

Elementary

New  
**Headway**  
**Pronunciation**  
Course

self-study  
speech  
LANGUAGE  
phonology  
phonetic  
Headway  
Pronunciation  
alphabet  
pre-intermediate  
LANGUAGE  
elementary stud

self-sta  
fə'nolədʒ  
ælfəbet  
fə'netiks  
læŋgwɪdʒ  
hedweɪ  
prə'nansi'eɪʃn  
elə'mentri  
spɪ:tʃ  
ɪntə'neɪʃn



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OXFORD

Elementary

**New**  
**Headway**  
Pronunciation Course

Sarah Cunningham  
Peter Moor

**OXFORD**  
UNIVERSITY PRESS

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## Phonemic symbols

## 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*.

## Sounds exercises

		All nationalities	French	German	Greek	Hungarian	Italian	Japanese	Portuguese	Spanish	Turkish
Unit 1	Introduction to consonant sounds	✓									
Unit 2	Problem consonants: final '-s'	✓									
	The sound /ə/	✓									
Unit 3	Problem consonants: /r/	✓									
	Silent 'r'	✓									
Unit 4	Final '-es' pronounced /ɪz/	✓									
Unit 5	Problem consonants: /θ/ and /ð/ ('th')	✓									
Unit 6	Problem consonants: /w/	✓									
Unit 7	Problem vowel sounds: /ɪ/ and /i:/		✓		✓	✓	✓		✓	✓	✓
Unit 8	Problem consonants: /dʒ/		✓	✓	✓			✓	✓	✓	
	Problem vowel sounds: /ɜ:/			✓	✓	✓			✓		
Unit 9	Problem vowel sounds: /æ/ and /ʌ/	✓									
Unit 10	Problem consonants: /h/		✓		✓	✓	✓	✓	✓		
Unit 11	Problem consonants: /n/ and /ŋ/	✓									
Unit 12	Problem vowel and diphthong sounds: /ɒ/, /ɔ:/, and /əʊ/	✓									
Unit 13	Problem vowel and diphthong sounds: /e/ and /eɪ/		✓	✓		✓	✓				
	Problem consonants: /ʃ/ and /tʃ/		✓	✓	✓		✓			✓	
Unit 14	Problem consonants: /tʃ/, /dʒ/, and /j/		✓	✓	✓	✓		✓	✓		

## 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.

**T1.1** ← section of recording  
↑ 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:

▶▶ 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	_____



# 1

## 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.

/k/ cake /kɛk/  
 chemist's /kɛmɪsts/

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

/k/ cassette /kæsət/  
 /s/ cigarette /sɪgəret/

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** ('kɛmɪst) *n.* farmacista  
*m.f.;* (scientist) chimico, a *m., f.*  
 ~ry *n.* chimica *f.*

It is important to learn the phonemic symbols.

#### Easy consonant symbols

/p/ pen



/d/ dictionary



/b/ book



/k/ camera



/t/ ticket



/g/ goal



/f/ family



/m/ magazine



/v/ van



/n/ newspaper



/s/ stamp



/h/ handbag



/z/ zoo



/r/ restaurant



/l/ letter



/w/ window



**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.

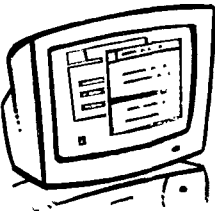
You will learn other consonant symbols as you work through the book.

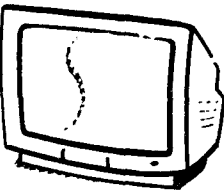
# Word focus

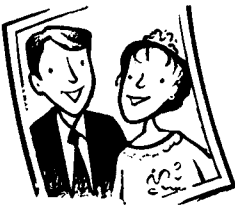
## The sound of English


1 **T1.4** 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

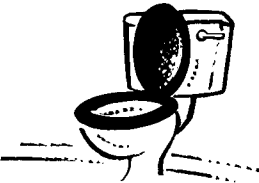
2  a  b  c

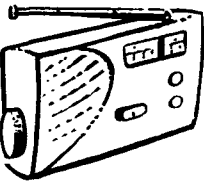
3  a  b  c

4  a  b  c

5  a  b  c

6  a  b  c

7  a  b  c

8  a  b  c

▶▶ p58

2 **T1.5** 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

▶▶ p58

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

**telephone** *ˈtɛlɪfəʊn/ n teléfono*  
*m. -vt 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	thirty	30
14	fourteen	forty	40
15	fifteen	fifty	50
16	sixteen	sixty	60
17	seventeen	seventy	70
18	eighteen	eighty	80
19	nineteen	ninety	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?

●

13	60	14
50	70	15
90	18	19

●

80	16	90
15	30	14
18	17	19

●

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!*


## Connected speech

**T1.9** Listen and check your answers.

▶▶ p58

### Short forms (contractions) of *be*

1 Look at the short forms of *be* below.

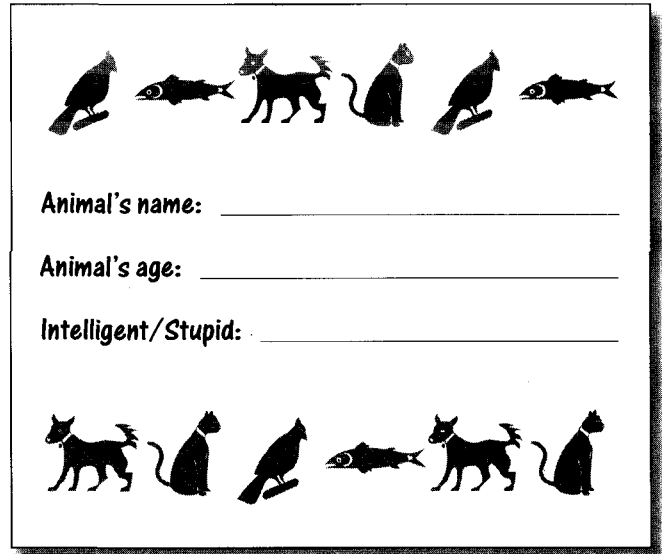
I'm (= I am)  
you're (= you are)  
he's (= he is)  
she's (= she is)  
it's (= it is)  
that's (= that is)  
my name's (= my name is)

**T1.8** Listen and practise.

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

3 Practise reading what Jane says, using short forms.

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



Animal's name: \_\_\_\_\_

Animal's age: \_\_\_\_\_

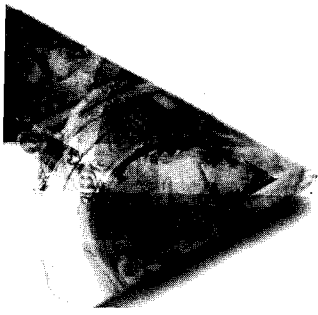
Intelligent/Stupid: \_\_\_\_\_

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

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!





# 2

Introduction to vowel sounds (1)  
 Problem consonants: final '-s'  
 The sound /ə/  
 Introduction to sentence stress

## Sounds

### Introduction to vowel sounds (1)

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

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

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

- Which sounds are long?
- Which are the same (or very similar) in your language?
- Which ones don't you have in your language?

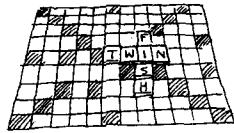
▶▶ p58

Listen again and practise.

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



1 speak



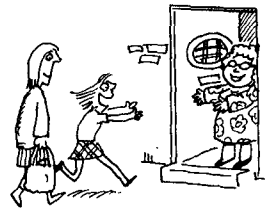
2 spell



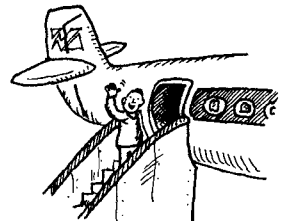
3 give



7 drink



4 visit



8 leave



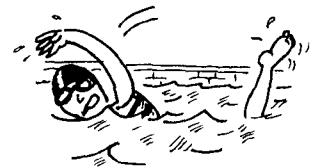
5 eat



9 cook



6 read



10 swim

▶▶ p58

Listen again and practise saying the verbs.

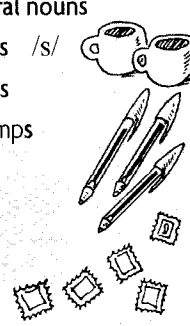
- 3 Look at the phonemic symbols on page 57. Find the words from the box for sounds 25, 26, 27, 32, 33, and 36. Write them in the spaces under the symbols.

You will learn the other vowel symbols in Unit 5.

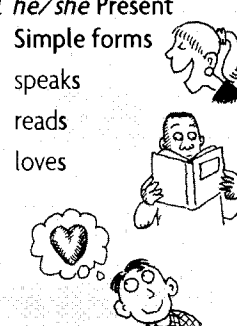
### Problem consonants: final '-s'

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/.

▶▶ p58

- 2 Listen again and practise saying the words.

### The sound /ə/



- 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 /ə/.

**Example** hamburger /ə/

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

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

● /ə/  
 hamburger

▶▶ p58

Listen again and practise saying the words.

3 Match the words to the pictures.

- |                                    |     |                                      |     |
|------------------------------------|-----|--------------------------------------|-----|
| 1 <input type="checkbox"/> potato  | ___ | 6 <input type="checkbox"/> orange    | ___ |
| 2 <input type="checkbox"/> pepper  | ___ | 7 <input type="checkbox"/> banana    | ___ |
| 3 <input type="checkbox"/> yoghurt | ___ | 8 <input type="checkbox"/> chocolate | ___ |
| 4 <input type="checkbox"/> chicken | ___ | 9 <input type="checkbox"/> coffee    | ___ |
| 5 <input type="checkbox"/> tuna    | ___ | 10 <input type="checkbox"/> sandwich | ___ |

▶▶ p58

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

▶▶ p58

5 Listen again and mark the stress.

▶▶ p58

6 Practise saying the words.



# Stress

## Introduction to sentence stress

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



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


My name's Jack.

mm MM-mm

I'm twenty.

MM mm MM

No, I'm not.

 It is important to use strong and weak words like Jack, or you will sound like the computer!

- 2 Practise Jack's answers, like this.

mm MM MM    
My name's Jack.

mm mm MM   
I'm from Leeds.

mm mm mm-MM-mm   
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.

What's your name?

- 4 Listen again and practise the questions. Then practise the questions and answers with a partner.

