

# *Sounds Alive*

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*Sounds Alive*

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# ***SOUNDS ALIVE***

## **FIFTY WAYS TO MAKE SOUNDS LIVELY**

The following fifty suggestions show how students can tackle the lists and learn the sounds that form the basis of the English language.

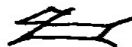



1. Sound out the words on each page – one page per day.
2. Make up sentences with a certain number of words from one of the lists.
3. In a group each person makes up a sentence using a word in a list. If someone can't think of a sentence they're "out". When one person is left they win.
4. Write down sentences using words from a list. The person with most sentences "wins".
5. Make up a story using at least one word from the list in each sentence. The best story "wins".
6. Each person in a group sounds out a word in a list. They explain to the group what a word means.
7. Pick out all the nouns in a list.
8. Pick out all the verbs or "doing words" in a list.
9. Pick out those words in a list which are **not** a name and are not a verb. What part of speech are they?
10. One person in a group sounds out the words in a list. The others write them down.
11. One person in turn makes up a sentence using one or more words from a list. The others write it down as dictation.
12. Pick out any colours in the list.
13. Pick out adjectives in the list.

14. Take one word from one column and a second word from the same column. Make up a sentence using both of them.
15. Pick out ten words from the list and draw cartoons to illustrate them. Can others guess what word they are drawn for?
16. Pick out ten words from the list. Do signs to show them and see if others can work out what word the action means.
17. Look in a newspaper article. Pick out all the one syllable words. Sort them into their sounds.
18. Find one syllable words in a newspaper article amongst the lists in *Sounds Alive*.
19. Whoever is the first to find all the one syllable words from a newspaper article in *Sounds Alive* "wins".
20. Some one syllable words, for example, the name of people, may not be in *Sounds Alive*. Looking in a newspaper article, see if you can find any.
21. Sound out the words in the one column of a list. Do a spelling test on them.
22. Take some words of more than one syllable. Break these up into the same sounds which are in the lists of *Sounds Alive*.
23. Break up words of more than one syllable. Sound them out. Do a spelling test on them.
24. Take the words of two or more lists. Make them into some two syllable words. Whoever makes up most two syllable words "wins".
25. Go through a magazine. Cut out twenty pictures which show something with one syllable in a word to describe it e.g. "man". Write the word beside it.
26. Copy a list of words with more than one syllable. Underline the one syllable word "inside them".

27. Take a number of words from a list. Add some letters to the end of them to make a new word.
28. Take a number of words from a list. Add one or more letters to the start of them to make a new list.
29. See how many words in a list can be made into a new word by adding one or more letters to both the start and the finish.
30. Form two teams. Draw pictures of as many words from a list as possible. Team members score points when they name the pictures. The team with most points wins.
31. Take the words of a list and re-write them using other ways to sort them out besides sound.
32. Do a spelling test of the words in a list when other letters are added on to them.
33. Make up sentences using as many words from a list as possible. Whoever has the most words in a sentence wins.
34. Someone gives out a sentence and omits one word from the list. Others write down what they think is the missing word.
35. Someone gives out a sentence and omits more than one word from the list. Others write down what they think are the missing words.
36. Make up ten sentences using the same word from a list. Show the verb in each sentence and the subject.
37. Make up ten sentences using ten words from the list. See if you can include an adverb in each sentence, that is, a word to show “how”, “when”, “where” or “why”.
38. Find words in the lists to show “when”. 39. Take a list of fairly long words. Break them up into syllables. Find words in the lists of *Sounds Alive* that rhyme with the syllables.

40. Think up the names of people with one syllable in their name.
41. Find the lists that rhyme with these names.
42. Write out the numbers 1-10. Find the numbers with one syllable in the lists of *Sounds Alive*.
43. Write out your own name. Break it up into syllables. Find the lists of words in *Sounds Alive* that rhyme with the syllables in your name.
44. Make up a poem by using two different lists. Take a word from one list to end one line then a word from the second list to end the next line.
45. In a group, one person starts a story using a word from a list to end the first sentence. Someone adds to the story ending their sentence with another word from the same list.
46. Collect sentences made up using words from the one list. Mark out the “subject”, the verb and the “predicate”.
47. In analyzing a sentence the “object” answers “who” or “what” after the verb. Using words in a list make up ten sentences that have an object e.g. “He flew his kite.”
48. Mix up the lists of *Sounds Alive*. Take turns reading out the words ten at a time. Whoever does so without stumbling “wins.”
49. Someone gives out words across the lists of *Sounds Alive*. Others write down these words and another one which rhymes with it.
50. Take a list of words in *Sounds Alive*. Invite people to pick out their favourite three words.

(you cannot play music without rote learning!)





