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You Are The Course Book

Syllabus



By Matt Purland

In this book you will find the main teaching points that we will study during your English language course. Please bring it with you to lessons, along with a notebook, pen, and dictionary.

If possible, please spend some time revising this material at home.

You Are The Course Book – Syllabus

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You Are The Course Book

Syllabus – Summary

The Main Teaching Points for YATCB Students

This is what we study during YATCB lessons (Modes 1-3 plus Input Lessons) – along with new vocabulary and ideas (from the topic or text) and new grammar points (from students' errors).

- Your brain is like a muscle – the more you exercise it, the stronger it becomes! Practise your English skills little and often. Think about *why* you want to learn English:
[9. Student Self-Assessment Form](#)

Before you start, you should be able to:

Basic Grammar:

- Say and write the alphabet (lower and upper case)
[10. Writing the Alphabet](#)
- Say and write the days of the week
- Say and write the months of the year
- Say and write the seasons
- Say and write numbers 0-100
[11. Essential Spellings](#)
- Say and write your personal details, e.g. name, address, phone number, etc.
[12. Personal Details – Completing Forms](#)
- Say and write basic verb tables:
[13. The Most Important Verbs in English – Present Simple](#)
[14. The Most Important Verbs in English – Past Simple](#)
- Know the parts of a sentence, e.g. noun, main verb, adjective, adverb, auxiliary verb, pronoun, etc. and know the difference between content words and function words
[15. A-Z of English Grammar Words](#)
[24. Word Classes in English – Revision](#)
[25. 15 Common Grammar Mistakes in Written and Oral Work](#)
[28. Tips for Better Written and Oral English Work](#)

The rest of the grammar will be dealt with during the course

Basic Pronunciation:

- Pronounce the 48 sounds of English and recognise them with Clear Alphabet
- Recognise and write simple words with Clear Alphabet; understand why we need to write phonetically:
[29. Clear Alphabet – 48 Phonemes \(Individual Sounds\)](#)
[30. 100 Basic Words with Clear Alphabet](#)
[31. Learn the Clear Alphabet with Flashcards](#)
[43. Rhyming Words – Vowel Sounds and Diphthongs](#)

General Notes:

- Be prepared to work hard during the lessons
- Bring a notebook, pen, and dictionary with you to every lesson

- Be prepared to do homework for each lesson. Do extra study at home; download and use free books and worksheets from <https://purlandtraining.com/>
110. Free Books and Worksheets

You Are The Course Book Method:

About:

- This is a relatively new approach to teaching English
 - 54. Outline of You Are The Course Book Modes 1-3
 - 55. General Principles of You Are The Course Book Method
 - 56. 29 Ways You Are The Course Book Method Beats Working with a Course Book
 - 58. You Are The Course Book – Auto Mode 3 (Blank)

Stage 1: Vocabulary:

- Choose interesting and random words – higher-level words, rather than boring and common words, e.g. “chocolate gateau” is better than “cake”. Be specific where possible, e.g. “Ellie Handsworth” is better than “a girl”. Use a dictionary to find better words
 - 59. 200 Top Idioms in Spoken English Today
 - 60. 200 Top Phrasal Verbs in Spoken English Today
- We stress a word on the nearest strong syllable to the end; there are a few exceptions, e.g. compound nouns are stressed on the first syllable and acronyms on the final, etc.
 - 61. General Statements on English Stress
 - 62. English Stress Rules
 - 63. How to Pronounce the Past -ed Form of Regular Verbs
 - 64. 300 Common Compound Nouns
- Suffixes are not usually stressed
 - 65. 100 of the Most Common Suffixes in English
- We can often identify the stressed vowel sound from the spelling. Try to learn the different spelling patterns that represent each sound:
 - 66. General Statements on English Spelling and Vowel Sounds
 - 67. Spelling Patterns and the Sounds they Make

Stage 2: Text:

- Use complex sentences instead of simple sentences; join together two clauses with either a conjunction (and, but, because, so, although, etc.) or a relative clause word (which, that, etc.)
- Your work should go through **four** drafts: i) initial ideas; ii) corrections (grammar, spelling, punctuation, and sense); iii) improvements (title, vocabulary, sentence structure, people, motivations, actions, results, and details); iv) final draft
- Understand how to work with different kinds of text, for example:

Fiction:	a book, a short story, a poem, a play, a screenplay
Journalism:	a news article, a review, a report, an opinion piece, a magazine feature
Marketing:	an advertisement, a flyer, a poster, a catalogue
Personal:	an email, a text, a letter, a postcard, a photograph, a blog, a profile, a home movie
Official:	a business letter, a form, a report, a document
Functional:	TV listings, classified ads, a notice
Audio:	a song, a music video, an audio book
Video:	a feature film, an animated film, a short film, a TV programme, a soap opera, sport
Digital:	a website, an app

...and so on

Stage 3: Grammar Point:

- Word order is generally SVOPT – subject, verb, object, place, and time; time can also be first in the sentence, but SVOPT is a better order:
76. Building a Sentence Using Subject Verb Object Place Time (SVOPT)
- The four conditionals are like a family:
 - **First Conditional** – real future; the mother – practical, realistic, thinking about the short term future: **"If I'm late for work, I will get into trouble."**
 - **Second Conditional** – unreal future; the teenage daughter – dreaming about possible future scenarios; thinking about far into the future; planning possible outcomes; not realistic: **"If I became a doctor, I would earn a lot of money."**
 - **Third Conditional** – unreal past; the middle-aged dad – wishing he could change the past, but he can't; grumpy; believes things would have been better now if he had behaved differently: **"If I had worked harder at school, I would have had a better job."**
 - **Zero Conditional** – facts; information; the young son – walking around saying factual information that he has learned at school; he has a smartphone or tablet in his pocket; loves precise, unchanging information: **"If a bee stings you, it dies."**
- Learn grammar at home; study with your course book, other books, CD-ROMs, worksheets, online sources at home on your own, or with a study partner. Lesson time is time to practise not to learn a lot of new information – learn information at home or on the move
77. Understanding Articles in English

Stage 4: Verb Forms Revision:

- Learn common verb forms:
78. Verb Forms Revision Test – Sample Answers
79. Intermediate Verb Forms – Matching Game
80. Notes on Intermediate Verb Forms
- Present simple is not now, but regular time
- In past simple and present perfect the action is in the past, but in past simple the time is finished, while in present perfect the time is unfinished – the difference is in the time
- Past perfect is before past simple
- Use past perfect when there are two different times in the past
- Use future perfect when there are two different times in the future
- Learn to practise having short conversations in different tenses without visual prompts
92. Sentence Blocks – Q & A

Stage 5: Pronunciation:

- **93. Glossary of Pronunciation Terms**
- The stressed vowel sound is the most important sound in a word; the chain of stressed vowel sounds in a sentence is called *the sound spine*. You should aim to pronounce these sounds correctly
- Each content word has one strong stress; find the content words in a sentence then find the stressed syllable in each content word; then find the stressed vowel sound
103. Talk a Lot Foundation Course – Course Outline
104. List of Common Weak Forms in Spoken English
- To understand connected speech we first need to find the sound connections between syllables: vc, cv, vv, and cc; vc is the most natural sound connection for native speakers of English; cc is the hardest to pronounce
105. The Techniques of Connected Speech – Matching Game
106. Stress > Reduce > Merge (Blank)

Stage 6: Free Practice:

- Work in a pair or in a group; use the lesson time to practise using language with others and with the teacher, rather than “in your own head”
- Accept that *you* can create the lesson material with your fellow students – e.g. discussion questions, a role play, a debate, a game, a quiz... You don’t need to depend on the course book. You can use the course book (with CDs/CD ROMs) to practise your grammar, reading, and listening skills at home, because these are solitary activities and not suitable for doing in a group
- There are so many different topics that you could explore during YATCB lessons. The only limit is your imagination! Don’t be afraid to ask your teacher to let you study particular topics and texts that you are interested in:
 - 107. 101 Possible Topics to Study
 - 108. Blank Discussion Words Template
- Learn how to improvise by saying yes!

Stage 7: Writing:

- Practise writing at home, using the skills that you have developed during the lessons
 - 109. Blank Writing Paper
- Know popular plots for writing stories, e.g.

- boy meets girl	- you can’t avoid fate
- rags to riches	- pursued by an unstoppable force
- fish out of water	- love triangle
- the fatal flaw	- cat and mouse chase
- fight until you reach a goal	- the debt that must be repaid
- As in Stage 2: Text, above, your work should go through several drafts: i) initial ideas; ii) corrections; iii) improvements; and iv) final draft. Don’t just write your homework as quickly as possible and hand it in; try to correct and then improve your text – and then write a final draft on a clean sheet of paper

Schools

Student Self-Assessment Form

To be completed by students at the start of a new course:

Name: _____ **Date:** _____

1. Why do you want to learn English?

2. What languages can you speak and write?

3. What is your *first language*?

4. Have you studied English before? (*If yes, when and where did you study?*)

5. What was the highest level you achieved?

6. Do you read English language magazines and/or books at home?
(*If yes, which ones?*)

7. Do you watch English language TV programmes and/or listen to English language
radio programmes? (*If yes, which ones?*)

8. Do you prefer reading practice, writing practice or speaking and listening practice?

9. Write GOOD, OK, or BAD under each skill below to show what you think of your
abilities at the moment:

Reading:

Writing:

Speaking:

Listening:

10. What do you want to gain from doing this course?

Essential English

Writing the Alphabet

A a B b C c D d E e F f G g

H h I i J j K k L l M m N n

O o P p Q q R r S s T t

U u V v W w X x Y y Z z

Essential English

Essential Spellings

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

January, February, March, April, May, June

July, August, September, October, November, December

spring, summer, autumn, winter

0	zero	21	twenty one
$\frac{1}{4}$	quarter	22	twenty two
$\frac{1}{2}$	half	23	twenty three
$\frac{3}{4}$	three quarters	24	twenty four
1	one	25	twenty five
2	two	26	twenty six
3	three	27	twenty seven
4	four	28	twenty eight
5	five	29	twenty nine
6	six	30	thirty
7	seven	40	forty
8	eight	50	fifty
9	nine	60	sixty
10	ten	70	seventy
11	eleven	80	eighty
12	twelve	90	ninety
13	thirteen	100	a hundred
14	fourteen	101	a hundred and one
15	fifteen	1,000	a thousand
16	sixteen	1,001	a thousand and one
17	seventeen	10,000	ten thousand
18	eighteen	100,000	a hundred thousand
19	nineteen	1,000,000	a million
20	twenty	1,000,000,000	a billion

Essential English

Personal Details - Completing Forms

Practise writing your personal details with this form:

Please use capital letters

Mr/Mrs/Miss/Ms: _____

First Name: _____

Surname: _____

Address: _____

Post Code: _____

Telephone Number: _____

Mobile Number: _____

Email Address: _____

Age: _____

Date of Birth: ____/____/____

Nationality: _____

Occupation: _____

Marital Status: _____

Number of Children: _____

Test Your Grammar Skills

The Most Important Verbs in English – Present Simple

BE

	Positive:	Negative:	Question:
I	am / I'm	am not / 'm not	Am I?
you	are / you're	are not / 're not	Are you?
he	is / he's	is not / isn't	Is he?
she	is / she's	is not / isn't	Is she?
it	is / it's	is not / isn't	Is it?
we	are / we're	are not / aren't	Are we?
they	are / they're	are not / aren't	Are they?

DO

	Positive:	Negative:	Question:
I	do	do not / don't	Do I?
you	do	do not / don't	Do you?
he	does	does not / doesn't	Does he?
she	does	does not / doesn't	Does she?
it	does	does not / doesn't	Does it?
we	do	do not / don't	Do we?
they	do	do not / don't	Do they?

HAVE

	Positive:	Negative*:	Question:
I	have / 've	have not / do not have	Have I? / Do I have?
you	have / 've	have not / do not have	Have you? / Do you have?
he	has / 's	has not / does not have	Has he? / Does he have?
she	has / 's	has not / does not have	Has she? / Does she have?
it	has / 's	has not / does not have	Has it? / Does it have?
we	have / 've	have not / do not have	Have we? / Do we have?
they	have / 've	have not / do not have	Have they? / Do they have?

GO

	Positive:	Negative:	Question:
I	go	do not go / don't go	Do I go?
you	go	do not go / don't go	Do you go?
he	goes	does not go / doesn't go	Does he go?
she	goes	does not go / doesn't go	Does she go?
it	goes	does not go / doesn't go	Does it go?
we	go	do not go / don't go	Do we go?
they	go	do not go / don't go	Do they go?

*contractions are possible, e.g. I have not = I haven't; he does not have = he doesn't have, etc.

Test Your Grammar Skills

The Most Important Verbs in English – Past Simple

BE

	Positive:	Negative:	Question:
I	was	was not / wasn't	Was I?
you	were	were not / weren't	Were you?
he	was	was not / wasn't	Was he?
she	was	was not / wasn't	Was she?
it	was	was not / wasn't	Was it?
we	were	were not / weren't	Were we?
they	were	were not / weren't	Were they?

DO

	Positive:	Negative:	Question:
I	did	did not / didn't	Did I?
you	did	did not / didn't	Did you?
he	did	did not / didn't	Did he?
she	did	did not / didn't	Did she?
it	did	did not / didn't	Did it?
we	did	did not / didn't	Did we?
they	did	did not / didn't	Did they?

HAVE

	Positive:	Negative*:	Question:
I	had	had not / did not have	Had I? / Did I have?
you	had	had not / did not have	Had you? / Did you have?
he	had	had not / did not have	Had he? / Did he have?
she	had	had not / did not have	Had she? / Did she have?
it	had	had not / did not have	Had it? / Did it have?
we	had	had not / did not have	Had we? / Did we have?
they	had	had not / did not have	Had they? / Did they have?

GO

	Positive:	Negative:	Question:
I	went	did not go / didn't go	Did I go?
you	went	did not go / didn't go	Did you go?
he	went	did not go / didn't go	Did he go?
she	went	did not go / didn't go	Did she go?
it	went	did not go / didn't go	Did it go?
we	went	did not go / didn't go	Did we go?
they	went	did not go / didn't go	Did they go?

*contractions are possible, e.g. I had not = I hadn't; she did not have = she didn't have, etc.

A-Z of English Grammar Words

Adjectives are describing words. We use them to describe nouns (things). For example: *the **tall** building / an **interesting** novel / a **short** conversation / a **new** year, etc.*

An **Adverbial Clause** is part of a sentence which tells us how or when something happened. For example, “I woke up **at seven o’clock**”.

Adverbs describe the verb in a sentence – the action, how something is being done. For example, “Maria spoke **loudly**”. In this sentence, “spoke” is the verb/action and “loudly” describes how the verb/action was done.

The English **alphabet** has 26 letters. There are 5 vowels – **a, e, i, o** and **u**. The remaining 21 letters are called consonants – **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y** and **z**.

There are three **articles** in the English language: “a” and “an” (indefinite articles) and “the” (definite article). We normally use an article before a common noun (an everyday object or thing). We use “a” and “an” when the noun is non-specific – e.g. “A school in Cambridge” – and we use “the” if we are talking about a particular thing, something that we are already aware we’re talking about – e.g. “*The* school in Cambridge”. We use “an” before words that start with a *vowel sound* and “a” before words that start with a *consonant sound*.

We use **clauses** to make sentences. There may be several clauses in one sentence. For example:

“The weather was nice, so we went for a picnic.”

In this sentence there are two clauses: the *main clause* (“The weather was nice”) and a *subordinate clause* (“so we went for a picnic”). The clauses are separated by a comma. A subordinate clause gives extra information about the main clause. A subordinate clause can’t be a separate sentence on its own, while a main clause can. A subordinate clause needs a main clause for it to make sense.

Conjunctions are words that link together clauses and phrases in a sentence. Words like: “and”, “because”, “but”, “or”, and “so”. For example: “I didn’t enjoy watching all the rubbish on television, **so** I gave away my set to a local school **and** cancelled my TV licence”.

Consonants are the 21 letters of the alphabet which are not vowels, namely: **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.**

A **consonant sound** is the sound made by a word which begins with a consonant, for example: “**cat**”, “**dog**”, and “**mouse**”. This includes the “yuh” sound at the beginning of some words which start with the vowel “u”, like “university”, “union”, “uniform” and “unicycle”. This is why we say, “**a** university” and “**a** union” rather than “*an* university” and “*an* union”. Although these words begin with a vowel, they don’t begin with a vowel *sound*, so we have to use article “a” rather than “an”.

A **contraction** is the short form (or *contracted form*) of a verb. For example: “I’ll” is a contraction of “I will”, “She’d” is a contraction of “She had” and “Jeff’s” is a contraction of either “Jeff is” or “Jeff has”.

A **determiner** is a word that goes before a noun to give further information about that noun. For example, in the phrase “some eggs”, “some” is a determiner which matches the plural noun “eggs”. We know from the plural determiner “some” and the plural “s” at the end of “egg” that there is more than one “egg”. Other common determiners include: articles (“**the** egg”, “**an** egg”), possessive determiners (“**my** egg”, “**her** egg”), question words (“**which** eggs?”, “**whose** eggs?”) and quantity words (“**many** eggs”, “**more** eggs”).

An **infinitive verb** is the basic form of a verb. For example, “To go” is an infinitive verb, while “I go” (present simple tense), “I went” (past simple tense) and “I was going” (past continuous tense) are all ways of using the same basic form of the verb to show action happening at different times or in different tenses.

Inversion – which literally means reversal – is the word we use in English grammar to describe what happens to the word order of a sentence if we change it from a statement to a question. For example, this sentence is a statement: “Melinda is a qualified pilot”. To make this statement into a

question we need to swap around the verb (“is”) and subject (“Melinda”), like this: “Is Melinda a qualified pilot?” We must also change the full stop of the statement into a question mark. It is helpful to remember inversion when writing statements and question forms. “He has ...” is inverted to become “Has he ...?” (question form), “You could...” is inverted to become “Could you ...?” (question form) and “They didn’t ...” is inverted to become “Didn’t they ...?” (question form), and so on.

its and it’s are often confused, perhaps because they sound the same. However, they have completely different meanings and functions within a sentence. “Its” is the possessive adjective which indicates that something belongs to “it”, for example: “The dog finished **its** dinner and went outside”. “It’s” is a contracted form of either verb to be (“it is”) or verb to have (“it has”). For example: “**It’s** a nice day, isn’t it?” (“*It is* a nice day, isn’t it?”) or “**It’s** been a nice day, hasn’t it?” (“*It has* been a nice day, hasn’t it?”).

A **letter** is one part of a word. There are 26 letters in the English alphabet, ranging from “a” to “z”. We normally need to use more than one letter to make a word, although the letter “I” on its own is a word (“I like you”) and so is the letter “a” (“I like you **a** lot”).

We use the term **lower case** to describe small letters. There are two cases in the English alphabet: *lower case* (small letters) and *upper case* (capital letters or big letters). We normally start a sentence with a capital letter, but then continue using only small letters, apart from for abbreviations (e.g. “ITV”) and for words which always start with a capital letter, like names of people, places and companies. These words are called *proper nouns*.

Nouns are things. There are lots of different kinds of nouns:

Common nouns are everyday things which we can see and touch (like “table”, “chair”, “coat” and “swimming pool”).

Proper nouns are words which always start with a capital letter, like the names of people, places, companies, days and months (for example: “Eric Morrison”, “Birmingham”, “The Forth Bridge”, “The Royal Shakespeare Company”, “Monday” and “February”).

Abstract nouns are things that we can’t see or touch but are there all the same. They describe things like feelings (“happiness” and “love”), qualities (“loyalty” and “weakness”) or concepts (“democracy” and “peace”).

Countable nouns (also known as “count nouns”) are things which have plural forms – i.e. they can be counted using numbers. For example: “one bag, two bags”, or “one mobile phone, two mobile phones”.

Uncountable nouns (also known as “noncount nouns”) are things which are not separate items and cannot be counted. We don’t know how many of them there are. For example: “bread”, “A slice of bread” or “Some bread” not “a bread” or “two breads”.

