

Class 2: Traveling vowels /eɪ/ and aɪ/

Remember to share your answers in the comment section!

Complete the following word squares using IPA to make the words in the box. Then, record yourself saying all the words out loud.

time sane might tire same male write nail

s	eɪ	n
eɪ		eɪ
	eɪ	

	aɪ	
aɪ		aɪ
	aɪ	



Use a recording device!

Class 3: Diphthongs /aʊ/ /oʊ/ /ɔɪ/

Remember to share your answers and recording in the comment section!

Complete the sentences using words from the box that contain the /aʊ/ /oʊ/ and /ɔɪ/ traveling sounds. The vowel sound is given. Then, record yourself reading the sentences out loud.

found episode alone potatoes join avoid flower
tomatoes grocery voice noise

1. I /aʊ/ _____ a beautiful /aʊ/ _____ in the garden.
2. Leave me /oʊ/ _____! Can't you see I'm trying to /ɔɪ/ _____ you?
3. We are watching the last /oʊ/ _____ of our favorite TV show. Do you want to /ɔɪ/ _____ us?
4. Can you get me /oʊ/ _____ and /oʊ/ _____ from the /oʊ/ _____ store?
5. Lower your /ɔɪ/ _____! You are making so much /ɔɪ/ _____!



Use a recording device!

Class 4: Here comes the bossy R!

Remember to share your answers and recordings in the comment section!

Complete the text while listening to the Audiostory. Then, record yourself reading it out loud.

There once was a _____ named _____ who grew up without her _____. One day, she asked _____ mother how she would be able to _____ her father if she never knew him.

'At _____' her _____ said, 'your skin was _____, like a _____! At _____ they said it was a _____ so I went to see a _____ who told me to feed you _____. I did as he said, _____ some _____, added the garlic and prepared an _____. You drank a whole glass but your skin went from purple to green!'

Desperate, her mother took her to see a _____. 'I know what can help her skin _____ pink, like yours!' said the nurse, and she gave Piper _____ slices. But, sadly, this did not help and it only made the little girl very _____. And, just when Piper's mother was about to give up, she met a very _____.

This pirate had been to many places in his lifetime but his _____ one was a secret island. 'On this island, magical things happen!' said the pirate. 'You must believe me when I tell you this kind of magic can turn her skin as white as snow'. He promised to take Piper and her mother to the island in exchange for a hot meal and a place to stay _____ the night. After eating three bowls of Piper's mother's special soup, he fell asleep right on the table. The next morning, the three of them went on _____ and the ship set sail.

When they got to the island, the pirate led them through a _____ cave. Inside, they found the most _____. The pirate grabbed it and gave it to Piper's mother. 'If you tickle the girl with the feather and she laughs, your wish will come true.' The mother did as he said and the girl laughed so _____ that her skin started getting brown! 'She has her father's skin!' The mother cried.

'So, if you want to remember your father,' her mother said, 'just look in the mirror. A beautiful _____ of him will always be with you even if he is not _____'.



Use a recording device!

Class 5: Almost a vowel sounds

Remember to share your answers and recording in the comment section!

Complete the monologue with the words from the box. The consonant sound is given. Then, record yourself saying the monologue.

home yellow head walked waste wet sandwich
water happy euros weather you where

I was about to get /h/_____ when I saw a really bright /j/_____ light. I followed it and /w/_____ for miles. I got lost but then I found a store /w/_____ I bought a bottle of /w/_____ and a turkey /w/_____. Exhausted but /h/_____ I kept going but the /w/_____ changed and rain started to pour down so I had no option but to /h/_____ back. I was soaking /w/_____ and it seemed it had all been a /w/_____ of time but then I looked down and I found 500 /j/_____ on the floor! Can /j/_____ believe it?



Use a recording device!

Class 6: SH Sounds: Post-Alveolar Fricatives

Remember to share your answers and recording in the comment section!

