



Unit 20

Consonant clusters at the ends of words

-  **1** Listen to these words. Do you hear the word in column A or the one in column B? Put a check in the correct box.

A		B		A		B	
1. belt	<input type="checkbox"/>	bell	<input type="checkbox"/>	6. card	<input type="checkbox"/>	car	<input type="checkbox"/>
2. field	<input type="checkbox"/>	feel	<input type="checkbox"/>	7. cold	<input type="checkbox"/>	code	<input type="checkbox"/>
3. start	<input type="checkbox"/>	star	<input type="checkbox"/>	8. needs	<input type="checkbox"/>	knees	<input type="checkbox"/>
4. nights	<input type="checkbox"/>	nice	<input type="checkbox"/>	9. fault	<input type="checkbox"/>	fall	<input type="checkbox"/>
5. built	<input type="checkbox"/>	bill	<input type="checkbox"/>	10. think	<input type="checkbox"/>	thing	<input type="checkbox"/>

- 2** Work in pairs. Your partner should say one of the words in each pair to you. Try to decide which one is being said. Take turns being listener and speaker.

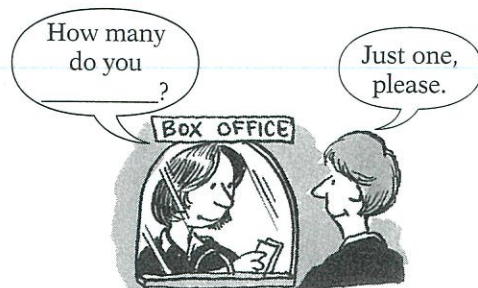
-  **3** Many English words end in the sound /n/ followed by another consonant. Listen to these words. Some of them end in the *sounds* /ns/, /nt/, or /nd/. If they do, write them in the table. If they don't, leave them out.

/ns/	/nt/	/nd/
since	want	friend

-  **4** Listen again. Repeat the words and check your answers.

- 5** Complete these conversations with words from the table. Then work in pairs and say the conversations together.





- 6** Repeat these words. Pay particular attention to the consonant clusters at the ends of these words.

elephant	adult	pleased	belt	waist	wasp	child
fox	toast	yourself	pants	amused	beans	arm
shorts	hand	orange	depressed	parent	boyfriend	
shocked	milk	cold	chest			

- 7** Work in pairs. From the words in the box in **6** find some ...

1. things you can eat or drink
2. things you can wear
3. parts of the body
4. animals
5. people
6. ways people feel

- 8** Compare answers with the rest of the class. For example:

There are four things you can eat or drink: ...

Unit 21

Syllabic consonants; more on consonant clusters at the ends of words

A SYLLABIC CONSONANT occurs when a consonant forms a syllable by itself after another consonant, without any vowel sound between them. The sounds /l/ and /n/ are the most common syllabic consonants.

- 1** In the words here, syllabic /l/ or /n/ comes after a /t/ or /d/ sound. Try to say the /l/ or /n/ without moving your tongue away from the roof of your mouth after the /t/ or /d/.



Repeat these words.

bottle	middle	little	hospital	what'll
button	eaten	didn't	garden	mountain





- 2** Now repeat these words. These words are also usually pronounced without a vowel sound between the two consonant sounds at the end.

special	terrible	eleven	listen	haven't	chemical
happen	cousin	bicycle	chicken	final	

- 3** Work in pairs. Complete these conversations using words from the boxes in **1** and **2**.

- | | |
|--|--|
| 1. A: Where's your _____?
B: She's in the _____.
A: What's the matter?
B: She fell off her _____. | 4. A: What's in this _____?
B: A _____.
A: What's it for?
B: Something _____! |
| 2. A: Have you _____?
B: No, I _____.
A: Would you like some _____?
B: Just a _____. | 5. A: When's your math _____?
B: At _____.
A: How do you feel?
B: _____. |
| 3. A: Press that _____.
B: This one in the _____?
A: Yes.
B: What'll _____?
A: Just _____. | |

-  **4** Listen and check your answers.
-  **5** Listen again. Repeat the conversations one line at a time. Then say the conversations together with your partner.
- 6** Ask other students these questions and note how many people give each answer. Read the questions and the choices. For example:

Which of these subjects did you like best in school – science, economics, art, or politics?

Pay particular attention to the pronunciation of the underlined parts of the words.

1. Which of these subjects did you like best in school?

_____ science _____ art
_____ economics _____ politics

2. Which of these colors do you like best?

_____ purple _____ orange
_____ pink _____ gold

3. Which of these activities do you like to do best in your spare time?

_____ watch television _____ read books
_____ play sports _____ garden

4. Which of these jobs would you rather have?

_____ journalist _____ artist
_____ politician _____ accountant

5. Where would you rather work?

_____ in a hospital _____ in a bank
_____ in a restaurant _____ outdoors

6. Which of these countries would you rather go to for a vacation?

_____ Egypt _____ Thailand
_____ France _____ Sweden

7. Which of these countries would you rather live in for the rest of your life?

_____ Egypt _____ Thailand
_____ France _____ Sweden

- 7** Report your answers to the rest of the class. At the end, decide which subjects, colors, and so on were the most popular.

Unit 22

Groups of consonants in the middle of words; simplifying final consonant clusters

Groups of consonants in the middle of words

- 1 Work in pairs. Some of the words in the box have the *sounds* /ks/, /ky/, or /kw/ in the middle. If they do, write them in the table. If they don't, leave them out.

accident occupation require record equal secure
success taxi vaccination account accent particular
frequent occur calculator liquid exercise

/ks/	/ky/	/kw/
accident	occupation	require

- 2 Listen and check your answers.

- 3 Listen again and repeat the words.

Fill in the spaces to make two rules about when to say the sounds /kw/ and /ks/.

- The letters ____ are usually pronounced /kw/.
- The letters *cc* are usually pronounced /ks/ before the letters ____ and ____.

- 4 Repeat these words. Pay attention to the underlined parts of the words.

taxi painting quietly computers practical
husband opinions airplane boyfriend raspberries
successful appliances frequently afraid equipment
scientist onions doctor atlas popular

- 5** Work in pairs. Choose words from the box in **4** to complete these sentences. The word you choose for each sentence should contain the sounds shown.

1. /kw/ We need some new equipment for the office.
2. /zb/ Have you met her new _____?
3. /nt/ It costs a lot nowadays to buy a good _____.
4. /tl/ Please play your records _____. The baby's asleep.
5. /ks/ I took a(n) _____ to the airport.
6. /fr/ Her _____ brings her flowers every day.
7. /ny/ I bought a pound of _____.
8. /kt/ She's studying to be a _____.
9. /py/ He's a very _____ actor.
10. /pl/ The price of the house did not include kitchen _____.

Simplifying final consonant clusters

- 6** Sometimes when more than two consonant sounds occur together at the end of a word, or across words, the middle consonant sound may be left out or almost left out. This happens especially to /t/, /θ/, /d/, and sometimes /k/.



Listen to these examples. Notice that grammatical endings like *-s* or *-ed* are *not* usually omitted.

ju s t one	ne x t February	Se n d me a card.
la s t Saturday	two-fi f ths	I a s ked a question.



- 7** Listen and write the missing word in the spaces in these sentences.

1. It _____ too much.
2. He _____ weights.
3. He _____ her to marry him.
4. I _____ know yet.
5. I don't think she _____ him.
6. How much is this _____ bracelet?
7. Six _____.
8. Let's stop for some _____ food.
9. Thanks, anyway. I'm _____ looking.
10. Can you come _____ Saturday?



- 8** Listen again. Repeat the sentences and check your answers.

- 9** Work in pairs. Write the sentences from **7** in the spaces in these conversations. Then say the conversations together.

1. A: *Let's stop for some fast food.*

B: Let's go to a real restaurant for a change.

A: *It costs too much.*

B: That's all you think about – money.

2. A: How does he stay in such great shape?

B: _____

A: Has he been doing that for long?

B: _____

3. A: _____

B: Two hundred dollars.

A: _____

4. A: _____

B: I don't think she'll accept.

A: Why not?

B: _____

5. A: _____

B: _____

A: Please try.

PART 4 Stress and rhythm

Every language has its own rhythm. The patterns of stressed and unstressed syllables in words and sentences help create the rhythm of English. Knowing about English rhythm will help you understand others more easily and speak more clearly.

Unit 23

Syllables and stress

1 Words can be divided into SYLLABLES. For example:

farm	has one syllable
be-gin	has two syllables
com-put-er	has three syllables
in-tel-li-gent	has four syllables

How many syllables do these words have? Write your answers in the spaces.

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1. furniture <u>3</u> | 6. collect _____ | 11. impossible _____ |
| 2. brought _____ | 7. anybody _____ | 12. electricity _____ |
| 3. blackboard _____ | 8. please _____ | 13. rabbit _____ |
| 4. examination _____ | 9. police _____ | 14. directions _____ |
| 5. remember _____ | 10. grandmother _____ | 15. good-bye _____ |

2 Listen and check your answers.

3 Each word has one syllable that is STRESSED more than the others. In this book, the syllable that is stressed in a word will be marked by a big circle. The other syllables, which have less stress or are UNSTRESSED, will be marked by small circles. The circles will be placed over the vowel sound in each syllable.

Listen to these examples.

○ ○
begin

○ ○ ○
computer

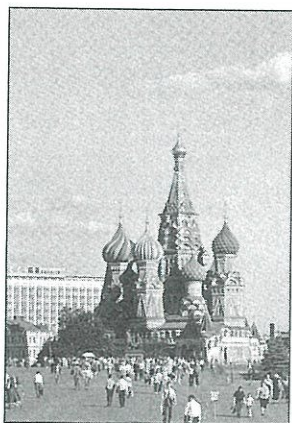
○ ○ ○ ○
intelligent

- 4 For each of the words in 1 that has more than one syllable, show the stressed syllable with a big circle and the other syllables with a small circle. For example:

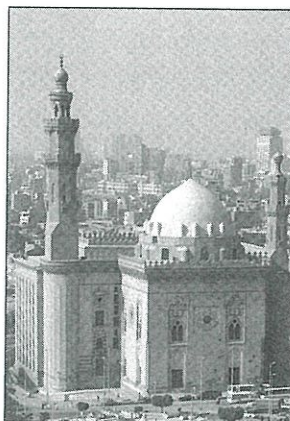
○ ○ ○
furniture

-  5 Repeat the words and check your answers.

