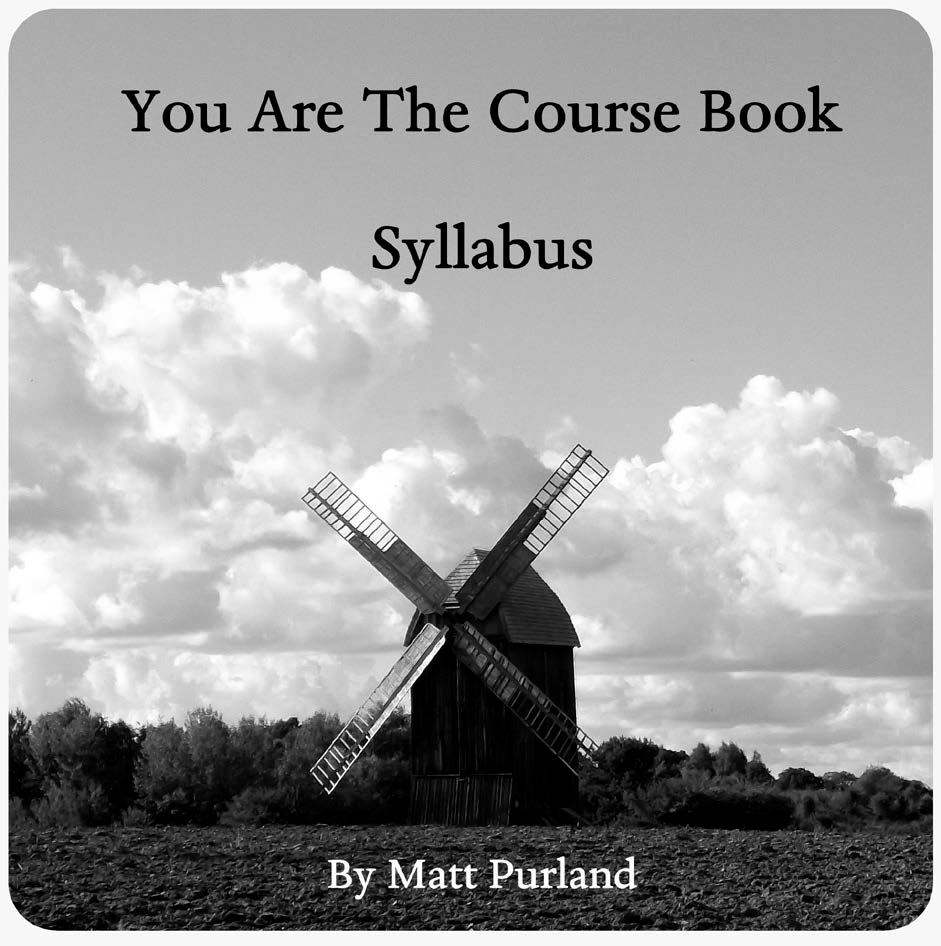
Download this FREE book today from:

[PurlandTraining.com](https://purlandtraining.com/)



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 Contents

5 Syllabus – Summary

1. Student Self-Assessment Form

Basic Grammar:

1. Writing the Alphabet
2. Essential Spellings
3. Personal Details – Completing Forms
4. The Most Important Verbs in English – Present Simple
5. The Most Important Verbs in English – Past Simple
6. A-Z of English Grammar Words
7. Word Classes in English – Revision
8. 15 Common Grammar Mistakes in Written and Oral Work
9. Tips for Better Written and Oral English Work

Basic Pronunciation:

1. Clear Alphabet – 48 Phonemes (Individual Sounds)
2. 100 Basic Words with Clear Alphabet
3. Learn the Clear Alphabet with Flashcards

43 Rhyming Words – Vowel Sounds and Diphthongs

You Are The Course Book Method: About:

1. Outline of You Are The Course Book Modes 1-3
2. General Principles of You Are The Course Book Method
3. 29 Ways You Are The Course Book Method Beats Working with a Course Book
4. You Are The Course Book – Auto Mode 3 (Blank)

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Stage 1: Vocabulary:

1. 200 Top Idioms in Spoken English Today
2. 200 Top Phrasal Verbs in Spoken English Today
3. General Statements on English Stress
4. English Stress Rules
5. How to Pronounce the Past -ed Form of Regular Verbs
6. 300 Common Compound Nouns
7. 100 of the Most Common Suffixes in English
8. General Statements on English Spelling and Vowel Sounds
9. Spelling Patterns and the Sounds they Make

Stage 2: Text:

6 Notes

Stage 3: Grammar Point:

1. Building a Sentence Using **Subject Verb Object Place Time** (SVOPT)
2. Understanding Articles in English

Stage 4: Verb Forms Revision:

1. Verb Forms Revision Test – Sample Answers
2. Intermediate Verb Forms – Matching Game Notes on Intermediate Verb Forms:
3. Present Perfect Continuous
4. Past Perfect
5. Past Perfect Continuous
6. Future Perfect
7. Future Perfect Continuous
8. Second Conditional
9. Third Conditional
10. Reported Speech

89 Passive Voice

91 Imperative Form

1. Sentence Blocks – Q & A

Stage 5: Pronunciation:

1. Glossary of Pronunciation Terms
2. Talk a Lot Foundation Course – Course Outline
3. List of Common Weak Forms in Spoken English
4. The Techniques of Connected Speech – Matching Game
5. Stress > Reduce > Merge (Blank)

Stage 6: Free Practice:

1. 101 Possible Topics to Study
2. Blank Discussion Words Template

Stage 7: Writing:

1. Blank Writing Paper

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:
    1. The Most Important Verbs in English – Present Simple
    2. 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

1. Word Classes in English – Revision
2. 15 Common Grammar Mistakes in Written and Oral Work
3. 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:

1. Clear Alphabet – 48 Phonemes (Individual Sounds)
2. 100 Basic Words with Clear Alphabet
3. 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.c: om/

110. Free Books and Worksheets

You Are The Course Book Method: About:

* + This is a relatively new approach to teaching English

1. Outline of You Are The Course Book Modes 1-3
2. General Principles of You Are The Course Book Method
3. 29 Ways You Are The Course Book Method Beats Working with a Course Book
4. 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

1. 200 Top Idioms in Spoken English Today
2. 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.
3. General Statements on English Stress
4. English Stress Rules
5. How to Pronounce the Past -ed Form of Regular Verbs
6. 300 Common Compound Nouns
   * Suffixes are not usually stressed
7. 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:
8. General Statements on English Spelling and Vowel Sounds
9. 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:

1. 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

1. Understanding Articles in English

Stage 4: Verb Forms Revision:

* + Learn common verb forms:

1. Verb Forms Revision Test – Sample Answers
2. Intermediate Verb Forms – Matching Game
3. 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
4. Sentence Blocks – Q & A

Stage 5: Pronunciation:

1. 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
2. Talk a Lot Foundation Course – Course Outline
3. 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
4. The Techniques of Connected Speech – Matching Game
5. 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:

1. 101 Possible Topics to Study
2. 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

1. Blank Writing Paper
   * Know popular plots for writing stories, e.g.

* boy meets girl
* rags to riches
* fish out of water
* the fatal flaw
* fight until you reach a goal
* you can’t avoid fate
* pursued by an unstoppable force
* love triangle
* cat and mouse chase
* 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?)*

1. Do you watch English language TV programmes and/or listen to English language radio programmes? *(If yes, which ones?)*
2. Do you prefer reading practice, writing practice or speaking and listening practice?
3. Write GOOD, OK, or BAD under each skill below to show what you think of your abilities at the moment:

*Reading: Writing: Speaking: Listening:*

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

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

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 |
| **¼** | quarter | **22** | twenty two |
| **½** | half | **23** | twenty three |
| **¾** | 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 |

*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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

**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: “**c**at”, “**d**og”, and “**m**ouse”. 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. “fre**-** quently”, 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\*

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

Function Words – not stressed\*\*\*

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

*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?”

