

**JOHN RICHARDSON MEADOWS'**  
**Accelerated English Course**  
**COURS D'ANGLAIS ACCELERE**  
**English Curriculum**  
**Method**

**Reading Aloud**

**THE FIVE-TONE EIGHT-ARTICULATION TWO-VERB BASE**  
**for the most rapid and effective acquisition of English**

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**This is not a French course. It is an English course.**

Much of the French here is anglicized (formed as English) with the intention of illustrating English syntax (English form). It is not suitable for speaking with French-speaking people.

Ceci n'est pas un cours de français. C'est un cours d'anglais.

Beaucoup de ce français est anglicisé dans le but d'illustrer la syntaxe anglaise. Ce n'est pas convenable pour parler avec les francophones.

**Read aloud. Lire à haute voix.**

Clearly produce every sound of every letter, every time. Articulation! Aspiration!  
Faites clairement chaque son de chaque lettre, chaque fois. Articulation ! Aspiration !

Lesson Number One contains the basic essential necessary requisites for the most rapid acquisition of correct good sophisticated proper English. Master these simple concepts – five simple sounds (ah uh eh ih ee) – eight simple articulations (h p w s r f t th) - four simple verb combinations ( am, am doing, am done, am to do ) - seven simple grammar concepts (noun, verb, adjective, adverb, preposition, conjunction, participle) – and the two concepts of time (forever, past).

To fail to master these simple sounds, articulations and concepts would assure that you slowly build a vocabulary and lexicon of mispronounced non-understandable words and phrases and have years of stumbling incorrect speech with incorrect pronunciation and articulation.

**N'allez pas dans la deuxième leçon sans bien savoir tout de la première leçon.**

# COURS D'ANGLAIS ACCELERE

TEACHER/STUDENT EDITION

## Accelerated English Course

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## English Curriculum

### Reading Aloud

THE FIVE-TONE EIGHT-ARTICULATION TWO-VERB BASE

### Method

for the most rapid and effective acquisition of English



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LESSON ONE

# COURS D'ANGLAIS ACCELERE

## Accelerated English Course

### First Lesson Première Leçon

Pas sérieux: s'abstenir s'il vous plait.  
Serious students only with self-discipline to study.

**Here, in this lesson you will find the sounds, articulations and verb combinations that you must know without hesitation, must recognize without hesitation and must be able to produce without hesitation in order to develop most quickly your ability to speak clearly with sophistication and ease, in order to understand what others say to you and in order to develop most quickly your vocabulary and other lexical knowledge of grammar, phonology, phrases and discourse. Learn well these aspects before attempting lesson two. Phrases and lexicon built upon faulty pronunciation (too often found among students of foreign language) assures years of stumbling speech and misunderstanding.**

**Aquí, en esta lección usted encontrará los sonidos, articulaciones y las combinaciones de verbos que usted debe saber sin la vacilación, debe reconocer sin la vacilación y deben poder producir sin la vacilación, para desarrollar mas rápidamente su habilidad de hablar claramente con sofisticación y comodidad, para entender lo que otros dicen a usted y para desarrollar mas rápidamente su vocabulario y otro conocimiento léxico de la gramática, la fonología, frases y discurso. Aprenda bien estos aspectos antes de tratar la lección dos. Los phrases y el léxico construyeron sobre la pronunciación defectuosa (con demasiada frecuencia encontró entre estudiantes del idioma extranjero) asegura años de discurso tropezando y muchas equivocación.**

**Ici, dans cette leçon vous trouverez les sons, les articulations et les combinaisons des verbes que vous devez savoir sans hésitation, devez reconnaître sans hésitation et devez pouvoir produire sans hésitation afin de développer plus rapidement votre capacité à parler clairement avec la sophistication et l'aise, afin de comprendre ce que d'autres vous disent et afin de développer plus rapidement votre vocabulaire et votre connaissance lexicale de grammaire, de phonologie, de phrases et de discours. Apprendre bien ces aspects avant de tenter la leçon deux. Les phrase et le lexique construits avec la prononciation défectueuse (ce qui arrive souvent aux étudiants de langue étrangère) assurent d'années de parler maladroit et du discours malentendu.**

**Vous allez avoir un test à la fin de cette première leçon. Si vous réussissez le test, vous pouvez commencer la deuxième leçon.**

**You will have a test at the end of this first lesson. If you pass the test, you can begin the second lesson.**

**Quand vous avez fini cette leçon, en lisant à haute voix, vous pouvez commencer à parler avec les gens anglophones. Avant que vous avez fini ce cours entier, en lisant à haute voix, vous pouvez parler avec n'importe quelle personne anglophone.**

**When you have finished reading this lesson aloud you will be able to communicate with English speaking people. Before you have finished reading aloud this entire course you will be able have conversations with any English speaking person.**

**Cuándo usted ha terminado leyendo esta lección en voz alta usted podrá comunicar con personas hablando inglesa. Antes usted ha terminado leyendo en voz alta este curso entero usted podrá tener conversacion con todas personas hablando inglesa.**

**You can lead a horse to water, but you cannot make him drink.  
Vous pouvez mener un cheval à l'eau, mais vous n'en pouvez pas le faire boire.**

**Begin:**

**READ ALOUD. Lire à haute voix. Lea todo en voz alta.**

(*memorize*)

The Five Voice Sounds - Les Cinq Sons de Voix

Low **ah uh eh ih y** high

English "a" = Français "a" = Espanol "a" = international: [ a ]  
English "u" = Français "e" = Espanol "eaugh" = international: [ ə ]  
English "e" = Français "et" = Espanol "e" = international: [ e ]  
English "i" = Français "iah" = Espanol "iyeaug" = international: [ i ]  
English "y" = Français "y" ("hille") = Spanish "y." = ( international: [ i: ]

(*Memorize*)

The Sounds of the *Names* of the Letters

**Les Sons des Noms des Lettres**

Letter A = [eh + y] = international: [ ei:jə ], français « èille »  
Letter U = [y + oo] = international: [ i:u:əj ], français « y-ou-w »  
Letter E = [i + y] = international: [ i:jə ], français « hille »  
Letter I = [ah + y] = international: [ ai:jə ], français « äil »  
Letter Y = [oo + ah + y] = international: [ uai:jə ], français « ou-à-y »  
Letter O = [uh + oo] = international: [ ə:u:ə ], français « e-ou-w »

(*Memorize*)