- 6 Here are the English names of some capital cities. How many syllables are there in each name? Show which syllable is stressed in English.



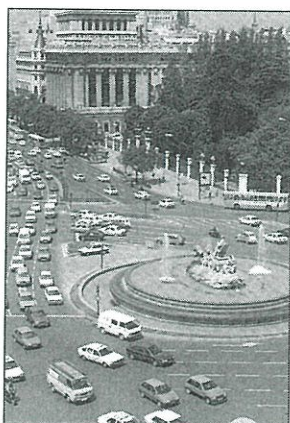
○ ○
Moscow 2



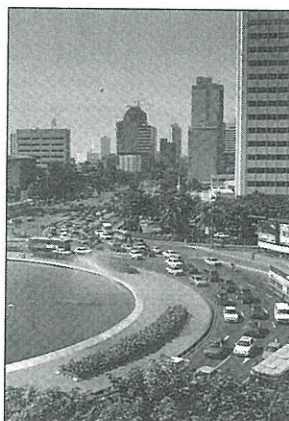
Cairo _____



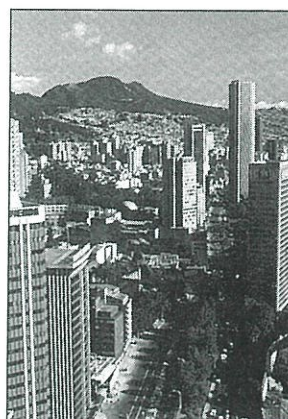
Tokyo _____



Madrid _____



Jakarta _____



Bogota _____

-  7 Repeat the names and check your answers.

- 8** Two words in each of these sentences have two syllables. Write ○○ or ○ to show their stressed and unstressed syllables.

At seven fifteen.

I was hoping to invite you.

I'll be away that weekend.

I'm a stranger here myself.

Have you ever been to Brazil?

What time does the movie begin?

Is the station far away?

I went to Rio in July.

- 9** Repeat the sentences and check your answers.


- 10** Work in pairs. Draw arrows to connect the sentences. Make four two-line conversations. Then say the conversations together.

Unit 24

Patterns of stress in words


1 In each line, four of the words have the stress pattern shown, and one has a different pattern. This is the *odd one out*. Work in pairs and try to find the odd one out in each line.

1. ○ ○ above, chicken, prepare, guitar, correct
2. ○ ○ under, dirty, handsome, Japan, reason
3. ○ ○ ○ exciting, tomorrow, November, injection, president
4. ○ ○ ○ appointment, popular, yesterday, politics, sensitive
5. ○ ○ ○ ○ unemployment, competition, supermarket, information, immigration

 **2** Repeat the words and check your answers.

3 How many syllables do these words have? Write your answer in the space.

- | | | |
|-----------------------|-----------------------|---------------------|
| 1. economics <u>4</u> | 6. biology _____ | 11. Italian _____ |
| 2. Chinese _____ | 7. photographer _____ | 12. September _____ |
| 3. August _____ | 8. chemistry _____ | 13. July _____ |
| 4. accountant _____ | 9. diplomat _____ | 14. Russia _____ |
| 5. Morocco _____ | 10. Arabic _____ | 15. Germany _____ |

 **4** Repeat the words and check your answers.

5 Work in pairs. Use the words in **3** to complete these conversations. Choose a word that matches the stress shown. Then say the conversations together.

1. A: What does she do?

○ ○ ○

B: She's a(n) _____.

4. A: Do you speak Spanish?

○ ○ ○

B: No, but I know some _____.

2. A: When are you going on vacation?

○ ○

B: In _____.

5. A: Where are you flying to?

B: First to France and then on to

○ ○ ○

_____.

3. A: I really liked history in school.

○ ○ ○ ○

B: My favorite subject was _____.

25 Unit

More practice: stress in numbers; stress in noun compounds

Stress in numbers



1 Listen to these sentences. Draw a circle around the number you hear.

1. 10:14 10:40

2. 15 50

3. 13 30

4. 17 70

5. \$1.18 \$1.80

6. \$19.00 \$90.00

7. 1916 1960

2 If you are not sure whether someone has said "30" or "13," "40" or "14," and so on, you should ask the person to repeat. These conversations show you how.



Listen.

A: He'll be [○]thir[○]ty tomorrow.

B: I'm sorry. Did you say [○]thir[○]ty or [○]thir[○]teen?

A: [○]Thir[○]ty.

A: She lives in apartment [○]four[○]teen.

B: I'm sorry. Did you say [○]for[○]ty or [○]four[○]teen?

A: [○]Four[○]teen.



Note that numbers ending in *-ty* (like *thirty* or *forty*) are stressed on the first syllable. Numbers ending in *-teen* (like *thirteen* or *fourteen*) are typically stressed on the last syllable when they are said on their own or at the end of a phrase or sentence.



3 Listen again. Repeat the conversations one line at a time.

4 Work in pairs to make similar conversations starting with these sentences.

1. Turn to page 17.
2. That will be \$30, please.
3. To get to the theater, take bus number 80.
4. I'll see you at 3:15.

Stress in noun compounds

5 A NOUN COMPOUND occurs when two words come together to form a new noun. The new noun is sometimes written as one word and sometimes as two words, but it is used and pronounced as a single word, with one main stress, usually on the first word in the compound.



Listen to these noun compounds.

- ☐ ☐
ice cream
- ☐ ☐
airplane
- ☐ ☐ ☐
living room
- ☐ ☐ ☐
newspaper
- ☐ ☐
blackboard




6 Listen to these phrases. Which contains a noun compound, the phrase in column A or the one in column B? Put a check in the correct box. Remember that a noun compound typically has strong stress only on the first part.

A		B	
1. a raincoat	<input checked="" type="checkbox"/>	a wool coat	<input type="checkbox"/>
2. a large office	<input type="checkbox"/>	the post office	<input checked="" type="checkbox"/>
3. a good driver	<input type="checkbox"/>	a cab driver	<input type="checkbox"/>
4. a long book	<input type="checkbox"/>	a notebook	<input type="checkbox"/>
5. a dining room	<input type="checkbox"/>	a dirty room	<input type="checkbox"/>
6. an office building	<input type="checkbox"/>	a modern building	<input type="checkbox"/>
7. a white house	<input type="checkbox"/>	the White House	<input type="checkbox"/>
8. a sleeping bag	<input type="checkbox"/>	a sleeping child	<input type="checkbox"/>

- 7** Mark the main stress in these noun compounds by using a large circle.

Shopping List

<i>paintbrush</i>	<i>toothpaste</i>
<i>alarm clock</i>	<i>measuring tape</i>
<i>shower curtain</i>	<i>dish towels</i>
<i>bookcase</i>	<i>cookbook</i>
<i>desk lamp</i>	<i>answering machine</i>
<i>orange juice</i>	<i>frying pan</i>
<i>tomato sauce</i>	<i>washing machine</i>
<i>can opener</i>	<i>garbage can</i>
<i>lightbulbs</i>	<i>salad dressing</i>

-  **8** Repeat the words and check your answers.

- 9** Jennifer and Jason are moving to a new house. They have made a list of things they need to buy, shown in **7**. Work in pairs and decide where they need to go to buy each thing. Choose from the stores in the box, or use your own ideas. Then report your decisions to the class.

department store hardware store supermarket
appliance store drugstore furniture store bookstore

Note: The store names have typical noun compound stress.

- 10** What is a good place in your community to do the things below? Discuss this with your class. What's a good place to . . .
1. buy a birthday card?
 2. get ice cream?
 3. make photocopies?
 4. get passport pictures?
 5. get a money order?
 6. buy a sleeping bag?
 7. buy sunglasses?
 8. buy a tape recorder?
 9. get a haircut?

Unit 26

Pronouncing unstressed syllables

- 1 In the words in the boxes, the stressed syllables have a large circle over them.



Listen to these pairs of words. Compare the way the underlined letters are pronounced.

A

land
men
office
faster
unless

B

England
firemen
official
breakfast
careless

- 2 The underlined vowel in the words in box B is /ə/, often called *schwa*. In an unstressed syllable, the vowel is often pronounced as a very short /ə/. In the following words, the stressed syllable has a large circle over it, and vowels pronounced /ə/ are underlined.



Repeat these words.

about famous suggestion photography instrument

- 3 Work in pairs. Put a large circle over the syllable with the main stress, put a small circle over the unstressed syllables, and underline the vowels pronounced /ə/.

1. completely

2. jealous

3. apartment

4. biology

5. excellent

6. machine

7. woman

8. women

9. success

10. distance

11. vanilla

12. question

 4 Repeat the words and check your answers.

5 In these words, the underlined part is pronounced /əɪ/. This is the same sound practiced in Unit 8, but here it is *unstressed*.

 Repeat the words.

answer forget remember visitor dollar picture

6 Work in pairs. Say a word in the box. Your partner should find a word in the box that means the *opposite* of the word you say.

higher	younger	faster	hotter	under	lighter
over	slower	older	richer	longer	poorer
shorter	sooner	harder	thicker	darker	
colder	lower	softer	later	thinner	

7 Compare answers with the rest of the class. For example:

higher and lower

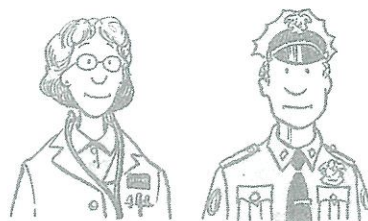
8 The last syllable in words that end in *-er*, *-or*, *-(i)an*, *-man*, and *-ant* is usually pronounced with /ə/.

 Repeat this list of jobs.

