

## UPPER INTERMEDIATE UNIT 5

### 5.1

- 1A STRESS IN COMPOUND NOUNS AND COMPOUND ADJECTIVES** Read the Pronunciation tip and then complete sentences 1–6 with words from the box according to their stress pattern and meaning. There are four extra words.

#### speakout PRONUNCIATION TIP

Compound nouns usually have the stress on the first syllable: *breakthrough*, *trade-off*.

Compound adjectives use two words to form an adjectival phrase. The stress is often equal on both parts. For example: *highly-regarded doctor*, *energy-efficient light bulb*, *hand-made chocolates*.

outlook   drawbacks   downside   hand-held breakdowns   waterproof   built-in   eco-friendly breakthrough   solar powered
---

- I'm afraid there are several \_\_\_\_\_ Oo to this suggestion.
- The house comes with \_\_\_\_\_ OO bookcases.
- The Green Life Hotel is completely \_\_\_\_\_ OoOo.
- After years of research, she finally made a \_\_\_\_\_ Oo.
- Charles Macintosh invented \_\_\_\_\_ Ooo clothing.
- The car is \_\_\_\_\_ OoOo, with panels on the side; it works during the day.

- B** ▶ 5.1 Listen and check. Then listen and repeat.

### 5.2

- 2A** ▶ 5.2 **SENTENCE STRESS: conditionals** Read and listen to the sentences below. Underline the stressed words.

- Ads are fine as long as they're short.
- Unless he improves, he'll lose his contract.
- If I had time, I'd bake a cake.
- Suppose they came here, what would we do?
- As long as we're on time, we'll be OK.
- Which would you buy if money were no object?
- She'll be here soon unless there's heavy traffic.
- If you work hard, you'll get your reward.

- B** Listen again and say the sentences with the speakers.

### 5.3

- 3A** ▶ 5.3 **INTONATION: suggestions** Listen to the conversation. What do you think they are discussing?

- A:** How do you feel about this one?  
**B:** Um, I like it, but to be honest, it wouldn't be my first choice. It's a beautiful picture but the child is alone and I think we want to emphasise the group nature of the camp.  
**A:** That it's a big group of kids learning together.  
**C:** Yes, I was thinking the same. I like the picture, but to put it bluntly, it wouldn't work for what we're trying to do.  
**B:** It's not quite right, is it?  
**C:** I have to say, I think we're on the wrong track showing this blond kid who looks like an angel.  
**B:** Kids aren't angels. It looks too ...  
**C:** It's too idealistic. I think we should go with something more down to earth showing some of the activities.  
**A:** How does this second one strike you?  
**B:** Better.  
**C:** I think it would be great if we could use something like this.  
**A:** With a group of children.  
**C:** With a bigger group. Hmm. Actually, is rock climbing the image we want to promote?  
**B:** Frankly, I don't think this would be effective. A lot of parents would be scared by this.  
**A:** With that in mind, suppose we tried a group shot of the kids doing something else, something safer.  
**B:** Like fishing?  
**C:** Or sleeping. Or eating burgers.

- B** Circle five phrases for making and asking for suggestions and mark them S. Then underline the stress.

- C** ▶ 5.4 Listen to the phrases. Do they start with high or low intonation? Listen again and repeat, copying the intonation.

- 4A** **INTONATION: showing reservations** Circle five phrases for showing reservations in the conversation in Exercise 3A and mark them R. Then underline the stress.

- B** ▶ 5.5 Listen to the phrases. Then listen again and repeat, copying the intonation.