

Pronunciation material

for ABAU Galicia ■

Pronunciation Bank 1

Present simple -s endings 1

The third person present simple form always ends in -s. We always say the final -s. There are three different ways to pronounce the final -s.

/ɪz/ as in *teaches* /z/ as in *plays* /s/ as in *chats*

1 Choose the correct -s ending. Complete the table with the verbs below.

- teaches ■ does ■ eats ■ finishes ■ likes ■ goes
watches ■ loves ■ talks

/ɪz/	/z/	/s/
teaches		

2 1 Listen and check your answers to exercise 1. Then listen and repeat.

3 2 Listen to the -s endings and tick (✓) the sound you hear.

	/ɪz/	/z/	/s/
1 gets			
2 has			
3 feels			
4 takes			
5 washes			
6 uses			
7 lives			
8 walks			

4 3 Listen and check your answers to exercise 3. Then listen and repeat.

5 4 Listen to the sentences. Write the -s ending sound you hear.

1 /...../ 2 /...../ 3 /...../

6 5 Complete the sentences with the verbs below. Then write the correct symbols: /ɪz/, /z/ or /s/. Then listen and check.

- chat ■ get ■ have ■ play ■ start ■ study ■ use ■ watch

- Jenny plays basketball on Saturdays. /z/
- Jasmin TV every evening.
- Zoe breakfast at 9.00 on Saturdays.
- Jim dressed before breakfast.
- Tom school at 8.30 in the morning.
- Lauren her computer to do her homework.
- Callum on the phone to Kelly every evening.
- Lucy Portuguese after school on Thursday.

Pronunciation Bank 1

Present simple -s endings 1

The third person present simple form always ends in -s. We always say the final -s. There are three different ways to pronounce the final -s.

/ɪz/ as in *teaches* /z/ as in *plays* /s/ as in *chats*

1 Choose the correct -s ending. Complete the table with the verbs below.

- teaches ■ does ■ eats ■ finishes ■ likes ■ goes
watches ■ loves ■ talks

/ɪz/	/z/	/s/
teaches		

2 1 Listen and check your answers to exercise 1. Then listen and repeat.

3 2 Listen to the -s endings and tick (✓) the sound you hear.

	/ɪz/	/z/	/s/
1 gets			
2 has			
3 feels			
4 takes			
5 washes			
6 uses			
7 lives			
8 walks			

4 3 Listen and check your answers to exercise 3. Then listen and repeat.

5 4 Listen to the sentences. Write the -s ending sound you hear.

1 /...../ 2 /...../ 3 /...../

6 5 Complete the sentences with the verbs below. Then write the correct symbols: /ɪz/, /z/ or /s/. Then listen and check.

- chat ■ get ■ have ■ play ■ start ■ study ■ use ■ watch


- Jenny plays basketball on Saturdays. /z/
- Jasmin TV every evening.
- Zoe breakfast at 9.00 on Saturdays.
- Jim dressed before breakfast.
- Tom school at 8.30 in the morning.
- Lauren her computer to do her homework.
- Callum on the phone to Kelly every evening.
- Lucy Portuguese after school on Thursday.

Pronunciation Bank 3


Final -s

The final -s is always pronounced in English. Sometimes it is pronounced /s/ and sometimes it is pronounced /z/.

/z/ Eva's bag. How's your friend?
/s/ It's my bag. Where are the toilets?

1  10 Listen to the words. Do they end in /s/ or /z/?
Then listen and repeat.

- 1 beds /...../
- 2 wardrobes /...../
- 3 cats /...../
- 4 cupboards /...../
- 5 roofs /...../
- 6 parents /...../


2  11 Say these sentences. What is the sound for the underlined -s? Then listen and repeat.

- 1 There's a nice hotel here. /...../
- 2 That house is our's. /...../
- 3 There's a big house. /...../
- 4 It's Jack's bike. /...../
- 5 There's a TV next to the window. /...../
- 6 Is this their dog? Yes, it's their's. /...../
- 7 Is this book yours? /...../
- 8 There's a flag on the beach. /...../
- 9 Are you Pat's daughter? /...../

Being polite when asking for directions

Intonation is important if you want to be polite in English. When you ask for directions, it's polite for your intonation to go down and then up at the end of your question.

Excuse me! How do you get to the museum?
Where is the station, please?

3  12 Listen to the people asking for directions.
Tick (✓) the questions that sound polite.

- 1 a How do you get to the shopping centre?
b How do you get to the shopping centre?
- 2 a Where's the theatre?
b Where's the theatre?
- 3 a How do you get to the library, please?
b How do you get to the library, please?
- 4 a Where's the bus stop?
b Where's the bus stop?
- 5 a Excuse me!
b Excuse me!


4  12 Listen and repeat the questions from exercise 3.

Pronunciation Bank 3


Final -s

The final -s is always pronounced in English. Sometimes it is pronounced /s/ and sometimes it is pronounced /z/.

/z/ Eva's bag. How's your friend?
/s/ It's my bag. Where are the toilets?

1  10 Listen to the words. Do they end in /s/ or /z/?
Then listen and repeat.

- 1 beds /...../
- 2 wardrobes /...../
- 3 cats /...../
- 4 cupboards /...../
- 5 roofs /...../
- 6 parents /...../


2  11 Say these sentences. What is the sound for the underlined -s? Then listen and repeat.

- 1 There's a nice hotel here. /...../
- 2 That house is our's. /...../
- 3 There's a big house. /...../
- 4 It's Jack's bike. /...../
- 5 There's a TV next to the window. /...../
- 6 Is this their dog? Yes, it's their's. /...../
- 7 Is this book yours? /...../
- 8 There's a flag on the beach. /...../
- 9 Are you Pat's daughter? /...../

Being polite when asking for directions

Intonation is important if you want to be polite in English. When you ask for directions, it's polite for your intonation to go down and then up at the end of your question.

Excuse me! How do you get to the museum?
Where is the station, please?

3  12 Listen to the people asking for directions.
Tick (✓) the questions that sound polite.

- 1 a How do you get to the shopping centre?
b How do you get to the shopping centre?
- 2 a Where's the theatre?
b Where's the theatre?
- 3 a How do you get to the library, please?
b How do you get to the library, please?
- 4 a Where's the bus stop?
b Where's the bus stop?
- 5 a Excuse me!
b Excuse me!

4  12 Listen and repeat the questions from exercise 3.

Pronunciation Bank 4

Stress in two-syllable nouns

We usually pronounce two-syllable nouns with the stress on the first part of the word.



- 1 13 Say the two-syllable words below. Mark the stressed syllable. Then listen, check and repeat.

1 mountain

6 cactus

2 chicken

7 tiger

3 eagle

8 rabbit

4 desert

9 flower

5 monkey

10 pigeon

We pronounce a few words with the stress on the second syllable.



Vowel sounds: /i:/ /ɪ/ /æ/ /ɑ:/ /ɒ/ /ə/

- 2 14 Listen to the six vowel sounds. Then listen and repeat.

1 /i:/ me, see, three

4 /ɑ:/ garden, dance, can't

2 /ɪ/ big, dig, hit

5 /ɒ/ clock, dog, shop

3 /æ/ rabbit, man, bank

6 /ə/ colour, never, centre

- 3 15 Listen to the words and write the vowel sound. Use /i:/, /ɪ/, /æ/, /ɑ:/, /ɒ/, /ə/.

1 chicken /...../

6 cactus /...../

2 giraffe /...../

7 rock /...../

3 rat /...../

8 lizard /...../

4 budgie /...../

9 dog /...../

5 plant /...../

10 spider /...../

- 4 16 Listen and check your answers to exercise 3.

/ə/ is a very important vowel sound in English. It's the vowel sound that we use the most. We use it in weak or unstressed syllables.

spider tiger

- 5 17 Listen to the words and underline the syllable where you hear /ə/.

1 flower

5 tortoise

9 polar bear

2 cactus

6 lizard

10 kangaroo

3 butterfly

7 desert

4 water

8 hamster

- 6 17 Say the words in exercise 5 again and mark the stress. Then listen and check.



Pronunciation Bank 4

Stress in two-syllable nouns

We usually pronounce two-syllable nouns with the stress on the first part of the word.



- 1 13 Say the two-syllable words below. Mark the stressed syllable. Then listen, check and repeat.

1 mountain

6 cactus

2 chicken

7 tiger

3 eagle

8 rabbit

4 desert

9 flower

5 monkey

10 pigeon

We pronounce a few words with the stress on the second syllable.



Vowel sounds: /i:/ /ɪ/ /æ/ /ɑ:/ /ɒ/ /ə/

- 2 14 Listen to the six vowel sounds. Then listen and repeat.

1 /i:/ me, see, three

4 /ɑ:/ garden, dance, can't

2 /ɪ/ big, dig, hit

5 /ɒ/ clock, dog, shop

3 /æ/ rabbit, man, bank

6 /ə/ colour, never, centre

- 3 15 Listen to the words and write the vowel sound. Use /i:/, /ɪ/, /æ/, /ɑ:/, /ɒ/, /ə/.

1 chicken /...../

6 cactus /...../

2 giraffe /...../

7 rock /...../

3 rat /...../

8 lizard /...../

4 budgie /...../

9 dog /...../

5 plant /...../

10 spider /...../

- 4 16 Listen and check your answers to exercise 3.

/ə/ is a very important vowel sound in English. It's the vowel sound that we use the most. We use it in weak or unstressed syllables.

spider tiger

- 5 17 Listen to the words and underline the syllable where you hear /ə/.

1 flower

5 tortoise

9 polar bear

2 cactus

6 lizard

10 kangaroo

3 butterfly

7 desert

4 water

8 hamster

- 6 17 Say the words in exercise 5 again and mark the stress. Then listen and check.



Stress in compound nouns

When we put two words together, they are called compound nouns. For compound nouns, the stress is on the first word.

swimming + pool = swimming pool

chocolate + cake = chocolate cake

ice + cream = ice cream

1 **18** Match words 1–8 to words a–h to make names for places in a town. Listen and check your answers. Then listen and repeat.

- | | |
|------------|-----------|
| 1 train | a centre |
| 2 leisure | b station |
| 3 police | c stop |
| 4 bus | d shop |
| 5 shopping | e stadium |
| 6 football | f centre |
| 7 swimming | g station |
| 8 clothes | h pool |

2 **19** Complete the pairs of compound nouns with the words below. Then listen and check.

station ■ ball ■ room ■ book

- | | |
|---------|----------|
| 1 bath | 3 text |
| bed | exercise |
| 2 train | 4 foot |
| bus | volley |

Stress in quantities

We don't stress *of* in quantities. We pronounce it /əv/ and we link it to the final consonant sound of the word before.

a bottle of water

3 **20** Choose the correct words. Then listen and check. Pay attention to the pronunciation of *of*.

- 1 a loaf of bread / crisps
- 2 a bottle of coffee / milk
- 3 a carton of milk / pasta
- 4 a slice of potatoes / pizza
- 5 a can of ice cream / cola
- 6 a tin of tomatoes / onions
- 7 a jar of coffee / juice
- 8 a packet of crisps / pizza
- 9 a kilo of water / apples
- 10 a litre of milk / bread

4 Practise saying the food quantities in exercise 3 with the correct pronunciation and linking of *of*.

Stress in compound nouns

When we put two words together, they are called compound nouns. For compound nouns, the stress is on the first word.

swimming + pool = swimming pool

chocolate + cake = chocolate cake

ice + cream = ice cream

1 **18** Match words 1–8 to words a–h to make names for places in a town. Listen and check your answers. Then listen and repeat.

- | | |
|------------|-----------|
| 1 train | a centre |
| 2 leisure | b station |
| 3 police | c stop |
| 4 bus | d shop |
| 5 shopping | e stadium |
| 6 football | f centre |
| 7 swimming | g station |
| 8 clothes | h pool |

2 **19** Complete the pairs of compound nouns with the words below. Then listen and check.

station ■ ball ■ room ■ book

- | | |
|---------|----------|
| 1 bath | 3 text |
| bed | exercise |
| 2 train | 4 foot |
| bus | volley |

Stress in quantities

We don't stress *of* in quantities. We pronounce it /əv/ and we link it to the final consonant sound of the word before.

a bottle of water

3 **20** Choose the correct words. Then listen and check. Pay attention to the pronunciation of *of*.

- 1 a loaf of bread / crisps
- 2 a bottle of coffee / milk
- 3 a carton of milk / pasta
- 4 a slice of potatoes / pizza
- 5 a can of ice cream / cola
- 6 a tin of tomatoes / onions
- 7 a jar of coffee / juice
- 8 a packet of crisps / pizza
- 9 a kilo of water / apples
- 10 a litre of milk / bread

4 Practise saying the food quantities in exercise 3 with the correct pronunciation and linking of *of*.

Comparatives and superlatives

Comparative adjectives (and *than*) are weak. They have the vowel sound /ə/.

The choice of music online is better than in music shops.

The is also weak when it's used in superlative sentences. However, the superlative adjective isn't weak.

I go to town by bus – it's the easiest way to travel. (easiest = /ɪ/)

- 1 21 Listen to the comparative and superlative forms. Choose the correct sound for the underlined parts of the words.

	/ə/	/ɪ/
bigger		
biggest		
oldest		
better		
easier		
furthest		

- 2 22 Mark where the sounds /ə/ and /ɪ/ are in the sentences. Say the sentences. Then listen and check your pronunciation.