A **paragraph** is a chunk of text which is made up of several different sentences. If you are reading a novel there could be three paragraphs on one page with about four or five different sentences in each paragraph.

Phrases are parts of a sentence and are used to make clauses. They are made up of one or more words and there are different types, for example:

noun phrases – e.g. “fish and chips”

verb phrases – e.g. “eats”, “is eating”, “has eaten”, “has been eating”

prepositional phrases – e.g. “in the kitchen”

We use the **plural form** of a noun when there is more than one of it. For example, if there is more than one “table” we use the plural form, which is “tables”. We can make the *regular plural* form of most nouns by adding “s” to the end of the word (e.g. one “bed” becomes two “beds”, and one “pen” becomes two “pens”). Some nouns have an *irregular plural* form, so we have to add different endings, like “es” (e.g. one “box” becomes two “boxes” and one “church” becomes two “churches”). For nouns that end in “y” we usually replace the “y” with “ies” (e.g. one “party” becomes two “parties” and one “strawberry” becomes two “strawberries”). There are a few other irregular plural endings, e.g. nouns ending in “f” have the plural ending “ves” (“loaf” becomes “loaves”), and there are some nouns that have their own unique plural form, e.g. one “child” becomes two “children” and one “mouse” becomes two “mice”.

We use **possessive apostrophe “s”** after a name and before a noun (a thing) to show that this thing belongs to the name. For example: “Julie’s schoolbook” (the “schoolbook belongs to “Julie”) and “Scunthorpe United’s loyal supporters” (the “loyal supporters” belong to “Scunthorpe United”).

A **preposition** is a word that describes where something is. For example, “**in** the kitchen”, “**under** the stairs”, “**on** the table” and “**opposite** the bank”.

Personal subject pronouns are words which go before a verb to replace nouns (the name of somebody or something). For example, instead of saying “Robbie said ...” you could use the personal subject pronoun “he” to make: “He said ...”, or instead of saying “The university library was closed” you could use the personal subject pronoun “it” to make: “It was closed”. We use these words in place of nouns when it is clear what or who you are talking about. The personal subject pronouns in English are: **I, you, he, she, it, we,** and **they**.

Possessive determiners – **my, your, his, her, its, our** and **their** – are words that give us information about who owns what, for example: “This is **my** banana and that’s your **coconut**”.

We use the different symbols called **punctuation marks** to make our writing easier to read. For example, without punctuation marks we wouldn’t know where one sentence finished and another began. Some of the most commonly used punctuation marks are:

- . *full stop*. We put a full stop at the end of each sentence, unless it is a question or needs an exclamation mark (e.g. “My uncle lives in Newfoundland.”). It is also used with abbreviations (e.g. “e.g.”).
- , *comma*. We use commas to separate clauses in a sentence (e.g. “I might catch the ten o’clock train, if I hurry up”, and to separate words in a list (e.g. “I would like a bag of crisps, two tubs of ice-cream, a can of fizzy orange and a large box of popcorn, please.”).
- ’ *apostrophe*. We use an apostrophe before an “s” to show that something belongs to someone or something else (e.g. “Letitia’s stapler”) or to show that part of a word is missing, e.g. with contracted verb forms, like “It’s raining” (the apostrophe replaces the “i” of “is raining”) and “Paul’s gone home early” (the apostrophe replaces the “ha” of “has gone”).
- ? *question mark*. A question mark is used at the end of a question, instead of a full stop (e.g. “What time does the film start?”).
- ! *exclamation mark*. We put the exclamation mark at the end of a sentence which has a stronger emphasis than other sentences. It may

be that the sentence is amusing (e.g. “My dog has no nose. How does he smell? Terrible!”) or insulting (e.g. “I’m sorry but your dog really *does* stink!”) or any sentence that conveys a strong emotion (e.g. “Oh no! Someone’s stolen my MP3 player!”).

- “ ” *speech marks*. Speech marks go around part of a text which is spoken by someone. This is to make it stand out from the rest of the text. E.g.

The mechanic had a good look inside the bonnet and said, “There’s no hope, I’m afraid. You don’t need a mechanic, you need a miracle worker!” I tried to hide my disappointment. “OK”, I replied.

- ;
semi-colon. A semi-colon is a short pause in a sentence. It is not as long a pause as a full stop, but it’s longer than a comma. For example, if you read the following piece of text out loud, you could count two beats for a full stop, one beat for a semi-colon and half a beat for a comma: “The boys started running, but they were soon out of breath; it wasn’t long before the gang caught up with them”.
- :
colon. A colon is similar to a semi-colon in that it helps to divide a sentence and provides a longer pause than a comma, but about half the pause of a full stop. It is used differently because it shows that the clause which comes after it follows on from the clause before it. For example, in the sentence: “The children opened their present: they couldn’t believe what they found!” the idea in the second clause (“they couldn’t believe ...”) follows on from the action in the first clause (“The children opened their present ...”). Using a colon is like saying, “There’s more to come in the next part of the sentence”. It provides a short pause in a sentence and points the way to a continuing thought or action.
- () *brackets*. We can use brackets to slip extra information into a sentence, without disturbing the flow of the sentence too much. For example: “It had been John’s idea to invite Becky (who was secretly in love with him) to Heather’s birthday party”. Brackets are known as *parentheses* in American English.
- *hyphen*. We use a hyphen to join together two related words (for example: “post-Impressionism” and “south-west”) and to write numbers as words (for example “35” becomes “thirty-five”). It is also used at the end of a line to show that a word continues on the next line, e.g. “frequently”, and to indicate distances between times (“1914-1918”) and places (“London-Brighton”).
- *dash*. A dash is longer than a hyphen and has a different job. We use it to separate a particular clause from the rest of a sentence, for

example: “We had been to Frankfurt four times – five if you count changing flights once on the way to Sydney – but had never spent New Year’s Eve there”. It is also used to indicate a pause or a change in the sentence’s train of thought, for example: “Roger took off his socks thoughtfully – it had been an extremely trying day”.

/ forward slash. We use the forward slash when writing the address of a page on the internet, for example:
“https://purlandtraining.com/”

A **question form** is used to make a sentence that asks a question, for example: “What time is it?” These sentences end with a question mark instead of a full stop. Question forms often begin with “wh-” question words, like “**who**”, “**what**”, “**where**”, “**when**”, “**why**”, “**which**” and “**how**”. “How” can be considered an honorary “wh-” question word because it contains both the letters “w” and “h”!

A **sentence** is a self-contained group of words which begins with a capital letter (“A”, “B”, “C”, etc.) and ends with a full stop (“.”), question mark (“?”) or exclamation mark (“!”). For example:

Derby County’s astonishing unbeaten run at home continued unabated.

We use the **singular form** of a noun when there is just one of it. For example, one “table” (“tables” would be the regular plural form) and one “tooth” (“teeth” is the irregular plural form).

Subject-Verb-Object is the phrase used to describe a common sentence structure in English. In the sentence: “The children are eating ice-creams”, “The children” is the subject, “are eating” is the verb form (the action – what the subject is doing) and “ice-creams” is the object (the thing that is having the action done to it).

We use the term **upper case** to describe capital letters (or *big letters*). We normally start a sentence with a capital letter, but then use small letters for the rest of the words, apart from abbreviations and words which always start with a capital letter, like names of people, places and companies.

Verbs are action words, or *doing words*. They tell us what somebody or something is doing in a sentence. For example, in the sentence “John washed his car”, “washed” is the verb, or action, John is the person doing the action (the *subject*), and “his car” is the thing that is having the action done to it (the *object*). Verbs can be regular and irregular. Most verbs are *regular*, which means that they all follow the same rules, for example when forming the past tense all regular verbs end with “ed” (“walk” becomes “walked” and “play” becomes “played”, and so on). However, some very common verbs are *irregular*, which means they don’t follow the same rules as regular verbs and you just have to learn their forms separately. Common irregular verbs are: “to be”, “to do”, “to have” and “to go”. These four verbs are also the most common auxiliary verbs. Auxiliary verbs are helping verbs: they help a main verb to form a verb phrase. In this sentence: “Ricky and Jessica are teaching their daughter to swim”, “are” is an auxiliary verb (from verb “to be”) which helps the main verb “teaching” (from verb “to teach”).

There are several different **verb tenses** in the English language. It is worth being aware of (or, better still, *learning*) some common *verb tables* in each of the following tenses: **present simple**, **present continuous**, **present perfect**, **past simple**, **past continuous**, **past perfect** and **future forms** (e.g. “going to”). For example, let’s look at the verb “to eat”, which is an irregular verb:

(Note: these verb tables do not cover negative and question forms for each tense, which can also be studied, e.g. “I eat / I don’t eat / Do I eat?” and so on.)

present simple tense verb table:

I eat, You eat, He eats, She eats, It eats, We eat, They eat

present continuous tense verb table (with verb “to be” in the present tense as an auxiliary verb):

*I am eating, You are eating, He is eating, She is eating, It is eating,
We are eating, They are eating*

present perfect tense verb table (with verb “to have” in the present tense as an auxiliary verb):

*I have eaten, You have eaten, He has eaten, She has eaten, It has eaten,
We have eaten, They have eaten*

past simple tense verb table:

I ate, You ate, He ate, She ate, It ate, We ate, They ate

past continuous tense verb table (with verb “to be” in the past tense as an auxiliary verb):

I was eating, You were eating, He was eating, She was eating, It was eating, We were eating, They were eating

past perfect tense verb table (with verb “to have” in the past tense as an auxiliary verb):

I had eaten, You had eaten, He had eaten, She had eaten, It had eaten, We had eaten, They had eaten

future form with “going to” and verb “to be” in the present tense as an auxiliary verb:

I’m going to eat, You’re going to eat, He’s going to eat, She’s going to eat, It’s going to eat, We’re going to eat, They’re going to eat

future form with “will” in the present tense as an auxiliary verb:

I will eat, You will eat, He will eat, She will eat, It will eat, We will eat, They will eat

There are 5 **vowels** in the English alphabet: **a, e, i, o** and **u**. The other 21 letters of the alphabet are called *consonants*.

A **vowel sound** is the sound made by a word which begins with a vowel, for example: “**a**nimal”, “**e**ducation”, “**I**ndia”, “**o**range” and “**u**mbrella”.

A **word** is a part of a sentence made up of one or more letters. Words in a sentence are separated by a single space on either side. Several words with a capital letter at the beginning of the first one and a full stop after the last one together form a sentence.

Word Classes in English – Revision

Content Words – one strong stressed syllable in each one*

	<i>Word Class:</i>	<i>Translation:</i>	<i>For Example:</i>	<i>More Examples:</i>
nouns	concrete abstract	<hr/> <hr/>	table happiness	<hr/> <hr/>
main verbs	normal** phrasal verbs negative auxiliary verbs	<hr/> <hr/> <hr/>	eat wake up didn't	<hr/> <hr/> <hr/>
adjectives	(describe nouns)	<hr/>	big	<hr/>
adverbs	(describe verbs)	<hr/>	quickly	<hr/>
numbers		<hr/>	ten	<hr/>
wh-question words	(interrogatives)	<hr/>	what	<hr/>
interjections		<hr/>	Hi!	<hr/>

Function Words – not stressed***

	<i>Word Class:</i>	<i>Translation:</i>	<i>For Example:</i>	<i>More Examples:</i>
auxiliary verbs	normal modal	<hr/> <hr/>	have can	<hr/> <hr/>
pronouns	normal relative	<hr/> <hr/>	they which	<hr/> <hr/>
possessive adjectives		<hr/>	their	<hr/>
prepositions		<hr/>	for	<hr/>
conjunctions		<hr/>	because	<hr/>
determiners	articles quantifiers demonstratives	<hr/> <hr/> <hr/>	the some this	<hr/> <hr/> <hr/>

Identify the class of each word: Who was watching two friends of your younger brother quietly eating some of those cakes – which were on the table – and then running away?

* apart from phrasal verbs, which are stressed on both parts, or two parts if there are three

** apart from verb "be" which is not usually stressed as a main verb or as an auxiliary verb

*** unless they occur at the end of a clause, e.g. "What for?"

15 Common Grammar Mistakes in Written and Oral Work

1. The verb doesn't agree with the subject:

- a) There are many person in this class.
- b) The film finish at four o'clock.

Advice: The verb should agree with the subject:

- a) There are many people in this class.
- b) The film finishes at four o'clock.

2. There are mixed tenses or the wrong tense has been used:

- a) I went to the supermarket and meet my friend James.
- b) I have saw my sister yesterday.

Advice: Use the correct tense, and don't mix tenses:

- a) I went to the supermarket and met my friend James.
- b) I saw my sister yesterday.

3. There are articles or determiners in the wrong place or missing altogether:

- a) I bought new computer last weekend.
- b) I had some interesting journey to work this morning.

Advice: Use articles and determiners correctly:

- a) I bought a new computer last weekend.
- b) I had an interesting journey to work this morning.

4. Capital letters are used incorrectly:

- a) I'll see you on sunday.
- b) my friend rob lives at 44 sunnybank drive, ollerton, southampton, sh2 5pb.

Advice: Put a capital letter at the start of a proper noun and where necessary:

- a) I'll see you on Sunday.
- b) My friend Rob lives at 44 Sunnybank Drive, Ollerton, Southampton, SH2 5PB.

5. There are spelling mistakes:

- a) I came to Britain last autum.
- b) The children finished their diner and went outside.

Advice: Check your spelling with a dictionary if you are unsure and learn lists of common words:

- a) I came to Britain last autumn.
- b) The children finished their dinner and went outside.

15 Common Grammar Mistakes in Written and Oral Work

6. Sentences are long, rambling and repetitive:

- a) I wake up at 7 o'clock and have a shower and brush my hair and get dressed.
- b) We learnt about grammar and some of the students said they didn't like it, but I think it is a good subject for me because ...

Advice: Use short sentences with one or two phrases in each:

- a) I wake up at 7 o'clock and have a shower. Then I brush my hair and get dressed.
- b) We learnt about grammar and some of the students said they didn't like it. I think it is a good subject because ...

7. The words in the sentence are in the wrong order:

- a) Which programmes you don't like?
- b) I can go home now, please?

Advice: Check that words in each sentence are in the right order:

- a) Which programmes don't you like?
- b) Can I go home now, please?

8. There is incorrect punctuation:

- a) My sisters name is Zafreen, she lives with our parents in Leicester.
- b) What. is. your. favourite. colour.

Advice: Use punctuation correctly:

- a) My sister's name is Zafreen. She lives with our parents in Leicester.
- b) What is your favourite colour?

9. The answer is not relevant to the question, e.g. 'Describe a good friend':

- a) My name is Sandeep Singh. My address is 54 Park Lane, Wisbech, Cambridgeshire, WB12 4RW. I have two brothers and two sisters ...

Advice: Make sure that your answer is relevant to the question:

- a) I want to write about my friend Ahmed. I have known him for a long time. He is tall with brown hair, and he wears glasses ...

10. There is incorrect use of plural forms:

- a) We can do it ourself.
- b) Do you want a toast?

Advice: Learn and use plural forms and their determiners:

- a) We can do it ourselves.
- b) Do you want some toast?

15 Common Grammar Mistakes in Written and Oral Work

11. A verb is missing from the sentence:

- a) I just spoken to Emma and she really busy.
- b) My boss leaving next week to start a new job.

Advice: Don't miss out verbs – even little ones!

- a) I have just spoken to Emma and she's really busy.
- b) My boss is leaving next week to start a new job.

12. A preposition is missing from a sentence:

- a) Bill Clinton was the 42nd President the USA.
- b) I put my bag the table.

Advice: Don't miss out prepositions, no matter how unimportant they look:

- a) Bill Clinton was the 42nd President of the USA.
- b) I put my bag on the table.

13. The meaning isn't clear or the sentence doesn't make sense:

- a) I got the train at six thirty and arrived when I got to work early.
- b) My favourite food is Chinese because I can't go out and get it very often.

Advice: Does your sentence make sense? Make sure the reader can understand what you are trying to say:

- a) I got the train at six thirty and arrived at work early.
- b) My favourite food is Chinese, but I don't go out and get it very often.

14. The infinitive is used incorrectly:

- a) I'm going talk about my country.
- b) Kevin wanted to going to the museum with his class.

Advice: Use the infinitive correctly – 'to' + infinitive, rather than mixed tenses:

- a) I'm going to talk about my country.
- b) Kevin wanted to go to the museum with his class.

15. There are incomplete sentences, e.g. a sentence that doesn't contain a subject-verb-object:

- a) Not good.
- b) We're going to.

Advice: Try not to use very short, incomplete sentences, e.g. a sentence that doesn't contain a subject-verb-object:

- a) That was not good.
- b) We're going to eat out later.

Tips for Better Written and Oral English Work

- Always check your work. When you think you've finished, check it again. Use a dictionary to help you find spellings that you are not sure of.
- Go to class regularly. Do your homework and hand it in on time. If your teacher doesn't give you any homework, ask for some. Ask for extra work to do at the weekend. If your teacher doesn't mark it, ask them to give you feedback. If you don't understand something in class, ask your teacher. Discuss English work with your friends at break-time and after class. Practise talking in English. Talk about it with your family. See if you can help your family to improve their English. Encourage them to go to a class.
- In written work – *answer the question!* To answer the question you must *read* the question! What does the question ask you to do? Make sure you do what it asks. If it says 'use a key' then use a key! If it says 'circle the correct letter – a, b, c or d' then circle the correct letter. If it says, 'write about your family', write about your family.
- Spend time deliberately learning vocabulary sets. You are always going to need to know the meanings and correct spellings of days, months, numbers, clothes, food, family members, your name and address, and so on. Practise at home. Make things much easier for yourself in class by learning these words in your free time.
- Plan written compositions before you start. Use a flow chart to help you think of about four or five ideas to write about or sketch out your ideas by writing notes on a rough piece of paper. Think: what do you want to say in this piece of writing? Start with a short introduction, then write a paragraph for each idea. Your final paragraph should draw the ideas together into a conclusion. Each paragraph should contain about four or five short sentences.
- Spend time deliberately learning basic verb tables – both regular and irregular – especially the four key irregular verbs: 'to be', 'to go', 'to have' and 'to do'. Learn different tenses: present/past simple, present/past continuous and present/past perfect. Learn the past participles of key irregular verbs, for example have/had, do/done. Make sure you can use many common verbs like 'eat', 'read', 'sleep' and 'go' to talk about your daily activities in both the present and past tenses.
- Read English language books and magazines. Read signs and notices. Write down any words or phrases that you don't understand and look them up. Keep a vocabulary notebook where you write down new words and phrases. Check it regularly.
- Watch English-language TV. Use subtitles so that you can match the words to the voices. Record programmes and play them back, pausing the action if it's going too quickly for you. Use the internet to find information in English. Use free online translation services to translate text into your language. Visit websites that have games and resources for learning English. Print out materials and test yourself at home. Recommend good websites that you find to your teachers and classmates.
- Use it or lose it! If you want to remember what you have learnt, make sure you use it every day. Practise speaking and listening, reading and writing every day. If possible, join a club or society or do a sporting or voluntary activity where you will meet native English speakers. Use your initiative!
- Don't give up! If it feels like you're not learning anything, persevere. You are doing fine.

