

Introduction

To the teacher

This book is designed for both self-study and classroom use by intermediate to upper intermediate level students.

It is organised according to grammatical categories (*nouns, articles, tenses, adjectives* etc), except where some units focus on a lexical area as a more practical way of dealing with specific grammatical problems (for example, the use of certain prepositions and of specific modals such as **would** and **could**).

The book is organised in such a way that the 'fundamental' issues of grammar (*nouns, articles, and verbs*) are all dealt with in the first units of the book. Students can work through the book from beginning to end, or they can be asked to dip into it to deal with specific grammatical problems that they are experiencing.

There are passages of real English at the beginning of each unit which are designed to give the student a 'feel' of how the grammatical or lexical area is used in a real context. These texts can be read by students individually, or they can be read aloud to the class, or you can play the audio CD which can be used with this book to hear the texts read by native speakers at a natural speed.

In each unit, there are generally two pages of grammatical explanations with plenty of examples, and then two pages of exercises. All the exercises are set in real contexts, and often with characters that recur throughout the book who students may come to recognise and to identify with.

At the back of the book there are tables of *verb forms, irregular plurals, a pronunciation guide*, a guide to the *structure of English sentences*, and a brief look at *American English* for the students to refer to if they need to.

The answers to the exercises are all contained in the booklet inside the back cover of the book which you may let the students keep or not, as you choose.

To the student

This book is for learners of English who have already learnt the basics of English grammar and who need to develop a deeper understanding of how English is used. You can start at the beginning and work through the book if you want to, or you can choose any grammar topic that you think you need to study, as the units are all self-contained. The texts at the beginning of each unit should be read straight through to get a sense of their meaning, and you can also hear them read aloud on the audio CD; then you can look at them more closely to see how the language is used, in terms of the grammar focus of the unit. The grammar explanation boxes all have clear headings so you can choose exactly what you want to work on in each unit.

Most of the exercises tell a story or are a conversation in progress. They test the grammar focus of the unit and they also help you to learn more about how English is used in everyday life. When you have finished them, you can use the handy answer key booklet inside the back cover to check your answers.

At the end of the book there are useful lists of *irregular verbs* and of *plural nouns*. There is also a pronunciation guide and information on the structure of English sentences and of terms such as *adjective* and *modal*, and some brief notes on the differences between British and American English grammar.

I had a lot of fun writing this book, and I hope you will enjoy getting to know the characters and reading about their lives and enjoy getting a better understanding of real spoken and written English.

nouns, determiners, and pronouns

| | | |
|----|---|----|
| 1 | nouns (book, books) | 2 |
| 2 | a, an, and the | 6 |
| 3 | names and places with and without the (the Andes, the hospital, the Smiths) | 10 |
| 4 | some and any | 14 |
| 5 | this and these; that and those | 18 |
| 6 | subject and object pronouns (I, me, who) | 22 |
| 7 | possessive adjectives (my, his) | 26 |
| 8 | possessives ('s, s', of) | 30 |
| 9 | possessive and reflexive pronouns (mine, myself) | 34 |
| 10 | empty subjects: there and it | 38 |
| 11 | nouns and verbs; group and pair nouns | 42 |

verbs present and past

| | | |
|----|--|----|
| 12 | present simple (I work) | 46 |
| 13 | present continuous (I am working) | 50 |
| 14 | present simple and present continuous | 54 |
| 15 | past simple and used to (I worked, I used to work) | 58 |
| 16 | past continuous (I was working) | 62 |
| 17 | verbs rarely used in the continuous | 66 |

perfect forms

| | | |
|----|--|----|
| 18 | present perfect simple (I have worked) | 70 |
| 19 | present perfect and past simple | 74 |
| 20 | present perfect continuous (I have been working) | 76 |
| 21 | past perfect simple (I had worked) | 80 |
| 22 | past perfect continuous (I had been working) | 84 |

future

| | | |
|----|---|----|
| 23 | future: present simple, present continuous, and be going to | 88 |
|----|---|----|

| | | |
|----|---|----|
| 24 | will, be going to, and shall | 92 |
| 25 | future: review of present tenses, will, and be going to | 96 |
| 26 | will be doing, will have done, was going to do | 98 |