# 3

Problem consonants: /r/

Silent 'r'

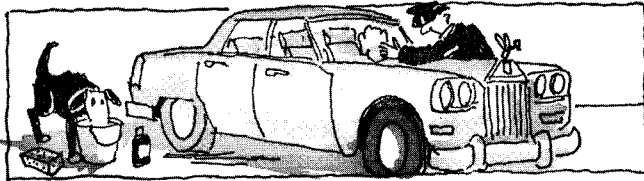
Weak forms and linking

Introduction to intonation: up or down?

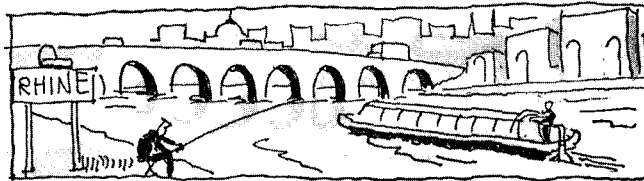
## Sounds

Problem consonants: /r/

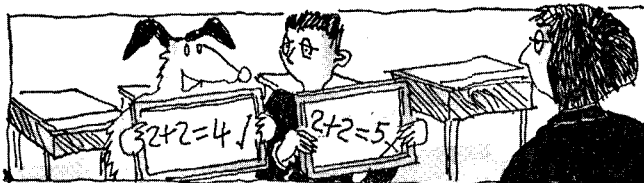
- 1 **T3.1** Listen to the sound /r/. Is it the same in your language?



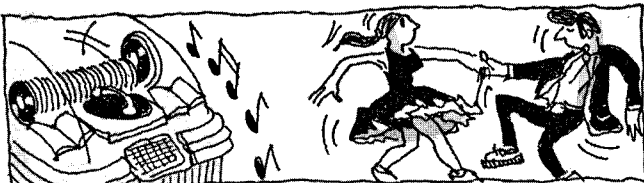
Rolls Royce



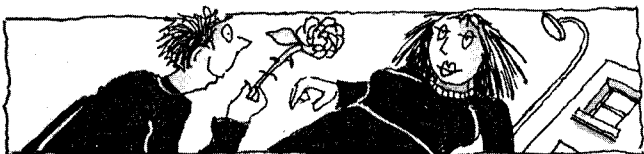
the River Rhine



right and wrong



rock 'n' roll



a red, red rose

## Silent 'r'

Look.

children = letter r + vowel sound = /r/

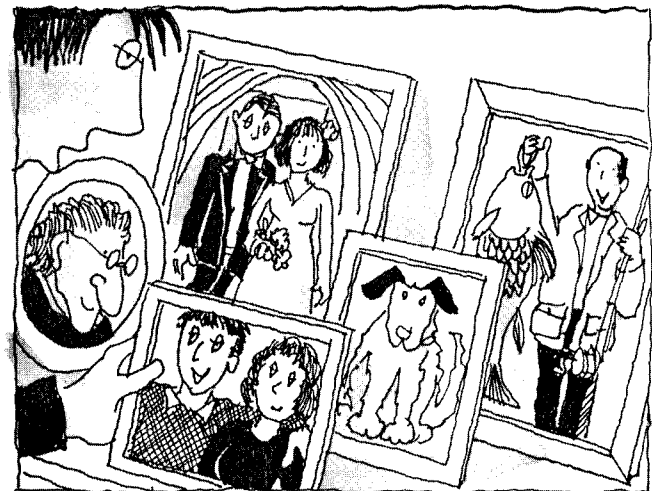
surname = letter r + consonant sound = /r/

mother = letter r + nothing = /r/

**▲** are = /ɑ:/  
 aren't = /ɑ:nt/  
 The e is silent.

- 1 **T3.2** Listen to these examples.

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



Practise saying the words and phrases.

- 2 Listen again and practise saying the phrases.



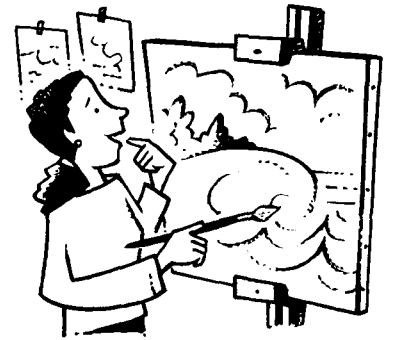
2 Cross out (X) the *rs* that are not pronounced in the words below.



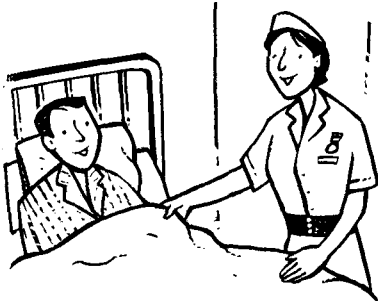
~~int~~x~~prete~~x~~~~



doctor



artist



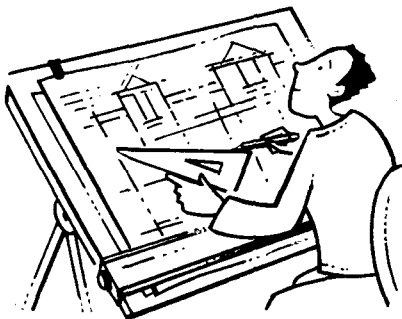
nurse



director



receptionist



architect



barman



writer

**T3.3** Listen and check your answers.

▶▶ p58

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.

▶▶ p58

# Connected speech

## Weak forms and linking

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

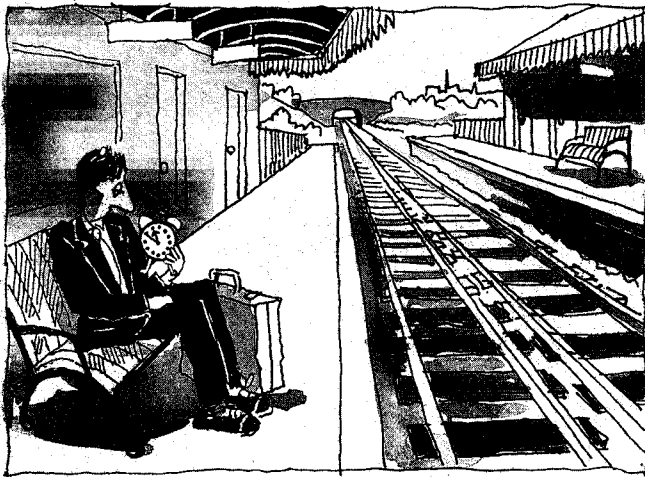
A	B
get up	finish
open	leave
arrive	go to bed
start	close

▶▶ p59

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

- 6 \_\_\_\_\_ bank opens \_\_\_\_\_.
- He goes \_\_\_\_\_ seven \_\_\_\_\_.
- This office \_\_\_\_\_ half past two.
- We get up \_\_\_\_\_ o'clock.
- Her plane \_\_\_\_\_ two fifteen.
- The programme \_\_\_\_\_ about \_\_\_\_\_ thirty.
- The film \_\_\_\_\_ at half \_\_\_\_\_.
- My train \_\_\_\_\_ about \_\_\_\_\_.

▶▶ p59



3 Listen again and write in the missing words.

▶▶ p59

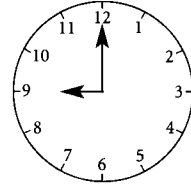
4 When we speak fast, we make some words weak. The weak words often have the sound /ə/.

/ə/ /ə/  
at nine o'clock

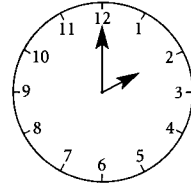
The weak words are not stressed.

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

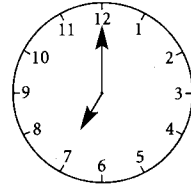
/ət/ /ə/  
at nine o'clock



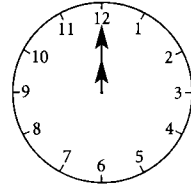
/ət/ /ə/  
at two o'clock



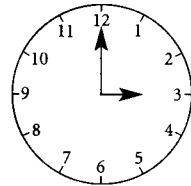
/ət/ /ə/  
at seven o'clock



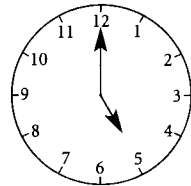
/ət/ /ə/  
at twelve o'clock



/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.

▶▶ p59

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

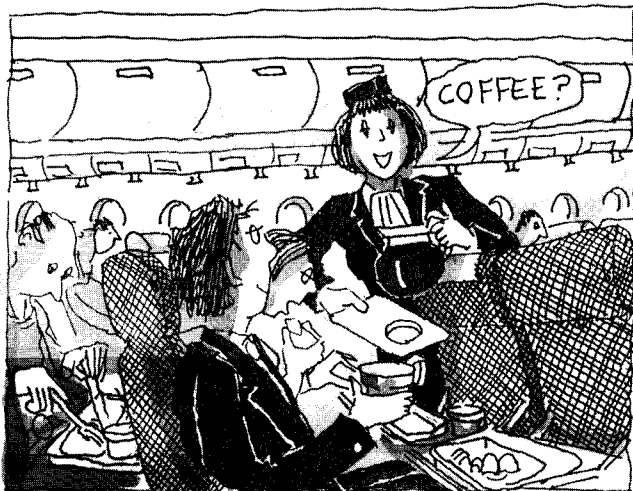
## Intonation

### 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   | <input type="checkbox"/> | Okay   | <input type="checkbox"/> |
| 2 Bill   | <input type="checkbox"/> | Bill   | <input type="checkbox"/> |
| 3 Yes    | <input type="checkbox"/> | Yes    | <input type="checkbox"/> |
| 4 Coffee | <input type="checkbox"/> | Coffee | <input type="checkbox"/> |

▶▶ p59



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

Okay?

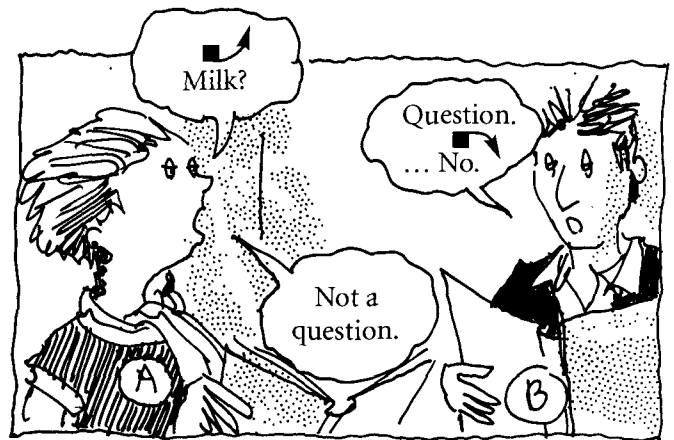
The other words are **not** questions. The intonation goes down.

