

Pronunciation Insight 1

Present simple -s endings

The third person present simple form always ends in -s. We always say the final -s. There are three different ways to pronounce the final -s.

/ɪz/ as in *teaches* /z/ as in *plays* /s/ as in *chats*

1 Choose the correct -s ending. Complete the table with the verbs below.

■ teaches ■ does ■ eats ■ finishes ■ likes ■ goes
■ watches ■ loves ■ talks

/ɪz/	/z/	/s/
teaches		

2 🎧 PI.01 Listen and check your answers to exercise 1. Then listen and repeat.

3 🎧 PI.02 Listen to the -s endings and tick (✓) the sound you hear.

	/ɪz/	/z/	/s/
1 gets			
2 has			
3 feels			
4 takes			
5 washes			
6 uses			
7 lives			
8 walks			

4 🎧 PI.03 Listen and check your answers to exercise 3. Then listen and repeat.

5 🎧 PI.04 Listen to the sentences. Write the -s ending sound you hear.

1 /...../ 2 /...../ 3 /...../

6 🎧 PI.05 Complete the sentences with the verbs below. Then write the correct symbols: /ɪz/, /z/ or /s/. Then listen and check.

■ chat ■ get ■ have ■ play ■ start ■ study ■ use ■ watch

- Jenny **plays** basketball on Saturdays. /z/
- Jasmin TV every evening.
- Zoe breakfast at 9.00 on Saturdays.
- Jim dressed before breakfast.
- Tom school at 8.30 in the morning.
- Lauren her computer to do her homework.
- Callum on the phone to Kelly every evening.
- Lucy Portuguese after school on Thursday.

Pronunciation Insight 2

can and can't

Look at the pronunciation and stress of *can* and *can't* in these sentences.

I can run fast. /kən/

I can't run fast. /kɑ:nt/

Can you run fast? /kən/

1 🔊 PI.06 Listen to the sentences and underline the stressed words.

- 1 I can't act.
- 2 Carl can swim.
- 3 Can Sally sing?
- 4 I can't ride a bike.
- 5 Can they speak French?
- 6 Lisa can play football.

2 🔊 PI.07 Listen and tick (✓) the sentences you hear.

- 1 a I can play the guitar. ☐
- b I can't play the guitar. ☐
- 2 a Ethan can ride a bike. ☐
- b Ethan can't ride a bike. ☐
- 3 a You can come to my house. ☐
- b You can't come to my house. ☐
- 4 a I can speak Spanish. ☐
- b I can't speak Spanish. ☐
- 5 a They can swim. ☐
- b They can't swim. ☐
- 6 a We can sing well. ☐
- b We can't sing well. ☐

3 🔊 PI.08 Listen to Bethany and Leo talking. Tick (✓) what each person can do.

	Bethany	Leo
play football		
play basketball		
do karate		
draw		
act		
sing		
dance		
speak Spanish		
speak German		

4 🔊 PI.09 Write sentences with *can* (✓), *can't* (✗) and *can* (?). Underline the stressed words. Then listen and check.

- 1 Harry / run / fast (✓)
.....
- 2 we / sing (✗)
.....
- 3 Mum and Dad / dance (✗)
.....
- 4 you / speak / English (?)
.....
- 5 you / play / tennis (?)
.....
- 6 Carla / cook (?)
.....

Pronunciation Insight 3

Final -s

The final -s is always pronounced in English. Sometimes it is pronounced /s/ and sometimes it is pronounced /z/.

/z/ Eva's bag. How's your friend?
/s/ It's my bag. Where are the toilets?

1 🔊 PI.10 Listen to the words. Do they end in /s/ or /z/?

Then listen and repeat.

- 1 beds /...../
- 2 wardrobes /...../
- 3 cats /...../
- 4 cupboards /...../
- 5 roofs /...../
- 6 parents /...../

2 🔊 PI.11 Say these sentences. What is the sound for the underlined -s? Then listen and repeat.

