e/ /e/
4. On the T V weather forecast last night they were predicting sleet and snow for next weekend.
- /ɪ/ /ɒ/ /æ/ /aɪ/ /i:/ /ɜ:/
5. The kids have got a bit of a tan by lying on the beach all morning.
- /əʊ/ /æ/ /ɒ/ /æ/ /əʊ/
6. You need to go to the garage because your fog lamps are broken.
- /ɪ/ /æ/ /ɪ/ /ɑ:/ /ɪə/ /ʌ/ /ɑ:/
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
- /ɒ/ /eɪ/ /ɪ/ /əʊ/ /aʊ/ /ɜ:/
8. If it stops raining in a minute we can go out for a walk.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 3)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Animals

/i:/ /ɪ/ /ɪ/ /eɪ/ /æ/ /ɜ:/  
1. Peter thinks that gorillas are the most dangerous animals in the world.

/aɪ/ /ɪ/ /e/ /æ/ /i:/ /aɪ/  
2. The spider is spinning a web so that it can catch and eat flies.

/e/ /eɪ/ /ɜ:/ /aɪ/ /u:/  
3. When I went to Australia I saw some wild kangaroos.

/i:/ /aɪ/ /ɜ:/ /ɪə/ /ɑ:/ /aʊə/ /ɜ:/  
4. Jean was riding her horse in the field for half an hour this morning.

/ɒ/ /i:/ /æ/ /u:/ /ɒ/ /əʊ/ /ɜ:/ /ɒ/  
5. We've got three cats, two dogs, and a goldfish called Oscar.

/eə/ /u:/ /e/ /aɪ/ /aɪ/ /eɪ/  
6. The bears at the zoo must be fed at least five times a day.

/æ/ /eɪ/ /ʌ/ /əʊ/ /ɑ:/ /aʊ/ /i:/  
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.

/əʊ/ /u:/ /eɪ/ /e/ /ʌ/ /ɒ/  
8. If you don't move out of the way, you'll get stung by that wasp.

#### Cars

/ɑ:/ /ɪ/ /ɑ:/ /əʊ/ /ɑ:/ /əʊ/  
1. Your car is illegally parked in a no parking zone.

/æ/ /ɪ/ /i:/ /ɪ/ /e/ /ɒ/ /ɪ/ /ɜ:/ /aɪ/  
2. Sam is sticking to the speed limit because he's already got six points on his licence.

/e/ /e/ /ɜ:/ /ɜ:/ /u:/ /æ/ /ɪ/ /e/ /e/ /ɑ:/ /e/  
3. My best friend Laura bought a new Mazda C X-Seven last weekend.

/ʌ/ /ɒ/ /ɑ:/ /u:/ /aʊə/ /ɒ/ /aɪ/  
4. I was wondering whether I could borrow the car for a few hours tomorrow night.

/e/ /æ/ /u:/ /ɪ/ /ʌ/ /ɒ/ /ʌ/ /aɪ/  
5. Penny has had her blue V W Golf since before her husband died.

/ʊ/ /ɪ/ /ɪ/  
6. You should look in your mirrors before indicating.

/u:/ /ɜ:/ /e/ /eɪ/ /aɪ/ /e/  
7. After a few more lessons you will be able to take your driving test.

/eɪ/ /aʊ/ /eɪ/ /ɪə/ /aɪ/ /əʊ/  
8. If you break down, wait with your vehicle by the side of the road.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 4)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### The Human Body

- /ʌ/ /i:/ /aɪ/ /eɪ/  
1. I brush my teeth twice a day.
- /e/ /əʊ/ /e/ /ɪ/ /əʊ/  
2. Terry is showing his friends the stitches in his shoulder.
- /ɑ:/ /ɪə/ /ɒ/ /ɔ:/ /aɪ/ /ɪ/ /aʊ/ /ɑ:/  
3. Last year Robert was the tallest child in Mister Brown's class.
- /e/ /eɪ/ /ʌ/ /ʌ/ /e/ /aɪ/  
4. Our legs were aching because we'd just run over ten miles.
- /ɒ/ /æ/ /əʊ/ /ɪə/ /u:/ /æ/ /ɔ:/ /eɪ/ /i:/  
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
- /æ/ /e/ /ɪ/ /i:/ /aɪ/ /eɪ/ /ɒ/ /i/  
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.
- /eɪ/ /æ/ /æ/ /eɪ/ /ɔ:/  
7. Tracey is planning to have a facelift in August.
- /əʊ/ /eə/ /ʌ/ /i:/ /ɪ/ /e/ /ɜ:/  
8. If you don't wear sun cream your skin will get burned.

#### Colours and Numbers

- /aɪ/ /i:/ /æ/ /e/ /u:/ /əʊ/  
1. There are five green apples left in the fruit bowl.
- /ɪ/ /eə/ /u:/ /ɒ/ /æ/ /ɪ/ /əʊ/ /aɪ/ /i:/ /ɜ:/  
2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
- /ɔ:/ /eɪ/ /ɪ/ /eə/ /u:/ /eɪ/ /æ/ /eɪ/ /ɜ:/ /ɔ:/  
3. I saw eight kids wearing blue baseball caps on my way to work this morning.
- /æ/ /eɪ/ /ɒ/ /aɪ/ /ʌ/ /aʊ/ /e/ /ɒ/ /ɪ/ /e/ /ɔ:/  
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.
- /e/ /ɔ:/ /aɪ/ /ʌ/ /e/ /əʊ/ /ʌ/ /ʌ/ /æ/ /eɪ/  
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
- /e/ /e/ /aɪ/ /æ/ /eɪ/ /ɪ/ /aɪ/  
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
- /ɔ:/ /ʌ/ /aɪ/ /ɪ/ /e/ /eɪ/ /ɑ:/  
7. We'll order a couple of white limos from Ellis's to take us to the party.
- /ɔ:/ /i:/ /ʌ/ /əʊ/ /aɪ/ /əʊ/ /ɪ/ /ɑ:/  
8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

# Talk a Lot

## Focus on Connected Speech

### Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 5)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. If you can get the sound spine right, you will really increase your chances of being understood.)

#### Life Events

- /e/ /aɪ/ /ɜ:/ /ɪ/ /æ/
1. Ken's wife is terminally ill with cancer.
- /i:/ /æ/ /ɑ:/ /e/ /ɔ:/ /ɜ:/
2. Lee is having a party to celebrate his fortieth birthday.
- /ɔ:/ /æ/ /ʌ/ /ɜ:/ /ɑ:/ /aɪ/
3. Lorna graduated from Hull University last July.
- /e/ /ʌ/ /u:/ /ɪ/ /ʌ/ /ɪ/
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
- /ɒ/ /u:/ /æ/ /eɪ/ /ɪə/
5. Ron and Julie have been married for eight years.
- /i:/ /ɪ/ /ʌ/ /ʌ/
6. I can see my kids once a month.
- /æ/ /aɪ/ /ɪ/ /eɪ/ /e/ /eɪ/
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
- /e/ /ɒ/ /ɑ:/ /ɪ/ /e/ /ɒ/ /ʌ/
8. If you help me wash the car, I'll give you some extra pocket money.

#### Nature

- /i/ /ɔ:/ /i:/ /e/ /eɪ/ /ɒ/ /ɒ/
1. Theresa walks on the beach every day with her dog Domino.
- /æ/ /ɑ:/ /ɒ/ /æ/ /ʌ/
2. I'm standing in the garden watching the most spectacular sunset.
- /ɔ:/ /ɔ:/ /eɪ/ /ɪə/ /e/ /ɑ:/
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
- /aɪ/ /ɒ/ /ɑ:/ /æ/ /ʌ/ /eɪ/ /e/ /u:/ /eɪ/
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
- /ɔ:/ /ɒ/ /aɪ/ /ɒ/ /aɪ/
5. I've always wanted to try rock climbing.
- /e/ /əʊ/ /ɪ/ /əʊ/ /ʌ/ /əʊ/
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
- /aɪ/ /ʌ/ /ɑ:/ /əʊ/ /i:/ /æ/ /æ/ /e/ /aʊə/
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
- /ɪə/ /æ/ /u:/ /ɒ/ /æ/ /æ/
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

# Talk a Lot

## Focus on Connected Speech

### List of Common Contractions in English

#### Positive and Negative Contracted (Short) Verb Forms in English – With Pronunciations

Contractions are usually pronoun + auxiliary verb. They are shortened in spoken English because they are usually unstressed **function words**. Other common contractions include: “there is” → “there’s”, negative modal contractions, e.g. “cannot” → “can’t”, question contractions, e.g. “what is?” → “what’s?”, and names, e.g. “Rob is” → “Rob’s”, etc.