imperative, conditional, and passive

| | | |
|----|--|-----|
| 27 | imperative (stop, don't move) | 102 |
| 28 | conditional 1 (if you are ...) | 106 |
| 29 | conditional 2 (if you were ...; if you had been ...) | 110 |
| 30 | passive 1 (it is sold) | 114 |
| 31 | passive 2: special uses; have something done | 118 |

special verbs

| | | |
|----|------------------------|-----|
| 32 | make and do | 122 |
| 33 | get | 126 |
| 34 | say, tell, and ask | 130 |
| 35 | bring, take, and fetch | 134 |

modals

| | | |
|----|--|-----|
| 36 | can | 138 |
| 37 | could | 142 |
| 38 | may and might | 146 |
| 39 | will and shall | 150 |
| 40 | would | 154 |
| 41 | must, have to, and need to | 158 |
| 42 | should, ought to, and had better | 162 |
| 43 | perfect modals (could have done, should have done) | 166 |
| 44 | modal verbs: review | 170 |

adjectives, adverbs, quantifiers, and prepositions

| | | |
|----|--|-----|
| 45 | adjectives (good, happy) | 174 |
| 46 | adverbs (well, happily) | 178 |
| 47 | comparative and superlative adjectives and adverbs | 182 |
| 48 | modifiers (really, quite, awfully) with adjectives and adverbs | 186 |
| 49 | number quantifiers (many, a few) | 190 |

| | | | | | |
|--|--|------------|-------------------|--|------------|
| 50 | amount quantifiers (no, a little, a lot of etc) | 194 | 65 | preposition + ing form (he's good at skating) | 252 |
| 51 | quantifiers: review | 198 | 66 | verb + preposition (look at) | 256 |
| 52 | space prepositions (at, in, off, on etc) | 202 | 67 | phrasal verbs (come in, put away, give in to) | 260 |
| 53 | time prepositions (in, on, at etc) | 206 | 68 | adjective + preposition (angry with) | 266 |
| 54 | at, in, by, to | 210 | 69 | preposition + noun (in time, for example) | 270 |
| 55 | for and from | 214 | 70 | conjunctions 1: simple (and, but, or) and time (when, while, as etc) | 274 |
| 56 | of | 218 | 71 | conjunctions 2: logic conjunctions (if, because, so, unless, although) | 278 |
| | | | | | |
| structure of sentences, clauses and phrases | | | | | |
| 57 | clauses (while Keith was talking ...) | 222 | Appendices | | |
| 58 | questions | 226 | Table 1: | types of words and their use in sentences | 282 |
| 59 | answers and tag questions | 230 | Table 2: | irregular past forms | 286 |
| 60 | reporting speech 1: statements (and then she said ...) | 234 | Table 3: | irregular noun plurals | 288 |
| 61 | reporting speech 2: questions and instructions | 238 | Table 4: | pronunciation | 290 |
| 62 | relative clauses (... who lived in Wales) | 242 | Table 5: | American English grammar | 292 |
| 63 | verb + to + infinitive (I hope to win) and verb + ing form (I enjoy winning) | 246 | Index | | |
| 64 | verb + object + to + infinitive (she taught him to drive) | 250 | 294 | | |
| | | | | | |
| Answer key | | | | | |

14



LUCY: Hi, Karen! How **are** you? I'm really excited because I've got an audition tomorrow! I'm so nervous!

KAREN: That's brilliant! What **is** it for?

LUCY: It's for a part in a new show which **opens** in the autumn. It's about the start of jazz music in New Orleans. There's a really big cast, so I've got a pretty good chance of getting a small part.

KAREN: What **do** you **have** to do? I've never done an audition!

LUCY: I'm **doing** a jazz solo, and you always **have** to do a 'routine' – that **means** they **teach** you a sequence of steps and you all **do** them together.

KAREN: That **sounds** really hard!

LUCY: Oh no! That's fine! I **do** routines all the time. I'm **doing** two dance classes a week at the moment. Actually, I'm **feeling** more nervous about singing! I'm **not** very good at that. Anyway, how's your new job?

KAREN: Oh, it's OK. I'm **working** at Gargantuan Games now. I left my old job and started there last week. They're very nice but they all **work** really hard! But they're **paying** me quite well.

LUCY: What **are** you **doing** now? **Are** you busy?

KAREN: Actually I'm just **cooking** myself some supper, and then I'm **going** to bed early.

LUCY: I **have** to go to bed early too. I **have** to be at the theatre at 9 o'clock.

