CLASSROOM ENGLISH PHRASES

1. Good morning

- Good morning, everybody.
- Good afternoon, everybody.
- Hello, everyone.
- Hello there, James.

2. How are you?

- How are you today, 미경?.
- How are you getting on?
- How's life?
- How are things with you, 은주?
- Are you feeling better today, Bill?

3. Introductions

- My name is Mr/Mrs/Ms Kim. I'm your new English teacher.
- I'll be teaching you English this year.
- I've got five lessons with you each

4. Time to begin

week.

- Let's begin our lesson now.
- Is everybody ready to start?
- I hope you are all ready for your English lesson.
- I think we can start now.
- Now we can get down to work.

5. Waiting to start

- I'm waiting for you to be quiet.
- We won't start until everyone is quiet.
- Stop talking and be quiet.
- Settle down now so we can start.

6. Put your things away

- Close your books.
- Put your books away.
- Pack your things away.

7. Register

- Who is absent today?.

- Who isn't here today?
- What's the matter with 은미 today?
- What's wrong with Jim today?
- Why were you absent last Friday, 인혜?

8. Late

- Where have you been?
- We started ten minutes ago. What have you been doing?.
- Did you miss your bus?
- Did you oversleep?
- Don't let it happen again.

Classroom Language: Simple instructions

Here are some common instructions which the class can easily understand:

- Come in.
- Go out.
- Stand up.
- Sit down.
- Come to the front of the class.
- Stand by your desks.
- Put your hands up.
- Put your hands down.
- Hold your books/pens up.
- Show me your pencil.

A number of instructions can be used at the beginning of a session, and as the semester continues:

- Pay attention, everybody.
- You need pencils/rulers.
- We'll learn how to ...
- Are you ready?
- Open your books at page ...
- Turn to page ...
- Listen to this tape.
- Repeat after me.
- Again, please.
- Everybody ...
- you have five minutes to do this.
- Who's next?
- Look at acitivity five.
- Like this, not like that.

A number of instructions can be used at the end of a session, and as the semester continues:

- You've got the idea.
- It depends
- It might be, I suppose
- In a way, perhaps
- Sort of , yes.
- That's more like it
- That's much better
- That's a lot better
- You've improved a lot
- Not really
- Unfortunately not
- I'm afraid that's not quite right
- You can't say that, I'm afraid
- you can't use that word here
- Good try, but not quite right
- Have another try
- Not quite right. Try again.
- Not exactly
- You were almost right.
- That's almost it
- You're halfway there
- You've almost got it
- You're on the right lines
- There's no need to rush
- There's no hurry
- We have plenty of time
- Go on. Have a try
- Have a go
- Have a guess
- There's nothing wrong with your answer.
- What you said was perfectly all right.
- You didn't make a single mistake.
- That's exactly the point.
- That's just what I was looking for.
- Don't worry about your pronunciation.
- Don't worry about your spelling.
- Don't worry, it'll improve
- Maybe this will help you
- Do you want a clue (hint)?
- You have good pronunciation.
- Your pronunciation is very good.
- You are communicating well.
- You speak very fluently.
- You have made a lot of progress.
- You still have some trouble with pronunciation.
- You need more practice with these words.
- You'll have to spend some time practising this.
- You're getting better at it all the time.
- You've improved no end.

- You have ten minutes to do this.
- Your time is up.
- Finish this by twenty to eleven.
- Can you all see the board?
- Have you found the place?
- Are you all ready?

Supervision

- Look this way.
- Stop talking.
- Listen to what ... is saying.
- Leave that alone now.
- Be careful.

Interrogation

Asking questions

- Where's Min-su?
- Is Min-su in the kitchen?
- Tell me where Min-su is.
- What was the house like?
- What do you think?
- How can you tell?

Responding to questions

- Yes, that's right
- Fine.
- Almost. Try again.
- What about this word?

Explanation

Metalanguage

- What's the Korean for "doll"?
- Explain it in your own words.
- It's spelt with a capital "J".
- Can anybody correct this sentence?
- Fill in the missing words.
- Mark the right alternative.

Reference

- After they left the USA, the Beatles ...
- The church was started in the last century.
- This is a picture of a typically English castle.
- In the background you can see ...

- While we're on the subject, ...
- As I said earlier, ...
- Let me sum up.