- 1 There's a nice hotel here. /...../
- 2 That house is ours. /...../
- 3 There's a big house. /...../
- 4 It's Jack's bike. /...../
- 5 There's a TV next to the window. /...../
- 6 Is this their dog? Yes, it's theirs. /...../
- 7 Is this book yours? /...../
- 8 There's a flag on the beach. /...../
- 9 Are you Pat's daughter? /...../

Being polite when asking for directions

Intonation is important if you want to be polite in English. When you ask for directions, it's polite for your intonation to go down and then up at the end of your question.

Excuse me! How do you get to the museum?
Where is the station, please?

3 🔊 PI.12 Listen to the people asking for directions.

Tick (✓) the questions that sound polite.

- 1 a How do you get to the shopping centre? ☐
b How do you get to the shopping centre? ☐
- 2 a Where's the theatre? ☐
b Where's the theatre? ☐
- 3 a How do you get to the library, please? ☐
b How do you get to the library, please? ☐
- 4 a Where's the bus stop? ☐
b Where's the bus stop? ☐
- 5 a Excuse me! ☐
b Excuse me! ☐

4 🔊 PI.12 Listen and repeat the questions from exercise 3.

Pronunciation Insight 4

Stress in two-syllable nouns

We usually pronounce two-syllable nouns with the stress on the first part of the word.

○ ○
insect

○ ○
raven

- 1 🔊 PI.13 Say the two-syllable words below. Mark the stressed syllable. Then listen, check and repeat.

1 mountain

6 cactus

2 chicken

7 tiger

3 eagle

8 rabbit

4 desert

9 flower

5 monkey

10 pigeon

We pronounce a few words with the stress on the second syllable.

○ ○
giraffe

○ ○
hotel

Vowel sounds: /i:/ /ɪ/ /æ/ /ɑ:/ /ɒ/ /ə/

- 2 🔊 PI.14 Listen to the six vowel sounds. Then listen and repeat.

1 /i:/ me, see, three

4 /ɑ:/ garden, dance, can't

2 /ɪ/ big, dig, hit

5 /ɒ/ clock, dog, shop

3 /æ/ rabbit, man, bank

6 /ə/ colour, never, centre

- 3 🔊 PI.15 Listen to the words and write the vowel sound.

Use /i:/, /ɪ/, /æ/, /ɑ:/, /ɒ/, /ə/.

1 chicken /...../

6 cactus /...../

2 giraffe /...../

7 rock /...../

3 rat /...../

8 lizard /...../

4 budgie /...../

9 dog /...../

5 plant /...../

10 spider /...../

- 4 🔊 PI.16 Listen and check your answers to exercise 3.

/ə/ is a very important vowel sound in English. It's the vowel sound that we use the most. We use it in weak or unstressed syllables.

spider tiger

- 5 🔊 PI.17 Listen to the words and underline the syllable where you hear /ə/.

1 flower

5 tortoise

9 polar bear

2 cactus

6 lizard

10 kangaroo

3 butterfly

7 desert

4 water

8 hamster

- 6 🔊 PI.17 Say the words in exercise 5 again and mark the stress. Then listen and check.

○ ○
flower

Pronunciation Insight 5

Stress in compound nouns

When we put two words together, they are called compound nouns. For compound nouns, the stress is on the first word.

swimming + pool = swimming pool

chocolate + cake = chocolate cake

ice + cream = ice cream

- 1 PI.18 Match words 1–8 to words a–h to make names for places in a town. Listen and check your answers. Then listen and repeat.

- | | |
|------------|-----------|
| 1 train | a centre |
| 2 leisure | b station |
| 3 police | c stop |
| 4 bus | d shop |
| 5 shopping | e stadium |
| 6 football | f centre |
| 7 swimming | g station |
| 8 clothes | h pool |

- 2 PI.19 Complete the pairs of compound nouns with the words below. Then listen and check.