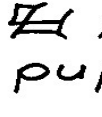
The a b c	 axe	 bat
 cat	 dog	 egg
 fish	 gate	 hat
 ink	 jug	 kite
 wheel	 mug	 nose
 op	 pot	 queen
 rat	 snake	 top
 up	 vet	 wheel
 x	 yacht	 zip

# Words are built on vowel sounds


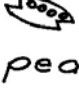



These are the vowels.

<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>
----------	----------	----------	----------	----------

1. Words can show how the vowels should be sounded.

pat	pet	pit	pot	pup
 pat	 pet	 pit	 pot	 pup

2. Words can give the name of the vowel.

pay	pea	pipe	poke	prune
 pay	 pea	 pipe	 poke	 prune

3. Some words have a different sound again.


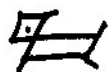



park	paw	pow	puss	ploy
pear	pier	pelt	pure	purr

All of the words above start with a “P” which is like a hard sound. There are other hard sounds as well.



For the present **forget about** the sounds in numbers two and three (on the previous page). Go back to number one list and its sounds






**Go back** to the vowel sounds

pat	pet	pit	pot	pup
 pat	 pet	 pit	 pot	 pup

You now know the vowel sounds of:

a	e	i	o	u
---	---	---	---	---

You now know the hard sound of p. Learn up the hard sounds of p,t,g,s and b.

p	t	g	s	b
 pat	 ten	 give	 sock	 bun

# LIST ONE

# (OF 17)

Now watch how the vowel sounds of **a** and **e** can be linked in with the hard sounds of **p t g s** and **b**.

## **a as in pat    e as in pet**

as	get
asp	peg
bag	pep
bat	pet
gab	set
gag	Ted
gap	
gas	
nap	Bess
pat	best
sag	pest
sap	sped
sat	step
tab	test
tag	
tap	

spat  
stab  
stag



**This time** there are the same hard sounds of **p t g s** and **b**. but they are with the vowel sounds of **i, O** and **u**.

<b>i as in pit</b>	<b>o as in pot</b>	<b>u as in pup</b>
bib big bin bit gig pig pin pip pit sip sit tig tip tit  spit	bob bog bot gob god got op pop pot sob sop top  boss spot stop togs	Bub bug bus but gut pug pup pus sub sup tub tug up  bust butt fuss gust punt putt

**LIST TWO**

**(OF 17)**






**Try** some other hard sounds. These are as follows:

<b>c</b>	<b>d</b>	<b>f</b>	<b>m</b>	<b>n</b>
----------	----------	----------	----------	----------

Look at these hard sounds with the first vowels **a**.

<b>a as in pat</b>		
act	fab	badge
add	fad	band
amp	fag	bang
an	fan	camp
and	fat	damn
ant	mad	dance
bad	man	fact
bam	map	fang
ban	mat	gang
cab	nab	mass
cad	nag	pant
can	pad	sand
cap	pan	scab
cat	sad	scam
dab	Sam	scamp
dad	tan	scan
dag		stamp
dam	Babs	stand
Dan		tang

Look at the same hard sounds

c	d	f	m	n
 cap	 dead	 fig	 mop	 nun

with the vowel sounds of e and i.

e as in pet		i as in pit		
end	dense	bid	mid	mint
gem	edge	did	mig	miss
med	fence	dig	mix	mitt
Meg	fend	dim	nib	pimp
men	mend	din	nip	rinse
met	mess	dip	nit	sift
net	said	dit	Sid	singe
pen	scent	fib	sin	spin
ten	sect	fig	tin	stiff
	send	fin		sting
	sense	fit		tiff
bend	sent	fix	ding	tinge
bent	stem	gin	dint	tint
dead	tempt	if	fifth	
deaf	tend	in	gift	
deck	tent	it	mince	

Use the same hard sounds

c	d	f	m	n
---	---	---	---	---

with the vowel sounds of



**O** and **U**

O as in pot			U as in pup		
cob	on	soft	bud	pun	dunce
cod	pod	song	bum	son	dung
cog	pom	toff	bun	sud	dust
con	sod	tonne	cub	sum	fudge
cop	Tom		cud	sun	fund
dob			cup	ton	gum
dog	bomb		cut	tum	muff
don	bond		dub		mump
dot	cost		dud		must
fog	cough		dug	buff	numb
fop	dodge		fun	bump	puff
mob	fond		gun	bunch	pump
mod	font		Gus	bung	scum
mop	gong		mud	bunt	spud
nod	moss		mug	come	stuff
not	pomp		mum	cuff	stump
odd	pond		nun	duff	stunt
of	prompt		nut	dumb	sung
off	romp		one	dump	

