



Syllabus

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Consonant Clusters

Unit

- 1 Consonant sounds
- 2 Clusters at the start of a word
- 3 Clusters starting with /s/
- 4 Clusters at the end of a word
- 5 Clusters and grammar

Learning focus

- Students learn the difference between consonant letters and consonant sounds, and practise saying consonant clusters in the middle of words.
- Learners recognise and pronounce clusters at the start of a word with the sounds /r/, /l/, /j/, and /w/.
- Learners build words that start with a consonant cluster with /s/ and practise pronouncing them in sentences and with tongue twisters.
- Learners listen and spot the difference between words that end with a cluster or with a single consonant sound, and practise pronouncing them.
- 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
- 2 Stress patterns
- 3 Unstressed syllables
- 4 Stress in two-syllable words
- 5 Suffixes that affect word stress

Learning focus

- Students learn to listen for syllables in individual words, and to identify where the stress falls. They practise repeating individual words.
- Learners explore stress patterns in longer words, learn how to check stress in a dictionary, and practise saying three- and four-syllable words.
- Students learn about the importance of unstressed syllables, and practise saying weak vowel sounds in unstressed syllables and in common word endings.
- Students learn about common stress patterns for two-syllable nouns, adjectives and verbs, and practise listening to them and saying them.
- 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
- 2 Joining to a vowel

Learning focus

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

Learning focus

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| 1 | Recognising sentence stress | Students learn about stressing the important 'content' words in phrases, and learn to recognise and produce stress patterns. |
| 2 | Unstressed words in sentences | Learners focus on unstressed words in the rhythm of a sentence. They practise saying stressed and unstressed words in a poem. |
| 3 | Stress and the verb 'be' | Students listen and decide when the verb 'be' is stressed (e.g. in negatives and short answers) and when it is unstressed. |
| 4 | Stress and auxiliary verbs | Students learn when other auxiliary verbs (e.g. <i>do, have, can</i>) are stressed and when they are unstressed. They listen and practise. |
| 5 | Sentence stress and emphasis | Students learn about using additional stress on 'content' words for emphasis and for correction. They practise recognising and producing this additional stress. |



Intonation

Unit

Learning focus

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| 1 | Statements and wh-questions | Students learn about and practise standard intonation in statements and wh-questions, identifying where intonation falls. |
| 2 | Yes / no questions | Students learn about and practise standard intonation in yes / no questions, identifying where intonation rises. |
| 3 | Clarifying information | Students learn about and practise using 'surprised' intonation to check something. (e.g. 'The train leaves at 4 am' 'What time does it leave?') |
| 4 | Recognising different intonation | Students identify and review three types of intonation, practising simple phrases with different intonation. |