“I” – positive

Full Form	Contraction	Pronunciation
I am	<b>I’m</b>	/aɪm/
I have	<b>I’ve</b>	/aɪv/
I had	<b>I’d</b>	/aɪd/
I will	<b>I’ll</b>	/aɪl/
I would	<b>I’d</b>	/aɪd/

“I” – negative

Full Form	Contraction	Pronunciation
I am not	<b>I’m not</b>	/aɪm nɒt/
I have not	<b>I haven’t</b>	/aɪ ‘hæv.nt/
I had not	<b>I hadn’t</b>	/aɪ ‘hæd.nt/
I will not	<b>I won’t</b>	/aɪ wəʊnt/
I would not	<b>I wouldn’t</b>	/aɪ ‘wʊd.nt/

“you” – positive (both singular and plural)

Full Form	Contraction	Pronunciation
you are	<b>you’re</b>	/juə/
you have	<b>you’ve</b>	/ju:v/
you had	<b>you’d</b>	/ju:d/
you will	<b>you’ll</b>	/ju:l/
you would	<b>you’d</b>	/ju:d/

“you” – negative (both singular and plural)

Full Form	Contraction	Pronunciation
you are not	<b>you aren’t</b>	/ju:’wɑ:nt/
you have not	<b>you haven’t</b>	/ju: ‘hæv.nt /
you had not	<b>you hadn’t</b>	/ ju: ‘hæd.nt /
you will not	<b>you won’t</b>	/ju: wəʊnt/
you would not	<b>you wouldn’t</b>	/ju: ‘wʊd.nt/

“he” and “she” – positive (“it” follows the same pattern)

Full Form	Contraction	Pronunciation
he is / she is	<b>he’s / she’s</b>	/hi:z/ / /ʃi:z/
he has / she has	<b>he’s / she’s</b>	/hi:z/ / /ʃi:z/
he had / she had	<b>he’d / she’d</b>	/hi:d/ / /ʃi:d/
he will / she will	<b>he’ll / she’ll</b>	/hi:l/ / /ʃi:l/
he / she would	<b>he’d / she’d</b>	/hi:d/ / /ʃi:d/

“he” and “she” – neg. (“it” follows the same pattern)

Full Form	Contraction	Pronunciation
he / she is not	<b>he / she isn’t</b>	e.g. /hi:’jɪz.nt/
he / she has not	<b>he / she hasn’t</b>	/ʃi: ‘hæz.nt/
he / she had not	<b>he / she hadn’t</b>	/hi: ‘hæd.nt/
he / she will not	<b>he / she won’t</b>	/ʃi: wəʊnt/
he would not	<b>he / she wouldn’t</b>	/hi: ‘wʊd.nt/

“we” – positive

Full Form	Contraction	Pronunciation
we are	<b>we’re</b>	/wɪə/
we have	<b>we’ve</b>	/wi:v/
we had	<b>we’d</b>	/wi:d/
we will	<b>we’ll</b>	/wi:l/
we would	<b>we’d</b>	/wi:d/

“we” – negative

Full Form	Contraction	Pronunciation
we are not	<b>we aren’t</b>	/wi:’jɑ:nt/
we have not	<b>we haven’t</b>	/wi: ‘hæv.nt /
we had not	<b>we hadn’t</b>	/wi: ‘hæd.nt/
we will not	<b>we won’t</b>	/wi: wəʊnt/
we would not	<b>we wouldn’t</b>	/wi: ‘wʊd.nt/

“they” – positive

Full Form	Contraction	Pronunciation
they are	<b>they’re</b>	/ðeə/
they have	<b>they’ve</b>	/ðeɪv/
they had	<b>they’d</b>	/ðeɪd/
they will	<b>they’ll</b>	/ðeɪl/
they would	<b>they’d</b>	/ðeɪd/

“they” – negative

Full Form	Contraction	Pronunciation
they are not	<b>they aren’t</b>	/ðeɪ’jɑ:nt/
they have not	<b>they haven’t</b>	/ðeɪ ‘hæv.nt /
they had not	<b>they hadn’t</b>	/ðeɪ ‘hæd.nt/
they will not	<b>they won’t</b>	/ðeɪ wəʊnt/
they would not	<b>they wouldn’t</b>	/ðeɪ ‘wʊd.nt/



# What is Word Stress?

## **Contents**

What is Word Stress?	13.1
Analysis of Discussion Words in Elementary Book 2	13.3
Discussion Words with Suffixes in Elementary Book 2	13.6
Working Out Word Stress – Analysis of a Newspaper Article #1	13.7

# Talk a Lot

## Focus on Connected Speech

What is Word Stress?

Every word in English has one syllable with a stronger stress than that of the others. English is a stress-timed language, which means that we speak with rhythm, pronouncing the stress in each content word. For example, in the word “teacher”, the first syllable is stressed and the second syllable is unstressed. (See p.12.1 for more on content words.) The strong stress always falls on a vowel sound. But which syllable and sound is stressed in each word?

There are many complicated and obscure rules for finding word stress in English words, like:

*“Two-syllable adjectives (without prefixes) are always stressed on the first syllable (or sometimes the second if the word begins with a vowel), unless there is an “R” in the month, or it’s later than 8pm in the evening on a market day (during a wet fortnight in Wales)...” etc.*

OK, I’m only joking, but perhaps you can see what I’m trying to say here! Students can, of course, explore word stress in more detail at their leisure (the bibliography on p.x could help). However, in this handbook I would like to highlight a few dead-cert rules:

### 1. First Syllable Drift

In English most words tend to be stressed on the first syllable. Around 83% of the 1,000 most commonly-used words have Germanic origin, which is where this tendency comes from<sup>1</sup>. For example, of the 201 single discussion words with two or more syllables in Talk a Lot Elementary Book 2, 154 were stressed on the first syllable – that’s 77%. For more analysis of discussion words from this book, see p.13.3.

### 2. Suffixes

Suffixes are the end parts of words, like -able (**believable**), -ful (**helpful**), -ing (**eating**), -ment (**arrangement**), etc. Suffixes are almost always unstressed, so if students find a two syllable word with a suffix, e.g. “playing”, they can be 99% sure that the first syllable is stressed: **playing** = /'pleɪj.ɪŋ/ As if this information wasn’t already a big enough help for working out word stress, there are many common suffixes where the strong stress is always on the preceding syllable, for example: -able, -ation, -asion, and -ment. For more examples, see p.15.4. As with most things in English grammar there are a few exceptions to the rule, e.g. words ending in certain suffixes are always stressed **on** the suffix (see p.15.4). For example, words ending in “-ee”, like referee /ref.ə'ri:/, are always stressed on the suffix. For more on suffixes see p.15.1.

### 3. Compound Nouns

Compound nouns are nouns (things) that consist of two words together, for example: baseball (base + ball), guidebook (guide + book), popcorn (pop + corn), and wheelbarrow (wheel + barrow), etc. Compound nouns are almost always stressed on the first syllable, so if students find a new word which is a compound noun, like “strawberry”, they can be 99% sure that the first syllable is stressed: strawberry = /'strɔ: b.ri:/ There are, of course, a few exceptions to

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<sup>1</sup> M. Celce-Murcia, D. M. Brinton, J. M. Goodwin, *Teaching Pronunciation*, CUP, 1996, p.133

# Talk a Lot

## Focus on Connected Speech

What is Word Stress?

the rule, for example: loudspeaker /laʊd'spi:k.ə/ and policewoman /pə'li:s.wʊ.mən/, which are both stressed on the second syllable. For more on compound nouns see p.16.1.