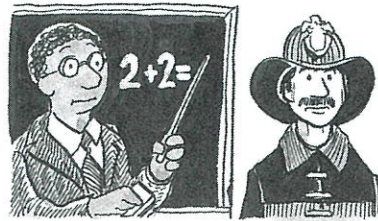
doctor	actor	photographer
teacher	hairdresser	optician
electrician	firefighter	
police officer	flight attendant	

9 Work with a partner. Read each pair of jobs and decide which worker you think earns more money. Then decide which job you think is more challenging.

1. A doctor or a police officer?



2. A teacher or a firefighter?



3. A photographer or an electrician?



4. A hairdresser or a flight attendant?



5. An actor or an optician?



10 Report your answers to the rest of the class.

Unit 27

Predicting stress in words

- 1** Word stress in English is complicated, but there are some simple rules that can be helpful. Write *N* for *noun*, *V* for *verb*, or *A* for *adjective* after these words.

carry V famous A daughter N husband _____
 forget _____ careful _____ modern _____ prefer _____
 frighten _____ kitchen _____ friendly _____ doctor _____



- 2** Listen to the words in **1**. Put a large circle over the stressed syllable and a small circle over the unstressed syllable in each word.

- 3** Now complete these sentences with the words in the box to get some simple rules for *two-syllable words* in English.

nouns verbs adjectives

Most _____ and _____ are stressed on the first syllable.
 Some _____ are stressed on the first syllable, and others on the second.

- 4** Many words in English have endings such as *-ion*, *-ity*, *-ic*, and *-ical*. These endings can help you figure out where the stress goes.



Listen to these words and put a large circle over the syllable that has the main stress.

1. decision 5. equality 9. magnetic 13. musical
 2. suggestion 6. possibility 10. scientific 14. medical
 3. institution 7. responsibility 11. enthusiastic 15. political
 4. identification 8. personality 12. democratic 16. psychological

5 Now try these words. Work in pairs. Put a large circle over the syllable that has the main stress in each word.

- | | |
|----------------|---------------|
| 1. invention | 5. electronic |
| 2. examination | 6. romantic |
| 3. ability | 7. practical |
| 4. opportunity | 8. physical |

 **6** Repeat the words and check your answers.

Complete this sentence to get a rule for words with these endings.

Words that end in *-ion*, *-ity*, *-ic*, and *-ical* usually have the main stress on the syllable _____ the ending.

7 Which of the adjectives in box A can be used to describe the nouns in box B?

Work in pairs. Discuss your answers with your partner and be ready to report back to the rest of the class. Report your answers like this:

You might say "a medical examination," but probably not "a medical personality."

A

romantic	medical
fantastic	electronic
scientific	enthusiastic
physical	political
musical	practical

B

question	suggestion
ability	discussion
invention	examination
personality	opportunity
composition	profession

 **8** Repeat these words and phrases.

generosity	punctuality	dependability	creativity	ambition
popularity	a good education	a pleasant personality	sincerity	
curiosity	a sense of humor	sensitivity	patience	
having the same opinions as you				

9 Which three qualities in the box in **8** do you think are the most important in ...

- | | | |
|-----------------------|-----------------|---------------|
| 1. a friend? | 3. a roommate? | 5. a teacher? |
| 2. a husband or wife? | 4. an employee? | |

Work in small groups and compare your answers.

Unit 28

Rhythm

- 1 Some very common words in English have two pronunciations, sometimes called their **STRONG** and **WEAK** forms. The table shows how the strong and weak forms of the words *to*, *and*, and *for* are pronounced.



Listen.

Strong form	Weak form
to /tu/	/tə/ I'm going <u>to</u> the mall.
and /ænd/	/ən/ or /n/ men <u>and</u> women; hot <u>and</u> cold
for /fɔr/	/fər/ Wait <u>for</u> me.

The weak forms of these words are much more commonly used than the strong forms. The strong forms are used only when the word has some special emphasis, or is said on its own or at the end of a phrase. Notice that weak forms usually contain unstressed /ə/. More practice of strong and weak forms is given in Part 7.

- 2 Read these sentences and decide which word – *to*, *and*, or *for* – might be missing from each one.



Listen to the sentences and write the word you hear.

- What's _____ dinner?
- I'll go _____ see.
- I have nothing _____ say.
- A hundred _____ forty.
- I'm going _____ Florida.
- I have _____ go.
- It's _____ you.
- Two _____ a dollar.
- My mother _____ father.
- I have a lot _____ do.
- Not _____ long.
- What's six _____ eight?

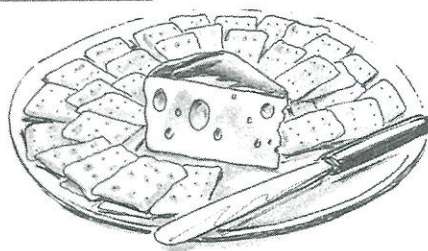



- 3 Listen again. Repeat the sentences and check your answers.

- 4** Which of these foods go together? Complete each phrase with a word from the box.

tomatoes eggs butter jelly crackers

1. bread and _____
2. bacon and _____
3. cheese and _____
4. lettuce and _____
5. peanut butter and _____



-  **5** Repeat the phrases and check your answers. Use the weak form of *and*.

- 6** Think of more phrases that describe foods that go together. Then talk about what you are going to eat. One student should be A, and the others B, C, and so on. Go around the class. Each student repeats the list and adds a phrase. For example:

A: I'm really hungry. When I get home I'm going to have some bacon and eggs.
B: I'm going to have bacon and eggs, and bread and butter.
C: I'm going to have bacon and eggs, bread and butter, and lettuce and tomatoes.

When the list becomes too long to remember, start again.


Unit 29

More on rhythm


The pattern of stressed and unstressed syllables in a sentence helps create the rhythm of the sentence.

-  **1** Repeat these sentences. Compare their rhythm.

1. Black or white? 2. Where are you from? 3. I go there a lot.


-  **2** Listen to these sentences. Are they like 1, 2, or 3? Write the numbers in the spaces.

What did she say? <u>2</u>	Milk and bread. _____
I hope you can come. _____	I'll call the police. _____
What do we need? _____	She told me to rest. _____
Here's your change. _____	Out to lunch. _____
Where'd he go? _____	So do I. _____
Give me your purse. _____	Thanks very much. _____

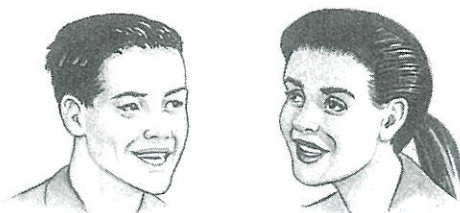
-  **3** Listen again. Repeat the sentences and check your answers.

- 4** Work in pairs. Draw lines to match the sentences. Make six two-line conversations. Then say the conversations together.

- 5** Work in pairs. One student should be A, and the other B.

-  Repeat each conversation one line at a time and then continue the dialog in the same way. Try to continue with the same rhythm as in the recording. The syllables to be stressed are in **bold** letters.

1. **When** should we **meet**?
 A: Should we **meet** on **Thursday**?
 B: I **can't** on Thursday.
 A: Well, **how** about **Friday**?
 B: I **can't** on Friday.
 A: Well, **how** about **Saturday**?
 B: I **can't** on Saturday.
 A: Well, **how** about **Sunday**?



2. **When** should we **go**?

A: Should we **go** in **January**?

B: I **can't** in January.

A: Well, **how** about **February**?

B: I **can't** in February.

A: Well, **how** about **March**?

3. **What** should we **have** to **eat**?

A: **Why** don't we have **fish**?

B: I **don't like** fish.

A: Well, **why** don't we have **chicken**?

B: I **don't like** chicken.

A: Well, **why** don't we have **beef**?

- 6 Work in pairs and write one more similar conversation called "Where should we go?" Practice it and then perform it for the rest of the class.

30 Unit

Rhythm and moving stress


- 1 Look at this picture of the students in an English language class. The students' occupations are written next to them. Find out their nationalities.



Listen to the teacher talking about the class and write words from the box in the spaces.

Chinese
Polish
Taiwanese
Spanish
Vietnamese
Japanese
Italian
Colombian



-  **2** Listen to some of the words used by the teacher in the conversation. Put a large circle over the syllable that has the main stress.

Japanese Chinese Taiwanese Italian
Polish Spanish Colombian Vietnamese

-  **3** Listen again. Repeat the words and check your answers.


- 4** In some words, stress can move to a different syllable. This usually happens if another stressed syllable follows the word. For example:

He's Japanese. but He's a Japanese doctor.

Which of the other nationality words have this MOVING STRESS?

-  Listen and put a check next to the words with moving stress.

1. Japanese ☒
2. Polish ☐
3. Chinese ☐
4. Spanish ☐
5. Taiwanese ☐
6. Colombian ☐
7. Italian ☐
8. Vietnamese ☐

-  **5** Many numbers also have this moving stress. Listen to this conversation. Notice how the *two* in *twenty-two* loses its stress when another stressed syllable follows it in a phrase.

A: Where does Jim live?


B: Maple Street.

A: What number does he live at?

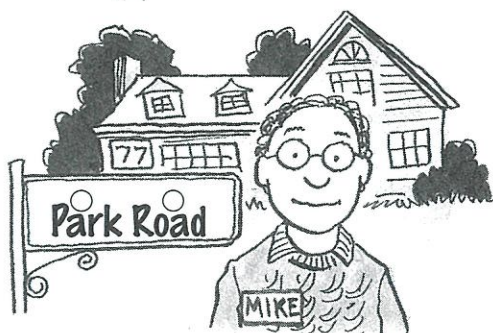
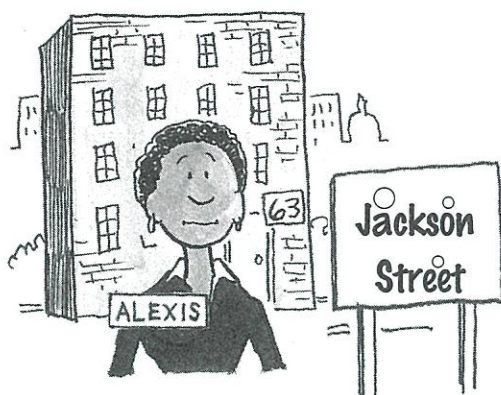
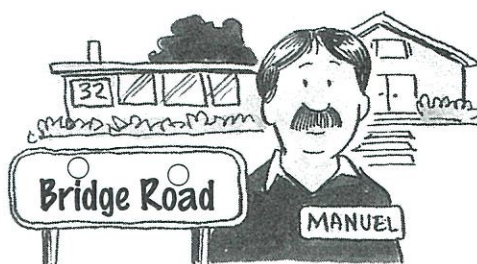
B: Twenty-two.

