PRONUNCIATION LESSONS (Optional)

Note about the Pronunciation Lessons
Many teachers will choose to assign the Pronunciation Lessons as self-study. However, if you choose to use it in the classroom, then teaching notes are included here.

UNIT 1 Content words and function words

Suggested time: 15 minutes | Your time:

- Read the first rule. Elicit or review that content words are words that have meaning and are essential to a sentence. Function words connect content words. Point out that stressed content words are set in capital letters in the examples.
- Call on volunteers to read the sentences. If they don't stress the words correctly, read the sentence yourself and have the class repeat.
- Direct Ss' attention to the lists of **Content words** and **Function words** on the right.
- Tell Ss to read the **Be careful!** note. Make sure they understand that although auxiliary verbs are function words, they are stressed in short answers and negative statements because they carry meaning—they represent the main verb in the question.
- Write on the board:
  1. She left her keys on that desk.
  2. He wants to sell his bicycle.
  To check comprehension, have pairs decide which words receive the stress. To review, underline the content words in the examples as Ss say them. (1. left, keys, that, desk; 2. wants, sell, bicycle)
- Refer Ss to the subheading *Stress in compound nouns.* Read the rule. Read the first example and have Ss repeat. Then read the example after *BUT* and have Ss repeat. Call on volunteers to read the remaining pairs of examples. Make sure that stress is always equal in the adjective + noun combinations.
- Write on the board: *1. a library book, 2. a good book, 3. a fast car, 4. a sports car*. To check comprehension of stress in compound nouns, have Ss identify compound nouns and adjective + noun combinations. (compound nouns: 1 and 4; adjective + noun combinations: 2 and 3). Call on volunteers to read items 1–4, stressing the appropriate words. Underline the stressed words as the volunteers speak them. (1. library, 2. good book, 3. fast car, 4. sports)

EXTENSION (+5 minutes) Point out that sometimes stress is put on function words for emphasis. For example, in sentence 2 on the board (*He wants to sell his bicycle*), if the speaker wants to clarify whose bike he wants to sell, the stress would be on *his*.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences. Ask, *Are there any compound nouns?* (No, *terrific boss*, *smart guy*, and *great manager* are all nouns modified by adjectives.) To review, ask, *How is stress handled in adjective + noun combinations?* (There is equal stress on both words.)
- Have Ss listen again and repeat.

B Circle the content words.

Suggested time: 5 minutes | Your time:

- In pairs, have Ss highlight the stressed words. Clarify meaning as needed. In item 1, *the present* refers to the present moment, not thinking about the past or worrying about the future. In item 4, *stick* means to stay or remain in a place.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Read the directions and bring Ss' attention to the asterisk. Read the note at the bottom of the page**.** If necessary, reiterate: *You will say each statement aloud after you hear the item number. Then you will hear the speaker say the same statement immediately after.*
- Have Ss read each sentence aloud and listen for how their reading compares with the speaker's reading on the audio. If appropriate, have Ss listen again and repeat.
- Note: The stress pattern on the audio may differ slightly from the stress pattern used by individual Ss. Choices of what to stress can be fluid, depending on the speaker's meaning.

C Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

D Practice reading . . .

Suggested time: 5 minutes | Your time:

- Have Ss highlight or circle the stressed words. To review, have Ss look at the first item, *global warming*. Ask, *What is stressed in this adjective + noun combination?* (There is equal stress on the adjective and the noun.) Then have them look at item 2 and ask, *What is the stress rule for a compound noun?* (The first noun is stressed.)
- Have Ss read each item aloud.
- Have Ss listen for how their reading compares with the speaker's reading on the audio. If appropriate, have Ss listen again and repeat.

