

flowchase

STUDENT'S BOOK



Handouts and key answers

Student's cheat sheet

Table of contents

Topic 1: Focus Word	5
Definition and tutorials	6
Class activities: handouts	9
Topic 2: Word stress	15
Definition and tutorials	16
Class activities: handouts	19
Topic 3: Vowel contrast /i:/ and /ɪ/	23
Definition and tutorials	24
Class activities: handouts	27
Topic 4: -ED endings	33
Definition and tutorials	34
Class activities: handouts	37
Topic 5: Vowel contrast /ɔ:/ and /əʊ/	42
Definition and tutorials	43
Class activities: handouts	46
Key answers	54

Topic 1

Focus Words



Student's cheat sheet

Topic 1: Focus words

1. Sentence stress: a definition

Sentence stress refers to the way English speakers highlight one or more words in each sentence. We call those focus words.

The emphasis is created by pronouncing their stressed syllable louder, longer and with a pitch change. Doing so helps the listener understand the meaning of a sentence more clearly.



Fact: A study by Hahn (2004) showed that focus words are among the most important dimensions of pronunciation to work on in order to be easily understood.

Example:

What do YOU think?

2. Copy of Flowchase tutorials

A. What are focus words ?

In English sentences, some words are pronounced louder than others and with a stronger intonation. We call them « focus words ».

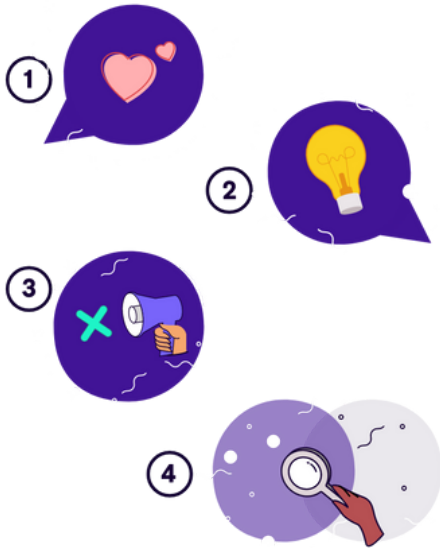
We insist on « focus words » because it gives rhythm to our sentences and helps people understand us better.

Focus words are the secret to public speaking !

Example:

Is today Monday or Tuesday?





B. « Types of focus words »

There are 4 main types of focus words:

Type 1 is used to express emotion.
e.g. This is the BEST pizza ever!

Type 2 is used to highlight new or important information. It makes the message clearer.
e.g. Have you seen my PHONE? I can't find it.

Type 3 is used to correct wrong information from the previous sentence.
e.g. Do you live in Sydney?
No, I live in LONDON.

Type 4 is used to make a contrast between two options or things.
e.g. Is today Monday or Tuesday?

C. « Content words », you said?

How do we know which words are focus words?

Most of the time, focus words are « content words ».
Content words are words that carry real meaning = the important information that we need to understand each sentence.

As you may have noticed, content words are usually nouns, verbs, adjectives and adverbs.

More examples:

I really enjoyed the show!
Would you like some tea or coffee?
I would love to go to Ireland!

Rachel

What are your plans for the holidays ?

You

I would love to go TO Ireland !

What do you mean ?
You would love to go to Ireland TOO ? Who else is going ?

Example:

Where's the best place to have coffee?



D. Let's focus ... on the right words

Did you know?

Focus words can change the meaning of a sentence.

If you don't stress the right word, people will not understand what you're saying.

In the example on the left, Tim insisted on the word « to » instead of « love ».

Tim should have said :
I would LOVE to go to Ireland !

When you prepare a presentation, or simply talk to a friend...
Remember to focus on the right words.

Topic 1

Focus Words



Chinese whispers

📖 Topic 1: Focus words

The first student from each group should secretly pick a focus word and then whisper the sentence with the correct intonation to the person next to them.

That person should repeat what they heard to the next student in line, and so on. The last student to hear the sentence should say it out loud! Did they pronounce the right focus word?

Once you're done whispering, fill in the blanks below with the meaning each sentence takes depending on the focus word used.

Example

1. **Tom** decided to go to Toronto.

➡ Reggie didn't decide to go.

Tom **decided** to go to Toronto

➡ It wasn't Reggie who decided to go.

Tom decided to **go** to Toronto

➡ Tom decided not to stay where he was.

Tom decided to go to **Toronto**.

➡ Tom didn't want to go to Ottawa.

2. **Selma** booked a hotel in New York.

➡ _____

Selma **booked** a hotel in New York.

➡ _____

Selma booked a **hotel** in New York.

➡ _____

Selma booked a hotel in **New York**.

➡ _____

3. **I** never said your mullet* was unattractive.

➡ _____

I never **said** your mullet was unattractive.

➡ _____

I never said **your** mullet was unattractive.

➡ _____

I never said your **mullet** was unattractive.

➡ _____

I never said your mullet was **unattractive**.

➡ _____

4. **He** doesn't like chocolate.

➡ _____

He **doesn't** like chocolate.

➡ _____

He doesn't **like** chocolate.

➡ _____

He doesn't like **chocolate**.

➡ _____

5. **I** didn't steal your watermelon!

➡ _____

I didn't **steal** your watermelon!

➡ _____

I didn't steal **your** watermelon!

➡ _____

I didn't steal your **watermelon**!

➡ _____

* A mullet was a popular hairstyle in the 1980's. People's hair was cut short on the top of their head and on the sides, and remained long at the back.



Clap to the beat

📖 Topic 1: Focus words

Read out the sentences below. Clap your hands every time you see a focus word in bold.

Make sure the beat is regular and each sentence takes the same time to say, even if they aren't the same length. To do this, say the unstressed words more quietly and quicker.

Example



Hi,

~~h~~ **I'm**

Josh.



I'm your

next door

neighbour.