A: So his address is . . .

B: Twenty-two Maple Street.

-  **6** Listen again. Repeat the conversation one line at a time.

- 7 Work in pairs. Using these pictures, make questions and answers similar to those in 5.



PART 5 *Sounds in connected speech*

It is sometimes difficult to understand speakers of English when they are talking at normal speed – which can sound very fast! One reason for this is that the pronunciation of some words is different when they are said on their own, or in slow, careful speech, from when they are used in CONNECTED SPEECH. The units in Part 5 help you to understand and to practice connected speech in English.


Unit 31

Slow speech and connected speech

Understanding sentences in connected speech

 **1** Listen and complete these sentences. They are said at normal speed.

1. It's over there.
2. _____ five _____.
3. _____ seven.
4. _____ do _____?
5. _____ soon _____.
6. _____ think _____.
7. _____ good.
8. _____ bad _____.
9. _____ said _____.
10. _____ do _____ tomorrow.

 **2** Listen to the sentences again. This time they are part of short conversations. If there were any sentences in **1** that you didn't understand, try to figure out what they are from the CONTEXT.

Understanding questions in connected speech

3 Read the answers to questions, shown in the balloons.

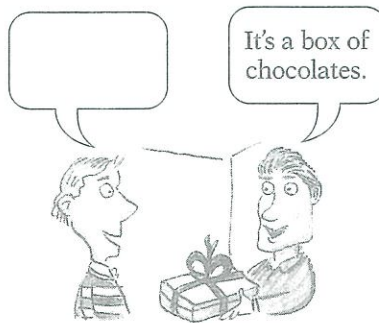


Listen to the questions and match them with the answers. Write the *number* of the question (for example, 1 or 5 or 8) in the space under the correct picture.



a. 8

I'm a doctor.



b. _____

It's a box of chocolates.



c. _____

About once a week.



d. _____

Just a few minutes.



e. _____

To a meeting.



f. _____

I don't feel very well.



g. _____

Yes, we went to school together.



h. _____

I'll have a cheeseburger.



4 Listen again. Write the questions in the balloons.



5 Listen to the conversations and repeat them one line at a time.

6 Work in pairs. Say the conversations together. Try to say them at the speed used in normal conversation.

Unit 32

Common words and phrases in connected speech

- 1** Some very common words have **WEAK** forms that are normally used in connected speech. (For more on weak forms, see Unit 28 and Part 7.) Read the sentences and decide what word might be missing from each one.



Listen and write the word you hear.

- | | |
|---------------------------|---|
| 1. Two _____ three. | 6. It's a container _____ ice cream. |
| 2. Call _____ ambulance. | 7. _____ they coming? |
| 3. On _____ off. | 8. Is that a picture _____ your sister? |
| 4. Saturday _____ Sunday. | 9. He wants _____ computer. |
| 5. Some _____ over here. | 10. Some _____ already paid. |



- 2** Listen again. Repeat the sentences and check your answers.

- 3** This table shows how the words you wrote in **1** are usually pronounced. Why are there two pronunciations for *of*?

/ə/	a, of
/ər/	or, are
/əv/	of, have
/ən/	and, an

Note: The sound /ə/ is pronounced as in *ago* or *driver*.

- 4** Features of connected speech are sometimes shown in informal written English. This is often true for the words of popular songs. What do you think the underlined words in these lines from pop songs would be in normal written English? Write your answers in the spaces.

- | | |
|--|-------|
| 1. I don't <u>wanna</u> say that I've been unhappy with you. | _____ |
| 2. All you've <u>gotta</u> do is call. | _____ |
| 3. 'Cuz I'm happy just to dance with you. | _____ |
| 4. I'm <u>gonna</u> getcha . . . I'm <u>gonna</u> meetcha. | _____ |
| 5. You <u>gotta</u> teach 'em 'bout freedom. | _____ |



5 Listen to these conversations. Write the missing parts in the spaces. Use the normal written form of the words and phrases that you hear.

- | | |
|------------------------------------|-------------|
| 1. A: <i>I've got to go now.</i> | 4. A: _____ |
| B: _____ | B: _____ |
| 2. A: _____ | 5. A: _____ |
| B: <i>I don't know.</i> | B: _____ |
| 3. A: _____ | 6. A: _____ |
| B: <i>No. When were they here?</i> | B: _____ |



6 Repeat the lines and check your answers.

7 Some words and phrases have **BLENDED** forms that are commonly used in connected speech. You do not have to use these pronunciations in your own speech, but you need to be able to understand them. For example, in some common expressions with *to*, the word *to* is blended with the word before it.



Listen to these examples:

got to ("gotta") – I've got to go now.
 want to ("wanna") – What do you want to do?
 going to ("gonna") – Are you going to go?
 have to ("hafta") – I have to work late.
 has to ("hasta") – She has to go to the doctor.

8 Practice making excuses. One student should be A, and the other students B, C, and so on. Say the conversation below, using your classmates' names. Then continue in the same way, adding a similar phrase when it is your turn to speak.

Use blended pronunciations of *want to*, *going to*, *have to*, and *has to*. What are some other excuses you can give?

A: We're going to see a movie tonight. Do you want to come?
 B: I can't. I have to work late.
 C: Mario has to work late and I have to go to the dentist.
 D: Mario has to work late, Shu-fang has to go to the dentist, and I have to get up early tomorrow.

When the list becomes too long to remember, start again.

- 9** Work in pairs. Make plans to do something one evening. Decide on something to do (for example, go to the movies or go out for dinner) and find a time when you are both free. Then find as many other students as you can to come with you. Write the names of students you ask and note whether or not they can come. If they can't, write the reason they can't.

Here are some phrases to help you:


We're going . . .
Do you want to come?
I'd like to, but I can't.
I have to . . .

Report the results to the rest of the class.

Unit 33

Linking words together: consonant + vowel

In connected speech, words are usually linked together smoothly without a break between them. This unit provides practice in linking a word that ends in a consonant sound with a word that begins with a vowel sound.

-  **1** Repeat these sentences. Make sure that you link the words together smoothly as shown.

- | | |
|-------------------------------|--|
| 1. An <u>hour</u> and a half. | 6. Neither <u>am</u> I. |
| 2. It's <u>upstairs</u> . | 7. Both <u>of</u> us. |
| 3. He's <u>an</u> actor. | 8. A <u>while</u> ago. |
| 4. I <u>found</u> it. | 9. That's a lot <u>of</u> money. |
| 5. <u>Just</u> a little. | 10. This <u>afternoon</u> at four <u>o'clock</u> . |

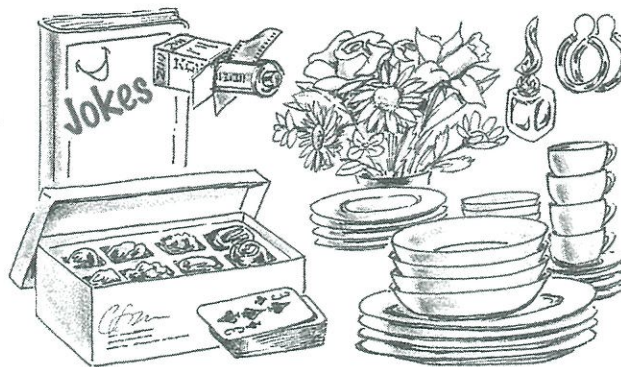
- 2** Work in pairs. Say the sentences to each other. Check that your partner is linking the words together.

- 3** Work in pairs. Choose five sentences from **1**. Write five two-line conversations. Each conversation should include one of the sentences you chose. For example:


A: *How long have you been waiting?*
B: An hour and a half.

- 4** Match the words on the left with the words on the right to describe what you see in the pictures.

a bottle
a pair
a box
a bunch
a set
a book
a deck
a roll



of flowers
of cards
of dishes
of earrings
of candy
of perfume
of film
of jokes

 **5** Repeat the phrases and check your answers. Make sure that you link the consonant sound at the end of the first part of the phrase with the vowel sound at the beginning of the word *of*.

6 Work in groups of three or four. Decide which of the things in **4** would be the best present for . . .

1. your mother
2. a girlfriend or wife
3. a teenager
4. a friend who is going on vacation
5. a friend who is in the hospital
6. someone who has invited you for dinner
7. a young couple getting married

You can give the same present to more than one person.

7 Work in pairs. Make a list of what you put on, take off, and so on. Use words from this box and try to think of more.

the radio	the stove	an application	a fire	your coat
a light	a car	the garbage	a bus	your clothes

- | | |
|-----------------------|------------------------|
| 1. You put on _____ | 6. You turn off _____ |
| 2. You put out _____ | 7. You turn up _____ |
| 3. You put away _____ | 8. You get on _____ |
| 4. You take off _____ | 9. You get in _____ |
| 5. You take out _____ | 10. You fill out _____ |

8 Report what you have written to the rest of the class. For example:

You put on your clothes.
You put out a fire.

Unit 34

Linking words together: consonant + consonant

This unit provides practice in linking a consonant sound at the end of a word with a different consonant sound at the beginning of the next word, as in *walk slowly*.