1. The verb doesn’t agree with the subject:
   1. There are many person in this class.
   2. The film finish at four o’clock.

***Advice: The verb should agree with the subject:***

1. There are many people in this class.
2. The film finishes at four o’clock.
3. There are mixed tenses or the wrong tense has been used:
   1. I went to the supermarket and meet my friend James.
   2. I have saw my sister yesterday.

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

1. I went to the supermarket and met my friend James.
2. I saw my sister yesterday.
3. There are articles or determiners in the wrong place or missing altogether:
   1. I bought new computer last weekend.
   2. I had some interesting journey to work this morning.

***Advice: Use articles and determiners correctly:***

1. I bought a new computer last weekend.
2. I had an interesting journey to work this morning.
3. Capital letters are used incorrectly:
   1. I’ll see you on sunday.
   2. 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:***

1. I’ll see you on Sunday.
2. My friend Rob lives at 44 Sunnybank Drive, Ollerton, Southampton, SH2 5PB.
3. There are spelling mistakes:
   1. I came to Britain last autum.
   2. 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:***

1. I came to Britain last autumn.
2. The children finished their dinner and went outside.
3. Sentences are long, rambling and repetitive:
   1. I wake up at 7 o’clock and have a shower and brush my hair and get dressed.
   2. 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:**

1. I wake up at 7 o’clock and have a shower. Then I brush my hair and get dressed.
2. We learnt about grammar and some of the students said they didn’t like it. I think it is a good subject because ...
3. The words in the sentence are in the wrong order:
   1. Which programmes you don’t like?
   2. I can go home now, please?

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

1. Which programmes don’t you like?
2. Can I go home now, please?
3. There is incorrect punctuation:
   1. My sisters name is Zafreen, she lives with our parents in Leicester.
   2. What. is. your. favourite. colour.

**Advice: Use punctuation correctly:**

1. My sister’s name is Zafreen. She lives with our parents in Leicester.
2. What is your favourite colour?
3. The answer is not relevant to the question, e.g. ‘Describe a good friend’:
   1. 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 …

1. There is incorrect use of plural forms:
   1. We can do it ourself.
   2. Do you want a toast?

**Advice: Learn and use plural forms and their determiners:**

1. We can do it ourselves.
2. Do you want some toast?
3. A verb is missing from the sentence:
   1. I just spoken to Emma and she really busy.
   2. My boss leaving next week to start a new job.

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

1. I have just spoken to Emma and she’s really busy.
2. My boss is leaving next week to start a new job.
3. A preposition is missing from a sentence:
   1. Bill Clinton was the 42nd President the USA.
   2. I put my bag the table.

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

1. Bill Clinton was the 42nd President of the USA.
2. I put my bag on the table.
3. The meaning isn’t clear or the sentence doesn’t make sense:
   1. I got the train at six thirty and arrived when I got to work early.
   2. 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:**

1. I got the train at six thirty and arrived at work early.
2. My favourite food is Chinese, but I don’t go out and get it very often.
3. The infinitive is used incorrectly:
   1. I’m going talk about my country.
   2. Kevin wanted to going to the museum with his class.

**Advice: Use the infinitive correctly – ‘to’ + infinitive, rather than mixed tenses:**

1. I’m going to talk about my country.
2. Kevin wanted to go to the museum with his class.
3. There are incomplete sentences, e.g. a sentence that doesn’t contain a subject- verb-object:
   1. Not good.
   2. 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:**

1. That was not good.
2. 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.

**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 | LôL | bat | Bat | v / s |
| **2.** | ai | L~fL | time | Taim | d |
| **3.** | aiy | L~f]L | hire | Haiy | d |
| **4.** | ar | L^WL | star | Star | v / l |
| **5.** | au | L~rL | cow | Kau | d |
| **6.** | auw | L~r]L | power | Pauw | d |
| **7.** | b | LÄL | bag | Bag | c / v |
| **8.** | ch | LípL | cheese | Cheez | c / u |
| **9.** | d | LÇL | dice | Dais | c / v |
| **10.** | e | LÉL | leg | Leg | v / s |
| **11.** | ee | LáWL | three | Ttree | v / l |
| **12.** | ei | LÉfL | plane | Plein | d |
| **13.** | eir | LÉ]L | pear | Peir | d |
| **14.** | er | L‰WL | shirt | Shert | v / l |
| **15.** | eu | L]rL | home | Heum | d |
| **16.** | f | LÑL | frog | Frog | c / u |
| **17.** | g | LÖL | glass | Glars | c / v |
| **18.** | h | LÜL | head | Hed | c / u |
| **19.** | hh | LñL | loch | Lohh | c / u |
| **20.** | i | LfL | dish | Dish | v / s |
| **21.** | ii | LáL | happy | Ha pii | v / s |
| **22.** | iy | Lf]L | here | Hiy | d |
| **23.** | j | LÇwL | jam | Jam | c / v |
| **24.** | k | LâL | kit | Kit | c / u |
| **25.** | l | LäL | lake | Leik | c / v |
| **26.** | m | LãL | music | Myoo zik | c / v |
| **27.** | n | LåL | nurse | Ners | c / v |
| **28.** | ng | LÏL | ring | Ring | c / v |
| **29.** | o | LflL | sock | Sok | v / s |
| **30.** | oo | LìWL | shoot | Shoot | v / l |
| **31.** | or | LlWL | ball | Borl | v / l |
| **32.** | oy | LlfL | toy | Toy | d |
| **33.** | p | LéL | pig | Pig | c / u |
| **34.** | r | LêL | road | Reud | c / v |
| **35.** | s | LëL | snow | Sneu | c / u |
| **36.** | sh | LpL | shop | Shop | c / u |
| **37.** | t | LíL | taxi | Ta ksii | c / u |
| **38.** | th | LaL | brother | Bru th | c / v |
| **39.** | tt | LqL | thousand | Ttau znd | c / u |
| **40.** | u | L¾L | cup | Kup | v / s |
| **41.** | uh | L]L | arrive | uh Raiv | v / s |
| **42.** | uu | LrL | pull | Puul | v / s |
| **43.** | uuw | Lr]L | pure | Pyuuw | d |
| **44.** | v | LîL | van | Van | c / v |
| **45.** | w | LïL | week | Week | c / v |
| **46.** | y | LàL | yoghurt | Yo gt | c / v |
| **47.** | z | LòL | zip | Zip | c / v |
| **48.** | zz | LwL | revision | r Vi zzn | c / v |
|  | \_ | L\L | football | Fuu\_ borl |  |

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

## 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 |  |  |

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:

1. 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.

Learn the Clear Alphabet with Flashcards

1. Show a card with a sound on it and students have to say a word each that includes this sound.
2. Students have to put several of the cards in order to make a simple word, e.g. “cat” =

k

a

t

1. 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.
2. 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.
3. 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.
4. 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*.]