[ney-buh]
neighbour = voisin



How was your **flight** from the **Netherlands?**



Hi,

~~h~~ **I'm**

Liz!



It was

such a

good flight.



Thank you for **welcoming us** with a **pie!**



You're

welcome

Liz!



It's my

favourite

kind of

pie.



[fey-vrit]



Hope you

like it as

much as

~~h~~ **I** do!



Have another go, but quicker!

Clap to the beat

📖 Topic 1: Focus words



Hi, Pete speaking.



Here at Flowchase we teach how to speak.



How can I help you today?



Hi, my name is Luna.



I'm on the plane to Australia.



How can I speak like a local?



Hi and thanks for your question.



Start by chucking on sunnies

☐ [tchuh-kuhng]
= putting on

☐ [suh-neeZ]
= sunglasses



Smile and say: G'day mate!

Tip:

Next time you prepare a presentation, think about the focus words in your speech and practice presenting with a beat.

Australian slang

"G'day mate" is a way of saying hello used by (older) people in Australia.

"Chuck on" and "sunnies" are two common slang words. Aussies usually like to shorten the way they say things :

e.g. sunglasses = sunnies

breakfast = brekkie

Australian = aussie [pronounce: ozy]

Damn auxiliaries

📖 Topic 1: Focus words

Auxiliary verbs in English (e.g. **be, do, have, will, can**) are often unstressed in positive sentences (e.g. Can she **sing**?) but are **focus words** in negative sentences (e.g. **Can't** she **sing**? / **No**, she **can't**.)

<p>Auxiliaries</p> <p>to be to do to have will can ...</p>	<p>+ Positive sentences</p> <p>e.g. Can she sing?</p> <p>● ● ●</p>	<p>- Negative sentences</p> <p>e.g. Can't she sing?</p> <p>● ● ●</p> <p>"Can't" = focus</p>
---	---	---

Practice the sentences below with your partner. Take turns reading the green and the red columns. Learn how to use your intonation to create rhythm naturally.

+ Positive sentences



Can you **wait**?
She can **drive**.
Do you **know**?
Will you **come**?
Are you **coming**?

- Negative sentences



Can't you **wait**?
Can't she **drive**?
Don't you **know**?
Won't you **come**?
Aren't you **coming**?

[ah-nt]

Other patterns

Do you **think** she's **waiting** for us?
Did you **watch** the **news**?
Will **Josh** **come** to the **barbecue**?
I will **start working** on **Monday**.
I have a **new dog** called **Max**.

Other patterns

I **don't think** so.
No, I **didn't watch** the **news**.
No, **Josh** **won't come**.
Won't you **work** on **Monday**?
I **haven't bought** a new **dog** yet.

Topic 2

Word stress



Student's cheat sheet

📖 Topic 2: Word stress

1. Word stress: a definition

In English, word stress refers to the way one syllable is emphasized more than the others in a word. For example, in the word 'TEAcher' the stress falls on the first syllable.

The emphasis is created by pronouncing stressed syllables louder, longer and with a pitch change. Doing so helps the listener understand the meaning of a word quickly and easily.

Example:

po pu la tion

English has three levels of stress:

- primary stress: the most prominent syllable, e.g. underSTAND
- secondary stress: not as prominent as primary stress but not completely unstressed, e.g. UNderSTAND
- unstressed syllables, e.g. UNderSTAND

To facilitate learning, we will concentrate on primary stress and unstressed syllables in this lesson. Secondary stress will be introduced later.

2. Copy of Flowchase tutorials

A. What is word stress?

In English words are divided into different parts or « blocks » called syllables.

When a word has two syllables or more, one of the syllables will be pronounced louder than the others.

We call it the stressed syllable & it always contains a vowel.

Examples:

MORning

eQUALity

CLEver

beGIN

B. Stressed syllables

Did you know?

Stressed syllables have 3 main characteristics. They are pronounced:



Example:

phoTOgraphy

« TO » is longer, louder and higher than the other syllables

Stressed syllables are pronounced differently from unstressed syllables which are quiet or « weak ».

C. The Fab Five

In English, word stress normally follows 5 rules but there are many exceptions.

1st rule



Most **two-syllable nouns, adjectives and compound nouns** are stressed on their **FIRST** syllable.

Examples: **CLE**ver **MOR**ning

2nd rule



Most **two-syllable verbs** are stressed on their **LAST** syllable.

Examples: to be**COME** to re**MOVE**

3rd rule



Most **compound verbs and adjectives** are stressed on the **SECOND PART** of the word.

Examples: old-**FA**shioned under**STAND**

4th rule



Most words ending in : **-tion, -ic, -sion** are stressed on their **SECOND LAST** syllable.

Examples: at**TEN**tion eco**NO**mic

5th rule



Most words ending in : **-cy, -ty, -phy, -gy, -al** are stressed on their **THIRD LAST** syllable.

Examples: e**CO**logy phi**LO**sophy

NO RULE



There are also many words that don't follow these rules. When you encounter them, try to memorize their stress pattern!

Examples: an e**VEN**T to **MAN**age

Topic 2

Word stress




A-maze-ing

📖 Topic 2: Word stress

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same stress pattern : Oo.

You can move from one square to another horizontally, vertically and diagonally.

Start 	remove	city	even	climate	advice
guitar	measure	event	area	result	ocean
about	recipe	although	email	product	machine
become	again	problem	become	prefer	attempt
report	special	provide	enjoy	future	reply
repeat	dessert	homework	happy	amount	English
FINISH					

A-maze-ing

📖 Topic 2: Word stress

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same stress pattern : Ooo.

You can move from one square to another horizontally, vertically and diagonally.




Start ● ● ●	develop	spaghetti	marketing FINISH	media	adventure
romantic	scientist	examine	encourage	imagine	ambulance
progression	important	management	recycle	library	remember
understand	natural	eleven	amazing	november	industry
tomorrow	equation	analyse	computer	graduate	tomato
fantastic	december	beginning	government	united	republic

A-maze-ing

📖 Topic 2: Word stress

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same stress pattern : ooOo.