- 1 Match each word on the left with a word on the right to form a new word or phrase.

arrival	handed
drug	music
classical	time
left	store

truck	towel
orange	juice
dish	television
portable	driver

- 2 Repeat the phrases and compare them with your answers.
- 3 What other words can come before the words on the right in each box? Work in pairs to make three new words or phrases using some of the words on the right. Add words that end in a *consonant* sound. For example:

department store
pop music

- 4 Repeat these phrases and then listen to the conversation.

like them think they're
that's very it's true

A: Do you like them?
B: I think they're great.
A: That's very nice of you.
B: Really. It's true.

- 5 Repeat these phrases and then listen to the conversation.

is this this correct and this
this one I'm not not sure

A: Is this correct?
B: Those two are.
A: And this one?
B: I'm not sure.

 **6** Repeat these phrases and then listen to the conversation.

last Friday missed them
they'll be next March

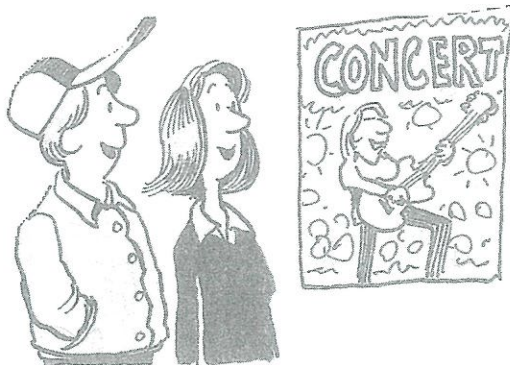
A: When were they here?
B: Last Friday.
A: Oh, no. I missed them.
B: They'll be back next March.

 **7** Repeat these phrases and then listen to the conversation.

was there this morning
Steve borrowed have keys
keys for we'd better

A: It was there this morning.
B: Maybe Steve borrowed it.
A: He doesn't have keys for it.
B: Then we'd better call the police.

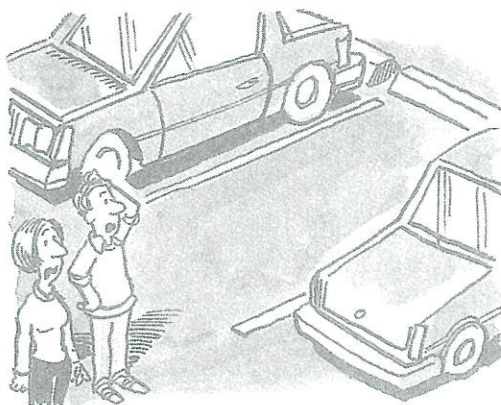
8 Match the conversations in **4** to **7** with these pictures. What are the people talking about in each conversation?



a. _____



b. _____



c. _____



d. _____

9 Work in pairs and say the conversations together.

Unit 35

More on linking words together with consonants

- 1 When the *same* consonant sound ends a word and starts the next word, as, for example, in a *right turn*, the consonant sound is usually pronounced only once, but slightly longer than usual.



Repeat the word in column 1, then repeat the word in column 2, and finally, repeat the two words together.

1	2	3
right	turn	We lost the game _____.
one	nothing	Is there _____ for the party?
black	car	The _____ called again.
enough	food	Make a _____ at the corner.
bad	dream	_____ on the couch.
more	rice	She was driving a _____.
let's	sit	Would you like _____?
same	man	A _____ woke me up.

- 2 Work in pairs. Write each phrase (for example, *right turn*) from columns 1 and 2 in the correct sentence in column 3. Then say the sentences to your partner.
- 3 When a consonant sound ends one word and a different consonant sound starts the next word, sometimes the pronunciation of the consonant at the end of the first word changes. This often happens in connected speech, especially when the consonants /t/, /d/, and /n/ are followed by the sounds /m/, /b/, /p/, /g/, or /k/.



Listen. Compare the words said on their own and in these sentences. Notice how the last consonant sound in the word changes.

clean – I have to clean my apartment.

need – We need more milk.

don't – Don't believe it.

own – She has her own car.



4 Repeat these phrases. Notice the change in the pronunciation of the consonant at the end of the first word.

- | | | |
|------------------|-----------------------|-----------------|
| 1. on Monday | 6. loud bang | 11. credit card |
| 2. ten people | 7. quite boring | 12. green car |
| 3. met Bob | 8. brown bag | 13. in Canada |
| 4. went back | 9. television program | 14. ran quickly |
| 5. seven million | 10. broken mirror | 15. felt bad |

5 Work in pairs. Write two sentences that include two or more of the phrases in 4. For example:

On Monday, I watched a television program about computers, but it was quite boring and I fell asleep.



6 Read your sentences to the rest of the class.

7 Sometimes two consonant sounds can be pronounced together as one different sound. This often happens in relaxed conversation when the consonant /t/, /d/, /s/, or /z/ at the end of a word is followed by /y/ at the beginning of the next word (especially in *you* or *your*).



Listen.

Don't forget your passport.
 tʃ
 You won't need your jacket.
 dʒ

You'll miss your train.
 j
 Don't lose your camera.
 ʒ



8 Repeat each word, first on its own and then with the word *your*.

forget need miss lose put

9 Work in pairs. Your college-age son or daughter is about to leave for vacation. Give him or her some advice. Use the words in 8 (*forget, need, miss, lose, put*) plus *your*.


Here are some other words and phrases to help you:

tickets	train	passport	gloves	jacket
plane	camera	address book	bathing suit	

Don't forget your . . .
You might need your . . .
Put your . . . in a safe place.
Don't put your . . . in your suitcase.
Don't lose your . . .
You'll need your . . .
You won't need your . . .
Hurry up, or you'll miss your . . .

Unit 36

Sounds that link words: /w/ and /y/

-  **1** You will hear a conversation between Joe and Mary Ann. Listen to the conversation and answer the questions.

1. When is Brian's birthday?

2. What present do Joe and Mary Ann decide to get him?

3. When are they going to have a party?

-  **2** Some of the words in the conversation are linked by a /w/ sound. Listen.

What about a new w umbrella? Yeah, let's do w it Saturday.

-  **3** Some other words are linked by a /y/ sound. Listen.

... free y on Saturday. ... Thursday y evening?

-  **4** Repeat these sentences. The words marked are linked by a /w/ sound.

- | | |
|---|--|
| 1. You know <u>w</u> it's Brian's birthday. | 6. How <u>w</u> about Thursday? |
| 2. Oh, I forgot all about it.
<u>w</u> | 7. He has an interview <u>w</u> on Friday. |
| 3. What about a new <u>w</u> umbrella? | 8. Yeah, let's do <u>w</u> it Saturday. |
| 4. He should just throw <u>w</u> it away. | 9. You <u>w</u> arrange the party. |
| 5. It won't be too <u>w</u> expensive. | |



5 Repeat these sentences. The words marked are linked by a /y/ sound.

1. It's Brian's birthday on Thursday.
y
2. We should buy him a present.
y
3. We really ought to have a
y party or something for him.
4. Do you have any ideas?
y
5. If we pay about \$20, we could
y get him something nice.
6. Why don't we invite a few friends?
y
7. What about Thursday evening?
y
8. More people will be free on Saturday.
y



6 Look at these sentences. Will the words marked be linked by /w/ or /y/? Write w or y under the linking mark.

No, I didn't.
w

He must be at the office.

Hi, Ann!

Go ahead.

There's no answer.

Did you see it?

Sunday afternoon.

When can you do it?

Can I try it?

Hi, how are you?



7 Repeat the sentences and check your answers.

8 Work in pairs. Draw arrows to match the sentences in **6**. Make five two-line conversations. Then say the conversations together.

Unit 37

Short sounds and disappearing /h/

- 1** In connected speech, the first syllable of words that begin with the unstressed sound /ə/ is often very short and may be difficult to hear.



Listen and compare these examples.

long – It's long. along – It's along here.
way – I'm going this way. away – I'm going away.



- 2** Listen to these conversations and write the words you hear in the spaces. Use the context to help you.

1. A: Where does she live?
B: Just _____ the street.
2. A: Do you think I'm right?
B: Yes, I _____ completely.
3. A: Can't you sleep?
B: No, I've been _____ for hours.
4. A: When did you move here?
B: Two years _____.
5. A: Don't you get lonely in that big house?
B: No, I like living _____.
6. A: Is the bank near here?
B: Yes. It's _____ five minutes _____.
7. A: Can I speak to David?
B: Sorry, he's _____ right now.
8. A: Have you seen my keys?
B: Yes, they're _____ here somewhere.

- 3** The sound /h/ at the beginning of some words is very short or may not be pronounced at all.



Listen to these examples.

Does he like it? What's her name?



4 Listen to these short conversations. The /h/ sounds are underlined. Draw a line through them if they are very short or not pronounced.

1. A: Have they found him?
B: Who?
A: The man who robbed your house.



2. A: Did he tell her what happened?
B: He did, but she didn't believe him.

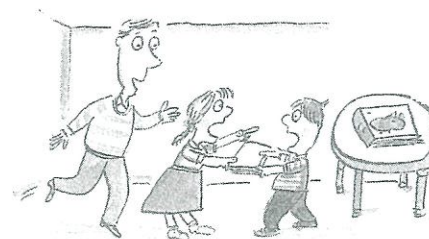
3. A: How's Henry these days?
B: Didn't you hear about his hear attack?

4. A: Did you call him?
B: He wasn't home. He must have left already.



5. A: It says here that the President's coming.
B: Where's he going to be?
A: Here.
B: Oh, I hope we'll be able to see him.

6. A: What are you children fighting about?
B: It's MY book.
C: HIS book's over THERE.
B: HER book's over there. This one's mine!



5 Find the words in **4** that are sometimes pronounced with the sound /h/ and sometimes without. When *is* /h/ pronounced in these words?

6 Work in pairs and say the conversations together. When the sound /h/ is dropped, make sure that you link the word to the word before it. For example:

Have they found him?


PART 6 Intonation

In Part 6, you will learn about the intonation, or melody, of English. Three things are important: whether a word is prominent or not, whether the voice rises or falls in pitch, and where this rise or fall begins.