#### Simple Flashcards (Page 1 of 5)

|  |  |
| --- | --- |
| i  Talk a Lot | a  Talk a Lot |
| o  Talk a Lot | uu  Talk a Lot |
| uh  Talk a Lot | e  Talk a Lot |
| ii  Talk a Lot | ee  Talk a Lot |
| ar  Talk a Lot | or  Talk a Lot |

Detailed Flashcards (Page 1 of 5)

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

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 |

Detailed Flashcards (Page 2 of 5)

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

Simple Flashcards (Page 3 of 5)

|  |  |
| --- | --- |
| iy  Talk a Lot | uuw  Talk a Lot |
| auw  Talk a Lot | b  Talk a Lot |
| g  Talk a Lot | v  Talk a Lot |
| t  Talk a Lot | d  Talk a Lot |
| tt  Talk a Lot | th  Talk a Lot |

Detailed Flashcards (Page 3 of 5)

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

Simple Flashcards (Page 4 of 5)

|  |  |
| --- | --- |
| p  Talk a Lot | k  Talk a Lot |
| s  Talk a Lot | sh  Talk a Lot |
| ch  Talk a Lot | h  Talk a Lot |
| r  Talk a Lot | w  Talk a Lot |
| y  Talk a Lot | m  Talk a Lot |

Detailed Flashcards (Page 4 of 5)

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

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 |

Detailed Flashcards (Page 5 of 5)

|  |  |
| --- | --- |
| ng  ring Ring c / v | n  nurse Ners c / v |
| f  frog Frog c / u | l  lake Leik c / v |
| zz  revision r Vi zzn c / v | z  zip Zip c / v |
| hh  loch Lohh c / u | j  jam Jam c / v |
| \_  football Fuu\_ borl (glottal stop) |  |

*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 ii ee

*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

*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

*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

*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 | ar | | |
| *vowel sound in ‘h* ***a*** *t’* |  | *vowel sound in ‘c* ***ar****’* |  |
| hat | tap | car | mark |
| cat | lap | far | Mark |
| fat spat chat gnat splat bat brat  mat | cap nap sap rap gap yap  channel | bar tar char par mar star guitar  Qatar | dark shark barber  harbour |
| Matt | banner | are | tart cart |
| can | spanner manner | hurrah | smart art |
| span  man | tank | shah | part  dart |
| ban | prank | spa | mart |
| nan tan ran fan  van | spank sank thank bank  shank | bra  cha-cha ta  pa | hart heart  chance |
| land | yank | ask  task | dance prance |
| hand stand  band | thanks  back | bask cask  mask | lance advance  stance |
| and bandstand | slack hack | branch | father |
| handstand  understand | sack  shack | hard | lather  rather |
| brand sand | tack knack | card  lard bard | Arthur |
| pal  gal |  | charred | bath |
|  |  | barred |  |
| map |  | jarred |  |
| chap |  |  |  |
| trap |  | bark |  |
| flap |  | lark |  |
| clap |  | park |  |
|  |  | hark |  |

*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 or

*vowel sound in ‘g* ***o*** *t’ vowel sound in ‘****or****’*

|  |  |  |  |
| --- | --- | --- | --- |
| got | box | or | talk |
| hot | fox | for | walk |
| knot  not | cox | nor | chalk |
| shot | off | pour | hawk |
| lot  rot | scoff | four  your | squawk |
| plot slot | on con | poor | fork pork |
| trot  clot | Ron | door | York |
| hotpot cot  jot pot sot tot  salt halt | Yvonne John gone from  sock | pore sore more bore yore wore core  fore gore | board hoard  sword  fought nought ought |
| Walt malt | knock  rock clock | whore  tore lore | wart  form |
| bolt  colt | shock  dock | law | dorm |
| dolt  vault | wok | jaw  paw straw | warm  warn |
| fault | rob Bob | draw  raw | lawn |
| moult | sob | saw | prawn |
| stop | cob  job | war | sawn  pawn |
| top  chop | lob fob | oar | torn |
| hop  prop | hob | hoar | forlorn |
| mop cop | odd | horse Norse |  |
| fop  pop | wad | coarse |  |
| sop |  |  |  |
|  |  | force |  |

*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 | oo | |
| *vowel sound in ‘p* ***u*** *t’* | *vowel sound in ‘r* ***oo*** *m’* |  |
| put  soot | room  loom doom | June dune |
| foot  book | womb | moon soon |
| hook look cook crook  shook | to too  two | cool fool pool school |
| brook  took | hue | group soup |
| rook | cue |  |
| wool | you |  |
| bull | stew |  |
| full | few |  |
| pull | brew |  |
|  | new |  |
| push | crew |  |
| bush |  |  |
|  | queue |  |
| whoosh |  |  |
|  | route |  |
| good |  |  |
| hood | boot |  |
|  | loot |  |
| could |  |  |
| should | newt |  |
| would |  |  |
|  | cute |  |
| you’d |  |  |
|  | use |  |
|  | fuse |  |
|  | shoes |  |
|  | lose |  |
|  | bruise |  |

*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 | er | | |
| *vowel sound in ‘****a*** *go’* |  | *vowel sound in ‘h* ***er****’* |  |
| **a**go | anyb**o**dy | her | turn |
| **a**dore **a**bout | nob**o**dy | per | burn |
| **a**round **a**nnoy  **a**part **a**ware | Lond**o**n  wom**a**n | stir fir  fur | stern fern  worm |
| env**e**lope | fam**i**ly | purr | term |
| fam**ou**s | mot**o**rway | whirr | perm |
| roy**a**l | endl**e**ss faithl**e**ss | heard | firm |
| loy**a**l | harml**e**ss | herd | shirt  skirt |
| b**a**nan**a** |  | nerd |  |
| comput**e**r |  | bird | hurt |
| heat**e**r und**e**r |  | stirred | pert |
| us**e**r  teach**e**r pow**e**r |  | purred | first thirst |
| tow**e**r  broth**e**r |  | word | worst |
| moth**e**r  fath**e**r |  | curd  turd | worse |
| sist**e**r daught**e**r |  | perch | curse |
| umbrell**a** |  | lurch | verse |
| **a** |  | church | world |
| th**e** |  | birch | girl |
| **u**ntil **u**nless  presid**e**nt |  | search  murder | furl hurl curl |
| resid**e**nt confid**e**nt |  | girder  learn | earl pearl |
| someb**o**dy |  | earn | twirl |

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 | u | | |
| *vowel sound in ‘t* ***e*** *n’* |  | *vowel sound in ‘****u*** *p’* |  |
| ten | met | up | sun |
| hen | let | cup | fun |
| wren | bet | sup | bun |
| den  men pen | net  jet pet | pup  mud | shun  stun gun |
| when  gem | set vet | thud  bud stud | nun  pun run |
| hem | debt | cud |  |
| fell | help | blood | ton won |
| tell  bell | yelp | flood | son |
| smell | melt | rub | one |
| swell shell  dwell | dwelt Celt | hub club  pub | done  gull |
| spell well | tense  pence | snub scrub  cub | mull dull  lull |
| gel | whence | tub | cull |
| spend | led | but | honey |
| mend tend  lend | bed wed  red | hut shut  cut | money  sunny |
| wend bend  end | Ted  head | nut rut | funny bunny  runny |
| trend | lead | butt putt | sum |
| wreck speck  deck | edge hedge  wedge | mutt  luck | hum gum  chum |
| neck peck | ledge | duck muck | rum |
| tech | egg  beg | chuck  buck puck | numb dumb |
| cheque  get | peg  keg leg | suck tuck |  |

*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 eu

*vowel sound in ‘r* ***ai*** *n’ vowel sound in ‘****ow*** *n’*

|  |  |  |  |
| --- | --- | --- | --- |
| rain  train Spain | plaice  plague | own  grown thrown | home  dome tome |
| lain  gain main | vague  nail | shown known | comb |
| chain  pain plain | sail  hail pail | bone  cone lone | roamed  won’t |
| plane | bail  fail | hone  throne | don’t |
| Jane | jail | clone | grow |
| cane sane Dane  reign feign | wail  whale bait | phone stone  loan groan  moan | blow know row show stow |
| mainly | date skate | cologne | oh |
| plainly  waste | gate  late fate | sewn | owe  woe |
| paste  haste | mate | phoned  cloned | hole |
| taste chaste  baste | weight eight freight | stoned  moaned | whole pole mole |
| laced | shame | loaned | sole |
| raced faced | lame came  tame | owned  hope | soul  soak |
| base |  | mope |  |
| case  chase lace | take  bake cake | cope  drove | poke woke |
| face  pace race | Jake  sake make | wove  roam | explode  load |
| mace  place | wake  lake | foam  loam | loaf |
|  | shake |  | oaf |

