

# Single or return?

## Stress in two-syllable words

**A** C13a In a two-syllable word, one syllable is stronger than the other. This is the **stressed** syllable. In the word *answer* the first syllable is stressed. (We also say: 'The stress is on the first syllable.')

Listen.

**an**swer

C13b In the word *again* the second syllable is stressed. (The stress is on the second syllable.) Listen.

**a**gain

C13c Two-syllable words often have stress on the first syllable, and the vowel sound in the unstressed syllable is often the weak sound /ə/. Listen and repeat.

**bro**ther **but**ter **fa**ther **fin**ger **fin**ish **gl**asses **lis**ten **mo**ther **nu**mer **se**cond  
**sis**ter **wa**ter **wo**man

C13d Sometimes there's no vowel sound in the unstressed syllable. Listen and repeat.

**app**le **peo**ple **sim**ple **tab**le **trav**el

C13e Some two-syllable words are stressed on the second syllable. Listen and repeat.

**a**gree **al**one **ar**rive **as**leep **a**wake  
**be**cause **be**gin **be**hind  
**com**plete  
**de**cide  
**ex**am **ex**plain **ex**press  
**per**haps **pr**onounce  
**re**peat **re**turn

**B** We can show stressed syllables like this O, and unstressed syllables like this o. So words like *answer*, *brother*, *butter* look like this Oo, and words like *again*, *because*, *decide* look like this oO.

Dictionaries usually show stress with this sign <sup>ˈ</sup> in front of the stressed syllable.

answer /<sup>ˈ</sup>ɑːnsə/  
 again /ə<sup>ˈ</sup>ɡeɪn/



## Exercises

## 30.1 Listen and circle the word with different stress.

C14

EXAMPLE

oO	oO	oO	Oo				
exam	excuse	explain	<u>extra</u>				
1 actor	after	afraid	also	4 coffee	colour	concert	correct
2 before	belong	better	between	5 English	enjoy	evening	every
3 paper	pencil	picture	police				

Check your answers with the Key. Listen and underline the stressed syllables. Then listen again and repeat.

## 30.2 Make words from these parts and write them in the correct column.

**a**                      **re**                      **long**                      **ing**                      **er**                      **sleep**  
**turn**

words with first-syllable stress

.....  
longer

.....

.....

words with second-syllable stress

.....

.....

.....

C15

Check your answers with the Key. Then listen and repeat.

## 30.3 All these phrases have five syllables. O is a stressed syllable and o is an unstressed syllable. Put the phrases in the correct place.

teacher or student?	the same or different?
single or return?	behind or in front?
asleep or awake?	perhaps or maybe?
finish or begin?	reading or writing?

OooOo 1 teacher or student?  
 2 .....

OooooO 1 ....  
 2 .....

oOoOo 1 ....  
 2 .....

oOoooO 1 ....  
 2 .....

C16

Listen to check your answers. Check with the Key. Then listen and repeat.

30.4 Put the stress mark <sup>ˈ</sup> in the correct place and write the word.

EXAMPLE

/əraɪv/ → /ə <sup>ˈ</sup> raɪv/	arrive	4 /fɪnɪʃ/	.....
1 /sɪstə/	.....	5 /kəmplɪt/	.....
2 /rɪlæks/	.....	6 /teɪbl/	.....
3 /pi:pəl/	.....	7 /prənaʊns/	.....

C17

Listen to check your answers. Check with the Key. Then listen and repeat.

# Begin at the beginning

## Stress in longer words

**A** **C18** Some words have more than two syllables. In every word, one syllable is stressed. Listen and repeat. **O** is the stressed syllable and **oo** the unstressed syllables.

Ooo

**exercise**                      **syllable**

There are three syllables in the word *exercise*.

oOo

**computer**                      **example**

*Computer* is an example of a three-syllable word.

ooO

**understand**                      **Japanese**

I can't understand Japanese.

Oooo

**supermarket**

Do you like small shops or supermarkets?

oOoo

**photography**

Are you interested in photography?

ooOo

**information**                      **mathematics**

I'd like some information about mathematics courses.

oOooo

**vocabulary**

Will you help me with my vocabulary?

ooOoo

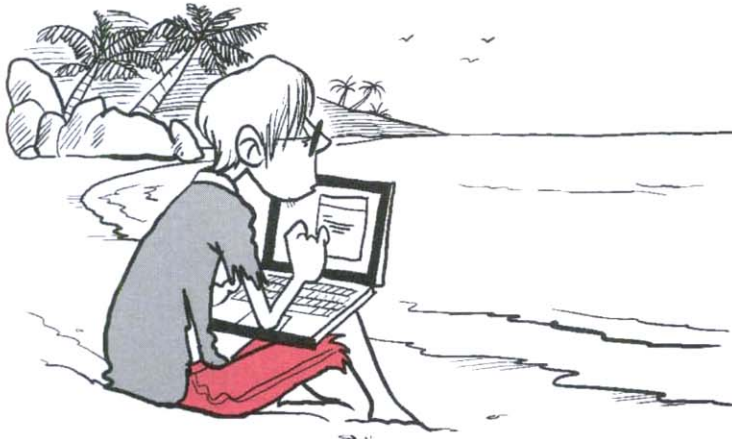
**university**

Which university did you go to?

oooOo

**communication**

Email is very helpful for communication.