- 1 My cat is thinner than your cat.
- 2 Berlin is the most exciting city I know.
- 3 Rosa is better at dancing than me.
- 4 This dress is the cheapest in the shop.
- 5 Jasmine's skirt is prettier than Claire's.
- 6 My bedroom is the smallest room in the house.

Vowel sounds: /ʊ/ /ʌ/ /ɜ:/ /u:/ /ɔ:/ /e/

- 3 23 Match sounds in words 1–6 to sounds in words a–f. Listen, check and repeat.

- | | |
|--------------------|------------|
| 1 /ʊ/ bookshop | a shorts |
| 2 /ʌ/ jumper | b cook |
| 3 /ɜ:/ skirt | c necklace |
| 4 /u:/ shoes | d shirt |
| 5 /ɔ:/ sports shop | e rucksack |
| 6 /e/ dress | f boots |

- 4 24 Circle the correct sounds. Listen, check and repeat.

- | | | | |
|------------|------|------|------|
| 1 short | /ʊ/ | /ɔ:/ | /u:/ |
| 2 good | /ʌ/ | /u:/ | /ʊ/ |
| 3 small | /ɔ:/ | /ɜ:/ | /e/ |
| 4 hungry | /u:/ | /ʌ/ | /ʊ/ |
| 5 worse | /ɔ:/ | /u:/ | /ɜ:/ |
| 6 friendly | /ɜ:/ | /e/ | /ʌ/ |
| 7 further | /e/ | /ɜ:/ | /ɔ:/ |
| 8 lucky | /ʊ/ | /u:/ | /ʌ/ |

- 5 Choose four of the adjectives in exercise 4 and write two comparative and two superlative sentences. Then say your sentences to a partner. Remember to use the correct pronunciation for the weak forms.

Comparatives and superlatives

Comparative adjectives (and *than*) are weak. They have the vowel sound /ə/.

The choice of music online is better than in music shops.

The is also weak when it's used in superlative sentences. However, the superlative adjective isn't weak.

I go to town by bus – it's the easiest way to travel. (easiest = /ɪ/)

- 1 21 Listen to the comparative and superlative forms. Choose the correct sound for the underlined parts of the words.

	/ə/	/ɪ/
bigger		
biggest		
oldest		
better		
easier		
furthest		

- 2 22 Mark where the sounds /ə/ and /ɪ/ are in the sentences. Say the sentences. Then listen and check your pronunciation.

- 1 My cat is thinner than your cat.
- 2 Berlin is the most exciting city I know.
- 3 Rosa is better at dancing than me.
- 4 This dress is the cheapest in the shop.
- 5 Jasmine's skirt is prettier than Claire's.
- 6 My bedroom is the smallest room in the house.

Vowel sounds: /ʊ/ /ʌ/ /ɜ:/ /u:/ /ɔ:/ /e/

- 3 23 Match sounds in words 1–6 to sounds in words a–f. Listen, check and repeat.

- | | |
|--------------------|------------|
| 1 /ʊ/ bookshop | a shorts |
| 2 /ʌ/ jumper | b cook |
| 3 /ɜ:/ skirt | c necklace |
| 4 /u:/ shoes | d shirt |
| 5 /ɔ:/ sports shop | e rucksack |
| 6 /e/ dress | f boots |

- 4 24 Circle the correct sounds. Listen, check and repeat.

- | | | | |
|------------|------|------|------|
| 1 short | /ʊ/ | /ɔ:/ | /u:/ |
| 2 good | /ʌ/ | /u:/ | /ʊ/ |
| 3 small | /ɔ:/ | /ɜ:/ | /e/ |
| 4 hungry | /u:/ | /ʌ/ | /ʊ/ |
| 5 worse | /ɔ:/ | /u:/ | /ɜ:/ |
| 6 friendly | /ɜ:/ | /e/ | /ʌ/ |
| 7 further | /e/ | /ɜ:/ | /ɔ:/ |
| 8 lucky | /ʊ/ | /u:/ | /ʌ/ |

- 5 Choose four of the adjectives in exercise 4 and write two comparative and two superlative sentences. Then say your sentences to a partner. Remember to use the correct pronunciation for the weak forms.

Negative forms

In spoken English, *was* / *wasn't*, *were* / *weren't* and *could* / *couldn't* are usually weak forms and the negative forms are often contracted.

1 25 Listen and repeat.

- 1 /wəz/ Who **was** at the party?
- 2 /wɒznt/ Tim **wasn't** there.
- 3 /wə/ My parents **were** happy.
- 4 /wɜ:nt/ They **weren't** rich.
- 5 /kəd/ He **could** dance well.
- 6 /kʊ[d]nt/ I **couldn't** watch TV last night.

2 26 Listen to the sentences. Put a tick (✓) for affirmative verbs and a cross (✗) for negative verbs.

- 1 I wasn't at school today. I at home.
- 2 I dance when I was younger, but I sing.
- 3 We safe. The road dangerous.
- 4 You popular, because you play football really well.
- 5 Josh cycle to school because it near his house.
- 6 You happy last night. I worried about you.
- 7 Kelly and I well. We at the cinema.
- 8 They go to the concert because they get tickets.

3 26 Listen again and complete the sentences in exercise 2.

/w/ is a difficult sound for many learners of English. Start by practising the /u:/ sound – your mouth makes the same shape when you say /u:/ and /w/.

uuu ... where

/w/ is silent when it comes before *r*: *write*, *wrong*

/w/ can be silent when it comes before *h* and *o*: *two*, *who*

4 27 Listen to the sentences and underline the letters that make the /w/ sound.

- 1 There were two women next to the window.
- 2 Are you going to wear that coat for the whole winter?
- 3 Where were you when I was at my swimming lesson?
- 4 I want to write on this white paper.
- 5 Who is with you?
- 6 Are we walking in the wrong direction?

5 Practise saying the sentences in exercise 4. Pay attention to the pronunciation of /w/.

Negative forms

In spoken English, *was* / *wasn't*, *were* / *weren't* and *could* / *couldn't* are usually weak forms and the negative forms are often contracted.

1 25 Listen and repeat.

- 1 /wəz/ Who **was** at the party?
- 2 /wɒznt/ Tim **wasn't** there.
- 3 /wə/ My parents **were** happy.
- 4 /wɜ:nt/ They **weren't** rich.
- 5 /kəd/ He **could** dance well.
- 6 /kʊ[d]nt/ I **couldn't** watch TV last night.

2 26 Listen to the sentences. Put a tick (✓) for affirmative verbs and a cross (✗) for negative verbs.

- 1 I wasn't at school today. I at home.
- 2 I dance when I was younger, but I sing.
- 3 We safe. The road dangerous.
- 4 You popular, because you play football really well.
- 5 Josh cycle to school because it near his house.
- 6 You happy last night. I worried about you.
- 7 Kelly and I well. We at the cinema.
- 8 They go to the concert because they get tickets.

3 26 Listen again and complete the sentences in exercise 2.

/w/ is a difficult sound for many learners of English. Start by practising the /u:/ sound – your mouth makes the same shape when you say /u:/ and /w/.

uuu ... where

/w/ is silent when it comes before *r*: *write*, *wrong*

/w/ can be silent when it comes before *h* and *o*: *two*, *who*

4 27 Listen to the sentences and underline the letters that make the /w/ sound.

- 1 There were two women next to the window.
- 2 Are you going to wear that coat for the whole winter?
- 3 Where were you when I was at my swimming lesson?
- 4 I want to write on this white paper.
- 5 Who is with you?
- 6 Are we walking in the wrong direction?

5 Practise saying the sentences in exercise 4. Pay attention to the pronunciation of /w/.

Pronunciation Bank 8

Past simple -ed endings 1

-ed at the end of past simple forms is pronounced in three different ways:

/t/ as in *liked* /d/ as in *listened* /ɪd/ as in *waited*

- 1 Say the past simple form of the regular verbs below. Then write the verbs with the correct end sound in the table below.

■ chat ■ invent ■ like ■ listen ■ love ■ stop ■ visit ■ talk
■ change

/t/	/d/	/ɪd/
.....
.....
.....

- 2 28 Listen and check your answers to exercise 1. Then listen and repeat.

- 3 29 Complete the sentences with the past simple affirmative form of the verbs below. Write the correct symbols for the endings: /t/, /d/ or /ɪd/. Then listen and check.

■ finish ■ open ■ live ■ start ■ want ■ watch

- I school at 9.30 yesterday morning. /...../
- We our exams yesterday and now we're on holiday! /...../
- I a funny film with Dad last night. /...../
- Harry to make new friends, but it wasn't easy. /...../
- They the front door and went into the house. /...../
- My family in Delhi in the 1970s. /...../

- 4 30 Listen to the sentences. Are the sentences present simple or past simple? Then listen again and complete the sentences with the correct form of the verb you hear.

- We cycling to school.
- I to my friend every evening.
- They in the morning.
- Charlotte hard.
- My brother maths at university.
- Jake and I drama.

Past simple irregular verbs

- 5 31 Listen to the pairs of verbs. Tick (✓) the verbs that rhyme. Then listen and repeat.

- | | | | | | |
|--------|---------|--------------------------|---------|--------|--------------------------|
| 1 rode | thought | <input type="checkbox"/> | 4 wrote | wore | <input type="checkbox"/> |
| 2 read | said | <input type="checkbox"/> | 5 left | grew | <input type="checkbox"/> |
| 3 grew | knew | <input type="checkbox"/> | 6 made | stayed | <input type="checkbox"/> |

Pronunciation Bank 8

Past simple -ed endings 1

-ed at the end of past simple forms is pronounced in three different ways:

/t/ as in *liked* /d/ as in *listened* /ɪd/ as in *waited*

- 1 Say the past simple form of the regular verbs below. Then write the verbs with the correct end sound in the table below.

■ chat ■ invent ■ like ■ listen ■ love ■ stop ■ visit ■ talk
■ change

/t/	/d/	/ɪd/
.....
.....
.....

- 2 28 Listen and check your answers to exercise 1. Then listen and repeat.

- 3 29 Complete the sentences with the past simple affirmative form of the verbs below. Write the correct symbols for the endings: /t/, /d/ or /ɪd/. Then listen and check.

■ finish ■ open ■ live ■ start ■ want ■ watch

- I school at 9.30 yesterday morning. /...../
- We our exams yesterday and now we're on holiday! /...../
- I a funny film with Dad last night. /...../
- Harry to make new friends, but it wasn't easy. /...../
- They the front door and went into the house. /...../
- My family in Delhi in the 1970s. /...../

- 4 30 Listen to the sentences. Are the sentences present simple or past simple? Then listen again and complete the sentences with the correct form of the verb you hear.

- We cycling to school.
- I to my friend every evening.
- They in the morning.
- Charlotte hard.
- My brother maths at university.
- Jake and I drama.

Past simple irregular verbs

- 5 31 Listen to the pairs of verbs. Tick (✓) the verbs that rhyme. Then listen and repeat.

- | | | | | | |
|--------|---------|--------------------------|---------|--------|--------------------------|
| 1 rode | thought | <input type="checkbox"/> | 4 wrote | wore | <input type="checkbox"/> |
| 2 read | said | <input type="checkbox"/> | 5 left | grew | <input type="checkbox"/> |
| 3 grew | knew | <input type="checkbox"/> | 6 made | stayed | <input type="checkbox"/> |

Pronunciation Bank 9

Saying telephone numbers

When we say phone numbers, we usually say each digit separately. We usually use pauses between groups of three or four numbers. We usually say *oh* for 0, not *zero*.

(01973) 754683 = oh-one-nine-seven-three (pause)
seven-five-four (pause) six-eight-three
0797 2093572 = oh-seven-nine-seven (pause) two-oh-nine (pause) three-five-seven-two

1 **32 Listen to the telephone numbers. Mark the pauses. Then listen and repeat.**

- 1 (01729) 752456 3 07982509461
2 07895380485 4 (0208) 725198

2 **33 Listen to the telephone numbers. How do we say numbers like 77 or 888 when they are in telephone numbers? Then listen and repeat.**

- 1 (01779) 753556 3 07893332461
2 07774895214 4 (0207) 334455

3 **Work in pairs. Write three telephone numbers. Don't show your partner. Say your numbers to each other and write the numbers you hear. Check your partner's answers.**

Phrasal verbs

When we say phrasal verbs, we usually link the words and this can make them difficult to understand. Listen:

Let's work it out.
Can you pick it up, please?

4 **34 Listen and complete the sentences with the phrasal verbs below. Then listen and repeat. Pay attention to the links between the words in the phrasal verbs.**

- come up with ■ find out about ■ go ahead ■ look up
■ put together ■ set up

- 1 I usually information online.
2 Can you a report, please?
3 You need to a plan.
4 Liz is going to prices later.
5 Dad is going to a new business.
6 We're going to with our plans.

like

5 **35 Listen to the sentences with *like* and tick (✓) the sentence you hear.**

- 1 a Billy is like his brother.
b Billy likes his brother.
2 a What's your friend like?
b What does your friend like?
3 a They don't look like their dinner.
b They don't like their dinner.
4 a I like my cousin a lot.
b I look a lot like my cousin.
5 a Do you like your brother?
b Are you like your brother?

Pronunciation Bank 9

Saying telephone numbers

When we say phone numbers, we usually say each digit separately. We usually use pauses between groups of three or four numbers. We usually say *oh* for 0, not *zero*.