# LIST THREE (OF 17)

Two new hard sounds are being added in this list. They are

r as in "rag" and l as in "led"

rag led

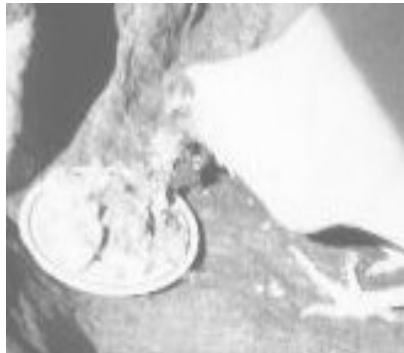
Take the first vowel **a**

a as in pat				
Hal	bland	flash	lash	slack
lab	blank	flat	latch	slam
lad	brad	franc	mall	slang
lag	branch	frank	plan	slant
lap	brand	glad	pram	slap
pal	brat	gland	rack	slash
Raf	clamp	Gran	ramp	splash
rag	clan	grand	rank	stamp
ram	crab	grant	rant	track
ran	crack	graph	rapt	tram
rap	drab	lack	rash	tramp
rat	drag	lamb	scalp	trance
	flab	lamp	scram	trap
alps	flag	lance	shall	
blab	flank	land	shrank	
black	flap	lapse	slab	

Look at the next vowels e and also I

**e as in pet**

red	bread	fed	less	stress
leg	breast	fled	rent	stretch
let	breath	French	rest	thread
rep	cleanse	fresh	shred	threat
	clench	fret	sledge	tread
blend	dread	ledge	spread	trench
bless	dress	left	strength	trend



fed



## i as in pip

lid	brim	flip	limp	slim
lip	bring	flit	link	sling
lit	brink	frill	prick	link
nil	brisk	fringe	prim	slip
rib	click	frisk	prince	slit
rid	cliff	gild	rich	split
rig	cling	gill	rick	spring
rim	clink	glint	rift	string
rip	clip	grid	ring	strip
	drift	grill	rink	thrift
lift	drill	grin	risk	thrill
blink	drink	grip	script	till
bliss	drip	grist	shrill	tilt
brick	film	guild	silk	trick
bridge	filth	guilt	sill	trim
brig	flick	lick	silt	trip
bill	fling	limb	slick	

Look at the next vowels **O** and **U** when they are added to the hard sounds **r** and **l**



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## O as in pot

lob	block	cloth	gloss	plot
log	blond	drop	grog	rock
lop	blot	flock	lock	slog
lot	blotch	flop	lodge	slot
rob	bolt	frock	loft	strong
rod	broth	frog	long	throb
rot	clock	from	loss	trot
	clod	frost	plod	
blob	clog	froth	plop	

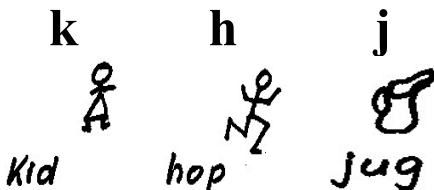
## U as in pup

lug	clump	glut	gull	shrub
rub	clung	grub	pluck	shrug
rug	clutch	gruff	plug	slug
rum	crush	grunt	plum	slum
run	crust	gull	plump	slump
rut	cull	hull	plunge	slung
	drug	luck	plush	slush
bluff	drum	lull	ruck	strum
blunt	drunk	lump	rump	thrush
blush	dull	lunch	rung	truck
brush	flung	lung	rush	trump
club	flush	lunge	rust	trunk
cluck	flux	lush	scrub	trust

# LIST FOUR

(OF 17)

Add in the  
hard sounds



Take the first vowel which is **a**

**a** as in pat

ash	back	chap	match	spank
gal	bank	chat	pack	sprang
had	bash	dash	patch	stack
hag	batch	drat	sack	stank
ham	cache	hack	sash	tack
has	cash	hand	shack	tank
hat	catch	hash	sham	than
jab	chance	hatch	smack	thank
jam	chant	jack	smash	that

Now try these hard sounds with the vowel of **e**

**e** as in pet

hem	bench	death	jest	Speck
hen	check	desk	mesh	them
jet	chess	fetch	peck	then
beck	chest	head	shed	when

Try the next vowel of:

ĭ as in pit

hid		hinge	pink	stick
him	bitch	hiss	pitch	still
hip	chick	hitch	shift	stink
his	chin	kick	shin	stitch
hit	chink	king	ship	thick
jig	chip	kiss	sick	thin
Jim	chit	Mick	sink	thing
kid	dish	nick	skim	think
kin	ditch	pick	skip	this
kit	fish	pinch	skit	tick

and the next vowel of:

O as in pot

hog	bold	hock	mock	shot
hop	chock	Hong	notch	sock
hot	chop	honk	shock	stock
job	coal	John	shod	thong
jog	cold	knock	shone	tock
jot	dock	knot	shop	trough
oh				

