## Phonemic symbols

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<td>see /s/</td>
<td>a:</td>
<td>fur /fə(r)/</td>
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<td>ð</td>
<td>then /ð/</td>
<td>w</td>
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Elementary

New Headway

Pronunciation Course

Sarah Cunningham
Peter Moor

OXFORD UNIVERSITY PRESS
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Key
**Introduction**

Welcome to the *New Headway Elementary Pronunciation Course*!

The questions and answers on these pages are to help you to understand this book, so that you can get the best out of it when you use it.

**Who is this book for?**

The *New Headway Elementary Pronunciation Course* is for elementary students who want an introduction to English pronunciation.

How does this book work?

You can use this book (and tape/CD) on its own. The exercises in it will help you to organize your study of pronunciation.

It is also part of the *New Headway English Course* and the topics and language of each unit in this book link with those in the *New Headway Elementary Student’s Book*.

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**Sounds exercises**

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<tr>
<th>Unit</th>
<th>Description</th>
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<th>French</th>
<th>German</th>
<th>Greek</th>
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<td>14</td>
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What types of exercise are there?

There are four different types of exercise in this book:

1 Sounds  The connection between English spelling and pronunciation is often a problem for students of all nationalities. For this reason it is important to know the English sound symbols (phonemic symbols). These symbols help you to learn the pronunciation of new words easily.

Some Sounds exercises help you to learn the phonemic symbols. As you learn them, you write an example word under each symbol from the list given under the Phonemic symbols chart on page 57. These words help you to remember the sound symbols correctly.

Some Sounds exercises are particularly suitable for speakers of certain languages. (See the table opposite.) Sounds and spelling exercises deal with the relationship between spelling patterns and sounds. They are suitable for speakers of all languages.

2 Connected speech  These exercises help you to pronounce words in phrases and sentences correctly.

3 Intonation and sentence stress  These exercises help you to hear and practise different kinds of intonation and sentence stress patterns.

4 Word focus  In these exercises you study groups of words where there are problems with sounds and word stress.

What about the recording?

This book comes with one tape or CD.

The symbol in the exercise shows exactly which part of the recording you listen to.

\[ \text{TI:1} \] section of recording

\[ \text{unit number} \]

What about the key?

The answers to exercises, and tapescripts which are not in the exercises themselves, are in the key at the back of the book.

As in the New Headway Student’s Book, sometimes we ask you questions to help you work out rules for yourself. The answers to these questions are in the key, too.

This symbol after an exercise means look at the key. The page number with the symbol shows you exactly where to look:

\[ \text{p58} \]

What about technical words?

Here is a list of technical words we use in this book. Use a bilingual dictionary to translate them.

You can look back at this list while you use the book.

- consonant
- contraction
- flat
- intonation
- linking
- phonemic
- polite
- pronunciation
- rude
- sentence
- sound
- spelling
- stress
- syllable
- symbol
- vowel
- weak
Introduction to consonant sounds
The sound of English
Stress in numbers
Short forms (contractions) of be

Sounds

Introduction to consonant sounds

**T1.1** Listen and look at the spelling.

- cake /keɪk/  chemist's /ˈkemɪstz/

**T1.2** Look at the spelling and listen to these words.

- cassette /ˈkeɪset/  cigarette /ˈsɪgərɪt/

The sound and the spelling are not always the same in English. To find the pronunciation of new words, look at the phonemic symbols in your dictionary.

chemist (ˈkəmɪst) n. farmacista m./f.; (scientist) chimico, a m., f. ~ry n. chimicař.

It is important to learn the phonemic symbols.

---

**Easy consonant symbols**

- /p/ pen
- /d/ dictionary
- /b/ book
- /k/ camera
- /t/ ticket
- /g/ goal

---

1 **T1.3** Listen and tick (✓) the consonant sounds that are the same in your language.

2 Which sounds are very different in your language? Are there any sounds that you don’t have? Discuss your answers with your teacher.

3 Look at the phonemic symbols on page 57. Find the words from the box for sounds 1–16. Write them in the spaces under the symbols.

You will learn other consonant symbols as you work through the book.
Word focus

The sound of English

1 TL4 Look at the pictures below. Listen to the words in three different languages. Which is English? Tick (√) a, b, or c.

1.a b √ c

2 TL5 Listen to the English words again and practise saying them.

3 Look at the stress.

• • •

telephone cassette television

Listen again and mark the stress on the words below.

photograph police radio

passport toilet email

To find where the stress is on a new word, you can look at the stress mark in your dictionary.

telephone (teléfono/ n teléfono) m. —ut llamar por teléfono.

Practise saying the words with the correct stress.
Stress in numbers

1 T1.6 Listen to the stress in these numbers.

- 13 thirteen 30
- 14 fourteen 40
- 15 fifteen 50
- 16 sixteen 60
- 17 seventeen 70
- 18 eighteen 80
- 19 nineteen 90

Listen again and practise saying the numbers with the correct stress.

2 T1.7 Choose one of the cards below, a, b or c.

Listen and cross out (X) the numbers that you hear.

You will hear each number twice.

Who finishes first: a, b, or c?

- a
  - 13 60 14
  - 50 70 15
  - 90 18 19

- b
  - 80 16 90
  - 15 30 14

- c
  - 90 13 50
  - 14 17 16
  - 19 40 80

3 Make a new card. You choose the numbers. Play the game again. Your teacher or another student will read out some numbers. They will be in a different order from the numbers on the recording. When you finish your card, shout Bingo!

p58
Connected speech

Short forms (contractions) of be

1. Look at the short forms of *be* below.
   - I'm (= I am)
   - you're (= you are)
   - he's (= he is)
   - she's (= she is)
   - it's (= it is)
   - that's (= that is)
   - my name's (= my name is)

   **TI.8** Listen and practise.

2. Jane is talking about her pets. Circle where the short forms go — there are seven more.

   I'm
   Hello(I am) Jane. This is my cat. Her
   name is Pepper. She is three years old
   and she is very intelligent, I think!

That is my dog, Sam. Sam is twelve
years old now! He is a very nice dog,
but he is very stupid!


4. Think about your pet or an animal you know.
   Complete the information below.

   **Animal's name:**
   **Animal's age:**
   **Intelligent/Stupid:**

5. Tell the other students about your pet.
   Use contractions!
Sounds

Introduction to vowel sounds (1)

There are twelve vowel sounds in English. Here are six of them.

/i:/ see /i/ sit
/u:/ do /e/ get
/ʊ/ look /ə/ listen

1 **T2.1** Listen and answer the questions.

1. Which sounds are long?
2. Which are the same (or very similar) in your language?
3. Which ones don’t you have in your language?

Listen again and practise.

2 **T2.2** Listen to the verbs and write in the symbol for the vowel sound(s).

1 / / speak
2 / / spell
3 / / give
4 / / / visit
5 / / / eat
6 / / read
7 / / drink
8 / / leave
9 / / cook
10 / / swim

Listen again and practise saying the verbs.
3 Look at the phonemic symbols on page 57. Find the words from the box for sounds 25, 26, 27, 32, 33, and 36. Write them in the spaces under the symbols.
You will learn the other vowel symbols in Unit 5.

**Problem consonants: final ‘-s’**

A lot of words end in -s in English.

1 Plural nouns
   - cups /s/
   - pens
   - stamps

2 He/she Present
   - Simple forms
   - speaks
   - reads
   - loves

3 Possessives
   - Anna’s friend
   - Jane’s bag
   - Pete’s mum

4 Contraction of is
   - It’s here.
   - How’s Andy?
   - He’s okay.

⚠️ The final -s is always pronounced in English.

Sometimes the sound is /s/.

Example cups /s/

Sometimes the sound is /z/.

Example pens /z/

1 **T2.3** Listen to the words and phrases above. Write in the pronunciation of -s: /s/ or /z/.

2 Listen again and practise saying the words.

---

The sound /a/

1 **T2.4** Are these food words the same in your language? Listen to the pronunciation in English.

One sound is very important – the sound /a/.

**Example** hamburger

This is the most frequent vowel sound in English. It is in weak or unstressed syllables.

2 Listen again and mark the /a/ sounds and stress like this.

○ /a/

**Example** hamburger

Listen again and practise saying the words.

Permissions

No known copyright restrictions
3 Match the words to the pictures.

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<td>5</td>
<td>tuna</td>
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</tbody>
</table>

4 **T2.5** Listen and tick (✔) the words that have an /a/ sound.

5 Listen again and mark the stress.

6 Practise saying the words.
Stress

Introduction to sentence stress

1 T2.6 The computer is asking Jack some questions. Listen.

What is your name? \(\text{WHAT-\ IS- \ YOUR- \ NAME?} \)

My name's Jack. \(\text{MY \ NAME'S \ JACK.} \)

Where are you from? \(\text{WHERE- \ ARE- \ YOU- \ FROM?} \)

I'm from Leeds. \(\text{I'M \ FROM \ LEEDS.} \)

What is your job? \(\text{WHAT- \ IS- \ YOUR- \ JOB?} \)

I'm a mechanic. \(\text{I'M \ A \ MECHANIC.} \)

How old are you? \(\text{HOW- \ OLD- \ ARE- \ YOU?} \)

I'm twenty. \(\text{I'M \ TWENTY.} \)

Are you married? \(\text{ARE- \ YOU- \ MARRIED?} \)

No, I'm not. \(\text{NO \ I'M NOT.} \)

In Jack's answers some words are strong and some words are weak. The important words are strong. The others are weak.

\(\text{My name's Jack.} \)

2 Practise Jack's answers, like this.

\(\text{mm MM mm} \quad \text{My name's Jack.} \)

\(\text{mm mm MM} \quad \text{I'm from Leeds.} \)

\(\text{mm mm mm-MM-mm} \quad \text{I'm a mechanic.} \)

3 T2.7 Look at the computer's questions. Which are the important (strong) words? Listen to a real person asking the questions and mark the strong words.

\(\text{What's your name?} \)

\(\text{I'm twenty.} \)

\(\text{No, I'm not.} \)

\(\text{It is important to use strong and weak words like Jack, or you will sound like the computer!} \)

4 Listen again and practise the questions. Then practise the questions and answers with a partner.
Problem consonants: /ɹ/
Silent ‘r’
Weak forms and linking
Introduction to intonation: up or down?

Sounds

Problem consonants: /ɹ/

1 Listen to the sound /ɹ/. Is it the same in your language?

Rolls Royce

the River Rhine

right and wrong

rock ’n’ roll

a red, red rose

2 Listen again and practise saying the phrases.

Silent ‘r’

Look.