Talk a Lot

Clear Alphabet Dictionary

Clear Alphabet – 48 Phonemes (Individual Sounds)

23 vowel sounds: **8 short** **5 long** **10 diphthongs** | 25 consonant sounds: **15 voiced** **10 unvoiced**

Each phoneme always has the same written identifier (ID). Letters not used from the old alphabet: c, q, x. When pronounced on their own, all consonant sounds (including unvoiced) are followed by a schwa sound, e.g. 7. buh. This is called an **embedded schwa sound**. Hear the sounds: <https://tinyurl.com/ca-sounds>

No.	Phonemic ID	Old IPA Symbol	Old Spelling	New Spelling	Type
1.	a	/æ/	bat	Bat	v / s
2.	ai	/aɪ/	time	Taim	d
3.	aiy	/aɪə/	hire	Haiy	d
4.	ar	/ɑː/	star	Star	v / l
5.	au	/aʊ/	cow	Kau	d
6.	auw	/aʊə/	power	Pauw	d
7.	b	/b/	bag	Bag	c / v
8.	ch	/tʃ/	cheese	Cheez	c / u
9.	d	/d/	dice	Dais	c / v
10.	e	/e/	leg	Leg	v / s
11.	ee	/iː/	three	Ttree	v / l
12.	ei	/eɪ/	plane	Plein	d
13.	eir	/eə/	pear	Peir	d
14.	er	/ɜː/	shirt	Shert	v / l
15.	eu	/əʊ/	home	Heum	d
16.	f	/f/	frog	Frog	c / u
17.	g	/g/	glass	Glars	c / v
18.	h	/h/	head	Hed	c / u
19.	hh	/x/	loch	Lohh	c / u
20.	i	/ɪ/	dish	Dish	v / s
21.	ii	/i/	happy	Ha pii	v / s
22.	iy	/ɪə/	here	Hiy	d
23.	j	/dʒ/	jam	Jam	c / v
24.	k	/k/	kit	Kit	c / u
25.	l	/l/	lake	Leik	c / v
26.	m	/m/	music	Myoo zik	c / v
27.	n	/n/	nurse	Ners	c / v
28.	ng	/ŋ/	ring	Ring	c / v
29.	o	/ɒ/	sock	Sok	v / s
30.	oo	/uː/	shoot	Shoot	v / l
31.	or	/ɔː/	ball	Borl	v / l
32.	oy	/ɔɪ/	toy	Toy	d
33.	p	/p/	pig	Pig	c / u
34.	r	/r/	road	Reud	c / v
35.	s	/s/	snow	Sneu	c / u
36.	sh	/ʃ/	shop	Shop	c / u
37.	t	/t/	taxi	Ta ksii	c / u
38.	th	/ð/	brother	Bru th	c / v
39.	tt	/θ/	thousand	Ttau znd	c / u
40.	u	/ʌ/	cup	Kup	v / s
41.	uh	/ə/	arrive	uh Raiv	v / s
42.	uu	/ʊ/	pull	Puul	v / s
43.	uuw	/ʊə/	pure	Pyuuw	d
44.	v	/v/	van	Van	c / v
45.	w	/w/	week	Week	c / v
46.	y	/j/	yoghurt	Yo gt	c / v
47.	z	/z/	zip	Zip	c / v
48.	zz	/ʒ/	revision	r Vi zzn	c / v
	—	/ʔ/	football	Fuu_ borl	

Key – v = vowel sound: s = short l = long d = diphthong | c = consonant sound: v = voiced u = unvoiced

Talk a Lot

Foundation Course

100 Basic Words with Clear Alphabet

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

Talk a Lot

Clear Alphabet Dictionary

Learn the Clear Alphabet with Flashcards

Students can use the flashcards on pp.33-42 for learning and memorising the forty-eight sounds of English with the Clear Alphabet. The aim is to know the sounds by heart, so that they can look at any of the Clear Alphabet IDs (identifiers) on their own and say the sound straight away.

Instructions

1. Print the pages back to back onto thin card, in the following order:
 - print pages 20 and 21 back to back
 - print pages 22 and 23 back to back
 - print pages 24 and 25 back to back
 - print pages 26 and 27 back to back
 - print pages 28 and 29 back to back
2. Cut out the cards and laminate them, if possible, for extra durability.
3. For students: use the cards to learn the sounds by quickly testing yourself in spare minutes of the day, e.g. on the bus, at lunchtime, when you're watching TV, etc.
4. For teachers: use the cards to test your class for a short period of time every day, just to keep the identifiers and sounds in your students' minds, or give a set of cards to each student and encourage them to practise in pairs or small groups. You could use some or all of the activities below.

Key to Abbreviations

v / s	= short vowel sound
v / l	= long vowel sound
d	= diphthong
c / v	= voiced consonant (i.e. your vocal cords vibrate when you make it; feel your throat as you make a sound to find out whether it's voiced or not; if it vibrates, it is voiced!)
c / u	= unvoiced consonant (your vocal cords don't vibrate when you make this kind of sound)

Note: it's well worth getting students to learn the Clear Alphabet sounds with an extra layer of detail, so that they learn the concepts above. For example, that *e* isn't only a vowel sound, but that it's a *short* vowel sound; or that *n* isn't only a consonant sound, but it's a *voiced* consonant sound that makes your vocal cords vibrate – and also a friendly consonant sound.

Suggested Classroom Activities

I made my own flashcards like these to learn and memorise which sound each symbol of the IPA represented, when I was training to be an English teacher more than twelve years ago, but there are lots of other ways in which you could use them beyond simply learning quietly at home:

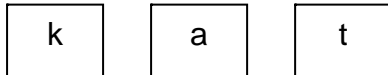
- a) Put all of the cards on the table – simple side up – in front of your students. Say a sound, and the first to find the correct card is the winner. Or, say “voiced consonant” or “long vowel sound”, etc. (as above) and the first to find one is the winner.

Talk a Lot

Clear Alphabet Dictionary

Learn the Clear Alphabet with Flashcards

- b) Show a card with a sound on it and students have to say a word each that includes this sound.
- c) Students have to put several of the cards in order to make a simple word, e.g. "cat" =



- d) Or you could ask students to spell out their first name, or the make of their car, or their first pet's name, etc., or one (or more) of any current vocabulary word or phrase, using the cards. You may need a few sets of cards to be able to do this.
- e) Try this fun game for two students working in a pair (it could also be adapted for two small groups battling each other). Each student has half the cards from the set. They hold them in their hands in a (shuffled) pack so that the other student can't see which cards they've got. The first student produces the first card and their partner has ten seconds (or five, if your group is at a good level!) to say an English word that contains that sound. If they are correct they get the card, and put it in a separate pile from the pack in their hands. If they are wrong, or can't think of a word, the original student gets to keep the card, again putting it in a separate pile. Play alternates between the two students and continues until the students don't have any cards left in their hands. The winner will be the student with the most cards at the end of the game (or at the end of an agreed period of time, e.g. fifteen minutes). A variation to make the game harder would be to insist on two words (or more) for each sound, or to get the students to write the words using the Clear Alphabet, as well as saying them.
- f) Use the rhyming words listed on pp.43-53 to demonstrate how the same sounds in English can be achieved with very different spelling patterns. See also the information on Vowel Clusters (from p.203*) and Consonant Clusters (from p.217*) later in the dictionary. You could make the important point that English is not a phonetic language, and that the spelling of a word in English often bears little or no relation to the sounds that it contains.
- g) Or use the rhyming words to get students saying lots of words with the same vowel sound out loud. You could even get them to write sentences using as many words which have the same vowel sound in them as possible, for example:

Sound: ee

Sentence: "Pete's feet feel the need for speed each week."

or:

Sound: ei

Sentence: "Jane's Danish mate made it plain that her place in Spain was a waste of space."

Why not collect together the funniest or longest sentences and make a classroom display, or book.

[*See *Clear Alphabet Dictionary*.]

Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 1 of 5)

<p>i</p> <p>Talk a Lot</p>	<p>a</p> <p>Talk a Lot</p>
<p>o</p> <p>Talk a Lot</p>	<p>uu</p> <p>Talk a Lot</p>
<p>uh</p> <p>Talk a Lot</p>	<p>e</p> <p>Talk a Lot</p>
<p>ii</p> <p>Talk a Lot</p>	<p>ee</p> <p>Talk a Lot</p>
<p>ar</p> <p>Talk a Lot</p>	<p>or</p> <p>Talk a Lot</p>

Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 1 of 5)

<p>a</p> <p>bat Bat v / s</p>	<p>i</p> <p>dish Dish v / s</p>
<p>u</p> <p>pull Puul v / s</p>	<p>o</p> <p>sock Sok v / s</p>
<p>e</p> <p>leg Leg v / s</p>	<p>uh</p> <p>arrive uh Raiv v / s</p>
<p>ee</p> <p>three Ttree v / l</p>	<p>ii</p> <p>happy Ha pii v / s</p>
<p>or</p> <p>ball Borl v / l</p>	<p>ar</p> <p>star Star v / l</p>

Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 2 of 5)

oo Talk a Lot	er Talk a Lot
u Talk a Lot	ei Talk a Lot
ai Talk a Lot	oy Talk a Lot
eir Talk a Lot	aiy Talk a Lot
eu Talk a Lot	au Talk a Lot

Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 2 of 5)

<div>er</div> <div>shirt Shert v / l</div>	<div>oo</div> <div>shoot Shoot v / l</div>
<div>ei</div> <div>plane Plein d</div>	<div>u</div> <div>cup Kup v / s</div>
<div>oy</div> <div>toy Toy d</div>	<div>ai</div> <div>time Taim d</div>
<div>aiy</div> <div>hire Haiy d</div>	<div>eir</div> <div>pear Peir d</div>
<div>au</div> <div>cow Kau d</div>	<div>eu</div> <div>home Heum d</div>

Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 3 of 5)

<p>iy</p> <p>Talk a Lot</p>	<p>uuw</p> <p>Talk a Lot</p>
<p>auw</p> <p>Talk a Lot</p>	<p>b</p> <p>Talk a Lot</p>
<p>g</p> <p>Talk a Lot</p>	<p>v</p> <p>Talk a Lot</p>
<p>t</p> <p>Talk a Lot</p>	<p>d</p> <p>Talk a Lot</p>
<p>tt</p> <p>Talk a Lot</p>	<p>th</p> <p>Talk a Lot</p>

Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 3 of 5)

<p>uuw</p> <p>pure Pyuuw d</p>	<p>iy</p> <p>here Hiy d</p>
<p>b</p> <p>bag Bag c / v</p>	<p>auw</p> <p>power Pauw d</p>
<p>v</p> <p>van Van c / v</p>	<p>g</p> <p>glass Glars c / v</p>
<p>d</p> <p>dice Dais c / v</p>	<p>t</p> <p>taxi Ta ksii c / u</p>
<p>th</p> <p>brother Bru th c / v</p>	<p>tt</p> <p>thousand Ttau znd c / u</p>

Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 4 of 5)

<p>p</p> <p>Talk a Lot</p>	<p>k</p> <p>Talk a Lot</p>
<p>s</p> <p>Talk a Lot</p>	<p>sh</p> <p>Talk a Lot</p>
<p>ch</p> <p>Talk a Lot</p>	<p>h</p> <p>Talk a Lot</p>
<p>r</p> <p>Talk a Lot</p>	<p>w</p> <p>Talk a Lot</p>
<p>y</p> <p>Talk a Lot</p>	<p>m</p> <p>Talk a Lot</p>

Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 4 of 5)

<p>k</p> <p>kit Kit c / u</p>	<p>p</p> <p>pig Pig c / u</p>
<p>sh</p> <p>shop Shop c / u</p>	<p>s</p> <p>snow Sneu c / u</p>
<p>h</p> <p>head Hed c / u</p>	<p>ch</p> <p>cheese Cheez c / u</p>
<p>w</p> <p>week Week c / v</p>	<p>r</p> <p>road Reud c / v</p>
<p>m</p> <p>music Myoo zik c / v</p>	<p>y</p> <p>yoghurt Yo gt c / v</p>

Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 5 of 5)

n Talk a Lot	ng Talk a Lot
l Talk a Lot	f Talk a Lot
z Talk a Lot	zz Talk a Lot
j Talk a Lot	hh Talk a Lot
 Talk a Lot	— Talk a Lot

Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 5 of 5)

<p>ng</p> <p>ring Ring c / v</p>	<p>n</p> <p>nurse Ners c / v</p>
<p>f</p> <p>frog Frog c / u</p>	<p>l</p> <p>lake Leik c / v</p>
<p>zz</p> <p>revision r Vi zzn c / v</p>	<p>z</p> <p>zip Zip c / v</p>
<p>hh</p> <p>loch Lohh c / u</p>	<p>j</p> <p>jam Jam c / v</p>
<p>—</p> <p>football Fuu_ borl (glottal stop)</p>	

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 1

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

i

vowel sound in 'f i sh'

fish
dish
wish

bid
hid
lid
did

fill
hill
Jill
still
pill
bill
Bill
chill
will
kill

pit
it
hit
nit
lit
bit
spit
wit

spin
chin
win
tin
gin

limb

list
mist

missed
kissed
hissed

ii

vowel sound in 'empt y'

empty
guilty
honesty

rugby

lovely
lily

juicy
Lucy

smelly
jolly
chilly
frilly
Billy
really

pretty
Betty

hockey
jockey

movie
smoothie

ee

vowel sound in 'f ee t'

feet
meet
sheet

feat
heat
neat
seat
treat

Pete
mete

deed
need
feed
speed

lead
knead

heal
steal
deal

peel
heel
wheel

speak
leak

peek
cheek

dream
team
steam

seen
been

clean

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 2

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

a

vowel sound in 'h a t'

hat
cat
fat
spat
chat
gnat
splat
bat
brat
mat

Matt

can
span
man
ban
nan
tan
ran
fan
van

land
hand
stand
band
and
bandstand
handstand
understand
brand
sand

pal
gal

map
chap
trap
flap
clap

tap
lap
cap
nap
sap
rap
gap
yap

channel

banner
spanner
manner

tank
prank
spank
sank
thank
bank
shank
yank

thanks

back
slack
hack
sack
shack
tack
knack

ar

vowel sound in 'c ar'

car
far
bar
tar
char
par
mar
star
guitar
Qatar

are

hurrah
shah

spa
bra
cha-cha
ta
pa

ask
task
bask
cask
mask

branch

hard
card
lard
bard

charred
barred
jarred

bark
lark
park
hark

mark
Mark
dark

shark

barber

harbour

tart
cart
smart
art
part
dart
mart
hart

heart

chance
dance
prance
lance
advance
stance

father
lather
rather

Arthur

bath

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 3

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

o

vowel sound in 'g o t'

got
hot
knot
not
shot
lot
rot
plot
slot
trot
clot
hotpot
cot
jot
pot
sot
tot

salt
halt
Walt
malt

bolt
colt
dolt

vault
fault

moult

stop
top
chop
hop
prop
mop
cop
fop
pop
sop

box
fox
cox

off
scoff

on
con
Ron

Yvonne

John

gone

from

sock
knock
rock
clock
shock
dock

wok

rob
Bob
sob
cob
job
lob
fob
hob

odd

wad

or

vowel sound in 'or'

or
for
nor

pour
four
your

poor
door

pore
sore
more
bore
yore
wore
core
fore
gore
whore
tore
lore

law
jaw
paw
straw
draw
raw
saw

war

oar
hoar

horse
Norse

coarse

force

talk
walk
chalk

hawk
squawk

fork
pork
York

board
hoard

sword

fought
nought
ought

wart

form
dorm

warm

warn

lawn
prawn
sawn
paw

torn
forlorn

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 4

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

uu

vowel sound in 'p u t'

put
soot
foot

book
hook
look
cook
crook
shook
brook
took
rook

wool

bull
full
pull

push
bush

whoosh

good
hood

could
should
would

you'd

oo

vowel sound in 'r oo m'

room
loom
doom

womb

to

too

two

hue
cue

you

stew
few
brew
new
crew

queue

route

boot
loot

newt

cute

use
fuse

shoes

lose

bruise

June
dune

moon
soon

cool
fool
pool
school

group
soup

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 5

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

uh

vowel sound in 'a go'

ago
adore
about
around
annoy
apart
aware

envelope

famous

royal
loyal

banana

computer
heater
under
user
teacher
power
tower
brother
mother
father
sister
daughter

umbrella
a

the

until
unless

president
resident
confident

somebody

anybody
nobody

London

woman

family

motorway

endless
faithless
harmless

er

vowel sound in 'h er'

her	turn
per	burn
stir	stern
fir	fern
fur	worm
purr	term
whirr	perm
heard	firm
herd	shirt
nerd	skirt
bird	hurt
stirred	pert
purred	first
word	thirst
curd	worst
turd	worse
perch	curse
lurch	verse
church	world
birch	girl
search	furl
murder	hurl
girder	curl
learn	earl
earn	pearl
	twirl

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 6

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

e

vowel sound in 't e n'

ten
hen
wren
den
men
pen
when

gem
hem

fell
tell
bell
smell
swell
shell
dwell
spell
well

gel

spend
mend
tend
lend
wend
bend
end
trend

wreck
speck
deck
neck
peck

tech

cheque

get

met
let
bet
net
jet
pet
set
vet

debt

help
yelp

melt
dwelt
Celt

tense

pence
whence

led
bed
wed
red
Ted

head
lead

edge
hedge
wedge
ledge

egg

beg
peg
keg
leg

u

vowel sound in 'u p'

up
cup
sup
pup

mud
thud
bud
stud
cud

blood
flood

rub
hub
club
pub
snub
scrub
cub
tub

but
hut
shut
cut
nut
rut

butt
putt
mutt

luck
duck
muck
chuck
buck
puck
suck
tuck

sun
fun
bun
shun
stun
gun
nun
pun
run

ton
won
son

one
done

gull
mull
dull
lull
cull

honey
money

sunny
funny
bunny
runny

sum
hum
gum
chum
rum

numb
dumb

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 1

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

ei

vowel sound in 'r **ai** n'

rain
train
Spain
lain
gain
main
chain
pain
plain

plane
Jane
cane
sane
Dane

reign
feign

mainly
plainly

waste
paste
haste
taste
chaste
baste

laced
raced
faced

base
case
chase
lace
face
pace
race
mace
place

plaice

plague
vague

nail
sail
hail
pail
bail
fail
jail
wail

whale

bait

date
skate
gate
late
fate
mate

weight
eight
freight

shame
lame
came
tame

take
bake
cake
Jake
sake
make
wake
lake
shake

eu

vowel sound in 'ow n'

own
grown
thrown
shown
known

bone
cone
lone
hone
throne
clone
phone
stone

loan
groan
moan

cologne

sewn

phoned
cloned
stoned

moaned
loaned

owned

hope
mope
cope

drove
wove

roam
foam
loam

home
dome
tome

comb

roamed

won't
don't

grow
blow
know
row
show
stow

oh

owe

woe

hole
whole
pole
mole
sole

soul

soak

poke
woke

explode

load

loaf
oaf

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 2

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

ai

vowel sound in 'b y'

by	hide
spy	
sty	child
shy	wild
my	
cry	tiled
try	piled
buy	styled
guy	
	kite
hi	spite
pi	white
	bite
pie	
die	byte
lie	
tie	quite
l	height
eye	flight
bye	might
Skye	night
	sight
bike	tight
hike	right
pike	bright
like	
	wine
style	shine
	mine
stile	line
while	
mile	sign
Nile	
tile	time
pile	lime
tied	rhyme
lied	
	blind
ride	find

au

vowel sound in 'c ow'

cow	clown
how	town
now	brown
wow	crown
bow	
row	pound
brow	found
allow	sound
	wound
bough	hound
plough	mound
	round
owl	
howl	around
cowl	abound
yowl	astound
scowl	
jowl	gowned
fowl	
loud	
proud	
cloud	
crowd	
bowed	
cowed	
house	
mouse	
douse	
out	
shout	
lout	
gout	
about	
pout	
tout	
trout	
doubt	

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 3

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

oy

vowel sound in 't oy'

toy
coy
boy
soy
Roy
annoy
ploy
joy
Troy
cloy
destroy
employ
decoy
deploy

Illinois

toyed
annoyed
employed
deployed
overjoyed
enjoyed

void
avoid

Lloyd

Freud

boil
soil
toil
coil
foil
spoil
oil

soiled
toiled
coiled

foiled
spoiled
oiled
boiled

iy

vowel sound in 'ear'

ear
year
hear
appear
dear
clear
near
tear
gear
fear
disappear
rear
sear

cheer
beer
leer
sheer
peer
deer
steer
engineer
pioneer
volunteer
jeer
veer

pier
tier
chandelier
cavalier

here
sphere
mere

we're

Zaire

pierce

peered

steered
cheered
pioneered

cleared
neared
feared
reared
seared

tiered

cheering
peering
steering
leering
pioneering
jeering
veering

searing
fearing
nearing
clearing

shield
wield
field

kneeled

kneel

Neil

heal
seal
meal
weal

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 4

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

eir

vowel sound in 'air'

air
chair
hair
fair
lair
stair
pair
affair
despair
flair
éclair
unfair

where
there

their

they're

wear
tear
bear

mare
pare
stare
rare
fare
share
prepare
declare
dare
flare
care
bare
compare
beware
aware
Clare

