

1 Look at the symbols for vowel sounds.

Short vowel sounds						
/ɪ/	/e/	/æ/	/ɒ/	/ʊ/	/ʌ/	/ə/
big	pen	cat	dog	put	sun	letter
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

The symbol /: / means the sound is long.

Long vowel sounds				
/i:/	/ɑ:/	/ɔ:/	/u:/	/ɜ:/
see	car	more	two	bird
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

🔊 1.1 Listen and repeat.

2 Write these words under the correct symbol in the chart in exercise 1.

push	heart	red	cool	hot	eat	ran	four
hit	about	first	bus	build	friend	group	foot
flat	wash	does	meet	start	walk	work	doctor

🔊 1.2 Listen, check, and repeat.

Word stress

3 🔊 1.3 Listen and put the words in the correct column according to the stress pattern.

regret	mobile	typical	education	foreign
immediate	ambitious	Internet	economic	reception
correct	community			

- | | | | |
|--------|-------------|-------|-------|
| 1 ●● | country | _____ | _____ |
| 2 ●● | polite | _____ | _____ |
| 3 ●●● | important | _____ | _____ |
| 4 ●●● | grandfather | _____ | _____ |
| 5 ●●●● | population | _____ | _____ |
| 6 ●●●● | experience | _____ | _____ |

➔ Refer to the separate **Phonetic symbols pdf**

Unit 2 Pronunciation worksheet

-s at the end of a word

The pronunciation of -s at the end of a word can be /s/, /z/, or /ɪz/.

1 /s/ In these words, the final -s is pronounced /s/.

 2.1 Listen and repeat.

shops	hits	parents	laughs	likes	stops	chefs
hates	months	wants				

2 /z/ In these words, the final -s is pronounced /z/.

 2.2 Listen and repeat.

friends	comes	has	eggs	goes	news	gives
does	sees	clothes	lessons	sings	travels	pens
moves						

3 /ɪz/ In these words, the final -s is pronounced /ɪz/.

 2.3 Listen and repeat.

nurses	washes	raises	watches	misses	switches
buses	challenges	places	wages	revises	

4 Put these words into the correct column.

changes	surfs	maths	sells	buildings	loves
organizes	beaches	weeks	learns	sentences	wants
breathes	cooks	matches			

/s/	/z/	/ɪz/
groups	jobs	lunches
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

 2.4 Listen, check, and repeat.

 Refer to the separate **Phonetic symbols pdf**

1 Many phonetic symbols for consonants are easy.

/b/	/k/	/r/	/d/
/bɪg/ big	/kæn/ can	/rʌn/ run	/duː/ do
/l/	/s/	/j/	
/lɪv/ live	/sɪt/ sit	/jes/ yes	

 **3.1** Listen and repeat.

2 These symbols are less obvious.

/θ/	/ð/	/ʃ/	/z/
/θɪŋk/ think	/ðəʊz/ those	/ʃʊd/ should	/telɪvɪʒn/ television
/tʃ/	/dʒ/	/ŋ/	
/wɒtʃ/ watch	/dʒʌst/ just	/brɪŋ/ bring	

 **3.2** Listen and repeat.

3 Write the words in the correct box according to the sound underlined.

<u>th</u> ought	<u>o</u> ngue	<u>th</u> is	<u>a</u> ge	<u>m</u> achine	<u>ba</u> th	<u>ma</u> ture
<u>ch</u> urch	<u>sh</u> are	<u>me</u> asure	<u>ba</u> nk	<u>ga</u> dget	<u>plea</u> sure	<u>mo</u> ther
<u>w</u> eather	<u>fe</u> ch	<u>th</u> anks	<u>G</u> erman	<u>w</u> ash	<u>ha</u> ng	<u>re</u> visi <u>o</u> n

/θ/	/tʃ/	/ʃ/
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ð/	/dʒ/	/z/
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ŋ/		

 **3.3** Listen, check, and repeat.

 Refer to the separate **Phonetic symbols pdf**

1 The unstressed syllables in words are often pronounced as the weak sound /ə/.

This is the most common vowel sound in spoken English.

/ə/	/ə/	/ə/	/ə/	/ə/
global	policeman	performance		

6.1 Listen and repeat.

2 6.2 Listen to these words. Write in the /ə/ sounds.

/ə/	/ə/	
conversation	sociable	customer
politeness	preparation	personal
banana	apartment	intelligent
attention	international	surprising

6.2 Listen again and repeat.

3 Complete the sentences with another form of the word in **bold**.

Mark the /ə/ sound in both words.

1 I love his **photographs**. He's definitely my favourite **photographer**.

2 Dave studied **politics** at university, but he never wanted to become a _____.

3 **Technology** advances so quickly these days. It's impossible to imagine what _____ changes there will be in the next 20 years.