### 4. Prefixes

Prefixes are the beginning parts of words, like **anti-** (which means *against*), **multi-** (which means *many*), **pre-** (which means *before*), and **tele-** (which means *remote*). There aren't really any word stress rules for prefixes: sometimes they are stressed, sometimes they are not. We can see some patterns, though, for example a group of two-syllable *homographs* which can be both verbs and nouns, and which are stressed on the first syllable if they're nouns, and on the second syllable if they're verbs (see p.14.3). Despite prefixes not helping us much with working out word stress, it's generally good for students to learn how to identify them, partly because they can give clues about the meanings of words (e.g. "mini" = small, so "minibus" = small bus). There are some activities about prefixes in section 14 (from p.14.1).

In summary then, most words in a normal English sentence will fall into one of three categories:

- i) one-syllable words – the stress falls on the only vowel sound in each word
- ii) words with suffixes – for two syllable words the stress falls on the first syllable; for longer words, we know that the suffix is almost always unstressed
- iii) compound nouns – the stress almost always falls on the first syllable

For examples of this, see the analysis of discussion words from Talk a Lot Elementary Book 2 on p.13.3, and the analysis of a newspaper article on p.13.7. Students can use this information to help them when working out word stress. When you factor in that most English words are stressed on the first syllable it's possible to correctly guess the word stress of many words that you don't already know. In short, if a student is unsure of where the word stress falls, and they don't have time to look up the word and check the stress mark in their dictionary, they should go for the first syllable to have a good chance of getting it right.

# Talk a Lot

## Focus on Connected Speech

Analysis of Discussion Words in Elementary Book 2

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

Aim: to identify word stress in each of the discussion words in Book 2. *Note: all of the words are nouns.*

### Summary

Of the 407 discussion words in Talk a Lot Elementary Book 2, there are:

- 146 words with 1 syllable

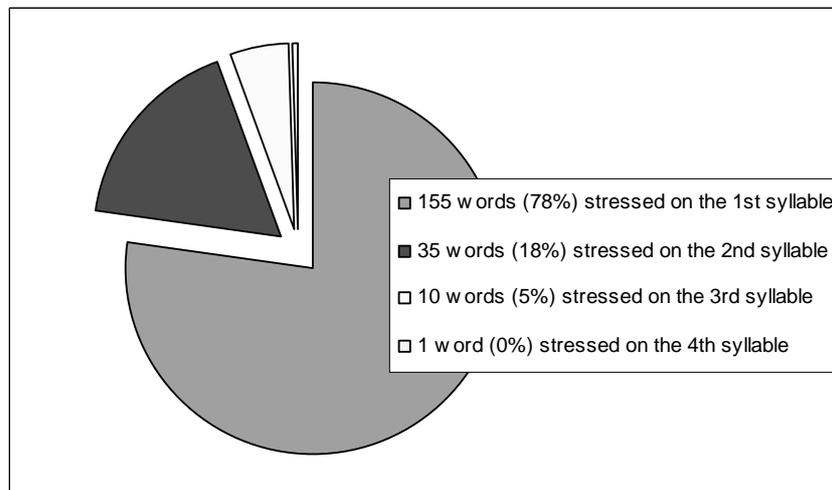
We can discount these because we know where the word stress falls – on the whole word.

- 60 phrases

We can discount these because we are looking at the word stress of individual words. If you wanted to, you could look at these phrases separately and analyse the word stress of the words, both separately and together.

### There are 201 individual words with two or more syllables

- 155 words which are stressed on the 1<sup>st</sup> syllable (78%)
- 35 words which are stressed on the 2<sup>nd</sup> syllable (18%)
- 10 words which are stressed on the 3<sup>rd</sup> syllable (5%)
- 1 word which is stressed on the 4<sup>th</sup> syllable (0%)



### Discussion Words

#### 155 words (78%) stressed on the 1<sup>st</sup> syllable

*including 32 compound nouns (in boxes), which we know are usually stressed on the 1<sup>st</sup> syllable*

**accident**, **animal**, **ankle**, **arson**, **audience**, **autumn**, **badminton**, **ballet**, **baseball**, **battery**,  
**birthday**, **blackmail**, **boxing**, **bridesmaid**, **butterfly**, **caterpillar**, **championship**, **childhood**

# Talk a Lot

## Focus on Connected Speech

Analysis of Discussion Words in Elementary Book 2

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

chorus, classical, coffin, colour, commentator, countryside, cricket, criminal, crocodile, cyclone, dashboard, desert, DJ, dolphin, driver, drizzle, eighty, elbow, elephant, engine, fifty, final, finger, fingerprints, flooding, flower, football, forest, forty, friendship, funeral, goldfish, guitar, hailstones, handbrake, handcuffs, hazard, headlights, hockey, hundred, hurricane, indicator, insect, instrument, jury, keyboard, kidney, labour, lion, liver, lizard, mammal, marriage, menopause, midwife, mistress, monkey, mountain, murder, muscle, music, musical, nature, nightclub, ninety, number, oboe, ocean, octopus, orange, orchestra, organ, panda, passenger, pedal, player, pregnancy, prison, punishment, purple, rabbit, racquet, radio, rainbow, raincoat, reservoir, river, rugby, sailing, saxophone, season, seatbelt, seven, seventy, shoplifting, shoulder, singer, sixty, skeleton, skiing, snooker, snowman, spider, stadium, starfish, stereo, stomach, summer, sunblock, sunglasses, sunset, suntan, suspect, swimming, teenager, temperature, tennis, terrorism, thirty, tiger, tortoise, trumpet, twenty, valley, victim, violence, volleyball, weather, wedding, widow, windscreen, winner, winter, witness, yellow, zebra, zero

35 words (18%) stressed on the 2<sup>nd</sup> syllable

accelerator, affair, appeal, arrest, athletics, biography, conductor, defendant, detective, divorce, eighteen, eleven, employment, engagement, environment, fifteen, fourteen, geography, giraffe, gorilla, musician, nineteen, Olympics, performer, piano, prediction, redundancy, sixteen, solicitor, supporter, thermometer, thirteen, tsunami, umbrella, violin

10 words (5%) stressed on the 3<sup>rd</sup> syllable

adolescence, automatic, hippopotamus, kangaroo, referee, anniversary, seventeen, separation, education, graduation

1 word (0%) stressed on the 4<sup>th</sup> syllable

qualification

Suffixes

See p.13.6 for an analysis of suffixes in discussion words from Book 2.

Discussion words that are not stressed on the first syllable

The 46 words which are not stressed on the first syllable can be categorised into five groups. It would be wrong to state that these kinds of words will never be stressed on the first syllable, but it's possible to see some patterns that can be helpful to keep in mind when looking for word stress in a group of vocabulary words:

### 1. Nouns that come from a verb (10)

accelerator (verb: accelerate), appeal (verb: appeal), arrest (verb: arrest), conductor (verb: conduct), defendant (verb: defend), detective (verb: detect), divorce (verb: divorce), performer (verb: perform), solicitor (verb: solicit), supporter (verb: support)

# Talk a Lot

## Focus on Connected Speech

Analysis of Discussion Words in Elementary Book 2

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

### 2. Foreign words that haven't yet conformed to the 1<sup>st</sup> syllable drift in English (10)

giraffe, gorilla, piano, tsunami, umbrella, violin, Olympics, hippopotamus, kangaroo, thermometer

### 3. "-teen" numbers which can be stressed on either syllable, depending on the context\* (7)

thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

*\*Note: if we were counting: "Thirteen, fourteen, fifteen, etc." we would stress the numbers on their first syllables, but if we were using a number in isolation, e.g. somebody asked us "How old are you?" we would naturally reply "Nineteen", with the stress on the second syllable, rather than "Nineteen".*

### 4. Words which conform to their own suffix rule\* (16)

*\*See p.15.4 for more on this*

For example:

*Rule 1: the stress is always on the syllable before the suffix:*

- employ-ment, engage-ment
- educa-tion, gradua-tion, qualifica-tion, predic-tion, separa-tion
- adolesc-ence
- annivers-ary
- automat-ic, athlet-ics
- geog-raphy, biog-raphy
- music-ian
- redund-ancy

*...or Rule 2: the stress is always on the suffix:*

- refer -ee

### 5. Uncategorisable – i.e. the stress is just like that for no apparent reason (3)

affair, eleven, environment

### Summary of Method for Finding Word Stress in Discussion Words

- Take away one syllable words
- Take away phrases (e.g. "post office")
- Identify words with suffixes
- Identify words that are compound nouns
- Notice that most words are stressed on the first syllable
- Look for patterns within words which are not stressed on the first syllable (see 1-5 above)

# Talk a Lot

## Focus on Connected Speech

### Discussion Words with Suffixes in Elementary Book 2

Of the 201 individual words with two or more syllables, 156 (78%) have suffixes, which we know are almost always unstressed. This can help us as we try to work out the word stress for each discussion word. On this page you can see all of the words with suffixes, grouped by suffix. The main groups are shown in boxes, with suffixes shown in bold.