The Alphabet – L'alphabet

**A BCDEFGHIJKLMNOPQRSTUVWXYZ**  
**Abcdefghijklmnopqrstuvwxyz**

The Sounds of the *Names* of the Letters

**English Spelling of The sounds of the names of the English Letters –**

**L'écriture anglaise des sons des noms des lettres anglais**

a (ae) (ai) (ay) (aye) (ei) (eigh) (ey) . b (be) (bee) (by) (bi) (bea) (bie). c (ce) (cee) (cy) (ci) (cea) (cie) (see) (sea) (si) (sy) (cy) (ci) (cee) (cea). d (dee) (dea) (dy) (di) (dea). e (ee) (y) (i) (ea) (ie). f (ef) (effe) (eph). g (gee) (gea) (gy) (gi) (gie) (djee) (djea) (dji) (dji) (dgea) (dgie)(jee)(ji)(jie). h (aech) (aetch) (aich) (aitch) (aych) (aytch) (ayetch) (eich) (eitch) (eych) (eytch) (eightch). i (I) (eye) (aye) (ay) (igh). j (jae) (jai) (jay) (jaye) (jei) (jey) (jeigh). k (kae) (kai) (kay) (kaye) (kei) (keigh) (key) (cae) (cai) (cay) (caye). l (el) (elle). m (em) (emme) (im). n (en) (enne) (in) (inn). o (owe) (ow) (ou) (oh) (uho) (ehio) (ahiu). p (pe) (pee) (py) (pi) (pea). q (que) (queue)(quew)(quewe) (quiu)(quiue) (quiw)(quiew)(cue)(kue)(keu)(keue)(kew) (kewe)(kiue) (kiw) (kiew). r (are)(ahuh) (ahruh)(ahr). s (ess) (esse). t (ty) (ti) (tea) (tie) (tee). u (ue) (eu) (eue) (ew) (ewe) (ui) (iu) (iue) (iw) (iew) (you) (ewe) (yeu) (yue) (yew) (yieu). v (vee) (vy) (vi) (vea). w (double-you). x (ex) (eks) (ecks). y (wy) (wie) (weye) (wigh). z (zee) (zea) (zie) (zy) (zi) (zed).

To hear these sounds : <http://www.angelfire.com/va/jrmeadows>  
Pour entendre ces sons : <http://www.angelfire.com/va/jrmeadows>

**Th = While saying "ah" touch the tip of the tongue to the top front teeth.**  
**Pendant que vous dites « a, » mettre le bout de la langue contre les dents supérieures de devant.**

**H = Open the mouth, teeth and throat. Breath out with force an audible sound of air.**  
**Ouvrez la bouche, les dents et la gorge. Soufflez forte un son audible d'air.**

**Oo (W) (Wh) = While saying ah pucker the lips round almost closed then open them.**  
**Pendant que vous dites "a" faites rondes et presque fermés les lèvres, puis les ouvrir.**

**R = While saying ah, move the tip of the tongue to almost touch the roof of the mouth.**  
**Pendant que vous dites "a" levez le bout de la langue presque au toit de la bouche.**

**T (D) (J) (L) (N) = The tip of the tongue begins on the top front gums.**  
**La pointe de la langue commence sur les gencives supérieures de devant.**

## **The Aspirations, the Articulations and the Voice Sounds**

### **a. The eight Articulations - Les Huit Articulations**

1. **h a u e i y.** (mouth and throat open) (bouche et gorge ouverts).
2. **g k qu.** (closed throat gusts open) (la gorge fermée se ouvre avec crache).
3. **b m p.** (two lips together puff and burst open) (deux lèvres se gonflent et explosent).
4. **o u w wh.** (puckered lips then unpucker) (les lèvres en forme de cœur se ouvrent).
5. **z s sh.** (tongue tip in air) (la langue dans l'air siffle).
6. **r.** (ah-uh) or (vibration of tongue tip in air) (le bout de la langue dans l'air fait vibrer la langue) (à-eh) ou (à-e).
7. **v f.** (upper teeth and lower lip touch and part). (Lèvre inférieure contre dents supérieures touchent et se séparent). (Lèvre inférieure contre dents supérieures se gonflent et s'explosent).
8. **l n d j ch th t.** (tip of tongue on upper gums flips, bursts or slides away). (la pointe de langue sur les gencives supérieures, se fait sauter, glisser ou éclater de loin).

**Ces hisses, pops, hums and vibrations doivent être entendus clairement articulés.**

**STUDY**

**Th = Avec le bout de la langue contre les dents supérieurs, dites « le » ou « la ».**

**Ch = tch français.**

**Sh = ch français.**

**We = oui français.**

**H = le son d'air (souffle)**

**R = R français au fin de mots. Autrement plus à l'avant de bouche vers les dents.**

#### **The eight Articulations with Voice Sounds – AVEC SON VOCAL**

1. a u e i y 2. o u w 3. g k qu. 4. z.  
5. r. 6. v. 7. l n d j the 8. b m.

The eight Articulations without Voice Sounds – SANS SON VOCAL (vous entendez seulement le souffle.) Aspiration only (only the sound of air).

1. h 2. wh. 3. k. 4. s sh. 5.  
h. 6. f. 7. ch th t. 8. p.

**READ ALOUD.** Lire à haute voix. Lea todo en voz alta.

**I be. Je sois. I am. Je suis. I was. Je fus. I do. Je fais. I did. Je fis. I am doing. Je suis en train de faire. I was doing. Je faisais. I have. J'ai. I had. J'eus.**

**You be. Vous soyez. You are. Vous êtes. You were. Vous fûtes. You do. Vous faites. You did. Vous fûmes. You are doing. Vous êtes en train de faire. You were doing. Vous faisiez. You have. Vous avez. You had. Vous eûmes.**

**We be. Nous soyons. We are. Nous sommes. We were. Nous fûmes. We do. Nous faisons. We did. Nous fîmes. We are doing. Nous sommes en train de faire. We were doing. Nous faisions. We have. Nous avons. We had. Nous eûmes.**

**One be. On soit. One is. On est. One was. On fut. One does. On fait. One did. On fit. One is doing. On est en train de faire. One was doing. On faisait. One has. On a. One had. On eut.**

**He be. Il soit. He is. Il est. He was. Il fut. He does. Il fait. He did. Il fit. He is doing. Il est en train de faire. He was doing. Il faisait. He has. Il a. He had. Il eut.**

**She be. Elle soit. She is. Elle est. She was. Elle fut. She does. Elle fait. She did. Elle fit. She is doing. Elle est en train de faire. She was doing. Elle faisait. She has. Elle a. She had. Elle eut.**

**It be. Il soit. It is. Il ou elle, une chose est. It was. Il ou elle, une chose fut. It does. Il ou elle, une chose fait. It did. Il ou elle, une chose fit. It is doing. Il ou elle, une chose est en train de faire. It was doing. Il ou elle, une chose faisait. It has. Il ou elle, une chose a. It had. Il ou elle, une chose eut.**

