


# PRONUNCIATION

## UNIT 1

### Linking words with *up*

**Aim:** Students recognise and practise linking patterns between consonant and vowel sounds at word boundaries. We introduce the concept using phrasal verbs with *up*.

- 1  1.11 To ensure that students are clear on the overall meaning of the text before looking at pronunciation, ask them to listen and read in order to answer these gist questions: *Why is Jenny tired? What's Steve's advice?* (Jenny is tired because she goes to bed late after doing her homework and gets up early in order to practise the flute in the morning. Steve advises her to give up the flute.)
- 2 If necessary, tell your students that they should think about linking in order to focus their noticing efforts at this stage. Or, elicit that linking is occurring before they complete the rule. (Answers: consonant; vowel).

#### Optional extension

Students find other examples of linked consonant and vowel sounds in the dialogue: *late every; practise in; if I; wish I* and *school orchestra*.

- 3  1.12 Students listen and repeat.


#### EXTRA INFORMATION

- The letter *s* can be pronounced as /s/ or /z/, so *gets* /gets/ but *lives* /lɪvz/. This pronunciation pattern is maintained when linking sounds (e.g. /s/ *gets up*; /z/ *lives up*).
- Developing an awareness of how connected speech causes words to blend into each other helps learners' listening as well as their speaking skills.
- It can be useful to get students to think of examples of linking in L1.

## UNIT 2

### Initial consonant clusters with /s/

**Aim:** Students identify and practise two and three-letter consonant clusters beginning with /s/.

- 1  1.14 Students listen to the recording while reading the tongue twisters.
- 2 Students close their books while you play the recording again. They put up their hands when they hear the clusters: *strong, spread, streets, straight, stripes, screamed, struck, sprayed, splash, screen*. Students could raise their left hands for clusters with two sounds and their right hands for clusters with

three. Finally, students open their books and practise saying the words in blue.

- 3  1.14 Students listen and repeat.




#### EXTRA INFORMATION

- There are five clusters with three sounds in English, and they all start with the /s/ phoneme: *scr, spl, spr, str* and *squ*.
- Initial consonant clusters with the /s/ phoneme can cause pronunciation problems for students of varying linguistic backgrounds such as Arabic, Chinese, Italian, Spanish and Turkish. Spanish speakers, for example, sometimes add an extra syllable at the beginning so that *stop* becomes *e-stop*.

## UNIT 3

### Strong and weak forms: /ɒv/ and /əv/

**Aim:** Students identify and practise producing weak and strong forms of *of* /əv/ and /ɒv/.

- 1  1.21 Focus students on this gist question before they listen and read the text for the first time: *According to Jack and Julia, what three things do Ace consider important in their shoes?* (quality, design and marketing).
- 2  1.21 Ask students to identify strong and weak forms of *of* in the text by underlining strong (or stressed) forms and circling weak (or unstressed) forms. Strong forms all occur where *of* sits at the end of sentences. (Weak: *brand of trainers, pair of green ones, made of fabric, a lot of effort, quality of their shoes, Of course, marketing of them*. Strong: *brand of, made of, thought of*).
- 3  1.22 Students listen and repeat.

#### EXTRA INFORMATION

- The schwa gives English its characteristic rhythm. By shortening functional (non-content) words, we keep the rhythm the same while stressing content words. Not using the schwa makes speakers sound unnatural and wooden. Also, not being able to hear the schwa in natural speech will cause students difficulties in understanding native speakers.
- To help with students' production of the schwa sound, ask them to clap on the stressed words. This will cause them to naturally shorten the other vowels which in turn enables them to produce a schwa.
- At the end of a sentence, *of* carries more meaning and is therefore stressed (compare *a cup of tea* to *What's it made of?*).
- The letter *f* in *of* is pronounced /v/.

## UNIT 4

### Consonant – vowel word linking

**Aim:** Following on from Unit 1, students extend their knowledge of connected speech patterns. They identify and practise linking consonant endings to words starting with all vowel sounds.