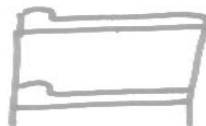
And the last vowel **U** as in pup

**U** as in pup

hug	busk	huck	much	such
hum	chuck	huff	muck	suck
hut	chump	hump	mush	thud
jug	chunk	hunch	punch	thug
ugh	duck	hunk	punk	thumb
buck	Dutch	hunt	shut	thus
bunk	gush	husk	spunk	tuck
				tusk



duck

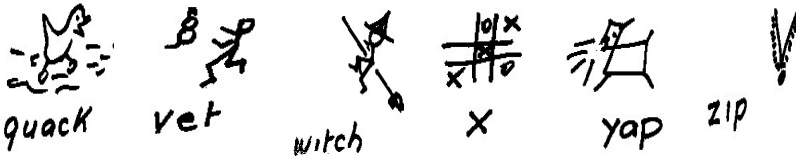


bunk

**LIST FIVE****(OF 17)**

**One last set** of hard sounds to go with the vowel sounds! These are as follows with some words:

q	v	w	x	y	Z
quack	vet	witch	x	yap	zip



Look at the first vowel sound which is **a** as in pat

**a** as in pat

axe	tax	wax	have	swag
lax	van	yak	jazz	swank
max	wag	yap	quack	vamp

**Look** at the next vowel sound which is:

**e** as in pet

Rev	web	yep	next	wedge
sex	wed	yes	sweat	west
vet	wet	yet	swept	wreck
vex			vest	wren

For some reason there are quite a lot of words with these hard sounds and the vowel sound of

**î** as in pit

**î** as in pit

yip	blitz	sixth	Swiss	whip
gym	fizz	squib	switch	whisk
six	hymn	squid	twig	wick
wig	lynch	squint	twin	will
win	myth	swift	twist	wish
wit	quick	swill	which	wisp
	quilt	swim	whiff	with
	quit	swing	whim	wring
	quiz	swish		



# LIST SIX

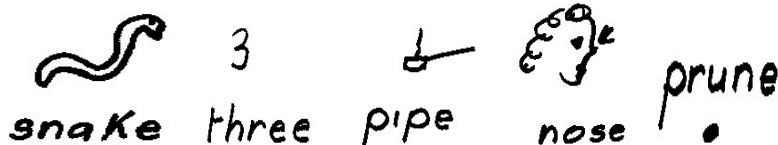
# (OF 17)

Now you are past the vowel sounds. You are up to the next type of sounds in which the vowels say their **name** instead of their sound. Remember the vowel sounds:

a	e	i	o	u
pat	pet	pit	pot	pup

Now look at these letters when they say their name

a	e	i	o	u
pay	pea	pipe	poke	prune



Again take the first vowel and look at when it says its name. If there is the letter **a** then a hard sound and then the letter **e**, then the letter **a** says its name.



## a something e

age	face	Jake	race	slate
ape	fake	lace	rage	space
babe	fame	lake	rake	spade
bale	fate	lame	rape	stage
bane	flake	lane	rate	stake
base	flame	late	rave	stale
baste	frame	made	safe	state
blame	game	make	sake	take
blaze	gape	male	same	tale
brace	gate	mane	sate	tame
brake	gave	mate	save	tape
brave	gaze	maze	scale	trade
cage	grace	name	scrape	vale
came	grade	page	shade	wade
cane	grape	pane	shake	wage
case	grate	paste	shame	wake
cave	grave	pave	shape	wane
chase	graze	phrase	shave	wave
chaste	hale	place	skate	whale
date	hate	plane	slake	
drake	haze	plate		



gate

**But** that's not all! If the letter **i** comes after the letter **a** then **a** says its name instead of its vowel sound.

## ai

aim	faint	mail	quaint	tail
bail	faith	maim	rail	taint
bait	frail	main	rain	trail
braid	gain	nail	raise	train
brain	gait	paid	sail	trait
chain	grain	pail	saint	vain
claim	hail	pain	slain	wail
drain	jail	paint	sprain	waist
fail	laid	plain	stain	wait
fain	maid	quail		

If the letter **y** comes after **a** then **a** says its name

nay	day	may	pray	stay
bay	gay	maybe	ray	stray
bray	hay	pay	slay	sway
clay	lay	play	spray	tray
				way

But "bass" is on its own



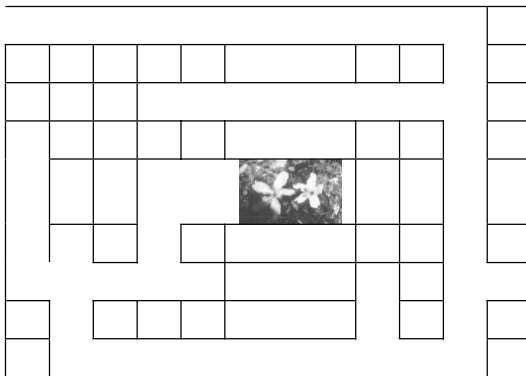
**Just** to keep it tricky, there are other words that say the name of **a** but they do not follow an easy rule.