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

gorilla  
panda  
umbrella

marriage  
affair

animal  
classical  
criminal  
final  
funeral  
mammal  
musical  
pedal

organ  
hurricane

defendant  
elephant

caterpillar  
guitar

hazard  
lizard

anniversary  
rugby

pregnancy  
redundancy

crocodile  
referee  
eleven

adolescence  
violence

driver  
finger  
flower  
liver  
murder  
number  
passenger  
performer  
player  
river

shoulder  
singer  
snooker  
spider  
summer  
supporter  
teenager  
thermometer  
tiger  
weather  
winner  
winter

desert  
battery  
forest

ballet  
cricket  
racquet  
trumpet

hockey  
kidney  
monkey  
valley

tsunami  
musician

automatic  
music

athletics  
Olympics

coffin  
dolphin  
violin

engine  
boxing  
flooding  
sailing  
shoplifting  
skiing  
swimming  
wedding

tennis

terrorism  
rabbit  
detective

ankle  
drizzle  
muscle  
purple

employment  
engagement  
environment  
instrument  
punishment

witness

piano  
radio  
stereo  
zero

oboe

arson  
prison  
season

kangaroo

accelerator  
commentator  
conductor  
indicator  
solicitor

colour  
labour

widow  
yellow

menopause  
appeal  
saxophone  
octopus

orchestra  
zebra

giraffe

biography  
geography

mistress  
arrest  
jury  
mountain

eighteen  
fifteen  
fourteen  
nineteen  
seventeen  
sixteen  
thirteen

victim

education  
graduation  
prediction  
qualification  
separation

tortoise

badminton  
skeleton

eighty  
fifty  
forty  
ninety  
seventy  
sixty  
thirty  
twenty

stadium

nature  
temperature

chorus  
hippopotamus

reservoir  
divorce

# Talk a Lot

## Focus on Connected Speech

### Working Out Word Stress – Analysis of a Newspaper Article #1

This analysis demonstrates the prevalence of one-syllable words, words with suffixes, and compound nouns in modern English. If we can identify these kinds of words, we can more easily identify word stress because:

- one-syllable words are stressed on the whole word
- suffixes are almost always unstressed
- compound nouns are almost always stressed on the first syllable

We analysed a recent article about holidays from a quality British broadsheet newspaper. 86% of the words used fell into one of the three categories above. We are unable to reprint the article here, but the results of our analysis are as follows. (Note: all examples are from the author of this book, not from the original article).

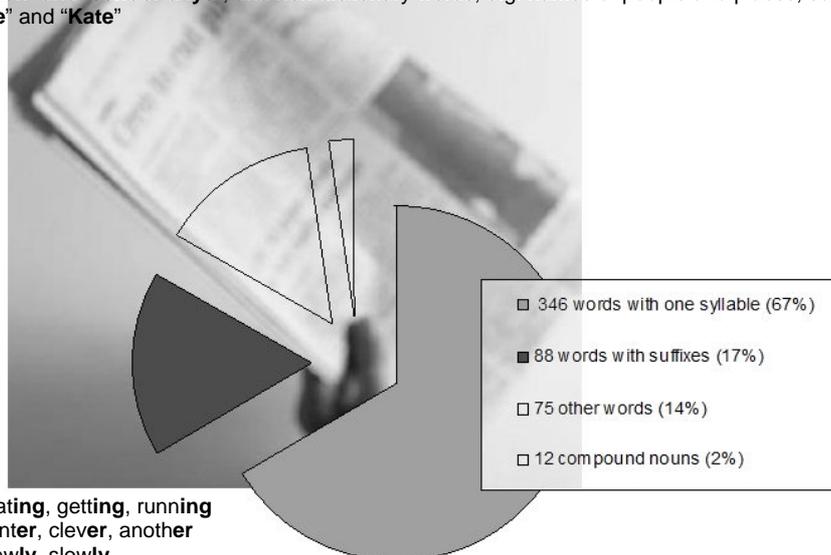
Total words in the newspaper article extract: **521**

**67%** There are 346 one-syllable words. If it's a content word, e.g. "go" or "quick", the stress is on the whole word. If it's a function word, e.g. "the" or "at" it will (almost) always be unstressed, and if spoken aloud the weak stress form will be used, if applicable (see p.17.1 for more on weak forms)

**17%** There are 88 words with suffixes, e.g. "wint **-er**" and "look **-ing**"

**2%** There are 12 compound nouns, e.g. "fortnight" and "grapefruit"

**14%** There are 75 other words, including words with prefixes, e.g. "a- bout" and "com- pete"; compound words, e.g. "deep-frozen" and "school-days"; and non-dictionary words, e.g. names of people and places, such as "Derbyshire" and "Kate"



#### 88 words with suffixes

<b>-ing</b>	e.g. looking, eating, getting, running
<b>-er</b>	e.g. leather, winter, clever, another
<b>-ly</b>	e.g. quickly, newly, slowly
<b>-y</b>	e.g. happy, ready
<b>-le</b>	e.g. whistle, fizzle
<b>-tion</b>	e.g. examination, position
<b>-ic</b>	e.g. aromatic, automatic

#### Other suffixes found in words from the article

**-able, -age, -al, -ant, -bour, -by, -ed, -en, -es, -ey, -ies, -ion, -ment, -n't, -o, -or, -ous, -rict, -try, -ture, etc.**

#### 12 compound nouns

e.g. fortnight, grapefruit, sideshow, wardrobe, guidebook, etc.

#### Action

Why not get your students to do a similar analysis of a short text or newspaper article? Ask them to look for:

- one-syllable words
- words with suffixes
- compound nouns

# Prefixes

## **Contents**

Common Prefixes and What they Indicate	14.1
Common Prefixes and What they Indicate – Matching Game	14.2
List of Noun/Verb Homographs	14.3

# Talk a Lot

## Focus on Connected Speech

### Common Prefixes and What they Indicate

- A prefix comes at the beginning of a word. It is sometimes **stressed** and sometimes **unstressed**.
- Prefixes give information about the meaning of the word.

<u>Prefix</u>	<u>Meaning</u>	<u>Example</u>	<u>Literally</u>
a-	common verbs/adverbs/prepositions/adjectives (e.g. annoy/again/above/awake)		
ante-	before	antenatal	before birth
anti-	against	anti-depressants	against depression
auto-	self	autobiography	a self-written biography
bi-	two	bicycle	two wheels
co-	with	cooperate	work with somebody
counter-	against	counter-culture	against the culture
de-	remove	declassify	remove classification
dis-	not	disapprove	not approve
equi-	equal	equidistant	at an equal distance
ex-	former	ex-wife	a former wife
fore-	before	forefather	relative before your existing family
homo-	same	homophones	words with same sounds/spellings
hyper-	extremely	hypersensitive	extremely sensitive
il-	not	illogical	not logical
ill-	badly	ill-prepared	badly prepared
im-	not	immature	not mature
in-	not	incomplete	not complete
inter-	between	international	between nations
kilo-	thousand	kilometre	one thousand metres
mal-	badly	malfunctioning	functioning badly
mega-	million	megawatt	one million watts
mini-	small	minibus	a small bus
mis-	wrongly	mispronounced	wrongly pronounced
mono-	one	monotone	one tone
multi-	many	multimedia	many different kinds of media
neo-	new	neoclassical	new classical style
non-	not	non-member	not a member
out-	separate / do better	outdoors/out-bid	not indoors/a higher bid
over-	too much	overachiever	one who achieves too much
post-	after	postgraduate	after graduation
pre-	before	prearrange	arrange something before now
pro-	supporting	pro-change	supporting change
pseudo-	false	pseudonym	false name (nym = name)
re-	again	review	look at again
self-	about the self	self-taught	taught by oneself
semi-	half	semi-circle	half a circle
sub-	below	submarine	below the sea
super-	above	supervisor/superstar	above others/above other stars
sur-	above	surcharge	an extra charge
tele-	remote	television	pictures sent from far away
trans-	across	trans-continental	across continents
tri-	three	triathlon	three athletics events in one
ultra-	beyond	ultrasound	high frequency sound waves
un-	not	uninteresting	not interesting
under-	below	underwear	under your clothes

# Talk a Lot

## Focus on Connected Speech

Common Prefixes and What they Indicate – Matching Game

*Instructions: print this page onto thin card (and, if possible, laminate it), then cut out the cards and ask your students to match the prefixes with their meanings. (You or your students could make more cards, with different prefixes and meanings, using the Activity Cards blank template on p. 12.29.)*



anti-	against	mono-	one
auto-	self	multi-	many
bi-	two	neo-	new
co-	with	over-	too much
dis-	not	pre-	before
ex-	former	re-	again
inter-	between	sub-	below
mal-	badly	tele-	remote
mega-	million	ultra-	beyond
mis-	wrongly	under-	below

# Talk a Lot

## Focus on Connected Speech

### List of Noun/Verb Homographs

Homographs are words which are spelled the same, but have different meanings. They often have different sounds too.

