# 37 Hey, wait for me!
## Strong and weak forms 1: Pronouns

A

Some words have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Most pronouns have strong and weak forms.

| | weak | strong |
|---|---|---|
| you | /jə/ | /juː/ |
| me | /mɪ/ | /miː/ |
| he | /ɪ/ | /hiː/ |
| she | /ʃɪ/ | /ʃiː/ |
| him | /ɪm/ | /hɪm/ |
| her | /ə/ or /hə/* | /hɜː/* |
| we | /wɪ/ | /wiː/ |
| us | /əs/ | /ʌs/ |
| them | /ðəm/ | /ðem/ |

* The r at the end of *her* is pronounced before a vowel (see Unit 22).
Give her_a chance.

B

C50 Listen to the difference, and repeat.

A: Will you be at the meeting on Friday? (**you** is weak)
B: Yes. Will you be there? (**you** is strong)

Can you help me carry this suitcase? (**me** is weak)

Hey, wait for me! (**me** is strong)

A: Is he there? (**he** is weak)
B: Who?
A: The boss.
B: No. Everybody else is working, but he's gone home! (**he** is strong)

A: She doesn't smoke or drink! (**she** is strong)
B: Ah, that's what she told you! (**she** is weak)

A: Look – it's him! (**him** is strong)
B: Where? I can't see him. (**him** is weak)

A: Do you know that woman?
B: Her? No, I don't recognise her. (first **her** is strong, second **her** is weak)

A: I'm afraid we can't stay any longer. (**we** is weak)
B: What do you mean, 'we'? I've got plenty of time. (**we** is strong)

A: They told us to go this way. (**us** is weak)
B: Well, they didn't tell us! (**us** is strong)

When I said, 'Give them a drink' I didn't mean them, I meant the people. (first **them** is weak, second **them** is strong)

She doesn't smoke or drink.

They told us to go this way.

When I said, 'Give them a drink', I didn't mean them, I meant the people.



LIVEWORKSHEETS

# Exercises

**37.1** Listen and mark the underlined words *w* (weak) or *s* (strong).

C51

1 A: Are you going to talk to him? B: No, I think he should talk to me first.
2 A: Shall I phone her? B: Yes, I think you should.
3 A: You see those people over there? Do you know them? B: I know her, but I don't know him.
4 A: What are you going to give him? B: I think I'll give him a shirt. What about you?
5 Let him come in and ask him what he wants.
6 She says she'll bring her money tomorrow.
7 I'm tired ... shall we go now?
8 Everybody's leaving. What about us? Shall we go, too?
9 Tell us when you're ready.
10 A: Who broke that window? B: He did! C: No, I didn't, she did!

Check with the Key. Then listen again and repeat.

**37.2** Listen and complete the sentences.

C52

EXAMPLE
What ....did she.... say?
1 What ..... think about it?
2 Where ..... tonight?
3 ..... ready ..... now.
4 Where .....?
5 ..... come in.
6 ..... feeling all right?
7 Tell .....
8 I ..... phone number but not .....

Check with the Key. Then listen again and repeat.

**37.3** Listen and repeat this poem. Be careful to speak with the correct rhythm. Stress the words in bold, and use weak forms of the pronouns between them.

C53

**Comings and goings**

| | | | |
|---|---|---|---|
| | **What** | did she | **say?** |
| Don't | **send** | her | **away** |
| | **Give** | her a | **chance** |
| | **Ask** | her to | **dance** |
| | **Give** | us a | **drink** |
| | **What** | do you | **think?** |
| | **Ask** | them to | **wait** |
| | **Tell** | them it's | **late** |
| | **What** | shall we | **do?** |
| Shall we | **wait** | here for | **you?** |
| | **Please** | don't | **delay** |
| Tell me, | **what** | do you | **say?** |

