

## UPPER INTERMEDIATE UNIT 3

### 3.1

**1A**  **3.1 WEAK FORMS IN AUXILIARIES** Read and listen to the story below about children. What point do you think it illustrates?

- a) Children like attention
- b) Children are sometimes rude to adults
- c) Children say clever things

An art teacher was observing his seven-year-olds while they were drawing pictures. He got to one little girl who had been drawing carefully for a long time. She was concentrating so hard she hadn't said a word all lesson.

'What are you drawing?' asked the teacher.

'God,' said the girl.

'But no one knows what God looks like,' said the teacher.

'They will in a minute!' said the girl.

**B** Circle examples of the past perfect simple, the past continuous and the past perfect continuous. Where are the weak forms in the verbs you circled?

**C**  **3.2** Listen and repeat the verb phrases from the story.

**2A RHYTHM IN SAYINGS** Use words from the box to complete the sayings.

nothing	comes	Romans	twice	around
shy	silver	gained	do	lining

- 1 When in Rome, do as the \_\_\_\_\_.
- 2 Nothing ventured, \_\_\_\_\_.
- 3 What goes around \_\_\_\_\_.
- 4 Once bitten, \_\_\_\_\_.
- 5 Every cloud has a \_\_\_\_\_.

**B**  **3.3** Listen and check.

**C** Read the Pronunciation tip. All the sayings in Exercise 2A except one have two main stresses. Which one has more than two? Underline the stressed words in the sayings. Then listen again and repeat.

### speakout PRONUNCIATION TIP

Many sayings use parallelism. This means the second part echoes the first part, e.g. the vocabulary and/or the rhythm. For example, *Hope for the best, but prepare for the worst.*, *Practice makes perfect.*, *Easy come, easy go.* Because of this, sayings often have two main stresses.

### 3.2

**3A SENTENCE STRESS: *I wish and if only*** The sentences below have the stress on three words. Which words?

- 1 If only I'd done my job.
- 2 If only he hadn't sold it.
- 3 I wish you'd bought the car.
- 4 If only he'd stayed at home.
- 5 I wish I weren't so tired.
- 6 I wish I could go back.

**B**  **3.4** Listen and check. Then listen and repeat.

**4A STRESS ON SEPARABLE MULTI-WORD VERBS** Read the Pronunciation tip and do the task.

### speakout PRONUNCIATION TIP

Multi-word verbs are separable if an object can come between the verb and the particle. For example: *I turned up the music. I turned the music up.*

- 1 When we name the noun, the stress is usually on the noun: *Turn the music up. Turn up the music.*
- 2 If a pronoun (*it, her, them, etc.*) is used instead of the noun, the stress is on the particle: *Turn it up.*

Say sentences to illustrate rules 1 and 2 using *pick up, throw away* and *take back*.

**B**  **3.5** Which word is stressed in these sentences? Listen and check. Then listen again and repeat.

- |                                 |                         |
|---------------------------------|-------------------------|
| 1 a) I gave up smoking.         | b) I gave it up.        |
| 2 a) What did she take up?      | b) She took up tennis.  |
| 3 a) I looked up the word.      | b) I looked it up.      |
| 4 a) Hang your jacket up.       | b) Hang it up.          |
| 5 a) Can you wake them up?      | b) Wake up the girls.   |
| 6 a) He picked the language up. | b) He picked up French. |

### 3.3

**5A**  **3.6 SENTENCE STRESS** Listen to these comments about books, TV programmes and films. Which words are stressed?

- 1 I'm a big fan of his films.
- 2 I'm not a big fan of manga.
- 3 What I really liked about the song was the lyrics.
- 4 I'm not that keen on biographies.
- 5 I'm quite keen on opera.
- 6 I just couldn't get into that series.
- 7 I was really into her work.
- 8 I can't stand blockbusters.
- 9 The thing I love about it is the characters.
- 10 The thing I didn't like was the plot.

**B** Listen again and repeat. Focus on emphasising the stressed words.