

*"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

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*

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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/
- 1.0 – 04/09 Original edition

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Introduction

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:

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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

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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 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.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)

Unit / Activity	Sentence Focus			Word Focus				Free Practice			Tests	
	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)

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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.

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Lesson Outline

- 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

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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 Vocabulary Test (see p.1.7) based on the previous lesson's 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 Show and Tell an item to do with this topic, e.g. for "Music" a 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 Sentence Block starting sentences 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.
Free Practice CORE	
	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 Discussion Questions for this lesson 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 Agree or Disagree? activity (see p.9.1), or Role Plays

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(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

C. A. Tests
CORE

After a relaxing break it's time for some brain work – the **Lesson Test** (see 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.

25 mins

Word Focus

The next section is for word focus activities. The teacher could decide to use this slot for activities with the **Discussion Words and Question Sheets** (see p.5.1), for doing the **Information Exchange** (see p.6.1), or for working with the **Multi-Purpose Texts** (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

Sentence Focus

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 either the **Connected Sentence Cards** (see p.3.1) or **Connected Speech Templates** (see p.4.1) – or both, if your students are really "getting it"! Another alternative would be to do an activity about sentence stress, using some of the material that starts on p.12.1.

10 mins

Free Practice
CORE

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.

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Assessment Methods, Tests, and Examination

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:

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“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

Talk a Lot

General Information

Assessment Methods, Tests, and Examination

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

Talk a Lot

General Information

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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.

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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.

2. 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.

3. 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.

4. 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.)

Talk a Lot

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 %	%			

Talk a Lot

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	<i>[Write short general comments regarding the student's test scores, achievement, and commitment during each lesson, as well as their progress on the course, and notes about any relevant incidents. For example:]</i>
2. Sport	16	34	7	8	65	
3. Music	17	31	8	9	65	<i>Maria made a good contribution to sentence block building and worked hard throughout this lesson...</i>
4. Weather	18	25	6	6	55	<i>Maria's energy level was lower than usual. She scored lower than expected on the "Music" L/Test...</i>
5. Animals	16	30	0**	0**	46	<i>Maria was absent today due to family illness. She will take the "Weather" tests before next lesson...</i>
6. Cars	18	32	7	8	65	<i>[etc. ...]</i>
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					79	
Course Total Mark /900					719	
Course Final Grade	27 % a				B	ACHIEVEMENT: VERY GOOD
Attendance /30 GLH		Attendance	90%			

Talk a Lot

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. _____

Talk a Lot

End of Course Oral Examination #1 (Page 1)

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)

Talk a Lot

End of Course Oral Examination #1 (Page 2)

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:

a) 1 syllable

c) 3 syllables

b) 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)

Talk a Lot

End of Course Oral Examination #1 (Page 3)

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.

(1 mark)

Question 11

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)

Talk a Lot

End of Course Oral Examination #1 (Page 4)

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...

a) can fix a leaky pipe?

c) sells flowers?

b) can help you sell your house?

d) wears clothes for a living?

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

(4 marks)

Talk a Lot

End of Course Oral Examination #2 (Page 1)

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.

(1 mark)

Question 3

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)

Talk a Lot

End of Course Oral Examination #2 (Page 2)

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)

Talk a Lot

End of Course Oral Examination #2 (Page 3)

Question 9

Form the sentence block:

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...

a) can spin a web.

c) can swim underwater.

b) 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)

Talk a Lot

End of Course Oral Examination #2 (Page 4)

Question 13

Form the sentence block:

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:

a) 1 syllable

c) 3 syllables

b) 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)

Talk a Lot

End of Course Oral Examination (Example) (Page 1)

Name: MARIA GOMEZ Date: 17/07/09 Total # Marks: 79 /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)

6

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.

(1 mark)

1

Question 3

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

I ^xlisten ^xmusic in ^{/a:/}morning.
I love ^xlistening ^xmusic with my ^{/Iə/}friends. ^(d)

(4 marks)

3

3

Question 4

Tell me ten different things that you could find in the countryside, e.g. river.

See page 72 for a list of nature words. (10 marks)

~~ttt~~ |||

8

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Talk a Lot

End of Course Oral Examination (Example) (Page 2)

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)

1
1
1
1
1
1
1

7

Question 6

Tell me five different musical instruments, and five different kinds of music.

See page 58 for a list of music words. (10 marks)

+++ ||||

9

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?

My ^{12e/}country it's hot all the ^{12e/}year.
In winter ^x is very very ^{12e/}cold.
We go on the holiday in summer...

(4 marks)

2

Question 8

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

Answer: birth, employment, engagement, graduation, marriage, redundancy.

(1 mark)

0

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Talk a Lot

End of Course Oral Examination (Example) (Page 3)

Question 9

Form the sentence block:

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

1/2

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

1

Jason was.

1

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

1

Yes, he was.

1

Was Mark running faster than usual because he wanted to beat his personal best?
(Answers will vary)

1

No, he wasn't. Mark wasn't running faster than usual because he wanted to beat his personal best.
(Answers will vary)

1

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?

I was happy when my school was started.
I would like go to college continue

(4 marks)

my education

2

Question 11

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

See page 68 for a list of colours. (10 marks)

++++ 11

Question 12

Name an animal that...

a) can spin a web.

1

c) can swim underwater.

1

b) swings from tree to tree.

1

d) carries its home on its back.

1

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

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7 1/2

2

7

2

18 1/2

Talk a Lot

End of Course Oral Examination (Example) (Page 4)

Question 13

Form the sentence block:

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

$\frac{1}{2}$

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

1

Her nose.

1

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

1

Yes, she has.

1

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

$\frac{1}{2}$

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

1

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

1

7

Question 14

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

I think that ^{10/}no we ^{12/}wouldn't... (t)
No man has right take life, just
God... (t)

(4 marks)

2

2

Question 15

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

See page 56 for a list of sports. (10 marks)

++++ +---

10

Question 16

Tell me two different numbers that have:

a) 1 syllable

2

c) 3 syllables

$\frac{1}{2}$

b) 2 syllables

2

5 $\frac{1}{2}$

Answers will vary. See page 68 for a list of numbers. Suggested answers: a) one, two; b) fourteen, twenty; c) eleven, seventeen. (6 marks)

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24 $\frac{1}{2}$

Talk a Lot

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:

Talk a Lot

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 Focus
Activity**

Sentence Blocks

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Talk a Lot

How to Use

Sentence Blocks – Instructions

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.

Talk a Lot

How to Use

Sentence Blocks – Instructions

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.

Talk a Lot

How to Use

Sentence Blocks – Instructions

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:

Talk a Lot

How to Use

Sentence Blocks – Instructions

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

Talk a Lot

How to Use

Sentence Blocks – Instructions

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.

Talk a Lot

How to Use

Sentence Blocks – Instructions

- 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...]

Talk a Lot

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: _____

Talk a Lot

Sentence Blocks – Q & A

Q: What is a sentence block?

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

Q: What is a starting sentence?

A: The first sentence in a sentence block.

Q: What is a wh- question word?

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

Q: What is a question with inversion?

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

Q: What is an auxiliary verb?

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

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

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

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

Talk a Lot

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.

5. 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.

6. Use as much of the starting sentence in the resulting questions and answers as you can.

**Sentence Focus
Activity**

Connected Sentence Cards

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Talk a Lot

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:

- a) sentence building: how to make a sentence; the order in which we put the words
- b) sentence stress: which words are content words and which are function words
- c) 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

Talk a Lot

Topic: _____

Connected Sentence Cards – Template

□	□	□	✂	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□

Talk a Lot

How to Use

Connected Sentence Cards – Sample Lesson Plan

<u>Activity Type:</u>	Discovery; learn the techniques of connected speech
<u>Level:</u>	Elementary - Pre-Intermediate
<u>Skills:</u>	Vocabulary; Speaking & Listening; Pronunciation; Stress
<u>Class Size:</u>	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
<u>Time:</u>	1 hour
<u>Aim:</u>	To learn the techniques of connected speech
<u>Materials:</u>	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).

3. 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:

<u>content words:</u>	Roger	paying	gas	bill	electricity	bill	post	office.
<u>function words:</u>		is	his	and		at	the	

Talk a Lot

How to Use

Connected Sentence Cards – Sample Lesson Plan

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

no. of syllables:

2	2	1	1	5	1	1	2
Roger	paying	gas	bill	electricity	bill	post	office.
is	his	and	at	the			

5. 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)

1 st	1 st			3 rd			1 st
(Rog)er	(pay)ing	gas	bill	elec(tric)ity	bill	post	(off)ice.
is	his	and	at	the			

suffixes in bold;
no compound nouns

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

6. 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:

/ɒ/	/eɪ/	/æ/	/ɪ/	/ɪ/	/ɪ/	/əʊ/	/ɒ/
(Rog)er	(pay)ing	gas	bill	elec(tric)ity	bill	post	(off)ice.
is	his	and	at	the			

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

/ɒ/ /eɪ/ /æ/ /ɪ/ /ɪ/ /ɪ/ /əʊ/ /ɒ/

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).

7. 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.

Talk a Lot

How to Use

Connected Sentence Cards – Sample Lesson Plan

8. Elicit from students the following conclusions:

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

- a) *you're saying the wrong vowel sound on a stressed syllable*
- b) *you're stressing the wrong syllable in a word*
- c) *you're stressing too many syllables in a word*
- d) *you're not stressing any syllables in a word*
- e) *you're not connecting together words in a sentence*
- f) *you're not giving stronger stress in a sentence to content words over function words*
- g) *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.

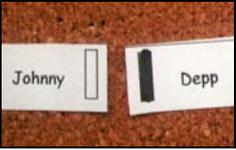
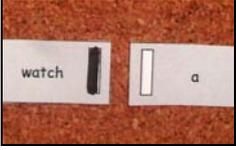
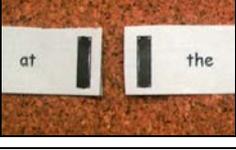
Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

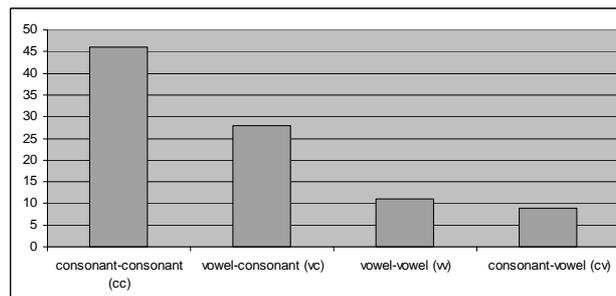
Here's a demo of an interesting classroom activity in which you could use the connected sentence cards to teach connected speech techniques, by focusing on the sound – vowel or consonant – at the beginning and end of each word, and visualising the connection that occurs between them. Simply print the 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 four possible kinds of connection (see also p. 4.4 of this handbook):

a) vowel sound to consonant sound (vc): <i>/'dʒɒn.i'deɪp/</i>	
b) consonant sound to vowel sound (cv): <i>/'wɒtʃ.ə/</i>	
c) vowel sound to vowel sound (vv): <i>/'sɪ.nə.mə.rɒn/</i>	
d) consonant sound to consonant sound (cc): <i>/æʔ.ðə/</i>	

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%

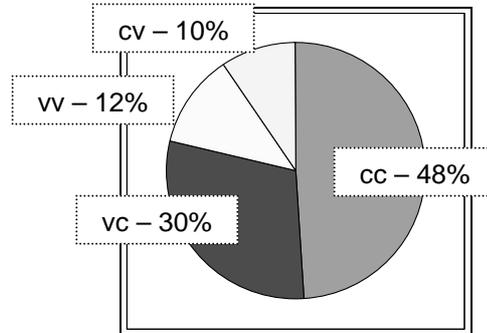


Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

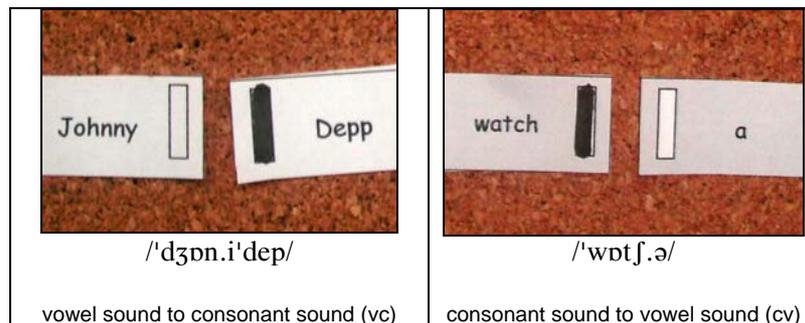
This pie chart shows the percentages of each kind of connection:



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

- vowel sound to consonant sound (vc) and
- consonant sound to vowel sound (cv)

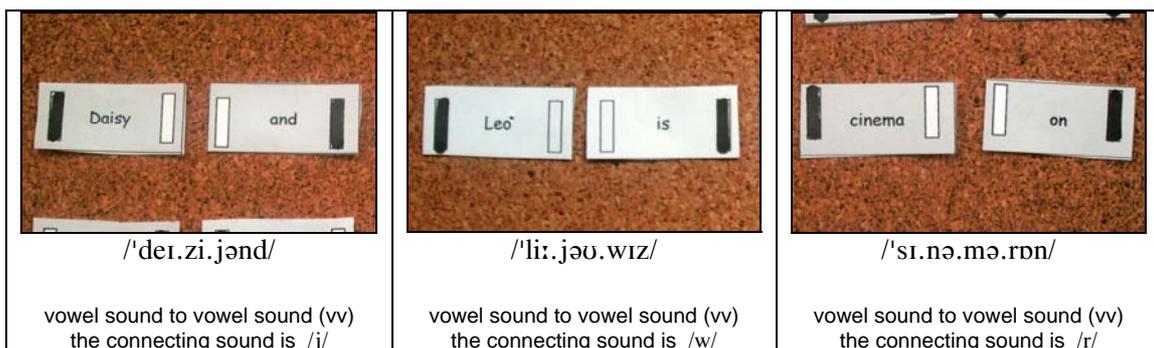
If either of these connections occurs, the sounds will flow well together. For example:



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**.

- vowel sound to vowel sound (vv)

If you see this kind of connection, there will be a new sound added – /j/, /w/, or /r/. For example:



Talk a Lot

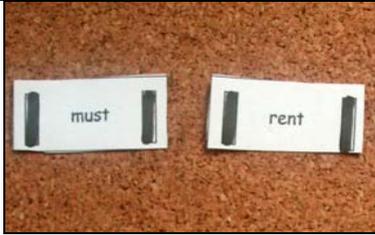
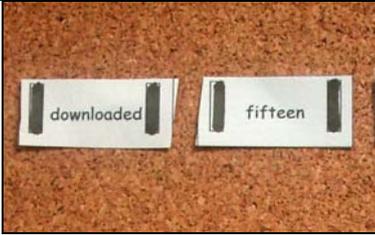
How to Use

Connected Sentence Cards – Sound Connections Demo

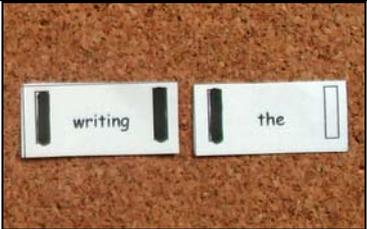
This is because in rapid speech the English tongue can't cope with two vowels flowing together, so we have to introduce a consonant sound between them, making the connection just like either (vc) or (cv) (see above). This technique of connected speech, where we add a new sound, is called **intrusion**.

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 /t/, or /d/. This technique of connected speech, where a sound disappears, is called **elision**. For example:

	
<p>/ˈmʌsˈrent/</p> <p>/t/ at the end of the first word disappears to make the transition between the two words easier to say (elision)</p>	<p>/daʊnˈləʊ.dəˈfɪf.ti:n/</p> <p>/d/ at the end of the first word disappears to make the transition between the two words easier to say (elision)</p>

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 /ŋ/ at the end of “-ing” words often changes to /n/. In other words, we “drop” the “g”. This technique of connected speech, where a sound changes, is called **assimilation**.

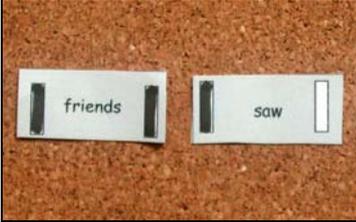
		
<p>/ˈləʊˈbʌʔ.dʒɪˈhɒ.rə/</p> <p>/t/ at the end of the first word is replaced by a glottal stop /ʔ/ to make the transition between the two words easier to say (glottal stops)</p>	<p>/ˈraɪ.tɪn.ðə/</p> <p>/ŋ/ at the end of the first word changes to /n/ to make the transition between the two words easier to say (assimilation)</p>	<p>/ɒnˈvæ.lən.taɪnz/</p> <p>/n/ at the end of the first word changes to /m/ to make the transition between the two words easier to say (assimilation)</p>

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

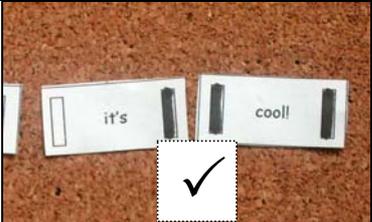
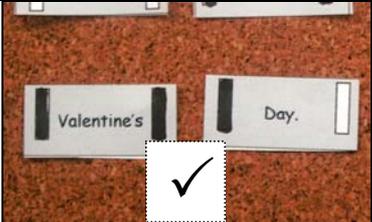
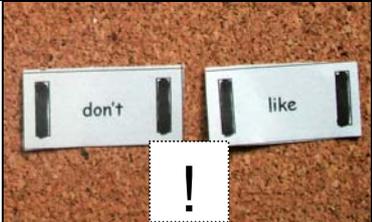
Talk a Lot

How to Use

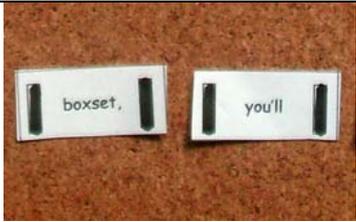
Connected Sentence Cards – Sound Connections Demo

		
<p>/rəʊ'mæn.tɪ'kɒ.mə.di/</p> <p>/k/ meets /k/ so the first sound disappears (elision)</p>	<p>/'klæ.sɪ'kɒ.mə.di:z/</p> <p>/k/ meets /k/ so the first sound disappears (elision)</p>	<p>/'fren'sɔ:/</p> <p>/s/ meets /s/ so the first sound (along with /d/) disappears (elision)</p>

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 /s/ or /z/ (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 /s/ and /z/ separately now. Where is your tongue? Where are your lips? In what position does your mouth end up after saying each sound? Now try saying the words below together. Compare this to saying /t/, or any word with /t/ at the end. After saying /t/ your tongue is right behind your teeth, fully committed to the sound, and in a bad starting position to make the next sound.

		
<p>/ɪts'ku:l/</p> <p>/s/ meets /k/ and they flow together smoothly (linking)</p>	<p>/'væ.lən.taɪnz'deɪ/</p> <p>/z/ meets /d/ and they flow together smoothly (linking)</p>	<p>/'dɒn'laɪk/</p> <p>/t/ meets /l/ and they don't flow together smoothly, so /t/ is automatically omitted by the speaker (elision)</p>

Having said all of this, sometimes there will be **no connection** between the two sounds because of the natural break, or pause, provided by a punctuation mark, such as a **dash –** , **semi-colon ;** , or **comma ,** , for example:


<p>/'bɒk.set.ju:l/</p> <p>here two consonant sounds meet – /t/ and /j/ – but there is a natural break in the speech provided by the comma, so /t/ remains and elision doesn't happen</p>

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How to Use

Connected Sentence Cards – Sound Connections Demo

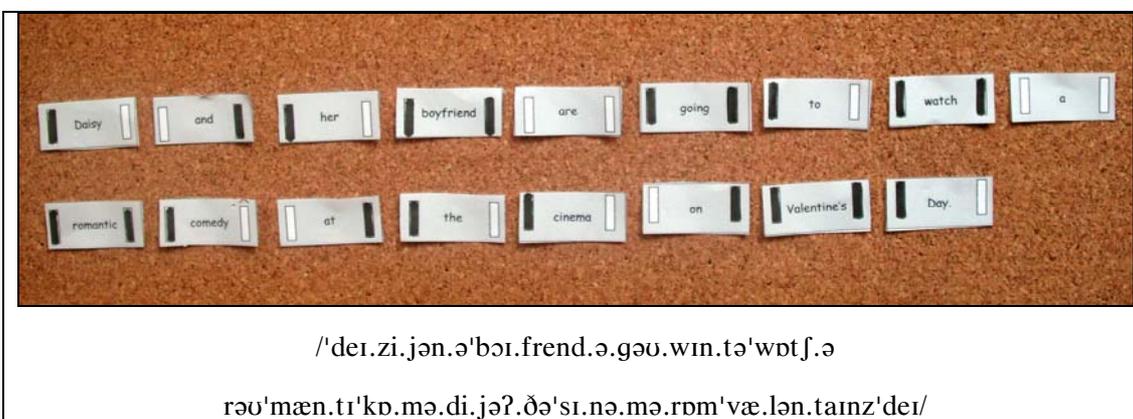
Students should try using the connected sentence cards to explore the different sound connections between pairs of words, and how connected speech techniques come into play each time. They could also try this method with *any* sentence – one that they have written themselves, or one from a newspaper, 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 ✓	<i>(No elision, intrusion, assimilation, etc. needs to take place, because the words flow together well)</i>
# consonant-vowel (cv)		OK ✓	
# vowel-vowel (vv)			
Possible techniques of connected speech:			
<ul style="list-style-type: none"> • intrusion 			
# consonant-consonant (cc)			
<ul style="list-style-type: none"> • 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):



/'deɪ.zi.jən.ə'bɔɪ.frend.ə.gəʊ.wɪn.tə'wɒtʃ.ə
rəʊ'mæn.tɪ'kɒ.mə.di.jəʔ.ðə'si.nə.mə.rɒm'væ.lən.taɪnz'deɪ/

Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

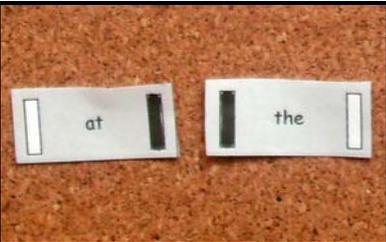
Here is a completed activity template as an example:

Connecting Sounds (Activity Template)

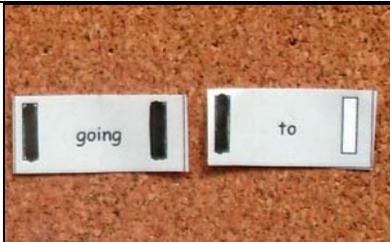
1. Choose (or write) a sentence: _____ (see above) _____
2. Count the no. of words in the sentence: 17
3. Count the no. of connections between words in the sentence: 16
4. Count each kind of connection between words, and write down the connecting sounds for (vv) and (cc) connections, using the IPA:

# vowel-consonant (vc)	5	OK ✓	<i>(No elision, intrusion, assimilation, etc. needs to take place, because the words flow together well)</i>
# consonant-vowel (cv)	2	OK ✓	
# vowel-vowel (vv) Possible techniques of connected speech: • intrusion	3	“Daisy and” – /i/ to /ə/ – connecting sound: /j/ “comedy at” – /i/ to /ə/ – connecting sound: /j/ “cinema on” – /ə/ to /ɒ/ – connecting sound: /r/	
# consonant-consonant (cc) • elision • glottal stops • assimilation	6	“and her” – /d/ to /h/ – /d/ and /h/ both disappear (elision) “going to” – /ŋ/ to /t/ – /ŋ/ changes to /n/ (assimilation) “romantic comedy” – /k/ to /k/ – same sounds: the first /k/ disappears (elision) “at the” – /t/ to /ð/ – /t/ disappears (elision) “on Valentine’s” – /n/ to /v/ – /n/ changes to /m/ (assimilation) “Valentine’s Day” – /z/ to /d/ – /z/ enables a smooth transition (no elision, etc. takes place)	
Total:	16		

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:



/əʔ.ðə/



/gəʊ.wɪn.tə/

/t/ 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**.

when used as a future form, these three syllables are said quickly because they are unstressed function words. /ŋ/ at the end of the first word changes to /n/ to make the transition between the two words easier to say (**assimilation**). Often this very common phrase is shortened even further to “gunna”: /gʌn.ə/. 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.

Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

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:

/'deɪ.zi.jən.ə'bɔɪ.frend.ə.gəʊ.wɪn.tə'wɒtʃ.ə
rəʊ'mæn.tɪ'kɒ.mə.di.jəʔ.ðə'sɪ.nə.mə.rɒm'væ.lən.taɪnz'deɪ/

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.

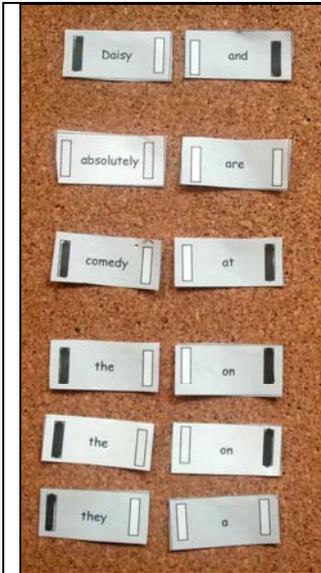
Towards the end of this activity, students could try putting together cards that make different sound combinations, to test the outcomes demonstrated above. They shouldn't worry about the resultant phrases making sense, but instead focus entirely on how the sounds go together (see examples below). A 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 /j/ e.g. "high ice"
- (vv) – connected with /w/ e.g. "through everything"
- (vv) – connected with /r/ e.g. "here anyway"
- (cc) – where /t/ at the end disappears (elision) e.g. "hit back"
- (cc) – where /d/ at the end disappears (elision) e.g. "red car"
- (cc) – where /s/ or /z/ 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.]

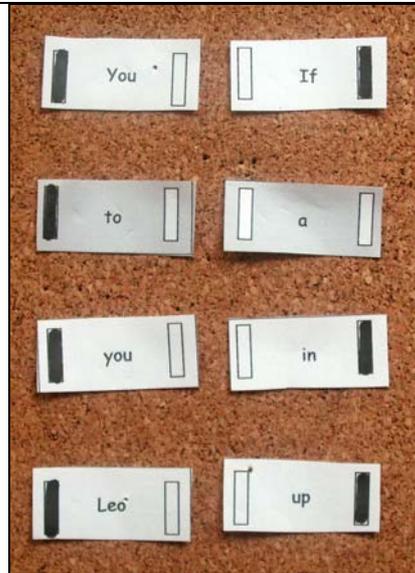
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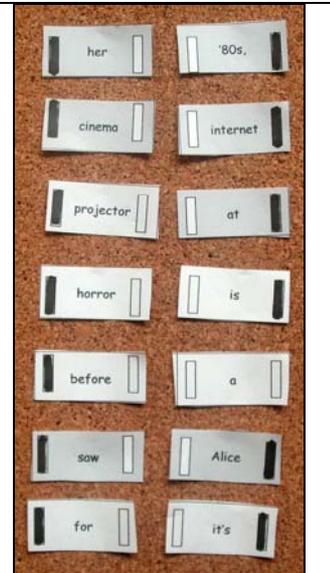
Connected Sentence Cards – Sound Connections Demo



vowel sound to vowel sound #1
(vv) /j/ sound introduced
(intrusion)



vowel sound to vowel sound #2
(vv) /w/ sound introduced
(intrusion)



vowel sound to vowel sound #3
(vv) /r/ sound introduced
(intrusion)



consonant sound to consonant
sound #1 (cc)
/t/ or /d/ sound disappears
(elision)



consonant sound to consonant
sound #2 (cc)
/s/ or /z/ sound at the end of the first
word enables a smooth transition to the
next word



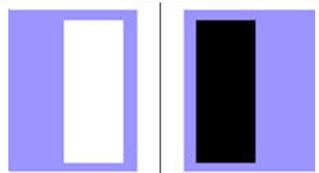
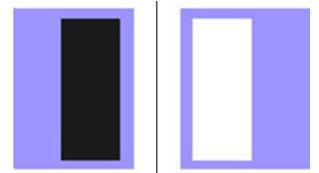
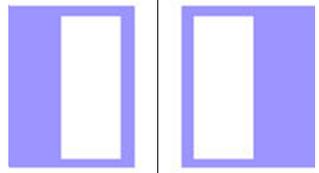
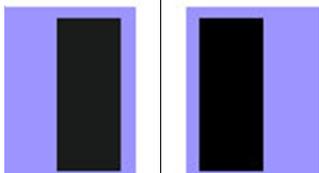
consonant sound to consonant
sound #3 (cc)
the sound at the end of the first word
disappears because the next sound is
exactly the same **(elision)**

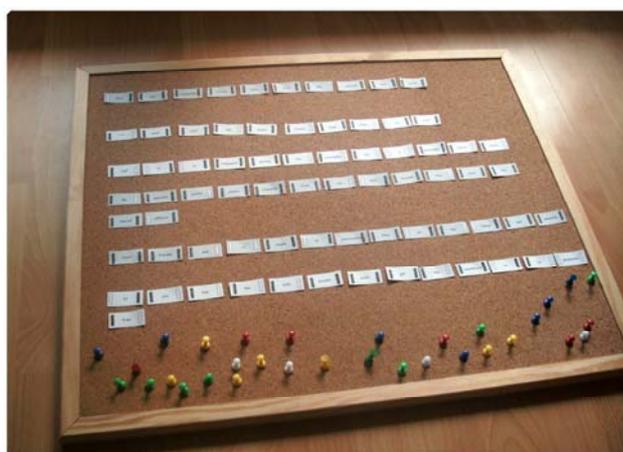
Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

Summary

<u>Connecting Sounds:</u>		<u>Think:</u>	<u>Most Likely Outcome(s):</u>	<u>Technique(s) of Connected Speech:</u>
	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: /j/, /w/, or /r/	intrusion
	consonant-consonant (cc)	!	a sound disappears: often /t/, or /d/ a sound changes: e.g. /ŋ/ to /n/	elision, glottal stops assimilation



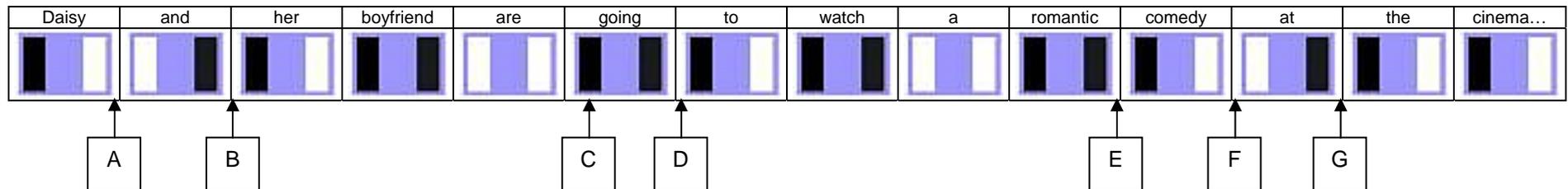
Using the connected sentence cards: some of the sentences from the "Films" unit of Talk a Lot Book 3. **"Only connect...!"**

Talk a Lot

How to Use

Connected Sentence Cards – Going Further

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:



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 /i/ and /ə/. We do this by inserting a consonant sound between them – /j/ – so that we go from the awkward (vv) connection to (vc), which is much easier to say (**intrusion**).

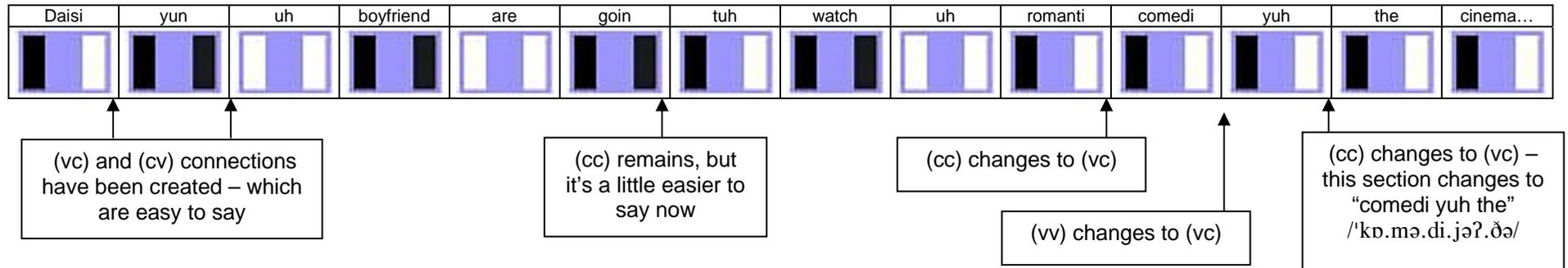
At Point B, two consonant sounds meet – /l/ and /h/ – with the result that we lose the /d/ sound from the first word, and also the /h/ from the beginning of the next word (**elision**). From Point B to Point C, all of the sound connections between the words are either (vc) or (cv), so the sentence flows well. At Point D the two consonant sounds – /ŋ/ and /t/ – crunch together, so the /ŋ/ of “going” is changed to /n/ 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: /k/ and /k/. We remove the first /k/ (**elision**), so that a (vc) connection is created, then continue to Point F, where there is a problem between two vowel sounds: /i/ and /ə/. We smooth things out by automatically inserting a consonant sound – /j/, 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 /t/ and /ð/ crash up against each other. It’s a simple problem to solve, and we do it by removing /t/ 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:

Talk a Lot

How to Use

Connected Sentence Cards – Going Further



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.

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:

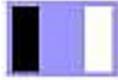
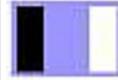
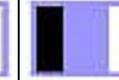
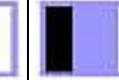
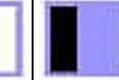
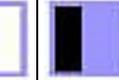
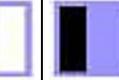
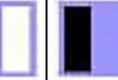
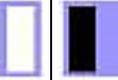
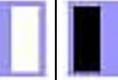
ma	maaaaa!												
/mæ/	/'mæ/												

or girl-group singers:

Talk a Lot

How to Use

Connected Sentence Cards – Going Further

doo	waa	doo	doo	waa	duh	doo	waa	doo	doo	waa	duh	doo	waaaaah!
													
/du:/	/wa:/	/du:/	/du:/	/wa:/	/də/	/du:/	/wa:/	/du:/	/du:/	/wa:/	/də/	/du:/	/'wa:!

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 – 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

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How to Use

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

	<p>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:</p> <p>in, on, up, out, aim, art, is, us, eat, it, I'm, end, egg, arm [etc.]</p> <p><i>Can you add any more?</i> _____</p>
	<p>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:</p> <p>now, go, free, tie, you, few, see, ray, play, blue, how, now, chair, my [etc.]</p> <p><i>Can you add any more?</i> _____</p>
	<p>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:</p> <p>I, a, ear, oh, hour, owe, air [etc.]</p> <p><i>There aren't many, but can you add any more?</i> _____</p>
	<p>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:</p> <p>feel, fit, green, pat, gain, book, park, great, back, flight, fog, take [etc.]</p> <p><i>Can you add any more?</i> _____</p>

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How to Use

Connected Sentence Cards – Going Further

*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
/mə/	/rɒ/	/kəʊ/

U	ru	guay
/jʊə/	/rə/	/ɡwaɪ/

Pa	na	ma
/pæ/	/nə/	/mɑː/

Mo	na	co
/mɒ/	/nə/	/kəʊ/

A	me	ri	ca
/ə/	/me/	/rɪ/	/kə/

Animals

Go	ri	lla
/gə/	/rɪ/	/lə/

A	lli	ga	tor
/æ/	/lɪ/	/geɪ/	/tə/

[etc.]

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Connected Sentence Cards – Going Further

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
	/ˈdeɪ/	/zi/	/jə/	/nə/		/ˈbɔɪ/	/fre/	/də/	/gə/	/nə/		/ˈwɒ/	/tʃə/	/rəʊ/	/ˈmæ/		/ti/
•	ko	muh	di	yuh	•	the	si	nuh	muh	ruh	•	va	luh	tie	zday	•	
	/ˈkɒ/	/mə/	/di/	/jə/		/ðə/	/ˈsi/	/nə/	/mə/	/rə/		/ˈvæ/	/lə/	/taɪ/	/ˈzdeɪ/		

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

Talk a Lot

How to Use

Connected Speech Templates – Instructions

(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:

- a) how to identify and use the stressed vowel sounds in a sentence
- b) 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.

2. 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.

3. 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.)

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4. 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:

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

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:

- a) Look in your dictionary for the phonetic spelling of the word and you will see the strong stress mark like this /' / 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.
- b) 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.

5. 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. /ə'mew.pɪn ə'fre? 'mu: 'vau/ (IPA – stressed vowel sounds are bold)

There are some consonant sounds missing, in particular the beginnings of words (“helping” and “house”) and the ends of words (e.g. “friend” and “house”), all examples of elision. There

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How to Use

Connected Speech Templates – Instructions

is a /w/ sound instead of the /l/ in helping, an example of assimilation. There is a glottal stop /ʔ/ 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. /aɪm 'hɔ:l.pɪŋ ə 'frɒnd 'maɪv 'hɔ:s/

(stressed syllables are underlined)

(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.

6. 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. /fə/ instead of /fɔ:/, 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

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How to Use

Connected Speech Templates – Instructions

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.

7. 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:

- a) consonant sound to consonant sound (cc)
- b) consonant sound to vowel sound (cv)
- c) vowel sound to consonant sound (vc)
- d) 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: /i/, and the sound at the beginning of the second word (“five”) is a consonant sound: /f/, 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.

8. 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:

- a) 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.
- b) 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.
- c) 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 – /j/, /w/, or

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Connected Speech Templates – Instructions

/r/ – 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.

9. 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.

10. 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

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 /ʔ/	Intrusion	a new sound appears – /j/, /w/, or /r/
Linking	syllables connect together	Elision	a sound disappears
Assimilation	a sound changes	R-linking	syllables connect with /r/ sound

Discussion Words and Question Sheets

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Talk a Lot

How to Use

Discussion Words and Question Sheets – Instructions

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.

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How to Use

Discussion Words and Question Sheets – Instructions

- 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:
 - a) 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.
 - b) 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

Talk a Lot

How to Use

Discussion Words and Question Sheets – Instructions

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:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) 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.

Talk a Lot

Topic: _____

Discussion Words – Template



Talk a Lot

Topic: _____

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, d) 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. _____

Talk a Lot

How to Use

Discussion Words – Sample Lesson Plan

<u>Activity Type:</u>	Discovery; embedding new vocabulary
<u>Level:</u>	Elementary - Pre-Intermediate
<u>Skills:</u>	Vocabulary; Speaking & Listening; Pronunciation; Stress
<u>Class Size:</u>	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
<u>Time:</u>	1 hour
<u>Aim:</u>	To learn and embed/memorise new vocabulary words and phrases – spellings, meanings, stress, and sounds – on a given topic, through exploration and discovery
<u>Materials:</u>	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 **how many syllables** they have. 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.
5. Students decide **where the strong stress falls** in each word or phrase and put a mark on the card above the correct syllable. Students can refer to dictionaries as a last resort to check

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How to Use

Discussion Words – Sample Lesson Plan

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.

6. Even if your groups are moving at roughly the same pace, you should stop and have **whole class feedback** here. Students choose five or six words each and have to say the 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 **optional stress discovery stage** here (see below).*

7. Depending on how you’re doing for time, you could try one of the more in-depth questions from the **Lesson Questions** section of the discussion words question sheet for the topic that 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.”

8. 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.

9. Students take five cards each. Each person has to **describe one of their words** or 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.

10. The teacher uses the Lesson Questions for the topic as the basis of a **quiz**.

11. Depending on time and level, students could **write their own quiz questions** based on the vocabulary words, and fire them at the other team(s).

12. 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

Talk a Lot

How to Use

Discussion Words – Sample Lesson Plan

- b) Students write a story or article that includes all of the forty words and phrases
- c) 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 1 st Syllable:	Stress on 2 nd Syllable:	Stress on 3 rd Syllable:	etc.

3. Take away **phrases** – we are looking for individual word stress only.
4. Take away **one syllable words** – we know where the stress is (on the only vowel sound in the word)
5. Identify **suffixes** in the rest of the words. Notice how none of them are stressed*.
6. Identify **compound nouns**. Notice how they are all stressed on the first syllable*.
7. Notice how most of the words are **stressed on the first syllable**. This is very common in English.
8. **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.)

Talk a Lot

Big Word Game

Instructions

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. Dziękuję! ;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.

Talk a Lot

Big Word Game

Instructions

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.]

Talk a Lot

Big Word Game

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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.

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Big Word Game

Instructions

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

e.g. ←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!

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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

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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.

Talk a Lot

Big Word Game

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? /ə/
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!

Talk a Lot

Big Word Game

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? /ə/
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!

Talk a Lot

Big Word Game

Question List – Notes for Teachers

#:	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.

Talk a Lot

Big Word Game

Question List – Notes for Teachers

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

Talk a Lot

Big Word Game

Question List – Notes for Teachers

43.	WORD <i>Students need to know:</i>	Translate this word into your language. Is there any similarity or link? <i>...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".</i>
44.	PRONUNCIATION <i>Students need to know:</i>	Say this word broken up into its different syllables. <i>...how to identify syllables in a word.</i>
45.	QUESTION FORMS <i>Students need to know:</i>	Write a yes/no question that includes this word. <i>...how to make yes/no questions, e.g. "Is...?" or "Has...?" etc.</i>
46.	SPELLING <i>Students need to know:</i>	Write this word using the IPA. <i>...how to write a word using the IPA (International Phonetic Alphabet) spelling rather than the regular dictionary spelling.</i>
47.	PRONUNCIATION <i>Students need to know:</i>	Say this word very quickly. <i>...how to pronounce each syllable of the word quickly, whilst maintaining the stress of the word.</i>
48.	SPELLING <i>Students need to know:</i>	Tell me the plural form of this word. <i>...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.</i>
49.	SPELLING <i>Students need to know:</i>	Say the letters of this word out loud backwards. <i>...how to say the letters of the alphabet.</i>
50.	PRONUNCIATION <i>Students need to know:</i>	Say this word very slowly. <i>...how to pronounce each syllable of the word slowly, whilst maintaining the stress of the word.</i>

Talk a Lot

Big Word Game

Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:

#:	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: /m/ /p/ /l/ /m/ /n/ /t/
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: /ɪ m p l ɔɪ m ə n t/
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: /ɪ/ /ɔɪ/ /ə/
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!]

Talk a Lot

Big Word Game

Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:

20.	DRAWING	<p>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!]</p> 
21.	SOUNDS	<p>Tell me the third sound in this word. /p/</p>
22.	ASSOCIATION	<p>Tell me an object that you associate with this word. A wage packet, or a CV.</p>
23.	SOUNDS	<p>What is the vowel sound on the stressed syllable in this word? /ɔɪ/ Here is the full phonetic spelling: /ɪm'plɔɪ.mənt/</p>
24.	WORD	<p>Does this word contain a suffix? If yes, what is it? Yes. The suffix is “ment”.</p>
25.	SOUNDS	<p>What kind of sound does this word begin with and end with – vowel or consonant? It begins with a vowel sound – /e/ – and ends with a consonant sound – /t/</p>
26.	SPELLING	<p>What is the second letter of this word? The second letter is “m”.</p>
27.	MEANING	<p>Is this word a person, place, or thing? It’s a thing.</p>
28.	SYLLABLES	<p>Which syllable is stressed in this word? The second syllable is stressed.</p>
29.	SPELLING	<p>How many vowel clusters does this word contain? None. [I.e. there aren’t two vowels together in the spelling of this word.]</p>
30.	SOUNDS	<p>Does this word contain a weak stress schwa sound? /ə/ Yes: /ɪm'plɔɪ.m ə nt/</p>
31.	DRAWING	<p>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.</p>
32.	SPELLING	<p>How many consonant clusters does this word contain? Three. [The consonant clusters are: <u>em</u><u>pl</u><u>me</u>, but in a competitive game, don’t say what they are!]</p>
33.	WORD	<p>Is it a phrase or a word? It’s a word.</p>
34.	ASSOCIATION	<p>What’s the first thing you think of when you hear or see this word? Jobs.</p>
35.	DRAWING	<p>Draw a picture of this word without lifting your pen from the paper. [See the answer to #20 above.]</p>
36.	SPELLING	<p>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.]</p>
37.	WORD	<p>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.]</p>

Talk a Lot

Big Word Game

Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:

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. /ɪmˈplɔɪ.mənt/
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.]

Talk a Lot

Big Word Game

Question Cards (Page 1 of 5)

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

Talk a Lot

Big Word Game

Question Cards (Page 2 of 5)

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

Talk a Lot

Big Word Game

Question Cards (Page 3 of 5)

<p style="text-align: center;">SOUNDS</p> <p>What kind of sound does this word begin with and end with - vowel or consonant?</p>	<p style="text-align: center;">SPELLING</p> <p>What is the second letter of this word?</p>
<p style="text-align: center;">MEANING</p> <p>Is this word a person, place, or thing?</p>	<p style="text-align: center;">SYLLABLES</p> <p>Which syllable is stressed in this word?</p>
<p style="text-align: center;">SPELLING</p> <p>How many vowel clusters does this word contain?</p>	<p style="text-align: center;">SOUNDS</p> <p>Does this word contain a weak stress schwa sound? /ə/</p>
<p style="text-align: center;">DRAWING</p> <p>Your partner has to draw this word from your instructions.</p>	<p style="text-align: center;">SPELLING</p> <p>How many consonant clusters does this word contain?</p>
<p style="text-align: center;">WORD</p> <p>Is it a phrase or a word?</p>	<p style="text-align: center;">ASSOCIATION</p> <p>What's the first thing you think of when you hear or see this word?</p>
<p style="text-align: center;">DRAWING</p> <p>Draw a picture of this word without lifting your pen from the paper.</p>	<p style="text-align: center;">SPELLING</p> <p>Does the spelling of this word contain any double letters?</p>

Talk a Lot

Big Word Game

Question Cards (Page 4 of 5)



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

Talk a Lot

Big Word Game

Question Cards (Page 5 of 5)

<p style="text-align: center;">SPELLING</p> <p style="text-align: center;">Say the letters of this word out loud backwards.</p>	<p style="text-align: center;">PRONUNCIATION</p> <p style="text-align: center;">Say this word very slowly.</p>
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Talk a Lot

Big Word Game

Question Cards – Print on the Reverse Side



Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot

Talk a Lot

Big Word Game

Board Game (for 2-6 players)

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

Talk a Lot

Big Word Game

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

Big Word Game

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: /ə/
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: /ə/
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

Big Word Game

Talk a Lot Bingo! – Bingo Cards



NAME: _____ DATE: _____		

NAME: _____ DATE: _____		

NAME: _____ DATE: _____		

Talk a Lot

Big Word Game

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



Talk a Lot

Talk a Lot

Talk a Lot

**Word Focus
Activity**

Information Exchanges

Contents

Instructions	6.1
Activity Template (Blank)	6.3

Talk a Lot

How to Use

Information Exchanges – Instructions

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.

Talk a Lot

How to Use

Information Exchanges – Instructions

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:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) 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.

Talk a Lot

Topic: _____ **Question:** _____

Student A

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 _____

**Word Focus
Activity**

Multi-Purpose Texts

Contents

Instructions	7.1
Reading Race – Lesson Plan	7.3

Talk a Lot

How to Use

Multi-Purpose Texts – Instructions

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: i) 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

Talk a Lot

How to Use

Multi-Purpose Texts – Instructions

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.?