■ station ■ ball ■ room ■ book

- | | |
|---------|----------|
| 1 bath | 3 text |
| bed | exercise |
| 2 train | 4 foot |
| bus | volley |

Stress in quantities

We don't stress *of* in quantities. We pronounce it /əv/ and we link it to the final consonant sound of the word before.

a bottle of water

- 3 PI.20 Choose the correct words. Then listen and check. Pay attention to the pronunciation of *of*.

- 1 a loaf of bread / crisps
- 2 a bottle of coffee / milk
- 3 a carton of milk / pasta
- 4 a slice of potatoes / pizza
- 5 a can of ice cream / cola
- 6 a tin of tomatoes / onions
- 7 a jar of coffee / juice
- 8 a packet of crisps / pizza
- 9 a kilo of water / apples
- 10 a litre of milk / bread

- 4 Practise saying the food quantities in exercise 3 with the correct pronunciation and linking of *of*.

Pronunciation Insight 6

Comparatives and superlatives

Comparative adjectives (and *than*) are weak. They have the vowel sound /ə/.
The choice of music online is better than in music shops.

The is also weak when it's used in superlative sentences. However, the superlative adjective isn't weak.

I go to town by bus – it's the easiest way to travel. (easiest = /ɪ/)

1 🔊 PI.21 Listen to the comparative and superlative forms.

Choose the correct sound for the underlined parts of the words.

	/ə/	/ɪ/
bigger		
biggest		
oldest		
better		
easier		
furthest		

2 🔊 PI.22 Mark where the sounds /ə/ and /ɪ/ are in the sentences.

Say the sentences. Then listen and check your pronunciation.

- 1 My cat is thinner than your cat.
- 2 Berlin is the most exciting city I know.
- 3 Rosa is better at dancing than me.
- 4 This dress is the cheapest in the shop.
- 5 Jasmine's skirt is prettier than Claire's.
- 6 My bedroom is the smallest room in the house.

Vowel sounds: /ʊ/ /ʌ/ /ɜ:/ /u:/ /ɔ:/ /e/

3 🔊 PI.23 Match sounds in words 1–6 to sounds in words a–f.

Listen, check and repeat.

- | | |
|--------------------|------------|
| 1 /ʊ/ bookshop | a shorts |
| 2 /ʌ/ jumper | b cook |
| 3 /ɜ:/ skirt | c necklace |
| 4 /u:/ shoes | d shirt |
| 5 /ɔ:/ sports shop | e rucksack |
| 6 /e/ dress | f boots |

4 🔊 PI.24 Circle the correct sounds. Listen, check and repeat.

- | | | | |
|------------|------|------|------|
| 1 short | /ʊ/ | /ɔ:/ | /u:/ |
| 2 good | /ʌ/ | /u:/ | /ʊ/ |
| 3 small | /ɔ:/ | /ɜ:/ | /e/ |
| 4 hungry | /u:/ | /ʌ/ | /ʊ/ |
| 5 worse | /ɔ:/ | /u:/ | /ɜ:/ |
| 6 friendly | /ɜ:/ | /e/ | /ʌ/ |
| 7 further | /e/ | /ɜ:/ | /ɔ:/ |
| 8 lucky | /ʊ/ | /u:/ | /ʌ/ |

5 Choose four of the adjectives in exercise 4 and write two comparative and two superlative sentences. Then say your sentences to a partner. Remember to use the correct pronunciation for the weak forms.

Pronunciation Insight 7

Negative forms

In spoken English, *was* / *wasn't*, *were* / *weren't* and *could* / *couldn't* are usually weak forms and the negative forms are often contracted.

1 🔊 PI.25 Listen and repeat.

- 1 /wəz/ Who **was** at the party?
- 2 /wɒznt/ Tim **wasn't** there.
- 3 /wə/ My parents **were** happy.
- 4 /wɜːnt/ They **weren't** rich.
- 5 /kəd/ He **could** dance well.
- 6 /kʊdnt/ I **couldn't** watch TV last night.

2 🔊 PI.26 Listen to the sentences. Put a tick (✓) for affirmative verbs and a cross (X) for negative verbs.