(01973) 754683 = oh-one-nine-seven-three (pause)
seven-five-four (pause) six-eight-three
0797 2093572 = oh-seven-nine-seven (pause) two-oh-nine (pause) three-five-seven-two

1 **32 Listen to the telephone numbers. Mark the pauses. Then listen and repeat.**

- 1 (01729) 752456 3 07982509461
2 07895380485 4 (0208) 725198

2 **33 Listen to the telephone numbers. How do we say numbers like 77 or 888 when they are in telephone numbers? Then listen and repeat.**

- 1 (01779) 753556 3 07893332461
2 07774895214 4 (0207) 334455

3 **Work in pairs. Write three telephone numbers. Don't show your partner. Say your numbers to each other and write the numbers you hear. Check your partner's answers.**

Phrasal verbs

When we say phrasal verbs, we usually link the words and this can make them difficult to understand. Listen:

Let's work it out.
Can you pick it up, please?

4 **34 Listen and complete the sentences with the phrasal verbs below. Then listen and repeat. Pay attention to the links between the words in the phrasal verbs.**

- come up with ■ find out about ■ go ahead ■ look up
■ put together ■ set up

- 1 I usually information online.
2 Can you a report, please?
3 You need to a plan.
4 Liz is going to prices later.
5 Dad is going to a new business.
6 We're going to with our plans.

like

5 **35 Listen to the sentences with *like* and tick (✓) the sentence you hear.**

- 1 a Billy is like his brother.
b Billy likes his brother.
2 a What's your friend like?
b What does your friend like?
3 a They don't look like their dinner.
b They don't like their dinner.
4 a I like my cousin a lot.
b I look a lot like my cousin.
5 a Do you like your brother?
b Are you like your brother?

Pronunciation of *have* in present perfect

- When we use the present perfect we usually use contractions.
I've = /aɪv/ haven't = /hævənt/
He's = /hi:z/ hasn't = /hæzənt/
- In questions, the weak form is used. In short answers, *have* and *has* are strong.
/hæv/
Have you seen the new Bond film?
 /hæv/ /hævənt/
Yes, I have. No, I haven't.
- *ever* /evə/ and *never* /nevə/ end with the sound /ə/.

1 36 Listen and tick (✓) the sentence you hear. Then listen and repeat. Pay attention to the pronunciation of *have* / *haven't*.

- 1 a I've never won a competition.
- b I never won a competition.
- 2 a She's swum 25 metres.
- b She swam 25 metres.
- 3 a We've had a great day.
- b We had a great day.
- 4 a Harry's climbed Mount Everest.
- b Harry climbed Mount Everest.
- 5 a Grandad has enjoyed dancing all his life.
- b Grandad enjoyed dancing all his life.
- 6 a Mum's broken her mobile phone.
- b Mum broke her mobile phone.

2 37 Listen to the questions and answers. Underline the weak forms of *have*.

- 1 'Have you swum in a lake?' 'Yes, I have.'
- 2 'Has she visited Thailand?' 'No, she hasn't.'
- 3 'Have you ever been to Egypt?' 'Yes, we have.'
- 4 'Have your parents seen the Eiffel Tower?' 'No, they haven't.'
- 5 'Has David won the match?' 'Yes, he has!'

3 Work in pairs. Practise saying the questions and answers in exercise 2. Pay attention to the weak forms.

4 38 Match questions 1–6 to answers a–f. Then listen and check.

- 1 Have you ever been to the USA?
 - 2 Has David ever worked abroad?
 - 3 Have they ever cycled in France?
 - 4 Has Maria ever visited Canada?
 - 5 Have you ever seen the Parthenon?
 - 6 Have we ever met him before?
- a Yes, they have. They took their bikes there last June.
 - b No, we haven't. We've never been to Greece.
 - c Yes, I have. I went to New York last year.
 - d No, we haven't. We've never seen him before.
 - e No, he hasn't. He's never had a job outside this country.
 - f Yes, she has. She stayed with her friend in Toronto.

5 38 Underline the weak forms of *have* in exercise 4. Listen, check and repeat.

Pronunciation of *have* in present perfect

- When we use the present perfect we usually use contractions.
I've = /aɪv/ haven't = /hævənt/
He's = /hi:z/ hasn't = /hæzənt/
- In questions, the weak form is used. In short answers, *have* and *has* are strong.
/hæv/
Have you seen the new Bond film?
 /hæv/ /hævənt/
Yes, I have. No, I haven't.
- *ever* /evə/ and *never* /nevə/ end with the sound /ə/.

1 36 Listen and tick (✓) the sentence you hear. Then listen and repeat. Pay attention to the pronunciation of *have* / *haven't*.

- 1 a I've never won a competition.
- b I never won a competition.
- 2 a She's swum 25 metres.
- b She swam 25 metres.
- 3 a We've had a great day.
- b We had a great day.
- 4 a Harry's climbed Mount Everest.
- b Harry climbed Mount Everest.
- 5 a Grandad has enjoyed dancing all his life.
- b Grandad enjoyed dancing all his life.
- 6 a Mum's broken her mobile phone.
- b Mum broke her mobile phone.

2 37 Listen to the questions and answers. Underline the weak forms of *have*.

- 1 'Have you swum in a lake?' 'Yes, I have.'
- 2 'Has she visited Thailand?' 'No, she hasn't.'
- 3 'Have you ever been to Egypt?' 'Yes, we have.'
- 4 'Have your parents seen the Eiffel Tower?' 'No, they haven't.'
- 5 'Has David won the match?' 'Yes, he has!'

3 Work in pairs. Practise saying the questions and answers in exercise 2. Pay attention to the weak forms.

4 38 Match questions 1–6 to answers a–f. Then listen and check.

- 1 Have you ever been to the USA?
 - 2 Has David ever worked abroad?
 - 3 Have they ever cycled in France?
 - 4 Has Maria ever visited Canada?
 - 5 Have you ever seen the Parthenon?
 - 6 Have we ever met him before?
- a Yes, they have. They took their bikes there last June.
 - b No, we haven't. We've never been to Greece.
 - c Yes, I have. I went to New York last year.
 - d No, we haven't. We've never seen him before.
 - e No, he hasn't. He's never had a job outside this country.
 - f Yes, she has. She stayed with her friend in Toronto.

5 38 Underline the weak forms of *have* in exercise 4. Listen, check and repeat.

Past simple -ed endings 2

All past simple forms of regular English verbs end in -ed. This final -ed is pronounced in three different ways:

- /t/ as in *worked* ■ /d/ as in *played* ■ /ɪd/ as in *wanted*

1 44 Listen and tick (✓) the words you hear.

- | | |
|--------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> finish | <input type="checkbox"/> finished |
| 2 <input type="checkbox"/> show | <input type="checkbox"/> showed |
| 3 <input type="checkbox"/> chat | <input type="checkbox"/> chatted |
| 4 <input type="checkbox"/> hope | <input type="checkbox"/> hoped |
| 5 <input type="checkbox"/> respect | <input type="checkbox"/> respected |
| 6 <input type="checkbox"/> talk | <input type="checkbox"/> talked |
| 7 <input type="checkbox"/> try | <input type="checkbox"/> tried |
| 8 <input type="checkbox"/> introduce | <input type="checkbox"/> introduced |

2 45 Listen to the past simple forms of the regular verbs. Match each group 1–3 to the pronunciation of the -ed endings a–c.

- | | | | | |
|-----------|--------|---------|---------|---------------|
| 1 called | lived | named | smiled | a /t/ |
| 2 crossed | helped | laughed | touched | b /ɪd/ |
| 3 mended | needed | tasted | waited | c /d/ |

3 46 Listen and check your answers to exercise 2. Then listen again and repeat.

4 Choose the correct pronunciation to complete the rules.

- We pronounce the -ed ending /t/ /d/ /ɪd/ if the verb ends in the sounds /d/ or /t/. Example *repeat* /rɪ'pi:t/
- If the verb ends in any other voiceless consonant sound, we pronounce the ending /t/ /d/ /ɪd/. Example *ask* /ɑ:sk/
- If the verb ends in any other voiced consonant sound or a vowel sound, we pronounce the ending /t/ /d/ /ɪd/. Example *rain* /reɪn/

5 47 Complete the table with the verbs below. Listen and check your answers. Then listen again and repeat.

- arrived ■ dropped ■ decided ■ happened ■ included
- invited ■ learned ■ listened ■ looked ■ moved
- noticed ■ reached ■ shouted ■ stopped ■ visited

/d/	/t/	/ɪd/
arrived	dropped	decided
.....
.....
.....
.....

6 48 Choose the odd one out. Then listen and repeat.

- started completed liked attracted
- organized stayed received escaped
- cried passed walked announced
- cleaned travelled carried watched
- connected recorded sighed wasted
- practised pushed shopped queued

Past simple -ed endings 2

All past simple forms of regular English verbs end in -ed. This final -ed is pronounced in three different ways:

- /t/ as in *worked* ■ /d/ as in *played* ■ /ɪd/ as in *wanted*

1 44 Listen and tick (✓) the words you hear.

- | | |
|--------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> finish | <input type="checkbox"/> finished |
| 2 <input type="checkbox"/> show | <input type="checkbox"/> showed |
| 3 <input type="checkbox"/> chat | <input type="checkbox"/> chatted |
| 4 <input type="checkbox"/> hope | <input type="checkbox"/> hoped |
| 5 <input type="checkbox"/> respect | <input type="checkbox"/> respected |
| 6 <input type="checkbox"/> talk | <input type="checkbox"/> talked |
| 7 <input type="checkbox"/> try | <input type="checkbox"/> tried |
| 8 <input type="checkbox"/> introduce | <input type="checkbox"/> introduced |

2 45 Listen to the past simple forms of the regular verbs. Match each group 1–3 to the pronunciation of the -ed endings a–c.

- | | | | | |
|-----------|--------|---------|---------|---------------|
| 1 called | lived | named | smiled | a /t/ |
| 2 crossed | helped | laughed | touched | b /ɪd/ |
| 3 mended | needed | tasted | waited | c /d/ |

3 46 Listen and check your answers to exercise 2. Then listen again and repeat.

4 Choose the correct pronunciation to complete the rules.

- We pronounce the -ed ending /t/ /d/ /ɪd/ if the verb ends in the sounds /d/ or /t/. Example *repeat* /rɪ'pi:t/
- If the verb ends in any other voiceless consonant sound, we pronounce the ending /t/ /d/ /ɪd/. Example *ask* /ɑ:sk/
- If the verb ends in any other voiced consonant sound or a vowel sound, we pronounce the ending /t/ /d/ /ɪd/. Example *rain* /reɪn/

5 47 Complete the table with the verbs below. Listen and check your answers. Then listen again and repeat.

- arrived ■ dropped ■ decided ■ happened ■ included
- invited ■ learned ■ listened ■ looked ■ moved
- noticed ■ reached ■ shouted ■ stopped ■ visited

/d/	/t/	/ɪd/
arrived	dropped	decided
.....
.....
.....
.....

6 48 Choose the odd one out. Then listen and repeat.

- started completed liked attracted
- organized stayed received escaped
- cried passed walked announced
- cleaned travelled carried watched
- connected recorded sighed wasted
- practised pushed shopped queued

Word linking

When we speak quickly, we often link words together.

a We link one word to the next if the first word ends with a consonant sound and the second begins with a vowel sound.

a bag of potatoes

b When one word ends with a vowel sound and the next word begins with a vowel, too, we sometimes add a /w/ or /j/ sound between them to make a smooth transition.

a few apples not many eggs
/w/ /j/

c In British English, the letter 'r' after a vowel sound at the end of a word is often not pronounced. However, when the following word begins with a vowel, the /r/ sound is pronounced to make a smooth transition.

a jar of jam
/r/

1 **49** Listen to phrases 1–6. Match them to rules a–c above. Then listen again and repeat.

- 1 a carton of milk
- 2 a few oranges
- 3 not much ice cream
- 4 four animals
- 5 not many onions
- 6 a lot of cheese

2 **50** Mark the linked words in the phrases below. Then listen and repeat. Try to link the words that are marked.

- 1 a bottle of water 4 a lot of sugar
- 2 not many adverts 5 a box of chocolates
- 3 a table for eight 6 a few emails

3 Mark the linked words. Each sentence contains more than one example of linking.

- 1 Put a little oil in a pan.
- 2 Have we got any orange juice?
- 3 Let's buy a packet of biscuits.
- 4 Everybody is waiting for us.
- 5 Dinner is at eight o'clock.
- 6 There were a few angry customers.
- 7 I went out for a meal on Friday evening.
- 8 We bought a can of green olives.
- 9 Shall we eat inside or outside?
- 10 Can I have a glass of water, please?

4 **51** Listen and check your answers to exercise 3. Then listen again and repeat. Try to link the words that are marked.

Word linking

When we speak quickly, we often link words together.

a We link one word to the next if the first word ends with a consonant sound and the second begins with a vowel sound.

a bag of potatoes

b When one word ends with a vowel sound and the next word begins with a vowel, too, we sometimes add a /w/ or /j/ sound between them to make a smooth transition.

a few apples not many eggs
/w/ /j/

c In British English, the letter 'r' after a vowel sound at the end of a word is often not pronounced. However, when the following word begins with a vowel, the /r/ sound is pronounced to make a smooth transition.

a jar of jam
/r/

1 **49** Listen to phrases 1–6. Match them to rules a–c above. Then listen again and repeat.