You can move from one square to another horizontally, vertically and diagonally.

 Start 	information	scientific	romantic	presentation	development
management	certificate	professional	population	university	economic
progression	innovation	environment	consequence	sustainable	artificial
understanding	photograph	ukulele	application	geographic	ecological
independant	vegetable	psychology	analysis	conclusion	adventurous
fantastic	geometric	television	energetic	congratulations	government
					

FINISH

Topic 3

Vowel contrast /i:/ and /ɪ/



Student's cheat sheet

📖 Topic 3: Vowel contrast /i:/ and /ɪ/

1. /i:/ and /ɪ/ : An important contrast

Mixing up the sounds /i:/ and /ɪ/ is a mistake made by many learners from various first language backgrounds.

What's tricky is that the two vowels are frequently found in English, and more particularly in similar, also frequent words – such as sit and seat. Therefore, teaching your students to hear and pronounce the difference between them is important and productive!



Fact: Studies by Brown (1991) and MacAndrews & Thomson (2017) showed that substituting vowels such as /i:/ and /ɪ/ is a common mistake and leads to misunderstanding due to the high frequency of those vowels in the English language.

Example:

sheep vs. ship
seat vs. sit
leave vs. live
eat vs. it

2. Copy of Flowchase tutorials

A. This sheep has sailed

The English language has 6 vowel letters: a, e, i, o, u and y

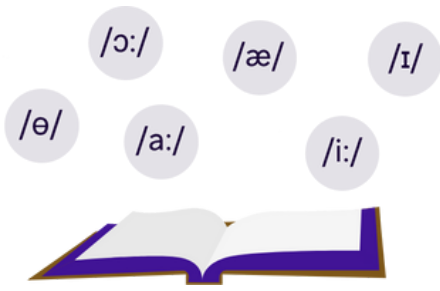
But each of them can be pronounced in more than one way...
This means there are many different vowel sounds.

When speaking, learners of English often get mixed up between similar sounds.

Example:

sheep \neq ship





Confusing these two sounds can cause misunderstandings.

But don't worry! A little bit of practice goes a long way. It's easier to know which sound we're talking about if we refer to them using different symbols.

The International Phonetic Alphabet (IPA) is a tool that we can use to transcribe the sounds of English.

In this alphabet:

1 /symbol/ = 1 sound

Example:

sheep ≠ ship
 /i:/ /ɪ/

B. (Re)lax, take it easy

Did you know that /i:/ and /ɪ/ don't just sound different?

They are also pronounced differently!

The sound

/i:/

- tends to be **LONG**
- is pronounced at the **front of the mouth**
- with **SMILING** lips
- is a **tense vowel**
Your face muscles are making an effort.



Examples:

sheep, sea, study, queen...

The sound

/ɪ/

- tends to be **SHORTER**
- it is pronounced at the **centre of the mouth**
- with **RELAXED** lips
- is a **lax vowel**
Your muscles do not make an effort.



Examples:

ship, gym, six, king...

Topic 3

Vowel contrast /i:/ and /ɪ/



Poetry slam

📖 Topic 3: Vowel contrast /i:/ and /ɪ/

Take turns reading verses (=lines) of the slam poem with your partner(s). Look at the underlined words at the end of each verse. Circle the best of the two.

Just wanted a bite to eat / it
 Not your average midday meal / mill
 Went next door to take a peek / pick
 A lady offered me a cheap / chip



A single chip / cheap?
 That sounds seek / sick!
 But is it chip / cheap?

(Lady)
 The cheapest chip / cheap
 You'll ever it / eat
 I swear to it / eat!



And so I beat / bit
 The flavours hit / heat
 What a meal / mill!

A-maze-ing

📖 Topic 3: Vowel contrast /i:/ and /ɪ/

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same vowel sound (/ɪ/ or /i:/).

You can move from one square to another horizontally, vertically and diagonally.

Start /i:/	pitch	city	pick	green	quick
peach	sick	kitten	bean	ship	theme
sleep	six	sit	seat	live	sheep
cheap	chip	repeat	quick	gym	leave
lizard	sheep	think	gift	compete	fish
pitch	bin	king	milk	big	peace

FINISH

A-maze-ing

📖 Topic 3: Vowel contrast /i:/ and /ɪ/

Read the words in the first column out loud. Take turns with your partner if you are working in pairs. Go slow at first, then go faster and faster.

Repeat the activity with the words in the second column.

/i:/

sea
bee
queen
please
cheek
dream
tree
screen
street
peace
freeze
feel
coffee
teach
sneeze



/ɪ/

inch
quick
six
bill
sit
king
fish
ring
ink
pig
kid
gym
milk
gift
ship



A-maze-ing

📖 Topic 3: Vowel contrast /i:/ and /ɪ/

Preparing a presentation? A role-play for your exam?

Underline the words containing /i:/ and /ɪ/ in your text, and replace them in the two columns below. Then, practice pronouncing them one at a time.

/i:/



/ɪ/



Topic 4

-ED endings



Student's cheat sheet

📖 Topic 4: -ed endings

1. -ed endings— Roger, do you copy?

Omitting the -ed ending of past tenses and past participles or pronouncing it incorrectly is common among English learners.

The role played by this grammatical ending in the English language is important, which means that not saying it right impacts our intelligibility. Luckily, it's an easy fix!

Learners do not always realize that although it is always spelled the same way, the pronunciation of the -ed ending varies based on its consonantal environment. Sometimes, they might notice the variation but do not understand there is an underlying rule. Other times, they might not pronounce it altogether.

Example:

danced - /t/
moved - /d/
waited - /ɪd/

To help learners achieve clear speech, it's important to point out explicitly how they can determine the ending's pronunciation.

This way, they will be able to pay special attention to this feature when speaking or listening to one of their peers.

