*“Success in spoken English lies in* ***stress*** *and* ***vowel sounds****: specifically, getting the correct vowel sounds on the correct stressed syllables in a sentence, and joining them together. This book will show you how to do that.” – Matt Purland*

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Talk a Lot



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Spoken English Course by Matt Purland

A Great New Way to Learn Spoken English

Elementary Handbook

* *General Information about Talk a Lot Courses*
* *How to Use Talk a Lot Resources*
* *Focus on* ***Connected Speech***
* *Focus on the* ***International Phonetic Alphabet (IPA)***
* *100% Photocopiable*



Talk a Lot

Spoken English Course

Elementary Handbook

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This book is dedicated with love and thanks as always to **Anna** and **Julia**, as well as to **Pat**, who gave me my first full-time job teaching English, and to **Helen**, who encouraged me to develop and explore

*and also:*

……………………………………………………………….

*(Insert the name of the teacher who has most inspired* ***you*** *to learn)*

The International Phonetic Alphabet (IPA) is © Copyright the International Phonetic Association, and is used in this book with kind permission.

1.4 – 10/09 Added: Transcription of a Lesson on Sentence Stress, and “Pronounce ‘th’ Sounds”

1.3 – 09/09 Added: Consonant Clusters, Vowel Clusters, and The Magic “e” Rule

1.2 – 08/09 Added: Big Word Game, and Talk a Lot Bingo!

1.1 – 06/09 Added: Sound Connections Demo, Going Further, and Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa */ə/*

* 1. – 04/09 Original edition

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Hello, and welcome to the Talk a Lot Elementary Handbook!

This handbook shows you how to use Talk a Lot materials to learn or teach spoken English, as well as providing background information and practice worksheets on related topics, such as connected speech, sentence and word stress, and the International Phonetic Alphabet (IPA).

The Talk a Lot course objectives are very simple:

* Every student talking in English
* Every student listening to and understanding English
* Every student thinking in English, and
* Every student taking part in class

Talk a Lot is structured so that every student can practise and improve English grammar, vocabulary, pronunciation, fluency, word and sentence stress, and interpersonal skills, by working in pairs, groups and one to one with the teacher.

The main benefits of Talk a Lot are:

* Students have to think in English during lessons in a controlled and focused way
* Students learn how to memorise correct English structures naturally, without abstract and unrelated grammar lessons
* Students learn how to construct eight different common verb forms, using positive, negative and question forms, as well as embedded grammar appropriate to their level. The verb forms studied are: Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect, Modal Verbs, Future Forms, and First Conditional
* Students learn many essential vocabulary words by heart, including word stress and the sounds of English
* Students learn how to become more fluent when speaking in English, by joining together words in a sentence using the techniques of connected speech
* Students enjoy following a simple and effective method that produces results quickly

So far we’ve published two Talk a Lot Elementary books. The ten lesson topics studied in

Talk a Lot Elementary Book 1 are:

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

whilst the ten lesson topics studied in Talk a Lot Elementary Book 2 are:

*Crime, Sport, Music, Weather, Animals, Cars, The Human Body, Colours and Numbers, Life Events, and Nature*

A third Talk a Lot Elementary book is currently in preparation, with the following brand new lesson topics:

*Learning English, Films, Hospital, Books, Airport, Television, Education, Money, The Environment, and Holidays*

Important Note

This book is the Talk a Lot Elementary Handbook, and doesn’t contain the materials for Talk a Lot courses. This book gives instructions and guidance for using the materials, which can be found in the existing two Talk a Lot course books. You can download the course books for free from https://purlandtraining.com, or buy hard copy versions from any good bookseller. Downloadable course materials for Book 3 will be added to our website in stages, so please check back regularly to see what is available to download!

You can see how all of the different units and activities from the three Talk a Lot

Elementary course books fit together on P.1.1.

As well as containing instructions about how to use Talk a Lot materials, this handbook also provides information sheets and practice worksheets to help students learn skills that will accelerate their improvement in spoken English:

* how to identify and use the techniques of connected speech (from p.11.1)
* how to identify and use sentence stress (from p.12.1)
* how to identify word stress (from p.13.1)
* how to identify prefixes (from p.14.1)
* how to identify suffixes (from p.15.1)
* how to identify compound nouns (from p.16.1)
* how to identify weak forms (from p.17.1)
* learn the sounds of English with the International Phonetic Alphabet (from p.18.1)
* how to identify vowel sounds (from p.18.19)

This handbook is not intended to be an exhaustive academic work. The aim was to write a brief, helpful guide and pack of resources that would provide a way into practise and language work in the classroom, rather than a dry, analytical manual. For example, I have deliberately avoided confusing jargon when writing about connected speech. Phrases like “bilabial plosive” and “palato-alveolar approximate” – though fun to say – can be studied later, or at the student’s leisure. (See the bibliography on p.viii for ideas about further reading.)

The sentence stress activities in this course are focused on neutral speech. Intonation is largely ignored – except where it concerns yes/no question forms – in favour of grounding students in the basics of word stress, sentence stress, and connected speech techniques. The subtleties of intonation, and how meaning can be altered, can of course be practised in conjunction with Talk a Lot materials, but should perhaps come later on for new students of spoken English, after they have mastered the techniques demonstrated in this handbook.

My aim in writing Talk a Lot materials is always to be as non-prescriptive as possible, so that users may take what they want from the work and use it in the way that best fits their

situation. In my experience these materials are tried and tested and have been proven to work in the classroom.

If you have any questions after studying this handbook and the Talk a Lot course materials, please do feel free to get in touch with us, either by email at [info@purlandtraining.com](mailto:info@purlandtraining.com) or via our feedback form at:

https://purlandtraining.com/contact-us/

As ever, we owe a big debt of gratitude to everybody who has been using Talk a Lot materials over the past year or so. Thanks for your feedback. It really helps! We’ve had lots of fun in the classroom with these lessons, and we hope that you will too! We’d love to hear from you about how you have used this book and how your course went, so please feel free to contact us. We’d also be really excited to hear about your ideas and proposals for new Talk a Lot topics and activities that we could include in future Talk a Lot materials.

With best wishes for a successful course,

*Matt Purland, Ostróda, Poland (28th March 2009)*

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Plan of all Talk a Lot Units and Activities

*This page shows all of the units and activities from the first three Talk a Lot Elementary books. A* ✓ *indicates that the material for this activity has been published and can be found online at:* [*https://www*](http://www.purlandtraining.com/)*.purland*[*training.com/*](http://www.purlandtraining.com/) *Note: we hope to update this page regularly, as more material is added to each Talk a Lot unit! (Page last updated 11/2009)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Sentence Focus** | | | **Word Focus** | |  |  | **Free Practice** | |  | **Tests** |  |
| ***Unit / Activity*** | **SBs** | **CCs** | **CTs** | **DWs** | **DWQs** | **IEs** | **MPTs** | **DQs** | **AGs** | **RPs** | **VTs** | **LTs** |
|  |  | | |  | |  |  |  | |  |  |  |
| How to Use | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ***Elementary Book 1:*** |  | | |  | |  |  |  | |  |  |  |
| 1 | Town | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 2 | Food and Drink | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 3 | Shopping | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 4 | Health | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 5 | Transport | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 6 | Family | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 7 | Clothes | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 8 | Work | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 9 | Home | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 10 | Free Time | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |
|  | ***Elementary Book 2:*** |  | | |  | |  |  |  | |  |  |  |
| 1 | Crime | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 2 | Sport | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 3 | Music | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 4 | Weather | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 5 | Animals | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 6 | Cars | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 7 | The Human Body | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 8 | Colours and Numbers | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 9 | Life Events | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
| 10 | Nature | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |
|  | ***Elementary Book 3:*** |  | | |  | |  |  |  | |  |  |  |
| 1 | Learning English | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Films | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Hospital | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Books | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Airport | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | Money | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Places in the UK | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8 | TBC |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | TBC |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | TBC |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | ***KEY*** |  |
| ***Sentence Focus Activities:*** | ***SBs*** *(Sentence Blocks);* ***CCs*** *(Connected Sentence Cards);*  ***CTs*** *(Connected Speech Templates)* |
| ***Word Focus Activities:*** | ***DWs*** *(Discussion Words);* ***DWQs*** *(Discussion Word Questions);*  ***IEs*** *(Information Exchanges);* ***MPTs*** *(Multi-Purpose Texts)* |
| ***Free Practice Activities:*** | ***DQs*** *(Discussion Questions);* ***AGs*** *(Agree or Disagree?);*  ***RPs*** *(Role Plays)* |
|  | ***Tests:*** | ***VTs*** *(Vocabulary Tests);* ***LTs*** *(Lesson Tests)* |

Course Outline

* Before the course begins perform an initial assessment with each student to check that they are at a suitable level for the course, and then enrol them onto the course. This course is aimed at students who are at a good elementary level or pre- intermediate level. For this course we recommend that there are no more than ten students per class.
* Before we start, the Talk a Lot course materials are designed to be flexible, and can be used in any way that you find suitable for your group or your needs. The course outline below is just an example, so please don’t feel that you have to follow it to the letter!
* The course is divided into twelve three-hour lessons. The first ten lessons each have a different topic; while lesson 11 is intended for the revision of material studied over the ten weeks, and lesson 12 is reserved for the students’ examinations and an end of course review. We recommend that you hold one lesson per week, making this a twelve week course comprising 30 guided learning hours, plus 6 hours of guided revision and examination. It’s up to you what order you do the lessons in; you don’t have to follow our order of topics!
* If your students need more than three hours of study per week, why not offer them two 3-hour lessons per week: one Talk a Lot lesson, as described below, and one lesson using traditional teaching methods, which include conventional reading, writing and grammar-based activities that could complement the intensive speaking and listening work of the Talk a Lot lessons. You could follow a standard EFL or ESL course book such as New English File or New Headway, using material that complements the Talk a Lot lesson, so, for example, if your Talk a Lot lesson was on the topic of Sport, you could use material from a traditional course book on the same topic for the second lesson. This would then give you a course with 60 guided learning hours.
* In our example lesson outline, each lesson lasts for three hours (180 teaching minutes). This can vary according to your needs, for example, in some English language classrooms one teaching hour is equal to 45 minutes, and so 3 teaching hours would be 2¼ hours. Or it may be that you have only 2 hours per week with your group of students. You can still use Talk a Lot activities to serve up a satisfying and stimulating lesson – just in a shorter timeframe.
* Each lesson focuses on a specific vocabulary topic. Books 1 and 2 each contain ten different topics, and Book 3 will also have 10 new topics. Book 3 also introduces several brand new activities – e.g. Multi-Purpose Texts – so that teachers now have an even greater variety of possible things to do in each lesson. For each lesson the teacher can now draw from twelve different activities in four practice categories:

Sentence Focus Activities:

* + Sentence Blocks (C)
  + Connected Sentence Cards
  + Connected Speech Templates Word Focus Activities:
  + Discussion Words and Question Sheets
  + Information Exchange
  + Multi-Purpose Texts Free Practice Activities:
  + Discussion Questions
  + Agree or Disagree?
  + Role Plays
  + Show and Tell (C) Continuous Assessment Tests:
  + Vocabulary Test (C)
  + Lesson Test (C)

The activities marked with (C) are, we believe, core activities that should be included in every Talk a Lot lesson. Of course, it’s up to you whether you want to do this!

However, it is not necessary to use every activity in every lesson. There is far more material in each Talk a Lot unit than is needed to fill three hours of lesson time, so the teacher can mix and match, using different activities from different practice categories in different lessons, according to the needs of their learners. Similarly, it is not necessary to do the activities in the same order (as stated below) in every lesson, but better to mix things up each time so that students don’t become used to a set lesson order.

The core activities provide a reassuring routine for each lesson. For example, at the beginning of each lesson students come together for the Vocabulary Test and

Show and Tell, and at the end of the lesson for Q & A time, and a preview of the next lesson’s topic.

* Bearing that in mind, here is an example of how you could structure a 3-hour long Talk a Lot lesson:

15 mins Welcome and (see p.1.7) based on the previous lesson’s

**Vocabulary Test**

topic. The teacher reads out the twenty words to the students in their native language and they write them in English. The teacher gives back lesson tests, discusses the answers with the students, and can also ask random questions from the previous lesson’s sentence blocks to check how much the students have remembered.

**C. A. Tests**

CORE

15 mins The teacher introduces the topic of this lesson, for example, “Music”. Each

student has to an item to do with this topic, e.g. for “Music” a

**Free Practice**

CORE

**Show and Tell**

student could bring a musical instrument, or a CD or poster, and then tell the class about it. This free practice activity is an easy warm-up for students, and a way into the lesson topic. The teacher also brings something to “show and

tell”, and then introduces the eight new starting sentences

**Sentence Focus**

CORE

**Sentence Block**

and wh- questions on the board or on the handout (see p.2.1). It is essential that the teacher checks that the students understand the sentences, so that they are meaningful to students when they practise them later on.

The teacher asks different students to model one or two of the sentence blocks, which will act as a reminder to students of how to make the sentence blocks.

20 mins Students make the sentence blocks in pairs, for example, sitting back to back without eye contact. They don’t write anything down and must not copy the sentence block starting sentences from the board. For this activity all the talk flows from the students making the sentence blocks from the starting sentences and wh- questions on the board or on the handout.

10 mins Next, the teacher introduces the eight for this lesson

**Discussion Questions**

to the whole class (see p.8.1). Again, it is important that the teacher checks that their students understand the vocabulary that is used. Students should be encouraged to use their dictionaries to check new words.

**Free Practice**

30 mins Working in pairs or small groups, students practise the discussion questions.

This is free speaking practice – the antithesis of having to make pre-set sentences using the sentence blocks. The students can change partners several times in order to get a good variety of practice, then the whole class comes together and feeds back to the group, with the teacher asking additional follow-up questions. During this time the teacher removes the sentence block sentences from the board, or asks the students to return their sentence block handouts. This free practice session could be equally

effective with the activity (see p.9.1), or

**Role Plays**

**Agree or Disagree?**

(see p.10.1), instead of the Discussion Questions. You could vary what your students do lesson by lesson.

*We’re halfway through! Have a cup of tea and some fresh air – or just hang out!*

25 mins After a relaxing break it’s time for some brain work – the (see

**Lesson Test**

page 1.8)! The aim of this test is for the teacher to find out what vocabulary the students can remember from the previous lesson and to get an idea of how well they are coping with making the sentence blocks.

**C. A. Tests**

CORE

25 mins The next section is for word focus activities. The teacher could decide to use

this slot for activities with the p.5

**Word Focus**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | **Discussion Words and Question Sheets** | |
| .1), for doing the | **Information Exchange** | | | (see p.6.1), or for working wi |
| **Multi-Purpose Texts** | |  | | |

(see th

the (see p.7.1) – or you could base an activity on our

handouts about word stress, suffixes, or compound nouns, etc. (see from p.11.1). Students could do a couple of different activities within the time allowed, depending on their level.

30 mins The students practise the sentence block sentences again, but this time without any written record – nothing on the board and no handout. The teacher monitors each pair and helps them where necessary, making sure that they are making the sentence blocks successfully. Towards the end of this time the whole class comes back together to give each other feedback. The teacher asks questions from the eight sentence blocks to different students, who should give a correct, or nearly correct, sentence – all from memory. In the early weeks this will be more difficult for the students, but after a few lessons with this method students should be able to answer confidently, having memorised some or all of that lesson’s sentence blocks. This section could be used for practising connected speech techniques, using

**Sentence Focus**

either the

(see p.3.1) or

(see p.4.1) – or both, if your students are really “getting it”!

**Templates**

**Connected Sentence Cards**

**Connected Speech**

Another alternative would be to do an activity about sentence stress, using some of the material that starts on p.12.1.

10 mins Open question time – students can ask any English-related question. The teacher looks at the students’ workbooks (this can be any suitable course book that students work through at home and which complements the lesson) and checks students’ progress. The teacher previews the topic for the next lesson and gives out the handouts for the next lesson’s vocabulary test. The teacher could either give or spend a few minutes eliciting the twenty new words in the students’ first language. The teacher should encourage students to keep all of their handouts in their own file, for revision and further study at home.

**Free Practice**

CORE

The overall course mark for each student is reached by continuous assessment and an end of course oral examination. Individual students are monitored throughout the course and their progress recorded in a number of different ways. The aim of using continuous assessment is to encourage students to work hard in every lesson – because every lesson counts and effort is rewarded along with accuracy – and to work hard at home, e.g. learning the vocabulary words each week.

Each student gets a combined mark out of 80 for each lesson which is based on the following:

* vocabulary test: maximum of 20 marks
* lesson test: maximum of 40 marks
* student’s lesson mark – accuracy: maximum of 10 marks
* student’s lesson mark – effort: maximum of 10 marks
* total lesson mark: maximum of 80 marks

The lesson marks are added together on the individual Student Course Reports as the course progresses (see p.1.12 for a sample completed report, and p.1.11 for a blank template).

Students don’t have access to their lesson marks as they are added together, but they do see their marks for the vocabulary and lesson tests, as well as getting feedback on these tests and on their general performance each week.

Teachers should award marks out of 10 to each student for every lesson based on the level of their achievement during the lesson (accuracy) and their commitment during the lesson (effort). It goes without saying that teachers should strive to be wholly objective and not give in to favouritism when awarding these marks.

Over the ten lessons all of the lesson marks are added together to give an individual total for each student, to which is added the score from their final exam. This gives each student a grade for the whole course, ranging from A to U (ungraded fail):

* maximum lesson mark of 80 x 10 = 800 marks +
* maximum final exam mark of 100 =
* maximum course mark of 900 marks

Grade system: Achievement:

Grade A = 800-900 marks First Class

Grade B = 650-800 marks Very Good

Grade C = 550-650 marks Good

Grade D = 400-550 marks Fair Pass

Grade E = 250-400 marks Pass

Grade U = less than 250 marks Fail

Grades A-E are passes. Grade U is ungraded and means that the student has failed the course. The student’s grade is recorded on their course certificate, for example:

*“Grade: A”*

*“Achievement: First Class”*

On p.1.12 you will find a sample completed course report for an above-average student, to give you an idea of how the marking on the course report works.

You could use one of the course certificate templates from this book (see pages 1.26-1.27), or create your own.

Lesson Assessment

During pair and group work the teacher monitors the students, checking and correcting grammar and vocabulary where necessary, e.g. during discussion question and role play rehearsals. In all free practice or word focus work the teacher should keep referring students back to the grammar that is being learned in the sentence focus activities, for example if a student says: “What you want?”, remind them that: “You must have a verb after a wh- question.” In this way the free practice and word focus work will help to consolidate what is being learned during the more structured practice of forming the sentence blocks, and studying sentence stress and the techniques of connected speech.

Written homework based on the topics and activities from each lesson could be given, checked and marked by the teacher. However, written work must be kept to a minimum during the lesson and students should not to write out full sentence blocks. This is Talk a Lot, after all! The students may instinctively begin to write down the starting sentences from the board, or make notes about the sentence blocks, but discourage this because it is a waste of lesson time in which they have a valuable opportunity to talk in English. The Talk a Lot method encourages students to use their memories as a learning tool and to activate the grammar that they already know when they join the course. **When a student writes down the sentence blocks, they give full permission to their memory to forget this information, since they know it is safely recorded somewhere.** Without the safety net of pen and paper students have to challenge themselves to work harder to make the sentence blocks (which are, after all, simply question forms and answers, based around individual verb forms). The time for writing out sentence blocks is at home, where students can write to their hearts’ content! They also get a chance to see full sentence blocks in written form when they do the lesson test – once per lesson. As we have seen, the Talk a Lot certificate is based on marks gained during continuous assessment along with a final oral exam at the end of the course. Lesson assessment also includes more formal testing with regular vocabulary tests and lesson tests, the marks from which are added to each student’s running total of marks.

The teacher keeps track of each student’s progress by adding the results of their tests and other marks to their individual Student Course Report.

Vocabulary Tests

All Talk a Lot tests should be run in exam conditions, with folders and dictionaries closed, no talking, and no copying. The vocabulary test could be held near the beginning of the lesson, as a way of quietening students down and getting them into study mode. We recommend that the teacher runs the vocabulary and lesson tests in the same positions during the lessons each time so as to give a sense of structure and routine to the tests which can be helpful for

students. Teachers should try to mark the vocabulary tests during the lesson break and give students their results in the same lesson. The teacher keeps a record of each student’s scores on their Student Course Report and measures progress made, as well as spending time during and between lessons addressing issues with individual students. There is a blank Vocabulary Test pro-forma on p.1.13, so that you (and your students) can build your own vocabulary tests.

Lesson Tests

The primary aim of the regular lesson test is to consolidate the work done during the previous lesson. If you run this test immediately after the break it will help to settle students down and get their minds focused again on learning English. Set a time limit of no more than 25 minutes and stick to it. As with the vocabulary tests, the aim of the lesson test is to check students’ progress and both identify weaker students who may need extra support, e.g. help with making the sentence blocks, and identify stronger students who may need a greater challenge during lessons. For example, to maximise the effect of pair work the teacher could pair a stronger student with a weaker student.

Lesson tests are marked by the teacher after the lesson and the results given to students at the beginning of the next lesson, when there is time for a brief discussion of incorrect answers and other points raised by the test. The results from both tests enable the teacher to see not only who is paying attention during lessons, e.g. when making the sentence blocks, but also who is working at home: learning the vocabulary words, both meanings and spellings, and writing out sentence blocks.

At their discretion, a teacher may allow students who have missed a lesson to catch up on course marks by taking both tests at another time, e.g. after the present lesson. Or the teacher may decide that the student has missed the lesson and so cannot catch up on the marks, a scenario that will affect their final course score. However, if the latter applies the teacher should give the student in question the lesson materials to study at home in their own time, so that they don’t miss out on course content.

*Note: students can’t do a Vocabulary Test or Lesson Test during their first Talk a Lot lesson, because there is no preceding unit, and they haven’t had anything to prepare. The Vocabulary Test and Lesson Test for the first lesson’s topic can be taken in week 11 (revision week), and the scores added to the students’ lesson 1 scores on the course reports (in the boxes marked in bold).*

Verb Forms Practice

These pages can be introduced by the teacher as extra worksheets at any time during the course if students are having problems with sentence blocks based on a particular verb form, or if they need more focused verb forms practice. A follow up activity would be for students to imagine their own sentence blocks based on particular verb forms, e.g. the teacher asks students to work in pairs and make four new sentence blocks using present perfect form – orally, without writing anything down.

In general, it’s better for students to use a variety of different verb forms in a normal lesson, rather than studying a different verb form each lesson, because if a student misses one

lesson they won’t have missed out on studying a complete verb form. End of Course Oral Examination

General Notes on the Examination

The Talk a Lot end of course exam is a one to one oral examination with the teacher reading the questions and the student answering. The exam should last for a maximum of 20 minutes. The exam is recorded onto tape and marked by the teacher afterwards. The results are added to the student’s individual Student Course Report and then their overall course score and final grade can be calculated, which are then added to the student’s certificate.

At no time should the student see the examination paper, whether before, during or after the examination. Nor should the student write down anything during the exam. The teacher writes the starting sentence and question word (printed in bold) on the board for each sentence block question.

If you are following the course in either Book 1 or Book 2, you could use the examination provided for the book you are using. (See p.1.14 for Examination #1 from Book 1 and p.1.18 for Examination #2 from Book 2.) If you have built your own course by using a variety of units from Books 1-3, you could build your own examination as well, by taking questions from each topic that you have used. Use the ready-made examinations from Books 1 and 2 to guide you when devising the questions.

During the examination the teacher should not prompt the student for answers or help them in any way, apart from to explain the instructions so that the student understands what they have to do. Students **may not** use a dictionary during this examination.

At the end of the course the teacher could give a prize to the student (or students) with:

* the best course score overall
* the best vocabulary test grades overall
* the best lesson test grades overall
* the best attendance record
* the most improved student (comparing the beginning with the end of the course) Marking Guide

There are four kinds of question that form the examination:

1. Make sentence blocks (e.g. questions 1, 5, 9, and 13 in Examination #2)

The maximum score is 8 marks. Students score one mark for each fully correct line, with correct intonation and sentence stress, and one mark for naming the correct verb form. Students get only half a mark if the intonation and/or sentence stress of a line is incorrect. In the last two lines of each sentence block the answers will vary as students have to change part of the original information to produce a negative answer. Accept any answer that is grammatically correct and makes sense within the given context.

Don’t penalise students for making contractions, or not making them. For example, if the answer on the examination paper says “No, he doesn’t”, but the student says “No, he does not”, don’t mark them down. It is still an accurate answer.

1. Answer discussion questions (e.g. questions 3, 7, 10 and 14 in Examination #2)

Students can score up to a maximum of 4 points for each question based on the following criteria:

The student should answer the question and speak for approximately 1 minute:

4 marks: the student produces sentences which are completely or almost completely correct in terms of grammar, pronunciation, intonation, and sentence stress. There are between 0-2 errors. Excellent use of vocabulary and interesting subject matter

3 marks: the student produces sentences which are good in terms of grammar, pronunciation, intonation, and sentence stress, but there are between 3-4 errors. Good use of vocabulary

2 marks: the student produces sentences which can be understood in terms of grammar, pronunciation, intonation, and sentence stress, but there are many errors

1 mark: the student attempts to answer the question, but not using full sentences nor correct grammar, pronunciation, intonation, and sentence stress. Part of their answer can be clearly understood, but there are many errors

0 marks: the student has not attempted the question or the answer is incoherent

The teacher should make a note in the box provided of several examples of the student’s performance, including errors as well as correct structures.

1. State ten vocabulary words on a given topic (e.g. questions 4, 6, 11 and 15 in Examination #2)

When students have to list ten vocabulary words, the teacher could keep a tally in the box provided, e.g. ~~IIII~~ IIII … Give a half mark in the event of wrong word stress or incorrect intonation and/or pronunciation. When stating ten different vocabulary words the student cannot include the example word which is given in the question.

1. Answer discussion word questions (e.g. questions 2, 8, 12 and 16 in Examination #2)

The answers and marks for these questions are provided on the examination paper. Give a half mark in the event of wrong word stress or incorrect intonation and/or pronunciation.

*(Note: see p.1.22 for a sample examination paper that has been completed by the teacher during a Talk a Lot oral examination with a pre-intermediate level student.)*

Name:

Start Date:

Class:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lesson | Vocabulary Test /20 | Lesson Test  /40 | Lesson Mark – Accuracy /10 | Lesson Mark – Effort /10 | Total Marks  /80 | Teacher’s Comments |
| 1. | \* | \* |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |
| Total Lesson Mark /800 | *\* score from Lesson 10 test* | | | |  |  |
| Final Exam  /100 |  | | | |  |  |
| **Course Total Mark /900** |  |  |
| **Course Final Grade** |  | **ACHIEVEMENT:** |
| **Attendance**  **/30 GLH** |  | **Attendance as a %** | **%** |  | | |

**tt**

**A**

Name: MARIA GOMEZ Start Date: 1ST MAY ’09 Class: 40-A

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lesson | Vocabulary Test /20 | Lesson Test  /40 | Lesson Mark – Accuracy /10 | Lesson Mark – Effort /10 | Total Marks  /80 | Teacher’s Comments |
| 1. Crime | 20\* | 32\* | 6 | 8 | 66 | *[Write short general comments regarding the student’s test scores, achievement, and commitment during each* |
| 2. Sport | 16 | 34 | 7 | 8 | 65 | *lesson, as well as their progress on the course, and notes about any relevant incidents. For example:]* |
| 3. Music | 17 | 31 | 8 | 9 | 65 | *Maria made a good contribution to sentence block*  *building and worked hard throughout this lesson…* |
| 4. Weather | 18 | 25 | 6 | 6 | 55 | *Maria’s energy level was lower than usual. She*  *scored lower than expected on the “Music” L/Test…* |
| 5. Animals | 16 | 30 | 0\*\* | 0\*\* | 46 | *Maria was absent today due to family illness. She*  *will take the “Weather” tests before next lesson…* |
| 6. Cars | 18 | 32 | 7 | 8 | 65 | *[etc. …]* |
| 7. The Human Body | 17 | 35 | 7 | 9 | 68 |  |
| 8. Colours and Numbers | 18 | 36 | 8 | 8 | 70 |  |
| 9. Life Events | 16 | 36 | 8 | 9 | 69 |  |
| 10. Nature | 19 | 35 | 8 | 9 | 71 |  |
| Total Lesson Mark /800 | *\* score from “Nature” test*  *\*\* Maria missed this lesson* | | | | 640 |  |
| Final Exam  /100 | **27 a%s a** | | | | 79 |  |
| **Course Total Mark /900** | **719** |  |
| **Course Final Grade** | **B** | **ACHIEVEMENT: VERY GOOD** |
| **Attendance**  **/30 GLH** |  | **endance** | **90%** |  | | |

**Topic:**

Vocabulary Test

|  |  |
| --- | --- |
| *First Language* | *English* |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |

Name: Date: Total # Marks: /100

Question 1

Form the sentence block:

**Peter walks two kilometres to his office every day. Who** walks two kilometres to his office every day?

Peter does.

Does Peter walk two kilometres to his office every day? Yes, he does.

Does Jeff walk two kilometres to his office every day? 

*(Answers will vary)*

No, he doesn’t. Jeff doesn’t walk two kilometres to his office every day.

*(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: present simple)  (8 marks)

Question 2

Tell me ten different members of a family, e.g. mother. See p.68 (Book 1) for a list of family words. (10 marks)

Question 3

Describe your dream home. Where would you like to live if you could live anywhere? Talk about location, type of home, number of rooms, furniture, swimming pool, garden, staff, etc.

(4 marks) 

Question 4

Put these clothes words into alphabetical order: trainers, coat, scarf, dress, belt, sock. Answer: belt, coat, dress, scarf, sock, trainers.

(1 mark)

Question 5

Form the sentence block:

**If you ask the doctor she will give you some good advice about your problem. Who** will give me some good advice about my problem if I ask her?

The doctor will.

Will the doctor give me some good advice about my problem if I ask her? Yes, she will.

Will the receptionist give me some good advice about my problem if I ask her? 

*(Answers will vary)*

No, they won’t. The receptionist won’t give you some good advice about your problem if you ask them.

*(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: first conditional)  (8 marks)

Question 6

What is your favourite food? Why do you like it? How often do you eat it? What is your favourite drink? Why?

(4 marks) 

Question 7

Tell me ten different jobs, e.g. doctor.

See p.64 (Book 1) for a list of health words. (10 marks)

Question 8

Tell me two forms of transport that have:

1. 1 syllable  c) 3 syllables 
2. 2 syllables 

Answers will vary. See p.66 (Book 1) for a list of transport words. Suggested answers: a) bus, train; b) canoe, ferry; c) motorbike, aeroplane. (6 marks)

Question 9

Form the sentence block:

**After we finish buying groceries, we’ll go to Nero's for a quick coffee. Where** will we go for a quick coffee after we finish buying groceries?

To Nero’s.

Will we go to Nero’s for a quick coffee after we finish buying groceries? Yes, we will.

Will we go to Bob’s Coffee Shop for a quick coffee after we finish buying groceries? 

*(Answers will vary)*

No, we won’t. We won’t go to Bob’s Coffee Shop for a quick coffee after we finish buying groceries

*(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: future forms)  (8 marks)

Question 10

Which family word has a different word stress from the others? Why?

**family, fiancé, granddaughter**

Answer: The word *fiancé* has a different word stress because the strong stress falls on the second syllable, while in *family* and *granddaughter* the strong stress falls on the first syllable.

Question 11

(1 mark)

Tell me about a memorable holiday. Where was it? Who did you go with? Why did you decide to go there? What happened?

(4 marks) 

Question 12

Tell me ten different modes of transport, e.g. bicycle.

See p.66 (Book 1) for a list of transport words. (10 marks)

Question 13

Form the sentence block:

**I have seen Macbeth at this theatre five times.**

**How many** times have you seen Macbeth at this theatre? Five times.

Have you seen Macbeth at this theatre five times?

Yes, I have.

Have you seen Macbeth at this theatre six times? 

*(Answers will vary)*

No, I haven’t. I haven’t seen Macbeth at this theatre six times.

*(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: present perfect)  (8 marks)

Question 14

If you were given £3,000 to spend only on clothes and shoes, what would you buy and where would you go shopping?

(4 marks) 

Question 15

Tell me ten different kinds of food, e.g. pasta.

See p.60 (Book 1) for a list of food words. (10 marks)

Question 16

Which person…

1. can fix a leaky pipe?  c) sells flowers? 
2. can help you sell your house?  d) wears clothes for a living? 

Answers: a) plumber, b) estate agent, c) florist, d) model (4 marks)

Name: Date: Total # Marks: /100

Question 1

Form the sentence block:

**When I went to Australia I saw some wild kangaroos. What** did you see when you went to Australia?

Some wild kangaroos.

Did you see some wild kangaroos when you went to Australia? Yes, I did.

Did you see *some wild elephants* when you went to Australia? 

*(Answers will vary)*

No, I didn’t. I didn’t see *any wild elephants* when I went to Australia.

*(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: past simple)  (8 marks)

Question 2

Which weather word has a different word stress from the others? Why?

**umbrella, prediction, hurricane**

Answer: the word *hurricane* has a different word stress because the strong stress falls on the first syllable, while in *umbrella* and *prediction* the strong stress falls on the second syllable.

Question 3

(1 mark)

Tell me about the different times when you listen to music during the day, from when you wake up until you go to bed.

(4 marks) 

Question 4

Tell me ten different things that you could find in the countryside, e.g. river. See p.72 (Book 2) for a list of nature words. (10 marks)

Question 5

Form the sentence block:

**You should look in your mirrors before indicating. Where** should I look before indicating?

In your mirrors.

Should I look in my mirrors before indicating? Yes, you should.

Should I look *in the glovebox* before indicating? 

*(Answers will vary)*

No, you shouldn’t. You shouldn’t look *in the glovebox* before indicating.

*(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: modal verbs)  (8 marks)

Question 6

Tell me five different musical instruments, and five different kinds of music. See p.58 (Book 2) for a list of music words. (10 marks)

Question 7

Tell me about the seasons in your country. How do the countryside, weather, and climate change throughout the year? How do you have to change the way you live?

(4 marks) 

Question 8

Put these life events into alphabetical order: marriage, birth, redundancy, engagement, graduation, employment.

Answer: birth, employment, engagement, graduation, marriage, redundancy. (1 mark)

**Jason was running faster than usual because he wanted to beat his personal best.**

**Who** was running faster than usual because they wanted to beat their personal best? Jason was.

Was Jason running faster than usual because he wanted to beat his personal best?

Yes, he was.

Was *Mark* running faster than usual because he wanted to beat his personal best? 

*(Answers will vary)*

No, he wasn’t. *Mark* wasn’t running faster than usual because he wanted to beat his personal best.

*(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: past continuous) (8 marks)

Question 10

What was the happiest time in your life? Why? What are you looking forward to the most? Why? What do you fear the most? Why?

(4 marks) 

Question 11

Tell me ten different colours, e.g. blue.

See p.68 (Book 2) for a list of colours. (10 marks)

Question 12

Name an animal that…

1. can spin a web.  c) can swim underwater. 
2. swings from tree to tree.  d) carries its home on its back. 

Answers will vary. Suggested answers: a) spider, b) monkey, c) whale, d) snail / tortoise. (4 marks)

**Veronica’s had her nose pierced at that new salon on the corner of Maitland Street.**

**What** has Veronica had pierced at that new salon on the corner of Maitland Street? Her nose.

Has Veronica had her nose pierced at that new salon on the corner of Maitland  Street?

Yes, she has.

Has Veronica had her *ears* pierced at that new salon on the corner of Maitland  Street? *(Answers will vary)*

No, she hasn’t. Veronica hasn’t had her *ears* pierced at that new salon on the corner of Maitland Street. *(Answers will vary)*

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

Question 14

Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

(4 marks) 

Question 15

Tell me ten different sports, e.g. rugby.

See p.56 (Book 2) for a list of sports. (10 marks)

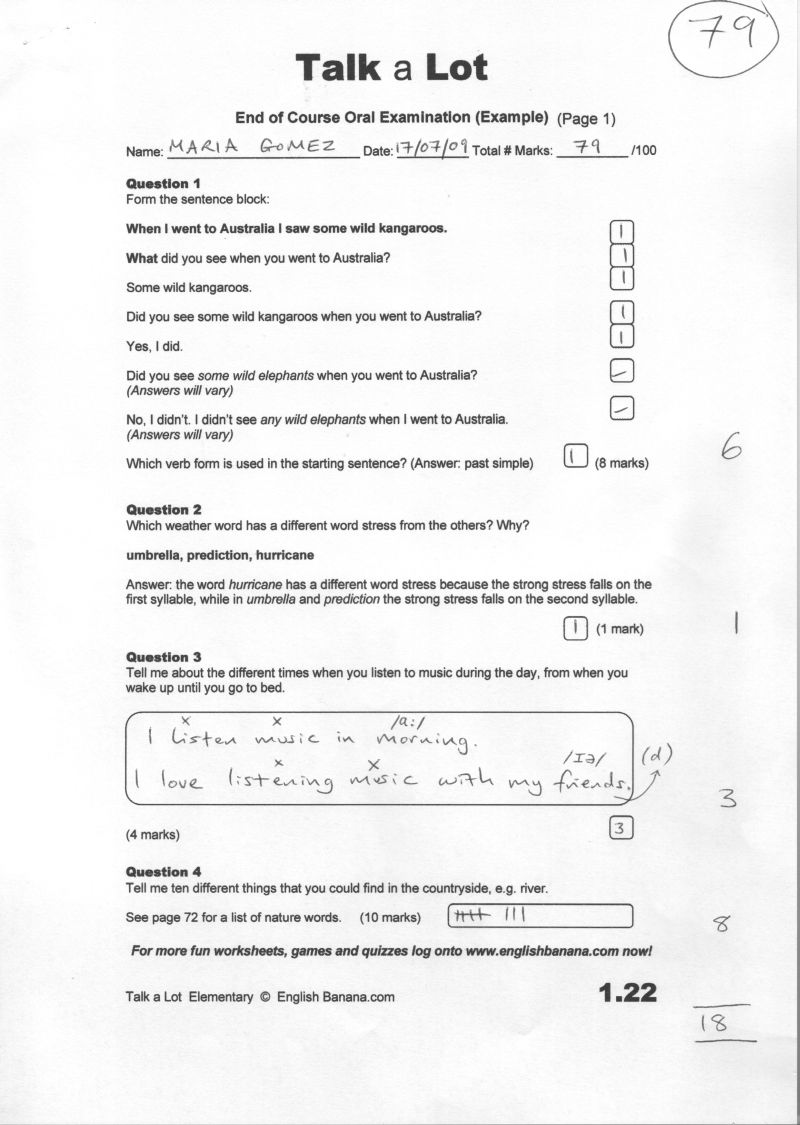
Question 16

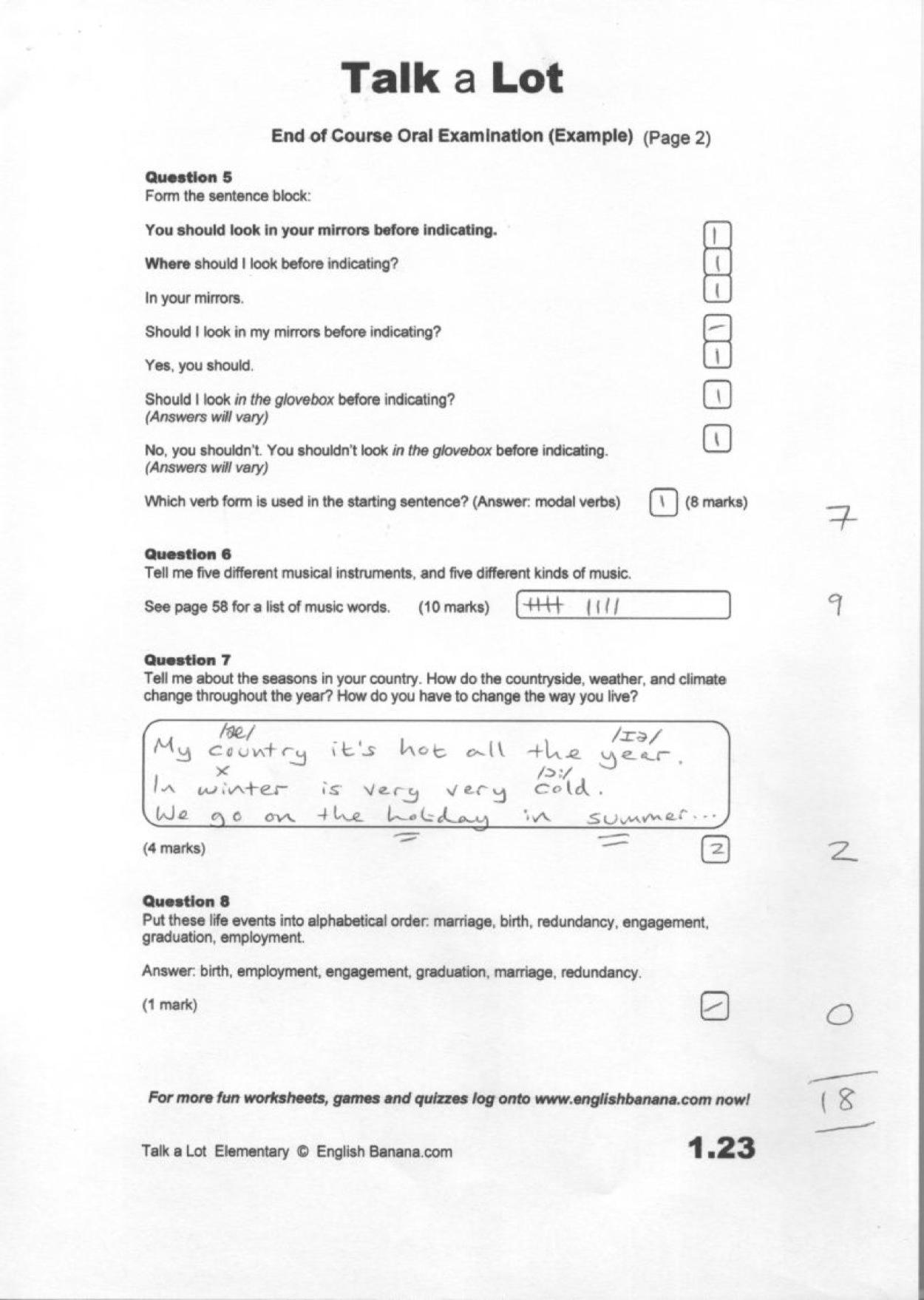
Tell me two different numbers that have:

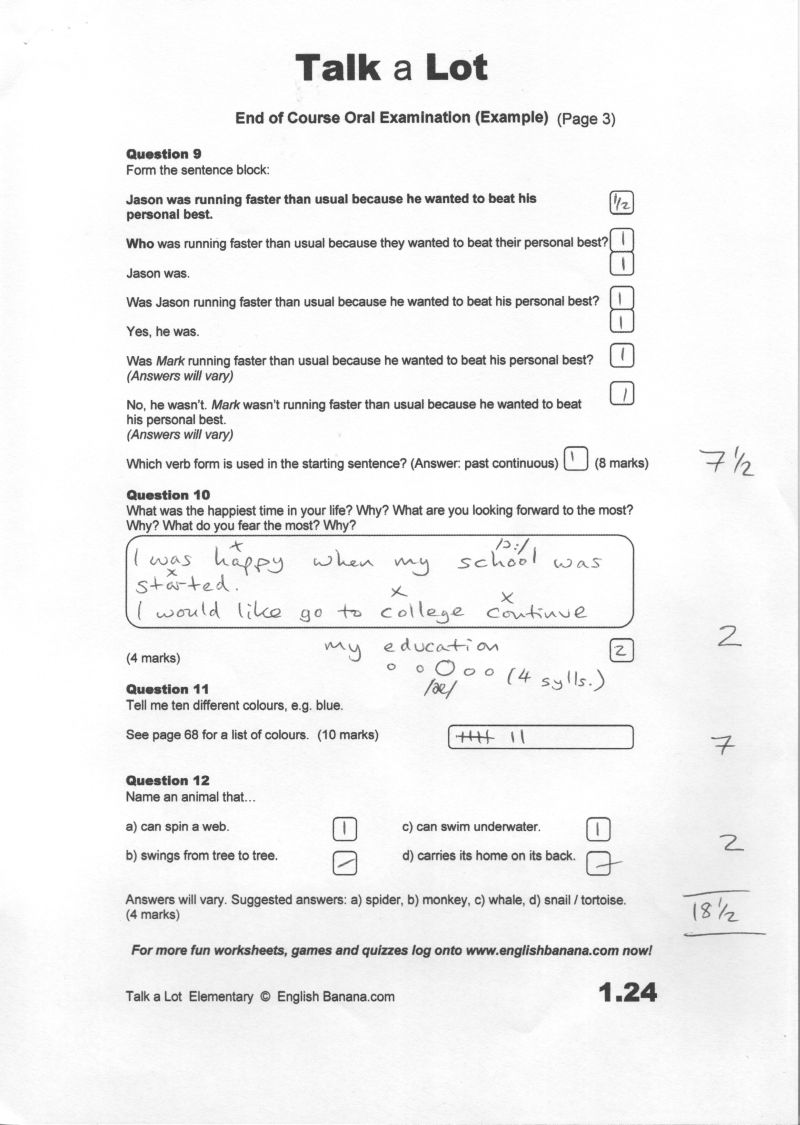
1. 1 syllable  c) 3 syllables 
2. 2 syllables 

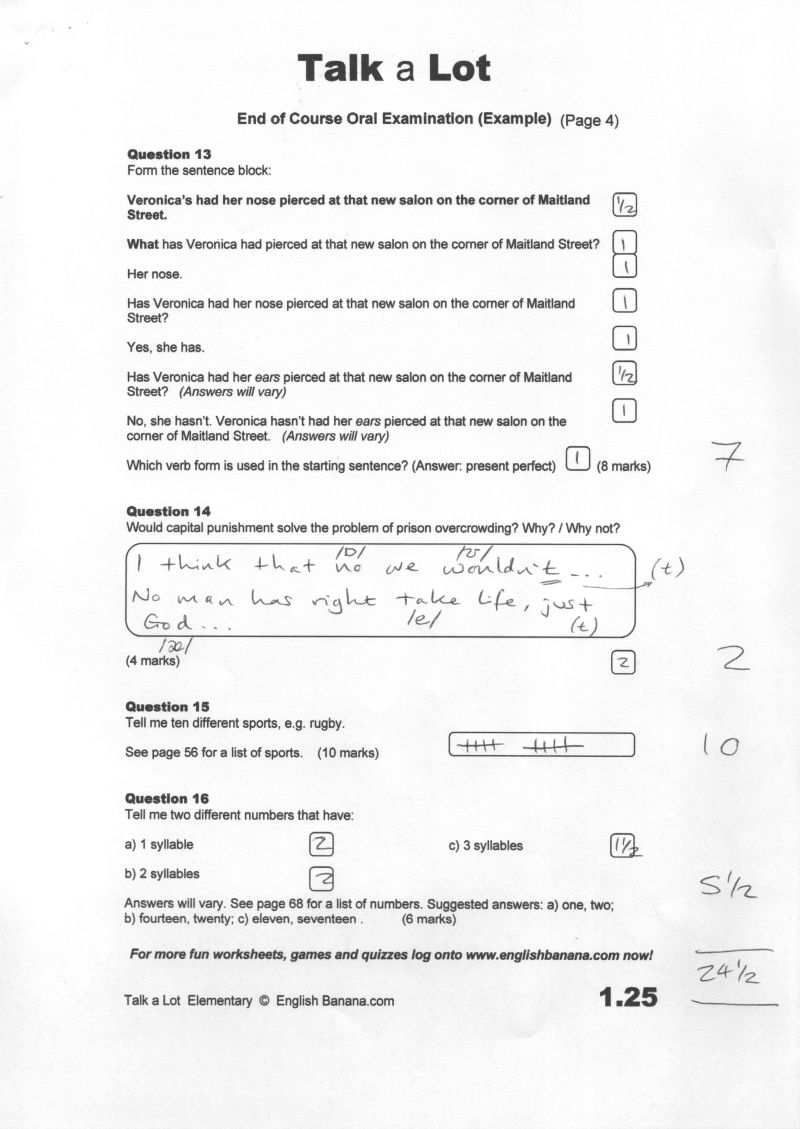
Answers will vary. See p.68 (Book 2) for a list of numbers. Suggested answers: a) one, two;

b) fourteen, twenty; c) eleven, seventeen . (6 marks)









Elementary Level

**Certificate in Spoken English**

This is to certify that:

has completed a week Talk a Lot course in spoken English at this establishment and has achieved the following grade:

Grade:

Achievement:

Date:

Candidate Number:

Signed: (Course Teacher) Date:

Signed: (Centre Manager) Date:

School Name and Address:

School Phone Number / Email Address / Website Address:

Elementary Level

**Certificate in Spoken English**

This is to certify that:

has completed a week Talk a Lot course in spoken English at this establishment and has achieved the following grade:

Grade:

Achievement:

Subjects Covered:

* + Speaking and Listening
  + Pronunciation
  + Grammar
  + Vocabulary
  + Word and Sentence Stress
  + Connected Speech

Date:

Candidate Number:

Signed: (Course Teacher) Date:

Signed: (Centre Manager) Date:

School Name and Address:

School Phone Number / Email Address / Website Address:

B How to Use the Resources

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Sentence Blocks

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Designed specifically for the Talk a Lot course, the sentence block method is a brand new way to teach English grammar with speaking practice. The main benefit of this method is that the students have to do all of the work. They must listen, think hard, and remember. They must produce eight sentences, both positive and negative, using a given verb form, and two different question forms, using wh- questions and questions with auxiliary verbs. They must produce the eight sentences based on a given starting sentence and a given wh- question word, using a pre-agreed set of rules. When they are working on the sentence blocks students are speaking and memorising correct English. They are learning to use key verb forms in English, forming questions and responses organically as they focus all their attention on making the sentence blocks successfully. They are also learning new vocabulary and have to produce their own ideas to make the last two negative sentences work.

So what is a sentence block and how do you make one? A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. There are strict rules governing how a sentence block must be made, which students should learn.

At the beginning of the course:

The students receive two handouts explaining the basic terminology used when talking about sentence blocks and some helpful rules for making them (see pp.2.8-2.9). The teacher should spend time discussing these pages with the students, in particular explaining:

* When we use each of the eight verb forms that are explored during the course
* What we mean by subject-verb “inversion”
* How auxiliary verbs are used, and the rule for using “do” as an auxiliary verb

In the first lesson or two the teacher will need to train the students to make the seven lines that form a sentence block. In the ensuing lessons students should be able to form the sentence blocks themselves, based on the given sentences on the board or handout. It is very important that in each lesson the teacher ensures that students understand the vocabulary used in the sentence blocks before they are let loose on the task of making them.

This is an example of how an individual student could be coached to form a sentence block for the first time. When coaching groups, ask a different student for each of the lines.

The teacher has written the first starting sentence on the board; for example, this one from the “Music” lesson in Book 2:

We saw a great jazz concert at the Palace Theatre last night.

The teacher:

OK, we’re going to make a sentence block. There are seven lines in a sentence block and eight different sentences. [Pointing to the board at the starting sentence.] This is the first line. Can you read it for me, please? [The student reads it out loud.] Do you understand this sentence?

The student:

Yes.

The teacher:

OK. [Writes “Where” underneath the starting sentence.] To make the second line can you ask a “where” question based on the starting sentence?

The student:

Where did you see a great jazz concert last night?

The teacher:

Good. Very good. Excellent.

*Note: if a student has a problem producing any part of the sentence block, the teacher should prompt them with the first word, then the next, and in this way “coax” the sentence out of them by, if necessary, saying the whole sentence and getting the student to say it with them, then to repeat it without the teacher’s help.*

The teacher:

And what is the short answer?

The student:

At the Palace Theatre.

The teacher:

OK. Great.

*Note: it is very important that the teacher praises the student as they get sentences right and gently encourages them when they have taken a wrong turn. It is also important for the teacher to keep the momentum going so that the sentence block is made with a sense of rhythm and an almost urgent pace. This will keep the student focused and thinking about the task in hand.*

The teacher:

So now we’ve got three lines. Can you repeat them for me? [The student does so correctly.] Now, let’s get to five lines. Ask a question with inversion.

The student:

Did you see a great jazz concert at the Palace Theatre last night?

The teacher:

Good. And the short answer?

The student:

Yes.

The teacher:

Yes, what?

The student:

Yes, we did.

The teacher:

Good. Very good. So now we’ve got five lines. We’re almost there. Can you repeat the five lines, please? [The student does so correctly.] OK, so, to complete the sentence block, let’s ask the same kind of question with inversion but this time to get a negative answer. Look at the question word. Focus on the “where”. Change the “where” to get a negative answer.

The student:

Did you see a great jazz concert at *the Roxy* last night?

The teacher:

And give a short answer in the negative.

The student:

No, we didn’t.

The teacher:

Then a full negative answer. The last line is made up of two negative sentences.

The student:

We didn’t see a great jazz concert at the Roxy last night.

*Note: students have to invent something here (“…at* ***the Roxy*** *last night?”) that makes sense in the same context. They should try to think of a sensible option to get a negative answer.*

*For example, the teacher must not accept: “Did you see a great jazz concert at the newsagent’s last night?” because it doesn’t make sense. Students often struggle to remember to make two negative sentences for the last line. Encourage them and stress the two negative sentences.*

The teacher:

Excellent! Now tell me all seven lines…

Throughout, the teacher should help the student to achieve the correct pronunciation, sentence and word stress (see sections 12 and 13 of this handbook), rhythm and intonation. If a student makes a mistake during a line, ask them to repeat the whole line again. Of course, in the example above the student has given almost all of the correct answers straight away.

This is purely to serve a purpose in this handbook – to give a clear example of what the students should aim for. The teacher should also encourage the students to think about word and sentence stress and to emphasise the correct words in each sentence, for example:

Did you see a great jazz concert at **the Palace Theatre** last night? Yes, we **did**.

Did you see a great jazz concert at **the Roxy** last night?

No, we **didn’t**. We **didn’t** see a great jazz concert at **the Roxy** last night.