UNIT 2 Intonation patterns

Suggested time: 15 minutes | Your time:

- Tell Ss that intonation patterns are important because they affect meaning.
- Explain that *pitch* refers to how high or how low a sound is.
- Read the first rule and have Ss study the examples. You may want to model the examples for Ss.
- Point out that the last stressed word is usually the last content word in a sentence.
- To clarify, point out that a rising line indicates rising intonation. A falling line indicates falling intonation. The arrows indicate the lengthening of the vowel when the last syllable is stressed.
- Have Ss identify the last stressed word in each example under the first rule. (concerts, YouTube, song, months) Then ask, *In which examples is the last syllable stressed?* (in the third and fourth: *song* and *months*) Point out that in these sentences, the vowels in *song* and *months* are lengthened to lower pitch.
- Summarize by writing on the board:

  statements, *commands*, *information questions* } *pitch falls after last stressed syllable*

- Read the second rule and have Ss study the examples. You may want to model the examples for Ss.
- Have Ss identify the last stressed word in each example. (Perri, tickets, voice, online) Then ask, *In which words is the final vowel lengthened?* (voice, online)
- Summarize on the board:

  yes / no questions, *requests* } *pitch rises after last stressed syllable*

OPTION (+15–20 minutes) Write these sentences on the board in one column:
1. I like the Beatles.
2. Change the channel.
3. Is he a good singer?
4. What's on TV?
5. Can you play it louder?
Write these words and phrases in a column next to the first column:
command
yes / no question
request
statement
information question
Have Ss match the examples on the left with the types of sentences on the right. Then have them decide the intonation pattern for each. Review as a class.
(1. statement: falling intonation; 2. command: falling intonation; 3. *yes / no* question: rising intonation; 4. information question: falling intonation; 5. request: rising intonation)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Circle the last stressed content word . . .

Suggested time: 5 minutes | Your time:

- Have Ss circle the words and underline the syllable where applicable. You may want to have Ss compare their choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- In pairs, have Ss practice reading each sentence aloud.
- Have Ss listen to check that their intonation is correct.

EXTENSION (+10 minutes) Have Ss read and listen to the Zoom-In conversation on page 12 to identify *yes / no* questions and information questions. Then have pairs practice the conversation using the intonation patterns they learned.

UNIT 3 Sentence rhythm: thought groups

Suggested time: 15 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples.
- To help convey meaning, point out that the speaker says the words in each thought group together and pauses slightly between thought groups, which are marked by slashes (/).
- Have Ss study the list under **Examples of thought groups**. As a class, brainstorm additional examples for each thought group. (For example: subject + verb: *she will be going*; noun phrases: *his spending habits*; prepositional phrases: *at the end of this year*; predicates: *are gradually getting out of debt*; noun clauses: *where I parked my car*; adjective clauses: *that they bought last week*; adverbial clauses: *when I've paid off my credit cards*)
- Write on the board: *She's planning to go on vacation to Mexico as soon as she graduates.* To check comprehension, have Ss divide the sentence into thought groups. To review as a class, identify the variations of possible thought groups on the board. (For example: She's planning / to go on vacation / to Mexico / as soon as she graduates.)

Pitch in longer sentences

- Review that *pitch* refers to how high or low a sound is.
- Read the rule. Ask a volunteer to read the examples. Remind Ss that a falling line indicates falling intonation, and a rising line indicates rising intonation.
- To clarify, tell Ss that in longer sentences, pitch can either rise or fall after the last stressed syllable to signal the end of a thought group.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Read the following sentences . . .

Suggested time: 10 minutes | Your time:

- Have Ss break the sentences into thought groups and then compare their choices with a partner. Review as a class.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen to compare. Point out that Ss' choices may vary. The recorded sentences are only one example of what is correct.
- Have Ss listen to check that their intonation is correct.

EXTENSION (+10 minutes) In pairs, have Ss break down additional sentences into thought groups. Write the following sentences on the board. Note that the answers are suggested answers.

1. *I don't plan to be financially dependent for the rest of my life.* (I don't plan to be / financially dependent / for the rest of my life.)
2. *By this time next year, I plan to have saved up enough cash to buy a new car.* (By this time next year, / I plan to have saved up / enough cash / to buy a new car.)

Review the variations of possible thought groups as a class. Individually, have Ss replace one or more thought groups in each sentence with their own ideas to create true sentences about themselves. (For example: By this time next year, I plan to have saved up enough cash to travel abroad.) Then have Ss share their sentences with a partner. To finish, call on volunteers to share a sentence with the class.