2. Copy of Flowchase tutorials

A. A thing of the past

Let's focus on the -ED endings of regular verbs in the past tense or the past participle.

When talking about the past, learners of English often forget to pronounce the -ED ending of the verbs they use.

Has this happened to you before? Be careful!

Doing this can make you difficult to understand. It is important to always pronounce -ED endings, and to pronounce them correctly!



B. Voiced or Voiceless?

In the past tense, -ED endings can be pronounced in 3 different ways.

-ED = /t/

Like in workED

-ED = /d/

Like in playED

-ED = /ɪd/

Like in visitED

To find out how to pronounce -ED, we ask the question: « Which sound comes just before -ED in the verb? »



We can find the answer by « hiding » the -ED ending of a verb with our hand. Then, we look at the last letter of the verb's stem and say it out loud.

For example, the verb « worked » ends with a /k/ sound before -ED.

In "worked", /k/ is what we call a voiceless sound. Because of this, we also pronounce -ED as a voiceless sound: /t/.

Do you know what "voiced" and "voiceless" sounds are?

Sounds belong to 2 categories.

VOICED

This category includes all vowels, diphthongs and some consonants.

Examples:

A, E, I, O U are vowels

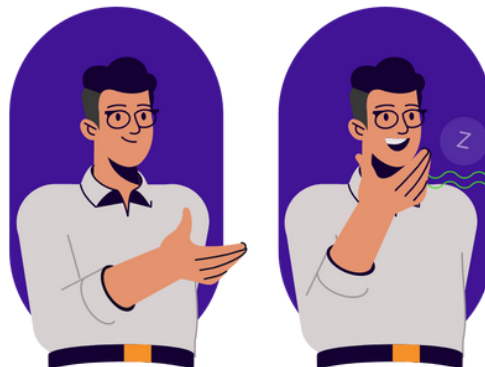
OW, EA, ... are diphthongs

B, Z, M, ... are voiced consonants

Some sounds are called "voiced" because when we pronounce them, our vocal cords vibrate



To check if a sound is voiced, place your hand on your throat. Say the sound for a few seconds and check if you feel a vibration (you should!). Try with « ZZZ ».



VOICELESS

Voiceless sounds include only specific consonants:

Examples:

S - SH - CH - F - TH (as in 'thing')
K, P, T

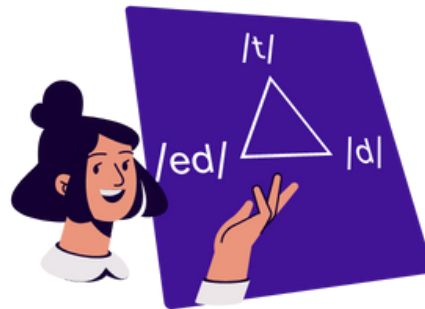
Still with your hand on your throat, check if you feel any vibration saying « SSS ». Got it?

When sounds aren't voiced, they are "voiceless" because when we pronounce them, our vocal cords don't vibrate



C. A ruling trio

Now, to get the final -ED right every time, there are 3 rules to remember 😊



#1

When the last sound of the word before -ED is **voiceless**,

-ED is pronounced as /t/

Because /t/ is also a **voiceless** sound

-ED = /t/

stop**ED**

book**ED**

wash**ED**

#2

When the last sound of the word before -ED is **voiced**,

-ED is pronounced as /d/

Because /d/ is also a **voiced** sound

-ED = /d/

lov**ED**

play**ED**

turn**ED**

#3

When the last sound of the word is **T or D**,

-ED is pronounced as /ɪd/

-ED = /ɪd/

wait**ED**

need**ED**

visit**ED**

Topic 4

-ED endings



All sorted

📖 Topic 4: -ED endings

Working in pairs, put each of the following verbs in the past tense and place them in the correct column. Remember: to check if a sound is voiced, put your hand on your throat. If it vibrates, the sound is voiced. If it doesn't vibrate, the sound is voiceless.

HELP	BELIEVE	CALL	WORK	INVITE	CONTINUE
WASH	CAUSE	WANT	FLOW	PREVENT	CREATE
WAIT	CHECK	LAUGH	CHASE	FINISH	ENJOY
START	DANCE	STUDY	ACCEPT	HAPPEN	SOUND
PULL	ANALYZE	NEED	INCREASE	SHARE	LIMIT

#1

Verbs ending in a
voiceless sound

p, f, k, s, sh, ch, gh, c, x

#2

Verbs ending in a **voiced**
sound

b, g, l, m, n, r, v, z
a, e, i, o, u, ee, ea, oo, y...

#3

Verbs ending in **T or D**,

-ED = /t/

e.g.
Helped

-ED = /d/



-ED = /ɪd/

A-maze-ing

📖 Topic 4: -ED endings

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same -ED pronunciation pattern: /t/.

You can move from one square to another horizontally, vertically and diagonally.

Start  /t/	accepted	happened	checked	developed	bored
fixed	joined	baked	showed	wanted	worked
walked	believed	discussed	completed	cooked	moved
jumped	planned	replaced	enjoyed	studied	laughed
asked	created	helped	carried	produced	started
called	pitched	arrived	visited	played	danced 

FINISH

Newsworthy

Topic 1: Focus words

You are a journalist and you are about to present the news for today. Since you are new on the job, you are allowed to use the teleprompter.

In pairs, read the script together and pick the right pronunciation for each verb ending in -ED.

News story 1 - Food waste

Lately, a global report published (/t/, /d/ or /ɪd/? ___) by the U.N. revealed (___) that every year, more than 900 million tons of food go straight into the bin.

Food waste was previously considered (___) to be limited (___) to richer countries, but according to the report, everyone around the world is now concerned (___).

In the UK, the coronavirus pandemic seems to have contributed (___) to reducing domestic food waste and revealing how this issue can be remedied (___).