2. 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.

Talk a Lot

How to Use

Reading Race – Lesson Plan

<u>Activity Type:</u>	Noisy, busy, active, yet focused
<u>Level:</u>	Elementary - Pre-Intermediate, depending on the level and length of the text that you use
<u>Skills:</u>	Reading, Writing, Speaking, and Listening
<u>Class Size:</u>	Whole group lesson, e.g. ten students in a group
<u>Time:</u>	50 minutes
<u>Aim:</u>	To practise all of the skills – reading, writing, speaking, and listening; to energise a lethargic class; to encourage pair work
<u>Materials:</u>	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:

- a) students must not touch or move the text
- b) students must not shout at each other across the class
- c) 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:

- a) x4 wh- questions (e.g. what, who, where, when, etc.)
- b) x4 yes/no questions (e.g. "Is...?", or "Does...?" etc)

Talk a Lot

How to Use

Reading Race – Lesson Plan

c) 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!

8. Let the students see the original text so that they can compare it with their work.

9. 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

Talk a Lot

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:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) 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.

Talk a Lot

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

Talk a Lot

How to Use

Agree or Disagree? – Instructions

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:

<u>nouns:</u>	<u>verbs:</u>
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.

Talk a Lot

How to Use

Agree or Disagree? – Instructions

- 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:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) 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.

Talk a Lot

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. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>
13. _____	<input type="checkbox"/>	<input type="checkbox"/>
14. _____	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input type="checkbox"/>	<input type="checkbox"/>
16. _____	<input type="checkbox"/>	<input type="checkbox"/>
17. _____	<input type="checkbox"/>	<input type="checkbox"/>

Talk a Lot

How to Use

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

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..."

Main Point 1: "We want to discourage serious violent crime."

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 2: "It will lead to a reduction in crime, so our streets will be safer."

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 3: "It makes economic sense. Fewer people in prisons = money saved."

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.

Talk a Lot

How to Use

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

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

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

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.

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.

Talk a Lot

How to Use

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

Question: _____

Introduction:

Main Point 1:

Examples:

- 1.
- 2.

Main Point 2:

Examples:

- 1.
- 2.

Main Point 3:

Examples:

- 1.
- 2.

Talk a Lot

How to Use

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

Drawback 1:
Your answer to this: 1. 2. 3.
Drawback 2:
Your answer to this: 1. 2. 3.
Conclusion:

**Free Practice
Activity**

Role Plays

Contents

Instructions	10.1
Role Plays – Mood Chart	10.3
Activity Template (Blank)	10.4

Talk a Lot

How to Use

Role Plays – Instructions

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:

- a) a person’s name
- b) a place name
- c) an object (e.g. an aubergine or a giraffe’s toothbrush)
- d) a certain phrase
- e) a prop
- f) 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 –

Talk a Lot

How to Use

Role Plays – Instructions

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:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) 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.

Talk a Lot

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
<i>My suggestions:</i> _____	_____	_____	_____
_____	_____	_____	_____

Talk a Lot

Topic: _____

Role Plays

1. Title: _____

Place: _____ Time: _____

Characters: _____

Situation: _____

Scenes: i) _____

ii) _____

iii) _____

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

a) _____

b) _____

c) _____

2. Title: _____

Place: _____ Time: _____

Characters: _____

Situation: _____

Scenes: i) _____

ii) _____

iii) _____

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

a) _____

b) _____

c) _____

C Focus on Connected Speech

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What is Connected Speech?

Contents

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Talk a Lot

Focus on Connected Speech

What is Connected Speech? (Student's Handout)

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

We can achieve this by:

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

Example of Procedure

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

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

3. Identify stressed syllables: Da clea ice car wind

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

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

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

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

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

No, I thought not!

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

Talk a Lot

Focus on Connected Speech

What is Connected Speech? (Student's Handout)

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."

Talk a Lot

Focus on Connected Speech

The Techniques of Connected Speech

The main techniques of connected speech are:

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

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

Let's look at each one in turn:

Glottal Stops

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

For example:

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

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

Remember:

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

Linking

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

For example:

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

Remember:

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

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

Assimilation

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

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

For example:

	before /m/, /b/ and /p/	<u>examples:</u>
/t/	/p/	"meet people" becomes "meep people"
/d/ changes to:	/b/	"good boy" becomes "gub boy"
/n/	/m/	"eleven minutes" becomes "elevem minutes"

	before /k/ and /g/	<u>examples:</u>
/t/	/k/	"got cancelled" becomes "gok cancelled"
/d/ changes to:	/g/	"made clearer" becomes "maig clearer"
/n/	/ŋ/	"own car" becomes "owng car"

	before /j/	<u>example:</u>
/t/ changes to:	/tʃ/	"great year" becomes "grey cheer"

	before /j/	<u>example:</u>
/d/ changes to:	/dʒ/	"walked yesterday" becomes "walk jesterday"

Remember:

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

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

Contraction

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

For example:

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

Remember:

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

Intrusion

This is when a new sound is added between two words – /j/, /w/, or /r/. 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	/ˈsiːˈyændruː/
pay up	becomes	pay y up	/ˈpeɪˈyʌp/
snow and ice	becomes	sno w an dice	/ˈsnəʊ.wənˈdaɪs/
no idea	becomes	no w hy dear	/nəʊ.waɪˈdɪə/
blue elephant	becomes	blue w elephant	/ˈbluːˈwelɪfənt/
saw lan	becomes	soar r ian	/ˈsɔːˈriən/

Remember:

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

Elision

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

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For example:

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

Remember:

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

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

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

/t/ sound removed:

basketball	/ˈbɑː.skɪt.bɔːl/
flatmate	/ˈflæt.meɪt/
fortnight	/ˈfɔːt.naɪt/
network	/ˈneʃ.wɜːk/

/d/ sound removed:

breadknife	/ˈbreʃ.naɪf/
speedboat	/ˈspiːt.bəʊt/
birdbath	/ˈbɜːt.bɑːθ/
friendship	/ˈfren.ʃɪp/

R-linking

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

For example:

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

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Remember:

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

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

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The Techniques of Connected Speech – Matching Game

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

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

What is Sentence Stress?

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What is Sentence Stress?

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

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

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

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

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What is Sentence Stress?

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

- a) suffixes
- b) compound nouns

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

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

A Note about Emphasis

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

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

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

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

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

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

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

...and so on.

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

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

Town

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

Food and Drink

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

Shopping

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

Health

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

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

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

Transport

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

Family

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

Clothes

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

Work

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

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

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

Home

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

Free Time

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

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

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Focus on Connected Speech

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

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Town

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

Food and Drink

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

Talk a Lot

Focus on Connected Speech

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

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Shopping

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

Health

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

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Transport

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

Family

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

Talk a Lot

Focus on Connected Speech

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

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Clothes

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

Work

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

Talk a Lot

Focus on Connected Speech

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

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Home

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

Free Time

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

Talk a Lot

Focus on Connected Speech

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

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

Crime

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

Sport

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

Music

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

Weather

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

Talk a Lot

Focus on Connected Speech

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

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

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

Cars

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

The Human Body

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

Colours and Numbers

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

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Life Events

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

Nature

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

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

Sport

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

Talk a Lot

Focus on Connected Speech

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

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

Music

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

Weather

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

Talk a Lot

Focus on Connected Speech

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

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

Animals

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

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

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

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

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

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

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

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

Cars

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

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

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

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

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

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

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

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

Talk a Lot

Focus on Connected Speech

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

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

The Human Body

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

Colours and Numbers

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

Talk a Lot

Focus on Connected Speech

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

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

Life Events

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

Nature

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

Talk a Lot

Focus on Connected Speech

List of Common Contractions in English

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

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

“I” – positive

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

“I” – negative

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

“you” – positive (both singular and plural)

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

“you” – negative (both singular and plural)

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

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

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

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

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

“we” – positive

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

“we” – negative

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

“they” – positive

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

“they” – negative

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

Talk a Lot

Focus on Connected Speech

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.



Talk a Lot

Focus on Connected Speech

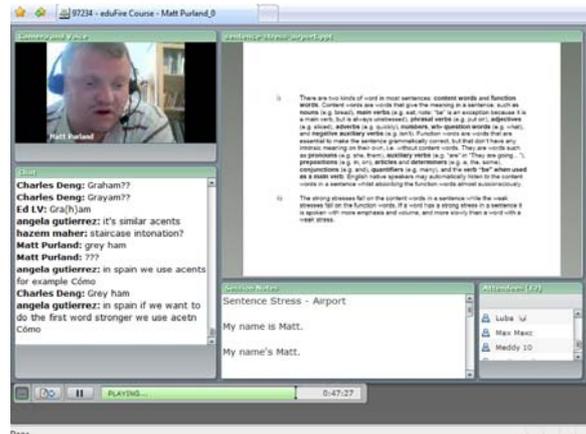
Transcription of an Online Talk a Lot Lesson on Sentence Stress

Talk a Lot Elementary Book 3 – Unit 5: Airport

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> 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/2019/06/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/2019/06/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. 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

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“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

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Transcription of an Online Talk a Lot Lesson on Sentence Stress

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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

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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,

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“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. *Graham*. 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 *Graham* = Oo.] If I want to show it like that. *Graham*. 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. “*Graham 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. *Graham*. 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

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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. "Graham". "Graham 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

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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". "Economy class". Oh, right. *Economy* class. So you have to underline the stress and use the correct stress. "*Flying*". "*Flying*". 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". "Today". "Today". Not "TO-day". "TO-day, teacher!" No. "T". [*pronounced like the consonant sound /t/*] "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:

/eɪ/ /aɪ/ /i:/ /ɔ:/ /aɪ/ /ɪə/
Graham flies about three or four times a year.

/i:/ /aɪ/ /ɒ/ /ɑ:/ /aɪ/ /ɑ:/ /ɔ:/ /ʌ/
Keith is flying economy class today, because he can't afford an upgrade.

"GRA-ham". "Gray". "Ay". "Graham". If I get confused and say "GRA..." [*as in the short vowel sound /æ/*] "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 /eɪ/*]. "Keith is flying". "Flying". "I". "I" [*the diphthong /aɪ/*]. And you can see here the phonetic symbols. "I". If you said "Keith is *fleeing*", "*fleeing*", 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 /ɒ/*] 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. "Today". "Today". 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 /t/*] "Today". 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 /ʊ/*] No. "Up". "Up". Like "uh", the sound in the phonetic alphabet that is "uh". [*The short vowel sound /ʌ/*]

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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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What is Word Stress?

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

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

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

OK, I’m only joking, but perhaps you can see what I’m trying to say here! Students can, of course, explore word stress in more detail at their leisure (the bibliography on p.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.

2. Suffixes

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

3. Compound Nouns

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

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

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

4. Prefixes

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

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

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

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

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Analysis of Discussion Words in Elementary Book 2

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

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

Summary

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

- 146 words with 1 syllable

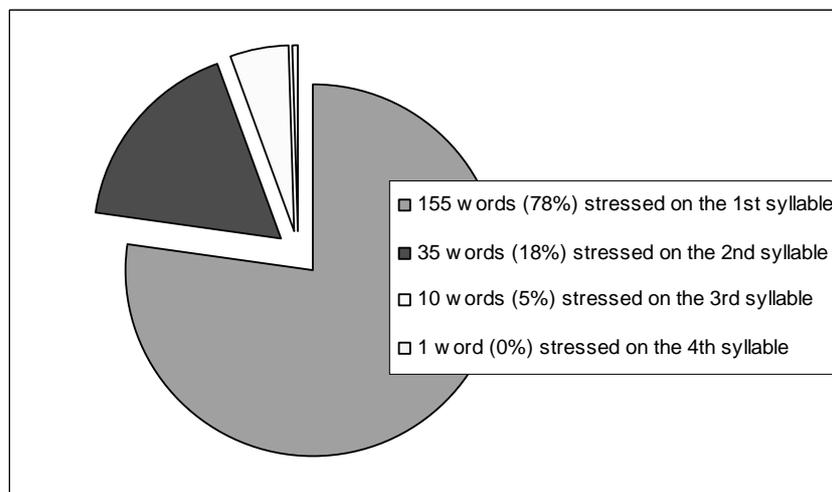
We can discount these because we know where the word stress falls – on the whole word.

- 60 phrases

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

There are 201 individual words with two or more syllables

- 155 words which are stressed on the 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%)



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

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

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Analysis of Discussion Words in Elementary Book 2

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

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

35 words (18%) stressed on the 2nd syllable

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

10 words (5%) stressed on the 3rd syllable

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

1 word (0%) stressed on the 4th syllable

qualification

Suffixes

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

Discussion words that are not stressed on the first syllable

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

1. Nouns that come from a verb (10)

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

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Analysis of Discussion Words in Elementary Book 2

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

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

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

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

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

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

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

**See p.15.4 for more on this*

For example:

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

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

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

- refer -ee

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

affair, eleven, environment

Summary of Method for Finding Word Stress in Discussion Words

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

Talk a Lot

Focus on Connected Speech

Discussion Words with Suffixes in Elementary Book 2

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

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

gorilla panda umbrella	shoulder singer snooker spider summer supporter teenager thermometer tiger weather winner winter	terrorism rabbit detective	mistress arrest jury mountain
marriage affair	desert battery forest	ankle drizzle muscle purple	eighteen fifteen fourteen nineteen seventeen sixteen thirteen
animal classical criminal final funeral mammal musical pedal	ballet cricket racquet trumpet	employment engagement environment instrument punishment	victim
organ hurricane	hockey kidney monkey valley	witness	education graduation prediction qualification separation
defendant elephant	tsunami musician	piano radio stereo zero	tortoise
caterpillar guitar	automatic music	oboe	badminton skeleton
hazard lizard	athletics Olympics	arson prison season	eighty fifty forty ninety seventy sixty thirty twenty
anniversary rugby	coffin dolphin violin	kangaroo	stadium
pregnancy redundancy	engine	accelerator commentator conductor indicator solicitor	nature temperature
crocodile referee eleven	boxing flooding sailing shoplifting skiing swimming wedding	colour labour	chorus hippopotamus
adolescence violence	tennis	widow yellow	reservoir divorce
driver finger flower liver murder number passenger performer player river		menopause appeal saxophone octopus	
		orchestra zebra	
		giraffe	
		biography geography	

Talk a Lot

Focus on Connected Speech

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

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

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

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

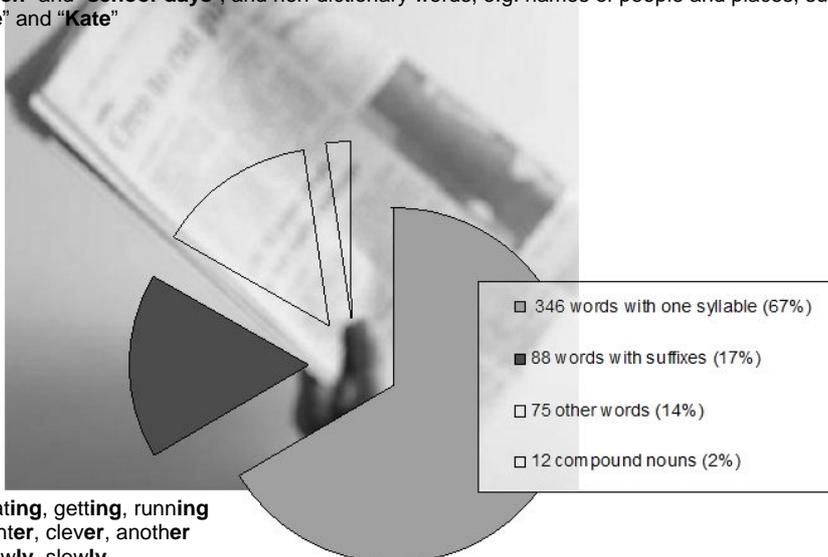
Total words in the newspaper article extract: **521**

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

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

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

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



88 words with suffixes

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

Other suffixes found in words from the article

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

12 compound nouns

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

Action

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

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

Talk a Lot

Focus on Connected Speech

Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa: /ə/

There are lots of common words in English – particularly verbs – where the first syllable is a schwa: /ə/, as you can 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. affect.

VERBS

abate	/ə'beɪt/
abet	/ə'bet/
abide	/ə'baɪd/
abort	/ə'bɔ:t/
abridge	/ə'brɪdʒ/
abuse	/ə'bju:z/
accord	/ə'kɔ:d/
accost	/ə'kɒst/
account	/ə'kaʊnt/
accuse	/ə'kju:z/
achieve	/ə'tʃi:v/
acquaint	/ə'kweɪnt/
acquire	/ə'kwaɪə/
acquit	/ə'kwɪt/
adapt	/ə'dæpt/
address	/ə'dres/
adjust	/ə'dʒʌst/
adopt	/ə'dɒpt/
adore	/ə'dɔ:/
affect	/ə'fekt/
affirm	/ə'fɜ:m/
affix	/ə'fɪks/
afflict	/ə'flɪkt/
afford	/ə'fɔ:d/
agree	/ə'gri:/
alarm	/ə'lɑ:m/
alert	/ə'lɜ:t/
alight	/ə'laɪt/
allege	/ə'ledʒ/
allow	/ə'laʊ/
allude	/ə'lu:d/
ally	/ə'laɪ/
amass	/ə'mæs/
amaze	/ə'meɪz/
amend	/ə'mend/
amuse	/ə'mju:z/
announce	/ə'naʊns/
annoy	/ə'nɔ:/
annul	/ə'nʌl/

ADVERBS

aback	/ə'bæk/
aboard	/ə'bɔ:d/
about	/ə'baʊt/
above	/ə'bʌv/
abreast	/ə'brest/
abroad	/ə'brɔ:d/
across	/ə'krɒs/
afar	/ə'fɑ:/
afield	/ə'fi:ld/
afresh	/ə'freʃ/
again	/ə'geɪn/
ago	/ə'gəʊ/
aground	/ə'graʊnd/
ahead	/ə'hed/
ajar	/ə'dʒɑ:/
alike	/ə'laɪk/
aloft	/ə'lɒft/
alone	/ə'ləʊn/
along	/ə'lɒŋ/
aloud	/ə'laʊd/
amid	/ə'mɪd/
amok	/ə'mɒk/
among	/ə'mʌŋ/
anew	/ə'nju:/
apart	/ə'pɑ:t/
apiece	/ə'pi:s/
around	/ə'raʊnd/
ashore	/ə'ʃɔ:/
aside	/ə'saɪd/
askew	/ə'skju:/
asleep	/ə'sli:p/
astray	/ə'streɪ/
astride	/ə'straɪd/
away	/ə'weɪ/
awry	/ə'raɪ/

Talk a Lot

Focus on Connected Speech

Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa: /ə/

There are lots of common words in English – particularly verbs – where the first syllable is a schwa: /ə/, as you can 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. affect.

ADJECTIVES

abrupt	/ə'brʌpt/
acute	/ə'kju:t/
afloat	/ə'fləʊt/
afraid	/ə'freɪd/
against	/ə'geɪnst/
aghast	/ə'gɑ:st/
alert	/ə'lɜ:t/
alive	/ə'laɪv/
aloof	/ə'lu:f/
ashamed	/ə'ʃeɪmd/
asleep	/ə'sli:p/
astute	/ə'stju:t/
averse	/ə'vɜ:s/
awake	/ə'weɪk/
aware	/ə'weə/

NOUNS

abode	/ə'bəʊd/
account	/ə'kaʊnt/
address	/ə'dres/
ado	/ə'du:/
affair	/ə'feə/
affront	/ə'frʌnt/
alarm	/ə'lɑ:m/
amount	/ə'maʊnt/
applause	/ə'plɔ:z/

Prefixes

Contents

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

Talk a Lot

Focus on Connected Speech

Common Prefixes and What they Indicate

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

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

Talk a Lot

Focus on Connected Speech

Common Prefixes and What they Indicate – Matching Game

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



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

Talk a Lot

Focus on Connected Speech

List of Noun/Verb Homographs

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

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

For example, the noun “transport” /ˈtræn.spɔ:t/ – stressed on the 1st syllable – means **a method** of getting somewhere, whilst the verb “transport” /trænˈspɔ:t/ – 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.

ally	implant	suspect
accent	import	torment
combine	incense	transfer
commune	incline	transport
compost	increase	update
compound	insert	uplift
compress	insult	upset
concert	intrigue	
conduct	invite	
confine	object	<u>My suggestions</u>
conflict	permit	_____
conscript	pervert	_____
consort	present	_____
construct	process	_____
content	produce	_____
contest	progress	_____
contract	project	_____
contrast	protest	_____
convert	rebel	_____
convict	recall	_____
decrease	recap	_____
default	record	_____
defect	refill	_____
desert	refund	_____
digest	refuse	_____
discharge	reject	_____
discount	relapse	_____
dismount	remake	_____
entrance	reprint	_____
escort	research	_____
exploit	retake	_____
export	segment	_____
extract	subject	_____
impact	survey	_____

Suffixes

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Suffixes and Word Stress	15.4

Talk a Lot

Focus on Connected Speech

Common Suffixes and What they Indicate

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

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

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

Other common suffixes

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

Talk a Lot

Focus on Connected Speech

Common Suffixes and What they Indicate – Matching Game

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

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

Talk a Lot

Focus on Connected Speech

Common Suffixes and What they Indicate – Matching Game

More examples

1. verb to adjective

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

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

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

3. verb to noun

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

4. noun to adjective

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

5. noun to verb

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

6. adjective to noun

-ness	<i>happy</i> → <i>happiness</i>	<i>tidy</i> → <i>tidiness</i>
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Talk a Lot

Focus on Connected Speech

Suffixes and Word Stress

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

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

Exceptions to the rule

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

<u>Suffix</u>	<u>Example #1</u>	<u>Example #2</u>	<u>Example #3</u>	<u>Example #4</u>
-ee	trust- 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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Talk a Lot

Focus on Connected Speech

300 Common Compound Nouns – Ordered by Same First Word

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

airforce
airmail
airport

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

dustbin
dustman
dustpan
earrings
eggcup
eggshell

everybody
everyone
everything
eyelash
fingerprints
fireman
fireplace
flatmate
flatshare
flowerbed

footage
football

footprints

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

hairbrush
haircut
hairstylist

handbag
handbrake
handcuffs

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

landmark
landmine
landowner
landscape

lifeboat
lifestyle
locksmith
lunchtime
marketplace
mealtime
milkman
milkshake
moonlight

motorbike
motorboat
motorway
mountainside
namedropper
namesake
necklace
network

newsagent
newspaper
newsreader

nickname
nightclub

nightdress
nightlife

nothing
oatmeal
offspring

outback
outbreak
outline

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

playground
playroom
playtime

ponytail
popcorn
postwoman
printout
pushchair
quarterback
quicksand
racehorse
racetrack
railway

rainbow
raincoat
rainforest

rooftop
roundabout
runway

salesman
salesperson
saleswoman

sandbox
sandcastle
sandpaper
sandpit

scarecrow

schoolboy
 schooldays
 schoolgirl
 schoolteacher

scrapbook
screenplay
screenwriter
scriptwriter

shopkeeper
shoplifter
shoplifting

shortbread
shorthand
showroom
shrinkage
sideshow
slapstick

snowball
snowdrift
snowfall
snowman

softball

somebody
someone
something

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

sunbathing
sunblock
sunglasses
sunlight
sunset
sunshine
suntan

supermarket
supermodel
superstore

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

toothache
toothbrush

toothpaste
toothpick

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

waistband
waistcoat
waistline

walkway
wallpaper
wardrobe
warehouse
warhog
washroom
wasteland
watchdog

waterfall
waterfront
watermelon
waterworks

wavelength

webcam
webmaster
website

wheelbarrow
wheelchair
wheelclamp

whiplash
whirlwind
whitewash
wildlife
willpower

windbreak
windmill
windowsill
windscreen
windshield
windsurfing

wonderland

woodland
woodpecker
woodworm

workbench
workman
workshop

wristwatch
yardstick

Talk a Lot

Focus on Connected Speech

Compound Nouns – Activity Sheet (First Words)

