# Phonetic symbols

<table>
<thead>
<tr>
<th>Sound</th>
<th>Example Word</th>
<th>Pronunciation</th>
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<tbody>
<tr>
<td>i:</td>
<td>see</td>
<td>/si:/</td>
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<tr>
<td>as in</td>
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<td>æ:</td>
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<td>o:</td>
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<td>as in</td>
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<td>ə:</td>
<td>happy</td>
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<td>as in</td>
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<thead>
<tr>
<th>Sound</th>
<th>Example Word</th>
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<tr>
<td>as in</td>
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</table>
Contents

Introduction 4

Unit 1

Sounds and spelling
1 The sounds /i:/, /u:/, and /au/ 6
2 The silent -e rule 7

Connected speech
3 Pronouns and verbs in fast speech 7

Intonation
4 Hellos and goodbyes 8

Word focus
5 Word families, stress, and the sound /a/ 9

Unit 2

Sounds and spelling
1 The sound /h/ and linking /w/ and /j/ 10
2 Silent letter h 11

Connected speech
3 Strong and weak forms of prepositions in questions and answers 11

Intonation and sentence stress
4 Exclamations with countable and uncountable nouns 12

Word focus
5 Stress in phrasal verbs 13

Unit 3

Sounds
1 The sound /r/ in British and American English 14

Connected speech
2 Linking with book and film titles 15

Intonation
3 Rising and falling intonation in questions 15

Word focus
4 Stress in compound adjectives 16
5 Opposites with dis-, il-, im-, in-, ir-, and un- 17

Unit 4

Sounds and spelling
1 The sounds /æʊ/, /ɔː/, and /ɒ/ 18
2 Pronunciation of the letter o 18

Connected speech
3 Sentences with and without the indefinite article 19

Intonation and sentence stress
4 Wh-questions with up intonation 20

Word focus
5 Homographs 21

Unit 5

Sounds and spelling
1 ‘Dark’ /l/ and ‘clear’ /l/ 22
2 Silent letter l 23

Connected speech
3 Linking with and in common phrases 23

Stress and intonation
4 Special stress 24

Word focus
5 Words ending in -ion 25

Unit 6

Sounds and spelling
1 The sound /ʌ/ (and /u/, /ŋ/, /ŋk/, and /ndʒ/) 26
2 Silent letters g, k, and n 27

Connected speech
3 Unpronounced plosives (/d/, /b/, /g/, /t/, /p/, and /k/) 27

Intonation and sentence stress
4 Sentence phrasing with defining and non-defining relative clauses 28

Word focus
5 -ed adjectives + /d/, /t/, and /id/ (and exceptions) 29
Unit 7

Sounds
1 The sounds /θ/, /ð/, and /s/ 30
2 Pronunciation of s with different spelling patterns 31

Connected speech
3 Linking in phrases with get 31

Word focus
4 Stress in compounds with nouns and adjectives 32
5 Stress in multi-word verbs and nouns 33

Unit 8

Sounds and spelling
1 The sounds /e/, /æ/, and /ʌ/ 34
2 Pronunciation of the letters e, a, and u 35

Connected speech and intonation
3 Modal verbs in fast speech 35

Intonation and sentence stress
4 Exaggeration and understatement in short dialogues 36

Word focus
5 Stress in numbers: 30 / 13 (with dates) 37

Unit 9

Sounds
1 The sounds /θ/, /ð/, and /s/ 38
2 The sounds /θ/, /ð/, /ʌ/, /aɪ/, /aɪ/, and /dʒ/ 39

Stress and intonation
3 Polite intonation in indirect wh- questions 39

Word focus
4 Antonyms 40

Unit 10

Sounds and spelling
1 The sounds /ʃ/, /ʧ/, and /ðʒ/ 42
2 Pronunciation of the letters ch 43

Connected speech
3 used to, be / get used to, and usually in fast speech 43

Stress
4 Stress patterns in words and poems 44

Word focus
5 Rhyming words 45

Unit 11

Sounds and spelling
1 The sounds /i:/ and /w/, and silent w 46
2 The sounds /b/ and /w/, and silent b 47

Connected speech
3 Weak forms with past conditionals 48
4 Word linking in idiomatic expressions 48

Unit 12

Sounds and spelling
1 Sound symbol crossword puzzle 50
2 Silent letter round-up 51

Connected speech
3 Assimilation in short phrases 52

Intonation and sentence stress
4 Emphatic forms in short dialogues 52

Word focus
5 Homophones 53

Key 54
Introduction

Welcome to the New Headway Upper-Intermediate Pronunciation Course!
The questions and answers on these pages are to help you to understand this book, so that you can get the best out of it when you use it.

Who is this book for?
The New Headway Upper-Intermediate Pronunciation Course is for upper-intermediate level students who wish to improve their English pronunciation.

How does this book work?
You can use this book (and tape) on their own. The exercises in it will help you to organize your study of pronunciation.

It is also part of the New Headway English Course and the topics and language of each unit in this book link with those in the New Headway Upper-Intermediate Student's Book.

What types of exercise are there?
There are four different types of exercise in this book:

1. Sounds and spelling The sounds exercises help you to practise the sounds that we use in English. Some sounds exercises are particularly suitable for speakers of certain languages. (See the table below.) Sounds and spelling exercises deal with the relationship between spelling patterns and sounds. They are suitable for speakers of all languages.

<table>
<thead>
<tr>
<th>Sounds exercises</th>
<th>All nationalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 The sounds /i:/, /tʃ/, or /aɪ/? The silent -e rule</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 2 The sound /h/ and linking /w/ and /j/ Silent letter h</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 3 The sound /ɪ/ in British and American English</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 4 The sounds /ʊə/, /ɜː/ and /ɒ/ Pronunciation of the letter o</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 5 'Dark' /l/ and 'clear' /l/ Silent letter l</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 6 The sound /ŋ/ (and /n/, /ŋŋ/, /ŋk/, and /ndʒ/) Silent letters g, k, and n</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 7 The sounds /θ/, /tʃ/, and /s/ Pronunciation of s with different spelling patterns</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 8 The sounds /eɪ/, /æ/, and /aɪ/ Pronunciation of the letters e, a, and u</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 9 The sounds /ð/, /d/, and /z/ The sounds /θ/, /ð/, /tʃ/, /ʃ/, /s/, and /z/</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 10 The sounds /ʃ/, /tʃ/, and /dʒ/ Pronunciation of the letters ch</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 11 The sounds /v/, and /w/, and silent w The sounds /b/, and /v/, and silent b</td>
<td>✔</td>
</tr>
<tr>
<td>Unit 12 Sound symbol crossword Silent letter round-up</td>
<td>✔</td>
</tr>
</tbody>
</table>
2 Connected speech These exercises help you to pronounce words in phrases and sentences correctly.

3 Intonation and sentence stress These exercises help you to hear and practise different kinds of intonation and sentence stress patterns.

4 Word focus In these exercises you study groups of words where there are problems with sounds and word stress.

What about the tape?
This book comes with one tape. Some exercises have different sections of tape (a, b, c, etc.). The symbol in the exercise shows exactly which part of the tape you listen to.

<table>
<thead>
<tr>
<th>T</th>
<th>s</th>
<th>section of tape</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>exercise number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unit number</td>
</tr>
</tbody>
</table>

What about the key?
The answers to exercises, and tapescripts which are not in full in the exercises themselves, are in the key at the back of the book. As in the New Headway Student's Book, sometimes we ask you questions to help you work out rules for yourself. The answers to these questions are in the key, too.

The key symbol after an exercise means look at the key. The page number with the key symbol shows you exactly where to look: \( \rightarrow \) p. 54

What about technical words?
Here is a list of technical words we use in this book. Use a bilingual dictionary to translate them. You can look back at this list while you use the book.

- consonant
- contraction
- flat
- formal
- informal
- intonation
- linking
- phonetic
- polite
- pronunciation
- rude
- sentence
- sound
- spelling
- stress
- syllable
- symbol
- vowel
- weak
The sounds /iː/, /uː/, and /ʌ/.
The silent -e rule.
Pronouns and verbs in fast speech.
Hellos and goodbyes.
Word families, stress, and the sound /ə/.

Sounds and spelling

1. The sounds /iː/, /uː/, and /ʌ/.

The pronunciation of many words in English is impossible to work out from the spelling. Listen to these three words to make sure that you can hear the difference between the sounds /iː/, /uː/, and /ʌ/ in the underlined syllables.

[1.1a] people language island

1. How many of these words can you pronounce correctly?

scenery waterskiing sunshine business supplies
bilingual financial decent entirely

[1.1b] Listen and check your answers.

2. How do you pronounce these phrases with nationality adjectives? Listen and write in the symbols /iː/, /uː/, or /ʌ/.

Practise saying them.

/iː/ /ʌ/ Greek Islands Icelandic fishermen Italian ice-cream
/ / / / / / Indian spices Egyptian linen Chinese silk
/ / / / / / Swedish films

Check your answers.
2 The silent -e rule

1 [1.2a] Listen to these pairs of words. What happens in each case when e is added?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>win</td>
<td>wine</td>
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<tr>
<td>bit</td>
<td>bite</td>
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<tr>
<td>mad</td>
<td>made</td>
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<tr>
<td>Dan</td>
<td>Dane</td>
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<tr>
<td>hop</td>
<td>hope</td>
</tr>
<tr>
<td>not</td>
<td>note</td>
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<tr>
<td>pet</td>
<td>Pete</td>
</tr>
<tr>
<td>cut</td>
<td>cute</td>
</tr>
</tbody>
</table>

Put the correct phonetic symbol next to the words in each column.

[Symbolization of phonetic symbols]

2 Try to guess how these words are pronounced. Use your answers in 1 to help you. Check any new words in your dictionary.

site  rot  pin  mate  mope
fin  slop  cod  cope  pine
dike  rid  kite  spite  whip
spit  shin  spine  obscene  delete

[Symbolization of phonetic symbols]

T1.2b Listen and check your answers.

Notice what happens to words with a short vowel sound when a suffix is added:

-ing:  get → getting
-sit:  sit → sitting
-ed:  fit → fitted
-hop:  hop → hopped

-ing:  hate → hating
-shine:  shine → shining
-ed:  tape → taped
-hop:  hope → hoped

-er/-est: big → bigger → biggest
-hot:  hot → hotter → hottest

Notice what happens to words with a long vowel sound when a suffix is added:

-ing:  hate → hating
-shine:  shine → shining
-ed:  tape → taped
-hop:  hope → hoped

-er/-est: late → later → latest
-fine:  fine → finer → finest

3 How would you spell these words with the suffixes above them?

<table>
<thead>
<tr>
<th>-ing</th>
<th>-ed</th>
<th>-er</th>
<th>-est</th>
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</thead>
<tbody>
<tr>
<td>spit</td>
<td>mope</td>
<td>fit</td>
<td>close</td>
</tr>
<tr>
<td>win</td>
<td>whip</td>
<td>cute</td>
<td>thin</td>
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<tr>
<td>cope</td>
<td>note</td>
<td>fat</td>
<td>mad</td>
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<tr>
<td>shop</td>
<td>pop</td>
<td>pale</td>
<td>sad</td>
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</tbody>
</table>

[Symbolization of phonetic symbols]

3 Pronouns and verbs in fast speech

1 Match the dialogues with the pictures.

1  [Symbolization of phonetic symbols]

2  [Symbolization of phonetic symbols]

3  [Symbolization of phonetic symbols]

T1.3a Listen and check your answers. Notice the pronunciation of the pronouns and verbs in bold. Why are they pronounced like this?

-‘I’m sure we’re being followed, you know … you see that black car – it’s been driving behind us for ages.’
-‘Don’t be ridiculous – why would anyone want to follow us? You’re just being paranoid!’
-‘What a mess! What on earth have you been doing?’
-‘We were only trying to make a nice surprise for you … ’
-‘Okay, I’m sorry … we’ll sort it out together, shall we?’
-‘Excuse me, I was told I’d be seen immediately, and I’ve been waiting for ages now!’
-‘The doctors are doing their best, but I’m afraid they’re very busy. Do you think you could wait over there, please?’

2 Practise the pronunciation. Start with just the pronouns and auxiliaries, then add the rest of the sentence or clause, like this:

/æv bin/
I’ve been → I’ve been waiting → I’ve been waiting for ages!
3 T1.3b Listen to the dialogue, without reading the text below. Who is it about? What has happened to them? What are they going to do?

4 Read the dialogue. Which pronouns and verbs are missing?

A Anyway, I suppose _______ heard about Mark and Sonia?
B No, what?
A Oh, _______ know? _______ emigrating to New Zealand.
B Really, how come?
A I think _______ having a lot of problems lately — you knew their house _______ burgled last year, while _______ asleep in bed?
B No, _______ actually ... how awful!
A Yeah, and Sonia _______ suffering with her nerves ever since, _______ even off work for a while, I think.
B Oh no, I had no idea.
A And now apparently, Mark _______ made redundant from his job!
B The poor things!
A I know ... so that's why _______ decided to make a fresh start in New Zealand. I think Mark _______ paid quite a lot of redundancy money, so _______ going to start up their own business.
B Oh ... well I hope it works out for them. _______ know when _______ leaving?
A _______ know but I think _______ going before the end of the month.
B Oh, right — _______ give them a call to wish them all the best.
A Yes, _______ sure _______ appreciate that.

Listen again and check your answers. → p. 54

5 Practise the dialogue with a partner. Pay attention to the pronunciation of the pronouns and weak forms.

Intonation

4 Hellos and goodbyes

1 T1.4a Listen to these three dialogues. Imagine a situation for each one. How do the people feel towards each other?

A Hello.
B Morning!
C Jane ... hello!

Morning.
Hi! How are things?
Hello! How are you?

What do you notice about the intonation in each case?

2 T1.4b Listen to these people greeting each other and mark the dialogues:

- if they sound neutral or uninterested (like speaker A above),
- if they sound friendly and interested (like speaker B above),
- if they sound excited / very pleased to see each other (like speaker C above).

1 ‘Hi.’
   ‘Hi, all right?’

2 ‘Hello. How are you doing?’
   ‘Fine, thanks ... and you?’
Word focus

5 Word families, stress, and the sound /ɔ/.

The strongest syllable in a word is called the stressed syllable. All words have a stressed syllable. In word families this can sometimes change.

- a photograph /əˈfətəɡraːf/ photographic /əˈfətəɡrəfɪk/
- photographer /əˌfətəɡraʊər/ to photograph /təˈfətəɡraːf/

T1.5a Listen to the stress in each word.

1. Look at the phonetic spelling of the words above. Which sound is most common in the unstressed syllable? This is the most common vowel sound in English.

