## **Contents**

| From the authors   |                                       | Page 3             |   | Test the teacher            | Page 61 |
|--|---------------------------------------|--------------------|---|-----------------------------|---------|
|  |                                       |                    |   | A little alliteration       | Page 62 |
| Pa   | rt A                                  | Page 7             |   | Rhyme time                  | Page 63 |
| Eron   | n mouthful of air to atream of accord | Page 12            | Sound symbolism                                       | Page 64                     |         |
| From mouthful of air to stream of sound Sounds, symbols, spelling and stress |                                       | Page 12<br>Page 31 |   | Bilingual minimal pairs     | Page 65 |
|  |                                       |                    |   | Comparing sounds            | Page 66 |
| Pa   | ert B                                 | Page 37            |   | CD Track 49                 |         |
|  |                                       | Ü                  |   | Listening for numbers       | Page 67 |
|  | Introducing                           |                    |   |                             |         |
|  | pronunciation                         | Page 39            | 3   | Sounds and spelling         |         |
|  | the phonemic chart                    | Page 40            |   | A, B, C, D, Easy            | Page 68 |
|  | the phonemic symbols                  | Page 41            |   | A, B, C                     | Page 69 |
|  | syllables                             | Page 42            |   | A phonemic word race        | Page 70 |
|  | word stress                           | Page 43            |   | Vowels and diphthongs       | Page 70 |
|  | consonant clusters                    | Page 44            |   | Phonemic DIY                | Page 71 |
|  | CD Tracks 45-48                       |                    |   | Sounds maze                 | Page 72 |
|  | tonic prominence                      | Page 46            |   | Deciphering a transcription | Page 73 |
|  | intonation patterns                   | Page 47            |   | Homophones dictation        | Page 74 |
|  | r                                     |                    |   | Homophones matching         | Page 74 |
| 2  | Sounds                                |                    |   | Odd homophone out           | Page 75 |
|  |                                       | D 40               |   | Initial 'a'                 | Page 76 |
|  | Create your own chart                 | Page 49            |   | How many syllables?         | Page 77 |
|  | Recognising the symbols               | Page 50            | Tough enough<br>Read or read?                         | Page 78                     |         |
|  | Sounds bingo                          | Page 50            |   | Read or read?               | Page 79 |
|  | Vowel chanting                        | Page 51            |   | Sounds search               | Page 80 |
|  | Miming sounds                         | Page 51            | R   | Rhyming sounds              | Page 80 |
|  | /h/ through whispering                | Page 52            |   | Rhymes in phrases           | Page 81 |
|  | Split sentences                       | Page 53            |   | CD Tracks 50-53             |         |
|  | Endings and beginnings                | Page 54            | Pronouncing abbreviations Starring schwa  Word stress |                             | Page 82 |
|  | Sounds game                           | Page 55            |   | *                           | Page 84 |
|  | Sounds hangman                        | Page 56            |   | 1.00001                     |         |
|  | A bagful of sounds                    | Page 56            |   | Word stress                 |         |
|  | Phonemic scrabble                     | Page 57            |   | _                           |         |
|  | Sounds-vocabulary game                | Page 58            |   | A simple sorting activity   | Page 85 |
|  | Odd one out                           | Page 58            |   | Stress patterns race        | Page 86 |
|  | Making a difference                   | Page 59            |   | Stress pattern prompts      | Page 86 |
|  | Sorting sounds                        | Page 60            |   | Odd stress out              | Page 87 |
|  | Sounds discrimination                 | Page 60            |   | Not quite identical twins   | Page 88 |



|   | Stress patterns into words    | Page 89  | Tonic prominence production | Page 123  |
|---|-------------------------------|----------|-----------------------------|-----------|
|   | Word families                 | Page 90  | Reciting                    | Page 123  |
|   | Who does what?                | Page 91  | Poetry to prose and back    | Page 125  |
|   | Everything but                | Page 92  | Correct the teacher         | Page 126  |
|   | A white blackbird?            | Page 93  | Intonational Simon says     | Page 128  |
|   | Disappearing text             | Page 94  | Contrastive stress          | Page 127  |
|   | Revising vocabulary in a text | Page 95  | CD Tracks 73-93             |           |
|   | CD Tracks 54-57               |          | Mystery text                | Page 130  |
|   | Streets ahead                 | Page 96  | Pause for thought           | Page 131  |
|   | See you this afternoon        | Page 97  | Lift off!                   | Page 133  |
|   | Compound adjectives           | Page 98  | Chanting lists              | Page 135  |
|   | •                             |          | Long tails                  | Page 136  |
| 5 | Connected speech              |          | I did tell you              | Page 137  |
|   | Weak forms and grammar        | Page 100 | Who's got the tickets?      | Page 139  |
|   | Breadnbutter                  | Page 101 | Agreeing                    | Page 141  |
|   | Comic effect                  | Page 102 | I bet you did!              | Page 142  |
|   | Fine doubt                    | Page 103 | If only                     | Page 143  |
|   |                               | ruge 103 | Not exactly                 | Page 144  |
|   | CD Tracks 58-72               |          | Tag along                   | Page 145  |
|   | Teach a teacher               | Page 104 | The best answer you can     | Page 147  |
|   | Nothing a tall                | Page 105 | The thing is                | Page 148  |
|   | Schwa in many guises          | Page 107 | Well                        | Page 149  |
|   | Strong or weak?               | Page 108 | Actually                    | Page 150  |
|   | Auxiliary spotting            | Page 109 | Being right and being wrong | Page 152  |
|   | To contract – or not?         | Page 110 | Guessing a drawing          | Page 153  |
|   | What was that word?           | Page 111 |                             | C         |
|   | Disconnecting speech          | Page 112 | Part C                      | Page 155  |
|   | Goob morning                  | Page 114 |                             | 2 480 200 |
|   | Assimilation and elision      | Page 115 | More about pronunciation    | Page 156  |
|   | How many words?               | Page 116 | More about learners         | Page 162  |
|   | Short cuts                    | Page 117 | More about teaching         | Page 164  |
| 6 | Stress, rhythm and intonation |          | From the editors            | Page 175  |
|   | D 1.1                         | D 110    | From the publisher          | Page 176  |
|   | Body language                 | Page 119 | r                           | 3         |
|   | Dos and don'ts                | Page 119 |                             |           |
|   | Shadowing                     | Page 120 |                             |           |
|   | Stress and unstress           | Page 121 |                             |           |
|   | Tonic prominence recognition  | Page 122 |                             |           |