*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 au

*vowel sound in ‘b* ***y****’ vowel sound in ‘c* ***ow****’*

|  |  |  |  |
| --- | --- | --- | --- |
| by  spy sty | hide  child | cow  how now | clown  town brown |
| shy  my | wild | wow  bow | crown |
| cry | tiled | row | pound |
| try  buy | piled  styled | brow allow | found  sound wound |
| guy | kite | bough  plough | hound  mound |
| hi  pi | spite white | owl | round |
| pie | bite | howl  cowl | around  abound |
| die lie | byte | yowl scowl | astound |
| tie | quite | jowl  fowl | gowned |
| I | height | loud |  |
| eye bye Skye  bike hike  pike like | flight might night sight tight right bright | proud cloud  crowd  bowed cowed |  |
| style stile | wine shine mine  line | house mouse douse |  |
| while |  | out |  |
| mile Nile | sign | shout lout |  |
| tile pile | time lime | gout about  pout |  |
| tied lied | rhyme | tout  trout |  |
| ride | blind find | doubt |  |

*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 iy

*vowel sound in ‘t* ***oy****’ vowel sound in ‘****ear****’*

|  |  |  |  |
| --- | --- | --- | --- |
| toy | foiled | ear | steered |
| coy | spoiled | year | cheered |
| boy soy  Roy | oiled boiled | hear appear  dear | pioneered  cleared |
| annoy ploy joy Troy  cloy |  | clear near tear gear  fear | neared feared reared seared |
| destroy employ |  | disappear rear | tiered |
| decoy deploy |  | sear  cheer | cheering peering  steering |
| Illinois  toyed |  | beer leer  sheer | leering pioneering  jeering |
| annoyed employed |  | peer deer | veering |
| deployed overjoyed enjoyed  void |  | steer engineer pioneer volunteer  jeer | searing fearing nearing clearing |
| avoid |  | veer | shield |
| Lloyd |  | pier | wield field |
|  |  | tier |  |
| Freud |  | chandelier cavalier | kneeled |
| boil  soil |  | here | kneel |
| toil  coil |  | sphere  mere | Neil |
| foil spoil oil  soiled |  | we’re Zaire | heal seal meal weal |
| toiled |  | pierce |  |
| coiled |  |  |  |
|  |  | peered |  |

*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 | uuw | | |
| *vowel sound in ‘****air****’* |  | *vowel sound in ‘t* ***our****’* |  |
| air chair | commissionaire | tour | curio |
| hair fair lair  stair pair | aired chaired despaired paired | tourist  tourism plural | you’re |
| affair despair flair éclair unfair  where there  their they’re | pared stared fared bared shared prepared declared compared dared flared cared | rural mural  neural  usual unusual  neurotic  pure sure |  |
| wear | laird | cure  assure |  |
| tear bear | square | lure allure |  |
| mare |  | purely |  |
| pare |  | surely |  |
| stare |  |  |  |
| rare |  | furious |  |
| fare |  | curious |  |
| share |  | luxurious |  |
| prepare |  |  |  |
| declare |  | cured |  |
| dare |  | lured |  |
| flare |  | assured |  |
| care |  |  |  |
| bare |  | touring |  |
| compare |  |  |  |
| beware |  | alluring |  |
| aware |  | assuring |  |
| Clare |  | luring |  |
|  |  | curing |  |
| Claire |  |  |  |
| millionaire |  | luxuriant |  |

*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 auw

*vowel sound in ‘f* ***ire****’ vowel sound in ‘****our****’*

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

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
   * 2.3 Third Draft – Improvements (pairs or small groups)
     + Title
     + Vocabulary
     + Sentence Structure
     + People
3. Grammar Point

* Punctuation
* Sense
* Motivations
* Actions
* Results
* Details

1. Verb Forms Revision
   * 8 Questions, e.g. What, Where, When, Who, Why, Which, How, and auxiliary verbs
   * Sentence Blocks
   * Verb Forms Revision Test
2. Pronunciation
   * Sentence Stress  Connected Speech
3. Free Practice
   * Choose an activity from the list (see *You Are The Course Book*)
4. 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: Using Language:

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

General Principles of You Are The Course Book Method (08.01.13)

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: Class with **YATCB** Method:

1. Students learn by reading from the book Students learn by their mistakes while producing language
2. There is expensive material to buy No material to buy – the techniques are free
3. T/F, matching, multiple-choice, and gap-fills are done in class We leave this kind of activity for homework
4. There is often not enough time for speaking or free practice There is plenty of time for speaking and free practice
5. Grammar topics are pre-decided and organised into units Grammar topics are decided by students’ needs on the day
6. Language points are covered once and then not repeated There is plenty of repetition of key points
7. The course book writer is creative and uses their imagination Students are creative and use their imagination
8. Students carry accumulated knowledge in their books Students carry accumulated knowledge in their heads
9. The material is standardised for many races and kinds of students The material is tailored to the people in the room
10. The book explains the language point The teacher **elicits** the language point
11. The teacher becomes jaded over time The teacher increases their expertise over time
12. The teacher is a presenter of the course book, working for the book 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: Class with **YATCB** Method:

*Classroom Management*

1. Students sit facing the teacher Students sit facing each other
2. Students sit in their chairs for the whole lesson Students move around
3. Students look down at their books Students look up at each other and the board
4. The teacher is a police officer The teacher is a guide

*Class Activities*

1. Students often work on their own Students work in pairs and groups, but not on their own
2. Students read in their heads Students produce material – verbally and in writing
3. Reading in class Reading for homework
4. Students read specially-written (false) texts Students work with real texts and realia
5. Pronunciation and connected speech are MIA Pronunciation and connected speech are integral

*Class Content*

1. Course book writer’s ideas are most important Students’ ideas are most important
2. The course book writer chooses the topics The students and teacher choose the topics
3. The course book sells the concepts, culture, and ideology chosen by The topics and real texts are chosen for students that you know; the publisher and author the material is relevant
4. Not suitable for Zero Beginners Works from Zero Beginner up

*The Teacher’s Experience*

1. Teachers are criminalised by being required to do illegal photocopying No photocopying required
2. The teacher follows instructions The teacher gives instructions
3. The teacher does the same spread time and again There’s a different lesson each time
4. The teacher burns out, like the candle giving light for others The teacher can be in low-power mode, while students do the hard work

You Are The Course Book – Auto Mode 3

1. Think of a topic you are interested in:
2. Write six interesting and random words connected with this topic:

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

1. Underline the stressed syllable in each and write the stressed vowel sound using Clear Alphabet.
2. 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:

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

1. Choose a verb form: . What time is it? . What is the auxiliary verb? \_. Write one sentence in that form using a collocation:
2. 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:
3. Underline the stressed syllables and write the stressed vowel sounds using CA (the sound spine).
4. 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.
5. Translate your sentence into Clear Alphabet. Practise saying it out loud. 10. Check your work carefully before giving it to your teacher.

200 Top Idioms in Spoken English Today

according to… [e.g. John] across the board

after all

again and again against the clock agree to disagree as a matter of fact as long as

as soon as as we speak

at the drop of a hat at this point

bark up the wrong tree

be a big fish in a small pond be a breath of fresh air

be a bundle of nerves

be a chip off the old block be a dream come true

be a drop in the ocean be a given

be a labour of love

be a last-ditch attempt be a piece of cake

be a slip of the tongue be a weight off my mind be about to do sth

be all ears

be all fingers and thumbs be all the rage

be as good as gold

be as light as a feather be at your wits’ end

be better off

be between a rock and a hard place be broke

be caught in the act be downhill all the way be for the best

be glad to hear it be in favour of

be in over your head

be in the black / in the red be in the dark about sth

be in the middle of nowhere be in the money

be in the same boat be into sth

be like two peas in a pod be near the knuckle

be neck and neck be off limits

be on sby’s mind be on the right track be on top form

be on your last legs be open to sth

be out of order

be scared to death

be sick and tired of sth / sby

be six of one and half a dozen of the other be the last straw

be the last word in sth

be the spitting image of sby be under the weather

be up for grabs

be (well) up for sth be up to sth

be worried sick bear sth in mind

beat around the bush before you know it bend over backwards

bite off more than you can chew bite the hand that feeds

blow your own trumpet break new ground break the news breathe a sigh of relief by all means

by the way

by word of mouth call a meeting call in sick

call it a day / night call sby names call sby’s bluff change your tune change your mind clear the air

come clean about sth come in handy

cost an arm and a leg do the trick

feel on top of the world figure sth out

find your feet

flog a dead horse for good

for goodness’ sake for now

for sure

get a taste of your own medicine get away from it all

get carried away get over it!