Interaction

Affective attitudes

- That's interesting!
- That really is very kind of you.
- Don't worry about it.
- I was a bit disappointed with your Social ritual

efforts.

- Good morning.
- Cheerio now.
- God bless!
- Have a nice weekend.
- Thanks for your help
- Happy birthday!
- Merry Christmas!

Classroom Language, The language of error correction

Here are some phrases that can be used when giving feedback to students:

- Very good
- That's very good
- You did a great job.
- Magnificent
- Right
- Yes
- Well done
- Very fine
- That's nice
- I like that
- Marvellous
- Terrific
- Wow!
- Jolly good
- Great stuff
- Fantastic
- Fine
- Quite right
- That's right.
- That's it.
- That's correct
- That's quite right.
- Yes, you've got it.

- Who isn't here?
- What's wrong with ... today?
- Do you feel better today?
- Are you better now?
- Have you been ill?
- What was the matter?
- I'm sorry (about that).
- Sorry, that was my fault.
- I'm terribly sorry.
- Excuse me for a moment.
- I'll be back in a moment.
- Carry on with the exercise while I'm away.
- I've got to go next door for a moment.
- Excuse me.
- Could I get past please?
- You're blocking the way.
- I can't get past you.
- Get out of the way, please.
- I'm afraid I can't speak any louder.
- I seem to be losing my voice.
- I have a sore throat.
- I have a headache.
- I'm feeling under the weather.
- Do you mind if I sit down?

Classroom Language, The language of classroom management

Here are some common situations in which spontaneous English can be used:

- Make groups of four.
- Move your desks into groups of four people.
- Turn your desks around.
- Make a horseshoe shape with your desks.
- Make a circle with your desks.
- Make a line of desks facing each other.
- Make groups of four desks facing each other.
- Sit back to back.
- Work together with your friend
- Find a partner
- Work in pairs/threes/fours/fives.
- Work in groups of two/three/four.
- I want you to form groups.
- Form groups of three
- Here are some tasks for you to work on in groups of four.
- There are too many in this group.
- Can you join the other group?
- Only three people in each group.
- I asked for four people to a group.
- Everybody work individually
- Work by yourselves.

- Work independently.
- Ask your neighbor for help.
- Work on the task together.
- Ask other people in the group
- Ask others in the class.
- Interview someone else.
- Ask everyone in the class.
- Stand up and find another partner.
- Have you finished?
- Do the next activity.
- Move on to the next activity.

Classroom Language, Language of classroom management

Here are some phrases that can be used for classroom management:

Organization

Giving instructions

- Open your books at page 52
- Come out and write it on the board
- Listen to the tape, please
- Get into groups of four
- Finish off this song at home
- Let's sing a song.
- Everybody, please.
- All together now.
- The whole class, please.
- I want you all to join in
- Could you try the next one?
- I would like you to write this down.
- Would you mind switching the lights on?
- It might be an idea to leave this till next time.
- Who would like to read?
- Which topic will your group report on?
- Do you want to answer question 3?

Sequencing

- First of all, today, ...
- Right. Now we will go on to the next exercise.
- Have you finished?
- For the last thing today, let's ...
- Whose turn is it to read?
- Which question are you on?
- Next one, please.
- Who hasn't answered yet?
- Let me explain what I want you to do next.
- The idea of this exercise is for you to ...

Classroom Language: Simple instructions

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- Put your hands down.
- Hold your books/pens up.
- Show me your pencil.

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- Pay attention, everybody.
- You need pencils/rulers.
- We'll learn how to ...
- Are you ready?
- Open your books at page ...
- Turn to page ...
- Listen to this tape.
- Repeat after me.
- Again, please.
- Everybody ...
- you have five minutes to do this.
- Who's next?
- Look at acitivity five.
- Like this, not like that.

A number of instructions can be used at the end of a session, and as the semester continues:

- It's time to finish.
- Have you finsihed?
- Let's stop now.
- Stop now.
- Let's check the answers.
- Any questions?
- Collect your work please.
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.

Instructions can also be sequenced:

- First

- Next
- After that
- Then
- Finally

Comprehension language:

- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Like this?
- Is this OK?