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

1. a) sun _____

b) sun _____

c) sun _____

7. a) sales _____

b) sales _____

c) sales _____

2. a) wheel _____

b) wheel _____

c) wheel _____

8. a) water _____

b) water _____

c) water _____

3. a) night _____

b) night _____

c) night _____

9. a) tooth _____

b) tooth _____

c) tooth _____

4. a) air _____

b) air _____

c) air _____

10. a) snow _____

b) snow _____

c) snow _____

5. a) land _____

b) land _____

c) land _____

11. a) work _____

b) work _____

c) work _____

6. a) dust _____

b) dust _____

c) dust _____

12. a) play _____

b) play _____

c) play _____

Talk a Lot

Focus on Connected Speech

Compound Nouns – Activity Sheet (First Words)

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

Answers may vary. Suggested answers:

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

Talk a Lot

Focus on Connected Speech

300 Common Compound Nouns – Ordered by Same Second Word

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

roundabout
heartache
toothache

drainage
footage
shrinkage

newsagent
pineapple

outback
paperback
quarterback

handbag

baseball
basketball
football
pinball
snowball
softball
volleyball

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

cupboard
dashboard
keyboard
springboard
switchboard

lifeboat
motorboat
speedboat

anybody
everybody
somebody

collarbone

chequebook
guidebook
scrapbook
textbook

rainbow
paintbox
sandbox
schoolboy
handbrake
shortbread

daybreak
outbreak
windbreak

pawnbroker

hairbrush
paintbrush
toothbrush

cheesecake
pancake
webcam
childcare
staircase
broadcast

sandcastle
tomcat
pushchair
wheelchair
wheelclamp
nightclub
raincoat

waistcoat
homecoming
popcorn
sweetcorn
scarecrow
handcuffs

eggcup
teacup
haircut
granddaughter
stepdaughter
birthday

payday
schooldays
watchdog
climbdown
nightdress
hairdresser

snowdrift
teardrop
namedropper
anteater
snowfall
waterfall

grandfather
viewfinder
starfish
butterfly
airforce
rainforest

boyfriend
girlfriend
waterfront
grapefruit
schoolgirl
sunglasses

greengrocer
playground
shorthand
cliffhanger
sweetheart
hedgehog

warthog
stronghold
pigeonhole
childhood
knighthood
racehorse

greenhouse
summerhouse

warehouse
gamekeeper
shopkeeper
breadknife
penknife
necklace

wasteland
wonderland
woodland

eyelash
whiplash
wavelength
nightlife
wildlife
shoplifter
shoplifting
moonlight
sunlight
headlights

deadline
guideline
headline
outline
waistline

bridesmaid
airmail
blackmail
troublemaker

dustman
fireman
milkman
salesman
snowman
workman

landmark
supermarket
webmaster

checkmate
flatmate
stalemate
teammate

oatmeal
watermelon
windmill
landmine
supermodel
stepmother
nickname
fortnight
peanut
everyone
someone

checkout
knockout
printout
turnout

stopover
landowner
backpack
dustpan

newspaper

sandpaper
wallpaper

toothpaste
taxpayer
woodpecker
salesperson
statesperson
carpet
toothpick
drainpipe
sandpit
fireplace
marketplace

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

bathroom
darkroom
playroom
showroom
storeroom
washroom

namesake
quicksand
landscape
windscreen
sunset

lampshade
milkshake
flatshare
spreadsheet
bookshelf
eggshell

windshield
sunshine
friendship
spaceship
sweatshirt
troubleshooter

sweatshop
workshop
sideshow
countryside
mountainside
windowsill

campsite
website
locksmith
offspring
slapstick

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

everything
nothing
something

daytime
lunchtime
mealtime
playtime
summertime
teatime

rooftop
tabletop
racetrack
upturn
whitewash
stopwatch
wristwatch

doorway
gateway
motorway
railway
runway
walkway

underwear
whirlwind
eyewitness

cavewoman
postwoman
saleswoman
sportswoman

homework
network
paperwork
teamwork

waterworks
woodworm

screenwriter
scriptwriter
typewriter

graveyard
junkyard

Talk a Lot

Focus on Connected Speech

Compound Nouns – Activity Sheet (Second Words)

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

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

Talk a Lot

Focus on Connected Speech

Compound Nouns – Activity Sheet (Second Words)

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

Answers:

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

Weak Forms

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Talk a Lot

Focus on Connected Speech

Weak Forms – Information Sheet

Notes:

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

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

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

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

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

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

Talk a Lot

Focus on Connected Speech

Weak Forms – Complete the Table

Notes:

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

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

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

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

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

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

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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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Why Bother Learning the International Phonetic Alphabet?

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 /uː/ or /ɑː/ and no diphthongs, like /eɪ/ or /əʊ/. 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 /θ/ and /ð/ 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 /θ/ and /ð/ demand! Other sounds that are difficult for them include the vowel sounds /ɜː/ and /ʌ/, so we always spend more time practising words with these sounds.

A note about the schwa

This sound, /ə/, 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” /ə/ and “the” /ðə/ 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

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Why Bother Learning the International Phonetic Alphabet?

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!

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Learn the Sounds of English with the IPA – Sample Lesson Plan

<u>Activity Type:</u>	Introduction to the sounds of English with the IPA
<u>Level:</u>	Elementary - Pre-Intermediate
<u>Skills:</u>	Speaking & Listening; Pronunciation
<u>Class Size:</u>	Whole group lesson, e.g. ten students in a group
<u>Time:</u>	1 hour
<u>Aim:</u>	To introduce the sounds of English with the IPA; to lay the foundations for further study with the IPA
<u>Materials:</u>	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. /g/, /t/, /d/, 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. /ŋ/, /tʃ/, /ʒ/, 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.

3. 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):

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Learn the Sounds of English with the IPA – Sample Lesson Plan

“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 /æ/, and the letter ‘o’ in Polish is always pronounced /ɔ/. 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	/maɪ/
high	/haɪ/
pie	/paɪ/

“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.”

4. 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.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Learn the Sounds of English with the IPA – Sample Lesson Plan

Highlight sounds that are the same in your students' first language and in English. For example, the sound /ɒ/ is the same in Polish and in English. In English /sɒk/ means "sock", that we wear on a foot, whilst in Polish /sɒk/ 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 /ə/ (that comes from the belly), and the classroom is filled with laughter, as well as the vowel sounds of English!

5. Explain that diphthongs are "double sounds" or two sounds together. For example:

$/e/ + /ɪ/ = /eɪ/$

Encourage students to try saying the two sounds together, getting quicker and quicker until they arrive at the diphthong /eɪ/. 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!

6. 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.

7. 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."

8. 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:

$/b/, /g/, /v/, /t/, /d/, /p/, /k/, /s/, /h/, /r/, /w/, /m/, /n/, /l/, /f/, and /z/$

- 9 consonant sounds that are different from how we expect, and that need extra study:

$/θ/, /ð/, /ʃ/, /tʃ/, /j/, /ŋ/, /ʒ/, /dʒ/, and /x/$

9. 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.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

The 48 Sounds of English with the International Phonetic Alphabet

23 Vowel Sounds (8 short) (5 long) (10 diphthongs)

1. /ɪ/	dish	/dɪʃ/	8. /iː/	three	/θriː/
2. /æ/	bat	/bæt/	9. /ɑː/	star	/stɑː/
3. /ɒ/	sock	/sɒk/	10. /ɔː/	ball	/bɔːl/
4. /ʊ/	pull	/pʊl/	11. /uː/	shoot	/ʃuːt/
5. /ə/	shoulder	/'ʃəʊl.də/	12. /ɜː/	shirt	/ʃɜːt/
6. /e/	leg	/leg/	13. /ʌ/	cup	/kʌp/
7. /i/	happy	/'hæp.i/			

10 Diphthongs

14. /eɪ/	plane	/pleɪn/	19. /əʊ/	home	/həʊm/
15. /aɪ/	time	/taɪm/	20. /aʊ/	cow	/kaʊ/
16. /ɔɪ/	toy	/tɔɪ/	21. /ɪə/	here	/hɪə/
17. /eə/	pear	/peə/	22. /ʊə/	pure	/pjʊə/
18. /aɪə/	hire	/haɪə/	23. /aʊə/	power	/paʊə/

25 Consonant Sounds (15 voiced) (10 unvoiced)

24. /b/	bag	/bæg/	37. /r/	road	/rəʊd/
25. /g/	glass	/glɑːs/	38. /w/	week	/wi:k/
26. /v/	van	/væn/	39. /j/	yoghurt	/'jɒg.ət/
27. /t/	taxi	/'tæks.i/	40. /m/	music	/'mjuzɪ.zɪk/
28. /d/	dice	/daɪs/	41. /n/	nurse	/nɜːs/
29. /θ/	thousand	/'θaʊ.zənd/	42. /ŋ/	ring	/rɪŋ/
30. /ð/	brother	/'brʌð.ə/	43. /l/	lake	/leɪk/
31. /p/	pig	/pɪg/	44. /f/	frog	/frɒg/
32. /k/	kit	/kɪt/	45. /z/	zip	/zɪp/
33. /s/	snow	/snəʊ/	46. /ʒ/	revision	/rɪ'vɪʒ.ən/
34. /ʃ/	shop	/ʃɒp/	47. /dʒ/	jam	/dʒæm/
35. /tʃ/	cheese	/tʃiːz/	48. /x/	loch	/lɒx/
36. /h/	head	/hed/			

Notes:

- The syllable that follows this mark has strong stress: /' /
- This mark denotes a division between syllables: /./
- We write sounds and words using the IPA between forward slashes: / / . We don't use punctuation marks.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Flashcards – Instructions

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 /e/ isn't only a vowel sound, but that it's a *short* vowel sound; or that /n/ isn't only a consonant sound, but it's a *voiced* consonant sound that makes your vocal cords vibrate.

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:

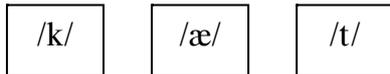
- a) Put all of the cards on the table – simple side up – in front of your students. Say a sound, and the first to find the right card is the winner. Or, say “voiced consonant” or “long vowel sound”, etc. (as above) and the first to find one is the winner.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Flashcards – Instructions

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



- d) Or you could ask students to spell out their first name, or the make of their car, or their first pet’s name, etc., or one (or more) of the current unit’s discussion words, using the cards. You may need a few sets of cards to be able to do this.
- e) Try this fun game for two students working in a pair (it could also be adapted for two small groups battling each other). Each student has half the cards from the set (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.
- f) 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.
- g) Or use the rhyming words to get students saying lots of words with the same vowel sound out loud. You could even get them to write sentences using as many words which have the same sound in them as possible, for example:

Sound: /i:/

Sentence: “Pete’s feet feel the need for speed each week.”

or:

Sound: /eɪ/

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.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 1 of 5)

<p>/ɪ/</p> <p>Talk a Lot</p>	<p>/æ/</p> <p>Talk a Lot</p>
<p>/ɒ/</p> <p>Talk a Lot</p>	<p>/ʊ/</p> <p>Talk a Lot</p>
<p>/ə/</p> <p>Talk a Lot</p>	<p>/e/</p> <p>Talk a Lot</p>
<p>/i/</p> <p>Talk a Lot</p>	<p>/iː/</p> <p>Talk a Lot</p>
<p>/ɑː/</p> <p>Talk a Lot</p>	<p>/ɔː/</p> <p>Talk a Lot</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 1 of 5)

<p>/æ/ bat /bæt/ (SV)</p>	<p>/ɪ/ dish /dɪʃ/ (SV)</p>
<p>/ʊ/ pull /pʊl/ (SV)</p>	<p>/ɒ/ sock /sɒk/ (SV)</p>
<p>/e/ leg /leg/ (SV)</p>	<p>/ə/ shoulder /'ʃəʊl.də/ (SV)</p>
<p>/ɪː/ three /θriː/ (LV)</p>	<p>/i/ happy /'hæp.i/ (SV)</p>
<p>/ɔː/ ball /bɔːl/ (LV)</p>	<p>/ɑː/ star /stɑː/ (LV)</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 2 of 5)

<p>/uː/</p> <p>Talk a Lot</p>	<p>/ʊː/</p> <p>Talk a Lot</p>
<p>/ʌ/</p> <p>Talk a Lot</p>	<p>/eɪ/</p> <p>Talk a Lot</p>
<p>/aɪ/</p> <p>Talk a Lot</p>	<p>/ɔɪ/</p> <p>Talk a Lot</p>
<p>/eə/</p> <p>Talk a Lot</p>	<p>/aɪə/</p> <p>Talk a Lot</p>
<p>/əʊ/</p> <p>Talk a Lot</p>	<p>/aʊ/</p> <p>Talk a Lot</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 2 of 5)

<p>/ʒɪ/ shirt /ʃɜ:rt/ (LV)</p>	<p>/u:ʃ/ shoot /ʃu:t/ (LV)</p>
<p>/eɪ/ plane /pleɪn/ (D)</p>	<p>/ʌ/ cup /kʌp/ (SV)</p>
<p>/ɔɪ/ toy /tɔɪ/ (D)</p>	<p>/aɪ/ time /taɪm/ (D)</p>
<p>/aɪə/ hire /haɪə/ (D)</p>	<p>/eə/ pear /peə/ (D)</p>
<p>/aʊ/ cow /kaʊ/ (D)</p>	<p>/əʊ/ home /həʊm/ (D)</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 3 of 5)

<p>/ɪə/</p> <p>Talk a Lot</p>	<p>/ʊə/</p> <p>Talk a Lot</p>
<p>/aʊə/</p> <p>Talk a Lot</p>	<p>/b/</p> <p>Talk a Lot</p>
<p>/g/</p> <p>Talk a Lot</p>	<p>/v/</p> <p>Talk a Lot</p>
<p>/t/</p> <p>Talk a Lot</p>	<p>/d/</p> <p>Talk a Lot</p>
<p>/θ/</p> <p>Talk a Lot</p>	<p>/ð/</p> <p>Talk a Lot</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 3 of 5)

<p>/ʊə/ pure /pjuə/ (D)</p>	<p>/ɪə/ here /hɪə/ (D)</p>
<p>/b/ bag /bæg/ (VC)</p>	<p>/aʊə/ power /paʊə/ (D)</p>
<p>/v/ van /væn/ (VC)</p>	<p>/g/ glass /glɑ:s/ (VC)</p>
<p>/d/ dice /daɪs/ (VC)</p>	<p>/t/ taxi /'tæk.si/ (UC)</p>
<p>/ð/ brother /'brʌð.ə/ (VC)</p>	<p>/θ/ thousand /'θaʊ.zənd/ (UC)</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 4 of 5)

<p>/p/</p> <p>Talk a Lot</p>	<p>/k/</p> <p>Talk a Lot</p>
<p>/s/</p> <p>Talk a Lot</p>	<p>/ʃ/</p> <p>Talk a Lot</p>
<p>/tʃ/</p> <p>Talk a Lot</p>	<p>/h/</p> <p>Talk a Lot</p>
<p>/r/</p> <p>Talk a Lot</p>	<p>/w/</p> <p>Talk a Lot</p>
<p>/j/</p> <p>Talk a Lot</p>	<p>/m/</p> <p>Talk a Lot</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 4 of 5)

<p>/k/ kit /kɪt/ (UC)</p>	<p>/p/ pig /pɪg/ (UC)</p>
<p>/ʃ/ shop /ʃɒp/ (UC)</p>	<p>/s/ snow /snoʊ/ (UC)</p>
<p>/h/ head /hed/ (UC)</p>	<p>/tʃ/ cheese /tʃi:z/ (UC)</p>
<p>/w/ week /wi:k/ (VC)</p>	<p>/r/ road /rəʊd/ (VC)</p>
<p>/m/ music /'mju:zɪk/ (VC)</p>	<p>/j/ yoghurt /'jɒg.ət/ (VC)</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 5 of 5)

<p>/n/</p> <p>Talk a Lot</p>	<p>/ŋ/</p> <p>Talk a Lot</p>
<p>/l/</p> <p>Talk a Lot</p>	<p>/f/</p> <p>Talk a Lot</p>
<p>/z/</p> <p>Talk a Lot</p>	<p>/ʒ/</p> <p>Talk a Lot</p>
<p>/dʒ/</p> <p>Talk a Lot</p>	<p>/x/</p> <p>Talk a Lot</p>
<p>/ʻ/</p> <p>Talk a Lot</p>	<p>/ʔ/</p> <p>Talk a Lot</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 5 of 5)

<p>/ŋ/ ring /rɪŋ/ (VC)</p>	<p>/n/ nurse /nɜːs/ (VC)</p>
<p>/f/ frog /frɒg/ (UC)</p>	<p>/l/ lake /leɪk/ (VC)</p>
<p>/ʒ/ revision /rɪˈvɪʒ.ən/ (VC)</p>	<p>/z/ zip /zɪp/ (VC)</p>
<p>/x/ loch /lɒx/ (UC)</p>	<p>/dʒ/ jam /dʒæm/ (VC)</p>
<p>/ʔ/ football /ˈfʊʔ.bɔːl/ (glottal stop)</p>	<p>/ˈ/ strong stress mark</p>

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 1

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

/ɪ/

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

/i/

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

/i:/

vowel sound in 'f ee t'

feet
meet
sheet

feat
heat
neat
seat
treat

Pete
mete

deed
need
feed
speed

lead
knead

heal
steal
deal

peel
heel
wheel

speak
leak

peek
cheek

dream
team
steam

seen
been

clean

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 2

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

/æ/

vowel sound in 'h a t'

hat	tap
cat	lap
fat	cap
spat	nap
chat	sap
gnat	rap
splat	gap
bat	yap
brat	
mat	channel
	banner
Matt	spanner
	manner
can	
span	tank
man	prank
ban	spank
nan	sank
tan	thank
ran	bank
fan	shank
van	yank
	thanks
land	
hand	back
stand	slack
band	hack
and	sack
bandstand	shack
handstand	tack
understand	knack
brand	
sand	
pal	
gal	
map	
chap	
trap	
flap	
clap	

/ɑː/

vowel sound in 'c a r'

car	mark
far	Mark
bar	dark
tar	
char	shark
par	
mar	barber
star	
guitar	harbour
Qatar	
	tart
are	cart
	smart
hurrah	art
shah	part
	dart
spa	mart
bra	hart
cha-cha	
ta	heart
pa	
	chance
ask	dance
task	prance
bask	lance
cask	advance
mask	stance
branch	father
	lather
hard	rather
card	
lard	Arthur
bard	
	bath
charred	
barred	
jarred	
bark	
lark	
park	
hark	

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 3

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

/ɒ/

vowel sound in 'g o t'

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

salt
halt
Walt
malt

bolt
colt
dolt

vault
fault

moult

stop
top
chop
hop
prop
mop
cop
fop
pop
sop

box
fox
cox

off
scoff

on
con
Ron

Yvonne

John

gone

from

sock
knock
rock
clock
shock
dock

wok

rob
Bob
sob
cob
job
lob
fob
hob

odd

wad

/ɔ:/

vowel sound in 'o r'

or
for
nor

pour
four
your

poor
door

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

law
jaw
paw
straw
draw
raw
saw

war

oar
hoar

horse
Norse

coarse

force

talk
walk
chalk

hawk
squawk

fork
pork
York

board
hoard

sword

fought
nought
ought

wart

form
dorm

warm

warn

lawn
prawn
sawn
paw

torn
forlorn

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 4

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

/ʊ/

vowel sound in 'p u t'

put
soot
foot
book
hook
look
cook
crook
shook
brook
took
rook
wool
bull
full
pull
push
bush
whoosh
good
hood
could
should
would
you'd

/u:/

vowel sound in 't o'

to
doom
room
too
cool
fool
two
pool
school
hue
group
cue
soup
you
stew
few
brew
new
crew
queue
route
boot
loot
newt
cute
use
fuse
shoes
lose
bruise
June
dune
moon
soon

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 5

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

/ə/

vowel sound in 'a go'

ago	anybody
adore	nobody
about	
around	London
annoy	
annul	woman
apart	
aware	family
envelope	motorway
famous	endless
	faithless
royal	harmless
loyal	
banana	
computer	
heater	
under	
user	
teacher	
power	
tower	
brother	
mother	
father	
sister	
daughter	
umbrella	
the	
until	
unless	
president	
resident	
confident	
somebody	

/ɜː/

vowel sound in 'h e r'

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

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 6

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

/e/

vowel sound in 't e n'

ten
hen
wren
den
men
pen
when

gem
hem

fell
tell
bell
smell
swell
shell
dwell
spell
well

gel

spend
mend
tend
lend
wend
bend
end
trend

wreck
speck
deck
neck
peck

tech

cheque

get

met
let
bet
net
jet
pet
set
vet

debt

help
yelp

melt
dwelt
Celt

tense

pence
whence

led
bed
wed
red
Ted

head
lead

edge
hedge
wedge
ledge

egg

beg
peg
keg
leg

/ʌ/

vowel sound in 'u p'

up
cup
sup
pup

mud
thud
bud
stud
cud

blood
flood

rub
hub
club
pub
snub
scrub
cub
tub

but
hut
shut
cut
nut
rut

butt
putt
mutt

luck
duck
muck
chuck
buck
puck
suck
tuck

sun
fun
bun
shun
stun
gun
nun
pun
run

ton
won
son

one
done

gull
mull
dull
lull
cull

honey
money

sunny
funny
bunny
runny

sum
hum
gum
chum
rum

numb
dumb

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Diphthongs 1

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

/eɪ/

vowel sound in 'r ai n'

rain
train
Spain
lain
gain
main
chain
pain
plain

plane
Jane
cane
sane
Dane

reign
feign

mainly
plainly

waste
paste
haste
taste
chaste
baste

laced
raced
faced

base
case
chase
lace
face
pace
race
mace
place

plaice

plague
vague

nail
sail
hail
pail
bail
fail
jail
wail

whale

bait

date
skate
gate
late
fate
mate

weight
eight
freight

shame
lame
came
tame

take
bake
cake
Jake
sake
make
wake
lake
shake

/əʊ/

vowel sound in 'o wn'

own
grown
thrown
shown
known

bone
cone
lone
hone
throne
clone
phone
stone

loan
groan
moan

cologne

sewn

phoned
cloned
stoned

moaned
loaned

owned

hope
mope
cope

drove
wove

roam
foam
loam

home
dome
tome

comb

roamed

won't
don't

grow
blow
know
row
show
stow

oh

owe

woe

hole
whole
pole
mole
sole

soul

soak

poke
woke

explode

load

loaf
oaf

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Diphthongs 2

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

/aɪ/

vowel sound in 'b y'

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

/aʊ/

vowel sound in 'c ow'

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

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Diphthongs 3

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

/ɔɪ/

vowel sound in 't oy'

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

Illinois

toyed
annoyed
employed
deployed
overjoyed
enjoyed

void
avoid

Lloyd

Freud

boil
soil
toil
coil
foil
spoil
oil

soiled
toiled
coiled

foiled
spoiled
oiled
boiled

/ɪə/

vowel sound in 'ea r'

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

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

pier
tier
chandelier
cavalier

here
sphere
mere

we're

Zaire

pierce

peered

steered
cheered
pioneered

cleared
neared
feared
reared
seared

tiered

cheering
peering
steering
leering
pioneering
jeering
veering

searing
fearing
nearing
clearing

shield
wield
field

kneeled

kneel

Neil

heal
seal
meal
weal

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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?