4 Bill doesn't seem to like **vegetables**. I can't understand why he's a _____.

5 The role of **employment** agencies is to help _____ find suitable workers.

6 I know anything's **possible** in football, but do you think England winning the World Cup again is a real _____?

6.3 Listen and check. Repeat the sentences, paying attention to the /ə/ sounds in both words.

➔ Refer to the separate **Phonetic symbols pdf**

1 The main stress in a sentence is on the words that give key (important) information.

7.1 Listen to the beginning of a conversation in a menswear department.

- | |
|--|
| A Can I <u>help</u> you? |
| C <u>Yes</u> , please. I'm looking for a <u>jumper</u> . |
| A What <u>size</u> are you? |

7.2 We understand the message with just the key words.

- | |
|----------------|
| A Help? |
| C Yes. Jumper. |
| A Size? |

2 Read the conversation and underline the words that give key information. (The number in brackets shows how many words to underline in each line.)

A Can I help you?	(1)
C Yes, please. I'm looking for a jumper.	(2)
A What size are you?	(1)
C I usually take a large.	(1)
A And what colour are you looking for?	(1)
C Some kind of green?	(1)
A What about this one? Do you like this?	(2)
C No, I think the style is nice, but it's too bright.	(4)
A Well what about this one then? It's a much darker green.	(3)
C Oh, yes, I like that one much better. Is it made of cotton?	(4)
A Yes, and it's machine-washable.	(3)
C That's great. Can I try it on?	(3)
A Of course. The changing rooms are over there.	(3)

3 7.3 Listen to the conversation. Notice the stress on the key words. Listen and repeat.

➔ Refer to the separate **Phonetic symbols pdf**

- 1 To get a natural rhythm in English, some 'grammatical' words are often unstressed. Look at the examples in the chart.

Auxiliary verbs	is are was were do did has have would can
Articles	a the
Pronouns	he she it we you they that which
Prepositions	at by for from in of on with

When they are unstressed, they are pronounced with a weak form.

She's from /frəm/ Scotland.
Are /ə/ you sure?

-  **8.1** Listen and repeat.

These words are only stressed when used at the end of a sentence, or for emphasis.

Sentence stress

- 2 The main stress in a phrase or sentence is on key information.
Underline the key words in this phone conversation.

Assistant Hello. Phoneflight. Can I help you?
Customer Yes. I'm looking for a flight to Paris.
A When would you like to travel?
C I was hoping to travel on Friday, at about 9.00 in the morning.
A OK. Do you want to travel from London?
C Yes, please. If you can make it Heathrow, that would be great.
A Right ... I'm looking at a flight that leaves at 9.40. Would that be OK?
C That would be fine.
A And when were you thinking of returning?
C It's just a single I need. Can I pay for it now?
A Sure. Can you give me your credit card details?
C It's a VISA card, number 0494 ...

-  **8.2** Listen and check key words.

- 3 Find the unstressed words in the conversation in exercise 2, and write a /ə/ symbol above them.
- 4 Practise reading the conversation aloud. You will only have time to repeat the lines if you say the weak sounds naturally!

 Refer to the separate **Phonetic symbols pdf**

1 Word-linking is very important if you want to speak fluently.

Any word that begins with a vowel sound links with the word before it.

you'd asked
/jə'dɑ:skt/

about it
/ə'baʊtɪt/

she'd have
/ʃi:dəv/

explained it
/ɪkspleɪndɪt/

Two vowel sounds link using the sounds /w/ or /j/.

to us
/tuwəs/

she asked
/ʃi:jɑ:skt/

 **9.1** Listen and repeat.

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2 There are many links in the whole sentence.

If you'd asked her about it,
she'd have explained it all to us.

 **9.2** Listen and repeat the parts of the sentence you hear, until you can say the whole sentence.

3 Read these sentences aloud, marking the linking between groups of words.

- 1 He could have gone home.
- 2 She might have left early.
- 3 I should have written it down.
- 4 We shouldn't have spent all our money.
- 5 If they'd seen him, they'd have told him.
- 6 She wouldn't have got the job if she hadn't passed her exam.