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 (↗) and sometimes use statement intonation (↘). Your partner must say if you are asking a question.



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

Milk Here Really No Sorry\* Anne Ready

# 4

Final '-es' pronounced /ɪz/  
 Weak forms in Present Simple questions  
 Weak forms of *a* and *the*  
 How many syllables?

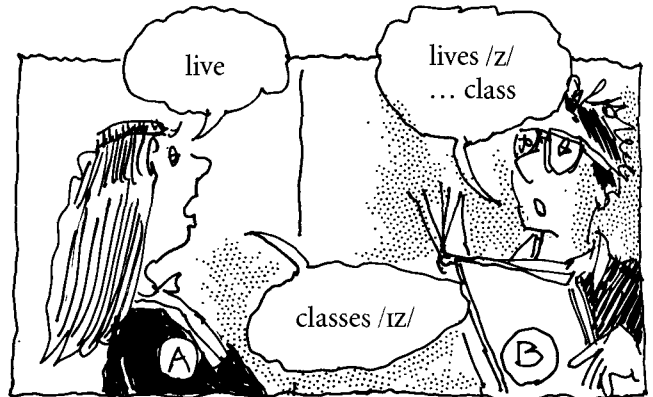
## Sounds

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 = /haʊzɪz/



## Stress and connected speech

Weak forms in Present Simple questions

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

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

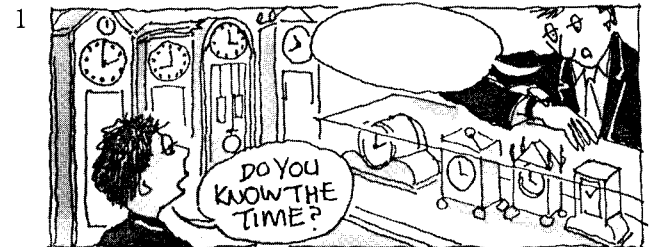
2 Work with a partner.

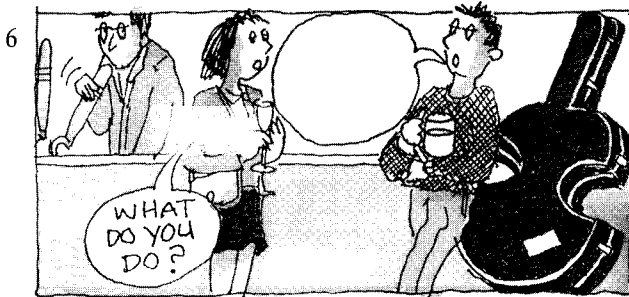
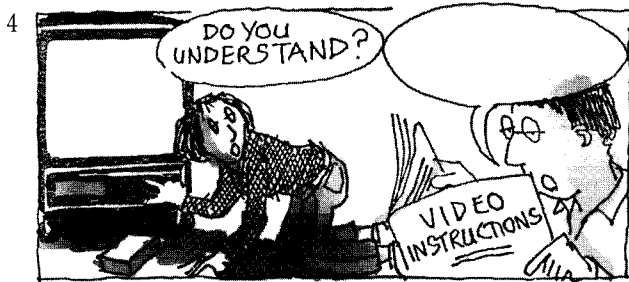
**Student A** Look at card A on p19.

**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.





▶▶ p59

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?

/jə/    
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.

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.

**CARD A** (see p18)

- |            |         |          |
|------------|---------|----------|
| 1 live     | 4 job   | 7 day    |
| 2 love     | 5 teach | 8 nurse  |
| 3 language | 6 drive | 9 office |
| /zɪ/ 6     | /zɪ/ 8  | /z/ 7    |
| /z/ 9      | /zɪ/ 5  | /z/ 4    |
| /zɪ/ 3     | /z/ 2   | /z/ 1    |

**CARD A**

## 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, <sup>a</sup>son and <sup>a</sup>daughter.  
 M Oh, that's nice, what do they do?  
 S My daughter Jenny's music teacher, and Michael, my son, is at college – he wants to be 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!



**T4.4** Listen and check your answers.

- 2 *a* and *the* are nearly always pronounced as **weak forms**. They have the vowel sound /ə/.

/ə/	/ðə/
a girl	the girl
/ə/	/ðə/
a boy	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*.

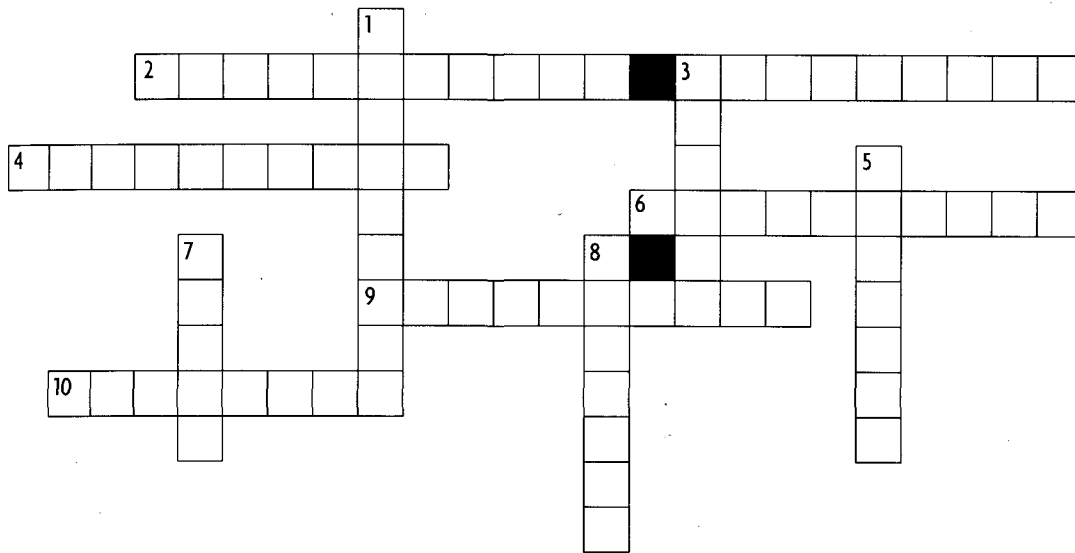
### CARD B (see p18)

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

CARD B

## 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
- 9 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.

▶▶ p59

In English, some words have 'silent syllables'.

interesting = / m'trəstɪŋ/ = three syllables

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

camera	every	married	vegetables
chocolate	February	restaurant	Wednesday
dictionary	interesting	soldier	

▶▶ p59

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

●  
inter~~est~~ing

▶▶ p59

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    | 4 comfortable |
| 2 evening   | 5 family      |
| 3 favourite | 6 secretary   |

▶▶ p59

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.**



# 5

## 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.

- |      |      |                |
|------|------|----------------|
| /ɜ:/ | word | <u>curtain</u> |
| /ɔ:/ | four | _____          |
| /æ/  | man  | _____          |
| /ʌ/  | bus  | _____          |
| /ɑ:/ | part | _____          |
| /ɒ/  | shop | _____          |

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.



carpet



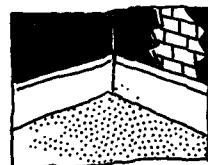
cup



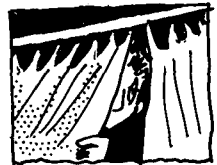
lamp



pots



wall

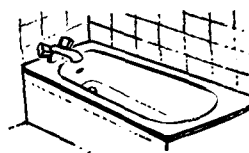


curtain

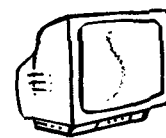
Write the words next to the correct symbol in 1.

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

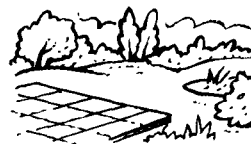
- |            |   |                   |
|------------|---|-------------------|
| 1 /frɪdʒ/  | h | 6 /mɪrə/          |
| 2 /dɔ:/    |   | 7 /kʊkə/          |
| 3 /gɑ:dən/ |   | 8 /lɪvɪŋ ru:m/    |
| 4 /bɑ:θ/   |   | 9 /telɪvɪʒən/     |
| 5 /kʌbəd/  |   | 10 /wɒʃɪŋ məʃi:n/ |



a



f



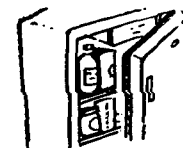
b



g



c

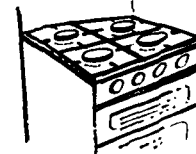


h

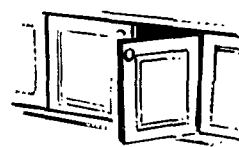
fridge



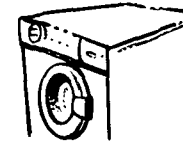
d



i



e



j

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

▶▶ p59

▶▶ p59

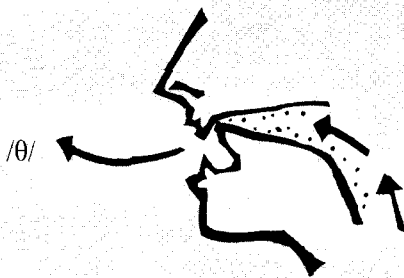
- 5 Practise saying the words, paying attention to the pronunciation of the vowel sounds.
- 6 Look at the phonemic symbols on page 57. Find the words from the box for sounds 28, 29, 30, 31, 34, and 35. Write them in the spaces under the symbols.

### 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.



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



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

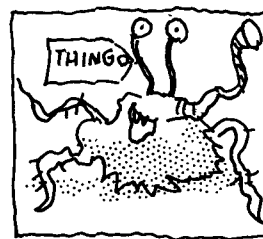
- 2 Listen again and practise saying the words.

- 3 Work in groups of three.

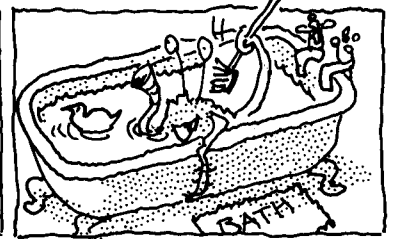
Write eight words spelt with *th* (not the words above). Are they pronounced /θ/ or /ð/? Use your dictionary to check.

