



# PRONUNCIATION


## UNIT 1

### Intonation: showing emotions

- 1  1.07 Listen to the speakers and decide if they are feeling angry (A), cheerful (C), disappointed (D), enthusiastic (E), puzzled (P) or sympathetic (S).
- 0 She can be mean to me, but she's still my sister. C
- 1 But you haven't got a ticket – how did you get in? —
- 2 The homework was difficult, so I'll give you an extra week. —
- 3 My cousin was going to phone but I still haven't heard from her. —
- 4 I need to move out, Mum. I want to be independent! —
- 5 I'm your best friend, Clara. Why didn't you tell me? —
- 2  1.07 Listen, repeat and practise.



## UNIT 2

### Different ways of pronouncing c and g

- 1 Look at the sentences, paying attention to the pronunciation of the letters c and g in blue. Write the correct phoneme /k/, /s/, /ʃ/, /g/ or /dʒ/ after each word.
- 0 There is concern (/k/, /s/) that teenagers (/dʒ/) are not getting (/g/) sufficient (/ʃ/) sleep.
- 1 Girls (/\_\_\_/) are especially (/\_\_\_/) in danger (/\_\_\_/) of not getting (/\_\_\_/) the necessary (/\_\_\_/) hours of sleep.
- 2 Experts agree (/\_\_\_/) that sleep and exercise (/\_\_\_/) are beneficial (/\_\_\_/) for your health.
- 3 The causes /\_\_\_/ of their anti-social /\_\_\_/ sleeping habits are biological /\_\_\_/, /\_\_\_/.
- 2  1.10 Listen, check and repeat.



## UNIT 3

### Unstressed words in connected speech

- 1  1.15 Read and listen to the dialogue. What do you notice about the pronunciation of the words in blue?
- JANE How **did you** meet **your** wife, Rob?
- ROB **It's a** funny story. **My** sister crashed into **her** car.
- JANE Really? **If** someone **had** crashed into my car, I don't think **we'd be** friends now.
- ROB Well, **my** sister wanted **to** apologise; **she** asked me **to** go with **her**.
- JANE **And** when **you** met Petra **it was** love **at** first sight!
- ROB That's right. **If it** hadn't **been for the** accident, **we** wouldn't **be** married now!
- 2 What types of word are unstressed?
- 3  1.15 Listen, repeat and practise.


## UNIT 4

### Telling jokes: pacing, pausing and punchlines

- 1  1.21 Read and listen to the ending of Joke 1 from the listening on page 41. What does **P** indicate?
- ... After about 20 minutes, he returned from the kitchen and handed her a plate of scrambled eggs.
- P** She stared at the plate for a moment and said, **P** 'I knew it. **P** You forgot my toast.'
- 2  1.21 Listen, repeat and practise. Can you tell a joke in English?



## UNIT 5

### Connected speech feature: elision

- 1  1.25 Read and listen to the sentences.
- 1 **Cheered by** thousands, he landed safely in an area full of **cardboard boxes**.
- 2 Gary has **leapt from** many tall buildings.
- 3 After the jump he said, 'I am **just so** relieved it's all over!'
- 2 Practise saying the linked words in blue.


## UNIT 6

### Modal stress and meaning

- 1  1.30 Read and listen to the sentences. One of the modal verbs in each pair of sentences is stressed and the other is not. Write S (stressed) and U (unstressed) in the boxes.
- 1 a I **may** watch the film tonight – I'll see how I feel. S
- b They **may** be rich and famous, but are they happy?
- 2 a I **might** go to the beach – but it looks like it could rain.
- b Kate **might** want to get a lift with us – it's a long walk to the beach.
- 3 a We **could** have a problem. We need to look into it.
- b My dad **could** solve most problems.
- 2 Circle the correct option to complete the rule. We stress the modal verb (rather than the main verb which follows it) when we want to emphasise *certainty* / *uncertainty*.
- 3  1.30 Listen, repeat and practise.