UNIT 4 Linking sounds

Suggested time: 15 minutes | Your time:

Linking with vowels

- Read the rule and examples.
- Point out that a final consonant sound and an initial vowel sound are needed.
- Emphasize that sound (not spelling) is what counts. To help clarify, write two examples on the board:

  Leave it here. *In an hour.*

  Point out the final consonant sound in *leave* (which is spelled with a final *-e*) and the initial vowel sound in *hour* (which is spelled with an initial *h-*).

Linking identical consonants

- Read the rule and examples.
- Once again, point out that sound (not spelling) is what counts. To help clarify, write an example on the board:

  Write to me.

  Point out the final consonant sound in *write* (which is spelled with a final *-e*).

LANGUAGE NOTE Note that some similar sounds also link. For example, in Exercise B below, item 6 reads: *I think Kyle has stylish taste.* The final /z/ sound in *has* links with the initial /s/ sound in *stylish*. Other examples of similar sounds that link include /t/ and /tʃ/ as in *that church*, /d/ and /dʒ/ as in *old judge*, and /s/ and /ʃ/ as in *this shirt*. Note, however, that the linking occurs only when the sounds occur in a particular order. For example, a final /s/ sound links with an initial /ʃ/ sound, as in *this shirt*, but a final /ʃ/ sound does not link with an initial /s/ sound, as in *fresh soup*.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Underline all the places . . .

Suggested time: 10 minutes | Your time:

- Have Ss mark the linking sounds. Remind Ss that sound (not spelling) is important.

Now practice . . .

Suggested time: 5 minutes | Your time:

- In pairs, Ss read the sentences aloud. Have Ss listen to confirm their answers or make corrections.

UNIT 5 Unstressed syllables: vowel reduction to /ə/

Suggested time: 10 minutes | Your time:

- Explain that symbols are used to represent sounds across languages.
- Write /ə/ on the board. Explain that this is a pronunciation symbol for the sound *uh*.
- Read the rule. Ask volunteers to read the examples. Point out that the dots indicate unstressed syllables and the lines indicate stressed syllables. The phonetic spellings are given after each word. Explain that when a vowel is reduced, it is made weaker and shorter.
- To help clarify, point out the following:
  1. English has stressed and unstressed syllables.
  2. Stressed syllables are longer than unstressed syllables.
  3. The vowel in a stressed syllable is never reduced.
- Write on the board: *1. about 2. grateful 3. edible 4. literate.* To check comprehension, ask Ss to identify the unstressed syllable in each word. Review as a class. (1. about, 2. grateful, 3. edible, 4. literate)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the words.
- Have Ss listen again and repeat.

B Listen to each word . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and circle the syllables.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each word aloud and listen for confirmation.
- Then have Ss compare answers with a partner and review as a class.

OPTION (+15 minutes) In pairs, have Ss identify vowels reduced to the sound /ə/ in these words: *courteous, helpful*. Then have them look up the words in a dictionary to compare. (The last syllable in each word is reduced.) Have Ss practice saying the words.

UNIT 6 Sound reduction

Suggested time: 15 minutes | Your time:

- Read the first three rules for the reduction of /u/, /æ/, and /ɑr/ and /ɔr/. Ask higher-level Ss to read the examples.
- Review the pronunciation of /ə/: *uh*.
- Emphasize that reduction often occurs in function words. Remind Ss that function words are generally unstressed.
- To illustrate further, write on the board: *Give two to Sandra. I bought four for Sarah.*
  Point to the first example and ask, *What is the function word?* (to) Point to *two* and ask, *Is* two *a function word or a content word?* (content word) Point to the second example and ask, *What is the function word?* (for) Point to *four* and ask, *Is* four *a function word or a content word?* (content word) Label the examples on the board as Ss answer. Say, Two *and* four *are content words, so they are not reduced in spoken English.* To *and* for *are function words, so they are reduced.*
- Draw Ss' attention to the first **Be careful!** note. Point out that function words at the end of sentences are stressed, so they are not reduced.
- Read the fourth rule about the reduction of *and*. Ask a volunteer to read the examples.
- Emphasize that the weaker form of *and* is used when it occurs between two items in a series.
- Read the second **Be careful!** note. Call on a few Ss to give their own examples. (For example: [Stan] is buying a lizard, and [Shelly] is buying a snake.)
- Have Ss study the last rule and the examples for the reduction of /h/.
- Write on the board: *What if he's happier now?* To check comprehension, have Ss identify the word in which the /h/ sound is dropped. (he's)

LANGUAGE NOTE The phonetic transcription of the words presented may differ from what appears in the dictionary. In cases where they differ, the reduced sound /ə/ shown here occurs in conversation.