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!*

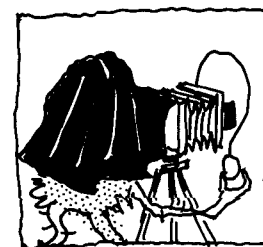
- 4 **T5.5** Look at the pictures and listen.



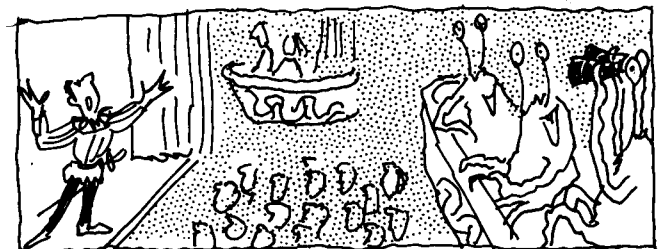
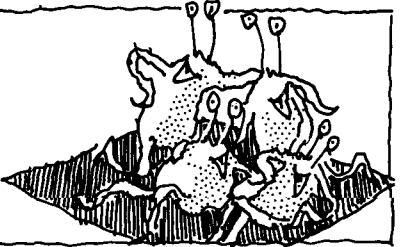
1 This is a Thing.



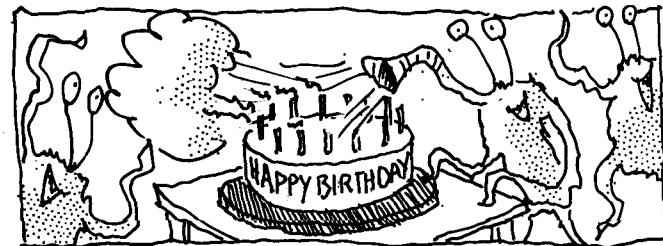
2 This is a Thing having a bath.



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 **T5.6** 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?

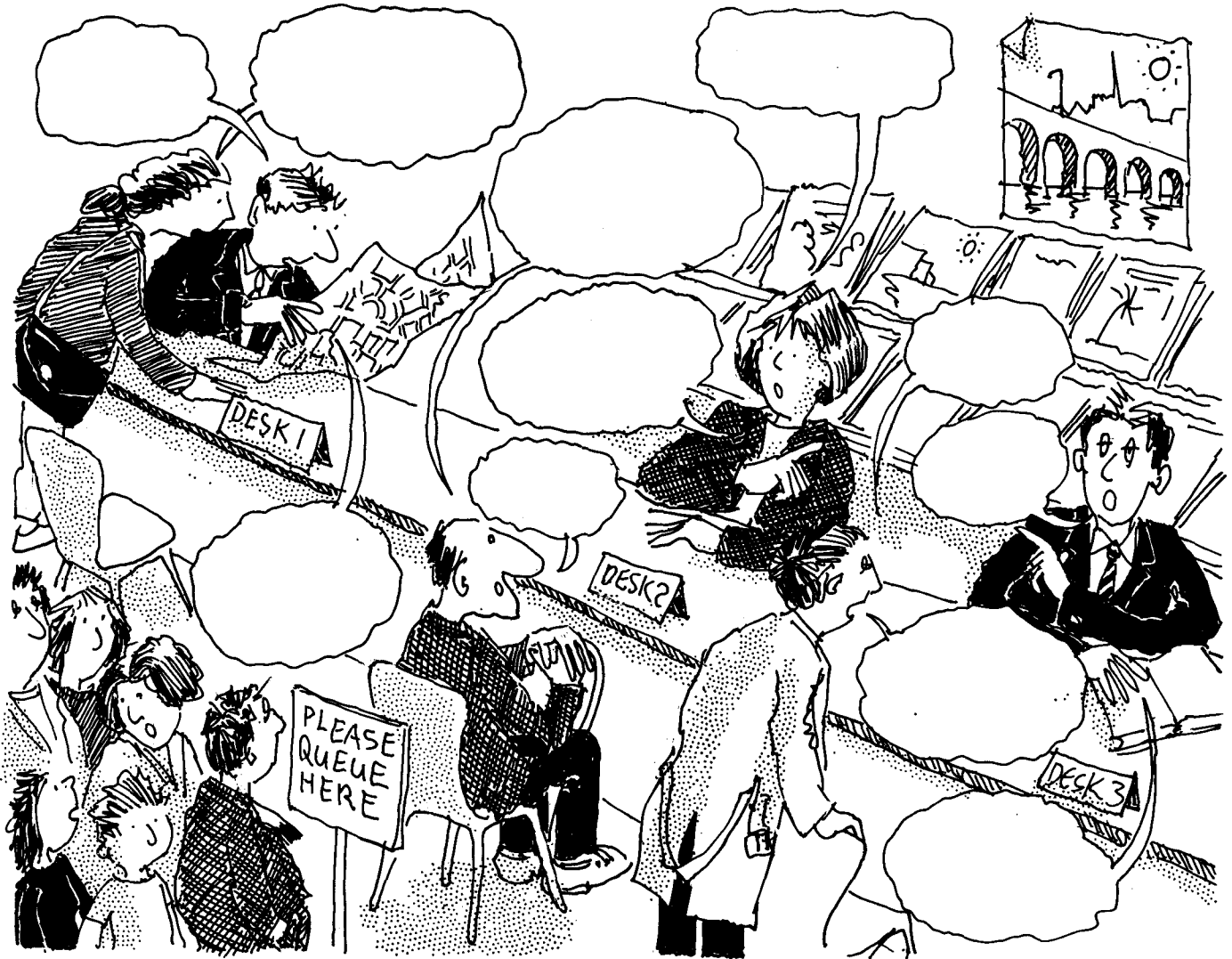
Excuse me.

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?

**T5.7** Listen and check your answers.

▶▶ p59

- 5 Practise saying the dialogues line by line. Copy the polite intonation. Practise the dialogues with a partner.

# 6

## 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.



▶▶ p59

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

when <b>9</b>	who	swim	what
week <b>8</b>	winter	whole	twenty
wrong	we	two	write

- |            |             |           |
|------------|-------------|-----------|
| 1 /wi:/    | 5 /rɒŋ/     | 9 /wen/   |
| 2 /tu:/    | 6 /raɪt/    | 10 /swɪm/ |
| 3 /hu:/    | 7 /'twenti/ | 11 /həʊl/ |
| 4 /'wɪntə/ | 8 /wi:k/    | 12 /wɒt/  |

▶▶ p59

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

▶▶ p59

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

Rule	Examples
1 w before r is silent.	write, _____
2 wh and o: w is silent.	who, _____

▶▶ p59

- 2 Do you have the sound /w/ in your language?

Try starting with /u:/.  
uuu ... where      uuu ... was

uu ... where      uu ... was

u ... where      u ... was

where      was



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

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

# 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 (X) in the table.

	 1 Ben	 2 Isabel	3 you	4 your partner
play football	✓			
use a computer				
swim 100 metres				
ride a bicycle				
ride a horse				
sew				
speak French				
play the piano				
run fast				

▶▶ p60

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

/kən/

I can ride a bicycle

but

/kɑ:nt/

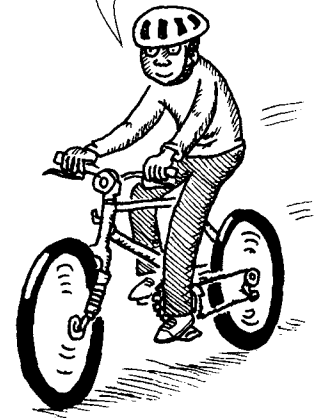
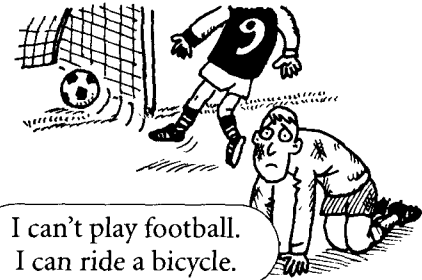
I can't ride a horse

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.

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



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.

## 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.

▶▶ p60

- 2 Listen again and fill in the correct verb form:  
*was/wasn't, were/weren't, can/can't, could/couldn't.*

▶▶ p60

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

### T6.7 Listen and practise.

- 1 was = /wəz/  
Where was she from?
  - 2 wasn't = /wɒznt/  
She wasn't English.
  - 3 were = /wə/  
They were very rich.
  - 4 weren't = /wɜ:nɪ/  
They weren't very happy.
  - 5 can = /kən/  
She can understand it.
  - 6 can't = /kɑ:nt/  
She can't speak it.
  - 7 could = /kəd/  
He could speak many languages.
  - 8 couldn't = /kɒ(d)nt/  
He couldn't speak German.
- 4 Practise saying the dialogue line by line, paying attention to the pronunciation of these verb forms. Practise the dialogue with a partner.



# 7

Problem vowel sounds: /ɪ/ and /i:/  
 Past Simple forms that are difficult to pronounce  
 Hearing Past Simple forms  
 Intonation in *Wh*- questions

## Sounds

Problem vowel sounds: /ɪ/ and /i:/

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

/ɪ/



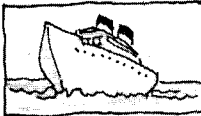
1 sit



2 hit



3 bin



4 ship



5 hill



6 lick

/i:/



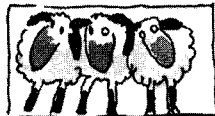
seat



heat



bean



sheep



heel



leak

2 **T71** Listen and circle the word in 1 you hear twice.

▶▶ p60

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

/ɪ/



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

/i:/



Practise saying the pairs of words..

