32 Where's my checklist?
Stress in compound words

A

We can often put two words together to make a **compound**, e.g. class + room → classroom. We write some compounds as one word, some as two words, and some with a hyphen (-).

class + room → classroom
car + park → car park
second + hand → second-hand

C24 The stress is normally on the first part of the compound. Listen and repeat.

Oo	**air**port **bath**room **bus** stop **car** park **class**room **foot**ball **girl**friend
Ooo	**bus** station **din**ing room **hair**dresser **news**paper **post** office **sun**glasses
Oooo	**pho**tocopy **rail**way station **shop** assistant
oOoo	po**lice** station
oOooo	com**pu**ter programme



B

C25a Some compound nouns have stress on both parts if the first part is an adjective. Listen and repeat.

OoO **sing**le **room**

C25b Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part. Listen and repeat.

OO	**glass jar**
OoO	**plas**tic **bag**
oOoO	to**ma**to **soup**

C25c Some compound nouns have stress on both parts if the first part tells us where the second part is. Listen and repeat.

OO	**car door** **front door** **ground floor**
OoOo	**ci**ty **cen**tre **kit**chen **win**dow

C25d When a compound is an adjective, there is often stress on both parts. Listen and repeat.

OO	**first-class** **half-price** **home-made**
OoO	**sec**ond-**hand**

LIVEWORKSHEETS

Exercises

32.1 C26 Listen and circle the compound with different stress. In the example, both words are stressed in *back door*, but in the others, the first word is stressed.

EXAMPLE
computer screen (back door) alarm clock bank manager
1 toothache night club crossroads half-price
2 motorbike waiting room second class traffic lights
3 mobile phone credit card swimming pool check-in desk
4 travel agent city centre tourist visa supermarket

32.2 Make five compounds from these parts.

first part: ear wine hand birthday boy
second part: friend bar present bag rings

....

Now use the compounds to complete the dialogue.

A: Oh no, I can't find my .....!
B: Have you looked in your .....?
A: Of course!
B: Maybe you left them in that ..... last night?
A: Oh no, maybe I did!
B: Are they important?
A: Yes – they were a ..... from my .....!



C27 Listen to check your answers. Check with the Key. Listen again and circle the stressed part of each compound. Then listen again and repeat.

32.3 C28 Listen to the poem. The compounds are underlined. Circle the stressed part of each compound.

Checklist
Have I ...
... set the alarm clock?
... and put it on the bedside table?
... put my plane ticket in my trouser pocket?
... packed my toothbrush?
... put my suitcase by the bedroom door?
... switched the CD player off?
... phoned the taxi driver to say 'Be here at six'?
Have I ...
Have I ...
... Where's my checklist?!

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



LIVEWORKSHEETS

33 Phrases and pauses
Reading aloud

A

When you listen to English, perhaps you think it's difficult to understand because it's too fast. And perhaps you would like to speak faster. But when people speak English – or any other language – they don't speak fast and non-stop. They speak in short phrases, and they stop, or pause, between the phrases.

B

First, read this story, and make sure you understand it.

> **Lots of people get arrested for dangerous driving, of course. But how old is the oldest? Who's the world record holder? Well, I read about a man who was a hundred and four! He went through red lights, crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.**

C29a Now listen to the story, reading at the same time, and notice the pauses between the lines.

> **Lots of people get arrested for dangerous driving,**
> **of course.**
> **But how old is the oldest?**
> **Who's the world record holder?**
> **Well,**
> **I read about a man**
> **who was a hundred and four!**
> **He went through red lights,**
> **crashed into parked cars**
> **and drove along the pavement.**
> **And how old was his car?**
> **Only thirty.**



C29b It's OK – or even better – to pause more often, because it gives you more time to think of what to say next, and it makes listening easier. Listen to this version – the words are the same, but there are more pauses.

> **Lots of people**
> **get arrested**
> **for dangerous driving,**
> **of course.**
> **But**
> **how old**
> **is the oldest?**
> **Who's the world record holder?**
> **Well,**
> **I read about a man**
> **who was**
> **a hundred and four!**
> **He went through red lights,**
> **crashed into parked cars**
> **and drove along the pavement.**
> **And how old was his car?**
> **Only thirty.**

C29b It's also important to stress the most important words. Listen again, and this time notice the stress on the words in **bold**.

> **Lots** of people
> get **arrested**
> for **dang**erous **driving,**
> of **course.**
> **But**
> **how old**
> is the **old**est?
> **Who's** the **world rec**ord holder?
> **Well,**
> **I** read about a **man**
> who was
> a **hun**dred and **four!**
> He **went** through **red lights,**
> **crashed** into **parked cars**
> and **drove** along the **pave**ment.
> And **how old** was his **car?**
> **Only thirty.**

Practise reading this story, phrase by phrase, paying attention to the pauses and the stresses.

LIVEWORKSHEETS

Exercises

33.1 Listen to this story and mark the pauses like this: / .

C30 **A few years ago / I read in a newspaper / that the staff at a library ...**

> **A few years ago I read in a newspaper that the staff at a library in a small town in the west of England had noticed that the number of visitors to the library was going down and down, and the number of books they were borrowing was going down even faster. They couldn't understand this, so they decided to do some research to find out the reason. They interviewed people and asked them to fill in questionnaires and so on. And guess what they discovered. The reason was simply that everybody had read all the books already!**

Check with the Key.

C30 Listen again and mark the main stresses by underlining them.

A few years ago / I read in a newspaper / that the staff at a library ...

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

33.2 Listen to this story and mark the pauses.

C31

> **This seems unbelievable but it's a true story in fact. A farmer was working in the fields with his tractor. The tractor crashed and he fell out and landed on the ground unconscious. As he fell, his mobile phone fell out of his pocket. Soon after, a bird that was flying around the fields saw the phone and started pecking it with its beak. Amazingly it dialled the number 999 and soon the emergency services arrived to help the farmer.**







Check with the Key.

C31 Listen again and mark the main stresses.

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

Tip: You might find it helpful to rewrite the stories with each phrase on a separate line, like this:
A few years ago
I read in a newspaper
that the staff at a library ...

⚠ **Note:** When we write, we mark some of the main pauses with commas, like this:
This seems unbelievable, but it's a true story, in fact.

LIVEWORKSHEETS