- children = letter r + vowel sound = /ɹ/;
- surname = letter r + consonant sound = /ɹ/;
- mother = letter r + nothing = /ɹ/;

- are = /ə:/;
- aren’t = /ə:n/;
- The e is silent.

1 Listen to these examples.

- r + vowel sound: boyfriend, Granny, married
- r + consonant sound or nothing: sister, father, first name

Practise saying the words and phrases.
2 Cross out (X) the *rs* that are not pronounced in the words below.

- interpreter
- doctor
- artist
- nurse
- director
- receptionist
- architect
- barman
- writer

T3.3 Listen and check your answers.  

Practise saying the words.

3 Work with a partner. Write five words with *rs* that are pronounced, and five words with *rs* that are not pronounced.
Connected speech

Weak forms and linking

1 Match the word in A to the opposite in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up</td>
<td>finish</td>
</tr>
<tr>
<td>open</td>
<td>leave</td>
</tr>
<tr>
<td>arrive</td>
<td>go to bed</td>
</tr>
<tr>
<td>start</td>
<td>close</td>
</tr>
</tbody>
</table>

2 T3.4 Listen and count the words you hear.
(o’clock = one word)

1 ____________ bank opens ____________.
2 □ He goes ____________ seven ____________.
3 □ This office ____________ half past two.
4 □ We get up ____________ o’clock.
5 □ Her plane ____________ two fifteen.
6 □ The programme ____________ about ____________ thirty.
7 □ The film ____________ at half ____________.
8 □ My train ____________ about ____________.

3 Listen again and write in the missing words.

4 When we speak fast, we make some words weak. The weak words often have the sound /ə/.

/ə/ /ə/
at nine o’clock
The weak words are not stressed.

T3.5 Practise saying these times. Use the weak forms.

/ət/ /ə/
at nine o’clock

/ət/ /ə/
at two o’clock

/ət/ /ə/
at seven o’clock

/ət/ /ə/
at twelve o’clock

/ət/ /ə/
at three o’clock

/ət/ /ə/
at five o’clock
5 When we speak fast, we also link words together. We do this when one word ends with a consonant sound and the next word begins with a vowel sound.

The bank opens at nine o'clock.

Here are some more examples. Practise saying them.

He goes to bed at seven o'clock.

This office closes at half past two.

We get up at about eight o'clock.

6 Look at sentences 5–8 in 2 above. Find the words that link together.

7 Practise saying all the sentences. Speak fast, using weak forms and linking.

Intonation

Introduction to intonation: up or down?

1 T3.6 Listen to the pairs of words below. One is a question. Write . next to the statements, and ? next to the questions.

1 Okay
2 Bill
3 Yes
4 Coffee

We know these words are questions because the intonation goes up.

Okay?

The other words are not questions. The intonation goes down.

Okay.

Is this the same in your language?

Listen again and repeat. Pay attention to the up and down intonation.

2 We know these words are questions because the intonation goes up.

Okay?

The other words are not questions. The intonation goes down.

Okay.

Is this the same in your language?

Listen again and repeat. Pay attention to the up and down intonation.

3 Work with a partner. Say the words below. Sometimes use question intonation (\textup{\textdegree}) and sometimes use statement intonation (\textup{\textcircled{\textdegree}}). Your partner must say if you are asking a question.


*Sorry? as a question = Say it again.*

Milk Here Really No Sorry* Anne Ready
Final ‘-es’ pronounced /ɪz/  
Weak forms in Present Simple questions  
Weak forms of a and the  
How many syllables?

Sounds

Final ‘-es’ pronounced /ɪz/

The final -es is pronounced /ɪz/ after:

- *s or -ss /s/
  - kisses
  - buses

- *sh /ʃ/
  - washes
  - pushes

- *ch /tʃ/
  - matches
  - churches

- *x /ks/
  - boxes
  - mixes

- *z /z/
  - Liz’s
  - houses

- *ge /dʒ/
  - pages
  - oranges

**Note**

- house = /haʊs/  
- houses = /haʊzəz/

---

**Stress and connected speech**

Weak forms in Present Simple questions

1  **T4.2** Listen to the dialogues and write in B’s answers.

   **1** 
   Do you know the time?

   **2** 
   Do you have a light?

   **3** 
   Do you speak English?

---

**1** T4.1 Listen and practise saying the words above.

**2** Work with a partner.

**Student A** Look at card A on p19.

**Student B** Look at card B on p20.

Read each word to your partner. Your partner must say the word with -s at the end (pronounced /z/ or /ɪz/).

You can check the answers at the bottom of the card.
4. Look at the questions below. Check the meaning of new words in your dictionary or with your teacher. Practise saying the questions, pronouncing Do you correctly.

1. Where do you live?
2. Do you live with your parents?
3. Do you have any children?
4. Do you like learning English?
5. Do you study English a lot at home?
6. Do you speak other languages?
7. What do you do in your spare time?
8. Do you smoke?
9. Do you like sport?
10. What sort of music/books/films do you like?

5. Choose five of these questions. Decide who you want to ask. All stand up and ask each other.

---

In fast speech Do you is often pronounced /dʒə/.

/dʒə/
Do you know the time?

/dʒə/  
Do you have a light?

/dʒə/
Do you speak English?

---

2. T4.3 Practise the questions. Start with the strong words, like this:

☐  ■
know the time?

/ʃə/  ○  ■
you know the time?

/dʒə/  ○  ■
Do you know the time?

3. Practise the other questions in the same way. Practise the dialogues with a partner. Pronounce Do you correctly.
Weak forms of a and the

1 Margaret is talking to her new colleague, Shirley, about her family. You can see their conversation below, but the words a and the are not there. Read the conversation, and put in eight as and two thes.

M Do you have children, Shirley?
S Yes, son and daughter.
M Oh, that's nice, what do they do?
S My daughter Jenny's my music teacher, and Michael, my son, is at college – he wants to be a pilot!
M Oh, lovely!
S Yes ...
M Do they live at home?
S Michael lives with me, but Jenny lives in London – she's married with two children.
M Oh! So you're grandmother!
S Yes, she has girl and boy too – Rebecca and Thomas.
M Oh, lovely – how old are they?
S girl's seven and boy's two – do you want to see photo?
M Oh yes ... Ah ... aren't they beautiful!

2 a and the are nearly always pronounced as weak forms. They have the vowel sound /a/.
/a/ a girl /ðə/ the girl
/a/ a boy /ðə/ the boy

T4.5 Practise saying the phrases below. Pronounce a and the correctly.
1 a girl a boy
   a daughter a son
   She's a music teacher. He wants to be a pilot.
2 the girl the boy
   the daughter the son

3 Look at the dialogue again. Some words are strong (stressed).
   [ ] [ ][ ]
   Do you have children, Shirley?
   [ ] [ ]
   Yes, a son and a daughter.
   These are the important words.

4 Practise saying the dialogue line by line. Pay attention to the stress, and the pronunciation of a and the. Read the dialogue aloud with a partner.

5 Work with a partner. Have a similar conversation about your families. Pay attention to the pronunciation of a and the.

CARD B (see p18)

1 class 2 arrive 3 sandwich 4 catch 5 doctor 6 address 7 come 8 leave 9 village

/æ/ 6 /ə/ 2 /æ/ 7 /ʌ/ 8 /ʌ/ 9 /æ/ 1 /ə/ 6 /æ/ 7 /æ/ 8 /ə/ 9 /æ/ 1
Word focus

How many syllables?

1 Use these clues to complete the crossword above. Use your dictionary to check spelling.

Across →
2 the opposite of boring
3 brown and sweet, children love it
4 You can buy lunch or dinner here.
6 potatoes, carrots, peas, cabbage
8 You use it to find the meaning of new words.
10 the month after January

Down ↓
1 the day before Thursday
3 You use it to take photos.
5 not single – has a husband/wife
7 all, each
8 military man

T4.6 Listen and check your answers.

3 Which syllable is silent? Cross out the ‘silent syllables’ and mark the stress like this.

interesting

4 Practise saying the words. Don’t put in any extra syllables!

5 Here are some more words with ‘silent syllables’. How many syllables are there in each word?
1 aren’t
2 evening
3 favourite

4 comfortable
5 family
6 secretary

6 Practise saying the words.

7 Practise saying the phrases below.

my favourite chocolate
every Wednesday evening
What an interesting camera!
Are you comfortable?
They aren’t married.

In English, some words have ‘silent syllables’.
interesting = /ɪˈntrəstɪŋ/ = three syllables

2 Look at these words from the crossword. How many syllables are there in each word? Listen again and check.

<table>
<thead>
<tr>
<th>camera</th>
<th>every</th>
<th>married</th>
<th>vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate</td>
<td>February</td>
<td>restaurant</td>
<td>Wednesday</td>
</tr>
<tr>
<td>dictionary</td>
<td>interesting</td>
<td>soldier</td>
<td></td>
</tr>
</tbody>
</table>

►► p59

Unit 4  21
Introduction to vowel sounds (2)

Problem consonants: /θ/ and /ð/ ('th')
Sounding polite

Sounds

Introduction to vowel sounds (2)

1 **T5.1** Listen to the other six vowel sounds.

<table>
<thead>
<tr>
<th>/Æ:/ word</th>
<th>/œ:/ four</th>
<th>/æ:/ man</th>
<th>/ʌ:/ bus</th>
<th>/ɑː:/ part</th>
<th>/ɒ:/ shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>curtain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Practise saying the sounds. Cover the words. Can you remember the word for each sound?

3 **T5.2** Listen to the vowel sounds in the words below.

- **a** carpet
- **b** cup
- **c** lamp
- **d** pots
- **e** wall
- **f** curtain
- **g**
- **h**
- **i**
- **j**

Below are some more 'home' words. Match the phonemic symbols with the pictures below.

4

| /frɪdʒ/ | /mɪrə/ |
| /dɔː/   | /kʊkə/ |
| /ɡəːdən/ | /lɪvɪŋ ruːm/ |
| /boːθ/ | /tɛlɪvɪʒən/ |
| /kʌbəd/ | /wɒʃɪŋ mæʃɪn/ |

Write the words next to the correct symbol in 1.

**p59**

**T5.3** Listen and check your answers.

**p59**
5 Practise saying the words, paying attention to the pronunciation of the vowel sounds.

6 Look at the phonemic symbols on page 57. Find the words from the box for sounds 28, 29, 30, 31, 34, and 35. Write them in the spaces under the symbols.

**Problem consonants: /θ/ and /ð/ ('th')**

1 **T5.4** Listen. A lot of English words are spelt with *th*. These letters are pronounced /θ/ or /ð/.