- 1 I wasn't ☒ at school today. I ☐ at home.
- 2 I ☐ dance when I was younger, but I ☐ sing.
- 3 We ☐ safe. The road ☐ dangerous.
- 4 You ☐ popular, because you ☐ play football really well.
- 5 Josh ☐ cycle to school because it ☐ near his house.
- 6 You ☐ happy last night. I ☐ worried about you.
- 7 Kelly and I ☐ well. We ☐ at the cinema.
- 8 They ☐ go to the concert because they ☐ get tickets.

3 🔊 PI.26 Listen again and complete the sentences in exercise 2.

/w/ is a difficult sound for many learners of English. Start by practising the /uː/ sound – your mouth makes the same shape when you say /uː/ and /w/.

uuu ... where

/w/ is silent when it comes before *r*: *write*, *wrong*

/w/ can be silent when it comes before *h* and *o*: *two*, *who*

4 🔊 PI.27 Listen to the sentences and underline the letters that make the /w/ sound.

- 1 There were two women next to the window.
- 2 Are you going to wear that coat for the whole winter?
- 3 Where were you when I was at my swimming lesson?
- 4 I want to write on this white paper.
- 5 Who is with you?
- 6 Are we walking in the wrong direction?

5 Practise saying the sentences in exercise 4. Pay attention to the pronunciation of /w/.

Pronunciation Insight 8

Past simple -ed endings

-ed at the end of past simple forms is pronounced in three different ways:

/t/ as in *liked* /d/ as in *listened* /ɪd/ as in *waited*

- 1 Say the past simple form of the regular verbs below. Then write the verbs with the correct end sound in the table below.

■ chat ■ invent ■ like ■ listen ■ love ■ stop ■ visit ■ talk ■ change

/t/	/d/	/ɪd/
.....		
.....		
.....		

- 2 PI.28 Listen and check your answers to exercise 1. Then listen and repeat.

- 3 PI.29 Complete the sentences with the past simple affirmative form of the verbs below. Write the correct symbols for the endings: /t/, /d/ or /ɪd/. Then listen and check.

■ finish ■ open ■ live ■ start ■ want ■ watch

- I school at 9.30 yesterday morning. /...../
- We our exams yesterday and now we're on holiday! /...../
- I a funny film with Dad last night. /...../
- Harry to make new friends, but it wasn't easy. /...../
- They the front door and went into the house. /...../
- My family in Delhi in the 1970s. /...../

- 4 PI.30 Listen to the sentences. Are the sentences present simple or past simple? Then listen again and complete the sentences with the correct form of the verb you hear.

- We cycling to school.
- I to my friend every evening.
- They in the morning.
- Charlotte hard.
- My brother maths at university.
- Jake and I drama.

Past simple irregular verbs

- 5 PI.31 Listen to the pairs of verbs. Tick (✓) the verbs that rhyme. Then listen and repeat.

- | | | | | | |
|--------|---------|--------------------------|---------|--------|--------------------------|
| 1 rode | thought | ☐ | 4 wrote | wore | ☐ |
| 2 read | said | ☐ | 5 left | grew | ☐ |
| 3 grew | knew | ☐ | 6 made | stayed | ☐ |

Pronunciation Insight 9

Saying telephone numbers

When we say phone numbers, we usually say each digit separately.
We usually use pauses between groups of three or four numbers.
We usually say *oh* for 0, not *zero*.

(01973) 754683 = oh-one-nine-seven-three (pause) seven-five-four
(pause) six-eight-three
0797 2093572 = oh-seven-nine-seven (pause) two-oh-nine (pause)
three-five-seven-two

- 1** 🎧 **PI.32** Listen to the telephone numbers. Mark the pauses.
Then listen and repeat.

- | | |
|------------------|-----------------|
| 1 (01729) 752456 | 3 07982509461 |
| 2 07895380485 | 4 (0208) 725198 |

- 2** 🎧 **PI.33** Listen to the telephone numbers. How do we say numbers like 77 or 888 when they are in telephone numbers? Then listen and repeat.