The following two-syllable words can be used as either **nouns** (with the strong stress on the 1<sup>st</sup> syllable) or as **verbs** (with the strong stress on the 2<sup>nd</sup> syllable).

For example, the noun "transport" /'træn.spɔ:t/ – stressed on the 1<sup>st</sup> syllable – means **a method** of getting somewhere, whilst the verb "transport" /træn'spɔ:t/ – stressed on the 2<sup>nd</sup> syllable – means **to take** somebody or something somewhere.

Note: the words are grouped by order of prefix. The main groups are shown in boxes, with prefixes shown in bold.

ally

**accent**

**combine**  
**commune**  
**compost**  
**compound**  
**compress**

**concert**  
**conduct**  
**confine**  
**conflict**  
**conscript**  
**consort**  
**construct**  
**content**  
**contest**  
**contract**  
**contrast**  
**convert**  
**convict**

**decrease**  
**default**  
**defect**  
**desert**

**digest**

**discharge**  
**discount**  
**dismount**

**entrance**  
**escort**

**exploit**  
**export**  
**extract**

**impact**

**implant**

**import**

**incense**  
**incline**  
**increase**  
**insert**  
**insult**  
**intrigue**  
**invite**

**object**

**permit**  
**pervert**

**present**

**process**  
**produce**  
**progress**  
**project**  
**protest**

**rebel**  
**recall**  
**recap**  
**record**  
**refill**  
**refund**  
**refuse**  
**reject**  
**relapse**  
**remake**  
**reprint**  
**research**  
**retake**

**segment**

**subject**  
**survey**

**suspect**

**torment**

**transfer**  
**transport**

**update**  
**uplift**  
**upset**

My suggestions

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# Suffixes

## Contents

Common Suffixes and What they Indicate	15.1
Common Suffixes and What they Indicate – Matching Game	15.2
Suffixes and Word Stress	15.4

# Talk a Lot

## Focus on Connected Speech

### Common Suffixes and What they Indicate

- A suffix comes at the end of a word.
- Suffixes are usually **unstressed**.
- Adding a suffix changes the word type, e.g. a noun changes into a verb.

Below are some examples of how a root word can change type when a suffix is added:

<u>Root Word</u>	<u>Word Type</u>	<u>+ Suffix</u>	<u>Changes to</u>	<u>Word Type</u>
believe	verb	<b>-able</b>	believable	adjective
participate	verb	<b>-ant</b>	participant	noun (person)
walk	verb (infin.)	<b>-ed</b>	walked	verb (past participle)
interfere	verb	<b>-ence</b>	interference	noun
teach	verb	<b>-er</b>	teacher	noun (person)
big	adjective	<b>-er</b>	bigger	adjective (comparative)
China	noun (country)	<b>-ese</b>	Chinese	adjective (nationality)
clever	adjective	<b>-est</b>	cleverest	adjective (superlative)
faith	noun	<b>-ful</b>	faithful	adjective
Russia	noun (country)	<b>-ian</b>	Russian	noun (person)
access	verb	<b>-ible</b>	accessible	adjective
beauty	noun	<b>-ify</b>	beautify	verb
watch	verb (infin.)	<b>-ing</b>	watching	verb (present participle)
memory	noun	<b>-ise</b>	memorise	verb
child	noun	<b>-ish</b>	childish	adjective
science	noun (abstract)	<b>-ist</b>	scientist	noun (common)
attract	verb	<b>-ive</b>	attractive	adjective
name	noun	<b>-less</b>	nameless	adjective
quiet	adjective	<b>-ly</b>	quietly	adverb
arrange	verb	<b>-ment</b>	arrangement	noun
happy	adjective	<b>-ness</b>	happiness	noun
cube	noun	<b>-oid</b>	cuboid	adjective
fame	noun	<b>-ous</b>	famous	adjective
cat	noun (singular)	<b>-s</b>	cats	noun (plural)
friend	noun (common)	<b>-ship</b>	friendship	noun (abstract)
revise	verb	<b>-sion</b>	revision	noun
maintenance	noun	<b>-tain</b>	maintain	verb
ten	number (cardinal)	<b>-th</b>	tenth	number (ordinal)
revolve	verb	<b>-tion</b>	revolution	noun

### Other common suffixes

-an	-es	-in	-on	-um
-ane	-ess	-is	-or	-ure
-ar	-et	-ism	-our	-us
-ard	-ey	-it	-ow	-y
-cide	-ia	-ity	-phone	
-cy	-ic	-le	-ra	
-ect	-ical	-logy	-raphy	
-en	-ies	-o	-tain	
-ert	-im	-oir	-teen	

# Talk a Lot

## Focus on Connected Speech

### Common Suffixes and What they Indicate – Matching Game

*Cut out the cards and ask your students to match each suffix with the type of word change that it makes. Students could also give one or more example of words changing with each suffix, e.g. -able = verb to adjective (examples: "believe" to "believable", or "love" to "lovable", and so on – see next page). You or your students could make more cards, with different suffixes and word changes, using the Activity Cards blank template on p.12.29.*

-able	VERB TO ADJECTIVE	-tion	VERB TO NOUN
-ible	VERB TO ADJECTIVE	-ese	NOUN TO ADJECTIVE
-ive	VERB TO ADJECTIVE	-ful	NOUN TO ADJECTIVE
-ed	VERB (INFINITIVE) TO VERB (PAST PARTICIPLE)	-ish	NOUN TO ADJECTIVE
-ant	VERB TO NOUN	-less	NOUN TO ADJECTIVE
-ence	VERB TO NOUN	-oid	NOUN TO ADJECTIVE
-er	VERB TO NOUN	-ous	NOUN TO ADJECTIVE
-ment	VERB TO NOUN	-ify	NOUN TO VERB
-or	VERB TO NOUN	-ise	NOUN TO VERB
-sion	VERB TO NOUN	-ness	ADJECTIVE TO NOUN

# Talk a Lot

## Focus on Connected Speech

Common Suffixes and What they Indicate – Matching Game

### More examples

#### 1. verb to adjective

-able	<i>predict</i> → <i>predictable</i>	<i>allow</i> → <i>allowable</i>
-ible	<i>permit</i> → <i>permissible</i>	<i>digest</i> → <i>digestible</i>
-ive	<i>create</i> → <i>creative</i>	<i>extend</i> → <i>extensive</i>

#### 2. verb (infinitive) to verb (past participle)

-ed	<i>walk</i> → <i>walked</i>	<i>listen</i> → <i>listened</i>
-----	-----------------------------	---------------------------------

#### 3. verb to noun

-ant	<i>consult</i> → <i>consultant</i>	<i>participate</i> → <i>participant</i>
-ence	<i>interfere</i> → <i>interference</i>	<i>exist</i> → <i>existence</i>
-er	<i>paint</i> → <i>painter</i>	<i>read</i> → <i>reader</i>
-ment	<i>enjoy</i> → <i>enjoyment</i>	<i>arrange</i> → <i>arrangement</i>
-or	<i>act</i> → <i>actor</i>	<i>conduct</i> → <i>conductor</i>
-sion	<i>admit</i> → <i>admission</i>	<i>decide</i> → <i>decision</i>
-tion	<i>alter</i> → <i>alteration</i>	<i>inform</i> → <i>information</i>