Students may have a tendency to try to say all seven lines with a questioning intonation at the end of each line. For example, they might say:

The student:

Did you see a great jazz concert at the Roxy last night? No, we didn’t?

Ask them to think about the meaning of what they are saying and to make definite statements without the questioning intonation. Some students may try to gabble and deliver their lines very quickly without apparent thought of what they mean – wholly focused on their goal of remembering each line and forming the sentence blocks as quickly as possible. Ask them to slow down and to focus on what each sentence means.

So, in the example above the seven lines and eight sentences of the sentence block are:

1. We saw a great jazz concert at the Palace Theatre last night. *(starting sentence)*
2. Where did you see a great jazz concert last night? *(wh- question)*
3. At the Palace Theatre. *(short answer)*
4. Did you see a great jazz concert at the Palace Theatre last night? *(question with inversion)*
5. Yes, we did. *(short answer)*
6. Did you see a great jazz concert at the Roxy last night? *(question with inversion to get a negative answer)*
7. No, we didn’t. We didn’t see a great jazz concert at the Roxy last night. *(two sentences – a short negative answer and a long negative answer)*

The teacher should ensure that the students follow the sentence block structure and that they recap each group of sentences after the 3rd and 5th lines. If a student has a tendency to “Um…” and “Er…” their way through each line, challenge them to say the lines without doing this. As they monitor the pairs engaged in making the sentence blocks – saying one line each

* the teacher will sometimes need to be firm with the students, and ask them to keep focused when it looks as though their minds are beginning to wander, and of course the teacher also needs to keep focused! For example, when leading sentence block practice at the front of the class, the teacher will need to be one step ahead of the students and know the next sentence in their mind – what they want the student to produce – before the student produces it.

Embedded Grammar

In each lesson students will practise making positive sentences, negative sentences, and two different kinds of question forms using the following verb forms:

* + present simple
  + present continuous
  + past simple
  + past continuous
  + present perfect
  + modal verbs (e.g. can, should, must, have to, etc.)
  + future forms (with “will” and “going to”)
  + first conditional

While doing sentence block practice the students may be unaware that they are using eight different verb forms. It is better not to focus on this and blow their minds with grammar, but instead make sure that the students are making the sentence blocks correctly. For example, it is essential that students understand the eight starting sentences on the board or handout at the beginning of the lesson, and also know how to make a sentence block, before they begin pair work with a partner.

The starting sentences all contain embedded grammar, which means grammar that occurs as a natural part of the sentence block as it is being spoken and automatically memorised, rather than grammar that is explicitly presented to students as an isolated grammar topic, such as: “In today’s lesson we are going to study wh- questions…” etc. The embedded grammar in the sentence blocks at Elementary level includes:

* + positive and negative forms
  + use of articles
  + use of auxiliary verbs
  + a variety of main verbs in each unit
  + subject and object pronouns
  + yes/no questions
  + wh- questions
  + active and passive sentences
  + punctuation marks
  + prepositions of place and time
  + some/any
  + singular/plural
  + nouns: common, proper, abstract, countable, uncountable, etc.
  + intensifiers – too, really, very, completely, etc.
  + use of infinitives
  + adjectives
  + adverbs of frequency and manner
  + possessive pronouns
  + determiners – this, that, those, these, etc.
  + there is/there are
  + formal and informal situations
  + use of gerunds
  + comparatives and superlatives
  + relative clauses – that, which, who, where, etc.

The teacher could pick up on any or all of these grammar topics in more detail if they run the course as a 60-hour course (see Course Outline on p.1.2).

Miscellaneous Notes

* + As well as with students in groups and pairs, this method can also be used successfully with students on a one to one basis, with the teacher prompting the student to produce the sentence blocks, first with the sentences on the board or handout, and later from memory.
  + Teachers (or students) can also imagine their own starting sentences based on the verb form or vocabulary that they wish to practise (see blank template on p.2.7).

Different Ways to Practice Forming Sentence Blocks

* + In a circle – the teacher or a student leads and chooses each student in turn to form the complete sentence block.
  + The students sit back to back in pairs and say one line each, then reverse who starts.
  + The students chant a complete sentence block altogether as a group.
  + The students say one line or one word each, going around the group in a circle.
  + The teacher says a random line from a sentence block and asks a student to produce the next line.

Note: every sentence block can be said or chanted in a continuous way by adding an **eighth line** at the end that begins with “So…” and continues with the question on line 2. For example:

Line 1: Joanne can play the saxophone really well. Line 2: Who can play… [etc.]

Line 7: No, he can’t. George can’t play the saxophone really well.

Line 8: So, who *can* play… [then, continuing with line 3, “Joanne can.” and so on…]

**Topic:**

Sentence Blocks

|  |  |
| --- | --- |
| 1. *Verb Form: Starting Sentence:* |  |
| *Question Word:* |  |
| 2. *Verb Form:* |  |
| *Starting Sentence:* |  |
| *Question Word:* |  |
| 3. *Verb Form:* |  |
| *Starting Sentence:* |  |
| *Question Word:* |  |
| 4. *Verb Form:* |  |
| *Starting Sentence:* |  |
| *Question Word:* |  |
| 5. *Verb Form:* |  |
| *Starting Sentence:* |  |
| *Question Word:* |  |
| 6. *Verb Form:* |  |
| *Starting Sentence:* |  |
| *Question Word:* |  |

##### 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 |

##### Sentence Blocks – Six Great Tips for Students

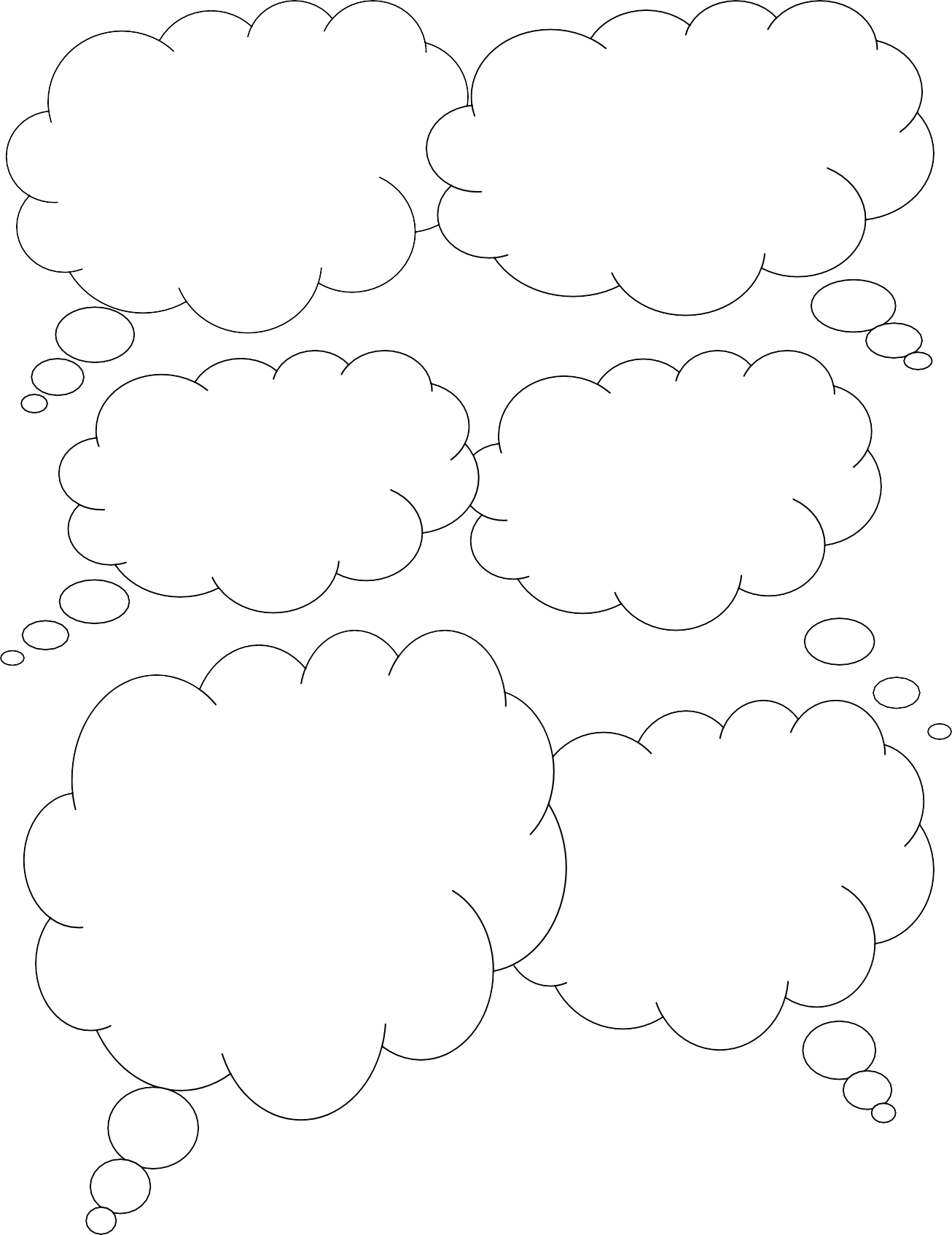
1. During each lesson we work with the same verb forms in the same order. Look for patterns. Each lesson try to apply what you have learnt in previous lessons.

2. After a “wh” question or phrase (such as “What time…?” or “How long…?”) there must follow an auxiliary verb or main verb “to be”.

3. Questions with inversion always start with an auxiliary verb or main verb “to be”.

4. In questions with inversion the subject of the sentence must follow the auxiliary verb.

* 1. If there is either auxiliary verb **be** or **have** in the starting sentence, use it to make the questions and answers that follow. If there isn’t, you must use **do** as an auxiliary verb to make the questions and answers.
  2. Use as much of the starting sentence in the resulting questions and answers as you can.



Talk a Lot Elementary 2.9

**Sentence Focus Activity**

# Connected Sentence

Cards

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Instructions 3.1

Activity Template (Blank) 3.2

Sample Lesson Plan 3.3

Sound Connections Demo 3.6

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**How to Use**

Connected Sentence Cards – Instructions

Packs of connected sentence cards have eight sentence block sentences on them – with one word on each card. The aim of the cards is for students to learn about:

1. sentence building: how to make a sentence; the order in which we put the words
2. sentence stress: which words are content words and which are function words
3. connected speech: how we join together the words in a sentence; how we connect the sound at the end of one word with the sound at the beginning of the next word

There are lots of ways in which you could use these cards, some of which are suggested here. There is also a detailed lesson plan on p.3.3 which outlines how to use the cards to teach the techniques of connected speech. From p.3.6 there is a detailed demonstration of how you could use the cards to teach connected speech by focusing on the vowel and consonant sounds that occur between words in a sentence.

First of all, print the cards (on thin card, if possible). If you are able to laminate them, that would be ideal, because you will be able to use the same set of cards again and again!

Ideas for using the connected sentence cards:

* + Ask students to work in pairs or groups to put together the cards to make the sentence. You could give one sentence (of the eight sentence block starting sentences) to each pair or group in the class; when they have finished their task, tell them to go and help put together the other sentences
  + Mix up all of the cards from a set of eight sentences and ask students to put words into groups according to the kind of word, e.g. nouns, adjectives, main verbs, auxiliary verbs, and so on. Elicit from them which kinds of words are content words and which are function words (see p.12.1)
  + Get students to write their own starting sentences. Check them for accuracy, then ask students to make their own connected sentence cards using the blank template on

p.3.2. Then, they swap their sentence (or sentences) with another group and try to solve the sentence(s) that they get in return

* + Follow the detailed lesson plan on p.3.3
  + Use the demo (from p.3.6) as a guide for building lessons that explore connected speech

**Topic:**

Connected Sentence Cards – Template



Activity Type: Discovery; learn the techniques of connected speech Level: Elementary - Pre-Intermediate

Skills: Vocabulary; Speaking & Listening; Pronunciation; Stress

Class Size: Students work in pairs or small groups with a maximum of six in a group. This lesson also works well with individual students in a one to one situation

Time: 1 hour

Aim: To learn the techniques of connected speech

Materials: 1 set of eight cut-up sentences per six students (or one cut-up sentence per pair/small group, depending on the level of your students and what they can handle!), whiteboard and pens; students have their notebooks and pens

*(Note: you could teach exactly the same content and concepts using the connected speech templates (see p.4.1). However, the cards give a more tactile experience (which is great for students who learn through physically doing something) and allow students to put together the sentences and identify the content and function words, i.e. to start the whole process at the beginning, whereas the connected speech templates do not.)*

Procedure

1. Students should be in small groups – six per set of connected sentence cards. Give out the sets of cards, with each sentence in a separate group. Students put all the cards face up on the table. Ask them to put the words into order to make the sentences and tell you what verb form is used, e.g. “Present Simple” or “Future Forms”.
2. One student from each group writes one (or more) of the sentences on the board. Elicit any spelling corrections from the group. Let’s say, for example, that one of the sentences that students have unjumbled is this one from the “Money” topic in Book 3:

Roger is paying his gas bill and electricity bill at the post office.

Different students read all the sentences aloud. Check the students’ understanding of meaning, sentence and word stress, and pronunciation (what they naturally produce).

1. Students identify content words and move the cards up so that they stand out. The words on the table in front of the students will look something like this:

.

*function words:*

bill

*content words:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Roger |  | paying | gas | |
|  | is |  | his |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | electricity | bill |  | | post | office |
| and |  | | at | the |  | |

1. Students identify how many syllables there are in each content word, e.g.

*no. of syllables:*

2 2 1 1 5 1 1 2

bill

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Roger |  | paying | gas | |
|  | is |  | his |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | electricity | bill |  | | post | office |
| and |  | | at | the |  | |

.

1. Students identify the strong stressed syllable in each content word of more than one syllable. Every word in English has one strong stress, which is always on a vowel sound. See example sentence below. Students could use a dictionary to look at the IPA stress marks, if required. They should consider features such as suffixes, compound nouns, weak stresses, contractions, and stress patterns. Highlight this information on the board, so that students become aware of rules that can help them to identify word stress. Highlight patterns, e.g. compound nouns almost always have the stress on the first syllable. (See “Focus on Connected Speech”, sections 11-17 for more information and activities.)

*(strong stressed syllable)*

1st 1st 3rd 1st

.

*suffixes in bold; no compound nouns*

his

bill

elec(tric)**ity**

is

(Rog)**er**

(pay)**ing**

*all function words here can be weak forms; “Roger is” could be contracted to “Roger’s”*

|  |  |  |
| --- | --- | --- |
| gas | bill |  |
|  | | and |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | post | (off)**ice** |
| at | the |  | |

1. Students identify the vowel sound of each strong stressed syllable, using symbols from the IPA chart (see p.18.6). For example:

***The sound spine of the sentence:*** *vowel sounds on the stressed syllables of content words:*

L**fl**L L**Éf**L L**ô**L L**f**L L**f**L L**f**L L**]r**L L**fl**L

.

his

bill

elec(tric)**ity**

is

(Rog)**er**

(pay)**ing**

|  |  |  |
| --- | --- | --- |
| gas | bill |  |
|  | | and |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | post | (off)**ice** |
| at | the |  | |

Practise saying the vowel sound patterns out loud with your students:

L**fl**L L**Éf**L L**ô**L L**f**L L**f**L L**f**L L**]r**L L**fl**L

Highlight that this is the “sound spine” of the sentence. This sequence of vowel sounds is the “distilled essence” of the spoken sentence. It’s what we need to hear if we are to understand the sentence. For example, it’s much easier to understand the speaker if the vowel sounds are correct but the consonant sounds are wrong, than the other way round (see example on p.4.3).

1. Students identify how to link from one stressed syllable to the next, using the techniques of connected speech (see p.11.3). Notice how function words are squashed and mashed up between the strong stressed syllables. Students practise saying the sentences using connected speech.
2. Elicit from students the following conclusions:

*If a listener can’t understand your spoken English, it could be because:*

* 1. *you’re saying the wrong vowel sound on a stressed syllable*
  2. *you’re stressing the wrong syllable in a word*
  3. *you’re stressing too many syllables in a word*
  4. *you’re not stressing any syllables in a word*
  5. *you’re not connecting together words in a sentence*
  6. *you’re not giving stronger stress in a sentence to content words over function words*
  7. *all of the above (I really hope not!)*

Consolidation

Use the connected speech templates (see p.4.1) for more practice on these techniques. They’re great for either classroom use or homework activities.

Here’s a demo of an interesting classroom activity in which you could use the connected sentence cards to teach connected speech techniques, by focusing on the sound – vowel or consonant – at the beginning and end of each word, and visualising the connection that occurs between them. Simply print the cards onto paper or card and give one set of sentences (all or just a few, or just one) to each small group of students. Students have to decide whether the sound at the beginning and at the end of each word is either a vowel or a consonant sound. If it’s a vowel sound, they leave the box white. If it’s a consonant sound, they colour in the box. (If students are not sure whether the sound is a vowel or a consonant sound, they could use a dictionary to look at the phonetic spelling of the word, which will provide the answer.)

There are only (see also p. 4.4 of this handbook):

four possible kinds of connection

|  |  |  |
| --- | --- | --- |
| a) vowel sound to consonant sound (vc):  LDÇwflåKáDÇÉéL |  |  |
| b) consonant sound to vowel sound (cv):  LDïflípK]L |  |  |
| c) vowel sound to vowel sound (vv):  LDëfKå]Kã]KêflåL |  |  |
| d) consonant sound to consonant sound (cc):  Lô\Ka]L |  |  |
|  |

In a quick survey of eight sentence block starting sentences, we counted 94 different connections between words. The most common connections were:

1. consonant sound to consonant sound (cc) – 46 connections = 48% (the most by far)
2. vowel sound to consonant sound (vc) – 28 connections = 30%
3. vowel sound to vowel sound (vv) – 11 connections = 12%
4. consonant sound to vowel sound (cv) – 9 connections = 10%

consonant-vowel (cv)

vowel-vowel (vv)

consonant-consonant vowel-consonant (vc) (cc)

50

45

40

35

30

25

20

15

10

5

0

This pie chart shows the percentages of each kind of connection:

– 30%

vc

%

cc – 48

vv – 12%

– 10%

cv

As they do the activity, students will find the following outcomes:

1. vowel sound to consonant sound (vc) *and*
2. consonant sound to vowel sound (cv)

If either of these connections occurs, the sounds will flow well together. For example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| LDÇwflåKáDÇÉéL  vowel sound to consonant sound (vc) | | | LDïflípK]L  consonant sound to vowel sound (cv) | | |

This is because in rapid speech the English tongue is able to easily produce a smooth transition between consonant and vowel sounds, and vice versa. This technique of connected speech is called **linking**.

1. vowel sound to vowel sound (vv)

If you see this kind of connection, there will be a new sound added – LàL, LïL, or LêL. For example:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| LDÇÉfKòáKà]åÇL  vowel sound to vowel sound (vv) the connecting sound is LàL | | | LDäáWKà]rKïfòL  vowel sound to vowel sound (vv) the connecting sound is LïL | | | LDëfKå]Kã]KêflåL  vowel sound to vowel sound (vv) the connecting sound is LêL | | |

This is because in rapid speech the English tongue can’t cope with two vowels flowing together, so we have to introduce a consonant sound between them, making the connection just like either (vc) or (cv) (see above). This technique of connected speech, where we add a new sound, is called **intrusion**.

a) consonant sound to consonant sound (cc)

If you see this kind of connection, you should stop and think about how the sounds go together. It’s very common in rapid speech for consonant sounds not to flow well together. Say the words on the cards together and listen to the connecting sounds. It’s likely that a sound will be missing at the end of the first word, especially if that sound is LíL, or LÇL. This technique of connected speech, where a sound disappears, is called **elision**. For example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| LDãìëDêÉåíL  LíL at the end of the first word disappears to make the transition between the two words easier to say  (**elision**) | | | LÇ~råDä]rKÇ]DÑfÑKíáWåL  LÇL at the end of the first word disappears to make the transition between the two words easier to say  (**elision**) | | |

In addition to this, the sound that disappears may be replaced by a **glottal stop**, which is a very short pause. Or the sound at the end of the first word may change to make the next sound – at the beginning of the next word – easier to say, for example LÏL at the end of “-ing” words often changes to LåL. In other words, we “drop” the “g”. This technique of connected speech, where a sound changes, is called **assimilation**.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| LDä]rDÄ¾\KÇwf\DÜflKê]L  LíL at the end of the first word is replaced by a glottal stop L\L to make  the transition between the two words easier to say (**glottal stops**) | | | LDê~fKífåKa]L  LÏL at the end of the first word changes to LåL to make the transition  between the two words easier to say (**assimilation**) | | | LflãDîôKä]åKí~fåòL  LåL at the end of the first word changes to LãL to make the transition  between the two words easier to say (**assimilation**) | | |

If two of the same consonant sounds meet, the first sound will become redundant and disappear, for example:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| Lê]rDãôåKífDâflKã]KÇáL  LâL meets LâL so the first sound disappears (**elision**) | | | LDâäôKëfDâflKã]KÇáWòL  LâL meets LâL so the first sound disappears (**elision**) | | | LDÑêÉåDëlWL  LëL meets LëL so the first sound (along with LÇL) disappears (**elision**) | | |

Sometimes, however, the consonant-consonant (cc) sounds will flow together well. Students will see this very clearly if the consonant sound at the end of the first word is LëL or LòL (see examples below). Why does this happen? Because after making these sounds, your mouth and tongue are in a fairly neutral position and ready to make any sound. Try saying LëL and LòL separately now. Where is your tongue? Where are you lips? In what position does your mouth end up after saying each sound? Now try saying the words below together. Compare this to saying LíL, or any word with LíL at the end. After saying LíL your tongue is right behind your teeth, fully committed to the sound, and in a bad starting position to make the next sound.



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ✓ |  |  | ✓ |  |  | ! |  |
| LfíëDâìWäL  LëL meets LâL and they flow together smoothly (**linking**) | | | LDîôKä]åKí~fåòDÇÉfL  LòL meets LÇL and they flow together smoothly (**linking**) | | | LDÇ]råDä~fâL  LíL meets LäL and they don’t flow together smoothly, so LíL is  automatically omitted by the speaker (**elision**) | | |

Having said all of this, sometimes there will be **no connection** between the two so

unds dash **–**

because of the natural break, or pause, provided by a punctuation mark, such as a , semi-colon **;** , or comma **,** , for example:

|  |
| --- |
|  |
| LDÄflâKëÉíKàìWäL  here two consonant sounds meet – LíL and LàL – but  there is a natural break in the speech provided by the comma, so LíL remains and elision doesn’t happen |

Students should try using the connected sentence cards to explore the different sound connections between pairs of words, and how connected speech techniques come into play each time. They could also try this method with *any* sentence – one that they have written themselves, or one from a newspaper, book, or magazine, using the template below to help them. The outcomes will be generally the same as those shown above.



Connecting Sounds (Activity Template)

1. Choose (or write) a sentence:
2. Count the no. of words in the sentence:
3. Count the no. of connections between words in the sentence:
4. Count each kind of connection between words, and write down

the connecting sounds for (vv) and (cc) connections, using the IPA:

|  |  |  |  |
| --- | --- | --- | --- |
| # vowel-consonant (vc) |  | OK ✓ | *(No elision, intrusion, assimilation, etc. needs to take place, because the words flow together well)* |
| # consonant-vowel (cv) |  | OK ✓ |
| # vowel-vowel (vv)  Possible techniques of connected speech:   * intrusion |  |  | |
| # consonant-consonant (cc)   * elision * glottal stops * assimilation   Total: |  |  | |



Let’s look at a complete sentence from Unit 2 of Talk a Lot Elementary Book 3, on the topic of “Films” (from which all of the examples in this demo also come):



LDÇÉfKòáKà]åK]DÄlfKÑêÉåÇK]KÖ]rKïfåKí]DïflípK] ê]rDãôåKífDâflKã]KÇáKà]\Ka]DëfKå]Kã]KêflãDîôKä]åKí~fåòDÇÉfL

Here is a completed activity template as an example: Connecting Sounds (Activity Template)

1. Choose (or write) a sentence: (see above)
2. Count the no. of words in the sentence: **17**
3. Count the no. of connections between words in the sentence: **16**
4. Count each kind of connection between words, and write down

the connecting sounds for (vv) and (cc) connections, using the IPA:

|  |  |  |  |
| --- | --- | --- | --- |
| # vowel-consonant (vc) | **5** | OK ✓ | *(No elision, intrusion, assimilation, etc. needs to take place, because the words flow together well)* |
| # consonant-vowel (cv) | **2** | OK ✓ |
| # vowel-vowel (vv)  Possible techniques of connected speech:   * intrusion | **3** | “Daisy and” – LáL to L]L – connecting sound: LàL “comedy at” – LáL to L]L – connecting sound: LàL “cinema on” – L]L to LflL – connecting sound: LêL | |
| # consonant-consonant (cc)   * elision * glottal stops * assimilation   Total: | **6**  **16** | “and her” – LÇL to LÜL – LÇL and LÜL both  disappear (**elision**) | |
| “going to” – LÏL to LíL – LÏL changes to LåL  (**assimilation**)  “romantic comedy” – LâL to LâL – same sounds: the first LâL disappears (**elision**)  “at the” – LíL to LaL – LíL disappears (**elision**) “on Valentine’s” – LåL to LîL – LåL changes to LãL (**assimilation**)  “Valentine’s Day” – LòL to LÇL – LòL enables a smooth transition (no elision, etc. takes place) | |

Another helpful technique is to study and learn connections that occur often, in phrases that are common in spoken English – and particularly in phrases that comprise unstressed function words. For example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | |  |  |
| L]\Ka]L  LíL at the end of the first word disappears to make the transition between the two words easier to say (**elision**), and is replaced by a **glottal stop**. | | | LÖ]rKïfåKí]L  when used as a future form, these three syllables are said quickly because they are unstressed function words. LÏL at the end of the first word changes to LåL to make the transition between the two words easier to say (**assimilation**). Often this very common phrase is shortened even further to “gunna”: LÖ¾åK]L. This enables the speaker to  get even more quickly to the point of what they’re trying to say, i.e. the active verb: “I’m gunna **buy**...” etc. | | |

Once students have understood sound connections between words, and how the techniques of connected speech are employed, they should combine this knowledge with work that they have done on sentence stress (see from page 12.1) to form natural-sounding English speech, for example:

|  |
| --- |
|  |
| LDÇÉfKòáKà]åK]DÄlfKÑêÉåÇK]KÖ]rKïfåKí]DïflípK] ê]rDãôåKífDâflKã]KÇáKà]\Ka]DëfKå]Kã]KêflãDîôKä]åKí~fåòDÇÉfL  In this picture we have visualised the complete sentence, with all of the sound connections between the words highlighted by the black and white bars. You can also see the sentence stress, with the **content words** (Daisy, boyfriend, watch, romantic, comedy, cinema, Valentine’s, and Day) raised above the **function words** (and, her, are, going, to, a, at, the, on). Students could also identify the stressed syllable with its accompanying vowel sound in each of the content words, and write them on the cards (as we have indicated above). Students should practise saying the sentence out loud again and again, whilst focusing on three things:   1. The **stressed syllables** 2. The **vowel sounds on the stressed syllables** 3. The **different connections between the words** |

Students could also spend time working with the connected speech templates (see page 4.1), which pull together all of this work into one activity.

Towards the end of this activity, students could try putting together cards that make different sound combinations, to test the outcomes demonstrated above. They shouldn’t worry about the resultant phrases making sense, but instead focus entirely on how the sounds go together (see examples below). A good extension would be for students to write and practise saying two-word phrases that *do* make sense, and which highlight each of the following categories:

* (vv) – connected with LàL e.g. “high ice”
* (vv) – connected with LïL e.g. “through everything”
* (vv) – connected with LêL e.g. “here anyway”
* (cc) – where LíL at the end disappears (elision) e.g. “hit back”
* (cc) – where LÇL at the end disappears (elision) e.g. “red car”
* (cc) – where LëL or LòL at the end enables a smooth transition e.g. “wise guy”
* (cc) – where the same sounds meet and the first is cancelled out e.g. “in need” *[etc.]*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| vowel sound to vowel sound #1  (vv) LàL sound introduced  (**intrusion**) | | | vowel sound to vowel sound #2  (vv) LïL sound introduced  (**intrusion**) | | | vowel sound to vowel sound #3  (vv) LêL sound introduced  (**intrusion**) | | |



consonant sound to consonant sound #2 (cc)

LëL or LòL sound at the end of the first word enables a smooth transition to the next word

consonant sound to consonant sound #1 (cc)

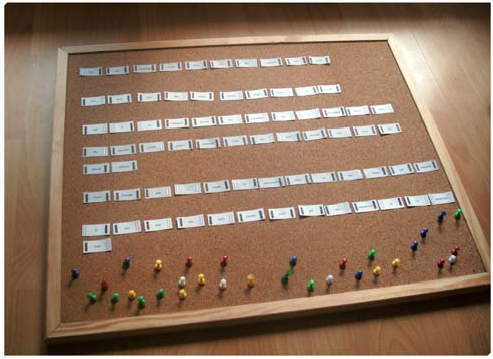
LíL or LÇL sound disappears (**elision**)

consonant sound to consonant sound #3 (cc)

the sound at the end of the first word disappears because the next sound is exactly the same (**elision**)

Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Connecting Sounds: | | Think: | Most Likely Outcome(s): | Technique(s) of Connected Speech: |
|  | vowel- consonant (vc) | ✓ | the sounds flow together smoothly | linking, r-linking |
|  | consonant- vowel (cv) | ✓ | the sounds flow together smoothly | linking, r-linking |
|  | vowel-vowel (vv) | ! | a sound is added:  LàL, LïL, or LêL | intrusion |
|  | consonant- consonant (cc) | ! | a sound disappears: often LíL, or LÇL  a sound changes:  e.g. LÏL to LåL | elision, glottal stops  assimilation |



*Using the connected sentence cards: some of the sentences from the “Films” unit of Talk a Lot Book 3.* ***“Only connect…!”***

If the aim of spoken English is to communicate clearly and efficiently, the techniques of connected speech are there to help us do that. But what effect do they have? Put simply, they ensure that all the lumps and bumps in a sentence – the (vv) and (cc) sound connections – are removed. For example, if we visualise the beginning and end sounds of each word in part of this sentence we get the following image:



B

A



D

C



G

F

E

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Daisy | and | her | boyfriend | are | going | to | watch | a | romantic | comedy | at | the | cinema… |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Doing this allows us to see exactly where all the “lumps and bumps” are – all of the (vv) and (cc) connections. At Point A, we have to make a consonant “bridge” between the two vowel sounds LáL and L]L. We do this by inserting a consonant sound between them – LàL – so that we go from the awkward (vv) connection to (vc), which is much easier to say (**intrusion**).

At Point B, two consonant sounds meet – LäL and /ÜL – with the result that we lose the LÇL sound from the first word, and also the LÜL from the beginning of the next word (**elision**). From Point B to Point C, all of the sound connections between the words are either (vc) or (cv), so the sentence flows well. At Point D the two consonant sounds – LÏL and /íL – crunch together, so the LÏL of “going” is changed to LåL to make the transition easier to say (**assimilation**).

Then, up to Point E the sentence again flows smoothly, with (vc) and (cv) connections, until a clash occurs between two of the same hard consonant sounds: LâL and LâL. We remove the first LâL (**elision**), so that a (vc) connection is created, then continue to Point F, where there is a problem between two vowel sounds: LáL and L]L. We smooth things out by automatically inserting a consonant sound – LàL, creating a (vc) connection instead of (cc), just like we did at the beginning of the sentence (**intrusion**).

Another conflict between sounds occurs almost immediately, when LíL and LaL crash up against each other. It’s a simple problem to solve, and we do it by removing LíL at the end of the first word and inserting a glottal stop (**elision** and **glottal stops**), which creates a (vc) connection. Let’s see the effect that using the techniques of connected speech has had on smoothing out the sentence. Compare the image above to the following one:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Daisi | yun | uh | boyfriend | are | goin | tuh | watch | uh | romanti | comedi | yuh | the | cinema… |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(vc) and (cv) connections have been created – which are easy to say

Apart from one connection (“going to”), all of the thirteen connections have been transformed into either (vc) or (cv) connections, whereas in the original version there were six sound connections which didn’t flow together easily – because they were either (vv) or (cc). As a result, the sentence is much easier to say quickly (rapid speech), whilst nothing has been lost in terms of clarity or meaning.



(cc) remains, but it’s a little easier to say now



(vv) changes to (vc)

(cc) changes to (vc)

(cc) changes to (vc) – this section changes to “comedi yuh the” LDâflKã]KÇáKà]\Ka]L

Is the aim of connected speech, then, to smooth out everything we say into a series of (vcvcvcvc) sound connections between words? What about taking this to its logical conclusion and insisting on (vc) and (cv) connections between *all* syllables in a sentence? Is that possible? If it were we would all be speaking like babies:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ma | ma | ma | ma | ma | ma | ma | ma | ma | ma | ma | ma | ma | maaaaa! |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LãôL | LDãôL |

or girl-group singers:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| doo | waa | doo | doo | waa | duh | doo | waa | doo | doo | waa | duh | doo | waaaaah! |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LÇìWL | Lï^WL | LÇìWL | LÇìWL | Lï^WL | /Ç]L | LÇìWL | Lï^WL | LÇìWL | LÇìWL | Lï^WL | LÇ]L | LÇìWL | LDï^WL |

Unfortunately, it’s not possible to speak English using only (vc) or (cv) connections (\*see p.3.19 below), because we need words rather than just sounds to communicate our thoughts, actions, and ideas, and most words in English either end or start with a consonant sound. That is why there are far more (cc) connections than any other kind (see p.3.6). We begin to “speak” as babies by making (vc) and (cv) connections between syllables (“ma-ma”, “ga-ga”, “la-la”, etc.) – after all, the first “word” for most babies is said to be “da-da”[1](#_bookmark0) – but we soon move on to more difficult sound connections. Similarly, when we first begin to “write” as babies, we do whatever we find easiest – i.e. draw a squiggly line on a piece of paper (or the wall!) – then gradually progress on to printing individual letters, that express sounds, then to printing words, that express sounds which have meaning. When we’ve mastered printing words together in a line – a sentence – we’re encouraged by our teachers to begin joining together the words (as well as the letters within words) – as joined-up handwriting. This enables us to write – to express ourselves and communicate – far more quickly.

But it’s still important that the joined-up writing is legible (doctors, please take note) – just as it’s important in connected speech that, although we can lose sounds from words, we shouldn’t lose whole words when we’re speaking quickly. As you can see, there is a parallel here with zero beginner learners who are just starting to speak English. First, they tentatively make the sounds of English – the vowels, diphthongs, and consonants – and the sounds of individual letters of the alphabet. Then they put together sounds to make words – sounds with meaning. Then words together in a line – a sentence, which carries more complicated layers of meaning. Finally, they begin to connect together the words in a sentence – focusing on the vowel and consonant sounds at the beginning and ends of words – connected speech. They have also learned to use sentence stress and weak forms (see from p.12.1 onwards), and have therefore learned to speak English – to communicate – quickly and efficiently.

Additionally, different combinations of words and sounds throw up different kinds of connections. The aim of connected speech is to try to mimic the (vc) and (cv) kinds of connection as far as possible, by either adding new sounds, taking away unnecessary sounds, or changing sounds.

Let’s demonstrate this by reading some one-syllable words together out loud quickly, that have starting and ending sounds that fit into the four different kinds of sound connections. You’re not allowed to use any of the techniques of connected speech to make the words easier to say together, except for linking; so

1 Siann, Gerda, and Denis C. E. Ugwuegbu. Educational Psychology in a Changing World, p.51. Routledge, 1988

Connected Sentence Cards – Going Further

no elision, glottal stops, intrusion, or assimilation, please! Notice what your mouth and tongue have to do to pronounce the words together. Which sounds are easiest to say together…?

Sound Connections between Syllables

|  |  |
| --- | --- |
|  | Some one-syllable words that start with a **vowel sound** and end with a  **consonant sound**, and so have a (cv) connection when read together out loud: in, on, up, out, aim, art, is, us, eat, it, I’m, arm, end, egg, arm [etc.]  *Can you add any more?* |
|  | Some one-syllable words that start with a **consonant sound** and end with a  **vowel sound**, and so have a (vc) connection when read together out loud: now, go, free, tie, you, few, see, ray, play, blue, how, now, chair, my [etc.]  *Can you add any more?* |
|  | Some one-syllable words that start with a **vowel sound** and end with a  **vowel sound**, and so have a (vv) connection when read together out loud: I, a, ear, oh, hour, owe, air [etc.]  *There aren’t many, but can you add any more?* |
|  | Some one-syllable words that start with a **consonant sound** and end with a  **consonant sound**, and so have a (cc) connection when read together out loud: feel, fit, green, pat, gain, book, park, great, back, flight, fog, take [etc.]  *Can you add any more?* |

\*If you don’t believe me, try it yourself. Try to write a sentence (that makes sense!) where the connection between every single syllable is either (vc) or (cv). It’s much harder than it looks! It’s more feasible – and fun – to write short groups of syllables (i.e. words) that show this, for example:

Countries of the World

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mo | ro | cco |  | U | ru | guay |  | Pa | na | ma |
|  |  |  |  |  |  |  |  |  |
| Lã]L | LDêflL | Lâ]rL | LDàr]L | Lê]L | LÖï~fL | LDéôL | Lå]L | Lã^WL |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mo | na | co |  | A | me | ri | ca |
|  |  |  |  |  |  |  |
| LDãflL | Lå]L | Lâ]rL | L]L | LDãÉL | LêfL | Lâ]L |

Animals

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Go | ri | lla |  | A | lli | ga | tor |
|  |  |  |  |  |  |  |
| LÖ]L | LDêfL | Lä]L | LDôL | LäfL | LÖÉfL | Lí]L |

[etc.]

Conclusion

In this third and final version of our original text, we can see a more extreme use of linking, intrusion, elision, glottal stops, and assimilation – as well as correct use of sentence stress and weak forms\* – that reduces the sentence to only (cv) connections between syllables:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ● |  |  |  | ● |  |  |  |  | ● |  |  | ● |  |
| Day | zee | yuh | nuh | boy | fre | duh | guh | nuh | wo | chuh | roe | ma | ti |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDÇÉfL | LòáL | Là]L | Lå]L | LDÄlfL | LÑêÉL | LÇ]L | LÖ]L | Lå]L | LDïflL | Líp]L | Lê]rL | LDãôL | LífL |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ● |  |  |  |  | ● |  |  |  | ● |  |  | ● |
| ko | muh | di | yuh | the | si | nuh | muh | ruh | va | luh | tie | zday |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDâflL | Lã]L | LÇáL | Là]L | La]L | LDëfL | Lå]L | Lã]L | Lê]L | LDîôL | Lä]L | Lí~fL | LDòÇÉfL |

\*Just look at the number of schwas! Of the sixteen unstressed syllables, eleven of them (69%) use the weak stress vowel sound schwa: L]L. Amazing!

Before you throw this book across the room in disgust – *what is he teaching us!* – try saying the sentence a few times quickly, with stress on the stressed syllables (marked by ●). It’s not too far from natural rapid speech in English. I’m not saying that this way of speaking is ideal, or that every native speaker of English speaks like this – or, indeed, that you or your students *should* speak like this. Granted, in rapid speech we use more consonant sounds between syllables than this, especially within individual words, but this image highlights – in a dramatic way – how connected speech techniques can be used to achieve the goal of easy, rapid speech – and how the most natural way to speak English is with as many (vc) and (cv) connections *as possible*.

**Sentence Focus Activity**

# Connected Speech

Templates

Contents

Instructions 4.1

Activity Template (Blank) 4.6

*(Note: see also the Connected Sentence Cards on p.3.1, and Focus on Connected Speech starting on p.11.1.)*

Connected Speech Templates enable you to teach students:

1. how to identify and use the stressed vowel sounds in a sentence
2. how to speak with connections between the words in a sentence

The Connected Speech Templates consist of ten separate stages. Depending on where your students are at with understanding connected speech, you could do some or all of the stages with them, over the course of several lessons, or all in one lesson; or they could complete the templates at home. In the Talk a Lot lesson materials there is one complete example template for one starting sentence from each unit. When students are familiar with the concepts used in the templates, they could begin applying them to other sentence block sentences, or to other sentences that they either find or write themselves, using the template on p.4.6.

Whilst working on this activity, students should speak the words and phrases – as well as the whole sentences – out loud with their partners. Although this work is partly theoretical, students must spend time practising what they are learning by speaking out loud, in order to improve their spoken English.

1. **See that the content words have already been separated from the function words**

Words in a sentence are either content words or function words. Content words are “dictionary words” that have a meaning on their own outside of the sentence, whilst function words are there to make the grammar work and provide the weak stresses.

1. **Identify how many syllables there are in each content word**

This should be straightforward to do. If students are unsure, they could use a good dictionary which shows the words broken up into syllables.

1. **Do any of the content words have suffixes? Are there any compound nouns?**

In stage 4, students will have to find the stressed syllable on each content word. This preceding activity can give clues as to which syllables are stressed. Suffixes are almost never stressed, e.g. shopp -ing, doct -or, etc (word stress is underlined). So, if there is a two-syllable word with a suffix, like “teach -er”, you can be almost 100% sure that the word stress is on the first syllable. (For more on suffixes, see p.15.1.) Compound nouns are nouns with more than one syllable that consist of: a) different nouns together, e.g. “football” = “foot” + “ball”; b) an adjective with a noun, e.g. “whiteboard” = “white” + “board”, or c) a noun with a verb, e.g. “shoplifting” = “shop” + “lifting”. Compound nouns almost always have the strong stress on the first syllable. (For more on compound nouns, see p.16.1.)

1. **Mark the stressed syllable on each content word**

*“How do I know which syllable in a word is stressed?”*

Each content word has one strong stress, which is always on a vowel sound. There is usually one vowel sound in every syllable. Content words with only one syllable carry the stress on the whole word. The majority of words in a sentence or text will fall into one of three groups:

* 1. one-syllable words – the stress falls on this syllable
  2. words with suffixes – for two syllable words the stress falls on the first syllable; for longer words, we know that the suffix is almost always unstressed
  3. compound nouns – the stress almost always falls on the first syllable

This gives us lots of help in finding the stressed syllables in a sentence. See p.13.1 for a more detailed guide to identifying word stress.

More tips:

1. Look in your dictionary for the phonetic spelling of the word and you will see the strong stress mark like this LDL before the stressed syllable. If your dictionary doesn’t have each word spelled in the International Phonetic Alphabet (IPA), try to get one that does.
2. When you learn new words, don’t just learn the spelling, but also learn which syllable has the strong stress and how the word sounds. If you don’t already know the phonetic alphabet, start learning it today, using the materials in this handbook (see p.18.1). It should be an essential part of learning spoken English, rather than an optional extra.
3. **Identify the vowel sound of each stressed syllable**

Students should use the phonetic alphabet chart on p.18.6 to help them with this stage. When they have done this they will have the “sound spine” of the whole sentence. These vowel sounds are the most important sounds in the sentence. If students can get these vowel sounds right, with the right rhythm, they will have an excellent chance of being understood, even if they mispronounce a few consonant sounds, or miss out some function words. Let’s illustrate this with an example. Take the following dialogue (stressed syllables are underlined):

Mel: What are you doing at the weekend? Jim: I’m helping a friend move house.

On the printed page it’s easy to understand, but let’s imagine that the conversation was taking place during breakfast and that Jim answered with a mouthful of toast (stressed syllables are underlined):

Jim: A melpina fre moo vow. L]Dã**É**ïKéfå ]DÑê**É**\ Dã**ìW** Dî**~r**L *(IPA – stressed vowel sounds are bold)*

There are some consonant sounds missing, in particular the beginnings of words (“**h**elping” and “**h**ouse”) and the ends of words (e.g. “frie**nd**” and “hou**se**”), all examples of elision. There

is a LïL sound instead of the LäL in helping, an example of assimilation. There is a glottal stop L\L to replace the “nd” of “friend”. Words have been linked together (“I’m helping”, “helping a”, and “move house”). It’s not a good example of Standard Pronunciation, but is it enough to communicate? I think yes. Try saying it yourself as if you have a mouthful of toast. (Or even make some toast and then try it for real!) If students can make the correct vowel sounds on the correct stressed syllables in the sentence – and can use the context for guidance about meaning, in this case, the question “What are you doing at the weekend?” – it should be possible for them to be understood. It’s one of the reasons why people in the UK with wildly different accents are able to understand each other. There may be some dropped or muffled consonant sounds, **but as long as the right vowel sounds are on the right stressed syllables it’s OK**. We can further underline the great importance of vowel sounds when we compare them with consonant sounds. Let’s use the same sentence as our example, but invert the roles, with all the consonant sounds correct, and even the stressed syllables correct, but the wrong vowel sounds:

|  |  |  |
| --- | --- | --- |
| Mel: | What are you doing at the weekend? |  |
| Jim: | I’m hallping a frond mive horse.  *(stressed syllables are underlined)* | L~fã DÜ**lW**äKéfÏ ] DÑê**fl**åÇ Dã**~f**î DÜ**lW**ëL  *(IPA – stressed vowel sounds are bold)* |

You’re what? You’re *hallping* a *frond*? What? Without the correct vowel sounds communication is severely damaged. So, for good communication, say the correct vowel sound on each correct stressed syllable.

1. **Identify weak forms among the function words**

Now let’s turn our attention to the function words. Are there any weak forms among them? See p.17.1 for more information and a useful list of weak forms in English. Here is a summary of word types that have weak forms:

Word Type: Examples:

**conjunctions:** *and, but, than, that* **prepositions:** *at, to, for, of, from* **verb “be”:** *are, am, is*

**auxiliary verbs:** *has, have, can, do, were, would* **pronouns:** *he, you, his, her, him, them, your* **articles:** *the, an, a*

Because function words are not stressed, we can use their weak forms, e.g. LÑ]L instead of LÑlWL, with the aim of reducing the words that fall between the content words. We can’t omit these words altogether – that would make our sentences grammatically incorrect – but we can reduce them, squash them, and make them shorter, thus further emphasising the content words, and, in particular, the stressed vowel sound in each content word. You might want to look at function words as being the enemy of rapid speech. All too often students of English

give words like “and”, “to”, “from”, and “can” a full sound and full stress, which messes up the sentence stress and rhythm of the sentence, by making it much harder to hear the correct stressed vowel sounds on the content words. Truly, these pesky function words – ***to***, ***of***, ***for***, ***a***, etc. – try to get above their station far too often and must be SQUASHED!

So, coming back to the connected speech templates… students should look at each function word and decide whether or not it has a weak form that can be used in the sentence. If it does, students should write “**W**” over the greyed out “W” on the template.

1. **What kind of sounds connect the words in the sentence?**

Next, we come to look at the sounds that connect the words together. For this stage students will need to know about vowel sounds and consonant sounds. See p.18.6 for a list of all the sounds in the English language – both vowel and consonant. The connecting sound between two words will be one of these kinds:

1. consonant sound to consonant sound (cc)
2. consonant sound to vowel sound (cv)
3. vowel sound to consonant sound (vc)
4. vowel sound to vowel sound (vv)

Try saying the words out loud and listen for the sound at the end of the first word and the sound at the beginning of the second word. Let’s take the words “fifty five” for example. The sound at the end of the first word (“fifty”) is a vowel sound: LáL , and the sound at the beginning of the second word (“five”) is a consonant sound: LÑL, so students would write “vc” in the box between these two words to denote “vowel sound to consonant sound”. Students should look for the connecting sounds between the words and write one of the four labels (above) in each box.

1. **Identify techniques of connected speech for each transition between two words**

If we know what kind of sounds connect two words, we can have a go at saying which technique of connected speech will be used. See p.11.3 for more on the techniques of connected speech. In general, we can say that:

1. if the transition sounds are consonant to consonant (cc), the techniques of connected speech are likely to be assimilation (A), elision (E), or glottal stops (G). This is because the English tongue can’t cope with two consonant sounds rubbing together, so we either get rid of, or change the sound of, one of them.
2. if the transition sounds are consonant to vowel (cv) or vowel to consonant (vc), the techniques of connected speech are likely to be linking (L), or R-linking (R). This is because the English tongue is able to easily produce a smooth transition between consonant and vowel sounds, and vice versa.
3. if the transition sounds are vowel to vowel (vv), the technique of connected speech is likely to be intrusion (I). This is because the English tongue can’t cope with two vowels flowing together, so we have to produce a consonant sound – LàL, LïL, or

LêL – to make the two sounds run together. The aim of connected speech is effective communication through words that flow together fluently, with a minimum of jarring sounds.

1. **Identify the missing or new sounds between two words**

If students find any examples of assimilation, elision, or intrusion – i.e. a sound has changed (A), is missing (E), or has been added (I) – they should write down the missing or changed sound(s). This helps to draw their attention to these particular techniques of connected speech.

1. **Write examples using the IPA to show transitions between words**

Students should have been saying the sentence out loud, as well as the sound transitions between the words, throughout the whole of this activity. Finally, they should try to write a few examples of some of these sound transitions using the IPA. They could use the example(s) on the answer page for guidance, then use the IPA to write their own examples. Higher level students could write the whole sentence using the IPA, and annotate instances of connected speech techniques.

# Talk a Lot

##### Topic:

*Starting Sentence:*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***5*** | *vowel sound:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***4*** | *stressed syllable:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***1*** | *content word:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***2*** | *no. of syllables:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***1*** | *function word:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***7*** | *connecting sounds:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***6*** | *weak forms:* | **W** |  | **W** |  | **W** |  |  | **W** |  | **W** |  | **W** |  | **W** |  | **W** |
| ***8*** | *features of C.S.:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***9*** | *missing/new sound:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| ***10*** | *example(s) with IPA:* |  |
| ***3*** | *suffixes:* |  |
| ***3*** | *compound nouns:* |  |

***7*** *connecting sounds:* ***8*** *features of connected speech:*

|  |  |
| --- | --- |
| **cc** | consonant sound to consonant sound |
| **cv** | consonant sound to vowel sound |
| **vc** | vowel sound to consonant sound |
| **vv** | vowel sound to vowel sound |

|  |  |  |  |
| --- | --- | --- | --- |
| **GLACIER:** | | **Contraction** | a word is shortened |
| **Glottal stops** | an empty space without sound L\L | **Intrusion** | a new sound appears – LàL, LïL, or LêL |
| **Linking** | syllables connect together | **Elision** | a sound disappears |
| **Assimilation** | a sound changes | **R-linking** | syllables connect with LêL sound |

Talk a Lot Elementary 4.6

**Word Focus Activity**

# Discussion Words and Question Sheets

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It’s amazing how much you can do with forty cut-out vocabulary words! We have outlined many activities for using these words with students on the discussion words question sheets. First of all, print a discussion words page onto thin card and cut up the cards with scissors. If possible you could laminate them to make them extra sturdy.

The main activity goes as follows: sit down with the whole class around a large table and lay out all of the cards face down. Students take a number of cards each. The number they take depends on the number of students in the class and for how long the teacher wants the activity to last, e.g. for a ten minute activity ten students could each take two cards.

Go around the group one student at a time. Each student chooses one of their cards and has to describe the word in English without saying it. The other students have to guess the word. The students could use dictionaries to find new words that they don’t know. It’s possible for students to make this activity deliberately harder for their peers by giving more cryptic descriptions!

Using the Question Sheets

The teacher reads the questions out loud in a random order, or one or more of the students could read out the questions. The teacher should use as many of the questions as is necessary to fill the time that they have allotted to this activity. For example, if you have 25 minutes for this activity it’s unlikely that you will need to use the main activity as described above as well as all of the questions on the handout. As with the Talk a Lot course in general, there is more material here than will probably be needed; but as all teachers know, it’s better to have too much material planned for a lesson than not enough!

Extension Activities

* The students work on the main activity with the words in pairs or small groups.
* The students have to think of ten, twenty, thirty or forty additional words on the same topic, e.g. Music, and make their own discussion words cards, using the template on p.5.4.
* The teacher or the students invent new questions based on the original/new words, using the template on p.5.5 for guidance.
* Have a game of vocabulary bingo. Each student writes down fifteen words from the forty words in three lines: five on the top, five on the middle and five on the bottom. The teacher reads out words from the group at random. The students cross out the words they have written down when they hear the teacher say them. The students race to see who can cross off the first line, then two lines, then all of the words.
* “Yes/No” questions: one student takes a card with a word on it, keeping it secret from the others, who have to ask “Yes/No” questions in order to find out what the word is. The first student can only answer “Yes” or “No”. For example, for words on the topic of “Cars”, the other students could ask: “Is it inside a car?”, “Can I put my foot on it?”, “Does it play music?”, etc. until they are able to guess the identity of the word. This is a great activity to get students making questions with inversion.
* The students match the phonetic and English spellings of different words, translate words into/from the IPA, or group words by the sounds they contain. (See p.18.29 for discussion words from Book 1 and p.18.34 for discussion words from Book 2.)
* A student mimes different words without talking, while the others have to guess them.
* Word association activities:

1. the teacher (or a student) chooses a word and each student has to say six words that they associate with this word, or each student in the group has to say one word. For example, if the word is “head” the students could say “nose”, “face”, “eye”, “ear”, “chin”, “mouth”, and so on.
2. the teacher (or a student) chooses a word and the first student says the first word that comes into their head, followed by the next student and the next in a kind of word association chain. See how long your group can go for without running out of steam. You may be surprised where you end up! For example: “dog” > “bark” > “tree” > “field” > “farm” > “cow” > “milk”, and so on.

* Improvisation: a student is given a word (or chooses one) and has to talk about it for a set period of time, e.g. twenty seconds. If the student pauses for longer than, say, five seconds, the word passes to the next student, or a new word is given. For higher level groups you could lengthen the period of time, e.g. to one minute. You could give points to each student for the length of time that they manage to talk without a long pause, and add them together to get a winner at the end of the game. For example, if the student talks for fifteen seconds, you would give them fifteen points, and so on.
* Play vocabulary battleships! Students have to work in pairs and they both have a copy of the discussion words page from that lesson’s topic, e.g. “Sport”. They should label the columns at the top A, B, C, and D, and the rows on the left-hand side from top to bottom 1-10, so that the word “volleyball” is in cell B5, for example. Each student marks ten random cells in their grid – these are their “battleships”. Without showing their page, Student A asks for a cell on Student B’s grid, for example, “Can I have D5, please?” If this cell (“cue”) has not been marked as a battleship, Student B says, “Miss!” and play passes to them. Student B now requests a cell on Student A’s grid, e.g. “I would like A6, please”, which is “swimming”. If “swimming” *has* been marked as a battleship, Student A must speak in English for at least twenty seconds about that word – *without pausing!* If they can do it, play passes back to them. If they *can’t* do it, Student A’s battleship is “sunk” (and crossed out on both grids) and Student B can choose another cell on the grid. The object of the game is to sink all of your partner’s battleships by: a) guessing the correct grid reference, and b) speaking for twenty seconds (or longer) about the vocabulary word, without pausing. This is a great game to get students speaking in English, as well as to encourage creativity and lateral thinking.