**They be. Ils ou elles soient. They are. Ils ou elles, des personnes ou des choses sont. They were. Ils ou elles, des personnes ou des choses furent. They do. Ils ou elles, des personnes ou des choses font. They did. Ils ou elles, des personnes ou des choses firent. They are doing. Ils ou elles, des personnes ou des choses sont en train de faire. They were doing. Ils ou elles, des personnes ou des choses faisaient. They have. Ils ou elles, des personnes ou des choses ont. They had. Ils ou elles, des personnes ou des choses eurent.**

**Read slowly with full articulation of every sound of every letter and every letter combination.**

**Patterns Grammar – Syntax – Discourse – Speaking**  
**Constructing Phrases**

**be** (subjunctive)

**STUDY**

**am is are was were be been being**

**am is are** (ever)

**be** (subjunctive)

**was were** (past)

**were** (conditional subjunctive)

**been** (experience)

**being** (continuation)

**to be** (potential)

**do** (subjunctive)

**do does did done doing**

**do does** (ever)

**do** (subjunctive)

**did** (past) (conditional subjunctive)

**done** (experience)

**doing** (continuation)

**to do** (potential)

**have** (subjunctive)

**have has had having**

**have has** (ever)

**have** (subjunctive)

**had** (past) (conditional subjunctive)

**having** (continuation)

**to have** (potential)



# REVIEW - ETUDE

Pronounce each sound of each letter or each combination of letters each time.

Prononcez chaque son de chaque lettre ou chaque combinaison de lettres chaque fois.

CEUX-CI SONT LES FORMES DE SYNTAXE ANGLAISE : LIRE POUR DEVENIR FAMILIER  
THESE ARE THE FORMS OF ENGLISH SYNTAX: READ TO BECOME FAMILIAR  
ESTOS SON LAS FORMAS DE LA SINTAXIS INGLESAS: LEA PARA LLEGAR A SER FAMILIAR

## AM IS ARE WAS WERE BE BEEN BEING

**do does did done doing**

**have has had having**

**TO BE** = ETRE    **TO DO** = FAIRE    **TO HAVE** = AVOIR

**MAY BE** = SOIS, SOIT, SOYEZ, SOYONS, SOIENT

**MAY HAVE** = AIS, AIT, AYONS, AYEZ, AIENT

**may do** = fasse, fassions, fassiez, fassent

**BEING** = ÉTANT    **DOING** = FAISANT    **HAVING** = AYANT

**would be** = serais, serait, serions, seriez, seraient

**WILL BE** = SERAI, SERA, SERONS, SEREZ, SERONT

I am, I do, I have. Je suis, je fais, j'ai.

One is, one does, one has. On est, on fait, on a.

You are, you do, you have. Vous êtes, vous faites, vous avez.

We are, we do, we have. Nous sommes, nous faisons, nous avons.

They are, they do, they have. Ils sont, ils font, ils ont.

(common noun): a person, persons, a thing, things.

une personne, des personnes, une chose, des choses

(proper noun): John, Mary, Mrs. Smith, Dr. Jones, DBG, Inc., President Jones.

(pronoun): I, you, she, he, it, one, this, that, these, those, we, they, some, none.

Je, vous, elle, il, ce, on, ceci, cela, ceux-ci, ceux-là, nous, ils, des, rien.

(adjective): good, bad, pretty, ugly, happy, sad, big, little, green, blue.

bon, mauvais, belle, laid, heureux, triste, grand, petit, vert, bleu.

(adverb): well, very, now, then. bien, très, maintenant, puis.

(gerund participle): doing, being, having, running, jumping, standing.

faisant, étant, ayant, courant, sautant, restant.

(completed participle): done, had, run, jumped, stood.

fait, eu, couru, sauté, resté.

(infinitive phrase): to be, to do, to have, to run, to jump, to stand.

être, faire, avoir, courir, sauter, rester.

(prepositional phrase): in a thing, at a place, by something, under something.

dans une chose, à un lieu, à côté de quelque chose, au-dessous de quelque

chose.

(subordinate phrase): that which I am, that which I do, that which I have.

ce qui je suis, ce que je fais, ce que j'ai.

(Present, then Ever)

I am. I have.

Je suis. J'ai.

(Ever)

I do.

Je fais.

(Proper Noun)

I am John. I am Dr. Jones. I am President Smith.

(Common noun).

I am a person. I am a thing. I am a doctor.

Je suis une personne. Je suis une chose. Je suis docteur.

(pronoun)

I am he. I am she. I am it. Je suis lui. Je suis elle. Je suis ça.

(adjective)

I am pretty. I am big. I am blue. Je suis belle. Je suis grand. Je suis bleu.

(adverb)

I am well. Now, I am. I am very well. I am somewhere. Somewhere I am. I am somehow. Somehow I am.

Je suis de bonne santé. Maintenant, Je suis. Je suis de très bonne santé. J'ai lieu. Je suis dans un lieu. Je suis de quelque manneur...

(gerund participle) (momentary continuation).

I am being... (hors du normal) (affective, affected, effective, effected et temporairement).

Je me fais comme... Je pretende que... Je sers comme...

I am being silly. I am being helpful. I am being a clown.

Je suis en train d'être drôle. Je suis en train d'être l'aide. Je me fais comme clune.

I am having an event. I am having a party. Je fais un soiree.

I am having a bad time. Je subis un temps de mal.

I am having fun. Je suis en train de m'amuser.

I am doing something. Je suis en train de faire quelque chose.

I am running. Je suis en train de courir. I am standing. Je suis en train de rester.

(Past)

I was... (J'étais, j'ai été, je fus). (Le passé, dès le moment qui vient de passer).

(les chose vrai, permanent, et les choses affectives, affectées, effectives, effectées et temporairement) TOUT Y COMPRIS.

I was being... J'étais... (SEULEMENT les chose affectives, affectées, effective, effected et temporairement,

hors de normal, temporaire, se faisant comme l'aide, comme le mauvaise personne, un clune).

I was having an event. Je faisait un evenement.

(participle of completion)

I am had (by something) (now and ever).

I am done (by something) (something does me) (now and ever).

I am done (with something) (I have finished something) (now and ever)

I am helped (by someone). I am taken somewhere (by someone). I am loved (by someone).

I have been something. (completed during this present time, this year, this month, this week, today)

I have done something (completed during this present time).

I have had something (completed during this present time).

I have run. I have jumped. I have stood. (during this present time).

