1.3

4A CONNECTED SPEECH: linking Read the Pronunciation tip. Then read the description and mark examples of linking between words.

speakout PRONUNCIATION TIP

When one word ends in a consonant sound and the next word begins with a vowel sound, the two words link together as if they were one word:
It's‿amazing.
Sometimes when one word ends in two or more consonants and the following word also starts in a consonant, the middle consonant is lost. This is called elision. E.g., notice how the /t/ sound is lost in *He **doesn't like** to have his photo taken.* /dəznlaɪk/

She's really striking, I mean, you know you have to stop and look twice. She's so tall for a start. And then there's her hair. It's amazing, it sort of has a life of its own. And her eyes are probably the one thing you notice most of all. They're an incredible light blue, sort of the colour of ice.

B 1.4 Listen to the linked words and check.

C 1.5 Read the description with the speaker. Pay attention to the linked words.

5A 1.6 **CONNECTED SPEECH: elision** Listen to this second description. Look at the underlined consonant clusters. In which clusters is a consonant sound lost? Cross out the lost consonants.

He looks pretty ordinary, you know, and he won't make any heads turn as he walks down the street. You don't really notice anything unusual unless you take a direct look straight into his eyes. That's when you realise that one is the darkest chocolate brown and the other is a soft light honey colour.

B Listen again and read the description with the speaker. Pay attention to the consonant clusters.

LIVEWORKSHEETS

9 A Read a description of an object. Why is the object special to the writer?

I own an antique gramophone player that belonged to my grandfather and then my father. It was made in Germany in the 1920s and has a heavy base made of pine wood and a large brass horn. In the days before cassette players, CDs and iPods, this is how people listened to music at home.

The gramophone reminds me of my childhood because when we went to my grandfather's house in Essex, near London, he used to play records on it. While his grandchildren were running and bellowing all over the house, he would be sitting there drinking tea and listening to a scratchy recording of a Bach sonata or Fauré's *Requiem*.

When he died, the gramophone was handed down to my father. It sat in the corner of the living room where a light skin of dust settled upon it. It was a piece of furniture, an heirloom that no one used or noticed but that just seemed to belong there, just as now it belongs in its own special corner of my living room. I don't know if many people nowadays would recognise a gramophone if they saw one, but I treasure the object because of the memories associated with it.

B Write about an object or a place that is important to you. Use the key phrases to help.

LIVEWORKSHEETS

ADVANCED UNIT 1

1 Work in pairs. Discuss the questions.

1 What do you know about your family history?
2 Would you like to know more about your ancestors' lives?
3 What questions would you ask your great-grandparents about their lives?
4 If you could travel back in time, which period of history would you most like to visit?

2A Look at the photos of Venice. What do you know about this city? Make notes.



_____
_____
_____
_____
_____
_____

B Work in pairs and compare your notes.

3A Watch the DVD and answer the questions.

1 Where does Francesco's family come from?
2 What did his family do?
3 Which of the emotions in the box below does he feel?

sad	afraid	angry	shy	delighted	strange

4 Why does he feel that way?

B Watch the DVD again to check.

4A What do the underlined pronouns refer to in each sentence?

1 <u>They</u> became successful merchants. _____
2 <u>It</u> breaks Francesco's heart. _____
3 <u>They</u> inherited the house in 1603. _____
4 <u>He</u> has never been inside before. _____
5 <u>They</u> were from overseas. _____
6 <u>They</u> were sailors. _____

B Watch the DVD again to check.

5 Complete the extracts from the DVD.

1 [They] decided to build a _____ house.
2 If I have to be _____, I'm a little shy to come inside this place.
3 I have always seen this house from outside; the _____ that normally the public sees.
4 It's something that gives you a feeling of all the history on your _____.
5 My family didn't just live in this house, they did _____ here.
6 They used their house as a … place to make _____.

6 Match phrases 1–5 from the DVD with the phrases a)–e) which have a similar meaning.

1 It breaks my heart.
2 If I have to be sincere, …
3 a strange sensation
4 it was bequeathed
5 rotting

a) an odd feeling
b) in a state of bad repair
c) it was passed on
d) It makes me very sad.
e) If I have to be honest, …

7A Choose one of the famous families from history below and find out as much as you can about them. Use questions 1–4 to help you.

- the Curies
- the Norgays
- the Kennedys
- the Rothschilds
- the Nehru-Feroze Gandhis

1 When did they live?
2 What did they do?
3 Who were the most important family members, and why?
4 Do they have any surviving relatives today?

B Work in groups. Ask and answer questions about the family you chose. Which family do you think has had the most impact historically? Why?

LIVEWORKSHEETS