### a as in pay

ache	eh	gauge	range	vague
bathe	eight	great	reign	vein
break	fete	grey	strange	waste
change	freight	haste	taste	weight

Some of these words really follow the **a** something **e** rule, like:

m a z e



**LIST SEVEN****(OF 17)****What about e as in pea?**If an **e** is followed by an **a** then **e** says its name**e** as in pea

bead	dear	heat	peace	sheaf
beak	dream	heath	peak	shear
beam	each	heave	plea	speak
bean	ear	jean	plead	spear
beast	ease	lead	please	steal
beat	east	leaf	pleat	steam
bleak	easy	leap	preach	streak
bleach	eat	leak	reach	stream
breathe	fear	lease	read	tea
cease	feast	lean	real	teach
cheap	feat	least	ream	team
cheat	freak	leave	scream	treat
clean	gleam	meal	sea	veal
clear	grease	mean	seal	weak
creak	heal	meat	seam	wear
deal	heap	near	sear	wheat
deal	hear	neat	seat	wreath
				yeast

What about when there are two e's making ee?

e as in bee

bee	feel	jeer	see	squeeze
beech	feet	keel	seed	steel
beef	flee	keen	seek	steep
been	fleece	keep	seem	steer
beer	fleet	need	seen	street
bleed	free	knee	seep	sweep
breed	freeze	peek	seep	sweet
breeze	gee	mEEK	seethe	tee
cheep	geese	meet	sheen	teem
cheer	glee	peel	sheep	teen
cheeze	greed	peep	sheet	three
creep	Greek	queen	sleek	tree
deed	green	queer	sleep	tweed
deem	greet	reed	sleet	wee
deep	hee	reef	sleeve	weep
eel	heed	reek	sneeze	weed
fee	heel	reel	speed	wheel
feed	jeep	screen	spree	week



wheel

## And e as in ie

brief	field	e as in brief		
chief	fierce	grief	shield	Wield
		priest		

**Again** just to keep things tricky some words do not seem to follow a pattern.

		e as in be		
be	he	mete	she	squeal
eve	key	rheim	sheik	Steve
gene	me	seize	squeak	we



**LIST EIGHT****(OF 17)**

What about the vowel **i** as in **pipe**?

Do you remember how **a** says its name if it is followed by a hard sound and then an **e**? So it is with **i**.

**i** something **e** says **i** as in **pipe**

bite	hide	pile	site	time
bribe	hike	pine	size	ire
bride	hire	pipe	slice	tribe
brine	hive	price	slide	trice
chide	ice	pride	slime	twice
chime	jibe	prime	smile	twine
dice	jive	prize	spice	vice
dike	kite	quite	spike	vile
dime	knife	rice	spine	vine
dine	life	ride	spire	while
dive	like	rile	spite	whine
drive	line	rind	strife	white
fife	live	ripe	strike	wide
file	mile	rise	stripe	wife
fine	mine	scribe	swine	wine
five	mire	shine	swipe	wipe
guide	mire	shrine	tide	wise
guile	nice	side	tile	write
guise	nine	sire		

Sometimes the letter **y** can make the name of the **i**

When **y** sounds like the name of the vowel **i**

aye	cry	fly	pry	spy
buy	dry	fry	shy	style
by	dye	guy	sky	try
bye	eye	my	sly	type
				why

When **i** is followed by the letters **gh** the **i** sounds out its name.

**i** followed by **gh** says **i** as in plight

bright	fright	light	plight	sight
fight	height	nigh	right	slight
flight	high	night	sigh	tight

Again, just to be tricky, there are some cases when the **i** sounds out its name without any obvious rules.

**i** as in pie without any obvious rules

aise	climb	grind	ninth	tie
bind	cried	hind	pie	tried
blind	dial	kind	pint	vie
child	die	lie	sign	wild
choir	find	mild	skies	wind
Christ	giant	mind		



**LIST NINE****(OF 17)**

Think of the next vowel which is **O** and when it sounds out its name as in poke. Like the **a** and the **i**, if **O** is followed by a hard sound and **e** then it makes a sound the same as its name.

bloke	dome	joke	pose	spoke
bode	dope	Jove	probe	stone
bone	dose	lope	quote	stove
broke	dote	mode	robe	strode
choke	drove	nose	rode	stroke
chrome	froze	note	Rome	those
close	grope	ode	rope	throne
clove	home	over	rose	tone
coke	hone	phone	rover	vote
cone	hope	poke	slope	woke
cope	hose	pope	smoke	

If **O** is followed by **a** they sound out **O** as in poach

bloat	coat	goat	loan	road
boast	coax	groan	moan	roam
boat	croak	hoax	moat	roast
cloak	float	Joan	oat	soak
coach	foam	load	oath	throat
coast	gloat	loaf	poach	toad
				toast

If **O** is followed by **W** they sound out the vowel name as in blow

**O** as in blow

blow	glow	low	row	sow
crow	grow	mow	show	throw
flow	grown	owe	slow	tow
flown	know	own	snow	

**Again** there are words where the vowel (usually) sounds out its name. But these words do not appear to follow a set pattern.