2. Listen again and repeat the words, paying attention to the stress and the sound /ɔ/.

3. Here are some more word families. Mark the main stress and underline the /ɔ/ sounds. Which words have no /ɔ/ sound?

- Noun: industry, invention, competition, criticism, politics, nation, analysis
- Adjective: industrial, inventive, competitive, critical, political, nationalistic, analytical
- Person: industrialist, inventor, competitor, critic, politician, nationalist, analyst
- Verb: industrialize, invent, compete, criticize, politicize, nationalize, analyse

T1.5b Listen and check your answers. p. 54

Listen again and practise saying the words that you guessed incorrectly.

3. ‘Morning. What’s new?’
   ‘Oh, nothing much. Just the usual.’

4. ‘Hello. Lovely to see you. You look well.’
   ‘You too! How’s it going? It’s ages since I saw you last!’

5. ‘I’ll be off now. See you later.’
   ‘Yeah … see you around.’

6. ‘Bye, I’ll be in touch, yeah?’
   ‘Fine, bye.’

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<table>
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<tr>
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<th>Adjective</th>
<th>Person</th>
<th>Verb</th>
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<tr>
<td>nation</td>
<td>nationalistic</td>
<td>nationalist</td>
<td>nationalize</td>
</tr>
<tr>
<td>analysis</td>
<td>analytical</td>
<td>analyst</td>
<td>analyse</td>
</tr>
</tbody>
</table>
The sound /h/ and linking /w/ and /j/
Silent letter h
Strong and weak forms of prepositions
Exclamations
Stress in phrasal verbs

Sounds and spelling

1 The sound /h/ and linking /w/ and /j/
   a T2.1a Listen and tick (✓) the words you hear.

   a hair air

   b heat eat

   c hearing earring

   d heels eels

2 T2.1b Listen and repeat these pairs of words, paying attention to the pronunciation of /h/.
   hair air heart art
   heat eat hall all
   hearing earring hill ill
   heels eels

3 Work in pairs.
   Student A Say one of the words in 2.
   Student B Point to the word you hear.
   Repeat this until Student A has said all the words. Swap over.

   In fast speech, when a word begins with a vowel sound, it links with the word before. (Be careful not to add an h sound at the start of a word where it isn’t needed!)
   modern art

   T2.1c When the word before also ends in a vowel sound, then either a /w/ or a /j/ is added.
   /w/
   What nice blue earrings!
   /j/
   I love sea air.
Circle the correct rules.

a. A rounded/spread vowel sound (e.g. /u:/) at the end of a word is linked to the following word with a /w/ sound.

b. A rounded/spread vowel sound (e.g. /i:/) at the end of a word is linked to the following word with a /j/ sound.

2 Silent letter /h/

1. T2.2a Listen to these words. Circle the odd word in each line, and say why it is different.
   a. heir honest hotel hours
   b. perhaps rhyme rhino rhythm
   c. whale when whole white

Listen again and repeat the words.

2. Complete the rules. Use the words in 1 to help you.

   a. /h/ is usually pronounced at the beginning of words, but it is silent in the words _____, _____, and _____.
   b. /rh/ at the beginning of words is always pronounced _______.
   c. /wh/ at the beginning of words is usually pronounced _______. In words beginning with who-, wh- is usually pronounced _______.

3. Cross out the silent /h/ in these words.
   yoghurt heritage exhausted harmony
   exhibition prehistoric heirloom hostel
   vehicle hospital ghastly diarrhoea

Connected speech

3 Strong and weak forms of prepositions

1. T2.3a Listen and repeat.
   a. They're from Spain.
   b. We spoke to Janet.
   c. It's made of plastic.
   d. She's waiting for Frank.
   e. He's looking at Andrea.

2. T2.3b Listen and repeat.
   a. Who's she waiting for?
   b. Who did we speak to?
   c. What's it made of?
   d. Where are they from?
   e. Who's he looking at?

3. Look at the sentences in 1 and 2. Complete the rules.

   a. When a preposition comes at the end of a question, the pronunciation is _______.
   b. When a preposition comes in the middle of a sentence, the pronunciation is usually _______ in fast speech.

4. T2.3c Listen and repeat these questions.
   a. What's it made of?
   b. Where's it from?
   c. What's it for?
5. Listen to the questions again. This time stop the tape after each question and reply, using the words in the boxes. Make sure you pronounce the prepositions weakly.

What's it made of? \( /\text{ma}/\)

It's made of china.

You hear

You say

A
china leather fur cloth glass metal

B
China Spain Italy France Holland Russia

C
keeping perfume in storing food in
putting flowers in wearing on your head
watering plants keeping your place in a book

4. Exclamations

1. Match each adjective with its opposite in the box.

- a) some hideous hats
- b) some disgusting flavour
- c) a sensible woman
- d) a stale cake
- e) a smart jacket
- f) a gorgeous view
- g) a cheerful atmosphere
- h) a varied lifestyle

delicious fresh shabby monotonous
ghastly foolish depressing attractive

F2 4a. Listen and check your answers. \( \text{Check} \) p. 55

Listen again and practise saying the pairs of words.

2. Fill in the grid of uncountable and countable nouns. Use the anagrams to help you.

<table>
<thead>
<tr>
<th>General (uncountable)</th>
<th>Particular (countable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) advice</td>
<td>nitegusogs</td>
</tr>
<tr>
<td>b) bread</td>
<td>alfo</td>
</tr>
<tr>
<td>c) clothes</td>
<td>tifuto</td>
</tr>
<tr>
<td>d) food</td>
<td>lema</td>
</tr>
<tr>
<td>e) luggage</td>
<td>cesa</td>
</tr>
<tr>
<td>f) music</td>
<td>unte</td>
</tr>
<tr>
<td>g) weather</td>
<td>elitmac</td>
</tr>
<tr>
<td>h) work</td>
<td>boj</td>
</tr>
</tbody>
</table>

6. Work with a partner. Choose one of the souvenirs from the display cabinet. Your partner must guess which souvenir you are thinking of by asking questions like this:

A What's it made of?
B It's made of metal.
A What's it for?
B It's for watering flowers.
Transform these sentences, using a countable noun instead of an uncountable noun.

LA PLAYA HOTEL

Word focus

5 Stress in phrasal verbs

Phrasal verbs, or multi-word verbs, often follow this pattern.

She put on her socks. (verb + adverb / preposition + noun object)

She put her socks on. (verb + noun object + adverb / preposition)

She put them on. (verb + pronoun object + adverb / preposition)

She put on them. X

1 T2.5a Listen to these sentences and mark the stress patterns like this.

a. She put on her shoes.
   b. She put her shoes on.
   c. She put them on.

Check your answers. p. 55

2 Some phrasal verbs have Latin verb synonyms. Match each phrasal verb from the box with an underlined verb in the sentences below. Use a dictionary to help you.

- put off
- put up
- put out
- put together
- take back
- take in

a. Can you return my books to the library? ______
   b. Let's postpone the party until May. ______
   c. That DIY desk was hard to assemble. ______
   d. I can't absorb facts when I'm tired. ______
   e. They're going to increase income tax. ______
   f. Please extinguish your cigarettes. ______

3 T2.5b Listen and respond, changing the noun object into a pronoun object each time. Pay attention to the stress patterns you marked in 1.

He's put our meeting off. He's put it off. He's put it off.

You listen You speak You listen

You listen You speak You listen

p. 55
The sound /ɹ/ in British and American English
Linking with book and film titles
Rising and falling intonation in questions
Stress in compound adjectives
Opposites with dis-, il-, im-, in-, ir-, and un-

Sounds

1 The sound /ɹ/ in British and American English

Below are ten adjectives that describe personal characteristics. Can you remember what they all mean?

Listen to each word in both British and American accents. Mark them with a tick (✓) if /ɹ/ is pronounced and a cross (✗) if it is not.

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>a hardworking</td>
<td>hardworking</td>
</tr>
<tr>
<td>b reliable</td>
<td>reliable</td>
</tr>
<tr>
<td>c practical</td>
<td>practical</td>
</tr>
<tr>
<td>d sincere</td>
<td>sincere</td>
</tr>
<tr>
<td>e organized</td>
<td>organized</td>
</tr>
<tr>
<td>f proud</td>
<td>proud</td>
</tr>
<tr>
<td>g relaxed</td>
<td>relaxed</td>
</tr>
<tr>
<td>h careless</td>
<td>careless</td>
</tr>
<tr>
<td>i popular</td>
<td>popular</td>
</tr>
</tbody>
</table>

3 How do you think these adjectives are pronounced in British English?

- extrovert
- warm-hearted
- self-centred
- cheerful
- superior
- good-natured
- particular
- short-tempered

Listen to see if you guessed correctly.

4 The /ɹ/ at the end of a word or syllable is also sometimes pronounced in British English.

Listen to these adjectives and say when the /ɹ/ in over- is pronounced and when it is not.

- over-modest
- over-careful
- over-excited
- over-qualified
- overpaid
- over-ambitious
- over-confident
- over-educated

Listen again and practise saying the adjectives.

5 What is the special meaning of over- in these words?
With a partner, invent a sentence for each word.

6 Listen to the dialogue between Matthew and Laura. Mark the linking /ɹ/ sounds.

Matthew Are you going anywhere over Easter this year?
Laura Matthew! Are you going anywhere over Easter this year?
Matthew Well, yes, as a matter of fact, we are. We’re off on a tour of Italy for a week or two.
Laura Laura. Mmmm. That sounds great! Where exactly will you be going?
Matthew Oh, here and there. Rome’s more or less definite, but we’re open to suggestions.
Laura Are you travelling by coach?
Matthew Mattie, by car actually.
Laura Laura When you’re in Rome, you must throw a coin over your shoulder into the Trevi fountain.
Matthew Matthew. Really? What for?
Laura Laura It means, sooner or later, you’re sure to return.

Practise saying the adjectives in 1. You can say them in either the British or American way, but make sure that you pronounce /ɹ/ correctly.

Practise the dialogue with a partner, paying attention to the /ɹ/ sounds.
Connected speech

2 Linking with book and film titles

1 Look at the film titles. Have you seen any of them? What did you think of them? Who starred in them?

2 Below are the titles of some famous English novels. Mark the words that link together.
   - The Mayor of Casterbridge
   - Pride and Prejudice
   - Alice in Wonderland
   - Jane Eyre
   - Great Expectations
   - The Hound of the Baskervilles

T3.2b Listen and check your answers. p. 56

Practise saying the titles with the word linking.

Intonation

3 Rising and falling intonation in questions

1 T3.3a Ellen is being interviewed for a job as a holiday representative. Listen to part of the interview and number the questions in the order you hear them.

When a word begins with a vowel sound, and the previous word ends in a consonant, the two words link:

- Four Weddings and a Funeral
- Silence of the Lambs
- Three Men and a Baby
- Home Alone
- Raiders of the Lost Ark
- Sister Act
- Shakespeare in Love
- As Good as it Gets

T3.2a Listen and repeat. Practise the linking.

Check your answers.

What did you find out about Ellen from her answers? Do you think she got the job?
Listen to the interview questions on their own. Mark them like this if the intonation goes up at the end and like this if it goes down.

In Yes/No questions, or in statements that are made into questions, the intonation normally goes up at the end:

Do you speak Greek?

You spent two summers working on a farm?

In Wh-questions, the intonation normally goes down at the end:

So how did you learn French? Why Greece?

Sometimes we repeat a question because we have forgotten the answer, or were surprised by the answer. In these cases, the intonation goes up at the end:

And which other languages did you say you speak?

in a casino?

To practise the intonation, try humming the questions first like this:

\[
\begin{array}{cccc}
\text{mm} & \text{MM} & \text{mm} & \text{MM} \\
\end{array}
\]

So how did you learn French?

\[
\begin{array}{cccc}
\text{mm} & \text{mm} & \text{MM} & \text{mm} & \text{MM} \\
\end{array}
\]

And you'd like to work in Greece?

Practise saying all the questions in 1.

Look at the tapescript on page 56. Read it aloud with a partner, paying attention to the intonation.

Word focus

4 Stress in compound adjectives

Put the words from boxes A and B together to make compound adjectives to fit the definitions below.

A well- badly- self- left-

over broad- quick- good-

B minded centred handed looking weight tempered behaved dressed

a A person who writes with their left hand is left-handed.
b A person who only thinks about what they want rather than what other people want is ________.
c A person who doesn't wear neat or clean clothes is ________.
d Children who do what adults think they should do are ________.
e Someone who often gets angry without having a good reason is ________.
f A person who is fatter than they should be is ________.
g A person who accepts behaviour that some people might disapprove of is ________.
h If someone is attractive physically, you can say he or she is ________.

Listen and check your answers. As you listen, mark the main stress on the compound adjectives.

p. 56

Match the pictures with the adjectives in 1.
Notice the stress pattern. When the adjectives are not followed by a noun, the main stress is on the second word:

- self-centred, broad-minded

However, there is also secondary stress on the first word:

- self-centred, broad-minded

In a dictionary, main stress is marked like this ' and secondary stress is marked like this .

Listen again and repeat the adjectives from 1, paying attention to stress.

4 Here are some more compound adjectives. Can you work out what they mean? Practise saying them, paying attention to the stress.

- long-suffering, self-pitying
- kind-hearted, broad-shouldered
- narrow-minded, self-confident
- badly-behaved, self-conscious
- well-dressed, right-handed

5 Work in pairs. Discuss the adjectives above and those in 1 like this:

Being broad-minded is a good thing to be.

Being quick-tempered is a bad thing to be.

Being left-handed is neither good nor bad.

Being self-centred might be positive if you are an ambitious politician or a talented artist, for example.

5 Opposites with dis-, il-, im-, in-, ir-, and un-

1 To make opposites, we often use the prefixes dis-, il-, im-, in-, ir-, and un-. Write in the opposites of these adjectives. Use a dictionary to help you.

<table>
<thead>
<tr>
<th></th>
<th>honest</th>
<th>formal</th>
<th>correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>reliable</td>
<td>legal</td>
<td>reasonable</td>
</tr>
<tr>
<td>c</td>
<td>polite</td>
<td>satisfied</td>
<td>responsible</td>
</tr>
<tr>
<td>d</td>
<td>rational</td>
<td>logical</td>
<td>acceptable</td>
</tr>
<tr>
<td>e</td>
<td>mature</td>
<td>moral</td>
<td>possible</td>
</tr>
</tbody>
</table>

2 Complete the rules.

a We often use im- with words beginning with the letters ___ or ___.
b We often use il- with words beginning with the letter ___.
c We often use ir- with words beginning with the letter ___.