**B** **C19a** When you add syllables to words, the stress often stays on the same syllable. Listen and repeat.

**begin**                      →                      **beginning**

**decide**                      →                      **decided**

**possible**                      →                      **impossible**

**sentence**                      →                      **sentences**

**interest**                      →                      **interesting**

**C19b** But sometimes a different syllable is stressed. Listen and repeat.

**electric**                      →                      **electricity**

**pronounce**                      →                      **pronunciation**

**photograph**                      →                      **photography**

**explain**                      →                      **explanation**

## Exercises

### 31.1 Write these words.

- EXAMPLE /bɪ'ɡɪnɪŋ/ beginning
- 1 /'ɪntəvjuː/ .....
  - 2 /mjuː'ziːəm/ .....
  - 3 /mæɡə'ziːn/ .....
  - 4 /'defɪnətli/ .....
  - 5 /ə'merɪkən/ .....
  - 6 /pɒlɪ'tɪʃən/ .....
  - 7 /næʃə'næləti/ .....
  - 8 /fə'tɒɡrəfi/ .....



Listen to check your answers. Check with the Key. Then listen and repeat.

### 31.2 Listen and write the words in the correct column.



adjective    alphabet    cinema    eleven    furniture    grandmother    important  
reception    remember    tomorrow

Ooo	oOo
<u>adjective</u>	.....
.....	.....
.....	.....
.....	.....
.....	.....



Check your answers with the Key. Then listen and repeat.

### 31.3 Complete the sentences. Choose words with the correct stress from the box. You do not need all the words.

afternoon    bicycle    conversation    ~~delicious~~    discussion    exercises    expensive  
holiday    morning    normally    often    Saturday    seventeen    seventy    sixty  
Sunday    Sweden    Switzerland    telephone    today    yesterday

- 1 We had a oOo delicious meal on Ooo .....
- 2 We Ooo ..... go on Ooo ..... by car, but this time we're going by Ooo .....
- 3 I did ten grammar Oooo ..... Ooo .....
- 4 Is Ooo ..... an oOo ..... country?
- 5 My son's ooO ..... and my father's Ooo .....
- 6 I had a long Ooo ..... ooOo ..... this ooO .....



Listen to check your answers. Check with the Key. Then listen and repeat.

### 31.4 Six months of the year have three or four syllables. Write them on the correct line.

Oooo	.....	.....
oOo	<u>September</u>	.....



Listen to check your answers. Check with the Key. Then listen and repeat.



# Where's my checklist?

## Stress in compound words

A

We can often put two words together to make a **compound**, e.g. class + room → classroom. We write some compounds as one word, some as two words, and some with a hyphen (-).

class + room → classroom

car + park → car park

second + hand → second-hand

**C24** The stress is normally on the first part of the compound. Listen and repeat.

Oo     **air**port   **bat**hroom   **bus** stop   **car** park   **class**room   **foot**ball   **girl**friend

Ooo    **bus** station   **din**ing room   **hair**dresser   **new**spaper   **post** office   **sun**glasses

Oooo   **pho**tocopy   **rail**way station   **shop** assistant

oOoo   **pol**ice station

oOooo   **com**puter programme



**B** **C25a** Some compound nouns have stress on both parts if the first part is an adjective. Listen and repeat.

OoO    **single** room

**C25b** Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part. Listen and repeat.

OO     **glass** jar

OoO    **plastic** bag

oOoO   **tomato** soup

**C25c** Some compound nouns have stress on both parts if the first part tells us where the second part is. Listen and repeat.

OO     **car** door   **front** door   **ground** floor

OoOo   **city** centre   **kitchen** window

**C25d** When a compound is an adjective, there is often stress on both parts. Listen and repeat.

OO     **first-class**   **half-price**   **home-made**

OoO    **second-hand**

## Exercises

- 32.1** Listen and circle the compound with different stress. In the example, both words are stressed in *back door*, but in the others, the first word is stressed.