**(possession)**

**I have a thing. J'ai une chose. Je tiens quelque chose.**

**I had... J'ai eu... J'avais... J'eus. TOUT Y COMPRIS**

**J'ai été**

**(Cà depend de votre sens de phrase) (de temps passé ou de temps continuant)**

**I have been = J'ai été (cette année, cette semaine, aujourd'hui).**

**I was = J'ai été (hier, la dernière semaine, le mois passé, l'année passée)**

**I had been = J'avais été, J'eus été, J'eus été.**

**(infinitive phrase) (potential)**

**I am to be something. I shall be something. (In the future).**

**Je serai quelque chose.**

**I am to do something. I shall do something. I am to have something. I shall have something. I am to run. I shall run. I am to jump. I shall jump.(future)**

**Je ferai quelque chose. J'aurai quelque chose. Je courirai. Je sautirai.**

**I am to have... I shall have... J'aurai...**

**I have to be something. [J'ai à être] (I must be something). (Je dois être...)**

**I have to do something. [j'ai à faire] (I must do something) (Je dois faire...)**

**I have to have... [j'ai à avoir...] (I must have...) (Je dois faire...)**

**(Prepositional Phrase). (location)**

**I am in a room. I am on the table. I am at school, at church, at home. I am at the supermarket.**

**Je suis dans une chambre. Je suis sur la table. Je suis à l'école. Je suis chez moi.**

**(Subordinate Phrase)**

**That which I am is a doctor. What I am is a doctor. That which I am is a doctor.**

**Ce qui je suis, (ce) est (un) médecin.**

**That which I do is run. What I do is run. That which I do is to run.**

**Ce que je fais, c'est à courir. Ce que je fais m'amuse.**

**That which I have is a dog. What I have is a dog.**

**Ce que j'ai, c'est un chien.**

**I have a thing. J'ai une chose. Je tiens une chose.**

**I do something. Je fais quelque chose (toujours).**

**I am doing something. (Je suis en train de faire quelque chose maintenant, ou dans le futur)**

**One demands that I be... On demande que je sois....**

**I hope to be. I hope I am. I wish to be. I wish I were.**

**If I were... = Were I... = Si j'étais. If I had... = Had I... = Si j'avais...**

**If I did... = Were I to do... = Si je faisais.**

**If you were, if he were, if she were, if they were, if it were, if one were...**

am is are was were be been being  
am is are  
was were  
be  
been  
being  
to be

do does did done doing  
do does  
did  
done  
doing  
to do

have has had  
having  
have has  
had  
having  
to have

Be  
Be done  
Be doing  
Be had  
Be having

being  
Being is to be.  
Being something, one is something.  
Being done is to be done.  
Being had is to be had.

To be is being.  
To be done is being done.  
To be doing is to do.

am  
am being  
am to be  
am done  
am doing  
am to do  
am had  
am having  
am to have

is  
is being  
is to be  
is done  
is doing  
is to do  
is had  
is having  
is to have

are  
are being  
are to be  
are done  
are doing  
are to do  
are had  
are having  
are to have

was  
was being  
was to be  
was done  
was doing  
was to do  
was had  
was having  
was to have

were  
were being  
were to be  
were done

were doing  
were to do  
were had  
were having  
were to have  
Were I. Were one.  
Were all. Were any.  
If I were. If one were. If all were.  
If any were.  
would be  
would do  
would have  
Were any being, any would be.  
If any were being, any would be.  
Were any to be, any would be.  
If any were to be, any would be.  
Were any done, any would do.  
If any were done, any would do.  
Were any doing, any would do.  
If any were doing, any would do.  
Were any to do, anyone would do.  
If any were to do, any would do.  
Were any had, any would have.  
If any were having, one would have.  
Were any having, any would have.  
If any were having, any would have.  
Were any to have, any would have.  
If any were to have, any would have.

be  
be done  
be doing  
be had  
be having

been  
been being  
been done  
been doing  
been had  
been having

Read aloud  
to become  
familiar with  
these  
patterns.

do something  
does something  
did something  
If any did something, any would be doing something.  
If any were doing something, any would be doing something.  
If any were to do something, any would do something.  
If any were to do something, any would be doing something.  
If any were done with something, any would be done with something.  
If any were done by something, any would be done.  
If any were done by something, any would be done by something.

done

Doing something is to do something.  
Doing something, one does something.

To do something is doing something.

have something

have been  
have been done  
have been doing  
have been had  
have been having

have to be  
have to be done  
have to be doing  
have to be had  
have to be having

have done  
have to do (must do)  
have to have (must have)  
have to have been (must have been)  
have to have been doing (must have been doing)  
have to have been had (must have been had)  
have to have been having (must have been having)

have had

has something

has been  
has been done  
has been doing  
has been had  
has been having

has to be  
has to be done  
has to be doing  
has to be had  
has to be having

has done

has to do (must do)  
has to have (must have)  
has to have been (must have been)  
has to have been doing (must have been doing)  
has to have been had (must have been had)  
has to have been having (must have been having)

has had

had something

had been  
had been done  
had been doing  
had been had  
had been having

Read aloud  
to become  
familiar with  
these  
patterns.

had to be  
had to be done  
had to be doing  
had to be had  
had to be having

had done

had to do (must do)  
had to have (must have)  
had to have been (must have been)  
had to have been doing (must have been doing)  
had to have been had (must have been had)  
had to have been having (must have been having)

had had

Had any, any would.  
If any had (conditional subjunctive),  
(anyone) would (conditional).  
Had any been, any would have been.  
If any had been, any would have been.  
Had any done, any would have done.  
If any had done, any would have done.  
Had any had, any would have had.  
If any had had, any would have had.