KAREN: Well, good luck! Phone me after the audition! Bye!

LUCY: Bye!



1 present simple with present meaning

We use the present simple for *facts and situations in the present that we do not expect to change*:

- My brother **is** a rock musician.
- Mae Ling **has** a big house in the suburbs.
- The River Seine **flows** through Paris.
- Maria **speaks** English better than me.
- 'Gargantuan' **means** 'enormous'.

We also use the present simple for *frequent or regular events*:

- The river **floods** every spring.
- Mark always **walks** to work.

(For more on the form and use of the present simple, see unit 12.)

2 present continuous with present meaning

We use the present continuous when we are talking about *something that is happening at this moment*:

- Sam **is reading** the Mitsubishi manual and trying to repair his engine.
- **Are you listening** to me?

We also use the present continuous to talk about *things which happen during the present period of time*, but not necessarily at this particular moment:

- Phil **is doing** Spanish lessons this term.
- I'm afraid we're **spending** more than we should!

(For more on the form and use of the present continuous, see unit 13.)

3 verbs rarely used in the continuous

Note that some verbs are not usually used in a continuous form. These are verbs describing a *state* (**be, have, look, need, seem, sound, smell** etc) and verbs describing *feelings* and *thoughts* (**have to [= must], hope, feel, like, trust** etc). With these verbs we use the simple form to talk about something that is happening now:

- Gary **is** very tired today. NOT ~~Gary is being very tired ...~~
- He **seems** to think that there isn't a problem. NOT ~~He's seeming ...~~
- I **have** to finish this report tonight. NOT ~~I'm having to ...~~
- I **hope** you are enjoying yourselves! NOT ~~I'm hoping ...~~
- I really **like** this cappuccino. NOT ~~I'm really liking ...~~
- The people **trust** the government. NOT ~~The people are trusting ...~~

A few verbs that describe *feelings*, such as **enjoy** and **feel**, can be used in the continuous to talk about what is happening now:

- I'm **enjoying** this music – what is it?
- I'm **not feeling** very well. I think I'll sit down for a bit.

Some verbs have one meaning where they describe a *state* and another meaning where they describe an *action*; we can use a continuous form for the *action*:

- That boy **looks** ill. (*state*) That boy **is looking** at the plane. (*action*)
- Jack **has** three cars. (*state*) Jack **is having** a shower. (*action*)

(For more on verbs not usually used in the continuous, see unit 17.)

4 present forms with future meaning

We use the **present simple** with future meaning when we are talking about *something which is scheduled*. We usually don't use this tense when we are talking about people:

- The bus **leaves** in half an hour.
- Don't be late for the meeting. It **starts** at 2.

We use the **present continuous** when we are talking about *something which is planned in the future*. We usually use this form when we are talking about what people are planning to do:

- Sarah **is coming** for dinner tonight.
- I'm **taking** my mother to the airport tomorrow morning.

Note: After **when / before / after**, we use the present simple to talk about people's plans:

- Dan and Vanessa are visiting Pisa **before** they **fly** back to America.

5 present forms in stories and jokes

When we are telling a story or a joke in a very informal, idiomatic way, we often use the present tense even when we are talking about something that happened in the past.

We use the **present continuous** to give the *background information* and the **present simple** for the *main events*:

- It's raining and my friend is running, and then she slips on the pavement ...
- I'm walking through the gate and a ticket inspector is standing there and he says 'your ticket isn't valid!'

A Read the passage and choose which verb form is better. Draw a circle around it.

Mary Ross (0) **works** / **is working** in the packing room today. She (1) **is packing** / **packs** strawberries, and they (2) **smell** / **are smelling** very sweet and delicious. She (3) **is being** / **is** really tired. Peter (4) **doesn't help** / **isn't helping** her this afternoon because he (5) **'s** / **'s being** in the office. He (6) **phones** / **'s phoning** the bank manager to ask for some advice. They (7) **have** / **'re having** a bit of a problem as they (8) **employ** / **are employing** a new packer and they (9) **are needing** / **need** to borrow some money from the bank. Mary (10) **hates** / **is hating** talking about money. She (11) **is preferring** / **prefers** to work on the farm. But she (12) **'s not working** / **doesn't work** very hard at the moment!



B Read the following data about Warren Daly, then look at the questions. Write the questions and correct the verbs in the questions if they are incorrect, and then answer the questions.