- | | |
|------------------|-----------------|
| 1 (01779) 753556 | 3 07893332461 |
| 2 07774895214 | 4 (0207) 334455 |

- 3** Work in pairs. Write three telephone numbers. Don't show your partner.
Say your numbers to each other and write the numbers you hear.
Check your partner's answers.

Phrasal verbs

When we say phrasal verbs, we usually link the words and this can make them difficult to understand. Listen:

Let's work it out.
Can you pick it up, please?

- 4** 🎧 **PI.34** Listen and complete the sentences with the phrasal verbs below. Then listen and repeat. Pay attention to the links between the words in the phrasal verbs.

■ come up with ■ find out about ■ go ahead ■ look up
■ put together ■ set up

- I usually information online.
- Can you a report, please?
- You need to a plan.
- Liz is going to prices later.
- Dad is going to a new business.
- We're going to with our plans.

like

- 5** 🎧 **PI.35** Listen to the sentences with *like* and tick (✓) the sentence you hear.

- | | |
|--|--------------------------|
| 1 a Billy is like his brother. | ☐ |
| b Billy likes his brother. | ☐ |
| 2 a What's your friend like? | ☐ |
| b What does your friend like? | ☐ |
| 3 a They don't look like their dinner. | ☐ |
| b They don't like their dinner. | ☐ |
| 4 a I like my cousin a lot. | ☐ |
| b I look a lot like my cousin. | ☐ |
| 5 a Do you like your brother? | ☐ |
| b Are you like your brother? | ☐ |

Pronunciation Insight 10

Pronunciation of *have* in present perfect

- When we use the present perfect we usually use contractions.
I've = /aɪv/ haven't = /hævənt/
He's = /hi:z/ hasn't = /hæzənt/
- In questions, the weak form is used. In short answers, *have* and *has* are strong.
/həv/
Have you seen the new Bond film?
/hæv/ /hævənt/
Yes, I have. No, I haven't.
- *ever* /evə/ and *never* /nevə/ end with the sound /ə/.

1 🔊 PI.36 Listen and tick (✓) the sentence you hear. Then listen and repeat. Pay attention to the pronunciation of *have* / *haven't*.

- 1 a I've never won a competition. ☐
b I never won a competition. ☐
- 2 a She's swum 25 metres. ☐
b She swam 25 metres. ☐
- 3 a We've had a great day. ☐
b We had a great day. ☐
- 4 a Harry's climbed Mount Everest. ☐
b Harry climbed Mount Everest. ☐
- 5 a Grandad has enjoyed dancing all his life. ☐
b Grandad enjoyed dancing all his life. ☐
- 6 a Mum's broken her mobile phone. ☐
b Mum broke her mobile phone. ☐

2 🔊 PI.37 Listen to the questions and answers. Underline the weak forms of *have*.

- 1 'Have you swum in a lake?' 'Yes, I have.'
- 2 'Has she visited Thailand?' 'No, she hasn't.'
- 3 'Have you ever been to Egypt?' 'Yes, we have.'
- 4 'Have your parents seen the Eiffel Tower?' 'No, they haven't.'
- 5 'Has David won the match?' 'Yes, he has!'

3 Work in pairs. Practise saying the questions and answers in exercise 2. Pay attention to the weak forms.

4 🔊 PI.38 Match questions 1–6 to answers a–f. Then listen and check.

- 1 Have you ever been to the USA?
 - 2 Has David ever worked abroad?
 - 3 Have they ever cycled in France?
 - 4 Has Maria ever visited Canada?
 - 5 Have you ever seen the Parthenon?
 - 6 Have we ever met him before?
- a Yes, they have. They took their bikes there last June.
 - b No, we haven't. We've never been to Greece.
 - c Yes, I have. I went to New York last year.
 - d No, we haven't. We've never seen him before.
 - e No, he hasn't. He's never had a job outside this country.
 - f Yes, she has. She stayed with her friend in Toronto.

5 🔊 PI.38 Underline the weak forms of *have* in exercise 4. Listen, check and repeat.