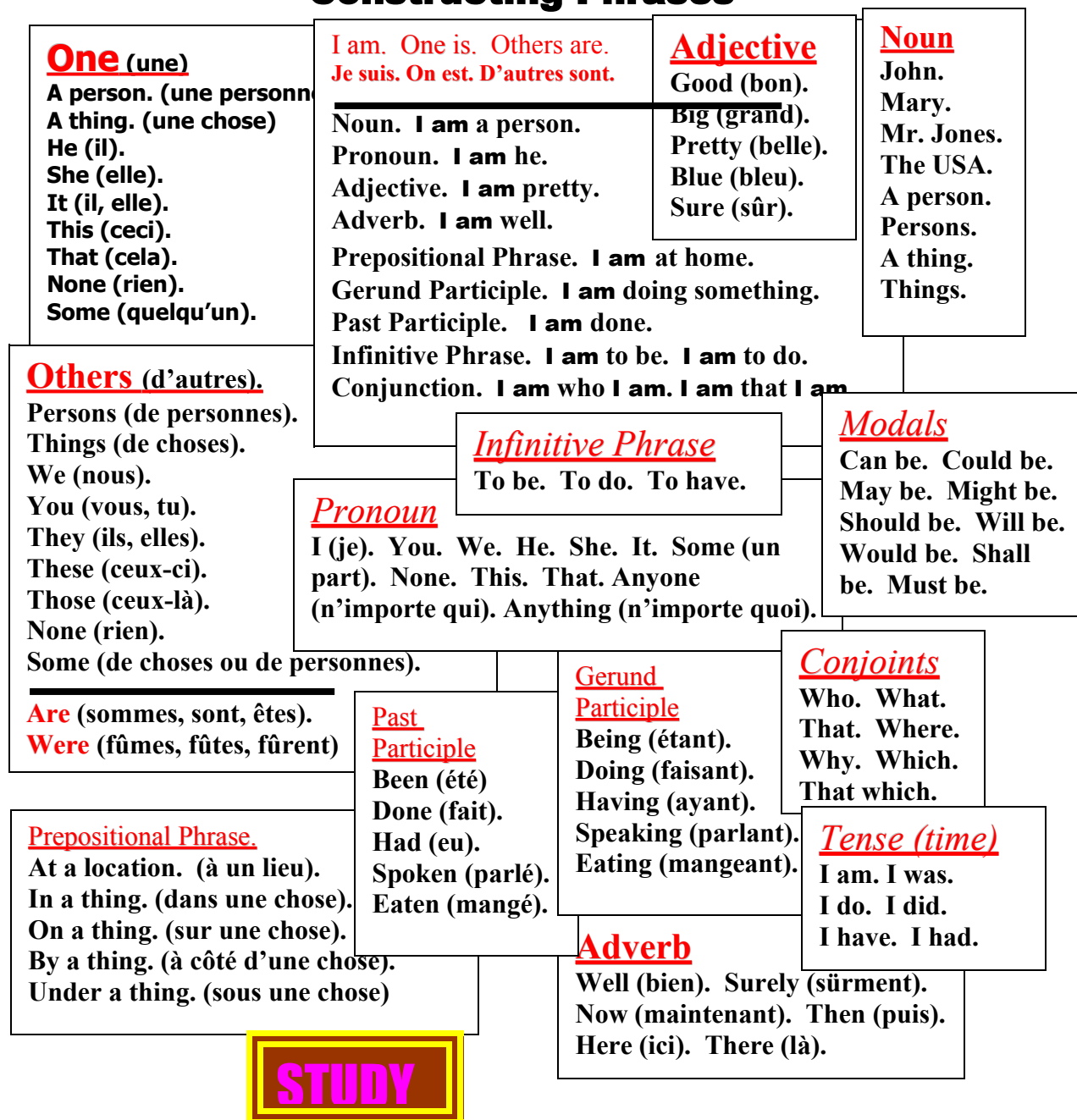
Having is to have.  
Having something, one has something.  
Having been is to have been.  
Having been, one was.  
Having done something, one did something.  
Having had something, one had something.  
Having done something is to have done something.  
Having to be to have to be .  
Having to do to have to do.  
Having to have to have to have.

To have something is having something.  
To have been is having been.  
To have had is having had.  
To have done something is having done something.

READ ALOUD. Lire à haute voix. **Patterns**

## Grammar – Syntax – Discourse – Speaking

### Constructing Phrases



**A Comprendre. Understand these things.**

Memorize by repeating aloud everything in blue. Mémoriser tout en bleu par répétition à haute voix.

# Patterns

## Grammar – Syntax – Discourse – Speaking

### Constructing Phrases

**(*memorize le tout en blue* ) READ**

**ALoud.** Lire en haute voix.

**STUDY**

be am is are was were be been being.

I am. (really).

I am being (effective, affective or pretentious).

I am to be (in the future).

Am I?

I am not.

I was (in the past).

Were I a bird, I would fly.

If I were a bird I would fly.

Being, I am.

Being is continuing to be.

To be, I must be.

To be is potentially being.

I hope to be.

I hope that I am.

I wish that I were.

I am. One is. Others are. (now)

I was. One was. Others were. (past)

do does did done doing

I do something. (ever)

I am doing something. (now)

I did something. (past)

I was doing something. (past)

I am to do something. (future)

One does. Others do.

All did. (past)

Do I do something? (ever)

Does one do something? (ever)

Did all do something? (past)

I do not do something. (ever)

One does not do something. (ever)

All did not do something. (past)

If I did something, I would do something. Were I to do something, I would do something. Doing something, I do something. Doing something is continuing to do something. To do something, I must do something. To do something is necessary.

be am is are was were be being been.

Be. Being. Being is. To be. To be is.

I am. I am being. I am not. Am I?

One is. One was. Others are.

Others were. I am somewhere.

I am a thing. I am described. I am done. ~~I am been~~ = I was. I am to

be. I do. I do not do. Do I do? That I am. That I be. That which I

am is. Were I, I would be. If I did, I would do.

**Am** is are **was** were be being been  
**Do** does **did** doing done  
**Have** has **had** having

**STUDY**

I am. I am being. I am to be. I am doing. I am done. I am to do. I am having. I am had. I am to have. I was. I do. I did. I have. I have been. I have to be. I have done. I have to do. I have had. I have to have. I had.

**Am.** Am being. **Am** to be. **Am** doing. **Am** done. **Am** to do. **Am** having. **Am** had. **Am** to have. **Is.** Is being. Is to be. Is doing. Is done. Is to do. Is having. Is had. Is to have. **Are.** Are being. Are to be. Are doing. Are done. Are to do. Are having. Are had. Are to have. **Was.** Was being. Was to be. Was doing. Was done. Was to do. Was having. Was had. Was to have. **Were.** Were anyone. Were being. Were to be. Were doing. Were done. Were to do. Were having. Were had. Were to have. **Be.** Be doing. Be done. Be had. Be having. **Being.** Being done. Being had. **Been** being. **Been** doing. **Been** done. **Been** had. **Been** having. **To be.** To be being. To be doing. To be done. To be having. To be had. **Do.** Does. **Did.** Doing. Done being. Done doing. Done having. To do. **Have.** **Have** been. **Have** to be. **Have** done. **Have** to do. **Have** had. **Have** to have. **Has.** Has been. Has to be. Has done. Has to do. Has had. Has to have. **Had.** Had anyone. Had been. Had to be. Had done. Had to do. Had had. Had to have. **Having.** Having been. Having to be. Having done. Having to do. Having had. Having to have.