**O** as in no

beau	foe	host	ok	sloth
both	folk	Joe	only	so
brooch	ghost	local	ouch	though
clothes	go	most	poem	toe
comb	goes	no	post	vogue
don't	gross	noble	rogue	woe
dough	hoe	ocean	sew	won't



## LIST TEN (OF 17)

Look at **U** as in prune. As with the vowels **a** **i** and **O** quite a few words with the vowel name sound are formed when a hard sound and **e** are added to the u.

**U** something **e** as in prune

brute	duke	lute	prune	tune
crude	fluke	mute	rude	use
cube	fuse	nude	rule	ute
dude	hume	plume		

With a **OO** there can be a sound the same as the name of the vowel **U**.

**OO** as in pool

loo	coon	loom	pool	soon
bloom	coop	loop	poop	spook
boo	coot	loose	proof	spoon
boom	doom	loot	roof	stool
boon	gloom	moo	room	stoop
boost	goo	mood	roost	swoon
boot	goose	moon	root	swoop
booth	groom	moose	school	too
booze	groove	noon	scoop	tool
brood	hoot	noose	shoo	tooth
broom	hoon	ooze	shoot	zoo
cool	loo			

**What about** other words that do not follow a set pattern? Yet these words have the sound of **u** as in prune.

**u** as in blue

beaut	duel	knew	shoe	true
blue	flue	lose	soup	truth
brew	fruit	move	sue	two
bruise	funeral	queue	suit	view
chew	glue	rouge	through	who
clue	group	route	to	whose
cue	gruel	rue	tomb	wound
dew	Jew	ruin	tour	you
do	jewel	screw	truce	youth
drew	juice			



## THE LAST LAP

### LIST ELEVEN

(OF 17)

Sometimes the vowel **a** has a quite different sound again. It not only says its special sound or its name. It can form what is called a **diphthong**. This means that when joined with other sounds e.g. r or s it has an ahhh sound. It becomes a as in p ar k.

#### **ar** as in park

arch	car	farm	large	smart
are	carp	fart	lark	snarl
ark	cart	gnarled	march	spar
arm	carve	guard	mark	spark
art	charge	hard	mars	star
bar	charm	hark	mart	starch
barb	dark	harm	scar	stark
bard	darl	harp	park	start
barge	darn	harsh	part	tar
bark	dart	jar	scarf	tart
barn	far	kart	shark	yard
Bart	farce	lard	sharp	yarn

**Adding on** an **S** after an **a** can make an **ahhh** sound as well.

a as in ask				
ask	cast	fast	grass	mast
bask	caste	grass	last	pass
blast	clasp	gasp	mask	task
brass	class	glass		

**Again some words** can give **a** an **ahhh** sound but these do not follow a strict pattern.

a as in pa				
aunt	calf	daft	laugh	raft
baa	calm	draft	ma	sage
Baal	can't	graft	pa	shaft
balm	chaff	half	palm	staff
bath	craft	halve	path	ta

**Then** there is **a** as in **Paw**.

Just to be extra tricky some words give the letter **a** the sound that can be heard in **paw** for example when the letter **a** is followed by **ll** or **u** or **w**.

a as in all	a as in Paul	a as in awe
-------------	--------------	-------------

all	aught	awe	law
ball	autumn	brawl	lawn
call	caught	brawn	paw
fall	cause	claw	pawn
gall	daunt	dawn	raw
hall	fraught	draw	saw
pall	gaunt	drawl	scrawl
small	launch	fawn	shawl
squall	naught	awe	squaw
stall	Paul	gawk	squawk
tall	sauce	gnaw	straw
wall	taught	hawk	yawn
	taunt	jaw	

The sound of **aw** as in paw is also in these **Or** words.

<b>Or</b>				
or	force	horn	north	snore
chord	fore	horse	poor	sort
cord	forge	lord	rort	spore
cork	fork	moor	scorch	sport
corn	form	more	score	store
door	fort	morn	shore	sword
for	horde	nor	short	swore
				thorn

Other letters again make the same sound as "aw" as in paw.

Other words that sound like paw				
bald	course	hoard	stalked	walk
boar	court	hoist	sure	war
board	faun	quart	swarm	ward
bore	fought	roar	talk	warm
bought	four	sought	tall	warn
broad	fourth	source	thought	wart
chalk	haul	squad	toil	your
coarse	haunt			

4

4th



walk



talk



**LIST TWELVE****(OF 17)**The **p-ow** sound

<b>OU as in p-ow</b>				
mouth	couch	joust	plough	slouch
bough	count	loud	pouch	sound
blouse	doubt	lout	pounce	south
bounce	flour	louse	pound	spouse
bound	found	mound	proud	spout
bout	ground	mount	round	sprout
cloud	hound	mouse	scout	trout
clout	house	ounce	shout	



house

The same kind of sound

<b>OW as in p-ow</b>				
ow	browse	flower	how	town
bow	cow	fowl	howl	vow
bowel	cowl	frown	mow	vowel
brow	down	gown	now	wow
brown	drown	growl	owl	