4 **T72** 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 <u>read</u> | 6 hear _____   |
| 2 learn _____      | 7 buy _____    |
| 3 run _____        | 8 say _____    |
| 4 fall _____       | 9 teach _____  |
| 5 see _____        | 10 think _____ |

▶▶ p60

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** /lɜ:n/ verb (learns, learning, learnt /lɜ:nt/ or learned /lɜ:nd/, has learnt or has learned)  
 1 find out something, or how to do something, by studying or by doing it often:

3 **run** /rʌn/ verb (runs, running, ran /ræn/, 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** /fɔ:l/ verb (falls, falling, fell /fel/, has fallen /'fɔ:lən/)  
 1 go down quickly; drop: *The book fell off the table.* ◊ *She fell down the stairs and broke her arm.*

5 **see** /si:/ verb (sees, seeing, saw /sɔ:/, has seen /si:n/)  
 1 know something using your eyes: *It was so dark that I couldn't see anything.*  
 ◊ *Can you see that plane?* ◊ *I'm going to*

6 **hear** /hɪə(r)/ verb (hears, hearing, heard /hɜ:d/, has heard)  
 1 get sounds with your ears: *Can you hear that noise?* ◊ *I heard somebody laughing in the next room.*

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

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

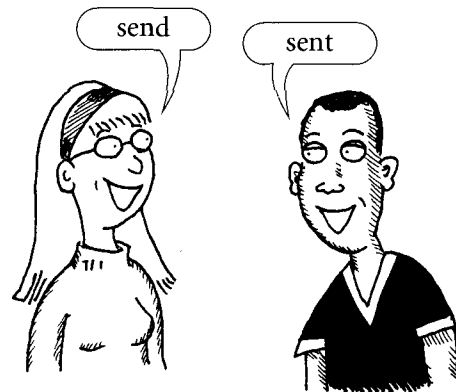
see	read	wear	pay	say
think	buy	put	teach	mean
catch	cut	send		

- |                 |              |                                     |
|-----------------|--------------|-------------------------------------|
| 1 saw _____     | wore _____   | <input checked="" type="checkbox"/> |
| 2 read _____    | said _____   | <input type="checkbox"/>            |
| 3 said _____    | paid _____   | <input type="checkbox"/>            |
| 4 caught _____  | taught _____ | <input type="checkbox"/>            |
| 5 thought _____ | bought _____ | <input type="checkbox"/>            |
| 6 sent _____    | meant _____  | <input type="checkbox"/>            |
| 7 cut _____     | put _____    | <input type="checkbox"/>            |

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

▶▶ p60

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

**T7.5** -ed at the end of regular Past Simple forms is pronounced in three different ways. Listen.

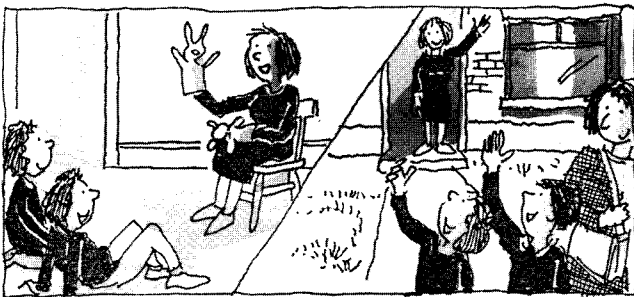
/t/	/d/	/ɪd/
liked	loved	hated
worked	lived	intended
finished	opened	started
stopped	arrived	ended

- 1 Practise saying the verbs in the three groups above.
- 2 Complete the rule.

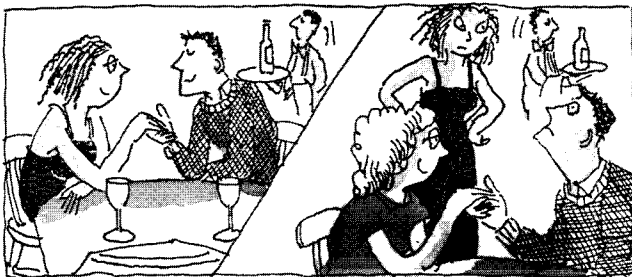
The -ed ending is pronounced /ɪd/ if the infinitive of the verb ends with the sound / / or / /.

▶▶ p60

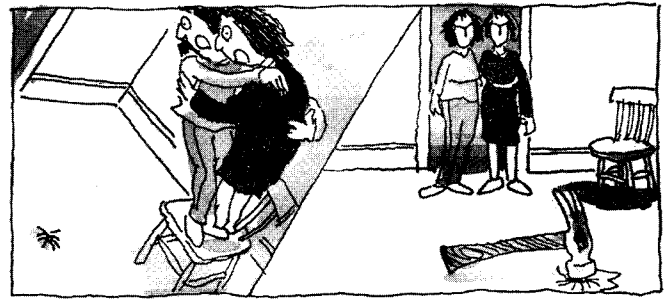
- 3 **T7.6** In a sentence the -ed form is sometimes difficult to hear. Listen to the five pairs of sentences below. Can you hear the difference between a (Present Simple) and b (Past Simple)?



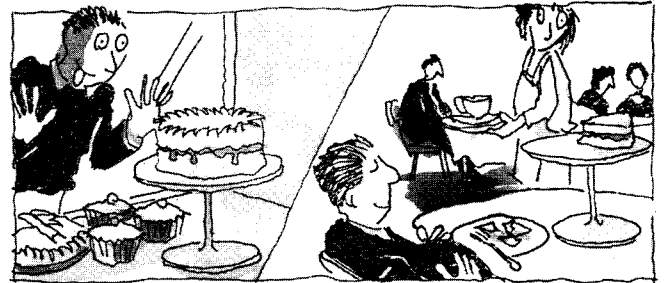
- 1 a We like her.  
b We liked her.



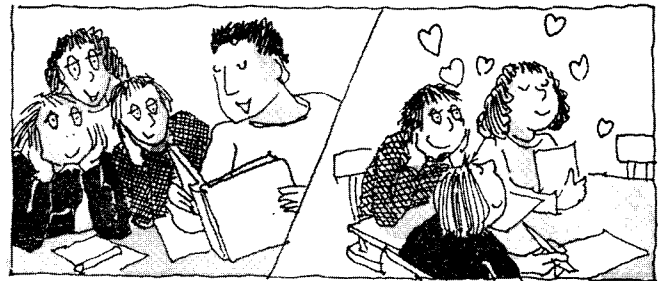
- 2 a I love him.  
b I loved him.



- 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.

▶▶ p60

- 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

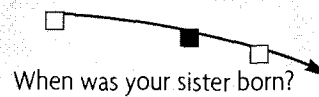
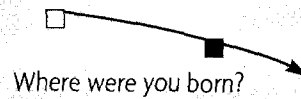
1 **T7.9** You will hear the *beginning* of seven questions. Listen and tick (✓) the correct words below to finish the questions. There is only **one** correct answer.

- 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.

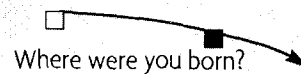
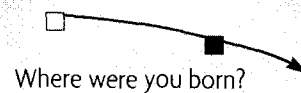
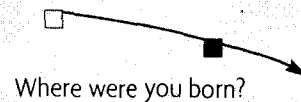
▶▶ p60

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.

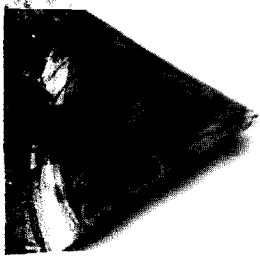
**T7.11** It helps to **start** the question quite high.



Practise saying the other questions in the same way.

4 ◀ **T7.10** Work with a partner. Look at the tapescript on page 60. Practise reading the dialogue together.





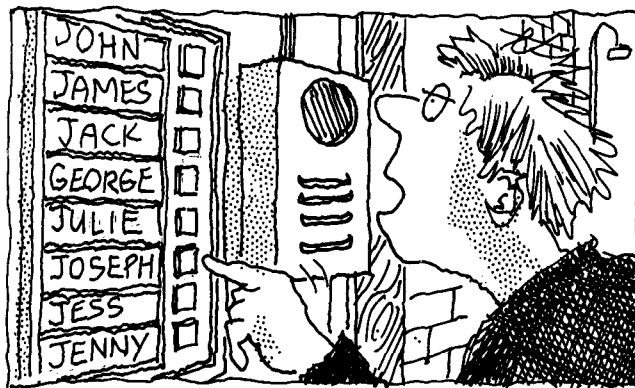
# 8

Problem consonants: /dʒ/  
Problem vowel sounds: /ɜ:/  
Saying dates

## Sounds

Problem consonants: /dʒ/

1 **T8.1** Listen to the sound /dʒ/ in these names.



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.



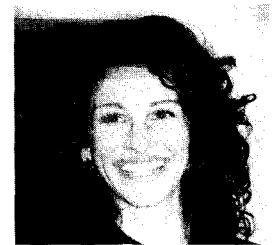
1 /dʒɒn 'lenən/



4 /dʒɔ:dʒ 'klu:ni/



2 /mɪk 'dʒægə/



5 /'dʒu:lɪə 'rɒbəts/



3 /'dʒæki 'kenədi/



6 /dʒɔ:dʒ 'mɑ:kəv/

▶▶ p60

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: /3:/**

- 1 **T8.2** Listen to the words below. They all have the sound /3:/.

work	learn	girl	first
nurse	world	third	her
heard	word		

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

▶▶ p60

- 2 **T8.3** Listen to some longer words and underline the /3:/ sound. Which three words don't have an /3:/ sound?

Thursday	Saturday	birthday
personal	journalist	journey
university	restaurant	hamburger
Germany	conversation	thirtieth

▶▶ p60

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

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

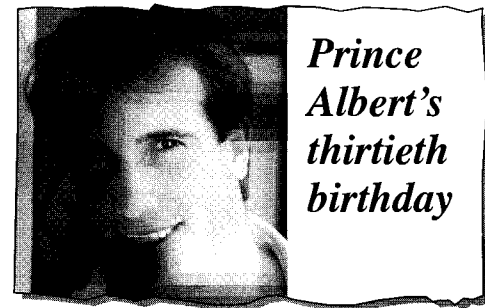
- 4 **T8.4** Look at the newspaper headlines below. Check the meaning of new words in your dictionary or with your teacher. Listen to the headlines one by one. How many /3:/ sounds are there? Write the number in the box.



1



2



3



4



5

▶▶ p60

Listen again and practise saying the headlines.

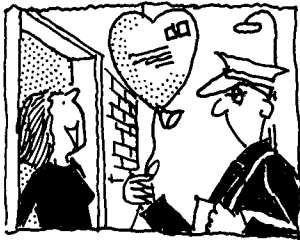
# Connected speech

## Saying dates

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

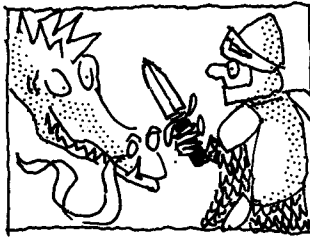
saint	lovers	destroy
parliament	war	joke
witch	official	celebrate

2 **T8.5** 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.