LIVEWORKSHEETS

# 38 And what's his name?

## Strong and weak forms 2: Possessives, conjunctions, prepositions

A

Many possessives, conjunctions and prepositions have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

| | weak | strong |
|---|---|---|
| your | /jə/ * | /jɔː/ * |
| his | /ɪz/ | /hɪz/ |
| their | /ðə/ * | /ðeə/ * |
| and | /n/ or /ən/ | /ænd/ |
| but | /bət/ | /bʌt/ |
| some | /səm/ | /sʌm/ |
| that | /ðət/ | /ðæt/ |
| at | /ət/ | /æt/ |
| for | /fə/ * | /fɔː/ * |
| from | /frəm/ | /frɒm/ |
| of | /əv/ | /ɒv/ |
| to ** | /tə/ | /tʊ/ |

* The r at the end of these words is pronounced before a vowel (see Unit 22).
What's your_address?
What was their_answer?
Come in for_a minute.

**to is pronounced /tuː/ before a vowel sound.
to_a party

B

CS4 Listen to the difference, and repeat.

Give me your hand! (**your** is weak)

A: Your turn! (**your** is strong)
B: No, it's your turn! (**your** is strong)

A: That's our new neighbour.
B: And what's his name? (**and** and **his** are weak)
A: No, her! (**her** is strong)
B: Oh, sorry. What's her name? (**her** is strong)

A: She must be rich – look at her car! (**her** is weak)
B: I think that's his car, actually! (**his** is strong)

A: They've sold their old house, I see. (**their** is weak)
B: They've sold their house, yes, but they haven't bought another one yet. (**their** is strong)

A: Would you like some ice cream or some cake? (**some** is weak)
B: I'd like some ice cream and some cake, please! (**and** is strong, **some** is weak)

A: Do you like those sweets? (**do** and **you** are weak)
B: Well, some of them are good. (**some** is strong, **of** and **them** are weak)

The shop's closed from one to two. (**from** and **to** are weak)

There's a bus to the village at six, but there's no bus back from there tonight. (**to** and **from** are strong, **at** is weak)

Your turn!

She must be rich – look at her car!



LIVEWORKSHEETS

# Exercises

**38.1** Listen and mark the underlined words *w* (weak) or *s* (strong).

C55

1 They went out and left their children at home.
2 Don't sit there – that's his seat.
3 Is this the train to London or from London?
4 I didn't say at five o'clock, I said about five o'clock.
5 What are you going to do?
6 His first name's Jack, but I don't know his second name.
7 Would you like some more tea?
8 Bring your umbrella – it's going to rain.
9 Excuse me – is this your umbrella?
10 Can you go and buy some bread and milk, please?
11 You've bought some flowers – who are they for?
12 I bought them for you!

Check with the Key. Then listen again and repeat.

**38.2** Read and listen to these poems. Then listen again and repeat. Be careful to speak with the correct rhythm.

Use the weak form of *and*.

C56a **You and me**
you and me
cake and tea
bread and cheese
twos and threes
this and that
thin and fat
left and right
day and night
now and then
where and when

Use the weak form of *of*.

C56b **Relaxing**
a cup of tea
a new CD
a bottle of wine
and plenty of time

Use the weak form of *but*.

C56c **Making plans**
A walk? But it's too late.
To the town? But it's too far.
Some sightseeing? But it's too dark.
A restaurant? But it's too expensive.
A game of chess? But it's so boring.
Read a book? But my eyes are so tired.
Study some English? But it's so difficult.
But let's do something. OK, what?

Use the weak form of *at*.

C56d **I remember it well**
We met at a conference.
Or maybe at a party.
A party at a hotel.
Or perhaps at someone's house.
It was at lunchtime.
No, it was late at night.
Yes, and you were sitting at a table.
Or maybe standing at a window.
You looked at me and smiled.
No, you looked at me and laughed at me.
Yes, I remember it well.

Use the weak form of *your*.

C56e **A change of plan**
Eat your sandwich.
Drink your tea.
Comb your hair.
Brush your teeth.
Put your shoes on.
Pack your bag.
Get your keys.
Ready?
What do you mean, you've changed your mind?