Complete the sentences using words from the box that contain the /ʃ/ and /ʒ/ sounds. Then, record yourself reading the sentences out loud.

shave fresh shampoo sugar usual wash she
shook conclusion decision finished

1. When the meeting /ʃ/_____ they /ʃ/_____ hands.
2. He asked the barber to /ʃ/_____ his hair with /ʃ/_____ and then /ʃ/_____ off his beard.
3. /ʃ/_____ likes to put a spoonful of /ʃ/_____ in her tea.
4. Fruits were clean and /ʃ/_____, as per /ʒ/_____.
5. The /ʒ/_____ is: we need to make a /ʒ/_____ ASAP*.

* **ASAP** = *as soon as possible*



Use a recording device!

Class 7: Post-Alveolar Affricates

Remember to share your answers and recording in the comment section!

Complete the sentences using words from the box that contain the /tʃ/ and /dʒ/ sounds. Then, record yourself reading the sentences out loud.

knowledge Nigeria cheating future kitchen
subject Egypt generations fridge match

1. They're lost! The only way they could win the /tʃ/_____ is by /tʃ/_____.
2. /dʒ/_____ and /dʒ/_____ are both in Africa.
3. You seem to have a lot of /dʒ/_____ about this particular /dʒ/_____.
4. Inaction on climate change will affect /tʃ/_____ /tʃ/_____.
5. The /dʒ/_____ is in the /tʃ/_____.



Use a recording device!

Class 8: TH Sounds: Dental Fricatives

Remember to share your answers and recording in the comment section!

Put the following words in the correct column. Then, record yourself reading them out loud.

throughout thought through though those
although neither youth worth other

<i>/θ/</i> as in <i>thing</i>	<i>/ð/</i> as in <i>that</i>



Use a recording device!

Class 9: Consonant Clusters

Remember to share your answers and recording in the comment section!

Spot the words that are wrong in each sentence and write the correct words next to each one. Then, record yourself saying all the corrected sentences out loud.

1. If your tooth **rakes**, you will be in a lot of pain. **breaks** / _____
2. The ice cream was so cold, it froze my rain. _____ / _____
3. Jessica doesn't like planes. She gets really cared during lights. _____ / _____
4. We too a picture of that famous ridge. _____ / _____
5. My son ran to get to cool on time. He arrived drenched in swear. _____ / _____



Use a recording device!

Class 10: Irregular Verbs

Remember to share your answers and recording in the comment section!

Complete the chart of irregular verbs. Then, record yourself saying all the words in the chart.

Base form	Past tense	Part participle
keep		
		paid
	rose	
forgive		
		flown
	bought	



Use a recording device!

Class 11: Contractions for fluency

Remember to share your answers and recording in the comment section!

Complete the following sentences using the contracted form of the words in the box. Then, record yourself saying the sentences out loud.

has not must have must not do not would have
had not will not can not should not does not


1. If the lifeguard _____ saved her, she _____ drowned.
2. Peter _____ arrived yet. Something _____ happened to him!
3. I _____ believe you are smoking! You _____ do that inside a hospital!
4. Kim and Brad really _____ be yelling at each other. _____ they say that kind of behavior is bad for a relationship?
5. We _____ believe her lies! Clearly, she _____ want to tell the truth!





Use a recording device!

Class 12: Linking Sounds

Remember to share your answers and recording in the comment section!

Draw a  symbol to show where you can join two words in each sentence (*consonant to consonant, consonant to vowel or vowel to vowel*). Don't forget to record yourself reading all the sentences out loud.

1. What  do you have  to lose?
2. We need to figure out how to get out of here!
3. The General Electric Company is based in New York.
4. Could you let me in? I'm freezing!
5. You can unsubscribe at any time.
6. Is that your idea of fun?
7. Keep in mind that you promised to clean the kitchen.
8. Get your act together!



Use a recording device!

Class 13: Color or Colour?

Remember to share your answers in the comment section!

Choose the correct answer: *American (A) or British (B)?*

- | | | |
|---|---|---|
| 1. It's a non-rhotic accent: | A | B |
| 2. /prə'zju:m/ (presume) is the IPA transcription in: | A | B |
| 3. r-coloring applies in this accent. | A | B |
| 4. cent re is written correctly. | A | B |
| 5. anal og is written correctly. | A | B |
| 6. t-glottalization is common (e.g. Cockney accent). | A | B |

Class 14: Homonyms, Homophones and Homographs

Remember to share your answers and recording in the comment section!

