



Syllabus

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Consonant Clusters

Unit

1 Consonant sounds

Learning focus

Students learn the difference between consonant letters and consonant sounds, and practise saying consonant clusters in the middle of words.

2 Clusters at the start of a word

Learners recognise and pronounce clusters at the start of a word with the sounds /r/, /l/, /j/, and /w/.

3 Clusters starting with /s/

Learners build words that start with a consonant cluster with /s/ and practise pronouncing them in sentences and with tongue twisters.

4 Clusters at the end of a word

Learners listen and spot the difference between words that end with a cluster or with a single consonant sound, and practise pronouncing them.

5 Clusters and grammar

Learners focus on plurals, on 3rd person singular endings /s/ and /z/, and on the /t/ and /d/ sounds in the simple past.



Word stress

Unit

1 Recognising stress in words

Learning focus

Students learn to listen for syllables in individual words, and to identify where the stress falls. They practise repeating individual words.

2 Stress patterns

Learners explore stress patterns in longer words, learn how to check stress in a dictionary, and practise saying three- and four-syllable words.

3 Unstressed syllables

Students learn about the importance of unstressed syllables, and practise saying weak vowel sounds in unstressed syllables and in common word endings.

4 Stress in two-syllable words

Students learn about common stress patterns for two-syllable nouns, adjectives and verbs, and practise listening to them and saying them.

5 Suffixes that affect word stress

Learners focus on suffixes that change the stress of a word, and practise saying the stress in words with common suffixes.



Connected speech

Unit

1 Short forms

Learning focus

Students focus on the pronunciation of short forms of verbs (e.g. *be, have, will, would...*) and on negatives.

2 Joining to a vowel

Learners focus on joining words together in normal speech and practise joining words which end in a consonant or a vowel sound with a word that starts with a vowel sound.



Syllabus

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| 3 | Joining consonants | Students learn about and practise joining a word which ends in a consonant sound with one which begins with a consonant sound (e.g. <i>back door</i>) |
| 4 | Words ending in /t/ or /d/ | Learners focus on joining words ending with /t/ or /d/ with a word which begins with a consonant sound (e.g. <i>don't know, quite good, fried potato</i>) |
| 5 | Disappearing sounds | Learners practise listening to and repeating <i>going to (gonna), got to (gotta)</i> and <i>want to (wanna)</i> , and the disappearing /h/ in (e.g. <i>I met_him.</i>) |



Sentence stress

Unit

- 1 Recognising sentence stress
- 2 Unstressed words in sentences
- 3 Stress and the verb 'be'
- 4 Stress and auxiliary verbs
- 5 Sentence stress and emphasis

Learning focus

- Students learn about stressing the important 'content' words in phrases, and learn to recognise and produce stress patterns.
- Learners focus on unstressed words in the rhythm of a sentence. They practise saying stressed and unstressed words in a poem.
- Students listen and decide when the verb 'be' is stressed (e.g. in negatives and short answers) and when it is unstressed.
- Students learn when other auxiliary verbs (e.g. *do, have, can*) are stressed and when they are unstressed. They listen and practise.
- Students learn about using additional stress on 'content' words for emphasis and for correction. They practise recognising and producing this additional stress.



Intonation

Unit

- 1 Recognising intonation
- 2 Standard intonation
- 3 Intonation for emphasis
- 4 Clarifying information
- 5 Expressing attitude

Learning focus

- Learners focus on recognising and producing the two basic types of intonation: rising intonation and falling intonation.
- Students learn about and practise standard intonation in statements and questions: falling in statements and wh- questions; rising in yes/no questions.
- Students learn to recognise the role of intonation in emphasis, and practise putting emphasis on different words, with the correct intonation.
- Students learn about and practise using 'surprised' intonation to check something. (e.g. 'The train leaves at 4 a.m.' 'What time does it leave?')
- Students learn and practise three intonation patterns for expressing attitude and opinion: positive, negative and undecided.