

Word endings

-s endings: Present Simple/noun plurals (Lessons 2.2, 2.3)

- after /p/, /t/, /k/, /f/ and /θ/, add /s/
help → *helps*, *wait* → *waits*, *talk* → *talks*, *laugh* → *laughs*, *book* → *books*, *laptop* → *laptops*, *bath* → *baths*
- after vowel sounds and /b/, /d/, /g/, /v/, /l/, /m/, /n/, /ŋ/ and /ð/, add /z/
dry → *dries*, *go* → *goes*, *enjoy* → *enjoys*, *rob* → *robs*, *read* → *reads*, *bag* → *bags*, *love* → *loves*, *feel* → *feels*, *swim* → *swims*, *clean* → *cleans*, *sing* → *sings*, *breathe* → *breathes*
- after /s/, /z/, /ʃ/, /tʃ/ and /dʒ/, add /ɪz/
miss → *misses*, *organise* → *organises*, *wash* → *washes*, *watch* → *watches*, *judge* → *judges*

Past Simple endings (Lesson 6.1)

- after /p/, /k/, /f/, /s/, /tʃ/, /ʃ/ and /θ/, say /t/
help → *helped*, *talk* → *talked*, *laugh* → *laughed*, *miss* → *missed*, *watch* → *watched*, *wash* → *washed*
- after vowel sounds and /b/, /g/, /v/, /z/, /dʒ/, /l/, /m/, /n/, /ŋ/ and /ð/, say /d/
dry → *dried*, *enjoy* → *enjoyed*, *play* → *played*, *rob* → *robbed*, *jog* → *jogged*, *organise* → *organised*, *judge* → *judged*, *love* → *loved*, *kill* → *killed*, *dream* → *dreamed**, *clean* → *cleaned*, *bang* → *banged*, *breathe* → *breathed*

* Some verbs which end in /m/, /n/ or /l/ can form the past with -ed or -t: *dreamed/dreamt*, *learned/learnt*, *spelled/spelt*

- after /t/ and /d/, say /ɪd/
wait → *waited*, *add* → *added*

Weak forms

a/an (Lesson 1.3)

We usually use the weak vowel /ə/ in *a* and *an*:
He's a doctor. It's an answering machine.

can/can't (Lesson 3.2)

We can say *can* in two ways. We usually use the weak form /kən/ in statements and questions:

I can swim. Can you swim?

We use the strong form /kæn/ in short answers:

Yes, I can.

We always use the strong form of *can't* /kɑːnt/ in statements, questions and short answers:

I can't swim. Can't you swim? No, I can't.

Comparatives (Lesson 9.1)

In comparative sentences the -er ending is always weak:
It's colder here.

We usually say *than* with the weak vowel /ə/ too:
She's slimmer than me.

been (Lesson 10.2)

In Present Perfect sentences we pronounce *been* as /bm/:
Have you been to Australia?

going to (Lesson 12.1)

With *going to* we always use the weak vowel /ə/ in *to*:
We're going to take the train.

Stress

Main stress (Lessons 1.1, 3.3, 5.3)

When we say a word with more than one syllable, we stress one syllable more than the others. This syllable has the main stress:

mountain, beautiful, apartment, information.

You can check the main stress of a word in a dictionary. They often show it like this: 'maʊntɪn

Contrastive stress (Lesson 6.3)

Sometimes, we want to answer a question with information that is different from the information in the question, e.g.

Were you born in London?

No, I was born in Mumbai.

We always stress the different information.

No, I was born in Mumbai.

Sentence stress (Lessons 8.1, 12.1)

We stress one or two words more than other words in a sentence. We usually stress the words which have 'meaning', e.g. the nouns and verbs, and not the 'grammar' words, e.g. pronouns and articles:

She's dancing. They're talking. Are you listening?

She's going to get fit. We're going to learn French.

Intonation

Intonation of yes/no questions (Lesson 9.3)

Use a rising intonation (↗) in most questions we answer with *yes* or *no*.

Are you ready?

Is it expensive?

Do you like going to museums?

Intonation of wh- questions (Lesson 11.2)

Our voice often falls when we ask a *wh-* question. It falls on the main verb.