Notice that there are many adjectives which do not follow these rules, e.g. unpleasant, disloyal, unrealistic.

3 Put the opposites from 1 into the correct column in the table.

<table>
<thead>
<tr>
<th></th>
<th>dishonest</th>
<th>impolite</th>
<th>unreliable</th>
<th>irrational</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen and check your answers.

Listen again and practise saying the words with the correct stress.

4 Write sentences to show the meaning of five opposites from 1.

Example

It's going to be quite an informal party, so there's no need to dress up.

5 Work with a partner.

Student A Read out your example sentences, but say fizzlebuzz each time instead of the adjective.

Example

It's going to be quite a fizzlebuzz party, so there's no need to dress up.

Student B Listen and guess the adjective. Swap over.
The sounds /ɒ/, /ɔː/, and /ə/

Pronunciation of the letter o

Sentences with and without the indefinite article

Wh- questions with up intonation

Homographs

---

**Sounds and spelling**

1. **The sounds /ɒ/, /ɔː/, and /ə/**

   - **T4.1a** Listen to these words. Make sure that you can hear the difference between the underlined vowel sounds.

   - a boat  b airport  c lorry

2. **T4.1b** Listen to these words. Sort them according to the underlined sounds.

   - bowls  coffee  clothes  strawberries
eatmes  corn  olive oil  precious stones
cloth  tobacco  pottery  footballs
cocoa  gold  sausages  soft drinks

   - on the boat /ɒ/  at the airport /ɔː/  on the lorry /ə/

---

2. **Pronunciation of the letter o**

   - **T4.2a** Listen to these sounds and words. Circle the word in each group where the pronunciation of the letter o does not match the sound on the left.

     a /ɒ/ money love others both
     b /ɔː/ women woken woven ago
     c /ə/ police polish complain pollute
d /ə/ gone gone done soft
     e /u:/ who lose do whole

   - Listen again and repeat the sounds and words. Pay attention to the pronunciation of the letter o.

3. **T4.2b** Look at these sentences. Tick (✔) the box if the underlined words rhyme. Cross (✘) the box if the underlined words do not rhyme.

   - a □ It got lost in the post.
b □ Have you got any money, honey?
c □ This shoe hurts my toe.
d □ Don’t bother about my brother.
e □ He put the rose to his nose.
f □ She was a famous Roman woman.

---

Which method of transport has the longest list? Which has the shortest?
Connected speech

3 Sentences with and without the indefinite article

1 143 a. Look at these pairs of sentences. Listen and tick (√) the sentences you hear.

a  √ That’s very beautiful glass.
b  √ That’s a very beautiful glass.

c  √ How much is coffee in New York?
d  √ How much is a coffee in New York?

e  √ Do you want gold?
f  √ Do you want a gold?

g  √ I’ve got few friends in my new class.
h  √ I’ve got a few friends in my new class.

i  √ What lovely lamb!
j  √ What a lovely lamb!

k  √ This is fascinating work.
l  √ This is a fascinating work.

2 Read all the sentences aloud.

3 Match each sentence above with one of these responses.

1  b. Yes, it’s for champagne, I think.
2  √ Well, you certainly seem pleased with your job.
3  √ Oh, dear. You poor thing. You must be very lonely.
4  √ Yes. He was born only a few hours ago.
5  √ It’s fallen – like most things on the New York commodities index.
6  √ Well, I got a silver medal at the last Olympics, so yes.
7  √ Yes. I think that would look nice in the bathroom window.
8  √ Well, you make friends wherever you go, don’t you?
9  √ Mmm. Isn’t it delicious?
10  √ Yes. It’s one of Shakespeare’s early plays, isn’t it?
11  √ A couple of dollars maybe.
12  √ Oh yes, I’m allergic to silver.

4 Work in pairs.

Student A Read a sentence from 1 aloud.
Student B Reply with the appropriate response from 3.
Swap over.
Intonation and sentence stress

4 Wh- questions with up intonation

As you saw in Unit 3, the intonation usually goes down at the end of Wh- questions.

Adele: What's your name?
Eric: Eric Gruber.

However, when we ask someone to repeat information that was unclear at first hearing, the intonation goes up. Listen.

Adele: I'm Adele Felaanava.

Eric: What's your name?
Adele: Adele Felaanava.

1 T4.4b Listen to these phone dialogues between Adele, a visitor from England, and Eric, an Australian businessman. Pay attention to the question words. Stop the tape at each tone. Decide if Adele is going to repeat something or add new information.

Eric: Why are you phoning?
Adele: To speak to you.
Eric: Why?
TONE
Adele: To speak to you. / To get a job.

Eric: Where are you from?
Eric: Where?
TONE
Adele: England. / Manchester.

2 T4.4c Take Adele's part in the conversation.

When Eric first asks a question, give response 1.

Listen carefully as Eric repeats the question word:
If the intonation goes up, repeat response 1.
If the intonation goes down, give response 2 (the new information).

Listen to the correct response.

a) When did you arrive?
   1 Last week.
   2 Last Monday.
b) Why did you leave England?
   1 I was unemployed.
   2 I'd been made redundant.
c) How many contacts have you got here?
   1 Quite a few.
   2 One or two.
d) How long are you staying?
   1 Just a short time.
   2 A couple of months.
e) How did you get my phone number?
   1 Just by chance.
   2 From a friend.
f) What are you interested in?
   1 A job in sales.
   2 Selling make-up.

3 Work in pairs. Use the prompts in 2 to perform a new dialogue between Adele and Eric in the same way, using repeated question words and varying your intonation.
6 Homographs

14:56 Homographs are words that are spelt the same, but which have different pronunciation and a different use or meaning. Listen.

- When you want to record something, press this button. (record = verb)

And this amazing athlete has just broken another world record! (record = noun)

The stress pattern is the same if a noun is used as an adjective:

I work for a record company. (record = noun used as an adjective)

1 14:55b Listen to each sentence and circle the word you hear.

a 1 rebel 2 rebel
b 1 contract 2 contract
c 1 rebel 2 rebel
d 1 contract 2 contract
e 1 rebel 2 rebel
f 1 contract 2 contract

p. 57

2 Circle the correct rules about two-syllable homographs.

In two-syllable homographs:

a nouns / verbs are usually stressed ● ●.
b nouns / verbs are usually stressed ● ●.

p. 57

3 Match the phonetic transcriptions from the box below with the underlined words in these sentences.

a □ The present had a big pink bow on the top.
b □ He gave a low bow to the audience.
c □ Close the door, please.
d □ You’re too close to the microphone.
e □ The road wound up the hill.
f □ He had a nasty wound on his leg.
g □ She bathed the baby and put him to bed.
h □ I bathed my cut finger in antiseptic solution.

1 /bæʊ/ 5 /wound/
2 /bɔɪ/ 6 /wound/
3 /klaʊs/ 7 /biːd/ 8 /boʊt/

p. 57

4 14:55c Listen and repeat the sentences. Make sure you pronounce the homographs correctly.

5 Write some crazy sentences with other pairs of homographs that you know. Practise reading them aloud.

Unit 4 21
"Dark" /l/ and "clear" /l/  
Silent letter l  
Linking with and in common phrases  
Special stress  
Words ending in -ion

Sounds and spelling

1 'Dark' /l/ and 'clear' /l/  

1. **T5.1a** Listen to these phrases. Write 1 next to the first phrase you hear and 2 next to the second phrase.

   a  a man who's bored
   b  some children rowing
   c  an impossible code
   d  a strange word
   e  someone being towed off

   a  a man who's bald
   b  some children rolling
   c  an impossible cold
   d  a strange world
   e  someone being told off

2. Listen again, paying attention to the /l/ sound. Does it sound the same as in your language?

   The letter l has two pronunciations in English. When there is a vowel sound after it, it is a 'clear' /l/:
   leap /lep/
   When it is at the end of the word, or there is a consonant sound after it, it is a 'dark' /l/:
   peel /pi:l/  peeled /pi:ld/

   **T5.1b** Listen to the three words above. Can you hear the difference between 'clear' /l/ and 'dark' /l/? Practise saying the words.

3. The sounds in the pair of words below are 'back to front'. Look:

   /i:p/  /pi:l/
   leap  peel

   Write a word from the box next to each word below to make similar pairs.
   pill  tile  kill  tell
   feel  kneel  sell  till
   a  leaf  feel  l
   b  less  l
   c  lit  l
   d  lean  l

   **T5.1c** Listen and check your answers. Practise saying the pairs of words making a difference between 'clear' /l/ and 'dark' /l/.
2 Silent letter /

1. The letter / before a consonant is sometimes silent. Cross out the silent /s/ in these words.

a. high
b. walk
c. calm
d. folk
e. cold
f. would
g. shoulder

2. Below are some more words. Try to guess how they are pronounced. Use the words in 1 to help you. Check any new words in your dictionary.

gold, boulder, calf, chalk, could, mould, palm, psalm, should, walk, yolk, on behalf of...

2.5.2 Listen and check your answers. How many did you guess correctly?

3. Write the words from 2 in the correct circle in 1 above, according to the sound and spelling. Practise saying the groups of words, paying attention to the silent /s/ and the vowel sounds.

Connected speech

3. Linking with and in common phrases

1. Put the jumbled words below in the correct order.

a. look / found / and / I've / come / what
b. decided / see / I've / happens / to / and / wait / what

c. go / manager / I'll / ask / the / and / OK / just / that's / if

d. I've / I'll / help / when / you / and / this / try / finished

e. soon / come / must / and / again / us / you / see

f. letter / I'll / post / just / and / go / this

g. taxi / phone / try / think / and / I / I'll / a

3.5.3 Listen and check your answers.
In informal speech, and is often used between two verbs like this:

*come and look*  *wait and see*  *go and ask*  *try and help*
*come and see*  *go and post*  *try and phone*

Because these verbs are usually said together very quickly, the words link, and some sounds are not pronounced:

*come and look*  *wait and see*  *go and ask*  *try and help*

**T5.3b** Listen to the phrases on their own, and practise saying them quickly, as on the tape.

---

2 **T5.3b** Listen to the full sentences again. Can you say them as fast as the people on the tape?

3 **T5.3c** Here are some more common phrases with *and*. Listen and practise saying them quickly.

- more and more  better and better
- worse and worse  up and down
- in and out  backwards and forwards
- on and on  odds and ends
- pros and cons  now and again

4 Complete the sentences below with the phrases in 3.

a. We need to think carefully about the ___________ of each possibility.

b. Don has to visit a lot of clients, so he's ___________ of the office all day long.

c. ___________ people need to learn English for their jobs.

d. I'm fed up of running ___________ these stairs!

e. We haven't got much food in the house -- just a few ___________.

f. Communication technology is getting ___________ all the time.

g. The professor's speech went ___________ -- everyone was bored to death!

h. The traffic in town is getting ___________ -- they'll have to do something about it soon.

i. I'll be very pleased when we move nearer to where I work -- I'm sick of travelling ___________ on the train everyday.

j. We don't really go out ___________ these days, but we go to the theatre ___________.

Practise reading the sentences aloud, linking the words together.

---

**Stress and intonation**

4 Special stress

1 **T5.4a** Listen and underline the word or words with special stress in the second line of each short dialogue below.

- 'Have Ben and Ellen gone home?'
  - 'Ben has, but I think Ellen's still here.'

- 'I'm sorry I can't go shopping with you this afternoon -- I've still got a lot of work to do.'
  - 'You could go if you wanted to!'

- 'What's the matter? You look really fed up.'
  - 'I'm just so annoyed with Philip, you'll never guess what he's done now ...'

- 'Is this your coat?'
  - 'No, that one's mine.'

2 In which dialogue is the special stress used to:

- disagree strongly with someone?
- contrast two different situations?
- contradict someone?
- emphasize something?

Practise the dialogues, paying attention to the special stress.
3 Work with a partner. Read aloud the dialogues below, and decide which of B's words is specially stressed (there may be more than one).

a A That's $5, please.
B It said $4 on the sign over there!

b A Do you enjoy beach holidays?
B I do, and the children do — but my husband doesn't very much, he gets bored.

c A Wasn't that new comedy show on Channel 4 last night good?
B It was hilarious, wasn't it? We were killing ourselves with laughing!

d A It's no good, I'll never pass this exam!
B You might, if you did a bit of studying.

e A Oh no, the light bulb's gone!
B Not again! I only changed it last week!

f A You're thirty-four this birthday, aren't you?
B Thirty-five, unfortunately!

g A Laura, you're not watching television, you haven't finished your homework yet.
B I will finish it, honestly, Mum ... later ...

h A Thank you for having us.
B Thank you for coming!

4 T5.4b Listen and compare your answers with those on the tape. Practise the dialogues, copying the stress and intonation.

---

2 What do you notice about the position of the stress? How is -ion pronounced in English? p. 57

Listen again and practise saying the words correctly. Try starting with the stressed syllable like this:

- pation - cupation - occupation

3 Sometimes the vowel sound in the stressed syllable of -ion words is short: /æ/, /e/, /ə/, or /ʌ/. Sometimes it is long: /eɪ/, /iː/, /əʊ/, or /ʌ/. Complete the table with the words in 1.

<table>
<thead>
<tr>
<th>short</th>
<th>long</th>
</tr>
</thead>
<tbody>
<tr>
<td>a /æ/</td>
<td>/eɪ/</td>
</tr>
<tr>
<td>e /e/</td>
<td>/iː/</td>
</tr>
<tr>
<td>o /ə/</td>
<td>/əʊ/</td>
</tr>
<tr>
<td>u /ʌ/</td>
<td>/ʌ/</td>
</tr>
</tbody>
</table>

4 T5.4b Can you see a pattern? Look at the number of consonants between the stressed vowel and -ion. p. 58

5 Work out the pronunciation of the following words.

- consumption deduction fraction
- passion explosion inspection
- devotion adoption lotion
- reception confusion inflation
- persuasion completion contribution

T5.5b Listen and check your answers.

Listen again and practise saying the words.
The sound /ŋ/
Silent letters g, k, and n
Unpronounced plosives
Sentence phrasing
-ed adjectives

Sounds and spelling

1 The sound /ŋ/ (and /ŋ/, /ŋɡ/, /ŋk/, and /ndeə/)  
   T6.1a Listen and make sure that you can hear the difference between these three words.  
   run rang rank  
   a thin thing think  
   b win wing wink  
   c pin ping pink  
   d sin sing sink  
   e ban bang bank  
   f banner banger banker  
   ✔ p. 58

To make the sound /ŋ/, touch the roof of your mouth with your tongue. The air comes out of your nose.

To make the sound /ŋ/, move your tongue far back in your mouth and then try to say /n/.