Listen to the Role Play: two speakers are having a conversation about public speaking. Match the words in the left column with all their possible meanings. Then, record yourself saying all the words out loud (*consider some may be homographs and have two different pronunciations*).

1. address
2. waist
3. play
4. waste
5. face
6. bright
7. kind

- To deal with a problem.
- A place where someone lives.
- Filled with light.
- Take part in a game.
- A type of something.
- Part of the body above the hips.
- Use or expend carelessly, extravagantly, or to no purpose.
- The front of the head.
- A piece of writing for theater or radio.
- Very smart.
- To speak or write to someone.
- Caring.








Use a recording device!

Class 15: Word Stress

Remember to share your answers and recording in the comment section!

Complete the chart with the words from the box according to their stress pattern. Then, record yourself saying all the words out loud.

money forget Saturday afternoon September
holiday picture enjoy important employee

				
MONEy				



Use a recording device!

Class 16: Stress in Compound Words

Remember to share your answers and recording in the comment section!

Complete the chart with the words from the box. Don't forget to record yourself reading all the compound words out loud.

earphones easy-going washing machine
pancakes gold necklace Fifth Avenue

FIRST PART		SECOND PART	
noun + noun		adj + verb (-ing)	
verb (-ing) + noun		manufacture rule	
Food item		location rule	



Use a recording device!

Class 17: Lazy Stress or Moving Stress?

Remember to share your answers and recording in the comment section!

Complete the charts and mark where the stress is. Don't forget to record yourself reading all the words out loud (short and long).

original word	<u>na</u>	tion			
-al					
-ity			al		

original word		<u>self</u>			
-fish					
un-			fish		
-less					

original word	<u>pho</u>	to	graph		
-er					
-ic					



Use a recording device!

Class 18: Stress Patterns in Sentences

Remember to share your answers and recording in the comment section!

Listen to the Audio Role-Play: the speaker is reading the poem *Do Not Stand At My Grave and Weep* by Mary Elizabeth Frye. Underline the words the speaker is stressing and, in the squares next to the words, write down a **C** for content words or an **F** for function words. Then, record yourself reading the poem.

Do not stand at my grave and weep,

C	C	C	C

I am not there; I do not sleep.

--	--	--	--

I am a thousand winds that blow,

--	--	--

I am the diamond glints on snow.

--	--	--	--

I am the sunlight on ripened grain,

--	--	--

I am the gentle autumn rain.

--	--	--

When you awaken in the morning's hush,

--	--	--

I am the swift uplifting rush

--	--	--	--

Of quiet birds in circled flight.

--	--	--	--

I am the soft stars that shine at night.

--	--	--	--	--

Do not stand at my grave and cry,

--	--	--

I am not there; I did not die.

--	--	--	--

Remember: stressing **function words (F)** is a matter of style. By doing so we are emphasizing what we consider is important information or creating special meaning.



Use a recording device!

Class 19: Playing With Pauses

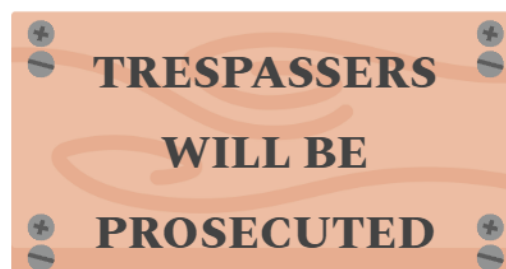
Remember to share your answers and recording in the comment section!

Listen to the Audio - Role Play: the speaker is reading a fragment from *The Selfish Giant* by Oscar Wilde, listen to how ideas are divided into smaller speech units. Mark where the speaker is taking pauses with the // symbol. Then, record yourself reading the same fragment.

Every afternoon, // as they were coming from school, // the children used to go and play in the Giant's garden. // It was a large lovely garden with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the springtime broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' They cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish Ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing here?' he cried in a very gruff voice, and the children ran away. 'My own garden is my own garden,' said the Giant; 'any one can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice-board.



He was a very selfish Giant.

Class 20: Playing With Tone

Remember to share your answers and recording in the comment section!