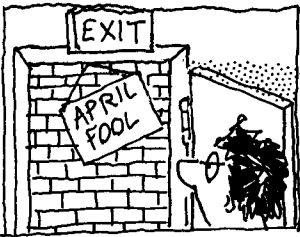


1 St Valentine's Day

14 February



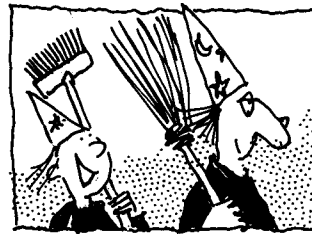
3 St George's Day



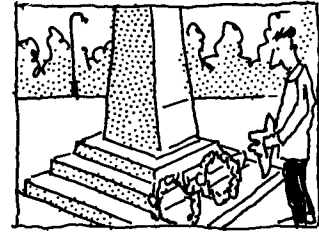
2 April Fool's Day



4 The Queen's Birthday



5 Halloween



7 Remembrance Sunday



6 Guy Fawkes Night



8 St Andrew's Day

▶▶ p61

Which ones do you celebrate in your country too?

3 We write dates like this.

14 February 1 April

We say dates like this.

/ðə/ /əv/  
the fourteenth of February

/ðə/ /əv/  
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.)

/fɔːtiːnθəv/  
the fourteenth\_of February

/fɜːstəvɛɪprəl/  
the first\_of April

**T8.6** Listen to the dates above again. Practise saying them, with the weak forms and linking.

▶▶ p61

4 Write down five dates that are important in your country. Practise saying them correctly. Why are they important?



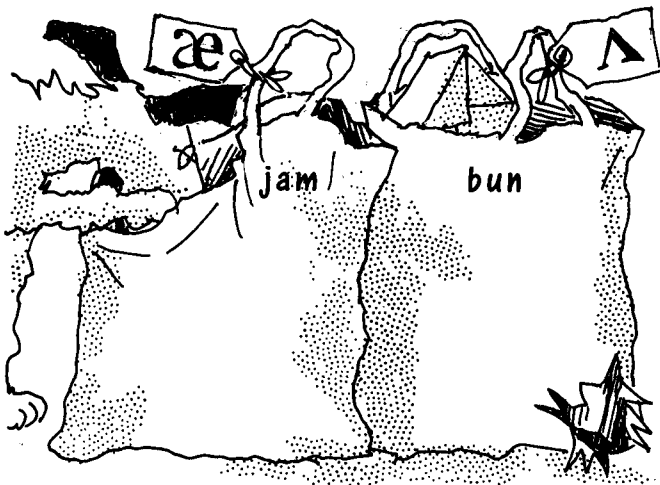
# 9

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.

jam	honey	cabbage	butter
bun	apple	carrot	salad
onion	mushroom	ham	cucumber

- 3 **T9.3** Listen and check your answers.

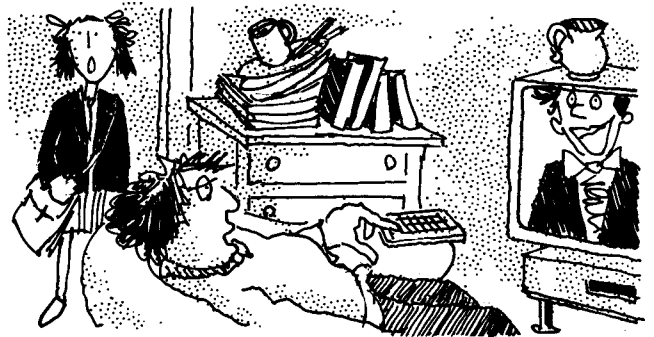
▶▶ p61

- 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 \_\_\_\_\_.

▶▶ p61

- 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.

▶▶ p61

- 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.

aspirin	sugar	matches	cake
cigarettes	tea	water	



- a piece of cake
- a packet of \_\_\_\_\_
- a cup of \_\_\_\_\_
- a glass of \_\_\_\_\_
- a box of \_\_\_\_\_
- a bottle of \_\_\_\_\_
- a bag of \_\_\_\_\_

▶▶ p61

2 Look at the stress in these phrases.

          
 a piece of cake   a packet of cigarettes

**T9.5** Listen. *a* and *of* are weak. *of* links with the word before when we speak fast.

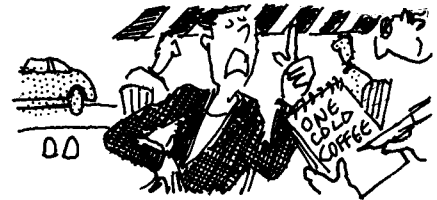
/ə/   /əv/   /ə/   /əv/  
 a piece of cake   a packet of cigarettes

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

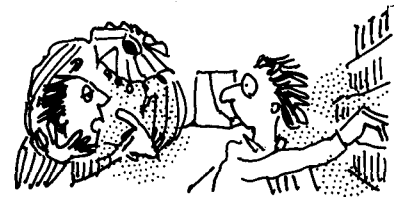
3 **T9.6** Listen and count the words you hear. (*I'd* = two words).



1  7 \_\_\_\_\_ like \_\_\_\_\_ wine?



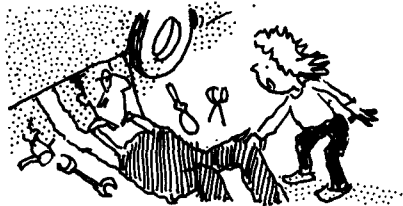
2  Can \_\_\_\_\_ coffee, please?



3  \_\_\_\_\_ bottle \_\_\_\_\_ aspirin, \_\_\_\_\_.



4  \_\_\_\_\_ packet \_\_\_\_\_ box \_\_\_\_\_, please.



5  Daddy, \_\_\_\_\_  
 \_\_\_\_\_ glass \_\_\_\_\_?



6  \_\_\_\_\_  
 potatoes, please.



7  \_\_\_\_\_ like  
 \_\_\_\_\_?

▶▶ p61

4 Listen again and write in the missing words.

▶▶ p61

Practise saying the sentences, paying attention to the stress, weak forms, and linking.

5 Work with a partner. Invent a short dialogue to include each of the sentences above.



## Stress and intonation

### Special stress

1 **T97** Walter is a waiter in a busy snack bar. Listen to some of his conversations with the customers.



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?

▶▶ p61

- 3 **T9.8** 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.

- 4 Work with a partner. Practise the four dialogues, putting in the 'special' stress.
- 5 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

A So you want a beef sandwich?

B No, I want a tuna sandwich!

Remember to stress the words that you want to correct.

## 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 **T9.9** Listen. All the students in the class want to a 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?

▶▶ p61

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

Could I open the window, please?

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?

**T9.10** Listen and practise the requests with polite intonation.

- 3 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?

1	l	high	4	ate	hate
2	eat	heat	5	ill	hill
3	air	hair	6	earring	hearing

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

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- 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.



M Who's that with Henry Higgins?

W It's his wife, Hazel.

M Hazel? But his wife's name's Helen!

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!

- 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?

▶▶ p61

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

# 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.

A	B	C
bus	bar	1
night	pool	2
swimming	station	3
air	club	4
book	room	5
police	stop	6
bed	shop	7
snack	port	8



**T10.4** Listen and check. Listen again to the word stress. Is it on the first word or the second word?

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2 **T10.5** 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?

▶▶ p61

## 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.

▶▶ p61

- 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.

/ə/ /ə/   
New York is bigger than Washington.

/ə/ /ɪ/     
New York is the biggest city in the United States.

*than* and *the* are weak. They have the vowel sound /ə/.

- 4 ◀ **T10.6** 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.

Country	Area	Population	Cities
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 <sup>'ve</sup> got two children.

**T10.8** Listen and check your answers.

▶▶ p62

2 **T10.9** 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 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | 7 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | 8 | <input type="checkbox"/> |

▶▶ p62

3 **T10.8** Listen to the correct forms again and practise saying them. Pay attention to the pronunciation of the short forms.



# 11

## Introduction to diphthongs

### Problem consonants: /n/ and /ŋ/

### Word stress (revision)

## Sounds

### Introduction to diphthongs

**T11.1** A diphthong is two vowel sounds put together.

**Example** /e/ + /ɪ/ = /eɪ/

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?

- /eɪ/ /deɪ/ day
- /aɪ/ /naɪ/ \_\_\_\_\_
- /ɔɪ/ /bɔɪ/ \_\_\_\_\_
- /aʊ/ /naʊ/ \_\_\_\_\_
- /əʊ/ /nəʊ/ \_\_\_\_\_
- /eə/ /heə/ \_\_\_\_\_
- /ɪə/ /hɪə/ \_\_\_\_\_
- /ʊə/\* /tʊə/ \_\_\_\_\_

**T11.2** Listen and tick (✓) the sounds you guessed correctly. Write in the other words.

▶▶ p62

\* 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 ə rɪəl brɪəd g \_\_\_\_\_
- 2 ə lɜːzi der \_\_\_\_\_
- 3 feə heə \_\_\_\_\_
- 4 nəʊzi bɔːz \_\_\_\_\_
- 5 ə kəʊld nəʊz \_\_\_\_\_
- 6 ə brɑɪt laɪt \_\_\_\_\_
- 7 ə laʊd ʃaʊt \_\_\_\_\_



**T11.3** Listen and check your answers.

▶▶ p62

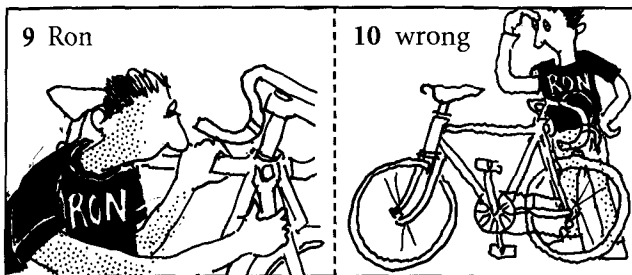
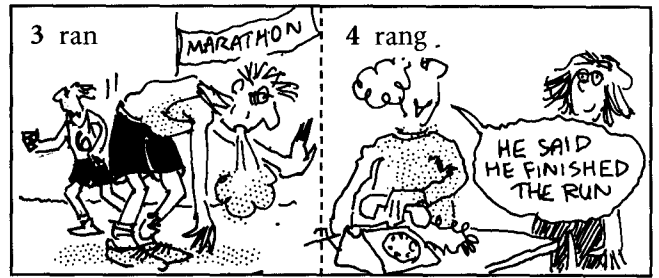
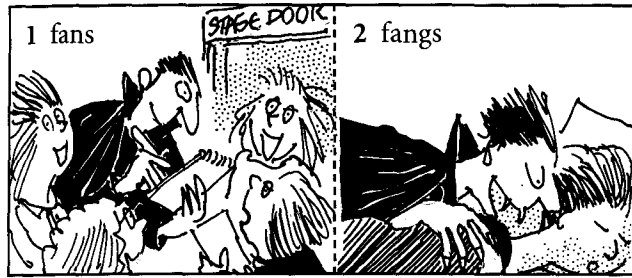
Practise saying the phrases.

