# PRONUNCIATION

#### UNIT 1

# /h/ or /w/ in question words

1 Nead and listen to the questions.

How old are you?
Where are you from?
What's your favourite food?
Who's your favourite football player?
Why do you like him?

- 2 Say the question words in blue.
- 3 1.19 Listen again and repeat. Then practise with a partner.

#### **UNIT 2**

### Vowel sounds – adjectives

1 Nead and listen to the dialogue.

TOM Mum's hungry.

JANE Mum? But why? Why is she angry?

TOM I said Mum's hungry. She wants a sandwich.

JANE Oh, ... OK. Well, Dad's angry.
TOM Does he want a sandwich, too?

JANE No! I said he's angry.

- 2 Which sounds are different in *hungry* and *angry*? Say them and make the differences clear.
- 3 1.28 Listen again and repeat. Then practise with a partner.

#### UNIT 3

#### this / that / these / those

1 No.36 Read and listen to the dialogue.

ANNA Can I have that cake, please?

ASSISTANT This one or that one?

ANNA That one – the chocolate one.

ASSISTANT That's a fruitcake, but these cupcakes

are chocolate.

ANNA Oh! Can I have two of those, then?

**ASSISTANT** Of course. Here you are.

- 2 Say the words that, this, those and these.
- 3 Listen again and repeat. Then practise with a partner.

#### **UNIT 4**

#### Word stress in numbers

1 Nead and listen to the dialogue.

TIM It's my sister's birthday today. She's thirteen.

JULIE Thirty! That's old!

TIM Thirty? No! I said, 'Thirteen'.

JULIE Oh, ... thirteen. She's the same age as me.

- Where is the stress on the red words? Where is the stress on the blue words?
- 3 1.48 Listen again and repeat. Then practise with a partner.

#### **UNIT 5**

## Present simple verbs – third person

1 1.54 Read and listen to the sentences.

Liz catches the bus to school every morning. She teaches French at a secondary school.

At 4.30 she finishes work.

After dinner, Liz washes the dishes.

Before she goes to bed, she **chooses** her clothes for the next day.

- 2 How many syllables are there in catch? How many syllables are there in catches? Say the words in blue.
- 3 1.55 Listen again and repeat. Then practise with a partner.

#### UNIT 6

# Long vowel sound /eɪ/

1 Nead and listen to the dialogue.

CUSTOMER I'm sorry I'm late. I have a table for 1.00.

WAITER That's okay. But Jane Grey's waiting for

you.

**CUSTOMER** OK. But I don't know her. Is she the girl

there, with the long **straight** hair?

WAITER No. Her hair's wavy and grey.

**CUSTOMER** Oh! The woman with the pink face? The

one eating cake?

WAITER Yes, that's her. I'll take you to the table.

- 2 Say the words in blue. Which vowel sound do they all have?
- 3 1.66 Listen again and repeat. Then practise with a partner.

#### UNIT 7

# Long vowel sound /ɔ:/

1 202.03 Read and listen to the dialogue.

**PAUL** Do you like sport?

Oh, yes, it's very important. I love LAURA

skateboarding.

So do I! Are there any more sports you PAUL

Well, I like all ball games. Hmm ... what LAURA

time is it, Paul?

**PAUL** It's quarter to four, Laura.

I have to go. I'm playing football at four. LAURA

- Say the words in blue. Which vowel sound do they all have?
- Listen again and repeat. Then practise with a partner.

#### **UNIT 8**

## Intonation – listing items

1 2.17 Read and listen to the dialogue.

I'm going shopping. Do you want anything?

Yes, Mum! I need a T-shirt. Oh, and some BRAD

socks, please.

MUM

OK. A T-shirt and socks ... Actually, I need a T-shirt, socks, trainers, a jacket and a baseball cap. **BRAD** 

MUM A T-shirt, socks, trainers, a jacket and a baseball

cap. I think you need to come with me!

- 2 Brad wants a T-shirt, socks, trainers, a jacket and a baseball cap. Circle the arrows to show when his voice goes up and when it goes down.
- 2.18 Listen again and repeat. Then practise with a partner.

#### UNIT 9

# Intonation – giving two choices

1 Read and listen to the dialogue.

Would you like salad or soup? WAITRESS

Salad, please. MIKE Chicken or fish? WAITRESS

I think I'll have fish today. MIKE

Would you like dessert? WAITRESS

Yes, please! MIKE Cake or fruit? WAITRESS

Hmm ... I'll have the fruit. MIKE

And coffee or tea? WAITRESS Oh, coffee, please. MIKE

- 2 Circle the arrows in the dialogue to show when the waitress' voice goes up and when it goes down. Listen and check.
- 1)2.27 Listen again and repeat. Then practise with a partner.

#### **UNIT 10**

# Past simple regular verbs

1 2.35 Read and listen to the story.

My grandmother lived in the country. She walked to town to go to school. She finished school when she was twelve. She started working in a bottle factory. She worked in the factory until she married my grandfather. One day, she invented a machine that cleaned bottles. The factory wanted the machine and my grandparents were rich after that!

- The -ed ending is pronounced differently in the red and blue words. What's the difference?
- 102.36 Listen again and repeat. Then practise with a partner.

#### **UNIT 11**

## Past simple irregular verbs

Read and listen to the dialogue.

Could you ride a bike when you were **PETER** 

young, Grandma?

I certainly could, Peter. I went to school GRANDMA

on my bike. I put my books in the basket.

Could you swim? **PETER** GRANDMA Of course I could! **PETER** Were you good?

I was very good! I swam across the lake. GRANDMA

Look – here's a photo my father took

when I finished.

**PETER** Wow, Grandma. I couldn't do that!

- Say the past tense words in blue. What is the infinitive form of these verbs?
- Listen again and repeat. Then practise with a partner.

#### **UNIT 12**

# Word stress - comparatives

1 22.48 Read and listen to the sentences.

A plane is faster than a car.

A bike is slower than a train.

A speedboat is quicker than a ferry. A bike is easier to ride than a horse.

- Find the comparative adjective in each sentence. Which syllable is stressed in each of these words?
- Listen again and repeat. Then practise with a partner.