/eə/

vowel sound in 'ai r'

air	commissionaire
chair	
hair	aired
fair	chaired
lair	despaired
stair	paired
pair	
affair	pared
despair	stared
flair	fared
éclair	bared
unfair	shared
	prepared
where	declared
there	compared
	dared
their	flared
	cared
they're	
	laird
wear	
tear	square
bear	
mare	
pare	
stare	
rare	
fare	
share	
prepare	
declare	
dare	
flare	
care	
bare	
compare	
beware	
aware	
Clare	
Claire	
millionaire	

/ʊə/

vowel sound in 't ou r'

tour	curio
tourist	you're
tourism	
plural	
rural	
mural	
neural	
usual	
unusual	
neurotic	
pure	
sure	
cure	
assure	
lure	
allure	
purely	
surely	
furious	
curious	
luxurious	
cured	
lured	
assured	
touring	
alluring	
assuring	
luring	
curing	
luxuriant	

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 1 of 5)

accident	/'æk.sɪ.dənt/	building	/'bɪl.dɪŋ/
accountant	/ə'kaʊn.tənt/	building site	/'bɪl.dɪŋ saɪt/
actor	/'ækt.ə/	bungalow	/'bʌŋ.gəl.əʊ/
admin assistant	/'æd.mɪn ə'sɪs.tnt/	bus	/bʌs/
adopted family	/ə'dɒp.tɪd 'fæm.ə.li/	bus stop	/bʌs stɒp/
aeroplane	/'eər.ə.pleɪn/	butcher	/'bʊtʃ.ə/
airport	/'eə.pɔːrt/	butter	/'bʌt.ə/
aisle	/aɪl/	buttons	/'bʌt.ənz/
allergy	/'æl.ə.dʒi/	café	/'kæf.eɪ/
ambulance	/'æm.bjuː.lənts/	camping	/'kæm.pɪŋ/
amusement park	/ə'mjuːz.mənt pɑːk/	cancellation	/kænt.səl'eɪ.ʃən/
apartment	/ə'pɑːt.mənt/	cancer	/'kænt.sə/
apartment block	/ə'pɑːt.mənt blɒk/	canoe	/kə'nuː/
apple	/'æp.l/	car	/kɑː/
appointment	/ə'pɔɪnt.mənt/	car park	/'kɑː pɑːk/
artist	/'ɑː.tɪst/	carpet	/'kɑː.pɪt/
aunt	/ɑːnt/	carrot	/'kær.ət/
baby	/'beɪ.bi/	car showroom	/kɑː 'ʃəʊ.rʊm/
bag	/bæg/	cash	/kæʃ/
baker	/'beɪ.kə/	cash point	/'kæʃ pɔɪnt/
bakery	/'beɪ.kər.i/	casino	/kə'siː.nəʊ/
banana	/bə'nɑː.nə/	cathedral	/kə'thiː.drəl/
bank	/bæŋk/	ceiling	/'siː.lɪŋ/
basketball	/'bɑː.skɪt.bɔːl/	cereal	/'siəri.jəl/
bath	/bɑːθ/	change	/tʃeɪndʒ/
bathroom	/'bɑːθ.rʊm/	chauffeur	/'ʃəʊ'fɔː/
beach	/biːtʃ/	checkout	/'tʃek.aʊt/
bed	/bed/	checkout assistant	/'tʃek.aʊt ə'sɪs.tənt/
bed and breakfast	/bed ənd 'brek.fəst/	cheese	/tʃiːz/
bedroom	/'bed.rʊm/	chemist	/'kem.ɪst/
beef	/biːf/	chicken	/'tʃɪk.ɪn/
belt	/belt/	child	/tʃaɪld/
bench	/bentʃ/	chips	/tʃɪps/
bike	/baɪk/	chocolate	/'tʃɒk.lət/
blouse	/blaʊz/	church	/tʃɜːtʃ/
boat	/bəʊt/	cinema	/'sɪn.ə.nə/
bookshop	/'bʊk.ʃɒp/	city	/'sɪt.i/
bowling club	/'bəʊ.lɪŋ klʌb/	climbing	/'klaɪ.mɪŋ/
boy	/bɔɪ/	clothes	/kləʊðz/
boyfriend	/'bɔɪ.frend/	clothes shop	/'kləʊðz ʃɒp/
bra	/brɑː/	coat	/kəʊt/
bread	/bred/	college	/'kɒl.ɪdʒ/
bridge	/brɪdʒ/	community centre	/kə'mjuː.nə.tɪ 'sen.tə/
broken bone	/brəʊ.kn 'bəʊn/	commuter	/kə'mjuː.tə/
brother	/'brʌð.ə/	computer game	/kəm'pjʊː.tə geɪm/
brother-in-law	/'brʌð.ə ɪn lɔː/	cooker	/'kʊk.ə/
bruise	/bruːz/	cooking	/'kʊk.ɪŋ/
builder	/'bɪl.də/	cousin	/'kʌz.ən/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 2 of 5)

crisps	/kɹɪspz/	fish	/fɪʃ/
cruise	/kruːz/	fishing	/'fɪʃ.ɪŋ/
crutch	/krʌtʃ/	flat	/flæt/
cupboard	/'kʌb.əd/	flight	/flaɪt/
customer	/'kʌs.tə.mə/	floor	/flɔː/
cut	/kʌt/	florist	/'flɒr.ɪst/
cycling	/'saɪ.klɪŋ/	flour	/flaʊə/
dad	/dæd/	food	/fuːd/
daughter	/'dɔː.tə/	football	/'fʊt.bɔːl/
debit card	/'deb.ɪt kɑːd/	football stadium	/'fʊt.bɔːl 'steɪ.di.əm/
delicatessen	/del.ɪ.kə'tes.en/	foster parent	/'fɒs.tə 'peə.rənt/
dentist	/'den.tɪst/	free time	/'friː taɪm/
department store	/dɪ'pɑːt.mənt stɔː/	freezer	/'friː.zə/
detached house	/dɪ'tætʃt haʊs/	fridge	/frɪdʒ/
dining chair	/'daɪ.nɪŋ tʃeə/	frozen food	/'frəʊ.zen fuːd/
dining room	/'daɪ.nɪŋ ru:m/	fruit	/fru:t/
dining table	/'daɪ.nɪŋ 'teɪ.bl/	fruit juice	/fru:t dʒuːs/
DJ	/'diː.dʒeɪ/	garage	/'gær.ɑːʒ/
doctor	/'dɒk.tə/	garden	/'gɑː.dən/
door	/dɔː/	gardener	/'gɑːd.nə/
dress	/dres/	girl	/gɜːl/
drink	/drɪŋk/	girlfriend	/'gɜːl.frend/
driver	/'draɪ.və/	glasses	/'glɑː.sɪz/
driving licence	/'draɪ.vɪŋ 'laɪ.sənts/	glove	/glʌv/
DVD player	/diː.vi:'diː 'pleɪ.ə/	golf	/gɒlf/
earring	/'iə.rɪŋ/	grandchild	/'grænd.tʃaɪld/
egg	/eg/	granddad	/'græn.dæd/
electrician	/ɪl.ek'trɪʃ.en/	granddaughter	/'grænd.dɔː.tə/
emergency	/'ɪmɜː.dʒənt.sɪ/	grandma	/'grænd.mɑː/
emergency exit	/'ɪmɜː.dʒənt.sɪ 'ek.sɪt/	grandson	/'grænd.sʌn/
engine	/'en.dʒɪn/	greengrocer	/'griːŋ.grəʊ.sə/
escalator	/'es.kə.leɪ.tə/	groceries	/'grəʊ.sə.ɪz/
estate agent	/'steɪt 'eɪ.dʒənt/	hairdresser	/'heə.dres.ə/
ex-	/eks/	hall	/hɔːl/
examination	/ɪg.zæm.ɪ'neɪ.ʃən/	handbag	/'hænd.bæg/
express lane	/ɪk'spres leɪn/	hat	/hæt/
factory worker	/'fæk.tɹɪ 'wɜː.kə/	headache	/'hed.eɪk/
family	/'fæm.əl.i/	head teacher	/'hed 'tiː.tʃə/
fare	/feə/	health	/helθ/
farmer	/'fɑː.mə/	high heels	/haɪ hɪəlz/
father	/'fɑː.ðə/	hiking	/'haɪ.kɪŋ/
father-in-law	/'fɑː.ðə ɪn lɔː/	hobby	/'hɒb.i/
ferry	/'fer.i/	holiday	/'hɒl.ɪ.deɪ/
fever	/'fiː.və/	holiday resort	/'hɒl.ɪ.deɪ rɪ'zɔːt/
fiancé	/'fiː.ɑːn.seɪ/	home	/həʊm/
fiancée	/'fiː.ɑːn.seɪ/	hospital	/'hɒs.pɪ.təl/
fine	/faɪn/	hotel	/həʊ'tel/
fireplace	/'faɪə.pleɪs/	house	/haʊs/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 3 of 5)

husband	/'hʌz.bənd/	nursery nurse	/'nɜːs.ri nɜːs/
illness	/'ɪl.nəs/	nut	/nʌt/
infection	/ɪn'fek.ʃən/	office	/'ɒf.ɪs/
injection	/ɪn'dʒek.ʃən/	onion	/'ʌn.jən/
internet	/'ɪn.tə.net/	opening times	/'əʊ.pən.ɪŋ taɪmz/
jacket	/'dʒæk.ɪt/	optician	/ɒp'tɪʃ.ən/
jeans	/dʒiːnz/	optician's	/ɒp'tɪʃ.ənz/
jeweller	/'dʒuːl.ə/	orange	/'ɒr.ɪndʒ/
jogging	/'dʒɒg.ɪŋ/	painter and decorator	/'peɪn.tə ən 'dek.ə.r.eɪ.tə/
journey	/'dʒɜː.ni/	pants	/pænts/
jumper	/'dʒʌm.pə/	parent	/'peə.rənt/
kitchen	/'kɪtʃ.ən/	park	/pɑːk/
knickers	/'nɪk.əz/	partner	/'pɑːt.nə/
lake	/leɪk/	passenger	/'pæs.ən.dʒə/
lamb	/læm/	pasta	/'pæs.tə/
lecturer	/'lekt.ʃər.ə/	patient	/'peɪ.ʃənt/
leisure centre	/'leɪ.ə 'sen.tə/	pavement	/'peɪv.mənt/
lemonade	/lem.ə'neɪd/	pence	/pens/
library	/'laɪ.bri/	petrol pump	/'pet.rəl pʌmp/
lift	/lɪft/	pharmacist	/'fɑː.mə.sɪst/
light	/laɪt/	pharmacy	/'fɑː.mə.si/
living room	/'lɪv.ɪŋ ru:m/	picnic	/'pɪk.nɪk/
local shop	/'ləʊ.kəl ʃɒp/	pie	/paɪ/
man	/mæn/	pizza	/'piː.sə/
manager	/'mæn.ɪ.dʒə/	plaster	/'plɑː.stə/
market	/'mɑː.kɪt/	playground	/'pleɪ.graʊnd/
market place	/'mɑː.kɪt pleɪs/	plumber	/'plʌm.ə/
meal	/mi:l/	police officer	/pə'liːs 'ɒf.ɪ.sə/
meat	/mi:t/	police station	/pə'liːs 'steɪ.ʃən/
mechanic	/mə'kæn.ɪk/	post office	/pəʊst 'ɒf.ɪs/
milk	/mɪlk/	potato	/pə'teɪ.təʊ/
mineral water	/'mɪn.rəl 'wɔː.tə/	pounds	/paʊnds/
model	/'mɒd.əl/	prescription	/prɪ'skrɪp.ʃən/
money	/'mʌn.i/	price	/praɪs/
mosque	/mɒsk/	problem	/'prɒb.ləm/
mother	/'mʌð.ə/	promotion	/prə'məʊ.ʃən/
mother-in-law	/'mʌð.ə ɪn lɔː/	public toilets	/'pʌb.lɪk 'tɔɪ.ləts/
motorbike	/'məʊ.tə.baɪk/	pyjamas	/pɪ'dʒɑː.məz/
motorway	/'məʊ.tə.weɪ/	queue	/kjuː/
mum	/mʌm/	radiator	/'reɪ.di.eɪ.tə/
mushroom	/'mʌʃ.ru:m/	rash	/ræʃ/
necklace	/'nek.ləs/	reading	/'riː.dɪŋ/
needle	/'niː.dl/	receipt	/rɪ'siːt/
nephew	/'nef.juː/	receptionist	/rɪ'sep.ʃən.ɪst/
newspaper reporter	/'njuːz.peɪ.pə rɪ.pɔː.tə/	refund	/'riː.fʌnd/
niece	/niːs/	relaxation	/rɪ.læk'seɪ.ʃən/
nightdress	/'naɪt.dres/	reservation	/rez.ə'veɪ.ʃən/
nurse	/nɜːs/	restaurant	/'res.tə.rɒnt/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 4 of 5)

rice	/raɪs/	stretcher	/'stretʃ.ə/
ring	/rɪŋ/	suit	/sju:t/
river	/'rɪv.ə/	sunbathing	/'sʌn.beɪ.ðɪŋ/
road	/rəʊd/	supermarket	/'su:.pə.mɑ:ki:t/
road sign	/rəʊd saɪn/	surgery	/'sɜ:.dʒər.i/
roundabout	/'raʊnd.ə.baʊt/	swimming	/'swɪm.ɪŋ/
rugby	/'rʌg.bi/	swimming pool	/'swɪm.ɪŋ pu:l/
runway	/'rʌn.weɪ/	tablets	/'tæb.ləts/
safari park	/sə'fɑ:ri pɑ:k/	take-off	/'teɪk.ɒf/
sale	/seɪl/	taxi	/'tæks.i/
sales assistant	/seɪlz ə'sɪs.tənt/	tax office	/tæks 'ɒf.ɪs/
sausage	/'sɔ:s.ɪdʒ/	teacher	/'ti:tʃə/
scales	/skeɪlz/	television	/'tel.ɪ.vɪʒ.ən/
scarf	/skɑ:f/	tennis	/'ten.ɪs/
school	/sku:l/	tennis court	/'ten.ɪs kɔ:t/
security guard	/sɪ'kjʊə.rɪ.ti gɑ:d/	tent	/tent/
semi-detached house	/sem.i.dɪ'tætʃt haʊs/	theatre	/'θi:ə.tə/
service station	/'sɜ:.vɪs 'steɪ.ʃən/	ticket	/'tɪk.ɪt/
shelf	/ʃelf/	tie	/taɪ/
ship	/ʃɪp/	tights	/'taɪts/
shirt	/ʃɜ:t/	till	/tɪl/
shoe	/ʃu:/	toilet	/'tɔɪ.lət/
shop	/ʃɒp/	tomato	/tə'mɑ:təʊ/
shopping	/'ʃɒp.ɪŋ/	toothbrush	/'tu:θ.brʌʃ/
shopping centre	/'ʃɒp.ɪŋ 'sen.tə/	toothpaste	/'tu:θ.peɪst/
shorts	/ʃɔ:ts/	top	/tɒp/
shower	/'ʃaʊ.ə/	town	/taʊn/
sideboard	/'saɪd.bɔ:d/	town hall	/taʊn hɔ:l/
singer	/'sɪŋ.ə/	tracksuit	/'træk.sju:t/
sink	/sɪŋk/	tractor	/'træk.tə/
sister	/'sɪs.tə/	traffic lights	/'træf.ɪk laɪts/
sister-in-law	/'sɪs.tə ɪn lɔ:/	train	/treɪn/
skiing	/'ski:.ɪŋ/	train driver	/treɪn 'draɪ.və/
skirt	/skɜ:t/	trainer	/'treɪ.nə/
sleeping bag	/'sli:piŋ bæɡ/	transport	/'træn.spɔ:t/
slipper	/'slɪp.ə/	travel agent	/'træv.əl 'eɪ.dʒənt/
sock	/sɒk/	trolley	/'trɒl.i/
sofa	/'səʊ.fə/	trousers	/'traʊ.zəz/
soldier	/'səʊl.dʒə/	t-shirt	/'ti:ʃɜ:t/
son	/sʌn/	tyre	/taɪə/
soup	/su:p/	uncle	/'ʌŋ.kl/
sport	/spɔ:t/	underwear	/'ʌn.də.weə/
stairs	/steəz/	uniform	/'ju:ni.fɔ:m/
station	/'steɪ.ʃən/	university	/ju:ni'vɜ:si.ti/
stethoscope	/'steθ.ə.skəʊp/	van	/væn/
stitches	/'stɪtʃ.əz/	vegetable	/'vedʒ.tə.bl/
stomach ache	/'stʌm.ək.eɪk/	vest	/vest/
strawberry	/'strɔ:ber.i/	village	/'vɪl.ɪdʒ/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 5 of 5)

volleyball	/ˈvɒl.i.bɔ:l/
waiting room	/ˈweɪ.tɪŋ ru:m/
wall	/wɔ:l/
wardrobe	/ˈwɔ:.drəʊb/
washing machine	/ˈwɒʃ.ɪŋ məˈʃi:n/
watching TV	/ˈwɒtʃ.ɪŋ tiːvi:/
water	/ˈwɔ:.tə/
way in	/weɪˈjɪn/
way out	/weɪˈjaʊt/
weekend	/wi:kˈend/
wheelchair	/ˈwi:l.tʃeə/
wife	/waɪf/
wine	/waɪn/
woman	/ˈwʊm.ən/
work	/wɜ:k/
x-ray	/ˈeks.reɪ/
zip	/zɪp/

My Vocabulary Words –

Sound Groups within the English Alphabet –

(See p. 18.38 for how to pronounce each letter.)

/i:/	/e/	/eɪ/	/u:/	/aɪ/	/əʊ/	/ɑ:/
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						

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 2 (page 1 of 5)

accelerator	/ək'sel.ə.reɪ.tə/	brass	/brɑ:s/
accident	/'æk.sɪ.dnt/	breakdown	/'breɪk.daʊn rɪ'kʌv.ər.i
adolescence	/æd.ə'les.nts/	recovery service	'sɜ:.vɪs/
affair	/ə'feə/	bride	/brɑɪd/
air	/eə/	bridesmaid	/'braɪd.z.meɪd/
American football	/ə'mer.ɪ.kn 'fʊt.bɔ:l/	brown	/braʊn/
animal	/'æn.ɪ.məl/	burglar alarm	/'bɜ:.glər ə'lɑ:m/
ankle	/'æŋ.kl/	bush	/bʊʃ/
anniversary	/æn.ɪ.'vɜ:.sər.i/	butterfly	/'bʌt.ə.flɑɪ/
ant	/ænt/	car	/kɑ:/
antisocial behaviour	/æn.tɪ'səʊ.ʃl bɪ.'heɪ.vjə/	cat	/kæt/
appeal	/ə'pi:l/	caterpillar	/'kæt.ə.pɪl.ə/
arm	/ɑ:m/	championship	/'tʃæm.pi.ən.ʃɪp/
arrest	/ə'rest/	cheek	/tʃi:k/
arson	/'ɑ:.sn/	chest	/tʃest/
athletics	/æθ'let.ɪks/	childhood	/'tʃaɪld.hʊd/
audience	/'ɔ:.di.ənts/	chin	/tʃɪn/
automatic	/ɔ:.tə'mæt.ɪk/	choir	/kwaɪə/
autumn	/'ɔ:.təm/	chorus	/'kɔ:.rəs/
back	/bæk/	classical	/'klæs.ɪ.kl/
badminton	/'bæd.mɪn.tn/	cliff	/klɪf/
ball	/bɔ:l/	cloud	/klaʊd/
ballet	/'bæl.eɪ/	clutch	/klʌtʃ/
ban	/bæn/	coast	/kəʊst/
baseball	/'beɪs.bɔ:l/	coffin	/'kɒf.ɪn/
bat	/bæt/	cold	/kəʊld/
battery	/'bæt.ər.i/	colour	/'kʌl.ə/
beach	/bi:tʃ/	commentator	/'kɒm.ən.teɪ.tə/
bear	/beə/	community service	/kəmju:nə.ti 'sɜ:.vɪs/
bee	/bi:/	conductor	/kən'dʌk.tə/
best friend	/best frend/	countryside	/'kʌn.trɪ.saɪd/
best man	/best mæn/	court	/kɔ:t/
biography	/baɪ'ɒg.rə.fi/	cow	/kaʊ/
bird	/bɜ:d/	cricket	/'krɪk.ɪt/
birth	/bɜ:θ/	crime	/kraɪm/
birthday	/'bɜ:θ.deɪ/	criminal	/'krɪm.ɪ.nəl/
black	/blæk/	crocodile	/'krɒk.ə.daɪl/
blackmail	/'blæk.meɪl/	crop	/krɒp/
blood	/blʌd/	cue	/kyu:/
blue	/blu:/	cup	/kʌp/
blues	/blu:z/	custody battle	/'kʌs.tə.di 'bæt.l/
bone	/bəʊn/	cyclone	/'saɪ.klən/
boot	/bu:t/	dashboard	/'dæʃ.bɔ:d/
boxing	/'bɒk.sɪŋ/	death	/deθ/
brain	/breɪn/	defendant	/drɪ'fen.dnt/
brake	/breɪk/	desert	/'dez.ət/
brake light	/breɪk laɪt/	detective	/drɪ'tek.tɪv/
		divorce	/drɪ'vɔ:s/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 2 (page 2 of 5)