I was (in the past). I was being. I was to be. Was I? I was not. Was I to be? I was not to be. Was I being. I was not being. Were I, I would be. If I were, I would be. Being, I am. Being is continuing to be. To be, I must be. To be is potentially being. That I am is that I am. I am a person. I am a thing. I am pretty. I am big. I am happy. I am good. I am here. I am there. I am at a place. I am affected by another. I am hurt. I am helped. I am surely. I surely am. I am not. I am doing something. I am having an event. I am to be. I am to do something. I am to have something. One is. One is being. One is to be. One was. Were one, one would be. Others are. Others are being. Others are to be. Others were. Were others, others would be. Being is continuing to be. Being, I am. To be is potentially being. To be here, I am happy. To be (être). To be is (être, c'est). I am (je suis). I am being (je suis en train d'être). I am not (je ne suis pas). Am I?(suis-je?) I am somewhere (j'ai lieu). I am a thing (je suis une chose). I am described (je suis décrit). I am done (je suis fait, je suis fini). ~~I am been~~ = I was (je fus). I was being (j'étais). I am to be (je serai). I do (je fait). I am doing (je suis en train de faire). I do not do (je ne fais pas). Do I do?(fait-je?) I am to do (je ferai). One is (on est). One was (on fut). Others are (autres sont). Others were (autres furent). That I am (que je sui). That I be (que je sois). That which I am is (ce que je suis, c'est). Were I, I would be (si j'étais, je serais). If I do, I shall do (si je fasse, je ferai). If I did, I would do. To be is potentially being. I am somewhere. I am a thing. I am described. I am done. ~~I am been~~ = I was. I am to be. I do. I do not do. Do I do? That I am. That I be. That which I am is. Were I, I would be. If I did, I would do. Be I one thing or be I another, I am.

combination of every word. **Prononcez chaque lettre et chaque combinaison de tout mot.**

(l'étudiant doit compléter cette leçon dans un jour)

## TEACHER :

At the ends of all single sounds alone, ABCDEFGHIJKLNNOPQRSTUVWXYZ, and at the ends of all words, there is always aspiration (the sound of the breath continuing. That is how we know where a word begins and ends.



The sounds of CFHKPSTX always end with an audible soft gust of breath, anywhere, at the beginning of words, in the middle of words or at the ends. Notice that they do not have voice sound with them.

The words ending with the sounds of ABDGIJLMNORUVWYZ end, at the ends of words, with an audible soft subtle sound of uh). Notice that they are made with voice sounds. This is how we know where a word begins and ends.

At the beginning of words, and in the middle of words the sounds with voice sounds (A B D G I J L M N O R U V W Y Z) do not end with the audible soft subtle sound of uh, but the audible soft subtle sound of uh is replaced by the beginning of the next sound of the word. It just connects to the next sound of the word.

English words do not end with Q. The foreign words ending with Q use the sound of K. An E on the end of an English word is not pronounced like an E but indicates the pronunciation of the just previous vowel. (Pat = [p ä t]. Pate = [p é ĩ t].

If the student learns proper articulation of each sound, the student does not have to worry about this aspiration. Proper articulation will assure the proper sounds.

English has five voice sounds. [ah-uh-eh-ih-y]:

Y the highest voice sound, is a changing sound and it always makes two sounds of y, the second sound of y just a tiny teeny itsy bit lower than the first, then, if it is alone or at the end of a word, it drops to subtle soft sound of uh.

Ih is the second highest voice sound, just a little lower than y. It is not a changing sound. This sound is never at the end of a word.

Eh is the middle sound of the voice range, and it also is not a changing sound.

Uh is the next to the lowest sound, and it is not a changing sound. All other sounds return to this sound at their ends.

Ah is the lowest sound. It has a very wide range, which other languages recognize as separate meaningful sounds, but they are all just ah in English. You can use any one of these sounds in this range.

English has eight physical articulations of the lips, tongue, throat, teeth and nose. [oo-k-r-z-f-t-th-p]:

h = open the mouth, teeth and throat. Breath out with force.

Oo (W) (Wh) = While saying ah pucker the lips round almost closed then open them.

K (G) (H) = While breathing out with force, close the throat, then open it.

R = While saying ah, move the tip of the tongue to almost touch the roof of the mouth.

Z (S) = While saying ah, move the tip of the tongue to almost touch the top front gums.

F (V) = While saying ah touch the bottom lip to the top front teeth.

T (D) (J) (L) (N) = The tip of the tongue begins on the top front gums.

Th = While saying ah touch the tip of the tongue to the top front teeth.

**Teacher :** The sounds that are the names of the letters are sounds that are heard in thousands of words. Said properly, you are understood. Said improperly, you are misunderstood. Do not make people guess at what you are trying to say. *Les sons qui sont les noms des lettres sont les sons qui sont entendus dans les milliers de mots. Dits convenablement, vous êtes compris. Dits incorrectement, vous êtes mal compris. Ne pas faire que de gens doivent deviner à ce que vous essayez de dire.*

Learn them. Use them every time.

*L'anglais a cinq sons de voix. L'anglais a huit articulations physiques des lèvres, langue, gorge, dent et nés. Les apprendre. Les utiliser chaque temps.*

Other sounds you may hear are these sounds changed by articulation of consonants and vowels nearby. Linguists divide these five sounds into many sounds to examine their aspects, but the student need learn only these five sounds and the eight articulations. Learn them and use them, and do not be concerned with these "accidentals." They will occur on-their-own without your help

and with your best efforts to avoid them. When you speak, for the best communication, it is necessary to hear these sounds each hiss, pop and flip. **D'autres sons que vous pouvez entendre sont ces sons changés par l'articulation de consonnes et voyelles voisines d'eux.** Les linguistes divisent ces sons en beaucoup de sons pour examiner ses aspects, mais l'étudiant doit apprendre seulement ces cinq sons et les huit articulations. Les apprendre et les utiliser. Ne vous inquiétez pas de ces « accidentels ». Ils se font soi-mêmes sans aide même quand vous faites grand effort les éviter. Lors que vous parlez, pour la communication la plus efficace, il faut entendre ces sons, chaque souffle, éclat et saute.