- 1 a carton of milk
- 2 a few oranges
- 3 not much ice cream
- 4 four animals
- 5 not many onions
- 6 a lot of cheese

2 **50** Mark the linked words in the phrases below. Then listen and repeat. Try to link the words that are marked.

- 1 a bottle of water 4 a lot of sugar
- 2 not many adverts 5 a box of chocolates
- 3 a table for eight 6 a few emails

3 Mark the linked words. Each sentence contains more than one example of linking.

- 1 Put a little oil in a pan.
- 2 Have we got any orange juice?
- 3 Let's buy a packet of biscuits.
- 4 Everybody is waiting for us.
- 5 Dinner is at eight o'clock.
- 6 There were a few angry customers.
- 7 I went out for a meal on Friday evening.
- 8 We bought a can of green olives.
- 9 Shall we eat inside or outside?
- 10 Can I have a glass of water, please?

4 **51** Listen and check your answers to exercise 3. Then listen again and repeat. Try to link the words that are marked.

Word stress and syllables: compound nouns and adjectives

In English, if a word has got two or more syllables, one of the syllables sounds louder, longer and clearer than the others. It is called the stressed syllable.

For example, the words *kitchen*, *messy* and *hoover* have two syllables, but only the first one is stressed.

1 52 Listen to the words and write the number of syllables. Then listen again and repeat.

- | | | | |
|-------------|--------------------------|------------|--------------------------|
| 1 clock | <input type="checkbox"/> | 4 clean | <input type="checkbox"/> |
| 2 expensive | <input type="checkbox"/> | 5 chimney | <input type="checkbox"/> |
| 3 attic | <input type="checkbox"/> | 6 bungalow | <input type="checkbox"/> |

2 53 Listen and match each group of words 1–4 to the stress patterns a–d. Then listen again and repeat.

- | | | |
|--------------------------------|---|--|
| 1 computer recycling important | a | |
| 2 modern rubbish cottage | b | |
| 3 detached machine shampoo | c | |
| 4 balcony caravan decorate | d | |

3 54 Underline the stressed syllable in words 1–6. Then listen and check.

- | | |
|-------------|-----------|
| 1 cellar | 4 imagine |
| 2 confident | 5 address |
| 3 hotel | 6 popular |

When two words are used together to form a compound noun or adjective, their stress pattern often changes. In the compound, usually only one of the words is stressed.

4 55 Listen and underline the stressed words. Which word is usually stressed in compound adjectives: the first or the second? Which two compound adjectives are different?

- | | |
|--------------------|-------------------|
| 1 full-time | 5 old-fashioned |
| 2 energy-efficient | 6 open-plan |
| 3 labour-saving | 7 three-bedroomed |
| 4 modern-day | 8 two-storey |

5 56 Complete the pairs of compound nouns with the words below. Then listen and check your answers. Which word is usually stressed in compound nouns: the first or the second? Which four compound nouns are different?

■ chair ■ door ■ house ■ machine ■ pan ■ room

- | | | | |
|----------|-------|------------|-------|
| 1 arm | chair | 4 back | ..... |
| wheel | | front | ..... |
| 2 bed | ..... | 5 detached | ..... |
| dining | | terraced | ..... |
| 3 frying | ..... | 6 fax | ..... |
| sauce | | washing | ..... |

6 57 Listen and answer the questions using the compound nouns in exercise 5.

What do you make soup in?
In a saucepan.

Word stress and syllables: compound nouns and adjectives

In English, if a word has got two or more syllables, one of the syllables sounds louder, longer and clearer than the others. It is called the stressed syllable.

For example, the words *kitchen*, *messy* and *hoover* have two syllables, but only the first one is stressed.

1 52 Listen to the words and write the number of syllables. Then listen again and repeat.

- | | | | |
|-------------|--------------------------|------------|--------------------------|
| 1 clock | <input type="checkbox"/> | 4 clean | <input type="checkbox"/> |
| 2 expensive | <input type="checkbox"/> | 5 chimney | <input type="checkbox"/> |
| 3 attic | <input type="checkbox"/> | 6 bungalow | <input type="checkbox"/> |

2 53 Listen and match each group of words 1–4 to the stress patterns a–d. Then listen again and repeat.

- | | | |
|--------------------------------|---|--|
| 1 computer recycling important | a | |
| 2 modern rubbish cottage | b | |
| 3 detached machine shampoo | c | |
| 4 balcony caravan decorate | d | |

3 54 Underline the stressed syllable in words 1–6. Then listen and check.

- | | |
|-------------|-----------|
| 1 cellar | 4 imagine |
| 2 confident | 5 address |
| 3 hotel | 6 popular |

When two words are used together to form a compound noun or adjective, their stress pattern often changes. In the compound, usually only one of the words is stressed.

4 55 Listen and underline the stressed words. Which word is usually stressed in compound adjectives: the first or the second? Which two compound adjectives are different?

- | | |
|--------------------|-------------------|
| 1 full-time | 5 old-fashioned |
| 2 energy-efficient | 6 open-plan |
| 3 labour-saving | 7 three-bedroomed |
| 4 modern-day | 8 two-storey |

5 56 Complete the pairs of compound nouns with the words below. Then listen and check your answers. Which word is usually stressed in compound nouns: the first or the second? Which four compound nouns are different?

■ chair ■ door ■ house ■ machine ■ pan ■ room

- | | | | |
|----------|-------|------------|-------|
| 1 arm | chair | 4 back | ..... |
| wheel | | front | ..... |
| 2 bed | ..... | 5 detached | ..... |
| dining | | terraced | ..... |
| 3 frying | ..... | 6 fax | ..... |
| sauce | | washing | ..... |

6 57 Listen and answer the questions using the compound nouns in exercise 5.

What do you make soup in?
In a saucepan.

Intonation in *wh-* and *yes / no* questions

In English, there are two main types of questions. We use *wh-* questions to ask for information. These questions contain a question word (*who, what, where, why, how, which, etc.*) We use *yes / no* questions to ask for *yes* or *no* answers. These questions do not contain question words.

1 Complete the second question in each pair with the question words below. Use each question word only once.

- how long ■ how many ■ when ■ where ■ who ■ why

- 1 Are you afraid of spiders?
..... are you afraid of them?
- 2 Have you ever been to New York?
..... did you go there?
- 3 Is she going on holiday this summer?
..... is she going to stay?
- 4 Has he written any books?
..... books has he written?
- 5 Do you live in a bungalow?
..... have you lived there?
- 6 Did you go to the concert last night?
..... did you go with?

2 58 Listen to the questions in exercise 1 and complete the rules for intonation. Write *up* or *down*. Then listen again and repeat.

- 1 At the end of *wh-* questions, the voice goes
- 2 At the end of *yes / no* questions, the voice goes

3 59 Write questions for the underlined parts of the sentences. Listen and check. Then listen again and repeat. Pay attention to the intonation.

- 1
No, I've never done a bungee jump.
- 2
I've known my best friend for ten years.
- 3
I learned how to ski when I was six.
- 4
Yes, I really enjoyed go-karting last weekend.
- 5
I go rock climbing in the mountains.
- 6
Yes, I do. I really like windsurfing.
- 7
No, I can't. I've never ridden a horse.
- 8
I'm writing to my friend Tom.

Intonation in *wh-* and *yes / no* questions

In English, there are two main types of questions. We use *wh-* questions to ask for information. These questions contain a question word (*who, what, where, why, how, which, etc.*) We use *yes / no* questions to ask for *yes* or *no* answers. These questions do not contain question words.

1 Complete the second question in each pair with the question words below. Use each question word only once.

- how long ■ how many ■ when ■ where ■ who ■ why

- 1 Are you afraid of spiders?
..... are you afraid of them?
- 2 Have you ever been to New York?
..... did you go there?
- 3 Is she going on holiday this summer?
..... is she going to stay?
- 4 Has he written any books?
..... books has he written?
- 5 Do you live in a bungalow?
..... have you lived there?
- 6 Did you go to the concert last night?
..... did you go with?

2 58 Listen to the questions in exercise 1 and complete the rules for intonation. Write *up* or *down*. Then listen again and repeat.

- 1 At the end of *wh-* questions, the voice goes
- 2 At the end of *yes / no* questions, the voice goes

3 59 Write questions for the underlined parts of the sentences. Listen and check. Then listen again and repeat. Pay attention to the intonation.

- 1
No, I've never done a bungee jump.
- 2
I've known my best friend for ten years.
- 3
I learned how to ski when I was six.
- 4
Yes, I really enjoyed go-karting last weekend.
- 5
I go rock climbing in the mountains.
- 6
Yes, I do. I really like windsurfing.
- 7
No, I can't. I've never ridden a horse.
- 8
I'm writing to my friend Tom.

Diphthongs and rhyming words

A diphthong is a combination of two vowel sounds pronounced together, for example, /eɪ/ as in *play* /pleɪ/ and /əʊ/ as in *cold* /kəʊld/.

The first vowel sound is always longer than the second. There are eight diphthongs in English, but one of them is hardly ever used. Many native speakers use /ɔ:/ instead of /ʊə/. For example, *poor* is usually pronounced /pɔ:/ instead of /pʊə/.

1 **60** Study the sound symbols. Listen and write the example word for each diphthong. Then listen again and repeat.

- | | |
|--------------|--------------|
| 1 /eɪ/ | 5 /eə/ |
| 2 /aɪ/ | 6 /ʊə/ |
| 3 /ɔɪ/ | 7 /əʊ/ |
| 4 /ɪə/ | 8 /aʊ/ |

2 Read words 1–7 aloud and write the correct diphthong for each word. Then match words 1–7 to a rhyming word a–g.

- | | |
|-----------------|---------|
| 1 /...../ crowd | a grey |
| 2 /...../ phone | b hair |
| 3 /...../ try | c here |
| 4 /...../ day | d high |
| 5 /...../ noise | e loud |
| 6 /...../ wear | f shown |
| 7 /...../ year | g toys |

3 **61** Listen and check your answers to exercise 2. Then listen again and repeat.

4 **62** Complete the sentences with a rhyming pair of words in exercise 2. Then listen and check.

- The child had some that made a lot of
- It was a cloudy, and the sky was
- My grandparents have that they hate their new
- The boys wanted to to jump very
- There was a big, so the party was
- It's been a since we moved
- I'll do my and find something nice to

Diphthongs and rhyming words

A diphthong is a combination of two vowel sounds pronounced together, for example, /eɪ/ as in *play* /pleɪ/ and /əʊ/ as in *cold* /kəʊld/.

The first vowel sound is always longer than the second. There are eight diphthongs in English, but one of them is hardly ever used. Many native speakers use /ɔ:/ instead of /ʊə/. For example, *poor* is usually pronounced /pɔ:/ instead of /pʊə/.

1 **60** Study the sound symbols. Listen and write the example word for each diphthong. Then listen again and repeat.

- | | |
|--------------|--------------|
| 1 /eɪ/ | 5 /eə/ |
| 2 /aɪ/ | 6 /ʊə/ |
| 3 /ɔɪ/ | 7 /əʊ/ |
| 4 /ɪə/ | 8 /aʊ/ |

2 Read words 1–7 aloud and write the correct diphthong for each word. Then match words 1–7 to a rhyming word a–g.

- | | |
|-----------------|---------|
| 1 /...../ crowd | a grey |
| 2 /...../ phone | b hair |
| 3 /...../ try | c here |
| 4 /...../ day | d high |
| 5 /...../ noise | e loud |
| 6 /...../ wear | f shown |
| 7 /...../ year | g toys |

3 **61** Listen and check your answers to exercise 2. Then listen again and repeat.

4 **62** Complete the sentences with a rhyming pair of words in exercise 2. Then listen and check.

- The child had some that made a lot of
- It was a cloudy, and the sky was
- My grandparents have that they hate their new
- The boys wanted to to jump very
- There was a big, so the party was
- It's been a since we moved
- I'll do my and find something nice to

Strong and weak forms of *must, have to* and *should*

When we speak fast, we make some words weak. The weak words are not stressed, and they have often got the vowel sound /ə/. This is the most common vowel sound in English. Example:

a bigger number
/ə/ /ə/ /ə/

Modal verbs of obligation and advice, such as *must, have to* and *should*, are often weak in fast speech.

1 Complete the sentences with the correct form of *have to*.

- The meeting is cancelled. You go.
- We were late. We hurry.
- Ivan has an exam tomorrow. He study.
- The museum was free. They pay.
- My bike is broken. I walk to school tomorrow.
- We are on holiday now. We work.

2 63 Listen and check your answers to exercise 1. Note the pronunciation of *to* in fast speech. Is it strong /tu:/ or weak /tə/? Then listen again and repeat.

3 64 Study the strong and weak forms of the verbs below. Which verbs have a silent letter? Which letter is silent? Listen and repeat.

	must	mustn't	should	shouldn't
strong	/mʌst/	/'mʌsənt/	/ʃʊd/	/'ʃʊdənt/
weak	/məst/		/ʃəd/	

4 65 Listen to the sentences. Write *S* if the underlined verb is strong and *W* if it is weak.

- He must apologize.
- It's a secret. You mustn't tell anyone.
- A Must you leave so soon?
B Yes, I must. I have to get the last bus.
- It's late. You should go home.
- You're ill. You shouldn't be here.
- A Should I wear a suit for the interview?
B Yes, you should. You need to look smart.