NAME: Warren Daly

AGE: 37

PROFESSION: Film actor

HAPPY?: Yes

HOME: New York

HOLIDAY HOME?: Yes. Beach house on Martha's Vineyard

MARRIED?: Yes

WIFE'S NAME: Anthea

CHILDREN: Jake, Delilah, and Star

WIFE'S JOB: Film editor

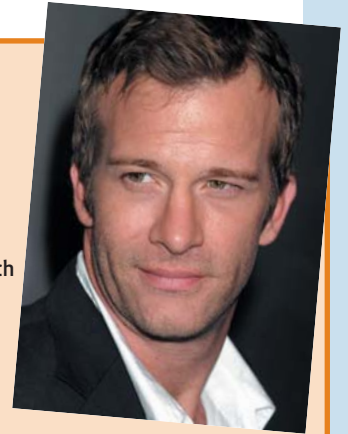
HOLIDAYS: England – stay with friends there

PRESENT JOB: Film of life of the balloonist Montgolfier

CHILDREN AT SCHOOL?: Jake studying at High School in Greenwich Village; Delilah at kindergarten; Star at home

HOBBIES: Golf, scuba diving, sailing

PRESENT ACTIVITY: Rehearsing for a new film



0 How old is Warren Daly being?

How old is Warren Daly?

He's 37.

1 What is his wife's name?

2 What is his job?

3 Is he liking it?

4 Where are they living?

5 Have they got a holiday home? Where?

6 How many children are they having?

present continuous

7 What are their children called?

.....

8 Does his wife have a job? What?

.....

9 Where are they going on holiday usually?

.....

10 Where do they stay when they go to England?

.....

11 Where is Jake going to school?

.....

12 What hobbies is Warren enjoying?

.....

13 Is Star being at school?

.....

14 What is Warren doing right now?

.....

C Look at the notes Chi-Nan is making about the holiday he is planning. He is going with his friend, Guo-Fu. Make sentences to explain their plans, using the verbs in brackets and the present simple or the present continuous.

0 flight from Heathrow - 13.05 → Hong Kong - 8.00, the next morning

(leave / arrive) *The flight leaves Heathrow at five past one, and arrives in Hong Kong at eight o'clock the next morning.*

1 local flight from Hong Kong - 9.00 → Taipei - 10.35, on Wednesday

(leave / arrive) The flight

2 whole journey time - 21.5 hours

(take) The whole journey

3 Hotel Taipei Fortuna - for five days

(stay) They

4 single room - £47 per night

(cost) Each room

5 the National Palace Museum, on Thursday

(visit) They

6 if possible, the Fulong Seaside Park, on Friday morning

(go)



7 boat trip to the islands, on Saturday

(take)

8 boat to islands, 10 a.m.

(go)

9 the train to Wulai - to see the hot springs

(take)

10 two nights, with Guo-Fu's parents, near Wulai

(stay)

11 the Long Shan Temple, before return to the UK

(visit)



Is Phyllis a shopaholic?

- 1 Shopping is one of our favourite hobbies in the UK, **but** it is becoming an expensive obsession **as** shoppers are getting huge credit card bills **and** facing deeper and deeper debt than ever before.
- 2 **Although** 'retail therapy' can make you feel better for a while, consumer spending is increasing all the time, **and** it is estimated that nearly one in five people has a problem with their shopping habits.
- 3 Psychologists say an addiction to shopping hides a lot of pain and insecurity **and** compulsive shoppers feel they lack love, **and** they are looking for objects to replace it, **but** this creates a destructive cycle.
- 4 At first there is a feeling of exhilaration, **but** then dismay and self-hatred set in **and** the whole cycle starts all over again.
- 5 Phyllis certainly loves shopping **but** I don't think she is a true compulsive shopper **as** she always stops when her credit card says 'No!'

1 what are clauses?

Clauses are sentences or parts of sentences that contain complete bits of information. Clauses usually contain a subject and a verb. Some sentences have only one clause:

- Keith rang.
- Lynne answered.

Some sentences are made up of more than one clause, each one adding another bit of information. They are often connected to other clauses with a comma, or a conjunction (e.g. **and**, **but**), or other linking word:

- | | | |
|---|-----------------|-------------------------------|
| clause 1 | clause 2 | clause 3 |
| ■ While Keith was talking on the phone, | the door opened | and Alice came into the room. |

2 clauses which add information

Some clauses give *added information*; these begin with **and**:

- It was raining hard **and** the river was flooding.
- The water filled the street **and** cars were floating down the road.