   /θ/  /ð/
   three  this
   thirty  that
   thousand  these
   both  those
   theatre  there

To make these sounds, the tongue must touch the back of your teeth like this.

/θ/

If you have problems with the sounds, put your finger in front of your mouth and touch it with your tongue, like this.

/ð/

⚠️ With the sound /ð/ you use your voice.
With /θ/ you do not use your voice.

2 Listen again and practise saying the words.

3 Work in groups of three.

Write eight words spelt with *th* (not the words above). Are they pronounced /θ/ or /ð/? Use your dictionary to check.

The first group to finish shouts *Stop!* The winning group reads out their words. If they pronounce a word incorrectly, the other groups can shout *Challenge!*

4 **T5.5** Look at the pictures and listen.

1 This is a Thing. 2 This is a Thing having a bath.

3 This is a Thing with his three brothers.

4 Three Things together at the theatre

5 This Thing's thirtieth birthday

Read the sentences. Pay attention to the *th* sounds!

5 Look at the phonemic symbols on page 57. Find the words from the box for sounds 18 and 19. Write them in the spaces under the symbols.
Intonation

Sounding polite

1 Listen to the people in Office A and the people in Office B.
Why do the people in Office B sound more friendly?
Do you use intonation like this in your language? Do you think it is important?

2 In English it is very important to use intonation to sound polite and friendly. Look at the difference between the voices in Office A and Office B.

Office A

- Hello?
- Anne?
- Can I help you?
- Excuse me.
- Next, please!

Office B

- Hello?
- Anne?
- Can I help you?
- Excuse me.
- Next, please!

3 Listen again and practise the polite, friendly intonation of Office B.
4 Look at the picture of the Tourist Information Office. Below the picture are the lines of three conversations. Write each line in the correct speech bubble.

Desk 1
Yes, please. Is the Museum of Modern Art near here?
Hello. Can I help you?
Mmm, just a minute ... here's a map ...

Desk 2
Sorry, we don't have information about hotels. Try next door.
Next, please.
Hello, can you help me? I want a hotel for three nights.
Thank you.

Desk 3
Sure, on the left opposite the underground station.
Yes, sir?
Excuse me ...
Is there a bookshop near here?

5 Practise saying the dialogues line by line. Copy the polite intonation. Practise the dialogues with a partner.
Problem consonants: /w/

can and can’t

Pronunciation of negative forms

Sounds

Problem consonants: /w/

1 **T6.1** Listen to the sentences. Underline the /w/ sounds.

1. **MY SISTER WENDY WAS TWENTY-ONE ON WEDNESDAY.**

2. **WHERE WAS WILLIAM LAST WEEKEND?**

3. **WE WANT WAYNE! WE WANT WAYNE!**

4. **WHAT A WONDERFUL WORLD!**

4. Match the words in the box with the phonemic symbols below.

<table>
<thead>
<tr>
<th>when</th>
<th>who</th>
<th>swim</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>winter</td>
<td>whole</td>
<td>twenty</td>
</tr>
<tr>
<td>wrong</td>
<td>we</td>
<td>two</td>
<td>write</td>
</tr>
</tbody>
</table>

| 1 /wi:/ | 5 /rɒn/ | 9 /wen/ |
| 2 /tu:/ | 6 /raut/ | 10 /swim/ |
| 3 /hu:/ | 7 /'twenti/ | 11 /həʊl/ |
| 4 /'wɪntə/ | 8 /wi:k/ | 12 /wɒt/ |

5. Find five words in the box with a silent w. Underline them.

6. Find another example in the box to complete the rules below.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. w before r is silent.</td>
<td>write, _________</td>
</tr>
<tr>
<td>2. wh and o; w is silent.</td>
<td>who, _________</td>
</tr>
</tbody>
</table>

7 **T6.2** Listen and practise saying the silent w words.

3. Practise saying the sentences in 1. Start very slowly, then say them faster and faster.
Connected speech

*can and can’t*

1 **T6.3** Listen to two children, Ben and Isabel, talking about what they can and can’t do. Put ticks (✓) or crosses (✗) in the table.

<table>
<thead>
<tr>
<th></th>
<th>Ben</th>
<th>Isabel</th>
<th></th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>play football</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>swim 100 metres</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ride a bicycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ride a horse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sew</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play the piano</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>run fast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

4 Practise saying the sentences carefully so that your teacher can understand!

- I can’t play football.
- I can ride a bicycle.

5 Work with a partner. Tell your partner which things you can and can’t do. Listen to the things your partner can and can’t do. Complete column 4.

---

2 **T6.4** Notice the pronunciation and stress:

\[
\text{/kan/} \quad \text{but} \quad \text{/kə:nt/} \quad \text{I can’t ride a horse}
\]

- I can ride a bicycle
- but
- I can’t ride a horse

2 **T6.5** Listen and practise saying these sentences.

1 I can speak English. I can’t speak Chinese.
2 I can play football. I can’t play tennis.
3 I can drive a car. I can’t drive a lorry.
4 I can read fast. I can’t write fast.

3 Look back at the table in 1. Which of the things can you do? Complete column 3.
Pronunciation of negative forms

1 T6.6 Listen to the dialogue. Do not write in the verbs. Tick (✓) the affirmative verbs, and cross (✗) the negatives.

Bob My mother’s parents, Thomas and Frida,
______________ (1 ✓) a strange couple.
They _____________ (2 ✓) married
nearly sixty years. They _____________
(3 ✓) very rich, but they _____________
(4 ✓) very happy.

Jack Why?

Bob Frida _____________ (5 ✓) English …
she _____________ (6 ✓) speak English
very well.

Jack Where _____________ (7 ✓) she from?

Bob Berlin … Germany.

Jack _____________ (8 ✓) Thomas speak
German?

Bob Well, he _____________ (9 ✓) speak
many languages, but he _____________
(10 ✓) speak German.

Jack That’s strange! And what about your mother?
______________ (11 ✓) she speak
German?

Bob Well, she _____________ (12 ✓) understand it very well, but she
______________ (13 ✓) really speak it.

2 Listen again and fill in the correct verb form: was/wasn’t; were/weren’t; can/can’t; could/couldn’t.

3 When we speak fast, we use contractions and weak forms for these verbs.

4 Practise saying the dialogue line by line, paying attention to the pronunciation of these verb forms. Practise the dialogue with a partner.
Problem vowel sounds: /ʌ/ and /iː/
Past Simple forms that are difficult to pronounce
Hearing Past Simple forms
Intonation in Wh- questions

Sounds

Problem vowel sounds: /ʌ/ and /iː/

1 Look at the words below. Check the meaning of new words in your dictionary or with your teacher.

/ʌ/  1 sit  2 hit  3 bin  4 ship  5 hill  6 lick

/iː/  seat  heat  bean  sheep  heel  leak

2 T7.1 Listen and circle the word in 1 you hear twice.

3 /ʌ/ is a short sound. To make it your lips look like this.

/iː/ is a long sound. To make it your lips look like this.

Practise saying the pairs of words.

4 T7.2 Look at the words below. Listen to the instructions on the recording and join the words with lines. You will make a letter of the alphabet. What is it?

- eat  •  live  •  cheap  •  hit

- leave  •  it  •  wheel  •  will

- chip  •  heat  •  fill  •  feel

- hill  •  seat  •  sit  •  heel  •

- bin  •  ship  •  bean  •  sheep

- fit  •  feet  •  leak  •  lick

p60
Word focus

Past Simple forms that are difficult to pronounce

1. Look at the verbs below. Check the meaning of new words in your dictionary or with your teacher. Write in the past form.

1. read ________ 6. hear ________
2. learn ________ 7. buy ________
3. run ________ 8. say ________
4. fall ________ 9. teach ________
5. see ________ 10. think ________

2. Can you pronounce the past forms?

You can find the pronunciation in your dictionary.

1. read /ri:d/ verb (reads, reading, read [red], has read)
   1. Look at words and understand them: Have you read this book? It's very interesting.

Look at the phonemic transcription of read. Can you pronounce it?

3. Can you pronounce the past forms below?

2. learn /lərn/ verb (learns, learning, learnt [lənt] or learned [lərd], has learnt or has learned)
   1. Find out something, or how to do something, by studying or by doing it often:

3. run /rən/ verb (runs, running, ran [rən], has run)
   1. Move very quickly on your legs: I was late so I ran to the bus-stop.
   2. Go: make a journey: The buses don't run.

4. fall /fɔl/ verb (falls, falling, fell [fɛl], has fallen [fɔ:ln])
   1. Go down quickly; drop: The book fell off the table. She fell down the stairs and broke her arm.

5. T7.3 Listen and check your answers. Practise saying the past forms.

4. Match the verbs in the box to their past forms below.

<table>
<thead>
<tr>
<th>see</th>
<th>read</th>
<th>wear</th>
<th>pay</th>
<th>say</th>
</tr>
</thead>
<tbody>
<tr>
<td>think</td>
<td>buy</td>
<td>put</td>
<td>teach</td>
<td>mean</td>
</tr>
<tr>
<td>catch</td>
<td>cut</td>
<td>send</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. T7.4 Listen to the pairs of verbs in 4. Tick (✓) the box if the past forms rhyme, put a cross (✗) if they don't.

6. Practise saying the past forms above. Test a partner. You say a verb from the box in 4 and your partner says the past form.
Connected speech

Hearing Past Simple forms

- ed at the end of regular Past Simple forms is pronounced in three different ways. Listen.

/t/ /d/ /d/
liked loved hated
worked lived intended
finished opened started
stopped arrived ended

1 Practise saying the verbs in the three groups above.

2 Complete the rule.

The -ed ending is pronounced /d/ if the infinitive of the verb ends with the sound /t/ or /d/.

3 T7.6 In a sentence the -ed form is sometimes difficult to hear. Listen to the five pairs of sentences below. Can you hear the difference between a (Present Simple) and b (Past Simple)?

1 a We like her.
   b We liked her.

2 a I love him.
   b I loved him.

3 a They hate it.
   b They hated it.

4 a I want that.
   b I wanted that.

5 a They enjoy their English lessons.
   b They enjoyed their English lessons.

Listen again and practise saying the pairs of sentences.

4 T7.7 Listen to the sentences and circle the verb you hear, Present Simple or Past Simple.

1 We arrive arrived on Monday morning.
2 It opens opened at nine o’clock.
3 I finish finished work on Friday afternoon at six o’clock.
4 They close closed on Monday.
5 They start started at eight o’clock.
6 The trains stop stopped at midnight.