You could make any of these activities into a competition – individual or team – with points given for correct answers, and prizes. The teacher could even deduct points for incorrect answers. Prizes could be awarded for the first student to answer a question correctly, or the student who wins the vocabulary bingo, or who can think of the most new words on the same topic without a dictionary. For a fun group competition there could be a league, with the same

teams competing in each lesson for points that accumulate towards a running total. It depends on how competitive your students are!

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

1. the grammar they are learning from forming the sentence blocks, and building sentences
2. the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student’s achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

Discussion Words – Template

|  |  |  |  |
| --- | --- | --- | --- |
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General Questions

1. Are there any words or phrases that you don’t know? Find them in a dictionary.
2. Take some cards. Describe the word or phrase on a card without saying it.
3. How many words and phrases have… a) 1 syllable, b) 2 syllables, c) 3 syllables,
   1. 4 syllables? [etc.]
4. Put words and phrases with more than one syllable into groups according to where the strong stress falls.
5. Put the words and phrases into alphabetical order.
6. Find and put into groups… a) compound nouns, b) words with suffixes.
7. Put together words and phrases that have the same number of letters.
8. Put together words and phrases that start with the same letter.
9. How many words and phrases can you remember when they are all turned over?
10. Put words and phrases that contain the same sounds into groups, using the IPA. (See phonetic chart on p.18.6.)

Sample Lesson Questions

1. Which word or phrase sounds like… a) b) c) d) [etc.]
2. Put all of the together into a group. Put them into order of…
3. This is a…
4. Find…
5. Which word or phrase means…?

6.

7.

8.

9.

10.

11.

12.

Activity Type: Discovery; embedding new vocabulary Level: Elementary - Pre-Intermediate

Skills: Vocabulary; Speaking & Listening; Pronunciation; Stress

Class Size: Students work in pairs or small groups with a maximum of six in a group. This lesson also works well with individual students in a one to one situation

Time: 1 hour

Aim: To learn and embed/memorise new vocabulary words and phrases – spellings, meanings, stress, and sounds – on a given topic, through exploration and discovery

Materials: 1 set of cut-up vocabulary words and phrases per six students; whiteboard and pens; students have their notebooks and pens

Procedure:

1. Students should be in small groups – six per set of discussion words. Give out the sets. Students put all of the cards face up on the table. Ask them to read the words out loud and put any words and phrases that they don’t know – new words – into a separate group.
2. Students write down the new words and phrases in their notebooks. Students either look up the new words and phrases, or ask other groups; or the teacher explains their meanings. Students quickly write down translations and/or draw pictures to help them remember the meanings.
3. Students put the cards into **alphabetical order**. This could be a team activity with a prize or mark for the fastest and most accurate team. Note: some higher level students balk at doing what they consider to be an Elementary task – putting words into alphabetical order. But the aim (as with the whole of this lesson) is to keep the students looking at and focusing on the words. As they do this they will notice the words that are new for them and “lock in” the meanings. That said, I’ve never had a pre-intermediate level group get this task completely right first time – there is always a last minute revision of the order! The teacher checks and corrects each group’s list. At this point, ask the students to read out the list and correct pronunciation as they go. If one group finishes before the other(s) they could go straight on to the next activity. In this way, different groups can move at their own pace through the lesson. If you have only one group, the pace will be set by the level of the students.
4. Put the words and phrases into groups according to they have.

**how many syllables**

Students love trying this and often haven’t considered syllables before. You will hear them sounding out the words on their own initiative, without prompting. The teacher checks and corrects.

1. Students decide in each word or phrase and put a mark on

**where the strong stress falls**

the card above the correct syllable. Students can refer to dictionaries as a last resort to check

the phonetic spelling and word stress. They should treat a phrase, e.g. “petrol station” as one entity and mark the stress for the phrase, rather than each individual word. Then students group the cards according to stress within their original groups. For example, in a group of words with three syllables, there could be two words with the strong stress on the first syllable, two words with the strong stress on the second syllable, and one word with the strong stress on the third syllable.

1. Even if your groups are moving at roughly the same pace, you should stop and have here. Students choose five or six words each and have to say the

**whole class feedback**

words with the stress in the right place. The teacher highlights errors on the board.

*If you wanted to look at word stress with your students in more depth, you could insert the*

*here (see below).*

***optional stress discovery stage***

1. Depending on how you’re doing for time, you could try one of the more in-depth questions

from the section of the discussion words question sheet for the topic that

**Lesson Questions**

you’re studying, e.g. question 6. in the Life Events topic from Book 2: “Put [the life events] into order of when they could happen during a person’s life.”

1. Students **put words into groups according to phonetic sounds**. You could write on the board five different vowel sounds or diphthongs and five different consonant sounds and ask them to categorise the words according to their sounds, or assign different sounds to each group. The teacher checks and corrects, then leads class feedback (or separate group feedback if the groups are progressing at wildly different speeds). Encourage students to use the phonetic spellings in their dictionaries to help them, and the phonetic alphabet chart on p.18.6.
2. Students take five cards each. Each person has to or

**describe one of their words**

phrases for the others (or other teams) to guess, without saying the word(s) on the card. After a few rounds of describing, you could ask the students to mime the word or phrase instead. All the time the students are focused on the forty key vocabulary words and phrases. The teacher checks and corrects.

1. The teacher uses the Lesson Questions for the topic as the basis of a **quiz**.
2. Depending on time and level, students could

**write their own quiz questions**

the vocabulary words, and fire them at the other team(s).

based on

1. Finally, at the end of the lesson, the students close their books and turn over all the cards (or collect them in). Challenge them to **remember all forty words**. You could also do this the following day or lesson as a memory test.

Note: You could drop one or more of these activities depending on time and what you want to practise with your students

Homework Activities: a) Students prepare for a spelling test with the forty words and phrases in the next lesson

* + 1. Students write a story or article that includes all of the forty words and phrases
    2. Students write twenty (or more!) new words and phrases on the same topic.

Optional Stress Discovery Stage

*(To be inserted after stage 6 above.)*

1. Students have finished checking word stress and have the correct stressed syllable marked on each word or phrase on their cards.
2. Put all of the cards on the table in the following groups:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phrases: | 1 Syllable. Words: | Stress on 1st Syllable: | Stress on 2nd Syllable: | Stress on 3rd Syllable: | etc. |
|  |  |  |  |  |  |

1. Take away

**phrases**

1. Take away

**one syllable words**

sound in the word)

– we are looking for individual word stress only.

– we know where the stress is (on the only vowel

1. Identify
2. Identify

in the rest of the words. Notice how none of them are stressed\*.

. Notice how they are all stressed on the first syllable\*.

**compound nouns**

**suffixes**

1. Notice how most of the words are **stressed on the first syllable**. This is very common in English.
2. **Look at the other words**. Where is the strong stress? Why is it like that? (See p.13.4 for more analysis of why some nouns are not stressed on the first syllable, e.g. words that come from a verb, foreign words, and words that have a suffix with its own particular stress pattern.)

(\*It’s wrong to make general rules about topics in English, because students have a habit of finding exceptions to rules that can make a teacher blush! However, we can say with confidence that suffixes are **almost always** unstressed (you can see some that **are** usually stressed on p.15.4), and that compound nouns are **almost always** stressed on the first syllable. You can see some exceptions to this rule on p.13.2.)

The Big Word Game is based on either the list of 50 questions (see page 5.15), or the set of 50 cards with the same questions printed on them (see pp.5.23-5.28), to be used in conjunction with a set of discussion word cards from any Talk a Lot topic – or any word list that you want to study. The question cards could be laminated for durability, if possible.

There are a few different ways for you to use the questions. Here we outline some of the methods that we like, for both competitive and non-competitive activities. No doubt you and your students will be able to think of further variations and more ways to utilise the questions!

The first time you use this activity with your class, you may need to concept check some of the more difficult questions to make sure that your class understands them, e.g. “How many consonant clusters does this word contain?” This is an impossible question for a student to answer, unless they have learned what a “consonant cluster” is! See the notes for teachers on pp.5.17-5.19 to check what students need to know to be able to answer each question.

The following activities are ideal for use during the word focus sessions on a Talk a Lot lesson plan; as warmers at the beginning of a lesson, or as the basis of some competitive fun at the end of a busy lesson. It’s up to you what you want to do with them!

*With grateful thanks to M. for her invaluable help and encouragement in trialling this activity, and for providing some of the questions. Dzięki! ;o)*

Competitive Game #1: Question Cards – Pairs

SET UP:

Students work in pairs. A set of 40 discussion words (or your chosen vocabulary words) is spread out on the table in front of them, so that they can both see all of the words. There is also a pack of shuffled question cards face down on the table. You should use only the first 40 question cards (in black type) for competitive games, and all 50 cards (including the last ten in blue type) for non-competitive activities. Each player has 20 tokens – or coins – which they will use to “buy” questions during the game. (For a shorter game, they could have fewer tokens each, and for a longer game, more.)

HOW TO PLAY:

Player A chooses a discussion word, but does not touch it or say what it is. Player B then “buys” a question card by giving one token to their opponent.1 To buy a question card costs one token. Player B picks up the top card from the pack and reads out the question. Player A has to answer truthfully about the word that they have chosen. Player B then tries to guess the word. To have a guess costs one token. If Player B can’t guess the word, they can buy another question for one token. This continues until they guess the word, or “give up” and Player A reveals the word. To “give up” costs two tokens. After this, the roles are reversed and Player B chooses a word, whilst Player A has to buy questions and guesses.

1 Or, if you are using the question list, Player A chooses a number between 1-40, which Player B reads out (i.e. Player B cannot choose their own – perhaps easier! – question), and then tries to guess Player A’s word. Player B still has to “buy” the question from their partner.

WINNING:

The game ends when one player has used up all of their tokens. The winner is the player who still has tokens. Therefore the winner is the person who buys the least questions and guesses. Variation: you could agree a set time for the game – e.g. 15 minutes – and when the time has finished, the winner is the player with the most tokens left.

BENEFITS:

Both students are working with the vocabulary words and thinking about a wide range of topics and techniques connected with word focus.

EXAMPLE:

Here is an example of how a game might start, using the discussion words from the “Transport” unit in Elementary Book 1:

Player A: OK. I’ve chosen a word.

Player B: Don’t tell me!

Player A: I won’t. Don’t worry!

*Player B buys a question card by giving one token to Player A.*

Player B: (Reading) “Is it a phrase or a word?” Player A: It’s a phrase.

*This information eliminates all but six of the discussion words from the “Transport” unit. Player B buys a guess by giving one token to Player A.*

Player B: Is it “service station”?

Player A: No.

*Player B buys a question card by giving one token to Player A.*

Player B: (Reading) “Describe this word using exactly four words.” Player A: OK. Leave your vehicle here.

Player B: Car park!

Player A: Yes. That’s right.

Player B: OK. Now I’ll choose a word.

*Player B has chosen a word.*

*Player A buys a question card by giving one token to Player B.*

[etc.]

Competitive Game #2: Question List – Whole Class

SET UP:

This game is played by the whole class, or a large group of people, and uses the question list (see page 5.15) rather than the question cards.

HOW TO PLAY:

A volunteer is chosen from the group, who chooses one of the 40 discussion words (without revealing it) as well as a number from 1-40. The teacher reads out the question from the question list. The volunteer answers the question and the whole group have to look at the 40 words and find the answer. This continues, with each volunteer choosing three or four words, before the next student is picked. This could be used as a fun warmer at the beginning of a lesson, or as a short “time-filler”, or a wind-down, at the end of a lesson. It could be made more competitive by dividing the class into teams and giving points to each team when they correctly identify the word – not to mention offering prizes for the winning team, and forfeits for the losers, e.g. wipe the board!

WINNING:

The first team to 10 / 20 / 30 etc. wins. Or, within a time limit, the team with the most points at the end wins.

BENEFITS:

It’s a fun and noisy group activity which everybody can play. Students will explore a variety of word focus themes from the Talk a Lot course, as well as continue to focus on the discussion words from the lesson or topic that they happen to be studying at that time.

Competitive Game #3: Question Cards – Quick Game

SET UP:

This is a simpler competitive game for two players, using the 40 question cards in black type (not the blue ones). All of the discussion word cards are lying face down spread across the table, in no particular order; and all of the question cards have been shuffled and are face down in a pack on the table. This game is random! Each player has 20 tokens – or coins. (For a shorter game, they could have fewer tokens each, and for a longer game, more.)

HOW TO PLAY:

Student A picks up any discussion word card and reads out the word or phrase, so that both students know the vocabulary word. Next they pick up a question card and have to perform the task given. If they can’t, they have to give one token to Student B, who can also try to answer the question. If Student B can do it, Student A has to give them another token. Then they swap over, so that Student B picks up a discussion word card, reads it out loud, then picks up a question card and has to perform the task given – and so on.

WINNING:

The game ends when one player has used up all of their tokens; the player who still has tokens left wins. Therefore the winner is the person who answers the most questions correctly. Variation: you could agree a time-limit for the game and, when the time is up, the player with the most tokens left is the winner. Note: the teacher may need to adjudicate / help when neither student is sure that the correct answer has been given!

BENEFITS:

A quick and fun activity for students working in pairs, focusing on the language of the topic and some of the general spoken English themes of the Talk a Lot course.

Competitive Game #4 – Board Game

SET UP:

This is a sit-down board game for 2-6 players, which uses the game board on page 5.29. You could print it (or photocopy it) so that it’s bigger – e.g. A3 size instead of A4 – and therefore easier to use. You could also laminate it for durability, or even design your own game board along similar lines! You can use any group of vocabulary words, such as a set of discussion words from any of the Talk a Lot topics, e.g. “Animals” from Elementary Book 2. All players should be able to see all of the words at all times. You will need one counter for each player (e.g. a coin), and a dice or spinner with 1-6 on it. You will also need one set of question cards (questions 1-40 only), which should be shuffled and placed face downwards on the table.

HOW TO PLAY:

All players place their counters on the START square (#1). Each player throws the dice once. The player with the highest score goes first. This player throws the dice and moves their counter forward the same number of spaces as shown on the dice. If the space they land on is blank, the next player throws the dice, and so on. However,there are several “action” spaces, where the player has to do something. These are both positive and negative:

POSITIVE ACTION SPACES:

e.g. +2 = move forward *x* spaces, in this example two spaces

e.g. 12 = move forward to this number space on the board, in this example #12 Also, look out for two arrows which will take you forward several spaces!

NEGATIVE ACTION SPACES:

e.g. -2 = move back *x* spaces, in this example two spaces

* 1. 17 = move back to this number space on the board, in this example #17

X = miss a turn – i.e. when it’s their next turn to roll the dice, they don’t play!

Also, look out for two arrows which will take you back several spaces! QUESTION SPACES:

? If a player lands on a question space they have to choose a word from the vocabulary words, and write it down, but keeping it secret from the other players. Another player takes a question card and asks the first player the question. The first player has to answer the question and the other players have to guess the word. If they can guess the word, the first player can move forward four spaces. Therefore, it’s very much in the first player’s interests to give as good an answer as possible. If they can’t answer the question, or the other players can’t guess the word, the first player must move back two spaces. It’s in the interests of all the players to guess the words, because they all have to rely on each other to do this throughout the game. Therefore if one player doesn’t guess your word, or deliberately jokes around and says the wrong word, you will be less disposed to guess their word correctly when *they* land on a question space!

WINNING:

The winner is the player who reaches the finish space – #100 – first. BENEFITS:

The aim is to learn about and talk about the chosen vocabulary words and to practise different ways of thinking about them within a fun, competitive, and structured team activity.

Competitive Game #5 – Talk a Lot Bingo!

SET UP:

See p.5.30 for full instructions.

Non-Competitive Activity #1: Analyse a Set of Words

SET UP:

Students could work in pairs, in small groups, one to one with the teacher, or as a whole class with the teacher. This activity uses all 50 questions, and could be done using either the question list or the question cards.

METHOD:

Students simply analyse a specific group of words. The words could be part of a vocabulary set, a complete set of 40 discussion words, or words that the students (or the teacher) have chosen to look at, e.g. a set of eight specific discussion words. Perhaps they could be words that the group has had the most problems with in terms of pronunciation or spelling during the unit. Students select a word from the word set and a question from the question cards (or

question list) – either at random or from a group of questions that they (or the teacher) have specifically chosen to study. For example, if you wanted to focus on spelling you could use only the question cards from the question category of “spelling”. (See the question list “categories” version on page 5.16.) The teacher may set a time limit for this activity, and the focus should be on speaking out loud, via discussion of the words and the questions, although students may wish to write a few notes.

Non-Competitive Activity #2: Analyse a Single Word

SET UP:

This is a great way to introduce the tasks on the question cards, and to fix any problems that students may have in understanding how to approach them. Students could work in pairs, in small groups, one to one with the teacher, or as a whole class with the teacher. This activity uses all 50 questions, and could be carried out using either the question list or the question cards.

METHOD:

This time, students analyse any word from the set of 40 discussion words (or any noun that they or the teacher has chosen). For example, from the “Films” unit in Talk a Lot Elementary Book 3, they might choose (or randomly select) the word “blockbuster”. Students go through as many questions as they want – or as time allows – and answer each one using the same word: “blockbuster”. There is an example of this activity on pp.5.20-5.22. Again, the teacher may set a time limit for this activity, or even set it for homework. The focus should be on speaking out loud during this activity, via discussion of the words and the questions, although, of course, students may want to write down some of their findings.

Question List (Mixed)

|  |  |  |
| --- | --- | --- |
| #: | Question Category: | Question: |
| 1. | WORD | Say any word that comes before this word and after it in the dictionary. |
| 2. | ASSOCIATION | Tell me a person that you associate with this word. |
| 3. | COLLOCATION | Tell me an adjective that can go before this word. |
| 4. | SOUNDS | Say only the consonant sounds in this word. |
| 5. | PRONUNCIATION | Does this word have any silent letters? If yes, what are they? |
| 6. | SOUNDS | Tell me a word that rhymes with this word, or that sounds similar. |
| 7. | COLLOCATION | Tell me a verb that can go before this word. |
| 8. | MEANING | Describe this word using exactly four words. |
| 9. | DRAWING | Draw the shape of this word. |
| 10. | SPELLING | Are there more than four letters in this word? |
| 11. | WORD | Does this word have an adjective form? |
| 12. | SYLLABLES | How many syllables does this word have? |
| 13. | MEANING | Tell me a word or a phrase that means the same as this word. |
| 14. | ASSOCIATION | Tell me a place that you associate with this word. |
| 15. | SOUNDS | How many individual sounds does this word have? |
| 16. | WORD | Does it have a colour? If yes, what colour is it usually? |
| 17. | MEANING | Could I buy this thing? If yes, where could I buy it? How much would it cost? |
| 18. | SOUNDS | Say only the vowel sounds in this word. |
| 19. | SPELLING | How many vowels are there in the spelling of this word? |
| 20. | DRAWING | Draw this word with your eyes closed. |
| 21. | SOUNDS | Tell me the third sound in this word. |
| 22. | ASSOCIATION | Tell me an object that you associate with this word. |
| 23. | SOUNDS | What is the vowel sound on the stressed syllable in this word? |
| 24. | WORD | Does this word contain a suffix? If yes, what is it? |
| 25. | SOUNDS | What kind of sound does this word begin with and end with – vowel or consonant? |
| 26. | SPELLING | What is the second letter of this word? |
| 27. | MEANING | Is this word a person, place, or thing? |
| 28. | SYLLABLES | Which syllable is stressed in this word? |
| 29. | SPELLING | How many vowel clusters does this word contain? |
| 30. | SOUNDS | Does this word contain a weak stress schwa sound? L]L |
| 31. | DRAWING | Your partner has to draw this word from your instructions. |
| 32. | SPELLING | How many consonant clusters does this word contain? |
| 33. | WORD | Is it a phrase or a word? |
| 34. | ASSOCIATION | What's the first thing you think of when you hear or see this word? |
| 35. | DRAWING | Draw a picture of this word without lifting your pen from the paper. |
| 36. | SPELLING | Does the spelling of this word contain any double letters? |
| 37. | WORD | Is this word a countable or uncountable noun? |
| 38. | SPELLING | Are there any smaller words hidden within this word? |
| 39. | SPELLING | How many consonants are there in the spelling of this word? |
| 40. | WORD | Is this noun concrete or abstract? |
| 41. | PRONUNCIATION | Say the letters of this word out loud. |
| 42. | QUESTION FORMS | Write a wh- question that includes this word. |
| 43. | WORD | Translate this word into your language. Is there any similarity or link? |
| 44. | PRONUNCIATION | Say this word broken up into its different syllables. |
| 45. | QUESTION FORMS | Write a yes/no question that includes this word. |
| 46. | SPELLING | Write this word using the IPA. |
| 47. | PRONUNCIATION | Say this word very quickly. |
| 48. | SPELLING | Tell me the plural form of this word. |
| 49. | SPELLING | Say the letters of this word out loud backwards. |
| 50. | PRONUNCIATION | Say this word very slowly. |

*Note: questions 1-40 are for the competitive games, whilst questions 41-50 (in blue type) are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!*

Question List (Categories)

|  |  |
| --- | --- |
| Question Category: | Question: |
| **WORD** | Say any word that comes before this word and after it in the dictionary. |
| **WORD** | Does this word have an adjective form? |
| **WORD** | Does it have a colour? If yes, what colour is it usually? |
| **WORD** | Does this word contain a suffix? If yes, what is it? |
| **WORD** | Is it a phrase or a word? |
| **WORD** | Is this word a countable or uncountable noun? |
| **WORD** | Is this noun concrete or abstract? |
| **WORD** | Translate this word into your language. Is there any similarity or link? |
| **ASSOCIATION** | Tell me a person that you associate with this word. |
| **ASSOCIATION** | Tell me a place that you associate with this word. |
| **ASSOCIATION** | Tell me an object that you associate with this word. |
| **ASSOCIATION** | What's the first thing you think of when you hear or see this word? |
| **COLLOCATION** | Tell me an adjective that can go before this word. |
| **COLLOCATION** | Tell me a verb that can go before this word. |
| **SOUNDS** | Say only the consonant sounds in this word. |
| **SOUNDS** | Tell me a word that rhymes with this word, or that sounds similar. |
| **SOUNDS** | How many individual sounds does this word have? |
| **SOUNDS** | Say only the vowel sounds in this word. |
| **SOUNDS** | Tell me the third sound in this word. |
| **SOUNDS** | What is the vowel sound on the stressed syllable in this word? |
| **SOUNDS** | What kind of sound does this word begin with and end with – vowel or consonant? |
| **SOUNDS** | Does this word contain a weak stress schwa sound? L]L |
| **PRONUNCIATION** | Does this word have any silent letters? If yes, what are they? |
| **PRONUNCIATION** | Say the letters of this word out loud. |
| **PRONUNCIATION** | Say this word broken up into its different syllables. |
| **PRONUNCIATION** | Say this word very quickly. |
| **PRONUNCIATION** | Say this word very slowly. |
| **MEANING** | Describe this word using exactly four words. |
| **MEANING** | Tell me a word or a phrase that means the same as this word. |
| **MEANING** | Could I buy this thing? If yes, where could I buy it? How much would it cost? |
| **MEANING** | Is this word a person, place, or thing? |
| **DRAWING** | Draw the shape of this word. |
| **DRAWING** | Draw this word with your eyes closed. |
| **DRAWING** | Your partner has to draw this word from your instructions. |
| **DRAWING** | Draw a picture of this word without lifting your pen from the paper. |
| **SPELLING** | Are there more than four letters in this word? |
| **SPELLING** | How many vowels are there in the spelling of this word? |
| **SPELLING** | What is the second letter of this word? |
| **SPELLING** | How many vowel clusters does this word contain? |
| **SPELLING** | How many consonant clusters does this word contain? |
| **SPELLING** | Does the spelling of this word contain any double letters? |
| **SPELLING** | Are there any smaller words hidden within this word? |
| **SPELLING** | How many consonants are there in the spelling of this word? |
| **SPELLING** | Write this word using the IPA. |
| **SPELLING** | Tell me the plural form of this word. |
| **SPELLING** | Say the letters of this word out loud backwards. |
| **SYLLABLES** | How many syllables does this word have? |
| **SYLLABLES** | Which syllable is stressed in this word? |
| **QUESTION FORMS** | Write a wh- question that includes this word. |
| **QUESTION FORMS** | Write a yes/no question that includes this word. |

*Note: the questions in blue type are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!*

|  |  |  |
| --- | --- | --- |
| #: | Question Category: | Question: |
| 1. | WORD  ***Students need to know:*** | Say any word that comes before this word and after it in the dictionary.  ***…about alphabetical order*** |
| 2. | ASSOCIATION  ***Students need to know:*** | Tell me a person that you associate with this word.  ***…the context of the word.*** |
| 3. | COLLOCATION  ***Students need to know:*** | Tell me an adjective that can go before this word.  ***…how to put together adjectives and nouns to make a phrase (adjective-noun collocation).*** |
| 4. | SOUNDS  ***Students need to know:*** | Say only the consonant sounds in this word.  ***…how to identify consonant sounds in a word using the IPA, and how to pronounce them.*** |
| 5. | PRONUNCIATION  ***Students need to know:*** | Does this word have any silent letters? If yes, what are they?  ***…that silent letters are letters which are in the spelling, but are not pronounced when the word is spoken.*** |
| 6. | SOUNDS  ***Students need to know:*** | Tell me a word that rhymes with this word, or that sounds similar.  ***…the sound of the word; the phonetic spelling of the word; that words with the same or similar sounds rhyme.*** |
| 7. | COLLOCATION  ***Students need to know:*** | Tell me a verb that can go before this word.  ***…how to put together verbs and nouns to make a phrase (verb-noun collocation).*** |
| 8. | MEANING  ***Students need to know:*** | Describe this word using exactly four words.  ***…the meaning of the word.*** |
| 9. | DRAWING  ***Students need to know:*** | Draw the shape of this word.  ***…how to draw around a word to show the shape of the word.*** |
| 10. | SPELLING  ***Students need to know:*** | Are there more than four letters in this word?  ***…how to count the letters in a word.*** |
| 11. | WORD  ***Students need to know:*** | Does this word have an adjective form?  ***…that some nouns have an adjective form.*** |
| 12. | SYLLABLES  ***Students need to know:*** | How many syllables does this word have?  ***…how to identify syllables in a word.*** |
| 13. | MEANING  ***Students need to know:*** | Tell me a word or a phrase that means the same as this word.  ***…the meaning of the word, and how to look for synonyms in a dictionary or thesaurus.*** |
| 14. | ASSOCIATION  ***Students need to know:*** | Tell me a place that you associate with this word.  ***…the context of the word.*** |
| 15. | SOUNDS  ***Students need to know:*** | How many individual sounds does this word have?  ***…how to identify individual sounds (phonemes) in a word, using the IPA spelling of the word.*** |
| 16. | WORD  ***Students need to know:*** | Does it have a colour? If yes, what colour is it usually?  ***…what the word looks like.*** |
| 17. | MEANING  ***Students need to know:*** | Could I buy this thing? If yes, where could I buy it? How much would it cost?  ***…the context of the word.*** |
| 18. | SOUNDS  ***Students need to know:*** | Say only the vowel sounds in this word.  ***…how to identify vowel sounds in a word using the IPA, and how to pronounce them.*** |
| 19. | SPELLING  ***Students need to know:*** | How many vowels are there in the spelling of this word?  ***…how to identify vowels in a word.*** |
| 20. | DRAWING  ***Students need to know:*** | Draw this word with your eyes closed.  ***…what the word looks like.*** |
| 21. | SOUNDS  ***Students need to know:*** | Tell me the third sound in this word.  ***…how to identify individual sounds (phonemes) in a word, using the IPA spelling of the word.*** |
| 22. | ASSOCIATION  ***Students need to know:*** | Tell me an object that you associate with this word.  ***…the context of the word.*** |

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| --- | --- | --- |
| 23. | SOUNDS  ***Students need to know:*** | What is the vowel sound on the stressed syllable in this word?  ***…how to find the stressed syllable in a word and then identify its vowel sound.*** |
| 24. | WORD  ***Students need to know:*** | Does this word contain a suffix? If yes, what is it?  ***…how to identify suffixes (the part at the end of a word that is common to lots of other words).*** |
| 25. | SOUNDS  ***Students need to know:*** | What kind of sound does this word begin with and end with – vowel or consonant?  ***…how to identify individual sounds in a word, and know whether they are vowel or consonant sounds.*** |
| 26. | SPELLING  ***Students need to know:*** | What is the second letter of this word?  ***…how to count letters in a word.*** |
| 27. | MEANING  ***Students need to know:*** | Is this word a person, place, or thing?  ***…the meaning of the word.*** |
| 28. | SYLLABLES  ***Students need to know:*** | Which syllable is stressed in this word?  ***…how to identify the stressed syllable in a word.*** |
| 29. | SPELLING  ***Students need to know:*** | How many vowel clusters does this word contain?  ***…how to recognise vowel clusters (groups of two or more vowels that occur together in the spelling of the word).*** |
| 30. | SOUNDS  ***Students need to know:*** | Does this word contain a weak stress schwa sound? L]L  ***…that in English there is a weak stress sound called a "schwa", which looks like this in the IPA:*** L]L |
| 31. | DRAWING  ***Students need to know:*** | Your partner has to draw this word from your instructions.  ***…what the word looks like, and how to describe it so that their partner can draw it, and guess the word from their own drawing.*** |
| 32. | SPELLING  ***Students need to know:*** | How many consonant clusters does this word contain?  ***…how to recognise consonant clusters (groups of two or more consonants that occur together in the spelling of the word).*** |
| 33. | WORD  ***Students need to know:*** | Is it a phrase or a word?  ***…the difference between a phrase (two or more words together,***  ***e.g. "post office") and an individual word (e.g. "park").*** |
| 34. | ASSOCIATION  ***Students need to know:*** | What's the first thing you think of when you hear or see this word?  ***…the meaning of the word.*** |
| 35. | DRAWING  ***Students need to know:*** | Draw a picture of this word without lifting your pen from the paper.  ***…what the word looks like.*** |
| 36. | SPELLING  ***Students need to know:*** | Does the spelling of this word contain any double letters?  ***…how to identify double letters in the spelling of a word, i.e. two of***  ***the same letters that occur together in the spelling of a word, (e.g. "school").*** |
| 37. | WORD  ***Students need to know:*** | Is this word a countable or uncountable noun?  ***…that nouns can be countable (e.g. one table, two tables) or uncountable (e.g. some bread, but not two breads).*** |
| 38. | SPELLING  ***Students need to know:*** | Are there any smaller words hidden within this word?  ***…that sometimes a word can contain another, shorter word. For example, in the word "qualification" we can find the shorter word "cat".*** |
| 39. | SPELLING  ***Students need to know:*** | How many consonants are there in the spelling of this word?  ***…how to identify consonants in a word.*** |
| 40. | WORD  ***Students need to know:*** | Is this noun concrete or abstract?  ***…that nouns can be concrete, e.g. something that we can see and***  ***touch, like “bag”, or abstract, e.g. we cannot see them or touch them because they’re concepts, like “music” or “happiness”.*** |
| 41. | PRONUNCIATION  ***Students need to know:*** | Say the letters of this word out loud.  ***…how to say the letters of the alphabet.*** |
| 42. | QUESTION FORMS  ***Students need to know:*** | Write a wh- question that includes this word.  ***…how to make wh- question forms.*** |

|  |  |  |
| --- | --- | --- |
| 43. | WORD  ***Students need to know:*** | Translate this word into your language. Is there any similarity or link?  ***…how to translate the word into their own language, and how to***  ***look for links in spelling and/or origin. For example, the English word "hospital" has a similar form in Polish: "szpital".*** |
| 44. | PRONUNCIATION  ***Students need to know:*** | Say this word broken up into its different syllables.  ***…how to identify syllables in a word.*** |
| 45. | QUESTION FORMS  ***Students need to know:*** | Write a yes/no question that includes this word.  ***…how to make yes/no questions, e.g. “Is…?” or “Has…?” etc.*** |
| 46. | SPELLING  ***Students need to know:*** | Write this word using the IPA.  ***…how to write a word using the IPA (International Phonetic Alphabet) spelling rather than the regular dictionary spelling.*** |
| 47. | PRONUNCIATION  ***Students need to know:*** | Say this word very quickly.  ***…how to pronounce each syllable of the word quickly, whilst maintaining the stress of the word.*** |
| 48. | SPELLING  ***Students need to know:*** | Tell me the plural form of this word.  ***…that with many nouns in English we put an "s" at the end of the word to make the plural form, whereas other groups of nouns have different irregular plural forms, e.g. one glass, two glasses; one***  ***child, two children, etc.*** |
| 49. | SPELLING  ***Students need to know:*** | Say the letters of this word out loud backwards.  ***…how to say the letters of the alphabet.*** |
| 50. | PRONUNCIATION  ***Students need to know:*** | Say this word very slowly.  ***…how to pronounce each syllable of the word slowly, whilst maintaining the stress of the word.*** |

|  |  |  |
| --- | --- | --- |
| #: | Question Category: | Question: |
| 1. | WORD | Say any word that comes before this word and after it in the dictionary.  ***“Dog” comes before this word, and “grape” comes after it. [Therefore***  ***the word in question must be somewhere between “dog” and “grape” in the dictionary.]*** |
| 2. | ASSOCIATION | Tell me a person that you associate with this word.  ***A worker.*** |
| 3. | COLLOCATION | Tell me an adjective that can go before this word.  ***“Permanent.”*** |
| 4. | SOUNDS | Say only the consonant sounds in this word.  ***The consonant sounds are:*** LãL LéL LäL LãL LåL LíL |
| 5. | PRONUNCIATION | Does this word have any silent letters? If yes, what are they?  ***No.*** |
| 6. | SOUNDS | Tell me a word that rhymes with this word, or that sounds similar.  ***“Enjoyment” rhymes with this word.*** |
| 7. | COLLOCATION | Tell me a verb that can go before this word.  ***“To accept” could go before this word.*** |
| 8. | MEANING | Describe this word using exactly four words.  ***“Do this every day.”*** |
| 9. | DRAWING | Draw the shape of this word.  ***[The student has to draw the outline shape of the word. In a competitive game, don’t write the word – let your partner guess it!]*** |
| 10. | SPELLING | Are there more than four letters in this word?  ***Yes.*** |
| 11. | WORD | Does this word have an adjective form?  ***Yes. [The adjective form is “employed”; but in a competitive game, don’t say the adjective form!]*** |
| 12. | SYLLABLES | How many syllables does this word have?  ***Three. [“em - ploy - ment”; but in a competitive game, don’t say them!]*** |
| 13. | MEANING | Tell me a word or a phrase that means the same as this word.  ***“Work.”*** |
| 14. | ASSOCIATION | Tell me a place that you associate with this word.  **An office.** |
| 15. | SOUNDS | How many individual sounds does this word have?  ***Nine:*** Lf ã é ä lf ã ] å íL |
| 16. | WORD | Does it have a colour? If yes, what colour is it usually?  ***No. [Because it’s an abstract noun.]*** |
| 17. | MEANING | Could I buy this thing? If yes, where could I buy it? How much would it cost?  ***No. [Because it’s an abstract noun.]*** |
| 18. | SOUNDS | Say only the vowel sounds in this word.  ***The vowel sounds are:***LfL LlfL L]L |
| 19. | SPELLING | How many vowels are there in the spelling of this word?  ***Three. [The vowels (letters) are: “e”, “o”, and “e”, but in a competitive game, don’t say them!]*** |

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| 20. | DRAWING | Draw this word with your eyes closed.  ***[This word is hard to draw because it’s an abstract noun, rather than something that you can see and touch. You could draw a contract, for example (as we have done below), or a CV, or a queue outside a job centre, etc. Try to think laterally!]*** |
| 21. | SOUNDS | Tell me the third sound in this word.  LéL |
| 22. | ASSOCIATION | Tell me an object that you associate with this word.  ***A wage packet, or a CV.*** |
| 23. | SOUNDS | What is the vowel sound on the stressed syllable in this word?  LlfL ***Here is the full phonetic spelling:*** LfãDéälfKã]åíL |
| 24. | WORD | Does this word contain a suffix? If yes, what is it?  ***Yes. The suffix is “ment”.*** |
| 25. | SOUNDS | What kind of sound does this word begin with and end with – vowel or consonant?  ***It begins with a vowel sound –*** LÉL ***– and ends with a consonant sound –*** LíL |
| 26. | SPELLING | What is the second letter of this word?  ***The second letter is “m”.*** |
| 27. | MEANING | Is this word a person, place, or thing?  ***It’s a thing.*** |
| 28. | SYLLABLES | Which syllable is stressed in this word?  ***The second syllable is stressed.*** |
| 29. | SPELLING | How many vowel clusters does this word contain?  ***None. [I.e. there aren’t two vowels together in the spelling of this word.]*** |
| 30. | SOUNDS | Does this word contain a weak stress schwa sound? L]L  ***Yes:*** LfãDéälfKã ] åíL |
| 31. | DRAWING | Your partner has to draw this word from your instructions.  ***[Your instructions could be:] “Draw a long line of people waiting***  ***outside an office [i.e. a job centre]. They look bored. Draw some pound notes or dollar bills coming from the office… etc.*** |
| 32. | SPELLING | How many consonant clusters does this word contain?  ***Three. [The consonant clusters are: employment, but in a competitive game, don’t say what they are!]*** |
| 33. | WORD | Is it a phrase or a word?  ***It’s a word.*** |
| 34. | ASSOCIATION | What's the first thing you think of when you hear or see this word?  ***Jobs.*** |
| 35. | DRAWING | Draw a picture of this word without lifting your pen from the paper.  ***[See the answer to #20 above.]*** |
| 36. | SPELLING | Does the spelling of this word contain any double letters?  ***No. [I.e. there aren’t two of the same letters together in the spelling of this word.]*** |
| 37. | WORD | Is this word a countable or uncountable noun?  ***Uncountable. [E.g. “I’m looking for employment”, rather than “I’m looking for an employment, or two employments…” etc.]*** |

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| 38. | SPELLING | Are there any smaller words hidden within this word?  ***Yes. [E.g. “ploy”, “me”, “men”, but in a competitive game, don’t say what they are!]*** |
| 39. | SPELLING | How many consonants are there in the spelling of this word?  ***Seven. [I.e. “m”, “p”, “l”, “y”, “m”, “n”, “t”, but in a competitive game, don’t say what they are!]*** |
| 40. | WORD | Is this noun concrete or abstract?  ***It’s an abstract noun.*** |
| 41. | PRONUNCIATION | Say the letters of this word out loud.  ***You should say: “E-M-P-L-O-Y-M-E-N-T”.*** |
| 42. | QUESTION FORMS | Write a wh- question that includes this word.  ***For example: “What kind of employment are you looking for?”*** |
| 43. | WORD | Translate this word into your language. Is there any similarity or link?  ***[Answers will vary. Look for a link – if there is one. For example, in French “employment” translates as “l’emploi”.]*** |
| 44. | PRONUNCIATION | Say this word broken up into its different syllables.  ***“EM-PLOY-MENT”*** |
| 45. | QUESTION FORMS | Write a yes/no question that includes this word.  ***For example, “Did you accept the offer of employment?” Answer: “Yes, I did”, or “No, I didn’t”.*** |
| 46. | SPELLING | Write this word using the IPA.  LfãDéälfKã]åíL |
| 47. | PRONUNCIATION | Say this word very quickly.  ***[Answers will vary. The idea is to say the word as quickly as possible, but so that it can still be understood. Try to retain the correct stress***  ***and sounds.]*** |
| 48. | SPELLING | Tell me the plural form of this word.  ***There is no plural form. [Because this word is an uncountable noun.]*** |
| 49. | SPELLING | Say the letters of this word out loud backwards.  ***You should say: “T-N-E-M-Y-O-L-P-M-E”.*** |
| 50. | PRONUNCIATION | Say this word very slowly.  ***[Answers will vary. The idea is to say the word as slowly as possible, so that you can hear the individual sounds (phonemes) in the word. Try***  ***to retain the stress on the correct stressed syllable.]*** |

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|   **WORD**  Say any word that comes before this word and after it in the dictionary. | **ASSOCIATION**  Tell me a person that you associate with this word. |
| **COLLOCATION**  Tell me an adjective that can go before this word. | **SOUNDS**  Say only the consonant sounds in this word. |
| **PRONUNCIATION**  Does this word have any silent letters?  If yes, what are they? | **SOUNDS**  Tell me a word that rhymes with this word, or that sounds similar. |
| **COLLOCATION**  Tell me a verb that can go before this word. | **MEANING**  Describe this word using exactly four words. |
| **DRAWING**  Draw the shape of this word. | **SPELLING**  Are there more than four letters in this word? |
| **WORD**  Does this word have an adjective form? | **SYLLABLES**  How many syllables does this word have? |

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|   **MEANING**  Tell me a word or a phrase that means the same as this word. | **ASSOCIATION**  Tell me a place that you associate with this word. |
| **SOUNDS**  How many individual sounds does this word have? | **WORD**  Does it have a colour? If yes, what colour is it usually? |
| **MEANING**  Could I buy this thing? If yes, where could I buy it? How much would it cost? | **SOUNDS**  Say only the vowel sounds in this word. |
| **SPELLING**  How many vowels are there in the spelling of this word? | **DRAWING**  Draw this word with your eyes closed. |
| **SOUNDS**  Tell me the third sound in this word. | **ASSOCIATION**  Tell me an object that you associate with this word. |
| **SOUNDS**  What is the vowel sound on the stressed syllable in this word? | **WORD**  Does this word contain a suffix?  If yes, what is it? |

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|   **SOUNDS**  What kind of sound does this word begin with and end with – vowel or consonant? | **SPELLING**  What is the second letter of this word? |
| **MEANING**  Is this word a person, place, or thing? | **SYLLABLES**  Which syllable is stressed in this word? |
| **SPELLING**  How many vowel clusters does this word contain? | **SOUNDS**  Does this word contain a weak stress schwa sound? L]L |
| **DRAWING**  Your partner has to draw this word from your instructions. | **SPELLING**  How many consonant clusters does this word contain? |
| **WORD**  Is it a phrase or a word? | **ASSOCIATION**  What's the first thing you think of when you hear or see this word? |
| **DRAWING**  Draw a picture of this word without lifting your pen from the paper. | **SPELLING**  Does the spelling of this word contain any double letters? |

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|   **WORD**  Is this word a countable or uncountable noun? | **SPELLING**  Are there any smaller words hidden within this word? |
| **SPELLING**  How many consonants are there in the spelling of this word? | **WORD**  Is this noun concrete or abstract? |
| **PRONUNCIATION**  Say the letters of this word out loud. | **QUESTION FORMS**  Write a wh- question that includes this word. |
| **WORD**  Translate this word into your language.  Is there any similarity or link? | **PRONUNCIATION**  Say this word broken up into its different syllables. |
| **QUESTION FORMS**  Write a yes/no question that includes this word. | **SPELLING**  Write this word using the IPA. |
| **PRONUNCIATION**  Say this word very quickly. | **SPELLING**  Tell me the plural form of this word. |

Question Cards (Page 5 of 5)

|  |  |
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|   **SPELLING**  Say the letters of this word out loud backwards. | **PRONUNCIATION**  Say this word very slowly. |

Question Cards – Print on the Reverse Side

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|   Talk a Lot | Talk a Lot |
| Talk a Lot | Talk a Lot |
| Talk a Lot | Talk a Lot |
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| Talk a Lot | Talk a Lot |
| Talk a Lot | Talk a Lot |

# Talk a Lot

##### Big Word Game

Board Game (for 2-6 players)

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| 1  START | +2 2 | 3  **?** | 4  **?** | -2 5 | 6 | 12 7 | **?** 8 | X 9 | **?** 10 |
| **?** 11 | **?** 12 | +4 13 | 14 | 15 | **?** 16 | **?** 17 | X 18 | **?** 19 | 17 20 |
| 26 21 | **?** 22 | **?** 23 | X |  | -4 26 | **?** 27 | 46 28 |  | **?** 30 |
| 31  **?** | 32  X | 33  +1 | 34  **?** |  | 36  **?** | 37  -3 | 38  **?** | 42 | 40 |
| **?** 41 | **?** 42 | **?** 43 | 44 | +2 | **?** 46 | 54 47 | 41 48 | 49 | +2 |
|  |  | X 53 | **?** | +2 55 | **?** 56 | **?** 57 | -5 58 | 59 | **?** 60 |
| 61 | 62  **?** | 63  65 | 64  56 | 65  **?** | 66  X | **?** | 68 | 69  **?** | 70  +1 |
| 71 |  |  | **?** 74 | +1 75 | **?** 76 | 77 | **?** 78 | -5 79 | **?** 80 |
| **?** |  | **?** 83 | 93 84 | **?** 85 | 76 86 |  | 88 | X 89 | **?** 90 |
| -8 91 | **?** 92 | 98 93 | 1 94 | **?** 95 | **?** 96 | **?** 97 | 98 | 3 99 | 100  FINISH |

Talk a Lot Elementary 5.29

Talk a Lot Bingo! – Instructions

Competitive Game #5 – Talk a Lot Bingo!

SET UP:

Talk a Lot Bingo! is a fun bingo-style game, that uses similar topics to the ones used in the Big Word Game. This game is best played with a group of students, with the teacher, or one of the students, reading out the questions. Each student has their own bingo card (copied from pp.5.32-5.33) on which they have to write fifteen words from any vocabulary set, for example fifteen words (and phrases) from a group of forty discussion words (from any Talk a Lot unit). Each student should write their fifteen words in private, so that none of the students have got the same fifteen words on their cards.

METHOD:

The teacher, or a volunteer from the group of students, reads out each statement (on p.5.31)

– either in order or randomly – and students have to look at the words on their card and cross out each one that the statement applies to. For example, if the statement was: “This word begins with a vowel sound”, students would cross out all of the words on their cards that begin with a vowel sound. If the statement was: “This word is an abstract noun”, students would cross out all of the words on their cards that were not abstract nouns – and so on.

Note: it may be necessary to give students a bit of time in between reading the statements, so that they have time to check all the remaining words on their cards. Variation: to make a longer game you could increase the number of words, and to make a shorter game you could simply reduce the number of words.

WINNING:

The first player to cross out all of the words on their card is the winner. The winning card could be checked by the teacher, or an independent adjudicator – depending on how competitive things tend to get in your classroom! If desired, the teacher could keep note of which questions they asked in that round, so that they could spend time discussing the language points raised by the vocabulary words on the winning card with the whole group, and perhaps do some board work.

BENEFITS:

A great warmer or wind-down for the whole class to join in with, generating plenty of practice that is really worthwhile in terms of improving spoken English. Plus the competitive edge makes it fun – something that students will really enjoy playing.

Talk a Lot Bingo! – Statements

TALK A LOT BINGO! – STATEMENTS:

* + 1. This word is a place.
    2. This word has seven or more letters.
    3. This word has an adjective form.
    4. This word is a concrete noun.
    5. This word has four or more vowels in its spelling.
    6. This word ends with a vowel sound.
    7. This word has a verb form.
    8. This word has three or more syllables.
    9. This word has four or fewer letters.
    10. This word has three or fewer consonants in its spelling.
    11. This word has the strong stress on its first syllable.
    12. This word does not contain any vowel clusters.
    13. This word contains the letter “k”.
    14. This word begins with a consonant sound.
    15. This word has three or fewer sounds.
    16. This word is an abstract noun.
    17. This word begins with a consonant sound.
    18. This word is an object.
    19. This word has one or two syllables.
    20. This word has five or more sounds.
    21. This word begins with a vowel sound.
    22. This word has the strong stress on its fourth syllable.
    23. This word begins with a vowel sound.
    24. This word does not contain any double letters.
    25. This word has only one vowel in the spelling.
    26. This word does not contain the letter “a”.
    27. This word has six or more consonants in its spelling.
    28. This word does not contain the schwa sound: L]L
    29. This word comes before “milk” in the dictionary.
    30. This word has a regular plural form.
    31. This word has an irregular plural form.
    32. This word contains the letter “l”.
    33. This word does not contain any consonant clusters.
    34. This word contains double letters.
    35. This word has the strong stress on its third syllable.
    36. This word does not contain the letter “t”.
    37. This word comes after “milk” in the dictionary.
    38. This word is a person.
    39. This word contains a suffix.
    40. This word is a countable noun
    41. This word has the strong stress on its second syllable.
    42. This word contains the schwa sound: L]L
    43. This word is an uncountable noun.
    44. There is a smaller word hidden within this word.
    45. This word ends with a consonant sound.

Talk a Lot Bingo! – Bingo Cards

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Talk a Lot Bingo! – Bingo Cards (Print on the Reverse Side)

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Talk a Lot

Talk a Lot

Talk a Lot

**Word Focus Activity**

Information Exchanges

**Contents**

Instructions 6.1

Activity Template (Blank) 6.3

Information exchanges are a terrific way to get students talking because they can only be completed by students asking each other questions. The objective of each information exchange is for students to find out and write down the information that is missing from their handout, but which their partner has. This objective is complemented by a super-objective – or additional purpose – which is topic-specific. For example, in the “Crime” information exchange in Book 2, students have to find out information about possible suspects in a murder investigation, by exchanging information with their partners – so that they can make a deduction as to who dunnit! In “The Human Body” information exchange – also in Book 2 – students have to find out details about the physical appearance of four different people, so that they can decide who they would most like to swap bodies with for a day… and so on!

Students should work with a partner and not look at their partner’s handout. If they need to know a spelling or look up a word in their dictionary their partner could write the spelling on a separate piece of paper, or better still say it out loud. Do discourage students from simply reading and copying from their partner’s handout – this is Talk a Lot, not Write a Lot!

This activity is also great for practising and consolidating question forms and answers. The teacher should monitor the students as they work and encourage correct question forms, or spend time looking at the question forms for each information exchange on the board, for example:

Topic (from Book 2): “Cars – Buying a Used Car” – sample questions and answers

Student A: “What make is Used Car 1?” Student B: “It’s a Citroën.” Student B: “What model is Used Car 1?” Student A: “It’s a C4 Picasso.” Student A: “What colour is Used Car 2?” Student B: “It’s brown and grey.”

Student B: “How many miles has Used Car 2 done?” Student A: “It’s done 126,001 miles.” Student A: “What kind of fuel does Used Car 2 use?” Student B: “Petrol.”

Student B: “How many doors has Used Car 3 got?” Student A: “It’s got five doors.” Student A: “Has Used Car 4 got a CD player?” Student B: “Yes, it has.”

For Book 2 there is a complete list of sample questions and answers for each topic’s information exchange activity in the answer section at the back of the book, along with a completed grid for each activity. For the topics in Book 3 the answers and additional information is included with each handout.

*Note: teachers and/or students can make their own information gap activities by using the blank template on p.6.3.*

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

1. the grammar they are learning from forming the sentence blocks, and building sentences
2. the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student’s achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

##### Topic:

Student A

##### Question:

*Ask and answer questions to complete the gaps, then decide*

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Student B

*Ask and answer questions to complete the gaps, then decide*

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**Word Focus Activity**

# Multi-Purpose Texts

Contents

Instructions 7.1

Reading Race – Lesson Plan 7.3

The Multi-Purpose Texts are the closest thing you will find to a traditional EFL coursebook- type of activity in the Talk a Lot materials. These handouts are deliberately designed to be multi-purpose (hence the name!) and can therefore be used in lots of different ways, according to the needs of your students and your teaching situation. For Talk a Lot lessons it would be great to use the handouts to improve students’ speaking and listening skills, but the handouts can also have value as tools for consolidating material learned during lessons, and for practising students’ reading and writing skills (e.g. as homework activities).

Some suggestions for using the handouts:

1. Practise Speaking and Listening Skills
   * A reading race between pairs of SS, using the whole text, or part of it. See

p.7.2 for a reading race lesson plan.

* + Students listen as the teacher reads a version of the text with twenty differences. Students have to spot the differences.
  + **Gap-fill Version** –the teacher reads the text, whilst the students listen and write the missing word (or suggest any word that makes sense).
  + **Comprehension Questions** – students listen and make notes as the teacher reads the text. They shouldn’t write every word, but only the important information, e.g. names, places, dates, etc. Students then compare their notes with a partner or the whole group. The teacher reads the text again and students check their notes and refine them, before comparing them again with their partner or group at the end. Next, the teacher either asks the questions verbally, or gives students the handout with the questions. The teacher checks feedback with the whole group at the end of the activity. With lower level groups it may be necessary to do the reading and note-taking stage a third time. Note: you don’t have to use all thirty questions – it depends how much time you want to spend on the activity! Adaptations:

1. students (or the teacher) could write their own comprehension questions based on the text and use them for this activity. ii) The teacher could use the comprehension questions to do a traditional quiz – like a TV game show – with two or more teams, each having a buzzer (or bell, or gong, etc.!), and buzzing in if they know the answer – without referring to the original text.
   * **True, False, or Unknown?** – for this activity the students should be already familiar with the text. All the students stand in the middle of the room (preferably an empty room, or with all the tables and chairs pushed to the sides, so that students can run about). Everybody agrees that one corner of the room means “True”, one corner means “False”, and a third corner means “Unknown”. The teacher shouts out each statement from the handout. The students have to show their answers by running to the correct corner – either True, False, or Unknown. The teacher gives the answer, and any students who get it wrong have to sit out at the side of the room, while the rest continue until either one player is left – the winner! – or the questions have all

been used up. Adaptation: students (or the teacher) could write their own True, False, or Unknown? statements based on the text before doing this activity.