How, you ask? Well, during lockdown, more people planned (___) their meals, shopped (___) and cooked (___) more carefully. This responsible behaviour is believed (___) to have reduced (___) people's levels of food waste by 22% compared (___) to what they were in 2019.

News story 2 - A haunted flat

Last night, Mr. Watson, an old man from the Hackney borough in London, witnessed (___) what seemed (___) to be a paranormal presence inside his house. While watching TV, he heard a noise coming from the back of his kitchen.

His heart started (___) pounding as he entered (___) the room. Mrs. Watson appeared (___) out of nowhere, which scared (___) Mr. Watson who screamed (___) so loud that it startled (___) his upstairs neighbours. When the paramedics arrived (___), they found Mr. Watson unconscious.

They transported (___) him to the hospital where he was diagnosed (___) with a heart attack. When doctors managed (___) to bring him back to consciousness, he said: « My wife was wearing her new dressing gown. I thought she was a ghost! ».

Get together with another pair of students. Pick one news story and present it to the other group. When it is not your turn to speak, listen to your peers and help them if they make any pronunciation mistakes.

Topic 5

Vowel contrast /ɔ:/ and /əʊ/



Student's cheat sheet

📖 Topic 5: Vowel contrast /ɔ:/ and /əʊ/

1. A new vowel contrast: /əʊ/ vs. /ɔ:/' data-bbox="95 166 489 187"/>

Just like mixing the sounds /i:/ and /ɪ/, mixing /əʊ/ and /ɔ:/ is a frequent mistake made by learners of English.

What's tricky is that the two vowels are frequently found in English, and more particularly in similar, also frequent words – such as slow and bought. Therefore, teaching your students to hear and pronounce the difference between them is important and productive!

Example:

low - law
boat - bought
Joe - jaw



Fact: In 1987, Catford theorised what he called the «Functional Load». This principle ranks vowel and consonant substitutions in decreasing order of their «load» on the speaker's intelligibility.

2. Copy of Flowchase tutorials

A. I bought a boat!

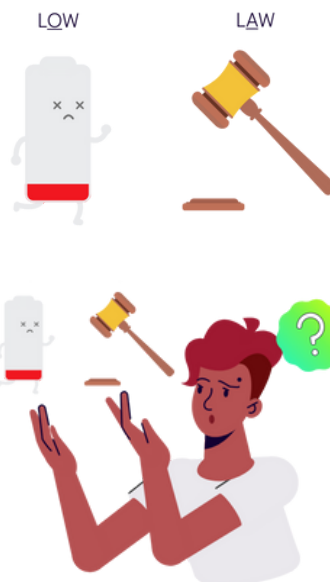
« I bought a boat ». Have you ever found this sentence difficult to say? Right, me too.

Words like « bought » and « boat » or « low » and « law » are what we call a minimal pair.

Minimal pairs are two words that are very similar but differ by ONE sound, in the same position inside the word.

Words like « low » and « law » have very different meanings.

We need to say their vowel sounds clearly to avoid misunderstandings.

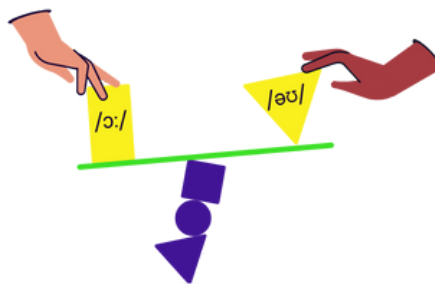


The following words are also minimal pairs:

Jaw - Joe

Ball - Bowl

Caught - Coat



B. Monophthongs and Diphthongs

The sounds in Law and Low are pronounced differently because they are different types of sounds.

/ɔ:/

The first sound, /ɔ:/ like in Law is what we call a MONOphthong. This means we don't change the position of our mouth when saying this sound. It's only ONE sound.

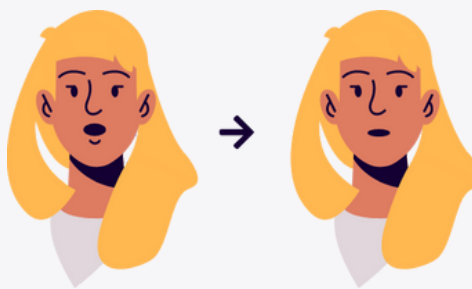
To pronounce /ɔ:/ like in Law, make your lips ROUND and put your tongue at the back of your mouth. Say « oooh ».



/əʊ/

The second sound, /əʊ/ like in Low is what we call a DIphthong. This means we DO change the position of our mouth when saying this sound: it is TWO sounds in one.

To pronounce /əʊ/ like in Low, first relax your lips and say « uh ». Then, round your lips and say « w ». Together, it should sound like « uh-w ». Got it?



C. Spelling mismatch

Diphthongs are difficult because they are sometimes spelled with ONE letter, but we still need to say TWO sounds.

The word « CONE » is a good example. The letter « O » is pronounced by combining the 2 sounds « uh » and « w ». Cone = kuh-wn.

The diphthong /əʊ/ can be written with different letters, like:

MONOphthongs like /ɔ:/ have the opposite problem. They are ONE sound, but are sometimes written with TWO letters. The second letter is silent.

The monophthong /ɔ:/ can be written with different letters, like:

The letter

O

Two sounds

/ə-ʊ/
« UH-W »

Example:

Low

Go

Boat

Two letters

AW

One sound

/ɔ:/

Example:

Law

Fork

Bought

Topic 5

Vowel contrast /ɔː/ and /əʊ/)



Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 1

/ɔ:/

Flow Board

0 1

↓

/əʊ/

Caught Bro

0 1

↓

/ɔ:/

Flow Board

0 1

↓

/ɔ:/

Bald Cope

0 1

↓

/ɔ:/

Grow Jigsaw

0 1

🔒

CODE

□ □ □ □ □

— — — — —

Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 2

/ɔ:/

Toast		Yawn
0		1

/əʊ/

Straw		Hope
0		1

/ɔ:/

Cone		Salt
0		1

/ɔ:/

Morning		Slow
0		1

/ɔ:/

Yourself		Global
0		1



CODE

<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
---	---	---	---	---

Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 3

/ɔ:/

Chord 0	↓	Bowl 1
↓		
Show 0	↓	Prawn 1
↓		
Snow 0	↓	Draw 1
↓		
Lawn 0	↓	Below 1
↓		
Yellow 0	↓	August 1

🔒
CODE

Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 4

/ɔ:/

Fraud		Arrow
0		1

/ɔ:/

Code		Sauce
0		1

/əʊ/

Alone		Door
0		1

/əʊ/

Focus		Warm
0		1

/ɔ:/

Photo		Score
0		1



CODE

<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
---	---	---	---	---

All sorted!