Unit 38

Prominent words

In Part 4, you learned about stress in words. In this unit, you will learn about stress in sentences, called **PROMINENCE**. Words that are prominent are usually the words that the speaker thinks are the most important in the sentence.

-  **1** In these sentences, one word is prominent, or stands out from the rest. Listen and circle the prominent word in each sentence.

- | | |
|-----------------------|------------------------------|
| 1. <u>Thank</u> you. | 6. He's my uncle. |
| 2. I'm tired. | 7. He's an accountant. |
| 3. Chris did. | 8. It's raining again. |
| 4. It's getting late. | 9. She's in the living room. |
| 5. I'm sure she will. | 10. She told me about it. |

-  **2** Listen again. Repeat the sentences.

- 3** Match the answers in **1** with these sentences. In this exercise, prominent words are written in **CAPITAL LETTERS**. Note that in words with more than one syllable, even though the whole word is written in capital letters, only one syllable is actually prominent.

- | | |
|-----------------------------------|---------------------------------------|
| a. WHO cooked DINNER? <u>3</u> | f. Is THAT your FATHER? _____ |
| b. This is for YOU. _____ | g. Are you FEELING OK? _____ |
| c. WHAT does DAN do? _____ | h. What TIME is it? _____ |
| d. WHAT'S the WEATHER like? _____ | i. WHERE'S JESSICA? _____ |
| e. DONNA BOUGHT a HOUSE. _____ | j. Do you THINK she'll LIKE it? _____ |



4 Listen to the conversations and check your answers.

5 Work in pairs and say the conversations together. Make the words you circled in 1 and the words shown in capital letters in 3 prominent.

6 Any word can be prominent if the speaker thinks it is important in a sentence, but some kinds of words are much more likely to be prominent than others. The words that give the most information are most likely to be prominent. Look at these sentences from 1 and 3 again. The prominent words are shown in capital letters here.

What TIME is it?
I'm TIRED.
She TOLD me about it.
He's my UNCLE.
Do you THINK she'll LIKE it?
DONNA BOUGHT a HOUSE.

Notice the kinds of words that are prominent, and complete the rules below with the words from the box on the right.

1. Content words – for example, nouns (like *time*), verbs (like *told*), and adjectives (like *tired*) – are typically _____.
2. Grammar words – for example, pronouns (like *she*), articles (like *a*), and prepositions (like *about*) – are typically _____.

prominent
not prominent

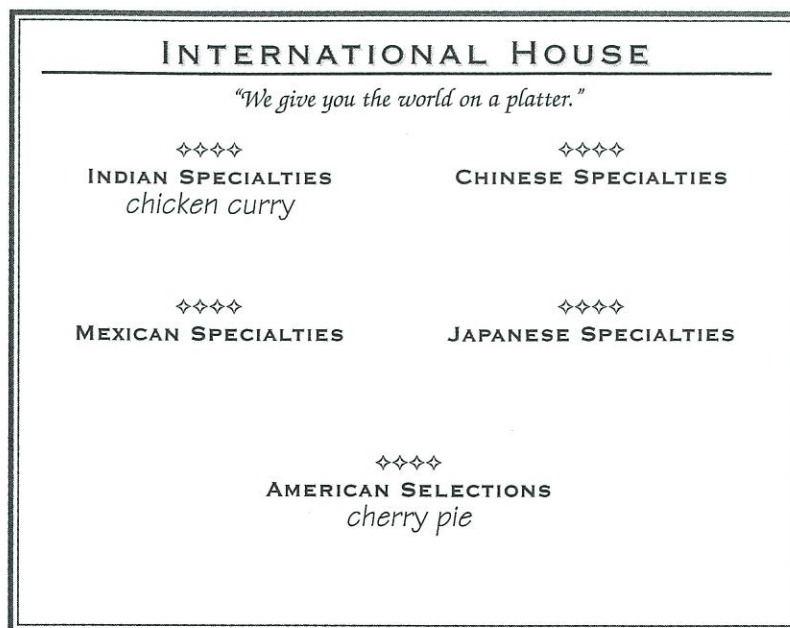
7 Match words in box A with words in box B. How many dishes are there that you might find in a restaurant? Where are these foods from? Decide if a dish is Indian, Mexican, Chinese, Japanese, or American and add it to the menu on the next page.



A

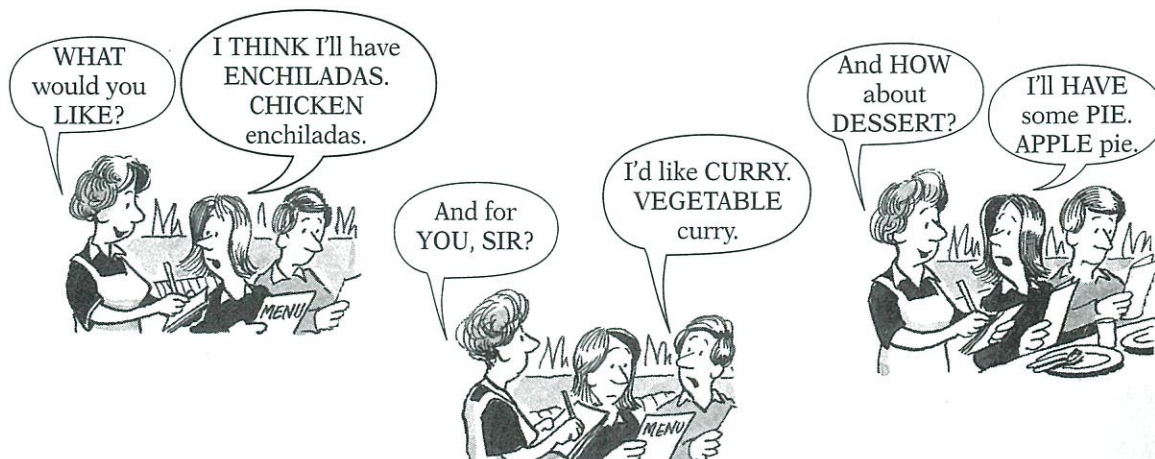
chicken
cheese
apple
shrimp
vegetable
cherry


B

tempura
curry
enchiladas
pie
lo mein



-  **8** Repeat the names of some of the dishes. Make both words prominent.
- 9** In the sentences shown in the pictures, the prominent words are in capital letters. Notice that the repeated word is not prominent. This often happens with repeated words.
-  Listen and repeat the sentences.



-  **10** Listen to this conversation. Then work in groups of three to make similar conversations.

39 Unit

Repeated words and prominence



- 1** Listen to these conversations. The prominent words are written in capital letters. Notice what happens to the word from the question that is repeated in the answer.

1. A: She LOOKS kind of TIRED, DOESN'T she?
B: YES, VERY tired.
2. A: Are you FREE on SUNDAY?
B: What TIME on Sunday?



Listen again to what A says. When you hear the tone, say B's part. Then listen and repeat what B says.



Continue in the same way, taking B's part.

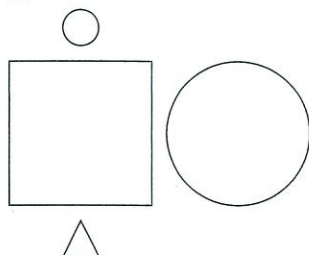
3. A: Do you have any in dark blue?
B: No, sorry, only light blue.
4. A: Are you feeling better?
B: Oh, yes. Much better.
5. A: Should we meet at one?
B: Can we make it a quarter after one?
6. A: And the winning number is 5-4-9.
B: That's my number.
7. A: Is he an artist?
B: Actually, a very good artist.
8. A: Did you say Tom was in the front yard?
B: No, the backyard.

- 2** Work in groups of three. Say the conversations in **1**. One student should take A's part, one should take B's part, and the third student should *monitor* what B says. Check particularly that the repeated word is not made prominent.

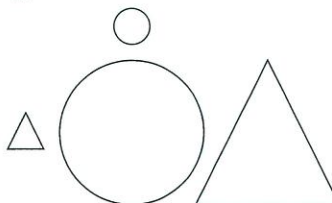


- 3** Listen. Which of the pictures on page 93 (a, b, or c) is being described? Circle the answer.

a.



b.



c.



- 4** Listen to these sentences. Underline the words in the boxes that are prominent.

In the middle
Above it

is a big circle.
is a small circle.

To the left of the big circle
To the right

is a small triangle.
is a big triangle.

What can you say about the repeated words?

- 5** Take a piece of paper and draw a picture similar to the pictures in **3**. It should be made up of big and small circles, squares, and triangles, and should include four or five shapes altogether. Don't let your partner see what you have drawn.

Then describe the picture to your partner. Your partner should try to draw what you describe on a separate piece of paper. When you have finished, compare your picture and your partner's drawing. Discuss any differences. Then repeat the activity, with your partner drawing a picture and describing it to you.

Here are some words and phrases to help you:

big
small

circle
square
triangle

to the left of
to the right of

under
above
between
inside

40 Unit

More on prominent and nonprominent words

1 Complete the conversations with words from the box.

us them there one him her he

- | | |
|--|--|
| 1. A: Do you want some grapes?
B: No, thanks, I don't like _____. | 5. A: Wasn't that Peter?
B: Sorry, I didn't see _____. |
| 2. A: Does Kathy know the answer?
B: I'll ask _____. | 6. A: I'm living in Boston now.
B: Do you like it _____? |
| 3. A: What do you think of California?
B: I've never been _____. | 7. A: Does she live on this street?
B: No, it's the next _____. |
| 4. A: This is my son, Nicholas.
B: How old is _____?
A: Three. | 8. A: Can I reserve a table for tonight?
B: Certainly. For how many people?
A: There'll be three of _____. |

2 Listen to the conversations and check your answers.

Notice that the words you have written are not prominent. Why do you think this is?

- 3 Work in pairs. Say the conversations. Make sure that the words you have written are not prominent.
- 4 At the end of a sentence, certain expressions of time are typically not prominent. These include words and phrases like *yesterday*, *today*, *tomorrow*, *soon*, *now*, *this morning*, and *last night*.



Listen. The expressions of time are underlined, and prominent words are written in capital letters.