- 1 1.28 Focus students on the gist question before they listen and read the text for the first time: *What did Lisa say that was unkind? What does Henry think she should do now?* (Lisa said that a girl looked like a boy with her new haircut. Henry thinks she should apologise but be honest about her opinion and say she preferred the girl's hair long.)
- 2 1.28 Ask students to identify the linked words in each sentence (*was only* /wəz'əʊnli/; *but I* /bət'taɪ/; *wish I* /wɪʃ'aɪ/; *said it* /se'dɪt/; *was unkind of* /wəz'ʌnkɪnd'ɒv/; *believe I* /brɪ'li:vai/; *like a* /laɪ'kə/; *came out* /'keɪmaʊt/; *should I* /'ʃʊdaɪ/; *First, I'd apologise* /'fɜ:staɪdə'pɒlə'dʒaɪz/, *Then I'd admit* /'ðenaɪdəd'mɪt/; *that I prefer it* /ðə'taɪprə'fɜ:rɪt/; *Actually, I* /'æktʃəli'jaɪ/; *looks amazing* /lʊksə'meɪzɪŋ/).
- 3 1.29 Students listen and repeat.

#### EXTRA INFORMATION

- Encouraging students to become aware of linking between words has additional benefits for students' receptive skills; it can otherwise be difficult to hear where one word ends and another begins.
- Note that the actual sound may not be the same as the letter that ends the word. The final e in a word can be silent (*believe*). Also, the letter s can have the /z/ sound (*was only*).

## UNIT 5

### The schwa /ə/ in word endings

**Aim:** Students recognise and practise saying the different spellings of schwa /ə/ in final unstressed syllables e.g. *nation*, *villain*, *nervous*.

- 1 1.35 Students listen to the recording while reading the tongue twisters.
- 2 1.35 Students listen again and focus on the highlighted syllables. These are unstressed. Explain that we pronounce unstressed final syllables in many words with a schwa in spite of the different spellings.
- 3 1.36 Students listen and repeat.

#### EXTRA INFORMATION

- Students tend to pronounce words the way they're spelled, resulting in the *-ion*, *-ous*, *-ain*, *-or* and *-er* endings in words all sounding very different, when in fact they all contain /ə/ and should sound the same.
- Getting students to clap as they say the tongue twisters can help them hear how the schwa gives English its characteristic rhythm.
- These words in the tongue twisters are also pronounced with a schwa: *a*, *the*.

## UNIT 6

### The /ʒ/ phoneme

**Aim:** Students identify and say words containing the /ʒ/ phoneme which occurs in, for example, *illusion*, *measure*, *camouflage*.

- 1 1.39 Students read and listen to the text in order to answer this gist question: *What happens at the end of Tom's new film? Do they find the treasure?* (We don't know if they find the treasure or not. We just know that the ending is unexpected.)
- 2 1.39 Encourage students to listen and notice that all of these sounds are pronounced /ʒ/.
- 3 1.40 Students listen and repeat.

#### Optional extension

Ask students: *What other pronunciations of /s/ do you know?* There are four pronunciations. These are: /s/ sun; /z/ please and legs; /ʃ/ sure and /ʒ/ pleasure. In a few words /s/ is silent e.g. island.

#### EXTRA INFORMATION

- The /ʒ/ sound is usually represented by the letter s (e.g. *decision*, *pleasure*) but the letter combination *ge* (*camouflage*) is also used on occasion.

## UNIT 7

### Intonation – inviting, accepting and refusing invitations

**Aim:** Students identify and practise intonation for inviting, accepting and refusing invitations.



- 1 2.06 Students read and listen to the text in order to answer this gist question: *Does Gina accept or refuse Max's invitation?* (Gina accepts but then remembers she already has plans and has to refuse.) In addition to clarifying meaning of the text overall, this gist question also serves to clarify meaning of key vocabulary: *accept/refuse an invitation*.
- 2 2.06 Students identify and underline the inviting sentences (*Why don't you come along? How about bringing some friends?*), Gina's accepting sentence (*Thank you, Max, I'd love to*) and her refusal (*I'm already going out on Saturday. What a shame. I'm sorry, Max.*) Voices go up when inviting (and asking questions in general) and down when refusing. Acceptances are characterised by a rise (at the beginning) and a fall (at the end).
- 3 2.07 Students listen and repeat.