* + Students imagine the scene and act it out (role play) – including what happens before and after, and any scenes that are talked about in the text.
  + Students take turns to read the text out loud; the teacher checks pronunciation.
  + Students learn the text by heart, with the teacher reading the beginning of each sentence to prompt the students.
  + The teacher dictates part or all of the text, whilst the students write it down. The students check what they have written in pairs, then with the text, or they listen again.
  + Discussion: talk about the scene. Have the students ever experienced anything like this? What do they think of the characters’ actions, feelings, responses, etc.?

1. Practise Reading and Writing Skills
   * Students translate the text into their first language(s).
   * **Gap-fill Version** – students read and write the missing word (from a few different options or any word that makes sense).
   * **Multiple Choice – Use of English** – this is a classic homework activity, but could also be done orally in class.
   * **Comprehension Questions** – students write the answers in full sentences for homework.
   * **True, False, or Unknown?** – students write the answers (T, F, or U) and justify them with reasons from the original text.
   * Students underline different parts of a sentence in the original text, e.g. verbs, nouns, adjectives, etc.
   * Students identify verb forms, etc.
   * Students write the story in their own words (in English).
   * Creative writing: students write “What happens next…”
   * One student reads the text to their partner, who writes it down word for word.

Activity Type: Noisy, busy, active, yet focused

Level: Elementary - Pre-Intermediate, depending on the level and length of the text that you use

Skills: Reading, Writing, Speaking, and Listening

Class Size: Whole group lesson, e.g. ten students in a group Time: 50 minutes

Aim: To practise all of the skills – reading, writing, speaking, and listening; to energise a lethargic class; to encourage pair work

Materials: Board and pen; several copies of the text (including one for you) Procedure:

1. Find a short text that’s suitable for the level of your group. I used the printable version of a fun story from BBC News, which I found online.
2. Introduce the topic and pre-teach new vocab; try to elicit each new word. For example, in this story I had to pre-teach “London Marathon”, “autographs” and “exertions”, as well as a few more.
3. Put two (or more) copies of the text on the wall in different locations in the classroom. Explain the task to the class. Students have to work in pairs and their aim is to make an accurate copy of the text. One student goes to it, reads part of it, remembers it, then comes back to tell their partner what they have read, while their partner has to write it down. So, one partner is reading and speaking, and the other is listening and writing. Students should swap roles from time to time during the activity. You could set a time limit, or let the activity flow naturally. The important rules are:
   1. students must not touch or move the text
   2. students must not shout at each other across the class
   3. the person who reads the text cannot write the story, and vice versa
4. When a pair has written the complete story they should read through their copy and check it for grammatical and spelling mistakes. If necessary, one person can go back and check the text on the wall and tell their partner how to make corrections.
5. Next, each pair has to write ten comprehension questions about the text for a different pair to answer. The question types should be:
   1. x4 wh- questions (e.g. what, who, where, when, etc.)
   2. x4 yes/no questions (e.g. “Is...?”, or “Does...?” etc)
   3. x2 true/false questions
6. Each pair swaps their questions with another pair and the students write answers to the questions. The teacher leads group feedback at the end.
7. The students swap their version of the story with another team and the teacher reads the story as it was printed on the handout. The students have to check the text in front of

them for mistakes. They give one point for each deviation from the original text, e.g. a missing word or the wrong kind of article. The pair with the lowest number of points at the end is the winning team!

1. Let the students see the original text so that they can compare it with their work.
2. Optional extension activity: the students have to write down a summary of the lesson: what they did, what they learned, and how they felt about it.

**Free Practice Activity**

# Discussion Questions

Contents

Instructions 8.1

Activity Template (Blank) 8.2

**How to Use**

Discussion Questions – Instructions

Students work in pairs, with student A asking student B the first question, then student B asking student A the same question, before moving on to the next question. After between 5-10 minutes the students change partners and repeat the process with a different student. Where there are empty boxes on the handout – for example questions 2, 4 and 7 on the “Cars” Discussion Questions handout from Book 2 – the student should write down their partner’s answers. This is partly to encourage the students to focus on the task in hand, and partly so that the teacher, who should be monitoring all the pairs, can see written evidence that the questions have been asked and answered. Depending on the level of the group,

before the students move off to work in pairs the teacher should look at the handout with the whole group and ensure that everybody understands the task and vocabulary used in the questions before they begin. For example, the teacher could pre-teach some of the more difficult words and there could be a dictionary race to see which student finds each word the fastest.

Extension activity: pairs that have finished the activity early could think up their own new discussion questions based on the same topic, or the teacher could prepare additional questions for the students, using the blank template on p.8.2.

At the end of the activity the whole group comes back together for group feedback, where the teacher chooses different students to read a question and tell the class both their own answer and their partner’s answer. The teacher should highlight errors that have occurred and elicit the answers from the group. Interesting structures could be explored in more detail on the board, if there is time.

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

* 1. the grammar they are learning from forming the sentence blocks, and building sentences
  2. the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student’s achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

**Topic:**

Discussion Questions

1.

2.

3.

4.

5.

6.

7.

8.

**Free Practice Activity**

Agree or Disagree?

**Contents**

Instructions 9.1

Activity Template (Blank) 9.3

How to Give a Small Group or Individual Presentation (Example and Notes) 9.4

How to Give a Small Group or Individual Presentation (Blank Outline) 9.6

This is a free practice pair-work activity, which is similar to the Discussion Questions activity in that the aim is to give students time to practise their English speaking and listening skills without having to conform to rigid structures (e.g. making the sentence blocks). Students have to read each statement aloud and ask their partner whether they agree or disagree with it, and why. The “why” part is really important because it is here that students will have to produce spoken English to justify their opinions. At the same time, students have to give their own opinion – agree or disagree – and state the reasons why they believe this. Students have to put a tick on the handout for “agree” and a cross for “disagree”. The statements are designed to be deliberately provocative, broad sweeping statements, for example this from the “Money” topic in Book 3:

You’re nothing unless you’ve got cash.

Most students will have an opinion on this kind of statement – either agree or disagree. The aim is, of course, the same as that of all Talk a Lot activities – to get students talking. Some students will need more coaxing than others to produce a coherent reason why they feel as they do, whilst others will gush forth their views. The teacher should help the weaker students to participate and the stronger students not to dominate.

It may be a good idea for the teacher to pre-teach some of the more difficult words on the handout at the beginning of the activity, for example the following words from the “Money” Agree or Disagree? handout:

nouns: verbs:

cash earn

success share

charity spend

waste save

stress lend

salary steal

You could, of course, explore the sounds and word stress of the words, as well as the spellings. The vocabulary will be on the same topic as the rest of the activities in the lesson, which means that this activity will expand and reinforce what the students are learning about the topic.

Depending on the level of your group, there may be more statements on the handout than you need for the time that you have allotted for the activity, so you could choose a selection of statements for the activity, whether it be five, ten, twelve, whatever.

Extension Activities

* You could hold a class survey on each statement and compile a list of the whole group’s answers.
* Students could survey other people – e.g. their family, friends, or other classes within the school.
* The teacher could devise their own Agree or Disagree? statements which are more relevant to their group and teaching situation, using the blank template on p.9.3.
* The students could write their own Agree or Disagree? statements in pairs, using the same blank template, and then swap handouts with another pair.
* You could use an individual statement from the handout as the starting point for a class debate between two competing groups – those who agree and those who disagree. (See p.9.4 for more on how to hold a class debate.)
* Students could do some written work for homework, based on the activity, for example, writing why they agree or disagree with some (or all, if they are really keen!) of the statements.

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

1. the grammar they are learning from forming the sentence blocks, and building sentences
2. the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student’s achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

##### Topic:

Agree or Disagree?

*Do you agree or disagree with these statements? Say why. Find out what your partner thinks, and mark the boxes with  for agree and x for disagree:*

|  |  |  |
| --- | --- | --- |
|  | Me: | My Partner: |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |
| 11. |  |  |
| 12. |  |  |
| 13. |  |  |
| 14. |  |  |
| 15. |  |  |
| 16. |  |  |
| 17. |  |  |

***Disclaimer: the author neither endorses nor supports the death penalty in any country for any crime. We have simply***

***used this question as an example to show how it is possible to build an argument when preparing a short presentation. It’s a lively subject for a classroom debate because you can almost guarantee that the whole class will have an opinion about it.***

**Question:** Do you think that the death penalty is justified for some crimes?

**Introduction:** “We agree with the question…”

Short summary of your entire presentation, i.e. your main points with examples, your drawbacks (what critics of your argument would say) and how you would answer your critics.

“We agree with the question because…”

“We will argue that…” “We will show that…” “We will discuss…”

Examples:

1. Terrorism.
2. Serial killers.

Both are examples of serious violent crime for which the threat of the death penalty could be used as a deterrent.

**Main Point 1:** “We want to discourage serious violent crime.”

Examples:

1. Statistical evidence, e.g. from the internet, library, etc.
2. “People have the right to live their lives without the fear of crime.” Give examples using “real” people and situations, e.g. a 76 year-old grandmother, a single mum who lives on a council estate, an asylum seeker, etc.

**Main Point 2:** “It will lead to a reduction in crime, so our streets will be safer.”

Examples:

1. “Tax money can be used for other more constructive things, e.g. schools and hospitals.”
2. Statistical evidence, e.g. “More and more money is being wasted on building prisons.” Describe how the money could be spent more effectively on other public services.

**Main Point 3:** “It makes economic sense. Fewer people in prisons = money saved.”

Your answer to this:

1. e.g. “Judges have wisdom to decide which serious offenders should be killed.”
2. e.g. “The state is responsible for protecting its citizens from serious violent crime.”
3. e.g. “We have to do *something* about serious violent crime. The reintroduction of the death penalty would send a powerful message to criminals.”

**Drawback 1:** “Some would say that…” e.g. “The state has no moral right to kill.”

Your answer to this:

1. e.g. “Some serious criminals do not want to change and cannot be rehabilitated…” Show evidence, e.g. statistics showing repeat offender rates, etc.
2. e.g. Briefly restate your main points again: discourage serious violent crime, make streets safer, redistribute tax money more effectively, and so on.

**Drawback 2:** “Others would argue…” e.g. “Prison must rehabilitate as well as punish.”

*Note: the “drawbacks” section means drawbacks to your argument, i.e. the case against your argument. It should be included to show that you are one step ahead of your opponents in the debate, because you have thought about their side of the argument from the outset. However, although in this section you are stating the other side of the argument, you should use this time to expose the weaknesses in their argument and to restate your main points to show that, by comparison, your argument is by far the most sensible one. In fact, your argument is the only rational choice! If both sides do this you should have a really excellent debate!*

**Conclusion:** “We agree with the question…”

Repeat the short summary of your entire presentation that you used for the introduction, i.e. your main points with examples, your drawbacks (what critics of your argument would say) and how you would answer your critics. The deliberate repetition of your main points with examples during the presentation, as well as at the end, should ensure that your carefully thought-out message will be recalled by both your opponents in the debate and your audience.

“We agree with the question because…”

“As you have heard…” “We have argued that…” “We have demonstrated that…”

Finish with a memorable quote or statistic that will reinforce your main points.

**Question:**

**Introduction:**

Examples: 1.

2.

**Main Point 1:**

Examples: 1.

2.

**Main Point 2:**

Examples: 1.

2.

**Main Point 3:**

Your answer to this: 1.

2.

3.

**Drawback 1:**

Your answer to this: 1.

2.

3.

**Drawback 2:**

**Conclusion:**

**Free Practice Activity**

# Role Plays

|  |  |
| --- | --- |
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| Role Plays – Mood Chart | 10.3 |
| Activity Template (Blank) | 10.4 |

Students work in pairs or groups of three to develop and rehearse a short role play with three scenes, based on the information given to them on the handout, which is then performed to the rest of the class. They have to include the title of the outline somewhere in their role play,

e.g. Family role play 1 (from Book 1): “You did that on purpose!” The role play can be fully acted out, with props and costumes, or be simply a dialogue that students perform whilst sitting at their desks, but students shouldn’t be writing during this activity. Writing can be done at home. In Talk a Lot lessons the focus should be mainly on spoken English. The teacher should always ensure that students understand what they have to do and are confident with the vocabulary used on the role play handout before they begin. The teacher should insist that each group produces three different, distinct scenes, teaching them to think of the role play as three parts of a whole, with a through-line and a logical progression through the scenes, for example:

* Scene 1: Setting up the situation
* Scene 2: Action
* Scene 3: Result

To make this task more challenging, you could agree as a group that all role plays have to include particular things, as well as what is in the outline, for example:

1. a person’s name
2. a place name
3. an object (e.g. an aubergine or a giraffe’s toothbrush)
4. a certain phrase
5. a prop
6. a costume

The teacher could provide a costumes box and a prop box in the classroom with plenty of dressing up clothes or objects for students to use in their role plays.

If your students particularly enjoy doing role plays, they could try the role play extensions in Books 1 and 2, and those which are included with each handout (for Book 3 onwards), in addition to the role play outlines on the handouts. However, role play must be only one element of a Talk a Lot lesson, i.e. free practice. Make sure that in each lesson there is a balance of activities, for example: **tests**, **sentence block building**, **sentence focus activities**, **word focus activities**, and **free practice activities**.

It’s fine too if students want to veer away from the outlines given on the handouts. The aim of the activity is for the students to put the flesh on the bare bones of the outlines. For example, they should suggest character names, place names, names of businesses, and so on. The suggested outlines are only there to get ideas flowing and to get students talking. The teacher could suggest new situations for role plays or more imaginative groups of students could think up new role plays of their own (based on the same lesson topic), using the blank template on p.10.4.

The Mood Chart

Use the mood chart on p.10.3 to add an extra dimension to the role plays. Print the page onto card, cut up the cards and put them into a bag. Each student picks one card – one mood –

and they have to act out their role play using this mood exclusively. When watching each role play the audience have to guess which moods the actors have picked. In another variation, the audience pick the moods that they want to see used in a role play, or all the

groups have to rehearse the same role play using different moods, and the audience have to guess what they are.

*Note: the students could also add their own suggestions to the moods given on the Mood Chart.*

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

* 1. the grammar they are learning from forming the sentence blocks, and building sentences
  2. the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student’s achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

Because this activity is drama-based, the audience could make their voice heard too, perhaps by giving marks out of ten for each role play based on:

* language accuracy
* effort
* imagination
* best costumes, use of props, lighting, sound, etc.

Or they could give thumbs up (1 or 2) or thumbs down (1 or 2). The audience feedback is just for fun and not to be recorded on each student’s course report.

##### How to Use

Role Plays – Mood Chart

I’m feeling…

|  |  |  |  |
| --- | --- | --- | --- |
| nosy | bored | relieved | cheerful |
| angry | happy | shocked | up |
| frightened | smug | apologetic | secretive |
| confused | worried | so so | aggressive |
| guilty | ecstatic | paranoid | naughty |
| surprised | energetic | friendly | unwell |
| depressed | moody | determined | tired |
| giggly | upset | mischievous | disgusted |
| *My suggestions:* |  |  |  |
|  |  |  |  |

**Topic:**

Role Plays

1. Title:

Place: Time:

Characters:

Situation:

Scenes: i)

2. iii)

*If there are three people in the group the third character could be:*



1. Title:

Place: Time:

Characters:

Situation:

Scenes: i)

ii)

iii)

*If there are three people in the group the third character could be:*



# C Focus on Connected

Speech

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What is Connected

Speech?

**Contents**

What is Connected Speech? (Student’s Handout) 11.1

The Techniques of Connected Speech 11.3

The Techniques of Connected Speech – Matching Game 11.8

The aim of spoken English is to communicate clearly and efficiently. We can achieve this by:

1. stressing the **correct syllables** in the sentence (see sections 12 and 13)
2. putting the **correct vowel sound** on each stressed syllable (see p.18.6) Example of Procedure
3. Starting sentence (from Book 2, “Cars”): David is clearing the ice from his car windscreen.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. Identify content words: | David | clearing | ice | car windscreen. |
| 3. Identify stressed syllables: | Da | clea | ice | car wind |
| 4. Vowel sounds on stressed syllables: | LÉáL | Lf]L | L~fL | L~WL LfL |

(the **sound spine**)

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

Connected speech is the term we use to describe a series of techniques that enable us to speak English quickly by joining together words and sounds. If you speak fluently, using the right vowel sounds and stressed syllables, whilst all the time employing the techniques of connected speech, your listener will understand you well and want to keep listening.

If you speak in a stop-start or plodding manner, using the wrong stressed syllables – or no stress at all – and incorrect vowel sounds, listening to you will be a chore. It will be too tiring for your listener’s ears and brain to keep listening; their attention will start to wander, and they may want to switch off and stop listening to you altogether.

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

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

No, I thought not!

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

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

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

The main techniques of connected speech are:

**G**lottal Stops an empty space without sound, represented in the IPA as L\L

**L**inking syllables connect together

**A**ssimilation a sound changes

**C**ontraction a word is shortened

**I**ntrusion a new sound appears – LàL, LïL, or LêL

**E**lision a sound disappears

**R**-linking syllables connect with LêL sound They can easily be remembered using the mnemonic **GLACIER**. Let’s look at each one in turn:

**G**lottal Stops

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

*For example:*

“butter” LDÄ¾íK]L becomes “buh-er” LDÄ¾\K]L, with a very short pause replacing the “t” sound “football” LDÑríKÄlWäL becomes “fuh-ball” LDÑr\KÄlWäL

*Remember:*

It’s easier to use a glottal stop than to pronounce LíL before a consonant sound. Not many English people actually say LDÑríKÄlWäL where you can hear LíL.

**L**inking

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

*For example:*

“walked into” LïlWâÇ DfåKíìWL becomes “walk dinto” LïlWâ DÇfåKíìWL

*Remember:*

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

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

**A**ssimilation

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

The consonant sounds that you need to watch are LíL, LÇL, and LåL (see table below for examples).

*For example:*

before LãL, LÄL and LéL examples:

LíL LéL "meet people" becomes "meep people"

LÇL *changes to:* LÄL "good boy" becomes "gub boy"

LåL LãL "eleven minutes" becomes "elevem minutes"

before LâL and LÖL examples:

LíL LâL "got cancelled" becomes "gok cancelled"

LÇL *changes to:* LÖL "made clearer" becomes "maig clearer"

LåL LÏL "own car" becomes "owng car"

before LàL example:

LíL *changes to:* LípL "great year" becomes "grey cheer"

before LàL example:

LÇL *changes to:* LÇwL "walked yesterday" becomes "walk jesterday"

*Remember:*

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

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

**C**ontraction

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

*For example:*

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

*Remember:*

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

**I**ntrusion

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

|  |  |  |  |
| --- | --- | --- | --- |
| *For example:*  see Andrew | becomes | see **y**andrew | LDëáWDóôåKÇêìWL |
| pay up | becomes | pay **y**up | LDéÉfDó¾éL |
| snow and ice | becomes | sno **w**an dice | LDëå]rKï]åDÇ~fëL |
| no idea | becomes | no **w**hy dear | Lå]rKï~fDÇf]L |
| blue elephant | becomes | blue **w**elephant | LDÄäìWDïÉäKfKÑ]åíL |
| saw Ian | becomes | soar **r**ian | LDëlWDêf]åL |
| *Remember:* |  |  |  |

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

**E**lision

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

|  |  |  |  |
| --- | --- | --- | --- |
| *For example:* |  | | |
| past life | becomes | pass life | LDé^WëDä~fÑL |
| rest stop | becomes | ress top | LDêÉëDífléL |
| bored boys | becomes | bore boys | LDÄlWDÄlfòL |
| *Remember:* |  |  |  |

Try to pronounce the sounds LíL and LäL one after the other. What is your tongue doing? You’re probably getting tongue-tied! How much easier it is, then, to say “pass life” instead of “past life”. At the end of saying “pass” your tongue is in absolutely the right position to pronounce the LäL of “life”. How wonderful is that thing known as connected speech!

Note: elision also occurs in **individual words**, notably where consonant sounds LíL, LÇL, or

LåL meet another consonant sound that doesn’t link together smoothly. For example: investment LáåDîÉëíKã]åíL changes to LáãDîÉëKã]åíL

The first LíL sound is lost so that the mouth can more quickly get to the next sound, LãL. (We also use assimilation to change the first LåL sound to LãL, so that we can more easily pronounce the following consonant sound, LîL.) Elision often occurs in compound nouns, which are words that we’ve created by shoving together two shorter words, e.g. in “sweatshirt” LDëïÉíKp‰WíL we make the middle LíL sound disappear so that we get “sweh-shirt” LDëïÉ\K p‰WíL, with a glottal stop replacing the LíL sound. Another example is “wildlife” LDï~fäÇKä~fÑL, which loses the LÇL sound to become “while-life” LDï~fäKä~fÑL. Here are some examples of compound nouns where elision removes the LíL or LÇL sounds. (For more on compound nouns, see p.16.1.)

LíL sound removed: LÇL sound removed: basketball LDÄ^WKëâf\KÄlWäL breadknife LDÄêÉ\Kå~fÑL

flatmate LDÑäô\KãÉfíL speedboat LDëéáW\KÄ]ríL

fortnight LDÑlW\Kå~fíL birdbath LDÄ‰W\KÄ^WqL

network LDåÉ\Kï‰WâL friendship LDÑêÉåKpféL

**R**-linking

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

*For example:*

“His mother isn’t…” LÜfò Dã¾Ka] DfòKåíL becomes: “his mothe risn’t” LÜfò Dã¾Ka] DêfòKåíL

*Remember:*

If we don’t link “mother” with “isn’t” using the LêL sound, we have a problem: we have to say two vowel sounds together: /Dã¾Ka] DfòKåíL, which is unnatural for the English tongue. We don’t like to say two vowel sounds together (see “Intrusion”, above). It’s why have two indefinite articles and say “an egg” rather than “a egg”, for example. R-linking also enables us to further stress the first syllable of the next word, “isn’t”, which has strong stress.

(Note: R-linking also occurs as **intrusion**, when an LêL sound is added between two vowel sounds that have to be pronounced together (see above).

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 L\L replaces LíL before a consonant sound.  *For example:* “football” becomes “fuh-ball” |
|   **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 “walk dinto” |
| **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:* “good boy” becomes “gub boy” |
| **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 – LàL, LïL, or LêL – is added between two vowel sounds to make the transition easier to say.  *For example:* “no idea” becomes “no why dear” |
| **e**lision | A LíL or LÇL sound at the end of a word disappears, because the next word starts with a consonant sound.  *For example:* “past life” becomes “pass life” |
| **r**-linking | An LêL sound at the end of a word links with the vowel sound at the beginning of the next word.  *For example:* “pour into” becomes “paw rinto” |

# What is Sentence Stress?

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

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

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

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

Example with a Starting Sentence

Marion is singing a song that was written by George Gershwin.

*This sentence can be “translated” into content words (black) and function words (grey) as follows:*

Marion is singing a song that was written by George Gershwin.

In this starting sentence the content words are: **Marion** (noun), **singing** (main verb), **song** (noun), **written** (main verb), **George Gershwin** (noun). The function words are: **is** (auxiliary verb), **a** (article), **that** (relative pronoun), **was** (verb “be”), and **by** (passive “by”). If you were to say the content words in order without the function words, your listener could probably work out what you meant:

Marion singing song written George Gershwin.

But if you were to say only the funtion words in order – “is a that was by” – your listener would be totally confused because there’s no meaning! Next, we look for the stressed syllables in the content words. (For more on word stress see p.13.1.)

Marion singing song written George Gershwin.

(Stressed syllables are underlined.)

If we look at the whole sentence again, now we can see the stressed syllables clearly:

Marion is singing a song that was written by George Gershwin.

The rhythm of the strong stresses can also be indicated like this:

Marion is singing a song that was written by George Gershwin.

● ● ● ● ● ●

If we add in the other syllables (in grey) we can see the whole sentence in terms of sentence stress:

Marion is singing a song that was written by George Gershwin.

●●● ● ●● ● ● ● ● ●● ● ● ●●

Example with a Complete Sentence Block (from “The Human Body”, in Book 2)

Terry is showing his friends the stitches in his shoulder. What

*The eight sentences of the sentence block can be “translated” into content words (black) and function words (grey) as follows:*

Terry is showing his friends the stitches in his shoulder. What is Terry showing his friends?

The stitches in his shoulder.

Is Terry showing his friends the stitches in his shoulder? Yes, he is.

Is Terry showing his friends his holiday photos?

No, he isn’t. Terry isn’t showing his friends his holiday photos.

If you were to say only the content words, with rising intonation at the end of the yes/no questions, your listener would probably still get a good idea of your meaning:

Terry showing friends stitches shoulder. What Terry showing friends?

stitches shoulder.

Terry showing friends stitches shoulder?

Yes

Terry showing friends holiday photos?

No, isn’t. Terry isn’t showing friends holiday photos.

The rhythm of the strong and weak stresses can be indicated like this (stressed syllables are underlined):

Terry is showing his friends the stitches in his shoulder.

●● ● ●● ● ● ● ●● ● ● ●●

What is Terry showing his friends?

● ● ●● ●● ● ●

…and so on.

Activities for Highlighting Sentence Stress

* + The teacher models the sentences and students repeat afterwards individually, in pairs, or as a group.
  + The students mark on their handout the words in a sentence or sentence block that are content (stressed) and function (unstressed).
  + The students record themselves saying starting sentences or sentence blocks with correct sentence stress, then listen back and check their work.
  + The teacher (or a partner for pair work) says a starting sentence or sentence block and the listeners have to write only the content words or only the function words from it in the correct order.
  + The whole group (or pairs) have to recite sentence blocks (or individual sentences) as somebody claps, with the strong stresses falling on each clap and the weak stresses falling in between.
  + The students have to form starting sentences or sentence blocks when they are given only the content words, or only the function words, and a given verb form.
  + The students listen to songs, poems, or limericks and identify the content and function words; then practise repeating the lines with a partner or within the group.
  + The students have to recite all the stressed words in a sentence block from memory.
  + The students compile a list of content words and function words from a number of different sentence blocks, and put the words into groups according to their use, e.g. “noun”, “main verb”, “adjective”, “pronoun”, “conjunction”, “article”, etc.
  + Mumbling game: the students have to say a starting sentence or sentence block, not omitting the function words completely, but mumbling them so that they are barely heard. This can demonstrate quite well how native speakers of English stress the content words – the words which have meaning – but glide over the function words as if they were of little or no importance. (Yet the function words are critically important, particularly in an English language examination situation, because they are the glue sticking the content words together.)
  + The teacher writes the content words from one sentence on separate cards (you could use the template on p.12.29 of this book) and the students have to put them in order, then fill in the missing function words.
  + Using some, or all, of the starting sentences (from p.12.6), students could look at the content words (in black) and record all of the:
  1. suffixes
  2. compound nouns
  + Use the worksheets from pp.12.6-12.27 to create a staged lesson. For example:

1. give students some sentence block starting sentences from Book 1 or Book 2
2. ask them to in each sentence

**circle all of the content words**

1. give them pp.12.6-12.8 (or 12.17-12.19) so that they can check their answers

**underline the stressed syllables**

1. ask them to pages

in each content word on these

1. give them pp.12.9-12.11 (or 12.20-12.22) so that they can check their answers

**write the vowel sound above each stressed syllable**

1. ask them to pages

on these

1. give them pp.12.12-12.16 (or 12.23-12.27) so that they can check their answers

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

A Note about Emphasis

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

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

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

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

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

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

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

…and so on.

Town

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

*Each function word (shown in grey) is unstressed.)*

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

Food and Drink

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

Shopping

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

Health

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

Transport

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

*Each function word (shown in grey) is unstressed.)*

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

Family

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

Clothes

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

Work

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

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

Home

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

*Each function word (shown in grey) is unstressed.)*

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

Free Time

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

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

Town

1. Peter walks two kilometres to his office every day.
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Food and Drink

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2. Michelle is having salad and pasta because she doesn’t eat meat.
3. Daniel gave himself the largest portion of ice cream.
4. Ellen was talking about her sister who loves fish and chips.
5. Jenny has just put the cheese in the fridge.
6. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
7. We’re going to buy some fruit at the supermarket this afternoon.
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4. Jan was leaving the car park because she had finished her shopping.
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8. If the leisure centre is still open we can all go swimming.

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Town

LáWL LlWL LìWL LflL LflL LÉL LÉfL

1. Peter walks two kilometres to his office every day.

LÉfL LÉfL L¾L L¾L LflL L‰WL

1. We’re waiting patiently for the bus at the bus stop opposite the church.

LÉL LlWL LÉfL LÉfL LôL L]rL LflL

1. Jennifer bought a couple of cakes at the bakery, then ran to the post office.

L^WL LlWL L]rL LÉL LflL LôL LôL LÉfL

1. The department store was opening until 10 o’clock because they were having a massive sale.

LáWL LáWL LôL L]rL L~WL LÉfL L~fL

1. I’ve agreed to meet Dan in the old market place outside the library.

L~fL LÉfL L]rL LfL

1. We could drive to the lake and go fishing.

LìWL LfL LôL L]rL L~fL

1. The new optician’s next to the bank will open next Friday.

LÉL LlWL LfL L]rL LfL LÉL

1. If the tennis court is busy we can go to the gym instead.

Food and Drink

LÉL LÉL L~fL L~fL LÉL

1. The best kind of bread is white sliced bread.

LÉL LôL LôL LôL L¾L LáWL LáWL

1. Michelle is having salad and pasta because she doesn’t eat meat.

LôL LÉfL LÉL L^WL LlWL L~fL LáWL

1. Daniel gave himself the largest portion of ice cream.

LÉL LlWL LfL L¾L LfL LfL

1. Ellen was talking about her sister who loves fish and chips.

LÉL L¾L LrL LáWL LfL

1. Jenny has just put the cheese in the fridge.

LÉfL LlfL LôL L~fL LfL L]rL L¾L LÉfL

1. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.

L~fL LìWL LìWL LìWL

1. We’re going to buy some fruit at the supermarket this afternoon.

LáWL LflL LrL LflL LÉfL

1. If you eat too much chocolate you will put on weight.

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

Shopping

LÉL LôL LlWL LôL LÉL

1. Emma is the manager of a small Italian restaurant.

L~fL LfL LìWL LflL LÉL L^WL L]rL

1. Simon is visiting the new shopping centre near St. Mark’s Road.

LìWL LÉL L^WL L~fL LìWL L‰WL

1. I used my debit card to buy a pair of shoes for work.

LôL LáWL L^WL L^WL LfL LflL

1. Jan was leaving the car park because she had finished her shopping.

LrL LÉL LflL LfL LÉL LìWL L^WL L~fL LÉL

1. I’ve looked everywhere in this shop for a tin of vegetable soup, but I can’t find one anywhere.

LÉfL LfL LfL LlWL

1. We should take the lift to the fifth floor.

LfL L~fL L]rL L]rL Lf]L LfL LflL

1. After we finish buying groceries we’ll go to Nero’s for a quick coffee.

LÉL LfL LflL LôL LôL LÉL

1. If the checkout assistant offers to pack my bags I’ll let her.

Health

LÉL LÉL LlWL

1. Being healthy is very important to me.

LôL LfL LÉfL LìWL L¾L L¾L

1. Sammi is sitting in the waiting room with her mum and brother.

L]rL LflL LlWL LÉfL LlfL

1. I phoned my doctor this morning to make an appointment.

LÉL LÉL LÉL L¾L LÉfL L~fL

1. Ella was telling the receptionist about her husband’s painful arthritis.

LÉfL LìWL LôL LáWL L~fL LÉfL LáWL LfL L]rL LáWL LÉL

1. I’ve taken two tablets three times a day for a week, but I still don’t feel any better.

LÉL LÉfL LfL L^WL LflL

1. Kenny has to take his prescription to the pharmacy tomorrow.

L~fL LfL LfL L~fL LÉfL

1. Simon is going to visit the optician’s for an eye examination.

L^WL LflL LfL LrL L~fL LflL

1. If you ask the doctor she will give you some good advice about your problem.

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Transport

LìWL LÉL LÉfL LÉL LÉL LÉfL

1. I usually get the train at seven twenty eight.

LÉL L~fL LÉ]L LfL L¾L LôL

1. Gemma is driving to the airport to pick up her grandmother.

LìWL LáWL LÉfL L^WL L~fL

1. I flew from Heathrow to Copenhagen last night.

LflL LflL L]rL LfL L¾L

1. Oliver was crossing the road when he was hit by a bus.

LôL L~fL LlWL LfL

1. We’ve cancelled our flight because our daughter is ill.

LlWL LôL L]rL L^WL LlWL L^WL LÉfL

1. All passengers must show their passports and boarding passes at the gate.

LÉL LÉfL L~fL LôL LÉfL L~fL LlWL L~fL L‰WL L^WL

1. The next train to arrive at platform eight will be the nine forty nine service to Cardiff.

L~fL L‰WL LÉL LÉ]L L~r]L

1. If we cycle to work we’ll get there in about an hour.

Family

L¾L LfL LìWL L^WL L~fL

1. My mum lives with her new partner in Brighton.

L‰WL LlWL LÉfL L¾L

1. Roberto’s daughter is playing with her cousins.

LÉL L^WL L¾L LfL LÉfL LflL LáWL LìWL LÉfL

1. Jenna’s aunt and uncle visited us in May because they wanted to see our new baby.

LfL LlWL LfL LáWL LfL LlWL LflL

1. My sister was walking to the city museum with her children when she saw a fox.

L]rL LôL L~fL L]rL LflL LflL LÉL Lf]L

1. The whole family has decided to go on holiday to Florida next year.

LôL LôL LfL LìWL L~f]L L¾L

1. Your grandma and granddad should think about moving into a retirement bungalow.

LôL L¾L L^WL L‰WL LÉL LÉL LÉL

1. Sam’s brother is going to start university in Edinburgh next September.

LÉ]L LÉL LlWL LôL LÉL LlfL

1. If our parents get divorced the family will be very disappointed.

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Clothes

LÉ]L L^WL LlWL L~fL

1. I wear glasses because I’m short-sighted.

LôL L~fL LflL LìWL LÉ]L L^WL LôL L~rL

1. Harry is trying on a new pair of smart black trousers.

LôL LlWL LìWL LÉL L¾L LÉL LáWL LflL LáWL

1. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.

L~fL LÉ]L LÉL L~rL L~fL L^WL LôL LfL LfL

1. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.

LlWL L~fL LôL LflL L^WL LÉL

1. I have always liked jackets and tops from Marks and Spencer.

LáWL LÉ]L LìWL LÉfL LìWL LÉL LÉfL LflL Lr]L L^WL

1. Stephen has to wear a blue and grey uniform every day for his job as a security guard.

LôL Lf]L LlWL LáWL LfL LÉfL LôL

1. We’ll have a clearout of our wardrobe to see what we can give away to charity.

LÉ]L LìWL L~fL LfL LÉfL LÉL LÉL

1. If you wear a suit and tie to the interview you’ll make an excellent impression.

Work

LÉL LÉfL L‰WL L^WL L~fL LôL L‰WL LfL

1. Gerry hates working part-time for his dad’s furniture business.

LÉL L]rL LÉL L]rL LÉL Lf]L

1. Helena is hoping to get promoted at the end of the year.

LÉL L‰WL LÉL LìWL L]rL

1. When Greg worked for Dell he had to do plenty of overtime.

LÉL LÉfL LáL LáL LflL L~fL LìWL LflL

1. Edward was updating his C V because he wanted to apply for a new job.

LÉL L]rL LlfL L^WL LlWL

1. My friend Jo has been unemployed since last August.

L^WL LôL LÉfL L~fL LìWL LflL

1. You need to ask your manager for a pay rise as soon as possible!

LfL LìWL LlfL LÉfL LÉL L‰WL

1. I’m going to visit that new employment agency about temporary work.

LÉfL L‰WL LÉL L^WL LflL LôL LÉL Lf]L LÉfL

1. Dave will have to work very hard if he wants to have a successful career in sales.

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

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Home

LfL LlWL LÉL LôL L~rL LôL

1. I live in a small semi-detached house in Manchester.

L^WL L~fL LìWL LflL LáWL L]rL L¾L L]rL

1. Mark is buying a new washing machine because his old one is broken.

LÉL L]rL LôL LáWL L]rL LìWL L^WL

1. When I went to their home Jack and Lisa showed me their new bathroom.

LÉ]L L]rL LflL L¾L LáWL LfL LìWL LáWL L~r]L L^WL L~fL

1. Sarah and Noel were watching funny DVDs in their living room for three hours last night.

LÉfL LfL L¾L L^WL LôL L^WL

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

LôL LìWL LflL L¾L LÉL L~fL LáWL

1. Barry has to do the washing up every night after tea.

LìWL LìWL LfL LôL L^WL

1. I’ll do the hoovering quickly before I have a bath.

LÉL LflL LôL LrL L~rL LflL L~fL L~rL

1. If you sell your horrible flat you’ll be able to put down a deposit on a nice house.

Free Time

L¾L L]rL LfL LÉL LlWL LôL LrL L~fL

1. I love going to the cinema with my friends, because we always have a good time.

L^WL LflL LlfL LÉfL L~rL LìWL L^WL

1. Barney and Wanda are enjoying a day out at an amusement park.

LÉL LôL LflL L^WL L¾L LìWL LáWL

1. We went on a camping holiday last summer for two weeks.

LÉL L¾L LÉfL LflL LôL LÉL LìWL LÉL L¾L L]rL L¾L

1. Chester’s son was playing golf badly yesterday afternoon with a few friends from his cousin’s bowling club.

LáWL LÉL Lf]L L~fL L~fL

1. I have seen Macbeth at this theatre five times.

LìWL LÉL LÉfL LìWL LÉfL LlWL LÉfL

1. You should do some exercise instead of playing computer games all day.

LáWL LÉL LÉfL LflL LÉL L^WL

1. Me, Jess and Casey are going to watch the tennis in the park.

LÉL LÉL LfL L]rL L]rL LfL

1. If the leisure centre is still open we can all go swimming.

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

*Each function word (shown in grey) is unstressed.)*

Crime

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

Sport

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

Music

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

Weather

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

Animals

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

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

Cars

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

The Human Body

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

Colours and Numbers

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

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

Life Events

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

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

Nature

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

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

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LfL LlfL LfL L^WL

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LôL LfL L~fL L¾L LfL L^WL L¾L

1. Jack was a witness at the trial of his brother Billy last month.

LflL LÉL LflL LìWL LìWL

1. Molly’s friends were shoplifting at the newsagent’s after school.

LáL LáL LfL LÉL LÉfL L~fLL~fL LÉ]L LÉL L~fL

1. P C Lincoln has arrested Jane five times for various petty crimes.

LìWL L¾L LìWL LflL LôL L]rL LÉfL

1. We have to do something soon about the problem of anti-social behaviour.

LÉL L‰WL L^WL LÉL LáWL LÉ]L LfL LÉ]L LfL L]rL

1. I’m going to get a burglar alarm next week, because I’m really scared of criminals breaking into my home.

L~fL LÉL LfL L]rL LfL LÉL Lf]L

1. If we find the defendant guilty, he will go to prison for at least ten years.

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LrL LlWL LìWL LÉ]L LflL LÉfL LìWL LìWL

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LôL LfL LflL LfL LlWL L‰WL

1. Marion is singing a song that was written by George Gershwin.

LlWL LÉfL LôL LflL LôL Lf]L L^WL L~fL

1. We saw a great jazz concert at the Palace Theatre last night.

LlWL LÉL LôL LôL L~r]L LÉfL

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1. Joanne can play the saxophone really well.

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1. This track will take four minutes to download because you have a slow broadband connection.

LôL L^WL LáWL LlWL L¾L L]rL LìWL

1. If you’re a fan of R & B you will probably also love soul music.

Weather

LáWL LÉfL L¾L L~fL

1. I feel great when the sun shines.

LÉfL Lf]L L~fL L^WL LfL

1. David is clearing the ice from his car windscreen.

LôL LflL LÉfL LÉL L‰WL LlWL

1. Cathy forgot to take her umbrella with her to work this morning.

LáLLáL LÉL LlWL L^WL L~fL LfL LáWL L]rL LÉL LÉL

1. On the T V weather forecast last night they were predicting sleet and snow for next weekend.

LfL LflL LôL L~fL LáWL LlWL

1. The kids have got a bit of a tan by lying on the beach all morning.

L]rL LôL LflL LôL L]rL

1. You need to go to the garage because your fog lamps are broken.

LfL LôL LfL L^WL Lf]L L¾L L^WL

1. They’re going to build a massive wind farm on the fields behind my uncle’s farm.

LflL LÉfL LfL L]rLL~rL LlWL

1. If it stops raining in a minute we can go out for a walk.

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LáWL LfL LfL LÉfL LôL L‰WL

1. Peter thinks that gorillas are the most dangerous animals in the world.

L~fL LfL LÉL LôL LáWL L~fL

1. The spider is spinning a web so that it can catch and eat flies.

LÉL LÉfL LlWL L~fL LìWL

1. When I went to Australia I saw some wild kangaroos.

LáWL L~fL LlWL Lf]L L^WL L~r]L LlWL

1. Jean was riding her horse in the field for half an hour this morning.

LflL LáWL LôL LìWL LflL L]rL LlWL LflL

1. We’ve got three cats, two dogs, and a goldfish called Oscar.

LÉ]L LìWL LÉL L~fL L~fL LÉfL

1. The bears at the zoo must be fed at least five times a day.

LôL LÉfL L¾L L]rL L^WL L~rL LáWL

1. Carol is taking her puppy Goldie for a walk to the fountain after tea.

L]rL LìWL LÉfL LÉL L¾L LflL

1. If you don’t move out of the way, you’ll get stung by that wasp.

Cars

L^WL LáL L^WL L]rLL^WL L]rL

1. Your car is illegally parked in a no parking zone.

LôL LfL LáWL LfL LÉL LflL LfL LlfL L~fL

1. Sam is sticking to the speed limit because he’s already got six points on his licence.

LÉL LÉL LlWL LlWL LìWL LôL LáL LÉL LÉL L^WL LÉL

1. My best friend Laura bought a new Mazda C X-Seven last weekend.

L¾L LflL L^WL LìWL L~r]L LflL L~fL

1. I was wondering whether I could borrow the car for a few hours tomorrow night.

LÉL LôL LìWL LáLL¾L LflL L¾L L~fL

1. Penny has had her blue V W Golf since before her husband died.

LrL LfL LfL

1. You should look in your mirrors before indicating.

LìWL LlWL LÉL LÉfL L~fL LÉL

1. After a few more lessons you will be able to take your driving test.

LÉfL L~rL LÉfL Lf]L L~fL L]rL

1. If you break down, wait with your vehicle by the side of the road.

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

The Human Body

L¾L LáWL L~fL LÉfL

1. I brush my teeth twice a day.

LÉL L]rL LÉL LfL L]rL

1. Terry is showing his friends the stitches in his shoulder.

L^WL Lf]L LflL LlWL L~fL LfL L~rL L^WL

1. Last year Robert was the tallest child in Mister Brown’s class.

LÉL LÉfL L¾L L¾L LÉL L~fL

1. Our legs were aching because we’d just run over ten miles.

LflL LôL L]rL Lf]L LìWL LôL LlWL LÉfL LáWL

1. Veronica’s had her nose pierced at that new salon on the corner of Maitland Street.

LôL LÉL LfL LáWL L~fL LÉfL LflL LáL

1. Carrie has to inject herself with insulin three times a day because she’s got diabetes.

LÉfL LôL LôL LÉfL LlWL

1. Tracey is planning to have a facelift in August.

L]rL LÉ]L L¾L LáWL LfL LÉL L‰WL

1. If you don’t wear sun cream your skin will get burned.

Colours and Numbers

L~fL LáWL LôL LÉL LìWL L]rL

1. There are five green apples left in the fruit bowl.

LfL LÉ]L LìWL LflL LôL LfL L]rL L~fL LáWL L‰WL

1. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.

LlWL LÉfL LfL LÉ]L LìWL LÉfL LôL LÉfL L‰WL LlWL

1. I saw eight kids wearing blue baseball caps on my way to work this morning.

LôL LÉfL LflL L~fL L¾L L~rL LÉL LflL LfL LÉL LlWL

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

LÉL LlWL L~fL L¾L LÉL L]rL L¾L L¾L LôL LÉfL

1. Eddie has bought his wife a dozen red roses once a month since Valentine’s Day.

LÉL LÉL L~fL LôL LÉfL LfL L~fL

1. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.

LlWL L¾L L~fL LfL LÉL LÉfL L^WL

1. We’ll order a couple of white limos from Ellis’s to take us to the party.

LlWL LáWL L¾L L]rL L~fL L]rL LfL L^WL

1. If fewer than forty people come to the opening night, the whole thing will be a disaster.

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

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

Life Events

LÉL L~fL L‰WL LfL LôL

1. Ken’s wife is terminally ill with cancer.

LáWL LôL L^WL LÉL LlWL L‰WL

1. Lee is having a party to celebrate his fortieth birthday.

LlWL LôL L¾L L‰WL L^WL L~fL

1. Lorna graduated from Hull University last July.

LÉL L¾L LìWL LfL L¾L LfL

1. I was telling your mother at the funeral how much I miss your Uncle Jim.

LflL LìWL LôL LÉfL Lf]L

1. Ron and Julie have been married for eight years.

LáWL LfL L¾L L¾L

1. I can see my kids once a month.

LôL L~fL LfL LÉfL LÉL LÉfL

1. Alice is going to be a bridesmaid at Nicky and Ray’s wedding in May.

LÉL LflL L^WL LfL LÉL LflL L¾L

1. If you help me wash the car, I’ll give you some extra pocket money.

Nature

LáL LlWL LáWL LÉL LÉfL LflL LflL

1. Theresa walks on the beach every day with her dog Domino.

LôL L^WL LflL LôL L¾L

1. I’m standing in the garden watching the most spectacular sunset.

LlWL LlWL LÉfL Lf]L LÉL L^WL

1. After the storm we saw a rainbow over the field opposite Jessie’s farm.

L~fL LflL L^WL LôL L¾L LÉfL LÉL LìWL LÉfL

1. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.

LlWL LflL L~fL LflL L~fL

1. I’ve always wanted to try rock climbing.

LÉL L]rL LfL L]rL L¾L L]rL

1. You must send me some photos from your trip to the ocean, because I’d love to go there myself.

L~fL L¾L L^WL L]rL LáWL LôL LôL LÉL L~r]L

1. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.

Lf]L LôL LìWL LflL LôL LôL

1. I’ll be really happy on Tuesday if our Geography exam is cancelled.

List of Common Contractions in English

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

*Contractions are usually pronoun + auxiliary verb. They are shortened in spoken English because they are usually unstressed* ***function words****. Other common contractions include: “there is”  “there’s”, negative modal contractions,*

*e.g. “cannot”  “can’t”, question contractions, e.g. “what is?”  “what’s?”, and names, e.g. “Rob is”  “Rob’s”, etc.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| “I” *– positive*  Full Form I am  I have | Contraction  **I’m I’ve** | Pronunciation  L~fãL L~fîL |  | “I” *– negative*  Full Form I am not  I have not | Contraction  **I’m not**  **I haven’t** | Pronunciation  L~fã åflíL L~f DÜôîKåíL |
| I had | **I’d** | L~fÇL |  | I had not | **I hadn’t** | L~f DÜôÇKåíL |
| I will | **I’ll** | L~fäL |  | I will not | **I won’t** | L~f ï]råíL |
| I would | **I’d** | L~fÇL |  | I would not | **I wouldn’t** | L~f DïrÇKåíL |

Làr]L LàìWîL LàìWÇL LàìWäL LàìWÇL

**you’re you’ve you’d you’ll you’d**

you are you have you had you will you would

Pronunciation

Contraction

Full Form

“you” *– positive (both singular and plural)*

LàìWDï^WåíL LàìW DÜôîKåí L L àìW DÜôÇKåí L LàìW ï]råíL LàìW DïrÇKåíL

**you aren’t you haven’t you hadn’t you won’t you wouldn’t**

you are not you have not you had not you will not you would not

Pronunciation

Contraction

Full Form

“you” *– negative (both singular and plural)*

LÜáWòL / LpáWòL LÜáWòL / LpáWòL LÜáWÇL / LpáWÇL LÜáWäL / LpáWäL LÜáWÇL / LpáWÇL

he is / she is **he’s / she’s** he has / she has **he’s / she’s** he had / she had **he’d / she’d** he will / she will **he’ll / she’ll** he / she would **he’d / she’d**

Pronunciation

Contraction

Full Form

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

he / she is not **he / she isn’t** e.g. LÜáWDàfòKåíL he / she has not **he / she hasn’t** LpáW DÜôòKåíL he / she had not **he / she hadn’t** LÜáW DÜôÇKåíL he / she will not **he / she won’t** LpáW ï]råíL he would not **he / she wouldn’t** LÜáW DïrÇKåíL

Pronunciation

Contraction

Full Form

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

Lïf]L LïáWîL LïáWÇL LïáWäL LïáWÇL

**we’re we’ve we’d we’ll we’d**

we are we have we had we will we would

Pronunciation

Contraction

“we” *– positive*

Full Form

LïáWDà^WåíL LïáW DÜôîKåí L LïáW DÜôÇKåíL LïáW ï]råíL LïáW DïrÇKåíL

**we aren’t we haven’t we hadn’t we won’t we wouldn’t**

we are not we have not we had not we will not we would not

Pronunciation

“we” *– negative*

Full Form Contraction

LaÉ]L

LaÉfîL LaÉfÇL LaÉfäL LaÉfÇL

**they’re they’ve they’d they’ll they’d**

they are they have they had they will they would

Pronunciation

“they” *– positive*

Full Form Contraction

LaÉáDà^WåíL LaÉf DÜôîKåí L LaÉf DÜôÇKåíL LaÉf ï]råíL LaÉf DïrÇKåíL

**they aren’t they haven’t they hadn’t they won’t they wouldn’t**

they are not they have not they had not they will not they would not

Pronunciation

“they” *– negative*

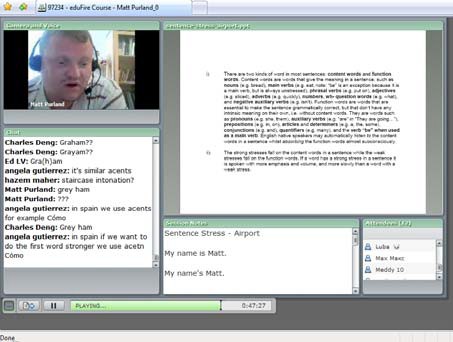
Full Form Contraction

Sentence Stress – Activity Cards

*Instructions: after photocopying this page, write each content word from one starting sentence on separate cards, then cut them out and give them to your students. Working in pairs or small groups, students have to put the words in order, then fill in the missing function words.*

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*Introduction*

*What follows is a complete transcription of a free online lesson that was delivered by Talk a Lot author Matt Purland on Thursday 24th September 2009 at 1pm CET. He used the online teaching platform provided by* [*http://www.edufire.com*](http://www.edufire.com/) *to deliver the lesson, which lasted about fifty minutes and was attended by eleven students, including Angela, Luba, and others who are mentioned below.*

*The lesson was interactive because the students were able to type answers to Matt’s questions in a chat box that everybody could see on the screen. They were able to see Matt talking live on the screen, and get answers to their questions. As well as the live video of the teacher on the screen, the students could follow a Powerpoint presentation, which included material used during the lesson. The still shot from the lesson in progress (right) gives an example of what the participants could see.*

*The lesson was recorded and later distributed as an episode of our podcast. You can download the .mp3 file and listen to this lesson in full by clicking this link:*

*https://purlandtraining.com/wp-content/uploads/2019/0*6*/talk-a-lot-lesson-21-sentence-stress-airport.mp3 You can download the full PowerPoint presentation of the lesson here:*

*https://purlandtraining.com/wp-content/uploads/2019/0*6*/sentence-stress-airport.ppt*

Transcription

*[Podcast introduction] Hello. My name is Matt Purland. I’m an English teacher living and working in Poland. This is a recording of a free lesson that I delivered recently on* [*www.edufire.com.*](http://www.edufire.com/) *We’re using material from the Talk a Lot free spoken English course, which is available to download free from... If you’d like to*

*attend the next Talk a Lot lesson please visit... to find*

*out the date and time. And I hope you’ll be able to join us then.*

Let’s start our lesson today. We’re looking at sentence stress. And the topic we’re looking at is Airport, which is one of the topics in Talk a Lot Book 3. It’s the latest one that’s being written at the moment. What does it mean sentence stress? Sentence stress. Anybody? Type in the box if you know. What is sentence stress? Do you know? Or what is a sentence? Let’s start with that. So type in the box if you know. So a sentence is a group of words. For example, let’s start with this example.

*“My name is Matt.”*

“My name is Matt.” This is a sentence. It’s a short sentence. Sentence stress is about which words in a sentence have stress; are said more strongly or louder than other words. So, in this sentence which words do you think are more important than the others? Which words are more important? So, Luba’s saying “name” and “Matt”. So in this sentence I would stress

“name” and “Matt”. These are words which we call content words. They have some meaning. Or a dictionary meaning. I wouldn’t say for example:

*“My. Name. Is. Matt.”*

That’s everything stressed the same. But I would say, “My *name* is *Matt*.” Or even with contraction: “My *name’s Matt*”. OK. Let’s start at the beginning with this then. We’re going to look at content words. Content words are words in the sentence that have meaning; that have their own meaning in the dictionary. For example, if I said to you “name”, then you’d know what it means. “Name.” So content words are things like nouns, verbs, adjectives, adverbs, numbers, words that have meaning on their own outside the sentence.

Type in the box please, for example, some nouns. What does it mean noun? Type in the box just for example, any nouns. “Tree”. OK. “Sound”. “Mic”, or “microphone”. “Car”. “Computer”. “Water”. So these are nouns. Things we can either see or can’t see, such as abstract nouns, like “peace” or “sound”, is something we can’t see. “Freedom”. Good example. So nouns are things that we can either see or touch, or maybe things that are just abstract. OK. Like for example “freedom”.

Next one. Verbs. Type in the box some examples of verbs. Any verbs. “Speak”, “go”, “love”, “study”, OK. Any more? So, we’re talking about main verbs. The main action in the sentence. These are content words. Nouns, main verbs, such as the ones we’ve just heard.

Adjectives. What about adjectives? What are they? Adjectives. “Beautiful”, says Luba, “green”, “nice”, “slow”, “new”, very good. “Lovely”. So, what do adjectives describe? What do they describe? Adjectives describe nouns. Very good, Ed. Thank you. Nouns, main verbs, adjectives. These are content words. Words which have a meaning in the dictionary, and a meaning apart from the sentence.