5 T7.8 Close your book. Listen and practise saying each sentence in the Past Simple. Pay attention to the pronunciation of the -ed ending.
Stress and intonation

Intonation in Wh- questions

1. **T7.9** You will hear the beginning of seven questions. Listen and tick (✓) the correct words below to finish the questions. There is only one correct answer.

   1. a. ... you born?
      b. ... did you born?
      c. ... were you born?

   2. a. ... born your sister?
      b. ... your sister born?
      c. ... you born?

   3. a. ... married?
      b. ... born?
      c. ... birthday?

   4. a. ... her grandfather die?
      b. ... die her grandfather?
      c. ... her grandfather died?

   5. a. ... was he?
      b. ... he was?
      c. ... he did?

   6. a. ... went to university?
      b. ... were to university?
      c. ... go to university?

   7. a. ... you leave university?
      b. ... you were left university?
      c. ... you left university?

2. **T7.10** Listen to the full questions and their replies. Check your answers.

3. In Wh- questions (questions with What, Who, When, Where, Why, How, etc.) the intonation usually goes down on the main stress, not up.

   - If your intonation is flat you may sound rude.

   - It helps to start the question quite high.

Practise saying the other questions in the same way.

4. **T7.10** Work with a partner. Look at the transcript on page 60. Practise reading the dialogue together.
Problem consonants: /dʒ/
Problem vowel sounds: /ɜː:
Saying dates

Sounds

Problem consonants: /dʒ/

1 78.1 Listen to the sound /dʒ/ in these names.

John
James
Jack
George
Julie
Joseph
Jess
Jenny

Do you have this sound in your language?

The sound /dʒ/ is made with the two sounds /d/ and /ʒ/. First say /d/. Then say /ʒ/.

Repeat each sound quickly until you say the two sounds together. You use your voice. Feel your throat vibrate when you say it.

Listen again and practise saying the names.

2 Below are some famous people with the sound /dʒ/ in their names. Who are they? Use the photos to help.

1 /dʒon 'lenən/

4 /dʒuː 'kluːni/

2 /mɪk 'dʒæɡə/

5 /dʒuːli 'robəts/

3 /dʒæki 'kenədi/

6 /dʒuː 'meɪkəl/

Practise saying their names.

3 Look at the phonemic symbols on page 57. Find the word from the box for sound 23. Write it in the space under the symbol.
Problem vowel sounds: /ɔː:/

1. Listen to the words below. They all have the sound /ɔː:/.  

<table>
<thead>
<tr>
<th>work</th>
<th>learn</th>
<th>girl</th>
<th>first</th>
</tr>
</thead>
<tbody>
<tr>
<td>nurse</td>
<td>world</td>
<td>third</td>
<td>her</td>
</tr>
<tr>
<td>heard</td>
<td>word</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The vowel sound is spelt in many ways but all of the words have an r. Is the r pronounced?  

2. Listen to some longer words and underline the /ɔː:/ sound. Which three words don’t have an /ɔː:/ sound?  

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Saturday</th>
<th>birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal</td>
<td>journalist</td>
<td>journey</td>
</tr>
<tr>
<td>university</td>
<td>restaurant</td>
<td>hamburger</td>
</tr>
<tr>
<td>Germany</td>
<td>conversation</td>
<td>thirtieth</td>
</tr>
</tbody>
</table>

3. The sound /ɔː:/ is made in the middle of the mouth.  
The lips are relaxed.  
/ɔː:/ is a long sound.  

Listen again and practise saying the words in 1 and 2 above.

4. Look at the newspaper headlines below. Check the meaning of new words in your dictionary or with your teacher. Listen to the headlines one by one. How many /ɔː:/ sounds are there? Write the number in the box.  

BIRMINGHAM GIRL MURDERED

British workers ‘worst in world’

Listen again and practise saying the headlines.
Connected speech

Saying dates

1. Look at the words below. Check the meaning of new words in your dictionary or with your teacher.

<table>
<thead>
<tr>
<th>saint</th>
<th>lovers</th>
<th>destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>parliament</td>
<td>war</td>
<td>joke</td>
</tr>
<tr>
<td>witch</td>
<td>official</td>
<td>celebrate</td>
</tr>
</tbody>
</table>

2. Below are the names of some special days in Britain. You will hear when they are, and what they celebrate. Listen and write in when they are.

1. St Valentine’s Day
2. April Fool’s Day
3. St George’s Day
4. The Queen’s Birthday
5. Halloween
6. Guy Fawkes Night
7. Remembrance Sunday
8. St Andrew’s Day

Which ones do you celebrate in your country too?

3. We write dates like this.

14 February
1 April

We say dates like this.

/the fourteenth of February
/the first of April

We use the weak forms of the and of when we say dates. Notice the linking when we speak fast. (See Unit 3.)

4. Listen to the dates above again. Practise saying them, with the weak forms and linking.

5. Write down five dates that are important in your country. Practise saying them correctly. Why are they important?
Problem vowel sounds: /æ/ and /ʌ/
Weak form of of
Special stress
Polite requests

Sounds

Problem vowel sounds: /æ/ and /ʌ/

1 T9.1 Listen to the vowel sounds in the words below. Can you hear the difference?

2 T9.2 Listen to the food words below. Write them on the correct bag in 1.

<table>
<thead>
<tr>
<th>jam</th>
<th>honey</th>
<th>cabbage</th>
<th>butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>bun</td>
<td>apple</td>
<td>carrot</td>
<td>salad</td>
</tr>
<tr>
<td>onion</td>
<td>mushroom</td>
<td>ham</td>
<td>cucumber</td>
</tr>
</tbody>
</table>

3 T9.3 Listen and check your answers.

4 Complete the rule.

1 The sound /æ/ is spelt with the letter _______.
2 The sound /ʌ/ is usually spelt with the letter _______ but sometimes with the letter _______.

5 Listen again to the first part. Practise saying the words from Bag 1 above.

6 Now listen to the second part. Practise saying the words from Bag 2 above.

7 T9.4 Listen to the dialogue below. Check the meaning of new words in your dictionary or with your teacher.

Daughter Mum … what have we got for supper?
Mum Sorry, there’s not much … ham … scrambled eggs … or there’s some mushroom salad left.
Daughter I’ll just have bread and jam … have we got any butter?
Mum Sorry, love. There’s none left.
Daughter Oh, Mum! There’s nothing I want!
Mum Well, have a nice cup of hot chocolate.
Daughter Mm … you make lovely hot chocolate … Thanks, Mum!

8 Work with a partner. Find all the words in the dialogue that have an /æ/ or an /ʌ/ sound. Listen again and check your answers.

9 Practise saying the dialogue line by line, pronouncing the two sounds correctly. Practise reading the dialogue aloud with your partner.
Connected speech

Weak form of *of*

1 Find a word in the box to complete the phrases below.

<table>
<thead>
<tr>
<th>aspirin</th>
<th>sugar</th>
<th>matches</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>cigarettes</td>
<td>tea</td>
<td>water</td>
<td></td>
</tr>
</tbody>
</table>

a piece of ____________
a packet of ____________
a cup of ____________
a glass of ____________
a box of ____________
a bottle of ____________
a bag of ____________

2 Look at the stress in these phrases.

☐ ☐ ☐ ☐
a piece of cake a packet of cigarettes

T95 Listen, *a* and *of* are weak. *of* links with the word before when we speak fast.

/ə/ /æ/ /ə/ /æ/
a piece_of cake a packet_of cigarettes

Practise saying the phrases in 1, paying attention to the stress, weak forms, and linking.

3 T96 Listen and count the words you hear.

(I'd = two words).

1 ____________ like
__________ wine?

2 ☐ Can
__________ coffee, please?

3 ☐
__________ bottle
__________ aspirin, ____________

4 ☐
__________ packet
__________ box
__________ , please.
Stress and intonation

Special stress

1 W So that's two coffees, a beef sandwich, and a tomato soup ...
   C No, a chicken sandwich.
   W Sorry, sir ...

2 W Yes, sir?
   C A small mushroom pizza, please.
   W Okay ...
   C No, make that a large mushroom pizza.
   W Certainly, sir ...

3 W Okay, so you want one coffee, six colas, four strawberry ice-creams, two chocolate ice-creams, and a piece of apple pie ...
   C No, four chocolate ice-creams and two strawberry ...
   W Anything else?

2 Listen again and look at the lines in italics. Underline the words that are specially stressed. Why are these words stressed?
We often use stress and intonation to correct. The intonation goes up and comes down strongly on the word that we want to correct.

- No, a chicken sandwich.
- Make that a large mushroom pizza.
- No, four chocolate ice-creams and two strawberry.

Practise the stress and intonation in these lines.

Work with a partner. Practise the four dialogues, putting in the 'special' stress.

You and your partner are a waiter and a customer. The waiter makes a lot of mistakes, so the customer corrects him. Use the food on the cards below.

**WAITER**
- a beef sandwich
- tomato soup
- three side salads
- a large cheeseburger
- two cups of tea and one cup of coffee

**CUSTOMER**
- a tuna sandwich
- chicken soup
- two side salads
- a small baconburger
- two cups of coffee and one cup of tea

---

**Polite requests**

We use *Could* to make polite requests.

Could you pass the salt?
Could I use the phone?

But in English, intonation is also very important if you want to sound polite.

1. Listen. All the students in the class want to ask the teacher something – but three of them don't sound polite. Cross *(X)* the ones that don't sound polite. Why don't they sound polite?
   1. Could you lend me a pen, please?
   2. Could you say that again, please?
   3. Could you write it on the board, please?
   4. Could I open the window, please?
   5. Could you help me with this, please?
   6. Could you come here, please?

2. To sound polite, intonation must not be flat.

   Could I open the window, please?

   Start higher up. Practise by humming, like this.

   - mm mm mm-mm mm MM-mm mm

   Could I open the window, please?

3. Listen and practise the requests with polite intonation.

Choose four of the requests above that you think will be useful in your English lesson. You have three minutes to remember them. Practise the polite intonation.

4. Now make the requests to your teacher. He/She will only respond if you sound polite!
10

Problem consonants: /h/

Stress in compound nouns
Comparatives and superlatives
Short forms (contractions)

Sounds

Problem consonants: /h/

1 **T10.1** Listen to the pairs of words below. Can you hear the difference?

<table>
<thead>
<tr>
<th>1</th>
<th>high</th>
<th>4</th>
<th>ate</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>eat</td>
<td>5</td>
<td>ill</td>
<td>hill</td>
</tr>
<tr>
<td>3</td>
<td>air</td>
<td>6</td>
<td>earring</td>
<td>hearing</td>
</tr>
</tbody>
</table>

2 **T10.2** Listen to the sentences and circle the word you hear.