## UNIT 7

### Connected speech feature: assimilation

- 1  2.05 Read and listen to the sentences closely. In the pairs of words highlighted in **blue**, the final sound of the first word changes. How does this sound change in each sentence?
  - 1 'London **Bridge**' is a really good book – everyone's reading it.
  - 2 The **meditation class** was full, so I'm doing yoga instead.
  - 3 Listen to this all-**woman band** – they're brilliant!
  - 4 We had sunshine on the day of our **garden party**.
  - 5 After the robbery she saw a **green car** speeding away from the bank.
- 2 Practise saying the linked words in **blue**.



## UNIT 8

### Stress in multi-syllable words

- 1  2.09 Read and listen to the sentences. Underline all of the words with four or more syllables and draw a circle above the stressed syllable in each word.
  - 0 The work of Chester Nez was fundamental to winning the Second World War.
  - 1 Navajo is spoken almost exclusively by the Navajos and it is difficult for others to learn.
  - 2 The men developed a form of Navajo that would be incomprehensible to anyone else.
  - 3 Their accuracy was such that not one single mistake was made in all their communications.
  - 4 Their enormously important contribution is yet to receive the public recognition it deserves.
- 2  2.09 Listen, repeat and practise.


## UNIT 9

### Unstressed syllables and words: the /ɪ/ phoneme


- 1  2.13 Read and listen to the sentences, paying attention to the words in **blue**. Can you hear the /ɪ/ phoneme? This is often used in unstressed syllables and words.
  - 0 **Alex** was sitting in the **kitchen** when he heard that his mother had **been arrested**.
  - 1 Of the three **cases** I think the worst **miscarriage of justice** is the first one.
  - 2 **Imagine** – she was **convicted** because of a **bullet** the police found in her **pocket**!
  - 3 Since they had no **motive**, they must have **been** sent to prison because of **prejudice**.
- 2  2.13 Underline the unstressed /ɪ/ phonemes in the words in **blue**. Then listen and check.

## UNIT 10

### Lexical and non-lexical fillers



- 1  2.20 Read and listen to the extracts from the listening on page 95, paying attention to the fillers, shown in **blue**.
 

It turns out he was right – **huh** ... We spent time in eight different countries and saw, **like**, so many amazing things. Of course, it was expensive and **uh** ... I had to **like** beg my dad to lend me the money.

**Hmm** ... I never even considered going to university. **I mean**, I was always going to go straight out into the world and earn some money. My dad, **uh** ... **um** ... disapproved of my plans.
- 2 How can fillers help you when speaking?
- 3  2.20 Listen, repeat and practise.



## UNIT 11

### Intonation: mean what you say

- 1  2.27 Read and listen to the same sentence said in two different ways. Tick [✓] the sentence where the tone of voice is appropriate and cross [X] the sentence where it is inappropriate.
  - 1 a It's not a problem – don't worry about it, OK?  
b It's not a problem – don't worry about it, OK?
  - 2 a Don't let him get under your skin – he didn't mean it.  
b Don't let him get under your skin – he didn't mean it.
  - 3 a Calm down. Shouting won't do any good.  
b Calm down. Shouting won't do any good.
- 2  2.27 Listen, repeat and practise.

## UNIT 12

### Shifting word stress

- 1  2.30 Read and listen to the sentences, underlining the stressed syllable in each of the words in **blue**.
  - 0 a In order to reach an informed conclusion about something, it's important to **conduct** research.  
b She planned to research the **conduct** of teenagers in the classroom.
  - 1 a When giving a presentation, you must **project** your voice so everyone can hear you.  
b Jo's really excited about her science **project**.
  - 2 a The author was happy to sign the new **contract**.  
b Children in poorer countries **contract** illnesses which could be prevented.
  - 3 a We had to **record** our voices to practise our English pronunciation.  
b She broke a world **record** at the last Olympics.
- 2 Which syllable is stressed in the nouns? Which syllable is stressed in the verbs?
- 3  2.30 Listen, repeat and practise.