OPTION (+15–20 minutes) Copy and distribute the following sentences, or write them on the board:
1. She's pretty and smart.
2. She's pretty. And she's so smart!
3. Take this to the dry cleaner's.
4. Who's she waving to?
5. Who are you waiting for?
6. I'm waiting for Brian.
To check comprehension, in pairs, have Ss decide in which examples the underlined words are reduced. (1, 3, 6) Review as a class.

A Listen and practice.

Suggested time: 10 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B In the following sentences . . .

Suggested time: 10 minutes | Your time:

- Have Ss circle the words individually. Offer help as needed.
- In pairs, have Ss compare answers.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each sentence aloud and listen for confirmation.

UNIT 7 Vowel sounds /i/ and /ɪ/

Suggested time: 5 minutes | Your time:

- Point out that producing the correct sound is important because it affects meaning. This is particularly important in words like *sheep* and *ship* where the only difference between the words is the vowel sound.
- Write on the board:
  /i/ → *tense and long (sheep)*
  /ɪ/ → *relaxed and short (ship)*
- Read the first rule. Ask volunteers to read the examples.
- Write on the board: *1. slip 2. sleep 3. heat 4. hit 5. seat 6. sit*. To check comprehension, say the words on the board in random order, and have Ss say the number of the word they hear.
- Have Ss study the note on the right about the different possible spellings for each sound.
- In pairs, have Ss think of another example for some of the spellings of /i/ and /ɪ/ and then share them with the class. Point out that Ss may want to look through their books for examples. (For example: /i/: scr<u>ea</u>m, sl<u>ee</u>p, fanc<u>y</u>, reli<u>e</u>ve, dec<u>ei</u>ve, un<u>i</u>que, monk<u>ey</u>; /ɪ/: fl<u>i</u>p, bic<u>y</u>cle, b<u>u</u>sin<u>e</u>ss, l<u>i</u>ve)
- Read the second rule. Ask a volunteer to read the examples.
- Remind Ss that the Unit 5 pronunciation lesson covered another vowel sound often used in unstressed syllables, /ə/.
- Write on the board: *magic, dolphin, united*. To check comprehension, have Ss identify the /ɪ/ sound in the unstressed syllables. (mag<u>i</u>c, dolph<u>i</u>n, unit<u>e</u>d) Review as a class.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat.

C Listen to each pair of words . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and circle the answers.
- Then have Ss listen again to confirm or correct their choices.

D Listen and check . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and complete the exercise.
- Then have Ss compare answers with a partner and listen again to confirm or correct their answers.

Now listen again . . .

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs. Have them listen again and practice saying the words.

UNIT 8 Stress placement: prefixes and suffixes

Suggested time: 5 minutes | Your time:

- Write on the board:
  understand, misunderstand, misunderstanding
  Point out how the three words are stressed on the same syllable.
- Read the first rule. Ask a volunteer to read the examples.
- Write on the board:
  technology, technological
  Point out that adding the suffix *-ical* changes the stress to a different syllable.
- Read the second rule. Ask a volunteer to read the examples.
- To check comprehension, write on the board:
  1. library / librarian
  2. communicate / communication
  3. mobile / mobility
  4. tolerate / tolerance
  In pairs, have Ss decide which syllable is stressed in each word and whether the stress changes when the suffixes are added. Add the stress symbol to the words on the board:
  1. library / librarian
  2. communicate / communication
  3. mobile / mobility
  4. tolerate / tolerance
  Ask, *In which pairs of words does the stress change?* (1, 2, and 3) *Why?* (because the suffixes *-ian*, *-ion,* and *-ity* were added)
- Read the last rule. Ask volunteers to read the examples.
- To check comprehension, have various Ss read aloud the words in the list of **Other words in this category**, first as nouns and then as verbs. Make sure Ss use the correct stress.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the words.
- Have Ss listen again and repeat.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the words.
- Have Ss listen again and repeat.

