







# Unit 1

## Syllables and stress

- 1 Listen.** Words in English have one or more parts. These parts make up *syllables*. A syllable has a vowel sound and can also have one or more consonant sounds. Listen. Notice the numbers of syllables in these words.

TR: 116

1	2	3
 <b>man</b>	  <b>Ja - pan</b>	   <b>Ja - pa - nese</b>
<b>street</b>	<b>peo - ple</b>	<b>ci - ti - zen</b>
<b>bridge</b>	<b>brid - ges</b>	<b>na - tion - al</b>

In words with two or more syllables, one syllable is stronger than the others. The vowel in that syllable is pronounced more loudly and clearly. This is the stressed syllable. Listen again and notice the stressed syllable in the two- and three-syllable words above.

- 2 Listen and repeat.** Do the word pairs have the same number of syllables? Write Y for yes or N for no. Then listen again and circle the stressed syllable. TR: 117

- Y London England
- N surround surrounded
- N Mexico America
- Y travel traveled
- Y sidewalk highway
- N explore exploration


- 3 Work in pairs.** Write the words in the correct column. Then listen to the completed chart to check your answers. TR: 118


architecture entertainment		design capital	planned resident	sign unique
1 syllable	2 syllables	3 syllables	4 syllables	
planned sign	design unique	capital resident	architecture entertainment	


# Unit 2


## Intonation in questions

- 1 Listen.** Notice how the voice goes up or down at the end of the questions. TR: 119

Does a pastry chef wear a uniform? 

Do pastry chefs work every day? 













How do you create beautiful desserts? 

Where do pastry chefs work? 

The voice rises at the end of questions asking for an answer of yes or no.






The voice falls at the end of questions that ask for information. These questions start with the words *who*, *what*, *when*, *where*, *why*, and *how*.

- 2 Listen and repeat.** Circle the correct arrow to indicate intonation for each question. TR: 120

- Where does he work?  
- Does she work full time?  
- Who is your boss?  
- Is this design yours?  
- Do they like their jobs?  
- When do you finish work?  

- 3 Work in pairs.** Does the voice go up or down at the end of these questions? Draw an arrow. Then ask and answer the questions.

Do you like cake?  Yes, of course I do!

- Do you like cake? 
- When do you have English class? 
- Do you have a busy schedule? 
- Do you do your homework every day? 
- What do you do on the weekends? 

## Unit 3

### Present progressive: Stress of the verb *be*

- 1 **Listen.** Notice the pronunciation of the forms of *be*. **TR: 121**

Akiko isn't sleeping.  
Some animals are hunting.

Are they going to the festival?  
Yes, they are.

Is she eating breakfast now?  
Yes, she is. And we're going to bed!

*Be* is unstressed when it's in an affirmative statement or a question.

*Be* is stressed when it's in a negative statement or at the end of a short answer.

- 2 **Listen and repeat.** Circle the stressed forms of *be*. **TR: 122**

- A: When is the sun coming out?  
B: It isn't coming out!
- A: Is it raining?  
B: Yes, it is.
- A: Which animals are sleeping now?  
B: Bears and bats.
- A: Are the children skiing?  
B: No, they aren't.

- 3 **Work in pairs.** Listen and repeat the questions. Then ask and answer them with a partner. Be sure to stress *be* when necessary. **TR: 123**

What are you studying this week?

We're studying Norway.

- What are you studying this week?
- Are you enjoying this weather?
- Who are you studying with now?
- When are you taking your next test?
- Is your teacher smiling?

## Unit 4

### *Can* and *can't*

- 1 **Listen.** Notice the pronunciation of *can* and *can't*. **TR: 124**

Can an alligator run?  
Yes, it can. But you can run faster.

How can people help sea turtles?  
They can help protect their nests.

I can't believe Amy's story about the lion! Can you?  
No, I can't! It's amazing.

In statements and questions, *can* sounds like *kn*. The vowel *a* is weak.

In short answers and negative contractions, the vowel *a* is strong. It's pronounced fully. For example:

I can't see. Can you?  
Yes, I can.

- 2 **Listen and repeat.** Cross out the *a* in the weak forms of *can*. **TR: 125**

- People can help animals in many ways.
- Can the city build an animal crossing this year?  
No, they can't. They don't have the money.
- Elephants can walk under the road in Kenya.
- Many animals can't safely cross roads.
- The red crabs can cross the road safely now, so they can't be harmed anymore.

- 3 **Work in pairs.** Listen and repeat the questions. Then ask and answer them. **TR: 126**

Can you milk a cow or goat?

No, I can't! Can you?