W Oh no, Helen left him ... he's married to Hazel now.
M No! How did it happen?
W Well, you know last Easter, Henry and Helen had a holiday in Honolulu.
M Yes ... what happened?
W They had a horrible holiday, and when they arrived home, Helen left him!
M I see ... and who are those horrid little girls?
W Holly and Hannah, Hazel's children from her first marriage.
M But Henry hates children!
W Mm ... how interesting!

3 **T10.1** Listen again and practise saying the pairs of words.

4 **T10.3** Listen to this dialogue. Check the meaning of new words in your dictionary or with your teacher.

W Who was Henry's first wife?
M It's his wife, Hazel.
W Does Henry like children?

5 Work with a partner. Ask and answer these questions.

1 Who was Henry's first wife?
2 Who is Henry's second wife?
3 Are Hannah and Holly ...
   ... Helen's children?
   ... Hazel's children?
   ... Henry's children?
4 Does Henry like children?

6 Practise saying the dialogue line by line, pronouncing /h/ correctly. Then practise the dialogue with a partner.

M Who's that with Henry Higgins?
W It's his wife, Hazel.
M Hazel? But his wife's name's Helen!
Word focus

Stress in compound nouns

Many words in English are made by putting two words together. These are called compound nouns.

post + office = post office

1. Take a word from A and a word from B and put them together to match a picture in column C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>bar</td>
<td>1</td>
</tr>
<tr>
<td>night</td>
<td>pool</td>
<td>2</td>
</tr>
<tr>
<td>swimming</td>
<td>station</td>
<td>3</td>
</tr>
<tr>
<td>air</td>
<td>club</td>
<td>4</td>
</tr>
<tr>
<td>book</td>
<td>room</td>
<td>5</td>
</tr>
<tr>
<td>police</td>
<td>stop</td>
<td>6</td>
</tr>
<tr>
<td>bed</td>
<td>shop</td>
<td>7</td>
</tr>
<tr>
<td>snack</td>
<td>port</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Listen and practise saying the compound nouns below. Pay attention to the stress.

- living room
- hairdresser's
- swimming pool
- underground station
- shoe shop
- concert hall
- airport
- dining room
- clothes shop
- bathroom
- night club
- bus stop
- leisure centre
- wine bar
- football stadium

3. Work in groups. Cover the words in 2. Can you remember:

1. Three places to go out in the evening?
2. Three places to travel from?
3. Three places where people do sport?
4. Three rooms in a house?
5. Three shops?

Which group remembered the most words?
Connected speech

Comparatives and superlatives

1 Look at the questions below. Do you know the answers?

**English-speaking countries**

1 In area, which is the largest country – Australia, Canada, or the USA?

2 Which is the smaller country in area – New Zealand or the UK?

3 Which country has the smallest population?

4 London is the biggest city in the UK. Which is the second biggest – Birmingham or Liverpool?

5 Which is the oldest city – New York, Washington, or Los Angeles?

6 Which has the larger population – London or Los Angeles?

7 Which has the larger population – New York or New Zealand?

2 **T10.6** Listen and find the answers to the questions.

3 **T10.7** Listen to the pronunciation of the comparative and superlative forms of adjectives.

bigger biggest
higher highest
larger largest
older oldest
smaller smallest

Look at the comparative and superlative forms in sentences.

- New York is bigger than Washington.

- New York is the biggest city in the United States.

than and the are weak. They have the vowel sound /a/.

4 **T10.8** Look at the tapescript on page 61 and listen to the sentences again. Practise saying them, pronouncing the comparatives and superlatives correctly.
5 Look at the chart below. Make more sentences about these countries.

Wellington is the smallest city.

In population, the UK is bigger than Australia.

<table>
<thead>
<tr>
<th>Country</th>
<th>Area</th>
<th>Population</th>
<th>Cities</th>
</tr>
</thead>
</table>
| Australia    | 7.7 m. sq.km.   | 17 m.      | Canberra (303,000)
|              |                 |            | Sydney (3.2 m.) |
| Canada       | 9.9 m. sq.km.   | 25 m.      | Ottawa (819,000)
|              |                 |            | Montreal (980,000) |
| New Zealand  | 269,000 sq.km.  | 3 m.       | Wellington (325,000)
|              |                 |            | Auckland (144,000) |
| United Kingdom| 244,000 sq.km. | 56 m.      | London (6.4 m.)
|              |                 |            | Birmingham (920,000)
|              |                 |            | Liverpool (510,000) |
| United States| 9.4 m. sq.km.   | 249 m.     | Washington (607,000)
|              |                 |            | New York (7 m.)
|              |                 |            | Los Angeles (2.9 m.) |

m. = million  sq.km. = square kilometres

6 Answer the questions below about your country/city.
Use full sentences, and pronounce the comparatives and superlatives correctly.

1 Is your city bigger or smaller than Auckland?
2 Is it bigger or smaller than Liverpool?
3 In population, is your country larger or smaller than the UK?
4 Is it larger or smaller than Australia, in population?
5 In area, is your country larger or smaller than the UK?
6 Which is the biggest city in your country?
7 Which is the longest river?
8 Which is the highest mountain?
9 Which is the nicest part, do you think?

Short forms (contractions)

1 Look at the sentences below. They are all wrong – why?

1 I got two children.
2 I have a coffee, please.
3 She nineteen years old.
4 I very hungry.
5 I like two Cokes, please.
6 They over there.
7 No, they aren’t Spanish – they from Argentina.
8 He got a headache.

Write in the missing short forms, like this.

I’ve got two children.

Listen and check your answers.

2 You will hear some foreign students saying the sentences. Three of them are wrong because the contraction is not pronounced. Listen and tick (✓) the box if the contraction is pronounced, and cross (X) the box if it is not pronounced.

1 2 3 4 5 6 7 8

Listen to the correct forms again and practise saying them. Pay attention to the pronunciation of the short forms.
Introduction to diphthongs

Problem consonants: /n/ and /ŋ/
Word stress (revision)

Sounds

Introduction to diphthongs

A diphthong is two vowel sounds put together.

Example /e/ + /ɪ/ = /eu/

The first vowel sound is longer than the second.
There are eight diphthongs in English.

1 Here are the eight diphthong sounds. Look at the phonemic symbols. Can you guess what the sound is? What is the word in phonemic script?

☐ /eu/ /deu/ ______ day
☐ /əɪ/ /nain/ ______
☐ /ɔʊ/ /boʊ/ ______
☐ /æʊ/ /naw/ ______
☐ /əʊ/ /naw/ ______
☐ /əʊ/ /naw/ ______
☐ /eɪ/ /heɪ/ ______
☐ /əʊ/ /hɪə/ ______
☐ /ʊə/ /toʊ/ ______

Listen and tick (✔) the sounds you guessed correctly. Write in the other words.

* Many native speakers do not use this diphthong. They use /ɔ/ instead.

2 Cover the words. Can you remember the words for the sounds? Work with a partner. Test your partner by pointing to the symbols.

3 Read the phonemic symbols and match the phrase to the picture.

1 a nal braid g
2 a lezi det ______
3 fea hə ______
4 nozi boɪz ______
5 a kəuld nəʊz ______
6 a brət laɪt ______
7 a ləd faʊt ______

4 Look at the phonemic symbols on page 57. Find the words from the box for symbols 37–44. Write them in the spaces under the symbols.
Problem consonants: /n/ and /ŋ/

1. Look at the pairs of words in the square below. Do you understand the meaning from the pictures? Check the meaning of new words in your dictionary or with your teacher.

2. Practise the two sounds. To make /n/ and /ŋ/, the air comes out through your nose. Your tongue is further back in your mouth when you make /ŋ/.

3. Listen and circle. Are the sentences true or false?
- 1 true  false
- 2 true  false
- 3 true  false
- 4 true  false
- 5 true  false
- 6 true  false

Listen again and practise saying the pairs of words.
4 Work with a partner. Make some statements about the pictures on p45 yourself. Your partner will say if they are true or false.

5 Look at the phonemic symbols on page 57. Find the word from the box for sound 24. Write it in the space under the symbol.

**Word focus**

**Word stress (revision)**

1 Can you remember the words below? Look at the stress. Which one is correct in British English? Cross out the incorrectly stressed words.

1 a address b address

2 a afternoon b afternoon

3 a cassette b cassette

4 a credit card b credit card

5 a dessert b dessert

6 a dictionary b dictionary

7 a hotel b hotel

8 a Japan b Japan

9 a photographer b photographer

10 a policeman b policeman

11 a post office b post office

12 a vegetable b vegetable

T11.6 Listen and check. How many did you guess correctly?

T11.7 Listen to some foreign students using the words. Tick (✓) the box if the stress on the word is correct. Cross (X) the box if it is wrong.

1 Have you got a dictionary?
2 Do you want any more vegetables?
3 Could I borrow this cassette?
4 Do you know the address of your hotel?
5 My brother’s a policeman.
6 I think I left my credit card in the post office.

Practise saying the sentences correctly.
Problem vowel and diphthong sounds: /ɒ/, /ɔː/, and /əʊ/

Words ending in the sound /ə/

Weak form of to

Sounding enthusiastic

Sounds

Problem vowel and diphthong sounds: /ɒ/, /ɔː/, and /əʊ/

1. Listen to the three sounds. Can you hear the difference?

   /ɒ/  /ɔː/  /əʊ/
   John  George  Jo

Practise saying the three names.

2. Listen and answer the questions about John, George, and Jo. (The sounds /ɒ/, /ɔː/, and /əʊ/ will help you!)

   Who …
   … is from Dover?  John  George  Jo
   … is from Boston?  John  George  Jo
   … was born in York?  John  George  Jo
   … drinks water?  John  George  Jo
   … drinks Coca-Cola?  John  George  Jo
   … drinks coffee?  John  George  Jo
   … plays polo?  John  George  Jo
   … likes golf and hockey?  John  George  Jo
   … likes all sports?  John  George  Jo
   … smokes a lot?  John  George  Jo

   … talks a lot?  John  George  Jo
   … eats a lot of chocolate?  John  George Jo

   Work with a partner. Ask each other questions, like this.

   WHO DRINKS WATER?
   WHO'S FROM BOSTON?

Sounds and spelling

Words ending in the sound /ə/

1. Look at the words in the box. How is the last syllable pronounced in each word?

<table>
<thead>
<tr>
<th>camera</th>
<th>answer</th>
<th>picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>mirror</td>
<td>sister</td>
<td>opera</td>
</tr>
<tr>
<td>centre</td>
<td>colour</td>
<td>flavour</td>
</tr>
<tr>
<td>actor</td>
<td>jumper</td>
<td>hamburger</td>
</tr>
<tr>
<td>tuna</td>
<td>signature</td>
<td>departure</td>
</tr>
</tbody>
</table>

   Listen and practise saying the words.
2 Put the words in 1 into the columns below according to their spelling.