## UNIT 8

### Intonation – expressing surprise

**Aim:** Students identify and practice expressing surprise and urgency by increasing their range and stressing key words in a sentence.



- 1 2.12 Students read and listen to the text in order to answer this gist question: *What has happened?* (The school has closed.)

- 2  2.12 Students listen again and underline stressed words (*believe, tell, closed, rest, term, what, urgent situation, details, awful, extremely sorry, nothing, really*). Draw students' attention to the way in which each speaker shows surprise by increasing their range.
- 3  2.13 Students listen and repeat, trying to produce the same range of intonation as the audio.

## UNIT 9

### Moving word stress

**Aim:** Students identify and stress the correct syllable in each word by identifying the part of speech and recognising patterns (e.g. *photograph, photography; navigate, navigation*).

- 1  2.15 Students listen to the recording while reading the dialogues.
- 2 Ask students to identify the stressed syllables in the highlighted words: *mystery* (n), *mysterious* (adj), *photograph* (n), *photography* (n), *navigation* (n), *navigate* (v). Encourage students to notice that stress can differ across similar words.
- 3  2.16 Students listen and repeat.



#### EXTRA INFORMATION

- A key aspect of word building is that the stressed syllable may change position in the process.
- The penultimate syllable is stressed before words ending in *-ion* (e.g. *navigation*).

## UNIT 10

### Short and long vowel sounds /ɪ/ - /i:/ and /ɒ/ - /əʊ/

**Aim:** Students identify and contrast words containing long and short vowel sounds (e.g. *will / we'll; not / note*).

- 1  2.21 Students listen to the recording while reading the dialogues.
- 2 Ask students to find and say the highlighted words (/ɪ/ *it, Tim, things, important; /i:/ we, need, esteem, mean, Green, really, feel, be; /ɒ/ copy, pop, Ross, follow, /əʊ/ So, clothes, Rose, follow, don't, clone*). Ask students to exaggerate the sounds. In the /ɪ/ sound, the mouth is small and slack. The mouth is stretched into a wide smile when saying the /i:/ sound. The /ɒ/ sound pushes the lips out and they stay in a circle. When saying the /əʊ/ sound, which is a diphthong, the mouth starts in a large circle shape and turns into a small one as we speak.
- 3  2.22 Students listen and repeat.



#### EXTRA INFORMATION

- You could ask students to look at themselves using mirrors or their mobile phones to see the changes in the shapes of their mouths as they say the different sounds.

## UNIT 11

### Strong and weak forms: /tu:/ and /tə/

**Aim:** Students identify and practice strong and weak forms of *to* in connected speech.

- 1  2.26 Students read and listen to the text in order to answer this gist question: *Which one country have Steve and Jane been to?* (Spain).
- 2 Ask students to say the underlined phrases, pronouncing *to* correctly. Encourage students to notice that *to* in the middle of a phrase is weak, and at the end of a phrase is strong.
- 3  2.27 Students listen and repeat.



#### EXTRA INFORMATION

- *To* /tə/ is a common word and as it holds less meaning than the main words in the phrase, it is almost always weak.
- The strong form of *to* /tu:/ is used when it occurs at the end of a sentence and gives emphasis to the utterance.

## UNIT 12

### Different pronunciations of *ea*

**Aim:** Students say words containing the *ea* spelling and develop strategies for pronouncing these words correctly.

- 1  2.32 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words containing the *ea* spelling, all highlighted. Ask them to make sure they pronounce them correctly (/e/ *read, healthy; /ɜ:/ research, learned, early; /ɪə/ appear, year, ideas; /i:/ eating, really, Heath; /eɪ/ great, break*). Note that *year* can also be pronounced with the /ɜ:/ phoneme /jɜ:/.
- 3  2.33 Students listen and repeat.