Classroom Language, The language of spontaneous situations

If we use English in spontaneous situations:

- we relate the target language to the learner's immediate environment;
- we take advantage of spontaneous situations to use the target language;
- we exploit contexts which are not directly linked to the syllabus (language in use).

Here are some common situations in which spontaneous English can be used:

- Happy birthday!.
- Many returns (of the day).
- has his/her 12th birthday today.
- is eleven today. Let's sing "Happy Birthday".
- I hope you all have a good Christmas.
- Happy New Year!
- All the best for the New Year.
- Happy Easter.
- Best of luck.
- Good luck.
- I hope you pass.
- Congratulations!
- Well done!
- Hard lines!
- Never mind.
- Better luck next time..
- Who's not here today?

- It's time to finish.
- Have you finsihed?
- Let's stop now.
- Stop now.
- Let's check the answers.
- Any questions?
- Collect your work please.
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.

Instructions can also be sequenced:

- First
- Next
- After that
- Then
- Finally

Comprehension language:

- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Like this?
- Is this OK?

Classroom Language: The end of the lesson

1. Time to stop

- It's almost time to stop.
- I'm afraid it's time to finish now.
- We'll have to stop here.
- There's the bell. It's time to stop.
- That's all for today. You can go now.

2. Not time to stop.

- The bell hasn't gone yet.
- There are still two minutes to go.

- We still have a couple of minutes left.
- The lesson doesn't finish till five past.
- Your watch must be fast.
- We seem to have finished early.
- We have an extra five minutes.
- Sit quietly until the bell goes.

3. Wait a minute

- Hang on a moment.
- Just hold on a moment.
- Stay where you are for a moment.
- Just a moment, please.
- One more thing before you go.
- Back to your places.

4. Next time

- We'll do the rest of this chapter next time.
- We'll finish this exercise next lesson.
- We've run out of time, so we'll continue next lesson.
- We'll continue this chapter next Monday.

5. Homework

- This is your homework for tonight.
- Do exercise 10 on page 23 for your homework.
- Prepare the next chapter for Monday.
- There is no homework tonight.
- Remember your homework.
- Take a worksheet as you leave.

6. Goodbye

- Goodbye, everyone.
- See you again next Wednesday.
- See you tomorrow afternoon.
- See you in room 7 after the break.
- Have a good holiday.
- Enjoy your vacation..

7. Leaving the room

- Get into a queue.
- Form a queue and wait for the bell.
- Everybody outside!
- All of you, get outside now!
- Hurry up and get out!
- try not to make any noise as you leave.
- Be quiet as you leave. Other classes are still working.

CLIL glossary

Escrito por Fernando Zapico Teijeiro
Lunes, 28 de Noviembre de 2011 14:43 - Actualizado Lunes, 19 de Diciembre de 2011 08:58
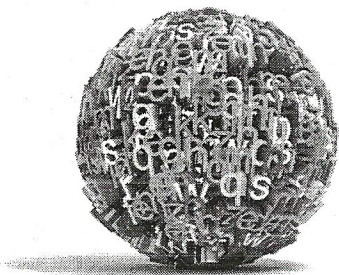
Additional language: used to refer to any language other than the first language. Usually the ones used as a medium of instruction in Bilingual Programmes.

BICS: Basic Interpersonal Communication Skills. Language development for social intercourse. In Jim Cummins' research with immigrant pupils in Canada, most students were found to achieve BICS after two or three years of education in the majority language. Language events are context-embedded (those which are used in everyday conversation with visual contextual support).

Tasks associated with BICS are usually comprehensible and less demanding. Cognitive processes are linked to BICS – identify specific information, name, match and sort objects into sets.

CALP: Cognitive Academic Language Proficiency: Language development for academic learning. Cummins observed that it takes seven to eight years for L2 students to attain a level of English suitable for academic school study. Language events are context reduced (little support) and cognitively demanding. Meaning is accessed primarily through the language e.g. listening to lectures on abstract topics, writing essays and learners require control over the use of grammar and vocabulary. Language is more abstract and less personal. Cognitive processes linked to CALP are identify criteria, justify opinions, form hypotheses and interpret evidence.

Exposure: the percentage of CLIL teaching in a curriculum in a school year

Low = 5-15% Medium = 15-50% High = 50%+

Home language: (Main) language used in the home. Sometimes referred to as 'primary' language

Immersion: programmes where most or all of subject content is taught through a second language (originating and often associated with Canada). Common to all models of immersion are key factors: intensity, time and exposure.

