



# PRONUNCIATION


## UNIT 1

### Diphthongs: alternative spellings

- 1  1.07 Read and listen to the five tongue twisters. Notice the different spellings of the same sounds.
  - 1 Simon might've died when he climbed on the ice.
  - 2 Joe tiptoed alone through the snow.
  - 3 We stayed until late; when it rained we went straight away.
  - 4 When they got down from the mountain they found it was just out of town.
  - 5 The boys enjoyed the noise as the water boiled.
- 2  1.08 Listen, repeat and practise.

## UNIT 2

### Phrasal verb stress

- 1  1.13 Read and listen to the dialogue below.


GILLIAN Moving to France when I was 9 was tough. It **turned out** all right though. I soon made new friends.

SAM How long did it take you to **pick up** French?

GILLIAN About three months. I **hung out** with my French friends every day, so that helped.


SAM Do you ever **run into** them now?

GILLIAN **Run into** them? I don't live in France any more!
- 2 **Circle** the correct words.

Red indicates <sup>1</sup>primary / <sup>2</sup>secondary stress. Blue indicates <sup>2</sup>primary / <sup>1</sup>secondary stress. In two-part phrasal verbs, primary stress is usually on the <sup>3</sup>verb / <sup>1</sup>particle and secondary stress is on the <sup>4</sup>verb / <sup>2</sup>particle.
- 3  1.14 Listen, repeat and practise.

## UNIT 3

### Adding emphasis

- 1  1.18 Read and listen to the dialogue.

MILLIE Hannah's **such** a good tennis player! Did you see the match yesterday?



ROB Yes! It was **so** exciting!

MILLIE She didn't win, but she **did** play really well.

ROB It was **such** a pity she lost! She tried **so** hard.


MILLIE Yes, it was **such** a difficult match.

ROB I know. Anyway, I **do** think she's amazing!


- 2  1.18 Listen again. What is the effect of the words in **bold**?
- 3  1.19 Listen, repeat and practise.

## UNIT 4

### Pronouncing words with *gh*


- 1  1.23 Read and listen to the extracts from the 'Answers4U' web page. What do you notice about the pronunciation of *gh* in the words in **bold**?


PAUL At first I **thought** it wouldn't be a problem – but now I'm scared I'll only get **through** it with great difficulty.

SARAH Actually, the only **box** is the way we've been **brought** up to see problems. Try to stop seeing things as '**right**' or '**wrong**'. If you try an idea and other people **laugh** at it, that's their problem, not yours. Anyway, **enough** from me. I hope these ideas help!
- 2  1.24 Listen, repeat and practise.

## UNIT 5


### The schwa sound

- 1  1.29 Read and listen to a voicemail message, paying attention to the words in **blue**. Which sound do they all share?

Thank you for calling **the** Computer Now Helpline. **To** find out how **to** zip **a** file, upgrade **a** system **or** stream **a** video, press 1. **To** learn how **to** connect **to** wifi, browse **the** Internet or post **an** update, press 2. For all other enquiries, press 3.
- 2  1.30 Listen, repeat and practise.

## UNIT 6

### Linking words with /dʒ/ and /tʃ/

- 1  1.33 Read and listen to the dialogue.


JACK Would you like a cup of tea?

SALLY Do you know what? I'd really prefer coffee.

JACK Oh! Did you buy some when you went out?

SALLY No. Didn't you?

JACK Don't you remember? I told you we didn't have any coffee!

SALLY Do you know what? Tea sounds great!
- 2  1.34 Listen, repeat and practise.

## UNIT 7

### Intonation: encouraging someone

- 1  2.05 Read and listen to the dialogue.

BECKY Hi, Harry! You don't look very happy. What's up?

HARRY Well... I just failed my driving test.


BECKY Oh! That's too bad... but **don't let it get you down**. Plenty of people fail the first time!

HARRY Actually, it's not the first time.

BECKY Oh well, **look on the bright side** – you can only get better!

HARRY I suppose so... I just feel kind of stupid.

BECKY **It'll be all right!** You just need a bit more practice, that's all. **I know you can do it!**

- 2  2.05 Draw arrows above the blue phrases to show how Becky's voice goes up and down.

- 3  2.06 Listen, repeat and practise.

## UNIT 8

### Weak forms with conditionals


- 1  2.11 Read and listen to the dialogue.


KIM Oh no! I forgot Mum's birthday! I **would've remembered** if I didn't have all these exams!

NELLIE Really, Kim... you **could've** written it in your diary.

KIM I **could've** done many things, Nellie. But that's not the point.

NELLIE You **should've** asked your dad to remind you! What are you going to do?

- 2  2.11 Listen again and **circle** the word in blue in which the /v/ sound in 've is pronounced. Why do you think this might be?

- 3  2.12 Listen, repeat and practise.

## UNIT 9

### Linking: intrusive /w/ and /j/


- 1  2.15 Read and listen to the dialogue.

ELLEN My parents tell me off all the time. They're always so angry with me!

EVAN Why don't you ask them to explain why they're upset? You might be able to change things ...

ELLEN Why do you always have to have a solution to everything, Evan? It's so annoying!

EVAN Don't be angry, Ellen. I'm only trying to help! You can be annoying too, you know!

- 2  2.15 Listen again and write a j or w above the underlined words to indicate which intrusive sound you hear.

- 3  2.16 Listen, repeat and practise.

## UNIT 10

### Linking: omission of the /h/ sound

- 1  2.20 Read and listen to the dialogue.


HELEN Hilary and Harry aren't speaking to each other.


HUGO What happened?

HELEN He hurt her feelings. He said he didn't like her new haircut.

HUGO How horrible! Did he mean to upset her?

HELEN Of course he didn't!

- 2  2.20 Listen again and underline the words in which the letter h is silent. Is it silent in stressed or unstressed words?

- 3  2.21 Listen, repeat and practise.

## UNIT 11

### Stress on modal verbs for speculation

- 1  2.27 Read and listen to the dialogue.

GINA I just watched a TV show that said aliens might have visited Earth.


NED Well... they might have, I suppose.

GINA It said that they may have built the pyramids!

NED It could be true – if they had the technology to get here in the first place.

GINA In fact, they may be in our town, right now!

NED Oh Gina! That's not very likely, is it?

- 2  2.27 Listen again, and colour the box black above the word which carries primary stress.

- 3  2.28 Listen, repeat and practise.

## UNIT 12

### Linking: intrusive /r/

- 1  2.34 Read and listen to the excerpts from a blog.


1 We're off on our adventure on Saturday.

2 We're going far away to explore amazing places.

3 We hope to learn more about our incredible Earth.

4 We'll remember our adventure for ever!

5 Join us on our adventure – follow our excellent blog!

- 2  2.34 Listen again and **circle** the pairs of words linked with the /r/ sound.

- 3  2.35 Listen, repeat and practise.