#### EXTRA INFORMATION

- Teachers can provide strategies to help students know which pronunciation of *ea* is the correct one by grouping words accordingly (*healthy, bread* and *weather*) and by pointing out words that rhyme (e.g. *bread* rhymes with *red; great* rhymes with *late*).
- Words with the *ea* + consonant spelling have three possible pronunciations. The most common are /i:/ as in *eat* and *really*, and /e/ as in *head* and *sweat*. A few words have the /eɪ/ sound (e.g. *break, great* and *steak*).
- The letter *r* in a word often changes the pronunciation of preceding letters. Words with the *ear* spelling have four possible pronunciations. The most common is /ɜ:/ as in *learn* and *early*. Other pronunciations are /ɪə/ (e.g. *ear* and *clear*), /eə/ (*wear, bear*) and the less common /a:/ (*heart, hearth*).

# GET IT RIGHT

## UNIT 1

### Present simple vs. present continuous

**Focus:** Students at this level often use the present continuous when the present simple is required and vice versa.

Books closed. Write these two sentences on the board: 1 *I \_\_\_\_\_ (eat) my dinner at the moment. Can I call you back?* 2 *I usually \_\_\_\_\_ (eat) dinner at about 7.00.* Ask students to complete the sentences with the correct tense. Encourage them to discuss their ideas in pairs before doing feedback. Answers: 1 'm eating; 2 eat. Explain/elicite that we use the present continuous to talk about things happening now or around now and the present simple to talk about routine activities, facts and opinions. Books open. Focus students on the example before they complete the exercise.

#### Answers

1 I think I am the person you're looking for. 2 I play tennis on Tuesdays. 3 At the moment I'm writing a letter to a friend. 4 I like what you're wearing today. 5 I know what you mean and appreciate your help. 6 We play football during most school breaks.

## UNIT 2

### Present perfect vs. past simple

**Focus:** Students at this level often confuse the present perfect and past simple when talking about actions or events that occurred in the past.

Books closed. Write these two sentences on the board: 1 *I \_\_\_\_\_ (go) to New York three times.* 2 *I \_\_\_\_\_ (go) to New York last year.* Ask students to complete the sentences with the correct tense. Encourage them to discuss their ideas in pairs before you do feedback. Answers: 1 've been; 2 went. Explain/elicite that we choose between the present perfect and the past simple to talk about a past action depending on whether we are saying exactly when in the past the action happened. It doesn't matter if the action occurred five minutes ago or five years ago. The moment we include a past time expression, we need to use the past simple. Books open. Focus students on the example before they complete the exercise.

#### Answers

1 I haven't seen the new Hobbit film yet. 2 Have you ever been to Spain? 3 John took his exam last week. 4 Nina got here a few minutes ago. 5 They haven't eaten at this restaurant before. 6 I haven't eaten breakfast so I'm really hungry and it's two hours till lunchtime!

### Past continuous vs. past simple

**Focus:** Students at this level often confuse these two tenses.

Books closed. Write these two sentences on the board: 1 *I \_\_\_\_\_ (do) my homework when he called.* 2 *I \_\_\_\_\_ (do) my homework, and then \_\_\_\_\_ (chat) to my friends.* Ask students to complete the sentences about things that happened in the past, with the correct tense. Encourage them to discuss their ideas in pairs before you do feedback. Answers: 1 was doing; 2 did, chatted. Elicit/explain that we use the past continuous to describe a past action that was in progress when another action occurred and that we use the past simple to describe a sequence of events that occurred in the past. Books open. Focus students on the example before they complete the exercise.

#### Answers

1 When she arrived, I was cooking dinner so I was a bit distracted. 2 correct 3 As usual, we arrived at about 6pm, then we had dinner. 4 My teacher came to see how our project was going. 5 I'll never forget the time I spent in Nepal. 6 The police saw the men and asked them what they were doing there.

## UNIT 3

### have to vs. had to

**Focus:** Students at this level often confuse the present and past forms of *have to* / *had to*.

Books closed. Write on the board: 1 *I didn't do much at the weekend. I \_\_\_\_\_ (have to/had to) study for a history test.* 2 *I can't go out tonight. I \_\_\_\_\_ (have to/had to) study for my history test.* Ask students: *Why does the speaker have to study?* (because he/she has a history test). Elicit the answers 1 had to, 2 have to, making sure that students notice that *had to* is used in 1 since we're referring to the past. Books open. Direct students to the exercise and do number 1 as a class. Note that item 4 includes a past simple to describe a hypothetical situation (second conditional).