**LIST THIRTEEN****(OF 17)**The **p u ss** sound

<b>oo</b>		<b>Other</b>	
book	nook	bull	puss
brook	rook	bush	put
chook	shook	could	should
foot	sook	full	wolf
good	soot	pull	would
hood	wood	push	
hoof	woof		
hook	wool		
look			

**LIST FOURTEEN****(OF 17)**The **pl oy** sound

<b>Oi</b>		<b>oy</b>	<b>Other</b>
boil	noise	buoy	crawl
choice	oil	coy	porch
coil	point	hoy	pork
foil	poise	joy	port
groin	soil		
join	spoil		
joint	voice		
loin	void		
moist			

**LIST FIFTEEN****(OF 17)****The p - u - r r sound**

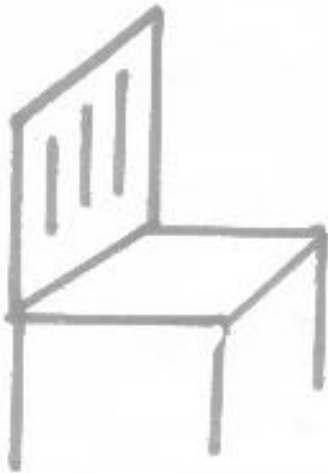
<b>ir</b>	<b>ur</b>	<b>er</b>	<b>other</b>
birch	blur	berth	earth
bird	blurb	err	learn
birth	burl	fern	nurse
chirp	burn	germ	pearl
dirt	burr	her	quirk
firm	burst	herb	search
first	church	herd	splurge
flirt	churn	jerk	word
girl	cur	merge	work
girth	curb	nerd	world
mirth	curd	perch	worm
shirt	curl	perk	worse
sir	curr	Serb	worst
skirt	curse	serge	worth
smirk	curt	serve	
squirm	curve slur	stern	
squirt	fur surf	term	
stir	hurl surge	verb	
third	hurt turd	verse	
thirst	purge Turk	were	
twirl	purr turn		
whirl	purse urn		

# LIST SIXTEEN

# (OF 17)

## The p-ear sound

a something e		ear	air	Other
bare	rare	bear	air	heir
blare	scare	pear	chair	scarce
care	share	rear	fair	their
dare	spare	swear	hair	there
fare	square	tear	lair	where
flare	stare	wear	pair	yeah
glare	ware		stairs	
hare				
mare				
prayer				



chair

## LIST SEVENTEEN

(OF 17)

The **p-ier**, **p - e -lt** and **p-ure** sounds**p – ier**

here  
beard  
sphere  
spilt  
weird  
year

**p - elt**

squelch  
twelfth  
twelve  
wealth  
Welsh  
weld  
well  
yell  
yelp

**P - ure**

cure  
feud  
food  
fool  
new  
pew  
pure  
shrew  
shrewd  
stew  
threw

and

**O** as in pot but spelt with an **a**

altar	waltz
swab	wand
swamp	want
swan	was
swap	wash
wad	wasp
waft	what



## **FIFTY REASONS WHY USING *SOUNDS ALIVE* IS HELPFUL**

***Sounds Alive* consists of 2,500 one syllable words sorted out in terms of sound.**

*Sounds Alive* is based on **lists of words**. By working through these a reader learns how to

- sound out words.
- read words
- spell words
- understand words
- enjoy words and
- realise the power of one short word to express something that is unique.

*Sounds Alive* shows the importance of **focus in language**.

It shows how a single syllable can sum up a whole level of meaning. It provides a huge vocabulary of one syllable words.

In doing this it:

- strengthens one's power of speech
- improves one's clarity in writing.
- challenges a learner to value sharpness in language rather than jargonese.

*Sounds Alive* demonstrates the ability of the English language to express itself in short words.

The words of *Sounds Alive* give an **immediate experience** of things like:

- movement
- colour
- relationship
- feelings
- the abstract
- the concrete

Working through the lists of *Sounds Alive* gives opportunities to extend **grammar skills**.

One can learn about words that are:

- nouns
- adjectives
- verbs
- prepositions
- participles
- conjunctions
- proper nouns etc.

Students can make up their own exercises or games with the lists. *Sounds Alive* can help to resurrect the riches of old grammar books, long ago discarded for being too "boring".

*Sounds Alive* can provide a basis for a teacher's personalised collection of exercise examples.

Such a collection can endure - like the one syllable words themselves.

Such a collection can be built up and refined over years of teaching.

The collection can be modified in terms of different grade levels.

It can be modified in terms of student ability.

The word lists of *Sounds Alive* can be used to create **sentences for analysis** into:

- subject and predicate
- subject verb, object and adverbs.
- main clause and adverbial clauses
- main clause and adjectival clauses etc.