In English, if we pronounce a word with the sound /ŋ/, we write it with the letters ng or the letter n followed by k or hard c.
   T6.1c string skating-rink incredible

2 T6.1b Listen again and repeat the words in 1.  
Make sure the difference between the sounds /n/ and /ŋ/ is clear. Don't add a /g/ or a /k/ sound to the end of the words ending in /ŋ/.

3 Work in pairs.  
   Student A Say one of the words in 1.  
   Student B Point to the word you hear.  
   Repeat this until Student A has said all the words. Swap over.

4 Work in pairs. Put the sentences below into the correct order. There may be more than one possibility.
   a skating-rink / Birmingham / at a / while dancing / Aunt Angela / a tango / her ankle / banged / with Uncle Frank / .
   b at the pretty young woman / in a singles' bar / winked / drinking gin / the Hong Kong banker / romantic songs / who was singing / .
   c tongue / pink stringy thing / Angus King's / incredibly long / what's that / on / ?
   ✔ p. 58

T6.1d Listen and compare your answers to the tape.

5 Listen again and underline any words or names spelt with ng where the g is pronounced /g/.
   ✔ p. 58

Practise saying the sentences correctly.

6 T6.1e Listen and put the words into the correct column below according to the pronunciation of -nger.
   singer finger challenger banger  
   anger danger stronger ginger  
   stranger hanger plunger longer

<table>
<thead>
<tr>
<th>/nə/</th>
<th>/ŋɡə/</th>
<th>/ndeəə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>singer</td>
<td>anger</td>
<td>stranger</td>
</tr>
</tbody>
</table>

Practise saying the words correctly.
2 Silent letters g, k, and n

1 Circle the word in each line which does not have a silent letter like the others.

a silent g: foreign signature gnome sign
b silent k: knot knight banknote know
c silent n: hymn solemn condemn autumnal

T6.2a Listen and check your answers. p. 58

Practise saying the words with silent g, k, and n. Take care not to sound the silent letters.

2 Complete the rules.

a When the letters gn come at the ______ or the ______ of a word – but not the middle – g is silent.
(Some words with suffixes – like foreigner, signing, resigned – also contain silent 'g' in the middle of the word.)

b When the letter k comes before the letter ______ at the beginning of a word, k is silent.

c When the letter n comes after the letter ______ at the end of a word, n is silent.

T6.2b Listen and check your answers. p. 58

3 Look at the phonetic transcriptions and write the words. They all contain silent g, k, or n.

a /niːd/ ________________
b /ˈɔ:tm/ ________________
c /ˈfərənə/ ________________
d /ˈkəlem/ ________________
e /ˈnɔɪdʒ/ ________________
f /ˈsæmɪŋ/ ________________

T6.3a Listen. Can you hear a difference between the two phrases in each pair?

old oar old door

her bread herb bread

big lobe big globe

right eye right tie

top layer top player

black ape black cape

Connected speech

3 Unpronounced plosives /d/, /b/, /g/, /t/, /p/, and /k/

Often, when a plosive sound – /d/, /b/, /g/, /t/, /p/, and /k/ – follows another made with the same mouth position in fast speech, we don't pronounce the first sound.
2 Listen again and practise saying the phrases correctly.

3 T6.3b Listen and cross out the examples of silent /d/, /l/, /lg/, /l/, /pl/, and /kl/ in these sentences.
   a Rose is our youngest daughter.
   b She’s wearing a red T-shirt.
   c It’s a big computer company.
   d His alarm clock goes off at eight.
   e I love ripe bananas!
   f What are my job prospects?

Listen again and practise saying the sentences correctly.

Intonation and sentence stress

4 Sentence phrasing

Look at these sentences.

a Our son, who’s studying at Cambridge, wants to be a writer.
   (= non-defining relative clause)
   This means we have one son. The relative clause gives extra
   information about him.

b Our son who’s studying at Cambridge wants to be a writer.
   (= defining relative clause)
   This means we have more than one son. The relative clause
   defines which son we are talking about.

When we write, we use commas to show a non-defining relative clause. When we speak, we use pauses and a different
pitch to show a non-defining relative clause. Listen and compare the phrasing in these sentences.

```
T6.4a
```

a Our son, who's studying at Cambridge, wants to be a writer.

b Our son who's studying at Cambridge wants to be a writer.

1 T6.4b You will hear these sentences said in
two different ways, as in the box above. Stop the
tape after the tone, and write each sentence
with the correct punctuation.

1 I got a card from my aunt who lives in Paris
   a __________________________
   b __________________________

2 the computer which we bought in July was
   stolen
   a __________________________
   b __________________________

3 the UK car plant employees who protested
   lost their jobs
   a __________________________
   b __________________________

4 Jason wanted to prepare a meal which was
   unusual
   a __________________________
   b __________________________

2 Work in pairs. Discuss the difference in
   meaning between the a and b sentences.

3 Listen again and practise saying the sentences
   with the correct intonation and phrasing.
5 **ed adjectives + /d/, /t/, and /id/ (and exceptions)**

1 Complete the cartoons with the phrases from the box.

- I'm bored.
- I'm embarrassed.
- She's disgusted.
- I'm disappointed.
- I'm worried.
- We're shocked.

2 Put the adjectives from 1 into the correct column according to the pronunciation of -ed.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Look at the table in 2 and complete the rules.

- When -ed follows the sound /d/ or /l/, it is pronounced ________.
- When -ed follows a voiceless consonant sound apart from /l/ (=/p/, /k/, /t/, /s/, /r/, /j/, /l/), it is pronounced ________.
- When -ed follows a vowel sound, or a voiced consonant sound apart from /d/ (=/b/, /g/, /w/, /z/, /s/, /j/, /b/, /d/ /n/, /m/, /ŋ/, /l/, /w/), it is pronounced ________.

There are some adjectives which do not follow these rules. They have -ed endings which are pronounced /id/.

4 Complete the sentences with the adjectives from the box.

- naked
- ragged
- wicked
- rugged
- beloved
- jagged

a In the middle of the forest was a house made of chocolate. It belonged to a ________ witch who ate children.

b A poor, hungry-looking girl in a ________ dress was standing on the corner, begging.

c He threw off all his clothes and jumped ________ into the lake.

d The coastline was very ________ at that point — stones and rocks everywhere and the only road was a donkey path.

e Queen Victoria went into mourning and wore only black after the death of her ________ husband Albert in 1867.

f There were a few bits of ________ glass left in the window frame. Clearly the burglar had broken the kitchen window in order to get into the house.

6.5b Listen and check your answers. Listen again and repeat the words.
The sounds /θ/, /t/, and /s/
Pronunciation of s with different spelling patterns
Linking in phrases with get
Stress in compounds with nouns and adjectives
Stress in multi-word verbs and nouns

Sounds

1 The sounds /θ/, /t/, and /s/

1 T7.1a The sound /θ/ is often pronounced wrongly, as /t/ or /s/. Do you have this sound in your language? Listen and make sure you can hear the difference between these three words.

/th/ thank /t/ tank /s/ sank

2 T7.1b Listen and circle the word you hear twice.

a thigh tie sigh  
b thick tick stick  
c theme team seem  
d path part pass  
e tenth tent tense  
f fourth fought force

Practise saying the words, making sure that the difference between them is clear.

If you have problems with the sound /θ/ put your finger in front of your mouth and touch it with your tongue, like this:

Simon Kathy! Have you got anything planned for Thursday?
Kathy This Thursday?
Simon Yes, Thursday the thirteenth, it's my birthday.
Kathy Your birthday! I thought it was the thirteenth of next month!
Simon No, it's this Thursday. I'm thirty this year, so ...
Kathy Thirty ... never! I thought you were only about twenty-five!
Simon Thanks! Anyway, I thought we could go out for a meal, or do something to celebrate! Do you think you'll be able to?
Kathy Thursday the thirteenth ... let me think ... no, that should be fine, I can't think of anything else that's happening.
Simon Well, let's say about six then. I'll tell the others ... and have a think about where to go.
Kathy Great. Thanks for inviting me – I'll see you then, then.

Practise the dialogue with a partner.
2 Pronunciation of s with different spelling patterns

The letter s can be pronounced in four different ways.

/s/ /z/ /ʃ/ /ʒ/
chase result sure usually

1 T7.2b Listen to these common letter combinations with s. How is s pronounced in each group?

a  -tion  conclusion  decision  television
b  -ose  expose  rose  chose
c  -ase  grease  cease  increase
d  -sure  measure  leisure  exposure
e  dis-  dishonest  disappointed  disagreement

Practise saying the words.

2 Look at these groups of words. Look at exercise 1. How do you expect s to be pronounced? Copy the symbol.

a  confusion  revision  expansion  extension
b  enclose  hose  pose  dose
c  release  disease  tease  decrease
d  insure  treasure  enclosure  pleasure
e  disturb  dislike  disaster  display

T7.2c Listen and cross out the word(s) in each group which do not follow the pattern.

3 How is s pronounced in the words you crossed out? Listen again and write the correct symbol above the word.

In which letter combinations is the pronunciation of s always, or nearly always, the same?

4 Work with a partner. Use your imagination to make sentences which use at least two of the words above.

I need to measure the television.

I was disappointed by the decision.

Please release the treasure.

Connected speech

3 Linking in phrases with get

1 T7.3a Listen to the dialogues. Stop the tape at each tone and write in the missing words. Play the tape again if necessary.

Good, I hate school.

Because you can’t read the map.

Do you like your new job then?

You’re late!
Word focus

4 Stress in compounds with nouns and adjectives

1 Match words in boxes A and B below to make the objects shown in the pictures. Write the words under the pictures.

   a mobile phone    e
   b                  f
   c                  g
   d                  h

2 Listen and repeat these phrases, paying attention to the pronunciation of get.

   a get out    f get lost
   b get away   g get inside
   c get back   h get down
   d get off    i get up
   e get dressed j get ready

2 Listen and check your answers. As you listen, mark the stressed syllables, as in the example.

There are two types of compound noun. Notice the different stress patterns:

   a noun/gerund + noun    b adjective + noun
   • corkscrew          • mobile phone
   • answering machine
3 Mark the stress in these compound nouns.

a headphones
b computer game
c coffee maker
d electric razor
e dishwasher
f washing machine
g digital television
h central heating
i CD player
j video recorder
k fan heater

Listen and check your answers. p. 59

Practise saying the compound nouns with the correct stress.

4 Discuss these questions with a partner. Which of the things above:
- do you already own?
- would you like to own?
- do you often have problems with? Why?

5 Stress in multi-word verbs and nouns

Sometimes multi-word verbs have an equivalent noun form:

1 to break in 2 a break-in

2 Complete the pairs of sentences with a verb or noun form of the multi-word verbs in 1. Use a dictionary to help you if necessary. Put the verbs into the correct form.

a They’ve had another break-in next door.
Did they break in through the back window?
b _____ _____ for pickpockets in the city centre, won’t you?
Keep a _____ _____ for a parking space!
c The concert was a complete _____ _____
there wasn’t a single ticket left.
I wanted to buy a camera like yours, but unfortunately they’ve _____ _____
d We must _____ _____ and go out for a drink
I haven’t seen you for ages.
At Christmas time, we always have a big family _____ _____
e As everyone knows, _____ _____ and landing are the most dangerous parts of a flight.
I must admit, I always feel a bit nervous when we’re _____ _____ and landing.
f He normally _____ _____ his lectures by asking if we’ve got any questions.
At four-thirty there will be a brief _____ _____ of the news.
g It’s believed that the thieves _____ _____ with several million dollars.
They had planned both the robbery and their _____ _____ afterwards extremely carefully.

Listen and check your answers. p. 59

Notice the different way that the verb and noun are stressed:

verb: to break in  noun: a break-in

3 Mark the stress on the multi-word verbs and nouns in 2. Listen again and check your answers.

Practise saying the sentences with the correct stress.
The sounds /e/, /æ/, and /ʌ/
Pronunciation of the letters e, a, and u
Modal verbs in fast speech
Exaggeration and understatement
Stress in numbers

Sounds and spelling

1. The sounds /e/, /æ/, and /ʌ/

Work in pairs. Look at the following groups of three words. Use the pictures to help you understand the meaning of each word.

- **rebels**
- **rabble**
- **rubble**

- **nets**
- **gnats**
- **nuts**

- **trek**
- **track**
- **truck**

- **flesh**
- **flash**
- **flush**

2. **Listen to the tape. Circle the words you hear. Make sure you can hear the difference between them before you begin.**

- a. rebel
- b. rebel
- c. rebel
- d. nets
- e. nets
- f. trek
- g. trek
- h. flesh
- i. flesh

- rabble
- rabble
- rabble
- gnats
- gnats
- track
- track
- flash
- flash

- rubble
- rubble
- rubble
- nuts
- nuts
- truck
- truck
- flush
- flush

Practise making the sounds.
To make the sound /e/, open your mouth and smile. /e/ is a short sound.

Practise saying all the /e/ words in 1.
To make the sound /æ/, open your mouth more and don't smile so much. /æ/ is a short sound.

Practise saying all the /æ/ words in 1.
To make the sound /ʌ/, keep your mouth open but don't smile at all. /ʌ/ is a short sound.

Practise saying all the /ʌ/ words in 1.

3. Make a list of eight words in 1. Keep your list secret.

Now work in pairs.
**Student A** Say a word from your list.
**Student B** Point to the picture of it in 1.
**Student A** If your partner points to the correct picture, nod your head for 'Yes'. If your partner points to the wrong picture, shake your head for 'No'.

When you have finished, swap roles.
4 Listen and write these words in the correct column below according to the sound of the underlined letters.

<table>
<thead>
<tr>
<th>courage</th>
<th>heavy</th>
<th>man</th>
<th>plait</th>
<th>discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>ensure</td>
<td>any</td>
<td>said</td>
<td>friend</td>
<td>love</td>
</tr>
</tbody>
</table>

| /e/ | /æ/ | /ʌ/ |

Write the shortest paragraph you can using all these words. Practise reading it aloud.

2 Pronunciation of the letters e, a, and u

1 Listen to these groups of words. Circle the word in each group where the pronunciation of the letter e does not match the sound on the left.

a | /e/ | stories | handsome | left | unmarried |

b | /æ/ | pretty | make | haunted | hottest |

c | /e/ | success | wedding | explanation | quiet |

d | /ʌ/ | genius | cathedral | women | medium |

e | /ə/ | being | cinema | poorer | actress |

Listen again and practise saying the sounds and the matching words only.