<table>
<thead>
<tr>
<th>1 -er</th>
<th>2 -or</th>
<th>3 -a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 -ure</th>
<th>5 -re</th>
<th>6 -our</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Work in groups. Find:

10 more words to go in Column 1.
3 more words to go in Column 2.
3 more words to go in Column 3.
1 more word to go in Columns 4, 5, and 6.
The first group to finish shouts Stop!

4 Practise saying your words. Pay attention to the /a/ sound at the end.

**Connected speech**

**Weak form of to**

1 Match the parts in A and B below to make full sentences.

**A**
1 I’m going out
2 They’re waiting
3 My daughter’s studying
4 My brother’s going abroad
5 We’re going to the airport
6 She’s getting ready

**B**

a to see the manager.
b to buy a newspaper.
c to go out with her boyfriend.
d to meet some friends.
e to work.
f to become a doctor.

2 Listen again. Note the pronunciation of to at the beginning of B. Is it strong or weak?  

3 Practise saying the sentences pronouncing to correctly. Start with to like this.

/təbət/ to buy … to buy … to buy
to buy a newspaper
out to buy a newspaper
I’m going out to buy a newspaper
Practise saying the other sentences in the same way.

4 The weak to is used in other contexts. Listen to the dialogue below and write in the missing tos as in the example. There are six more.

D Where are you going, Dad?
F To the station meet Mum.
D Oh, what’s her train?
F Twenty five. Do you want come?
D No, I’ve got go the doctor’s at quarter five.
F Oh, yes, well, see you later!
D See you!

5 Listen again and practise the dialogue line by line. Pay attention to the pronunciation of to. Read the dialogue aloud with a partner.
Intonation

Sounding enthusiastic

1 [T12.6] Listen to these conversations at a party. Fill in the gaps in the suggestions below.

1A Let’s ________________!
1B Okay then!

2A Shall we go into the ________________?
2B Okay.

3A Let’s have another ________________!
3B Okay!

4A Come on, Susie, let’s ________________!
4B Okay, just a minute.

5A Shall we have a ________________ soon?
5B Okay, if you want to.

6A Shall we start the ________________?
6B Okay, if you want to.

3 In the dialogues where B is not enthusiastic, the voice starts low.

[Diagram: Arrow pointing up and down with 'Okay' at each end.]

To show enthusiasm, the voice starts high and goes down and then up again, like this.

[Diagram: Arrow pointing up and down with 'Okay' at each end.]

Listen again and repeat what B says. Copy the intonation. Practise the dialogues with a partner.

4 Your teacher* will make some suggestions to you. You must always answer Okay. Use intonation to show if you’re really enthusiastic.

5 Make a suggestion yourself. See how the class responds!

* See the Answer key on page 62.

2 B always answers Okay, but does B really want to do what A suggests? Listen again and tick (✓) if B really is enthusiastic about the suggestion, and cross (✗) the dialogues where B isn’t really enthusiastic.

1 ✓ 3 ✗ 5 ✗
2 ✗ 4 ✓ 6 ✗

[Both sections of the page refer to page 62.]
Sounds

Problem vowel and diphthong sounds: /e/ and /εt/

1 TIB.1 Listen to the pairs of words below. Can you hear the difference?
   pen     pain
   tell    tail
   wet     wait

2 Now look at these words. Check the meaning of new words in your dictionary or with your teacher.
   TIB.2 Listen and circle the word you hear.
   1 men   main
   2 let   late
   3 get   gate
   4 sell  sail

3 You make the sound /e/ at the front of your mouth. Your lips look like this.

   /e/

To make the sound /εt/, first make a long /e/ sound and then a short /ε/ sound.

   /e/        →    /ε/

Now practise saying the pairs of words in 1.

4 TIB.3 Listen to Jenny talking about her holiday. Are the bold sounds /e/ or /εt/? Mark the /e/ sounds like this ___ and the /εt/ sounds like this ___.

   Last year, I went to Spain on holiday with my friend Jane. The hotel was great, but the weather was terrible! It rained every day for ten days!

5 How many examples of /e/ and /εt/ can you find in these sentences? Mark them in the same way as 4.
   1 An African elephant weighs five to seven tonnes.
   2 Elvis Presley played rock 'n' roll.
   3 The train from Newcastle to London takes four hours.
   4 We met in the USA in 1986.
   5 Julie read about the weather in Budapest.
   TIB.4 Listen and check your answers.

6 Practise reading the sentences in 5. Pay attention to the /e/ and /εt/ sounds.
Problem consonants: /ʃ/ and /tʃ/

1 **TI3.5** Listen to these words.

| shirt | sugar | delicious | dishwasher | pronunciation |

The sound /ʃ/ is often spelt sh. What other ways is it spelt?

2 Look at the text about Sheila. How many examples of the /ʃ/ sound can you hear? Underline them.

Sheila is a receptionist at the International Hotel in Chicago. At the moment she's studying Spanish.

**TI3.6** Listen and check your answers.

3 To make the sound /ʃ/, first practise /s/. Now move your tongue back and up a little. It is the sound we make when we want people to be quiet!

Practise reading the text about Sheila aloud, paying attention to the /ʃ/ sound.

4 **TI3.7** Listen. Can you hear the difference?

she's cheese sheep cheap
shoes choose wash watch

The second word in each pair has the sound /tʃ/. To make the sound /tʃ/, first say /t/. Then say /ʃ/. Repeat each sound quickly until you say the two sounds together. The sound /tʃ/ is usually spelt ch.

5 Look at the picture below. Can you find:

- a Spanish beach?
- Sheila catching a fish?
- some Scottish children?
- an English teacher?
- a Frenchman eating cheese?
- a pair of cheap shoes?
- two Chinese men playing chess?

**TI3.8** Listen to the phrases. Underline the sound /ʃ/ like this — and the sound /tʃ/ like this —— .

6 Practise saying the words. Work with a partner, like this.

What's this?

It's a Frenchman eating cheese.

What's this?

It's a …

7 Look at the phonemic symbols on page 57. Find the words from the box for sounds 20 and 22. Write them in the spaces under the symbols.
Sounds and spelling

The sound /ə/ in final syllables

1 Write in the missing letters.

   1 Americ_ _n  
      _______    _______  
      German   Mexican

   2 seas_ _n  
      _______  _______

   3 childr_ _n  
      _______  _______

   4 music_ _n  
      _______  _______

   5 televis_ _n  
      _______  _______

   6 conversat_ _n  
      _______  _______

   7 beautif_ _l  
      _______  _______

   8 nation_ _l  
      _______  _______

   9 intellig_ _nt  
      _______

   10 nerv_ _s  
      _______

2 The final syllable in the words in 1 is spelt differently in each word, but the vowel sound in the final syllable is always /ə/.

   /ə/    /ə/    /ə/    /ə/    
   American   season   children   musician

   Tip 9 Listen and practise saying the words in 1. Pay attention to the sound /ə/ in the final syllable.

3 Look at the box below and find two words with the same ending as each word in 1. Write them in the spaces.

   German   successful   London   decision
   listen   station   optician   revision
   arrival   parent   careful   pardon
   Mexican   garden   student   famous
   delicious   hospital   beautician   pronunciation

   Tip 10 Listen and check your answers.

   ►► p63

4 Practise saying the words. Can you think of any more words to put in each group?

5 Think of phrases with these words.

   Examples
   a successful student
   a famous garden
   a German hospital

   Practise saying the phrases.

   ►► p63
Connected speech

Linking (revision)

1 Look at the words below. Check the meaning of new words in your dictionary or with your teacher.

<table>
<thead>
<tr>
<th>absolutely</th>
<th>ambulance</th>
<th>attractive</th>
</tr>
</thead>
<tbody>
<tr>
<td>awful</td>
<td>excellent</td>
<td>experience</td>
</tr>
<tr>
<td>immediately</td>
<td>incredible</td>
<td>area</td>
</tr>
</tbody>
</table>

2 TB.11 You will hear some sentences. If they have an adjective, write adj; if they have an adverb, write adv; and if they have an adjective and an adverb, write both.

1 adj 5 
2 6
3 7
4 8

3 Listen again and fill in the gaps in the sentences.

1 What a ___________________!
2 It was an ___________________.
3 The weather was ___________________!
4 He got into their ___________________.

5 She speaks ___________________ and ___________________.
6 It was an ___________________!
7 She lives in a ___________________.
8 I'll phone for an ___________________ ___________________!

4 Notice the linking between words A and B.

A B

| What_a | fantastic_idea |

What kind of sound does A end with? What kind of sound does B begin with?

5 Look at the other sentences in 3 and mark the linking.

Listen again and practise putting in the linking.
14 Problem consonants: /tʃ/, /dʒ/, and /j/
Words with similar vowel sounds
Contractions and weak forms in the Present Perfect

Sounds

Problem consonants: /tʃ/, /dʒ/, and /j/

1 **T14.1** Listen to the words below. Can you hear the difference between the three consonant sounds?

//tʃ//
Chess

//dʒ//
Jess

//j//
Yes

2 Say the three words. Which ones are most difficult for you? Practise saying these again.

To make /j/ first start with the sound /iː/.

i i i ... yes

i i ... yes

i ... yes

You practised /dʒ/ in Unit 8, and /tʃ/ in Unit 13.
Remember that you use your voice for /dʒ/ but you do not use your voice for /tʃ/.

3 **T14.2** The words below are similar in many languages. In English they all begin with one of the sounds above: /tʃ/, /dʒ/ or /j/. Listen and write the correct symbol in the box.

1 [tʃ] chocolate

2 [dʒ] yoga

3 [j] chimpanzee

4 [ʃ] yacht

5 [ʃ] jacket

6 [ʃ] chess

7 [ʃ] yoghurt
Words with similar vowel sounds

1 The pairs of words below are easy to confuse. Do you remember what they all mean? Tick (√) the ones you're sure you can pronounce correctly. Put a question mark (?) next to the ones you're not sure about.

- angry
- hungry
- leave
- live
- this
- these
- where
- were
- want
- won't
- walk
- work

TI.4.3 Listen and check. Practise saying the pairs of words.

2 TI.4.4 Now listen to the conversation and put the words into the correct box below.

3 Play the game with a partner. Your partner must tell you where to write the words.

5 Practise saying the words in 3 above. Remember the rules.

6 Look at the phonemic symbols on page 57. Find the word from the box for sound 17. Write it in the space under the symbol.