LAC: Languages Across the Curriculum refers to the study and use of languages throughout the curriculum. Its purpose is to prepare students for the cross-cultural and multilingual demands of a global society. LAC is appropriate at all levels of education.

Language demands: the language abilities which a learner needs in order to be able to use a language for learning in a given subject, subject lesson or using a given subject textbook. Lessons, subjects, textbooks, information technology therefore make language demands on learners.

Language demands analysis: the analysis which a subject (or language) teacher makes of the language demands which a given subject lesson or textbook etc will make on a class. Part of lesson planning in CLIL.

Language needs: the language needs which specific learners in any group have with respect to a given subject, lesson, textbook or website. A subject lesson therefore makes language demands on a whole class; whereas individuals in the class have individual language needs with respect to those demands.

Language showers: regular, short, continuous exposure to CLIL delivered in the target language for 15 or 30 minutes several times a week. They are associated with Primary schools and usually taught in one subject area.

RECURSOS AICLE

http://alinguistico.blogspot.com.es/2012/11/formacion-inicial-para-nuevos-centros.html

http://alinguistico.blogspot.com.es/2012/11/david-marsh-seminario-interactivo-en-el.html

(The added value of CLIL IN Enhancing Educational Outcomes)

https://docs.google.com/file/d/0Bw6HEIb7L47oektzbG40bU16Tnc/edit?pli=1

(Recursos organizados por asignaturas)

http://languagesroldan.blogspot.com.es/2012/11/bases-teoricas-de-aicle.html

(Bases teóricas de AICLE)

http://www.juntadeandalucia.es/educacion/webportal/web/proyecto-linguistico-centro/cil

(Recursos AICLE Junta de Andalucía)

http://www.juntadeandalucia.es/educacion/webportal/web/aicle

(Secuencias didácticas AICLE Andalucía)

https://docs.google.com/file/d/0Bw6HEIb7L47oU1ZudUICNXR5UVk/edit

(Recursos web AICLE)

http://www.teachingenglish.org.uk/clil

(Recursos British Council)

http://www.slideshare.net/slideshow/embed_code/1312402

(AICLE: Implicaciones pedagógicas)

http://www.slideshare.net/slideshow/embed_code/6704785

(Estrategias para desarrollar la comprensión lectora)

http://www.everythingesl.net/inservices/seven_teaching_strategies_clas_06140.php

(Strategies for CLIL teachers)

http://www3.gobiernodecanarias.org/medusa/edublogs/cepicoddelosvinos/files/2012/11/Gui%C3%B3n-para-la-Programaci%C3%B3n-Did%C3%A1ctica-CLIL.pdf

(Primaria CLIL: Unidades didácticas. Instrucciones)

CLIL   VIDEOS and DOCUMENTS

Introduction
http://www.youtube.com/watch?v=4YoCQYJezNA
http://www.youtube.com/watch?v=fGzxqtGFOJw
http://www.youtube.com/watch?feature=fvwp&v=9HhVnG0AYfI&NR=1

European Commission Text on CLIL
http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm

David Marsh on CLIL
http://www.youtube.com/watch?v=-Czdg8-6mJA&NR=1&feature=endscreen

Dª Krista Ireland on CLIL and Complexity Theory or Dynamic Systems Theory
http://mediateca.educa.madrid.org/reproducir.php?id_video=7apra8nedfykxoer&r=

Dr Fred Genesee on Linguistic Immersion.
http://mediateca.educa.madrid.org/reproducir.php?id_video=6snfqmpnyuq7gwb4&r=
Teaching and learning in bilingual programs. The Canadian model.