Claire
millionaire

commissionaire

aired
chaired
despaired
paired

pared
stared
fared
bared
shared
prepared
declared
compared
dared
flared
cared

laird

square

uuw

vowel sound in 't our'

tour

tourist

tourism

plural
rural
mural

neural

usual
unusual

neurotic

pure
sure
cure
assure
lure
allure

purely
surely

furious
curious
luxurious

cured
lured
assured

touring

alluring
assuring
luring
curing

luxuriant

Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 5

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

aiy

vowel sound in 'fire'

dire
fire
hire
ire
mire
shire
sire
spire
tire
wire

attired
fired
mired
sired
tired
wired

aspire
attire
ceasefire
conspire
desire
entire
expire
inspire
perspire
retire
sapphire
satire
transpire
umpire

Ireland

acquire
enquire
squire

briar
liar

psychiatrist

prior

higher

buyer
dryer
flyer

lyre
pyre
tyre

crier
drier
trier

pliers

science

choir

bias
diagnosis
diary

environment
iron

violence
violin
lion

virus

quiet

auw

vowel sound in 'our'

dour
flour
hour
our
scour
sour

devour

ours
ourselves

bower
cower
dower
flower
Gower
glower
power
shower
tower

cauliflower

vowel

Outline of You Are The Course Book Modes 1-3

Mode 1: You Are The Course Book

1. Vocabulary – “Interesting and random!”
 - word stress
 - vowel sounds
 - other interesting features
2. Text
 - 2.1 First Draft – Getting the Initial Ideas (whole group)
 - 2.2 Second Draft – Corrections (whole group)
 - Grammar
 - Spelling
 - Punctuation
 - Sense
 - 2.3 Third Draft – Improvements (pairs or small groups)
 - Title
 - Vocabulary
 - Sentence Structure
 - People
 - Motivations
 - Actions
 - Results
 - Details
3. Grammar Point
4. Verb Forms Revision
 - 8 Questions, e.g. What, Where, When, Who, Why, Which, How, and auxiliary verbs
 - Sentence Blocks
 - Verb Forms Revision Test
5. Pronunciation
 - Sentence Stress
 - Connected Speech
6. Free Practice
 - Choose an activity from the list (see *You Are The Course Book*)
7. Writing
 - 2.4 Final Draft (individual)

Mode 2: The Course Book Is All Around You

- | | |
|------------------------|------------------|
| 1. Vocabulary | 5. Pronunciation |
| 2. Real Text | 6. Free Practice |
| 3. Grammar Point | 7. Writing |
| 4. Verb Forms Revision | |

Mode 3: You Are The Course Book – *Express!*

Studying Language:

1. Discussion
2. Vocabulary
3. Q & A
4. Sentence Building
5. Pronunciation

Using Language:

1. Vocabulary
2. Free Practice

Benefits for students:

- Your work
- Your ideas
- Your current errors discussed
- Your present needs met
- You do the hard work
- You are engaged
- T provides the opportunity and the framework: T = form, SS = content

Students:

- Student-centred – they do most of the work
- Students work together in pairs and groups, not individually. Little or no individual “brain > content” time
- Students need to be active learners and work hard. Lessons will be demanding. There is no free ride. You have to work

Teacher:

- Teacher is a guide. No top-down teaching. Elicit don't tell
- Teacher has to be patient and let the students find the answers
- Let SS make mistakes. They will learn from their errors
- If *you* don't know the answer, “trick it”, or ask the students to find out. Don't lose your authority
- Your positioning is important, e.g. where you stand. Don't stand over students. Stand away. When with them, sit with them at their level and make eye contact
- Teacher can disappear. Save your energy! Don't burn yourself up like the candle which gives light. The students should use *their* energy. They are there to learn. You are a guide directing them *but not doing it for them*
- Teacher controls the timing in the lesson, ensuring a variety of activities and elements are covered
- Teacher controls the student input, encouraging everybody to get involved

Both:

- Improvise – don't block. Take other people's ideas on board. Say “Yes”! Don't be dismissive

Environment:

- The classroom language is English
- There is a whiteboard and pens, or blackboard and chalk. There is a clock; desks, chairs; students bring with them notebooks, pens, dictionaries
- Use the board – it democratises the process. Everyone can see the work as it progresses
- There are resources, e.g. dictionaries, reference books, novels, newspapers, magazines, etc.
- The layout of the furniture is important. Sit students so they are in pairs and facing each another rather than facing you

The Modes:

- Take as long as you want with Mode 1
- All the skills are practised regularly – reading, writing, speaking, and listening, but the focus is on productive skills – speaking and writing
- 7 elements of English are practised regularly – vocabulary, text (reading and listening), grammar, verb forms, pronunciation, free practice, and writing

You Are The Course Book Method – 12 Ways it Beats Working with a Course Book

You Are The Course Book is a new method of teaching English and ESL without a course book.

No course book is required because the focus is on **language production** and **practice**, rather than reading.

Here are **12 ways** that we think **You Are The Course Book Method** is better for students and teachers, compared with the traditional ELT course book.

Class with a course book:

1. Students learn by reading from the book
2. There is expensive material to buy
3. T/F, matching, multiple-choice, and gap-fills are done in class
4. There is often not enough time for speaking or free practice
5. Grammar topics are pre-decided and organised into units
6. Language points are covered once and then not repeated
7. The course book writer is creative and uses their imagination
8. Students carry accumulated knowledge in their books
9. The material is standardised for many races and kinds of students
10. The book explains the language point
11. The teacher becomes jaded over time
12. The teacher is a presenter of the course book, working for the book

Class with **YATCB** Method:

Students learn by their mistakes while producing language
No material to buy – the techniques are free
We leave this kind of activity for homework
There is plenty of time for speaking and free practice
Grammar topics are decided by students' needs on the day
There is plenty of repetition of key points
Students are creative and use their imagination
Students carry accumulated knowledge in their heads
The material is tailored to the people in the room
The teacher **elicits** the language point
The teacher increases their expertise over time
The teacher is a teacher

Find out more! Download the free books: **You Are The Course Book** and **You Are The Course Book 2: In Practice** from <https://purlandtraining.com/>

More ways that **YATCB Method** is better for students and teachers than an ELT Course Book:

Class with a course book:

Classroom Management

- 13. Students sit facing the teacher
- 14. Students sit in their chairs for the whole lesson
- 15. Students look down at their books
- 16. The teacher is a police officer

Class Activities

- 17. Students often work on their own
- 18. Students read in their heads
- 19. Reading in class
- 20. Students read specially-written (false) texts
- 21. Pronunciation and connected speech are MIA

Class Content

- 22. Course book writer's ideas are most important
- 23. The course book writer chooses the topics
- 24. The course book sells the concepts, culture, and ideology chosen by the publisher and author
- 25. Not suitable for Zero Beginners

The Teacher's Experience

- 26. Teachers are criminalised by being required to do illegal photocopying
- 27. The teacher follows instructions
- 28. The teacher does the same spread time and again
- 29. The teacher burns out, like the candle giving light for others

Class with **YATCB Method**:

Students sit facing each other

Students move around

Students look up at each other and the board

The teacher is a guide

Students work in pairs and groups, but not on their own

Students produce material – verbally and in writing

Reading for homework

Students work with real texts and realia

Pronunciation and connected speech are integral

Students' ideas are most important

The students and teacher choose the topics

The topics and real texts are chosen for students that you know;
the material is relevant

Works from Zero Beginner up

No photocopying required

The teacher gives instructions

There's a different lesson each time

The teacher can be in low-power mode, while students do the hard work

1. Think of a topic you are interested in: _____

2. Write six interesting and random words connected with this topic:

3. Underline the stressed syllable in each and write the stressed vowel sound using Clear Alphabet.

4. Think of a word that collocates with each word to make a phrase, adding other words if necessary (e.g. articles, prepositions). Write six phrases:

5. Choose a verb form: _____. What time is it? _____. What is the auxiliary verb? _____. Write one sentence in that form using a collocation:

--

6. Correct your sentence (e.g. check articles, verb forms), then extend them, if possible, using conjunctions and relative clause words, and improve vocabulary using higher-level words (e.g. synonyms, adjectives). Write the improved sentence below:

--

7. Underline the stressed syllables and write the stressed vowel sounds using CA (the sound spine).

8. Draw vertical lines to divide each sentence into syllables; then write the sound connections between each pair of syllables. Show how to make either vc or friendly connections.

9. Translate your sentence into Clear Alphabet. Practise saying it out loud. **10.** Check your work carefully before giving it to your teacher.

--

Talk a Lot

Intermediate Book 1

200 Top Idioms in Spoken English Today

according to... [e.g. John]	be worried sick	in some ways
across the board	bear sth in mind	in terms of
after all	beat around the bush	in the heat of the moment
again and again	before you know it	in the meantime
against the clock	bend over backwards	in the nick of time
agree to disagree	bite off more than you can chew	in time
as a matter of fact	bite the hand that feeds	in total
as long as	blow your own trumpet	it wouldn't hurt to do sth
as soon as	break new ground	joking apart
as we speak	break the news	keep an eye on sby / sth
at the drop of a hat	breathe a sigh of relief	keep your chin up
at this point	by all means	kind of
bark up the wrong tree	by the way	know a place like the back
be a big fish in a small pond	by word of mouth	of your hand
be a breath of fresh air	call a meeting	know sby / sth inside and out
be a bundle of nerves	call in sick	let the cat out of the bag
be a chip off the old block	call it a day / night	make a [big] difference
be a dream come true	call sby names	make sense
be a drop in the ocean	call sby's bluff	make sure
be a given	change your tune	money for old rope
be a labour of love	change your mind	more or less
be a last-ditch attempt	clear the air	not a chance
be a piece of cake	come clean about sth	not at all
be a slip of the tongue	come in handy	not be able to help (doing) sth
be a weight off my mind	cost an arm and a leg	not be able to make head nor
be about to do sth	do the trick	tail of sth
be all ears	feel on top of the world	of course
be all fingers and thumbs	figure sth out	on the other hand
be all the rage	find your feet	on time
be as good as gold	flog a dead horse	once again
be as light as a feather	for good	once in a while
be at your wits' end	for goodness' sake	out of the blue
be better off	for now	over my dead body!
be between a rock and a hard place	for sure	par for the course
be broke	get a taste of your own medicine	pigs might fly!
be caught in the act	get away from it all	pull sby's leg
be downhill all the way	get carried away	put a sock in it!
be for the best	get over it!	put on a brave face
be glad to hear it	get through sth	put your foot in it
be in favour of	get up on the wrong side of the bed	receive a slap on the wrist
be in over your head	get used to sth	sit on the fence
be in the black / in the red	give sby a hand	sleep on it
be in the dark about sth	give your right arm for sth	so far
be in the middle of nowhere	go back to the drawing board	so to speak
be in the money	go easy on sby	sort of
be in the same boat	have a chip on your shoulder	step out of line
be into sth	have a lot on your plate	straightaway
be like two peas in a pod	have a place of your own	take advantage of sth / sby
be near the knuckle	have a seat / take a seat	take care of sth / sby
be neck and neck	have everything but the kitchen sink	take exception to sth / sby
be off limits	have no idea	take it / things easy
be on sby's mind	have nothing to do with sby / sth	take place
be on the right track	have sth in common	take sth too far
be on top form	head home	the pros and cons of sth
be on your last legs	hit the roof	turn a blind eye towards sth
be open to sth	how's it going?	turn over a new leaf
be out of order	in a manner of speaking	twenty-four seven
be scared to death	in a way	two can play at that game!
be sick and tired of sth / sby	in ages	up to date
be six of one and half a dozen of the other	in case	up to now
be the last straw	in (more) detail	up to the minute
be the last word in sth	in effect	welcome sby with open arms
be the spitting image of sby	in fact	with regard to
be under the weather	in general	without a doubt
be up for grabs	in order to	at x o'clock sharp
be (well) up for sth	in other words	
be up to sth	in so far as	

Talk a Lot

Intermediate Book 1

200 Top Phrasal Verbs in Spoken English Today

agree with	get out of	move out of	split up
ask out	get up	object to	stand out
back out	give back	open up	stand up
be up to	give up	pass around	stare at
bend down	go ahead	pass out	start off
bend over	go back	pay back	start out
block out	go down	pay for	start up
boss around	go into	pick out	stay away
break down	go on	pick up	stick out
break into	go out	play with	stick together
break off	go through	plug in	switch off
bring back	grow apart	point out	switch on
bring in	grow up	pop in	take after
bump into	hand in	pull apart	take away
call back	hand out	pull down	take back
call off	hang around	pull through	take in
carry on	hang on	pull up	take off
catch up with	hang out	put across	take on
cheat on	hang up	put down	take over
check in	head for	put off	take up
check out	hear from	put on	talk to
check up on	hold on	put out	tear apart
chill out	hold up	put up	tear up
clear up	hurry up	put up with	tell apart
close down	join in	read out	tell off
come across	keep on	rely on	think about
come back	keep up	remind of	think over
come from	lead to	rule out	think up
come in	leave out	run away	throw away
come on	let down	run into	throw out
come out	lie down	run out	tidy up
come up with	light up	run through	top up
cool down	live on	save up	turn down
cut down	lock up	send back	turn into
deal with	log off	send for	turn off
depend on	look after	set off	turn on
do up	look down on	set out	turn out
drop out	look for	set up	turn up
eat out	look forward to	settle down	use up
end up	look through	show around	wake up
face up to	look up	show off	walk out
fall apart	lose out	shut down	warm up
fill in	make into	shut up	wear out
find out	make out	sit down	weigh up
fit in	make up	slip up	wind up
get away	make up for	slow down	work on
get into	mess around	sort out	work out
get off	mess up	speak up	wrap up
get on	miss out	speed up	write down
get on with	move in	spell out	zoom in

General Statements on English Stress

*In English, every content word has one strong-stressed syllable. We stress the vowel sound in that syllable. Function words are not stressed, apart from pronouns at the end of a clause (I know **him**.) or in intonation (He **is** helpful.)*

Generally, a word is stressed on the nearest strong syllable to the end. A strong syllable is one with a long vowel sound (e.g. ar, ee), a diphthong (e.g. ai, ei), or a short vowel sound (not a schwa) plus consonant (e.g. in one-syllable words: big, hat). A weak syllable has the pattern: v (vowel) or cv (consonant-vowel) or cvc (with a schwa).

Take any word set and find the stressed syllable in each word. Discuss which statements apply to which words and match the cards with the statements; then put the words into groups according to the spelling and sounds statements (see p.66).

- A.** The final syllable is strong: often in two-syllable verbs (**avoid**, **receive**) and when the suffix is stressed (engine**er**, Chine**se**). One-syllable content words are stressed on the whole word (**buy**, **cow**).

- B.** The penultimate (next to final) syllable is strong: often in words with suffixes, which are not usually stressed (**plumber**, information).

- C.** The antepenultimate (next to penultimate) is strong: if the final and penultimate are both weak (**cinema**, **emergency**). If this syllable is also weak, we have to keep moving back until we find a strong syllable.

Here are some notable exceptions:

- D.** Compound nouns are stressed on the first part: (**book**shop; **pop**corn).

- E.** Both parts of phrasal verbs are stressed: (**wake up**, **put on**).

- F.** Acronyms are stressed on the final syllable: (BBC, DVD).

- G.** A small group of words (homographs) are spelled the same but have different stress depending on the type of word: **record** (noun), **record** (verb); **produce** (noun), **produce** (verb).

Exceptions:

Say why they don't fit into any category: (**hero**, **reptile**).

English Stress Rules

Generally, a word is stressed on the nearest strong syllable to the end. Work from right to left, beginning with the final syllable. Is it strong? If not, move along, until you find a strong syllable. Here are some typical patterns:

Compound Nouns	“Ante” Ante-Penultimate	Ante-Penultimate	Penultimate	Final
	words with a 2-syllable suffix:	words with a 2-syllable suffix:	words with a 1-syllable suffix:	1-syllable content words:
airport bedroom birthday championship cupboard dashboard forecast grandma handbag handbrake midwife motorbike necklace runway seatbelt starfish sunblock Sunday sunglasses toothpaste tracksuit volleyball wardrobe windscreen	escalator indicator radiator manageable inevitable noticeable eligible necessary February particularly naturally other examples: athleticism definitely insidiousness organising rheumatism stupefying	accidentally collectable community geography irresistible nursery redundancy words with a suffix in the root word + new suffix: acknowledgement challenging classical happily recreational stubbornness words with a suffix and a weak syllable uh or i : factory excellent exuberance principle musical family	adolescence dentist dependent implanted prescription professor sentence tractor twenty umbrella wedding 2-syllable words with a suffix: centre illness kidney listen mammal planning practice singer valley written yellow	bake sun train get throw 2-syllable verbs: advise decide enjoy forget remove the suffix is stressed: believe cigarette engineer mayonnaise referee the first syllable is a schwa: across along apply arrive escape

Exceptions:

- **compound nouns** are stressed on the first syllable
- both parts of **phrasal verbs** are stressed, e.g. wake up
- **acronyms** are stressed on the final syllable, e.g. UN
- **homographs** e.g. **produce** (verb) / **produce** (noun)

Talk a Lot

Intermediate Book 1

How to Pronounce the Past -ed Form of Regular Verbs

The past forms (2nd and 3rd forms) of all regular verbs in English end in “-ed”. Sometimes “-ed” is pronounced uhd, sometimes d, and sometimes t. It depends on the **sound** (not the spelling) at the end of the infinitive form of the verb:

1. If the verb ends with a t sound, “-ed” is pronounced as an extra syllable uhd
e.g. “accepted” is pronounced uh Kse ptd All of these verbs (and more) follow this pattern:

accept, admit, alienate, attempt, attract, chat, cheat, communicate, complete, correct, create, debate, distract, doubt, exist, experiment, fascinate, fit, hate, hunt, invent, invite, last, paint, point, post, print, protect, start, suggest, tempt, test, text, trust, visit, wait, want, waste

2. If the verb ends with a d sound, “-ed” is pronounced as an extra syllable uhd
e.g. “wanted” is pronounced Won td All of these verbs (and more) follow this pattern:

add, applaud, ascend, attend, avoid, decide, descend, end, explode, extend, fade, fold, forward, guard, include, intend, load, mend, need, recommend, record, succeed, suspend, trade

3. If the verb ends with a vowel sound – any vowel sound – “-ed” is pronounced as d
e.g. “admired” is pronounced uh Dmaiyd All of these verbs (and more) follow this pattern:

admire, agree, allow, annoy, appear, bother, care, continue, deliver, employ, empty, enjoy, enter, fry, glue, lie, matter, offer, order, owe, play, prefer, reply, share, spare, try, weigh, worry

4. If the verb ends with a *voiced* consonant sound “-ed” is pronounced as d. Voiced consonant sounds are: b, g, v, th, r, w, y, m, n, ng, l, z, zz, j
e.g. “cleaned” is pronounced Kleend All of these verbs (and more) follow this pattern:

clean, complain, earn, explain, happen, imagine, join, learn, listen, loan, open, own, phone, rain, return, stain, train, apologise, close, erase, praise, realise, suppose, surprise, use, charm, climb, dream, form, perform, seem, achieve, arrive, behave, improve, live, love, move, preserve, boil, call, fill, handle, pull, travel, arrange, challenge, change, manage, bathe, beg, belong, rob

5. If the verb ends with an *unvoiced* consonant sound “-ed” is pronounced as t. Unvoiced consonant sounds are: tt, p, k, s, sh, ch, h, f, hh
e.g. “baked” is pronounced Beikt All of these verbs (and more) follow this pattern:

bake, book, check, kick, knock, like, look, talk, thank, walk, work, fax, fix, guess, kiss, pass, promise, pronounce, match, reach, touch, watch, finish, push, rush, wash, hope, stop, laugh