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔː/

Working in pairs, put each of the following words in the correct column according to the sound they contain: /əʊ/ or /ɔː/.

NOTE	EURO	AGO	COURT	OPEN	THOUGHT
YOURS	KILO	SO	FLOOR	THOSE	WHOLE
LOCAL	ALWAYS	BORN	ONLY	DOOR	MOST
KNOW	AUTHOR	HOME	FORM	BOTH	POST
CALL	BEFORE	SPOKE	NO	DAUGHTER	SPORT

/əʊ/

e.g.
Note

/ɔː/

All sorted!

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Read the sentences below out loud with your partner. Pick the correct sound symbol for the selected words (/əʊ/ or /ɔ:/ – alternatively write « low » or « law » to represent the sounds). Then, practice saying the sentences in full, faster and faster!

I **saw** an **old** **gnome** **draw** a **snow** **cone**.

□ □ □ □ □ □

Paula **caught** **Joe's** **ball** rolling down the **hall** out of control.

□ □ □ □ □ □ □ □

This **author** **almost** **sold** her **daughter's** **home** in **Rome**.

□ □ □ □ □ □ □ □

Joe **almost** **hosted** a **ball** **abroad** last **August**.

□ □ □ □ □ □ □ □

I **bought** a **boat** full of **toads** and a **bowl** full of **hawks**.

□ □ □ □ □

I **thought** I **saw** a **ghost** wearing a **shawl** in the **snow**.

□ □ □ □ □

Joe **called** **Paul** down the **road** because he was **bald** and **cold**.

□ □ □ □ □ □ □ □

Have another go, but quicker!

To spice things up, go through the tongue twisters again and try to find minimal pairs of words. Highlight them!

A-maze-ing

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same vowel sound (/ɔ:/ and /əʊ/).

You can move from one square to another horizontally, vertically and diagonally.

Start 👉 /ɔ:/	bought	coat	most	open	flow
boat	caught	clone	though	old	ghost
clause	close	bowl	hall	hole	toast
called	cold	ball	shoulder	walk	woke
low	law	low	row	raw	bold
gold	phone	snow	go	slow	small 👉

FINISH

Key answers



A-maze-ing

📖 Topic 2: Word stress

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same stress pattern : Oo.

You can move from one square to another horizontally, vertically and diagonally.

The maze consists of a 6x6 grid of squares. The starting point is a blue circle in the top-left square, labeled 'Start'. The ending point is a blue circle in the bottom-right square, labeled 'FINISH'. A green path is drawn through the following words: Start, remove, city, even, climate, advice, guitar, measure, event, area, result, ocean, about, recipe, although, email, product, machine, become, again, problem, become, prefer, attempt, report, special, provide, enjoy, future, reply, repeat, dessert, homework, happy, amount, English.

Start	remove	city	even	climate	advice
guitar	measure	event	area	result	ocean
about	recipe	although	email	product	machine
become	again	problem	become	prefer	attempt
report	special	provide	enjoy	future	reply
repeat	dessert	homework	happy	amount	English

FINISH

A-maze-ing

📖 Topic 2: Word stress

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same stress pattern : Ooo.

You can move from one square to another horizontally, vertically and diagonally.

The maze consists of a 6x6 grid of squares. The top-left square is labeled 'Start' and contains three blue dots. The top-middle square is labeled 'FINISH'. A green path is drawn through the following words: Start, marketing, media, ambulance, remember, industry, graduate, government. The path starts at the 'Start' square, moves right to 'marketing', then right to 'media', then down-right to 'ambulance', then down to 'remember', then down to 'industry', then down to 'graduate', and finally down to 'government'.

Start	develop	spaghetti	marketing	media	adventure
romantic	scientist	examine	encourage	imagine	ambulance
progression	important	management	recycle	library	remember
understand	natural	eleven	amazing	november	industry
tomorrow	equation	analyse	computer	graduate	tomato
fantastic	december	beginning	government	united	republic

A-maze-ing

📖 Topic 2: Word stress

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same stress pattern : ooOo.

You can move from one square to another horizontally, vertically and diagonally.

The maze consists of a 7x6 grid of squares. A green path is drawn through the grid, connecting words that share the same stress pattern (ooOo). The path starts at the top-left corner, labeled 'Start', and ends at the bottom-right corner, labeled 'FINISH'. A yellow hand icon points to the start, and another yellow hand icon points to the finish.

Start	information	scientific	romantic	presentation	development
management	certificate	professional	population	university	economic
progression	innovation	environment	consequence	sustainable	artificial
understanding	photograph	ukulele	application	geographic	ecological
independant	vegetable	psychology	analysis	conclusion	adventurous
fantastic	geometric	television	energetic	congratulations	government

FINISH

A-maze-ing

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same vowel sound (/ɪ/ or /i:/).

You can move from one square to another horizontally, vertically and diagonally.