**Answers**

1 I'm sorry I can't attend class tomorrow because I have to go to the doctor. 2 My dad was going to work for another company so we had to move house. 3 correct 4 If I had to choose between going to a small school or a large one, I would choose a large one. 5 correct 6 correct

**don't have to vs. mustn't**

**Focus:** Students at this level sometimes use *don't have to* and *mustn't* interchangeably when, unlike in the positive form, they have quite different meanings.

Focus students on the examples in the box and highlight that *don't have to* implies a choice. You can work tonight but it's not necessary and there will be no consequences if you don't. *Mustn't* signals prohibition and is often used to describe rules. There are generally consequences to you doing something you *mustn't* do. Ask students to complete the exercise. During whole-class feedback, ask students to explain their answers.

**Answers**

- 1 You don't have to finish your essay now. Mr Jenkins said that we can hand it in next Friday.
- 2 You don't have to bring anything to the party – just bring yourself!
- 3 You mustn't eat food in class – it's against the rules!
- 4 You mustn't talk during exams.
- 5 You don't have to revise every unit. The exam only includes Units 1 to 3.
- 6 You mustn't use your phone in class. It'll be confiscated.

**UNIT 4****if vs. when**

**Focus:** Students at this level sometimes confuse the two conjunctions *if* and *when*.

Focus students on the example sentences and ask them to discuss in pairs why *if* is correct in the first pair of sentences, and *when* in the second. Ask them to imagine they need to explain the difference between *if* and *when* to a younger student, what would they say? Elicit that *if* is used to describe a possible action in the future while *when* is used to talk about events which are going to happen/have happened. These events are certain to happen/have happened. Do number 1 in open class and ask students to complete the rest of the exercise in pairs.

**Answers**

1 when 2 if 3 when 4 if 5 if 6 when 7 if

**UNIT 5****Relative pronouns**

**Focus:** Students at this level often confuse *who* and *which* particularly where the same relative pronoun is used for both in L1.

Books closed. Write on the board: 1 *He's the man \_\_\_\_\_ writes horror stories.* 2 *It's a word \_\_\_\_\_ describes stories*

*about the future.* In open class, ask students what things from the unit are being defined? Answers: 1 Steven Spielberg; 2 science fiction. Ask students to work in pairs to complete the sentences. (Answers: 1 who; 2 which) Take feedback in open class and elicit that *who* is used to define people, and *which*, things. Books open. Ask students to complete the exercise individually and then compare answers in pairs before you check as a class.

**Answers**

1 who 2 which 3 which 4 who 5 who 6 which

**UNIT 6****absolutely vs. very**

**Focus:** Students at this level sometimes use these adverbs inappropriately.

Books closed. Write on the board: *It's very cold.* Ask students: *What do we say if it's very very cold?* Elicit the word *freezing*. (You could do this with any pair of gradable/non-gradable adjectives. Choose any that appear fitting and that your students will know.) Write on the board: *It's very freezing.* Ask students: *Is this correct?* (no); *What can we say instead of very?* Try to elicit *absolutely*. You could focus students on the exercise to help them at this point. Books open. Draw their attention to the example and the rule. Check/clarify meaning of the adjectives in the exercise, as necessary. You might also want to check that students are clear on which adjectives are gradable and which aren't before they begin the exercise.

**Answers**

1 absolutely 2 absolutely 3 very 4 absolutely 5 very 6 very

**UNIT 7****make vs. let**

**Focus:** Students at this level often confuse *make* and *let* especially in lexical phrases when collocation rather than meaning determines which is the correct form.

Focus students on the example and ask them to just think about which *sounds* more correct: *make us know* or *let us know*. Students at this level should be encouraged to use their intuitions as well as the 'rules'. In doing this exercise, students will need to consider the difference in meaning between *make* (more about obligation) and *let* (more about permission) as well as collocation. Do number 1 as a class. Then ask students to complete the exercise individually. Tell students to think carefully about which form of *make* and *let* is correct in each sentence. Students check answer in pairs before you check with the whole class.