2 Listen to these different possible ways to pronounce the letter a.

| /e/ | fabulous |
| /æ/ | relations |
| /ə/ | dance |
| /ʌ/ | village |

Listen to these pairs of words. Stop the tape at each tone. Complete the line with the correct example word above.

a | answer | cast | answer |
| many | anybody | anybody |
| tragically | carriage | carriage |
| basic | age | age |
| passion | actor | actor |
| woman | brilliant | brilliant |
| cottage | luggage | luggage |
| wasp | yacht | yacht |

3 Work in pairs. Think of other words spelt with a to match each sound. Check your answers in a dictionary. After five minutes compare your lists with other pairs. Which pair has got the longest list for each row?

4 Listen to these surnames, which are all spelt with the letter u.

Complete the sentences with the correct surname according to the pronunciation of the underlined letters.

a | Ms ______ plays the guitar. |
| Mr ______ plays the flute. |
| Ms ______ often goes bungee-jumping. |
| Ms ______ adores musicals. |
| Mr ______ is a Buddhist. |
| Ms ______’s favourite season is summer. |
| Mr ______ loves puddings. |
| Ms ______ loves biscuits. |
| Ms ______ wants to be a film producer. |
| Mr ______ is mad about parachuting. |

Listen again and repeat the sentences. Pay attention to the pronunciation of the letter u.

Connected speech and intonation

3 Modal verbs in fast speech

Listen and complete these dialogues with the modal auxiliary verbs in the box.

can’t | could | might | can’t | may | must

a | ‘The boss isn’t in today.’ |
| ‘No, I think she ______ be at a conference.’ |
| b | ‘Has Sid put on some weight lately?’ |
| ‘No, he ______ be wearing a baggy suit, but I don’t think he’s put on any weight.’ |
| c | ‘Has Erica left early?’ |
| ‘No, she ______ have gone home already. Her briefcase is still here.’ |
d 'Jon looks tired but pleased with himself this month.'
   'Yes, He ______ have been doing lots of overtime.'

c 'Where's this year's holiday rota?'
   'I'm not sure. Ms Armstrong in Accounts ______ have it.'

f 'Did you know that Derek's retiring next week?'
   'He ______ be! He looks so young!'  

2 What do you notice about the pronunciation of the underlined verbs be and have when they follow modal verbs?

3 Work in pairs. Read all the dialogues aloud, paying attention to the weak forms of be and have.

4 8.3b Listen and respond with must or can't. Use the prompts below, like this:
   a the office is empty.
   
   **Is it lunch time?**
   **It must be lunch time — the office is empty.**
   **It must be lunch time — the office is empty.**

   You listen            You speak            You listen

   b she's just bought a new car.
   c he looks a lot more confident.
   d he's been on the phone for hours.
   e she sounds so British.
   f he's got a wedding ring.

Modal auxiliary verbs can show degrees of probability:

*She must be ill.* (99% certain she's ill.)

*She may be ill.* (50% certain she's ill.)

*Could*   *Might*

*She can't be ill.* (99% certain she's not ill.)

We can also use intonation with *might* and *may* to show if these possibilities are unlikely or not.

5 8.3c Listen to these sentences.
   a She might be ill.    c He may be leaving.
   b She might be ill.    d He may be leaving.

Which are unlikely possibilities? What is the intonation pattern in these sentences? What about the intonation in the others?

Listen again and check your answers.  

6 8.3d Listen to these sentences. Mark the unlikely possibilities U.
   a □ He might have resigned.
   b □ She may have got promotion.
   c □ We may be moving temporarily.
   d □ They might be working late.
   e □ He may be on a training course.
   f □ He might be her new secretary.

7 Work in pairs.
   Student A Read a sentence from 6 aloud.
   Choose whether to use likely or unlikely intonation.
   Student B Decide if the possibility is unlikely or not.

**Intonation and sentence stress**

4 Exaggeration and understatement

![Exaggeration and understatement image]

1 8.4 Listen to these dialogues. In each one you will hear two adjectives from the box. Copy them in the order you hear them.

annoyed flabbergasted parched
ravenous thirsty exhausted
furious peckish surprised
tired

a __________ / __________
b __________ / __________
c __________ / __________
d __________ / __________
e __________ / __________
Who shows the strongest feelings in each dialogue? How do we know? How does the other person show their feelings?  

Notice the intonation for exaggeration.

I'm absolutely parched, aren't you?
Notice the intonation for understatement.

Well, I'm a bit thirsty.

Listen and repeat the dialogues, paying attention to intonation and stress.

Work with a partner. Make similar dialogues using the prompts below.

- freezing/chilly
- boiling/warm
- devastated/upset
- soaked/damp
- terrified/scared

Word focus

5 Stress in numbers

It is often difficult to hear the difference between these numbers. Notice the different stress.

- thirty thirteen

Listen to these pairs of numbers and repeat them with the correct stress.

- thirty thirteen
- forty fourteen
- fifty fifteen
- sixty sixteen
- seventy seventeen
- eighty eighteen
- ninety nineteen

Listen. What happens when you just list the -teen words? What happens when you say a -teen word as the first two digits in a date?

Listen and circle the dates you hear.

a. She died in 1870/1817.
b. He was born in 1930/1913.
c. It began in 1450/1415.
d. The company was founded in 1980/1918.
e. They were married in 1540/1514.
f. It was published in 1790/1719.

The stress on thirty, forty, etc. doesn't vary.

- She was thirty when her first novel came out.
- She sells thirty thousand books a week.

The stress on thirteen, fourteen, etc. varies according to context.

- Eighteen million UK viewers saw the series.

- How many countries bought the series?

Listen to these sentences and mark the main stress on the -teen words.

- I paid thirteen dollars for it.
- Emma's seventeen.
- My jeans cost nineteen pounds.
- Eighteen of my friends have a video camera.
- She lives in Lindenstrasse, at number fifteen.
- Twenty take away four is sixteen.

Circle the stress rules for -teen words.

- When a -teen word is not followed by a noun, the -teen word is stressed.
- When a -teen word is not followed by a noun, the -teen word is stressed.
The sounds /ð/, /d/, and /z/
The sounds /θ/, /ð/, /t/, /d/, /s/, and /z/
Polite intonation in indirect wh- questions
Antonyms

**Sounds**

1. **The sounds /ð/, /d/, and /z/**

   1. **Part 1.** Listen to the first word on each of the cards below. Make sure that you can hear the difference between the sounds /ð/, /d/, and /z/.

<p>| | | |</p>
<table>
<thead>
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<tr>
<td>/ð/</td>
<td></td>
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<tr>
<td>then</td>
<td>with</td>
<td>breathe</td>
</tr>
<tr>
<td>there</td>
<td>they</td>
<td>southern</td>
</tr>
<tr>
<td>loathe</td>
<td>those</td>
<td>clothing</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>/d/</td>
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<tr>
<td>den</td>
<td>dare</td>
<td>lied</td>
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<tr>
<td>sudden</td>
<td>day</td>
<td>she'd</td>
</tr>
<tr>
<td>tide</td>
<td>breed</td>
<td>load</td>
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<tbody>
<tr>
<td>/z/</td>
<td></td>
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</tr>
<tr>
<td>Zen</td>
<td>whizz</td>
<td>she's</td>
</tr>
<tr>
<td>lies</td>
<td>lose</td>
<td>breeze</td>
</tr>
<tr>
<td>doze</td>
<td>closing</td>
<td>ties</td>
</tr>
</tbody>
</table>

2. **Part 2.** Listen and cross out the words you hear, like this:

`zen`

You will hear each word twice.

Which card had the first row of crosses? Which was the last to have all the words crossed out?

3. **Part 3.** Work in groups of five or six. One person in each group is the caller. This person does not need to fill in the card below. The others should complete it with any nine words from 1.

```
  A B  A
 --- --- ---
  A B  A
 --- --- ---
  A B  A
 --- --- ---
```

The caller reads out the words from 1 in any order, and puts a cross (X) next to each word as he reads (as a memory check). The others listen and cross out the words that they hear. The first person to cross out all the words shouts 'Bingo'! Then the winner shows his / her card to check that the words on it are words that the caller has marked.

Practise making the sounds.
You use your voice for all three sounds.
The sound /d/ is made further back in the mouth in English than in many languages.
If you have problems with the sound /ð/, try putting your finger in front of your mouth and touching it with your tongue, in the same way as the sound /θ/.

38 Unit 9
Stress and intonation

3 Polite intonation in indirect wh-questions

1 Look at the picture. Can you guess what question each person is asking? Put the words below in the correct order to form the questions, then match them to the people above.

- a  □ tell / how / me / could / photocopy / the / works / you / ?
- b  □ happen / you / do / time / what / shuts / library / to / know / the / ?
- c  □ is / you / the / of / Jamaica / idea / capital / have / any / what / do / ?
- d  □ anyone / of / cup / I / a / can / know / get / coffee / does / where / ?
- e  □ history / where / please / can / is / you / the / me / tell / section / ?

2 Listen and check your answers.  p. 61

3 Listen again and repeat the dialogue in short sections.
Pay attention to your pronunciation of the sounds /θ/, /ð/, /t/, /d/, /s/, and /z/.

4 Practise reading the dialogue with a partner.

The sounds /θ/, /ð/, /t/, /d/, /s/, and /z/
To make these questions sound polite, your voice starts high, comes down a lot, and goes up a little at the end like this:

Could you tell me how the photocopier works?
If you find this difficult, try humming the pattern like this:

mm mm MM mm MM mm MM mm mm mm MM ?

2 Listen again and practise the questions above, copying the stress and intonation on the tape.

3 Here are some more questions you might hear in the library. Put the words in the correct order.
   a where / are / know / the / do / you / encyclopedias / ?
   b photocopier / happen / where / I / get / the / can / to / you / for / change / know / do / ?
   c which / can / borrow / I / tell / books / me / you / can / ?
   d know / computer / how / anyone / works / this / does / ?
   e keep / you / which / tell / could / newspapers / you / me / ?
   f is / you / any / have / Georgia / where / idea / do / ?
   g where / know / toilets / anyone / the / are / does / ?

Listen and check your answers. Practise saying the questions, paying attention to the stress and intonation.

4 Think of some indirect questions to ask about your own classroom, school, library, etc. If possible, ask your teacher or the other students in your class.

Do you happen to know what time the reception desk closes?

Does anyone know if you can send e-mails from here?

4 Antonyms

The antonym of a word is its opposite. We can use antonyms to agree with what someone has just said. Match the comments in the pictures and the box below to make dialogues in which the two speakers agree.

a No, it's quite stressful, isn't it?
b Yes, it's not very encouraging, I agree.
c No, she can be very negative, can't she?
d Yes, it isn't terribly sensible, is it?
e I agree, I think it's completely unoriginal!
f It doesn't seem very likely, I must say.

Listen and check your answers.
2 Find the opposite pairs of adjectives in the dialogues in 1, then write them in the correct box below according to the stress patterns. If necessary, play the tape again to check your answers.

<table>
<thead>
<tr>
<th>2 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>likely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>unlikely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 syllables</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5 syllables</th>
</tr>
</thead>
</table>

3 Write antonyms for these words. Either add a prefix, or use the words in the box below.

<table>
<thead>
<tr>
<th>a successful</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b useful</td>
<td></td>
</tr>
<tr>
<td>c complete</td>
<td></td>
</tr>
<tr>
<td>d consistent</td>
<td></td>
</tr>
<tr>
<td>e capable</td>
<td></td>
</tr>
<tr>
<td>f up-to-date</td>
<td></td>
</tr>
<tr>
<td>g superficial</td>
<td></td>
</tr>
<tr>
<td>h personal</td>
<td></td>
</tr>
<tr>
<td>i permanent</td>
<td></td>
</tr>
<tr>
<td>j significant</td>
<td></td>
</tr>
<tr>
<td>k practical</td>
<td></td>
</tr>
<tr>
<td>l normal</td>
<td></td>
</tr>
<tr>
<td>m realistic</td>
<td></td>
</tr>
<tr>
<td>n regular</td>
<td></td>
</tr>
<tr>
<td>o physical</td>
<td></td>
</tr>
</tbody>
</table>

out of date temporary profound mental useless

T9.4b Listen and check your answers. p. 61

4 Write the words in the correct column in 2 according to the stress pattern. Practise saying them. p. 61

5 T9.4c Listen and use antonyms to agree with the people on the tape, as in exercise 1. Speak during the pause on the tape, then listen to the correct answer.

I don't think his suggestion is practical. I agree, it's completely impractical. I agree, it's completely impractical.

You listen You speak You listen
The sounds /ʃ/, /ʧ/, and /ʤ/

Pronunciation of the letters ch
used to, be / get used to, and usually in fast speech
Stress
Rhyming words

Sounds and spelling

1 The sounds /ʃ/, /ʧ/, and /ʤ/

/ʃ/ is the sound in she, wash and precious. To make the sound /ʃ/, open your lips a little, raise your tongue in the middle of your mouth, and breathe out. You should not use your voice.

/ʧ/ is the sound in change, kitchen, and watch. To make the sound /ʧ/ you should start with the sound /t/ and then make the sound /ʃ/. You should not use your voice.

/ʤ/ is the sound in just, original, and large. To make the sound /ʤ/ start with the sound /d/ and then make the sound /ʃ/, as in the word television. You should use your voice.

1 T10.1a Listen and tick (✔) the word you hear twice.

a  gin ✔ chin ✔ shin ✔

b  jeers ✔ cheers ✔ shears ✔

c  badge ✔ batch ✔ bash ✔

Check your answers.

Listen again and practise saying the words.

2 T10.1b Work in groups of three. Each person chooses a card below. You will hear a word twice on the tape. If it is in the ‘hear’ column on your card, you begin. Say the word in the ‘say’ column next to the word you heard on tape. Continue in the same way. When another player says a word in the ‘hear’ column on your card, say the word next to it in the ‘say’ column.

A

<table>
<thead>
<tr>
<th>You hear</th>
<th>You say</th>
</tr>
</thead>
<tbody>
<tr>
<td>badge</td>
<td>cheers</td>
</tr>
<tr>
<td>sheep</td>
<td>march</td>
</tr>
<tr>
<td>chin</td>
<td>shears</td>
</tr>
<tr>
<td>batch</td>
<td>marge</td>
</tr>
<tr>
<td>jeers</td>
<td>gin</td>
</tr>
<tr>
<td>marsh</td>
<td>jeep</td>
</tr>
</tbody>
</table>


### Connected speech

3 **used to, be / get used to, and usually in fast speech**

1. Complete these foreign visitors’ statements about living in Britain. Use either used to, usually, or a form of be / get used to.

   a. ‘What’s your favourite British drink?’
   ‘Well, I __________ drink tea here in Britain. It’s better than British coffee.’

   b. ‘Is there anything you find hard about life here?’
   ‘Well, I can’t __________ the weather!’

   c. ‘Have you found it easy to adapt to the British way of life?’
   ‘In general yes, but I still find driving a car here difficult. I suppose it’s because I __________ driving on the right, not the left.’

   d. ‘Was there anything you found strange about Britain before you came here?’
   ‘Yes, I __________ think double-decker buses were very strange before I came to London. But now I find them quite normal.’

   e. ‘Did you find bacon and eggs for breakfast strange?’
   ‘Yes, but gradually I __________ it. I like the bacon now, but I still find fried egg a bit heavy first thing in the morning.’

   f. ‘Have your tastes changed in other ways since coming to Britain?’
   ‘Yes, back at home I __________ drink warm beer, but now I drink it a lot and actually like it.’