Final advice: the main thing is to avoid saying uhd when it is not necessary. The d and t sounds actually sound very similar, so don't worry if you get them mixed up sometimes. To sum up – learn the five rules on this page, and focus on avoiding an unwanted uhd

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	footprints fortnight friendship gamekeeper gateway girlfriend granddaughter grandfather grapefruit graveyard greengrocer greenhouse guidebook guideline gunpowder hailstones	nightdress nightlife nothing oatmeal offspring	shortbread shorthand showroom shrinkage sideshow slapstick	toothpaste toothpick
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	hairbrush haircut hairdresser	outback outbreak outline paintbox paintbrush pancake paperback paperwork passport pawnbroker payday peanut penknife pickpocket pigeonhole pinball pineapple	snowball snowdrift snowfall snowman	tracksuit troublemaker troubleshooter turnout typewriter undertaker underwear uprising upturn
handbag handbrake handcuffs	headlights headline heartache hedgehog homecoming homework iceberg jackpot junkyard keyboard kighthood knockout lampshade	playground playroom playtime ponytail popcorn postwoman printout pushchair quarterback quicksand racehorse racetrack railway	softball somebody someone something	videotape viewfinder viewpoint volleyball
landmark landmine landowner landscape	lifeboat lifestyle locksmith lunchtime marketplace mealtime milkman milkshake moonlight	rainbow raincoat rainforest	spaceship speedboat sportswoman spreadsheet springboard staircase stalemate starfish statesperson stepdaughter stepmother stopover stopwatch storeroom strawberry stronghold summerhouse summertime	waistband waistcoat waistline
motorbike motorboat motorway	landslide landward landwarder landwarder	rooftop roundabout runway	sunbathing sunblock sunglasses sunlight sunset sunshine suntan	walkway wallpaper wardrobe warehouse warhog washroom wasteland watchdog
mountainside namedropper namesake necklace network	landward landwarder landwarder	salesman salesperson saleswoman	supermarket supermodel superstore	waterfall waterfront watermelon waterworks
newsagent newspaper newsreader	landward landwarder landwarder	sandbox sandcastle sandpaper sandpit	sweatshirt sweatshop sweetcorn sweetheart switchboard tabletop taxpayer teacup teammate teamwork teapot teardrop teatime textbook thunderstorm timetable tomcat	wavelength
nickname nightclub	landward landwarder landwarder	scarecrow schoolboy schooldays schoolgirl schoolteacher scrapbook screenplay screenwriter scriptwriter	sunbathing sunblock sunglasses sunlight sunset sunshine suntan	webcam webmaster website
	landward landwarder landwarder	shopkeeper shoplifter shoplifting	supermarket supermodel superstore	wheelbarrow wheelchair wheelclamp
	landward landwarder landwarder		sweatshirt sweatshop sweetcorn sweetheart switchboard tabletop taxpayer teacup teammate teamwork teapot teardrop teatime textbook thunderstorm timetable tomcat	whiplash whirlwind whitewash wildlife willpower
	landward landwarder landwarder		toothache toothbrush	windbreak windmill windowsill windscreen windshield windsurfing
	landward landwarder landwarder			wonderland
	landward landwarder landwarder			woodland woodpecker woodworm
	landward landwarder landwarder			workbench workman workshop
	landward landwarder landwarder			wristwatch yardstick

Test Your Grammar Skills

100 of the Most Common Suffixes in English (the vowel sound on the suffix is shown in red)

Suffixes with a Schwa sound (uh)

-al	anim <u>al</u>	-er	writ <u>er</u>	-ple	apple
-an	human	-es	buse <u>s</u>	-ra	zebr <u>a</u>
-ance	appear <u>ance</u>	-est	bigg <u>est</u>	-ren	childr <u>en</u>
-ant	import <u>ant</u>	-ful	joyf <u>ul</u>	-sion	explos <u>ion</u>
-ar	lun <u>ar</u>	-ial	init <u>ial</u>	-son	pers <u>on</u>
-ard	wiz <u>ard</u>	-in	rais <u>in</u>	-tain	certain
-ate	accur <u>ate</u>	-le	littl <u>e</u>	-thon	marath <u>on</u>
-cian	music <u>ian</u>	-less	pointl <u>ess</u>	-tion	posit <u>ion</u>
-cious	delic <u>ious</u>	-ment	entertainm <u>ent</u>	-ule	schedu <u>le</u>
-dom	freed <u>om</u>	-ness	happin <u>ess</u>	-um	album
-ed	add <u>ed</u>	-on	cotton	-ure	measur <u>e</u>
-en	wood <u>en</u>	-or	doct <u>or</u>	-us	focus
-ence	lic <u>ence</u>	-our	col <u>our</u>	-ward	forw <u>ard</u>
-ent	stud <u>ent</u>	-ous	fam <u>ous</u>		

Suffixes with an i sound:

-age	band <u>age</u>	-is	tenn <u>i</u> s	-it	prohibit
-ic	bas <u>i</u> c	-ish	fin <u>i</u> sh	-ive	pass <u>i</u> ve
-im	max <u>i</u> m	-ism	rac <u>i</u> sm	-ship	worsh <u>i</u> p
-ing	meet <u>i</u> ng	-ist	pian <u>i</u> st		

Suffixes with an ii sound:

-cy	fanc <u>y</u>	-ie	cook <u>i</u> e	-ly	quickl <u>y</u>	-ty	part <u>y</u>
-ey	trolle <u>y</u>	-ies	ladi <u>es</u>	-ry	ver <u>y</u>	-y	wind <u>y</u>

Suffixes with two vowel sounds:

<u>uh / ii</u>				<u>i / uh</u>	
-ably	comfort <u>ably</u>	-ogy	technolog <u>y</u>	-ible	respons <u>ible</u>
-acy	democr <u>acy</u>	-omy	astronom <u>y</u>	-ical	econom <u>ical</u>
-amy	monog <u>amy</u>	-raphy	geograph <u>y</u>		
-archy	mon <u>archy</u>				
-ary	diction <u>ary</u>	<u>uh / uh</u>		<u>uh / i</u>	
-ery	potter <u>y</u>	-able	avail <u>able</u>	-ative	talk <u>ative</u>
-ity	purity				

Suffixes with other sounds: iy -eous, -ia, -ian, -ier, -iour, -ious, -ium eu -o-, -ow-, -phobe ai -fy-, -ise a -gram o -logue oy -oid

Suffixes which are stressed:

-aise	mayonn <u>aise</u>	-esce	coalesc <u>e</u>	-ette	cigar <u>ette</u>
-ane	mund <u>ane</u>	-ese	Chines <u>e</u>	-ique	uniqu <u>e</u>
-ee	train <u>ee</u>	-esque	picture <u>esque</u>	-teen	ninet <u>een</u>
-eer	engin <u>eer</u>	-ess	princ <u>ess</u>		

General Statements on English Spelling and Vowel Sounds

Below are some general statements that are often true regarding English spelling and vowel sounds. They are not strict rules, but you can often count on them.

Take any word set and focus on the vowel sound in each word and how it is spelled. Discuss which statements apply to which words and match the cards with the statement. Say why the exceptions are different, and then put the words in each group into sound or spelling subgroups.

For each statement, try to learn the possible spelling/sound combinations.

- 1.** Short vowel sounds are written with one vowel letter. These words are often phonetic.
In words of more than one syllable: the vowel letter will represent a short vowel sound when followed by two or more consonant letters.

- 2.** Long vowel sounds are written with an **r** in the spelling.

- 3.** You can tell a word has a long vowel sound by the presence of two vowel letters which are the same: **ee** or **oo**.

- 4.** Long vowel sounds are written with two different vowel letters (a vowel digraph).

- 5.** When you see vowel + consonant + **e** the vowel will say its alphabet name.
In words of more than one syllable: this can apply with other vowel letters too, not only e.

- 6.** Diphthongs are written with an **r** in the spelling.

- 7.** Diphthongs are written with two different vowel letters (a vowel digraph).

- 8.** Other consonant letters like **w**, **y**, and **gh** count as part of long vowel sounds or diphthongs in spellings, rather than consonant sounds; other consonant letters can occur as silent letters, e.g. **b** in “debt”.

Exceptions:

Say why they don't fit into any category.

Spelling Patterns and the Sounds they Make – 1

Short vowel sounds are written with one vowel letter. These words are often phonetic.

There are 8 short vowel sounds in English. Here are the most common spelling patterns:

Sound:	Spelling Pattern:	Example:	More Examples:
a	a	ba g	_____
e	e	be d	_____
i	i	bi g	_____
o	o	po t	_____
u	u	bu s	_____
uu	u	pu t	_____

The other two short vowel sounds appear in weak syllables; the schwa sound **uh** is the most common vowel sound in English and appears in many weak syllables, e.g. suffixes.

The short **ii** sound also appears in weak syllables, especially in suffixes ending with -y.

Exceptions:

Short vowel sounds are sometimes represented in other ways:

Sound:	Spelling Pattern:	Example:	More Examples:
a	a + e	ha ve	_____
e	a	a ny	_____
	ae	ha e morrhage	_____
	ai	sa i d	_____
	ea	de a d	_____
	ei	le i sure	_____
	ie	fr i endship	_____
	ue	gu u ess	_____

Spelling Patterns and the Sounds they Make – 1

Short vowel sounds are written with one vowel letter. These words are often phonetic.

i

e
i + e
ie
u
ui
o
y

sacrilegious
give
sieve
business
building
women
gym

o

a
au
eau
o + e
ou
ow
ua

watch
sausage
bureaucracy
gone
cough
knowledge
quandary

u

o
o + e
oe
ou

won
come
does
touch

uu

o
oo
ou

woman
book
could

Spelling Patterns and the Sounds they Make – 2

Long vowel sounds are written with an r in the spelling.

There are 5 long vowel sounds in English. Three of them – **ar**, **er**, and **or** – are usually spelled with an r:

Sound:	Spelling Pattern:	Example:	More Examples:
ar	ar	dark	_____
	arre	charred	_____
	ear	heart	_____
	er	sergeant	_____
	uar	guard	_____
er	ear	heard	_____
	er	hers	_____
	erre	deferred	_____
	ir	bird	_____
	or	word	_____
	our	courteous	_____
	ur	church	_____
or	ar	warm	_____
	oar	roars	_____
	oor	doors	_____
	oore	moored	_____
	or	born	_____
	ore	bored	_____
	our	fourth	_____

The other two long vowel sounds **ee** and **oo** are dealt with in Statement 3.

Exceptions:

Long vowel sounds **ar**, **er**, and **or** are sometimes represented in other ways:

Sound:	Spelling Pattern:	Example:	More Examples:
ar	a	bath	_____
	a + e	vase	_____
	al	half	_____
er	olo	colonel	_____
or	a	ball	_____
	al	talk	_____

Spelling Patterns and the Sounds they Make – 3

You can tell a word has a long vowel sound by the presence of two vowel letters which are the same: **ee** or **oo**.

The other two long vowel sounds are often spelled with the distinctive **ee** and **oo** patterns:

Sound:	Spelling Pattern:	Example:	More Examples:
ee	ee	be en	_____
oo	oo	coo l	_____

Long vowel sounds **ee** and **oo** are sometimes represented in other ways:

Statement 4: two different vowel letters together (digraphs) can represent these sounds
e.g. bean **ee**

Statement 5: vowel-consonant-vowel rule can make the vowel letter **e** long
e.g. scene **ee**

Statement 8: other consonant letters can be used to represent these sounds, e.g.
e.g. through **oo**

Exceptions:

Here are some common exceptions to this rule:

Sound:	Spelling Pattern:	Example:	More Examples:
ee	e	she	_____
	e + ue	se gue	_____
	i	pi zza	_____
	i + e	po lice	_____
	i + ue	techni que	_____
oo	o + e	lo se	_____

Spelling Patterns and the Sounds they Make – 4

Long vowel sounds are written with two different vowel letters (a vowel digraph).

Sometimes long vowel sounds are written with a vowel digraph. We must learn the possible combinations:

Sound:	Spelling Pattern:	Example:	More Examples:
ee	ae	encyclo a edia	_____
	ea	b e ach	_____
	ei	con cei ve	_____
	ie	pie ce	_____
oo	eu	ne u tron	_____
	oe	sh oe s	_____
	oeu	man oeu vre	_____
	ou	s ou p	_____
	ueu	q ueu ing	_____
	ueue	q ueue	_____
	ui	fr ui t	_____
or	au	ca u se	_____

Note: the long vowel sounds **ar** and **er** are not represented by any vowel digraphs.

Spelling Patterns and the Sounds they Make – 5

When you see vowel + consonant + **e** the vowel will say its alphabet name.

The long sound of each vowel letter is caused by the **single consonant + e** spelling:

Sound:	Spelling Pattern:	Example:	More Examples:
ei	a + e	cake	_____
ee	e + e	scene	_____
ai	i + e	bike	_____
eu	o + e	hole	_____
oo	u + e	June	_____

It is important to note that in words of more than one syllable the same rule can apply with other vowel letters too, not only e. The key point to remember is:

when you see **vowel + single consonant + vowel** the first vowel says its alphabet name,
e.g. baking = Bei king

Exceptions:

Sometimes these sounds are represented in other ways:

Sound:	Spelling Pattern:	Example:	More Examples:
ai	y + e	type	_____
eu	o	both	_____
	o + ue	rogue	_____

And sometimes the spelling pattern **vowel + single consonant + e** can result in a short vowel sound, e.g. give (see Statement 1 for more exceptions).

Note: this rule is very consistent with one-syllable words, and is generally true in polysyllabic words as well. However, there are many examples of polysyllabic words where **vowel + single consonant + vowel** occurs but the first vowel is short, e.g. travel, money, lover, and orange.

Spelling Patterns and the Sounds they Make – 6

Diphthongs are written with an **r** in the spelling.

There are 10 diphthongs in English. Like long vowel sounds, they are often written with an **r** in the spelling:

Sound:	Spelling Pattern:	Example:	More Examples:
aiy	iar ire	liars fired	<hr/> <hr/>
auw	our oure	sours soured	<hr/> <hr/>
eir	air aire are ear eir	chairs millionaire cared bears theirs	<hr/> <hr/> <hr/> <hr/> <hr/>
iy	ear eare eer eere eir ere ier ir	beard neared peers cheered weird sincerely piers souvenir	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
uuw	ure	assure	<hr/>

Exceptions:

Diphthongs can also be represented in other ways:

Sound:	Spelling Pattern:	Example:	More Examples:
ai	i ui + e	bicycle guide	<hr/> <hr/>
ei	a e + e	waste fete	<hr/> <hr/>
eir	a	parent	<hr/>
eu	o	both	<hr/>
iy	ee	feel	<hr/>

Spelling Patterns and the Sounds they Make – 7

Diphthongs are written with two different vowel letters (a vowel digraph).

Another common way to spell diphthongs is by using a vowel digraph. We must learn the possible combinations:

Sound:	Spelling Pattern:	Example:	More Examples:
ai	ei	kale id oscope	_____
	ie	d ied	_____
	ui	g uide	_____
aiy	ia	d ial	_____
	iou	p ious	_____
au	ou	h ouse	_____
ei	ai	f aith	_____
	au	g auge	_____
	ei	b eige	_____
eu	au	m auve	_____
	oa	b oat	_____
	oe	g oes	_____
	ou	s houlder	_____
aiy	ia	d ial	_____
	io	l ion	_____
	iou	p ious	_____
iy	ea	m ea l	_____
	eo	t heories	_____
	oea	diarr h oea	_____
oy	oi	b oil	_____
uuw	ue	s uet	_____

Note: **oi** is the only vowel digraph for **oy**, and **ou** is the only vowel digraph for **au**.

Spelling Patterns and the Sounds they Make – 8

Other consonant letters like w, y, and gh count as part of long vowel sounds or diphthongs in spellings, rather than consonant sounds; other consonant letters can occur as silent letters, e.g. b in “debt”.

It can be a surprise that these consonant letters are part of the vowel sound, and therefore not pronounced in their normal way, but we have to accept it and learn the combinations:

Sound:	Spelling Pattern:	Example:	More Examples:
ai	eigh	height	_____
	ig	sign	_____
	igh	fight	_____
	ye	died	_____
ar	al	calm	_____
	augh	laughter	_____
au	oub	doubt	_____
	ough	boughs	_____
	ow	cows	_____
	owe	bowed	_____
auw	owe	towel	_____
	ower	showers	_____
	owere	powered	_____
ee	ey	keys	_____
ei	ay	days	_____
	eig	feign	_____
	eigh	weight	_____
	ey	they've	_____
eu	ow	known	_____
	owe	owed	_____
oo	ew	chew	_____
	ewe	chewed	_____
	iew	view	_____
	iewe	viewed	_____
or	al	walk	_____
	augh	caught	_____
	aw	lawn	_____
	ough	bought	_____
oy	oy	boys	_____
	oya	royal	_____
	uoye	buoyed	_____
uuw	ewe	jewel	_____
	ewer	sewers	_____

Test Your Grammar Skills

Building a Sentence Using **Subject Verb Object Place Time** (SVOPT)

This word order grid will help you to write a very common type of sentence in English using Subject-Verb-Object word order.

Note: we do not have to use every part, but we must put words in the correct order, e.g. I went to the shop yesterday = SVPT.

Who or What? <i>subject (noun phrase)</i>	Did What? <i>verb</i>	To Whom or What? <i>object (noun phrase)</i>	How? <i>adverbial of manner (optional)</i>	Where? <i>adverbial of place</i>	When? <i>adverbial of time</i>	Why? <i>(optional)</i>
<i>Example:</i> <i>A busy student</i>	<i>ate</i>	<i>a sandwich</i>	<i>very quickly</i>	<i>in the kitchen</i>	<i>at lunchtime,</i>	<i>because...</i>

Understanding Articles in English

How we talk about nouns (things):

plural (shops)

countable (book)

common (table)

abstract (love)

singular (shop)

uncountable (food)

proper (United Kingdom)

a, an (1)

- singular countable nouns
- unknown / first mention
- general
- **an** is the same as **a** but we use it before a vowel sound

the (1 or more)

- countable nouns – singular or plural
- known / later mentions
- specific things
- specific uncountable / plural nouns
- specific abstract nouns
- use **the** when you both know what is being talked about
- use **the** before superlative adjectives and ordinal numbers
- pronounced *thii* before vowel sounds

no article (*or “some”)

- uncountable nouns*
- plural nouns*
- abstract nouns*
- proper nouns
- things when you are talking in general

- We often need to write an article before a noun – *but not always!*
- There are only 3 articles – **a**, **an**, and **the** – but they cause a lot of errors
- **the** is the most common word in written English; **a** is #6 and **an** is #32 (*Talk a Lot Foundation Course* p.3.9)
- Some languages don't have articles, e.g. Polish; in English we need them to help make the rhythm and give more information
- Use **some** with plural countable nouns and with uncountable nouns; use **any** in question and negative forms
- Some nouns can be both countable and uncountable depending on the situation, e.g. cheese
- An article goes before a noun modifier, e.g. an adjective or intensifier, e.g. “a horse”; “a big horse”; “a really big horse”
- We can use a possessive adjective (e.g. my, your, our, etc.) or a determiner (e.g. this, that, these, those) instead of an article

Unfortunately, there are lots of exceptions to these rules! You should read English often to see the repeating patterns

Verb Forms Revision Test – Sample Answers

Verb Form (Tense):	Time:	Auxiliary Verb(s):	Example Sentences:*
present simple	regular time	do / does	+ I like chips. - I do not like chips. ? Do you like chips?
present continuous	now <i>or</i> future (with time phrase, e.g. “at 8pm”)	am / is / are	+ I am reading a book. - I am not reading a book. ? Are you reading a book?
past simple	finished time in the past, e.g. last week	did	+ I met my friend. - I did not meet my friend. ? Did you meet your friend?
past continuous	finished time in the past, e.g. last week	was / were	+ I was driving for two hours. - I was not driving for two hours. ? Were you driving for two hours?
present perfect	unfinished time, e.g. this week	have / has	+ I have finished my breakfast. - I have not finished my breakfast. ? Have you finished your breakfast?
present perfect continuous	unfinished time, e.g. this week	have / has + been	+ I have been playing football. - I have not been playing football. ? Have you been playing football?
past perfect	time before another past action	had	+ I had been to Italy before. - I had not been to Italy before. ? Had you been to Italy before?
modal forms	various times	modal auxiliary verbs	+ I can swim. - I cannot swim. ? Can you swim?
future with ‘will’	immediate future <i>or</i> predicted future	will	+ I will pay for lunch. - I will not pay for lunch. ? Will you pay for lunch?
future with ‘going to’	planned future	am / is / are + going to	+ I am going to join a gym. - I am not going to join a gym. ? Are you going to join a gym?