#### 4. noun to adjective

-ese	<i>official</i> → <i>officialese</i>	<i>Portugal</i> → <i>Portuguese</i>
-ful	<i>grace</i> → <i>graceful</i>	<i>tear</i> → <i>tearful</i>
-ish	<i>child</i> → <i>childish</i>	<i>book</i> → <i>bookish</i>
-less	<i>hope</i> → <i>hopeless</i>	<i>end</i> → <i>endless</i>
-oid	<i>fact</i> → <i>factoid</i>	<i>rhombus</i> → <i>rhomboid</i>
-ous	<i>poison</i> → <i>poisonous</i>	<i>envy</i> → <i>envious</i>

#### 5. noun to verb

-ify	<i>solid</i> → <i>solidify</i>	<i>identity</i> → <i>identify</i>
-ise	<i>liquid</i> → <i>liquidise</i>	<i>symbol</i> → <i>symbolise</i>

#### 6. adjective to noun

-ness	<i>happy</i> → <i>happiness</i>	<i>tidy</i> → <i>tidiness</i>
-------	---------------------------------	-------------------------------

# Talk a Lot

## Focus on Connected Speech

### Suffixes and Word Stress

- Suffixes are **usually** unstressed.
- Words with the following suffixes are usually\* stressed on **the syllable before the suffix** (shown in bold):

<u>Suffix</u>	<u>Example #1</u>	<u>Example #2</u>	<u>Example #3</u>	<u>Example #4</u>
-able	unbeliev-able	incon <b>ceiv</b> -able	unforgiv-able	accept-able
-age	advant-age	discour-age	percent-age	remarri-age
-ance	assist-ance	annoy-ance	reappear-ance	import-ance
-ancy	account-ancy	expect-ancy	redund-ancy	discrep-ancy
-ed	consult-ed	inflict-ed	present-ed	unexpect-ed
-ency	depend-ency	absorb-ency	complac-ency	inconsist-ency
-ent	independ-ent	insuffici-ent	correspond-ent	incandesc-ent
-eous	outrag-eous	courag-eous	simultan-eous	advantag-eous
-ial	colon-ial	bicentenn-ial	financ-ial	artific-ial
-ian	optic-ian	amphib-ian	mathematic-ian	vegetar-ian
-ible	incred-ible	collect-ible	incomprehens-ible	undigest-ible
-ic	encyclo <b>ped</b> -ic	microscop-ic	fantast-ic	problematic
-ical	illog-ical	econom-ical	philanthrop-ical	stereotyp-ical
-ify	overident-ify	demyst-ify	electr-ify	object-ify
-ious	rebell-ious	industr-ious	unostentat-ious	conscient-ious
-ity	commun-ity	believabil-ity	incomprehensibil-ity	respectabil-ity
-ment	content-ment	entertain-ment	engage-ment	underachieve-ment
-raphy	geog-raphy	biog-raphy	callig-raphy	photog-raphy
-sion	apprehen-sion	dimen-sion	incomprehen-sion	supervi-sion
-tion	infla-tion	interven-tion	informa-tion	contradic-tion
-ual	unus-ual	noncontract-ual	intellect-ual	multiling-ual

### Exceptions to the rule

Words with the following suffixes are usually\* stressed **on the suffix** (shown in bold):

<u>Suffix</u>	<u>Example #1</u>	<u>Example #2</u>	<u>Example #3</u>	<u>Example #4</u>
-ee	trust- <b>ee</b>	attend- <b>ee</b>	interview- <b>ee</b>	guarant- <b>ee</b>
-eer	ballad- <b>eer</b>	auction- <b>eer</b>	volunt- <b>eer</b>	engin- <b>eer</b>
-ese	journal- <b>ese</b>	Vietnam- <b>ese</b>	Portugu- <b>ese</b>	Canton- <b>ese</b>
-esque	Chaplin- <b>esque</b>	statu- <b>esque</b>	pictur- <b>esque</b>	Ruben- <b>esque</b>
-ess	steward- <b>ess</b>	lion- <b>ess</b>	poet- <b>ess</b>	manager- <b>ess</b>
-ette	laundry- <b>ette</b>	usher- <b>ette</b>	kitchen- <b>ette</b>	maison- <b>ette</b>
-phobia	claustr <b>o-phobia</b>	arachn <b>o-phobia</b>	techn <b>o-phobia</b>	xen <b>o-phobia</b>
-phobic	claustr <b>o-phobic</b>	arachn <b>o-phobic</b>	techn <b>o-phobic</b>	xen <b>o-phobic</b>

\* Note: there will be some exceptions, as with any rule in English!

# Compound Nouns

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# Talk a Lot

## Focus on Connected Speech

### 300 Common Compound Nouns – Ordered by Same First Word

Word stress falls on the **first syllable** of each word. Notice common first words, e.g. “school-”, “sun-”, and “water-”.

airforce  
airmail  
airport

anteater  
anybody  
backpack  
baseball  
basketball  
bathroom  
birthday  
blackmail  
bookshelf  
boyfriend  
breadbin  
breadknife  
bridesmaid  
broadcast  
butterfly  
campsite  
carpet  
carseat  
cavewoman  
checkout  
cheesecake  
chequebook  
childcare  
childhood  
chopsticks  
cliffhanger  
climbdown  
cocktail  
collarbone  
countryside  
cupboard  
darkroom  
dashboard  
daybreak  
daytime  
deadline  
doorbell  
doorway  
drainage  
drainpipe

dustbin  
dustman  
dustpan  
earrings  
eggcup  
eggshell

everybody  
everyone  
everything  
eyelash  
fingerprints  
fireman  
fireplace  
flatmate  
flatshare  
flowerbed

footage  
football

footprints

fortnight  
friendship  
gamekeeper  
gateway  
girlfriend  
granddaughter  
grandfather  
grapefruit  
graveyard  
greengrocer  
greenhouse  
guidebook  
guideline  
gunpowder  
hailstones

hairbrush  
haircut  
hairstylist

handbag  
handbrake  
handcuffs

headlights  
headline  
heartache  
hedgehog  
homecoming  
homework  
iceberg  
jackpot  
junkyard  
keyboard  
knighthood  
knockout  
lampshade

landmark  
landmine  
landowner  
landscape

lifeboat  
lifestyle  
locksmith  
lunchtime  
marketplace  
mealtime  
milkman  
milkshake  
moonlight

motorbike  
motorboat  
motorway  
mountainside  
namedropper  
namesake  
necklace  
network

newsagent  
newspaper  
newsreader

nickname  
nightclub

nightdress  
nightlife  
nothing  
oatmeal  
offspring

outback  
outbreak  
outline

paintbox  
paintbrush  
pancake  
paperback  
paperwork  
passport  
pawnbroker  
payday  
peanut  
penknife  
pickpocket  
pigeonhole  
pinball  
pineapple

playground  
playroom  
playtime

ponytail  
popcorn  
postwoman  
printout  
pushchair  
quarterback  
quicksand  
racehorse  
racetrack  
railway

rainbow  
raincoat  
rainforest

rooftop  
roundabout  
runway

salesman  
salesperson  
saleswoman

sandbox  
sandcastle  
sandpaper  
sandpit

scarecrow

schoolboy  
 schooldays  
 schoolgirl  
 schoolteacher

scrapbook  
screenplay  
screenwriter  
scriptwriter

shopkeeper  
shoplifter  
shoplifting

shortbread  
shorthand  
showroom  
shrinkage  
sideshow  
slapstick

snowball  
snowdrift  
snowfall  
snowman

softball

somebody  
someone  
something

spaceship  
speedboat  
sportswoman  
spreadsheet  
springboard  
staircase  
stalemate  
starfish  
statesperson  
stepdaughter  
stepmother  
stopover  
stopwatch  
storeroom  
strawberry  
stronghold  
summerhouse  
summertime

sunbathing  
sunblock  
sunglasses  
sunlight  
sunset  
sunshine  
suntan

supermarket  
supermodel  
superstore

sweatshirt  
sweatshop  
sweetcorn  
sweetheart  
switchboard  
tabletop

taxpayer  
teacup  
teammate  
teamwork  
teapot  
teardrop  
teatime  
textbook  
thunderstorm  
timetable  
tomcat

toothache  
toothbrush

toothpaste  
toothpick

tracksuit  
troublemaker  
troubleshooter  
turnout  
typewriter  
undertaker  
underwear  
uprising  
upturn  
videotape  
viewfinder  
viewpoint  
volleyball

waistband  
waistcoat  
waistline

walkway  
wallpaper  
wardrobe  
warehouse  
warhog  
washroom  
wasteland  
watchdog

waterfall  
waterfront  
watermelon  
waterworks

wavelength

webcam  
webmaster  
website

wheelbarrow  
wheelchair  
wheelclamp

whiplash  
whirlwind  
whitewash  
wildlife  
willpower

windbreak  
windmill  
windowsill  
windscreen  
windshield  
windsurfing

wonderland

woodland  
woodpecker  
woodworm

workbench  
workman  
workshop

wristwatch  
yardstick

# Talk a Lot

## Focus on Connected Speech

Compound Nouns – Activity Sheet (First Words)