get through sth

get up on the wrong side of the bed get used to sth

give sby a hand

give your right arm for sth

go back to the drawing board go easy on sby

have a chip on your shoulder have a lot on your plate have a place of your own have a seat / take a seat

have everything but the kitchen sink have no idea

have nothing to do with sby / sth have sth in common

head home hit the roof

how’s it going?

in a manner of speaking in a way

in ages in case

in (more) detail in effect

in fact

in general in order to

in other words in so far as

in some ways in terms of

in the heat of the moment in the meantime

in the nick of time in time

in total

it wouldn’t hurt to do sth joking apart

keep an eye on sby / sth keep your chin up

kind of

know a place like the back of your hand

know sby / sth inside and out let the cat out of the bag make a [big] difference

make sense make sure

money for old rope more or less

not a chance not at all

not be able to help (doing) sth not be able to make head nor tail of sth

of course

on the other hand on time

once again once in a while out of the blue

over my dead body! par for the course pigs might fly!

pull sby’s leg put a sock in it!

put on a brave face put your foot in it

receive a slap on the wrist sit on the fence

sleep on it so far

so to speak sort of

step out of line straightaway

take advantage of sth / sby take care of sth / sby

take exception to sth / sby take it / things easy

take place take sth too far

the pros and cons of sth turn a blind eye towards sth turn over a new leaf

twenty-four seven

two can play at that game! up to date

up to now

up to the minute

welcome sby with open arms with regard to

without a doubt at *x* o’clock sharp

200 Top Phrasal Verbs in Spoken English Today

agree with ask out back out be up to bend down bend over block out

boss around break down break into break off bring back bring in bump into call back call off

carry on catch up with cheat on check in check out check up on chill out

clear up close down come across come back come from come in come on come out come up with cool down cut down deal with depend on do up

drop out eat out end up face up to fall apart fill in

find out fit in

get away get into get off get on

get on with

get out of get up give back give up go ahead go back go down go into go on

go out

go through grow apart grow up hand in hand out hang around hang on hang out hang up head for hear from hold on

hold up hurry up join in keep on keep up lead to leave out let down lie down light up live on lock up log off look after

look down on look for

look forward to look through look up

lose out make into make out make up make up for mess around mess up miss out move in

move out of object to open up pass around pass out pay back pay for

pick out pick up play with plug in point out pop in pull apart pull down

pull through pull up

put across put down put off

put on put out put up

put up with read out rely on remind of rule out run away run into run out

run through save up send back send for set off

set out set up

settle down show around show off shut down shut up

sit down slip up slow down sort out speak up speed up spell out

split up stand out stand up stare at start off start out start up stay away stick out

stick together switch off switch on take after take away take back take in

take off take on take over take up talk to tear apart tear up tell apart tell off

think about think over think up throw away throw out tidy up

top up turn down turn into turn off turn on turn out turn up use up wake up walk out warm up wear out weigh up wind up work on work out wrap up

write down 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 (a**void**, re**ceive**) and when the suffix is stressed (engin**eer**, Chin**ese**). 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 (**plumb**er, infor**ma**tion).

C. The antepenultimate (next to penultimate) is strong: if the final and penultimate are both weak (**cin**ema, e**mer**gency). 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: (BB**C**, DV**D**).

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

Exceptions:

Say why they don’t fit into any category: (**he**ro, **rep**tile).

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

* + **compound nouns** are stressed on the first syllable
  + both parts of **phrasal verbs** are stressed, e.g. wake up

Exceptions:

* **acronyms** are stressed on the final syllable, e.g. UN
* **homographs** e.g. pro**duce** (verb) / **pro**duce (noun)

**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

1. 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

1. 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

1. 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

1. 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

**Focus on Connected Speech**

300 Common Compound Nouns – Ordered by Same First Word

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

airforce airmail airport

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

dustbin dustman dustpan

earrings eggcup eggshell

everybody everyone everything

eyelash fingerprints fireman fireplace flatmate flatshare flowerbed

footage football

footprints fortnight friendship

gamekeeper

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

handbag handbrake handcuffs

hairbrush haircut hairdresser

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

landmark landmine landowner landscape

lifeboat lifestyle locksmith lunchtime marketplace mealtime milkman milkshake moonlight

motorbike motorboat motorway

mountainside namedropper namesake necklace network

newsagent newspaper newsreader

nickname nightclub

nightdress nightlife nothing oatmeal

offspring outback outbreak

outline

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

playground playroom playtime

ponytail popcorn postwoman printout pushchair quarterback quicksand racehorse racetrack railway

rainbow raincoat rainforest

rooftop roundabout runway

sandbox sandcastle sandpaper sandpit

salesman salesperson saleswoman

scarecrow schoolboy schooldays

schoolgirl

schoolteacher scrapbook screenplay

screenwriter

scriptwriter shopkeeper shoplifter

shoplifting

shortbread shorthand showroom shrinkage sideshow slapstick

snowball snowdrift snowfall snowman

softball somebody someone

something

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

supermarket supermodel superstore

sunbathing sunblock sunglasses sunlight sunset sunshine suntan

sweatshirt sweatshop sweetcorn sweetheart switchboard tabletop taxpayer teacup teammate teamwork teapot teardrop teatime textbook thunderstorm timetable tomcat

toothache toothbrush

toothpaste toothpick tracksuit troublemaker

troubleshooter turnout typewriter undertaker underwear uprising upturn videotape viewfinder viewpoint volleyball

waistband waistcoat waistline

walkway wallpaper wardrobe warehouse warthog washroom wasteland watchdog

waterfall waterfront watermelon waterworks

wavelength

wheelbarrow wheelchair wheelclamp

webcam webmaster website

whiplash whirlwind whitewash wildlife willpower

windbreak windmill windowsill windscreen windshield windsurfing

wonderland

workbench workman workshop

woodland woodpecker woodworm

wristwatch yardstick

**Test Your Grammar Skills**

#### of the Most Common Suffixes in English

*(the vowel sound on the suffix is shown in red)*

Suffixes with a Schwa sound (uh)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| -al | animal | -er | writer | -ple | apple |
| -an | human | -es | buses | -ra | zebra |
| -ance | appearance | -est | biggest | -ren | children |
| -ant | important | -ful | joyful | -sion | explosion |
| -ar | lunar | -ial | initial | -son | person |
| -ard | wizard | -in | raisin | -tain | certain |
| -ate | accurate | -le | little | -thon | marathon |
| -cian | musician | -less | pointless | -tion | position |
| -cious | delicious | -ment | entertainment | -ule | schedule |
| -dom | freedom | -ness | happiness | -um | album |
| -ed | added | -on | cotton | -ure | measure |
| -en | wooden | -or | doctor | -us | focus |
| -ence | licence | -our | colour | -ward | forward |
| -ent | student | -ous | famous |  |  |

Suffixes with an i sound:

-age bandage

-ic basic

-im maxim

-ing meeting

-is tennis

-ish finish

-ism racism

-ist pianist

Suffixes with an ii sound:

-it prohibit

-ive passive

-ship worship

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| -cy | fancy | -ie | cookie | -ly | quickly | -ty | party |
| -ey | trolley | -ies | ladies | -ry | very | -y | windy |

Suffixes with two vowel sounds:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| uh / ii |  |  | i / uh |  |
| -ably | comfortably | -ogy technology | -ible | responsible |
| -acy | democracy | -omy astronomy | -ical | economical |
| -amy  -archy | monogamy monarchy | -raphy geography |  |  |
| -ary  -ery | dictionary pottery | uh / uh  -able available | uh / i  -ative | talkative |
| -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 mayonnaise

