



# PRONUNCIATION



## UNIT 1

### /s/, /z/, /ɪz/ sounds

- 1  1.18 Listen to the sentences.  
Gus makes **s** cakes **s** and sweets **s**. He works **s** hard and sleeps **s** a lot.  
James **s** enjoys **s** all kinds **s** of games **s**. He plays **s** a lot of football with his friends **s**.  
Liz's job is fun. She washes **s** and brushes **s** horses **s** and relaxes **s** by riding them.
- 2 Say the words with the /s/, /z/ and /ɪz/ endings.
- 3  1.19 Listen and repeat. Then practise with a partner.



## UNIT 2

### Contractions

- 1  1.27 Listen to the dialogue.  
TOM Here's your pizza, Jane.  
JANE That's not my pizza. I don't like cheese.  
TOM But Jane! They've all got cheese!  
JANE No they haven't. There's one without it.  
TOM You're right ... it's this one. Here you are.
- 2 Say the words in blue.
- 3  1.28 Listen and repeat. Then practise with a partner.



## UNIT 3

### Vowel sounds /ɪ/ and /i:/

- 1  1.36 Listen to the tongue twisters.  
Jill wishes she had fish and chips for dinner.  
Pete's eating meat with cheese and peas.  
Pete and Jill drink tea with milk.
- 2 Say the words with the short /ɪ/ sound. Say the words with the long /i:/ sound.
- 3  1.37 Listen and repeat. Then practise with a partner.



## UNIT 4

### -er /ə/ at the end of words

- 1  1.42 Listen to the tongue twister.  
Jennifer's father's a firefighter,  
Oliver's mother's a travel writer,  
Peter's sister's a lorry driver;  
And Amber's brother's a deep-sea diver.
- 2 Say the words with the weak -er sound (the schwa /ə/).
- 3  1.43 Listen and repeat. Then practise with a partner.



## UNIT 5

### Regular past tense endings: /d/, /t/ and /ɪd/

- 1  1.48 Listen to the dialogue.  
MUM What happened in the kitchen, Jack? It's a mess!  
JACK I started to make a cake; then I decided to make a pizza. I cooked all morning and cleaned all afternoon.  
MUM You cleaned? What did you clean?  
JACK My bedroom!
- 2 Say the past tense words with the /d/, /t/ and /ɪd/ endings.
- 3  1.49 Listen and repeat. Then practise with a partner.

## UNIT 6

### Stressed syllables in words

- 1  1.55 Listen to the sentences.  
Sarah's funny, cheerful and helpful.  
Jonathan's generous, confident and talented.  
Elizabeth's intelligent, adventurous and easy-going.
- 2 Say the two, three and four syllable words. Stress the words correctly.
- 3  1.56 Listen and repeat. Then practise with a partner.

## UNIT 7

### Vowel sounds: /ʊ/ and /uː/

#### 1 2.08 Listen to the dialogue.

LUKE Let's **look** in this **room**, **Sue**.  
 SUE Wow! It's got things from the **moon** in it.  
 LUKE **Look** at these **cool** **boots**! I saw them in our science **book**.  
 SUE We **should** take a photo for our **school** project, **Luke**.

#### 2 Say the words with the short /ʊ/ vowel sound. Then say the words with the long /uː/ vowel sound.

#### 3 2.09 Listen and repeat. Then practise with a partner.

## UNIT 8

### Strong and weak forms of *was* and *were*

#### 1 2.13 Listen to the dialogue.

GIRL **Was** she **shopping**?  
 BOY Yes, she **was**. She **was** **shopping** for **socks**.  
 GIRL **Were** they doing their **homework**?  
 BOY No, they **weren't**. They **were** **learning** to **surf**!

#### 2 Say the words with the /b/ sound. Now say the words with the /z/ sound. When *was* and *were* aren't stressed, we use the /ə/ sound. It's the same as /z/ but shorter.

#### 3 2.14 Listen and repeat. Then practise with a partner.

## UNIT 9

### Vowel sounds: /ɪ/ and /aɪ/

#### 1 2.21 Listen to the dialogue.

JILL I'd **like** to **live** **in** the **wild**. What about you, **Mike**?  
 MIKE I prefer a **city** **lifestyle**. I don't **like** **lions** or **tigers** – or **insects**!  
 JILL But **living** **in** the **wild**'s much more **exciting**!  
 MIKE Yes, **Jill** – and **it's** more **frightening**, too.

#### 2 Say the words with the short /ɪ/ vowel sound. Then say the words with the long /aɪ/ vowel sound.

#### 3 2.22 Listen and repeat. Then practise with a partner.

## UNIT 10

### Voiced /ð/ and unvoiced /θ/ consonants

#### 1 2.27 Listen to the dialogue.

BETH Look – **there's** **the** **theatre**.  
 HARRY **That's** not **the** right one, **Beth**.  
 BETH Well, it says, 'The **Fifth** Avenue **Theatre**'.  
 HARRY But we want **the** one on **Third** Street!

#### 2 Say the words with the voiced /ð/ sound. Then say the words with the unvoiced /θ/.

#### 3 2.28 Listen and repeat. Then practise with a partner.

## UNIT 11

### The /h/ consonant sound

#### 1 2.32 Listen to the dialogue.

DR HARRIS **Who's** next? Oh, **hello** **Harry**. **How** can I **help** you?  
 HARRY Well, Dr **Harris** – my **head's** very **hot**!  
 DR HARRIS Let me see ... does it **hurt** **here**?  
 HARRY Yes, doctor! That feels **horrible**!  
 DR HARRIS It's your **hat**, **Harry**. It's too small!

#### 2 Say the words starting with the /h/ consonant sound.

#### 3 2.33 Listen and repeat. Then practise with a partner.

## UNIT 12

### Sentence stress

#### 1 2.41 Listen to the stress in these sentences.

Car – plane – bike – train.  
 A car, a plane, a bike, a train.  
 A car and a plane and a bike and a train.  
 A car and then a plane and then a bike and then a train.

#### 2 Which words are stressed in every sentence? What happens to the other words?

#### 3 2.42 Listen and repeat. Then practise with a partner.