**Answers**

1 Let 2 made 3 made 4 let 5 make 6 let

## UNIT 8

### say vs. tell

**Focus:** Students at this level often confuse *say* and *tell*.

Books closed. Write these sentences on the board: 1 *Tell the teacher that I'm going to be two minutes late.* 2 *Say that I'm going to be two minutes late.* In open class, ask students: *What's the difference in meaning between 1 and 2?* (There's no difference in meaning.) Ask students why *tell* is used in 1 and *say* in 2. Give them two minutes to reflect and discuss in pairs. Then ask students to open their books and read the rule before they attempt the exercise. Do number 1 in open class, highlighting the word that directly follows the space. Urge students to think carefully about form in 5 and 7.

#### Answers

- 1 say 2 tell 3 Tell 4 say 5 said 6 say
- 7 was telling

## UNIT 9

### Modals of deduction in the present

**Focus:** Students at this level often use *can* to speculate when they should use *could*. This in turn can lead to confusion around the correct negative forms.

Focus students on the example sentences and remind them that we use *could* not ~~can~~ when we think something is possible and *can't* when we think that something is impossible. Do number 1 as a class, then instruct students to continue the exercise by themselves. Allow them to compare answers in pairs before a whole-class check.

#### Answers

- 1 Well, I think another route could be better. 2 He could do. 3 It could be because it's so light. Just a guess!
- 4 correct 5 correct 6 It can't be Nick – he didn't think there was a problem.

## UNIT 10

### Future continuous vs. future simple

**Focus:** Students at this level frequently use the future simple when the future continuous is more appropriate.

Books closed. Ask students: *What will you be doing this time on Saturday?* Elicit two or three responses and write them on the board in students' own words (i.e. as noun phrases), e.g. sleeping; watching TV; playing video games. Ask students: *Are we talking about the past, present or future?* (future). Ask them to put their example into the correct form and elicit a sentence in the future continuous, for example *This time on Saturday I'll be sleeping.* Books open. Focus students on the example sentences, do number 1 in open class and then ask students to continue the exercise in pairs.

#### Answers

- 1 This time next week we'll be at university and we'll be living away from home. 2 correct 3 This time next week I'll be doing my final exams. Scary! 4 correct
- 5 I'll be playing hockey when you arrive at the station but Chloe can meet you. 6 correct

## UNIT 11

### Verb patterns

**Focus:** Students at this level often make mistakes with verb patterns, commonly using *to* + infinitive after a verb which should be followed by a gerund.

Books closed. Write the example sentence (*I don't mind to go home first*) on the board and elicit the mistake. Ask students if they can think of any other verbs in English that are followed by a gerund. Elicit one or two examples in open class and then give students a minute to reflect and brainstorm in pairs. Take feedback and write all correct suggestions on the board. Books open. Students work through the exercise in pairs before you check answers as a whole class.

#### Answers

- 1 Do you need more time to finish your work? 2 Lately I've been spending a lot of time watching TV. 3 Correct
- 4 It was a very heavy film, but we enjoyed learning about history. 5 It's best to study new vocabulary regularly rather than trying to learn it all just before the exam. 6 Correct

## UNIT 12

### Phrasal verbs

**Focus:** Learners at this level tend to avoid using phrasal verbs, opting for simple, often Latinate verbs instead when phrasal verbs can make them sound more natural and increase variety.

Focus students on the example sentences and ask them to discuss any differences in meaning between them, in pairs. Give them a minute for this. In open class, try to elicit the fact that the first sentence is less formal and more natural-sounding than the second one. Refer students to the exercise. Ask students to just read each sentence and underline any tricky vocabulary before they tackle the exercise. Clarify any difficult words and do number 1 in open class before students continue with the exercise. Ask them to write sentences in full so that they can focus on issues of form (separability) as well as meaning. Ask them to compare and agree on their answers in pairs before you do feedback.

#### Answers

- 1 Our family has agreed to put up a foreign student for a month during the summer. 2 One advantage of taking the train is that you don't have to put up with traffic jams.
- 3 I don't get to exercise so much anymore and I'm worried about putting on weight. 4 Good news! We're going to have to put off today's test until next Friday. 5 Cinema tickets were already expensive and now they've just put up the prices again. 6 We put up posters to advertise the event.