Dª Pamela Wrigley on Sheltered Instruction: The Art of Making Content Comprehensible while Promoting English Language Development.
http://mediateca.educa.madrid.org/reproducir.php?id_video=vkxzo27wv5dea9ev&r=

Dª Abbie Hibler on Promoting the CLIL Dimensions via Collaborative Teaching (Language Assistants)
http://mediateca.educa.madrid.org/reproducir.php?id_video=tlezxbbg6tjkh1k2&r=

Dª Anna Vallbona on CLIL in Primary Education
http://mediateca.educa.madrid.org/reproducir.php?id_video=f63w8autg1hquro8&r=

Dª Francesca Ida Carducci on From Content-based teaching to CLIL
http://mediateca.educa.madrid.org/reproducir.php?id_video=sgelp8ggsbuawvql&r=

Dª Teresa Gerdes on Training and Updating teachers in bilingual educational environments
http://mediateca.educa.madrid.org/reproducir.php?id_video=goaf9lzyeirnu96a&r=

SIOP
http://www.youtube.com/watch?v=XUdn9ucawAg

Planning & Observation Checklist

for a Professional Dialogue Between CLIL Educators*

Grade Level: Number of Students: Date: Lesson Planned/ Observed:

The following seven category labels and their descriptors identify key pedagogical goals in CLIL settings. The subsequent indicators illustrate possible observable features of goals achievement. All features would not be observable in any one class.

The CLIL teacher aims to:	Indicators:	+ − 0	observed not observed NA
1. Integrate content and language			
1.1 Specifies the planned content outcomes and the content-obligatory language outcomes for each lesson.	Planned outcomes are on the board or stated and recognisable as driving all activities.		
1.2 Uses authentic texts, artefacts and materials to teach content and language.	Some of the listed elements are present.		
1.3 Focuses corrective responses on pre-determined content and language outcomes based on the lesson, and the developmental level of the learners.	Students successfully follow instructions and complete assignments. Too difficult language is avoided and future topics are not addressed at length.		
1.4 Has a well-balanced lesson.	Warm-up, teaching/ learning, analysis and reflection are present.		
2. Create a rich L2 learning environment			
2.1 Creates a friendly and safe learning environment.	Teacher uses routine activities. The classroom seems stress-free. Students support one another & participate actively. They experiment freely with language. Rules created with students are posted & observed. Students respect the rules.		
2.2 Surrounds learner with rich subject content, and extensive oral and written language input.	Content is challenging, linked to a relevant context and previous learning, and is successfully applied by students during a task requiring higher order thinking. Synonym & antonym work is done. Language is displayed. A reading corner, learning centres &/or electronic media are available.		
2.3 Creates numerous opportunities for students to speak and write.	Students speak more than the teacher. (First weeks of programme are an exception.) Peer-cooperative work encourages equal participation. Students express own understanding in writing.		
2.4 Organises classroom so it promotes learning.	Teacher displays student work, language is displayed, supplies are in logical places and seating configurations promote cooperation.		
3. Make input comprehensible			
3.1 Uses body language, visuals, realia, and manipulatives to communicate meaning.	e.g., facial and hand gestures, pictures, actual objects		
3.2 Elicits and draws upon prior knowledge, experiences and current attitudes vis-à-vis new topics.	Students are encouraged to link new learning to previously taught topics. Attitudes toward new topic are determined and discussed.		
3.3 Uses a variety of pre-reading and pre-writing activities to make content and language more accessible.	e.g., advanced organizers, concept and word charts, or maps		
3.4 Breaks complex information and processes into component parts.	The theme/information is organised into sub-units or sub-themes. Scaffolds both content and language input by chunking information, breaking instructions or assignments into manageable pieces.		
3.5 Makes frequent use of comprehension checks that require learners to demonstrate their understanding.	Students can articulate what they have learned and can apply it through an assignment or activity.		
3.6 Selects and adapts instructional material for learners' developmental level.	Texts may be shortened, sub-headings inserted and language support sheets created. Students cope with the assignments and participate actively.		

4. Use "teacher-talk" effectively

4.1 Uses normal level of volume, articulates and enunciates clearly.	Does not raise volume above "normal" levels to achieve comprehension. Students can follow most instructions and use teacher recasts. Teacher speech habits are reflected in the quality of student output.	
4.2 Slows down and simplifies language when developmentally appropriate.	Messages are repeated in different ways without excessive volume. Students are interested in what is going on.	
4.3 Avoids "teacher-speak".	Students, at times, take the lead in conversations. Non-classroom situations are role-played.	
4.4 Models accurate use of language.	Syntax and grammar are accurate. "Parasitic" words or expressions such as "You know!" are avoided. Intonation is natural. The teacher's accent does not impede comprehension.	