- A: What's NEW?
B: I'm MOVING tomorrow.

A: I SPOKE to ANNA this morning.
 B: Oh, REALLY? How IS she?
 A: HOW did you get SUNBURNED?
 B: I WENT to the BEACH yesterday.

These time expressions can be prominent, however, if the speaker thinks that they are important in a sentence – for example, to focus on when something happened or will happen, to answer a question about time, or for contrast.



Listen again.

A: I HEAR you FOUND a NEW APARTMENT.
 B: YES. I'm MOVING TOMORROW.
 A: Have you SPOKEN to ANNA lately?
 B: YES. I SPOKE to her this MORNING.
 A: Do you WANT to go to the BEACH today?
 B: NOT REALLY. I WENT to the beach YESTERDAY.

5 Work in pairs. The time expression in the first line of each conversation is not prominent. Try to decide if the other time expression(s) in each conversation would be prominent. Put a check (✓) in the space if the expression would be prominent or a dash (–) if it would not be prominent.

1. A: I have to leave soon.
 B: Me, too. I have to get up early tomorrow. —
2. A: I'm living in Boston now.
 B: Have you been living there long?
 A: No. I moved there last week. ✓
3. A: What's for dinner tonight?
 B: Chicken.
 A: But we had chicken last night. —
4. A: Are you going away this weekend?
 B: Maybe. I'm not sure yet. —
5. A: Is it supposed to snow tonight?
 B: I don't know. I didn't hear a weather forecast today. —
6. A: I'm going back to school tomorrow.
 B: I thought classes started next week. —
 A: No, they start tomorrow. —

7. A: I didn't see you last week. Were you away?

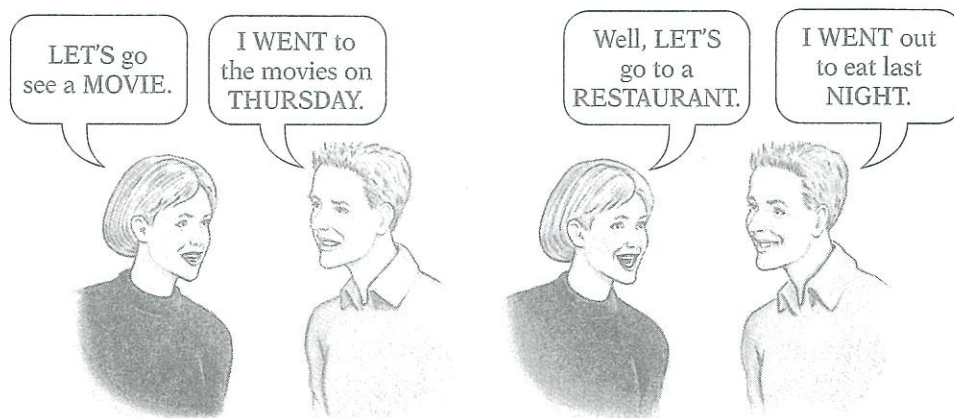
B: Yes. I just got back yesterday. _____

8. A: I hear you're going to Florida soon.

B: Yes, I'm leaving tomorrow. _____

 **6** Listen and check your answers. Then say the conversations together with your partner.

 **7** It is Saturday, and Melissa and Paul are talking about what to do. Listen. Prominent words are in capital letters.



Notice that Paul puts prominence on both what he did and when he did it. He puts prominence on the time expression to show why he doesn't want to do the same activity *now*.

 **8** Listen again. Repeat the conversations one line at a time.

9 Work in pairs. Make similar conversations using these phrases. Follow the same pattern used in **7**.

1. visit your sister
2. go to the theater
3. go for a walk
4. watch TV

saw Lynn/Wednesday
saw a play/Tuesday
went to the park/this morning
watched TV/this afternoon

Unit 41

Falling and rising intonation

- 1** In FALLING INTONATION in English, the voice *jumps up* on the stressed syllable of the last prominent word in the sentence, and then *falls* after that. If this syllable is at the very end, the voice jumps up and falls on the same syllable.



Listen to these examples. Prominent words are in capital letters. Notice how the voice falls at the end.

She's from CHICAGO. It's MINE. HELP YOURSELF.
I MET him at a PARTY. NOBODY TOLD him. WHERE do you LIVE?



Now listen to these examples. Notice how the voice *rises* at the end.

Are they HERE yet? Is this YOURS? READY?
Would you LIKE one? Nobody TOLD him? MAYBE.



- 2** Listen to these short sentences. The prominent words are in capital letters. Put a down-pointing arrow (↘) in the space if the voice jumps up and then falls at the end. Put an up-pointing arrow (↗) if the voice rises.

- | | |
|---------------------------------|-----------------------------------|
| 1. THANKS _____ | 9. HOW much IS it _____ |
| 2. My KEY _____ | 10. I DRINK it BLACK _____ |
| 3. CREAM _____ | 11. Are you going to BUY it _____ |
| 4. There's some CAKE left _____ | 12. In the KITCHEN _____ |
| 5. EIGHTY DOLLARS _____ | 13. WHAT _____ |
| 6. I'm HUNGRY _____ | 14. I FOUND something _____ |
| 7. Can't you GUESS _____ | 15. COFFEE _____ |
| 8. On the TABLE _____ | 16. It's TOO EXPENSIVE _____ |



- 3** Listen again. Repeat the sentences and check your answers.

- 4** Work in pairs. Arrange the sentences in **2** into four 4-line conversations. Use the intonation to help you. Write the numbers of the sentences in the correct order in the spaces.

- | | | | |
|----------|----------|-------------|----------|
| 1. A: 6 | 2. A: 11 | 3. A: _____ | 4. A: 15 |
| B: 4 | B: _____ | B: 13 | B: _____ |
| A: _____ | A: _____ | A: _____ | A: _____ |
| B: 8 | B: 5 | B: 2 | B: _____ |

-  **5** Listen to the conversations and check your answers. Then work in pairs and say the conversations together.

Focus on falling intonation

-  **6** Listen to this conversation.

A: WHAT'S your FAVORITE COLOR?

B: RED. WHAT'S YOURS?

A: MY favorite's BLUE.

Notice that all the sentences here – both questions and answers – have falling intonation. Questions that ask for new information and statements that give information often have falling intonation. (Questions that ask for new information begin with a question word such as *what*, *when*, *where*, *how*, or *who*.)

- 7** Work in pairs and talk about the things in the box. Use this pattern.

A: WHAT'S your FAVORITE _____?

B: _____. WHAT'S YOURS?

A: MY favorite's _____.

color	time of year	food	drink
city	restaurant	TV show	sport

- 8** Work in pairs. On a small piece of paper, write a question beginning with *who*, *what*, *when*, *where*, or *how many*. On another small piece of paper, write the answer to that question. The question should ask about an item of general (not personal) knowledge, and the answer should be complete. For example:

What's the capital of Colombia?

The capital of Colombia is Bogota.

Who invented the telephone?


Alexander Graham Bell invented the telephone.

How many legs does a spider have?

A spider has eight legs.

Put all the pieces of paper in a box and mix them up. Each student in the class should then take one of the slips of paper. Students should try to match questions and answers: A student who has a slip of paper with a question written on it tries to find the person who has the answer, and a student with an answer tries to find the person with the question.

Focus on rising intonation

 **9** Repeat these questions.

Are you  TIRED?

Are you  READY?

Should I  CLOSE the WINDOW?

Have YOU  seen my KEYS?

Could I  borrow a DOLLAR?

Wasn't that a  GREAT MOVIE?

Notice that all these questions are said with rising intonation on the recording. Questions that can be answered "yes" or "no" often have rising intonation in North American English.

10 Work in pairs. One student should be A, and the other B. Student A should ask one of the questions in **9**. Student B should answer with one of the questions below. Take turns being A and B. Practice saying all the questions with rising intonation.

Do you need it now?

Do I look tired?

Did you lose them again?

Are you cold?

Did you really like it?

Is it time to leave already?

 **11** Repeat the conversations and check your answers.

Unit 42

More on falling and rising intonation

Asking someone to repeat

- 1 Rising intonation is often used to ask someone to repeat what he or she said.



Listen to these examples.

What did you say?

Say that again?

Excuse me?

- 2 You can use rising intonation in questions beginning with a question word (such as *when*, *where*, or *who*) to ask about information you did not hear or understand.



Listen to these conversations. Notice the difference in intonation in the questions. Prominent words in the questions are in capital letters.

A: I'm going to China in the fall.

(asks for repetition)

B: WHEN are you going?

A: In the fall.

A: I'm going to China in the fall.

B: WHEN are you GOING? (asks for new information)

A: In October.



- 3 Listen to the conversations again and repeat B's questions.



- 4 Listen to the intonation of the question in each of these short conversations and try to decide which answer should follow it. Put a check in the correct box.

1. A: I'm going to California next week.

B: Where?

A: ☒ California.

☐ San Francisco.

2. A: We're moving to New York next month.

B: When are you moving?

A: ☐ Next month.

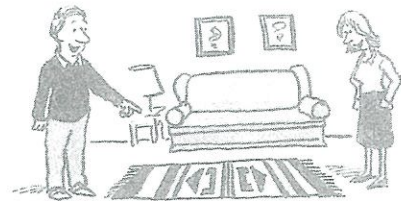
☒ On the fifteenth.

3. A: I bought that rug in Mexico.

B: Where?

A: ☐ In Mexico.

☐ In Mérida, at an outdoor market.



4. A: I tried to call you last night.

B: When?

A: ☐ Last night.

☐ Around nine o'clock.

5. A: Richard left a present for you.

B: What?

A: ☐ I said, Richard left a present for you.

☐ I don't know. It's in a box.



6. A: My mother works in an office.

B: What does she do?

A: ☐ She works in an office.

☐ She's a receptionist.

7. A: I have an appointment on Tuesday.

B: When is your appointment?

A: ☐ On Tuesday.

☐ Eleven o'clock.

8. A: Someone I work with gave me this cassette.

B: Who?