Because one syllable words themselves are so simple, more complex grammar can be considered without this looking "much too hard."

With the word lists of *Sounds Alive* one can learn how to:

- use the same word in different parts of speech e.g. as a noun or verb e.g. "jack"
- add to a word to form other words e.g. "jackass"
- pick out words that can be used as a metaphor (e.g. "nut")
- pick out words that can be misused and turned into slang (e.g. "drip")
- work out points of comparison between a **metaphor meaning** and a dictionary meaning.
- create adverbs
- add prefixes
- add suffixes
- use a word as the root of a longer word.
- trace the origin of an English word back to its Greek root.
- explore the links between the sound of a word and its meaning e.g. "hiss"

*Sounds Alive* provides one with the "bricks and mortar", or to put it another way the "nuts and bolts" of spelling and language.



To some, the lists in *Sounds Alive* may appear to be like "bread, butter and boring". However at least the **technical skills** that link words with sounds **are not lost** amongst a whole lot of colour and entertainment.

One can use the 'construction' approach of *Sounds Alive* to:

- break up long words into their respective sounds
- clarify the spelling of each sound
- pick out what sounds longer words have in common
- find short words within longer words.

*Sounds Alive* equips people who may be highly qualified but who cannot spell. Some people such as **foreign students** get by with a computer spell check. But *Sounds Alive* can show up and correct this weakness.

People can teach themselves by recording the 2,500 words in order to:

- play these back in spelling tests of particular lists
- play these back in tests that cut across the lists and sounds.

In terms of **self-teaching**, a particular task can be undertaken at the start of each study time e.g. writing out 30 words each evening. Switches can be made from one list of words to another in order to test:

- pronunciation
- spelling
- knowledge of the meaning of words.

*Sounds Alive* focusses on short words and these are the words most likely to be used in **every day language**.

It is unlikely that a foreigner who knows the meaning of the 2,500 short words in *Sounds Alive* could not get by in making

themselves understood around the streets of Australia.

The meanings of the *Sounds Alive* words may appear disjointed (like somebody else's slide show of their holiday overseas.). But **games can focus** on the technical commonalities of the words e.g. uses of the vowel "a".

When a teacher moves through a word list they know that every word and its meaning has been covered.

If some words are considered to be above the level of youngsters these can be omitted from a list.

An occasional or new word has been left off the lists. Such omissions provide a challenge to try to find these.

*Sounds Alive* provides lists which enable a student to build up confidence as they go.

*Sounds Alive* helps to "**block holes**" as students progress. By contrast, some students of the sentence method of reading, express amazement to find there is a connection between the sound of a word and its spelling. *Sounds Alive* is all about making such a connection.

- It works through **all** the spelling/sound connections in English.
- It is not only suitable for foreigner students but for adults who are illiterate in any language.
- It helps towards creative writing.
- It helps towards fluent speech
- It helps towards public speaking.

*Sounds Alive* allows for easy step by step learning that can involve **the whole family**.

Self-confidence is crucial. *Sounds Alive* provides constant evaluation of progress and confidence building.

**A parent can tackle** one part of a list per night without needing to be a trained teacher. The same parent can use the same list for revision later on. Such a parent can be confident that their child is making a connection between the sound of each word sound and its spelling. In the approach of *Sounds Alive* a child (or adult) is challenged to develop the technical skills of sound association.

In the 1990's the approach of *Sounds Alive* was rejected by some people in teaching institutions. However now that the shortfalls of the Sentence Method of Reading (only) has become obvious, *Sounds Alive* should not appear to be so "out of touch" after all. It contrasts with an apparent approach of "Let them eat cake" (c/f Empress Marie Antoinette of France). It may not have the glamour of expensive, multi-coloured story books. But it does show up the wonder, power and uniqueness of the individual word. It **complements** a contextual reading approach.

*Sounds Alive* teaches people to construct words, sentences and language in general. It can stimulate learners with a **high IQ** to understand and use all the words that are in the lists. Such high achieving students can be 'tested' to check that they understand the meaning of all these words.

The lists of *Sounds Alive* can also meet the needs of **poorer students** who struggle to make a link between a particular sound and its particular spelling. The lists provide opportunity for writing out sentences which can then be used for dictation. Simply copying words can give a poorer student a sense of achievement (and settle them down!).

*Sounds Alive* uses a **rote learning** approach. There is no apology about this. Rote learning does have a place in education. In music for instance, some pieces will never be learned unless there is a technical skill of fingers playing on their own.

Anyone likes to know that 6 times 8 equals 48 without having to reason out why this is so. People need to be able to spell cat as ca-t without having to recall a story or a picture.

The design of the western alphabet makes the great leap forward of linking together the sound of words and the spelling of words. Okay, people like to move on to where such words have been rearranged to explain pictures, tell stories and entertain. Adults like to invent and use words that become ever bigger and ever more complex.

**But why forget where it all began?**