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.

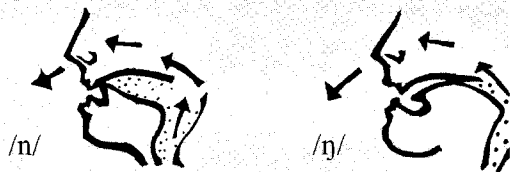
# Problem consonants: /n/ and /ŋ/

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.

**T11.4** Listen. Can you hear the difference?



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

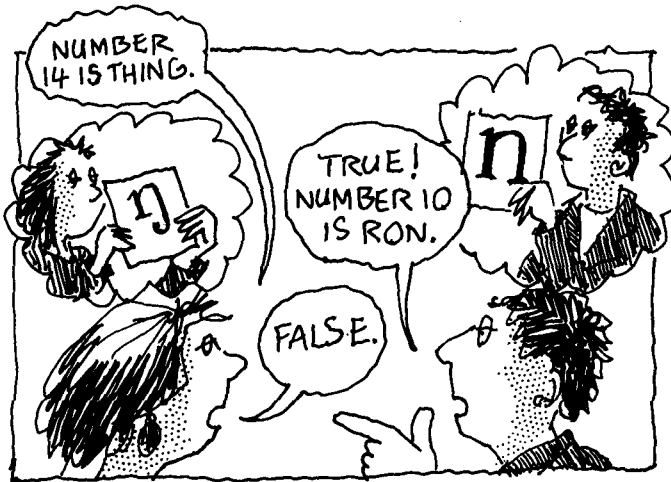


Listen again and practise saying the pairs of words.

3 **T11.5** 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

4 Work with a partner. Make some statements about the pictures on p45 yourself. Your partner will say if they are true or false.

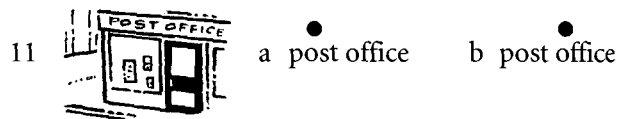
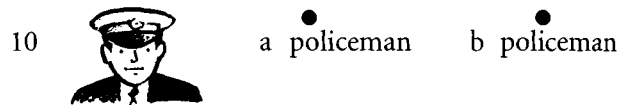
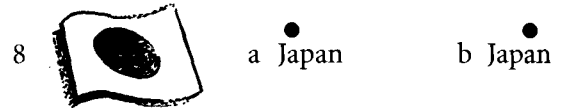
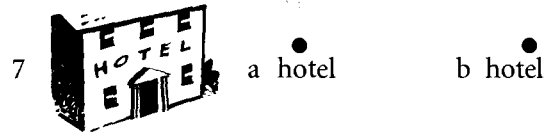
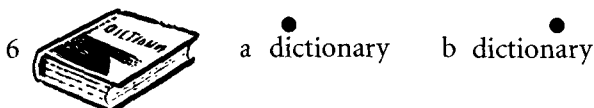
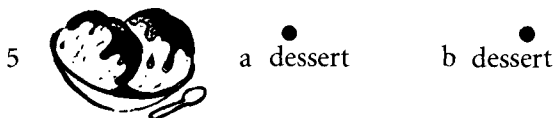
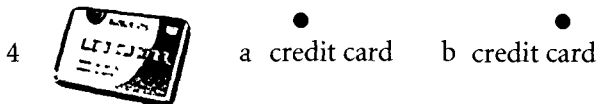
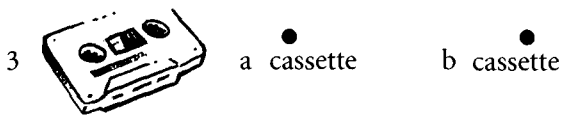
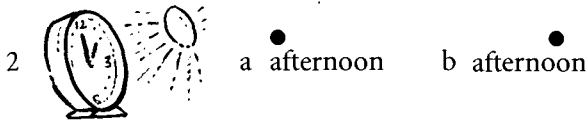
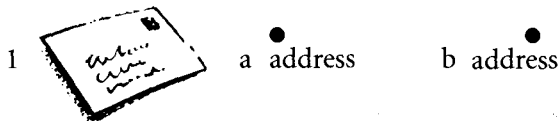


5 Look at the phonemic symbols on page 57. Find the word from the box for sound 24. Write it in the space under the symbol.

## 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.



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

▶▶ p62

2 Listen again and write the /ə/ sounds in the correct words, like this.

/ə/ ●  
address

▶▶ p62

Practise saying the words.

3 **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.

▶▶ p62

Practise saying the sentences correctly.

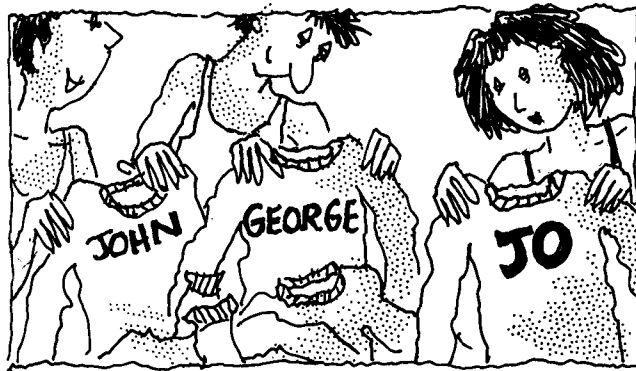
# 12

Problem vowel and diphthong sounds: /ɒ/, /ɔ:/, and /əʊ/  
 Words ending in the sound /ə/  
 Weak form of *to*  
 Sounding enthusiastic

## Sounds

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

- 1 **T12.1** Listen to the three sounds. Can you hear the difference?



/dʒɒn/      /dʒɔ:dʒ/      /dʒəʊ/  
 John      George      Jo

Practise saying the three names.

- 2 **T12.2** Listen and answer the questions about John, George, and Jo. (The sounds /ɒ/, /ɔ:/, and /əʊ/ will help you!)

Who ...

... is from <b>D</b> over?	John	George	Jo
... is from <b>B</b> oston?	John	George	Jo
... was <b>born</b> in <b>Y</b> ork?	John	George	Jo
... drinks <b>w</b> ater?	John	George	Jo
... drinks <b>Coca-C</b> ola?	John	George	Jo
... drinks <b>c</b> offee?	John	George	Jo
... plays <b>p</b> olo?	John	George	Jo
... likes <b>g</b> olf and <b>h</b> ockey?	John	George	Jo
... likes <b>a</b> ll <b>s</b> ports?	John	George	Jo
... smokes a <b>l</b> ot?	John	George	Jo

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

▶▶ p62

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



## 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?

camera	answer	picture
mirror	sister	opera
centre	colour	flavour
actor	jumper	hamburger
tuna	signature	departure

- T12.3** Listen and practise saying the words.

- 2 Put the words in 1 into the columns below according to their spelling.

1 -er	2 -or	3 -a

4 -ure	5 -re	6 -our

- 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 /ə/ sound at the end.

## Connected speech

### Weak form of *to*

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

A	B
1 I'm going out	a to see the manager.
2 They're waiting	b to buy a newspaper.
3 My daughter's studying	c to go out with her boyfriend.
4 My brother's going abroad	d to meet some friends.
5 We're going to the airport	e to work.
6 She's getting ready	f to become a doctor.

**T12.4** Listen and check your answers.

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

▶▶ p62

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

/təbaɪ/

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 **T12.5** 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 <sup>To</sup> the station meet Mum.

D Oh, what time'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!

▶▶ p62

- 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.

▶▶ p62

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 (X) the dialogues where **B** isn't really enthusiastic.

1

3

5


2

4


6

▶▶ p62

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

  
 Okay

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

  
 Okay

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.

# ▶ 13

Problem vowel and diphthong sounds: /e/ and /eɪ/  
 Problem consonants: /ʃ/ and /tʃ/  
 The sound /ə/ in final syllables  
 Linking (revision)

## Sounds

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

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

- |      |      |
|------|------|
| pen  | pain |
| tell | tail |
| wet  | wait |

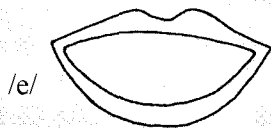
2 Now look at these words. Check the meaning of new words in your dictionary or with your teacher.

**TB.2** Listen and circle the word you hear.

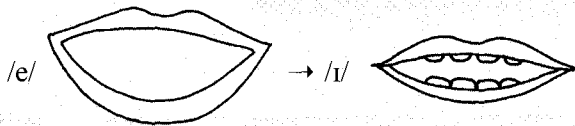
- men      main
- let      late
- get      gate
- sell      sail

▶▶ p62

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

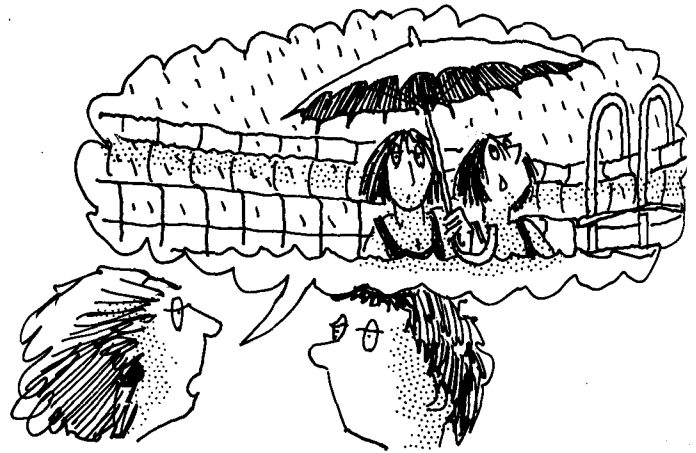


To make the sound /eɪ/, first make a long /e/ sound and then a short /ɪ/ sound.