5 Read the rules and choose the correct answers.

- In fast speech, we usually use the of *must* and *should*.
a strong form b weak form
- We always use the of *must* and *should* in short answers.
a strong form b weak form
- Mustn't* and *shouldn't* have only got a
a strong form b weak form

6 65 Listen and repeat the sentences in exercise 4. Pay attention to the pronunciation of *must* and *should*.

Strong and weak forms of *must, have to* and *should*

When we speak fast, we make some words weak. The weak words are not stressed, and they have often got the vowel sound /ə/. This is the most common vowel sound in English. Example:

a bigger number
/ə/ /ə/ /ə/

Modal verbs of obligation and advice, such as *must, have to* and *should*, are often weak in fast speech.

1 Complete the sentences with the correct form of *have to*.

- The meeting is cancelled. You go.
- We were late. We hurry.
- Ivan has an exam tomorrow. He study.
- The museum was free. They pay.
- My bike is broken. I walk to school tomorrow.
- We are on holiday now. We work.

2 63 Listen and check your answers to exercise 1. Note the pronunciation of *to* in fast speech. Is it strong /tu:/ or weak /tə/? Then listen again and repeat.

3 64 Study the strong and weak forms of the verbs below. Which verbs have a silent letter? Which letter is silent? Listen and repeat.

	must	mustn't	should	shouldn't
strong	/mʌst/	/'mʌsənt/	/ʃʊd/	/'ʃʊdənt/
weak	/məst/		/ʃəd/	

4 65 Listen to the sentences. Write *S* if the underlined verb is strong and *W* if it is weak.

- He must apologize.
- It's a secret. You mustn't tell anyone.
- A Must you leave so soon?
B Yes, I must. I have to get the last bus.
- It's late. You should go home.
- You're ill. You shouldn't be here.
- A Should I wear a suit for the interview?
B Yes, you should. You need to look smart.

5 Read the rules and choose the correct answers.

- In fast speech, we usually use the of *must* and *should*.
a strong form b weak form
- We always use the of *must* and *should* in short answers.
a strong form b weak form
- Mustn't* and *shouldn't* have only got a
a strong form b weak form

6 65 Listen and repeat the sentences in exercise 4. Pay attention to the pronunciation of *must* and *should*.

Contractions: *had* or *would*

A contraction is a short form of a word or group of words, for example *'ll* (= will), *don't* (= do not), *isn't* (= is not). The apostrophe (') shows that one or more letters have been left out.

Some contractions have more than one meaning. For example, *'d* could mean *had* or *would*. It is easy to confuse them, but you can use the context and your knowledge of grammar to help you decide which one is correct.

1 66 Study the underlined words in sentences 1–3. Does *'d* mean *had* or *would*? Match 1–3 to a–c. Then listen and repeat.

- 1 I'd read all the books about Harry Potter before I watched the films.
- 2 I'd love to meet J.K. Rowling.
- 3 If I could talk to her, I'd ask her about her new book.

- a second conditional
- b past perfect
- c *would* + verb + infinitive

2 67 Sometimes it can be difficult to hear *'d* in a sentence. Listen and choose the sentences that you hear. Then listen again and repeat. Try to make the *'d* as clear as possible.

- 1 a He invited all his friends to the party.
b He'd invited all his friends to the party.
- 2 a I trained for six hours every day.
b I'd trained for six hours every day.
- 3 a We told you about the competition.
b We'd told you about the competition.
- 4 a She lost her umbrella.
b She'd lost her umbrella.
- 5 a They lived near Buckingham Palace.
b They'd lived near Buckingham Palace.
- 6 a We won the swimming race.
b We'd won the swimming race.

3 Add *'d* once to each sentence. Does it mean *had* or *would*?

- 1 If I were the Queen of England, I live in Buckingham Palace.
.....
- 2 She didn't have any money because she lost her wallet.
.....
- 3 They like to live in a big city.
.....
- 4 If he knew your phone number, he phone you.
.....
- 5 We love to go sightseeing this afternoon.
.....
- 6 I missed the bus, so I had to walk to school.
.....

4 68 Listen and check your answers to exercise 3. Then listen again and repeat.

Contractions: *had* or *would*

A contraction is a short form of a word or group of words, for example *'ll* (= will), *don't* (= do not), *isn't* (= is not). The apostrophe (') shows that one or more letters have been left out.

Some contractions have more than one meaning. For example, *'d* could mean *had* or *would*. It is easy to confuse them, but you can use the context and your knowledge of grammar to help you decide which one is correct.

1 66 Study the underlined words in sentences 1–3. Does *'d* mean *had* or *would*? Match 1–3 to a–c. Then listen and repeat.

- 1 I'd read all the books about Harry Potter before I watched the films.
- 2 I'd love to meet J.K. Rowling.
- 3 If I could talk to her, I'd ask her about her new book.

- a second conditional
- b past perfect
- c *would* + verb + infinitive

2 67 Sometimes it can be difficult to hear *'d* in a sentence. Listen and choose the sentences that you hear. Then listen again and repeat. Try to make the *'d* as clear as possible.

- 1 a He invited all his friends to the party.
b He'd invited all his friends to the party.
- 2 a I trained for six hours every day.
b I'd trained for six hours every day.
- 3 a We told you about the competition.
b We'd told you about the competition.
- 4 a She lost her umbrella.
b She'd lost her umbrella.
- 5 a They lived near Buckingham Palace.
b They'd lived near Buckingham Palace.
- 6 a We won the swimming race.
b We'd won the swimming race.

3 Add *'d* once to each sentence. Does it mean *had* or *would*?

- 1 If I were the Queen of England, I live in Buckingham Palace.
.....
- 2 She didn't have any money because she lost her wallet.
.....
- 3 They like to live in a big city.
.....
- 4 If he knew your phone number, he phone you.
.....
- 5 We love to go sightseeing this afternoon.
.....
- 6 I missed the bus, so I had to walk to school.
.....

4 68 Listen and check your answers to exercise 3. Then listen again and repeat.

Use of contractions

We often use contractions in conversation and in informal writing, like emails and letters to friends. We do not use them in formal letters.

1 **69** Read the rules about contractions and complete the examples. Listen and check your answers. Then listen again and repeat.

- We often contract the forms of *be*, *have* and *will* after pronouns.
I¹..... tired.
They²..... been ill.
We³..... call you tonight.
- After names, nouns, question words and indefinite pronouns, we can only use the contraction 's.
Lucy⁴..... gone out.
My sister⁵..... studying.
What⁶..... the time?
Somebody⁷..... coming.
- We often use contractions with *not*, especially in question tags.
He lives abroad,⁸..... he?
You've seen the film,⁹..... you?
- We can't contract *am not*. In question tags, we use *aren't* instead.
I'm late,¹⁰..... I?
- We do not use contractions in affirmative short answers or in positive question tags.
A Are you Dutch?
B Yes, I¹¹.....
A He isn't here,¹²..... he?
B No, he left.

2 Rewrite seven of the sentences using contractions. In which sentences is it not possible to use contractions? Why?

- 1 It will be a disaster.
.....
- 2 They are not coming, are they?
.....
- 3 Everyone is complaining about the food.
.....
- 4 A Have you finished? B Yes, I have.
.....
- 5 I am wrong, am I not?
.....
- 6 The head teacher is going to talk to us.
.....
- 7 Where are your books?
.....
- 8 They will be late, will they not?
.....
- 9 You did not use to have short hair, did you?
.....
- 10 Ella would like to go swimming.
.....

3 **70** Listen and check your answers to exercise 2. Then listen again and repeat the sentences.

Use of contractions

We often use contractions in conversation and in informal writing, like emails and letters to friends. We do not use them in formal letters.

1 **69** Read the rules about contractions and complete the examples. Listen and check your answers. Then listen again and repeat.

- We often contract the forms of *be*, *have* and *will* after pronouns.
I¹..... tired.
They²..... been ill.
We³..... call you tonight.
- After names, nouns, question words and indefinite pronouns, we can only use the contraction 's.
Lucy⁴..... gone out.
My sister⁵..... studying.
What⁶..... the time?
Somebody⁷..... coming.
- We often use contractions with *not*, especially in question tags.
He lives abroad,⁸..... he?
You've seen the film,⁹..... you?
- We can't contract *am not*. In question tags, we use *aren't* instead.
I'm late,¹⁰..... I?
- We do not use contractions in affirmative short answers or in positive question tags.
A Are you Dutch?
B Yes, I¹¹.....
A He isn't here,¹²..... he?
B No, he left.

2 Rewrite seven of the sentences using contractions. In which sentences is it not possible to use contractions? Why?

- 1 It will be a disaster.
.....
- 2 They are not coming, are they?
.....
- 3 Everyone is complaining about the food.
.....
- 4 A Have you finished? B Yes, I have.
.....
- 5 I am wrong, am I not?
.....
- 6 The head teacher is going to talk to us.
.....
- 7 Where are your books?
.....
- 8 They will be late, will they not?
.....
- 9 You did not use to have short hair, did you?
.....
- 10 Ella would like to go swimming.
.....

3 **70** Listen and check your answers to exercise 2. Then listen again and repeat the sentences.

The passive: pronunciation of *be*

To form the passive, we use the correct form of the verb *be* and the past participle of the main verb. The pronunciation of the verb *be* in affirmative passive sentences is different from its pronunciation as a main verb or in short answers to questions.

1 71 Complete the sentences with the words below. Then listen and check.

- has been stolen ■ was invented ■ is produced
- have been sold ■ are made ■ were reduced

- 1 A lot of silk in Asia.
- 2 Jeans of denim.
- 3 The television by a Scottish engineer in the 1920s.
- 4 The shoes I bought last week to ten euros in the sales.
- 5 My expensive Swiss watch
- 6 I want to buy a new coat, but all the coats

2 72 Study the strong and weak forms of *be*. Then listen and repeat.

	strong	weak
is	/ɪz/	/z/ or /s/
are	/ɑː/	/ə/
was	/wɒz/	/wəz/
were	/wɜː/	/wə/
has been	/hæz bi:n/	/hæz bɪn/
have been	/hæv bi:n/	/hæv bɪn/

3 71 Listen to the sentences in exercise 1 and choose the correct answer. Then listen and repeat.

We use the of *be* in affirmative passive sentences.

- a strong form b weak form

4 Complete the text about Minis with the correct form of *be*.

The first Minis ¹ made by the British Motor Corporation in 1959. The car ² designed by Sir Alec Issigonis and his design ³ used until the year 2000. The most popular model of the car was the Mini Cooper, which ⁴ driven by many famous celebrities in the 1960s and 70s. Important car races ⁵ won by the Mini, too, such as the Monte Carlo Rally. Today, Minis ⁶ manufactured in the UK, but the company ⁷ owned by BMW. The factories ⁸ modernized and the design ⁹ improved since the German company took over. Millions of Minis ¹⁰ sold over the years, and the Mini is still one of the world's most popular cars.

5 73 Listen and check your answers to exercise 4. Then practise reading the text aloud. Pay attention to your pronunciation of the passive verb forms.

The passive: pronunciation of *be*

To form the passive, we use the correct form of the verb *be* and the past participle of the main verb. The pronunciation of the verb *be* in affirmative passive sentences is different from its pronunciation as a main verb or in short answers to questions.

1 71 Complete the sentences with the words below. Then listen and check.

- has been stolen ■ was invented ■ is produced
- have been sold ■ are made ■ were reduced

- 1 A lot of silk in Asia.
- 2 Jeans of denim.
- 3 The television by a Scottish engineer in the 1920s.
- 4 The shoes I bought last week to ten euros in the sales.
- 5 My expensive Swiss watch
- 6 I want to buy a new coat, but all the coats

2 72 Study the strong and weak forms of *be*. Then listen and repeat.

	strong	weak
is	/ɪz/	/z/ or /s/
are	/ɑː/	/ə/
was	/wɒz/	/wəz/
were	/wɜː/	/wə/
has been	/hæz bi:n/	/hæz bɪn/
have been	/hæv bi:n/	/hæv bɪn/

3 71 Listen to the sentences in exercise 1 and choose the correct answer. Then listen and repeat.

We use the of *be* in affirmative passive sentences.

- a strong form b weak form

4 Complete the text about Minis with the correct form of *be*.

The first Minis ¹ made by the British Motor Corporation in 1959. The car ² designed by Sir Alec Issigonis and his design ³ used until the year 2000. The most popular model of the car was the Mini Cooper, which ⁴ driven by many famous celebrities in the 1960s and 70s. Important car races ⁵ won by the Mini, too, such as the Monte Carlo Rally. Today, Minis ⁶ manufactured in the UK, but the company ⁷ owned by BMW. The factories ⁸ modernized and the design ⁹ improved since the German company took over. Millions of Minis ¹⁰ sold over the years, and the Mini is still one of the world's most popular cars.

5 73 Listen and check your answers to exercise 4. Then practise reading the text aloud. Pay attention to your pronunciation of the passive verb forms.

Vowel sounds and diphthongs

In many English words, the spelling is different from the pronunciation. The same letters can sometimes represent different sounds, for example: *fun*, *fur*, *put*, *rude*. In many cases, different letters are used to represent the same sound, for example: *let*, *heavy*, *friend*, *bury*, *said*.

There are only twenty-six letters in the alphabet, but they represent over forty-four different sounds. Spoken English has a very high number of vowel sounds. There are twelve single vowels and eight diphthongs.

1 74 Listen to the sounds. What is the difference between the sounds in A and the sounds in B?