Start					
/ɔ:/	bought	coat	most	open	flow
boat	caught	clone	though	old	ghost
clause	close	bowl	hall	hole	toast
called	cold	ball	shoulder	walk	woke
low	law	low	row	raw	bold
gold	phone	snow	go	slow	small

FINISH

Poetry slam

Answer key

📖 Topic 3: Vowel contrast /i:/ and /ɪ/

Answer key

Just wanted a bite to eat / it /i:/
Not your average midday meal / mill /i:/
Went next door to take a peek / pick /i:/
A lady offered me a cheap / chip /ɪ/



A single chip / cheap? /ɪ/
That sounds seek / sick! /ɪ/
But is it chip / cheap? /i:/

(Lady)
The cheapest chip / cheap /ɪ/
You'll ever it / eat /i:/
I swear to it / eat! /ɪ/



And so I beat / bit /ɪ/
The flavours hit / heat /ɪ/
What a meal / mill! /i:/

A-maze-ing

📖 Topic 3: Vowel contrast /i:/ and /ɪ/

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same vowel sound (/ɪ/ or /i:/).

You can move from one square to another horizontally, vertically and diagonally.

Start /i:/	pitch	city	pick	green	quick
peach	sick	kitten	bean	ship	theme
sleep	six	sit	seat	live	sheep
cheap	chip	repeat	quick	gym	leave
lizard	sheep	think	gift	compete	fish
pitch	bin	king	milk	big	peace

FINISH

All sorted

Answer key

📖 Topic 4: -ED endings

Working in pairs, put each of the following verbs in the past tense and place them in the correct column. Remember: to check if a sound is voiced, put your hand on your throat. If it vibrates, the sound is voiced. If it doesn't vibrate, the sound is voiceless.

HELP	BELIEVE	CALL	WORK	INVITE	CONTINUE
WASH	CAUSE	WANT	FLOW	PREVENT	CREATE
WAIT	CHECK	LAUGH	CHASE	FINISH	ENJOY
START	DANCE	STUDY	ACCEPT	HAPPEN	SOUND
PULL	ANALYZE	NEED	INCREASE	SHARE	LIMIT

#1

Verbs ending in a **voiceless** sound

p, f, k, s, sh, ch, gh, c, x

#2

Verbs ending in a **voiced** sound

b, g, l, m, n, r, v, z
a, e, i, o, u, ee, ea, oo, y...

#3

Verbs ending in **T or D**,

-ED = /t/

helped
washed
checked
danced
laughed
worked
chased
increased
finished

-ED = /d/

pulled
believed
caused
analyzed
called
studied
flowed
happened
shared
continued
enjoyed

-ED = /ɪd/

waited
started
wanted
needed
accepted
invited
prevented
created
sounded
limited

A-maze-ing

📖 Topic 4: -ED endings

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same -ED pronunciation pattern: /t/.

You can move from one square to another horizontally, vertically and diagonally.

Start /t/	accepted	happened	checked	developed	bored
fixed	joined	baked	showed	wanted	worked
walked	believed	discussed	completed	cooked	moved
jumped	planned	replaced	enjoyed	studied	laughed
asked	created	helped	carried	produced	started
called	pitched	arrived	visited	played	danced

FINISH

📖 Topic 4: -ed endings

You are a journalist and you are about to present the news for today. Since you are new on the job, you are allowed to use the teleprompter.

In pairs, read the script together and pick the right pronunciation for each verb ending in -ED.

News story 1 - Food waste

Lately, a global report published (/t/) by the U.N. revealed (/d/) that every year, more than 900 million tons of food go straight into the bin.

Food waste was previously considered (/d/) to be limited (/ɪd/) to richer countries, but according to the report, everyone around the world is now concerned (/d/).

In the UK, the coronavirus pandemic seems to have contributed (/ɪd/) to reducing domestic food waste and revealing how this issue can be remedied (/d/).

How, you ask? Well, during lockdown, more people planned (/d/) their meals, shopped (/t/) and cooked (/t/) more carefully. This responsible behaviour is believed (/d/) to have reduced (/t/) people's levels of food waste by 22% compared (/d/) to what they were in 2019.

News story 2 - A haunted flat

Last night, Mr. Watson, an old man from the Hackney borough in London, witnessed (/t/) what seemed (/d/) to be a paranormal presence inside his house. While watching TV, he heard a noise coming from the back of his kitchen.

His heart started (/ɪd/) pounding as he entered (/d/) the room. Mrs. Watson appeared (/d/) out of nowhere, which scared (/d/) Mr. Watson who screamed (/d/) so loud that it startled (/ɪd/) his upstairs neighbours. When the paramedics arrived (/d/), they found Mr. Watson unconscious.

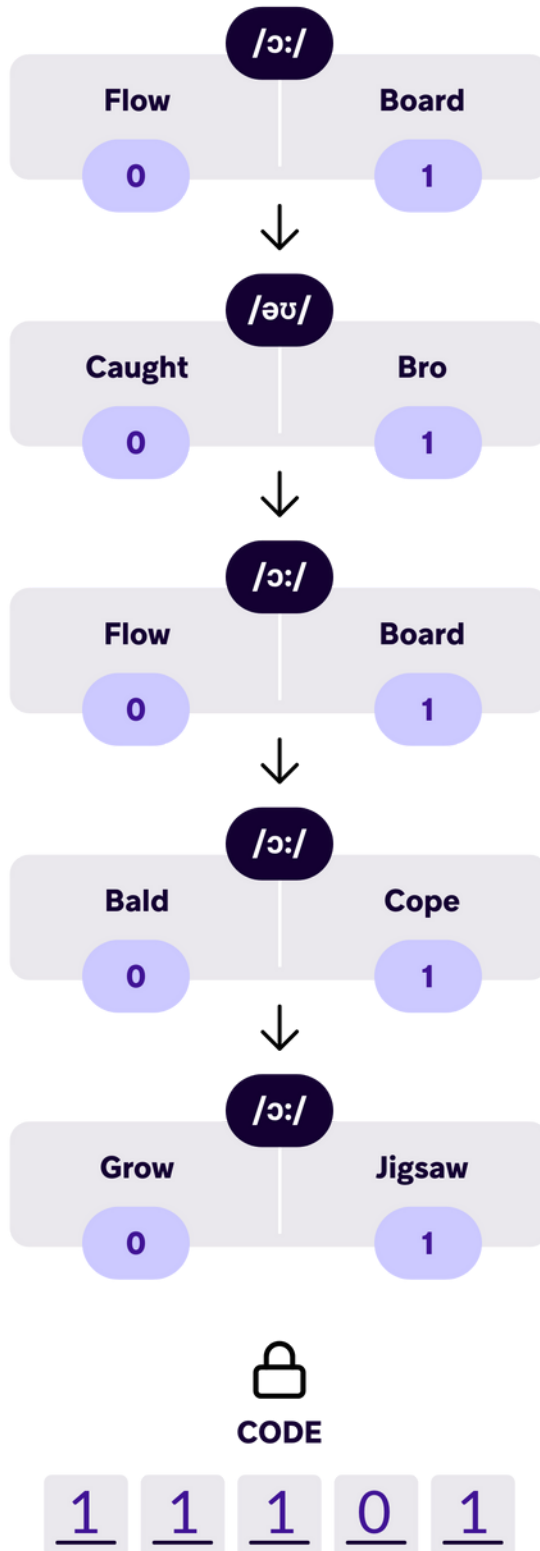
They transported (/ɪd/) him to the hospital where he was diagnosed (/d/) with a heart attack. When doctors managed (/d/) to bring him back to consciousness, he said: « My wife was wearing her new dressing gown. I thought she was a ghost! ».

Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 1



Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 2

/ɔ:/

Toast		Yawn
0		1

/əʊ/

Straw		Hope
0		1

/ɔ:/

Cone		Salt
0		1

/ɔ:/

Morning		Slow
0		1

/ɔ:/

Yourself		Global
0		1



CODE

1 1 1 0 0

Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 3

/əʊ/

Chord		Bowl
0		1

↓

/əʊ/

Show		Prawn
0		1

↓

/əʊ/

Snow		Draw
0		1

↓

/ɔ:/

Lawn		Below
0		1

↓

/ɔ:/

Yellow		August
0		1

🔒
CODE

1	0	0	0	1
---	---	---	---	---

Crack the code

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Follow the path. At each step, match the given sound with the correct word and write down the corresponding digit in the padlock. If all your answers are correct, the code you obtain should open the safe. Check with your teacher!

Round 4

/ɔ:/

Fraud		Arrow
0		1

/əʊ/

Code		Sauce
0		1

/ɔ:/

Alone		Door
0		1

/əʊ/

Focus		Warm
0		1

/ɔ:/

Photo		Score
0		1



CODE

<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
----------	----------	----------	----------	----------

All sorted!

Answer key

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Working in pairs, put each of the following words in the correct column according to the sound they contain: /əʊ/ or /ɔ:/.

NOTE	EURO	AGO	COURT	OPEN	THOUGHT
YOURS	KILO	SO	FLOOR	THOSE	WHOLE
LOCAL	ALWAYS	BORN	ONLY	DOOR	MOST
KNOW	AUTHOR	HOME	FORM	BOTH	POST
CALL	BEFORE	SPOKE	NO	DAUGHTER	SPORT

/əʊ/

- Note
- Local
- Know
- Euro
- Kilo
- Ago
- So
- Home
- Spoke
- Only
- No
- Open
- Those
- Both
- Whole
- Most
- Post

/ɔ:/

- Yours
- Call
- Always
- Author
- Before
- Born
- Court
- Floor
- Form
- Door
- Daughter
- Thought
- Sport

All sorted!

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Read the sentences below out loud with your partner. Pick the correct sound symbol for the selected words (/əʊ/ or /ɔ:/ – alternatively write « low » or « law » to represent the sounds). Then, practice saying the sentences in full, faster and faster!

I **saw** an **old** **gnome** **draw** a **snow** **cone**.

/ɔ:/ /əʊ/ /əʊ/ /ɔ:/ /əʊ/ /əʊ/

Paula **caught** Joe's **ball** rolling down the **hall** out of control.

/ɔ:/ /ɔ:/ /əʊ/ /ɔ:/ /əʊ/ /ɔ:/ /əʊ/

This **author** **almost** **sold** her **daughter's** **home** in **Rome**.

/ɔ:/ /ɔ:/ /əʊ/ /əʊ/ /ɔ:/ /əʊ/ /əʊ/

Joe **almost** **hosted** a **ball** **abroad** last **August**.

/əʊ/ /ɔ:/ /əʊ/ /əʊ/ /ɔ:/ /ɔ:/ /ɔ:/

I **bought** a **boat** full of **toads** and a **bow** full of **hawks**.

/ɔ:/ /əʊ/ /əʊ/ /əʊ/ /ɔ:/

I **thought** I **saw** a **ghost** wearing a **shawl** in the **snow**.

/ɔ:/ /ɔ:/ /əʊ/ /ɔ:/ /əʊ/

Joe **called** Paul down the **road** because he was **bald** and **cold**.

/əʊ/ /ɔ:/ /ɔ:/ /əʊ/ /ɔ:/ /əʊ/

Have another go, but quicker!

To spice things up, go through the tongue twisters again and try to find minimal pairs of words. Highlight them!

A-maze-ing

📖 Topic 5: Vowel contrast 2 - /əʊ/ vs. /ɔ:/

Complete the maze by connecting one square to another by drawing a line. To do so, the words in the boxes need to share the same vowel sound (/ɔ:/ and /əʊ/).

You can move from one square to another horizontally, vertically and diagonally.

Start					
/ɔ: /	bought	coat	most	open	flow
boat	caught	clone	though	old	ghost
clause	close	bowl	hall	hole	toast
called	cold	ball	shoulder	walk	woke
low	law	low	row	raw	bold
gold	phone	snow	go	slow	small

FINISH

SPEAK THE FUTURE

flow \sqrt chase