DJ	/di:'dʒeɪ/	fourteen	/fɔ:'ti:n/
dog	/dɒg/	friendship	/'frend.ʃɪp/
dolphin	/'dɒl.fɪn/	frog	/frɒg/
double bass	/'dʌb.l beɪs/	fuel	/fjuəl/
driver	/'draɪ.və/	funeral	/'fju:.nr.əl/
drizzle	/'drɪz.l/	further education	/'fɜ:.ðə ed.jə'keɪ.fən/
drought	/draʊt/	game	/geɪm/
drug trafficking	/drʌg 'træf.i.kɪŋ/	GBH	/dʒi:.bi:'eɪtʃ/
drum	/drʌm/	gear stick	/gɪə stɪk/
dry spell	/draɪ spel/	geography	/dʒɪ'ɒg.rə.fi/
ear	/ɪə/	giraffe	/dʒɪ'rɑ:f/
education	/ed.jə'keɪ.fən/	goal	/gəʊl/
eight	/eɪt/	goldfish	/'gəʊld.fɪʃ/
eighteen	/eɪ'ti:n/	gorilla	/gə'rɪl.ə/
eighty	/'eɪ.ti/	graduation	/grædʒ.u:'eɪ.fən/
elbow	/'el.bəʊ/	grass	/grɑ:s/
electric guitar	/'ɪlek.trɪk ɡɪ'tɑ:/	green	/ɡri:n/
electronic tag	/ɪ.lek'trɒn.ɪk tæg/	grey	/ɡreɪ/
elephant	/'el.ɪ.fənt/	groom	/ɡru:m/
eleven	/'ɪlev.n/	group	/ɡru:p/
employment	/'ɪm'plɔɪ.mənt/	growing pains	/'grəʊ.ɪŋ peɪnz/
engagement	/'ɪn'ɡeɪdʒ.mənt/	guilt	/ɡɪlt/
engine	/'en.dʒɪn/	guitar	/ɡɪ'tɑ:/
environment	/'ɪn'vaɪə.rən.mənt/	gun	/ɡʌn/
eye	/aɪ/	hailstones	/'heɪl.stəʊnz/
face	/feɪs/	hair	/heə/
field	/fi:ld/	hand	/hænd/
fifteen	/'fɪf'ti:n/	handbrake	/'hænd.breɪk/
fifty	/'fɪf.ti/	handcuffs	/'hænd.kʌfs/
final	/'faɪ.nl/	hazard	/'hæz.əd/
fine	/faɪn/	head	/hed/
finger	/'fɪŋ.gə/	headlights	/'hed.laɪts/
fingerprints	/'fɪŋ.gə.prɪnts/	heart	/hɑ:t/
fire	/faɪə/	heat	/hi:t/
first kiss	/fɜ:st kɪs/	heat wave	/hi:t weɪv/
fish	/fɪʃ/	Highway Code	/'haɪ.weɪ kəʊd/
five	/faɪv/	hill	/hɪl/
flooding	/'flʌd.ɪŋ/	hip-hop	/'hɪp.hɒp/
flower	/'flaʊ.ə/	hippopotamus	/hɪp.ə'pɒt.ə.məs/
fog	/fɒg/	hockey	/'hɒk.i/
fog lamps	/fɒg læmpz/	horse	/hɔ:s/
folk	/fəʊk/	human body	/'hju:.mən 'bɒd.i/
foot	/fʊt/	hundred	/'hʌn.drəd/
football	/'fʊt.bɔ:l/	hurricane	/'hʌr.ɪ.kən/
forest	/'fɒr.ɪst/	ice	/aɪs/
forest fire	/'fɒr.ɪst faɪə/	ice hockey	/aɪs 'hɒk.i/
forty	/'fɔ:.ti/	indicator	/'ɪn.dɪ.keɪ.tə/
four	/fɔ:/	insect	/'ɪn.sekt/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 2 (page 3 of 5)

instrument	/ˈɪn.strə.mənt/	nineteen	/naɪnˈtiːn/
jazz	/dʒæz/	ninety	/ˈnaɪn.ti/
judge	/dʒʌdʒ/	nose	/nəʊz/
jury	/ˈdʒʊə.ri/	number	/ˈnʌm.bə/
kangaroo	/kæŋ.gəˈruː/	oboe	/ˈəʊ.bəʊ/
keyboard	/ˈkiː.bɔːd/	ocean	/ˈəʊ.ʃn/
kidney	/ˈkɪd.ni/	octopus	/ˈɒk.tə.pəs/
knee	/niː/	old age	/əʊld eɪdʒ/
labour	/ˈleɪ.bə/	Olympics	/əʊˈlɪm.pɪks/
lake	/leɪk/	one	/wʌn/
land	/lənd/	orange	/ˈɒr.ɪndʒ/
learner driver	/ˈlɜː.nə ˈdraɪ.və/	orchestra	/ˈɔː.kɪ.strə/
leg	/leg/	organ	/ˈɔː.gən/
licence plate	/ˈlaɪ.snts pleɪt/	panda	/ˈpændə/
life event	/laɪf ɪˈvent/	parking ticket	/ˈpɑː.kɪŋ ˈtɪk.ɪt/
life sentence	/laɪf ˈsen.tənts/	passenger	/ˈpæs.n.dʒə/
lion	/ˈlaɪ.ən/	pedal	/ˈped.l/
lip	/lɪp/	performer	/pəˈfɔː.mə/
liver	/ˈlɪv.ə/	piano	/piˈæn.əʊ/
lizard	/ˈlɪz.əd/	pig	/pɪg/
L-plate	/ˈel.pleɪt/	pink	/pɪŋk/
lung	/lʌŋ/	plant	/plɑːnt/
mammal	/ˈmæm.l/	player	/ˈpleɪ.ə/
marriage	/ˈmæɪ.rɪdʒ/	police officer	/pəˈliːs ˈɒf.ɪ.sə/
match	/mætʃ/	police station	/pəˈliːs ˈsteɪ.ʃn/
menopause	/ˈmen.ə.pəʊz/	pop	/pɒp/
midwife	/ˈmɪd.waɪf/	pop star	/pɒp stɑː/
mist	/mɪst/	prediction	/prɪˈdɪk.ʃn/
mistress	/ˈmɪs.trəs/	pregnancy	/ˈpreg.nənt.si/
monkey	/ˈmʌŋ.ki/	prison	/ˈprɪz.n/
motor racing	/ˈməʊ.tə ˈreɪ.sɪŋ/	prison sentence	/ˈprɪz.n ˈsen.tənts/
mountain	/ˈmaʊn.tɪn/	puck	/pʌk/
mouse	/maʊs/	punishment	/ˈpʌn.ɪʃ.mənt/
mouth	/maʊθ/	purple	/ˈpɜː.pl/
murder	/ˈmɜː.də/	qualification	/kwɒl.ɪ.fɪˈkeɪ.ʃn/
muscle	/ˈmʌs.l/	R & B	/ɑː.ndˈbiː/
music	/ˈmjuː.zɪk/	rabbit	/ˈræb.ɪt/
musical	/ˈmjuː.zɪ.kl/	racquet	/ˈræk.ɪt/
musician	/mjuːˈzɪʃ.n/	radio	/ˈreɪ.di.əʊ/
nail	/neɪl/	rain	/reɪn/
national park	/ˈnæʃ.n.l pɑːk/	rainbow	/ˈreɪn.bəʊ/
natural disaster	/ˈnætʃ.r.l dɪˈzɑː.stə/	raincoat	/ˈreɪŋ.kəʊt/
nature	/ˈneɪ.tʃə/	rear view mirror	/rɪə vjuː ˈmɪr.ə/
neck	/nek/	red	/red/
neighbourhood watch scheme	/ˈneɪ.bə.hud wɒtʃ skiːm/	redundancy	/rɪˈdʌn.dnt.si/
nightclub	/ˈnaɪt.klʌb/	referee	/ref.əˈriː/
nine	/naɪn/	reservoir	/ˈrez.ə.vwɑː/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 2 (page 4 of 5)

river	/ˈrɪv.ə/	stereo	/'ster.i.əʊ/
road	/rəʊd/	stomach	/'stʌm.ək/
road rage	/rəʊd reɪdʒ/	storm	/stɔ:m/
road sign	/rəʊd saɪn/	stream	/'stri:m/
rock	/rɒk/	string	/'strɪŋ/
rugby	/'rʌg.bi/	summer	/'sʌm.ə/
rule	/ru:l/	sun	/sʌn/
sailing	/'seɪ.lɪŋ/	sunblock	/'sʌn.blɒk/
sand	/sænd/	Sunday driver	/'sʌn.deɪ 'draɪ.və/
saxophone	/'sæk.sə.fəʊn/	sunglasses	/'sʌŋ.glaɪ.sɪz/
score	/skɔ:/	sunset	/'sʌn.set/
sea	/si:/	suntan	/'sʌn.tæn/
season	/'si:zn/	supporter	/sə'pɔ:t.ə/
seat	/si:t/	suspect	/'sʌs.pekt/
seatbelt	/'si:tbel/	suspended sentence	/sə'spend.əd 'sen.tənts/
separation	/sep.rɪ'eɪ.fən/	swimming	/'swɪm.ɪŋ/
seven	/'sev.n/	table tennis	/'teɪ.bl 'ten.ɪs/
seventeen	/sev.n'ti:n/	team	/ti:m/
seventy	/'sev.n.ti/	teenager	/'ti:n.eɪ.dʒə/
shark	/ʃɑ:k/	temperature	/'tem.prə.tʃə/
sheep	/ʃi:p/	ten	/ten/
shoplifting	/'ʃɒp.lɪf.tɪŋ/	tennis	/'ten.ɪs/
shoulder	/'ʃəʊl.də/	terminal illness	/'tɜ:mi.nəl 'ɪl.nəs/
side mirror	/saɪd 'mɪr.ə/	terrorism	/'ter.ə.rɪ.zm/
singer	/'sɪŋ.ə/	theft	/θeft/
six	/sɪks/	thermometer	/θə'mɒm.i.tə/
sixteen	/sɪk'sti:n/	thirteen	/θɜ:'ti:n/
sixty	/'sɪk.sti/	thirty	/'θɜ:ti/
skeleton	/'skel.ɪ.tn/	three	/θri:/
skiing	/'ski:ɪŋ/	throat	/θrəʊt/
skin	/skɪn/	thunder and lightning	/θʌn.də.nd'laɪt.nɪŋ/
sky	/skaɪ/	tiger	/'taɪ.gə/
sledge	/sledʒ/	toe	/təʊ/
sleet	/sli:t/	tongue	/tʌŋ/
snail	/sneɪl/	tooth	/tu:θ/
snooker	/'nu:.kə/	tortoise	/'tɔ:təs/
snow	/snəʊ/	tree	/tri:/
snowman	/'snəʊ.mæn/	trial	/traɪəl/
solicitor	/sə'ɪs.ɪ.tə/	trumpet	/'trʌm.pɪt/
spider	/'spaɪ.də/	tsunami	/tsu:'nɑ:mi/
sport	/spɔ:t/	twelve	/twelv/
sports car	/spɔ:ts kɑ:/	twenty	/'twen.ti/
spring	/sprɪŋ/	two	/tu:/
squash	/skwɒʃ/	tyre	/taɪə/
stadium	/'steɪ.di.əm/	umbrella	/'ʌm'brel.ə/
stag night	/stæg naɪt/	valley	/'væl.i/
starfish	/'stɑ:fɪʃ/	vein	/veɪn/
steering wheel	/'stiəriŋ wi:l/	verse	/vɜ:s/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 2 (page 5 of 5)

victim	/'vɪk.tɪm/
violence	/'vaɪə.lɪnts/
violin	/'vaɪə.lɪn/
volleyball	/'vɒl.i.bɔ:l/
wave	/weɪv/
weather	/'weð.ə/
weather forecast	/'weð.ə 'fɔ:.kɑ:st/
wedding	/'wed.ɪŋ/
Wellington boots	/wel.ɪŋ.tn'bu:ts/
whale	/weɪl/
wheel	/wi:l/
white	/waɪt/
widow	/'wɪd.əʊ/
wind	/wɪnd/
wind farm	/wɪnd fɑ:m/
windscreen	/'wɪnd.skri:n/
windscreen wipers	/'wɪnd.skri:n 'waɪp.əz/
winner	/'wɪn.ə/
winter	/'wɪn.tə/
winter tyres	/'wɪn.tə taɪəz/
witness	/'wɪt.nəs/
worm	/wɜ:m/
wrist	/rɪst/
yellow	/'jel.əʊ/
zebra	/'zeb.rə/
zebra crossing	/'zeb.rə 'krɒs.ɪŋ/
zero	/'zɪə.rəʊ/

The 26 Letters of the English Alphabet and How to Pronounce Them –

upper case	lower case	IPA	upper case	lower case	IPA
A	a	/eɪ/	N	n	/en/
B	b	/bi:/	O	o	/əʊ/
C	c	/si:/	P	p	/pi:/
D	d	/di:/	Q	q	/kju:/
E	e	/i:/	R	r	/ɑ:/
F	f	/ef/	S	s	/es/
G	g	/dʒi:/	T	t	/ti:/
H	h	/ertʃ/	U	u	/ju:/
I	i	/aɪ/	V	v	/vi:/
J	j	/dʒeɪ/	W	w	/'dʌ.bəl.ju:/
K	k	/keɪ/	X	x	/eks/
L	l	/el/	Y	y	/waɪ/
M	m	/em/	Z	z	/zed/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Consonant Clusters

A consonant cluster is a group of two or more consonant letters together in a word. For example, in the word “**brilliant**”, “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 word brilliant – /'brɪl.jənt/ – 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 “ache”.

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 “**know**”, “kn” is a digraph which represents a single sound: /n/. There are also digraphs which make vowel sounds, for example, in the word “beach”, “ea” is a digraph which represents a single vowel sound: /i:/ (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 /ʃ/. We need to use a digraph – two consonant letters together – and we end up with “sh” to represent /ʃ/. Similarly, there is no single letter that represents the sound /ð/. Therefore we need to use a digraph – two consonant letters together – and we end up with “th” to represent /ð/. Confusion can occur because the digraph “th” also represents another, different consonant sound: /θ/.

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 /k/, the /n/, and the final vowel sound all heard, like this: /k'nɪf.ə/.

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: “**twelfths**” out loud. This word crowsbars seven different consonant letters into one syllable, which in turn produces six distinct consonant sounds: /t w e l f θ s/ ! Another example of a problematic word is “**crisps**”, which is pronounced: /krɪspz/. Try to pronounce all of the five distinct consonant sounds (in two consonant clusters) in just one syllable. Tricky!

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Consonant Clusters

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 “**sprint**”, whilst the longest final consonant cluster will be generally four letters long, e.g. “-rst” in the word “**firsts**”. Perhaps the prize for the longest consonant cluster would have to go to the word “**rhythm**”, which is solely 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 /ɪ/ in the first syllable, which is stressed, and the second syllable can have either the schwa sound (weak stress) or no vowel sound: /'rɪð.əm/ or /'rɪð.m/.

Adverbs are a group of words that can have long consonant clusters at the end, e.g. **exactly**. Elision is likely to occur in such a cluster, for example “exactly” will often be pronounced without the /t/ sound, like this: /ɪg'zæk.li/ rather than /ɪg'zækt.li/. It would be too much unnecessary effort to try to pronounce the /t/, 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 /æ/ 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 /s/ or /z/
5. Consonant Clusters in Compound Words

1. 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 “**fetch**” – which represents the sound /tʃ/ – 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.*)

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	/tʃ/	cheer, champion, change	_____
ch	/ʃ/	chandelier, champignon¹	_____
ch	/k/	cholera, chrome, chronic	_____
gn	/n/	gnat, gnaw, gnome	_____
kn	/n/	know, knife, knitting	_____

¹ Loan words from French.

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Spelling and Sounds – Consonant Clusters

ph	/f/	photo, pharmacy, pharaoh	_____
rh	/r/	rhubarb, rhinoceros, rhyme	_____
sc	/s/	science, scissors, scimitar	_____
sh	/ʃ/	sheep, shine, shock, shed	_____
th	/θ/	thick, Thursday, thanks	_____
th	/ð/	this, that, brother, there, the	_____
ts	/s/	tsunami¹	_____
wh	/w/	what, why, where, wheel, whip	_____
wh	/h/	who, whose, whole, wholemeal	_____
wr	/r/	writing, wrestler, wrong	_____

Here are some examples of **final** consonant cluster digraphs:

digraph: *sounds like:* *for example:* *my example(s):*

ch	/tʃ/	beach, coach, roach	_____
ch	/k/	stomach	_____
ck	/k/	black, track, pick, flock, luck	_____
gh	/f/	cough, trough, rough, enough, tough²	_____
mb	/m/	comb, tomb, aplomb, plumb	_____
ng	/ŋ/	along, going, eating, meeting	_____
sh	/ʃ/	finish, trash, Spanish, fish	_____
th	/θ/	tooth, youth, bath, path	_____

¹ This is a loan word from Japanese. In the word “**tsar**” (from Russian) the “ts” digraph makes a /z/ sound: /zɑː/

² The digraph “gh” also contributes towards different vowel sounds, e.g. /aʊ/ in “**bough**” and “**plough**”, and can be included in various vowel clusters (see p.18.53).

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Spelling and Sounds – Consonant Clusters

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).

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
rb	/b/	disturb, suburb, rhubarb	_____
rn	/n/	earn, turn, western, learn	_____
rt	/t/	hurt, heart, art, start, alert	_____

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:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ry	/ri/	dairy, eery, diary, hairy, bury	_____

2. 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 “cliff” come at the end. They never occur at the beginning of a word, unless the word has originated from a foreign language, for example “llama” from Spanish or “Lloyd” from Welsh. Here is a full list of consonant digraphs with double letters:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bb	/b/	robber, sobbing, hobble	_____
cc	/k/	soccer, occur, stucco	_____
dd	/d/	pudding, wedding, sadder	_____
ff	/f/	iffy, cliff, effect, off, effort	_____
gg	/g/	boggy, flagged, bigger	_____
kk	/k/	trekking, Trekker	_____
ll	/l/	alluring, allied, balloon	_____
mm	/m/	summer, humming, immature	_____
nn	/n/	runner, annoy, announcement	_____
pp	/p/	opportunity, shopping, kipper	_____
rr	/r/	hurry, worried, curry, sorry	_____
ss	/s/	assess, less, massive	_____
ss	/z/	possess	_____
tt	/t/	shutters, cottage, plotted	_____
vv	/v/	revved	_____

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Spelling and Sounds – Consonant Clusters

3. True Consonant Clusters

“True” consonant clusters are phonetic because they are pronounced in the same way as they are spelled. For example, “br” in “**bread**” is pronounced in the same way as the phonemes that it represents: /br/. 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 /r/ 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: “**car**”, “**more**”, and “**your**” (see also p.18.50).

Here are some examples of true **initial** consonant clusters:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bl	/bl/	blood, blend, black, blown	_____
br	/br/	bright, bring, brush, brilliant	_____
cl	/kl/	clear, close, clothes, clever	_____
cr	/kr/	cry, crime, crow, crop, crumb	_____
dr	/dr/	drink, drop, drive, drip, dreary	_____
fl	/fl/	flannel, fly, fleece, flame, flow	_____
fr	/fr/	frighten, from, frame, France	_____
gr	/gr/	great, grape, grip, grime, grow	_____
pr	/pr/	prove, provide, pray, princess	_____
qu	/kw/	quite, queen, quick, quiet ¹	_____
scr	/skr/	scream, script, scam, screw	_____
sm	/sm/	small, smart, smelly, smooth	_____
st	/st/	stay, stop, stink, stolen, sty	_____
str	/str/	strange, stroppy, street, strict	_____
tr	/tr/	tropical, trench, train, triumph	_____

Here are some examples of true **final** consonant clusters:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ly	/li/	only, lonely, truly, rarely	_____
mp	/mp/	hump, bump, clamp, damp	_____
mpt	/mpt/	exempt, contempt, dreampt	_____
nch	/ntʃ/	munch, lunch, bench, stench	_____
nd	/nd/	end, stand, mend, ground	_____
ndy	/ndi/	windy, candy, handy, sandy	_____
ny	/ni/	tiny, meany	_____

...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 – /kw/ – are both consonant sounds.

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Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Consonant Clusters

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
lv	/lv/	salvage, delve, shelves	_____
ng	/ndʒ/	orange, arrange, impinge	_____

4. Consonant Clusters Ending with /s/ or /z/

These are consonant clusters that end with an “s”, representing either the sound /s/ or /z/ at the end of a plural noun, for example:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
nts	/nts/	plants, accounts, rents	_____
rds	/dz/	records, birds, cards, chords	_____
rs	/z/	colours, rivers, sisters	_____
ts	/ts/	sweets, oats, boats	_____

We’ve already seen earlier on in this handbook how adding an “s” sound – /s/ – or a “z” sound – /z/ – 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 /s/ and the very similar /z/ 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 **cats**”, or “one knife, two **knives**”
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 reads”, or “you put”, “she puts”. 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 **is**, she **is**, it **is** *and the contractions* he’s, she’s, it’s

Verb: **HAVE**

Third Form: he **has**, she **has**, it **has** *and the contractions* he’s, she’s, it’s

Verb: **DO**

Third Form: he **does**, she **does**, it **does**

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Spelling and Sounds – Consonant Clusters

Verb: **GO**

Third Form: he **goes**, she **goes**, it **goes**

Can you imagine what would happen if we used /t/ instead of /s/ or /z/ as a linking sound in each of these situations? The consonant sound /t/ 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 /s/ or /z/ (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 /t/ sound at the end of "John't" wouldn't flow well with the next consonant sound (the /k/ 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 /t/ – or indeed any other consonant sound – wouldn't enable the same easy flow that we achieve by using /s/ or /z/.

5. 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:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>the two words are:</i>
tchb	/tʃb/	switchboard	switch + board
ffh	/fh/	cliffhanger	cliff + hanger
ndf	/ndf/	grandfather	grand + father
ndbr	/ndbr/	groundbreaking	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": /'graʊnd.brɛɪ.kɪŋ/, 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 /d/ sound, changing the word into: "groun-breaking" /'graʊn.brɛɪ.kɪŋ/ – which is far easier to pronounce.

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Spelling and Sounds – Common Consonant Clusters

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:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	/tʃ/	cheer, champion, change	_____
gn	/n/	gnat, gnaw, gnome	_____
kn	/n/	know, knife, knitting	_____
ph	/f/	photo, pharmacy, pharaoh	_____
sc	/s/	science, scissors, scimitar	_____
sh	/ʃ/	sheep, shine, shock, shed	_____
th	/θ/	thick, Thursday, thanks	_____
th	/ð/	this, that, brother, there, the	_____
wh	/w/	what, why, where, wheel, whip	_____
wr	/r/	writing, wrestler, wrong	_____

FINAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	/tʃ/	beach, coach, roach	_____
ck	/k/	black, track, pick, flock, luck	_____
gh	/f/	cough, trough, rough, enough, tough	_____
mb	/m/	comb, tomb, aplomb, plumb	_____
ng	/ŋ/	along, going, eating, meeting	_____
sh	/ʃ/	finish, trash, Spanish, fish	_____
th	/θ/	tooth, youth, bath, path	_____

2. Consonant Digraphs with Double Letters – MEDIAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bb	/b/	robber, sobbing, hobble	_____
cc	/k/	soccer, occur, stucco	_____
dd	/d/	pudding, wedding, sadder	_____
ll	/l/	alluring, allied, balloon	_____
mm	/m/	summer, humming, immature	_____
nn	/n/	runner, annoy, announcement	_____
pp	/p/	opportunity, shopping, kipper	_____
rr	/r/	hurry, worried, curry, sorry	_____
ss	/s/	assess, less, massive	_____
tt	/t/	shutters, cottage, plotted	_____

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Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Common Consonant Clusters

3. True Consonant Clusters (that sound the same as they are spelled) – INITIAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bl	/bl/	blood, blend, black, blown	_____
br	/br/	bright, bring, brush, brilliant	_____
cr	/kr/	cry, crime, crow, crop, crumb	_____
dr	/dr/	drink, drop, drive, drip, dreary	_____
fr	/fr/	frighten, from, frame, France	_____
gr	/gr/	great, grape, grip, grime, grow	_____
pr	/pr/	prove, provide, pray, princess	_____
qu	/kw/	quite, queen, quick, quiet	_____
ry	/ri/	dairy, eery, diary, hairy, bury	_____
scr	/skr/	scream, script, scam, screw	_____
sm	/sm/	small, smart, smelly, smooth	_____
st	/st/	stay, stop, stink, stolen, sty	_____
tr	/tr/	tropical, trench, train, triumph	_____

FINAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ly	/li/	only, lonely, truly, rarely	_____
mp	/mp/	hump, bump, clamp, damp	_____
nch	/ntʃ/	munch, lunch, bench, stench	_____
nd	/nd/	end, stand, mend, ground	_____
ndy	/ndi/	windy, candy, handy, sandy	_____

4. Consonant Clusters Ending with /s/ or /z/ (at the end of a plural noun) – FINAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
nts	/nts/	plants, accounts, rents	_____
rds	/dz/	records, birds, cards, chords	_____
ts	/ts/	sweets, oats, boats	_____

5. Consonant Clusters in Compound Words – (consonant clusters meet) – MEDIAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>the two words are:</i>
tchb	/tʃb/	switchboard	switch + board
ffh	/fh/	cliffhanger	cliff + hanger
ndf	/ndf/	grandfather	grand + father
ndbr	/ndbr/	groundbreaking	ground + breaking

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Spelling and Sounds – Vowel Clusters

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 “road”, “oa” is a vowel cluster that represents the sound /əʊ/, whilst in the word “shoe”, “oe” is a vowel cluster that represents the sound /u:/. In the same way, “ar” in the word “car”, is a vowel cluster that uses a silent “r” to help make the vowel sound /ɑ:/. 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 /æ/ when sandwiched between two consonant sounds, for example in the word “cat” – /kæt/ – but there is no single letter which can make the very common vowel sound /u:/, as in “true” /tru:/. 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 “out”; in the middle (medial), as in “please”; and at the end (final), as in “true”. 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 “meat”, “ea” is a vowel digraph that represents the sound /i:/, whilst in the word “meet”, “ee” is a vowel digraph that also stands for the same vowel sound: /i:/. 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	/eɪ/	paid, wait, fail, paint, gain	_____
ai	/eɪ/	said, again	_____

au	/ɔ:/	fraud, pause, autumn, August	_____
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Spelling and Sounds – Vowel Clusters

au	/ɑː/	laugh, laughter	_____
ea	/eɪ/	break, steak, great	_____
ea	/iː/	read, appeal, lead, clean, leaf, steal	_____
ea	/e/	read, bread, dreamt, dead, dread	_____
ee	/iː/	wheel, peel, kneel, heel	_____
ei	/iː/	receive, deceive, receipt	_____
ei	/eɪ/	rein, vein	_____
eo	/e/	leopard, Leonard	_____
eu	/ɔɪ/	Freud	_____
ia	/aɪə/	vial	_____
ie	/aɪ/	tie, die, lie, pie	_____
ie	/ɪə/	field, yield, wield	_____
ie	/iː/	activities, believe, achieve	_____
ie	/aɪə/	variety	_____
io	/ə/	station, completion, ration	_____
iu	/ɪə/	valium, tedium, radium	_____
oa	/əʊ/	oak, foam, loaf, encroach, road	_____
oa	/ɔː/	broad, abroad	_____
oe	/uː/	shoe	_____
oe	/əʊ/	toe, hoe, woe, foe, goes	_____
oe	/ʌ/	does, doesn't	_____
oi	/ɔɪ/	avoid, void, coin, toilet	_____
oo	/uː/	school, tool, fool, choose	_____
oo	/ʊ/	good, book, took, rook, hood	_____
oo	/ʌ/	blood, flood	_____
oo	/əʊ/	brooch	_____
ou	/aʊ/	sound, loud, proud, round, house	_____
ou	/uː/	route, you, soup, group	_____

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Spelling and Sounds – Vowel Clusters

ou	/ə/	famous, jealous, onerous	_____
ou	/ʊ/	cough, trough	_____
ou	/ʌ/	rough, enough, tough	_____

ue	/u:/	blue, true, sue	_____
ue	/e/	guess, guest	_____
ue	/ʊə/	fuel, puerile, duel	_____

ui	/aɪ/	guide, guidance	_____
ui	/u:/	juice, bruise	_____
ui	/ɪ/	build, building, guilt	_____

Most of the vowel sounds of English (18 out of 23) are represented by these 18 different vowel digraphs. The sounds not represented are: /æ/, /i/, /ɜ:/, /eə/, /aʊə/. The last three sounds are represented by vowel clusters that use “r” (see below).