Listen again and repeat the sentences. Make sure you pronounce **used to** /'juːst/ and **usually** /'juːʒəli/ correctly.
2 Look at the picture of Sonia, a student from Italy. Complete her answers to these questions. Use either used to, usually, or a form of be used to or get used to. Remember that be I get used to needs an object. (I'm used to it.)

a What do you think about English spelling?

b Do you find American English difficult to understand?

c Do phonetic symbols look strange to you?

d How often do you work on your pronunciation in English classes?

Italian spelling is very logical, so I get a shock every time I see an English word.

My first English teacher came from Texas and I've always studied US English.

At first phonetic symbols seemed like Martian but with each day I use them they're gradually becoming more ordinary - and so useful!

We nearly always do a short pronunciation exercise in each of my English classes.

3 Think about your language learning habits past and present. Write down some questions to ask a fellow student about their learning habits. When you have finished, interview each other in pairs.

4 Stress

1 Put these words into the correct columns according to the stress patterns.

<table>
<thead>
<tr>
<th>amazing</th>
<th>destruction</th>
<th>magical</th>
</tr>
</thead>
<tbody>
<tr>
<td>astonishing</td>
<td>discovery</td>
<td>radiation</td>
</tr>
<tr>
<td>dangerous</td>
<td>enjoyable</td>
<td>sympathetic</td>
</tr>
<tr>
<td>deceptive</td>
<td>godmother</td>
<td>telegram</td>
</tr>
<tr>
<td>defenceless</td>
<td>impossible</td>
<td>transformation</td>
</tr>
</tbody>
</table>

| Superman | depression | incredible | Cinderella |

Listen and check your answers. p. 62

Listen again and repeat the words. Make sure you stress them correctly.

2 Sort out these lines to make two separate poems. (One is called 'Superman's Incredible Birthday Surprise' and the other is 'How the Fairy Godmother Cured Cinderella's Depression'.) Use the rhythm and rhymes as well as the sense to help you.

Write S by the lines from the ‘Superman’ poem. Write C by the lines from the ‘Cinderella’ poem.

Hello there, Superman, S
Are you crying, Cinderella? C
Don't be sorry,
I've got a telegram
Here's your chance:
With my magic
Wishing you Happy Returns of the day!
And there's some kryptonite
And your pumpkin
Here in this parcel, so
Now you're defenceless and can't run away.
You will make it to the dance.
The Red Knight
Sir Lancelot
Loved Guinevere
He blushed a lot
When she was near.

Listen again and read the poems aloud. Make sure you stress them correctly and say them rhythmically.

Word focus

5 Rhyming words

1. Choose a word from the box which rhymes with each word below.

- aisle
- climb
- laugh
- quiet
- aunt
- debt
- muscle
- though
- cheque
- gnawed
- quay
- through

<table>
<thead>
<tr>
<th>a</th>
<th>rhyme</th>
<th>climb</th>
<th>g</th>
<th>who</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>half</td>
<td></td>
<td>h</td>
<td>plant</td>
</tr>
<tr>
<td>c</td>
<td>sword</td>
<td></td>
<td>i</td>
<td>rustle</td>
</tr>
<tr>
<td>d</td>
<td>knee</td>
<td></td>
<td>j</td>
<td>bet</td>
</tr>
<tr>
<td>e</td>
<td>wreck</td>
<td></td>
<td>k</td>
<td>smile</td>
</tr>
<tr>
<td>f</td>
<td>know</td>
<td></td>
<td>l</td>
<td>riot</td>
</tr>
</tbody>
</table>

2. Fill the gaps in each sentence with a rhyming pair of words from 1.

a. The dragon **gnawed** Saint George's **sword**.

b. I gave my ________ a lovely ________.

c. He signed a ________ to buy the ________.

d. If you're in ________, you shouldn't ________.

e. I fell on the ________ and hurt my ________.

f. We'll never ________ who wrote it, ________.

g. Please be ________ and don't start a ________!
The sounds /v/ and /w/, and silent w

The sounds /b/ and /v/, and silent b

Weak forms with past conditionals

Word linking in idiomatic expressions

Sounds and spelling

1 The sounds /v/ and /w/, and silent w

1.1[.a] Listen and circle the word you hear.

- a veal wheel
- b veils whales
- c vine wine
- d vest west
- e viper wiper

Practise saying the words above.

To make the sound /v/, your top teeth should touch the inside of your bottom lip.

To make the sound /w/, your teeth don’t touch your lips. Your lips should be hard and round.

If you have problems with the sound /w/, try starting with /u/ like this:

- uu → why
- uu → why
- u → why

2 [11.1b] Listen to the conversation and fill in the boxes.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Work in pairs. Without letting your partner see, write any nine /w/ and /v/ words in the grid marked You. Remember you can use a word more than once.

Student A Dictate what you have written.

Student B Write it in the grid marked Your partner.

When you have finished, swap roles.

You

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
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<td></td>
<td></td>
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<tr>
<td>C</td>
<td></td>
<td></td>
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</tbody>
</table>

Your partner

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td></td>
<td></td>
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<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Example

A What’s in box A1?
B West.
A And in box B1?
B Er… veal.
4 Complete the crossword. All the words have a silent b:

Clues
1 Two halves make a ...
2 Ankle is to foot as … is to hand.
3 Titanic is a film about a very famous …
4 Long metal blade used as a weapon
5 Put words on paper.
6 A line on a face is called a …
7 Reply to a question
8 People often … a present up in coloured paper.

What is the word spelt out in the shaded column?

T11.1c Listen and repeat. Check your answers.

---

2 The sounds /b/ and /v/, and silent b

1 T11.2a Can you hear the difference between the sounds /b/ and /v/? Listen to these pairs of words. Write 1 next to the first word you hear and 2 next to the second word.

a [ ] ban [ ] van
b [ ] best [ ] vest
c [ ] bars [ ] vase
d [ ] boats [ ] votes
e [ ] bet [ ] vet
f [ ] berry [ ] very
g [ ] fibre [ ] fiver
h [ ] dub [ ] dove

Practise making the sounds.
To start the sound /b/, both lips should touch each other.
If you need to practise /v/, look at exercise 1.

---

2 Listen again and practise saying all the words in 1. Make sure that the difference between them is clear.

3 Write down six of the words in 1. Dictate them to a partner and then compare your lists.

4 T11.2b Here are some headlines from a sensational Sunday newspaper. Listen and then practise saying them. Pay attention to the pronunciation of /b/ and /v/.

**British van driver banned from Costa Brava bar**

Bomb victim Vivienne gives birth to baby boy

Brighton vicar leaves "boring" wife for blonde barmaid

Violent Bolivian lover obsessed by vow of revenge

Brave Bob saves baby Vicki from blazing bedroom

5 Cross out the silent bs in the words below.
lamb climb thumb bombardment
numb bomb dumb combination
comb debt crumb number
limb doubt crumble plumber
limbo subtle lumber subtitle

T11.2c Listen and check your answers.
Practise saying the words with silent b.
3 Weak forms with past conditionals

2 Listen again and complete the sentences.

3 How are these words pronounced when they come in the middle of sentences?

would have   wouldn't have
might have   might not have
could have   couldn't have

Listen again and repeat the sentences, paying attention to the pronunciation of the words in the box.

4 Choose four of these sentences and put them into a story. You shouldn't change any of the words, and your story should be 80–100 words long.

5 Read your story aloud.

4 Word linking in idiomatic expressions

1 The underlined parts of the sentences on page 49 can be replaced with the correct form of an idiom from the box below. Try to guess which.

to take something with a pinch of salt
to put your finger on it
to be like a red rag to a bull
to be on the tip of your tongue
to come to a sticky end
to not be yourself
to be at a loose end
to beat about the bush
to fly off the handle

1 T11.3 Listen and write the number of words you hear in the boxes (hadn't = two words).

a skidded if icy.
b faster, killed.
c afforded it credit card.
d searched the jewels.
e perfect engine.
f plane, simpler.
g crashed braked suddenly.
h to happen, gone.

p. 63
a. Don't mention politics to my father – you know how it always makes him angry!

b. Just say what you think – don't avoid what you want to say because you feel embarrassed. I believe in being direct with people.

c. At the end of the film the villain had an unpleasant death, which he deserved.

d. Yes, you're absolutely right! You've just explained exactly something that a lot of people find difficult to understand. I couldn't agree with you more!

e. I wish I could remember her name! I can nearly remember it, but I just can't think of it …

f. I'll help you if you like. I've got nothing much to do. Just call me when you need me!

g. Why do you get suddenly angry whenever I mention our financial problems? It really doesn't help.

h. What's up with Vince? He's behaving strangely.

i. What's Teresa been telling you about me? Whatever it is, don't take it too seriously, because what she says is often untrue.

2. 11.4a Listen and write the exact phrases. Why might the idioms be difficult to understand on the tape? p. 63

11.4b Listen to the idioms again. Notice the different ways that words link together when we speak fast.

(tr)s like a red rag to a bull

don't beat about(t) the bush

he came to a sticky end

you've just put your finger on it

it's on the tip of my tongue

I'm at loose end, you fly off the handle

he's not himself, take it with a pinch of salt

Practise saying the idioms with the word linking shown.

3. Match the idioms in A to the meanings in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. he's head over heels in love with her</td>
<td>a. every day, continuously</td>
</tr>
<tr>
<td>2. at the eleventh hour</td>
<td>b. they disagree or argue about something</td>
</tr>
<tr>
<td>3. day in, day out</td>
<td>c. I've started behaving better</td>
</tr>
<tr>
<td>4. I've turned over a new leaf</td>
<td>d. he's madly in love with her</td>
</tr>
<tr>
<td>5. he got out of the wrong side of bed</td>
<td>e. it was extremely expensive</td>
</tr>
<tr>
<td>6. they don't see eye to eye</td>
<td>f. he got extremely angry</td>
</tr>
<tr>
<td>7. it cost the earth</td>
<td>g. at the last possible moment</td>
</tr>
<tr>
<td>8. he hit the roof</td>
<td>h. he's been in a bad mood all day</td>
</tr>
</tbody>
</table>

4. Show which words link together in the idioms.

11.4c Listen and check your answers. Practise saying the idioms.

5. Work with a partner. Invent short dialogues using the idioms in 1 and 3 above.

Doesn't Mark realize what sort of a person Emma is?

You know what he's like – he won't listen to anything anyone tells him, and of course he's head over heels in love with her!

I suppose so.

Read the dialogues out to the class, paying attention to word linking.
1 Sound symbol crossword puzzle

1 Use the clues in phonetic symbols and a dictionary to help you complete the crossword.
Crossword clues
1. Napoleon Bonaparte was a /smɔɪ/ man.
3. Greta Garbo had an amazing /feɪs/. 
4. In Greek mythology the giant Atlas carried the sky on his /ˈfɔːldeɪs/.
5. Marie Curie’s greatest /əˈʃɪvment/ was the discovery of radium.
6. Auguste Rodin was a famous French /ˈskɑːlptə/. 
7. Quasimodo – the hero of Victor Hugo’s book – had a hump on his /bɛk/.
8. A giraffe has only seven bones in its /nek/.
11. Big Ben is a famous /kloʊk/ tower in London.
12. “What a wonderful /wɜːld/” was sung by jazz musician Louis Armstrong.
13. The Bible and the Koran are two of the world’s best-known /bjuks/.
14. The Taj Mahal is one of the most beautiful /ˈtæджma/ in India.
15. Wolfgang Amadeus Mozart started composing when he was a young /bɔɪ/.
16. William Shakespeare was born in the /ˈtɑːn/ of Stratford-upon-Avon.
17. Oscar Wilde believed that all /ə:t/ was quite useless.
18. Hercules was a famous Greek /ˈhɜːrəks/.
19. In Lewis Carroll’s famous book, Alice had to go /ˈbruː/ a rabbit hole to get into Wonderland.
20. Richard Wagner was for a time the /ˈprɒtəgeɪ/ of mad King Ludwig of Bavaria.
21. The morning /ˈɒst/ Princess Diana died BBC World Service radio stopped its normal broadcasts.
22. Malev is the Hungarian national /ˈeɪləm/.

2. Silent letter round-up

1. All these words contain letters which are not pronounced. Cross out the silent letters.
   a. ham (ke) chief
   b. muscle
   c. Wednesday
   d. island
   e. sandwich
   f. leopard
   g. buoy
   h. corps
   i. Leicester
   j. handsome
   k. ironing
   l. bruise

   T12.2a Listen and practise saying the words with the correct pronunciation. Keep the silent letters silent!

2. T12.2b Listen to some foreign students mispronouncing some of the words. Respond to what they say by echoing their words – but not their pronunciation.

   That’s a nasty bruise. A bruise? A bruise?

   You listen You speak You listen

   p. 64

2. Which famous artist’s name is spelt out in the shaded column?

Check your answers.
Connected speech

3 Assimilation

Look at these words:
- American president
- test blast
- Washington graduate
- old motel
- target country

In fast speech, the sound at the end of the first word is changed by the sound at the beginning of the second word. They sound like this:
- American president
- test blast
- Washington graduate
- old motel
- target country

This is assimilation. Assimilation happens because the mouth moves into position for the second sound while making the first.

1 T12.3b Listen to these groups of words. Underline the sound that changes, and write what it changes to.

k
- white gloves
- white coffee
- white paper
- white magic
- white bread

b red gold
- red carpet
- red pepper
- red medicine
- red-brick

b green grass
- green card
- green pepper
- Green movement
- green belt

In ordinary speech we often use contractions:
- I'm fed up.
- I've got a headache.
- She'll be disappointed.

Sometimes, when we want to add emphasis, we use full forms instead of contractions.
- I am fed up!
- I have got a headache!
- She will be disappointed!

Where there is no auxiliary verb, do, does or did add emphasis:
- Have a drink.
- Do have a drink!
- She has terrible taste in men.
- She does have terrible taste in men!
- She said some horrible things.
- She did say some horrible things!