5. Promote extended student output

5.1 Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking.	Students participate in discussions. Elements of critical and creative thinking are present. Follow-up questions take thinking a step further.	
5.2 Structures and facilitates high-interest, student-centred activities.	e.g., role playing, plays, debates, presentations, peer cooperative work, peer and group teaching	
5.3 Provides all students with the opportunity to participate and speak.	The teacher uses grouping techniques such as dyads, think-pair-share, small groups, etc. and output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.	
5.4 Promotes learning from and with peers.	e.g., peer editing, peer tutoring, student study groups	
5.5 Communicates and consistently reinforces clear expectations about learning achievements related to content, language and learning skills.	The teacher verbalizes his/her expectations and is consistent in reinforcing students who meet expectations and applies related rules with consistency.	

6. Attend to diverse learner needs

6.1 Takes into account different learning strategies and helps students develop learning skills.	All students are motivated. Teacher uses co-operative learning strategies and mixed ability grouping. Visual, tactile, auditory and kinaesthetic approaches are visible. Teacher invites students to share different problem-solving approaches and learning strategies.	
6.2 Surveys and takes into account student interests, opinions and wishes.	Students pick topics, decide on order of activities, and bring into the lesson elements that they clearly cherish.	
6.3 Makes use of a wide variety of activities through learning centres where students can work at a level that is appropriate for them.	Students are given a choice in activities. Easier tasks are at the top of activity lists. There are a variety activities suiting visual, aural, kinaesthetic, and reading and writing learning styles.	

7. Attend to continuous growth and improvement in accuracy

7.1 Creates an opportunity for evaluation of content and language learning (including learning process) during each lesson.	Either self-evaluation by the student, peer evaluation, or teacher-directed evaluation takes place during the lesson.	
7.2 Uses a variety of effective feedback techniques.	For encouraging growth in understanding and using content, the teacher details what is correct, indicates points requiring further reflection, provides clues, creates relational links, and asks probing questions. In supporting language growth, the teacher uses among others the following techniques: elicitation, clarification requests, repetition, recasting, explicit correction, as well as body language & other non-verbal cues.	
7.3 Attends to errors in both oral and written language.	Teacher models right answer. Teacher encourages self and peer-repair.	
7.4 Differentiates between feedback on form versus meaning.	Students receive verbal reinforcement or marks for content. Teachers says e.g. "I like that idea. How might you say it more precisely? How might you expand on that idea? What would an opponent say?"	

Pronunciation of the -(e)d ending
By michelle (2007)

Quick Guide: NEVER pronounce /ed/!!! Pronounce a /t/ instead!

Whenever you see a word ending in -ed, visualize the "e" as crossed out, if you want to increase your chances of pronouncing it correctly! (Practice this visualization technique as you read aloud stories, news, poems...)

askᴇd * receivᴇd

Before telling you when to pronounce a /t/ or when to pronounce a /d/, let us see what happens to a small but commonly used group of words - the words whose infinitive form ends in a dental sound (t or d).

A little exception: when to pronounce /Id/ (NEVER /ed/ anyway!)

If the last SOUND in the infinitive of the verb is a dental - a /d/ or a /t/ - you need a vowel support that separates the first dental from the second, so that it is clear you are expressing a past.

/startd/	???	No way! That sounds like a present! (Assimilation) What can we do, then?
/startId/		Yes, insert a vowel: an English short "i", NEVER a Spanish "e"

When to say /t/ or /d/

When to pronounce the "-ed" as a /t/ and when to pronounce it as a /d/?

- If the last SOUND in the infinitive form (the form without the -ed ending) is a vowel or a voiced consonant, the -ed should be pronounced /d/.
- If the last SOUND in the infinitive form (the form without the -ed ending) is a voiceless consonant, the -ed should be pronounced /t/.

IF YOU HAVE NO TIME TO WORK THAT OUT, PLEASE PRONOUNCE A /t/, a strong dental sound, so that it is clear to the listener that you are not using a present or infinitive form! This was my first tip when you started reading these notes, wasn't it?