What about then adverbs? Adverbs. Can you think of any examples of adverbs? “Slowly”, “well”, “fastly”? No, we can’t say “fastly”. “Fast” is better. “Nicely”. Ed’s saying anything with “-ly” suffix. Yeah. “Quick” can be adverb; “quickly” as well, “slowly”. OK. So what does an adverb describe? An adverb describes the verb. So, how we’re doing something. How we’re doing it. An adjective describes the noun. The things. And adverbs describe the verbs. OK.

Numbers as well, I think we know what they are. I don’t need to say that. One, two, three, for example. Words that have a meaning on their own outside of a sentence. OK. Content words.

The other words we’re looking at are function words. Function words. Any examples? Maybe you already know about this. Function words. So, for example, prepositions, articles, auxiliary verbs, and verb “to be” – these are function words. Type in the box for me some examples of prepositions, just for example. Just for example. Prepositions. So, “on”, “at”, “from”, “under”; they’re describing where something is – the place or the time, maybe something like that.

Articles. What are articles? Articles, for example, “the”, “a”, and “an”. So we’ve only got three articles in English, thank goodness. Articles. Determiners. For example, “some”, “many” – determiners. What does it mean auxiliary verbs? Auxiliary verbs? “Do”, “be”, “have”. OK, these are good auxiliary verbs. Good examples. “Should” – so modal verbs as well. “Can”, “might”, “could”, “must”, but what’s the difference between auxiliary verbs and main verbs? [Pause.] Auxiliary verbs don’t mean what they usually mean, Luba. They don’t mean. What do

they mean then? So what do they mean? [Pause.] Modal verbs are auxiliary. Oh, auxiliary means helping, doesn’t it, helping. It’s sort of assisting. Helping verbs. They help other verbs to make the tenses. To make the tenses. So if you making a tense with a sentence with present continuous you need to use “be” as auxiliary verb, like: “I am talking to you now”. “I’m talking”. “Be” is an auxiliary verb. Doesn’t have any meaning in the sentence. It doesn’t have any meaning, but it’s just there to make the grammar. Just to make the grammar. OK, and the main ones are: “be”, “have”, “do”, and then the modal verbs as well. OK.

Also function words, things like… verb “to be” – it’s never stressed either, so we can include verb “to be” – even when it’s a main verb we can use it as a function word. So, really this is the main point. This is the main point of the lesson. And in fact it’s the most important point of any lesson to do with spoken English that I’ve ever taught, because it’s the most critical thing to know, the difference between content words and function words. If we’re just using all words together with the same level of stress, then our English will stay very strange, very static, very foreign. We need to know in a sentence which words are content words and which are function words. You can do this with any sentence. Find a sentence in English, look at it, and underline the content words. Nouns, main verbs, adjectives, adverbs, numbers, and any word that has a meaning apart from the sentence. Away from the sentence. And function words are the little words, the short words: prepositions, articles, determiners, auxiliary verbs, and verb “to be”. These are words that are contracted and squeezed together. OK. So this is the introduction to the lesson. Let’s look at the Powerpoint together. This comes from the title of the Talk a Lot Handbook, which you can download from...

*“Success in spoken English lies in stress and vowel sounds.”* Stress and vowel sounds. OK? *“Specifically, getting the correct vowel sounds on the correct stressed syllables in a sentence, and then joining them together.”*

So this is what we learn to do on Talk a Lot courses. And also through the Handbook, it gives you a lot of practice for doing this. The first thing we need to do in a sentence is identify, is find, content words and function words. OK. After we’ve done that we can look for the stress – the stressed syllable – in each content word. And after that look for the vowel sound. If we know that, then our pronunciation will really improve. And will be much clearer. If we don’t know that, then our pronunciation and stress can be very mixed, and quite difficult to understand. Let’s look at another extract from the book, Talk a Lot Handbook:

*“There are two kinds of word in most sentences:* ***content words*** *and* ***function words****. Content words are words that give the meaning in a sentence, such as* ***nouns***

*(e.g. bread),* ***main verbs*** *(e.g. eat; note: “be” is an exception because it is a main verb, but is always unstressed),* ***phrasal verbs*** *(e.g. put on),* ***adjectives*** *(e.g. sliced),* ***adverbs***

*(e.g. quickly),* ***numbers****,* ***wh- question words*** *(e.g. what), and* ***negative auxiliary verbs*** *(e.g. isn’t). Function words are words that are essential to make the sentence grammatically correct, but that don’t have any intrinsic meaning on their own, i.e. without content words.*

*They are words such as* ***pronouns*** *(e.g. she, them),* ***auxiliary verbs*** *(e.g. “are” in “They are going…”),* ***prepositions*** *(e.g. in, on),* ***articles*** *and* ***determiners*** *(e.g. a, the, some),* ***conjunctions*** *(e.g. and),* ***quantifiers*** *(e.g. many), and the* ***verb “be” when used as a main verb****.”*

So, these are the little words that fall in between the content words. These are the words that cause all the problems with grammar. With tenses. And really make things difficult for

students of English. If we just had content words I think your life would be easier in the English class. OK, so let’s continue then.

*“The strong stresses fall on the content words in a sentence while the weak stresses fall on the function words.”*

OK. Sometimes we stress a function word if we want to stress something particular, so intonation means that I want to focus on something particular in the sentence. [But] I’m talking about everyday, normal stress without particular intonation.

I’ll have a deep breath there! Let’s continue then with the sentence from Airport. Airport. This is going to be the new topic from Talk a Lot, available next month I would imagine. These are sentence block sentences, so you can also use them to make sentence blocks, if you know how to do that.

*“Graham flies about three or four times a year.”*

If you’re using this as a sentence block, I think you could use maybe “How many?” “How many times does Graham fly…?” for example. Let’s look at this sentence. This is a normal sentence isn’t it? What tense is it, this sentence? What is the tense here? “Graham flies about three or four times a year”. Present tense. OK, but which one? Present what? Present continuous? [Pause.] Present simple. Thanks, Gruba, for helping us. So, present simple.

Graham flies… Listen to how I say it. And I will speak quickly, how I would normally speak to an English speaker: *(rapid speech) “Graham flies…”*

Can you hear how some of the words are stronger or louder than the others? Some of the words are stressed. Yeah, Hassan can. Looking at the sentence then we have to break down, try and imagine it in two groups: words which have stress – words which are content words – and words that are function words. OK. When you look at the sentence, try to imagine content words being bold, like black letters. Just try to imagine that now. Which words then are content words? “Graham”. “Flies”. “Three”. “Four”. “Times”. “Year”. OK. “Graham”. “Flies”. “Three”. “Four”. “Times”. “Year”. These are the content words. So which are the function words? Function words. “About.” So, preposition. “Or”, the conjunction. And also “a” – article. So, “About.” “Or.” “A.” If I read you the sentence without these function words, can you still understand me?

“Graham flies three four times year.”

Can you understand the meaning of the sentence? Yes, Luba can. Ed can. OK. So these are the most important words in the sentence. These have meaning. These carry the meaning of the sentence. “Graham flies three four times year”. These are the words we want to hear in the sentence: nouns, main verbs, numbers, adjectives, adverbs, you know, this kind of thing.

Let’s look at the words that we missed out. Function words. “About”, “or”, “a”. If I said to you, “Hey, Angela, about or a!” Do you understand me, what I mean? [Pause.] Yes? So, some confusion here. [Pause.] No. Exactly. So, if I just said to you: “About or a”, it’s not a sentence, because there’s no meaning. There are no words that have any meaning in this sentence. It’s just function words. OK. Good, Angela. So, there’s no verb. We always have to have a verb in an English sentence. There’s no noun. There’s nothing. There’s no meaning. Good. So,

“Graham flies three four times year”. These words have meaning, and so the content words are stressed in the sentence. The content words are stressed, and the function words are not stressed.

What does it mean… what does it mean then? [Pause.] I have to look for the stress in each content word. The stressed syllable. If the word has more than one syllable, I need to find which one is stressed. So, Graham. Graham. Graham. How many syllables are there?

Graham. Two syllables, thank you Cristina. So, Graham. Which one is stressed. Which one is louder than the other? Graham. *Gra*ham. DUH-duh. So, I’m stressing the first. Very good everybody. I’m stressing the first syllable. It’s something like this: big O, small o. [The stress pattern in the word *Gra*ham = Oo.] If I want to show it like that. *Gra*ham. DUH-duh. DUH-duh. “Graham flies three four times year”. OK. The rest of this is quite simple because all the other words – content words – have only one syllable. So the stress is on the whole syllable. “*Gra*ham *flies* about *three* or *four times* a *year*”.

It’s not about saying it quickly, and speaking quickly, it’s not really. Although you *can* speak quickly if you want to. It’s about stressing the right syllables. Stressing the right syllables. That means not stressing function words, articles, prepositions, but stressing nouns, verbs, and so on. Content words. And if you’ve got a word that’s longer than one syllable, looking for the stressed syllable. *Gra*ham. I don’t say Gra-HAM, Gra-HAM, Gra-HAM. “Gra-HAM flies...” No. Not Gra-HAM flies, but GRA-ham. So, it’s the name of somebody. It’s somebody’s name, Charles. Graham. It’s a male person. It’s a man. I can’t say Gra-HAM. Gra-HAM! “Gra-HAM flies…” No. Because the accent is on the first syllable. OK. So if I get the wrong syllable for the accent, or stress, it makes it harder to understand me. If I’m telling you, “Gra-HAM. Gra- HAM flies…” What? What did you say? What did you say? “Gra-HAM?” What, “grey”, as in the colour? “Ham”, as in the meat? What do you mean? Accent is *so* important in English. It’s *so* important. And it leads to a lot of confusion, if we’re using the wrong stress, or the wrong accent.

You can find out where the strong stress is in every word by checking in your dictionary, and it will show you the phonetic spelling, and which syllable is stressed. So, GRA-ham. GRA-ham. OK. “Graham flies about three or four times a year”. The other words in the sentence – the other words, that’s the function words – I have to say more quickly. I have to say more quickly, or more quietly, with less stress. I have to make a contrast between them. You know, three or four, three a four. “A”. I’m only saying “a”. I’m not pronouncing “orrrr”. “Three orrrr four times aaaa year”. No. “Three a four”; “three a four”; “three a four times a year”. “A year”. “A year”. Very quickly with the function words. “Graham flies about three a four… three a four… three a four…” “A”. I’m using the weak stress schwa sound for “or”. It’s the weak form of the word. If you look in the Talk a Lot Handbook you will see a long list of weak forms. I can do this, not because I’m an English teacher (that I’m allowed), but I can do it because these words are not stressed. They’re function words. I have to squeeze them together. I can’t get rid of them. I can’t delete them, and just say, “Graham flies three four times year”. I can’t really delete them, because then it would be a mistake. It would be an error. But, I can reduce them… is the word. Reduce. Make them shorter. Make them quicker. So they don’t stand out. “Three or four times a year”. “Three or four times a year”. “Three a four”. “Three a four”. “Three a four”.

Reduce, reduce, reduce. That’s what you should do with function words in a sentence. Try with your own sentences. Say them more quickly; but it’s fine to do it when you’re speaking in

English because they’re not stressed, and they shouldn’t have stress. “Three. Or. Four. Times…” No. “Three a four times a year”. Can you hear the rhythm? “Three a four”. Imagine like the mountain range. Up, down, up, down, up, down. English goes up and down. Du dUH, Du dUH, Du dUH. Let’s think of a good example for that. For example, this sentence. Let’s try saying this. Try saying it to yourself:

*“I’d like to eat a plate of sweets.”*

Du dUH, Du dUH, Du dUH, Du dUH. OK. So there’s some similarities in Spanish, Angela’s saying here. “I’d like to eat a plate of sweets.” Du dUH, Du dUH, Du dUH, Du dUH. What’s the main verb here? What’s the main verb? Eat. OK, and also…? So we’ve got two. Two verbs.

Two main verbs. “Like” and “eat”. Which are the nouns? Type in the box. “Plate”. Good, Hassan, and “sweets”. OK. So all the other words are not stressed. Look at the sentence and try… and in your mind make the words, the main content words, in bold, if you like. So, we’ve got “like, eat, plate, sweets”. If I just said this to you, you could probably understand me, what I meant, right? “Like, eat, plate, sweets”. Maybe you don’t know who, because there’s no pronoun, and there’s no person. But this demonstrates the rhythm of English, and how the function words can fall into the holes, into the gaps between the content words. “I’d *like* to *eat* a *plate* of *sweets*.” Du dUH, Du dUH, Du dUH, Du dUH. And of course, it doesn’t always sound like that, exactly. Because we’ve got many combinations of words and syllables. But this is for example. OK. So, if you are just saying: “I’d. Like. To. Eat. A. Plate. Of. Sweets.

Teacher! I’d. Like. To. Eat. A. Plate. Of. Sweets”. “Would. You? O. K. Then. Here. You. Are. Then”. It’s not English. It’s not English, because there’s no rhythm and there’s no sentence stress – that’s why I said earlier, the most important lesson you can learn from this is how to separate content and function words, and notice then that content words have stress.

Function words don’t. OK. So, that’s another example.

*“Graham flies about three or four times a year.”*

Let’s continue a little bit more with Graham, and then we’ll take some questions towards the end. Now you can see in this sentence, the content words are bold. “Graham flies about three or four times a year”. I’m not saying it particularly fast. I’m not speaking quickly, but I’m stressing the right words, the right syllables. I’m not saying “Gra-HAM”. “Gra-HAM flies…” because it’s the wrong stress. “*Gra*ham”. “*Gra*ham flies…” “Graham flies about three or four times a year”. So I’ve identified the stresses.

*“Graham flies about three or four times a year.”*

It’s maybe not the best example, because all the other words are one syllable. But you can see here some other examples. *[On the Powerpoint presentation students could read the other sentence block starting sentences from the Airport unit.]* Underline the stressed syllable. Let’s look at the second example. Number two. So you’ve got the words which are content words in bold. The function words are grey. The stress in each content word is underlined:

“Keith is flying economy class today, because he can’t afford an upgrade.”

And this is standard in all Talk a Lot materials. You could download any unit from Book 3 and you will see this. So the stressed syllables here: “Keith”, “fly”, “con”, “class”, “day”, “can’t”, “fford”, “up”. If you’re getting this right, if you’re getting the stressed syllables right, your

pronunciation will be good, and the person listening will understand you. If you’re getting some of these stresses wrong, like here, “e-con-O-my class…” What? I didn’t hear the right stress. So you put up a barrier between me and you. “e-con-O-my”? No, “e-CON-o-my”. “E*con*omy class”. Oh, right. E*con*omy class. So you have to underline the stress and use the correct stress. “*Fly*ing”. “*Fly*ing”. It has to be the first syllable, because “-ing” is never stressed. It’s a suffix, and these are never stressed. We go into detail in the handbook about this. “Flying”. “Playing”. “Looking”. “Seeing”. “Reading”. “Going”. It’s always going to be stressed on the first syllable. I can’t saying “fly-ING”. “-ing” is a suffix and it’s not stressed. “e-CON-o- my class”. “To*day*”. “To*day*”. Not “TO-day”. “TO-day, teacher!” No. “T”. *[pronounced like the consonant sound* LíL *]* “T”. Even without a vowel sound. The function words can be reduced. We can reduce them. “T-day”. “Because he can’t afford an upgrade”. “An up-GRADE”? No. “UP-grade”. “UP-grade” is correct, in the same way that “GRA-ham” is correct, or “e-CON-o- my class” is correct. “e-con-O-my”? No, it’s not “e-con-O-my”, for example. “e-CON-o-my”. It’s four syllables. You’ve got a one in four chance of getting it right, if you don’t know the stress. But when you’re learning the word, learn the stress as well. Don’t just guess it. Look in your dictionary, see the phonetic spelling and which syllable is stressed. It’ll be marked with the little mark that looks like an apostrophe. I can’t show you here, because we haven’t the phonetic symbols, but “e-CON…” “e-CON…” The “con” will have the little mark in front of it, like an apostrophe. “e-CON-o-my”.

The ultimate goal here is to look at the sentence and identify the vowel sounds. That’s why I’m talking about vowel sounds. Each stressed syllable has a vowel sound. The stress is on the vowel sound:

LÉfL L~fL LáWL LlWL L~fL Lf]L

*Graham flies about three or four times a year.*

LáWL L~fL LflL L^WL L~fL L^WL LlWL L¾L

*Keith is flying economy class today, because he can’t afford an upgrade.*

“GRA-ham”. “Gray”. “Ay”. “*Gra*ham”. If I get confused and say “GRA...” *[as in the short vowel sound* LôL *]* “GRA-ham”. Then what? I don’t understand you. It’s a barrier between us.

“GRA-ham”? No, the correct vowel sound is “ay”. So it must be “GRA-ham” *[the diphthong sound* LÉfL *]*. “Keith is flying”. “Flying”. “I”. “I” *[the diphthong* L~fL *]*. And you can see here the phonetic symbols. “I”. If you said “Keith is *flee*ing”, “*flee*ing”, then it’s a different verb. The verb “to flee”, and it means running away. So, straight away we’ve got confusion if you don’t know the vowel sound. You should learn for every content word the stressed syllable and the vowel sound. I can’t stress it enough! “Keith is flying economy”. “Economy”. Probably you will guess the “o” sound *[the short vowel sound* LflL*]* because of the spelling. “Economy class today”. “Today”. “To die”? “To die”? It’s a different verb in English – “to die” – isn’t it? It means to stop living. “To die”? No. “To*day*”. “To*day*”. It doesn’t matter about the “t” because there isn’t a vowel sound at all, because it’s not stressed, it’s weak form, it’s functional. “T”. *[The consonant sound* LíL*]* “To*day*”. But “day” has to be the “ay” sound. “Day” *has to be* the “ay” sound. “Because he can’t afford an upgrade”. “UP-grade”. “OOP-grade”? “OOP”? “OOP”?

Like “book”? *[The short vowel sound* LrL*]* No. “Up”. “Up”. Like “uh”, the sound in the phonetic alphabet that is “uh”. *[The short vowel sound* L¾L*]*

That’s why we said at the beginning of the lesson, “success in spoken English lies in stress and vowel sounds. Specifically getting the correct vowel sounds on the correct stressed syllables in the sentence.” Practise on your own, or with a friend, or with your teacher. Take any English sentence. Separate it into content words and function words, and then look for the stress on the content words – which syllable is stressed? Only one per word. Only one has the strong stress. Then think about what is the vowel sound. Try to learn the phonetic alphabet. It will take you maybe one week, if you’re using flashcards, but after that it’ll be useful every day for a lifetime. So you have to learn that. Think about what is the vowel sound, and then practise it. And then all the other syllables in between can be squeezed together. Just squeeze them; reduce them as far as possible, and then you’ll be stressing the correct things, and your pronunciation will improve. This is really an introduction, and after this there’s nothing more to do than simply practise it and try it.

*[Podcast ending] Thanks for joining us today.*

# What is Word Stress?

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Syllable is a Schwa: L]L

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

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

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

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

1. First Syllable Drift

In English most words tend to be stressed on the first syllable. Around 83% of the 1,000 most commonly-used words have Germanic origin, which is where this tendency comes from1. For example, of the 201 single discussion words with two or more syllables in Talk a Lot Elementary Book 2, 154 were stressed on the first syllable – that’s 77%. For more analysis of discussion words from this book, see p.13.3.

1. Suffixes

Suffixes are the end parts of words, like -able (believ**able**), -ful (help**ful**), -ing (eat**ing**), -ment (arrange**ment**), etc. Suffixes are almost always unstressed, so if students find a two syllable word with a suffix, e.g. “playing”, they can be 99% sure that the first syllable is stressed: play**ing** = LDéäÉfàKfÏL As if this information wasn’t already a big enough help for working out word stress, there are many common suffixes where the strong stress is always on the preceding syllable, for example: -able, -ation, -asion, and -ment. For more examples, see

p.15.4. As with most things in English grammar there are a few exceptions to the rule, e.g. words ending in certain suffixes are always stressed **on** the suffix (see p.15.4). For example, words ending in “-ee”, like referee LêÉÑK]DêáWL , are always stressed on the suffix. For more on suffixes see p.15.1.

1. Compound Nouns

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

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

the rule, for example: loudspeaker Lä~rÇDëéáWâK]L and policewoman Lé]DäáWëKïrKã]åL, which are both stressed on the second syllable. For more on compound nouns see p.16.1.

1. Prefixes

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

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

* 1. one-syllable words – the stress falls on the only vowel sound in each word
  2. words with suffixes – for two syllable words the stress falls on the first syllable; for longer words, we know that the suffix is almost always unstressed
  3. compound nouns – the stress almost always falls on the first syllable

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

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

Summary

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

* 146 words with 1 syllable

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

* 60 phrases

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

There are 201 individual words with two or more syllables

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

155 w ords (78%) stressed on the 1st syllable 35 w ords (18%) stressed on the 2nd syllable 10 w ords (5%) stressed on the 3rd syllable

1 w ord (0%) stressed on the 4th syllable

Discussion Words

155 words (78%) stressed on the 1st syllable

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

**acc**ident, **an**imal, **an**kle, **ars**on, **aud**ience, **aut**umn, **bad**minton, **ball**et, ,

**batt**ery, **child**hood

**base**ball

**birth**day, **black**mail, **box**ing, **brides**maid, **butt**erfly, **catt**erpillar, ,

**champ**ionship

**chor**us, **class**ical, **coff**in, **col**our, **comm**entator, **count**ryside, **crick**et, **crim**inal, **croc**odile,

**cyc**lone, , **des**ert, **D**J, **dol**phin, **dri**ver, **dri**zzle, **eight**y, **el**bow, **el**ephant, **en**gine,

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **dash**board | | |  | | |
| al, **fing**er, | | **fing**erprints | | | , **flood**ing, |
|  | **hail**stones | | | , **ha** | **nd**brake |

**fif**ty, **fi**n **gold**fish, **guit**ar,

**f** , **for**est, **fort**y,

, ard,

**head**lights

**friend**ship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **low**er, | | **foot**ball | | |
| **hand**cuffs | | | , **haz** | |
|  | **key**board | | |  |

, **fun**eral,

, **hock**ey, **hun**dred,

**hurr**icane, **in**dicator, **in**sect, **in**strument, **jur**y, , **kid**ney, **lab**our, **li**on, **liv**er, **liz**ard,

**mamm**al, **marr**iage, **men**opause, **mus**ic, **mus**ical, **nat**ure,

**night**club

**mid**wife

, **mist**ress, **mon**key, **mount**ain, **murd**er, **musc**le,

, **nine**ty, **num**ber, **o**boe, **o**cean, **oct**opus, **or**ange,

**orch**estra, **org**an, **pan**da, **pass**enger, **ped**al, **play**er, **preg**nancy, **pri**son, **pun**ishment,

**purp**le, **rabb**it, **racq**uet, **rad**io, **rain**bow, , **res**ervoir, **riv**er, **rug**by, **sail**ing,

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **rain**coat | |  | | |
| **ev**enty, | **shop**lifting | | | , **shou** |
|  | | | **star**fish | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **seat**belt | | |  | | | |
| **ook**er, | | **snow**man | | | | , **sp** |
|  | **sun**set | | | , | **sun**tan | |

**sax**ophone, **seas**on, **skel**eton, **ski**ing, **sn**

, **sev**en, **s**

**id**er, **stad**ium,

**ld**er, **sing**er, **six**ty,

, **ste**reo, **stom**ach, **summ**er,

**sun**block, **sun**glasses, , **sus**pect, **swimm**ing, **teen**ager, **temp**erature, **tenn**is,

**terr**orism, **thir**ty, **tig**er, **tort**oise, **trump**et, **twen**ty, **vall**ey, **vic**tim, **vio**lence, **voll**eyball, **weath**er, **weddi**ng, **wid**ow, **wind**screen, **winn**er, **win**ter, **wit**ness, **yell**ow, **zeb**ra, **ze**ro

35 words (18%) stressed on the 2nd syllable

ac**cel**erator, a**ffair**, a**ppeal**, a**rrest**, ath**let**ics, bi**og**raphy, con**duct**or, de**fen**dant, de**tec**tive, di**vorce**, eigh**teen**, e**lev**en, em**ploy**ment, en**gage**ment, en**vir**onment, fif**teen**, four**teen**, ge**og**raphy, gi**raffe**, go**rill**a, mu**sic**ian, nine**teen**, O**lym**pics, per**form**er, pi**an**o, pre**dic**tion, re**dun**dancy, six**teen**, so**lic**itor, su**pport**er, ther**mom**eter, thir**teen**, tsu**nam**i, um**brell**a, vio**lin**

10 words (5%) stressed on the 3rd syllable

ado**lesc**ence, auto**mat**ic, hippo**pot**amus, kanga**roo**, refe**ree**, anni**vers**ary, seven**teen**, sepa**ra**tion, edu**ca**tion, gradu**a**tion

1 word (0%) stressed on the 4th syllable

qualifi**ca**tion Suffixes

See p.13.6 for an analysis of suffixes in discussion words from Book 2. Discussion words that are not stressed on the first syllable

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

1. Nouns that come from a verb (10)

ac**cel**erator (verb: accelerate), a**ppeal** (verb: appeal), a**rrest** (verb: arrest), con**duct**or (verb: conduct), de**fend**ant (verb: defend), de**tect**ive (verb: detect), di**vorce** (verb: divorce), per**form**er (verb: perform), so**lic**itor (verb: solicit), su**pport**er (verb: support)

1. Foreign words that haven’t yet comformed to the 1st syllable drift in English (10)

gi**raffe**, go**rill**a, pi**an**o, tsu**na**mi, um**brell**a, vio**lin**, O**lym**pics, hippo**pot**amus, kanga**roo**, ther**mom**eter

1. “-teen” numbers which can be stressed on either syllable, depending on the context\* (7)

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

*\*Note: if we were counting: “****Thir****teen,* ***four****teen,* ***fif****teen, etc.” we would stress the numbers on their first syllables, but if we were using a number in isolation, e.g. somebody asked us “How old are you?” we would naturally reply “Nine****teen****”, with the stress on the second syllable, rather than “****Nine****teen”.*

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

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

For example:

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

* + em**ploy**-ment, en**gage**-ment
  + edu**ca**-tion, gradu**a**-tion, qualifi**ca**-tion, pre**dic**-tion, separ**a**-tion
  + adol**esc**-ence
  + anni**vers**-ary
  + auto**mat**-ic, ath**let**-ics
  + ge**og**-raphy, bi**og**-raphy
  + mus**ic-**ian
  + re**dund**-ancy

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

* + refer -**ee**

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

a**ffair**, el**ev**en, en**vir**onment

Summary of Method for Finding Word Stress in Discussion Words

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

Discussion Words with Suffixes in Elementary Book 2

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

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

gorill**a** pand**a** umbrell**a** marri**age** aff**air** anim**al** classic**al** crimin**al** fin**al** funer**al**

mamm**al** music**al** ped**al** org**an** hurric**ane**

|  |
| --- |
| defend**ant** eleph**ant** |
| catterpill**ar** guit**ar** |
| haz**ard** liz**ard** |

annivers**ary** rug**by** pregnan**cy** redundan**cy** croco**dile** refer**ee** elev**en**

adolesc**ence** viol**ence**

driv**er** fing**er** flow**er** liv**er** murd**er** numb**er** passeng**er** perform**er** play**er** riv**er**

should**er** sing**er** snook**er** spid**er** summ**er** support**er** teenag**er** thermomet**er** tig**er** weath**er** winn**er** wint**er**

des**ert** batt**ery** for**est**

hock**ey** kidn**ey** monk**ey** vall**ey**

ball**et** crick**et** racqu**et** trump**et**

tsunam**i** music**ian**

|  |
| --- |
| automat**ic** mus**ic** |
| athlet**ics** Olymp**ics** |
| coff**in** dolph**in** viol**in** |

eng**ine** box**ing** flood**ing** sail**ing**

shoplift**ing** ski**ing** swimm**ing** wedd**ing** tenn**is**

terror**ism** rabb**it** detect**ive**

wit**ness** pian**o** radi**o** stere**o** zer**o** ob**oe** ars**on** pris**on** seas**on** kangar**oo**

employ**ment** engage**ment** environ**ment** instru**ment** punish**ment**

ank**le** drizz**le** musc**le** purp**le**

|  |
| --- |
| accelerat**or** commentat**or** conduct**or** indicat**or** solicit**or** |
| col**our** lab**our** |
| wid**ow** yell**ow** |

meno**pause** ap**peal** saxo**phone**

octo**pus** orchest**ra** zeb**ra**

mist**ress** a**rrest** ju**ry** moun**tain**

eigh**teen** fif**teen** four**teen** nine**teen** seven**teen** six**teen** thir**teen**

vic**tim** educa**tion** gradua**tion** predic**tion**

qualifica**tion** separa**tion** tor**toise**

eigh**ty** fif**ty** for**ty** nine**ty** seven**ty** six**ty** thir**ty** twen**ty**

badmin**ton** skele**ton**

stadi**um**

chor**us** hippopotam**us**

nat**ure** temperat**ure**

reser**voir** di**vorce**

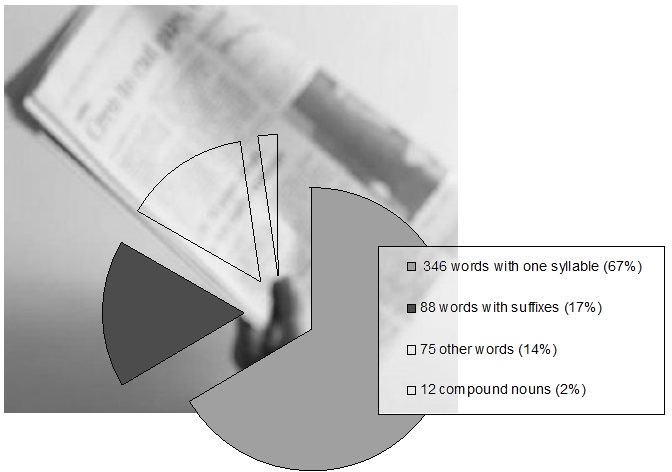
gi**raffe** biog**raphy** geog**raphy**

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

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

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

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

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

|  |  |
| --- | --- |
| **67%** | There are 346 one-syllable words. If it’s a content word, e.g. “**go**” or “**quick**”, the stress is on the whole |
|  | word. If it’s a function word, e.g. “**the**” or “**at**” it will (almost) always be unstressed, and if spoken aloud the |
|  | weak stress form will be used, if applicable (see p.17.1 for more on weak forms) |
| **17%** | There are 88 words with suffixes, e.g. “wint **-er**” and “look **-ing**” |
| **2%** | There are 12 compound nouns, e.g. “**fortnight**” and “**grapefruit**” |
| **14%** | There are 75 other words, including words with prefixes, e.g. “**a-** bout” and “**com-** pete”; compound words, |
|  | e.g. “**deep-frozen**” and “**school-days**”; and non-dictionary words, e.g. names of people and places, such |
|  | as “**Derbyshire**” and “**Kate**” |

88 words with suffixes

**-ing** e.g. look**ing**, eat**ing**, gett**ing**, runn**ing**

**-er** e.g. leath**er**, wint**er**, clev**er**, anoth**er**

**-ly** e.g. quick**ly**, new**ly,** slow**ly**

**-y** e.g. happ**y**, read**y**

**-le** e.g. whist**le**, fizz**le**

**-tion** e.g. examina**tion**, posi**tion**

**-ic** e.g. aromat**ic**, automat**ic**

Other suffixes found in words from the article

**-able**, **-age**, **-al**, **-ant**, **-bour**, **-by**, **-ed**, **-en**, **-es**, **-ey**, **-ies**, **-ion**, **-ment**, **-n't**, **-o**, **-or**, **-ous**, **-rict**, **-try**, **-ture**, etc. 12 compound nouns

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

Action

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

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

*see from the table below.* ***Because the schwa sound is always unstressed, we know for sure that all of the following words are stressed on the second syllable.***

*Note that all of the words begin with an “****a****”, and notice the double consonants after many of the verbs, e.g. a****ff****ect.*

**VERBS ADVERBS**

abate L]DÄÉfíL appal L]DélWäL aback L]DÄôâL abet L]DÄÉíL appeal L]Déf]äL aboard L]DÄlWÇL abide L]DÄ~fÇL appear L]Déf]L about L]DÄ~ríL abort L]DÄlWíL appease L]DéáWòL above L]DÄ¾îL abridge L]DÄêfÇwL append L]DéÉåÇL abreast L]DÄêÉëíL abuse L]DÄàìWòL applaud L]DéälWÇL abroad L]DÄêlWÇL accord L]DâçêÇL apply L]Déä~fL across L]DâêflëL accost L]DâflëíL appoint L]DélfåíL afar L]DÑ^WL account L]Dâ~råíL approach L]Déê]rípL afield L]DÑf]äÇL accuse L]DâàìWòL approve L]DéêìWîL afresh L]DÑêÉpL achieve L]DípáWîL arise L]Dê~fòL again L]DÖÉåL acquaint L]DâïÉfåíL arouse L]Dê~ròL ago L]DÖ]rL acquire L]Dâï~f]L arrange L]DêÉfåÇwL aground L]DÖê~råÇL acquit L]DâïfíL array L]DêÉfL ahead L]DÜÉÇL adapt L]DÇôéíL arrest L]DêÉëíL ajar L]DÇw^WL address L]DÇêÉëL arrive L]Dê~fîL alike L]Dä~fâL adjust L]DÇw¾ëíL ascend L]DëÉåÇL aloft L]DäflÑíL adopt L]DÇfléíL ascribe L]DëÅê~fÄL alone L]Dä]råL adore L]DÇlWL aspire L]Dëé~f]L along L]DäflÏL affect L]DÑÉâíL assault L]DëfläíL aloud L]Dä~rÇL affirm L]DÑ‰WãL assent L]DëÉåíL amid L]DãfÇL affix L]DÑfâëL assert L]Dë‰WíL amok L]DãflâL afflict L]DÑäfâíL assess L]DëÉëL among L]Dã¾ÏL afford L]DÑlWÇL assign L]Dë~fåL anew L]DåàìWL agree L]DÖêáWL assist L]DëfëíL apart L]Dé^WíL alarm L]Dä^WãL assume L]DëàìWãL apiece L]DéáWëL alert L]Dä‰WíL assure L]DplWL around L]Dê~råÇL alight L]Dä~fíL astound L]Dëí~råÇL ashore L]DplWL allege L]DäÉÇwL attach L]DíôípL aside L]Dë~fÇL allow L]Dä~rL attack L]DíôâL askew L]DëâàìWL allude L]DäìWÇL attain L]DíÉfåL asleep L]DëäáWéL ally L]Dä~fL attempt L]DíÉãéíL astray L]DëíêÉfL amass L]DãôëL attend L]DíÉåÇL astride L]Dëíê~fÇL amaze L]DãÉfòL attract L]DíêôâíL away L]DïÉfL amend L]DãÉåÇL avail L]DîÉfäL awry L]Dê~fL amuse L]DãàìWòL avenge L]DîÉåÇwL

announce L]Då~råëL avert L]Dî‰WíL

annoy L]DålWL avoid L]DîlfÇL

annul L]Då¾äL award L]DïlWÇL

*see from the table below.* ***Because the schwa sound is always unstressed, we know for sure that all of the following words are stressed on the second syllable.***

*Note that all of the words begin with an “****a****”, and notice the double consonants after many of the verbs, e.g. a****ff****ect.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ADJECTIVES** |  |  | **NOUNS** |  |
| abrupt | L]DÄê¾éíL |  | abode | L]DÄ]rÇL |
| acute | L]DâàìWíL |  | account | L]Dâ~råíL |
| afloat | L]DÑä]ríL |  | address | L]DÇêÉëL |
| afraid | L]DÑêÉfÇL |  | ado | L]DÇìWL |
| against | L]DÖÉåíëíL |  | affair | L]DÑÉ]L |
| aghast | L]DÖ^WëíL |  | affront | L]DÑê¾åíL |
| alert | L]Dä‰WíL |  | alarm | L]Dä^WãL |
| alive | L]Dä~fîL |  | amount | L]Dã~råíL |
| aloof | L]DäìWÑL |  | applause | L]DéälWòL |
| ashamed | L]DpÉfãÇL |  | | |
| asleep | L]DëäáWéL |
| astute | L]DëíàìWíL |
| averse | L]Dî‰WëL |
| awake | L]DïÉfâL |
| aware | L]DïÉ]L |

# Prefixes

Contents

Common Prefixes and What they Indicate 14.1

Common Prefixes and What they Indicate – Matching Game 14.2

List of Noun/Verb Homographs 14.3

Common Prefixes and What they Indicate

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

Prefix Meaning Example Literally

1. common verbs/adverbs/prepositions/adjectives (e.g. annoy/again/above/awake)

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

Common Prefixes and What they Indicate – Matching Game

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

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

List of Noun/Verb Homographs

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

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

*For example, the noun “transport” LDíêôåKëélWíL – stressed on the 1st syllable – means* ***a method*** *of getting somewhere, whilst the verb “transport” LíêôåDëélWíL – stressed on the 2nd syllable – means* ***to take*** *somebody or something somewhere.*

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

**a**lly **acc**ent

|  |
| --- |
| **com**bine **com**mune **com**post **com**pound **com**press |
| **con**cert **con**duct **con**fine **con**flict **con**script **con**sort **con**struct **con**tent **con**test **con**tract **con**trast **con**vert  **con**vict |
| **de**crease **de**fault **de**fect **de**sert |

**di**gest **dis**charge **dis**count **dis**mount **en**trance **es**cort

**im**plant **im**port

**pres**ent

**ob**ject **per**mit **per**vert

**re**bel **re**call **re**cap **re**cord **re**fill **re**fund **re**fuse **re**ject **re**lapse **re**make **re**print **re**search **re**take

**pro**cess **pro**duce **pro**gress **pro**ject **pro**test

**in**cense **in**cline **in**crease **in**sert **in**sult **in**trigue **in**vite

**sus**pect **tor**ment

**up**date **up**lift **up**set

**trans**fer **trans**port

My suggestions

**im**pact

**seg**ment

**sub**ject

**ex**ploit **ex**port **ex**tract

**sur**vey

# Suffixes

Contents

Common Suffixes and What they Indicate 15.1

Common Suffixes and What they Indicate – Matching Game 15.2

Suffixes and Word Stress 15.4

Common Suffixes and What they Indicate

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

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

Root Word Word Type + Suffix Changes to Word Type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| believe | verb | **-able** | believ**able** | adjective |
| participate | verb | **-ant** | particip**ant** | noun (person) |
| walk | verb (infin.) | **-ed** | walk**ed** | verb (past participle) |
| interfere | verb | **-ence** | interfer**ence** | noun |
| teach | verb | **-er** | teach**er** | noun (person) |
| big | adjective | **-er** | bigg**er** | adjective (comparative) |
| China | noun (country) | **-ese** | Chin**ese** | adjective (nationality) |
| clever | adjective | **-est** | clever**est** | adjective (superlative) |
| faith | noun | **-ful** | faith**ful** | adjective |
| Russia | noun (country) | **-ian** | Russ**ian** | noun (person) |
| access | verb | **-ible** | access**ible** | adjective |
| beauty | noun | **-ify** | beaut**ify** | verb |
| watch | verb (infin.) | **-ing** | watch**ing** | verb (present participle) |
| memory | noun | **-ise** | memor**ise** | verb |
| child | noun | **-ish** | child**ish** | adjective |
| science | noun (abstract) | **-ist** | scient**ist** | noun (common) |
| attract | verb | **-ive** | attract**ive** | adjective |
| name | noun | **-less** | name**less** | adjective |
| quiet | adjective | **-ly** | quiet**ly** | adverb |
| arrange | verb | **-ment** | arrange**ment** | noun |
| happy | adjective | **-ness** | happi**ness** | noun |
| cube | noun | **-oid** | cub**oid** | adjective |
| fame | noun | **-ous** | fam**ous** | adjective |
| cat | noun (singular) | **-s** | cat**s** | noun (plural) |
| friend | noun (common) | **-ship** | friend**ship** | noun (abstract) |
| revise | verb | **-sion** | revi**sion** | noun |
| maintenance | noun | **-tain** | main**tain** | verb |
| ten | number (cardinal) | **-th** | ten**th** | number (ordinal) |
| revolve | verb | **-tion** | revolu**tion** | noun |

Other common suffixes

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

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

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

More examples

1. verb to adjective

|  |  |  |
| --- | --- | --- |
| -able | *predict  predictable* | *allow  allowable* |
| -ible | *permit  permissible* | *digest  digestible* |
| -ive | *create  creative* | *extend  extensive* |

1. verb (infinitive) to verb (past participle)

-ed *walk  walked listen  listened*

1. verb to noun

-ant *consult  consultant participate  participant*

-ence *interfere  interference exist  existence*

-er *paint  painter read  reader*

-ment *enjoy  enjoyment arrange  arrangement*

-or *act  actor conduct  conductor*

-sion *admit  admission decide  decision*

-tion *alter  alteration inform  information*

1. noun to adjective

-ese *official  officialese Portugal  Portuguese*

-ful *grace  graceful tear  tearful*

-ish *child  childish book  bookish*

-less *hope  hopeless end  endless*

-oid *fact  factoid rhombus  rhomboid*

-ous *poison  poisonous envy  envious*

1. noun to verb

-ify *solid  solidify identity  identify*

-ise *liquid  liquidise symbol  symbolise*

1. adjective to noun

-ness *happy  happiness tidy  tidiness*

Suffixes and Word Stress

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Suffix | Example #1 | Example #2 | Example #3 | Example #4 |
| -able | unbe**liev**-able | incon**ceiv**-able | unfor**giv**-able | ac**cept**-able |
| -age | ad**vant**-age | dis**cour**-age | per**cent**-age | re**marri**-age |
| -ance | a**ssist**-ance | an**noy**-ance | reap**pear**-ance | im**port**-ance |
| -ancy | a**ccount**-ancy | ex**pect**-ancy | re**dund**-ancy | dis**crep**-ancy |
| -ed | con**sult**-ed | in**flict**-ed | pre**sent**-ed | unex**pect**-ed |
| -ency | de**pend**-ency | ab**sorb**-ency | com**plac**-ency | incon**sist**-ency |
| -ent | inde**pend**-ent | insuf**fici**-ent | corres**pond**-ent | incan**desc**-ent |
| -eous | out**rag**-eous | cou**rag**-eous | simul**tan**-eous | advan**tag**-eous |
| -ial | co**lon**-ial | bicen**tenn**-ial | fi**nanc**-ial | arti**fic**-ial |
| -ian | op**tic**-ian | am**phib**-ian | mathema**tic**-ian | vege**tar**-ian |
| -ible | in**cred**-ible | coll**ect**-ible | incompre**hens**-ible | undi**gest**-ible |
| -ic | encyclo**ped**-ic | micro**scop**-ic | fan**tast**-ic | problem**at**-ic |
| -ical | i**llog**-ical | eco**nom**-ical | philan**throp**-ical | stereo**typ**-ical |
| -ify | overi**dent**-ify | de**myst**-ify | e**lectr**-ify | ob**ject**-ify |
| -ious | re**bell**-ious | in**dustr**-ious | unosten**tat**-ious | consci**ent**-ious |
| -ity | co**mmun**-ity | believa**bil**-ity | incomprehensi**bil**-ity | respecta**bil**-ity |
| -ment | con**tent**-ment | enter**tain**-ment | en**gage**-ment | undera**chieve**-ment |
| -raphy | ge**og**-raphy | bi**og**-raphy | ca**llig**-raphy | pho**tog**-raphy |
| -sion | appre**hen**-sion | di**men**-sion | incompre**hen**-sion | super**vi**-sion |
| -tion | in**fla**-tion | inter**ven**-tion | infor**ma**-tion | contra**dic**-tion |
| -ual | un**us**-ual | noncon**tract**-ual | intell**ect**-ual | multi**ling**-ual |

Exceptions to the rule

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Suffix | Example #1 | Example #2 | Example #3 | Example #4 |
| -ee | trust-**ee** | attend-**ee** | interview-**ee** | guarant-**ee** |
| -eer | ballad-**eer** | auction-**eer** | volunt-**eer** | engin-**eer** |
| -ese | journal-**ese** | Vietnam-**ese** | Portugu-**ese** | Canton-**ese** |
| -esque | Chaplin-**esque** | statu-**esque** | pictur-**esque** | Ruben-**esque** |
| -ess | steward-**ess** | lion-**ess** | poet-**ess** | manager-**ess** |
| -ette | launder-**ette** | usher-**ette** | kitchen-**ette** | maison-**ette** |
| -phobia | claustro-**phobia** | arachno-**phobia** | techno-**phobia** | xeno-**phobia** |
| -phobic | claustro-**phobic** | arachno-**phobic** | techno-**phobic** | xeno-**phobic** |

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

# Compound Nouns

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300 Common Compound Nouns – Ordered by Same First Word 16.1

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Compound Nouns – Activity Sheet (Second Words) 16.5

Compound Nouns – Activity Sheet (Second Words) – *Answers* 16.6

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

16.1

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

* + 1. a) sun 7. a) sales
  1. sun b) sales
  2. sun c) sales
     1. a) wheel 8. a) water

1. wheel b) water
2. wheel c) water
   * 1. a) night 9. a) tooth
3. night b) tooth
4. night c) tooth
   * 1. a) air 10. a) snow
5. air b) snow
6. air c) snow
   * 1. a) land 11. a) work
7. land b) work
8. land c) work
   * 1. a) dust 12. a) play
9. dust b) play
10. dust c) play

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

*Answers may vary. Suggested answers:*

1. a) sun**glasses**
2. sun**light**
3. sun**set**
4. a) wheel**barrow**
5. wheel**chair**
6. wheel**clamp**
7. a) night**club**
8. night**dress**
9. night**life**
10. a) air**force**
11. air**mail**
12. air**port**
13. a) land**mark**
14. land**owner**
15. land**scape**
16. a) dust**bin**
17. dust**man**
18. dust**pan**
19. a) sales**man**
20. sales**person**
21. sales**woman**
22. a) water**fall**
23. water**front**
24. water**melon**
25. a) tooth**ache**
26. tooth**brush**
27. tooth**paste**
28. a) snow**ball**
29. snow**drift**
30. snow**fall**
31. a) work**bench**
32. work**man**
33. work**shop**
34. a) play**ground**
35. play**room**
36. play**time**

300 Common Compound Nouns – Ordered by Same Second Word

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

roundabout heartache toothache

drainage footage shrinkage

newsagent pineapple outback

paperback

quarterback handbag

baseball basketball football pinball snowball softball volleyball

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

|  |
| --- |
| cupboard dashboard keyboard springboard switchboard |
| lifeboat motorboat  speedboat |
| anybody everybody somebody |

collarbone chequebook guidebook

scrapbook

textbook rainbow paintbox

sandbox

schoolboy handbrake shortbread

daybreak outbreak windbreak

pawnbroker hairbrush paintbrush

toothbrush

cheesecake pancake webcam childcare staircase broadcast sandcastle tomcat pushchair wheelchair wheelclamp nightclub raincoat waistcoat homecoming popcorn sweetcorn scarecrow handcuffs eggcup teacup haircut

granddaughter stepdaughter birthday payday schooldays watchdog climbdown nightdress hairdresser snowdrift teardrop namedropper anteater snowfall waterfall grandfather viewfinder starfish butterfly airforce rainforest boyfriend girlfriend waterfront grapefruit schoolgirl sunglasses greengrocer playground shorthand cliffhanger sweetheart hedgehog warthog stronghold pigeonhole childhood knighthood racehorse

greenhouse summerhouse

warehouse gamekeeper shopkeeper

breadknife

penknife necklace wasteland

wonderland

woodland eyelash whiplash

wavelength

nightlife wildlife shoplifter shoplifting moonlight sunlight headlights

deadline guideline headline outline waistline

bridesmaid airmail blackmail troublemaker

dustman fireman milkman salesman snowman workman

landmark supermarket webmaster

checkmate flatmate stalemate teammate

oatmeal watermelon windmill landmine supermodel stepmother nickname fortnight peanut everyone someone

checkout knockout printout turnout

stopover landowner backpack dustpan

newspaper

sandpaper wallpaper toothpaste

taxpayer

woodpecker salesperson statesperson carpet toothpick drainpipe sandpit fireplace marketplace screenplay pickpocket viewpoint airport passport jackpot teapot gunpowder willpower fingerprints footprints newsreader earrings uprising wardrobe

bathroom darkroom playroom showroom storeroom washroom

namesake quicksand landscape windscreen sunset lampshade milkshake flatshare spreadsheet bookshelf eggshell windshield sunshine friendship spaceship sweatshirt troubleshooter sweatshop workshop sideshow countryside mountainside windowsill campsite website locksmith offspring slapstick

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

daytime lunchtime mealtime playtime summertime teatime

everything nothing something

rooftop tabletop racetrack upturn whitewash stopwatch wristwatch

doorway gateway motorway railway runway walkway

underwear whirlwind eyewitness

homework network paperwork teamwork

cavewoman postwoman saleswoman sportswoman

waterworks woodworm screenwriter

scriptwriter

typewriter graveyard junkyard

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

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

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

*Answers:*

1. a) door**way**
2. motor**way**
3. rail**way**
4. a) fire**man**
5. milk**man**
6. snow**man**
7. a) news**paper**
8. sand**paper**
9. wall**paper**
10. a) basket**ball**
11. foot**ball**
12. soft**ball**
13. a) any**body**
14. every**body**
15. some**body**
16. a) home**work**
17. net**work**
18. team**work**
19. a) day**time**
20. meal**time**
21. summer**time**
22. a) waste**land**
23. wonder**land**
24. wood**land**
25. a) out**back**
26. paper**back**
27. quarter**back**
28. a) dash**board**
29. key**board**
30. switch**board**
31. a) hair**brush**
32. paint**brush**
33. tooth**brush**
34. a) screen**writer**
35. script**writer**
36. type**writer**

# Weak Forms

Contents

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Weak Forms – Complete the Table 17.2

Weak Forms – Information Sheet

*Notes:*

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

articles & determiners

weak strong

conjunctions

weak strong

|  |  |  |
| --- | --- | --- |
| and | L]åL *or* L]åÇL | LôåÇL |
| but | LÄ]íL | LÄ¾íL |
| than | La]åL | LaôåL |
| that | La]íL | LaôíL |

weak strong

|  |  |  |
| --- | --- | --- |
| a | L]L | LÉfL |
| an | L]åL | LôåL |
| any | LD]KåáL | LDÉåKáL |
| some | Lë]ãL | Lë¾ãL |
| such | Lë]ípL | Lë¾ípL |
| the | La]L *or* LaáL | LaáWL |

prepositions

|  |  |  |
| --- | --- | --- |
| as | L]òL | LôòL |
| at | L]íL | LôíL |
| for | LÑL *or* LÑ]L | LÑlWL |
| from | LÑê]ãL | LÑêflãL |
| of | L]îL | LflîL |
| to | Lí]L *or* LírL | LíìWL |

*be* & auxiliary verbs

weak strong

weak strong

|  |  |  |
| --- | --- | --- |
| am | L]ãL | LôãL |
| are | L]L | L^WL |
| be | LÄáL | LÄáWL |
| been | LÄåL *or* LÄfåL | LÄáWåL |
| is | LòL *or* LëL | LfòL |
| was | Lï]òL | LïflòL |
| were | Lï]L | Lï‰WL |
| do | LÇ]L *or* LÇrL | LÇìWL |
| does | LÇ]òL | LÇ¾òL |
| had | L]ÇL *or* LÜ]ÇL | LÜôÇL |
| has | L]òL *or* LÜ]òL | LÜôòL |
| have | L]îL *or* LÜ]îL | LÜôîL |
| can | Lâ]åL | LâôåL |
| could | Lâ]ÇL | LârÇL |
| must | LãëíL | Lã¾ëíL |
| shall | Lp]äL | LpôäL |
| should | LpÇL | LprÇL |
| would | LïÇL | LïrÇL |

pronouns

|  |  |  |
| --- | --- | --- |
| he | LáL *or* LÜáL | LÜáWL |
| her | L]L *or* LÜ]L | LÜ‰WL |
| him | LfãL | LÜfãL |
| his | LfòL | LÜfòL |
| me | LãáL | LãáWL |
| she | LpfL | LpáWL |
| them | La]ãL | LaÉãL |
| their | La]L | LaÉ]L |
| us | L]ëL | L¾ëL |
| we | LïfL | LïáWL |
| you | Là]L *or* LàrL | LàìWL |
| your | Là]L *or* Là]êL | LàlWL |

Weak Forms – Complete the Table

*Notes:*

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

articles & determiners

weak strong

conjunctions

weak strong

|  |  |  |
| --- | --- | --- |
| and |  |  |
| but |  |  |
| than |  |  |
| that |  |  |

weak strong

|  |  |  |
| --- | --- | --- |
| a |  |  |
| an |  |  |
| any |  |  |
| some |  |  |
| such |  |  |
| the |  |  |

prepositions

|  |  |  |
| --- | --- | --- |
| as |  |  |
| at |  |  |
| for |  |  |
| from |  |  |
| of |  |  |
| to |  |  |

*be* & auxiliary verbs

weak strong

weak strong

|  |  |  |
| --- | --- | --- |
| am |  |  |
| are |  |  |
| be |  |  |
| been |  |  |
| is |  |  |
| was |  |  |
| were |  |  |
| do |  |  |
| does |  |  |
| had |  |  |
| has |  |  |
| have |  |  |
| can |  |  |
| could |  |  |
| must |  |  |
| shall |  |  |
| should |  |  |
| would |  |  |

pronouns

|  |  |  |
| --- | --- | --- |
| he |  |  |
| her |  |  |
| him |  |  |
| his |  |  |
| me |  |  |
| she |  |  |
| them |  |  |
| their |  |  |
| us |  |  |
| we |  |  |
| you |  |  |
| your |  |  |

# D Focus on the International Phonetic

Alphabet (IPA)

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*(Note: the worksheets on pp.19.1-19.12 act as pairs, with each providing the answers for the other)*

# Learn the International Phonetic Alphabet (IPA)

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It’s simple…

**…if you can read the sounds of English with the International Phonetic Alphabet, you will be able to correctly pronounce every single word in an English dictionary.** You will become a more independent learner, because you won’t need to rely on asking your friends or teacher – or native speakers – “How do you say this word?” It may seem like a daunting challenge when you first look at the chart on p.18.6, and learning the IPA will take a bit of effort – like just about every other worthwhile activity in life – but once you’ve learned to recognise the symbols, and which sounds they represent, you’ll remember them and be able to use this valuable skill as you continue learning English throughout the rest of your life.