Listen to the Role Play: A boss and his employee are having a meeting. Mark which tone the speakers are using at the end of each sentence or idea. Use the ↗ symbol for rising tones and the ↘ symbol for falling tones. Then, play the audio again, pause and record yourself repeating each line.

Mrs. Miles: Good morning, Ben. (Statement)

Ben: Good morning, Mrs. Miles. Thanks for meeting me today.

Mrs. Miles: What is it that you wanted to talk about?

Ben: I'm very concerned about the upcoming deadline.

Mrs. Miles: You mean the project that is due by the end of the week?

Ben: Yes. I've been working non-stop and I'm afraid I won't be able to finish it on time.

Mrs. Miles: The work is urgent, Ben. The client is waiting. Have you considered

working late?

Ben: I'm always the last person to leave the office and the first one to come in.

Mrs. Miles: But you are behind schedule.

Ben: I don't mean to be rude but I've been working as fast as I can! I need additional support. The workload has become unmanageable.

Mrs. Miles: Thank you for letting me know, Ben. I'll see who can help you from your department and the work will be properly distributed. This project must be finished by the end of the week and we must do what it takes to make it happen.

Ben: Yes, Mrs. Miles. Thank you for understanding.

Mrs. Miles: And now that you mention it , I do know you have a strong commitment towards our company and I really appreciate your contributions this year. Why don't we schedule another meeting to discuss your pay? Let's turn in that project on Friday and we will meet again next Tuesday at 10:00am.

Ben: Thank you, Mrs. Miles! I will keep you posted on all developments.



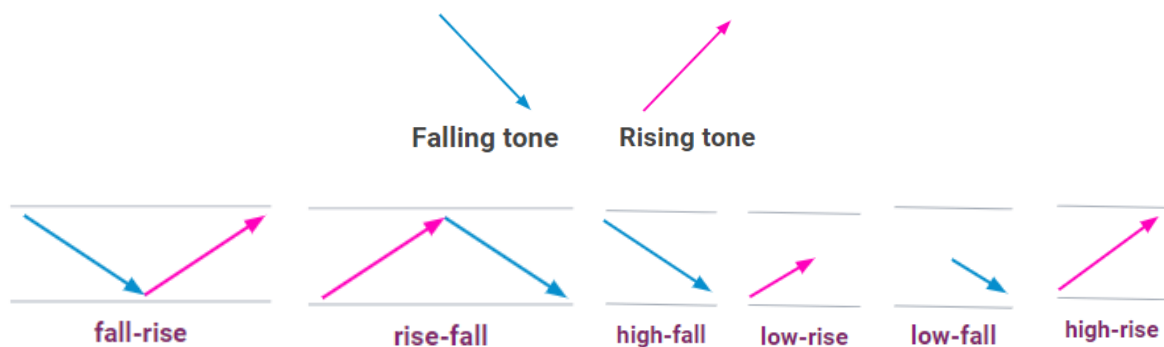
Use a recording device!


Class 21: Playing With Meaning


Remember to share your answers and recording in the comment section!


Listen to the Role Play: two students are working on a school project. Underline the words they are stressing and mark with arrows which tone is being assigned to each dialogue. After listening, record yourself imitating each line in the dialogue.

You can use:



Student A: Ravee, The Platzi teacher said we have to present at least two interesting facts about any animal or animals we choose.  (Statement - falling tone)

Student B: Did she really say that? 

Student A: Trust me, I write everything down. 

Student B: I have one! Owls don't have eyeballs so they can't move their eyes! That's why they have to move their flexible necks to look around.

Student A: Everyone knows that.

Student B: Octopuses have three hearts?

Student A: Not good enough.

Student B: Right! Wild dolphins call each other by names. They let out a unique whistle to identify each other.

Student A: Think harder!

Student B: Okay, some penguin species propose to females by giving them a pebble. If the female accepts the pebble , she uses it to build a nest , and the pair bonds for life.

Student A: That's it! Our theme will be: *Ocean Love*.

Student B: I like it. Can we mention that male seahorses are the ones to get pregnant, carrying up to 1,500 eggs in their pouch until they hatch?

Student A: Sure. You can do all the research and I'll do the talking.

Student B: Can't wait!



Use a recording device!