Other clauses give *contrasting information*, and begin with **but**:

- It was a lovely morning **but** Tom felt depressed.
- He went to work as usual **but** he didn't work very hard.

3 explanation clauses

Explanation clauses *answer the question 'why?'*. They begin with **because** and **as**:

- Francis doesn't take the car to work **because** walking is healthier than driving.
- Kevin is feeling tired **as** his training is very hard work.

4 result clauses

These clauses describe the *consequence of something*. They usually begin with **so**:

- The roads were very busy, **so** Carol took the subway.
- It had been raining, **so** the ground was muddy.

5 time clauses

Some clauses *answer the question 'when?'*. They may begin with **when**, **after**, **before**, **as soon as** etc:

- Peter went out **when** the rain stopped.
- **After** the Rabbi left, Susan left, too.

Many clauses indicate *a sequence of events*, linked with words such as **then**, **next**, and **finally**:

- 1 2 3 4
- Joan arrived, **then** Andrew walked in, **next** Gareth sat down, and **finally** Tamara ran in.

Some clauses describe how *one thing happens at the same time as something else*. These begin with **as** or **while**:

- Mr Grant drank a cup of coffee **while** he read his emails.
- **As** the snow fell, the footprints disappeared.

6 clauses without a subject

When we use a sequence of clauses with the same subject, we often don't repeat the *subject*. We use a comma before each new clause; we use **and** before the last clause:

- When he stayed in Greece he visited the Parthenon, went snorkelling, danced with the local people, **and** bought lots of presents.

When we use a sequence of clauses with the same subject and verb, we usually don't repeat the *subject* and *verb*. It is clear what we mean because of the context:

- When David goes on holiday he likes swimming in the sea, walking in the mountains, **and** taking his wife to quiet little restaurants.

If we give an alternative, we use **or**:

- He wants to try sky-diving **or** to try parachute jumping.

Some **ing form** verb clauses are *time clauses* which say that *two things happen almost at the same time*:

- **Slamming on the brakes**, he stopped the car. (= *He slammed on the brakes and he stopped the car.*)
- **Running round the corner**, Diane tripped over the dog. (= *Diane ran round the corner and tripped over the dog.*)

Some clauses *answer the question 'how?'* and start with **by** and an **ing form** verb:

- Sharks stay alive **by moving** their bodies constantly. (= *Sharks move their bodies constantly and that's how they stay alive.*)

When we have two **by** clauses together, we can leave out the second **by**:

- We saved a lot of money **by cooking** our own food and (**by**) **not eating** in restaurants. (= *We cooked our own food and we didn't eat in restaurants, and that's how we saved a lot of money.*)

A Look at the text at the top of page 222 and write each clause as a sentence. Take out the underlined words and make new sentences of each clause.

- 0 *Shopping is one of our favourite hobbies in the U.K.*
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16



(while Keith was talking ...)

B Read the following sentences and add a word or a comma in the gaps to make complete sentences.

Phyllis goes into town each weekend (0)*and*..... joins the millions of other British people hurrying up and down the high streets (1) window-shopping in the malls.

The biggest problem most people face is finding somewhere to park, (2) keeping calm in the middle of the crowds, (3) for others the love of the boutique can lead to very serious problems. People who spend a lot can become very depressed (4) lose their houses, (5) even become homeless.

Many famous people suffer from this obsession, (6) even the richest pop star or model can run out of money (7) find themselves in debt once the addiction gets hold of them.

One problem is that this illness is not taken seriously (8) most people think that it is a problem only for rich, middle-aged women, (9) they don't have much sympathy with the sufferers.

This isn't true, (10) it can ruin the lives of women and men of all ages, and from all economic brackets.

Advertising is a serious problem (11) it tempts people to buy useless things (12) telling them they really need that dress or handbag or even that new car.

Apparently, Internet shopping is not such a danger (13) people like the excitement of the crowds (14) they need to actually see and feel the things that they buy.

C Read the following sentences. Draw a line where the clauses begin and circle the linking words or punctuation.