Making plans



LIVEWORKSHEETS

# 39 There's a spider

## Strong and weak forms 3: Articles, comparatives, 'there'

**A**

C57a Some words have two different pronunciations – a strong form and a weak form. We normally use the weak forms of the words *a* and *an*. We say /ə/ before consonant sounds and /ən/ before vowel sounds. Listen and repeat.

a cup of coffee, please
a piece of cake, please
a lot of visitors
a Thursday morning in November
an invitation to a party
an umbrella in the rain

C57b Notice that some words begin with the vowel letter **u** but the consonant sound /j/, so we say *a* before them. Listen and repeat.

a university
a useful present

**B**

C58 In comparatives, we use the weak forms of *than* /ðən/ and *as* /əz/, and we pronounce the ending *-er* as the weak vowel /ə/. Listen and repeat.

The new computer's better than the old one.
The old computer wasn't as good as the new one.

**C**

C59a In the expressions *there's* and *there are* we normally use the weak form /ðə/. We pronounce *there's* as /ðəz/ and *there are* as /ðərə/. Listen and repeat.

There's a bridge over the river.
There are ten millimetres in a centimetre.

C59b But when we use the word *there* to talk about a place, we use the strong form /ðeə/. Listen and repeat.

A: Where are my glasses? B: Over there!

Over there!



LIVEWORKSHEETS

# Exercises

**39.1** Listen and circle the mistakes in the picture (there are five mistakes).

C60a

C60b Check with the Key. Then listen again and repeat.

**39.2** Listen and circle all the /ə/ sounds.

C61

There's a cat on the mat.
There's a fish in a dish.
There's a dog in the fog,
and a mouse in the house.

There's a film on TV.
You can sit on my knee.
There are two cups of tea.
One for you, one for me.

Check with the Key.
Then listen again and repeat.

**39.3** Complete the sentences using the words in the box. You will need to use some of them more than once.

tall there there's there are older longer as than

1 Tessa's taller ....than.... Terry, but she isn't ..... ..... ..... Ted.
Ted's ..... ..... Tessa, but he isn't ..... old ..... Terry.

2 A: What's the longest tunnel in the world?
B: The Channel Tunnel, between England and France?
A: No, ..... a ..... one ..... that.
B: Is ....., really?
A: Yes, ..... is, in Japan.

3 A: How many dollars are ..... in a pound?
B: I think ..... ..... about one and a half ... or maybe ..... ..... one and a half pounds in a dollar?

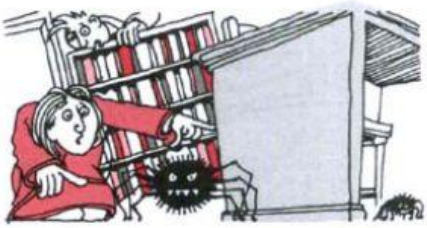
C62 Listen to check your answers. Check with the Key. Then listen again and repeat.

**39.4** Listen and mark the underlined words *w* (weak) or *s* (strong).

C63

A: What are you doing there?
B: There's a spider in the room.
A: Is there? Where?
B: There, look!
A: No, there isn't!
B: Yes, there is!
A: Well, actually, there are two – one there and one there!

Check with the Key. Then listen and repeat.





LIVEWORKSHEETS

# 40 Who was that?
## Strong and weak forms 4: Auxiliary verbs

A

We often use the weak forms of these verbs:

am is are was were have has do does can could

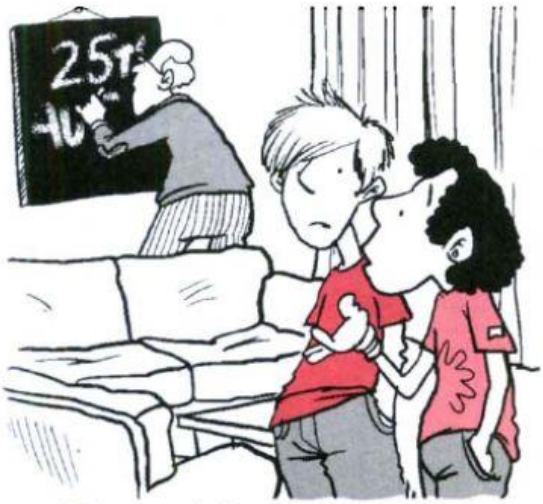
C64 Listen and repeat.