-ane mundane

-ee trainee

-eer engineer

-esce coalesce

-ese Chinese

-esque picturesque

-ess princess

-ette cigarette

-ique unique

-teen nineteen

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.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Sound: | Spelling Pattern: | Example: | More Examples: |
| a | a | bag | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| e | e | bed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| i | i | big | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| o | o | pot | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| u | u | bus | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| uu | u | put | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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 | have | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| e | a | any | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ae | haemorrhage | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ai | said | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ea | dead | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ei | leisure | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ie | friendship | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ue | guess | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

There are 5 long vowel sounds in English. Three of them – ar, er, and or – are usually

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| spelled with an  Sound: | r: | Spelling Pattern: | Example: | More Examples: |
| ar |  | ar arre ear er  uar | dark charred heart sergeant  guard | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| er |  | ear er erre ir  or  our ur | heard hers deferred bird  word  courteous church | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| or |  | ar oar oor oore  or  ore our | warm roars doors moored  born  bored 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  a + e al | bath vase half | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| er | olo | colonel | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| or | a al | ball talk | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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 been

oo oo cool

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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. b**ea**n ee

Statement 5: vowel-consonant-vowel rule can make the vowel letter e long

e.g. sc**e**n**e** ee

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

e.g. thr**ough** oo

Exceptions:

Here are some common exceptions to this rule:

|  |  |  |  |
| --- | --- | --- | --- |
| Sound: | Spelling Pattern: | Example: | More Examples: |
| ee | e  e + ue i  i + e i + ue | she segue pizza police technique | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| oo | o + e | lose | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Sound: | Spelling Pattern: | Example: | More Examples: |
| ee | ae ea ei ie | encyclopaedia beach conceive piece | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| oo | eu oe oeu ou  ueu  ueue ui | neutron shoes manoeuvre soup  queuing  queue fruit | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| or | au | cause | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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  o + ue | both 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.

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 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| auw | our oure | sours soured | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| eir | air aire are ear  eir | chairs millionaire cared bears  theirs | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| iy | ear eare eer eere  eir ere ier ir | beard neared peers cheered  weird sincerely piers souvenir | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| uuw | ure | assure | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Exceptions:

Diphthongs can also be represented in other ways:

|  |  |  |  |
| --- | --- | --- | --- |
| Sound: | Spelling Pattern: | Example: | More Examples: |
| ai | i  ui + e | bicycle guide | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ei | a  e + e | waste fete | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| eir | a | parent | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| eu | o | both | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| iy | ee | feel | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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 ie ui | kaleidoscope died  guide | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| aiy | ia iou | dial pious | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| au | ou | house | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ei | ai au ei | faith gauge beige | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| eu | au oa oe ou | mauve boat goes shoulder | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| aiy | ia io iou | dial lion pious | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| iy | ea eo oea | meal theories diarrhoea | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| oy | oi | boil | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| uuw | ue | suet | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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 ig igh ye | height sign fight dyed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ar | al augh | calm laughter | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| au | oub ough ow owe | doubt boughs cows bowed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| auw | owe ower owere | towel showers powered | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ee | ey | keys | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ei | ay eig eigh ey | days feign weight they’ve | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| eu | ow owe | known owed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| oo | ew ewe iew iewe | chew chewed view viewed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| or | al augh aw ough | walk caught lawn bought | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| oy | oy oya uoye | boys royal buoyed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| uuw | ewe ewer | jewel 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?**  *subject (noun phrase)* | **Did What?**  *verb* | **To Whom or What?**  *object (noun phrase)* | **How?**  *adverbial of manner (optional)* | **Where?**  *adverbial of place* | **When?**  *adverbial of time* | **Why?**  *(optional)* |
| *Example:*  *A busy student* | *ate* | *a sandwich* | *very quickly* | *in the kitchen* | *at lunchtime,* | *because…* |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Understanding Articles in English

**abstract** (love)

How we talk about nouns (things):

**common** (table)

**proper** (United Kingdom)

**countable** (book)

**uncountable** (food)

**plural** (shops)

**singular** (shop)

**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 *or* 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 *or* 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.*

#### Intermediate Verb Forms – Matching Game

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



|  |  |  |
| --- | --- | --- |
| *Verb Form:* | *Quick Way to Remember it: (Mnemonic)* | *Example Sentence:* |
| **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. |

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? | To describe a recent continuous action, e.g. to catch up with a friend:   * *What have you been doing all morning?* * *I’ve been putting up wallpaper.*   [It’s not clear from my words whether I’ve finished the whole job, e.g. I might have stopped for a break.]  To describe an action that has been continuing for a period of time and is still going on:   * *How long have you been living in Bristol?* * *I’ve been living here for six years.* |
| How is it formed? | have (aux.) + been + present participle (-ing verb) |
| Contractions in spoken English: | I have been  I’ve been uuh ffpin  she has been  she’s been sshi sspin |
| Examples: Positive Form Negative Form Question Form  Answers: | Kay’s been washing dirty sheets in the hotel laundry all morning.  Kay hasn’t been washing dirty sheets in the hotel laundry all morning.  Has Kay been washing dirty sheets in the hotel laundry all morning? 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’ve been liking this film a lot!~~* = *I’ve liked this film a lot since…* |
| Tips: | * 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. |

Notes on Intermediate Verb Forms

Past Perfect =

two past actions

|  |  |
| --- | --- |
| Time of action: | Past. |
| When do we need to use it? | When there are two different times in the past.  To describe an action in the past that happened before another past action. To set the scene. To give background information.   * *I’d just put the phone down when there was a knock at the door.*   [We use “just” when the times are close together.]   * *Pete went to the same university that his father had studied at.*   [The times are far apart.] |
| How is it formed? | 1st clause: had (aux.) + past participle; 2nd clause: (often) past simple |
| Contractions in spoken English: | I had  I’d uhd  She had  She’d shidid |
| Examples: Positive Form  Negative Form  Question Form Answers: | The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot.  The duty manager hadn’t asked Philip to wipe down the other bar…  Had the duty manager asked Philip to wipe down the other bar…? 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’d liked spending time with them very much.* |
| Tips: | * 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 *had* asked Philip, before he forgot. * This form is used in second conditional (see below). |

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? | To describe a continuous action in the past that happened before another past action.  To set the scene. To give background information.   * *I’d been hoping for an A in Maths, but I got a B.* * *She’d been expecting Trevor at seven, so she was annoyed when he arrived at quarter to eight.* |
| How is it formed? | 1st clause: had (aux.) + been + present participle (-ing verb); 2nd clause: (often) past simple |
| Contractions in spoken English: | I had been  I’d been uuh tpin  She had been  She’d been sshii tpin |
| Examples: Positive Form  Negative Form  Question Form Answers: | The children had been swimming all day, so when they got home they were absolutely exhausted.  The children hadn’t been swimming all day, so… Had the children been swimming all day?  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: | * This is a good form for showing *cause and effect*, e.g. “Something had been happening, **so** something else happened.” |

Notes on Intermediate Verb Forms

Future Perfect =

two future actions

|  |  |
| --- | --- |
| Time of action: | Future. |
| When do we need to use it? | When there are two different times in the future.  To describe an action in the future that will happen before another future action. To speculate. To predict.   * *By the time you get to work, I’ll have already left. [i.e. I will leave work before you arrive.]* * *Call Barry tomorrow morning, because by then I will have spoken to him about your problem.*   *[i.e. I will speak to Barry about your problem at some point before tomorrow morning.]* |
| How is it formed? | 1st clause: will (aux.) + have (aux.) + past participle 2nd clause: (often) present simple *or* imperative form |
| Contractions in spoken English: | I will have  I’ll’ve uuh lvv  She will have  She’ll’ve sshi lvv |
| Examples: Positive Form: Negative Form: Question Form:  Answers: | The pizza restaurant will’ve opened by the time you get back. The pizza restaurant won’t’ve opened by the time you get back… Will the pizza restaurant have opened by the time I get back…  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: | * 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. |