2. 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):*

eau	/əʊ/	beau, eau de toilette ¹	_____
-----	------	------------------------------------	-------

eou	/ə/	outrageous, contagious	_____
-----	-----	------------------------	-------

iou	/ɪə/	industrious, harmonious, tedious	_____
-----	------	----------------------------------	-------

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	/u:/	queue	_____
------	------	-------	-------

3. Vowel Clusters that End with “-r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound /r/ is not pronounced.

¹ in loan words from French

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Spelling and Sounds – Vowel Clusters

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
air	/eə/	air, fair, hair, chair, stair, pair	_____
ar	/ɑ:/	car, guitar, star, bar, shark	_____
ar	/ɔ:/	war, wart, warm	_____
ar	/ə/	popular, singular, regular	_____
ear	/ɑ:/	heart	_____
ear	/ɪə/	ear, beard, dear, appear, fear	_____
ear	/ɜ:/	learn, earn, search, pearl, heard	_____
ear	/eə/	bear, tear, wear, pear	_____
eer	/ɪə/	leer, peer, beer, engineer, steer	_____
er	/ɜ:/	verb, herd, herb, her	_____
er	/ə/	teacher, cleaner, hotter, mother	_____
iar	/aɪə/	liar	_____
ier	/ɪə/	tier, pier	_____
ier	/aɪə/	pliers	_____
ir	/ɜ:/	fir, bird, girl, whirl, twirl	_____
irr	/ɜ:/	whirr	_____
oar	/ɔ:/	oar, boar, hoar, hoard, board	_____
oor	/ɔ:/	door, floor, poor, moor	_____
or	/ɔ:/	form, nor, for, conform, port, sword	_____
or	/ɜ:/	word, worm	_____
or	/ə/	doctor, tractor, administrator	_____
our	/ɔ:/	pour	_____
our	/aʊə/	our, flour, hour, dour, sour	_____
our	/ə/	harbour, colour, splendour	_____
ur	/ɜ:/	hurl, churl, unfurl, curl	_____

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Spelling and Sounds – Vowel Clusters

4. Other Vowel Clusters with “r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound /r/ is not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

aire	/eə/	millionaire, Claire	_____
are	/ɑ:/	are	_____
are	/eə/	hare, rare, ware, care	_____
ere	/ɪə/	here, mere	_____
ere	/ɜ:/	were	_____
ere	/eə/	there, where	_____
ire	/aɪə/	wire, fire, mire, tire	_____
oare	/ɔ:/	hoare	_____
ore	/ɔ:/	more, before, core, store, lore	_____
re	/ə/	centre, metre, litre, acre	_____
ure	/ɔ:/	sure	_____
ure	/ə/	brochure	_____
yre	/aɪə/	tyre, lyre, pyre	_____

5. Vowel Clusters with “w”

The “w” in the spelling helps to make the single vowel sound. Note: the consonant sounds /w/ and /r/ are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

aw	/ɔ:/	paw, flaw, lawn, prawn, sawn	_____
ew	/u:/	grew, brew	_____
ow	/əʊ/	know, grow, snow, show, tow, bow, own	_____
ow	/aʊ/	bow, cow, now, how, brown	_____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Vowel Clusters

owe	/əʊ/	owe	_____
-----	------	-----	-------

ower	/aʊə/	flower, power, shower, tower	_____
------	-------	------------------------------	-------

6. Vowel Clusters with “y”

The “y” in the spelling helps to make the single vowel sound. Note: the consonant sounds /j/ and /r/ are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

ay	/eɪ/	pay, say, day, lay, May, play	_____
----	------	-------------------------------	-------

ayer	/eə/	prayer	_____
ayer	/eɪə/	player	_____

ey	/eɪ/	they, hey, prey	_____
ey	/iː/	key, monkey, alley	_____

eye	/aɪ/	eye	_____
-----	------	-----	-------

eyer	/eɪə/	greyer	_____
------	-------	--------	-------

oy	/ɔɪ/	toy, joy, annoy, employ, boy	_____
----	------	------------------------------	-------

uay	/iː/	quay	_____
-----	------	------	-------

ye	/aɪ/	bye, rye, dye, tye	_____
----	------	--------------------	-------

7. Vowel clusters with “gh”

The “gh” in the spelling helps to make the single vowel sound. Note: the consonant sounds /g/ and /h/ are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

augh	/ɔː/	caught, taught	_____
------	------	----------------	-------

eigh	/eɪ/	weight, eight, weigh, neigh	_____
eigh	/aɪ/	height	_____

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Spelling and Sounds – Vowel Clusters

igh	/aɪ/	high, sigh, night, right, flight, might, bright	_____
-----	------	---	-------

ough	/aʊ/	bough, plough, Slough	_____
ough	/uː/	through, throughout	_____
ough	/ɔː/	bought, thought, ought, sought, nought	_____
ough	/əʊ/	though, although	_____

8. 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*).

a) Vowel clusters with “b”:

v/cluster: *sounds like:* *for example:* *my example(s):*

oub	/aʊ/	doubt	_____
-----	------	-------	-------

b) Vowel clusters with “g”:

v/cluster: *sounds like:* *for example:* *my example(s):*

eig	/eɪ/	reign	_____
-----	------	-------	-------

c) Vowel clusters with “l”:

v/cluster: *sounds like:* *for example:* *my example(s):*

al	/ɔː/	talk, walk, chalk, stalk	_____
al	/ɑː/	half, calf, palm, calm, balm	_____

ol	/əʊ/	yolk	_____
----	------	------	-------

oul	/u/	could, would, should	_____
-----	-----	----------------------	-------

d) Vowel clusters with “t”:

v/cluster: *sounds like:* *for example:* *my example(s):*

out	/uː/	ragout	_____
-----	------	--------	-------

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List of Vowel Clusters – In Alphabetical Order

a

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ai	/eɪ/	paid, wait, fail, paint, gain	_____
ai	/e/	said, again	_____
air	/eə/	air, fair, hair, chair, stair, pair	_____
aire	/eə/	millionaire, Claire	_____
al	/ɔ:/	talk, walk, chalk, stalk	_____
al	/ɑ:/	half, calf, palm, calm, balm	_____
ar	/ɑ:/	car, guitar, star, bar, shark	_____
ar	/ɔ:/	war, wart, warm	_____
ar	/ə/	popular, singular, regular	_____
are	/ɑ:/	are	_____
are	/eə/	hare, rare, ware, care	_____
au	/ɔ:/	fraud, pause, autumn, August	_____
au	/ɑ:/	laugh, laughter	_____
ough	/ɔ:/	caught, taught	_____
aw	/ɔ:/	paw, flaw, lawn, prawn, sawn	_____
ay	/eɪ/	pay, say, day, lay, May, play	_____
ayer	/eə/	prayer	_____
ayer	/eɪə/	player	_____

Phonemes represented by vowel clusters beginning with the letter “a”:

/eɪ/ /e/ /eə/ /ɑ:/ /ɔ:/ /ə/ /eɪə/

e

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ea	/eɪ/	break, steak, great	_____
ea	/i:/	read, appeal, lead, clean, leaf, steal	_____
ea	/e/	read, bread, dreamt, dead, dread	_____
ear	/ɑ:/	heart	_____
ear	/ɪə/	ear, beard, dear, appear, fear	_____
ear	/ɜ:/	learn, earn, search, pearl, heard	_____
ear	/eə/	bear, tear, wear, pear	_____
eau	/əʊ/	beau, eau de toilette ¹	_____
ee	/i:/	wheel, peel, kneel, heel	_____
eer	/ɪə/	leer, peer, beer, engineer, steer	_____
ei	/i:/	receive, deceive, receipt	_____
ei	/eɪ/	rein, vein	_____
eig	/eɪ/	reign	_____
eigh	/eɪ/	weight, eight, weigh, neigh	_____
eigh	/aɪ/	height	_____

¹ in loan words from French

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Learn the International Phonetic Alphabet (IPA)

List of Vowel Clusters – In Alphabetical Order

eo	/e/	leopard, Leonard	_____
eou	/ə/	outrageous, contagious	_____
er	/ɜ:/	verb, herd, herb, her	_____
er	/ə/	teacher, cleaner, hotter, mother	_____
ere	/ɪə/	here, mere	_____
ere	/ɜ:/	were	_____
ere	/eə/	there, where	_____
eu	/ɔɪ/	Freud	_____
ew	/u:/	grew, brew	_____
ey	/eɪ/	they, hey, prey	_____
ey	/i:/	key, monkey, alley	_____
eye	/aɪ/	eye	_____
eyer	/eɪə/	greyer	_____

Phonemes represented by vowel clusters beginning with the letter “e”:

/eɪ/ /i:/ /e/ /ɪə/ /aɪ/ /ɜ:/ /eə/ /aɪ/ /ə/ /u:/ /eɪə/ /əʊ/

i

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ia	/aɪə/	vial	_____
iar	/aɪə/	liar	_____
ie	/aɪ/	tie, die, lie, pie	_____
ie	/ɪə/	field, yield, wield	_____
ie	/i:/	activities, believe, achieve	_____
ie	/aɪə/	variety	_____
ier	/ɪə/	tier, pier	_____
ier	/aɪə/	pliers	_____
igh	/aɪ/	high, sigh, night, right, flight, might, bright	_____
io	/ə/	station, completion, ration	_____
iou	/ɪə/	industrious, harmonious, tedious	_____
ir	/ɜ:/	fir, bird, girl, whirl, twirl	_____
ire	/aɪə/	wire, fire, mire, tire	_____
irr	/ɜ:/	whirr	_____
iu	/ɪə/	valium, tedium, radium	_____

Phonemes represented by vowel clusters beginning with the letter “i”:

/ɪə/ /aɪ/ /i:/ /aɪə/ /ə/ /ɜ:/

O

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
oa	/əʊ/	oak, foam, loaf, encroach, road	_____
oa	/ɔ:/	broad, abroad	_____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Vowel Clusters – In Alphabetical Order

oar	/ɔ:/	oar, boar, hoar, hoard, board	_____
oare	/ɔ:/	hoare	_____
oe	/u:/	shoe	_____
oe	/əʊ/	toe, hoe, woe, foe, goes	_____
oe	/ʌ/	does, doesn't	_____
oi	/ɔɪ/	avoid, void, coin, toilet	_____
ol	/əʊ/	yolk	_____
oo	/u:/	school, tool, fool, choose	_____
oo	/ʊ/	good, book, took, rook, hood	_____
oo	/ʌ/	blood, flood	_____
oo	/əʊ/	brooch	_____
oor	/ɔ:/	door, floor, poor, moor	_____
or	/ɔ:/	form, nor, for, conform, port, sword	_____
or	/ɜ:/	word, worm	_____
or	/ə/	doctor, tractor, administrator	_____
ore	/ɔ:/	more, before, core, store, lore	_____
ou	/aʊ/	sound, loud, proud, round, house	_____
ou	/u:/	route, you, soup, group	_____
ou	/ɒ/	cough, trough	_____
ou	/ʌ/	rough, enough, tough	_____
ou	/ə/	famous, jealous, onerous	_____
oub	/aʊ/	doubt	_____
ough	/aʊ/	bough, plough, Slough	_____
ough	/u:/	through, throughout	_____
ough	/ɔ:/	bought, thought, ought, sought, nought	_____
ough	/əʊ/	though, although	_____
oul	/ʊ/	could, would, should	_____
our	/ɔ:/	pour	_____
our	/aʊə/	our, flour, hour, dour, sour	_____
our	/ə/	harbour, colour, splendour	_____
out	/u:/	ragout	_____
ow	/əʊ/	know, grow, snow, show, tow, bow, own	_____
ow	/aʊ/	bow, cow, now, how, brown	_____
owe	/əʊ/	owe	_____
ower	/aʊə/	flower, power, shower, tower	_____
oy	/ɔɪ/	toy, joy, annoy, employ, boy	_____

Phonemes represented by vowel clusters beginning with the letter "o":

/əʊ/ /ɔ:/ /u:/ /ʌ/ /ɔɪ/ /ʊ/ /ə/ /aʊ/ /ɒ/ /aʊə/ /ɜ:/

r

v/cluster:	sounds like:	for example:	my example(s):
re	/ə/	centre, metre, litre, acre	_____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Vowel Clusters – In Alphabetical Order

u

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
uay	/i:/	quay	_____
ue	/u:/	blue, true, sue	_____
ue	/e/	guess, guest	_____
ue	/ʊə/	fuel, puerile, duel	_____
ueue	/u:/	queue	_____
ui	/aɪ/	guide, guidance	_____
ui	/u:/	juice, bruise	_____
ui	/ɪ/	build, building, guilt	_____
ur	/ɜ:/	hurl, churl, unfurl, curl	_____
ure	/ɔ:/	sure	_____
ure	/ə/	brochure	_____

Phonemes represented by vowel clusters beginning with the letter “u”:

/æ/ /aɪ/ /u:/ /ɪ/ /e/ /ʊə/ /ə/ /ɜ:/ /i:/ /ɔ:/

y

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ye	/aɪ/	bye, rye, dye, tye	_____
yre	/aɪə/	tyre, lyre, pyre	_____

Phonemes represented by vowel clusters beginning with the letter “y”:

/aɪə/ /aɪ/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Common Vowel Clusters

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)

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ai	/eɪ/	paid, wait, fail, paint, gain	_____
ea	/i:/	read, appeal, lead, clean, leaf, steal	_____
ea	/e/	read, bread, dreamt, dead, dread	_____
ee	/i:/	wheel, peel, kneel, heel	_____
ei	/i:/	receive, deceive, receipt	_____
ie	/aɪ/	tie, die, lie, pie	_____
oa	/əʊ/	oak, foam, loaf, encroach, road	_____
oa	/ɔ:/	broad, abroad	_____
oe	/əʊ/	toe, hoe, woe, foe, goes	_____
oe	/u:/	shoe	_____
oo	/u:/	school, tool, fool, choose	_____
oo	/ʊ/	good, book, took, rook, hood	_____
ou	/aʊ/	sound, loud, proud, round, house	_____
ui	/aɪ/	guide, guidance	_____
ue	/u:/	blue, true, sue	_____

2. Vowel Trigraphs and Quadgraphs

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
eau	/əʊ/	beau, eau de toilette ¹	_____
iou	/iəʊ/	industrious, harmonious, tedious	_____
ueue	/u:/	queue	_____

3. Vowel Clusters that End with “-r” (the consonant sound /r/ is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
air	/eə/	air, fair, hair, chair, stair, pair	_____
ar	/ɑ:/	car, guitar, star, bar, shark	_____
ear	/ɪə/	ear, beard, dear, appear, fear	_____
ear	/ɜ:/	learn, earn, search, pearl, heard	_____
ear	/eə/	bear, tear, wear, pear	_____
eer	/ɪə/	leer, peer, beer, engineer, steer	_____
er	/ɜ:/	verb, herd, herb, her	_____

¹ in loan words from French

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Spelling and Sounds – Common Vowel Clusters

er	/ə/	teacher, cleaner, hotter, mother	_____
ier	/ɪə/	tier, pier	_____
ir	/ɜ:/	fir, bird, girl, whirl, twirl	_____
oar	/ɔ:/	oar, boar, hoar, hoard, board	_____
oor	/ɔ:/	door, floor, poor, moor	_____
or	/ɔ:/	form, nor, for, conform, port, sword	_____
our	/aʊə/	our, flour, hour, dour, sour	_____
ur	/ɜ:/	hurl, churl, unfurl, curl	_____

4. Other Vowel Clusters with “r” (the consonant sound /r/ is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
are	/ɑ:/	are	_____
ere	/ɪə/	here, mere	_____
ere	/eə/	there, where	_____
ere	/ɜ:/	were	_____
ore	/ɔ:/	more, before, core, store, lore	_____
re	/ə/	centre, metre, litre, acre	_____
ure	/ə/	brochure	_____

5. Vowel Clusters with “w” (the consonant sound /w/ is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
aw	/ɔ:/	paw, flaw, lawn, prawn, sawn	_____
ew	/u:/	grew, brew	_____
ow	/əʊ/	know, grow, snow, show, tow, bow, own	_____
ow	/aʊ/	bow, cow, now, how, brown	_____

6. Vowel Clusters with “y” (the consonant sound /j/ is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ay	/eɪ/	pay, say, day, lay, May, play	_____
ey	/eɪ/	they, hey, prey	_____
ey	/i:/	key, monkey, alley	_____
oy	/ɔɪ/	toy, joy, annoy, employ, boy	_____

7. Vowel Clusters with “gh” (the consonant sounds /g/ and /h/ are not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
augh	/ɔ:/	caught, taught	_____
igh	/eɪ/	weight, eight, weigh, neigh	_____

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Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Common Vowel Clusters

igh	/aɪ/	high, sigh, night, right, flight, might, bright	_____
ough	/ɔ:/	bought, thought, ought, sought, nought	_____
ough	/u:/	through, throughout	_____

8. Vowel Clusters with Other Consonant Letters (the consonant sounds are not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
oub	/aʊ/	doubt	_____
eig	/eɪ/	reign	_____
al	/ɔ:/	talk, walk, chalk, stalk	_____
al	/ɑ:/	half, calf, palm, calm, balm	_____
ol	/əʊ/	yolk	_____
oul	/ʊ/	could, would, should	_____
out	/u:/	ragout	_____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – The Magic “e” Rule

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 “made” sounds like:	A	/eɪ/
“e” in “these” sounds like:	E	/i:/
“i” in “smile” sounds like:	I	/aɪ/
“o” in “phone” sounds like:	O	/əʊ/
“u” in “huge” sounds like:	U	/ju:/

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 /j/ consonant sound, for example, “cute” /kju:t/ and “tube” /tju:b/, but some don’t, for example, “flume” /flu:m/ and “rule” /ru:l/.

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
come
core
done

fore
give
gone
have
here
live (verb)
lose
love

move
none
one
please
pore
shone
some
sore

sure
there
vogue
were
wore

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:

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Spelling and Sounds – The Magic “e” Rule

When the other vowel is “a”, the magic “e” changes the short sound /æ/ to the long sound /eɪ/

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 /e/ to the long sound /i:/

met	mete	pet	Pete
-----	------	-----	------

When the other vowel is “i”, the magic “e” changes the short sound /ɪ/ to the long sound /aɪ/

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 /ɒ/ to the long sound /əʊ/

cod	code	dot	dote	mod	mode	rob	robe
con	cone	hop	hope	mop	mope	rod	rode
cop	cope	lob	lobe	not	note	wok	woke

When the other vowel is “u”, the magic “e” changes the short sound /ʌ/ to the long sound /ju:/

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:

- -ing (-ing forms)
- -ed (regular past forms)
- -er (comparative forms)
- -est (superlative forms)
- -en (verbs)

Examples:

hope > hope -ing > hoping
race > race -ed > raced
close > close -er > closer
tame > tame -est > tamest
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

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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.

a /eɪ/

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
knave
lace
lake
lame
lane
late
laze
lemonade
made

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

e /i:/

compete
complete
gene
mete
Pete
these

i /aɪ/

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
life
like
lime
line
live
mice
Mike
mile
mine
mite
nice
nine
nite
pike
pile
pine
pipe
polite
pride
prime
prise
prize
provide
quite
ride
rile

rise

shine
side
site
size
smile
strife
sublime
tide
tile
time
trike
trite
twice
vice
while
white
wide
wife
wine
wise
write

o /əʊ/

atone
bloke
bone
broke
choke
chose
close
code
Coke
coke
cone
cope
dome
dote
drone
elope
explode
globe
hole
home
hone
hope
implode
joke
lobe
lode
mode
mole
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

u /ju:/ or /u:/

abuse
brute
chute
cube
cute
Danube
flume
fume
huge
legume
Luke
mule
puke
refuge
rule
tube
use
Yule

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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.

a /eɪ/	Jane lane mane pane plane sane Shane vane ape escape nape tape 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	i /aɪ/	ice lice mice nice twice vice abide beside bide chide hide pride provide ride side tide wide knife life strife wife bike hike like like Mike pike trike compile file mile pile rile smile tile while chime clime dime lime prime sublime	prise rise wise bite ignite kite mite nite polite quite site trite white write arrive Clive five hive jive live prize size	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
	e /i:/		o /əʊ/	u /ju:/ or /u:/	
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 frame game lame same shame tame cane Dane	gene these compete complete mete Pete	brine dine fine line mine nine pine shine time wine pipe	globe lobe probe robe code explode implode lode mode node rode bloke broke choke Coke coke joke poke smoke stoke woke hole mole pole sole stole whole dome home	cube Danube tube huge refuge Luke puke mule rule Yule flume fume legume abuse use brute chute cute	

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

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. “**think**” and “**though**”, in the middle of a word, e.g. “**author**” and “**clothe**”, or at the end of a word, e.g. “**wealth**” and “**with**”. Or in a combination of positions, e.g. “**thousandth**”.

“th” represents either of two different phonemes (single sounds) in English. It can be either: /θ/ in “**thick**” and “**thin**”, or /ð/ in “**this**” and “**that**”.

The /θ/ 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 /ð/ 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 /t/ sound, especially in proper nouns, e.g. **Thames**, **Thailand**, **Esther**, **Thandie**, **Theresa**, **Thompson**, **thyme**, **apartheid**.