1 I'm ready.
2 It's raining again.
3 Are you coming?
4 You're coming, aren't you?
5 Who was that?
6 The shops were all closed.
7 What have you got in your hand?
8 Has the programme started?
9 What do you want for Christmas?
10 Where does your sister live?
11 You can stay here if you like.
12 Could you spell your name for me, please?

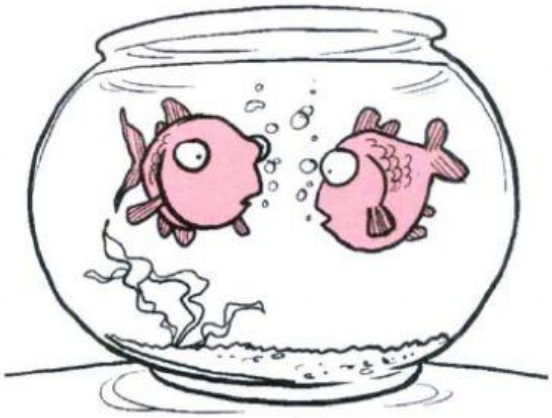
B C65 But if one of these verbs is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Listen and repeat.

1 A: Are you ready? B: Yes, I am.
2 A: It isn't raining, is it? B: Yes, it is.
3 A: I'm not very good at English. B: Of course you are!
4 A: Is your father a teacher? B: He was, but he's retired now.
5 A: How many people are there in your class ... ten? B: There were ten, but one left last week.
6 A: Have we met before? B: I don't think we have.
7 A: Has it started? B: Yes, come on, it has!
8 A: I don't like this music. B: Oh, I do.
9 A: Does the supermarket open on Sundays? B: I think it does.
10 A: I can't open this door. B: Let me try. Maybe I can.
11 A: Can you play tennis? B: Not now. I could when I was younger.

For more about *I'm*, *you're* and *it's*, see Unit 41.



Is your father a teacher?



Have we met before?



LIVEWORKSHEETS

# Exercises

**40.1** Listen, and notice the weak forms underlined.

C66a

> It was winter. It was late. It was dark. It was snowing. I was walking along a street. There was nobody else in the town. I could see a light in a window. I could hear someone shouting, 'You're too late! We were here, all the time. We were waiting for you, but now it's too late!' Then I woke up. It was a dream!

C66b Listen again and repeat.

**40.2** Listen and mark the underlined words *w* (weak) or *s* (strong).

C67

A: I'm better than you!
B: No, you aren't!
A: I am. I've got more toys than you!
B: No, you haven't!
A: Yes, I have! And I can speak twenty languages!
B: You can't! Nobody can speak twenty languages!
A: I can. And I could walk when I was three weeks old!
B: You couldn't! That's impossible!
A: I could! You don't know – you weren't there!
B: I was! I'm older than you!
A: No, you aren't!
B: Yes, I am! I'm eight. How old are you?
A: I'm eight hundred.
B: What do you mean? Nobody can be eight hundred years old!
A: Don't argue!
B: I'm not arguing!
A: Yes, you are!

Check with the Key. Then listen again and repeat.

**40.3** Mark the underlined words *w* if you think they will be weak and *s* if you think they will be strong.

1 I could speak English when I was twelve.
2 I wasn't very well yesterday, but I am today.
3 A: Are these your gloves? B: Yes, they are. Thanks!
4 A: I don't think you were at the lesson last week, were you? B: I was!
5 A: I didn't think the singers in the band were very good. B: Oh, I thought they were!
6 A: Have you got a pen? B: Just a minute, I think I have, somewhere.
7 A: Has the lesson started? B: Yes, it has, but you can go in.
8 A: Where does he live? B: Near the old town hall. Do you know where that is? A: Yes, I do.

C68 Listen and check your answers. Check with the Key. Then listen again and repeat.



LIVEWORKSHEETS