

Syllabus

- Consonant clusters**
- Unit 1: **Consonant sounds.** Students learn the difference between consonant letters and consonant sounds, and practise saying consonant clusters in the middle of words.
 - Unit 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/.
 - Unit 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.
 - Unit 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.
 - Unit 5: **Consonant clusters and grammar.** Learners focus on the plural and 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.** Students learn to listen for syllables in individual words, and to identify where the stress falls. They practise repeating individual words.
 - Unit 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.
 - Unit 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.
 - Unit 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.
 - Unit 5: **Suffixes that affect word stress.** Learners focus on four suffixes that change the stress of a word, and practise saying the stress in words with common suffixes.

- Connected speech**
- Unit 1: **Short forms.** Students focus on the pronunciation of short forms of verbs (e.g. *be, have, will, would...*) and on negatives. They watch an interview and answer questions.
 - Unit 2: **Joining a consonant to a vowel.** Learners focus on joining words together in normal speech, specifically words which end in a consonant sound and are followed by a vowel sound.
 - Unit 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. *back door*)





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- Unit 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. *don't know, quite good, fried potato*)
- Unit 5: **Disappearing sounds.** Learners practise listening to and repeating *going to (gonna), got to (gotta)* and *want to (wanna)*, and the disappearing /h/ in *I met_him*.

Sentence stress

- Unit 1: **Recognising sentence stress.** Students learn about stressing the important "content" words in phrases and learn to recognise and produce stress patterns.
- Unit 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.
- Unit 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.
- Unit 4: **Stress and auxiliary verbs.** Students learn when other auxiliary verbs (e.g. *do, have, can*) are stressed and when they are unstressed. They listen and practise.
- Unit 5: **Sentence stress and emphasis.** Students learn about using additional stress on "content" words for emphasis and for correction. They practise recognising and producing.

Intonation

- Unit 1: **Recognising intonation.** Learners focus on recognising and producing the two basic types of intonation: rising intonation and falling intonation.
- Unit 2: **Standard intonation.** Students learn about and practise standard intonation in statements and questions: falling in statements and wh- questions; rising in yes/no questions.
- Unit 3: **Intonation for emphasis.** Students learn to recognise the role of intonation in emphasis, and practise putting emphasis on different words, with the correct intonation.
- Unit 4: **Clarifying information.** 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?")
- Unit 5: **Expressing attitude.** Students learn and practise three intonation patterns for expressing attitude and opinion: positive, negative and undecided.