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? | To describe a continuous action in the future that will or might happen before another future action. To speculate. To predict.  *- By the time we arrive, she will have been getting ready for two hours.*  *[“getting ready” is a continuous future action that happens before another future action, “arrive”.]*  - 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”.]* |
| How is it formed? | 1st clause: will (aux.) + have (aux.) + been + present participle (-ing verb); 2nd clause: present simple |
| Contractions in spoken English: | I will have been  I’ll’ve been uuh l fpin  She will have been  She’ll’ve been sshi l ffpin |
| Examples: Positive Form: Negative Form: Question Form:  Answers: | By two pm we’ll have been flying for two hours. We won’t’ve been flying for two hours…  Will you have been flying for two hours?  Yes, we will (have). / No, we won’t (have). |
| Passive form: | Rare, but possible, e.g. *The meeting will have been being held for over an hour… [the meeting will have been “in process” or “going on”…]* |
| Used with state verbs? | No, e.g. *~~Terry will have been remembering to…~~*  Use **Present Perfect**, e.g. *Terry will have remembered to…* |
| Tips: | * 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.   *We’re going to have been flying…* = wi g n r fpin Flai yingg  or, this shorter slang version: wi g wi g n r bin Flai yingg |

Notes on Intermediate Verb Forms

Second Conditional =

different present or future

|  |  |
| --- | --- |
| Time of action: | Present or future. |
| When do we need to use it? | To describe hypothetical actions or alternative choices – and their consequences – in the present or future. To give advice.   * *If I switched on the light, the room would get brighter.* * *If you sold your car, you could buy a better one.*   To describe imaginary actions and situations in the present or future, where there is perhaps little or no chance of them happening:   * *If I met the President of the World Bank, I would ask him for a loan.* |
| How is it formed? | 1st clause: if + past simple  2nd clause: would/could/should/might + infinitive |
| Contractions in spoken English: | I would  I’d uhdid She would  She’d sshidid  could / should / might = no contractions possible |
| Examples: Positive Form: Negative Form: Question Form:  Answers: | If I made time, I could help you with your homework.  Even if I made time, I couldn’t help you with your homework. If you made time, could you help me with my homework?  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. *If you liked fish and chips, you could have some for dinner.* |
| Tips: | * Often called “unreal future” form. * We can use “might”, “could”, or “should” instead of “would”. * Great for giving advice: ***If I were you****, I would…* I imagine what I would do in your position – *If I were in your shoes…* (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. |

Notes on Intermediate Verb Forms

Third Conditional =

different past

|  |  |
| --- | --- |
| Time of action: | Past. |
| When do we need to use it? | To describe hypothetical actions (that didn’t happen) in the past:   * *If I’d arrived a few minutes earlier, I would’ve caught the bus.*   To express regrets and sorrow for having done something:   * *If I hadn’t called my manager a fat pig, I could have kept my job.*   Or to accuse somebody over something:   * *If you’d worked harder at school, you could’ve been a doctor by now!* |
| How is it formed? | 1st clause: if + past perfect  2nd clause: would/could/might + have + past participle |
| Contractions in spoken English: | I would have  I’d’ve uh dvi dv *or* I woulda uuh w d wuu d  She could have  She could’ve sshi k dv *or* She coulda shi k di kuu  could / should / might = no contractions possible |
| Examples: Positive Form: Negative Form: Question Form:  Answers: | If you’d booked before the twelfth, you could’ve saved fifteen percent. If you hadn’t booked before the twelfth, you couldn’t have saved…  If I’d booked before the twelfth, could I have saved…?  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. *If I’d remembered to post that letter, you would have got it...* |
| Tips: | * 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 would’ve got you some tickets for the concert.* [i.e. “If you had asked me to, but you didn’t.”] |

Notes on Intermediate Verb Forms

Reported Speech =

changing verb forms

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

Notes on Intermediate Verb Forms

|  |  |
| --- | --- |
|  | *some modal forms stay the same:*  must must  Kay: “But you mustn’t eat too much.” Kay said that he mustn’t eat too much.  ought to ought to  Kay: “You ought to cut down on cakes.” Kay said that he ought to cut down on cakes.  used to used to  Kay: “You used to be much slimmer.” Kay said that he used to be much slimmer.  *pronouns and adverbs: change to:*  this that  John: “This is my cake.” John said that was his cake.  these those  Kay: “These are for our guests.” Kay said those were for their guests.  here there  Kay: “Leave this cake here.” Kay told him to leave that cake there.  now then / at that time  Kay: “Bring these cakes now.” Kay told him to bring those cakes then.  today that day / the same day  John: “I’ll eat this cake today.” John said he would eat that cake that day.  yesterday the previous day / the day before  Kay: “You ate those cakes yesterday.” Kay said that he’d eaten those cakes the  previous day.  tomorrow the next day / the following day / the day after John: “I can finish these cakes John said he could finish those cakes the next tomorrow.” day. |
| Contractions / Questions / Negatives / Passive / State verbs | As usual for verb forms. |
| Tips: | * 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! |

Notes on Intermediate Verb Forms

Passive Voice =

be + past participle

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

Notes on Intermediate Verb Forms

|  |  |
| --- | --- |
|  | Future Perfect with “will”: will + have + been + past participle  *Active: Passive:*  Paul will have delivered the The newspapers will have been delivered newspapers. (by Paul).  Future Perfect with “going to”: be + going to + have + been  + past participle  *Active: Passive:*  Paul is going to have delivered the The newspapers are going to have been newspapers. delivered (by Paul).  Future Perfect Continuous with “will”: will + have + been + being + past participle  *Active: Passive:*  Paul will have been delivering the The newspapers will have been being delivered newspapers. (by Paul). *[RARE]*  Modal Forms: will / can, etc. + be + past participle Modal Perfect: will / can, etc. + have + been + past participle |
| Contractions / Questions / Negatives / Passive / State verbs | As usual for verb forms. |
| Tips: | * 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”:   *The door was opened [by…]*  *The lunch was prepared [by…]* etc.   * Intransitive verbs, such as *live*, *wait*, and *sit down*, cannot be used in passive sentences, e.g.   *Active: Bob sat down at the table. *  *Passive: The table was sat down at by Bob. *  This kind of sentence is needlessly clumsy and unclear. |

Notes on Intermediate Verb Forms

Imperative Form =

orders or instructions

|  |  |
| --- | --- |
| Time of action: | Past, present, or future. |
| When do we need to use it? | To give orders – to tell somebody what to do:   * *Come here! - No!* You *come here!* * *Put those books on the table, please.*   To give instructions or directions:   * *Cook on a low heat for… - Turn left, then drive for four miles…* |
| 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: Negative Form: Question Form:  Answers: | Bring that enormous plate of sandwiches here, now! Don’t bring that enormous plate of sandwiches here!  Should I / Do I have to bring that enormous plate of sandwiches here, now?  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. *Remember to pack your passport!* |
| Tips: | * 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 *don’t* before the verb. * You could make it seem more polite by putting *please…* or *please would you…?*   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?” |

**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 |

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 | **b**ag | n | **n**urse | w | **w**eek |
| d | **d**ice | ng | ri**ng** | y | **y**oghurt |
| j | **j**am | r | **r**oad | z | **z**ip |
| l m | **l**ake **m**usic | th v | bro**th**er  **v**an | zz | revi**s**ion |

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

ch **ch**eese

f **f**rog

h **h**ead

hh lo**ch**

k **k**it

p **p**ig

s **s**now

sh **sh**op

tt **th**ousand

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.

#### 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** | t**i**me | **auw** | p**ower** | **eu** | h**o**me |
| **aiy** | h**ire** | **ei** | pl**a**ne | **oy** | t**oy** |
| **au**  **elision** | c**ow** | **eir** | p**ear** | **uuw** | p**ure** |

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.