1 Write these sentences with extra emphasis.

a We won it.
- b He gets on my nerves.
- c I'm sorry.
- d He promised me.
- e They'll be pleased.
- f I've missed you.
- g You're being childish.
- h Grow up.
- i But I'd like to get into films.
- j So where's Amy hiding?

Listen again and say the words fast, with assimilation. Look at the rules on page 64.

Intonation and sentence stress

4 Emphatic forms

In ordinary speech we often use contractions:
- I'm fed up.
- I've got a headache.
- She'll be disappointed.

Sometimes, when we want to add emphasis, we use full forms instead of contractions.
- I am fed up!
- I have got a headache!
- She will be disappointed!

Where there is no auxiliary verb, do, does or did add emphasis:
- Have a drink.
- Do have a drink!
- She has terrible taste in men.
- She does have terrible taste in men!
- She said some horrible things.
- She did say some horrible things!

1 Write these sentences with extra emphasis.

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- c I'm sorry.
- d He promised me.
- e They'll be pleased.
- f I've missed you.
- g You're being childish.
- h Grow up.
- i But I'd like to get into films.
- j So where's Amy hiding?

Listen again and say the words fast, with assimilation. Look at the rules on page 64.

T12.4 Listen to these dialogues and check your answers. Each one ends with an emphatic form sentence.

Listen again and practise saying the emphatic forms. Make sure you stress the auxiliary verbs.
Word focus

5 Homophones

Homophones are words which sound the same but which have a different spelling and a different meaning.

![Illustration of homophones: tear and tier]

1. There are two possible words for each phonetic transcription below. Can you find them?

   a. /san/  son  sn
   b. /fes/  scene
   c. /fra/  tear  tier
   d. /swit/  which
   e. /rait/  which
   f. /s'laud/  which

2. These sentences each contain one word which sounds correct but which is spelt wrongly. Underline these homophones and write the correct spelling.

   a. Which channel is the film on?  Which
   b. Who's watch is this?  Who's
   c. He used to be a kernel in the army.  Kernel
   d. The dog wagged its tale happily.  Tail
   e. He isn't a town councillor, he's the mare of the town.  Mare
   f. The gorillas were armed with machine guns.  Gorillas
   g. The lion gave a loud raw and then ran off.  Roar
   h. The window's open and there's a terrible draft in here.  Draft

Check the meaning of any new words in your dictionary.
Unit 1

1 The sounds /ɪ/, /ɜ/, and /au/

2 /æt/ /æt/ /æt/
   Icelandic fishermen
   /ɪ/ /æt/ /æt/
   Italian ice-cream
   /ɪ/ /æt/ /æt/
   Indian spices
   /ɪ/ /æt/ /æt/
   Egyptian linen
   /æt/i:/ /æt/ /æt/
   Chinese silk
   /ɪ:/ /æt/ /æt/
   Swedish films

B No, I didn't actually ... how awful!
A Yeah, and Sonia's been suffering with her nerves ever since, she was even off work for a while, I think.
B Oh no, I had no idea.
A And now apparently, Mark's been made redundant from his job!
B The poor things!
A I know ... so that's why they've decided to make a fresh start in New Zealand. I think Mark's being paid quite a lot of redundancy money, so they're going to start up their own business.
B Oh ... well I hope it works out for them. Do you know when they're leaving?
A I don't know but I think they'll be going before the end of the month.
B Oh, right - I'll give them a call to wish them all the best.
A Yes, I'm sure they'd appreciate that.

4 Hellos and goodbyes

5 Word families, stress, and the sound /æ/

3 Pronouns and verbs in fast speech

1 1 b 2 c 3 a

4 T1.35

A Anyway, I suppose you've heard about Mark and Sonia?
B No, what?
A Oh, didn't you know? They're emigrating to New Zealand.
B Really, how come?
A I think they've been having a lot of problems lately - you knew their house was burgled last year, while they were asleep in bed?
5 Stress in phrasal verbs

1  a She put on her shoes.
   b She put her shoes on.
   c She put them on.

2  a take back        d take in
   b put off          e put up
   c put together     f put out

3  T2.5b
A He's put our meeting off.
B He's put it off.
A She took off her sunglasses.
B She took them off.
A I can't put together that clock kit.
B I can't put it together.
A They've put up interest rates.
B They've put them up.
A We took back those faulty headphones.
B We took them back.
A I can't take in what she's saying.
B I can't take it in.
A Put that light out!
B Put it out!

4 The r at the end of over- is pronounced when the word (or syllable) that follows begins with a vowel. It is not pronounced when the word (or syllable) afterwards begins with a consonant sound.

5 The meaning of over- is 'more ... than necessary'.

Sample answers:
over-modest: She prepared all the food for the party herself, but she doesn't want anyone to know.
over-qualified: He's passed lots of exams but is applying for a job as a roadsweeper.
over-confident: He thinks he can climb Mount Everest after one climbing lesson.
over-paid: The Accounts department made a mistake and this month she was paid double.
over-educated: He's studied at university for many years and now he can't find a job that he'll accept.
over-excited: The children were far too excited to sleep on Christmas Eve.
over-ambitions: He wants to be an actor, an astronaut, and an artist all at the same time.

6 Laura Matthew! Are you going anywhere over Easter this year?
Matthew Well, yes, as a matter of fact, we are. We're off on a tour of Italy for a week or two.
Laura Mmm. That sounds great!
Matthew Where exactly will you be going?
Laura Oh, here and there. Rome's more or less definite, but we're open to suggestions.
Matthew Are you travelling by coach?
Laura No, by car actually.
Matthew When you're in Rome, you must throw a coin over your shoulder into the Trevi fountain.
Matthew Really? What for?
Laura It means, sooner or later, you're sure to return.

Unit 3

1 The sound /ə/ in British and American English

1  a British         American
   b reliable        reliable
   c practical      practical
   d sincere        sincere
   e organized     organized
   f proud          proud
   g relaxed       relaxed
   h careless      careless
   i popular       popular

2  a When r comes before a vowel sound, it is pronounced in both US and GB English.
   b When r comes after a vowel sound, it is pronounced in US English, but not in GB English.
2 Linking with book and film titles
2 The Mayor of Casterbridge
Pride and Prejudice
Alice in Wonderland
Jane Eyre
Great Expectations
The Hound of the Baskervilles

3 Rising and falling intonation in questions

1 **T3.3a**
A So you’ve applied for a job as a holiday rep and you’d like to work in Greece?
B Yes, that’s right.
A Why Greece?
B I’ve been there on holiday, and I just sort of thought it would be a nice place to work for the summer ... you know, quite relaxing ...
A Hmm ... and do you speak Greek?
B Erm, a bit ... my Greek boyfriend last year taught me quite a few useful phrases ...
A Hmm ... It might be rather difficult if you don’t speak Greek ... Do you speak any other languages at all?
B I speak French quite fluently, and quite a bit of Spanish ...
A Aha ... so how did you learn French?
B Well at school mostly ... and I went on holiday to France a lot when I was a child ...
A Hmm ... and which other languages did you say you speak?
B Just Spanish ...
A Do you speak Spanish well?
B Well, not as well as French ...
A Hmm ... Okay, well let’s move on. What about previous work experience? I see from your application form ... you spent two summers working on a farm?
B Yes, my uncle’s a farmer, so I was helping him, looking after the animals and so on ...
A Hmm, very nice, I’m sure ... not much help for working as a holiday rep though, is it? What other jobs have you done?

2 **T3.3b**
B I worked part-time in a clothes shop when I was at school, and last summer I had a job as a waitress ... in a casino ...
A In a casino? Are you old enough to work in a casino?
B Yes, I’m twenty-two actually.
A Hmm, yes, well I think that’s everything ... we’ll be in touch.

3 **T3.5a**

And you’d like to work in Greece?

Why Greece?

Do you speak Greek?

Do you speak any other languages at all?

So how did you learn French?

Which other languages did you say you speak?

Do you speak Spanish well?

What about previous work experience?

You spent two summers working on a farm?

What other jobs have you done?

In a casino?

Are you old enough to work in a casino?

4 Stress in compound adjectives

1, 2 **T3.4a**

- a left-handed
- b self-centred
- c badly-dressed
- d well-behaved
- e quick-tempered
- f overweight
- g broad-minded
- h good-looking

3 **T4.1b**

- a dishonest
- b unreliable
- c impolite
- d immature
- e informal
- f illegal
- g legal
- h dissatisfied

- a We often use *im-* with words beginning with the letters *p* or *m.*
- b We often use *il-* with words beginning with the letter *l.*
- c We often use *ir-* with words beginning with the letter *r.*

- dishonest
- impolite
- immoral
- illegal
- immature
- irresponsible
- unacceptable
- unreliable
- irrational
- dissatisfied
- illogical
- unreasonable
- impossible

5 Opposites with *dis-*-, *il-*-, *im-*-, *in-*-, *ir-*-, and *un-*

- a dishonest  i illogical
- b unreliable  j immoral
- c impolite  k incorrect
- d immature  l unreasonable
- e informal  m irresponsible
- f illegal  n unacceptable
- g legal  o impossible
- h dissatisfied
2 Pronunciation of the letter o
a) both /əʊ/  
b) women /əʊ/  
c) polish /əʊ/  

b) yes d) yes f) yes

2 Sentences with and without the indefinite article
1 a, b, c, f, g, i, l

3 Wh-questions with up intonation
a) Last Monday.
b) I was unemployed.
c) One or two.
d) Just a short time.
e) From a friend.
f) Selling make-up.

5 Homographs
1 a) Why do teenagers rebel against their parents?  
b) Can you sign this contract please?  
c) Today rebel forces attacked the capital.  
d) Blood vessels contract in cold weather.  
e) James Dean was a 1950s rebel.  
f) Our firm specializes in contract law.

2 a) nouns  
b) verbs

3 a 2 d 3 g 8  
b 1 e 5 h 7  
c 4 f 6

Unit 5
1 ‘Dark’ /ɜ/ and ‘clear’ /ʌ/
1 a 2, 1 d 2, 1
b 1, 2 e 2, 1
2 1, 2

3 Special stress
1 a) ‘Have Ben and Ellen gone home?’
   ‘Ben has, but I think Ellen’s still here.’
b) ‘I’m sorry I can’t go shopping with you this afternoon – I’ve still got a lot of work to do.’
   ‘You could go if you wanted to!’
c) ‘What’s the matter? You look really fed up.’
   ‘I’m just so annoyed with Philip, you’ll never guess what he’s done now.’
d) ‘Is this your coat?’
   ‘No, that one’s mine.’

2 disagree b) contradict d) emphasize c

3 a) It said $4 on the sign over there!
b) I do, and the children do, but my husband doesn’t very much, he gets bored.
c) It was hilarious, wasn’t it? We were killing ourselves with laughing!
d) You might, if you did a bit of studying.
e) Not again! I only changed it last week!
f) Thirty-five, unfortunately!
g) I will finish it, honestly, Mum ...
   ... later ...
   h) Thank you for coming!

5 Words ending in -ion
2 The stress is on the next to last syllable. -ion is pronounced /ɪən/.

3 a) short long
   a /æ/ /ə/  
   b fashion occupation communication
   c /æ/ /ə/  
   e profession completion
   d /æ/ /ə/  
   e up and down
   f odds and ends
   g /ə/ /æ/  
   f better and better
   g on and on
   h worse and worse
   i backwards and forwards
   j now and again

Key 57
4 If there is one consonant between the stressed syllable and the -ion suffix, then the vowel sound is long.
If there are two or more consonants between the stressed syllable and the -ion suffix, then the vowel sound is short.

Unit 6

1 The sound /ŋ/ (and /n/, /ŋ/,
/ŋk/, and /ndʒ/)
1.4 4.1
a thing c pink e bang
b win d sink f banner

4.5 4.1d
a Aunt Angela banged her ankle
while dancing a tango with
Uncle Frank at a Birmingham
skating-rink.
b The Hong Kong banker
drinking gin in a singles’ bar
winked at the pretty young
woman who was singing
romantic songs.
c What’s that incredibly long
pink stringy thing on Angus
King’s tongue?

6 4.1e

| /ŋ/ | /ŋɡ/ | /ŋdʒ/
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>singer</td>
<td>anger</td>
<td>stranger</td>
</tr>
<tr>
<td>hanger</td>
<td>finger</td>
<td>danger</td>
</tr>
<tr>
<td>banger</td>
<td>stronger</td>
<td>challenger</td>
</tr>
<tr>
<td>longer</td>
<td>plunger</td>
<td>ginger</td>
</tr>
</tbody>
</table>

2 Silent letters g, k, and n
1 a signature c autumnal
b banknote
2 a When the letters gn come at the
beginning or the end of a word
but not the middle – g is silent.
b When the letter k comes before
the letter n at the beginning of
a word, k is silent.
c When the letter n comes after
the letter m at the end of a
word, n is silent.

3 a kneel d column
b autumn e knowledge
c foreign f sign

3 Unpronounced /d/, /b/, /ɡ/, /t/,
/p/, and /k/
3 a Rose is our youngest daughter.
b She’s wearing a red T-shirt.
c It’s a big computer company.
d His alarm clock goes off at
eight.
e I love ripe bananas!
f What are my job prospects?

4 Sentence phrasing
1 4.4b
1 a I got a card from my aunt,
who lives in Paris.
b I got a card from my aunt
who lives in Paris.
2 a The computer, which we
bought in July, was stolen.
b The computer which we
bought in July was stolen.
3 a The UK car plant
employees who protested
lost their jobs.
b The UK car plant
employees, who protested,
lost their jobs.
4 a Jason wanted to prepare
a meal which was unusual.
b Jason wanted to prepare a
meal, which was unusual.

2 4.4b
1 a I have only one aunt. I got a
card from her. She lives in
Paris.
b I have more than one aunt. I
got a card from the one
living in Paris.
2 a We have only one computer.
We bought it in July. It was
stolen.
b We have more than one
computer. One of our
computers was stolen – the
one we bought in July.
3 a Some of the UK car plant
employees protested. Those
people lost their jobs.
b All the UK car plant
employees protested. All lost
their jobs.
4 a Jason wanted to prepare an
unusual meal.
b Jason wanted to prepare a
meal. This fact was unusual.

5 -ed adjectives + /d/, /t/, /d/ (and exceptions)
1 a Boy: ‘I’m bored.’
Teacher: ‘I’m worried.’
b Boy: ‘She’s disgusted.’
Teacher: ‘I’m disappointed.’
c Boy: ‘I’m embarrassed.’
Parents: ‘We’re shocked.’