Spelling rule

1 The letter y (at the beginning of a word) is pronounced /i/.  
Example ____________

2 a The letter j is pronounced /dʒ/.  
Example ____________

b The letters ge and gi are often pronounced /dʒ/.  
Examples ____________

3 The letters ch are often pronounced /tʃ/.  
Example ____________

There are some exceptions, however.

ch = /k/ in chemist, character, Christmas.

ch = /ʃ/ in chef, champagne.

ch = not pronounced in yacht.

589.0x761.0
Connected speech

Contractions and weak forms
in the Present Perfect

1 T14.5 Listen to the sentences below. You will hear each one twice. One time have/has/haven’t/hasn’t is pronounced correctly. The other time it is pronounced incorrectly. Which is correct? Tick a or b.

1 I’ve never seen it. a ✓ b
2 She’s just come back. a ✓ b
3 He hasn’t phoned yet. a ✓ b
4 We haven’t been here. a ✓ b
5 Has your sister gone out? a ✓ b
6 Yes, she has. a ✓ b
7 Have you been to the shops? a ✓ b
8 Yes, I have. a ✓ b

Notice the pronunciation of the contractions.
I’ve = /aːv/  haven’t = /ˈhævənt/
He’s = /hiːz/  hasn’t = /ˈhæzənt/
In questions, the weak form is used.
/hæv/
Have you been to the shops?
/hæz/
Has your sister gone out?
In short answers have and has are strong.
/hæv/  /hæz/
Yes, I have.  Yes, she has.

2 T14.6 Listen now to the correct sentences only and practise the pronunciation of have/haven’t, etc.

3 T14.7 Listen to a dialogue between two neighbours. They are talking about holidays in Italy. Look at the words below. Underline the things that they talk about.

pasta  gondolas  the Pope
the beaches  the Colosseum  Italian clothes
Pompeii  the Leaning Tower of Pisa

4 Listen again.
1 How many times do you hear have or has?
2 How many times do you hear ’ve or ’s?
3 How many times do you hear haven’t or hasn’t?
Put a tick (✓) in the correct box below each time you hear these forms.

<table>
<thead>
<tr>
<th>have or has</th>
<th>’ve or ’s</th>
<th>haven’t or hasn’t</th>
</tr>
</thead>
</table>

5 Work with a partner. Look at the tapescrpt of the dialogue on page 63 and practise it with a partner. Pay attention to the pronunciation of the different forms of have.

6 Read the secret message.

ðis iz æ si:krit mesidʒ
if ju: næʊ oʊ ðə fæni:mək sɪmbəlz ju: dɑʊnt
ni:d tə stadi pɛrdʒ fifti-sevʊn ægen.
### Phonemic symbols

#### Consonants

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<th>/b/</th>
<th>/t/</th>
<th>/d/</th>
<th>/k/</th>
<th>/g/</th>
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<td>/ŋ/</td>
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**television**

#### Vowels

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<th>/e/</th>
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<th>/ə:/</th>
<th>/o/</th>
<th>/ɔ:/</th>
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#### Diphthongs

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<th>/au/</th>
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<th>/e/</th>
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</table>

*Look at the sound underlined in the words below.*
*Put the words under the correct symbol for that sound.*

<table>
<thead>
<tr>
<th>man</th>
<th>why</th>
<th>that</th>
<th>ticket</th>
<th>start</th>
<th>choose</th>
<th>jeans</th>
<th>sing</th>
<th>yellow</th>
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<tr>
<th>tea</th>
<th>pencil</th>
<th>bag</th>
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Unit 1

The sound of English

1 1b 2 a 3 a 4 c 5 a 6 a 7 b 8 c
3 photograph police radio
   passport toilet email

Stress in numbers
2 b finishes first.
c finishes second.
a finishes third.

TL1.7
fifty ... fifty
thirteen ... thirteen
seventeen ... seventeen
thirty ... thirty
eighteen ... eighteen
fifteen ... fifteen
ninety ... ninety
sixteen ... sixteen
fourteen ... fourteen
nineteen ... nineteen
eighty ... eighty
sixty ... sixty
forty ... forty
seventy ... seventy

Short forms (contractions) of be
2 TL1.8
Hello. I'm Jane. This is my cat. Her name's Pepper. She's three years old and she's very intelligent, I think!
That's my dog, Sam. Sam's twelve years old now! He's a very nice dog, but he's very stupid!

Unit 2

Introduction to vowel sounds (I)
1 /i:/ and /u:/ are long sounds.

Problem consonants: final ‘-s’
1 1 cups /s/ pens /z/ stamps /s/ 3 Anna's /z/ friend
2 speaks /s/ reads /z/ loves /z/ 4 It's /s/ here.
   Pete's /s/ mum  How's /z/ Andy?
   Jane's /z/ bag  He's /z/ okay.

The sound /a/
2 hamburger mineral water
   pizza Coca-Cola
   salads
3 1 c 2 g 3 b 4 e 5 h 6 d 7 i 8 f 9 j 10 a
4 1, 2, 3, 5, 7, and 8 have an /a/ sound.

Unit 3

Introduction to sentence stress
3 Where are you from?
   What's your job?
   How old are you?
   Are you married?

Silent ‘r’
2 interpreter ex banker
   nurse artist
   architect receptionist
doctor write
   director

3 Examples of words where r is pronounced:
drive different France
   address brown children
   interesting green underground
   write

Examples of words where r is not pronounced:
October Dear
   are international
   other they're
   Argentina Switzerland
   teacher Peter
   letter fourteen
   underground understand
   weather parks
   centre
Weak forms and linking
1 get up – go to bed
open – close
arrive – leave
start – finish
2 16 27 37 47 56 67
77 87
3 T3.4
1 The bank opens at nine o'clock.
2 He goes to bed at seven o'clock.
3 This office closes at half past two.
4 We get up at about eight o'clock.
5 Her plane arrives at two fifteen.
6 The programme finishes at about eleven thirty.
7 The film starts at half past eight.
8 My train leaves at about eleven o'clock.
5 5 Her plane arrives at two fifteen.
6 The programme finishes at about eleven thirty.
7 The film starts at half past eight.
8 My train leaves at about eleven o'clock.

Introduction to intonation: up or down?
1 statement – question
2 statement – question
3 question – statement
4 question – statement

Unit 4
Weak forms in Present Simple questions
T4.7
1 A Do you know the time?
B It's quarter past three.
2 A Do you have a light?
B No, sorry.
3 A Do you speak English?
B Yes, a little.
4 A Do you understand?
B Not really.
5 A Do you have milk?
B Yes, please.
6 A What do you do?
B I'm a musician.

Weak forms of a and the
1 T4.4
M Do you have children, Shirley?
S Yes, a son and a daughter.
M Oh, that's nice, what do they do?
S My daughter Jenny's a music teacher, and Michael, my son, is at college – he wants to be a pilot!
M Oh, lovely!
S Yes ...
M Do they live at home?
S Michael lives with me, but Jenny lives in London – she's married with two children.
M Oh! So you're a grandmother!
S Yes, she has a girl and a boy too – Rebecca and Thomas.
M Oh, lovely – how old are they?
S The girl's seven and the boy's two – do you want to see a photo?
M Oh yes ... Ah ... aren't they beautiful!

How many syllables?
1 Across: 2 interesting 3 chocolate
4 restaurant 6 vegetables
9 dictionary 10 February
Down: 1 Wednesday 3 camera
5 married 7 every 8 soldier
2 camera 2 married 2
chocolate 2 restaurant 2
dictionary 3 soldier 2
every 2 vegetables 3
February 3 Wednesday 2
interesting 3

Unit 5
Introduction to vowel sounds (2)
word – curtain bus – cup
four – wall part – carpet
man – lamp shop – pots

Sounding polite
4 T5.7
Desk 1
Hello. Can I help you?
Yes, please. Is the Museum of Modern Art near here?
Mmm, just a minute ... here's a map ...
Desk 2
Next, please.
Hello, can you help me? I want a hotel for three nights.
Sorry, we don't have information about hotels. Try next door.
Thank you.
Desk 3
Excuse me ...
Yes, sir?
Is there a bookshop near here?
Sure, on the left opposite the underground station.

Unit 6
Problem consonants: /w/
1 1 Wendy was twenty-one Wednesday
2 Where was William weekend
3 We want Wayne We want Wayne
4 What wonderful world

When 9 winter 4 two 2
week 8 we 1 what 12
wrong 5 swim 10 twenty 7
who 3 whole 11 write 6

5 Words with a silent w:
wrong who whole two write
6 a wrong b whole
Unit 7

Problem vowel sounds
/i/ and /i:/

1 sit 3 bean 5 heel
2 hit 4 ship 6 lick

Intonation in Wh- questions
2 c 2 b 3 c 4 a 5 a 6 c 7 a

Try to pronounce these words correctly.

Unit 8

Problem consonants: /dʒ/ and /ʒ/

1 read 6 heard
2 learnt 7 bought
3 ran 8 said
4 fell 9 taught
5 saw 10 thought

Problem vowel sounds: /ə/ and /ɜ:/

1 Birmingham
2 Nurse
3: thirtieth
4: German
5: workers
Saying dates

2 T8.5

1 St Valentine’s Day is the day of lovers – it’s on the fourteenth of February.
2 April Fool’s Day, on the first of April, is the day when people play jokes on their friends and families.
3 St George’s Day is on the twenty-third of April – St George is the patron saint of England.
4 The Queen has an official birthday on the second of June, but her real birthday is on the twenty-first of April.
5 Halloween is on the thirty-first of October – it’s a night when witches are supposed to come out!
6 On Guy Fawkes Night we remember the time when a man called Guy Fawkes tried to destroy the Houses of Parliament. It’s on the fifth of November.
7 Remembrance Sunday is the day when we remember all the people who died in the First and Second World Wars. It’s always on the second Sunday in November.
8 St Andrew’s Day is on the thirtieth of November – St Andrew is the patron saint of Scotland … and Russia!

