

PRONUNCIATION

UNIT 1

Intonation and sentence stress

- 1  1.12 Read and listen to the dialogue.

HENRY I know ... let's learn to **surf**!

LUCY That's a **great** idea!

HENRY Do you **think** so?

LUCY Of course! We'll need **lessons**.

HENRY I'll phone the **surf shop**!

LUCY It'll be **fun**... we should **definitely** do it!

- 2 Which words show that Lucy likes Henry's idea?

- 3  1.13 Listen and repeat the dialogue.

UNIT 2

Word stress

- 1  1.17 Read and listen to the dialogue.

SARAH Jack, I can't **believe** it! Do you **recognise** that man over there?

JACK I **suppose** it could be someone we **know**...

SARAH How could you **forget**? **Think**, Jack!

JACK Oh, yeah! Now I **remember**! He's on that TV quiz show.

SARAH That's right. It's called, '**Concentrate**'. I wonder what he's doing here?

- 2 How many syllables do the **blue** / **red** / **green** words have? Say these verbs, and stress the correct syllable.

- 3  1.18 Listen and repeat the dialogue.

UNIT 3

Words ending in /ə/

- 1  1.22 Read and listen to the dialogue.

JOE Why don't we go to the cinema? We can see The **Monster** in the **Computer**. Tammy **Baker** plays the **monster**.

TESS Well... there's also **River Adventure**. Tom **Webster**'s a **doctor** in it.

JOE I know he's a better **actor** than Tammy **Baker** but **River Adventure** is a lot longer. If we see the shorter **film** we can have dinner **after**.

TESS Okay; it looks much **funnier**, too. And let's go to the **Super Burger** for dinner!

- 2 Say the words ending in the short /ə/ sound.

- 3  1.23 Listen and repeat the dialogue.

UNIT 4

The short /ʌ/ vowel sound

- 1  1.31 Read and listen to the poem.

My little **cousin** from **London**'s **coming** on **Monday**.
She's **young** and **lovely** – and very **funny**.
She **loves** the **sun** and **running** and **jumping**.
She **doesn't** like **studying** or spending **money**.

- 2 Say the words with the /ʌ/ vowel sound in blue.

- 3  1.32 Listen and repeat the poem.

UNIT 5

been: strong /bi:n/ and weak /bɪn/

- 1  1.36 Read and listen to the dialogue.

JILL Where have you **been**? The party's already started.

PETE Shh! I've **been** hiding in the kitchen.

JILL We've **been** looking for you everywhere. We want to play a game.

PETE Well, I've **been** trying to find a bin to put this sandwich in. It's horrible!

- 2 Say the strong and weak forms of **been**, /bi:n/ and /bɪn/. What other word sounds like /bɪn/?

- 3  1.37 Listen and repeat the dialogue.

UNIT 6

/f/, /v/ and /b/ consonant sounds

- 1  2.04 Read and listen to the advertisement.

Visit the **b**eautiful **v**illage of **V**ictoria!
The **v**illage is surrounded **b**y **f**orests and **f**arms.
There's a **f**antastic **r**iver for **f**ishing.
You can **b**uy **s**ouvenirs and see **v**ery old **b**uildings.
There are **b**uses to the **b**each **f**rom **M**onday to **F**riday.
You'll **n**ever **f**orget your **v**isit to **V**ictoria!

- 2 Say the words with the /f/, /v/ and /b/ sounds.

- 3  2.05 Listen and repeat the sentences.

UNIT 7

Intonation of question tags

- 1  2.08 Read and listen to the dialogue.

SAM You do want to come, *don't you?*
 MAX I'm not sure. Jane's got those big dogs, *hasn't she?*
 SAM Yes, they're enormous! But they're very friendly.
 MAX Well I don't like dogs, *do I?*
 SAM You're not afraid, *are you?*
 MAX Of course not!

- 2 Look at the **blue question tags**. Circle the correct words in each sentence.

Sam *knows / doesn't know* the answer to his questions.
 His voice goes *up / down*.

Now look at the **red question tags**. Circle the correct words in each sentence.

Max *knows / doesn't know* the answer to his questions.
 His voice goes *up / down*.

- 3  2.09 Listen and repeat the dialogue.

UNIT 8

The /ju:/ sound

- 1  2.13 Read and listen to the dialogue.

TEACHER Hello **Stewart**! How are **you**? **You** used to be one of my best **students**!
 STEWART Hello, Mrs Jones. I'm studying **music** and computing at **university** now.
 TEACHER **Music** and **computing**! Isn't that an **unusual** combination?
 STEWART Not really. In the **future** I'd like to write **music** programs for **computers**. It's really **new** technology and very exciting.

- 2 Say the words with the /ju:/ sound.

- 3  2.14 Listen and repeat the dialogue.

UNIT 9

/tʃ/ and /dʒ/ consonant sounds

- 1  2.17 Read and listen to the dialogue.

CHARLIE If I could be anything, I'd **ch**oose to be a **j**ournalist. What about you, **J**ane?
 JANE **J**ournalism's a very **dangerous** **j**ob, **Ch**arlie. I'm going to be a **ch**ess player.
 CHARLIE You've **ch**anged your mind! You wanted to be a **Ge**ography **teach**er.
 JANE Yes. I've **ju**st **j**oined a **ch**ess club. My **coach** thinks I've got a good **ch**ance of becoming a **ch**ampion.

- 2 Say the words with the /tʃ/ and /dʒ/ sounds.

- 3  2.18 Listen and repeat the dialogue.

UNIT 10

/tʃ/ and /ʃ/ consonant sounds

- 1  2.23 Read and listen to the dialogue.

PAT Welcome to the **sh**ow. We're in the **kit**chen today with our **ch**ef, **Mit**chell.
 MITCH Hello. In this **demon**stration I'm making a **spe**cial **Ru**ssian **di**sh.
 PAT **Wat**ch carefully as our **Ch**ef **Mit**chell makes the **di**sh you see in this **pic**ture.
 MITCH **Pat**ricia, please put the oven at the right **temper**ature while I **ch**op the **ch**erries... now we add the **sug**ar – but you **sh**ouldn't use too **mu**ch! And now it's ready to **bake**.
 PAT And here's a **fin**ished one! It tastes **deli**cious!

- 2 Say the words with the /ʃ/ and /tʃ/ sounds.

- 3  2.24 Listen and repeat the dialogue.

UNIT 11

Intonation: rude or polite?

- 1  2.29 Read and listen to the dialogue.

CLERK Could you put that bag down over there, please.
 MR YOUNG Excuse me. Could you repeat that?
 CLERK Yes, could you put that bag down over there!
 MR YOUNG I mean, could you repeat that *politely*?
 CLERK I'm *terribly* sorry. Could you put that bag down over there, please.

- 2 Which sentences sound rude? Which polite?

- 3  2.30 Listen and repeat the dialogue.

UNIT 12

Silent consonants

- 1  2.34 Read and listen to the dialogue.

GUARD 1 Shh! **Li**sten! Someone's **ta**lking in the next room.
 GUARD 2 Yes, and at this **h**our the **ca**stle should be **em**pty.
 GUARD 1 We should **i**nvestigate. Or, erm, should we **w**rite a report?
 GUARD 2 I can't **a**nswer that. All I **k**now is that we **m**ustn't stay here another minute!

- 2 Say the words with the silent consonants in blue.

- 3  2.35 Listen and repeat the dialogue.