You don’t have to learn the entire IPA anyway – that’s not necessary. Just the sounds of English, and sounds that your language has but which English does not have. The IPA covers all of the languages of the world, but you need only focus on learning the 48 sounds of English.

As you learn, you will better understand the differences between pronunciation in your language and English. For example, I teach English in Poland, where all of my students speak Polish (as you would expect). In Polish there are only 8 vowel sounds, while in English there are 23. In Polish there are no long vowel sounds, like LìWL or L^WL and no diphthongs, like LÉfL or L]rL. Before I began to teach the IPA in my classes, one of the most common causes of pronunciation mistakes used to be when students tried to speak English using only the 8 vowel sounds of Polish, instead of the 23 vowel sounds of English. Their words sounded clipped and unnatural, without any long vowel sounds or diphthongs. They spoke like that because that was how they understand language to be*: “If it’s like that in my language, it must be like that in English too.”*

You will also be able to focus in on problem areas in your spoken English by identifying which specific sounds you are having problems with. For example, my Polish students find the two consonant sounds LqL and LaL really difficult, because they don’t have these sounds in Polish. They didn’t learn to make these sounds when they first learned to speak. Furthermore, they don’t want to stick their tongues out between their teeth when they speak, as LqL and LaL demand! Other sounds that are difficult for them include the vowel sounds L‰WL and L¾L, so we always spend more time practising words with these sounds.

A note about the schwa

This sound, L]L, which is called a schwa, is worth spending extra time studying, because it is the most common sound in English. It’s the weak stress sound of the articles “a” L]L and “the” La]L and appears in the unstressed syllables of the majority of English words with more than one syllable. (If you don’t believe me, have a look at the Discussion Words from Books 1 and 2, from pp.18.29-18.38, and see how many schwas you can count!)

So, how do I go about learning the IPA?

If you’re learning on your own, you could use the flashcards (starting on p.18.9) to memorise the sounds, and test yourself, as well as using the worksheets (starting on p.19.1) and tests (starting on p.19.17) that are included in this handbook. Look online on the Talk a Lot pages

for our .mp3 file “The Sounds of English…”, on which you can hear each sound being spoken. Learning the sounds of English with the IPA is one of the best things you could do to improve your level of spoken English.

…or how do I teach it to my class?

You could follow the lesson plan on p.18.3 for guidance on how to introduce the sounds of English with the IPA to a group of Elementary-Pre-Intermediate learners, and then use the materials in this handbook to consolidate learning (see p.19.1 onwards). The IPA may not seem like an easy topic to teach, but your students will enjoy it, and later on they’ll thank you for covering it with them. If you give them the chance to learn the sounds of English with the IPA, their spoken English will improve as their understanding of the language – including stress and vowel sounds – increases. You’ll be giving them a gift that keeps on giving. A gift that’s for life, not just for one lesson! Good luck!

Activity Type: Introduction to the sounds of English with the IPA Level: Elementary - Pre-Intermediate

Skills: Speaking & Listening; Pronunciation

Class Size: Whole group lesson, e.g. ten students in a group Time: 1 hour

Aim: To introduce the sounds of English with the IPA; to lay the foundations for further study with the IPA

Materials: x1 IPA handout (p.18.6) per student, whiteboard and pens; students have their notebooks and pens

*Note: this lesson focuses on teaching the vowel sounds of English, with only a little focus on the consonant sounds. This is because most of the consonant sounds can be guessed at, because they are encountered in English already (e.g. LÖL, LíL, LÇL, etc.). The vowel sounds are more difficult to learn from scratch, so we spend more time with them during this lesson, although we do also look at some of the scarier-looking consonant sounds (e.g. LÏL, LípL, LwL, etc.) towards the end of the lesson.*

Procedure:

1. Give out the handouts as students come into the class. This gives them time to look at them, comment (e.g. *“On no!”*), and get ready for the lesson.
2. Tell students that you’re going to learn the sounds of English with the IPA. Write on the board:

Vowel sounds

Your language: English:

Elicit how many vowel sounds there are in your students’ first language (or different students’ first languages for mixed nationality groups), and write it on the board. Make sure you know that answer before the lesson, e.g. in Polish there are 8 vowel sounds. Elicit from students how many vowel sounds there are in English (23). No doubt they will be surprised at the disparity between the two numbers. In English there are a lot of vowel sounds! Explain that lack of knowledge of English vowel sounds causes many mistakes in pronunciation.

1. Explain why you are doing this activity today. When I did this, I read a short text in Polish (which my friend helped me to write, because I’m an elementary rather than fluent Polish speaker). The text helped the students to understand the aims of the lesson. It went something like this (in Polish):

*“If you know the phonetic alphabet, you know how to pronounce words. This alphabet gives you power. Power!*

(Here I emphasised the word “power” (“moc”) in Polish for comic effect, as well as to make my point – **“Da wam moc! Moc!”**)

*“You will be able to speak better in English. Polish is a phonetic language. You write like you speak.*

(Here I stopped to emphasise this important concept. I pointed out that, for example *“The letter ‘a’ in Polish is always pronounced LôL, and the letter “o” in Polish is always pronounced LflL. Pronunciation in Polish is generally easier than in English.”* They students agreed. I asked them in Polish: “Is English a phonetic language?” The students grimaced and shook their heads, laughing, because no, of course English is most definitely **not** a phonetic language!)

*“English is not a phonetic language. We write differently to how we speak.*

(I illustrated this by writing the following words on the board: “my”, “high”, “pie” and eliciting the pronunciations. I wrote each word phonetically and explained that in the dictionary there are two spellings for each word. The normal spelling is usually no help at all for working out the sound of the word. By contrast, the phonetic spelling gives us the sound of the word. You could use more examples to show that although words can have exactly the same sounds, the spellings can be completely different. Students sometimes ask why this is, but the lesson’s too short to go into the answer in much detail, although you could explain that English has developed from many different languages over hundreds of years, which has helped to push spellings and sounds apart. See pp.18.19-18.28 for more on sounds and spellings.)

different spellings: same vowel sound: my Lã**~f**L

high LÜ**~f**L

pie Lé**~f**L

*“If you don’t know how to say a word, you can check in the dictionary and use the phonetic alphabet to find out the sounds.”*

1. Once everybody understands why they’re doing the lesson, write on the board:

8 short vowel sounds | 5 long vowel sounds | 10 diphthongs

Drill each group of sounds in turn. I asked my students to listen, repeat, and write notes. I read each sound loudly and clearly four times, with students repeating each time, and writing down notes about each sound to help them remember it. They were able to use letters from Polish to represent each sound. Give a good, clear model of each sound, or use the .mp3 file from the Talk a Lot website as your classroom model. Use examples of words that contain each sound, e.g. the ones on the handout, or different words that your students will know.

Highlight sounds that are the same in your students’ first language and in English. For example, the sound LflL is the same in Polish and in English. In English LëflâL means “sock”, that we wear on a foot, whilst in Polish LëflâL means “juice” that we drink from a bottle. Let your students have fun and enjoy making the sounds, which may be new for many of them. My Polish students love saying the long vowel sounds, or the guttural grunt schwa L]L (that comes from the belly), and the classroom is filled with laughter, as well as the vowel sounds of English!

1. Explain that diphthongs are “double sounds” or two sounds together. For example:

LÉL + LfL = LÉfL

Encourage students to try saying the two sounds together, getting quicker and quicker until they arrive at the diphthong LÉfL. Show students how the mouth has to move when pronouncing a diphthong – changing from the first position (for the first sound) to the second position (for the second sound). Spoken English is a work-out for the mouth and tongue!

1. After modelling and drilling short vowel sounds, long vowel sounds, and diphthongs, go back to the beginning and ask your students to listen and repeat each sound (about four times). Here you may be able to spot some errors in speaking the sounds, that you can correct straightaway.
2. At this point I always stop and congratulate the group: “Well done! You can do it. You see, you **can** make all of the vowel sounds in English. You don’t need to use all of these sounds in your language, but you **do** need to use them all in English.”
3. Spend a few minutes looking at the consonant sounds. Explain that it is most important to be able to recognise the vowel sounds, because they are what cause the most confusion and the greatest number of errors in pronunciation. Elicit from students – by saying them out loud with them – that consonant sounds are either voiced (with voice) or unvoiced (without voice). Two-thirds of the consonant sounds are the same in English as students would expect them to be, whilst some are different and need closer study:
   * *16 consonant sounds that students are likely to know and recognise already:*

LÄL, LÖL, LîL, LíL, LÇL, LéL, LâL, LëL, LÜL, LêL, LïL, LãL, LåL, LäL, LÑL, and LòL

* + *9 consonant sounds that are different from how we expect, and that need extra study:*

LqL, LaL, LpL, LípL, LàL, LÏL, LwL, LÇwL, and LñL

1. Take general feedback from students and answer any questions they might have. There’s been a lot to take in! Explain that this lesson is only an **introduction**, that they’re not expected to learn all forty eight sounds of English in one hour, and that you will continue to look at the sounds of English with the IPA throughout the course. Perhaps give out one set of flashcards (see p.18.7) to each student so that they can practise memorising the sounds of the IPA at home.

The 48 Sounds of English with the International Phonetic Alphabet

23 Vowel Sounds **(8 short)** (5 long) (10 diphthongs)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **LfL** | **dish** | **LÇfpL** | 8. LáWL | three | LqêáWL |
| 2. **LôL** | **bat** | **LÄôíL** | 9. L^WL | star | Lëí^WL |
| 3. **LflL** | **sock** | **LëflâL** | 10. LlWL | ball | LÄlWäL |
| 4. **LrL** | **pull** | **LéräL** | 11. LìWL | shoot | LpìWíL |
| 5. **L]L** | **shoulder** | **LDp]räKÇ]L** | 12. L‰WL | shirt | Lp‰WíL |
| 6. **LÉL** | **leg** | **LäÉÖL** | 13. **L¾L** | **cup** | **Lâ¾éL** |
| 7. **LáL** | **happy** | **LDÜôéKáL** |  |  |  |

10 Diphthongs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 14. LÉfL | plane | LéäÉfåL | 19. L]rL | home | LÜ]rãL |
| 15. L~fL | time | Lí~fãL | 20. L~rL | cow | Lâ~rL |
| 16. LlfL | toy | LílfL | 21. Lf]L | here | LÜf]L |
| 17. LÉ]L | pear | LéÉ]L | 22. Lr]L | pure | Léàr]L |
| 18. L~f]L | hire | LÜ~f]L | 23. L~r]L | power | Lé~r]L |

25 Consonant Sounds **(15 voiced)** (10 unvoiced)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 24. | **LÄL** | **bag** | **LÄôÖL** | 37. | **LêL** | **road** | **Lê]rÇL** |
| 25. | **LÖL** | **glass** | **LÖä^WëL** | 38. | **LïL** | **week** | **LïáWâL** |
| 26. | **LîL** | **van** | **LîôåL** | 39. | **LàL** | **yoghurt** | **LDàflÖK]íL** |
| 27. | LíL | taxi | LDíôâKëáL | 40. | **LãL** | **music** | **LDãàìWKòfâL** |
| 28. | **LÇL** | **dice** | **LÇ~fëL** | 41. | **LåL** | **nurse** | **Lå‰WëL** |
| 29. | LqL | thousand | LDq~rKò]åÇL | 42. | **LÏL** | **ring** | **LêfÏL** |
| 30. | **LaL** | **brother** | **LDÄê¾aK]L** | 43. | **LäL** | **lake** | **LäÉfâL** |
| 31. | LéL | pig | LéfÖL | 44. | LÑL | frog | LÑêflÖL |
| 32. | LâL | kit | LâfíL | 45. | **LòL** | **zip** | **LòféL** |
| 33. | LëL | snow | Lëå]rL | 46. | **LwL** | **revision** | **LêfDîfwK]åL** |
| 34. | LpL | shop | LpfléL | 47. | **LÇwL** | **jam** | **LÇwôãL** |
| 35. | LípL | cheese | LípáWòL | 48. | LñL | loch | LäflñL |
| 36.  *Notes:* | LÜL | head | LÜÉÇL |  |  |  |  |

* *The syllable that follows this mark has strong stress:* **LDL**
* *This mark denotes a division between syllables:* **LKL**
* *We write sounds and words using the IPA between forward slashes:* **L L***. We don’t use punctuation marks.*

Students can use the flashcards on pp.18.9-18.18 for learning and memorising the forty eight sounds of English with the International Phonetic Alphabet (IPA). The aim is to know the sounds by heart, so that they can look at any of the IPA symbols on its own and say the sound straight away.

Instructions

1. Print the pages back to back onto thin card, in the following order:
   * print pages 18.9 and 18.10 back to back
   * print pages 18.11 and 18.12 back to back
   * print pages 18.13 and 18.14 back to back
   * print pages 18.15 and 18.16 back to back
   * print pages 18.17 and 18.18 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 symbols 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

SV = short vowel sound LV = long vowel sound D = diphthong

VC = voiced consonant (i.e. your vocal cords vibrate when you say it; feel your throat as you say a sound to find out whether it’s voiced or not; if it vibrates, it is voiced!)

UC = unvoiced consonant (your vocal cords don’t vibrate when you say this kind of sound)

Note: it’s well worth getting students to learn the IPA sounds with an extra layer of detail, so that they learn the concepts above. For example, that LÉL isn’t only a vowel sound, but that it’s a *short* vowel sound; or that LåL isn’t only a consonant sound, but it’s a *voiced* consonant sound that makes your vocal cords vibrate.

Suggested Classroom Activities

I made my own flashcards like these to learn and memorise which sound each symbol represented, when I was training for my Trinity College Cert. TESOL ten 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 right card is the winner. Or, say “voiced consonant” or “long vowel sound”, etc. (as above) and the first to find one is the winner.
2. Show a card with a sound on it and students have to say a word each that includes this sound.
3. Students have to put several of the cards in order to make a simple word, e.g. “cat” =

LâL

LôL

LíL

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 the current unit’s discussion words, 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 (25 cards each). 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 IPA, as well as saying them.
3. Use the rhyming words listed on the worksheets from p.18.19 to demonstrate how the same sounds in English can be achieved with very different spelling patterns. You could make the important point that English is not a phonetic language, and rather 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 sound in them as possible, for example:

*Sound:* LáWL

*Sentence:* “Pete’s feet feel the need for speed each week.” or:

*Sound:* LÉfL

*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.

Simple Flashcards (page 1 of 5)

|  |  |
| --- | --- |
| LfL  Talk a Lot | LôL  Talk a Lot |
| LflL  Talk a Lot | LrL  Talk a Lot |
| L]L  Talk a Lot | LÉL  Talk a Lot |
| LáL  Talk a Lot | LáWL  Talk a Lot |
| L^WL  Talk a Lot | LlWL  Talk a Lot |

Detailed Flashcards (page 1 of 5)

|  |  |
| --- | --- |
| LôL  bat LÄôíL (SV) | LfL  dish LÇfpL (SV) |
| LrL  pull LéräL (SV) | LflL  sock LëflâL (SV) |
| LÉL  leg LäÉÖL (SV) | L]L  shoulder LDp]räKÇ]L (SV) |
| LáWL  three LqêáWL (LV) | LáL  happy LDÜôéKáL (SV) |
| LlWL  ball LÄlWäL (LV) | L^WL  star Lëí^WL (LV) |

Simple Flashcards (page 2 of 5)

|  |  |
| --- | --- |
| LìWL  Talk a Lot | L‰WL  Talk a Lot |
| L¾L  Talk a Lot | LÉfL  Talk a Lot |
| L~fL  Talk a Lot | LlfL  Talk a Lot |
| LÉ]L  Talk a Lot | L~f]L  Talk a Lot |
| L]rL  Talk a Lot | L~rL  Talk a Lot |

Detailed Flashcards (page 2 of 5)

|  |  |
| --- | --- |
| L‰WL  shirt Lp‰WíL (LV) | LìWL  shoot LpìWíL (LV) |
| LÉfL  plane LéäÉfåL (D) | L¾L  cup Lâ¾éL (SV) |
| LlfL  toy LílfL (D) | L~fL  time Lí~fãL (D) |
| L~f]L  hire LÜ~f]L (D) | LÉ]L  pear LéÉ]L (D) |
| L~rL  cow Lâ~rL (D) | L]rL  home LÜ]rãL (D) |

Simple Flashcards (page 3 of 5)

|  |  |
| --- | --- |
| Lf]L  Talk a Lot | Lr]L  Talk a Lot |
| L~r]L  Talk a Lot | LÄL  Talk a Lot |
| LÖL  Talk a Lot | LîL  Talk a Lot |
| LíL  Talk a Lot | LÇL  Talk a Lot |
| LqL  Talk a Lot | LaL  Talk a Lot |

Detailed Flashcards (page 3 of 5)

|  |  |
| --- | --- |
| Lr]L  pure Léàr]L (D) | Lf]L  here LÜf]L (D) |
| LÄL  bag LÄôÖL (VC) | L~r]L  power Lé~r]L (D) |
| LîL  van LîôåL (VC) | LÖL  glass LÖä^WëL (VC) |
| LÇL  dice LÇ~fëL (VC) | LíL  taxi LDíôâKëáL (UC) |
| LaL  brother LDÄê¾aK]L (VC) | LqL  thousand LDq~rKò]åÇL (UC) |

Simple Flashcards (page 4 of 5)

|  |  |
| --- | --- |
| LéL  Talk a Lot | LâL  Talk a Lot |
| LëL  Talk a Lot | LpL  Talk a Lot |
| LípL  Talk a Lot | LÜL  Talk a Lot |
| LêL  Talk a Lot | LïL  Talk a Lot |
| LàL  Talk a Lot | LãL  Talk a Lot |

Detailed Flashcards (page 4 of 5)

|  |  |
| --- | --- |
| LâL  kit LâfíL (UC) | LéL  pig LéfÖL (UC) |
| LpL  shop LpfléL (UC) | LëL  snow Lëå]rL (UC) |
| LÜL  head LÜÉÇL (UC) | LípL  cheese LípáWòL (UC) |
| LïL  week LïáWâL (VC) | LêL  road Lê]rÇL (VC) |
| LãL  music LDãàìWKòfâL (VC) | LàL  yoghurt LDàflÖK]íL (VC) |

Simple Flashcards (page 5 of 5)

|  |  |
| --- | --- |
| LåL  Talk a Lot | LÏL  Talk a Lot |
| LäL  Talk a Lot | LÑL  Talk a Lot |
| LòL  Talk a Lot | LwL  Talk a Lot |
| LÇwL  Talk a Lot | LñL  Talk a Lot |
| LDL  Talk a Lot | L\L  Talk a Lot |

Detailed Flashcards (page 5 of 5)

|  |  |
| --- | --- |
| LÏL  ring LêfÏL (VC) | LåL  nurse Lå‰WëL (VC) |
| LÑL  frog LÑêflÖL (UC) | LäL  lake LäÉfâL (VC) |
| LwL  revision LêfDîfwK]åL (VC) | LòL  zip LòféL (VC) |
| LñL  loch LäflñL (UC) | LÇwL  jam LÇwôãL (VC) |
| L\L  football LDÑr\KÄlWäL (glottal stop) | LDL  strong stress mark |

*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?*

LfL LáL LáWL

*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?*

|  |  |  |  |
| --- | --- | --- | --- |
| LôL |  | L^WL |  |
| *vowel sound in ‘h* ***a*** *t’* |  | *vowel sound in ‘c* ***a*** *r’* |
| 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  tart |
| Matt  can | banner  spanner manner | are  hurrah | cart  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 | Arthur |
| pal |  | bard | bath |
| gal |  | charred |  |
| map |  | barred  jarred |  |
| chap |  |  |  |
| trap flap  clap |  | bark lark 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?*

#### LflL LlWL

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

|  |  |  |  |
| --- | --- | --- | --- |
| got | box | or | talk |
| hot | fox | for | walk |
| knot  not | cox | nor | chalk |
| shot | off | pour | hawk |
| lot rot  plot | scoff  on | four your | squawk  fork |
| slot | con | poor | 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  stop | sob cob  job | saw  war | prawn sawn  pawn |
| top  chop | lob  fob | oar | torn |
| hop  prop | hob | hoar | forlorn |
| mop cop fop pop sop | odd wad | horse Norse  coarse 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?*

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

*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?*

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

|  |  |  |  |
| --- | --- | --- | --- |
| LÉL |  | L¾L |  |
| *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 | ton |
| fell | help | blood | 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  egg | duck muck  chuck | rum  numb |
| tech | beg | buck puck | 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?*

#### LÉfL L]rL

*vowel sound in ‘r* ***ai*** *n’ vowel sound in ‘****o*** *wn’*

|  |  |  |  |
| --- | --- | --- | --- |
| 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  date | phone stone  loan groan moan | blow know row show stow  oh |
| mainly  plainly | skate gate | cologne | owe |
| waste | late fate | sewn | 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  case | take | mope cope | poke |
| chase  lace | bake  cake | drove | 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?*

#### L~fL

*vowel sound in ‘b* ***y****’*

#### L~rL

*vowel sound in ‘c* ***ow****’*

|  |  |  |  |
| --- | --- | --- | --- |
| by  spy sty | hide  child | cow  how now | clown town  brown |
| shy  my cry | wild  tiled | wow  bow row | crown  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  tie | byte  quite | yowl scowl  jowl | astound  gowned |
| I | height | fowl |  |
| eye | flight | loud proud |  |
| bye  Skye | might  night | cloud |  |
| bike | sight tight | crowd |  |
| hike  pike like | right bright | bowed cowed |  |
| style stile | wine shine  mine line | house mouse douse |  |
| while  mile  Nile tile | sign time | out  shout  lout gout |  |
| pile | lime | about |  |
| tied | rhyme | pout tout |  |
| lied | blind | trout |  |
| ride | 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?*

#### LlfL Lf]L

*vowel sound in ‘t* ***oy****’ vowel sound in ‘****ea*** *r’*

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

Rhyming Words – Diphthongs 4

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

|  |  |  |  |
| --- | --- | --- | --- |
| LÉ]L |  | Lr]L |  |
| *vowel sound in ‘****ai*** *r’* |  | *vowel sound in ‘t* ***ou*** *r’* |
| air chair | commissionaire | t**ou**r | c**u**rio |
| hair fair lair stair  pair | aired chaired despaired paired | t**ou**rist  t**ou**rism pl**u**ral | y**ou’re** |
| affair despair flair éclair  unfair | pared stared fared bared  shared | r**u**ral m**u**ral  n**eu**ral |  |
| where | prepared declared | us**ua**l unus**ua**l |  |
| there | compared |  |  |
| their | dared flared  cared | n**eu**rotic  p**u**re |  |
| they’re  wear | laird | s**u**re c**u**re  ass**u**re |  |
| tear bear | square | l**u**re all**u**re |  |
| mare pare |  | p**u**rely s**u**rely |  |
| stare |  |  |  |
| rare fare |  | f**u**rious c**u**rious |  |
| share |  | lux**u**rious |  |
| prepare declare |  | c**u**red |  |
| dare flare |  | l**u**red ass**u**red |  |
| care |  |  |  |
| bare |  | t**ou**ring |  |
| compare |  |  |  |
| beware |  | all**u**ring |  |
| aware Clare |  | ass**u**ring l**u**ring |  |
|  |  | c**u**ring |  |
| Claire millionaire |  | lux**u**riant |  |

|  |  |  |  |
| --- | --- | --- | --- |
| accident | LDôâKëfKÇ]åíL | building | LDÄfäKÇfÏL |
| accountant | L]Dâ~råKí]åíL | building site | LDÄfäKÇfÏ ë~fíL |
| actor | LDôâKí]L | bungalow | LDÄ¾ÏKÖ]äK]rL |
| admin assistant | LDôÇKãfå ]DëfëKíåíL | bus | LÄ¾ëL |
| adopted family | L]DÇ^éKífÇ DÑôãK]KäáL | bus stop | LÄ¾ë ëífléL |
| aeroplane | LDÉ]êK]KéäÉfåL | butcher | LDÄrípK]L |
| airport | LDÉ]KélWêíL | butter | LDÄ¾íK]L |
| aisle | L~fäL | buttons | LDÄ¾íK]åòL |
| allergy | LDôäK]KÇwáL | café | LDâôÑKÉfL |
| ambulance | LDôãKÄàrKä]åíëL | camping | LDâôãKéfÏL |
| amusement park | L]DãàìWòKã]åí é^WâL | cancellation | LâôåíKë]äDÉfKp]åL |
| apartment | L]Dé^WíKã]åíL | cancer | LDâôåíKë]L |
| apartment block | L]Dé^WíKã]åí ÄäflâL | canoe | Lâ]DåìWL |
| apple | LDôéKäL | car | Lâ^WL |
| appointment | L]DélfåíKã]åíL | car park | LDâ^W é^WâL |
| artist | LD^WKífëíL | carpet | LDâ^WKéfíL |
| aunt | L^WåíL | carrot | LDâôêK]íL |
| baby | LDÄÉfKÄáL | car showroom | Lâ^W Dp]rKêrãL |
| bag | LÄôÖL | cash | LâôpL |
| baker | LDÄÉfKâ]L | cash point | LDâôp élfåíL |
| bakery | LDÄÉfKâ]êKáL | casino | Lâ]DëáWKå]rL |
| banana | LÄ]Då^WKå]L | cathedral | Lâ]DqáWKÇê]äL |
| bank | LÄôÏâL | ceiling | LDëáWKäfÏL |
| basketball | LDÄ^WKëâfíKÄlWäL | cereal | LDëf]KêfKà]äL |
| bath | LÄ^WqL | change | LípÉfåÇwL |
| bathroom | LDÄ^WqKêrãL | chauffeur | Lp]rDÑ]L |
| beach | LÄáWípL | checkout | LDípÉâK~ríL |
| bed | LÄÉÇL | checkout assistant | LDípÉâK~rí ]DëfëKí]åíL |
| bed and breakfast | LÄÉÇ ]åÇ DÄêÉâKÑ]ëíL | cheese | LípáWòL |
| bedroom | LDÄÉÇKêrãL | chemist | LDâÉãKfëíL |
| beef | LÄáWÑL | chicken | LDípfâKfåL |
| belt | LÄÉäíL | child | Líp~fäÇL |
| bench | LÄÉåípL | chips | LípféëL |
| bike | LÄ~fâL | chocolate | LDípflâKä]íL |
| blouse | LÄä~ròL | church | Líp‰WípL |
| boat | LÄ]ríL | cinema | LDëfåK]Kå]L |
| bookshop | LDÄrâKpfléL | city | LDëfíKáL |
| bowling club | LDÄ]rKäfÏ âä¾ÄL | climbing | LDâä~fKãfÏL |
| boy | LÄlfL | clothes | Lâä]raòL |
| boyfriend | LDÄlfKÑêÉåÇL | clothes shop | LDâä]raò pfléL |
| bra | LÄê^WL | coat | Lâ]ríL |
| bread | LÄêÉÇL | college | LDâfläKfÇwL |
| bridge | LÄêfÇwL | community centre | Lâ]DãàìWKå]Kíf DëÉåKí]L |
| broken bone | LÄê]rKâå DÄ]råL | commuter | Lâ]DãàìWKí]L |
| brother | LDÄê¾aK]L | computer game | Lâ]ãDéàìWKí] ÖÉfãL |
| brother-in-law | LDÄê¾aK] få älWL | cooker | LDârâK]L |
| bruise | LÄêìWòL | cooking | LDârâKfÏL |
| builder | LDÄfäKÇ]L | cousin | LDâ¾òK]åL |

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| --- | --- | --- | --- |
| crisps | LâêfëéëL | fish | LÑfpL |
| cruise | LâêìWòL | fishing | LDÑfpKfÏL |
| crutch | Lâê¾ípL | flat | LÑäôíL |
| cupboard | LDâ¾ÄK]ÇL | flight | LÑä~fíL |
| customer | LDâ¾ëKí]Kã]L | floor | LÑälWL |
| cut | Lâ¾íL | florist | LDÑäflêKfëíL |
| cycling | LDë~fKâäfÏL | flour | LÑä^r]L |
| dad | LÇôÇL | food | LÑìWÇL |
| daughter | LDÇlWKí]L | football | LDÑríKÄlWäL |
| debit card | LDÇÉÄKfí â^WÇL | football stadium | LDÑríKÄlWä DëíÉfKÇáK]ãL |
| delicatessen | LÇÉäKfKâ]DíÉëKÉåL | foster parent | LDÑflëKí] DéÉ]Kê]åíL |
| dentist | LDÇÉåKífëíL | free time | LÑêáW í~fãL |
| department store | LÇfDé^WíKã]åí ëílWL | freezer | LDÑêáWKò]L |
| detached house | LÇfDíôípí Ü~rëL | fridge | LÑêfÇwL |
| dining chair | LDÇ~fKåfÏ ípÉ]L | frozen food | LDÑê]rKòÉå ÑìWÇL |
| dining room | LDÇ~fKåfÏ êìWãL | fruit | LÑêìWíL |
| dining table | LDÇ~fKåfÏ DíÉfKÄäL | fruit juice | LÑêìWí ÇwìWëL |
| DJ | LDÇáWKÇwÉfL | garage | LDÖôêK^WwL |
| doctor | LDÇflâKí]L | garden | LDÖ^WKÇ]åL |
| door | LÇlWL | gardener | LDÖ^WÇKå]L |
| dress | LÇêÉëL | girl | LÖ‰WäL |
| drink | LÇêfÏâL | girlfriend | LDÖ‰WäKÑêÉåÇL |
| driver | LDÇê~fKî]L | glasses | LDÖä^WKëfòL |
| driving licence | LDÇê~fKîfÏ Dä~fKë]åíëL | glove | LÖä¾îL |
| DVD player | LÇáWKîáWDÇáW DéäÉfK]L | golf | LÖfläÑL |
| earring | LDf]KêfÏL | grandchild | LDÖêôåÇKíp~fäÇL |
| egg | LÉÖL | granddad | LDÖêôåKÇôÇL |
| electrician | LfäKÉâDíêfpKÉåL | granddaughter | LDÖêôåÇKÇlWKí]L |
| emergency | LfDã‰WKÇw]åíKëáL | grandma | LDÖêôåÇKã^WL |
| emergency exit | LfDã‰WKÇw]åíKëá DÉâKëfíL | grandson | LDÖêôåÇKë¾åL |
| engine | LDÉåKÇwfåL | greengrocer | LDÖêáWÏKÖê]rKë]L |
| escalator | LDÉëKâ]KäÉfKí]L | groceries | LDÖê]rKë]êKáWòL |
| estate agent | LfDëíÉfí DÉfKÇw]åíL | hairdresser | LDÜÉ]KÇêÉëK]L |
| ex- | LÉâëL | hall | LÜlWäL |
| examination | LfÖKòôãKfDåÉfKp]åL | handbag | LDÜôåÇKÄôÖL |
| express lane | LfâDëéêÉë äÉfåL | hat | LÜôíL |
| factory worker | LDÑôâKíêá Dï‰WKâ]L | headache | LDÜÉÇKÉfâL |
| family | LDÑôãK]äKáL | head teacher | LDÜÉÇ DíáWKíp]L |
| fare | LÑÉ]L | health | LÜÉäqL |
| farmer | LDÑ^WKã]L | high heels | LÜ~f Üf]äòL |
| father | LDÑ^WKa]L | hiking | LDÜ~fKâfÏL |
| father-in-law | LDÑ^WKa] få älWL | hobby | LDÜflÄKáL |
| ferry | LDÑÉêKáL | holiday | LDÜfläKfKÇÉfL |
| fever | LDÑáWKî]L | holiday resort | LDÜfläKfKÇÉf êfDòlWíL |
| fiancé | LÑáD^WåKëÉfL | home | LÜ]rãL |
| fiancée | LÑáD^WåKëÉfL | hospital | LDÜflëKéfKí]äL |
| fine | LÑ~fåL | hotel | LÜ]rDíÉäL |
| fireplace | LDÑ~f]KéäÉfëL | house | LÜ~rëL |

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| husband | LDÜ¾òKÄ]åÇL | nursery nurse | LDå‰WëKêá å‰WëL |
| illness | LDfäKå]ëL | nut | Lå¾íL |
| infection | LfåDÑÉâKp]åL | office | LDflÑKfëL |
| injection | LfåDÇwÉâKp]åL | onion | LD¾åKà]åL |
| internet | LDfåKí]KåÉíL | opening times | LD]rKé]åKfÏ í~fãòL |
| jacket | LDÇwôâKfíL | optician | LfléDífpK]åL |
| jeans | LÇwáWåòL | optician’s | LfléDífpK]åòL |
| jeweller | LDÇwìWäK]L | orange | LDflêKfåÇwL |
| jogging | LDÇwflÖKfÏL | painter and decorator | LDéÉfåKí] ]å DÇÉâK]êKÉfKí]L |
| journey | LDÇw‰WKåáL | pants | LéôåíëL |
| jumper | LDÇw¾ãKé]L | parent | LDéÉ]Kê]åíL |
| kitchen | LDâfípK]åL | park | Lé^WâL |
| knickers | LDåfâK]òL | partner | LDé^WíKå]L |
| lake | LäÉfâL | passenger | LDéôëK]åKÇw]L |
| lamb | LäôãL | pasta | LDéôëKí]L |
| lecturer | LDäÉâKíp]êK]L | patient | LDéÉfKp]åíL |
| leisure centre | LDäÉwK] DëÉåKí]L | pavement | LDéÉfîKã]åíL |
| lemonade | LäÉãK]DåÉfÇL | pence | LéÉåíëL |
| library | LDä~fKÄêáL | petrol pump | LDéÉíKê]ä é¾ãéL |
| lift | LäfÑíL | pharmacist | LDÑ^WKã]KëfëíL |
| light | Lä~fíL | pharmacy | LDÑ^WKã]KëáL |
| living room | LDäfîKfÏ êìWãL | picnic | LDéfâKåfâL |
| local shop | LDä]rKâ]ä pfléL | pie | Lé~fL |
| man | LãôåL | pizza | LDéáWíKë]L |
| manager | LDãôåKfKÇw]L | plaster | LDéä^WKëí]L |
| market | LDã^WKâfíL | playground | LDéäÉfKÖê~råÇL |
| market place | LDã^WKâfí éäÉfëL | plumber | LDéä¾ãK]L |
| meal | Lãf]äL | police officer | Lé]DäáWë DflÑKfKë]L |
| meat | LãáWíL | police station | Lé]DäáWë DëíÉfKp]åL |
| mechanic | Lã]DâôåKfâL | post office | Lé]rëí DflÑKfëL |
| milk | LãfäâL | potato | Lé]DíÉfKí]rL |
| mineral water | LDãfåKê]ä DïlWKí]L | pounds | Lé~råÇëL |
| model | LDãflÇK]äL | prescription | LéêfDëâêféKp]åL |
| money | LDã¾åKáL | price | Léê~fëL |
| mosque | LãflëâL | problem | LDéêflÄKä]ãL |
| mother | LDã¾aK]L | promotion | Léê]Dã]rKp]åL |
| mother-in-law | LDã¾aK] få älWL | public toilets | LDé¾ÄKäfâ DílfKä]íëL |
| motorbike | LDã]rKí]KÄ~fâL | pyjamas | LéfDÇw^WKã]òL |
| motorway | LDã]rKí]KïÉfL | queue | LâàìWL |
| mum | Lã¾ãL | radiator | LDêÉfKÇáKÉfKí]L |
| mushroom | LDã¾pKêìWãL | rash | LêôpL |
| necklace | LDåÉâKä]ëL | reading | LDêáWKÇfÏL |
| needle | LDåáWKÇäL | receipt | LêfDëáWíL |
| nephew | LDåÉÑKàìWL | receptionist | LêfDëÉéKp]åKfëíL |
| newspaper reporter | LDåàìWòKéÉfKé] êfKélWKí]L | refund | LDêáWKÑ¾åÇL |
| niece | LåáWëL | relaxation | LêáWKäôâDëÉfKp]åL |
| nightdress | LDå~fíKÇêÉëL | reservation | LêÉòK]DîÉfKp]åL |
| nurse | Lå‰WëL | restaurant | LDêÉëKí]KêflåíL |

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| rice | Lê~fëL | stretcher | LDëíêÉípK]L |
| ring | LêfÏL | suit | LëàìWíL |
| river | LDêfîK]L | sunbathing | LDë¾åKÄÉfKafÏL |
| road | Lê]rÇL | supermarket | LDëìWKé]Kã^WKâfíL |
| road sign | Lê]rÇ ë~fåL | surgery | LDë‰WKÇw]êKáL |
| roundabout | LDê~råÇK]KÄ~ríL | swimming | LDëïfãKfÏL |
| rugby | LDê¾ÖKÄáL | swimming pool | LDëïfãKfÏ éìWäL |
| runway | LDê¾åKïÉfL | tablets | LDíôÄKä]íëL |
| safari park | Lë]DÑ^WKêá é^WâL | take-off | LDíÉfâKflÑL |
| sale | LëÉfäL | taxi | LDíôâKëáL |
| sales assistant | LëÉfäò ]DëfëKí]åíL | tax office | Líôâë DflÑKfëL |
| sausage | LDëflëKfÇwL | teacher | LDíáWKíp]L |
| scales | LëâÉfäòL | television | LDíÉäKfKîfwK]åL |
| scarf | Lëâ^WÑL | tennis | LDíÉåKfëL |
| school | LëâìWäL | tennis court | LDíÉåKfë âlWíL |
| security guard | LëfDâàr]KêfKíá Ö^WÇL | tent | LíÉåíL |
| semi-detached house | LëÉãKáKÇfDíôípí Ü~rëL | theatre | LDqáWK]Kí]L |
| service station | LDë‰WKîfë DëíÉfKp]åL | ticket | LDífâKfíL |
| shelf | LpÉäÑL | tie | Lí~fL |
| ship | LpáéL | tights | Lí~fíëL |
| shirt | Lp‰WíL | till | LífäL |
| shoe | LpìWL | toilet | LDílfKä]íL |
| shop | LpfléL | tomato | Lí]Dã^WKí]rL |
| shopping | LDpfléKfÏL | toothbrush | LDíìWqKÄê¾pL |
| shopping centre | LDpfléKfÏ DëÉåKí]L | toothpaste | LDíìWqKéÉfëíL |
| shorts | LplWíëL | top | LífléL |
| shower | LDp~rK]L | town | Lí~råL |
| sideboard | LDë~fÇKÄlWÇL | town hall | Lí~rå ÜlWäL |
| singer | LDëfÏK]L | tracksuit | LDíêôâKëàìWíL |
| sink | LëfÏâL | tractor | LDíêôâKí]L |
| sister | LDëfëKí]L | traffic lights | LDíêôÑKfâ ä~fíëL |
| sister-in-law | LDëfëKí] få älWL | train | LíêÉfåL |
| skiing | LDëâáWKàfÏL | train driver | LíêÉfå DÇê~fKî]L |
| skirt | Lëâ‰WíL | trainer | LDíêÉfKå]L |
| sleeping bag | LDëäáWKéfÏ ÄôÖL | transport | LDíêôåKëélWíL |
| slipper | LDëäféK]L | travel agent | LDíêôîK]ä DÉfKÇw]åíL |
| sock | LëflâL | trolley | LDíêfläKáL |
| sofa | LDë]rKÑ]L | trousers | LDíê~rKò]òL |
| soldier | LDë]räKÇw]L | t-shirt | LDíáWKp‰WíL |
| son | Lë¾åL | tyre | Lí~f]L |
| soup | LëìWéL | uncle | LD¾ÏKâäL |
| sport | LëélWíL | underwear | LD¾åKÇ]KïÉ]L |
| stairs | LëíÉ]òL | uniform | LDàìWKåfKÑlWãL |
| station | LDëíÉfKp]åL | university | LàìWKåfDî‰WKëfKíáL |
| stethoscope | LDëíÉqK]Këâ]réL | van | LîôåL |
| stitches | LDëífípK]òL | vegetable | LDîÉÇwKí]KÄäL |
| stomach ache | LDëí¾ãK]âKÉfâL | vest | LîÉëíL |
| strawberry | LDëíêlWKÄÉêKáL | village | LDîfäKfÇwL |

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| volleyball | LDîfläKáKÄlWäL |
| waiting room | LDïÉfKífÏ êìWãL |
| wall | LïlWäL |
| wardrobe | LDïlWKÇê]rÄL |
| washing machine | LDïflpKfÏ ã]DpáWåL |
| watching TV | LDïflípKfÏ íáWDîáWL |
| water | LDïlWKí]L |
| way in | LïÉfDàfåL |
| way out | LïÉfDà~ríL |
| weekend | LïáWâDÉåÇL |
| wheelchair | LDïáWäKípÉ]L |
| wife | Lï~fÑL |
| wine | Lï~fåL |
| woman | LDïrãK]åL |
| work | Lï‰WâL |
| x-ray | LDÉâëKêÉfL |
| zip | LòféL |

My Vocabulary Words –

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Sound Groups within the English Alphabet –

*(See p.18.38 for how to pronounce each letter.)*

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| --- | --- | --- | --- | --- | --- | --- |
| **LáWL** | **LÉL** | **LÉfL** | **LìWL** | **L~fL** | **L]rL** | **L^WL** |
| b | f | a | q | i | o | r |
| c | l | h | u | y |  | |
| d | m | j | w |  | | |
| e | n | k |  | | | |
| g | s |  | | | | |
| p | x |
| t | z |
| v |  | | | | | |

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| --- | --- | --- | --- |
| accelerator | L]âDëÉäK]KêÉfKí]L | brass | LÄê^WëL |
| accident | LDôâKëfKÇåíL | breakdown recovery service | LDÄêÉfâKÇ~rå êfDâ¾îK]êKá  Dë‰WKîfëL |
| adolescence | LôÇK]DäÉëKåíëL | bride | LÄê~fÇL |
| affair | L]DÑÉ]L | bridesmaid | LDÄê~fÇòKãÉfÇL |
| air | LÉ]L | brown | LÄê~råL |
| American football | L]DãÉêKfKâå DÑríKÄlWäL | burglar alarm | LDÄ‰WKÖä]ê ]Dä^WãL |
| animal | LDôåKfKã]äL | bush | LÄrpL |
| ankle | LDôÏKâäL | butterfly | LDÄ¾íK]KÑä~fL |
| anniversary | LôåKfKDî‰WKë]êKáL | car | Lâ^WL |
| ant | LôåíL | cat | LâôíL |
| antisocial behaviour | LôåKíáDë]rKpä ÄfKDÜÉfKîà]L | caterpillar | LDâôíK]KéfäK]L |
| appeal | L]DéáWäL | championship | LDípôãKéáK]åKpféL |
| arm | L^WãL | cheek | LípáWâL |
| arrest | L]DêÉëíL | chest | LípÉëíL |
| arson | LD^WKëåL | childhood | LDíp~fäÇKÜrÇL |
| athletics | LôqDäÉíKfâëL | chin | LípfåL |
| audience | LDlWKÇáK]åíëL | choir | Lâï~f]L |
| automatic | LlWKí]DãôíKfâL | chorus | LDâlWKê]ëL |
| autumn | LDlWKí]ãL | classical | LDâäôëKfKâäL |
| back | LÄôâL | cliff | LâäfÑL |
| badminton | LDÄôÇKãfåKíåL | cloud | Lâä~rÇL |
| ball | LÄlWäL | clutch | Lâä¾ípL |
| ballet | LDÄôäKÉfL | coast | Lâ]rëíL |
| ban | LÄôåL | coffin | LDâflÑKfåL |
| baseball | LDÄÉfëKÄlWäL | cold | Lâ]räÇL |
| bat | LÄôíL | colour | LDâ¾äK]L |
| battery | LDÄôíK]êKáL | commentator | LDâflãK]åKíÉfKí]L |
| beach | LÄáWípL | community service | Lâ]DãàìWKå]Kíá Dë‰WKîfëL |
| bear | LÄÉ]L | conductor | Lâ]åDÇ¾âKí]L |
| bee | LÄáWL | countryside | LDâ¾åKíêfKë~fÇL |
| best friend | LÄÉëí ÑêÉåÇL | court | LâlWíL |
| best man | LÄÉëí ãôåL | cow | Lâ~rL |
| biography | LÄ~fDflÖKê]KÑáL | cricket | LDâêfâKfíL |
| bird | LÄ‰WÇL | crime | Lâê~fãL |
| birth | LÄ‰WqL | criminal | LDâêfãKfKå]äL |
| birthday | LDÄ‰WqKÇÉfL | crocodile | LDâêflâK]KÇ~fäL |
| black | LÄäôâL | crop | LâêfléL |
| blackmail | LDÄäôâKãÉfäL | cue | LâóìWL |
| blood | LÄä¾ÇL | cup | Lâ¾éL |
| blue | LÄäìWL | custody battle | LDâ¾ëKí]KÇá DÄôíKäL |
| blues | LÄäìWòL | cyclone | LDë~fKâä]råL |
| bone | LÄ]råL | dashboard | LDÇôpKÄlWÇL |
| boot | LÄìWíL | death | LÇÉqL |
| boxing | LDÄflâKëfÏL | defendant | LÇfDÑÉåKÇåíL |
| brain | LÄêÉfåL | desert | LDÇÉòK]íL |
| brake | LÄêÉfâL | detective | LÇfDíÉâKíáîL |
| brake light | LÄêÉfâ ä~fíL | divorce | LÇfDîlWëL |

|  |  |  |  |
| --- | --- | --- | --- |
| DJ | LÇáWDÇwÉfL | fourteen | LÑlWDíáWåL |
| dog | LÇflÖL | friendship | LDÑêÉåÇKpféL |
| dolphin | LDÇfläKÑfåL | frog | LÑêflÖL |
| double bass | LDÇ¾ÄKä ÄÉfëL | fuel | LÑàr]äL |
| driver | LDÇê~fKî]L | funeral | LDÑàìWKåêK]äL |
| drizzle | LDÇêfòKäL | further education | LDÑ‰WKa] ÉÇKàrDâÉfKpåL |
| drought | LÇê~ríL | game | LÖÉfãL |
| drug trafficking | LÇê¾Ö DíêôÑKfKâfÏL | GBH | LÇwáWKÄáWDÉfípL |
| drum | LÇê¾ãL | gear stick | LÖf] ëífâL |
| dry spell | LÇê~f ëéÉäL | geography | LÇwfDflÖKê]KÑáL |
| ear | Lf]L | giraffe | LÇwfDê^WÑL |
| education | LÉÇKàrDâÉfKpåL | goal | LÖ]räL |
| eight | LÉfíL | goldfish | LDÖ]räÇKÑfpL |
| eighteen | LÉfDíáWåL | gorilla | LÖ]DêfäK]L |
| eighty | LDÉfKíáL | graduation | LÖêôÇwKìWDÉfKpåL |
| elbow | LDÉäKÄ]rL | grass | LÖê^WëL |
| electric guitar | LfDäÉâKíêfâ ÖfDí^WL | green | LÖêáWåL |
| electronic tag | LfKäÉâDíêflåKfâ íôÖL | grey | LÖêÉfL |
| elephant | LDÉäKfKÑ]åíL | groom | LÖêìWãL |
| eleven | LfDäÉîKåL | group | LÖêìWéL |
| employment | LfãDéälfKã]åíL | growing pains | LDÖê]rKfÏ éÉfåòL |
| engagement | LfåDÖÉfÇwKã]åíL | guilt | LÖfäíL |
| engine | LDÉåKÇwfåL | guitar | LÖfDí^WL |
| environment | LfåDî~f]Kê]åKã]åíL | gun | LÖ¾åL |
| eye | L~fL | hailstones | LDÜÉfäKëí]råòL |
| face | LÑÉfëL | hair | LÜÉ]L |
| field | LÑáWäÇL | hand | LÜôåÇL |
| fifteen | LÑfÑDíáWåL | handbrake | LDÜôåÇKÄêÉfâL |
| fifty | LDÑfÑKíáL | handcuffs | LDÜôåÇKâ¾ÑëL |
| final | LDÑ~fKåäL | hazard | LDÜôòK]ÇL |
| fine | LÑ~fåL | head | LÜÉÇL |
| finger | LDÑfÏKÖ]L | headlights | LDÜÉÇKä~fíëL |
| fingerprints | LDÑfÏKÖ]KéêfåíëL | heart | LÜ^WíL |
| fire | LÑ~f]L | heat | LÜáWíL |
| first kiss | LÑ‰Wëí âfëL | heat wave | LÜáWí ïÉfîL |
| fish | LÑfpL | Highway Code | LDÜ~fKïÉf â]rÇL |
| five | LÑ~fîL | hill | LÜfäL |
| flooding | LDÑä¾ÇKfÏL | hip-hop | LDÜféKÜfléL |
| flower | LDÑä~rK]L | hippopotamus | LÜféK]DéflíK]Kã]ëL |
| fog | LÑflÖL | hockey | LDÜflâKáL |
| fog lamps | LÑflÖ äôãéòL | horse | LÜlWëL |
| folk | LÑ]râL | human body | LDÜàìWKã]å DÄflÇKáL |
| foot | LÑríL | hundred | LDÜ¾åKÇê]ÇL |
| football | LDÑríKÄlWäL | hurricane | LDÜ¾êKfKâ]åL |
| forest | LDÑflêKfëíL | ice | L~fëL |
| forest fire | LDÑflêKfëí Ñ~f]L | ice hockey | L~fë DÜflâKáL |
| forty | LDÑlWKíáL | indicator | LDfåKÇfKâÉfKí]L |
| four | LÑlWL | insect | LDfåKëÉâíL |

|  |  |  |  |
| --- | --- | --- | --- |
| instrument | LDfåKëíê]Kã]åíL | nineteen | Lå~fåDíáWåL |
| jazz | LÇwôòL | ninety | LDå~fåKíáL |
| judge | LÇw¾ÇwL | nose | Lå]ròL |
| jury | LDÇwr]KêáL | number | LDå¾ãKÄ]L |
| kangaroo | LâôÏKÖ]êDìWL | oboe | LD]rKÄ]rL |
| keyboard | LDâáWKÄlWÇL | ocean | LD]rKpåL |
| kidney | LDâfÇKåáL | octopus | LDflâKí]Ké]ëL |
| knee | LåáWL | old age | L]räÇ ÉfÇwL |
| labour | LDäÉfKÄ]L | Olympics | L]rDäfãKéfâëL |
| lake | LäÉfâL | one | Lï¾åL |
| land | LäôåÇL | orange | LDflêKfåÇwL |
| learner driver | LDä‰WKå] DÇê~fKî]L | orchestra | LDlWKâfKëíê]L |
| leg | LäÉÖL | organ | LDlWKÖ]åL |
| licence plate | LDä~fKëåíë éäÉfíL | panda | LDéôåKÇ]L |
| life event | Lä~fÑ fDîÉåíL | parking ticket | LDé^WKâfÏ DífâKfíL |
| life sentence | Lä~fÑ DëÉåKí]åíëL | passenger | LDéôëKåKÇw]L |
| lion | LDä~fK]åL | pedal | LDéÉÇKäL |
| lip | LäféL | performer | Lé]DÑlWKã]L |
| liver | LDäfîK]L | piano | LéáDôåK]rL |
| lizard | LDäfòK]ÇL | pig | LéfÖL |
| L-plate | LDÉäKéäÉfíL | pink | LéfÏâL |
| lung | Lä¾ÏL | plant | Léä^WåíL |
| mammal | LDãôãKäL | player | LDéäÉáK]L |
| marriage | LDãôêKfÇwL | police officer | Lé]DäáWë DflÑKfKë]L |
| match | LãôípL | police station | Lé]DäáWë DëíÉfKpåL |
| menopause | LDãÉåK]KélWòL | pop | LéfléL |
| midwife | LDãfÇKï~fÑL | pop star | Léflé ëí^WL |
| mist | LãfëíL | prediction | LéêfDÇfâKpåL |
| mistress | LDãfëKíê]ëL | pregnancy | LDéêÉÖKå]åíKëáL |
| monkey | LDã¾ÏKâáL | prison | LDéêfòKåL |
| motor racing | LDã]rKí] DêÉfKëfÏL | prison sentence | LDéêfòKå DëÉåKí]åíëL |
| mountain | LDã~råKífåL | puck | Lé¾âL |
| mouse | Lã~rëL | punishment | LDé¾åKfpKã]åíL |
| mouth | Lã~rqL | purple | LDé‰WKéäL |
| murder | LDã‰WKÇ]L | qualification | LâïfläKfKÑfDâÉáKpåL |
| muscle | LDã¾ëKäL | R & B | L^WKåÇDÄáWL |
| music | LDãàìWKòfâL | rabbit | LDêôÄKfíL |
| musical | LDãàìWKòfKâäL | racquet | LDêôâKfíL |
| musician | LãàìWDòfpKåL | radio | LDêÉfKÇáK]rL |
| nail | LåÉfäL | rain | LêÉfåL |
| national park | LDåôpKåKä é^WâL | rainbow | LDêÉfåKÄ]rL |
| natural disaster | LDåôípKêKä ÇfDò^WKëí]L | raincoat | LDêÉfÏKâ]ríL |
| nature | LDåÉfKíp]L | rear view mirror | Lêf] îàìW DãfêK]L |
| neck | LåÉâL | red | LêÉÇL |
| neighbourhood watch scheme | LDåÉfKÄ]KÜrÇ ïflíp ëâáWãL | redundancy | LêfDÇ¾åKÇåíKëáL |
| nightclub | LDå~fíKâä¾ÄL | referee | LêÉÑK]DêáWL |
| nine | Lå~fåL | reservoir | LDêÉòK]Kîï^WL |

|  |  |  |  |
| --- | --- | --- | --- |
| river | LDêfîK]L | stereo | LDëíÉêKáK]rL |
| road | Lê]rÇL | stomach | LDëí¾ãK]âL |
| road rage | Lê]rÇ êÉfÇwL | storm | LëílWãL |
| road sign | Lê]rÇ ë~fåL | stream | LëíêáWãL |
| rock | LêflâL | string | LëíêfÏL |
| rugby | LDê¾ÖKÄáL | summer | LDë¾ãK]L |
| rule | LêìWäL | sun | Lë¾åL |
| sailing | LDëÉfKäfÏL | sunblock | LDë¾åKÄäflâL |
| sand | LëôåÇL | Sunday driver | LDë¾åKÇÉf DÇê~fKî]L |
| saxophone | LDëôâKë]KÑ]råL | sunglasses | LDë¾ÏKÖä^WKëfòL |
| score | LëâlWL | sunset | LDë¾åKëÉíL |
| sea | LëáWL | suntan | LDë¾åKíôåL |
| season | LDëáWKòåL | supporter | Lë]DélWKí]L |
| seat | LëáWíL | suspect | LDë¾ëKéÉâíL |
| seatbelt | LDëáWíÄÉäíL | suspended sentence | Lë]DëéÉåÇK]Ç DëÉåKí]åíëL |
| separation | LëÉéKêDÉfKpåL | swimming | LDëïfãKfÏL |
| seven | LDëÉîKåL | table tennis | LDíÉfKÄä DíÉåKfëL |
| seventeen | LëÉîKåDíáWåL | team | LíáWãL |
| seventy | LDëÉîKåKíáL | teenager | LDíáWåKÉfKÇw]L |
| shark | Lp^WâL | temperature | LDíÉãKéê]Kíp]L |
| sheep | LpáWéL | ten | LíÉåL |
| shoplifting | LDpfléKäfÑKífÏL | tennis | LDíÉåKfëL |
| shoulder | LDp]räKÇ]L | terminal illness | LDí‰WKãfKå]ä DfäKå]ëL |
| side mirror | Lë~fÇ DãfêK]L | terrorism | LDíÉêK]KêfKòãL |
| singer | LDëfÏK]L | theft | LqÉÑíL |
| six | LëfâëL | thermometer | Lq]DãflãKfKí]L |
| sixteen | LëfâDëíáWåL | thirteen | Lq‰WDíáWåL |
| sixty | LDëfâKëíáL | thirty | LDq‰WKíáL |
| skeleton | LDëâÉäKfKíåL | three | LqêáWL |
| skiing | LDëâáWKfÏL | throat | Lqê]ríL |
| skin | LëâfåL | thunder and lightning | Lq¾åKÇ]KåÇDä~fíKåfÏL |
| sky | Lëâ~fL | tiger | LDí~fKÖ]L |
| sledge | LëäÉÇwL | toe | Lí]rL |
| sleet | LëäáWíL | tongue | Lí¾ÏL |
| snail | LëåÉfäL | tooth | LíìWqL |
| snooker | LDëåìWKâ]L | tortoise | LDílWKí]ëL |
| snow | Lëå]rL | tree | LíêáWL |
| snowman | LDëå]rKãôåL | trial | Líê~f]äL |
| solicitor | Lë]DäfëKfKí]L | trumpet | LDíê¾ãKéfíL |
| spider | LDëé~fKÇ]L | tsunami | LíëìWDå^WKãáL |
| sport | LëélWíL | twelve | LíïÉäîL |
| sports car | LëélWíë â^WL | twenty | LDíïÉåKíáL |
| spring | LëéêfÏL | two | LíìWL |
| squash | LëâïflpL | tyre | Lí~f]L |
| stadium | LDëíÉfKÇáK]ãL | umbrella | L¾ãDÄêÉäK]L |
| stag night | LëíôÖ å~fíL | valley | LDîôäKáL |
| starfish | LDëí^WKÑfpL | vein | LîÉfåL |
| steering wheel | LDëíf]KêfÏ ïáWäL | verse | Lî‰WëL |

Discussion Words from Elementary Book 2 (page 5 of 5)

|  |  |
| --- | --- |
| victim | LDîfâKífãL |
| violence | LDî~f]KäåíëL |
| violin | LDî~f]KäfåL |
| volleyball | LDîfläKáKÄlWäL |
| wave | LïÉfîL |
| weather | LDïÉaK]L |
| weather forecast | LDïÉaK] DÑlWKâ^WëíL |
| wedding | LDïÉÇKfÏL |
| Wellington boots | LïÉäKfÏKíåDÄìWíëL |
| whale | LïÉfäL |
| wheel | LïáWäL |
| white | Lï~fíL |
| widow | LDïfÇK]rL |
| wind | LïfåÇL |
| wind farm | LïfåÇ Ñ^WãL |
| windscreen | LDïfåÇKëâêáWåL |
| windscreen wipers | LDïfåÇKëâêáWå Dï~féK]òL |
| winner | LDïfåK]L |
| winter | LDïfåKí]L |
| winter tyres | LDïfåKí] í~f]òL |
| witness | LDïfíKå]ëL |
| worm | Lï‰WãL |
| wrist | LêfëíL |
| yellow | LDàÉäK]rL |
| zebra | LDòÉÄKê]L |
| zebra crossing | LDòÉÄKê] DâêflëKfÏL |
| zero | LDòf]Kê]rL |

The 26 Letters of the English Alphabet and How to Pronounce Them –

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| upper case | lower case | IPA | upper case | lower case | IPA |
| A | a | LÉfL | N | n | LÉåL |
| B | b | LÄáWL | O | o | L]rL |
| C | c | LëáWL | P | p | LéáWL |
| D | d | LÇáWL | Q | q | LâàìWL |
| E | e | LáWL | R | r | L^WL |
| F | f | LÉÑL | S | s | LÉëL |
| G | g | LÇwáWL | T | t | LíáWL |
| H | h | LÉfípL | U | u | LàìWL |
| I | i | L~fL | V | v | LîáWL |
| J | j | LÇwÉfL | W | w | LDÇ¾KÄ]äKàìWL |
| K | k | LâÉfL | X | x | LÉâëL |
| L | l | LÉäL | Y | y | Lï~fL |
| M | m | LÉãL | Z | z | LòÉÇL |

A consonant cluster is a group of two or more consonant letters together in a word. For example, in the word “**br**i**ll**ia**nt**”, “br” is a consonant cluster, as is “ll”, and also “nt”. Consonant clusters are also sometimes known as “consonant blends”. Focusing on consonant clusters and vowel clusters (see p.18.48) is useful if you want to look at some of the differences between spelling and sounds in English words.