- A ■ /ɪ/ ■ /ʊ/ ■ /ə/ ■ /ʌ/ ■ /ɒ/ ■ /e/ ■ /æ/
- B ■ /i:/ ■ /u:/ ■ /ɜ:/ ■ /ɑ:/ ■ /ɔ:/

2 75 Listen to the sounds. Write the example words you hear. Then listen again and repeat.

- | | |
|--------------|--------------|
| 1 /ɪ/ | 7 /ɑ:/ |
| 2 /i:/ | 8 /ʌ/ |
| 3 /ɜ:/ | 9 /ɔ:/ |
| 4 /ə/ | 10 /ɒ/ |
| 5 /u:/ | 11 /e/ |
| 6 /ʊ/ | 12 /æ/ |

3 76 Match the words in each pair to the correct pronunciation. Then listen and repeat.

- | | | | |
|---------------|----------|--------------|------------|
| 1 hat | a /hɑ:t/ | 4 fit | a /fi:t/ |
| heart | b /hæt/ | feet | b /fi:t/ |
| 2 foot | a /fʊt/ | 5 head | a /hed/ |
| food | b /fu:d/ | heard | b /hɜ:d/ |
| 3 short | a /ʃɒt/ | 6 ugly | a /ə'geɪn/ |
| shot | b /ʃɔ:t/ | again | b /'ʌgli/ |

4 77 A diphthong is a combination of two vowel sounds pronounced together. Listen and choose the diphthong that matches the sound of the underlined letters.

- | | | |
|--------------------------|------|------|
| 1 over <u>wei</u> ght | /eɪ/ | /aɪ/ |
| 2 em <u>oti</u> onal | /aʊ/ | /əʊ/ |
| 3 h <u>ere</u> | /ɪə/ | /eə/ |
| 4 n <u>oi</u> sy | /ɔɪ/ | /əʊ/ |
| 5 blonde-h <u>air</u> ed | /ɪə/ | /eə/ |
| 6 fore <u>grou</u> nd | /aʊ/ | /əʊ/ |
| 7 st <u>yl</u> ish | /eɪ/ | /aɪ/ |
| 8 t <u>ou</u> r | /əʊ/ | /ʊə/ |

5 78 Choose the odd one out. Then listen and repeat.

- | | | | |
|--------|-------|-------|-------|
| 1 /eɪ/ | have | shave | brave |
| 2 /ʌ/ | blood | touch | wool |
| 3 /ɜ:/ | girl | turn | worn |
| 4 /aɪ/ | eight | sight | shy |
| 5 /aʊ/ | brown | show | mouth |
| 6 /i:/ | great | mean | teeth |
| 7 /ɒ/ | front | top | want |
| 8 /əʊ/ | coat | town | snow |

Vowel sounds and diphthongs

In many English words, the spelling is different from the pronunciation. The same letters can sometimes represent different sounds, for example: *fun*, *fur*, *put*, *rude*. In many cases, different letters are used to represent the same sound, for example: *let*, *heavy*, *friend*, *bury*, *said*.

There are only twenty-six letters in the alphabet, but they represent over forty-four different sounds. Spoken English has a very high number of vowel sounds. There are twelve single vowels and eight diphthongs.

1 74 Listen to the sounds. What is the difference between the sounds in A and the sounds in B?

- A ■ /ɪ/ ■ /ʊ/ ■ /ə/ ■ /ʌ/ ■ /ɒ/ ■ /e/ ■ /æ/
- B ■ /i:/ ■ /u:/ ■ /ɜ:/ ■ /ɑ:/ ■ /ɔ:/

2 75 Listen to the sounds. Write the example words you hear. Then listen again and repeat.

- | | |
|--------------|--------------|
| 1 /ɪ/ | 7 /ɑ:/ |
| 2 /i:/ | 8 /ʌ/ |
| 3 /ɜ:/ | 9 /ɔ:/ |
| 4 /ə/ | 10 /ɒ/ |
| 5 /u:/ | 11 /e/ |
| 6 /ʊ/ | 12 /æ/ |

3 76 Match the words in each pair to the correct pronunciation. Then listen and repeat.

- | | | | |
|---------------|----------|--------------|------------|
| 1 hat | a /hɑ:t/ | 4 fit | a /fi:t/ |
| heart | b /hæt/ | feet | b /fi:t/ |
| 2 foot | a /fʊt/ | 5 head | a /hed/ |
| food | b /fu:d/ | heard | b /hɜ:d/ |
| 3 short | a /ʃɒt/ | 6 ugly | a /ə'geɪn/ |
| shot | b /ʃɔ:t/ | again | b /'ʌgli/ |

4 77 A diphthong is a combination of two vowel sounds pronounced together. Listen and choose the diphthong that matches the sound of the underlined letters.

- | | | |
|--------------------------|------|------|
| 1 over <u>wei</u> ght | /eɪ/ | /aɪ/ |
| 2 em <u>oti</u> onal | /aʊ/ | /əʊ/ |
| 3 h <u>ere</u> | /ɪə/ | /eə/ |
| 4 n <u>oi</u> sy | /ɔɪ/ | /əʊ/ |
| 5 blonde-h <u>air</u> ed | /ɪə/ | /eə/ |
| 6 fore <u>grou</u> nd | /aʊ/ | /əʊ/ |
| 7 st <u>yl</u> ish | /eɪ/ | /aɪ/ |
| 8 t <u>ou</u> r | /əʊ/ | /ʊə/ |

5 78 Choose the odd one out. Then listen and repeat.

- | | | | |
|--------|-------|-------|-------|
| 1 /eɪ/ | have | shave | brave |
| 2 /ʌ/ | blood | touch | wool |
| 3 /ɜ:/ | girl | turn | worn |
| 4 /aɪ/ | eight | sight | shy |
| 5 /aʊ/ | brown | show | mouth |
| 6 /i:/ | great | mean | teeth |
| 7 /ɒ/ | front | top | want |
| 8 /əʊ/ | coat | town | snow |

Consonant sounds

There are twenty-four consonant sounds in English. Many of the letters in the alphabet correspond to the consonant sounds they represent, for example /h/ as in *holiday*, /s/ as in *sun*, /l/ as in *lazy*, etc. However, in some cases, the letters do not correspond to the sounds, for example:

- /ð/ *there*
- /θ/ *things*
- /w/ *where*
- /j/ *yacht*
- /dʒ/ *journey*
- /ʃ/ *shop*
- /tʃ/ *church*
- /z/ *television*
- /ŋ/ *swimming, sink*
- /k/ *book, public, school*

We use our voice to make some of the consonant sounds, e.g. /b/ in *beach*. Other consonant sounds, like /p/ in *peach*, are voiceless.

1 **79** Study the underlined letters in the words below and think about the sounds they represent. Then complete the table. Listen and repeat the sounds and words.

- board ■ cabin ■ deck ■ flight ■ gate ■ hold ■ land
- motorway ■ national ■ runway ■ pier ■ seat ■ tour
- voyage ■ zebra

Voiced /b/ board

Voiceless /p/ pier

2 **80** Listen to the sounds and example words. Which three sounds are voiceless?

- 1 /j/ year 4 /ʃ/ ashore 7 /dʒ/ job
- 2 /θ/ think 5 /z/ pleasure 8 /ŋ/ sailing
- 3 /ð/ this 6 /tʃ/ coach 9 /w/ wheel

3 Study the underlined letters in the words below. Think about the sounds they represent. Write two words next to each sound symbol in exercise 2.

- adventure ■ bathroom ■ carriage ■ cheap ■ nowhere
- drinks ■ Europe ■ excursion ■ expedition ■ Germany
- long ■ way ■ north ■ special ■ that ■ usually
- yesterday ■ together

4 **81** Listen and check your answers to exercise 3. Then listen again and repeat.

5 **82** Write the words. Then listen and check.

- 1 /jʌŋ/
- 2 /θæŋks/
- 3 /'fɜːðə/
- 4 /fɔː/
- 5 /'leɪzə/
- 6 /tʃaɪld/
- 7 /dʒʌdʒ/
- 8 /'sɪŋə/

Consonant sounds

There are twenty-four consonant sounds in English. Many of the letters in the alphabet correspond to the consonant sounds they represent, for example /h/ as in *holiday*, /s/ as in *sun*, /l/ as in *lazy*, etc. However, in some cases, the letters do not correspond to the sounds, for example:

- /ð/ *there*
- /θ/ *things*
- /w/ *where*
- /j/ *yacht*
- /dʒ/ *journey*
- /ʃ/ *shop*
- /tʃ/ *church*
- /z/ *television*
- /ŋ/ *swimming, sink*
- /k/ *book, public, school*

We use our voice to make some of the consonant sounds, e.g. /b/ in *beach*. Other consonant sounds, like /p/ in *peach*, are voiceless.

1 **79** Study the underlined letters in the words below and think about the sounds they represent. Then complete the table. Listen and repeat the sounds and words.

- board ■ cabin ■ deck ■ flight ■ gate ■ hold ■ land
- motorway ■ national ■ runway ■ pier ■ seat ■ tour
- voyage ■ zebra

Voiced /b/ board

Voiceless /p/ pier

2 **80** Listen to the sounds and example words. Which three sounds are voiceless?

- 1 /j/ year 4 /ʃ/ ashore 7 /dʒ/ job
- 2 /θ/ think 5 /z/ pleasure 8 /ŋ/ sailing
- 3 /ð/ this 6 /tʃ/ coach 9 /w/ wheel

3 Study the underlined letters in the words below. Think about the sounds they represent. Write two words next to each sound symbol in exercise 2.

- adventure ■ bathroom ■ carriage ■ cheap ■ nowhere
- drinks ■ Europe ■ excursion ■ expedition ■ Germany
- long ■ way ■ north ■ special ■ that ■ usually
- yesterday ■ together

4 **81** Listen and check your answers to exercise 3. Then listen again and repeat.

5 **82** Write the words. Then listen and check.

- 1 /jʌŋ/
- 2 /θæŋks/
- 3 /'fɜːðə/
- 4 /fɔː/
- 5 /'leɪzə/
- 6 /tʃaɪld/
- 7 /dʒʌdʒ/
- 8 /'sɪŋə/

Word stress in three- and four-syllable words

To find the number of syllables in a word, we count the vowel sounds. Each syllable contains a single vowel sound or a diphthong, and at least one consonant. The number of syllables in a word does not depend on the number of letters. For example:

- one syllable: *strengths* /streŋθs/
- two syllables: *city* /'sɪti/
- three syllables: *elegant* /'elɪgənt/
- four syllables: *education* /edʒu'keɪʃ[ə]n/

In English, if a word has two or more syllables, one of the syllables is always stressed more than the others.

1 83 Listen and count the number of syllables in each word.

- | | | | |
|-----------------|--------------------------|-----------------|--------------------------|
| 1 difficult | <input type="checkbox"/> | 4 rapidly | <input type="checkbox"/> |
| 2 entertainment | <input type="checkbox"/> | 5 sportsmanship | <input type="checkbox"/> |
| 3 expedition | <input type="checkbox"/> | 6 unattractive | <input type="checkbox"/> |

2 84 Listen and underline the stressed syllable in these three-syllable words. Then listen again and repeat.

- | | | |
|--------------|--------------|---------------|
| 1 astonished | 4 ecstatic | 7 overweight |
| 2 discipline | 5 interested | 8 self-esteem |
| 3 disembark | 6 miserable | 9 stamina |

3 85 Listen to the four-syllable words below. Write them in the table according to their stress pattern.

- apprehensive ■ devastated ■ disadvantage
- environment ■ independence ■ innovative
- obviously ■ photography ■ relatively ■ self-reliance
- self-sacrifice ■ spectacular

○ ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○
.....	.....	<u>apprehensive</u>
.....
.....
.....

4 86 Listen and check your answers to exercise 3. Then listen again and repeat.

5 Three of the words in each group have the same number of syllables. Write the number in the box and circle the word that has a different number.

- 1 annoying disappointing frustrating / upsetting
- 2 ability / generosity / necessity / prosperity
- 3 assertively / comfortably / incredibly / surprisingly
- 4 happiness / kindness / laziness / loneliness
- 5 delighted / disgusted / excited / surprised
- 6 extremely / fortunately / similarly / worryingly

6 87 Listen and check your answers to exercise 5. Then listen and repeat the words.

Word stress in three- and four-syllable words

To find the number of syllables in a word, we count the vowel sounds. Each syllable contains a single vowel sound or a diphthong, and at least one consonant. The number of syllables in a word does not depend on the number of letters. For example:

- one syllable: *strengths* /streŋθs/
- two syllables: *city* /'sɪti/
- three syllables: *elegant* /'elɪgənt/
- four syllables: *education* /edʒu'keɪʃ[ə]n/

In English, if a word has two or more syllables, one of the syllables is always stressed more than the others.

1 83 Listen and count the number of syllables in each word.

- | | | | |
|-----------------|--------------------------|-----------------|--------------------------|
| 1 difficult | <input type="checkbox"/> | 4 rapidly | <input type="checkbox"/> |
| 2 entertainment | <input type="checkbox"/> | 5 sportsmanship | <input type="checkbox"/> |
| 3 expedition | <input type="checkbox"/> | 6 unattractive | <input type="checkbox"/> |

2 84 Listen and underline the stressed syllable in these three-syllable words. Then listen again and repeat.

- | | | |
|--------------|--------------|---------------|
| 1 astonished | 4 ecstatic | 7 overweight |
| 2 discipline | 5 interested | 8 self-esteem |
| 3 disembark | 6 miserable | 9 stamina |

3 85 Listen to the four-syllable words below. Write them in the table according to their stress pattern.