A: ☐ Someone I work with.

☐ Linda Novak.

- 5 Work in groups of three to practice the short conversations in 4. One student should take A's part, one student should take B's part, and the third student should *monitor* the questions and answers. Student B can use either rising or falling intonation in the questions. Student A should give the correct response, depending on which intonation B used. Take turns being A, B, and the monitor.

Giving choices

- 6 Michael is asking Nora to buy some things at the supermarket. Notice how Nora's voice rises on the first choice and falls on the second choice in her question.



Listen.

Michael: Can you get some cornflakes?

Nora: Do you want a large or small box?

Michael: A small one.



- 7 Listen again. Repeat the conversation one line at a time. Prominent words are in capital letters. Notice that words are prominent when there is a choice or a contrast.

Can you get some **CORNFLAKES**? — Cornflakes – not coffee or yogurt or bread, etc.

Do you want a **LARGE** or **SMALL** box? — Not prominent because there is no choice; you normally buy cornflakes in a box

Large, not small Small, not large

A **SMALL** one.
Small, not large

- 8 Work in pairs and make similar conversations. For example:

A: Can you get some bread?
B: Do you want a large or small loaf?
A: A large one.

Use these words to help you, or think of other words you could use.

bottle	bunch	box	
container	can	loaf	jar

grapes	beans	detergent
jam	orange juice	bananas
bread	coffee	yogurt

Unit 43

Leaving things open

In Units 41 and 42, you practiced falling intonation (↘) and simple rising intonation (↗). Another common intonation in English first jumps up and falls, like the falling intonation practiced earlier, but then rises slightly. This intonation is called FALLING-RISING INTONATION (↘↗). It has many of the same uses as rising intonation.

Falling intonation on a statement, especially falling to a low note, suggests completeness or certainty. You have seen this use in statements that give information. Rising intonation on a statement (either simple rising or falling-rising) usually suggests incompleteness – that something more could, should, or will be said by either the speaker or the listener. It can also suggest uncertainty.

- 1 Because intonation that rises at the end (either simple rising or falling-rising intonation) gives a feeling of incompleteness, it is often used in the first part of a sentence.



Listen to these examples.

Turn left here and then go straight.

After we eat we could go and see Alison.

If I have to work late, I'll call you.



- 2 Listen to these sentence halves. (Capital letters and punctuation are not shown.) If you hear the first part of a sentence, write A. If you hear the end of a sentence, write B.

1. but you can't make him drink B

2. don't count your chickens A

3. you can lead a horse to water _____

4. get out of the kitchen _____

5. before they're hatched _____

6. if you can't stand the heat _____

7. do as the Romans do _____

8. it's how you play the game _____

9. when in Rome _____

10. it isn't whether you win or lose _____

- 3** Work in pairs. Each line in **2** is half of a common English saying. Match the A and B halves to form these sayings. For example:

You can lead a horse to water, but you can't make him drink.

Do you have sayings similar to any of these in your native language? If you do, try to write them down in English.

- 4** Compare answers with the rest of the class.
- 5** Sometimes people use the same kinds of "incomplete" intonation at the end of a sentence. For example, you can end a list of items with rising intonation to show that the list is not complete. Or you can end a sentence by adding a slight rise after a fall (falling-rising intonation) to show that there is something you are not saying.

A rise at the end leaves the situation open. A fall to a low note sounds more final, or closed.



Listen to these sentences. Do they sound open (O) or closed (C)? Write O or C in the space.

- | | |
|---|---------------|
| 1. We need BREAD and MILK and BANANAS | <u> C </u> |
| 2. He DRAWS well | <u> O </u> |
| 3. I LIKE her SISTER | <u> </u> |
| 4. The RESTAURANT isn't on EIGHTH Street | <u> </u> |
| 5. We went to SPAIN and PORTUGAL and FRANCE | <u> </u> |
| 6. It's POSSIBLE | <u> </u> |
| 7. I'd LIKE to SEE it | <u> </u> |
| 8. I THOUGHT you would | <u> </u> |
| 9. I TOLD you so | <u> </u> |
| 10. He SEEMS nice | <u> </u> |

- 6** Work in pairs. Choose any three of the sentences in **5**. Imagine them as open sentences, even if they were not said that way on the recording. What could the speaker be leaving out? How could these sentences be completed? For example:

We need bread and milk and bananas *and onions*.
I'd like to see it, *but I don't have time*.

Compare completed sentences with the rest of the class. When you say your sentence, remember to make your voice fall to a low note at the end to show that you are finished.



7 Listen to these short conversations. Concentrate particularly on what B says in each. The first intonation that B uses is shown with an arrow. Is the second intonation B uses the same (S) or different (D)? Write S or D in the space.

1. A: Should we go for a drive?
B: YES ↘ – I'd LOVE to. ↘ S
2. A: Can you come on Monday?
B: YES ↘ – I THINK so. _____
3. A: Do you mind if I open the window?
B: NO ↗ – not REALLY. _____
4. A: Are you going away this summer?
B: MAYBE ↘ – I don't KNOW yet. _____
5. A: John and Emily are getting married!
B: REALLY ↗ – I THOUGHT they would. _____
6. A: When are you going to the beach?
B: On SUNDAY ↘ – if the WEATHER'S good. _____



8 Listen again and decide what the second intonation is that B uses in each sentence. Draw arrows to show whether the intonation is falling, rising, or falling-rising.

9 Work in pairs and say the short conversations together. The student taking A's part should check that B is using the correct intonations. Take turns being A and B.

Unit 4

Focus words

- 1** The rise or fall in intonation begins on the most prominent word in the sentence – the word that the speaker sees as the most important. At the beginning of a conversation, this is *typically* the last noun or other content word (verb, adjective, or adverb) in the sentence.



Listen to these examples.

Do you HAVE the TICKETS?

MAYBE we should CALL her.

Do you PLAY the PIANO?

But as the conversation continues, the focus of information changes.



Listen.

A: Do you HAVE the TICKETS?

B: I thought YOU took them.

A: MAYBE we should CALL her.

B: I asked MIGUEL to call her.

A: Do you PLAY the PIANO?

B: I USED to play.



- 2** Listen to these sentences and circle the FOCUS WORD – the word on which the fall or rise begins – in each.

a. It's on top of the bookcase.

e. At five after one.

b. With milk, please.

f. I finished it.

c. At five after one.

g. It's on top of the bookcase.

d. I finished it.

h. With milk, please.



- 3** Listen again. Repeat the sentences and check your answers.

- 4** Work in pairs and decide which of the sentences in **2** would be the best response to these sentences. Write the correct letter in the space.

1. A: Did you want your coffee without milk?

B: h

2. A: See you at ten after one.

B:


3. A: Where's the newspaper? B: _____
4. A: Did you want coffee with cream? B: _____
5. A: What happened to the cheese? B: _____
6. A: I thought I put the newspaper in the bookcase. B: _____
7. A: See you at five to one. B: _____
8. A: Who finished the cheese? B: _____

 **5** Listen and check your answers. Then say the short conversations together with your partner.


6 Look at these conversations. In some of the sentences, the focus word is circled. Decide which word you think would be the focus word in each of the other sentences. Circle it.

1. A: Can I help you?
B: I'm looking for a coat.
A: They're on the second floor.
B: Thank you.
2. A: What do you think?
B: I don't like the color.
A: I thought you liked red.
B: I prefer blue.
3. A: Should we eat here?
B: Let's sit over there.
A: Under that tree?
B: The other one.
4. A: Can I speak to Rick?
B: There's no Rick here.
A: Is this 549-6098?
B: No, this is 549-6078.

 **7** Listen and check your answers.

 **8** Listen again. Repeat the conversations one line at a time. Then work in pairs and say the conversations together.

9 Work in pairs. Look at the bus schedule. Ask questions that include *wrong* information. Your partner should correct you, and should put the focus on the new information – the information that is correct.

 Listen to these examples. The focus word is circled.

- A: Does the bus to Philadelphia leave from gate 23?
B: No, it leaves from gate 33.
- A: Is there a bus to Hartford at 9:45?
B: No, there's one at 9:55.

DEPARTURES

		Gate
Washington	9:00	29
Philadelphia	8:55	33
Boston	9:30	25
Hartford	9:55	35
Atlantic City	10:30	23

Unit 45

Predicting intonation

- 1 In some of the lines in these conversations, the intonation is shown. Predict what it is likely to be in the other lines. Draw arrows starting at the **FOCUS WORD**. The focus word is shown in capital letters.

1. A: It was **EXPENSIVE**.

B: How **MUCH**?

A: Two thousand **DOLLARS**.

B: **HOW** much?



2. A: What's on TV tonight?

B: A **HORROR** film.

A: Is it **GOOD**?

B: I've **HEARD** it is.

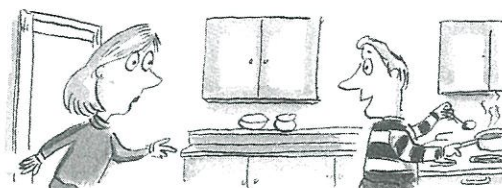


3. A: Where's **LUCY**?

B: She went **HOME**.

A: She **LEFT**?

B: About an **HOUR** ago.




4. A: Is it still **RAINING**?

B: I **THINK** so.

A: **HARD**?

B: Not **VERY** hard.



-  2 Listen and check your answers.

If your answers were different, discuss the differences. Sometimes more than one intonation may be possible.

 **3** Listen again. Repeat the conversations one line at a time. Then work in pairs and say the conversations together.

 **4** Repeat these sentences with the intonation shown.

1. I ALWAYS have lunch there.

2. Should we go TONIGHT?

3. When are you GOING?

4. WHEN are you going?

5. I'd LIKE to.

6. I'd LIKE to.

5 Work in pairs and write six short conversations. Each conversation should include one of the sentences in **4** with the intonation shown. For example:

A: Should we have lunch?

B: OK. Let's go to the snack bar.

A: Why there?

B: I ALWAYS have lunch there.

6 Perform your conversations for the rest of the class.