- 0 Do you think you could be more successful and enjoy a better lifestyle but don't know how to improve things?
- 1 Find out what you want from life by making a list of all the good things you've done in your life and thinking about what they say about you.
- 2 Then you must make goals for yourself, but remember the goals you pick are for you, not for your parents, or your partner, or your boss, and you must try to forget what other people want you to do or be.
- 3 Before you start making your list, you may need to get away on your own for a while so you can take a step back and see things clearly.
- 4 Next, take a look at the way you live by looking around your home, then think about the impression it gives of you.
- 5 This doesn't mean that you have to have a spotless, tidy home, but it should be well-organised so you can focus on what you really want to do in your home.
- 6 Putting jobs off till tomorrow will make them seem much harder, so you should always do things immediately.
- 7 Exercise is really important and beginning the day with a bit of exercise will give you a lot more energy and enthusiasm for the rest of the day.
- 8 Finally, decide on one short-term goal and one long-term goal, write them both down on a big piece of paper, stick it up in a place where you will often see it, and now your new, successful life can begin!

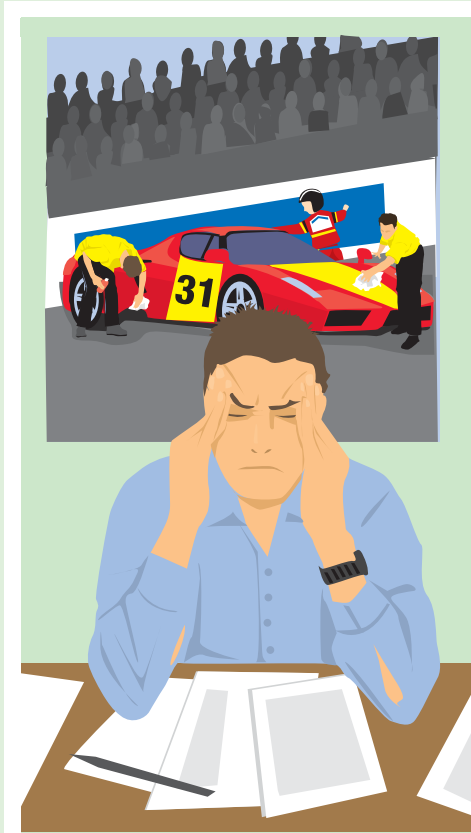


TABLE 4

pronunciation

1 vowels, consonants, and phonemic symbols

The vowels of English are written as **a**, **e**, **i**, **o** and **u**. There are more vowel sounds than vowels, and some vowel sounds have more than one possible spelling. We use different phonemic symbols for each vowel sound. Dictionaries use these to help you to pronounce a new word. Here is a list of the phonemic symbols for English vowels.

| | |
|----------------------|--|
| /ə/ – <u>o</u> pen | /ɒ/ – <u>h</u> ot |
| /ɜ:/ – <u>b</u> ird | /ɑ:/ – <u>p</u> ath (southern British) |
| /ʌ/ – <u>t</u> ug | /æ/ – <u>b</u> ad |
| /u:/ – <u>s</u> poon | /e/ – <u>t</u> en |
| /ʊ/ – <u>p</u> ut | /ɪ/ – <u>h</u> it |
| /ɔ:/ – <u>f</u> ill | /i:/ – <u>f</u> ee <u>t</u> |

When two vowel sounds work together, they are called a **diphthong**. There are phonemic symbols for each diphthong:

| | | |
|--------------------|----------------------|----------------------|
| /əʊ/ – <u>s</u> o | /ɔɪ/ – <u>r</u> oyal | /aʊ/ – <u>t</u> own |
| /eɪ/ – <u>s</u> ay | /ɪə/ – <u>h</u> ere | /ʊə/ – <u>f</u> ewer |
| /aɪ/ – <u>c</u> ry | /eə/ – <u>f</u> air | |

Each consonant sound also has a phonemic symbol:

| | | |
|-----------------------------------|-----------------------|-----------------------|
| /b/ – <u>b</u> old | /l/ – <u>l</u> emon | /ʒ/ – <u>m</u> easure |
| /k/ – <u>k</u> idney, <u>c</u> ar | /m/ – <u>m</u> ood | /t/ – <u>t</u> en |
| /tʃ/ – <u>ch</u> urch | /n/ – <u>n</u> othing | /ð/ – <u>th</u> is |
| /d/ – <u>d</u> oor | /ŋ/ – <u>si</u> ng | /θ/ – <u>th</u> in |
| /f/ – <u>f</u> ine | /p/ – <u>p</u> it | /v/ – <u>v</u> owel |
| /g/ – <u>g</u> ood | /r/ – <u>r</u> ight | /w/ – <u>w</u> in |
| /h/ – <u>h</u> air | /s/ – <u>s</u> un | /j/ – <u>y</u> es |
| /dʒ/ – <u>j</u> ust | /ʃ/ – <u>sh</u> ore | /z/ – <u>z</u> en |