Consonant clusters can occur at the beginning (an **initial** consonant cluster), in the middle (a **medial** consonant cluster) or at the end of a syllable (a **final** consonant cluster). For example, in the world brilliant – LDÄêfäKà]åíL – which has two syllables, there is a consonant cluster at the beginning of the first syllable (“br”), at the end of the first syllable (“ll”), and at the end of the second syllable (“nt”). They can also occur in the middle of a syllable, for example the consonant cluster “ch” in the middle of the word “a**ch**e”.

We can include consonant *digraphs* within the term “consonant clusters”. A consonant digraph is where two consecutive consonant letters in the spelling of a word are used together to make a single sound. For example, in the word “**kn**ow”, “kn” is a digraph which represents a single sound: LåL . There are also digraphs which make vowel sounds, for example, in the word “beach”, “ea” is a digraph which represents a single vowel sound: LáWL (see p.18.48).

There are 21 consonant *letters* in the English alphabet, and 25 consonant *sounds* in spoken English. Therefore we need some consonant digraphs to represent consonant sounds because there are more consonant sounds than consonant letters. For example, there is no single letter in English that represents the sound LpL . We need to use a digraph – two consonant letters together – and we end up with “sh” to represent LpL . Similarly, there is no single letter that represents the sound LaL . Therefore we need to use a digraph – two consonant letters together – and we end up with “th” to represent LaL . Confusion can occur because the digraph “th” also represents another, different consonant sound: LqL.

Part of the reason for the existence of digraphs – where two letters make one sound – is that English is an old language, and over hundreds of years the pronunciation of different words has changed. Some sounds that used to be pronounced in words are no longer pronounced, although the spelling has remained the same. Some used to be pronounced, but aren’t any more. For example, up until the mid-17th century “knife” was pronounced in Old English as a three-syllable word, with the LâL , the LåL , and the final vowel sound all heard, like this: LâDåfÑK]L .

As we have seen in our study of connected speech (see p.11.1), consonants don’t like to rub up against each other, and elision (where we lose a consonant sound) or assimilation (where a consonant sound changes) often occur when two consonant sounds meet, to make the syllable or word easier to pronounce. So it is no surprise then that the longer the consonant cluster, the more difficult it will be to pronounce, and the more likely it will be that either elision or assimilation take place. For example, try saying: “**tw**e**lfths**” out loud. This word crowbars seven different consonant letters into one syllable, which in turn produces six distinct consonant sounds: L**í ï** É **ä Ñ q ë**L ! Another example of a problematic word is “**cr**i**sps**”, which is pronounced: LâêfëéëL . Try to pronounce all of the five distinct consonant sounds (in two consonant clusters) in just one syllable. Tricky!

Generally speaking most consonant clusters are only two or three letters long. The longest initial consonant cluster can be three letters long, e.g. “spr-” in the word “**spr**int”, whilst the longest final consonant cluster will be generally four letters long, e.g. “-rsts” in the word “fi**rsts**”. Perhaps the prize for the longest consonant cluster would have to go to the word “**rhythm**”, which is soley made up of consonant letters – six to be precise! However, “rhythm” cheats as a consonant cluster, because it actually has two vowel sounds – the “y” acts as the vowel sound LfL in the first syllable, which is stressed, and the second syllable can have either the schwa sound (weak stress) or no vowel sound: LDêfaK]ãL or LDêfaKãL .

Adverbs are a group of words that can have long consonant clusters at the end, e.g. exa**ctly**. Elision is likely to occur in such a cluster, for example “exactly” will often be pronounced without the LíL sound, like this: LfÖDòôâKäáL rather than LfÖDòôâíKäáL . It would be too much unnecessary effort to try to pronounce the LíL , sandwiched as it is between two other consonant sounds. I say *unnecessary* because the most important sound in this word is the vowel sound on the stressed syllable, the LôL sound. This sound *must* be pronounced clearly, whilst the consonant sounds are less vital to communication.

Consonant clusters can be divided into **five** categories:

1. Consonant Digraphs
2. Consonant Digraphs with Double Letters
3. True Consonant Clusters
4. Consonant Clusters Ending with LëL or LòL
5. Consonant Clusters in Compound Words
6. Consonant Digraphs

Some consonant clusters are *digraphs*, which are two letters together in the spelling of a word that combine to make a single sound. Note that most consonant digraphs end with the letter “**h**”. (When three letters come together to form a single sound, e.g. “-tch” in the word “fe**tch**” – which represents the sound LípL – it is known as a *trigraph*.)

Here are some examples of **initial** consonant digraphs. *(Note: you may wish to add your own examples in the space provided.)*

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| ch ch | LípL LpL | **ch**eer, **ch**ampion, **ch**ange **ch**andelier, **ch**ampignon[1](#_bookmark1) |  |
| ch | LâL | **ch**olera, **ch**rome, **ch**ronic |  |
|  |  |  |  |
| gn | LåL | **gn**at, **gn**aw, **gn**ome |  |
|  |  |  |  |
| kn | LåL | **kn**ow, **kn**ife, **kn**itting |  |

1 Loan words from French.

|  |  |  |  |
| --- | --- | --- | --- |
| ph | LÑL | **ph**oto, **ph**armacy, **ph**araoh |  |
|  |  |  |  |
| rh | LêL | **rh**ubarb, **rh**inoceros, **rh**yme |  |
|  |  |  |  |
| sc | LëL | **sc**ience, **sc**issors, **sc**imitar |  |
|  |  |  |  |
| sh | LpL | **sh**eep, **sh**ine, **sh**ock, **sh**ed |  |
|  |  |  |  |
| th | LqL | **th**ick, **Th**ursday, **th**anks |  |
| th | LaL | **th**is, **th**at, bro**th**er, **th**ere, **th**e |  |
|  |  |  |  |
| ts | LëL | **ts**unami[1](#_bookmark2) |  |

|  |  |  |
| --- | --- | --- |
| wh | LïL | **wh**at, **wh**y, **wh**ere, **wh**eel, **wh**ip |
| wh | LÜL | **wh**o, **wh**ose, **wh**ole, **wh**olemeal |

wr LêL **wr**iting, **wr**estler, **wr**ong

Here are some examples of **final** consonant cluster digraphs:

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| ch | LípL | bea**ch**, coa**ch**, roa**ch** |  |
| ch | LâL | stoma**ch** |  |
|  |  |  |  |
| ck | LâL | bla**ck**, tra**ck**, pi**ck**, flo**ck**, lu**ck** |  |

gh LÑL cou**gh**, trou**gh**, rou**gh**, enou**gh**, tou**gh**[2](#_bookmark3)

|  |  |  |  |
| --- | --- | --- | --- |
| mb | LãL | co**mb**, to**mb**, aplo**mb**, plu**mb** |  |
|  |  |  |  |
| ng | LÏL | alo**ng**, goi**ng**, eati**ng**, meeti**ng** |  |
|  |  |  |  |
| sh | LpL | fini**sh**, tra**sh**, Spani**sh**, fi**sh** |  |
|  |  |  |  |
| th | LqL | too**th**, you**th**, ba**th**, pa**th** |  |

1. This is a loan word from Japanese. In the word “**ts**ar” (from Russian) the “ts” digraph makes a LòL sound: Lò^WL
2. The digraph “gh” also contributes towards different vowel sounds, e.g. L~rL in “b**ough**” and “pl**ough**”, and can be

included in various vowel clusters (see p.18.53).

Here are some **final** consonant digraphs which occur where the letter “r” is silent because it is helping to make a vowel sound (see also **vowel clusters** on p.18.50).

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| rb | LÄL | distu**rb**, subu**rb**, rhuba**rb** |  |
|  |  |  |  |
| rn | LåL | ea**rn**, tu**rn**, weste**rn**, lea**rn** |  |
|  |  |  |  |
| rt | LíL | hu**rt**, hea**rt**, a**rt**, sta**rt**, ale**rt** |  |

Just to confuse you, here’s a consonant cluster where “r” *is* pronounced. This is not a digraph, because both of the letters are pronounced, but rather a true consonant cluster:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ry | LêáL | dai**ry**, ee**ry**, dia**ry**, hai**ry**, bu**ry** |  |

1. Consonant Digraphs with Double Letters

These consonant clusters are digraphs that comprise a pair of identical letters, which make a single sound when said together. Most consonant letters can be doubled, although doubles with “h”, “j”, “q”, “w”, “x”, and “y” are not natural in English. They usually occur in the middle of a word, although some, like “ff” in “cli**ff**” come at the end. They never occur at the beginning of a word, unless the word has originated from a foreign language, for example “**ll**ama” from Spanish or “**Ll**oyd” from Welsh. Here is a full list of consonant digraphs with double letters:

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| bb | LÄL | ro**bb**er, so**bb**ing, ho**bb**le |  |
| cc | LâL | so**cc**er, o**cc**ur, stu**cc**o |  |
| dd | LÇL | pu**dd**ing, we**dd**ing, sa**dd**er |  |
| ff | LÑL | i**ff**y, cli**ff,** e**ff**ect, o**ff**, e**ff**ort |  |
| gg | LÖL | bo**gg**y, fla**gg**ed, bi**gg**er |  |
| kk | LâL | tre**kk**ing, Tre**kk**er |  |
| ll | LäL | a**ll**uring, a**ll**ied, ba**ll**oon |  |
| mm | LãL | su**mm**er, hu**mm**ing, i**mm**ature |  |
| nn | LåL | ru**nn**er, a**nn**oy, a**nn**ouncement |  |
| pp | LéL | o**pp**ortunity, sho**pp**ing, ki**pp**er |  |
| rr | LêL | hu**rr**y, wo**rr**ied, cu**rr**y, so**rr**y |  |
| ss | LëL | a**ss**e**ss**, le**ss**, ma**ss**ive |  |
| ss | LòL | po**ss**ess |  |
| tt | LíL | shu**tt**ers, co**tt**age, plo**tt**ed |  |
| vv | LîL | re**vv**ed |  |

1. True Consonant Clusters

“True” consonant clusters are phonetic because they are pronounced in the same way as they are spelled. For example, “br” in “**br**ead” is pronounced in the same way as the phonemes that it represents: LÄêL . In true consonant clusters we pronounce all of the sounds. Note that the consonant clusters below in **bold type** are all good examples of when the consonant sound LêL is pronounced in an English word. This is helpful to know, because so often in spoken English the letter “r” in a word is not pronounced, since it’s only there to help make a vowel sound, for example in the words: “c**ar**”, “m**ore**”, and “y**our**” (see also p.18.50).

Here are some examples of true **initial** consonant clusters:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| bl | LÄäL | **bl**ood, **bl**end, **bl**ack, **bl**own |  |
| **br** | LÄêL | **br**ight, **br**ing, **br**ush, **br**illiant |  |
| cl | LâäL | **cl**ear, **cl**ose, **cl**othes, **cl**ever |  |
| **cr** | LâêL | **cr**y, **cr**ime, **cr**ow, **cr**op, **cr**umb |  |
| **dr** | LÇêL | **dr**ink, **dr**op, **dr**ive, **dr**ip, **dr**eary |  |
| fl | LÑäL | **fl**annel, **fl**y, **fl**eece, **fl**ame, **fl**ow |  |
| **fr** | LÑêL | **fr**ighten, **fr**om, **fr**ame, **Fr**ance |  |
| **gr** | LÖêL | **gr**eat, **gr**ape, **gr**ip, **gr**ime, **gr**ow |  |
| **pr** | LéêL | **pr**ove, **pr**ovide, **pr**ay, **pr**incess |  |
| qu | LâïL | **qu**ite, **qu**een, **qu**ick, **qu**iet[1](#_bookmark4) |  |
| **scr** | LëâêL | **scr**eam, **scr**ipt, **scr**am, **scr**ew |  |
| sm | LëãL | **sm**all, **sm**art, **sm**elly, **sm**ooth |  |
| st | LëíL | **st**ay, **st**op, **st**ink, **st**olen, **st**y |  |
| **str** | LëíêL | **str**ange, **str**oppy, **str**eet, **st**rict |  |
| **tr** | LíêL | **tr**opical, **tr**ench, **tr**ain, **tr**iumph |  |

Here are some examples of true **final** consonant clusters:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ly | LäáL | on**ly**, lone**ly**, tru**ly**, rare**ly** |  |
| mp | LãéL | hu**mp**, bu**mp**, cla**mp**, da**mp** |  |
| mpt | LãéíL | exe**mpt**, conte**mpt**, drea**mpt** |  |
| nch | LåípL | mu**nch**, lu**nch**, be**nch**, ste**nch** |  |
| nd | LåÇL | e**nd**, sta**nd**, me**nd**, grou**nd** |  |
| ndy | LåÇáL | wi**ndy**, ca**ndy**, ha**ndy**, sa**ndy** |  |
| ny | LåáL | ti**ny**, mea**ny** |  |

…and here are a couple that are neither initial nor final consonant clusters:

1 Although “qu” is technically a consonant and a vowel together, the sounds that it produces – LâïL – are both consonant sounds.

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| lv | LäîL | sa**lv**age, de**lv**e, she**lv**es |  |
| ng | LåÇwL | ora**ng**e, arra**ng**e, impi**ng**e |  |

1. Consonant Clusters Ending with LëL or LòL

These are consonant clusters that end with an “s”, representing either the sound LëL or LòL at the end of a plural noun, for example:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| nts | LåíëL | pla**nts**, accou**nts**, re**nts** |  |
| rds | LÇòL | reco**rds**, bi**rds**, ca**rds**, cho**rds** |  |
| rs | LòL | colou**rs**, rive**rs**, siste**rs** |  |
| ts | LíëL | swee**ts**, oa**ts**, boa**ts** |  |

We’ve already seen earlier on in this handbook how adding an “s” sound – LëL – or a “z” sound – LòL – at the end of a word makes it easier for us to say the next sound if it’s a consonant sound (see p.3.9). The importance of LëL and the very similar LòL as linking sounds in connected speech in English cannot be overstated. These linking sounds occur very frequently in English because of grammar rules to do with using “s”. If you think about it, we use “s” as a letter at the end of words far more frequently than we do other letters, simply because of the following grammar rules:

* 1. “s” is added to the end of most nouns to make them plural, e.g. “one cat, two cat**s**”, or “one knife, two knive**s**”
  2. “s” is added to the end of nouns (after an apostrophe) to indicate possession, e.g. “John’**s** car”, or “the girl’**s** book”
  3. “s” is added to the end of verbs to make the third form, e.g. “I read, he read**s**”, or “you put”, “she put**s**”. It is also worth noting the “s” endings of the third form of the four most common verbs in English (the first three of which are also very common auxiliary verbs):

Verb: **BE**

Third Form: he i**s**, she i**s**, it i**s** *and the contractions* he’**s**, she’**s**, it’**s** Verb: **HAVE**

Third Form: he ha**s**, she ha**s**, it ha**s** *and the contractions* he’**s**, she’**s**, it’**s** Verb: **DO**

Third Form: he doe**s**, she doe**s**, it doe**s**

Verb: **GO**

Third Form: he goe**s**, she goe**s**, it goe**s**

Can you imagine what would happen if we used LíL instead of LëL or LòL as a linking sound in each of these situations? The consonant sound LíL is often dropped at the ends of words (see p.11.5), because it is difficult to pronounce together with another consonant sound. If we used it in the above rules instead of LëL or LòL (which connect well with all other consonant sounds) the phrases produced would be much harder to say, because they wouldn’t flow together well. For example, we would have to say: *“John’t car”*, instead of “John’s car”, which would make a problem because the LíL sound at the end of *“John’t”* wouldn’t flow well with the next consonant sound (the LâL sound at the beginning of “car”). Or what about *“she’t going”*, instead of “she’s going”? Again, it would be much harder to pronounce. In fact the result would be tongue-twisting on a massive scale! In the same way, having to pronounce *“he readt bookt”*, instead of “he reads books” wouldn’t flow, because LíL – or indeed any other consonant sound – wouldn’t enable the same easy flow that we achieve by using LëL or LòL .

1. Consonant Clusters in Compound Words

In compound words, strange consonant clusters can occur, which are not “true” consonant clusters. This is because two separate words have been joined together to make a new word, meaning that the final consonant cluster from the first word has to sit side by side with the initial consonant cluster from the second word. Here are some examples:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *the two words are:* |
| tchb | LípÄL | swi**tchb**oard | switch + board |
| ffh | LÑÜL | cli**ffh**anger | cliff + hanger |
| ndf | LåÇÑL | gra**ndf**ather | grand + father |
| ndbr | LåÇÄêL | grou**ndbr**eaking | ground + breaking |

As we have seen, it is common when consonant sounds meet for elision or assimilation to take place (see also Connected Speech, p.11.4). So, for example, we wouldn’t pronounce the whole mouthful of consonant sounds in the middle of “groundbreaking”: LDÖê^r**åÇ**K**Äê**ÉfKâfÏL , because it would be too difficult in rapid speech to pronounce the final consonant cluster “-nd” next to the initial consonant cluster, “br”. On the contrary, we would automatically employ elision and lose the LÇL sound, changing the word into: “groun-breaking” LDÖê^r**å**K**Äê**ÉfKâfÏL – which is far easier to pronounce.

*A consonant cluster is a group of two or more consonant letters together in a word. They can be* ***initial*** *(at the beginning of a word),* ***medial*** *(in the middle of a word), and* ***final*** *(at the end of a word). Focusing on consonant clusters and vowel clusters (see p.18.48) is useful if you want to look at some of the differences between spelling and sounds in English words. Consonant clusters can be divided into five categories:*

1. Consonant Digraphs (two consonant letters together make a single sound) – INITIAL:

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| ch | LípL | **ch**eer, **ch**ampion, **ch**ange |  |
| gn | LåL | **gn**at, **gn**aw, **gn**ome |  |
| kn | LåL | **kn**ow, **kn**ife, **kn**itting |  |
| ph | LÑL | **ph**oto, **ph**armacy, **ph**araoh |  |
| sc | LëL | **sc**ience, **sc**issors, **sc**imitar |  |
| sh | LpL | **sh**eep, **sh**ine, **sh**ock, **sh**ed |  |
| th | LqL | **th**ick, **Th**ursday, **th**anks |  |
| th | LaL | **th**is, **th**at, bro**th**er, **th**ere, **th**e |  |
| wh | LïL | **wh**at, **wh**y, **wh**ere, **wh**eel, **wh**ip |  |
| wr | LêL | **wr**iting, **wr**estler, **wr**ong |  |
| FINAL: |  |  |  |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| ch | LípL | bea**ch**, coa**ch**, roa**ch** |  |
| ck | LâL | bla**ck**, tra**ck**, pi**ck**, flo**ck**, lu**ck** |  |
| gh | LÑL | cou**gh**, trou**gh**, rou**gh**, enou**gh**, | tou**gh** |
| mb | LãL | co**mb**, to**mb**, aplo**mb**, plu**mb** |  |
| ng | LÏL | alo**ng**, goi**ng**, eati**ng**, meeti**ng** |  |
| sh | LpL | fini**sh**, tra**sh**, Spani**sh**, fi**sh** |  |
| th | LqL | too**th**, you**th**, ba**th**, pa**th** |  |

1. Consonant Digraphs with Double Letters – MEDIAL:

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| bb | LÄL | ro**bb**er, so**bb**ing, ho**bb**le |  |
| cc | LâL | so**cc**er, o**cc**ur, stu**cc**o |  |
| dd | LÇL | pu**dd**ing, we**dd**ing, sa**dd**er |  |
| ll | LäL | a**ll**uring, a**ll**ied, ba**ll**oon |  |
| mm | LãL | su**mm**er, hu**mm**ing, i**mm**ature |  |
| nn | LåL | ru**nn**er, a**nn**oy, a**nn**ouncement |  |
| pp | LéL | o**pp**ortunity, sho**pp**ing, ki**pp**er |  |
| rr | LêL | hu**rr**y, wo**rr**ied, cu**rr**y, so**rr**y |  |
| ss | LëL | a**ss**e**ss**, le**ss**, ma**ss**ive |  |
| tt | LíL | shu**tt**ers, co**tt**age, plo**tt**ed |  |

1. True Consonant Clusters (that sound the same as they are spelled) – INITIAL:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| bl | LÄäL | **bl**ood, **bl**end, **bl**ack, **bl**own |  |
| br | LÄêL | **br**ight, **br**ing, **br**ush, **br**illiant |  |
| cr | LâêL | **cr**y, **cr**ime, **cr**ow, **cr**op, **cr**umb |  |
| dr | LÇêL | **dr**ink, **dr**op, **dr**ive, **dr**ip, **dr**eary |  |
| fr | LÑêL | **fr**ighten, **fr**om, **fr**ame, **Fr**ance |  |
| gr | LÖêL | **gr**eat, **gr**ape, **gr**ip, **gr**ime, **gr**ow |  |
| pr | LéêL | **pr**ove, **pr**ovide, **pr**ay, **pr**incess |  |
| qu | LâïL | **qu**ite, **qu**een, **qu**ick, **qu**iet |  |
| ry | LêáL | dai**ry**, ee**ry**, dia**ry**, hai**ry**, bu**ry** |  |
| scr | LëâêL | **scr**eam, **scr**ipt, **scr**am, **scr**ew |  |
| sm | LëãL | **sm**all, **sm**art, **sm**elly, **sm**ooth |  |
| st | LëíL | **st**ay, **st**op, **st**ink, **st**olen, **st**y |  |
| tr | LíêL | **tr**opical, **tr**ench, **tr**ain, **tr**iumph |  |
| FINAL: |  |  |  |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ly | LäáL | on**ly**, lone**ly**, tru**ly**, rare**ly** |  |
| mp | LãéL | hu**mp**, bu**mp**, cla**mp**, da**mp** |  |
| nch | LåípL | mu**nch**, lu**nch**, be**nch**, ste**nch** |  |
| nd | LåÇL | e**nd**, sta**nd**, me**nd**, grou**nd** |  |
| ndy | LåÇáL | wi**ndy**, ca**ndy**, ha**ndy**, sa**ndy** |  |

1. Consonant Clusters Ending with LëL or LòL (at the end of a plural noun) – FINAL:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| nts | LåíëL | pla**nts**, accou**nts**, re**nts** |  |
| rds | LÇòL | reco**rds**, bi**rds**, ca**rds**, cho**rds** |  |
| ts | LíëL | swee**ts**, oa**ts**, boa**ts** |  |

1. Consonant Clusters in Compound Words – (consonant clusters meet) – MEDIAL:

|  |  |  |  |
| --- | --- | --- | --- |
| *c/cluster:* | *sounds like:* | *for example:* | *the two words are:* |
| tchb | LípÄL | swi**tchb**oard | switch + board |
| ffh | LÑÜL | cli**ffh**anger | cliff + hanger |
| ndf | LåÇÑL | gra**ndf**ather | grand + father |
| ndbr | LåÇÄêL | grou**ndbr**eaking | ground + breaking |

A vowel cluster is a group of two or more vowel letters together in a word that represent a single vowel sound. For example, in the word “r**oa**d”, “oa” is a vowel cluster that represents the sound L]rL , whilst in the word “sh**oe**”, “oe” is a vowel cluster that represents the sound LìWL. In the same way, “ar” in the word “c**ar**”, is a vowel cluster that uses a silent “r” to help make the vowel sound L^WL. The reason we have vowel clusters is simple: there are 23 different single vowel sounds (vowel phonemes) in spoken English, but only 5 single vowel letters in written English. We need vowel clusters to represent in spelling all of the different vowel sounds. For example, the letter “a” on its own can make the sound LôL when sandwiched between two consonant sounds, for example in the word “c**a**t” – LâôíL – but there is no single letter which can make the very common vowel sound LìWL, as in “tr**ue**” LíêìWL. We have to use a vowel cluster – in this case “ue” – to represent this sound on paper.

Vowel clusters can occur anywhere in a word – at the beginning (initial), as in “**ou**t”; in the middle (medial), as in “pl**ea**se”; and at the end (final), as in “tr**ue**”. Focusing on vowel clusters and consonant clusters (see p.18.39) is useful if you want to look at some of the differences between spelling and sounds in English words. (See also Rhyming Words, pp.18.19-18.28.)

Vowel clusters can be divided into **eight** categories:

* 1. Vowel Digraphs
  2. Vowel Trigraphs and Quadgraphs
  3. Vowel Clusters that end with “-r”
  4. Other Vowel Clusters with “r”
  5. Vowel Clusters with “w”
  6. Vowel Clusters with “y”
  7. Vowel Clusters with “gh”
  8. Vowel Clusters with Other Consonant Letters

What follows is a comprehensive list of vowel clusters, with the sounds that they represent, grouped by letter in alphabetical order. *(Note: you may wish to add your own examples in the space provided.)*

1. Vowel Digraphs

Vowel digraphs are two vowel letters together in the spelling of a word that represent a single sound (one vowel phoneme). For example, in the word “m**ea**t”, “ea” is a vowel digraph that represents the sound LáWL , whilst in the word “m**ee**t”, “ee” is a vowel digraph that also stands for the same vowel sound: LáWL . This kind of thing can lead to a lot of confusion between spelling and sounds in English!

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| ai | LÉfL | p**ai**d, w**ai**t, f**ai**l**,** p**ai**nt, g**ai**n |  |
| ai | LÉL | s**ai**d, ag**ai**n |  |
|  |  |  |  |
| au | LlWL | fr**au**d, p**au**se, **au**tumn, **Au**gust |  |

|  |  |  |  |
| --- | --- | --- | --- |
| au | L^WL | l**au**gh, l**au**ghter |  |
|  |  |  |  |
| ea | LÉfL | br**ea**k, st**ea**k, gr**ea**t |  |
| ea LáWL r**ea**d, app**ea**l, l**ea**d, cl**ea**n, l**ea**f, st**ea**l ea LÉL r**ea**d, br**ea**d, dr**ea**mpt, d**ea**d, dr**ea**d | | | |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |
| ee | LáWL | wh**ee**l, p**ee**l, kn**ee**l, h**ee**l |
|  |  |  |
| ei | LáWL | rec**ei**ve, dec**ei**ve, rec**ei**pt |
| ei | LÉfL | r**ei**n, v**ei**n |
|  |  |  |
| eo | LÉL | l**eo**pard, L**eo**nard |
|  |  |  |
| eu | LlfL | Fr**eu**d |
|  |  |  |
| ia | L~f]L | v**ia**l |
|  |  |  |
| ie | L~fL | t**ie**, d**ie**, l**ie**, p**ie** |
| ie | Lf]L | f**ie**ld, y**ie**ld, w**ie**ld |
| ie | LáWL | activit**ie**s, bel**ie**ve, ach**ie**ve |
| ie | L~f]L | var**ie**ty |
|  |  |  |
| io | L]L | stat**io**n, complet**io**n, rat**io**n |
|  |  |  |
| iu | /f]L | val**iu**m, ted**iu**m, rad**iu**m |
|  |  |  |
| oa | L]rL | **oa**k, f**oa**m, l**oa**f, encr**oa**ch, r**oa**d |
| oa | LlWL | br**oa**d, abr**oa**d |
|  |  |  |
| oe | LìWL | sh**oe** |
| oe | L]rL | t**oe**, h**oe**, w**oe**, f**oe**, g**oe**s |
| oe | L¾L | d**oe**s, d**oe**sn’t |
|  |  |  |
| oi | LlfL | av**oi**d, v**oi**d, c**oi**n, t**oi**let |
|  |  |  |
| oo | LìWL | sch**oo**l, t**oo**l, f**oo**l, ch**oo**se |
| oo | LrL | g**oo**d, b**oo**k, t**oo**k, r**oo**k, h**oo**d |
| oo | L¾L | bl**oo**d, fl**oo**d |
| oo | L]rL | br**oo**ch |
|  |  |  |
| ou | L~rL | s**ou**nd, l**ou**d, pr**ou**d, r**ou**nd, h**ou**se |
| ou | LìWL | r**ou**te, y**ou**, s**ou**p, gr**ou**p |

|  |  |  |  |
| --- | --- | --- | --- |
| ou ou ou | L]L  LflL L¾L | fam**ou**s, jeal**ou**s, oner**ou**s c**ou**gh, tr**ou**gh  r**ou**gh, en**ou**gh, t**ou**gh |  |
|  |  |  |  |
| ue | LìWL | bl**ue**, tr**ue**, s**ue** |  |
| ue | LÉL | g**ue**ss, g**ue**st |  |
| ue | Lr]L | f**ue**l, p**ue**rile, d**ue**l |  |
|  |  |  |  |
| ui | L~fL | g**ui**de, g**ui**dance |  |
| ui | LìWL | j**ui**ce, br**ui**se |  |
| ui | LfL | b**ui**ld, b**ui**lding, g**ui**lt |  |

Most of the vowel sounds of English (18 out of 23) are represented by these 18 different vowel digraphs. The sounds not represented are: LôL, LáL, L‰WL, LÉ]L, L~r]L . The last three sounds are represented by vowel clusters that use “r” (see below).

1. Vowel Trigraphs and Quadgraphs

It is possible, though fairly uncommon, to find more than two vowel letters together in an English word. A group of three letters that make a single sound is called a *trigraph*. For example:

*trigraph: sounds like: for example: my example(s):*

b**eau**, **eau** de toilette[1](#_bookmark5)

L]rL

eau

eou L]L outrag**eou**s, contag**eou**s

iou Lf]L industr**iou**s, harmon**iou**s, ted**iou**s

A group of four letters that makes a single sound is called a *quadgraph*. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| *quadgraph:* | *sounds like:* | *for example:* | *my example(s):* |
| ueue | LìWL | q**ueue** |  |

1. Vowel Clusters that End with “-r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound LêL

is not pronounced.

1 in loan words from French

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| air | LÉ]L | **air**, f**air**, h**air**, ch**air**, st**air**, p**air** |  |
|  |  |  |  |
| ar | L^WL | c**ar**, guit**ar**, st**ar**, b**ar**, sh**ar**k |  |
| ar | LlWL | w**ar**, w**ar**t, w**ar**m |  |
| ar | L]L | popul**ar**, singul**ar**, regul**ar** |  |
|  |  |  |  |
| ear | L^WL | h**ear**t |  |
| ear | Lf]L | **ear**, b**ear**d, d**ear**, app**ear**, f**ear** |  |
| ear | L‰WL | l**ear**n, **ear**n, s**ear**ch, p**ear**l, h**ear**d | |
| ear | LÉ]L | b**ear**, t**ear**, w**ear**, p**ear** | |
|  |  |  | |
| eer | Lf]L | l**eer**, p**eer**, b**eer**, engin**eer**, st**eer** | |
|  |  |  | |
| er | L‰WL | v**er**b, h**er**d, h**er**b, h**er** | |
| er | L]L | teach**er**, clean**er**, hott**er**, moth**er** | |
|  |  |  | |
| iar | L~f]L | l**iar** | |
|  |  |  | |
| ier | Lf]L | t**ier**, p**ier** | |
| ier | L~f]L | pl**ier**s | |
|  |  |  | |
| ir | L‰WL | f**ir**, b**ir**d, g**ir**l, wh**ir**l, tw**ir**l | |
|  |  |  | |
| irr | L‰WL | wh**irr** | |
|  |  |  | |
| oar | LlWL | **oar**, b**oar**, h**oar**, h**oar**d, b**oar**d | |
|  |  |  | |
| oor | LlWL | d**oor**, fl**oor**, p**oor**, m**oor** | |
|  |  |  | |
| or | LlWL | f**or**m, n**or**, f**or**, conf**or**m, p**or**t, sw**or**d | |
| or | L‰WL | w**or**d, w**or**m | |
| or | L]L | doct**or**, tract**or**, administrat**or** | |
|  |  |  | |
| our | LlWL | p**our** | |
| our | L~r]L | **our**, fl**our**, h**our**, d**our**, s**our** | |
| our | L]L | harb**our**, col**our** , splend**our** | |
|  |  |  | |
| ur | L‰WL | h**ur**l, ch**ur**l, unf**ur**l, c**ur**l | |

1. Other Vowel Clusters with “r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound LêL

is not pronounced.

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| aire | LÉ]L | million**aire**, Cl**aire** |  |
|  |  |  |  |
| are | L^WL | **are** |  |
| are | LÉ]L | h**are**, r**are**, w**are**, c**are** |  |
|  |  |  |  |
| ere | Lf]L | h**ere**, m**ere** |  |
| ere | L‰WL | w**ere** |  |
| ere | LÉ]L | th**ere**, wh**ere** |  |
|  |  |  |  |
| ire | L~f]L | w**ire**, f**ire**, m**ire**, t**ire** |  |
|  |  |  |  |
| oare | LlWL | h**oare** |  |
|  |  |  |  |
| ore | LlWL | m**ore**, bef**ore**, c**ore**, st**ore**, l**ore** |  |
|  |  |  |  |
| re | L]L | cent**re**, met**re**, lit**re**, ac**re** |  |
|  |  |  |  |
| ure | LlWL | s**ure** |  |
| ure | L]L | broch**ure** |  |
|  |  |  |  |
| yre | L~f]L | t**yre**, l**yre**, p**yre** |  |

1. Vowel Clusters with “w”

The “w” in the spelling helps to make the single vowel sound. Note: the consonant sounds

|  |  |  |  |
| --- | --- | --- | --- |
| LïL and LêL  *v/cluster:* | are not pronounced.  *sounds like: for example:* | | *my example(s):* |
| aw | LlWL | p**aw**, fl**aw**, l**aw**n, pr**aw**n, s**aw**n |  |
|  |  |  |  |
| ew | LìWL | gr**ew**, br**ew** |  |
|  |  |  |  |
| ow | L]rL | kn**ow**, gr**ow**, sn**ow**, sh**ow**, t**ow**, | b**ow**, **ow**n |
| ow | L~rL | b**ow**, c**ow**, n**ow**, h**ow**, br**ow**n |  |

|  |  |  |
| --- | --- | --- |
| owe | L]rL | **owe** |
|  |  |  |
| ower | L~r]L | fl**ower**, p**ower**, sh**ower**, t**ower** |

1. Vowel Clusters with “y”

The “y” in the spelling helps to make the single vowel sound. Note: the consonant sounds LàL

and LêL are not pronounced.

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ay | LÉfL | p**ay**, s**ay**, d**ay**, l**ay**, M**ay**, pl**ay** |  |
|  |  |  |  |
| ayer | LÉ]L | pr**ayer** |  |
| ayer | LÉf]L | pl**ayer** |  |
|  |  |  |  |
| ey | LÉfL | th**ey**, h**ey**, pr**ey** |  |
| ey | LáWL | k**ey**, monk**ey**, all**ey** |  |
|  |  |  |  |
| eye | L~fL | **eye** |  |
|  |  |  |  |
| eyer | LÉf]L | gr**eyer** |  |
|  |  |  |  |
| oy | LlfL | t**oy**, j**oy**, ann**oy**, empl**oy**, b**oy** |  |
|  |  |  |  |
| uay | LáWL | q**uay** |  |
|  |  |  |  |
| ye | L~fL | b**ye**, r**ye**, d**ye**, t**ye** |  |

1. Vowel clusters with “gh”

The “gh” in the spelling helps to make the single vowel sound. Note: the consonant sounds

LÖL and LÜL are not pronounced.

*v/cluster: sounds like: for example: my example(s):*

augh LlWL c**augh**t, t**augh**t

w**eigh**t, **eigh**t, w**eigh**, n**eigh**

h**eigh**t

LÉfL

L~fL

eigh eigh

igh L~fL h**igh**, s**igh**, n**igh**t, r**igh**t, fl**igh**t, m**igh**t, br**igh**t

|  |  |  |  |
| --- | --- | --- | --- |
| ough | L~rL | b**ough**, pl**ough**, Sl**ough** |  |
| ough | LìWL | thr**ough**, thr**ough**out |  |
| ough | LlWL | b**ough**t, th**ough**t, **ough**t, | s**ough**t, n**ough**t |
| ough | L]rL | th**ough**, alth**ough** |  |

1. Vowel Clusters with Other Consonant Letters

Sometimes you may find a vowel cluster representing a vowel sound that employs a consonant letter other than “r”, “w”, “y”, or “gh”. Below are a few examples. In each case the consonant in the spelling is not pronounced (it is a *silent letter*).

1. Vowel clusters with “**b**”:

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| oub | L~rL | d**oub**t |  |

1. Vowel clusters with “**g**”:

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| eig | LÉfL | r**eig**n |  |

1. Vowel clusters with “**l**”:

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| al | LlWL | t**al**k, w**al**k, ch**al**k, st**al**k |  |
| al | L^WL | h**al**f, c**al**f, p**al**m, c**al**m, b**al**m |  |
|  |  |  |  |
| ol | L]rL | y**ol**k |  |
|  |  |  |  |
| oul | LrL | c**oul**d, w**oul**d, sh**oul**d |  |

1. Vowel clusters with “**t**”:

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| out | LìWL | rag**out** |  |

a

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ai | LÉfL | p**ai**d, w**ai**t, f**ai**l, p**ai**nt, g**ai**n |  |
| ai | LÉL | s**ai**d, ag**ai**n |  |
| air | LÉ]L | **air**, f**air**, h**air**, ch**air**, st**air,** p**air** |  |
| aire | LÉ]L | million**aire,** Cl**aire** |  |
| al | LlWL | t**al**k, w**al**k, ch**al**k, st**al**k |  |
| al | L^WL | h**al**f, c**al**f, p**al**m, c**al**m, b**al**m |  |
| ar | L^WL | c**ar**, guit**ar**, st**ar**, b**ar**, sh**ar**k |  |
| ar | LlWL | w**ar**, w**ar**t, w**ar**m |  |
| ar | L]L | popul**ar**, singul**ar**, regul**ar** |  |
| are | L^WL | **are** |  |
| are | LÉ]L | h**are**, r**are**, w**are**, c**are** |  |
| au | LlWL | fr**au**d, p**au**se, **au**tumn, **Au**gust |  |
| au | L^WL | l**au**gh, l**au**ghter |  |
| augh | LlWL | c**augh**t, t**augh**t |  |
| aw | LlWL | p**aw**, fl**aw**, l**aw**n, pr**aw**n, s**aw**n |  |
| ay | LÉfL | p**ay**, s**ay**, d**ay**, l**ay**, M**ay**, pl**ay** |  |
| ayer | LÉ]L | pr**ayer** |  |
| ayer | LÉf]L | pl**ayer** |  |
| *Phonemes represented by vowel clusters beginning with the letter “a”:*  LÉfL LÉL LÉ]L L^WL LlWL L]L LÉf]L | | | |

e

*v/cluster:*

*sounds like: for example:*

*my example(s):*

ea

LÉfL

br**ea**k, st**ea**k, gr**ea**t

|  |  |  |  |
| --- | --- | --- | --- |
| ea | LáWL | r**ea**d, app**ea**l, l**ea**d, cl**ea**n, l**ea**f, st**ea**l | |
| ea | LÉL | r**ea**d, br**ea**d, dr**ea**mpt, d**ea**d, dr**ea**d | |
| ear | L^WL | h**ear**t | |
| ear | Lf]L | **ear**, b**ear**d, d**ear**, app**ear**, f**ear** | |
| ear | L‰WL | l**ear**n, **ear**n, s**ear**ch, p**ear**l, h**ear**d | |
| ear | LÉ]L | b**ear**, t**ear**, w**ear**, p**ear** | |
| eau | L]rL | b**eau**, **eau** de toilette[1](#_bookmark6) | |
| ee | LáWL | wh**ee**l, p**ee**l, kn**ee**l, h**ee**l |  |
| eer | Lf]L | l**eer**, p**eer**, b**eer**, engin**eer**, st**eer** |  |
| ei | LáWL | rec**ei**ve, dec**ei**ve, rec**ei**pt |  |
| ei | LÉfL | r**ei**n, v**ei**n |  |
| eig | LÉfL | r**eig**n |  |
| eigh | LÉfL | w**eigh**t, **eigh**t, w**eigh**, n**eigh** |  |
| eigh | L~fL | h**eigh**t |  |

1 in loan words from French

|  |  |  |  |
| --- | --- | --- | --- |
| eo | LÉL | l**eo**pard, L**eo**nard |  |
| eou | L]L | outrag**eou**s, contag**eou**s |  |
| er | L‰WL | v**er**b, h**er**d, h**er**b, h**er** |  |
| er | L]L | teach**er**, clean**er**, hott**er**, moth**er** |  |
| ere | Lf]L | h**ere**, m**ere** |  |
| ere | L‰WL | w**ere** |  |
| ere | LÉ]L | th**ere**, wh**ere** |  |
| eu | LlfL | Fr**eu**d |  |
| ew | LìWL | gr**ew**, br**ew** |  |
| ey | LÉfL | th**ey**, h**ey**, pr**ey** |  |
| ey | LáWL | k**ey**, monk**ey**, all**ey** |  |
| eye | L~fL | **eye** |  |
| eyer | LÉf]L | gr**eyer** |  |

### i

*Phonemes represented by vowel clusters beginning with the letter “e”:*

LÉfL

LáWL

LÉL

Lf]L

L^WL

L‰WL

LÉ]L

L~fL

L]L

LìWL

LÉf]L L]rL

*v/cluster:*

*sounds like: for example:*

*my example(s):*

*Phonemes represented by vowel clusters beginning with the letter “i”:*

Lf]L

L~fL

LáWL

L~f]L L]L

L‰WL

|  |  |  |
| --- | --- | --- |
| ia | L~f]L | v**ia**l |
| iar | L~f]L | l**iar** |
| ie | L~fL | t**ie**, d**ie**, l**ie**, p**ie** |
| ie | Lf]L | f**ie**ld, y**ie**ld, w**ie**ld |
| ie | LáWL | activit**ie**s, bel**ie**ve, ach**ie**ve |
| ie | L~f]L | var**ie**ty |
| ier | Lf]L | t**ier**, p**ier** |
| ier | L~f]L | pl**ier**s |
| igh | L~fL | h**igh**, s**igh**, n**igh**t, r**igh**t, fl**igh**t, m**igh**t, br**igh**t |
| io | L]L | stat**io**n, complet**io**n, rat**io**n |
| iou | Lf]L | industr**iou**s, harmon**iou**s, ted**iou**s |
| ir | L‰WL | f**ir**, b**ir**d, g**ir**l, wh**ir**l, tw**ir**l |
| ire | L~f]L | w**ire**, f**ire**, m**ire**, t**ire** |
| irr | L‰WL | wh**irr** |
| iu | /f]L | val**iu**m, ted**iu**m, rad**iu**m |

o

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster: sounds like: for example: my example(s):* | | | |
| oa oa | L]rL LlWL | **oa**k, f**oa**m, l**oa**f, encr**oa**ch, r**oa**d br**oa**d, abr**oa**d |  |

|  |  |  |  |
| --- | --- | --- | --- |
| oar | LlWL | **oar**, b**oar**, h**oar**, h**oar**d, b**oar**d |  |
| oare | LlWL | h**oare** |  |
| oe | LìWL | sh**oe** |  |
| oe | L]rL | t**oe**, h**oe**, w**oe**, f**oe**, g**oe**s |  |
| oe | L¾L | d**oe**s, d**oe**sn’t |  |
| oi | LlfL | av**oi**d, v**oi**d, c**oi**n, t**oi**let |  |
| ol | L]rL | y**ol**k |  |
| oo | LìWL | sch**oo**l, t**oo**l, f**oo**l, ch**oo**se |  |
| oo | LrL | g**oo**d, b**oo**k, t**oo**k, r**oo**k, h**oo**d |  |
| oo | L¾L | bl**oo**d, fl**oo**d |  |
| oo | L]rL | br**oo**ch |  |
| oor | LlWL | d**oor**, fl**oor**, p**oor**, m**oor** |  |
| or | LlWL | f**or**m, n**or**, f**or**, conf**or**m, p**or**t, sw**or**d | |
| or | L‰WL | w**or**d, w**or**m | |
| or | L]L | doct**or**, tract**or**, administrat**or** | |
| ore | LlWL | m**ore**, bef**ore**, c**ore**, st**ore**, l**ore** | |
| ou | L~rL | s**ou**nd, l**ou**d, pr**ou**d, r**ou**nd, h**ou**se | |
| ou | LìWL | r**ou**te, y**ou**, s**ou**p, gr**ou**p | |
| ou | LflL | c**ou**gh, tr**ou**gh | |
| ou | L¾L | r**ou**gh, en**ou**gh, t**ou**gh | |
| ou | L]L | fam**ou**s, jeal**ou**s, oner**ou**s | |
| oub | L~rL | d**oub**t | |
| ough | L~rL | b**ough**, pl**ough**, Sl**ough** | |
| ough | LìWL | thr**ough**, thr**ough**out | |
| ough | LlWL | b**ough**t, th**ough**t, **ough**t, s**ough**t, n**ough**t | |
| ough | L]rL | th**ough**, alth**ough** | |
| oul | LrL | c**oul**d, w**oul**d, sh**oul**d | |
| our | LlWL | p**our** | |
| our | L~r]L | **our**, fl**our**, h**our**, d**our**, s**our** | |
| our | L]L | harb**our**, col**our** , splend**our** | |
| out | LìWL | rag**out** | |
| ow | L]rL | kn**ow**, gr**ow**, sn**ow**, sh**ow**, t**ow**, b**ow**, **ow**n | |
| ow | L~rL | b**ow**, c**ow**, n**ow** h**ow**, br**ow**n | |
| owe | L]rL | **owe** | |
| ower | L~r]L | fl**ower**, p**ower**, sh**ower**, t**ower** | |
| oy | LlfL | t**oy**, j**oy**, ann**oy**, empl**oy**, b**oy** | |

r

*Phonemes represented by vowel clusters beginning with the letter “o”:*

L]rL LlWL

LìWL

L¾L

LlfL

LrL

L]L

L~rL LflL

L~r]L L‰WL

cent**re**, met**re**, lit**re**, ac**re**

L]L

re

*my example(s):*

*sounds like: for example:*

*v/cluster:*

u

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| uay ue | LáWL LìWL | q**uay**  bl**ue**, tr**ue**, s**ue** |  |
| ue | LÉL | g**ue**ss, g**ue**st |  |
| ue | Lr]L | f**ue**l, p**ue**rile, d**ue**l |  |
| ueue | LìWL | q**ueue** |  |
| ui | L~fL | g**ui**de, g**ui**dance |  |
| ui | LìWL | j**ui**ce, br**ui**se |  |
| ui | LfL | b**ui**ld, b**ui**lding, g**ui**lt |  |
| ur | L‰WL | h**ur**l, ch**ur**l, unf**ur**l, c**ur**l |  |
| ure | LlWL | s**ure** |  |
| ure | L]L | broch**ure** |  |
| *Phonemes represented by vowel clusters beginning with the letter “u”:*  LôL L~fL LìWL LfL LÉL Lr]L L]L L‰WL LáWL LlWL | | | |

y

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ye | L~fL | b**ye**, r**ye**, d**ye**, t**ye** |  |
| yre | L~f]L | t**yre**, l**yre**, p**yre** |  |
| *Phonemes represented by vowel clusters beginning with the letter “y”:*  L~f]L L~fL | | | |

*A vowel cluster is a group of two or more vowel letters together in a word that represent a single vowel sound. They can be* ***initial*** *(at the beginning of a word),* ***medial*** *(in the middle of a word), and* ***final*** *(at the end of a word).*

*Focusing on vowel clusters and consonant clusters (see p.18.39) is useful if you want to look at some of the differences between spelling and sounds in English words. Vowel clusters can be divided into eight categories:*

1. Vowel Digraphs (two vowel letters together make a single sound)

|  |  |  |  |
| --- | --- | --- | --- |
| *digraph:* | *sounds like:* | *for example:* | *my example(s):* |
| ai | LÉfL | p**ai**d, w**ai**t, f**ai**l, p**ai**nt, g**ai**n |  |
| ea | LáWL | r**ea**d, app**ea**l, l**ea**d, cl**ea**n, l**ea**f, st**ea**l | |
| ea | LÉL | r**ea**d, br**ea**d, dr**ea**mpt, d**ea**d, dr**ea**d | |
| ee | LáWL | wh**ee**l, p**ee**l, kn**ee**l, h**ee**l | |
| ei | LáWL | rec**ei**ve, dec**ei**ve, rec**ei**pt | |
| ie | L~fL | t**ie**, d**ie**, l**ie**, p**ie** | |
| oa | L]rL | **oa**k, f**oa**m, l**oa**f, encr**oa**ch, r**oa**d | |
| oa | LlWL | br**oa**d, abr**oa**d | |
| oe | L]rL | t**oe**, h**oe**, w**oe**, f**oe**, g**oe**s | |
| oe | LìWL | sh**oe** | |
| oo | LìWL | sch**oo**l, t**oo**l, f**oo**l, ch**oo**se | |
| oo | LrL | g**oo**d, b**oo**k, t**oo**k, r**oo**k, h**oo**d | |
| ou | L~rL | s**ou**nd, l**ou**d, pr**ou**d, r**ou**nd, h**ou**se | |
| ui | L~fL | g**ui**de, g**ui**dance | |
| ue | LìWL | bl**ue**, tr**ue**, s**ue** | |

1. Vowel Trigraphs and Quadgraphs

*v/cluster: sounds like: for example: my example(s):*

eau L]rL b**eau**, **eau** de toilette[1](#_bookmark7)  iou Lf]L industr**iou**s, harmon**iou**s, ted**iou**s ueue LìWL q**ueue**

1. Vowel Clusters that End with “-r” (the consonant sound LêL is not pronounced)

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| air | LÉ]L | **air**, f**air**, h**air**, ch**air**, st**air**, p**air** |  |
| ar | L^WL | c**ar**, guit**ar**, st**ar**, b**ar**, sh**ar**k |  |
| ear | Lf]L | **ear**, b**ear**d, d**ear**, app**ear**, f**ear** |  |
| ear | L‰WL | l**ear**n, **ear**n, s**ear**ch, p**ear**l, h**ear**d | |
| ear | LÉ]L | b**ear**, t**ear**, w**ear**, p**ear** | |
| eer | Lf]L | l**eer**, p**eer**, b**eer**, engin**eer**, st**eer** | |
| er | L‰WL | v**er**b, h**er**d, h**er**b, h**er** | |

1 in loan words from French

|  |  |  |
| --- | --- | --- |
| er | L]L | teach**er**, clean**er**, hott**er**, moth**er** |
| ier | Lf]L | t**ier**, p**ier** |
| ir | L‰WL | f**ir**, b**ir**d, g**ir**l, wh**ir**l, tw**ir**l |
| oar | LlWL | **oar**, b**oar**, h**oar**, h**oar**d, b**oar**d |
| oor | LlWL | d**oor**, fl**oor**, p**oor**, m**oor** |
| or | LlWL | f**or**m, n**or**, f**or**, conf**or**m, p**or**t, sw**or**d |
| our | L~r]L | **our**, fl**our**, h**our**, d**our**, s**our** |
| ur | L‰WL | h**ur**l, ch**ur**l, unf**ur**l, c**ur**l |

1. Other Vowel Clusters with “r” (the consonant sound LêL is not pronounced)

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| are | L^WL | **are** |  |
| ere | Lf]L | h**ere**, m**ere** |  |
| ere | LÉ]L | th**ere**, wh**ere** |  |
| ere | L‰WL | w**ere** |  |
| ore | LlWL | m**ore**, bef**ore**, c**ore**, st**ore**, l**ore** |  |
| re | L]L | cent**re**, met**re**, lit**re**, ac**re** |  |
| ure | L]L | broch**ure** |  |

1. Vowel Clusters with “w” (the consonant sound LïL is not pronounced)

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| aw | LlWL | p**aw**, fl**aw**, l**aw**n, pr**aw**n, s**aw**n |  |
| ew | LìWL | gr**ew**, br**ew** |  |
| ow | L]rL | kn**ow**, gr**ow**, sn**ow**, sh**ow**, t**ow**, | b**ow**, **ow**n |
| ow | L~rL | b**ow**, c**ow**, n**ow**, h**ow**, br**ow**n |  |

1. Vowel Clusters with “y” (the consonant sound LàL is not pronounced)

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ay | LÉfL | p**ay**, s**ay**, d**ay**, l**ay**, M**ay**, pl**ay** |  |
| ey | LÉfL | th**ey**, h**ey**, pr**ey** |  |
| ey | LáWL | k**ey**, monk**ey**, all**ey** |  |
| oy | LlfL | t**oy**, j**oy**, ann**oy**, empl**oy**, b**oy** |  |

1. Vowel Clusters with “gh” (the consonant sounds LÖL and LÜL are not pronounced)

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| augh | LlWL | c**augh**t, t**augh**t |  |
| eigh | LÉfL | w**eigh**t, **eigh**t, w**eigh**, n**eigh** |  |

|  |  |  |
| --- | --- | --- |
| igh | L~fL | h**igh**, s**igh**, n**igh**t, r**igh**t, fl**igh**t, m**igh**t, br**igh**t |
| ough | LlWL | b**ough**t, th**ough**t, **ough**t, s**ough**t, n**ough**t |
| ough | LìWL | thr**ough**, thr**ough**out |

1. Vowel Clusters with Other Consonant Letters (the consonant sounds are not pronounced)

|  |  |  |  |
| --- | --- | --- | --- |
| *v/cluster:* | *sounds like:* | *for example:* | *my example(s):* |
| ou**b** | L~rL | d**oub**t |  |
| ei**g** | LÉfL | r**eig**n |  |
| a**l** | LlWL | t**al**k, w**al**k, ch**al**k, st**al**k |  |
| a**l** | L^WL | h**al**f, c**al**f, p**al**m, c**al**m, b**al**m |  |
| o**l** | L]rL | y**ol**k |  |
| ou**l** | LrL | c**oul**d, w**oul**d, sh**oul**d |  |
| ou**t** | LìWL | rag**out** |  |

In one-syllable words that end with an “e”, the other vowel is almost always long and sounds the same as it does in the alphabet. For example:

|  |  |  |
| --- | --- | --- |
| “**a**” in “m**a**de” sounds like: | **A** | LÉfL |
| “**e**” in “th**e**se” sounds like: | **E** | LáWL |
| “**i**” in “sm**i**le” sounds like: | **I** | L~fL |
| “**o**” in “ph**o**ne” sounds like | **O** | L]rL |
| “**u**” in “h**u**ge” sounds like | **U** | LàìWL |

This is known as the magic “e” rule. Note: the “e” is not pronounced – it is a silent letter. It applies to each of the five vowel letters in written English, although there are more words for “a”, “i”, and “o” than for “e” or “u”. With “u”, some of the words include the LàL consonant sound, for example, “cute” Lâ**à**ìWíL and “tube” Lí**à**ìWÄL , but some don’t, for example, “flume” LÑäìWãL and “rule” LêìWäL .