*Add a different word to each word to make a compound noun:*

1. a) sun \_\_\_\_\_

b) sun \_\_\_\_\_

c) sun \_\_\_\_\_

7. a) sales \_\_\_\_\_

b) sales \_\_\_\_\_

c) sales \_\_\_\_\_

2. a) wheel \_\_\_\_\_

b) wheel \_\_\_\_\_

c) wheel \_\_\_\_\_

8. a) water \_\_\_\_\_

b) water \_\_\_\_\_

c) water \_\_\_\_\_

3. a) night \_\_\_\_\_

b) night \_\_\_\_\_

c) night \_\_\_\_\_

9. a) tooth \_\_\_\_\_

b) tooth \_\_\_\_\_

c) tooth \_\_\_\_\_

4. a) air \_\_\_\_\_

b) air \_\_\_\_\_

c) air \_\_\_\_\_

10. a) snow \_\_\_\_\_

b) snow \_\_\_\_\_

c) snow \_\_\_\_\_

5. a) land \_\_\_\_\_

b) land \_\_\_\_\_

c) land \_\_\_\_\_

11. a) work \_\_\_\_\_

b) work \_\_\_\_\_

c) work \_\_\_\_\_

6. a) dust \_\_\_\_\_

b) dust \_\_\_\_\_

c) dust \_\_\_\_\_

12. a) play \_\_\_\_\_

b) play \_\_\_\_\_

c) play \_\_\_\_\_

# Talk a Lot

## Focus on Connected Speech

Compound Nouns – Activity Sheet (First Words)

*Add a different word to each word to make a compound noun:*

*Answers may vary. Suggested answers:*

- |  |  |
|--|--|
| 1. a) <b>sunglasses</b><br>b) <b>sunlight</b><br>c) <b>sunset</b>        | 7. a) <b>salesman</b><br>b) <b>salesperson</b><br>c) <b>saleswoman</b> |
| 2. a) <b>wheelbarrow</b><br>b) <b>wheelchair</b><br>c) <b>wheelclamp</b> | 8. a) <b>waterfall</b><br>b) <b>waterfront</b><br>c) <b>watermelon</b> |
| 3. a) <b>nightclub</b><br>b) <b>nightdress</b><br>c) <b>nightlife</b>    | 9. a) <b>toothache</b><br>b) <b>toothbrush</b><br>c) <b>toothpaste</b> |
| 4. a) <b>airforce</b><br>b) <b>airmail</b><br>c) <b>airport</b>          | 10. a) <b>snowball</b><br>b) <b>snowdrift</b><br>c) <b>snowfall</b>    |
| 5. a) <b>landmark</b><br>b) <b>landowner</b><br>c) <b>landscape</b>      | 11. a) <b>workbench</b><br>b) <b>workman</b><br>c) <b>workshop</b>     |
| 6. a) <b>dustbin</b><br>b) <b>dustman</b><br>c) <b>dustpan</b>           | 12. a) <b>playground</b><br>b) <b>playroom</b><br>c) <b>playtime</b>   |

# Talk a Lot

## Focus on Connected Speech

### 300 Common Compound Nouns – Ordered by Same Second Word

Word stress falls on the **first syllable** of each word. Notice common second words, e.g. “-ball” and “-way”.

roundabout  
heartache  
toothache

drainage  
footage  
shrinkage

newsagent  
pineapple

outback  
paperback  
quarterback

handbag

baseball  
basketball  
football  
pinball  
snowball  
softball  
volleyball

waistband  
wheelbarrow  
sunbathing  
flowerbed  
doorbell  
workbench  
iceberg  
strawberry  
motorbike  
breadbin  
dustbin  
sunblock

cupboard  
dashboard  
keyboard  
springboard  
switchboard

lifeboat  
motorboat  
speedboat

anybody  
everybody  
somebody

collarbone

chequebook  
guidebook  
scrapbook  
textbook

rainbow  
paintbox  
sandbox  
schoolboy  
handbrake  
shortbread

daybreak  
outbreak  
windbreak

pawnbroker

hairbrush  
paintbrush  
toothbrush

cheesecake  
pancake  
webcam  
childcare  
staircase  
broadcast

sandcastle  
tomcat  
pushchair  
wheelchair  
wheelclamp  
nightclub  
raincoat

waistcoat  
homecoming  
popcorn  
sweetcorn  
scarecrow  
handcuffs  
eggcup

teacup  
haircut  
granddaughter  
stepdaughter  
birthday

payday  
schooldays  
watchdog  
climbdown  
nightdress  
hairdresser

snowdrift  
teardrop  
namedropper  
anteater  
snowfall  
waterfall

grandfather  
viewfinder  
starfish  
butterfly  
airforce  
rainforest

boyfriend  
girlfriend  
waterfront  
grapefruit  
schoolgirl  
sunglasses

greengrocer  
playground  
shorthand  
cliffhanger  
sweetheart  
hedgehog

warthog  
stronghold  
pigeonhole  
childhood  
knighthood  
racehorse

greenhouse  
summerhouse

warehouse  
gamekeeper  
shopkeeper  
breadknife  
penknife  
necklace

wasteland  
wonderland  
woodland

eyelash  
whiplash  
wavelength  
nightlife  
wildlife  
shoplifter  
shoplifting  
moonlight  
sunlight  
headlights

deadline  
guideline  
headline  
outline  
waistline

bridesmaid  
airmail  
blackmail  
troublemaker

dustman  
fireman  
milkman  
salesman  
snowman  
workman

landmark  
supermarket  
webmaster

checkmate  
flatmate  
stalemate  
teammate

oatmeal  
watermelon  
windmill  
landmine  
supermodel  
stepmother  
nickname  
fortnight  
peanut  
everyone  
someone

checkout  
knockout  
printout  
turnout

stopover  
landowner  
backpack  
dustpan

newspaper

sandpaper  
wallpaper

toothpaste  
taxpayer  
woodpecker  
salesperson  
statesperson  
carpet  
toothpick  
drainpipe  
sandpit  
fireplace

marketplace  
screenplay  
pickpocket  
viewpoint  
airport  
passport  
jackpot  
teapot  
gunpowder  
willpower  
fingerprints  
footprints  
newsreader  
earrings  
uprising  
wardrobe

bathroom  
darkroom  
playroom  
showroom  
storeroom  
washroom

namesake  
quicksand  
landscape  
windscreen  
sunset  
lampshade  
milkshake  
flatshare  
spreadsheet

bookshelf  
eggshell  
windshield  
sunshine  
friendship  
spaceship  
sweatshirt  
troubleshooter  
sweatshop  
workshop  
sideshow  
countryside  
mountainside  
windowsill  
campsite  
website  
locksmith  
offspring  
slapstick

chopsticks  
hailstones  
superstore  
thunderstorm  
lifestyle  
tracksuit  
windsurfing  
timetable  
cocktail  
ponytail  
undertaker  
suntan  
videotape  
schoolteacher

everything  
nothing  
something

daytime  
lunchtime  
mealtime  
playtime  
summertime  
teatime

rooftop  
tabletop  
racetrack  
upturn  
whitewash  
stopwatch  
wristwatch

doorway  
gateway  
motorway  
railway  
runway  
walkway

underwear  
whirlwind  
eyewitness

cavewoman  
postwoman  
saleswoman  
sportswoman

homework  
network  
paperwork  
teamwork

waterworks  
woodworm

screenwriter  
scriptwriter  
typewriter

graveyard  
junkyard

# Talk a Lot

## Focus on Connected Speech

Compound Nouns – Activity Sheet (Second Words)