*Contractions are also acceptable, e.g. *I don't like chips*, *I'm reading a book*, *I've finished my breakfast*, etc.

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Intermediate Verb Forms – Matching Game

Cut out all of the cards, mix them up, then match them together again:



<i>Verb Form:</i>	<i>Quick Way to Remember it: (Mnemonic)</i>	<i>Example Sentence:</i>
Present Perfect Continuous	recent continuous action	I've been living here for six years.
Past Perfect	two past actions	I'd just put the phone down when there was a knock at the door.
Future Perfect	two future actions	By the time you get to work, I'll have already left.
Second Conditional	different present or future	If you sold your car, you could buy a better one.
Third Conditional	different past	If I hadn't called my manager a fat pig, I could have kept my job.
Reported Speech	changing verb forms	John said that he'd ordered the new furniture for the office.
Passive Voice	be + past participle	The parcel will be delivered on Wednesday.
Imperative Form	orders or instructions	Bring those chairs over here, please.

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Intermediate Book 1

Notes on Intermediate Verb Forms

Present Perfect Continuous = recent continuous action

Time of action:	From the past up to the recent past, or up to now (present).
When do we need to use it?	<p>To describe a recent continuous action, e.g. to catch up with a friend:</p> <ul style="list-style-type: none"> - <i>What have you been doing all morning?</i> - <i>I've been putting up wallpaper.</i> <p>[It's not clear from my words whether I've finished the whole job, e.g. I might have stopped for a break.]</p> <p>To describe an action that has been continuing for a period of time and is still going on:</p> <ul style="list-style-type: none"> - <i>How long have you been living in Bristol?</i> - <i>I've been living here for six years.</i>
How is it formed?	have (aux.) + been + present participle (-ing verb)
Contractions in spoken English:	<p>I have been ⇒ I've been uuh ffpin</p> <p>she has been ⇒ she's been sshi sspin</p>
Examples:	
Positive Form	Kay's been washing dirty sheets in the hotel laundry all morning.
Negative Form	Kay hasn't been washing dirty sheets in the hotel laundry all morning.
Question Form	Has Kay been washing dirty sheets in the hotel laundry all morning?
Answers:	Yes, she has . / No, she hasn't .
Passive form:	Rare, but possible, e.g. The car's been being fixed for hours!
Used with state verbs?	No, e.g. <i>I've been liking this film a lot!</i> = <i>I've liked this film a lot since...</i>
Tips:	<ul style="list-style-type: none"> • This form highlights the time period or duration of the action. • It is often used with a time clause to describe duration, e.g. "for x weeks / years" or "since" + day, date, or time, as well as with "...recently", "...lately", "...all day", "this morning/afternoon", etc.

Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

Past Perfect = two past actions

Time of action:	Past.
When do we need to use it?	<p>When there are two different times in the past.</p> <p>To describe an action in the past that happened before another past action. To set the scene. To give background information.</p> <p>- <i>I'd just put the phone down when there was a knock at the door.</i> [We use "just" when the times are close together.]</p> <p>- <i>Pete went to the same university that his father had studied at.</i> [The times are far apart.]</p>
How is it formed?	1 st clause: had (aux.) + past participle ; 2 nd clause: (often) past simple
Contractions in spoken English:	<p>I had ⇒ I'd uhd</p> <p>She had ⇒ She'd shidid</p>
Examples:	
Positive Form	The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot .
Negative Form	The duty manager hadn't asked Philip to wipe down the other bar...
Question Form	Had the duty manager asked Philip to wipe down the other bar...?
Answers:	Yes, he had . / No, he hadn't .
Passive form:	Philip had been asked to wipe down the other bar. [by...]
Used with state verbs?	Yes, e.g. <i>I'd liked spending time with them very much.</i>
Tips:	<ul style="list-style-type: none"> If it is obvious that the first action was before the second (a logical sequence), or you don't need to draw attention to this fact, past perfect is unnecessary and both actions could be past simple, e.g. "I got up and had a shower." In the sentence "The duty manager..." it is crucial to the meaning that the duty manager <i>had</i> asked Philip, before he forgot. This form is used in second conditional (see below).

Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

Past Perfect Continuous = two past actions – one is continuous

Time of action:	Past.
When do we need to use it?	<p>To describe a continuous action in the past that happened before another past action.</p> <p>To set the scene. To give background information.</p> <p>- <i>I'd been hoping for an A in Maths, but I got a B.</i></p> <p>- <i>She'd been expecting Trevor at seven, so she was annoyed when he arrived at quarter to eight.</i></p>
How is it formed?	<p>1st clause: had (aux.) + been + present participle (-ing verb);</p> <p>2nd clause: (often) past simple</p>
Contractions in spoken English:	<p>I had been ⇒ I'd been uuh tpin</p> <p>She had been ⇒ She'd been sshii tpin</p>
Examples:	
Positive Form	The children had been swimming all day, so when they got home they were absolutely exhausted.
Negative Form	The children hadn't been swimming all day, so...
Question Form	Had the children been swimming all day?
Answers:	Yes, they had . / No, they hadn't .
Passive form:	Rare, but possible, e.g. The documents had been being prepared since... [they had been "in the process of" being prepared since...]
Used with state verbs?	No, e.g. I'd been liking playing the guitar = I'd liked playing the guitar.
Tips:	<ul style="list-style-type: none"> This is a good form for showing <i>cause and effect</i>, e.g. "Something had been happening, so something else happened."

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Notes on Intermediate Verb Forms

Future Perfect = two future actions

Time of action:	Future.
When do we need to use it?	<p>When there are two different times in the future.</p> <p>To describe an action in the future that will happen before another future action. To speculate. To predict.</p> <p>- <i>By the time you get to work, I'll have already left.</i> [i.e. I will leave work before you arrive.]</p> <p>- <i>Call Barry tomorrow morning, because by then I will have spoken to him about your problem.</i> [i.e. I will speak to Barry about your problem at some point before tomorrow morning.]</p>
How is it formed?	<p>1st clause: will (aux.) + have (aux.) + past participle</p> <p>2nd clause: (often) present simple or imperative form</p>
Contractions in spoken English:	<p>I will have ⇒ I'll've uuh lvv</p> <p>She will have ⇒ She'll've sshi lvv</p>
Examples:	
Positive Form:	The pizza restaurant will've opened by the time you get back .
Negative Form:	The pizza restaurant won't've opened by the time you get back ...
Question Form:	Will the pizza restaurant have opened by the time I get back ...
Answers:	Yes, it will (have) . / No, it won't (have) .
Passive form:	All the children will have been told about the trip by next Tuesday.
Used with state verbs?	Yes, e.g. I'm sure I will have remembered to pack my passport.
Tips:	<ul style="list-style-type: none"> Sometimes known as "Future Past" or "Past in the Future". Often used with "by the time..." [second action]" or "When..." or "by [time] e.g. "By 10am..." / "By next week..." or "This time next..." We can use "going to" instead of "will", but using "will" gets us to the main verb (with the strong stress) more quickly.

Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

Future Perfect Continuous = two future actions – one is continuous

Time of action:	Future.
When do we need to use it?	<p>To describe a continuous action in the future that will or might happen before another future action. To speculate. To predict.</p> <p>- <i>By the time we arrive, she will have been getting ready for two hours.</i> [“getting ready” is a continuous future action that happens before another future action, “arrive”.]</p> <p>- If you get to the stadium at half past three, the match will have been going on for half an hour. [“going on” is a continuous future action that happens before another future action, “get to”.]</p>
How is it formed?	1 st clause: will (aux.) + have (aux.) + been + present participle (-ing verb); 2 nd clause: present simple
Contractions in spoken English:	<p>I will have been ⇒ I'll've been uuh I fpin</p> <p>She will have been ⇒ She'll've been sshi I ffpin</p>
Examples:	
Positive Form:	By two pm we'll have been flying for two hours.
Negative Form:	We won't've been flying for two hours...
Question Form:	Will you have been flying for two hours?
Answers:	Yes, we will (have) . / No, we won't (have) .
Passive form:	Rare, but possible, e.g. <i>The meeting will have been being held for over an hour...</i> [the meeting will have been “in process” or “going on”...]
Used with state verbs?	<p>No, e.g. Terry will have been remembering to...</p> <p>Use Present Perfect, e.g. <i>Terry will have remembered to...</i></p>
Tips:	<ul style="list-style-type: none"> Sometimes known as “Future Past Continuous”. We can use “going to” instead of “will”, but using “will” gets us to the main verb (and stressed syllable) more quickly. We would need a lot of contractions and it's six syllables before we get a stress! e.g. <i>We're going to have been flying...</i> = wi g n r fpin Flai yingg or, this shorter slang version: wi g wi g n r bin Flai yingg

Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

Second Conditional = different present or future

Time of action:	Present or future.
When do we need to use it?	<p>To describe hypothetical actions or alternative choices – and their consequences – in the present or future. To give advice.</p> <p>- <i>If I switched on the light, the room would get brighter.</i> - <i>If you sold your car, you could buy a better one.</i></p> <p>To describe imaginary actions and situations in the present or future, where there is perhaps little or no chance of them happening:</p> <p>- <i>If I met the President of the World Bank, I would ask him for a loan.</i></p>
How is it formed?	<p>1st clause: if + past simple 2nd clause: would/could/should/might + infinitive</p>
Contractions in spoken English:	<p>I would ⇒ I'd uhdid She would ⇒ She'd sshidid could / should / might = no contractions possible</p>
Examples:	
Positive Form:	If I made time, I could help you with your homework.
Negative Form:	Even if I made time, I couldn't help you with your homework.
Question Form:	If you made time, could you help me with my homework?
Answers:	Yes, I could . / No, I couldn't .
Passive form:	If time were made , you could be helped with your homework.
Used with state verbs?	Yes, e.g. <i>If you liked fish and chips, you could have some for dinner.</i>
Tips:	<ul style="list-style-type: none"> • Often called “unreal future” form. • We can use “might”, “could”, or “should” instead of “would”. • Great for giving advice: <i>If I were you, I would...</i> I imagine what I would do in your position – <i>If I were in your shoes...</i> (idiom) • Optimists use first conditional more: “If I get a pay rise, I’ll...” while pessimists use second conditional more: “If I got a pay rise, I’d...” The difference is in the outlook – how unlikely the situation appears to be to the speaker.

Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

Third Conditional = different past

Time of action:	Past.
When do we need to use it?	<p>To describe hypothetical actions (that didn't happen) in the past:</p> <p>- <i>If I'd arrived a few minutes earlier, I would've caught the bus.</i></p> <p>To express regrets and sorrow for having done something:</p> <p>- <i>If I hadn't called my manager a fat pig, I could have kept my job.</i></p> <p>Or to accuse somebody over something:</p> <p>- <i>If you'd worked harder at school, you could've been a doctor by now!</i></p>
How is it formed?	<p>1st clause: if + past perfect</p> <p>2nd clause: would/could/might + have + past participle</p>
Contractions in spoken English:	<p>I would have ⇒ I'd've uh dvi dv or I woulda uuh w d wuu d</p> <p>She could have ⇒ She could've sshi k dv or She coulda shi k di kuu</p> <p>could / should / might = no contractions possible</p>
Examples:	
Positive Form:	If you'd booked before the twelfth, you could've saved fifteen percent.
Negative Form:	If you hadn't booked before the twelfth, you couldn't have saved...
Question Form:	If I'd booked before the twelfth, could I have saved...?
Answers:	Yes, you could (have) . / No, you couldn't (have) .
Passive form:	If the room had been booked before the twelfth, you could've...
Used with state verbs?	Yes, e.g. <i>If I'd remembered to post that letter, you would have got it...</i>
Tips:	<ul style="list-style-type: none"> • There is no chance of this action happening – it's impossible. • Sometimes the "if" clause is not spoken, but rather implied by the speaker: <i>I would've got you some tickets for the concert.</i> [i.e. "If you had asked me to, but you didn't."]

Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

Reported Speech = changing verb forms

Time of action:	Past.																																		
When do we need to use it?	<p>To report what somebody else said, in either written or spoken English:</p> <p><i>1pm: John: "I have ordered the new furniture for the office." [Pr. Perf.]</i> <i>6pm: Bob: "John said that he'd ordered..." [Past Perfect]</i></p>																																		
How is it formed?	<p>Verb forms and pronouns change:</p> <table> <tr> <td><u>first person pronouns:</u></td><td><u>change to third person pronouns:</u></td></tr> <tr> <td>I</td><td>he, she</td></tr> <tr> <td>you</td><td>he, she, they</td></tr> <tr> <td>we</td><td>they</td></tr> </table> <table> <tr> <td><u>present forms:</u></td><td><u>change to past forms:</u></td></tr> <tr> <td>Present Simple John: "The cake is ready."</td><td>Past Simple John said the cake was ready.</td></tr> <tr> <td>Present Continuous John: "We're eating the cake."</td><td>Past Continuous John said they were eating the cake.</td></tr> <tr> <td>Present Perfect Kay: "You've finished the cake."</td><td>Past Perfect Kay said they'd finished the cake.</td></tr> <tr> <td>Present Perfect Continuous Kay: "You've been eating the cake."</td><td>Past Perfect Continuous Kay said they'd been eating the cake.</td></tr> </table> <table> <tr> <td><u>past forms:</u></td><td><u>change to past perfect forms:</u></td></tr> <tr> <td>Past Simple John: "The cake was delicious."</td><td>Past Perfect John said the cake had been delicious.</td></tr> <tr> <td>Past Continuous John: "Kay was baking for hours."</td><td>Past Perfect Continuous John said that Kay had been baking for hours.</td></tr> </table> <table> <tr> <td><u>modal forms:</u></td><td><u>change to:</u></td></tr> <tr> <td>will Kay: "I'll make another one soon."</td><td>would Kay said she'd make another one soon.</td></tr> <tr> <td>shall Kay: "Shall I make a chocolate cake?"</td><td>should Kay asked whether she should make a chocolate cake.</td></tr> <tr> <td>can John: "Can I have a piece?"</td><td>could John asked whether he could have a piece.</td></tr> <tr> <td>may Kay: "You may be allowed."</td><td>might Kay said that he might be allowed.</td></tr> </table>	<u>first person pronouns:</u>	<u>change to third person pronouns:</u>	I	he, she	you	he, she, they	we	they	<u>present forms:</u>	<u>change to past forms:</u>	Present Simple John: "The cake is ready."	Past Simple John said the cake was ready.	Present Continuous John: "We're eating the cake."	Past Continuous John said they were eating the cake.	Present Perfect Kay: "You've finished the cake."	Past Perfect Kay said they'd finished the cake.	Present Perfect Continuous Kay: "You've been eating the cake."	Past Perfect Continuous Kay said they'd been eating the cake.	<u>past forms:</u>	<u>change to past perfect forms:</u>	Past Simple John: "The cake was delicious."	Past Perfect John said the cake had been delicious.	Past Continuous John: "Kay was baking for hours."	Past Perfect Continuous John said that Kay had been baking for hours.	<u>modal forms:</u>	<u>change to:</u>	will Kay: "I'll make another one soon."	would Kay said she'd make another one soon.	shall Kay: "Shall I make a chocolate cake?"	should Kay asked whether she should make a chocolate cake.	can John: "Can I have a piece?"	could John asked whether he could have a piece.	may Kay: "You may be allowed."	might Kay said that he might be allowed.
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Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

	<p><u>some modal forms stay the same:</u></p> <p>must Kay: "But you mustn't eat too much."</p> <p>ought to Kay: "You ought to cut down on cakes."</p> <p>used to Kay: "You used to be much slimmer."</p> <p><u>pronouns and adverbs:</u></p> <p>this John: "This is my cake."</p> <p>these Kay: "These are for our guests."</p> <p>here Kay: "Leave this cake here."</p> <p>now Kay: "Bring these cakes now."</p> <p>today John: "I'll eat this cake today."</p> <p>yesterday Kay: "You ate those cakes yesterday."</p> <p>tomorrow John: "I can finish these cakes tomorrow."</p>	<p>must Kay said that he mustn't eat too much.</p> <p>ought to Kay said that he ought to cut down on cakes.</p> <p>used to Kay said that he used to be much slimmer.</p> <p><u>change to:</u></p> <p>that John said that was his cake.</p> <p>those Kay said those were for their guests.</p> <p>there Kay told him to leave that cake there.</p> <p>then / at that time Kay told him to bring those cakes then.</p> <p>that day / the same day John said he would eat that cake that day.</p> <p>the previous day / the day before Kay said that he'd eaten those cakes the previous day.</p> <p>the next day / the following day / the day after John said he could finish those cakes the next day.</p>
Contractions / Questions / Negatives / Passive / State verbs	As usual for verb forms.	
Tips:	<ul style="list-style-type: none"> • Also called indirect speech • Questions become factual statements. • You could insert "that" after "said" in all of the changed forms. It may seem a bit fussy these days! • Studying reported speech provides a great workout for practising verb forms! 	