**STUDENT: [ah uh eh ih y]:**

**Learn these sounds by repeating them aloud. Usually ten times is sufficient. To build a vocabulary of mispronounced words is an error very difficult to correct.**

**Apprenez ces sons par répétition en haute voix. Ordinairement dix fois y servent. Construire un vocabulaire avec des mots mal prononcés est une erreur très difficile de refaire.**

**Exercise [ah uh eh ih y]:**

**ah** ba ab ca ac da ad fa af ga ag ha ha aj ja ak ka al la am ma an na ap pa qua ar ra as sa at ta av va aw wa ax xa az za

**uh** bu ub cu uc du ud fu uf gu ug uh hu uj ju uk ku ul lu um mu un nu up pu qu ur ru us su ut tu uv vu wu ux uz zu

**eh** be eb ce ec de ed fe ef ge eg eh he ej je ek ke el le em me en ne ep pe que er re es se et te ev ve ew we ex xe ez ze

**ih** bi ib ci ic di id fi if gi ig ih hi ij ji ik ki li im mi in ni ip pi qui ir ri is si it ti iv vi wi ix iz zi

**y** be eeb ceedeeed feeef he jee eek kee eel lee eem me een nee eep pee quee eer re ees see eet tee eev vee eew wee xeeeezzee

**EXERCISE:** ay bait day feign fey haze paid lay may ney paid quai ray say take evade wade Abe bake safe maid made pail pale aim pain cape stair days date save wave ways cue cute feud puke mule chew duty few your use hue argue Jew Queue tube tune mew pew view you've be see deed feed gee he hear jean keen knee seek peal lean me seem seam scene seen weep sleep pea queen read reed sear tear tier teen thee three bees beast we wean ye zeal by cyclone pike dynamic pied fight life guy pile line mine time thyme nine pipe quite quiet right fire sight site pies tight write bow bode code doe foe go hoe Joe low Moe mow no owe Poe probe quote olf soap sore soar roll sow sew tow vote woe

**Etudiant français :** Be certain to articulate consonants at the

ends of words, ending with the audible click, pop or flip and, always, aspiration. **Etre certain de faire l'articulation complète, au fin des mots, avec les éclates et, toujours, chaque fois, l'aspiration (ou le son d'air éclatant [c,f,k,p,s,t,x] ou le son de voix éclatant avec le son d'air [a,b,d,g,l,m,n,p,r,v,w,z]).** Jamais « n » comme « en » mais toujours comme « enne » ; jamais « em » mais toujours « emme » ; o u et w toujours « wuh » à la fin.

**Exercise:** English bab = French babbe. English bac = French bac. English bad = French badde. English bouf = French bouffe. English bag = French bague. English bouj = French bouge. English park = French park. English cul = French culle. English sum = French somme. English son = French sonne. English soup = French soup. English car = French car. English cas = French casse. English shat = French chatte. English cav = French cave. English sex = French sexe. English dues = French douze. English bow = French beau+wuh. English roe = French Roe+wuh . English due = French due+wuh. Le wuh s'est fait doucement, mais il faut l'entendre.

**Exercise :** ae ai ao au ay aw. ea ee ei eo eu ew ey. ia ie io iu. oa oe oi oo ou ow oy. ua ue

ui uo uy. wa we wi wo wu wy. ya ye yi yo yu. ha ha he eh hi hi ho oh hu uh hy. ga ag ge egg ig gig go og gu ug gy. ka ak ke ek ki ik ko ok ku uk ky. qua aqua que equest qui iqui quo oque. Ab ba be eb ib bi ob bo ub bu by. Ma am me em mi im om mo mu um my. Pa ap pe ep pi ip po op pu up py. Who = hoo. Wha whe whi why. Za az ze ez zi iz oz zo zu uz zy. Sa as se es si is so os su us sw swa swe swi swo swoo. Sha ash she esh shi ish sho osh shu ush shy. Ra ar re er ri ir ro or ru ur ry. Va av ve ev vi iv vo ov vu uv vy. Fa af fe ef fi if of fo uf fu fy. La al le el li il lo ol lu ul ly. Na an ne en ni

in no on un nu ny. Da ad de ed id di od do ud du dy. Ja aj je ej ij ji oj jo ju uj jy. Cha ach che ech  
ich chi och cho chu uch tha ath eth the thi ith tho oth uth thu thy. Ta at te et it ti to ot tu ut ty.

## Difficult Sounds made Easy - Les sons difficiles font faciles

**Aspiration :** For each sound, keep the air and voice sound going from start to finish.

**H=** Open lips, mouth, teeth and throat. Exhale with a little effort the air to be heard.

**K=** Open lips, mouth and teeth. Throat closed. Throat bursts open with the sound of air.

**G=** Add voice sound to K.

**Ah=** Open lips, mouth, teeth and throat. Add sound to H (centre of throat). Lowest voice sound.  
Lowest 5<sup>th</sup>.

**Uh=** Sound a little higher than A in the throat. Second 5<sup>th</sup>.

**Eh=** Sound a little higher than U in the throat. Middle 5<sup>th</sup>.

**Ih=** Sound a littler higher than Eh in the throat. Forth 5<sup>th</sup>.

**Y=** Sound a little higher than Ih. Highest voice sound. Always double (two sounds of y, the highest followed by one that is a little lower) and always ends on Uh (a grunt finish of air).

**O=** While saying Uh or Eh, pucker the lips out and round almost closed and then open them.

**Oo =** the sound uh begins on puckered lips that then open.

**Name of A =** The sound of Eh changes to the sound of Y.

**Name U (you) =** While saying y, pucker the lips out and round almost closed and then open them.

**Name of E =** The same sound as y (two sounds of y, one high, one a little lower, one following the other, then going to uh.)

**Name of Y =** OO changes to Ah then changes to y.

**The name of I =** The sound of ah changes to the sound of y.

**P=** Close the lips together. Air pressure from lungs fills mouth and puffs lips. Puffed lips pop open.

**B=** Add sound to P.

**M=** Close lips together. Make voice sound. Sound and air exit the nose. Lips pop open.

**T=** Mouth and teeth open. Tongue to top gums. No air can exit mouth. Pressure from lungs.

Quickly, tongue pops far away from gums.

**D=** Add sound to T.

**Ch =** Mouth and teeth open. Tongue to top gums. No air can exit mouth. This is the sound of T but the tongue stays very close to the gums after it pops open and the air goes across all the front teeth including canines.

**J=** Add sound to ch.

**Sh =** The air is not stopped but can exit the mouth. The tongue is close and stays close to top gums as the air escapes between them and goes across all the front teeth including the canines. This is the same sound as ch but without the pop at the beginning.

**Exercise:** Open the mouth and teeth, begin the sound of h, close the teeth together as you lift the whole tongue to almost touch the top teeth.

**S =** The front tip of the tongue is close to the top front teeth. The air from the lungs hits the back of the four top front teeth and goes across them. The air does not go across the canines but straight out of the mouth.

**Exercise:** Open the mouth and teeth, begin the sound of h, close the teeth together as you lift only the front tip of the tongue to almost touch the top front teeth.

**Z =** Add sound to S.

**N=** Mouth and teeth open. Tongue to top gums. No air can exit mouth. Begin sound. Air and sound exit nose. Tongue pops away from gums.