C Look at the stressed syllable . . .

Suggested time: 5 minutes | Your time:

- Have Ss mark the stressed syllables of the words in Column B. Then have Ss compare choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss practice reading each word aloud.
- Have Ss listen and confirm answers or make corrections.
- You may want to have Ss listen again and repeat.

D Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the pairs of words.
- Have Ss listen again and repeat.

E Circle the syllable . . .

Suggested time: 5 minutes | Your time:

- Have Ss first decide if each blue word is a noun or a verb. Then have them circle the syllable they think will be stressed in each word. Have them compare their choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each sentence aloud and listen for confirmation.

OPTION (+5 minutes) Have Ss circle the stressed syllables in the words in Exercise D on page 84. Then have them listen to the Exercise D audio to check their answers.

UNIT 9 Reduction and linking in perfect modals in the passive voice

Suggested time: 5 minutes | Your time:

- Read the first two rules. Ask volunteers to read the examples.
- To clarify, summarize on the board:
  Perfect modals in the passive voice
  affirmative: MODAL + have been + MAIN VERB
  linked
- Read the last rule. Ask a volunteer to read the examples.
- To clarify, add to the summary on the board:
  negative: MODAL + not + have been + MAIN VERB
  linked

EXTENSION (+5 minutes) Have Ss read the sentences with perfect modals in the passive voice from Exercise A on page 94 in the Student's Book. Make sure Ss use the proper intonation and link words correctly.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss listen and study the sentences.
- Have Ss listen again and repeat.

B Underline . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the words that are linked and compare their choices with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read the sentences aloud and listen for confirmation.

CHALLENGE (+15–20 minutes) Individually, have Ss underline the words that are stressed and indicate the words that are linked in the examples from the grammar chart in Exercise C on page 94. Have Ss confirm or correct with a partner. In pairs, have Ss take turns reading the examples aloud. Encourage partners to correct each other when necessary.

UNIT 10 Vowel sounds /eɪ/, /ɛ/, /æ/ and /ʌ/

Suggested time: 10 minutes | Your time:

- Have Ss study the rule for each sound, the examples, and the information under **Mouth positions for vowels**.
- Point out the note about the different possible spellings.
- Draw this chart on the board (without the answers):

Mouth position	*Vowel sound*	*Examples*
tongue tensed, lips spread	*/eɪ/*	*rain, date*
tongue relaxed, lips spread slightly, mouth open slightly	*/æ/*	*math, cat*
tongue relaxed, lips spread wide	*/ɛ/*	*wet, send*
tongue and jaw relaxed	*/ʌ/*	*lump, cut*

  To check comprehension, elicit the correct sounds for the second column. Review as a class.
- Write these words on the board: *lump, rain, wet, date, cut, math, send, cat.* To check comprehension, have Ss write the words in the correct place in the third column. Review as a class.

OPTION (+15–20 minutes) Have Ss copy the chart and add their own examples. You may want to encourage Ss to add two examples for each vowel sound. Then ask volunteers to share their examples with the class. (For example: /eɪ/: stain, face; /æ/: ran, last; /ɛ/: best, lend; /ʌ/: stuck, come)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Have Ss study the words.
- Have Ss listen and repeat.

B Listen to each word . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and write the words in each column.
- Then have Ss compare with a partner.

Now practice . . .

Suggested time: 5 minutes | Your time:

- Have Ss read each word aloud and then listen again to confirm their answers or make corrections.
- You may want to have Ss practice reading the words aloud in pairs.

C Listen to each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss listen and circle the words they hear.
- Review the answers as a class. Alternatively, have Ss listen again to confirm their answers or make corrections.
- Then have Ss read each sentence twice, using the two alternative words. Offer help as needed. If necessary, remind Ss how to produce each sound correctly.