- apprehensive ■ devastated ■ disadvantage
- environment ■ independence ■ innovative
- obviously ■ photography ■ relatively ■ self-reliance
- self-sacrifice ■ spectacular

○ ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○
.....	.....	<u>apprehensive</u>
.....
.....
.....

4 86 Listen and check your answers to exercise 3. Then listen again and repeat.

5 Three of the words in each group have the same number of syllables. Write the number in the box and circle the word that has a different number.

- 1 annoying disappointing frustrating / upsetting
- 2 ability / generosity / necessity / prosperity
- 3 assertively / comfortably / incredibly / surprisingly
- 4 happiness / kindness / laziness / loneliness
- 5 delighted / disgusted / excited / surprised
- 6 extremely / fortunately / similarly / worryingly

6 87 Listen and check your answers to exercise 5. Then listen and repeat the words.

Word stress in word families

In word families, the number of syllables changes when we add a prefix or a suffix to the root word. This sometimes affects the stressed syllable.

In some word families, the same group of sounds is stressed. For example:

○ ○ ○ ○ ○ ○ ○ ○
promote *promotion* *promoter*

In others, a different group of sounds is stressed. For example:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
advertise *advertisement* *advertiser*

1 88 Listen and underline the stressed syllable in the words.

- 1 atlantic transatlantic
- 2 cycle tricycle
- 3 eaten overeaten
- 4 footballer ex-footballer
- 5 market supermarket
- 6 mature premature
- 7 syllable monosyllable
- 8 weekly biweekly

2 88 Study the words in exercise 1. Put a tick (✓) if the same group of sounds is stressed and a cross (X) if a different group of sounds is stressed. Then listen again and repeat the words.

3 89 Listen and complete the table.

	Noun	Verb	Adjective	Adverb
1	happiness		happy	happily
2				
3				
4				
5				
6				
7				
8				

4 Underline the stressed syllable in the words in exercise 3. In which word families is the stress on a different group of sounds?

5 Study the stress patterns and the phonetic spelling of the words below. Which vowel sound is most common in the unstressed syllables? This is the most common vowel sound in English.

○ ○ ○ ○ ○ ○ ○ ○
memory *memorable* *memorize*
 /'meməri/ /'memərəbl/ /'meməraɪz/

6 90 Circle thirteen more words in exercise 3 that contain the sound /ə/. Listen and check. Then listen and repeat the words.

Word stress in word families

In word families, the number of syllables changes when we add a prefix or a suffix to the root word. This sometimes affects the stressed syllable.

In some word families, the same group of sounds is stressed. For example:

○ ○ ○ ○ ○ ○ ○ ○
promote *promotion* *promoter*

In others, a different group of sounds is stressed. For example:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
advertise *advertisement* *advertiser*

1 88 Listen and underline the stressed syllable in the words.

- 1 atlantic transatlantic
- 2 cycle tricycle
- 3 eaten overeaten
- 4 footballer ex-footballer
- 5 market supermarket
- 6 mature premature
- 7 syllable monosyllable
- 8 weekly biweekly

2 88 Study the words in exercise 1. Put a tick (✓) if the same group of sounds is stressed and a cross (X) if a different group of sounds is stressed. Then listen again and repeat the words.

3 89 Listen and complete the table.

	Noun	Verb	Adjective	Adverb
1	happiness		happy	happily
2				
3				
4				
5				
6				
7				
8				

4 Underline the stressed syllable in the words in exercise 3. In which word families is the stress on a different group of sounds?

5 Study the stress patterns and the phonetic spelling of the words below. Which vowel sound is most common in the unstressed syllables? This is the most common vowel sound in English.

○ ○ ○ ○ ○ ○ ○ ○
memory *memorable* *memorize*
 /'meməri/ /'memərəbl/ /'meməraɪz/

6 90 Circle thirteen more words in exercise 3 that contain the sound /ə/. Listen and check. Then listen and repeat the words.

Contractions: will or would

A contraction is a short form of a word or group of words, for example 'm (= am), isn't (= is not). The apostrophe (') shows that one or more letters have been left out. We often use the contracted forms of *will* ('ll) and *would* ('d) in first and second conditional sentences. Sometimes it can be difficult to hear the difference between 'll and 'd in a sentence.

1 **91 Match 1–6 to a–f to make first conditional sentences. Then listen, check and repeat. Pay attention to the pronunciation of 'll.**

- 1 If I go to bed late tonight,
 - 2 If you don't hurry up,
 - 3 If my sister has a party,
 - 4 If you drop that glass,
 - 5 If we leave the car here,
 - 6 If they sell their house,
- a she'll invite everyone she knows.
 - b we'll get a parking fine.
 - c they'll move to the coast.
 - d I'll be tired tomorrow.
 - e it'll break.
 - f you'll miss the train.

2 **92 Complete the sentences with a pronoun and the contraction of would. Then listen, check and repeat. Pay attention to the pronunciation of the contraction.**

- 1 If I fell out with Jo, be really upset.
- 2 If Tim went out more, have more friends.
- 3 If you did your homework, get better marks.
- 4 If my brother did something illegal, own up to it immediately.
- 5 If the players trained harder, win more often.
- 6 If that jacket was bigger, fit better.
- 7 If we lived nearer, see more of each other.

3 **93 Listen to the dialogues. Write 1 in the box if the answer is in the first conditional and 2 if it is in the second conditional.**

- 1 What time are you leaving tomorrow?
We the 9.30 train if we on time.
- 2 Does your sister live with your parents?
Yes, but she if she afford it.
- 3 Why is the washing still wet?
It quicker if you it outside.
- 4 How do I look?
You better if you your hair.
- 5 Is Jack coming to the barbecue?
He if he

4 **93 Complete the sentences in exercise 3 with the correct form of the verbs below. Then listen again and check. Pay attention to the pronunciation of the contractions.**

- can ■ catch ■ comb ■ come ■ dry ■ get up ■ hang
- look ■ move out ■ remember

Contractions: will or would

A contraction is a short form of a word or group of words, for example 'm (= am), isn't (= is not). The apostrophe (') shows that one or more letters have been left out. We often use the contracted forms of *will* ('ll) and *would* ('d) in first and second conditional sentences. Sometimes it can be difficult to hear the difference between 'll and 'd in a sentence.

1 **91 Match 1–6 to a–f to make first conditional sentences. Then listen, check and repeat. Pay attention to the pronunciation of 'll.**

- 1 If I go to bed late tonight,
 - 2 If you don't hurry up,
 - 3 If my sister has a party,
 - 4 If you drop that glass,
 - 5 If we leave the car here,
 - 6 If they sell their house,
- a she'll invite everyone she knows.
 - b we'll get a parking fine.
 - c they'll move to the coast.
 - d I'll be tired tomorrow.
 - e it'll break.
 - f you'll miss the train.

2 **92 Complete the sentences with a pronoun and the contraction of would. Then listen, check and repeat. Pay attention to the pronunciation of the contraction.**

- 1 If I fell out with Jo, be really upset.
- 2 If Tim went out more, have more friends.
- 3 If you did your homework, get better marks.
- 4 If my brother did something illegal, own up to it immediately.
- 5 If the players trained harder, win more often.
- 6 If that jacket was bigger, fit better.
- 7 If we lived nearer, see more of each other.

3 **93 Listen to the dialogues. Write 1 in the box if the answer is in the first conditional and 2 if it is in the second conditional.**

- 1 What time are you leaving tomorrow?
We the 9.30 train if we on time.
- 2 Does your sister live with your parents?
Yes, but she if she afford it.
- 3 Why is the washing still wet?
It quicker if you it outside.
- 4 How do I look?
You better if you your hair.
- 5 Is Jack coming to the barbecue?
He if he

4 **93 Complete the sentences in exercise 3 with the correct form of the verbs below. Then listen again and check. Pay attention to the pronunciation of the contractions.**

- can ■ catch ■ comb ■ come ■ dry ■ get up ■ hang
- look ■ move out ■ remember

Silent letters

A silent letter is a letter that appears in a word but is not pronounced. Silent letters can be vowels or consonants, for example in *friend* /frend/, the letter *i* is silent and in *island* /'aɪlənd/, the letter *s* is silent. Some words contain more than one silent letter, for example in *knowledge* /'nɒlɪdʒ/, the letters *k*, *w* and *e* are silent.

1 94 Listen and write the words. Compare the spelling to the pronunciation and cross out the silent letters. Then listen again and repeat.

- 1 /'ɑ:nsə/ answer
- 2 /'bɒnɪst/
- 3 /'kʌbəd/
- 4 /draʊt/
- 5 /'dɪfrənt/
- 6 /'naɪf/
- 7 /jʌŋ/
- 8 /'sɪzəz/
- 9 /'hænsəm/
- 10 /nʌm/
- 11 /'ɔ:təm/
- 12 /kɑ:m/

2 95 Cross out the silent letters in words 1–12. Then listen and check.

- | | |
|-----------------|----------------|
| 1 advertisement | 7 government |
| 2 business | 8 overwhelming |
| 3 campaign | 9 sample |
| 4 comfortable | 10 stealth |
| 5 design | 11 target |
| 6 endorsement | 12 whopping |

In English, the final *e* of a word is usually silent. It is only pronounced in words borrowed from foreign languages, for example *café* /'kæfeɪ/. However, the silent final *e* sometimes influences the pronunciation of the vowel that occurs before it. When a word ends in vowel + consonant + *e*, the vowel is often pronounced in the same way as we say the corresponding letter. Compare the vowel sounds in these pairs of words:

- rat /ræt/ – rate /reɪt/
- sit /sɪt/ – site /saɪt/
- not /nɒt/ – note /nəʊt/
- hug /hʌg/ – huge /hju:dʒ/
- met /met/ – mete (out) /mi:t/

3 Choose the correct pronunciation of the vowel that occurs before the silent final *e* in these words.

- | | |
|---------------------|-----------------------|
| 1 advice /ɪ/ /aɪ/ | 7 promote /ɒ/ /əʊ/ |
| 2 compete /e/ /i:/ | 8 promise /ɪ/ /aɪ/ |
| 3 image /ɪ/ /eɪ/ | 9 purchase /ə/ /eɪ/ |
| 4 persuade /ə/ /eɪ/ | 10 recognize /ɪ/ /aɪ/ |
| 5 massive /ɪ/ /aɪ/ | 11 headache /æ/ /eɪ/ |
| 6 perfume /ʌ/ /u:/ | 12 worldwide /ɪ/ /aɪ/ |

4 96 Listen and check your answers to exercise 3. Then listen and repeat the words.

Silent letters

A silent letter is a letter that appears in a word but is not pronounced. Silent letters can be vowels or consonants, for example in *friend* /frend/, the letter *i* is silent and in *island* /'aɪlənd/, the letter *s* is silent. Some words contain more than one silent letter, for example in *knowledge* /'nɒlɪdʒ/, the letters *k*, *w* and *e* are silent.

1 94 Listen and write the words. Compare the spelling to the pronunciation and cross out the silent letters. Then listen again and repeat.

- 1 /'ɑ:nsə/ answer
- 2 /'bɒnɪst/
- 3 /'kʌbəd/
- 4 /draʊt/
- 5 /'dɪfrənt/
- 6 /'naɪf/
- 7 /jʌŋ/
- 8 /'sɪzəz/
- 9 /'hænsəm/
- 10 /nʌm/
- 11 /'ɔ:təm/
- 12 /kɑ:m/

2 95 Cross out the silent letters in words 1–12. Then listen and check.

- | | |
|-----------------|----------------|
| 1 advertisement | 7 government |
| 2 business | 8 overwhelming |
| 3 campaign | 9 sample |
| 4 comfortable | 10 stealth |
| 5 design | 11 target |
| 6 endorsement | 12 whopping |

In English, the final *e* of a word is usually silent. It is only pronounced in words borrowed from foreign languages, for example *café* /'kæfeɪ/. However, the silent final *e* sometimes influences the pronunciation of the vowel that occurs before it. When a word ends in vowel + consonant + *e*, the vowel is often pronounced in the same way as we say the corresponding letter. Compare the vowel sounds in these pairs of words:

- rat /ræt/ – rate /reɪt/
- sit /sɪt/ – site /saɪt/
- not /nɒt/ – note /nəʊt/
- hug /hʌg/ – huge /hju:dʒ/
- met /met/ – mete (out) /mi:t/

3 Choose the correct pronunciation of the vowel that occurs before the silent final *e* in these words.

- | | |
|---------------------|-----------------------|
| 1 advice /ɪ/ /aɪ/ | 7 promote /ɒ/ /əʊ/ |
| 2 compete /e/ /i:/ | 8 promise /ɪ/ /aɪ/ |
| 3 image /ɪ/ /eɪ/ | 9 purchase /ə/ /eɪ/ |
| 4 persuade /ə/ /eɪ/ | 10 recognize /ɪ/ /aɪ/ |
| 5 massive /ɪ/ /aɪ/ | 11 headache /æ/ /eɪ/ |
| 6 perfume /ʌ/ /u:/ | 12 worldwide /ɪ/ /aɪ/ |

4 96 Listen and check your answers to exercise 3. Then listen and repeat the words.

Intonation: being polite

Different languages have different ways of expressing politeness. In English, the choice of words is important, but so is the intonation. If we use flat intonation, we sound rude. First of all, our voice should sound soft, not hard. To sound polite we start high and make our voice go higher on the main stressed word. After that, we make our voice fall a bit and then rise at the end of the sentence. For example:



1 97 Listen to the requests. Write P if the requests sound polite and R if they sound rude.