**L =** Mouth and teeth open. The tip of the tongue stays against the gums as air and sound go around both sides of the tongue, then the tip of the tongue pops away from the gums.

**F=** Mouth and teeth open. Lower lip to top front teeth, tight. A little pressured air escapes between, then the lip pops away from the teeth. **Exercise:** Begin the sound of h and place the lower lip to the top teeth, then let it pop away from them.

**V=** Add sound to F.

**Th =** Mouth and teeth open. Tongue to top front teeth. No air can exit the mouth. Then a little pressured air escapes between, then the tongue pops away from the teeth. **Exercise:** Begin the sound of h then place the front tip of the tongue on the top front teeth.

**The =** Add sound to th.

**Exercise:** Say la or le with the tip of the tongue on the top front teeth.

**Wh =** Pucker the lips out and round, almost closed. Blow air as you open the lips.

**W=** Add sound to wh.

**Exercise:** Pucker the lips out and round, add sound, then unpucker.

**R =** Mouth open. Teeth open. Begin the sound of ah and lift the whole tongue until it vibrates in the center.

**Q=** k+w

**X=** eh+k+s

Pour chaque son, faire l'air et la voix jusqu'au bout.

**H =** Ouvrir les lèvres, la bouche, les dents et la gorge. Exhaler avec un petit effort que l'air être entendu.

**K =** ouvre des lèvres, la bouche et les dents. La gorge est fermée. La gorge éclatante en ouvrant avec le son d'air.

**G =** Ajoute le son de voix à K.

**Ah** = ouvrir les lèvres, la bouche, les dents et la gorge. Ajouter le son de voix à H (le centre de gorge). Le son le plus bas. Le plus bas cinquième.

**Uh** = Le son e français. C'est un petit plus haut que ah dans la gorge. Deuxième cinquième.

**Eh** = un petit plus haut que Uh dans la gorge. Le milieu cinquième.

**Ih** = un petit plus haut que Eh dans la gorge. Le quatrième niveau des cinq.

**Y** = un petit plus haut que Ih. C'est le plus haut son de voix. Toujours double (deux sons de y, le haut suivi par l'un qui est un petit plus bas) et toujours se finir sur uh (de grognement d'air).

**O** = pendant que disant Uh ou Eh, froncer les lèvres hors et rond presque fermés et puis les ouvrir alors.

**OO (uu)** = froncent ronds et hors, les lèvres presque fermées, avec le son uh (e français), alors les ouvrir.

**Le nom de lettre A (é ĩ)** = Le son eh se change en le son Y.

**Le nom de lettre U (you)** = Le son y français se change en le son u français, puis les lèvres s'ouvrir.

**Le nom de lettre E (yy)** = le son pareil de y (deux sons de y, l'un haut, l'autre un petit plus bas, l'un suivre de l'autre, puis à se finir en uh).

**Le nom de lettre Y (üäĩ)** = Le son oo (u français) se change en le son ah qui se change en le son y.

**Le nom de I (äĩ)** = Le son ah se change en y.

**P (Pĩ)** = Ferme les lèvres ensemble. La pression d'air remplit la bouche et puis s'éclater des lèvres.

**B (bĩ)** = Ajoute le son à P.

**M (emme)** = les lèvres fermées. Faire le son de voix. Son et air sortent du nez. Les lèvres ouvrent.

**T (tĩ)** = Bouche et dents ouverts. La langue aux gencives supérieures. Pas d'air peut sortir la bouche. Faire pression d'air. Rapidement, la langue saute au loin des gencives. **(d ĩ)** = Ajoute le son à T.

**Ch (tch)** = Bouche et dents ouverts. La langue aux gencives supérieures. Pas d'air peut sortir la bouche. C'est le son de T mais la langue reste toujours très proche aux gencives supérieures après l'éclate, et l'air travers toutes les dents de devant y compris les canines.

**J (djėĩ)** = Ajoute le son à ch.

**Sh (ch)** = L'air n'est pas arrêté mais peut sortir la bouche. La langue est toujours près des gencives pendent que l'air s'échappe, et l'air va à travers les dents d'avant y compris les canines. Ceci est le son pareil de ch mais sans le bruit de l'éclate au commencement. Exercice : Ouvrir la bouche et les dents, commencer le son de h, fermer les dents ensemble, pendent que vous soulevez la langue entière presque pour toucher les dents supérieures.

**S (esse)** = Le bout de la langue est presque aux dents supérieures d'avant. L'air frappe le dos des quatre dents les plus d'avant et va à travers eux. L'air ne va pas à travers les canines mais directement tout droit de la bouche.

**Exercice : Ouvrir la bouche et les dents, commencer le son de h, fermer les dents ensemble pendent que vous soulevez seulement le bout de la langue pour presque toucher les quatre dents d'avant.**

**Z (zĩ)** = Ajoute le son à S. Exercice : Commencez à faire un son, levez le bout de la langue vers les dents jusque commence la vibration.

**N (enne)** = Bouche et dents ouverts. La langue aux gencives. Pas d'air peut sortir de la bouche. Commencer le son. L'air et le son sortent du nez, puis la langue se saute loin des gencives.

**L (elle)** = Bouche et dents ouverts. Le bout de langue reste contre les gencives supérieurs pendent que l'air et le son sortent la bouche par les deux côtés de la langue, puis le bout de la langue quitte les gencives.

**F (effe)** = Bouche et dents ouverts. La lèvre inférieure contre les dents de devant, tendus. Peu d'air s'échappe entre eux, puis la lèvre se saute loin des dents. Exercice : Faire le son de h, puis placer la lèvre inférieure aux premières dents supérieures, alors la langue se saute loin d'eux.

**V (vĩ)** = Ajoute le son à F.

**Th** = Bouche et dents ouverts. Le bout de la langue contre les dents supérieures et d'avants. Pas d'air peut sortir la bouche. Alors un peu d'air entre s'échappe, puis la langue se saute loin des dents.

**Exercice : Commencer le son de h. Mettre le bout de la langue sur les premières dents de devant.**

**The** = Ajouter du son à th. Exercice : Dire le ou la avec le bout de la langue sur les premières dents de devant.

**Wh** = Froncer les lèvres hors et rond, presque fermé. Soufflez l'air pendent que vous ouvrez les lèvres.

**W (double you)** = Ajoute du son à wh. Exercice : Commencez du son. Froncer les lèvres hors et rond, alors ouvrir le bouche.

**R (a+uh)** = Bouche et dents ouverts. Commencer le son de ah, puis lever la langue entière jusqu'à ce qu'il vibre au centre. Le R français est bon à la fin des mots, ou même ah-uh.

**Q (k ĩ ü)** = k + y + oo      **X** = eh + k + s