C26

### EXAMPLE

- computer screen back door alarm clock bank manager  
 1 toothache night club crossroads half-price  
 2 motorbike waiting room second class traffic lights  
 3 mobile phone credit card swimming pool check-in desk  
 4 travel agent city centre tourist visa supermarket

- 32.2** Make five compounds from these parts.

first part: ear wine hand birthday boy  
 second part: friend bar present bag rings

Now use the compounds to complete the dialogue.

- A: Oh no, I can't find my .....!  
 B: Have you looked in your .....?  
 A: Of course!  
 B: Maybe you left them in that ..... last night?  
 A: Oh no, maybe I did!  
 B: Are they important?  
 A: Yes – they were a ..... from my .....



C27

Listen to check your answers. Check with the Key. Listen again and circle the stressed part of each compound. Then listen again and repeat.

- 32.3** Listen to the poem. The compounds are underlined. Circle the stressed part of each compound.

C28

### Checklist

- Have I ...  
 ... set the alarm clock?  
 ... and put it on the bedside table?  
 ... put my plane ticket in my trouser pocket?  
 ... packed my toothbrush?  
 ... put my suitcase by the bedroom door?  
 ... switched the CD player off?  
 ... phoned the taxi driver to say 'Be here at six'?  
 Have I ...  
 Have I ...  
 ... Where's my checklist?!  
 Have I ...

Check your answers with the Key. Then listen again and repeat.





# Phrases and pauses

## Reading aloud

A

When you listen to English, perhaps you think it's difficult to understand because it's too fast. And perhaps you would like to speak faster. But when people speak English – or any other language – they don't speak fast and non-stop. They speak in short phrases, and they stop, or pause, between the phrases.

B

First, read this story, and make sure you understand it.

Lots of people get arrested for dangerous driving, of course. But how old is the oldest? Who's the world record holder? Well, I read about a man who was a hundred and four! He went through red lights, crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.

**C29a** Now listen to the story, reading at the same time, and notice the pauses between the lines.

Lots of people get arrested for dangerous driving,  
of course.  
But how old is the oldest?  
Who's the world record holder?  
Well,  
I read about a man  
who was a hundred and four!  
He went through red lights,  
crashed into parked cars  
and drove along the pavement.  
And how old was his car?  
Only thirty.



**C29b** It's OK – or even better – to pause more often, because it gives you more time to think of what to say next, and it makes listening easier. Listen to this version – the words are the same, but there are more pauses.

**C29b** It's also important to stress the most important words. Listen again, and this time notice the stress on the words in bold.

Lots of people  
get arrested  
for dangerous driving,  
of course.  
But  
how old  
is the oldest?  
Who's the world record holder?  
Well,  
I read about a man  
who was  
a hundred and four!  
He went through red lights,  
crashed into parked cars  
and drove along the pavement.  
And how old was his car?  
Only thirty.

**Lots** of people  
get **arrested**  
for **dangerous driving**,  
of **course**.  
**But**  
**how old**  
is the **oldest**?  
**Who's** the **world record** holder?  
**Well**,  
I read about a **man**  
who was  
a **hundred and four**!  
He **went** through **red lights**,  
**crashed** into **parked cars**  
and **drove** along the **pavement**.  
And **how old** was his **car**?  
**Only thirty**.

Practise reading this story, phrase by phrase, paying attention to the pauses and the stresses.

## Exercises

33.1 Listen to this story and mark the pauses like this: / .

C30

A few years ago / I read in a newspaper / that the staff at a library ...

A few years ago I read in a newspaper that the staff at a library in a small town in the west of England had noticed that the number of visitors to the library was going down and down, and the number of books they were borrowing was going down even faster. They couldn't understand this, so they decided to do some research to find out the reason. They interviewed people and asked them to fill in questionnaires and so on. And guess what they discovered. The reason was simply that everybody had read all the books already!

Check with the Key.

C30

Listen again and mark the main stresses by underlining them.

A few years ago / I read in a newspaper / that the staff at a library ...

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

33.2 Listen to this story and mark the pauses.

C31

This seems unbelievable but it's a true story in fact. A farmer was working in the fields with his tractor. The tractor crashed and he fell out and landed on the ground unconscious. As he fell, his mobile phone fell out of his pocket. Soon after, a bird that was flying around the fields saw the phone and started pecking it with its beak. Amazingly it dialled the number 999 and soon the emergency services arrived to help the farmer.



Check with the Key.

C31

Listen again and mark the main stresses.

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

**Tip:** You might find it helpful to rewrite the stories with each phrase on a separate line, like this:

A few years ago

I read in a newspaper

that the staff at a library ...



**Note:** When we write, we mark some of the main pauses with commas, like this:  
This seems unbelievable, but it's a true story, in fact.