Note the sounds of the consonants **q** and **x**:

| | |
|----------------------|--------------------|
| /kw/ – <u>q</u> ueen | /ks/ – <u>x</u> it |
|----------------------|--------------------|

2 intonation

Intonation is the rise and fall of the voice in speech. In English the voice is usually high on the most important words in a sentence, and falls at the end of a statement:

→ → →
Karen likes water skiing

In questions the intonation usually starts high, and then falls and rises at the end:

→ ↘ ↗
Would you like a newspaper?

3 pronunciation of s endings

We add **s** to the end of nouns and verbs. The pronunciation of the **s** depends on the sound at the end of the word:

- 1 /k, f, p, t/ + /s/:
picks, laughs, taps, puts
- 2 /b, d, g, l, m, n, ŋ/ + vowel sounds + /z/:
robs, adds, bags, boys
- 3 /tʃ, s, ʃ, z/ + **es**, pronounced /ɪz/:
pushes, fetches, passes, faxes

4 pronunciation of the **ed** ending

There are lots of irregular **ed** verb endings. The pronunciation of the regular endings depends on the sound of the previous syllable:

- 1 unvoiced consonant (/k, f, p, t, s/) + **ed**, pronounced /t/:
missed tapped picked puffed
- 2 voiced consonant (/b, d, g, m, n, ŋ/) + **ed**, pronounced /d/:
robbed praised admired nagged
- 3 vowels and liquids (**l, w, y, r** etc) + **ed**, pronounced /d/:
pulled bored prayed sewed
- 4 /t/ or /d/ + **ed**, pronounced /ɪd/:
batted padded lasted attracted

5 pronunciation of **r**

There are different pronunciations of the letter **r** in different parts of the English-speaking world. In 'standard' Southern British English we pronounce the **r** after a consonant very short and forward in the mouth, more with the lips than the tongue. We do not roll the tongue. A final **r** is not pronounced. In other regions, such as Scotland, the tongue is rolled, and in American English and the southwest of England, the **r** is 'dark', and made at the back of the mouth with the lips rounded.

Before a consonant, or between two vowels, we do not pronounce the **r**. It changes the pronunciation of the previous vowel:

| | |
|---------------|--------------|
| park – /pɑ:k/ | sore – /sɔ:/ |
| port – /pɔ:t/ | care – /keə/ |
| hurt – /hɜ:t/ | here – /hɪə/ |

6 weak and strong forms

Many common one-syllable words are pronounced very quickly in spoken English, and the pronunciation is different than when they are spoken slowly and clearly. The vowel is weakened, often to become /ə/ or /ɪ/. This is called the **weak** form of the word. The following is a list of some of the most common weak forms used in everyday speech:

| | |
|---------------------------------------|--|
| a / an – /ə, ən/ | will – /wəl/ |
| the – /ðə/ | would, could, should – /wəd, kəd, ʃəd/ |
| some, come – /sʌm, kəm/ | can, had, have – /kən, həd, həv/ |
| at, as, am, that, than – /ət, əz, əm/ | from, of, was – /frəm, əv, wəz/ |
| you, to, should – /jə, tə, ʃəd/ | them – /ðəm/ |
| been – /bi:n/ | shall – /ʃəl/ |
| for – /fə/ | |

When a syllable is not stressed in a word with more than one syllable, the unstressed vowel is weakened. /ɪ:/ becomes /ɪ/ and all the other vowels become /ə/:

| | |
|-----------------------------|--|
| part <u>n</u> er – /pɑ:tnə/ | bel <u>ie</u> ve – /bɪli:v/ |
| b <u>e</u> come – /bɪkəm/ | s <u>u</u> cc <u>ee</u> d – /səkssi:d/ |
| re <u>c</u> over – /rɪkʌvə/ | ap <u>p</u> ly – /əplai/ |