English words that have the /θ/ sound are generally **content words**. For example, nouns (like “**thief**”, “**thumb**”, “**tooth**”, and “**wealth**”), verbs (like “**thank**”, “**think**”, and “**throw**”), adjectives (like “**thirsty**”, “**thermal**”, and “**thoughtful**”), adverbs (like “**thoroughly**”, “**thankfully**”, and “**threateningly**”), and numbers (like “**three**”). Most ordinal numbers contain the /θ/ sound, for example, “**fourth**”, “**fifth**”, and “**sixth**”.

English words that have the /ð/ sound are generally **function words**. For example, pronouns (like “**their**”, “**theirs**”, “**them**”, and “**themselves**”), determiners (like “**this**”, “**that**”, “**these**”, and “**those**”), conjunctions (like “**whether**” and “**though**”), prepositions (like “**with**” and “**without**”), and time words (like “**then**”, and “**thereafter**”). All comparative phrases contain the /ð/ sound, thanks to the word “**than**” being included after the comparative adjective, e.g. “**stronger than**”.

As you can see, many very common words in English contain one or other of these sounds. A good example is the definite article “**the**”, which is so ubiquitous (“Article before a noun!”) that it can be heard in almost every sentence in English.

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How to Pronounce the “th” Sounds 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 /ð/ sound, and only “think” (shown in bold) has the /θ/ sound. We can safely say, then, that the voiced /ð/ sound is far more common than the unvoiced /θ/ 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 /ð/ sound, and only six have the /θ/ sound (shown in bold, below). This further underlines the importance of being able to pronounce the “th” sounds correctly, and /ð/ 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.**

2. 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. /f/ instead of /θ/ , and /v/ instead of /ð/. For example:

¹ Source: <http://www.askoxford.com/oc/mainpage/oc02/?view=uk> (accessed 25.10.09)

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Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

fink = think fanks = thanks
van = than vem = them

In other versions of English around the world, people also substitute different sounds for /θ/ and /ð/, for example, some Irish speakers of English may use /t/ instead of /θ/ , and /d/ instead of /ð/, 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 /θ/ and /ð/ are not native to their first language. They may use one of the sound combinations above, or another set of substitute sounds: /s/ instead of /θ/ , and /z/ instead of /ð/, like this:

sink = think sanks = thanks
zan = than zem = them

We already know that /s/ and /z/ are among the easiest sounds to pronounce in English (see p.3.9). The other substitute sounds above – /f/ and /v/, and /t/ and /d/ – are also much easier to pronounce than /θ/ and /ð/, 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 /f/, for example, instead of /θ/, e.g. “**f**anks” instead of “**th**anks”, our tongue can have a holiday, because our lips form the /f/ 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):

fi**th**, si**th**, thousand**th**, heal**th**, weal**th**, leng**th**, wid**th**, dep**th**, etc.

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Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

Or we can just cheat and say “fith” (fifth), or “helf” (health), etc.

3. 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 /θ/ sound, don’t let your vocal cords vibrate. To make the /ð/ sound, do the same as for the /θ/ 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:

- a) making a “th” sound correctly
- b) *not* making a “th” sound correctly

Practise with some of these exercises:

a) Take a deep breath in, then a long slow breath out, making a “th” sound, either /θ/ or /ð/ 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.

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Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

b) Try saying /θ/ then /t/ then /ð/ then /θ/ again, and then repeat it, for example:

/θ/ /t/ /ð/ /t/ /θ/ /t/ /ð/ /t/ /θ/
th t th t th t th t th... etc.

c) Read lists of “th” words out loud one after another (see the word lists on pp.18.72-18.74), for example:

/θ/ faith, thanks, wealth, three, both, thought, teeth, throughout

/ð/ this, that, then, there, though, this, those, these

Say each word quickly, then slowly. Try varying the speed.

d) ...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.

e) 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” = /θ ɪ ŋ k/, and “that” = /ð æ t/ ... and so on.

f) Practise reading out loud tongue twisters – either to practise a particular phoneme, e.g. /θ/

- 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 /ð/ ...

- 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: /θ/ and /ð/ together, for example:

- This is the third thing that Keith thought was thankless.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

- 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.”*

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Unvoiced “th” Sound in English /θ/

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

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Unvoiced “th” Sound in English /θ/

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 /t/ 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
kighthood
lightheaded
lighthouse
pothead
sweetheart

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Voiced “th” Sound in English /ð/

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 /θ/ Sound where the Plural Form Uses /ð/:

baths
mouths
oaths
paths
truths
youths

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

100 Common Words Using the “th” Sounds in English: /θ/ and /ð/

50 common words using the unvoiced “th” sound /θ/:

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 /ð/:

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

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How Well do you Know the “th” Sounds in English? /θ/ and /ð/

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 /θ/ beside the word if the “th” sound is unvoiced, or /ð/ if the “th” sound is voiced. Tip: there are fifty of each!

although	month	they've
anything	mother	thick
athlete	mouth	thief
author	mouths	thin
bathe	Netherlands	think
bathing suit	nevertheless	third
bathroom	north	thirst
baths	northern	thirteen
birthday	nothing	this
both	other	those
bother	rather (than)	though
breath	rhythm	thousand
breathe	smooth	three
brother	something	through
cathedral	south	throw
clothes	southern	thumb
death	strength	Thursday
depth	teeth	together
earth	than	tooth
either	Thanksgiving	truth
enthusiasm	that	wealthy
everything	the	weather
faithful	theatre	whether
father	their	width
feather	theirs	with
fifth	them	within
fourth	theme park	without
further	themselves	worthy
growth	then	youth
health	there	youths
heather	thereafter	
leather	therefore	
length	these	
mathematics	they	
method	they're	

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How Well do you Know the “th” Sounds in English? /θ/ and /ð/ (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 /θ/ beside the word if the “th” sound is unvoiced, or /ð/ if the “th” sound is voiced. Tip: there are fifty of each!

although /ð/	method /θ/	they /ð/
anything /θ/	month /θ/	they're /ð/
athlete /θ/	mother /ð/	they've /ð/
author /θ/	mouth /θ/	thick /θ/
bathe /ð/	mouths /ð/	thief /θ/
bathing suit /ð/	Netherlands /ð/	thin /θ/
bathroom /θ/	nevertheless /ð/	think /θ/
baths /ð/	north /θ/	third /θ/
birthday /θ/	northern /ð/	thirst /θ/
both /θ/	nothing /θ/	thirteen /θ/
bother /ð/	other /ð/	this /ð/
breath /θ/	rather (than) /ð/	those /ð/
breathe /ð/	rhythm /ð/	though /ð/
brother /ð/	smooth /ð/	thousand /θ/
cathedral /θ/	something /θ/	three /θ/
clothes /ð/	south /θ/	through /θ/
death /θ/	southern /ð/	throw /θ/
depth /θ/	strength /θ/	thumb /θ/
earth /θ/	teeth /θ/	Thursday /θ/
either /ð/	than /ð/	together /ð/
enthusiasm /θ/	Thanksgiving /θ/	tooth /θ/
everything /θ/	that /ð/	truth /θ/
faithful /θ/	the /ð/	wealthy /θ/
father /ð/	theatre /θ/	weather /ð/
feather /ð/	their /ð/	whether /ð/
fifth /θ/	theirs /ð/	width /θ/
fourth /θ/	them /ð/	with /ð/
further /ð/	theme park /θ/	within /ð/
growth /θ/	themselves /ð/	without /ð/
health /θ/	then /ð/	worthy /ð/
heather /ð/	there /ð/	youth /θ/
leather /ð/	thereafter /ð/	youths /ð/
length /θ/	therefore /ð/	
mathematics /θ/	these /ð/	

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)

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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. /kæt/ _____
2. /bɜ:d/ _____
3. /'peŋ.gwɪn/ _____
4. /beə/ _____
5. /kɑ:f/ _____
6. /'bædʒ.ə/ _____
7. /ə'ræŋ.ʊ.tæn/ _____
8. /kə'mi:lɪ.jən/ _____
9. /kaʊ/ _____
10. /'tʃɪk.ən/ _____
11. /'krɒk.ə.daɪl/ _____
12. /'el.ə.fʌnt/ _____
13. /'dɒŋ.ki/ _____
14. /'i:ɡəl/ _____
15. /dʒɪ'rɑ:f/ _____
16. /dʌk bɪld 'plæt.ɪ.pʊs/ _____
17. /'hæm.stə/ _____
18. /'gəʊld.fɪʃ/ _____
19. /raɪ'nɒs.ər.əs/ _____
20. /ʃɑ:k/ _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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 _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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. /'hedʒ.hɒg/ _____
2. /weɪl/ _____
3. /hɔ:s/ _____
4. /kæŋ.gər'u: / _____
5. /sləʊθ/ _____
6. /'kɪt.ən/ _____
7. /'lɑ: .mə / _____
8. /'pəʊ.lə beə/ _____
9. /'mʌŋ.ki/ _____
10. /'lep.əd/ _____
11. /'pɪdʒ.ɪn/ _____
12. /pɪg/ _____
13. /'ʃɪp/ _____
14. /'zeb.rə/ _____
15. /'tʃɪr.tə/ _____
16. /'skwɪr.əl/ _____
17. /maʊs/ _____
18. /'tɔ: .təs/ _____
19. /gəʊt/ _____
20. /'dɒl.fɪn/ _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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 _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Irregular Verbs **from** the IPA 1

Translate 20 common irregular verbs **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /bi:/ _____
2. /ri:d/ _____
3. /kʌm/ _____
4. /si:/ _____
5. /swɪm/ _____
6. /breɪk/ _____
7. /ɪt/ _____
8. /raɪt/ _____
9. /sli:p/ _____
10. /mɪt/ _____
11. /faɪnd/ _____
12. /brɪŋ/ _____
13. /grəʊ/ _____
14. /θɪŋk/ _____
15. /nəʊ/ _____
16. /bɪ'kʌm/ _____
17. /draɪv/ _____
18. /fə'get/ _____
19. /li:v/ _____
20. /rʌn/ _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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 _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Irregular Verbs **from** the IPA 2

Translate 20 common irregular verbs **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /meɪk/ _____
2. /bɪld/ _____
3. /baɪ/ _____
4. /teɪk/ _____
5. /drɪŋk/ _____
6. /let/ _____
7. /hæv/ _____
8. /kæn/ _____
9. /duː/ _____
10. /kætʃ/ _____
11. /rɪŋ/ _____
12. /get/ _____
13. /fiːl/ _____
14. /gəʊ/ _____
15. /pʊt/ _____
16. /peɪ/ _____
17. /weə/ _____
18. /send/ _____
19. /ʌn.də'stænd/ _____
20. /flaɪ/ _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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 _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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. /'fɪf.ti pə'sent of/ _____
2. /baɪ wʌn get wʌn friː/ _____
3. /kləʊzd/ _____
4. /dɪ'seɪ.bld/ _____
5. /faɪə 'ek.sɪt/ _____
6. /'əʊ.pən/ _____
7. /kiːp aʊt/ _____
8. /'ek.sɪt/ _____
9. /'tɔɪ.ləts/ _____
10. /nəʊ dɒg.zə'laʊd ek'sept gaɪ dɒgz/ _____
11. /nəʊ 'paɪ.kɪŋ/ _____
12. /aʊt əv 'ɔː.də/ _____
13. /pʊʃ/ _____
14. /'peɪ.jən dɪs'pleɪ/ _____
15. /plɪːz peɪ hɪə/ _____
16. /nəʊ 'sməʊ.kɪŋ/ _____
17. /'paɪ.kɪŋ prəʊ'hɪb.ɪt.d/ _____
18. /kjuː hɪə/ _____
19. /saɪl/ _____
20. /stɑːf 'əʊn.li/ _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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 _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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. /men/ _____
2. /'leɪ.di:z/ _____
3. /ɪn'geɪdʒd/ _____
4. /pʊl/ _____
5. /weɪ ɪn/ _____
6. /'tɪk.ɪts/ _____
7. /ɪ'mɜ: .dʒən.si 'ek.sɪt/ _____
8. /'veɪ.kən.si:z/ _____
9. /weɪ aʊt/ _____
10. /'deɪn.dʒə/ _____
11. /nəʊ 'fɪʃ.ɪŋ/ _____
12. /'kred.ɪt kɑ:dz æk'sep.tɪd hɪə/ _____
13. /kɪ:p of ðə grɑ:s/ _____
14. /pli:z weɪt/ _____
15. /rɪŋ bel fə.rə'ten.ʃn/ _____
16. /nəʊ bɔ:l geɪmz/ _____
17. /du: nɒ? dɪ'stɜ:b/ _____
18. /'veɪ.kənt/ _____
19. /'praɪ.vət/ _____
20. /sɪz.sɪz.tɪ:'vi: ɪn ɒp.ər'eɪ.ʃn/ _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

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 _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Adjectives) **into** the IPA

Write a definition for each slang phrase below, then translate the slang phrases **into** the International Phonetic Alphabet. (See next page for answers.)

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
<i>He is / She is / He was / She was... etc.</i>		
1. made up	_____	_____
2. pig-headed	_____	_____
3. sarky	_____	_____
4. long-winded	_____	_____
5. savvy	_____	_____
6. minging	_____	_____
<i>It is / It was... etc.</i>		
7. wicked	_____	_____
8. ginormous	_____	_____
9. corny	_____	_____
10. easy-peasy	_____	_____
11. iffy	_____	_____
12. sad	_____	_____
<i>I feel / He feels / She feels... etc.</i>		
13. peckish	_____	_____
14. icky	_____	_____
15. miffed	_____	_____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Adjectives) into the IPA

Answers:

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
<i>He is / She is / He was / She was... etc.</i>		
1. made up	pleased	/meɪ'dʌp/
2. pig-headed	stubborn	/pɪg 'hed.əd/
3. sarky	sarcastic	/'sɑ:.ki/
4. long-winded	talking for too long	/lɒŋ 'wɪn.dəd/
5. savvy	well informed	/'sæv.i/
6. minging	horrible	/'mɪŋ.ɪŋ/
<i>It is / It was... etc.</i>		
7. wicked	brilliant	/'wɪk.ɪd/
8. ginormous	very large	/dʒɑr'nɔ:.məs/
9. corny	clichéd	/'kɔ:.ni/
10. easy-peasy	very easy	/'i:.zi 'pi:.zi/
11. iffy	uncertain	/'ɪf.i/
12. sad	not very good	/səd/
<i>I feel / He feels / She feels... etc.</i>		
13. peckish	quite hungry	/'pek.ɪʃ/
14. icky	sick	/'ɪk.i/
15. miffed	a little upset	/mɪfd/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Nouns) **into** the IPA

Write a definition for each slang phrase below, then translate the slang phrases **into** the International Phonetic Alphabet. (See next page for answers.)

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
	<i>A person who is...</i>	
1. diamond geezer	_____	_____
2. skiver	_____	_____
3. party pooper	_____	_____
4. boy racer	_____	_____
5. yobbo	_____	_____
6. skinflint	_____	_____
7. smoothie	_____	_____
	<i>It's a... / It was a... etc.</i>	
8. rust bucket	_____	_____
9. fiver	_____	_____
10. howler	_____	_____
11. thick ear	_____	_____
12. back hander	_____	_____
13. tenner	_____	_____
14. ear bashing	_____	_____
15. nightmare	_____	_____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Nouns) into the IPA

Answers:

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
	<i>A person who is...</i>	
1. diamond geezer	very genuine and kind	/'daɪə.mənd 'giː.zə/
2. skiver	very lazy	/'skaɪ.və/
3. party pooper	no fun at all	/'pɑː.ti 'puː.pə/
4. boy racer	a fast and reckless driver	/bɔɪ 'reɪ.sə/
5. yobbo	a hooligan	/'jɒ.bəʊ/
6. skinflint	mean with money	/'skɪn.flɪnt/
7. smoothie	a flatterer, but doesn't mean it	/'smuː.ði/
	<i>It's a... / It was a... etc.</i>	
8. rust bucket	rusty old car	/rʌst 'bʌk.ɪt/
9. fiver	five pound note	/'faɪ.və/
10. howler	obvious mistake	/'haʊ.lə/
11. thick ear	slap on the side of the head	/θɪk ɪə/
12. back hander	bribe	/bæk 'hæn.də/
13. tenner	ten pound note	/'ten.ə/
14. ear bashing	telling off	/ɪə 'bæʃ.ɪŋ/
15. nightmare	terrible situation	/'naɪ?.meə/

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 1

1. Write your first name using the IPA: _____

2. Write two words in English that contain the same vowel sound:

a) /ɪ/ _____
b) /æ/ _____

3. Write two words in English that contain the same diphthong:

a) /eɪ/ _____
b) /əʊ/ _____

4. Write two words in English that contain the same consonant sound:

a) /θ/ _____
b) /tʃ/ _____

5. Translate the following sentences into English:

a) /nə'tæʃ.ə 'dʌz.ən wɒn 'ten.i 'sɒs.ɪdʒ.əz/

b) /aɪ ni:d ə 'kʌp.l əv nyu: ʃɜ:ts/

6. Write the following sentences using the IPA (include stress marks):

a) Can I have a drink, please? _____

b) My brother's name is Phil. _____

c) He wants me to go to the theatre. _____

d) There isn't any coffee. _____

7. Write these words in your first language, then translate the results into the IPA:

a) bread _____

b) newspaper _____

c) friend _____

d) shoulder _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 1

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /ɪ/ fish, hill
- b) /æ/ cat, flat

3. Answers will vary, for example:

- a) /eɪ/ train, pain
- b) /eə/ care, there

4. Answers will vary, for example:

- a) /θ/ thumb, think
- b) /tʃ/ chair, itch

5.

a) Natasha doesn't want any sausages.

b) I need a couple of new shirts.

6.

a) Can I have a drink, please? /kæn aɪ hæv ə drɪŋk pli:z/

b) My brother's name is Phil. /maɪ 'brʌð.əz neɪm ɪz fɪl/

c) He wants me to go to the theatre. /hi: wɒns mi: tə ɡəʊ tə ðə 'θiə.tə/

d) There isn't any coffee. /ðeə 'ɪz.ən 'ten.i 'kɒf.i/

7. Answers will vary.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 2

1. Write your favourite food using the IPA: _____

2. Write two words in English that contain the same vowel sound:

a) /ʊ/ _____
b) /ə/ _____

3. Write two words in English that contain the same diphthong:

a) /əʊ/ _____
b) /ɪə/ _____

4. Write two words in English that contain the same consonant sound:

a) /ʃ/ _____
b) /ð/ _____

5. Translate the following sentences into English:

a) /wɪə 'gəʊ.ɪŋ tə 'vɪz.ɪŋ ðə mju:'zi:.əm tə'deɪ/

b) /ðɪs traɪn wɪl li:v æ? θri: 'fɔ:.ti nam/

6. Write the following sentences using the IPA (include stress marks):

a) Where is the nearest hospital? _____

b) Ken runs his own shoe company. _____

c) We usually have lunch at one. _____

d) Hi James. How are your boys? _____

7. Write these words in your first language, then translate the results into the IPA:

a) table _____

b) photos _____

c) electricity _____

d) scissors _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 2

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /ʊ/ book, push
- b) /ə/ computer, sofa

3. Answers will vary, for example:

- a) /əʊ/ phone, grown
- b) /ɪə/ here, pier

4. Answers will vary, for example:

- a) /ʃ/ short, wish
- b) /ð/ the, mother

5.

a) We're going to visit the museum today.

b) This train will leave at three forty nine.

6.

a) Where is the nearest hospital? /weə ɪz ðə 'niəst 'hɒs.pɪ.təl/

b) Ken runs his own shoe company. /ken rʌnz hɪz əʊn ʃu: 'kʌm.pə.ni/

c) We usually have lunch at one. /wi: 'ju:zə.li hæv lʌntʃ æ? wʌn/

d) Hi James. How are your boys? /haɪ dʒeɪmz 'hæ.wə yɔ: bɔɪz/

7. Answers will vary.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 3

1. Write your favourite colour using the IPA: _____

2. Write two words in English that contain the same vowel sound:

a) /i:/ _____
b) /ʌ/ _____

3. Write two words in English that contain the same diphthong:

a) /aɪ/ _____
b) /aʊ/ _____

4. Write two words in English that contain the same consonant sound:

a) /dʒ/ _____
b) /ŋ/ _____

5. Translate the following sentences into English:

a) /'lɜ:.nɪŋ 'ɪŋ.gɪf 'ʃʊd.əm bi 'bɔ:.rɪŋ/

b) /hæv ju: 'fɪn.ɪʃ 'du:.wɪŋ ði 'aɪə.nɪŋ jet/

6. Write the following sentences using the IPA (include stress marks):

a) Not everybody likes chocolate. _____

b) Suddenly, the doorbell rang. _____

c) Cheese sandwiches are delicious. _____

d) Vegetables are not expensive. _____

7. Write these words in your first language, then translate the results into the IPA:

a) afternoon _____

b) family _____

c) reading _____

d) shorts _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 3

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /i:/ tree, eat
- b) /ʌ/ up, done

3. Answers will vary, for example:

- a) /aɪ/ shine, sign
- b) /aʊ/ cow, foul

4. Answers will vary, for example:

- a) /dʒ/ jam, gem
- b) /ŋ/ sing, think

5.

- a) Learning English shouldn't be boring.
- b) Have you finished doing the ironing yet?

6.

- a) Not everybody likes chocolate. /nɒ? 'ev.rɪ.bɒd.i laɪks 'tʃɒk.lət/
- b) Suddenly, the doorbell rang. /'sʌd.n.li ðə 'dɔ:.bel ræŋ/
- c) Cheese sandwiches are delicious. /tʃi:z 'sæm.wɪdʒ.əz ɑ: dr'liʃ.əs/
- d) Vegetables are not expensive. /'vedʒ.tə.blz ɑ: nɒ? ɪk'spen.sɪv/

7. Answers will vary.

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 4

1. Write the name of your country using the IPA: _____

2. Write two words in English that contain the same vowel sound:

a) /ɜ:/ _____
b) /ɑ:/ _____

3. Write two words in English that contain the same diphthong:

a) /ɔɪ/ _____
b) /ʊə/ _____

4. Write two words in English that contain the same consonant sound:

a) /ʒ/ _____
b) /j/ _____

5. Translate the following sentences into English:

a) /wi: ɡɒʔ 'mæɪ.ɪd ɪn 'eɪ.prəl ɑ:s jɪə/

b) /ðə 'swɪm.ɪŋ pu:l 'wɒz.n 'ver.i 'bɪz.i/

6. Write the following sentences using the IPA (include stress marks):

a) What's your favourite film? _____

b) My friends will be here soon. _____

c) Fresh spring water is pure. _____

d) The toys were made in China. _____

7. Write these words in your first language, then translate the results into the IPA:

a) dining room _____

b) clothes _____

c) aeroplane _____

d) lettuce _____

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 4

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /ɜ:/ *bird, heard*
- b) /ɑ:/ *palm, fam*

3. Answers will vary, for example:

- a) /ɔɪ/ *boy, soil*
- b) /ʊə/ *pure, fewer*

4. Answers will vary, for example:

- a) /ʒ/ *television, usually*
- b) /j/ *yacht, youth*

5.

- a) We got married in April last year.
- b) The swimming pool wasn't very busy.

6.

- a) What's your favourite film? /wɒʔs ɹɔ: 'feɪ.və.rət fɪlm/
- b) My friends will be here soon. /maɪ frenz wɪl bi hɪə su:n/
- c) Fresh spring water is pure. /fref sprɪŋ 'wɔ:.tə ɪz pjʊə/
- d) The toys were made in China. /ðə tɔɪz wɜ: meɪd ɪn 'tʃaɪ.nə/

7. Answers will vary.

Talk a Lot is a brand new spoken English course for the 21st century.

The course objectives are very simple:

- ✓ Every student talking in English
- ✓ Every student listening to English
- ✓ Every student thinking in English, and
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Talk a Lot Elementary is suitable for students at the following levels:

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Elementary	to A2	KET
Pre-Intermediate	to B1	PET

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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