Magic “e” words can be found in lots of different word groups, for example, there are nouns (e.g. “face” and “bike”), verbs (e.g. “close” and “came”), adjectives (e.g. “cute” or “wide”), and adverbs (e.g. “late”) in our list (see p.18.64). It is useful to know about the magic “e” rule when studying pronunciation, because many common words follow these spelling/pronunciation patterns.

There are some words that are exceptions to the rule (as we must expect in English), which are important to remember, because some of them are very common words, for example:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **are awe blue**  **bore cheese** |  | **fore give gone**  **have here** |  | **move none one**  **please pore** |  | **sure there vogue**  **were wore** |
| **come core**  **done** |  | **live** (verb)  **lose love** |  | **shone some**  **sore** |  |  |

The magic “e” rule also applies in longer words that end with an “e”, for example “complete” and “suppose”, but not in *all* longer words that end with an “e”, for example, in two-syllable words that end with “-le”, like “little”, or that end with “-ce”, like “justice”.

Words with magic “e” are common in everyday English. If you read any short English text, such as a newspaper article, an email, or a reading text in an English coursebook, you will be sure to find some of them. Why not try it as an exercise and underline the ones that you find. See p.18.64 for a list of 250 common English words that obey the magic “e” rule (in alphabetical order), and the same list ordered by final consonant on p.18.65.

There are many word pairs which are fun to focus on, where the silent “e” changes a short vowel sound to a long vowel sound, and a new word is created, for example:

When the other vowel is “a”, the magic “e” changes the short sound LôL to the long sound LÉfL

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| bad | bade |  | hat hate |  | nap | nape | stag stage |
| can | cane |  | Jan Jane |  | pan | pane | stat state |
| Dan | Dane |  | mad made |  | plan | plane | tat Tate |
| fad | fade |  | man mane |  | sag | sage | van vane |
| gal | gale |  | mat mate |  | sham | shame |  |

When the other vowel is “e”, the magic “e” changes the short sound LÉL to the long sound LáWL

met mete

pet Pete

When the other vowel is “i”, the magic “e” changes the short sound LfL to the long sound L~fL

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| bid | bide |  | fin | fine |  | pin pine |  | sit | site |
| bit | bite |  | hid | hide |  | pip pipe |  | Tim | time |
| dim | dime |  | kit | kite |  | rid ride |  | win | wine |
| din | dine |  | mit | mite |  | shin shine |  | writ | write |

When the other vowel is “o”, the magic “e” changes the short sound LflL to the long sound L]rL

cod code

con cone

cop cope

dot dote

hop hope

lob lobe

mod mode

mop mope

not note

rob robe

rod rode

wok woke

When the other vowel is “u”, the magic “e” changes the short sound L¾L to the long sound LàìWL

cub cube

hug huge

tub tube

The rule for magic “e” words and suffixes is that if the suffix starts with a vowel letter, we lose the magic “e” from the spelling. For example:

Suffix: Examples:

* + -ing (-ing forms) hope > hope -ing > hoping
  + -ed (regular past forms) race > race -ed > raced
  + -er (comparative forms) close > close -er > closer
  + -est (superlative forms) tame > tame -est > tamest
  + -en (verbs) wide > wide -en > widen

but, with suffixes that start with a consonant letter we keep the magic “e”, for example:

* + -ly (adverbs) live > live -ly > lively
  + -ful (adjectives) grate > grate -ful > grateful
  + -ment (abstract nouns) amaze > amaze -ment > amazement

Spelling and Sounds – 250 Common Magic “e” Words (in Alphabetical Order)

*In one-syllable words that end with an “e”, the other vowel is almost always long and sounds the same as it does in the alphabet. This is known as the magic “e” rule. Note: the “e” is not pronounced – it is a silent letter.*

age ape bade bale behave brace brake cage cake came cane cave chase

contemplate crate

craze crusade Dane Dave engage escape exhale face fade fake fame fate faze forsake frame gale game gate gave gaze grace grate grave hale hate haze inhale Jane Kate

make male mane mate maze nape nave pace page pale pane pave plane plate race rake rave sage sale same sane shade shake shame Shane shave snake space stage stake stale state take tale tame tape Tate

template trace trade vane wake whale

**a** LÉfL

abide arrive beside bide bike bite brine chide chime clime Clive compile dime dine file

fine five hide hike hive ice ignite Ike jive kite knife lice

pile pine pipe

rise shine side site size smile strife sublime tide

tile time trike trite twice vice while white wide wife wine wise write

**i** L~fL

atone bloke bone

**o** L]rL

|  |  |  |
| --- | --- | --- |
| life | broke | **u** LàìWL *or* LìWL |
| like | choke | abuse |
| lime | chose | brute |
| line | close | chute |
| live | code | cube |
| mice | Coke | cute |
| Mike | coke | Danube |
| mile | cone | flume |
| mine | cope | fume |
| mite | dome | huge |
| nice | dote | legume |
| nine | drone | Luke |
| nite | elope | mule |
| pike | explode | puke |

globe hole home

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| knave | **e** LáWL | polite | hone | use |
| lace | compete | pride | hope | Yule |
| lake | complete | prime | implode |  |
| lame | gene | prise | joke |  |
| lane | mete | prize | lobe |  |
| late | Pete | provide | lode |  |
| laze | these | quite | mode |  |
| lemonade |  | ride | mole |  |
| made |  | rile | mope |  |

mote node nose note phone poke pole probe promote robe rode rope rose smoke sole stoke stole stone suppose those throne tone vote whole woke wrote

refuge rule tube

Spelling and Sounds – 250 Common Magic “e” Words (Ordered by Final Consonant)

*In one-syllable words that end with an “e”, the other vowel is almost always long and sounds the same as it does in the alphabet. This is known as the magic “e” rule. Note: the “e” is not pronounced – it is a silent letter.*

brace face grace lace pace race space trace

bade crusade fade lemonade made shade trade

age cage engage page sage stage

brake cake fake forsake lake make rake shake snake stake take wake

bale exhale gale hale inhale male pale sale stale tale whale

came fame

Jane lane mane pane plane sane Shane vane

ape escape nape tape

**a** LÉfL

chase

contemplate crate

fate gate grate hate Kate late mate plate state Tate template

behave cave Dave gave grave knave nave pave rave shave

craze faze gaze haze laze maze

gene

**e** LáWL

ice lice mice nice twice vice

abide beside bide chide hide pride provide ride side tide wide

knife life strife wife

bike hike Ike like Mike pike trike

file mile pile rile smile tile while

chime clime dime lime prime sublime

brine dine fine

prise rise wise

bite ignite kite mite nite polite quite site trite white write

**i** L~fL

arrive Clive five hive jive live

prize size

globe lobe probe robe

**o** L]rL

explode implode lode mode node rode

|  |  |  |
| --- | --- | --- |
| compile | code | Danube |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |

bloke broke choke Coke coke joke poke smoke stoke woke

atone bone cone drone hone phone stone throne tone

cope elope hope mope rope

chose close nose rose suppose those

dote mote note promote vote wrote

**u** LàìWL *or* LìWL

cube

tube

huge refuge

Luke puke

mule rule Yule

flume fume legume

abuse use

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| frame | these | line | hole |  |
| game |  | mine | mole | brute |
| lame | compete | nine | pole | chute |
| same | complete | pine | sole | cute |
| shame | mete | shine | stole |  |
| tame | Pete | time | whole |  |
| cane |  | wine | dome |  |
| Dane |  | pipe | home |  |

1. *What are the “th” sounds in English?*
2. *Why are they so difficult to pronounce?*
3. *So, how can I pronounce the “th” sounds in English?*

1. What are the “th” sounds in English?

“th” is a **digraph** – two letters together that represent one sound. “th” can also be called a consonant cluster – two consonants together in the spelling of a word. A “th” digraph can come at the beginning of a word, e.g. “**th**ink” and “**th**ough”, in the middle of a word, e.g. “au**th**or” and “clo**th**e”, or at the end of a word, e.g. “weal**th**” and “wi**th**”. Or in a combination of positions, e.g. “**th**ousand**th**”.

“th” represents either of two different phonemes (single sounds) in English. It can be either:

LqL in “**th**ick” and “**th**in”, or LaL in “**th**is” and “**th**at”.

The LqL sound is **unvoiced**. This means that when I make this sound, no sound is heard from my vocal cords. There is no vibration in my throat because my vocal cords do not vibrate. Try putting your fingers over your throat when you make this sound. You shouldn’t be able to feel your vocal cords vibrating.

The LaL sound is **voiced**. This means that when I make this sound, a sound is heard from my vocal cords. There is vibration in my throat. Try putting your fingers over your throat when you make this sound. You should feel your vocal cords vibrating gently.

“th” very occasionally represents a LíL sound, especially in proper nouns, e.g. **Th**ames, **Th**ailand, Es**th**er, **Th**andie, **Th**eresa, **Th**ompson, **th**yme, apar**th**eid.

English words that have the LqL sound are generally **content words**. For example, nouns (like “**th**ief”, “**th**umb”, “too**th**”, and “weal**th**”), verbs (like “**th**ank”, “**th**ink”, and “**th**row”), adjectives (like “**th**irsty”, “**th**ermal”, and “**th**oughtful”), adverbs (like “**th**oroughly”, “**th**ankfully”, and “**th**reateningly”), and numbers (like “**th**ree”). Most ordinal numbers contain the LqL sound, for example, “four**th**”, “fif**th**”, and “six**th**”.

English words that have the LaL sound are generally **function words**. For example, pronouns (like “**th**eir”, “**th**eirs”, “**th**em”, and “**th**emselves”), determiners (like “**th**is”, “**th**at”, “**th**ese”, and “**th**ose”), conjunctions (like “whe**th**er” and “**th**ough”), prepositions (like “wi**th**” and “wi**th**out”), and time words (like “**th**en”, and “**th**ereafter”). All comparative phrases contain the LaL sound, thanks to the word “than” being included after the comparative adjective, e.g. “stronger **th**an”.

As you can see, many very common words in English contain one or other of these sounds. A good example is the definite article “**th**e”, which is so ubiquitous (“Article before a noun!”) that it can be heard in almost every sentence in English.

If you don’t believe me about how common words with “th” sounds are, try the following exercise: take any page of a novel or text book, count the number of lines, then count how many lines *don’t* have a word with “th” in the spelling. When I tried it, with a few different pages from a biography that I was reading, I found, on average, that only eight out of thirty- seven lines on a page would be without a “th” word. The most common “th” word was, of course, “the”.

If we study word frequency lists we can see how common “th” words are in everyday spoken and written English. In an analysis of the Oxford English Corpus of over a billion words, carried out by Oxford Online1, we can find twelve “th” words in the top 100 most frequently used English words:

1. the 39. their

8. that 70. other

15. with 71. than

21. this 72. then

26. they **79. think**

38. there 96. these

Of these twelve words, eleven have the LaL sound, and only “think” (shown in bold) has the LqL sound. We can safely say, then, that the voiced LaL sound is far more common than the unvoiced LqL sound.

The Dolch Basic Sight Vocabulary is a list of 220 English words that appear frequently in written material. Out of the 220 Dolch words (plus ninety-five Dolch nouns), there are twenty- one “th” words. Fifteen of them have the LaL sound, and only six have the LqL sound (shown in bold, below). This further underlines the importance of being able to pronounce the “th” sounds correctly, and LaL in particular.

*[In no particular order:]* The, that, there, they, this, with, them, then, their, these, those, together, brother, father, mother, **thank**, **thing**, **three**, **think**, **both**, **birthday**.

1. Why are they so difficult to pronounce?

These phonemes (sounds) simply don’t exist in many languages, e.g. in Chinese, Vietnamese, and Polish. Whilst English native speakers learn them from their parents from before they are born, ESL students have to start from scratch, cold. Consider this example: I can’t roll my r’s, but a native speaker of Polish can do it effortlessly. They have learned to do it naturally, as a result of listening to and absorbing the sounds of the language that has surrounded them since before they were born. I have to learn to do it, or to “trick it”.

In many accents in English, e.g. teenagers’ street language, English native speakers don’t bother pronouncing “th”. They use substitute sounds, e.g. LÑL instead of LqL , and LîL instead of LaL. For example:

1 Source: <http://www.askoxford.com/oec/mainpage/oec02/?view=uk>(accessed 25.10.09)

|  |  |  |
| --- | --- | --- |
| fink | = think | fanks = thanks |
| van | = than | vem = them |

In other versions of English around the world, people also substitute different sounds for LqL and LaL, for example, some Irish speakers of English may use LíL instead of LqL , and LÇL instead of LaL, like this:

|  |  |  |  |
| --- | --- | --- | --- |
| tink | = think | tanks | = thanks |
| dan | = than | dem | = them |

Learners of English as a second language may automatically use substitute sounds to make these very common phonemes if LqL and LaL are not native to their first language. They may use one of the sound combinations above, or another set of substitute sounds: LëL instead of LqL , and LòL instead of LaL, like this:

|  |  |  |  |
| --- | --- | --- | --- |
| sink | = think | sanks | = thanks |
| zan | = than | zem | = them |

We already know that LëL and LòL are among the easiest sounds to pronounce in English (see p.3.9). The other substitute sounds above – LÑL and LîL, and LíL and LÇL – are also much easier to pronounce than LqL and LaL, which is why they are used.

What do *you* do to solve the problem of “th”?

**Vowel sounds** are made when air passes freely from your lungs through your mouth and out into the air. **Consonant sounds** are made when you restrict the flow of air through your mouth by using your tongue (often against your teeth), and altering the position of your mouth and lips.

The different combinations of vowel and consonant sounds when put together produce words that have fixed meanings that are shared by a group of people, e.g. all the speakers of any particular language. Some consonant sounds are easier to make than others because the positions that our mouth and tongue have to form require less effort.

In the same way, some consonant sounds are more difficult to make than others because our mouth and tongue have to move more: **they have to work harder**. The two “th” sounds fall into this category. We have to move our tongue very quickly and put it out between our teeth, then put it back, just as quickly. We have to work! But if we use LÑL, for example, instead of LqL, e.g. “**f**anks” instead of “**th**anks”, our tongue can have a holiday, because our lips form the LÑL sound, and our tongue doesn’t need to move.

“th” can be even more difficult to pronounce as a final digraph in combination with other consonant sounds. Here elision often comes into play, as seen when using the Connected Speech Templates from Talk a Lot Book 3. Below are some examples of difficult words to pronounce (adjoining consonant sounds are boxed):

fif**th**, six**th**, thousand**th**, heal**th**, weal**th**, leng**th**, wid**th**, dep**th**, etc.

Or we can just cheat and say “fith” (fifth), or “helf” (health), etc.

1. So, how can I pronounce the “th” sounds in English?

In one sentence: **put your tongue out between your teeth**. It can be learned. It is a physical action, like throwing a ball into a hoop (basketball), or mastering control of a bike, or learning to click your fingers…

**Don’t block the flow of air** through your teeth with your tongue. Allow some air to pass through above and below your tongue. Your teeth should be touching your tongue, but only very gently. Each time your tongue should be there for about one second, then return to its home position. (See image below.)



*The author making a “th” sound. Note: his fingers are in his mouth only to show the position of his tongue. You don’t have to put your fingers in your mouth to make these sounds!*

To make the LqL sound, don’t let your vocal cords vibrate. To make the LaL sound, do the same as for the LqL sound, but allow your vocal cords to vibrate.

Practise in front of a mirror. Open up your mouth, as I have done in the picture above, to see what’s going on. Or video yourself with a camera or phone. Practise with a friend. Help each other. Check what position the other person’s tongue, mouth, and lips are in when they are:

* 1. making a “th” sound correctly
  2. *not* making a “th” sound correctly Practise with some of these exercises:

1. Take a deep breath in, then a long slow breath out, making a “th” sound, either LqL or LaL Repeat several time, then start to shorten the length of each breath out. As you do this you will be able to practise positioning your tongue correctly in order to make the “th” sounds.
2. Try saying LqL then LíL then LaL then LqL again, and then repeat it, for example:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| LqL | LíL | LaL | LíL | LqL | LíL | LaL | LíL | LqL |  |
| th | t | th | t | th | t | th | t | th… | etc. |

1. Read lists of “th” words out loud one after another (see the word lists on pp.18.72-18.74), for example:

LqL faith, thanks, wealth, three, both, thought, teeth, throughout

LaL this, that, then, there, though, this, those, these

Say each word quickly, then slowly. Try varying the speed.

1. …or you could read groups of ordinal numbers out loud, for example: fourth, fifth, sixth, thirty third, thirty seventh, thirty eighth… etc.

Again, vary the speed at which you read them.

1. Choose a word and read it out loud very slowly, **sounding out** each phoneme – each individual sound. Use the phonetic spelling of the word to help you, e.g. “think” = Lq f Ï âL, and “that” = La ô íL … and so on.
2. Practise reading out loud tongue twisters – either to practise a particular phoneme, e.g. LqL
   * Thrifty thirty-three year-old thrill seekers threatened pathetic lethargic therapists.
   * Three thick thieves from Thetford threw a party on Thursday.
   * Theo thanked Thora for enthusiastically thinking up a frothy mathematical method.

Or LaL …

* + Heather and Rutherford breathed blithely and clothed themselves with feather bathing suits.
  + The rhythm within withered further, though Smithers’s other swarthy northern brother writhed without.
  + The Carruthers brothers tithed either their farthings or their father’s clothes.
  + Arthur Worthington’s mother and father loathed withholding smooth scythes and seethed with oaths together.

…or mixed sounds: LqL and LaL together, for example:

* + This is the third thing that Keith thought was thankless.
  + A thousand thirsty tourists threatened to take out their teeth.
  + Theresa tried to help both uncouth youths through the thickly-strewn undergrowth.
  + The three things that Theo thought, though thoroughly truthful, were totally thoughtless.

Don’t worry about the exact meaning of every word in the tongue twisters, but simply practise making the sounds! You could make up your own tongue twisters using the words from different word groups on pp.18.72-18.74. You could use either just one sound on its own or both sounds together.

Final thought:

Practice makes perfect! The following paradox applies to learning the “th” sounds:

*“Nobody is born able to make these sounds, but everybody is born able to make these sounds.”*

**Nouns:**

anthem atheism atheist athlete authenticity author authority bath bathroom birth birthday breadth breath broth brothel cathedral death depth

earth enthusiasm epithet ether ethics

faith froth growth health hearth length lethargy lithium

mammoth mathematics method methyl month

moth mouth myth north panther path

pith python sheath sleuth sloth smith south stealth strength sympathy teeth thane thanks thaw theatre theft theme

theme park theologian theology theory therapy thesaurus thicket thief

thigh thing thirst thong thorn thought thread threat thrift thrill throat throne throng throw throw in thug thumb thump thunder

tooth truth

undergrowth wealth

width worth wrath wreath youth zenith

**Verbs:**

enthuse froth lengthen

thank thatch thaw think thread threaten thrill thrive throng throw throw away throw out throw up thud thump

**Adjectives:**

authentic earthy enthusiastic ethnic faithful frothy

Gothic healthy lengthy

lethal lethargic mythical

pathetic pithy ruthless

stealthy thankful thatched theoretical therapeutic thermal thick

thin thirsty thorough

thoughtful threatening thrifty thrilling thriving

throwaway truthful uncouth

wealthy wrathful

**Adverbs:**

authentically earthily enthusiastically faithfully frothily healthily lethally lethargically pathetically pithily

stealthily thankfully theoretically therapeutically thickly

thinly thirstily thoroughly

thoughtfully threateningly thriftily thrillingly truthfully wrathfully

**Pronouns:**

anything both everything nothing something

**Function Words:**

forth through

**Cardinal Numbers:**

thirteen thousand three

**Ordinal Numbers:**

third fourth fifth sixth seventh eighth ninth tenth eleventh

twelfth thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth thirtieth fortieth fiftieth sixtieth seventieth eightieth ninetieth hundredth thousandth millionth billionth

**Proper Nouns:**

Female First Names:

Agatha Bertha Beth Catherine Cathy Dorothea Dorothy Ethel Judith Kath Kathleen Ruth Thelma Thora

Male First Names: Arthur

Ethan Jonathan Matthew Seth Theo

Surnames:

Hathaway Luther Smith Steerforth Thackeray Thatcher

Place Names:

Athens Grantham Southampton Thetford Thurso

Miscellaneous:

Goths Macbeth

Othello Thanksgiving Thor Thursday

**Some Curiosities:**

When “th” spelling produces LíL sound:

apartheid Esther Thailand Thames Thandie Theresa

Thompson thyme

“th” was

a common suffix on Old English

verbs:

eateth goeth

saith watcheth

*etc.*

When “th” is spelled but not pronounced:

asthma

In compound nouns “th” can occur in the spelling accidentally when two words meet together. The “th” phonemes are not pronounced:

hothouse knighthood lightheaded lighthouse pothead sweetheart

List of Words Using the Voiced “th” Sound in English LaL

**Nouns:**

algorithm bathing suit booth bother brethren brother clothes farthing father feather heather lathe leather logarithm mother rhythm scythe smithereens swathe teething tether

tithe weather wherewithal zither

**Verbs:**

bathe breathe clothe dither loathe mither scathe scythe seethe sheathe slither soothe teethe

tithe wither withhold withstand wreathe writhe

**Adjectives:**

blithe lithe northern smooth southern swarthy worthy

**Adverbs:**

blithely farther further nevertheless nonetheless rather (than) smoothly then

there thereafter therefore together worthily

**Pronouns:**

their theirs them

themselves they

**Contractions:**

they’re they’ve

**Articles:**

the

**Determiners:**

either neither other that these this those

**Prepositions:**

with within without

**Conjunctions:**

although

than (e.g. “better than me”) though

whether

**Proper Nouns:**

Carruthers Heather Netherlands Northern Lights

Rutherford Smithers Southern… Wetherspoon Worthington

**Archaisms:**

hither thee thence thereafter therein thereupon thine thither thou

thus thy whither

**Nouns with LqL Sound where the Plural Form Uses LaL:**

baths mouths oaths paths truths youths

100 Common Words Using the “th” Sounds in English: LqL and LaL

**50 common words using the unvoiced “th” sound LqL:** anything, athlete, author, bathroom, birthday, both, breath, cathedral, death, depth, earth, enthusiasm, everything, faithful, fifth, fourth, growth, health, length, mathematics, method, month,

mouth, north, nothing, something, south, strength, teeth, Thanksgiving, theatre, theme park, thick, thief, thin, think, third, thirst, thirteen, thousand, three, through, throw, thumb, Thursday, tooth, truth, wealthy, width, youth

**50 common words using the voiced “th” sound LaL:** although, bathe, bathing suit, baths, bother, breathe, brother, clothes, either, father, feather, further, heather, leather, mother,

###### mouths, Netherlands, nevertheless, northern, other, rather (than),

rhythm, smooth, southern, than, that, the, their, theirs, them, themselves, then, there, thereafter, therefore, these, they, they’re, they’ve, this, those, though, together, weather, whether, with, within, without, worthy, youths

How Well do you Know the “th” Sounds in English? LqL and LaL

*Below are 100 common English words that contain a “th” sound. Look at each word and decide which of the two “th” sounds it contains. Write either* LqL *beside the word if the “th” sound is unvoiced, or* LaL *if the “th” sound is voiced. Tip: there are fifty of each!*

although anything athlete author bathe bathing suit bathroom baths birthday both bother breath breathe brother cathedral clothes death depth earth either enthusiasm everything faithful father feather fifth fourth further growth health heather leather length

mathematics method

month mother mouth mouths Netherlands nevertheless north northern nothing other

rather (than) rhythm smooth something south southern strength teeth

than Thanksgiving that

the theatre their theirs them theme park themselves then

there thereafter therefore these

they they’re

they’ve thick thief thin think third thirst thirteen this those though thousand three through throw thumb Thursday together tooth truth wealthy weather whether width with within without worthy youth youths

How Well do you Know the “th” Sounds in English? LqL and LaL (Answer Page)

*Below are 100 common English words that contain a “th” sound. Look at each word and decide which of the two “th” sounds it contains. Write either* LqL *beside the word if the “th” sound is unvoiced, or* LaL *if the “th” sound is voiced. Tip: there are fifty of each!*

although LaL anything LqL athlete LqL author LqL bathe LaL bathing suit LaL bathroom LqL baths LaL birthday LqL both LqL

bother LaL

breath LqL breathe LaL brother LaL cathedral LqL clothes LaL death LqL depth LqL earth LqL either LaL enthusiasm LqL everything LqL faithful LqL father LaL feather LaL fifth LqL fourth LqL further LaL growth LqL health LqL heather LaL leather LaL length LqL

mathematics LqL

method LqL month LqL mother LaL mouth LqL mouths LaL Netherlands LaL nevertheless LaL north LqL northern LaL nothing LqL other LaL

rather (than) LaL

rhythm LaL smooth LaL something LqL south LqL southern LaL strength LqL teeth LqL than LaL

Thanksgiving LqL

that LaL the LaL theatre LqL their LaL theirs LaL them LaL

theme park LqL themselves LaL then LaL

there LaL thereafter LaL therefore LaL these LaL

they LaL they’re LaL they’ve LaL thick LqL thief LqL thin LqL think LqL third LqL thirst LqL thirteen LqL this LaL those LaL though LaL thousand LqL three LqL through LqL throw LqL thumb LqL Thursday LqL together LaL tooth LqL truth LqL wealthy LqL weather LaL whether LaL width LqL with LaL within LaL without LaL worthy LaL youth LqL youths LaL

# IPA Practice Worksheets

and Tests

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*(Note: the worksheets on pp.19.1-19.12 act as pairs, with each providing the answers for the other)*

Translate Animal Names **from** the IPA 1

*Translate the names of the animals below* ***from*** *the International Phonetic Alphabet. (See next page for answers.)*

|  |  |
| --- | --- |
| 1. LâôíL 2. LÄ‰WÇL 3. LDéÉÏKÖïfåL 4. LÄÉ]L |  |
| 5. Lâ^WÑ/ |  |
| 6. LDÄôÇwK]L |  |
| 7. L]DêôÏKrKíôåL |  |
| 8. Lâ]DãáWKäfKà]åL |  |
| 9. Lâ~rL |  |
| 10. LDípfâK]åL |  |
| 11. LDâêflâK]KÇ~fäL |  |
| 12. LDÉäK]KÑ¾åíL |  |
| 13. LDÇflÏKâáL |  |
| 14. LDáWKÖ]äL |  |
| 15. LÇwfDê^WÑL |  |
| 16. LÇ¾â ÄfäÇ DéäôíKfKérëL |  |
| 17. LDÜôãKëí]L |  |
| 18. LDÖ]räÇKÑfpL |  |
| 19. /ê~fDåflëK]êK]ëL |  |
| 20. Lp^WâL |  |

Translate Animal Names **into** the IPA 1

*Translate the names of the animals below* ***into*** *the International Phonetic Alphabet. (See previous page for answers.)*

|  |  |
| --- | --- |
| 1. cat 2. bird 3. penguin |  |
| 4. bear |  |
| 5. calf |  |
| 6. badger |  |
| 7. orang-utan |  |
| 8. chameleon |  |
| 9. cow |  |
| 10. chicken |  |
| 11. crocodile |  |
| 12. elephant |  |
| 13. donkey |  |
| 14. eagle |  |
| 15. giraffe |  |
| 16. duck-billed platypus |  |
| 17. hamster |  |
| 18. goldfish |  |
| 19. rhinoceros |  |
| 20. shark |  |

Translate Animal Names **from** the IPA 2

*Translate the names of the animals below* ***from*** *the International Phonetic Alphabet. (See next page for answers.)*

|  |  |
| --- | --- |
| 1. LDÜÉÇwKÜflÖL |  |
| 2. LïÉfäL |  |
| 3. LÜlWëL |  |
| 4. LâôÏKÖ]êDìWL |  |
| 5. Lëä]rq/ |  |
| 6. LDâfíK]åL |  |
| 7. LDä^WKã] L |  |
| 8. LDé]rKä] ÄÉ]L |  |
| 9. LDã¾ÏKâáL |  |
| 10. LDäÉéK]ÇL |  |
| 11. LDéfÇwKfåL |  |
| 12. LéfÖL |  |
| 13. LpáWéL |  |
| 14. LDòÉÄKê]L |  |
| 15. LDípáWKí]L |  |
| 16. LDëâïfêK]äL |  |
| 17. Lã~rëL |  |
| 18. LDílWKí]ëL |  |
| 19. /Ö]ríL |  |
| 20. LDÇfläKÑfåL |  |

Translate Animal Names **into** the IPA 2

*Translate the names of the animals below* ***into*** *the International Phonetic Alphabet. (See previous page for answers.)*

|  |  |
| --- | --- |
| 1. hedgehog |  |
| 2. whale |  |
| 3. horse |  |
| 4. kangaroo |  |
| 5. sloth |  |
| 6. kitten |  |
| 7. llama |  |
| 8. polar bear |  |
| 9. monkey |  |
| 10. leopard |  |
| 11. pigeon |  |
| 12. pig |  |
| 13. sheep |  |
| 14. zebra |  |
| 15. cheetah |  |
| 16. squirrel |  |
| 17. mouse |  |
| 18. tortoise |  |
| 19. goat |  |
| 20. dolphin |  |

Translate Irregular Verbs **from** the IPA 1

*Translate 20 common irregular verbs* ***from*** *the International Phonetic Alphabet. (See next page for answers.)*

|  |  |
| --- | --- |
| 1. LÄáWL |  |
| 2. LêáWÇL |  |
| 3. Lâ¾ãL |  |
| 4. LëáWL |  |
| 5. Lëïfã/ |  |
| 6. LÄêÉfâL |  |
| 7. LáWíL |  |
| 8. Lê~fíL |  |
| 9. LëäáWéL |  |
| 10. LãáWíL |  |
| 11. LÑ~fåÇL |  |
| 12. LÄêfÏL |  |
| 13. LÖê]rL |  |
| 14. LqfÏâL |  |
| 15. Lå]rL |  |
| 16. LÄfDâ¾ãL |  |
| 17. LÇê~fîL |  |
| 18. LÑ]DÖÉíL |  |
| 19. /äáWîL |  |
| 20. Lê¾åL |  |

Translate Irregular Verbs **into** the IPA 1

*Translate 20 common irregular verbs* ***into*** *the International Phonetic Alphabet. (See previous page for answers.)*

|  |  |
| --- | --- |
| 1. be |  |
| 2. read |  |
| 3. come |  |
| 4. see |  |
| 5. swim |  |
| 6. break |  |
| 7. eat |  |
| 8. write |  |
| 9. sleep |  |
| 10. meet |  |
| 11. find |  |
| 12. bring |  |
| 13. grow |  |
| 14. think |  |
| 15. know |  |
| 16. become |  |
| 17. drive |  |
| 18. forget |  |
| 19. leave |  |
| 20. run |  |

Translate Irregular Verbs **from** the IPA 2

*Translate 20 common irregular verbs* ***from*** *the International Phonetic Alphabet. (See next page for answers.)*

|  |  |
| --- | --- |
| 1. LãÉfâL 2. LÄfäÇL |  |
| 3. LÄ~fL |  |
| 4. LíÉfâL |  |
| 5. LÇêfÏâ/ |  |
| 6. LäÉíL |  |
| 7. LÜôîL |  |
| 8. LâôåL |  |
| 9. LÇìWL |  |
| 10. LâôípL |  |
| 11. LêfÏL |  |
| 12. LÖÉíL |  |
| 13. LÑáWäL |  |
| 14. LÖ]rL |  |
| 15. LéríL |  |
| 16. LéÉfL |  |
| 17. LïÉ]L |  |
| 18. LëÉåÇL |  |
| 19. /¾åKÇ]DëíôåÇL |  |
| 20. LÑä~fL |  |

Translate Irregular Verbs **into** the IPA 2

*Translate 20 common irregular verbs* ***into*** *the International Phonetic Alphabet. (See previous page for answers.)*

|  |  |
| --- | --- |
| 1. make 2. build |  |
| 3. buy |  |
| 4. take |  |
| 5. drink |  |
| 6. let |  |
| 7. have |  |
| 8. can |  |
| 9. do |  |
| 10. catch |  |
| 11. ring |  |
| 12. get |  |
| 13. feel |  |
| 14. go |  |
| 15. put |  |
| 16. pay |  |
| 17. wear |  |
| 18. send |  |
| 19. understand |  |
| 20. fly |  |

Translate Signs and Notices **from** the IPA 1

*Translate the signs and notices below* ***from*** *the International Phonetic Alphabet. (See next page for answers.)*

|  |  |
| --- | --- |
| 1. LDÑfÑKíá é]DëÉåí çÑL 2. LÄ~f ï¾å ÖÉí ï¾å ÑêáWL 3. Lâä]ròÇL 4. LÇfDëÉfKÄäÇL |  |
| 5. LÑ~f] DÉâKëfí/ |  |
| 6. LD]rKé]åL |  |
| 7. LâáWé ~ríL |  |
| 8. LDÉâKëfíL |  |
| 9. LDílfKä]íëL |  |
| 10. Lå]r ÇflÖKò]Dä~rÇ ÉâDëÉéí Ö~f ÇflÖòL | |
| 11. Lå]r Dé^WKâfÏL |  |
| 12. L~rí ]î DlWKÇ]L |  |
| 13. LérpL |  |
| 14. LDéÉfKà]å ÇfëDéäÉfL |  |
| 15. LéäáWò éÉf Üf]L |  |
| 16. Lå]r Dëã]rKâfÏL |  |
| 17. LDé^WKâfÏ éê]rDÜfÄKfíKÇL |  |
| 18. LâàìW Üf]L |  |
| 19. /ë~fäL |  |
| 20. Lëí^WÑ D]råKäáL |  |

Translate Signs and Notices **into** the IPA 1

*Translate the signs and notices below* ***into*** *the International Phonetic Alphabet. (See previous page for answers.)*

|  |  |
| --- | --- |
| 1. 50% off |  |
| 2. buy one get one free |  |
| 3. closed |  |
| 4. disabled |  |
| 5. fire exit |  |
| 6. open |  |
| 7. keep out |  |
| 8. exit |  |
| 9. toilets |  |
| 10. no dogs allowed |  |
| except guide dogs |  |
| 11. no parking |  |
| 12. out of order |  |
| 13. push |  |
| 14. pay and display |  |
| 15. please pay here |  |
| 16. no smoking |  |
| 17. parking prohibited |  |
| 18. queue here |  |
| 19. sale |  |
| 20. staff only |  |

Translate Signs and Notices **from** the IPA 2

*Translate the signs and notices below* ***from*** *the International Phonetic Alphabet. (See next page for answers.)*

|  |  |
| --- | --- |
| 1. LãÉåL 2. LDäÉfKÇáWòL 3. LfåDÖÉfÇwÇL |  |
| 4. LéräL |  |
| 5. LïÉf få/ |  |
| 6. LDífâKfíëL |  |
| 7. LfDã‰WKÇw]åKëá DÉâKëfíL |  |
| 8. LDîÉfKâ]åKëáWòL |  |
| 9. LïÉf ~ríL |  |
| 10. LDÇÉfåKÇw]L |  |
| 11. Lå]r DÑfpKfÏL |  |
| 12. LDâêÉÇKfí â^WÇò ôâDëÉéKíÇ Üf]L | |
| 13. LâáWé çÑ a] Öê^WëL |  |
| 14. LéäáWò ïÉfíL |  |
| 15. LêfÏ ÄÉä Ñ]Kê]DíÉåKpåL |  |
| 16. Lå]r ÄlWä ÖÉfãòL |  |
| 17. LÇìW åfl\ ÇfDëí‰WÄL |  |
| 18. LDîÉfKâ]åíL |  |
| 19. /Déê~fKî]íL |  |

20. LëáWKëáWKíáWDîáW få fléK]êDÉfKpåL

Translate Signs and Notices **into** the IPA 2

*Translate the signs and notices below* ***into*** *the International Phonetic Alphabet. (See previous page for answers.)*

|  |  |
| --- | --- |
| 1. men 2. ladies 3. engaged |  |
| 4. pull |  |
| 5. way in |  |
| 6. tickets |  |
| 7. emergency exit |  |
| 8. vacancies |  |
| 9. way out |  |
| 10. danger |  |
| 11. no fishing |  |
| 12. credit cards accepted here | |
| 13. keep off the grass |  |
| 14. please wait |  |
| 15. ring bell for attention |  |
| 16. no ball games |  |
| 17. do not disturb |  |
| 18. vacant |  |
| 19. private |  |
| 20. CCTV in operation |  |

*Write a definition for each slang phrase below, then translate the slang phrases* ***into*** *the International Phonetic Alphabet. (See next page for answers.)*

*Slang Phrase Definition IPA Translation*

*He is / She is / He was / She was… etc.*

|  |  |  |
| --- | --- | --- |
| 1. made up 2. pig-headed |  |  |
| 3. sarky |  |  |
| 4. long-winded |  |  |
| 5. savvy |  |  |
| 6. minging |  |  |

*It is / It was… etc.*

|  |  |  |
| --- | --- | --- |
| 1. wicked 2. ginormous |  |  |
| 9. corny |  |  |
| 10. easy-peasy |  |  |
| 11. iffy |  |  |
| 12. sad |  |  |

*I feel / He feels / She feels… etc.*

|  |  |  |
| --- | --- | --- |
| 13. peckish |  |  |
| 14. icky |  |  |
| 15. miffed |  |  |

*Answers:*

*Slang Phrase Definition IPA Translation*

*He is / She is / He was / She was… etc.*

|  |  |  |
| --- | --- | --- |
| 1. made up | pleased | LãÉfDÇ¾éL |
| 2. pig-headed | stubborn | LéfÖ DÜÉÇK]ÇL |
| 3. sarky | sarcastic | LDë^WKâáL |
| 4. long-winded | talking for too long | LäflÏ DïfåKÇ]ÇL |
| 5. savvy | well informed | LDë~îKáL |
| 6. minging | horrible | LDãfÏKfÏL |
|  | *It is / It was… etc.* |  |
| 7. wicked | brilliant | LDïfâKfÇL |
| 8. ginormous | very large | LÇw~fDålWKã]ëL |
| 9. corny | clichéd | LDâlWKåáL |
| 10. easy-peasy | very easy | LDáWKòá DéáWKòáL |
| 11. iffy | uncertain | LDfÑKáL |
| 12. sad | not very good | LëôÇL |
| *I feel / He feels / She feels… etc.* | | |
| 13. peckish | quite hungry | LDéÉâKfpL |
| 14. icky | sick | LDfâKáL |
| 15. miffed | a little upset | LãfÑÇL |

*Write a definition for each slang phrase below, then translate the slang phrases* ***into*** *the International Phonetic Alphabet. (See next page for answers.)*

*Slang Phrase Definition IPA Translation*

*A person who is…*

|  |  |  |
| --- | --- | --- |
| 1. diamond geezer 2. skiver 3. party pooper 4. boy racer |  |  |
| 5. yobbo |  |  |
| 6. skinflint |  |  |
| 7. smoothie |  |  |
| 8. rust bucket | *It’s a… / It was a… etc.* |  |
| 9. fiver |  |  |
| 10. howler |  |  |
| 11. thick ear |  |  |
| 12. back hander |  |  |
| 13. tenner |  |  |
| 14. ear bashing |  |  |
| 15. nightmare |  |  |

*Answers:*

*Slang Phrase Definition IPA Translation*

*A person who is…*

|  |  |  |
| --- | --- | --- |
| 1. diamond geezer | very genuine and kind | LDÇ~f]Kã]åÇ DÖáWKò]L |
| 2. skiver | very lazy | LDëâ~fKî]L |
| 3. party pooper | no fun at all | LDé^WKíá DéìWKé]L |
| 4. boy racer | a fast and reckless driver | LÄlf DêÉfKë]L |
| 5. yobbo | a hooligan | LDàflKÄ]rL |
| 6. skinflint | mean with money | LDëâfåKÑäfåíL |
| 7. smoothie | a flatterer, but doesn’t mean it | LDëãìWKaáL |
|  | *It’s a… / It was a… etc.* |  |
| 8. rust bucket | rusty old car | Lê¾ëí DÄ¾âKfíL |
| 9. fiver | five pound note | LDÑ~fKî]L |
| 10. howler | obvious mistake | LDÜ~rKä]L |
| 11. thick ear | slap on the side of the head | Lqfâ f]L |
| 12. back hander | bribe | LÄôâ DÜôåKÇ]L |
| 13. tenner | ten pound note | LDíÉåK]L |
| 14. ear bashing | telling off | Lf] DÄôpKfÏL |
| 15. nightmare | terrible situation | LDå~f\KãÉ]L |

1. Write your first name using the IPA:
2. Write two words in English that contain the same vowel sound:
3. LfL
4. LôL
5. Write two words in English that contain the same diphthong:
6. LÉfL
7. LÉ]L
8. Write two words in English that contain the same consonant sound:
9. LqL
10. LípL
11. Translate the following sentences into English:
12. Lå]DíôpK] DÇ¾òK]å ïflå DíÉåKá DëflëKfÇwK]òL
13. L~f åáWÇ ] Dâ¾éKä ]î åóìW p‰WíëL
14. Write the following sentences using the IPA (include stress marks):
15. Can I have a drink, please?
16. My brother’s name is Phil.
17. He wants me to go to the theatre.
18. There isn’t any coffee.
19. Write these words in your first language, then translate the results into the IPA:
20. bread
21. newspaper
22. friend
23. shoulder

*Answers:*

1. Answers will vary.
2. Answers will vary, for example:
3. LfL f*i*sh, h*i*ll
4. LôL c*a*t, fl*a*t
5. Answers will vary, for example:
6. LÉfL tr*ai*n, p*ai*n
7. LÉ]L c*are*, th*ere*
8. Answers will vary, for example:
9. LqL *th*umb, *th*ink
10. LípL *ch*air, it*ch*

5.

1. Natasha doesn’t want any sausages.
2. I need a couple of new shirts.

6.

1. Can I have a drink, please? Lâôå ~f Üôî ] ÇêfÏâ éäáWòL
2. My brother’s name is Phil. Lã~f DÄê¾aK]ò åÉfã fò ÑfäL
3. He wants me to go to the theatre. LÜáW ïflåë ãáW í] Ö]ì í] a] Dqf]Kí]L
4. There isn’t any coffee. LaÉ] DfòK]å DíÉåKá DâflÑKáL

7. Answers will vary.

1. Write your favourite food using the IPA:
2. Write two words in English that contain the same vowel sound:
3. LrL
4. L]L
5. Write two words in English that contain the same diphthong:
6. L]rL
7. Lf]L
8. Write two words in English that contain the same consonant sound:
9. LpL
10. LaL
11. Translate the following sentences into English:
12. Lïf] DÖ]rKfÏ í] DîfòKf\ a] ãàìWDòáWK]ã í]DÇÉfL
13. Lafë íê~få ïfä äáWî ô\ qêáW DÑlWKíá å~fåL
14. Write the following sentences using the IPA (include stress marks):
15. Where is the nearest hospital?
16. Ken runs his own shoe company.
17. We usually have lunch at one.
18. Hi James. How are your boys?
19. Write these words in your first language, then translate the results into the IPA:
20. table
21. photos
22. electricity
23. scissors

*Answers:*

1. Answers will vary.
2. Answers will vary, for example:
3. LrL b*oo*k, p*u*sh
4. L]L comput*er*, sof*a*
5. Answers will vary, for example:
6. L]rL ph*o*ne, gr*ow*n
7. Lf]L h*ere*, p*ier*
8. Answers will vary, for example:
9. LpL *sh*ort, wi*sh*
10. LaL *th*e, mo*th*er

5.

1. We’re going to visit the museum today.
2. This train will leave at three forty nine.

6.

1. Where is the nearest hospital? LïÉ] fò a] Dåf]êK]ëí DÜflëKéfKí]äL
2. Ken runs his own shoe company. LâÉå ê¾åò Üfò ]rå pìW Dâ¾ãKé]KåáL
3. We usually have lunch at one. LïáW DàìWKw]Käá Üôî ä¾åíp ô\ ï¾åL
4. Hi James. How are your boys? LÜ~f ÇwÉfãò DÜôKï] ólW ÄlfòL

7. Answers will vary.

1. Write your favourite colour using the IPA:
2. Write two words in English that contain the same vowel sound:
3. LáWL
4. L¾L
5. Write two words in English that contain the same diphthong:
6. L~fL
7. L~rL
8. Write two words in English that contain the same consonant sound:
9. LÇwL
10. LÏL
11. Translate the following sentences into English:
12. LDä‰WKåfÏ DfÏKÖäfp DprÇK]ã Äá DÄlWKêfÏL
13. LÜôî àìW DÑfåKfp DÇìWKïfÏ aá D~f]KåfÏ àÉíL
14. Write the following sentences using the IPA (include stress marks):
15. Not everybody likes chocolate.
16. Suddenly, the doorbell rang.
17. Cheese sandwiches are delicious.
18. Vegetables are not expensive.
19. Write these words in your first language, then translate the results into the IPA:
20. afternoon
21. family
22. reading
23. shorts

*Answers:*

1. Answers will vary.
2. Answers will vary, for example:
3. LáWL tr*ee*, *ea*t
4. L¾L *u*p, d*o*ne
5. Answers will vary, for example:
6. L~fL sh*i*ne, s*i*gn
7. L~rL c*ow*, f*ou*l
8. Answers will vary, for example:
9. LÇwL *j*am, *g*em
10. LÏL si*ng*, thi*n*k

5.

1. Learning English shouldn’t be boring.
2. Have you finished doing the ironing yet?

6.

1. Not everybody likes chocolate. Låfl\ DÉîKêfKÄflÇKá ä~fâë DípflâKä]íL
2. Suddenly, the doorbell rang. LDë¾ÇKåKäá a] DÇlWKÄÉä êôÏL
3. Cheese sandwiches are delicious. LípáWë DëôãKïfÇwK]ò ^W ÇfDäfpK]ëL
4. Vegetables are not expensive. LDîÉÇwKí]KÄäò ^W åfl\ fâDëéÉåKëfîL

7. Answers will vary.

1. Write the name of your country using the IPA:
2. Write two words in English that contain the same vowel sound:
3. L‰WL
4. L^WL
5. Write two words in English that contain the same diphthong:
6. LlfL
7. Lr]L
8. Write two words in English that contain the same consonant sound:
9. LwL
10. LàL
11. Translate the following sentences into English:
12. LïáW Öfl\ DãôêKáÇ få DÉfKéê]ä ^Wë àf]L
13. La] DëïfãKfÏ éìWä DïflòKå DîÉêKá DÄfòKáL
14. Write the following sentences using the IPA (include stress marks):
15. What’s your favourite film?
16. My friends will be here soon.
17. Fresh spring water is pure.
18. The toys were made in China.
19. Write these words in your first language, then translate the results into the IPA:
20. dining room
21. clothes
22. aeroplane
23. lettuce

*Answers:*

1. Answers will vary.
2. Answers will vary, for example:
3. L‰WL b*ir*d, h*ear*d
4. L^WL p*al*m, f*ar*m
5. Answers will vary, for example:
6. LlfL b*oy*, s*oi*l
7. Lr]L p*ure*, f*ewer*
8. Answers will vary, for example:
9. LwL televi*s*ion, u*s*ually
10. LàL *y*acht, *y*outh

5.

1. We got married in April last year.
2. The swimming pool wasn’t very busy.

6.

1. What’s your favourite film? Lïfl\ë ólW DÑÉfKî]Kê]í ÑfäãL
2. My friends will be here soon. Lã~f ÑêÉåò ïfä Äá Üf] ëìWåL
3. Fresh spring water is pure. LÑêÉp ëéêfÏ DïlWKí] fò éàr]L
4. The toys were made in China. La] ílfò ï‰W ãÉfÇ få Díp~fKå]L

7. Answers will vary.

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About the Author:

Matt Purland is a lecturer in English Language. He has a BA Honours degree in Drama from the University of Wales and a Postgraduate Certificate in Further Education from the University of Derby. He has written more than 1,000 photocopiable worksheets for learning English. This is his ninth book.

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