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Intermediate Book 1

Notes on Intermediate Verb Forms

Passive Voice = be + past participle

Time of action:	Past, present, or future.																				
When do we need to use it?	<p>When it isn't important who does the action (who is the subject):</p> <p><i>The parcel will be delivered here on Wednesday.</i></p> <p>Or when you don't know who does the action (who is the subject):</p> <p><i>Stonehenge was built around five thousand years ago.</i></p>																				
How is it formed?	<p>object + be + past participle</p> <table> <tr> <td> Present Simple: <i>Active:</i> Paul delivers newspapers every day. </td><td> is / are + past participle <i>Passive:</i> Newspapers are delivered (by Paul) every day. </td></tr> <tr> <td> Past Simple: <i>Active:</i> Paul delivered newspapers yesterday. </td><td> was / were + past participle <i>Passive:</i> Newspapers were delivered (by Paul) yesterday. </td></tr> <tr> <td> Present Continuous: <i>Active:</i> Paul is delivering newspapers. </td><td> is / are + being + past participle <i>Passive:</i> Newspapers are being delivered (by Paul). </td></tr> <tr> <td> Past Continuous: <i>Active:</i> Paul was delivering newspapers. </td><td> was / were + being + past participle <i>Passive:</i> Newspapers were being delivered (by Paul). </td></tr> <tr> <td> Present Perfect: <i>Active:</i> Paul has delivered the newspapers. </td><td> have / has + been + past participle <i>Passive:</i> The newspapers have been delivered (by Paul). </td></tr> <tr> <td> Present Perfect Continuous: <i>Active:</i> Paul has been delivering the newspapers. </td><td> have / has + been + being + past participle <i>Passive:</i> The newspapers have been being delivered (by Paul). [RARE] </td></tr> <tr> <td> Past Perfect: <i>Active:</i> Paul had delivered the newspapers. </td><td> had + been + past participle <i>Passive:</i> The newspapers had been delivered (by Paul). </td></tr> <tr> <td> Past Perfect Continuous: <i>Active:</i> Paul had been delivering the newspapers. </td><td> had + been + being + past participle <i>Passive:</i> The newspapers had been being delivered (by Paul). [RARE] </td></tr> <tr> <td> Future with "will": <i>Active:</i> Paul will deliver the newspapers. </td><td> will + be + past participle <i>Passive:</i> The newspapers will be delivered (by Paul). </td></tr> <tr> <td> Future with "going to": <i>Active:</i> Paul is going to deliver the newspapers. </td><td> be + going to + be + past participle <i>Passive:</i> The newspapers are going to be delivered (by Paul). </td></tr> </table>	Present Simple: <i>Active:</i> Paul delivers newspapers every day.	is / are + past participle <i>Passive:</i> Newspapers are delivered (by Paul) every day.	Past Simple: <i>Active:</i> Paul delivered newspapers yesterday.	was / were + past participle <i>Passive:</i> Newspapers were delivered (by Paul) yesterday.	Present Continuous: <i>Active:</i> Paul is delivering newspapers.	is / are + being + past participle <i>Passive:</i> Newspapers are being delivered (by Paul).	Past Continuous: <i>Active:</i> Paul was delivering newspapers.	was / were + being + past participle <i>Passive:</i> Newspapers were being delivered (by Paul).	Present Perfect: <i>Active:</i> Paul has delivered the newspapers.	have / has + been + past participle <i>Passive:</i> The newspapers have been delivered (by Paul).	Present Perfect Continuous: <i>Active:</i> Paul has been delivering the newspapers.	have / has + been + being + past participle <i>Passive:</i> The newspapers have been being delivered (by Paul). [RARE]	Past Perfect: <i>Active:</i> Paul had delivered the newspapers.	had + been + past participle <i>Passive:</i> The newspapers had been delivered (by Paul).	Past Perfect Continuous: <i>Active:</i> Paul had been delivering the newspapers.	had + been + being + past participle <i>Passive:</i> The newspapers had been being delivered (by Paul). [RARE]	Future with "will": <i>Active:</i> Paul will deliver the newspapers.	will + be + past participle <i>Passive:</i> The newspapers will be delivered (by Paul).	Future with "going to": <i>Active:</i> Paul is going to deliver the newspapers.	be + going to + be + past participle <i>Passive:</i> The newspapers are going to be delivered (by Paul).
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Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

	<p>Future Perfect with “will”: <i>Active:</i> Paul will have delivered the newspapers.</p> <p>Future Perfect with “going to”: <i>Active:</i> Paul is going to have delivered the newspapers.</p> <p>Future Perfect Continuous with “will”: <i>Active:</i> Paul will have been delivering the newspapers.</p> <p>Modal Forms: will / can, etc. + be + past participle</p> <p>Modal Perfect: will / can, etc. + have + been + past participle</p>	<p>will + have + been + past participle <i>Passive:</i> The newspapers will have been delivered (by Paul).</p> <p>be + going to + have + been + past participle <i>Passive:</i> The newspapers are going to have been delivered (by Paul).</p> <p>will + have + been + being + past participle <i>Passive:</i> The newspapers will have been being delivered (by Paul). <i>[RARE]</i></p>
Contractions / Questions / Negatives / Passive / State verbs	As usual for verb forms.	
Tips:	<ul style="list-style-type: none"> All English sentences are either active (subject + verb) or passive (object + be + past participle). We can add “by...” if we know who does the action and it’s relevant, or omit it. Passive forms need transitive verbs, i.e. verbs that can take an object, such as “open” or “prepare”: <p><i>The door was opened [by...]</i> <i>The lunch was prepared [by...] etc.</i></p> <ul style="list-style-type: none"> Intransitive verbs, such as <i>live</i>, <i>wait</i>, and <i>sit down</i>, cannot be used in passive sentences, e.g. <p><i>Active: Bob sat down at the table. ✓</i> <i>Passive: The table was sat down at by Bob. ✗</i> This kind of sentence is needlessly clumsy and unclear.</p>	

Talk a Lot

Intermediate Book 1

Notes on Intermediate Verb Forms

Imperative Form = orders or instructions

Time of action:	Past, present, or future.
When do we need to use it?	<p>To give orders – to tell somebody what to do:</p> <p>- <i>Come here!</i> - <i>No! You come here!</i> - <i>Put those books on the table, please.</i></p> <p>To give instructions or directions:</p> <p>- <i>Cook on a low heat for...</i> - <i>Turn left, then drive for four miles...</i></p>
How is it formed?	With bare infinitive at or near the beginning of the sentence.
Contractions in spoken English:	As usual for verb forms.
Examples:	
Positive Form:	Bring that enormous plate of sandwiches here, now!
Negative Form:	Don't bring that enormous plate of sandwiches here!
Question Form:	Should I / Do I have to bring that enormous plate of sandwiches here, now?
Answers:	Yes, you should / do. / No, you shouldn't / don't have to.
Passive form:	Possible, but not common. Often with "let...", e.g. Active: "Open the door!" Passive: "Let the door be opened!"
Used with state verbs?	Yes, e.g. <i>Remember to pack your passport!</i>
Tips:	<ul style="list-style-type: none">• Be careful who you use it with. The tone is very informal, and commands are often considered too direct or even rude by English native speakers. Use it with family, friends, and inferiors!• Make an imperative sentence negative by putting <i>don't</i> before the verb.• You could make it seem more polite by putting <i>please...</i> or <i>please would you...?</i> before the infinitive, or at the end, e.g. "Please don't smoke."• Can be used with question tags to make sure that the other person is listening, e.g. "Pass me that book, would you?"

Talk a Lot

Sentence Blocks – Q & A

Q: What is a sentence block?

A: A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. It consists of positive and negative sentences, and two question forms – a wh- question and two questions with inversion (“yes-no” questions).

Q: What is a starting sentence?

A: The first sentence in a sentence block.

Q: What is a wh- question word?

A: A question word that begins with “wh-”. For example, “what”, “where”, “when”, “who”, “why”, “whose”, and “which”. “How” is also a wh- question word because it contains the letters “w” and “h”. Wh- questions are asked to obtain information, rather than a “yes” or “no” answer. They have a **falling intonation**, which means that the tone of your voice does not go up at the end of the question, as it does with “yes-no” questions.

Q: What is a question with inversion?

A: Also known as a “yes-no” question, because the answer is usually “yes” or “no”, a question with inversion is a question where the subject and verb have been swapped around (or “inverted”). They always start with an auxiliary verb (be, have, or do), a modal auxiliary verb (e.g. can, will, must, should, etc.), or verb “to be”. For example, this sentence is a statement: “John is a DJ”. To make this statement into a question with inversion we need to swap around the verb (“is”) and the subject (“John”) to make: “Is John a DJ?” Questions with inversion always have a **rising intonation**, which means that the tone of your voice has to go up at the end of the question.

Q: What is an auxiliary verb?

A: Auxiliary verbs are helping verbs. They don’t have any meaning of their own in the sentence, but they help the main verb to form a verb phrase. For example, in this sentence: “Jean was riding her horse in the field for half an hour this morning”, “was” is an auxiliary verb (from verb “to be”) which works together with the main verb “riding” to make the past continuous verb form. There are three primary auxiliary verbs in English: “be”, “have” and “do”, as well as modal auxiliary verbs such as “can”, “will” and “must”.

Q: What is each of the eight verb forms used for?

A: The uses of the verb forms studied during this course can be summarised as follows:

Present Simple:	to talk about regular actions and things that are always true
Past Simple:	to talk about completed actions in the past
Present Continuous:	to talk about what is happening at the moment
Past Continuous:	to talk about continuous actions in the past: what was happening when...
Present Perfect:	to talk about past actions which are quite recent or relevant to now
Modal Verbs:	to talk about permission, possibilities, ability, and probability
Future Forms:	to talk about future plans, predictions and intentions
First Conditional:	to talk about what will happen if a certain condition is met

Talk a Lot

Foundation Course

Glossary of Pronunciation Terms

This is a glossary of the main terms that learners should become familiar with before beginning a Talk a Lot course:

alphabet

An alphabet is a collection of words which are used to represent on a page the sounds that we make when speaking a language. There are 26 letters in the English alphabet, which are arranged in the following order:

a b c d e f g h i j k l m n o p q r s t u v w x y z

There are 21 consonant letters and 5 vowel letters (see below).

assimilation

A technique of connected speech. Assimilation occurs when the sound at the end of a syllable changes so that it is easier to pronounce with the sound at the beginning of the next syllable.

e.g. "clean bike" is easier to pronounce when the *n* at the end of clean changes to *m* : "cleam bike"

connected speech

The practice of joining together words in a sentence, rather than pronouncing each one separately.

consonant cluster

A combination of two or more consonant letters together in the spelling of a word.

e.g. "br" and "ng" in "bring", or "th" and "nk" in "think"

consonant letter

There are 21 consonant letters in the English alphabet. They are: b c d f g h j k l m n p q r s t v w x y z

consonant sound

There are twenty-five consonant sounds in spoken English. Consonant sounds are made when we move our tongue, lips, and mouth into different positions before releasing breath from our lungs.

There are fifteen voiced consonant sounds (we can feel our vocal cords moving when we make them):

b	bag	n	nurse	w	week
d	dice	ng	ring	y	yoghurt
j	jam	r	road	z	zip
l	lake	th	brother	zz	revision
m	music	v	van		

and there are ten unvoiced consonant sounds (we can't feel our vocal cords moving when we make them):

ch	cheese	hh	loch	s	snow
f	frog	k	kit	sh	shop
h	head	p	pig	tt	thousand

Most consonants sound as you would expect them to from looking at them (they are phonetic), so it is more important to spend time learning how the vowel sounds and diphthongs look and sound.

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Foundation Course

Glossary of Pronunciation Terms

content word

A content word is any word that has an individual meaning on its own, outside of a sentence. The following word groups are all content words: nouns, main verbs (but not verb “to be”, which is usually unstressed), phrasal verbs, adjectives, adverbs, numbers, proper names, and negative auxiliary verbs. Content words contrast with function words (see below), which are not usually stressed.

e.g. nouns – car, biscuit, tree, etc.
 main verbs – eat, go, take, etc.
 adjectives – interesting, good, expensive, etc.

contraction

A technique of connected speech. A contraction occurs when two words are merged together to make a single word, e.g. “it is” becomes “it’s”, and “I had” becomes “I’d”. The aim is to reduce unstressed syllables in the sentence: two function words, which are both unstressed, become one function word. The reduction of the function words makes the strong stresses on either side stand out more.

Note: a **mega contraction** is when a contraction is reduced even further to the barest minimum possible, without actually deleting the word, e.g. the contraction “you’re” is contracted further to *y* , “he’s” becomes *uhz* , and “they’re” becomes *th* .

diphthong

A diphthong is a vowel sound in English, in which two or more vowel sounds combine to make a new vowel sound. Therefore a diphthong is a double sound. There are 10 diphthongs in spoken English:

ai	time	auw	power	eu	home
aiy	hire	ei	plane	oy	toy
au	cow	eir	pear	uuw	pure

elision

A technique of connected speech. Elision occurs when a sound is removed from the end of a syllable, making it easier to pronounce next to the following syllable. The removal of a sound – usually *t* or *d* – often combines with a glottal stop (see below). The aim is to make a vc sound connection, which ensures a smooth transition to the next syllable.

e.g. in the phrase “hot coffee” there are two consonant sounds that meet – *t* and *c* – so to make them easier to pronounce together we get rid of the *t* (elision) and add a glottal stop: *Ho_ Ko fii*

embedded Schwa sound

An embedded Schwa sound occurs when we pronounce a consonant sound on its own. All consonant sounds are voiced in the Clear Alphabet, and a Schwa sound naturally follows each consonant sound, e.g. *b*, *f*, or *t* . There is no need to write this Schwa sound (as *uh*) in CA, because it always follows a single consonant sound, e.g.

“today” = *t Dei* *t* is a consonant sound pronounced on its own which is followed by an embedded Schwa sound. It is pronounced like this: *tuh* , but we don’t need to write *uh* because the Schwa sound is assumed

Final Consonant Linking (FCL)

See *linking*, below.

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Foundation Course

Glossary of Pronunciation Terms

Friendly consonant sounds

Friendly consonant sounds are consonant sounds which are quite happy to meet other consonant sounds. They are:

n, m, and ng

(note that l can also sometimes be a friendly consonant sound...)

These are really helpful sounds, because when one of them happens to be at the end of a syllable and a consonant sound follows, they make the sound connection easy – just like a vc sound connection. n, m, and ng are all easy to pronounce with a following consonant sound. This is because the tongue and mouth are in a neutral position after pronouncing these sounds, and as such ready to pronounce any following sound. The tongue can rest on n, m, or ng without having to link it to the start of the next syllable.

function word

A function word is a short, unstressed grammar word that doesn't have an individual meaning on its own, outside of a sentence. Function words are usually: pronouns, auxiliary verbs, prepositions, articles, and conjunctions. Verb "to be" is also a function word – even when used as a main verb. Note: negative forms of auxiliary verbs do have stress, e.g. didn't is stressed on the first syllable (see **content words**, above).

e.g. pronouns – she, their, him, etc.
 auxiliary verbs – have, do, will, can, etc.
 prepositions – to, for, in, on, etc.
 articles and determiners – a, an, the, some, etc.

glottal stop

A technique of connected speech. A glottal stop is not a sound but rather an action – the sudden cutting-off of a vowel sound just after making it, instead of letting it run on. We hear a glottal stop as a tiny gap in the flow of speech. It happens when we close our glottis (the opening of the vocal cords). The aim is to turn cc sound connections into vc sound connections (see below). By replacing a consonant sound with a glottal stop, we stop the friction that would have occurred by the meeting of the two consonant sounds. Glottal stops usually occur at the same time as elision (see above). A sound disappears, and a glottal stop is used automatically by the speaker in its place. Some native speakers tend to make a glottal stop even when the next sound is a vowel sound, but this deviates from standard pronunciation. In Clear Alphabet, a glottal stop is represented by the underscore symbol: _

e.g. "My mate Pat." = mai Mei_ Pa_. (the t's are deleted and replaced by glottal stops)

homophone

A homophone is a word that has exactly the same **sounds** as another word, but a different **spelling** and a different **meaning**. Homophones are good examples of how sounds and spelling have become disconnected in English.

e.g.	your / yore	wait / weight	please / pleas	mind / mined	too / two
	sail / sale	weak / week	tail / tale	son / sun	bean / been

intonation

Intonation is how we strongly stress one or more particular words in a sentence to emphasise a particular part of it. We use intonation as a variation from standard pronunciation, where all the information is presented with a similar level of importance.

e.g. standard pronunciation: "Julie's just won the swimming gala." = clear and informative, with no particular intonation or emphasis

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Glossary of Pronunciation Terms

with intonation on **Julie**: a) “*Julie's* just won the swimming gala.” = it is relevant *who* won the gala. Maybe the result is a shock because Julie is known to be a poor swimmer, or maybe the listener didn't hear the winner's name

with intonation on **swimming**: b) “Julie's just won the *swimming* gala.” = it is relevant which gala Julie has won. Maybe the conversation has included several different galas.

intrusion

A technique of connected speech. When the sound connection (see below) between two syllables is **vv** (vowel sound to vowel sound) we insert a new consonant sound between them – *y*, *w*, or *r* – replacing the second vowel sound in the sound connection, making the sound connection much easier to pronounce.

e.g. intrusion with *y* : “grey eyes” = Grei Yaiz *not* Grei Aiz

the *y* in grey is not usually pronounced because it is part of a vowel cluster (“ey”) which makes the diphthong *ei*. However, when the next sound is another vowel sound, we must pronounce it, to create a **vc** sound connection (see below) instead of a **vv** connection.
more examples:

intrusion with *w* : “how old” = Hau Weuld *not* Hau Euld

intrusion with *r* : “four elephants” = For Re lfn_s *not* For E lfn_s

IPA

The IPA is an acronym for the International Phonetic Alphabet, a standard form of writing the sounds of a language. The current IPA (International Phonetic Alphabet) was invented in the nineteenth century by French and British linguists. The IPA can be helpful in some situations, for example if a student takes the time to learn it they will be able to accurately pronounce any word in the dictionary. When teaching language – and especially pronunciation – we do need a way of representing sounds on a page, but the current IPA is no longer fit for purpose in the Digital Age, because it cannot be easily reproduced on a keyboard or mobile phone keypad. Just try sharing a document that uses IPA symbols and you will see what I mean. Everybody needs to buy a new font – which does not happen. So we need a new phonetic way of writing. Another problem with the IPA is that students have to learn a whole new alphabet of around fifty new characters. Students are often put off by the unfamiliar and exotic-looking symbols that they have to learn, which only adds an extra burden for students – especially those whose first language does not always use the Roman alphabet, e.g. those whose first language is Arabic, Russian, Chinese, etc. They already have to learn one new alphabet to learn English; then we try to add a second. It's no wonder the IPA is put on the back burner.

Clear Alphabet (CA) is a modern phonetic English alphabet (see below).

linking

A technique of connected speech. Also known as Final Consonant Linking (FCL), linking occurs when the sound connection between two syllables is **cv** (consonant to vowel). Linking allows us to join together the two syllables with a **vc** (vowel to consonant) sound connection instead, which is the preferred sound connection for English native speakers, because it is the easiest to pronounce (see below).

e.g. in “like it” the two sounds meeting are *k* (consonant sound) and *i* (vowel sound)

before linking (original **cv** sound connection): Laik it

after linking (new **vc** sound connection): Lai kit

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mega contraction

See *contraction*, above.

Clear Alphabet (CA)

A new alphabet for the English language, which is similar to the IPA in that it enables the reader to see all the phonemes (sounds) contained in each word. However, unlike the IPA, CA uses the more familiar Roman alphabet – a, b, c, etc. – and allows the reader to see the stressed syllable in a word as well as the connections between syllables and words. Each of the 48 sounds of English has its own written ID (identifier).

e.g. the “a” sound in “cake” is always written as **ei** – Keik

In normal spelling this sound can be written in different ways, but with CA it always looks the same: **ei**

e.g. make = **meik**, day = **dei**, change = **cheinj**, etc.

(See the CA handout on p.29 for the full list of sounds and IDs.)

phoneme

A phoneme is an individual sound, which is part of a syllable.

e.g. in the word “cat” there are three separate letters – c-a-t – and three separate phonemes – **k a t** – while in the word “tooth” there are five separate letters – t-o-o-t-h – but only three separate phonemes – **t oo tt** .

phonetics

Phonetics is the study of sound in human speech. “Phone” comes from the Greek word for “sound” and “voice”: *phōnē*, e.g. telephone = tele (distant) + phone (sound) = distant sound.

phonics

Phonics is how the study of phonetics is applied to language, e.g. understanding how spelling and sounds are connected. For example, Phonics may be used to teach reading to language learners. Phonics is sometimes used as a direct synonym for phonetics, though this is incorrect.

R-linking

A technique of connected speech. R-linking is part of intrusion and occurs when the **r** consonant sound is inserted between two vowel sounds, effectively replacing the second vowel sound in the sound connection. The aim is to transform a **vv** (vowel to vowel) sound connection into a **vc** (vowel to consonant) sound connection, which is easier to pronounce.

e.g. in “there is” the two sounds meeting are **eir** (consonant sound) and **i** (vowel sound)

original cv sound connection: **their iz**

new vc sound connection: **their riz**

Schwa sound

The Schwa sound **uh** is the most common vowel sound in English, and the least known. It is also the weakest vowel sound. It is the only sound in English to have an individual name, with “Schwa” coming from the Hebrew letter called *Shva*, which has the same function. It often occurs in weak stressed syllables, being a short expulsion of air, which

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sounds like the noise made when somebody hits you in the stomach – “Uh!” Or the kind of grunt that a teenager might make first thing in the morning as a form of greeting – “Uh!”

The Schwa sound helps to make the stress pattern in a sentence, because it makes the unstressed syllables weaker by replacing vowel sounds, especially diphthongs and long vowel sounds. This makes the unstressed syllables shorter, which in turn makes the stressed syllables stronger, by increasing the contrast between weak and strong. When you don't use the Schwa sound your spoken English will lack stress and you will be likely to pronounce letters that should be silent, e.g. the “o” and “r” at the end of “doctor”:

Pronunciation written using CA: Do kt

The word “doctor” has two syllables. The first syllable is stressed, and the second is not. The first has a strong-stressed vowel sound, while the second has a Schwa sound – the weakest and dullest vowel sound there is. The contrast adds to the stress pattern in the sentence. The intention of the spelling “or” is to represent the Schwa sound. Unfortunately, many learners are unaware of this sound and, trying to pronounce every letter in the word, will learn the pronunciation as: do ktor. Some will even roll the r at the end of the word, which is never done in English.