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bored</td>
<td>shocked</td>
<td>disappointed</td>
</tr>
<tr>
<td>worried</td>
<td>embarrassed</td>
<td>disgusted</td>
</tr>
</tbody>
</table>

3 a When -ed follows the sound /d/
or /t/, it is pronounced /ad/.
b When -ed follows a voiceless
c consonant sound apart from
/t/, it is pronounced /t/.
c When -ed follows a vowel
sound, or a voiced consonant
apart from /d/, it is pronounced
/d/.

4 4.4b
a wicked d rugged
b ragged e beloved
c naked f jagged

Unit 7

1 The sounds /θ/, /ʃ/, and /ɹ/
2 4.1b
a tie thigh sigh thigh
b sick tick thick tick
b theme team seem team
d path path past part
e tent tense tenth tense
f force fourth force fought

2 Pronunciation of s
1 4.2b
a /s/ b /z/ c /s/ d /s/ e /s/
2 a /s/ b /z/ c /s/ d /s/ e /s/

3 a expansion, extension /s/
b dose /s/
c disease, tease /z/
d insure /s/
e disaster /z/

-son is pronounced /s/ after
vowels (e.g. confusion), but /s/
after consonants (e.g. expansion).
-ose is usually pronounced /əuz/.
Exceptions: close (adj) /kləʊs/, dose /dəʊs/.
-ease is sometimes pronounced /ɪz/ (e.g. grease), and sometimes /ɪz/ (e.g. please). You have to learn each word separately.

-sure is usually pronounced /ʃər/, but it can be pronounced /ʃə/ (e.g. insure, ensure, assure) or /ʃə/ (e.g. pressure). You have to learn each word separately.

dis- is always pronounced /dɪs/ when it is a prefix that means 'the opposite of' (e.g. dishonest). In words where it is not a prefix, dis- is sometimes pronounced /dɪz/ (e.g. disease /drəˈziː/ and disaster /ˈdrəzəsr/).

3 Linking phrases with get

1  T7.3a
   a ‘Hurry up and get ready, or you’ll miss the bus!’
   ‘Good, I hate school!’
   b ‘Why is it we always get lost when you drive?’
   ‘Because you can’t read the map.’
   c ‘Do you like your new job then?’
   ‘I didn’t much at first, but I’ve got used to it now.’
   d ‘You’re late!’
   ‘Sorry, I just couldn’t get away from the office.’
   e ‘Get in touch with me as soon as you get there, won’t you?’
   ‘Yeah, sure.’
   f ‘I’ll go and get everyone a drink, shall I? What do you want?’
   ‘I think I’ll have a beer, please.’

4 Stress in compounds with nouns and adjectives

1, 2  T7.4a
   a a mobile phone
   b corkscrew
   c personal stereo
   d vacuum cleaner
   e tin opener
   f portable TV
   g electric kettle
   h answering machine

3 a headphones
   b computer game
   c coffee maker
   d electric razor
   e dishwasher
   f washing machine
   g digital television
   h central heating
   i CD player
   j video recorder
   k fan heater

5 Stress in multi-word verbs and nouns

1 a get-together
   b a lookout
   c a breakdown
   d a getaway
   e a take-off
   f a sell-out
   g a round-up

2, 3  T7.5
   b Look out ... lookout
   c sell-out ... sold out
   d get together ... get-together
   e take-off ... taking off
   f rounds up ... round-up
   g got away ... getaway

2 Pronunciation of the letters e, a, and u

1 a left /l/  d women /w/  e being /ɪŋ/
   b make /meɪk/  e being /ɪŋ/
   c quiet /ˈkwest/  e being /ɪŋ/

2 a dance  e fabulous
   b anything  f agree
   c marriage  g village
d relations  h swap

4  T7.2e
   a Ms Guest plays the guitar.
   b Mr Lucas plays the flute.
   c Ms Duff often goes bungee-jumping.
   d Ms Hughes adores musicals.
   e Mr Bush is a Buddhist.
   f Ms Duff’s favourite season is summer.
   g Mr Bush loves puddings.
   h Ms Guest loves biscuits.
   i Ms Hughes wants to be a film producer.
   j Mr Lucas is mad about parachuting.

3 Modal verbs in fast speech

1 T8.3a
   a ‘The boss isn’t in today.’
   ‘No, I think she may be at a conference.’
   b ‘Has Sid put on some weight lately?’
   ‘No, he might be wearing a baggy suit, but I don’t think he’s put on any weight.’
   c ‘Has Erica left early?’
   ‘No, she can’t have gone home already. Her briefcase is still here.’
   d ‘Jon looks tired but pleased with himself this month.’
   ‘Yes, he must have been doing lots of overtime.’
   e ‘Where’s this year’s holiday rota?’
   ‘I’m not sure. Ms Armstrong in Accounts could have it.’
   f ‘Did you know that Derek’s retiring next week?’
   ‘He can’t be! He looks so young!’

Unit 8

1 The sounds /e/, /æ/, and /ʌ/

2 T8.1a
   a rabble  d nets  g truck
   b rebel  e gnats  h flush
   c rubble  f trek  i flash

4 T8.1b

<table>
<thead>
<tr>
<th>/e/</th>
<th>/æ/</th>
<th>/ʌ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy</td>
<td>man</td>
<td>courage</td>
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<td>leisure</td>
<td>plait</td>
<td>discussion</td>
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<tr>
<td>any</td>
<td>said</td>
<td>love</td>
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<tr>
<td>any</td>
<td>said</td>
<td>love</td>
</tr>
<tr>
<td>friend</td>
<td>met</td>
<td>love</td>
</tr>
</tbody>
</table>

Key 59
4 Exaggeration and understatement

1 T8.4

a A I'm absolutely parched, aren't you?
   B Well, I'm a bit thirsty, I must admit.

b A I'm absolutely ravenous, aren't you?
   B Well, I'm a little peckish.

c A I'm totally exhausted, aren't you?
   B Well, I'm quite tired.

d A I'm completely flabbergasted, aren't you?
   B Well, I'm a little surprised.

e A I'm utterly furious, aren't you?
   B Well, I'm a bit annoyed.

2 Speaker 1 shows strong feelings by:
   - choosing a very strong adjective
   - using an extreme modifier (absolutely, utterly, totally, completely)
   - using intonation which is very emphatic – starting very high and falling dramatically on the modifier and the adjective.
      (This is known as high fall intonation.)

Speaker 2 shows measured feelings by:
   - choosing a less strong adjective
   - using a moderate modifier (quite, a bit, a little)
   - using intonation which shows reservation – rising on the modifier, falling on the adjective, and rising at the end of the sentence. (This is known as fall-rise intonation.)

5 Stress in numbers: 30 / 13  
(with dates)

2 T8.5b

When you just list the -teen words the stress shifts to the first part of each word – the bit that is different: 'thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen…'.

When you say a -teen word as the first two digits of a date, the stress also shifts to the first part of the word: ‘seventeen seventy-five’.

3 a 1870 d 1918
   b 1930 e 1540
   c 1415 f 1719

4 a thirteen
   b seventeen
   c nineteen
   d eighteen
   e fifteen
   f sixteen

5 a When a -teen word is followed by a noun, the -teen word is stressed .
   b When a -teen word is not followed by a noun, the -teen word is stressed .

Unit 9

1 The sounds /ʊ/, /ʌ/, and /z/

2 T9.1b

Zen dare breeze clothing loathe ties doze lies day there she’s southern closing tide breathe those whizz load lied when she’d they lose with sudden then breed

The /z/ card had the first row of crosses.
The /d/ card was the last to have all the words crossed out.

2 The sounds /θ/, /ð/, /tʃ/, /dʒ/, /ʃ/, and /ʒ/

1 A How are Judith and Timothy Thorpe’s triplets?
   B Those three? Well … both Heather and Cathy are very healthy, but I think they’re having rather a lot of trouble with Matthew.

A With Matthew? What’s the matter with Matthew?
   B Teething troubles, I think, and then he won’t eat anything.
A Teething troubles? But how old are the triplets now?
B I think they're about thirteen months.
A Thirteen months? Oh, I thought they were a lot younger than that.
B No, they must be thirteen months because it was their first birthday at the end of last month — on the thirty-first ... or was it the thirty-first?
A Oh dear, and I didn't send them anything, not even a birthday card ... I wonder what Judith and Timothy thought?
B Don't distress yourself, dear, they didn't say anything to me ...

3 Polite intonation in indirect wh- questions

1 T9.3a
a Could you tell me how the photocopying works? 4
b Do you happen to know what time the library shuts? 5
c Do you have any idea what the capital of Jamaica is? 1
d Does anyone know where I can get a cup of coffee? 2
e Can you tell me where the history section is, please? 3

2 T9.3b
a Do you know where the encyclopedias are?
b Do you happen to know where I can get change for the photocopyer?
c Can you tell me which books I can borrow?
d Does anyone know how this computer works?
e Could you tell me which newspapers you keep?
f Do you have any idea where Georgia is?
g Does anyone know where the toilets are?
Unit 10

1 The sounds /ʃ/, /ʒ/, and /ʤ/
   a gin chin chin shin
   b jeers cheers shears shears
   c badge batch bash badge
   d jaw shore shore shore
   e marge march marsh march
   f jeep cheap sheep jeep

2 Pronunciation of the letters ch
   bunches character chalet
   catch Christmas machine
   charity echo moustache
   children mechanic parachute
   pinch school sachet
   yacht /jɒt/ has a silent ch and doesn’t fit into any column.

3 used to, be / get used to, and usually in fast speech
   a ‘What’s your favourite British drink?’
     ‘Well, I usually drink tea here
      in Britain. It’s better than
      British coffee.’
   b ‘Is there anything you find
      hard about life here?’
     ‘Well, I can’t get used to the
      weather!’
   c ‘Have you found it easy to
      adapt to the British way of life?’
     ‘In general yes, but I still find
      driving a car here difficult. I
      suppose it’s because I’m used
      to driving on the right, not the
      left.’
   d ‘Was there anything you found
      strange about Britain before
      you came here?’
     ‘Yes. I used to think double-decker buses were very strange
      before I came to London. But now I find them quite normal.’
   e ‘Did you find bacon and eggs
      for breakfast strange?’
     ‘Yes, but gradually I’m getting
      used to it. I like the bacon now,
      but I still find fried egg a bit
      heavy first thing in the
      morning.’
   f ‘Have your tastes changed in
      other ways since coming to
      Britain?’
     ‘Yes, back at home I didn’t use
      to drink warm beer, but now I
      drink it a lot and actually like
      it.’

2 Pronunciation of the letters ch
   a I can’t get used to it.
   b No, I’m used to it.
   c Well, I’m getting used to them.
   d I usually work on my
      pronunciation in each of my
      English classes.

4 Stress
   Superman depression
   dangerous amazing
   godmother deceptive
   magical defenceless
   telegram destruction
   incredible Cinderella
   astonishing radiation
   discovery sympathetic
   enjoyable transformation
   impossible

5 Rhyming words
   a rhyme climb
   b half laugh
   c sword gnawed
   d knee quay
   e wreck cheque
   f know though
   g who through
   h plant aunt
   i rustle muscle
   j bet debt
   k smile aisle
   l riot quiet

   2 T10.5b
   Superman’s Incredible Birthday
   Surprise
   Hello there, Superman,
   I’ve got a telegram
   Wishing you Happy Returns of
   the day!
   And there’s some kryptonite
   Here in this parcel, so
   Now you’re defenceless and can’t
   run away.
   a The dragon gnawed Saint
      George’s sword.
   b I gave my aunt a lovely plant.
   c He signed a cheque to buy the
      wreck.
   d If you’re in debt, you shouldn’t
      bet.
   e I fell on the quay and hurt my
      knee.
   f We’ll never know who wrote it,
      though.
   g Please be quiet and don’t start
      a riot!
3 Weak forms with past conditionals

1 a 12 b 11 c 14
2
3

2 T11.3
a He might not have skidded if
   the road hadn’t been icy.
b If we’d been going much faster, we might all have been killed.
c We couldn’t have afforded it if
   he hadn’t taken his credit card.
d If they’d searched more carefully, they might have
   found the jewels.
e Things would have been perfect if
   the engine hadn’t caught fire.
f If she’d gone by plane, it would have been simpler.
g We wouldn’t have crashed into
   him if he hadn’t braked suddenly.
h If I’d known what was going to
   happen, I probably wouldn’t have gone.

3 would have /wudəv/
   wouldn’t have /wudəntəv/
   might have /maitəv/
   might not have /mait nətəv/
   could have /kədəv/
   couldn’t have /kədəntəv/

4 Sample story:
   If I’d known what was going to
   happen, I probably wouldn’t have
   gone. But I didn’t know ... and I
   went.
   Just outside Vienna we hit some
   ice on the road, skidded, and
   crashed into the car in front. Well,
   maybe we wouldn’t have crashed
   into him if he hadn’t braked
   suddenly.
   Frank, our driver, was really
   angry with himself. Of course he
   might not have skidded if the road
   hadn’t been icy. Anyway, thanks to
   Frank we reached Vienna, but if
   we’d been going much faster, we
   might all have been killed.
4 He's head over heels in love with her.
   a(t) the eleventh hour
   day in, day out
I've turned over a new leaf.
he got out of the wrong side of bed
   they don't see eye to eye
   it cos(i) the earth
he hit(t) the roof

Unit 12

1 Sound symbol crossword puzzle

2 The name of the famous artist spelt out in the shaded column is Michelangelo Buonarroti.

2 Silent letter round-up

3 Assimilation

Rules:

4 Emphatic forms
Acknowledgements

The authors would like to acknowledge their debt to the writers of various standard pronunciation reference books, especially:

Ann Baker Introducing English Pronunciation
A. C. Gimson A Practical Course of English Pronunciation
Joanne Kenworthy Teaching English Pronunciation
Colin Mortimer Elements of Pronunciation
P. Roach English Phonetics and Phonology

Illustrations by:
Bob Dewar pp 12, 39 (library), 51
James Griffiths pp 10 (mirror), 30, 38, 46, 47 (faces)
Sophie Joyce pp 6, 18, 32 (objects)
Nigel Pease pp 7, 8, 9, 10 (rhyming cartoons), 11, 13, 14, 16, 19, 21, 22, 23, 24, 27, 29, 29, 31, 32 (connected speech cartoons), 33, 34, 35, 36, 37, 39 (sounds cartoon), 40, 41, 42, 45, 47 (dog), 43, 49, 52, 53

Commissioned photography by:
Gareth Boden p 15 (interview)

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Freelance art editor:
Diane Jones

Design by:
Newton Harris Design Partnership

Cover design by:
Rowie Christopher