 **9.3** Listen and check.



Diphthongs are two vowel sounds which run together.

near /nɪə/ = /ɪ/ + /ə/ = diphthong /ɪə/
here /hɪə/ = /ɪ/ + /ə/ = diphthong /ɪə/
hair /heə/ = /e/ + /ə/ = diphthong /eə/
share /ʃeə/ = /e/ + /ə/ = diphthong /eə/

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1 Write the words from the box next to the correct diphthong.

where	clear	stay	know	sure	phone	high
shy	enjoy	poor	beer	aloud	now	noise
bear	weigh					

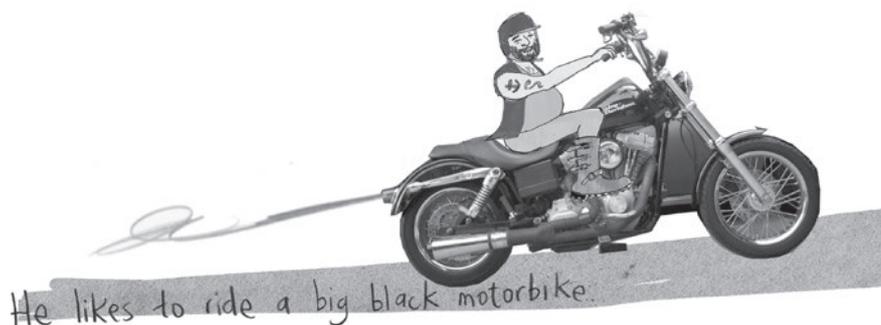
- 1 /ɪə/ = /ɪ/ + /ə/ here _____
- 2 /eə/ = /e/ + /ə/ hair _____
- 3 /eɪ/ = /e/ + /ɪ/ pay _____
- 4 /əʊ/ = /ə/ + /ʊ/ go _____
- 5 /aɪ/ = /aɪ/ + /ɪ/ my _____
- 6 /ɔɪ/ = /ɔɪ/ + /ɪ/ boy _____
- 7 /aʊ/ = /æ/ + /ʊ/ how _____
- 8 /ʊə/ = /ʊ/ + /ə/ tour _____

🔊 10.1 Listen and check.

2 Transcribe the words in the sentences in phonetic script.
They are all diphthongs.

- 1 We caught the /pleɪn/ _____ to the /sauθ/ _____ of /speɪn/ _____.
- 2 The /bɔɪ/ _____ in the red /kəʊt/ _____ said that he /ɪn'dʒɔɪd/ _____ the journey.
- 3 I've /nəʊn/ _____ Sally for /'nɪəli/ _____ /faɪv/ _____ years.
- 4 She's /'weəriŋ/ _____ a red /rəʊz/ _____ in her /heə/ _____.
- 5 Not many people /sməʊk/ _____ /paɪps/ _____ these /deɪz/ _____.
- 6 He /laɪks/ _____ to /raɪd/ _____ a big black /'məʊtəbaɪk/ _____.

🔊 10.2 Listen and check.





When *have* is used as an auxiliary verb, it is unstressed. The 'h' is not pronounced and the weak form is used: /əv/. It is linked with the word before it.

You should have /fʊdəv/ stopped for a rest.

When *have* is a full verb, it is stressed. The 'h' is pronounced and the strong form is used: /hæv/. It cannot be linked with the word before it.

You should have /fʊd hæv/ a rest.

➔ Refer to the separate **Phonetic symbols pdf**

1 **11.1** Listen and repeat.

- 1 You should have stopped for a rest.
- 2 You should have a rest.

2 Mark the /ə/ sound and the link on *have* in one sentence in each pair. Read the sentences aloud.

- 1 a He must have won the lottery.
b He must have a lot of money.
- 2 a They can't have an ice cream yet.
b They can't have eaten it already!
- 3 a You should have let me cut your hair!
b You should have a proper haircut.
- 4 a You could have a break soon.
b You could have broken something!

11.2 Listen, check, and repeat.

Unit 12 Pronunciation worksheet

Ways of pronouncing *ou*

1 **12.1** The letters **ou** are pronounced in many different ways.
Listen and repeat.

/ɔː/ four /aʊ/ doubt

/uː/ group /əʊ/ though

/ʌ/ country /ə/ delicious

/ʊ/ would

➔ Refer to the separate **Phonetic symbols pdf**

2 Underline the word with the **different** pronunciation.

1 /ʊ/ would should shoulder could

2 /ɔː/ your sour court pour

3 /aʊ/ accountant country count fountain

4 /ɔː/ though ought bought thought

5 /ʌ/ enough tough rough cough

6 /ə/ anonymous mouse enormous furious

7 /ʌ/ trouble double doubt country

8 /uː/ through group though soup

12.2 Listen and check.

3 Transcribe the words in phonetic script.

1 It's the /θɔːt/ _____ that /kaʊnts/ _____.

2 There's an /ɪ'noːməs/ _____ /maʊs/ _____ in the kitchen.

3 I have no /daʊt/ _____ that my boss will be /'fjʊəriəs/ _____.

4 You /ɔːt/ _____ to do something about that /kɒf/ _____.

5 I have a lot of /'trʌbl/ _____ with noisy /'neɪbəz/ _____.

12.3 Listen and check.