To find out which are the voiced and the voiceless consonants, you need to do the following exercise:
- Say "Ahhhhhh"
- Feel your throat with your fingers until you find the exact place where the vibration you can notice comes from. That place is where your vocal chords are.
- Say different vowels. All vowels, both in Spanish and English, are VOICED, which means, our vocal chords vibrate when they are pronounced.
- Is your hand in the correct place? OK then, now, to the consonants.
- Being careful of not saying any kind of vowel sound, say /k/
- Your vocal chords don't vibrate, so /k/ is a voiceless sound.
- Say /v/. Your vocal chords vibrate, so /v/ is a voiced sound.
- Pronounce this (both): ask - asked. Did you say "asked" or "askt"? The first is IMPOSSIBLE in English because we never pronounce a Spanish "e", we cross out the vowel, so to say. And because /k/ is voiceless, the dental sound in the -ed ending is pronounced as a /t/ (voiceless dental).
- Pronounce this (both): receive - received. Did you say "risiived" or "risiivd"? The first is IMPOSSIBLE. Because /v/ is voiced, the dental sound in the -ed ending is pronounced as a /d/ (voiced dental).

Anyway, you want a list! I know. Please, practice feeling your chords as you pronounce each and every one of them. If you have any trouble with the pronunciation of any, tell me in class!

Voiced sounds (-ed as d)
All the vowels!, like...
play - played /pleid/ NEVER "plalled"!!!
stay - stayed /steid/ NEVER "stelled"!!!
bow - bowed /baud/ NEVER "bogüed"!!!
argue - argued /aargiud/ NEVER "argued"!!!
continue - continued /kontiniud/ NEVER "kontinued"!!!

And verbs/adjectives ending in <u>voiced consonants</u>

b	dʒ	g	ʒ	l	m	n	r	v	z

webbed
change - changed
log - logged
illusioned
fill - filled
jam - jammed
pin - pinned
bored
receive - received
buzz – buzzed (this is no "zeta" sound, but a voiced "s")

ð

is voiced, but its usually at the beginning of words: the, these, this, that...

Voiceless sounds (-ed as t)

tʃ	f	k	p	s	ʃ

watch - watched
laugh - laughed
ask - asked
stop - stopped
pass - passed
wash - washed

θ

is voiceless, but I can't think of verbs/adjs ending in this sound! (through, thin...)

<u>Now we need to integrate those isolated words in connected speech</u>! So...

Listen and repeat these sentences (2 word pages): (In the same page where this same text is in)
http://www.talkingpeople.net/tp/skills/phonetics/edending_verbsincontext01.doc
Here is its accompanying audio (13 mins):
http://www.talkingpeople.net/tp/skills/phonetics/edending_verbsincontext01.mp3

You could do some Reading Aloud practice
- Read aloud Leonora Carrington's "The Debutante" and listen to its audio to check. You'll find all that in the Talking People "Library" – "Literature" – Writers – Leonora Carrington.

<u>More Practice...</u>
Check out the TP section called "Speaking" - "Pronunciation" - "Pronunciation of the –ed ending 02"

Expressions for conversations
Using conversation fillers

11

Expressions for conversations
Asking for clarification and asking for more details

Expressions for conversations

Responding to someone in a conversation

Yeah, I guess so. / No, I guess not.

Oh, that's great. / Oh, that's terrible.

Really? That's interesting.

You're kidding!

13

Expressions for pair work and group work
Role-playing activities and sharing information

Who's going to begin?

Which role are you going to take?

Whose turn is it?

I think we're finished. What should we do now?

You start. Let's start.

I'll be . . . You be . . .

It's my turn. It's your turn.

14

Expressions for pair work and group work
Checking answers

What did you put/write for number (1)?
How did you answer number (1)?

I agree. / I don't agree.

What do you think?

I think that's right. / I think that's wrong.

Let's ask the teacher about this.
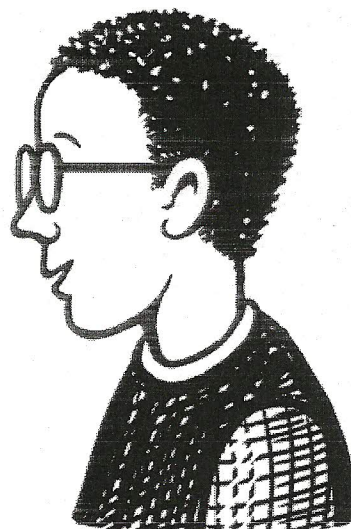
General expressions for the classroom

(26)