#### 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

#### 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 l fn\_s *not* For E l fn\_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 “li**ke i**t” 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

#### Glossary of Pronunciation Terms

**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

#### Glossary of Pronunciation Terms

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 is 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” | m**ai K**ar | = easy to pronounce |
| vv (vowel sound to vowel sound) | e.g. “we are” | w**ee ar** | = difficult to pronounce |
| cv (consonant sound to vowel sound) | e.g. “it is” | i**t i**z | = difficult to pronounce |
| cc (consonant sound to consonant sound) | e.g. “that book” | tha**t B**uuk | = 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:

#### Glossary of Pronunciation Terms

If the sound connection is: we use:

vc OK – easy to pronounce (no connected speech required!)

vv intrusion with an extra consonant sound, which makes the connection vc: y, w, or r

cv Final Consonant Linking (FCL)

cc Elision, Glottal Stop, Assimilation, or FCL

examples:

vc (vowel sound to consonant sound) m**ai K**ar – no need to do anything!

vv (vowel sound to vowel sound) w**ee yar** – add y to make a vc sound connection

cv (consonant sound to vowel sound) i **ti**z – move the final consonant t forward to start the next

syllable, making a vc sound connection

cc (consonant sound to consonant sound) tha**\_ B**uuk – 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 J**a**son has f**i**nished c**u**tting the gr**a**ss in the b**a**ck g**ar**den.

1. incorrect vowel sounds on stressed syllables:

ee er e i uu iy J**a**son has f**i**nished c**u**tting the gr**a**ss in the b**a**ck g**ar**den.

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.

#### Glossary of Pronunciation Terms

**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: LDL 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:

**Ja**son has **fi**nished **cu**tting the **grass** in the **back gar**den.

**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.

#### Glossary of Pronunciation Terms

|  |  |  |
| --- | --- | --- |
| normal | CA spelling | CA spelling |
| spelling: | (strong form): | (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: “cook**ing**”, “go**ing**”, “putt**ing**”, “tak**ing**”, etc.

*or* “-er” in: “bak**er**”, “lett**er**”, “build**er**”, “play**er**”, bett**er**, 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) *always* represents the same single sound, so the sounds always look the same on the page.

#### Glossary of Pronunciation Terms

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** b**a**t

**e** l**e**g

1. d**i**sh
2. happ**y**

**o** s**o**ck

**u** c**u**p

**uh a**rrive (Schwa sound)

**uu** p**u**ll

…five long vowel sounds:

**ar** st**ar**

**ee** thr**ee**

**er** sh**ir**t

**oo** sh**oo**t

**or** b**a**ll

…and ten diphthongs:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ai** | t**i**me | **ei** | pl**a**ne | **oy** | t**oy** |
| **aiy au**  **auw** | h**ire** c**ow**  p**ower** | **eir eu**  **iy** | p**ear** h**o**me  h**ere** | **uuw** | p**ure** |

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.

#### Course Outline

**Lesson 1 – Introduction and Basic Principles**

* 1. Talk a Lot Foundation Course is an opportunity to study the theory of pronunciation before beginning a Talk a Lot course
  2. English spelling is broken
  3. We need a new phonetic alphabet to represent sounds in written form
  4. The vowel sounds on the stressed syllables of content words are the most important sounds in a sentence
  5. English Native speakers use sounds, stress, and connected speech without thinking about it, but you have to *learn* to do it!
  6. The *Glossary of Pronunciation Terms* will be a useful reference tool during the course
  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**

* 1. English is not a phonetic language, which means that often spelling and sounds do not match
  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
  3. Part of the problem is the high frequency of silent letters in English spelling
  4. Students usually pronounce far too many vowel sounds when they speak English
  5. The Schwa sound is the most common vowel sound in English – and the least discussed
  6. The glottal stop is not a sound but rather an action – the cutting off of a sound at the moment of making it
  7. We need to combine the written alphabet and the phonetic alphabet into one Clear Alphabet

**Lesson 3 – Stress**

* 1. English is a stress-timed language, not a syllable-timed language
  2. Content words each have one strong stress, while function words are not stressed
  3. Word stress is irregular in English
  4. Communication is reduced when we don’t use sentence stress
  5. The sound spine is the sequence of vowel sounds on the stressed syllables in a sentence
  6. It is not necessary to pronounce every letter in every word in every sentence
  7. We reduce function words by using contractions and mega contractions
  8. We also reduce function words by using weak forms
  9. Most of the top 100 most common words in English are function words, which have weak forms that students do not generally use
  10. We are not going to focus on intonation during this course

**Lesson 4 – Connected Speech**

* 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
  2. We speak English syllable by syllable, not word by word
  3. However, English words don’t fit together very well. They are like badly-fitting puzzle pieces
  4. We use the Features of Connected Speech to solve this problem. It can be learned using the mnemonic GLACIER
  5. There are four possible sound connections between syllables
  6. cc sound connections are the hardest to pronounce
  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
  8. Friendly consonant sounds are helpful because they are happy to sit beside other consonant sounds

|  |  |  |
| --- | --- | --- |
| **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 |

|  |  |  |
| --- | --- | --- |
| **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 |

|  |  |  |
| --- | --- | --- |
| **conjunctions** | **weak** | **strong** |
| and | uhn | and |
| because | b kz | bi koz |
| but | b\_ | but |
| if | uhf | if |
| or | uh | or |
| than | thn | than |

#### 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 |

|  |  |  |
| --- | --- | --- |
| **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 |

**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).*

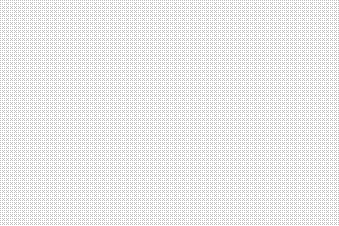
|  |  |
| --- | --- |
| **g**lottal stops | This sound \_ replaces t before a consonant sound.  *For example:* football becomes Fuu\_ borl |
|   **l**inking | A sound at the end of a word joins together smoothly with the sound at the beginning of the next word.  *For example:* walked into becomes WWor ktin t |
| **a**ssimilation | 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.  *For example:* bigitruckuck becomes Bi ktrukk |
| **c**ontraction | The short forms of verb structures.  *For example:* you are -> you’re; they had -> they’d; he will -> he’ll, etc. |
| **i**ntrusion | A new sound – w, y, or r – is added between two vowel sounds to make the transition easier to say. *For example:* no idea becomes Neu wai DiyDiy |
| **e**lision | A t or d sound at the end of a word disappears, because the next word starts with a consonant sound. *For example:* past life becomes Par Slaiff |
| **r**-linking | A r sound at the end of a word links with the vowel sound at the beginning of the next word.  *For example:* pour into becomes Por Rin t |

STRESS >

syllables

> MERGE

syllables

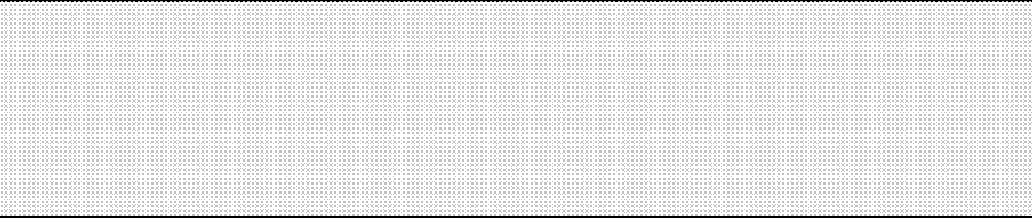


REDUCE

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: schwa sounds: short **i** sounds: glottal stops:

*write the contracted form, e.g. they are = they’re*

*mark with* ***uh*** *(strong vowel sounds on weak syllables are usually reduced) mark with* ***i*** *(as above)*

*mark with* ***\_*** *(when a syllable ends with* ***t****, followed by a con. sound)*

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

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

Circle

1. 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****)*

1. 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 forward1, e0tc6.

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

1. 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!)*

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. |

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...!*