The Schwa sound is not unique to English and occurs in a variety of languages, from Russian to Dutch, and Indonesian to Hindi. Do you have it in *your* language? Does it provide a similar function to the English Schwa sound?

In CA the Schwa sound can be written as **uh**, but it is often not written at all, and simply pronounced as part of a consonant sound, e.g. t has a built in Schwa sound when we say it: t. We call this an embedded Schwa sound (see CA chart on p.29). It is enough to do this to pronounce the Schwa sound.

As we have seen above, in CA “doctor” is spelled: Do kt. The first syllable is the stressed one (hence capital “D”) and has a strong vowel sound o. The second syllable does not have a vowel sound, apart from an embedded Schwa sound which is not written, but occurs naturally when we pronounce the sound t. The “r” disappears from the spelling because it is a silent letter (see below) and not pronounced.

sentence stress

The sequence of stressed and unstressed syllables in a spoken sentence.

silent letters

Extra letters which appear in the spelling of the word when we write it, but which are not pronounced when we say the word.

e.g. “o”, “r”, “a”, and “e” in the word “comfortable”, which is pronounced Kum ft bl

sound connection

The place between two syllables where two sounds meet. There are four possible kinds of sound connection:

vc (vowel sound to consonant sound)	e.g. “my car”	mai Kar = easy to pronounce
vv (vowel sound to vowel sound)	e.g. “we are”	wee ar = difficult to pronounce
cv (consonant sound to vowel sound)	e.g. “it is”	it iz = difficult to pronounce
cc (consonant sound to consonant sound)	e.g. “that book”	that Buuk = difficult to pronounce

Speakers of English will do anything to their words and letters to create easy vc sound connections between syllables when they speak. They will quite ruthlessly get rid of sounds, add sounds, and change sounds to make these all-important vc sound connections. However, English spelling doesn't help, because not every syllable starts with a consonant sound and ends with a vowel sound. If only it did! Then we could all speak like this: ba ba ba ba ba ba etc. and we wouldn't need to use – or study – connected speech! Instead words clash and scrape together, like badly fitting puzzle pieces, and we must use the techniques of connected speech to “bash out” those troublesome sound connections. This is what usually happens:

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If the sound connection is:

we use:

vc
vv

OK – easy to pronounce (no connected speech required!)
intrusion with an extra consonant sound, which makes the connection vc: y, w, or r

cv
cc

Final Consonant Linking (FCL)
Elision, Glottal Stop, Assimilation, or FCL

examples:

vc (vowel sound to consonant sound)

mai Kar – no need to do anything!

vv (vowel sound to vowel sound)

wee yar – add y to make a vc sound connection

cv (consonant sound to vowel sound)

i tiz – move the final consonant t forward to start the next syllable, making a vc sound connection

cc (consonant sound to consonant sound)

tha_ Buuk – use elision: delete t and use a glottal stop instead.
A vc sound connection results

sound spine

The sound spine is the sequence of vowel sounds on the stressed syllables in a sentence. These sounds are the most important sounds in the sentence – the sounds that the listener needs to hear in order to correctly process the words. They form the “backbone” of the sentence – hence “sound spine”. We should always try to find and emphasise the sound spine in a sentence. Whatever other sounds are wrongly pronounced, the vowel sounds on the stressed syllables should be heard clearly and correctly. If one or more of these vowel sounds are wrongly pronounced, miscommunication can occur and the listener may have to say: “Sorry, I didn’t catch that. Could you repeat that, please?”

e.g. compare these two sound spines:

1. correct vowel sounds on stressed syllables:

ei i u ar a ar
Jason has finished cutting the grass in the back garden.

2. incorrect vowel sounds on stressed syllables:

ee er e i uu iy
Jason has finished cutting the grass in the back garden.

In the second example it is very difficult to work out what is meant, because the incorrect vowel sounds transform the content words into something different (sometimes into completely different words), making them unidentifiable, e.g. “finished” now sounds like “furnished”, “back” now sounds like “book”, and “grass” now sounds like “griss”, which isn’t a word in English, etc.

spelling

The system we use to put language into written form. Unfortunately for people trying to learn English, spelling in English is not phonetic, i.e. the sound of a word (in most cases) does not match the spelling. This means that we have to learn how each word is pronounced by listening to a native speaker – who is hopefully a good model. We have to learn by experience, or by using the IPA phonetic spellings in a dictionary. So there are two parallel components for each word – its sound and its spelling. Furthermore, once we have learned how each word sounds on its own, we then have to take into account how they sound when they are joined together, since we don’t speak word by word, but rather syllable by syllable, merging words together using the techniques of connected speech.

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standard pronunciation

Standard pronunciation is a neutral form of pronunciation, which is not influenced by any specific accented version of English, e.g. Scouse (the Liverpool accent), Geordie (the Newcastle accent), or Welsh (a Welsh accent). Formerly known as Received Pronunciation (RP), standard English can be heard when you watch the news on a British TV channel, or listen to many of the programmes on BBC Radio 4. Standard pronunciation is used in all of the Talk a Lot books, so that learners can study pronunciation with a neutral accent, rather than a particular regional one.

stressed syllable

The syllable in a content word that has greater stress than all of the other syllables. We pronounce this syllable a little louder – more strongly – than the others. In CA the stressed syllable always begins with a capital letter. This helps learners to identify them in a sentence and then work out the sound spine.

e.g. in the word “television”, there are four syllables and the third syllable is stressed: te l Vi zzn

stress mark

The stress mark shows us which syllable is stressed in an IPA phonetic spelling of a word. The stress mark always comes before the stressed syllable and looks like this: /'/. The stress mark takes the guesswork out of finding the stress in a word when using the IPA. In CA there is no need for a stress mark, because the stressed syllable always starts with a capital letter.

stress pattern

A stress pattern is the sequence of strong (stressed) and weak (unstressed) syllables in a sentence.

e.g. in the following sentence the syllables in bold are strong while the others are weak:

Jason has finished **cutting** the **grass** in the **back** garden.

stress-timed languages

English is a stress-timed language, which means that it should be spoken with its familiar rhythm, e.g. du DUH du DUH du DUH du DUH... etc. The stress pattern is like a mountain range, with the strong stresses the peaks, and the weak stresses the valleys. The contrast between weak and strong makes the distinctive rhythm of English. Other stress-timed languages include German, Dutch, and Swedish. Some languages are not stress-timed, but syllable-timed, with each syllable having roughly equal stress. Syllable-timed languages include French and Spanish. Learners of English who have these languages as their first language often try to force English to follow the same stress pattern. The result is confusion for the listener, because in English much of the meaning of the words is picked up subconsciously by the listener from the vowel sounds on the stressed syllables in a sentence.

strong form

Function words can have strong forms and weak forms, depending on where they are in a sentence. When a function word is in between words in a sentence, we should pronounce the weak form, e.g. the preposition “to” in the following sentences:

I went to the bank. ai Wen_ t th Bangk.

But when a function word comes at the end of a sentence, we should pronounce the strong form, e.g.

Which bank did you go to? Wi Chbang kdi ch Geu too?

Often learners use strong forms of words like prepositions (to, for, etc.) instead of the weak forms, leading to errors in the sentence stress, e.g.

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normal spelling:	CA spelling (strong form):	CA spelling (weak form):
to	too	t
for	for	f
the	thee	th
	or thu	th

strong stress

The strong stress is the stressed syllable in a word. This syllable must be pronounced more strongly – and clearly – than the others in the word. The vowel sound in this syllable must be correct and clear, because it is the most important sound in the syllable – and one of the most important sounds in the sentence as a whole. Pronouncing the correct vowel sound on the correct stressed syllable will help to ensure that the listener understands you.

suffix

A suffix is a word ending which is the same in many different words. Suffixes are not usually stressed. This is helpful to note because it means that we can discount the suffix when we are looking for the stressed syllable in a content word.

e.g. “-ing” in: “**cooking**”, “**going**”, “**putting**”, “**taking**”, etc.
or “-er” in: “**baker**”, “**letter**”, “**builder**”, “**player**”, better, etc.

syllable

A syllable is part of a word that can be said in one beat.

e.g. in the word “potato” there are three syllables = three beats: po-ta-to. The middle syllable is stressed: p Tei teu

vc sound connection

A vc sound connection occurs when a syllable that ends with a vowel sound meets a syllable that begins with a consonant sound, e.g. “be nice” or “daytime”. vc sound connections are the easiest of the four kinds of sound connection for native speakers of English to pronounce, because after making the vowel sound our tongue, lips, and mouth are in a neutral position – ready to form any consonant sound.

vowel cluster

A combination of two or more letters (vowel or consonant letters) together in the normal spelling of a word, which makes one sound.

e.g. the vowel cluster “ea” makes the sound e in the word “bread”, ei in the word “break”, and ee in the word “read” (among others).

(See also *Talk a Lot Handbook* p.18.55: List of Vowel Clusters – In Alphabetical Order.)

vowel letter

There are 5 vowel letters in the English alphabet. They are: **a**, **e**, **i**, **o**, **u**. The lack of vowel letters in the English language leads to the problematic differences between spelling and sounds, because just five vowel letters have to represent twenty-three different vowel sounds. For example, vowel letters can combine to form vowel clusters (see above) which then represent different sounds, creating a lot of confusion for learners of English. In CA one written ID (identifier) *a*lways represents the same single sound, so the sounds always look the same on the page.

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Because of this, spelling with CA is much easier: when you think of the sound, you know how it should look, and you know which letters to write. You don't have to memorise two different elements per word: spelling and sounds.

vowel sound

There are twenty-three vowel sounds in spoken English. Vowel sounds are made when we allow breath to move freely from our lungs out of our mouths, without blocking it with our tongue, lips, or mouth (as we do with consonant sounds).

There are eight short vowel sounds:

a	bat	ii	happy	uh	arrive (Schwa sound)
e	leg	o	sock	uu	pull
i	dish	u	cup		

...five long vowel sounds:

ar	star	er	shirt	or	ball
ee	three	oo	shoot		

...and ten diphthongs:

ai	time	ei	plane	oy	toy
aiy	hire	eir	pear	uuw	pure
au	cow	eu	home		
auw	power	iy	here		

Learners whose first language doesn't contain any long vowel sounds or diphthongs will often try to use only short vowel sounds to make all of the vowel sounds in English – which leads to errors and misunderstandings, because the vowel sounds on the stressed syllables in a sentence (the sound spine) must be correct and clear. In comparison, consonant sounds are mostly phonetic, i.e. they sound how you would expect them to from how they look, e.g. t, d, m, n, etc.

weak form

One-syllable function words often have weak forms, which should be used in spoken English instead of their strong forms (see *strong form* above). For example, the weak form of the preposition “for” is pronounced simply f, without a vowel sound, apart from the embedded Schwa sound (see above) which is the natural result of saying f. If learners use strong forms instead of weak forms, their pronunciation will sound stilted and “foreign”, because the sentence stress and the sound spine will be incorrect.

word stress

Word stress is the system of stress within an individual word. Every content word in English has one strong stress.

e.g. in the word “government”, the strong stress is on the first syllable: Gu v mnt

The second syllable contains an embedded Schwa sound, which is pronounced naturally when you say v, and the final syllable also contains an embedded Schwa sound after m. The strong stress in a content word should be emphasised by saying it more loudly and strongly than the other unstressed syllables. In any given content word, one syllable will be stressed strongly (with the vowel sound being the most important sound) and the other syllables will be unstressed, with one or more of them likely to contain a Schwa sound.

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Course Outline

Lesson 1 – Introduction and Basic Principles

- 1.1 Talk a Lot Foundation Course is an opportunity to study the theory of pronunciation before beginning a Talk a Lot course
- 1.2 English spelling is broken
- 1.3 We need a new phonetic alphabet to represent sounds in written form
- 1.4 The vowel sounds on the stressed syllables of content words are the most important sounds in a sentence
- 1.5 English Native speakers use sounds, stress, and connected speech without thinking about it, but you have to *learn* to do it!
- 1.6 The *Glossary of Pronunciation Terms* will be a useful reference tool during the course
- 1.7 Standard EFL course books are good at teaching reading and listening skills, but less able to teach speaking and writing

Lesson 2 – Spelling and Sounds

- 2.1 English is not a phonetic language, which means that often spelling and sounds do not match
- 2.2 The spelling of a word and its sounds are usually two different things in English. You need to learn two parts of each word: the spelling and the sounds
- 2.3 Part of the problem is the high frequency of silent letters in English spelling
- 2.4 Students usually pronounce far too many vowel sounds when they speak English
- 2.5 The Schwa sound is the most common vowel sound in English – and the least discussed
- 2.6 The glottal stop is not a sound but rather an action – the cutting off of a sound at the moment of making it
- 2.7 We need to combine the written alphabet and the phonetic alphabet into one Clear Alphabet

Lesson 3 – Stress

- 3.1 English is a stress-timed language, not a syllable-timed language
- 3.2 Content words each have one strong stress, while function words are not stressed
- 3.3 Word stress is irregular in English
- 3.4 Communication is reduced when we don't use sentence stress
- 3.5 The sound spine is the sequence of vowel sounds on the stressed syllables in a sentence
- 3.6 It is not necessary to pronounce every letter in every word in every sentence
- 3.7 We reduce function words by using contractions and mega contractions
- 3.8 We also reduce function words by using weak forms
- 3.9 Most of the top 100 most common words in English are function words, which have weak forms that students do not generally use
- 3.10 We are not going to focus on intonation during this course

Lesson 4 – Connected Speech

- 4.1 Even with the stress and vowel sounds correct in a sentence, we still sound wrong when we don't use connected speech, because we are speaking word by word
- 4.2 We speak English syllable by syllable, not word by word
- 4.3 However, English words don't fit together very well. They are like badly-fitting puzzle pieces
- 4.4 We use the Features of Connected Speech to solve this problem. It can be learned using the mnemonic GLACIER
- 4.5 There are four possible sound connections between syllables
- 4.6 cc sound connections are the hardest to pronounce
- 4.7 The aim is to speak with only vc (vowel sound to consonant sound) sound connections between syllables, and we use connected speech techniques to achieve this
- 4.8 Friendly consonant sounds are helpful because they are happy to sit beside other consonant sounds

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List of Common Weak Forms in Spoken English

- In spoken English we often use the **weak forms of function words** instead of the strong forms to make the sound spine stand out more clearly. This is true of Standard Pronunciation, dialects, and accents
- The weak form is often made by replacing the vowel sound in the strong form with a **Schwa sound: uh**
- Most function words that have weak forms are **monosyllabic** – they have only one syllable
- If we use strong forms when we should use weak forms, we sound **too formal** and it is more difficult for people to understand us, because the sentence stress is incorrect. Communication is reduced
- If a function word comes **at the end of a sentence** we usually use its strong form, rather than its weak form, e.g. "What are you looking for?" (for) or, "Who are you writing to?" (too)
- If we want to show emphasis or contrast, we can vary the **intonation** by using strong forms where we would normally use weak forms, e.g. "What did *you* think of the book?" (yoo)

articles & determiners	weak	strong
a	uh	ei
an	uhn	an
any	uh nii	e nii
some	sm	sum
such	sch	such
that	th_	that
the	thi or th	thee

verb "be" & auxiliary verbs	weak	strong
am	uhm	am
are	uh	ar
be	bi	bee
been	bin or bn	been
is	uhz	iz
was	wz	woz
were	w	wer
do	duu or d	doo
does	dz	duz
had	hd or uhd	had
has	hz or uhz	haz
have	hv or uhv	hav
can	kn	kan
could	kd	kuud
must	mst or ms	must
shall	shl	shal
should	shd	shuud
will	uhl	wil
would	wd	wuud

conjunctions	weak	strong
and	uhn	and
because	b kz	bi koz
but	b_	but
if	uhf	if
or	uh	or
than	thn	than

prepositions	weak	strong
about	uh bau_	uh baut
as	uhz	az
at	uh_	at
by	b	bai
for	f	for
from	frm	from
of	uhv	ov
out	au_	aut
to	t	too
with	w	with


pronouns	weak	strong
he	hi or i	hee
her	h or uh	her
him	im	him
his	iz	hiz
I	uh	ai
it	i_	it
its	uh_s	its
me	mi	mee
my	m	mai
our	ar	auw
she	sh	shee
their	th	their
them	thm	them
there	th	their
they	th	thei
us	uhz	us
we	wi or w	wee
you	y	yoo
your	y	yor

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Focus on Connected Speech

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).

glottal stops	This sound _ replaces t before a consonant sound. <i>For example: football becomes Fuu_ borl</i>
 linking	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 WWor ktin t</i>
assimilation	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: bigitruckuck becomes Bi ktrukk</i>
contraction	The short forms of verb structures. <i>For example: you are -> you’re; they had -> they’d; he will -> he’ll, etc.</i>
intrusion	A new sound – w, y, or r – is added between two vowel sounds to make the transition easier to say. <i>For example: no idea becomes Neu wai DiyDiy</i>
elision	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 Par Slaiff</i>
r-linking	A 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 Por Rin t</i>

STRESS > REDUCE > MERGE
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practise Stress and Connected Speech in English

1. Write a phrase or sentence (8-10 syllables maximum). Read it out loud. Underline the content words:

2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

3. Mark the stressed syllables (above)

4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**

5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

contractions: _____ write the contracted form, e.g. they are = they're
schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)
short **i** sounds: _____ mark with **i** (as above)
glottal stops: _____ mark with **t** (when a syllable ends with **t**, followed by a con. sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc.

7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)

8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Talk a Lot

101 Possible Topics to Study

Can't think of anything to talk about? Here is a list of the 47 topics which already have Talk a Lot discussion words available to download from: <https://purlandtraining.com/>, along with more ideas for exciting new topics. Of course, you can also think of your own topics, and write discussion words using the template on p.108.

Beginner:

Clothes
Family
Food and Drink
Free Time
Health
Home
Shopping
Town
Transport
Work

Elementary:

Animals
Cars
Christmas
Colours and Numbers
Crime
Garden
Life Events
Music
Nature
Office
Sport
Television
The Human Body
Weather

Pre-Intermediate:

Airport
Australia
Books
DIY
Fame and Fortune
Films
Hospital
Internet
Learning English
Money
Places in the UK
Politics
Railway Station
The Environment
Toy Catalogue
Zoo

Intermediate and above:

10 Famous Events in British History
Bonfire Night
Death
Getting a Job
Hotel
Media
Problems

New Possible Topics:


Africa
American English
Animation
Antarctica
Architecture
Asia
Biology
Building a House
Business
Childhood
Chocolate
Cookery
Dating
Dentist
Design
Divorce
Drinks
Engineering
English Accents
Europe
Exams
Farm
Garage
Global Warming
Great Journeys
Having a Baby
Health Centre
Hobbies
India
Insects
Journalism
Kitchen
Languages
Law
Life in the UK
Literature
North America
Philosophy
Prison
Pronunciation
Psychology
Publishing
Religion
Russia
Science
Sea Creatures
South America
Space
Tea
Technology
The USA
Trains
Vet
World History

...and many more!

(The only limit is your imagination!)

Talk a Lot

Discussion Words



1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.

Name: _____ Date: _____ Group: _____

Title: _____

Free Books and Resources

*There are many useful books and resources for you to download absolutely **FREE** from: <https://purlandtraining.com/>*

Books:

Mixed Worksheets:

Big Grammar Book 1 & 2
Big Grammar Book Intermediate Book 1
Big Activity Book
Big Resource Book

Talk a Lot Spoken English Course:

Talk a Lot Elementary Book 1
Talk a Lot Elementary Book 2
Talk a Lot Elementary Book 3
Talk a Lot Intermediate Book 1
Talk a Lot Intermediate Book 2

Pronunciation:

Talk a Lot Foundation Course
Clear Alphabet Dictionary
Stress > Reduce > Merge

Teacher Training:

Talk a Lot Elementary Handbook
You Are The Course Book
You Are The Course Book 2 – In Practice

Error Correction:

Check It Again! (Book One)

Individual Worksheets:

Elementary
Intermediate
Advanced
How to Run Your Own English Course

*...plus lots of other great **free resources**, including a picture dictionary, quizzes, games, podcasts...!*