*Add the same second word in each question to make three different compound nouns:*

1. a) door \_\_\_\_\_  
b) motor \_\_\_\_\_  
c) rail \_\_\_\_\_
2. a) fire \_\_\_\_\_  
b) milk \_\_\_\_\_  
c) snow \_\_\_\_\_
3. a) news \_\_\_\_\_  
b) sand \_\_\_\_\_  
c) wall \_\_\_\_\_
4. a) basket \_\_\_\_\_  
b) foot \_\_\_\_\_  
c) soft \_\_\_\_\_
5. a) any \_\_\_\_\_  
b) every \_\_\_\_\_  
c) some \_\_\_\_\_
6. a) home \_\_\_\_\_  
b) net \_\_\_\_\_  
c) team \_\_\_\_\_
7. a) day \_\_\_\_\_  
b) meal \_\_\_\_\_  
c) summer \_\_\_\_\_
8. a) waste \_\_\_\_\_  
b) wonder \_\_\_\_\_  
c) wood \_\_\_\_\_
9. a) out \_\_\_\_\_  
b) paper \_\_\_\_\_  
c) quarter \_\_\_\_\_
10. a) dash \_\_\_\_\_  
b) key \_\_\_\_\_  
c) switch \_\_\_\_\_
11. a) hair \_\_\_\_\_  
b) paint \_\_\_\_\_  
c) tooth \_\_\_\_\_
12. a) screen \_\_\_\_\_  
b) script \_\_\_\_\_  
c) type \_\_\_\_\_

# Talk a Lot

## Focus on Connected Speech

Compound Nouns – Activity Sheet (Second Words)

*Add the same second word in each question to make three different compound nouns:*

*Answers:*

- |  |  |
|--|--|
| 1. a) <b>doorway</b><br>b) <b>motorway</b><br>c) <b>railway</b>      | 7. a) <b>daytime</b><br>b) <b>mealtime</b><br>c) <b>summertime</b>           |
| 2. a) <b>fireman</b><br>b) <b>milkman</b><br>c) <b>snowman</b>       | 8. a) <b>wasteland</b><br>b) <b>wonderland</b><br>c) <b>woodland</b>         |
| 3. a) <b>newspaper</b><br>b) <b>sandpaper</b><br>c) <b>wallpaper</b> | 9. a) <b>outback</b><br>b) <b>paperback</b><br>c) <b>quarterback</b>         |
| 4. a) <b>basketball</b><br>b) <b>football</b><br>c) <b>softball</b>  | 10. a) <b>dashboard</b><br>b) <b>keyboard</b><br>c) <b>switchboard</b>       |
| 5. a) <b>anybody</b><br>b) <b>everybody</b><br>c) <b>somebody</b>    | 11. a) <b>hairbrush</b><br>b) <b>paintbrush</b><br>c) <b>toothbrush</b>      |
| 6. a) <b>homework</b><br>b) <b>network</b><br>c) <b>teamwork</b>     | 12. a) <b>screenwriter</b><br>b) <b>scriptwriter</b><br>c) <b>typewriter</b> |

# Weak Forms

## **Contents**

Weak Forms – Information Sheet	17.1
Weak Forms – Complete the Table	17.2

# Talk a Lot

## Focus on Connected Speech

### Weak Forms – Information Sheet

**Notes:**

- The weak forms of many function words are commonly used in **spoken English** instead of strong forms (in Standard Pronunciation, dialects, and accents).
- All words that have weak forms usually act as function words.
- All words that have weak forms have only one syllable – they are monosyllabic (apart from “any”).
- Most of the weak forms use the vowel sound **schwa** /ə/.
- If we use strong forms when we should use weak, we sound overly **formal** and it's harder for people to understand us, because the sentence stress is incorrect (see p.12.1). Communication is reduced.
- If a function word comes at the end of a sentence we usually use its strong form, e.g. “What are you looking for?” /fɔː/ or, “Who are you writing to?” /tuː/
- If we want to show emphasis or contrast, we can vary intonation by using strong forms where we would normally use weak forms, e.g. “Where’ve you been all day?” /biːn/

	<u>weak</u>	<u>strong</u>
<u>articles &amp; determiners</u>		
a	/ə/	/eɪ/
an	/ən/	/æn/
any	/'ə.ni/	/'en.i/
some	/səm/	/sʌm/
such	/sətʃ/	/sʌtʃ/
the	/ðə/ or /ði/	/ðiː/

	<u>weak</u>	<u>strong</u>
<u>be &amp; auxiliary verbs</u>		
am	/əm/	/æm/
are	/ə/	/ɑː/
be	/bi/	/biː/
been	/bɪ/ or /bɪn/	/biːn/
is	/z/ or /s/	/ɪz/
was	/wəz/	/wɒz/
were	/wə/	/wɜː/
do	/də/ or /du/	/duː/
does	/dəz/	/dʌz/
had	/əd/ or /həd/	/həd/
has	/əz/ or /həz/	/hæz/
have	/əv/ or /həv/	/hæv/
can	/kən/	/kæn/
could	/kəd/	/kʊd/
must	/mst/	/mʌst/
shall	/ʃəl/	/ʃæl/
should	/ʃd/	/ʃʊd/
would	/wd/	/wʊd/

	<u>weak</u>	<u>strong</u>
<u>conjunctions</u>		
and	/ən/ or /ənd/	/ænd/
but	/bət/	/bʌt/
than	/ðən/	/ðæn/
that	/ðət/	/ðæt/

	<u>weak</u>	<u>strong</u>
<u>prepositions</u>		
as	/əz/	/æz/
at	/ət/	/æt/
for	/f/ or /fə/	/fɔː/
from	/frəm/	/frɒm/
of	/əv/	/ɒv/
to	/tə/ or /tu/	/tuː/

	<u>weak</u>	<u>strong</u>
<u>pronouns</u>		
he	/i/ or /hi/	/hiː/
her	/ə/ or /hə/	/hɜː/
him	/ɪm/	/hɪm/
his	/ɪz/	/hɪz/
me	/mi/	/miː/
she	/ʃɪ/	/ʃiː/
them	/ðəm/	/ðem/
their	/ðə/	/ðeə/
us	/əs/	/ʌs/
we	/wi/	/wiː/
you	/jə/ or /jʊ/	/juː/
your	/jə/ or /jər/	/jɔː/

# Talk a Lot

## Focus on Connected Speech

### Weak Forms – Complete the Table

**Notes:**

- The weak forms of many function words are commonly used in **spoken English** instead of strong forms (in Standard Pronunciation, dialects, and accents).
- All words that have weak forms usually act as function words.
- All words that have weak forms have only one syllable – they are monosyllabic (apart from “any”).
- Most of the weak forms use the vowel sound **schwa** /ə/.
- If we use strong forms when we should use weak, we sound overly **formal** and it’s harder for people to understand us, because the sentence stress is incorrect (see p.12.1). Communication is reduced.
- If a function word comes at the end of a sentence we usually use its strong form, e.g. “What are you looking for?” /fɔ:/ or, “Who are you writing to?” /tu:/
- If we want to show emphasis or contrast, we can vary intonation by using strong forms where we would normally use weak forms, e.g. “Where’ve you been all day?” /bi:n/

	<u>weak</u>	<u>strong</u>
<u>articles &amp; determiners</u>		
a		
an		
any		
some		
such		
the		

	<u>weak</u>	<u>strong</u>
<u>conjunctions</u>		
and		
but		
than		
that		

	<u>weak</u>	<u>strong</u>
<u>be &amp; auxiliary verbs</u>		
am		
are		
be		
been		
is		
was		
were		
do		
does		
had		
has		
have		
can		
could		
must		
shall		
should		
would		

	<u>weak</u>	<u>strong</u>
<u>prepositions</u>		
as		
at		
for		
from		
of		
to		

	<u>weak</u>	<u>strong</u>
<u>pronouns</u>		
he		
her		
him		
his		
me		
she		
them		
their		
us		
we		
you		
your		