3 T8.6

/æ/ the fourteenth of February
/æ/ the first of April
/æ/ the twenty-third of April
/æ/ the second of June
/æ/ the twenty-first of April
/æ/ the thirty-first of October
/æ/ the fifth of November
/æ/ the thirtieth of November

Unit 9

Problem vowel sounds:
/æ/ and /ʌ/

3 T9.3

Bag 1 /æ/  Bag 2 /ʌ/
jam  bun
apple  onion
cabbage  honey
carrot  mushroom
ham  butter
salad  cucumber

4 1 a 2 u, o

8 /æ/ ham scrambled salad have
/ʌ/ Mum supper much
mushroom just butter love none
gnthing cup lovely

Weak form of of
1 a piece of cake
2 a packet of cigarettes
3 a cup of tea
4 a glass of water
5 a box of matches
6 a bottle of aspirin
7 a bag of sugar

3 17 28 38 42 10 58 65 77

4 T9.6

1 Would you like a glass of wine?
2 Can I have a cup of coffee, please?
3 I’d like a bottle of aspirin, please.
4 A packet of cigarettes and a box of matches, please.
5 Daddy, can I have a glass of milk?
6 A bag of potatoes, please.
7 Would you like a piece of cake?

Special stress
2 1 chicken
2 large
3 chocolate strawberry

These words are stressed because the speaker wants to correct a mistake.

Polite requests
1 Students 3, 4, and 6 do not sound polite.

Unit 10

Problem consonants: /h/

2 1 high 2 eat 3 air 4 hate 5 hill
6 earring

T10.2

1 It’s high!
2 Can you eat this?
3 This air’s very dirty.
4 I hate it.
5 Did you say hill?
6 She’s got a problem with her earring.

5 1 Helen 2 Hazel 3 Hazel’s children
4 No

Stress in compound nouns

1 swimming pool 5 airport
2 bedroom 6 police station
3 snack bar 7 bookshop
4 bus stop 8 night club

The stress is on the first word.

3 1 night club
2 wine bar
3 concert hall
4 underground station
5 airport
6 bus stop
7 leisure centre
8 swimming pool

4 football stadium
5 living room
6 bathroom
7 dining room
8 shoe shop
9 clothes shop

Comparatives and superlatives

2 T10.6

1 In area, Canada is the largest.
The USA is bigger than Australia.
2 The UK is smaller than New Zealand in area.
3 New Zealand has the smallest population.
4 Birmingham is bigger than Liverpool.
5 New York is the oldest.
6 London has a larger population than Los Angeles.
7 New York has a larger population than New Zealand.

**Short forms (contractions)**

1 **T10.8**
   1 I've got two children.
   2 I'll have a coffee, please.
   3 She's nineteen years old.
   4 I'm very hungry.
   5 I'd like two Cokes, please.
   6 They're over there.
   7 No, they aren't Spanish – they're from Argentina.
   8 He's got a headache.

2 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✓

**Unit 11**

**Introduction to diphthongs**

1 **T11.2**
   day no / know
   nine hair
   boy hear / here
   now tour

2 **T11.3**
   1 a real beard (g)
   2 a lazy day (d)
   3 fair hair (b)
   4 noisy boys (f)
   5 a cold nose (a)
   6 a bright light (e)
   7 a loud shout (c)

**Problem consonants:**
   /d/ and /dʒ/

3 1 true 2 false 3 true 4 false 5 false 6 false

**T11.5**
1 In number 1, there are a lot of fans.
2 Someone rang in number 3.
3 There's a bang in number 8.
4 The man in number 9 is wrong.
5 Number 14 is 'thin'.
6 There's a tongue in number 15.

**Word stress (revision)**
1 The correctly stressed words are:
   1 b 4 a 7 b 10 b
   2 b 5 b 8 b 11 a
   3 b 6 a 9 b 12 a

2 /aʊ/ 3 /eɪ/ 4 /ə/ 5 /eə/ 6 /aʊ/
2 afternoon 9 photographer
3 cassette 10 policeman
6 dictionary 12 vegetable
8 Japan
4, 5, 7, and 11 have no /aʊ/ sound.

3 1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✓

**Unit 12**

**Problem vowel and diphthong sounds:** /aʊ/ , /eɪ/ , and /eə/

2 Dover – Jo
   Boston – John
   born in York – George
   water – George
   Coca-Cola – Jo
   coffee – John
   polo – Jo
   golf and hockey – John
   all sports – George
   smokes – Jo
   talks – George
   a lot of chocolate – John

**T12.2**
John John’s from Boston. He drinks coffee and plays golf and hockey. He eats a lot of chocolate.

George George is from York. He drinks water and likes all sports. He talks and talks and talks and talks …

Jo Jo comes from Dover. She loves Coca-Cola, and her favourite sport is polo. She smokes a lot.

**Words ending in the sound /aʊ/**
1 The last syllable is pronounced /aʊ/.
2 1 answer, sister, jumper, hamburger
2 mirror, actor
3 camera, tuna, opera
4 signature, picture, departure
5 centre
6 colour, flavour

**Weak form of to**
1 I'm going out to buy a newspaper.
2 They're waiting to see the manager.

3 My daughter’s studying to become a doctor.
4 My brother’s going abroad to work.
5 We’re going to the airport to meet some friends.
6 She’s getting ready to go out with her boyfriend.

**T12.5**
D Where are you going, Dad?
F To the station to meet Mum.
D Oh, what time’s her train?
F Twenty to five. Do you want to come?
D No. I’ve got to go to the doctor’s at quarter to five.
F Oh, yes, well, see you later!
D See you!

**Sounding enthusiastic**

1 1A dance 4A go home
2 2A garden 5A party
3 3A drink 6A washing-up

2 1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✗

4 1 Let’s play a game!
2 Shall we do some writing now?
3 Let’s have a break!
4 Shall we go out for coffee?
5 Let’s have a test next week!
6 Shall we have a class party?

**Unit 13**

**Problem vowel and diphthong sounds:** /e/ and /eɪ/.

2 **T13.2**
1 main 2 let 3 get 4 sail

4 Last year, I went to Spain on holiday, with my friend Jany. The hotel was great, but the weather was terrible! It rained every day for ten days!

5 1 An African elephant weighs five to seven tonnes.
2 Elvis Presley played rock ‘n’ roll.
3 The train from Newcastle to London takes four hours.
4 We met in the USA in 1986.
5 Julie read about the weather in Budapest.
Problem consonants: /s/ and /ʃ/ /tʃ/
1 /ʃ/ is also spelt s, ci, and ti in the examples.

2 6 Sheila is a receptionist at the International Hotel in Chicago. At the moment she's studying Spanish.

5 a Spanish beach
some Scottish children
a Frenchman eating cheese
two Chinese men playing chess
Sheila catching a fish
an English teacher
a pair of cheap shoes

The sound /ə/ in final syllables
1 a 4 ia 7 u 10 ou
2 a 5 io 8 a
3 e 6 io 9 e

3 1 German Mexican
2 London pardon
3 listen garden
4 optician beautician
5 decision revision
6 station pronunciation
7 successful careful
8 arrival hospital
9 parent student
10 delicious famous

Linking (revision)
2 1 adj 3 both 5 adv 7 both
2 adj 4 adv 6 adj 8 adv

3 T13.11
1 What a fantastic idea!
2 It was an easy exam.
3 The weather was absolutely awful!
4 He got into their office easily.
5 She speaks excellent English and Italian.
6 It was an incredible experience!
7 She lives in a really attractive area.
8 I'll phone for an ambulance immediately.

4 A ends in a consonant sound.
B begins with a vowel sound.

5 2 It was an easy exam.
3 The weather was absolutely awful!
4 He got into their office easily.
5 She speaks excellent English and Italian.

6 It was an incredible experience!
7 She lives in a really attractive area.
8 I'll phone for an ambulance immediately.

Unit 14

Problem consonants: /tʃ/ /dʒ/ and /j/
3 1 /ʃ/ 5 /dʒ/ 9 /dʒ/
2 /ʃ/ 6 /ʃ/ 10 /dʒ/
3 /ʃ/ 7 /ʃ/
4 /ʃ/ 8 /dʒ/

4 1 /ʃ/ yoga, yacht, yoghurt
2 a /dʒ/ jacket, jeans
2 b /dʒ/ gin, geography
3 /ʃ/ chocolate, chimpanzee, chess

Words with similar vowel sounds
2 1 leave 5 were 9 walk
2 where 6 want 10 live
3 this 7 hungry 11 angry
4 won't 8 work 12 these

A Right, so we've got twelve boxes ... B Yeah.
A ... and twelve words.
B Right.
A ... and I've got to put the right word in each box.
B That's it.
A Ok, so tell me, what's number one?
B Number one is ... leave ... that's right, leave.
A Leave is number one ... OK, so where's live?
B That's ... er ... number ten.
A Live is number ten, OK. And want and won't, where are they?
B Well, want is number six ...
A Number six want, yeah.
B ... and won't is number four.
A OK ... what else is there ... ah yes, this, where's this?
B This is number three ...
A Yeah.
B ... and these is number twelve.
A These is number twelve. OK, so what's number two then?
B Number two is where.
A Where is number two ... right, so what else ...
B Well, number eight is work.

A Work is number eight, yeah?
B And number nine is walk.
A Work and walk, eight and nine.
OK, which leaves ... ah yes, hungry and angry ...
B Oh right, yes, so ... hungry is number seven ...
A Number seven hungry, right ...
B ... and angry is number eleven, at the bottom.
A And that's it ...
B No, no ... one more ... were.
A Ah yes, were ... so that must be number five, yes?
B That's it ... were is number five.
Yes.
A And that's it!

Contractions and weak forms in the Present Perfect
1 The correct sentences are:
1 a 2 b 3 b 4 a 5 a 6 a 7 b 8 b
3 the Colosseum, gondolas, the Leaning Tower of Pisa, the Pope

4 have or has  
've or 's
haven't or hasn't

G Hello, Henry!
H George! How are you?
G Fine! We've just come back from our holiday!
H Yes?
G Yes! We've been to Italy! Have you been there?
H Oh, yes, I have. I've been to Italy many, many times.
G Oh.
H I've seen the Colosseum.
G Oh.
H I've been in a gondola.
G Oh.
H I've climbed the Tower of Pisa.
G Oh.
H Twice.
G Oh, no, we haven't done any of those things.
H No?
G But we have seen the Pope! Have you seen him?
H Er, no, I haven't.
G Ah!
H But my wife has.

6 This is a secret message. If you know all the phonemic symbols you don't need to study page fifty-seven again.
Phonemic symbols

The correct words from the box for the symbols on page 57 are as follows:

1 pencil 23 jeans
2 bags 24 sings
3 ticket 25 tea
4 door 26 is
5 key 27 bed
6 Greece 28 hand
7 five 29 start
8 vocabulary 30 not
9 sit 31 your
10 lives 32 good
11 like 33 do
12 man 34 love
13 no 35 girl
14 hot 36 sister
15 read 37 day
16 we 38 go
17 yellow 39 why
18 three 40 down
19 that 41 noise
20 shoe 42 beer
21 television 43 hair
22 choose 44 tour

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