- Can you milk a cow or goat?
- Can you keep a baboon as a pet?
- Where can I get a kitten?
- What animals can we help in this country?
- Can you make animal noises in English?

# Unit 5

## The -ed ending

- 1 Listen.** Notice the different pronunciations for each -ed ending. **TR: 127**

<i>ed</i>	<i>t</i>	<i>d</i>
wanted	looked	learned
needed	dressed	changed
protected	helped	loved

The -ed ending has three possible pronunciations:

- *ed* sound when the final sound of a verb is *t* or *d*
- *t* sound when the final sound of a verb is *f, k, p, s, sh, ch,* and *x*
- *d* sound when the final sound of a verb is a vowel or any other consonant

- 2 Listen and repeat the words.** Then write the number of syllables in each word. **TR: 128**

1. 1 played      4. 3 created      7. 2 needed  
 2. 1 climbed      5. 1 picked      8. 1 asked  
 3. 2 waited      6. 1 reached      9. 3 protected

- 3 Listen and repeat.** Then write each word in the correct column. Listen to check your answers. **TR: 129 and 130**

<del>added</del>	attached	believed	colored
decided	dried	graduated	mixed
produced	saved	washed	wasted

<i>ed</i>	<i>t</i>	<i>d</i>
added	attached	believed
decided	mixed	colored
wasted	produced	dried
graduated	washed	saved

# Unit 6

## Linking: Consonant + vowel sounds

- 1 Listen.** Notice how the words join together. **TR: 131**

Who is it?

I give up.

What has the body of a lion?

When a word ending in a consonant sound comes before a word beginning with a vowel sound, the final consonant sound often links to the vowel. It sounds like one long word.

- 2 Listen and repeat.** Draw a link from the final consonant sound to the vowel. **TR: 132**

1. It's amazing!      4. was it      7. planned a anything  
 2. made up      5. think I      8. What's up?  
 3. have a      6. love it

- 3 Work in pairs.** Complete the conversation with phrases from Activity 2. Listen to check your answers. **TR: 133**

Jane: Hi, Kim! What's up?

Kim: I just made up a history test.

Jane: How was it?

Kim: Difficult! I think I passed, though.

Jane: That's good. So have you planned anything for your birthday yet?

Kim: Not yet. I want to have a party at the new Korean restaurant. Do you like karaoke?

Jane: I love it! What's Korean food like?

Kim: It's amazing!

## Unit 7

### The two-vowel rule

- 1 Listen.** Notice how the vowels in these words are pronounced like the first vowel. **TR: 134**

a	e	i	o	u
<b>paid</b>	<b>read</b>	<b>die</b>	<b>road</b>	<b>due</b>
<b>bake</b>	<b>Pete</b>	<b>bike</b>	<b>bone</b>	<b>tune</b>

As a rule, when two vowels are in the same word or syllable, the second vowel is silent. The letter name is the sound. For example, in the words *paid* and *bake*, the sound is like the name of the letter A.

Although there are exceptions, this is true most of the time.

- 2 Listen and repeat.** Circle the word where the two-vowel rule does not work. **TR: 135**

- seat, beach, great, peach, team
- save, have, wave, shave, behave
- some, phone, home, joke, bone
- oat, soap, road, boat, roar
- cute, cube, Tuesday, statue, duet
- train, said, paid, rain, explain

- 3 Work in pairs.** Look at pp. 112–113. Find words that follow the two-vowel rule. Write as many of them as you can in two minutes.

a	e	i	o	u

## Unit 8

### The schwa (/ə/) sound

- 1 Listen.** Notice the pronunciation of the underlined vowels. **TR: 136**

China student family  
tonight helpful action

As you've learned, when a word in English has two or more syllables, one is stronger, or stressed. The vowel in a stressed syllable is clearly pronounced.

Vowel sounds in unstressed syllables are not fully pronounced and often do not sound like the letter in the word. Many unstressed syllables have the *schwa* sound.

Schwa is a relaxed *uh* sound. The symbol in dictionaries looks like an upside-down e (/ə/). Schwa is the most common sound in the English language.

- 2 Listen.** Complete the schwa sounds in these words with the missing vowels. Then listen again and repeat. **TR: 137 and 138**

- She's an a dult. They are her childre n.
- I made my fami ly tree because I want to know where I came from.
- The Ice Man lived in anci e nt times.
- These days, life is not as difficu lt for kids as it was in the past, but some still co mplain!
- Ja pan is in Asi a .
- The U.S. is in North A merica .

- 3 Work in pairs.** Listen and repeat these words. Circle the syllables with the schwa sound. Compare your answers. Then take turns saying the words. **TR: 139**

ago de scentant origin  
symbol festival probably  
control nation skeleton