- 1 a Could you repeat that, please?
- b Could you repeat that, please?
- 2 a Do you mind moving to another seat?
- b Do you mind moving to another seat?
- 3 a Could you possibly speak more slowly, please?
- b Could you possibly speak more slowly, please?
- 4 a Can you get me a glass of water, please?
- b Can you get me a glass of water, please?
- 5 a Would you mind opening the door for me?
- b Would you mind opening the door for me?
- 6 a Could you possibly be quiet, please?
- b Could you possibly be quiet, please?

2 98 Listen to the requests. Underline the main stressed word in each sentence.

- 1 Could you possibly lend me a pen?
- 2 Do you mind closing the window?
- 3 Can you say that again, please?
- 4 Would you mind waiting for a moment?
- 5 Could you answer the phone, please?
- 6 Would you mind locking the door when you leave?

3 98 Listen and repeat the requests in exercise 2, making your voice go higher on the main stressed word.

When we agree to a request, our intonation should sound polite, too, so we start with our voice high. One way of agreeing with requests that contain the verbs *can* or *could* is *Yes, of course*.

However, the correct response to agree with requests that contain the verb *mind* is *No, of course not*.

4 Study the requests in exercise 2. Match the requests with the appropriate responses. Write a number in the box.

- 1 Yes, of course.
- 2 No, of course not.

5 99 Listen to the requests and agree with an appropriate polite response.

Intonation: being polite

Different languages have different ways of expressing politeness. In English, the choice of words is important, but so is the intonation. If we use flat intonation, we sound rude. First of all, our voice should sound soft, not hard. To sound polite we start high and make our voice go higher on the main stressed word. After that, we make our voice fall a bit and then rise at the end of the sentence. For example:



1 97 Listen to the requests. Write P if the requests sound polite and R if they sound rude.

- 1 a Could you repeat that, please?
- b Could you repeat that, please?
- 2 a Do you mind moving to another seat?
- b Do you mind moving to another seat?
- 3 a Could you possibly speak more slowly, please?
- b Could you possibly speak more slowly, please?
- 4 a Can you get me a glass of water, please?
- b Can you get me a glass of water, please?
- 5 a Would you mind opening the door for me?
- b Would you mind opening the door for me?
- 6 a Could you possibly be quiet, please?
- b Could you possibly be quiet, please?

2 98 Listen to the requests. Underline the main stressed word in each sentence.

- 1 Could you possibly lend me a pen?
- 2 Do you mind closing the window?
- 3 Can you say that again, please?
- 4 Would you mind waiting for a moment?
- 5 Could you answer the phone, please?
- 6 Would you mind locking the door when you leave?

3 98 Listen and repeat the requests in exercise 2, making your voice go higher on the main stressed word.

When we agree to a request, our intonation should sound polite, too, so we start with our voice high. One way of agreeing with requests that contain the verbs *can* or *could* is *Yes, of course*.

However, the correct response to agree with requests that contain the verb *mind* is *No, of course not*.

4 Study the requests in exercise 2. Match the requests with the appropriate responses. Write a number in the box.

- 1 Yes, of course.
- 2 No, of course not.

5 99 Listen to the requests and agree with an appropriate polite response.

Weak forms with present and past modals

When we speak fast, we make some words weak. The weak words are not stressed, they often have silent letters and the vowel sound /ə/, and they are often linked with other words.

Modal verbs and the words that follow them are often weak in fast speech. For example, we often use the modal verbs *must, may, might, could* and *can't* with:

- infinitive without *to* (to speculate about the present, or to talk about obligation, prohibition and permission).
- *have* + past participle (to speculate about the past).

1 100 Listen and complete the sentences. Then match them to situations a–e.

- 1 It cold outside.
- 2 The roads dangerous.
- 3 The restaurant full.
- 4 She German.
- 5 You sixteen!

- a She said she's lived in Berlin.
- b It's been raining.
- c You look much younger.
- d It's very popular on Friday nights.
- e There's frost on the window.

2 100 Complete the rules. Then listen again and repeat the sentences.

- a If a modal verb is followed by the infinitive of the verb, the two verbs often link together to sound like one word.
- b The stress is on the verb and the pronunciation of is weak.
- c The letter in *must* is silent.

3 Use the prompts to write past sentences with modal verbs and *be*.

- 1 I / could / in the shower *I could have been in the shower.*
- 2 He / might / ill
- 3 You / must / tired
- 4 They / can't / happy
- 5 She / could / in a hurry
- 6 It / may / dark

4 101 Listen and check your answers to exercise 3. Note the pronunciation of *have* and *been*. Are they strong or weak? Then listen again and repeat. Try to link the modal verb, *have* and *been* together.

5 102 Listen and respond with a sentence from exercise 3. Remember to link the three verbs together.

- 1 You didn't answer the phone this morning.
I could have been in the shower.

Weak forms with present and past modals

When we speak fast, we make some words weak. The weak words are not stressed, they often have silent letters and the vowel sound /ə/, and they are often linked with other words.

Modal verbs and the words that follow them are often weak in fast speech. For example, we often use the modal verbs *must, may, might, could* and *can't* with:

- infinitive without *to* (to speculate about the present, or to talk about obligation, prohibition and permission).
- *have* + past participle (to speculate about the past).

1 100 Listen and complete the sentences. Then match them to situations a–e.

- 1 It cold outside.
- 2 The roads dangerous.
- 3 The restaurant full.
- 4 She German.
- 5 You sixteen!

- a She said she's lived in Berlin.
- b It's been raining.
- c You look much younger.
- d It's very popular on Friday nights.
- e There's frost on the window.

2 100 Complete the rules. Then listen again and repeat the sentences.

- a If a modal verb is followed by the infinitive of the verb, the two verbs often link together to sound like one word.
- b The stress is on the verb and the pronunciation of is weak.
- c The letter in *must* is silent.

3 Use the prompts to write past sentences with modal verbs and *be*.

- 1 I / could / in the shower *I could have been in the shower.*
- 2 He / might / ill
- 3 You / must / tired
- 4 They / can't / happy
- 5 She / could / in a hurry
- 6 It / may / dark

4 101 Listen and check your answers to exercise 3. Note the pronunciation of *have* and *been*. Are they strong or weak? Then listen again and repeat. Try to link the modal verb, *have* and *been* together.

5 102 Listen and respond with a sentence from exercise 3. Remember to link the three verbs together.

- 1 You didn't answer the phone this morning.
I could have been in the shower.

Word linking: phrasal verbs

When we speak quickly, we often link one word to the next if the first word ends with a consonant sound and the second begins with a vowel sound. Phrasal verbs are often difficult to understand because of linking. For example: *We couldn't get over it.*

1 103 Listen and complete the sentences with phrasal verbs.

- 1 I'm sorry and I'd like to
- 2 I find it hard to about my problems.
- 3 We the first day we met.
- 4 someone your own age!
- 5 They still whenever they think about it.
- 6 We often each other at the bus stop.
- 7 My friends always me.
- 8 I need to call Lucy to her news.

2 103 Mark the linking in the phrasal verbs in exercise 1. Which phrasal verb isn't linked? Listen again and check. Then listen and repeat.

Some phrasal verbs are separable, which means that the verb and the particle can be separated by an object. When the object is a noun, we can put it either after the particle, or between the verb and the particle. Two of the words often link together to sound like one word. For example: *Turn off your phone.*
Turn your phone off.

When the object is a pronoun, we can only put it between the verb and the particle. In this case, the three words often link together to sound like one word. For example: *Turn it off.*

3 Rewrite the sentences with a pronoun.

- 1 Plug in the charger. Plug it in.
- 2 Turn down the music.
- 3 Put on your gloves.
- 4 Switch on the lights.
- 5 Take off your hat.
- 6 Fill in the forms.
- 7 Pick up your bag.
- 8 Look up the words.
- 9 Give back my tablet.

4 104 Mark the linking in your sentences in exercise 3. Listen and check. Then listen and repeat.

5 105 Listen to people giving instructions. Imagine that you have already done what they say. Respond to the sentences paying attention to linking.

- 1 Turn off your phone. *I've already turned it off.*

Word linking: phrasal verbs

When we speak quickly, we often link one word to the next if the first word ends with a consonant sound and the second begins with a vowel sound. Phrasal verbs are often difficult to understand because of linking. For example: *We couldn't get over it.*

1 103 Listen and complete the sentences with phrasal verbs.

- 1 I'm sorry and I'd like to
- 2 I find it hard to about my problems.
- 3 We the first day we met.
- 4 someone your own age!
- 5 They still whenever they think about it.
- 6 We often each other at the bus stop.
- 7 My friends always me.
- 8 I need to call Lucy to her news.

2 103 Mark the linking in the phrasal verbs in exercise 1. Which phrasal verb isn't linked? Listen again and check. Then listen and repeat.

Some phrasal verbs are separable, which means that the verb and the particle can be separated by an object. When the object is a noun, we can put it either after the particle, or between the verb and the particle. Two of the words often link together to sound like one word. For example: *Turn off your phone.*
Turn your phone off.

When the object is a pronoun, we can only put it between the verb and the particle. In this case, the three words often link together to sound like one word. For example: *Turn it off.*

3 Rewrite the sentences with a pronoun.

- 1 Plug in the charger. Plug it in.
- 2 Turn down the music.
- 3 Put on your gloves.
- 4 Switch on the lights.
- 5 Take off your hat.
- 6 Fill in the forms.
- 7 Pick up your bag.
- 8 Look up the words.
- 9 Give back my tablet.

4 104 Mark the linking in your sentences in exercise 3. Listen and check. Then listen and repeat.

5 105 Listen to people giving instructions. Imagine that you have already done what they say. Respond to the sentences paying attention to linking.

- 1 Turn off your phone. *I've already turned it off.*

Exclamations with *so* and *such*

An exclamation is a phrase or sentence spoken with emphasis or feeling. In English, we often use the words *so* and *such* to give extra emphasis. In writing, these phrases are often followed by an exclamation mark (!).

- We use *so* before adjectives and adverbs. For example:
The venue was so crowded.
The pianist played so well.
- We use *such* before a noun, with or without an adjective. We add the indefinite article *a / an* before singular countable nouns, but not before plural nouns and uncountable nouns. For example:
The festival was such a success.
It was such a wonderful performance.
They're such professionals.
They're such talented musicians.
He gave me such good advice.

1 106 Complete the sentences with *so* or *such* (*a / an*). Then listen and check.

- 1 The costumes were colourful.
- 2 It was large stage.
- 3 He makes good documentaries.
- 4 The dancers moved gracefully.
- 5 The story had emotional ending.
- 6 His articles contain fascinating information.
- 7 The plot was complicated.
- 8 She writes hilarious poems.
- 9 We had awful weather.
- 10 The audience waited patiently.

2 106 Listen to the sentences in exercise 1 again and choose the correct words to complete the rules. Then listen again and repeat the sentences.

- 1 In exclamations, the words *so* and *such* are stressed / unstressed.
- 2 When we say *so* and *such*, the voice goes up / down.

3 107 Replace the singular countable nouns in sentences 1–4 with the uncountable nouns below. Then rewrite the sentences. Listen and check.

■ art ■ food ■ music ■ work

- 1 The artist produced such an exquisite painting.
The artist produced such exquisite art.
- 2 They made such a delicious meal.
.....
- 3 He wrote such a beautiful song.
.....
- 4 You do such a demanding job.
.....

4 108 Listen and respond. Use *so* or *such* (*a / an*).

- 1 captivating story *It was such a captivating story.*

Exclamations with *so* and *such*

An exclamation is a phrase or sentence spoken with emphasis or feeling. In English, we often use the words *so* and *such* to give extra emphasis. In writing, these phrases are often followed by an exclamation mark (!).

- We use *so* before adjectives and adverbs. For example:
The venue was so crowded.
The pianist played so well.
- We use *such* before a noun, with or without an adjective. We add the indefinite article *a / an* before singular countable nouns, but not before plural nouns and uncountable nouns. For example:
The festival was such a success.
It was such a wonderful performance.
They're such professionals.
They're such talented musicians.
He gave me such good advice.

1 106 Complete the sentences with *so* or *such* (*a / an*). Then listen and check.

- 1 The costumes were colourful.
- 2 It was large stage.
- 3 He makes good documentaries.
- 4 The dancers moved gracefully.
- 5 The story had emotional ending.
- 6 His articles contain fascinating information.
- 7 The plot was complicated.
- 8 She writes hilarious poems.
- 9 We had awful weather.
- 10 The audience waited patiently.

2 106 Listen to the sentences in exercise 1 again and choose the correct words to complete the rules. Then listen again and repeat the sentences.

- 1 In exclamations, the words *so* and *such* are stressed / unstressed.
- 2 When we say *so* and *such*, the voice goes up / down.

3 107 Replace the singular countable nouns in sentences 1–4 with the uncountable nouns below. Then rewrite the sentences. Listen and check.

■ art ■ food ■ music ■ work

- 1 The artist produced such an exquisite painting.
The artist produced such exquisite art.
- 2 They made such a delicious meal.
.....
- 3 He wrote such a beautiful song.
.....
- 4 You do such a demanding job.
.....

4 108 Listen and respond. Use *so* or *such* (*a / an*).

- 1 captivating story *It was such a captivating story.*