Now practise saying the pairs of words in 1.

4 **TB.3** Listen to Jenny talking about her holiday. Are the **bold** sounds /e/ or /eɪ/? Mark the /e/ sounds like this      and the /eɪ/ 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!

▶▶ p62

5 How many examples of /e/ and /eɪ/ 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.

**TB.4** Listen and check your answers.

▶▶ p62

6 Practise reading the sentences in 5. Pay attention to the /e/ and /eɪ/ sounds.

## Problem consonants: /ʃ/ and /tʃ/

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

shirt sugar delicious dishwasher pronunciation

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

▶▶ p62

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.

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

▶▶ p62

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 **TB.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?

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

▶▶ p63



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 a n

German

Mexican

2 seas    n

\_\_\_\_\_



3 childr    n

\_\_\_\_\_

4 music    n

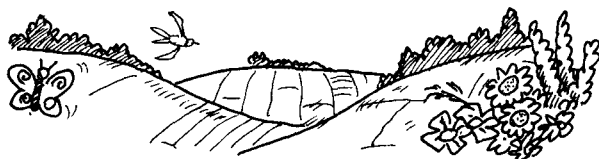
\_\_\_\_\_

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

**TB.9** Listen and practise saying the words in 1. Pay attention to the sound /ə/ in the final syllables.

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

**TB.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.

absolutely	ambulance	attractive
awful	excellent	experience
immediately	incredible	area

2 **T13.11** 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 \_\_\_\_\_

▶▶ p63

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



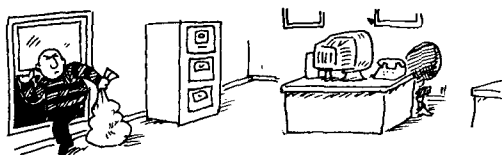
1 What a \_\_\_\_\_!



2 It was an \_\_\_\_\_.



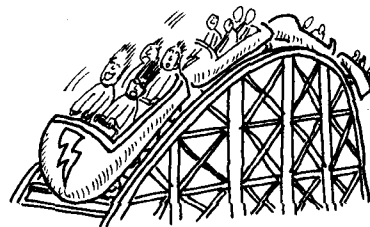
3 The weather was \_\_\_\_\_!



4 He got into their \_\_\_\_\_.



5 She speaks \_\_\_\_\_ and \_\_\_\_\_.



6 It was an \_\_\_\_\_!



7 She lives in a \_\_\_\_\_.



8 I'll phone for an \_\_\_\_\_!

▶▶ p63

4 Notice the linking between words A and B.

A B                      A B  
What a \_\_\_\_\_ fantastic idea

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

▶▶ p63

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

▶▶ p63

Listen again and practise putting in the linking.

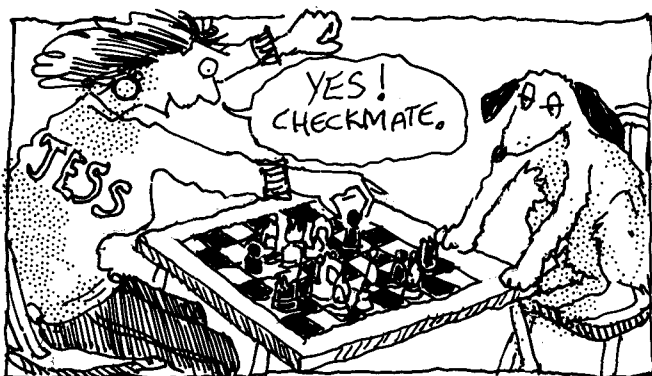
# ▶ 14

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 /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



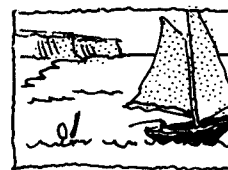
2  yoga



3  chimpanzee



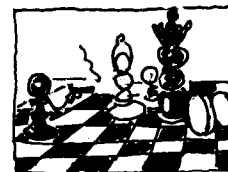
4  yacht



5  jacket



6  chess



7  yoghurt



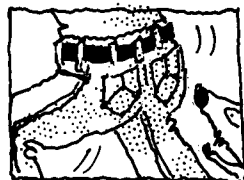
8  gin



9  geography



10  jeans



▶▶ p63

4 Complete the rule with the correct phonemic symbols. Add an example from the words in 3.

**Spelling rule**

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

**Example** \_\_\_\_\_

2 a The letter *j* is pronounced /     /.

**Example** \_\_\_\_\_

b The letters *ge* and *gi* are often pronounced /     /.

**Examples** \_\_\_\_\_, \_\_\_\_\_

3 The letters *ch* are often pronounced /     /.

**Example** \_\_\_\_\_

There are some exceptions, however.

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

*ch* = /ʃ/ in *chef*, *champagne*.

*ch* = not pronounced in ~~*yacht*~~.

▶▶ p63

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.

**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.

- |                                |                                 |
|--------------------------------|---------------------------------|
| <input type="checkbox"/> angry | <input type="checkbox"/> hungry |
| <input type="checkbox"/> leave | <input type="checkbox"/> live   |
| <input type="checkbox"/> this  | <input type="checkbox"/> these  |
| <input type="checkbox"/> where | <input type="checkbox"/> were   |
| <input type="checkbox"/> want  | <input type="checkbox"/> won't  |
| <input type="checkbox"/> walk  | <input type="checkbox"/> work   |

**T14.3** Listen and check. Practise saying the pairs of words.

2 **T14.4** Now listen to the conversation and put the words into the correct box below.

1	2	3	4
5	6	7	8
9	10	11	12

▶▶ p6

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

1	2	3	4
5	6	7	8
9	10	11	12

## 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 <input checked="" type="checkbox"/> | b <input type="checkbox"/> |
| 2 She's just come back.       | a <input type="checkbox"/>            | b <input type="checkbox"/> |
| 3 He hasn't phoned yet.       | a <input type="checkbox"/>            | b <input type="checkbox"/> |
| 4 We haven't been here.       | a <input type="checkbox"/>            | b <input type="checkbox"/> |
| 5 Has your sister gone out?   | a <input type="checkbox"/>            | b <input type="checkbox"/> |
| 6 Yes, she has.               | a <input type="checkbox"/>            | b <input type="checkbox"/> |
| 7 Have you been to the shops? | a <input type="checkbox"/>            | b <input type="checkbox"/> |
| 8 Yes, I have.                | a <input type="checkbox"/>            | b <input type="checkbox"/> |

▶▶ p63

Notice the pronunciation of the contractions.

I've = /aɪv/      haven't = /hævənt/

He's = /hi:z/      hasn't = /hæzənt/

In questions, the weak form is used.

/həv/

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.

- How many times do you hear *have* or *has*?
- How many times do you hear 've or 's?
- 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.

<i>have</i> or <i>has</i>	
've or 's	
<i>haven't</i> or <i>hasn't</i>	

▶▶ p63

- 5 Work with a partner. Look at the tapescript 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.

ðɪs ɪz ə si:kri:t mesɪdʒ

ɪf ju: nəʊ ɔ:l ðə fəni:mɪk sɪmbəlz ju: dəʊnt  
ni:d tə stɑ:di peɪdʒ fɪfti-sevən əgen.

▶▶ p63

# Phonemic symbols

## Consonants

1 /p/	2 /b/	3 /t/	4 /d/	5 /k/	6 /g/	7 /f/	8 /v/
9 /s/	10 /z/	11 /l/	12 /m/	13 /n/	14 /h/	15 /r/	16 /w/
17 /j/	18 /θ/	19 /ð/	20 /ʃ/	21 /ʒ/	22 /tʃ/	23 /dʒ/	24 /ŋ/
				television			

## Vowels

25 /i:/	26 /ɪ/	27 /e/	28 /æ/	29 /ɑ:/	30 /ɒ/	31 /ɔ:/	32 /ʊ/
33 /u:/	34 /ʌ/	35 /ɜ:/	36 /ə/				

## Diphthongs

37 /eɪ/	38 /əʊ/	39 /aɪ/	40 /aʊ/	41 /ɔɪ/	42 /ɪə/	43 /eə/	44 /ʊə/
---------	---------	---------	---------	---------	---------	---------	---------

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

man	why	that	ticket	start	choose	jeans	sing	yellow
<del>television</del>	tea	pencil	bag	shoe	is	like	read	we
hair	good	lives	bed	five	do	sit	three	door
sister	vocabulary	hand	go	key	not	your	love	Greece
girl	day	no	down	hot	noise	beer	tour	



# Key

## Unit 1

### The sound of English

1 1 b 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.

#### T1.7

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 T1.8

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 (1)

- 1 1 /i:/ and /u:/ are long sounds.  
 2 1 /i:/ 5 /i:/ 9 /ʊ/  
 2 /e/ 6 /i:/ 10 /ɪ/  
 3 /ɪ/ 7 /ɪ/  
 4 /ɪ/ /ɪ/ 8 /i:/

### Problem consonants: final '-s'

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

### The sound /ə/

- 2 ● /ə/ ● /ə/ ● /ə/  
 hamburger mineral water  
 ● /ə/ ● /ə/ ● /ə/  
 pizza Coca-Cola  
 ● /ə/  
 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 /ə/ sound.  
 5 ● ●  
 potato orange  
 ● ●  
 pepper banana  
 ● ●  
 yoghurt chocolate  
 ● ●  
 chicken coffee  
 ● ●  
 tuna sandwich

## Introduction to sentence stress

- 3    
 Where are you from?  
   
 What's your job?  
   
 How old are you?  
   
 Are you married?

## Unit 3

### Silent 'r'

- 2 ~~interpret~~ ~~barman~~  
~~nurse~~ ~~artist~~  
~~architect~~ receptionist  
~~doctor~~ ~~write~~  
~~director~~  
 3 Examples of words where r is pronounced:  
 drive from  
 different countries  
 France very  
 address brown  
 children friendly  
 interesting green  
 underground horrible  
 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

- get up – go to bed  
open – close  
arrive – leave  
start – finish
- 16 27 37 47 56 67  
77 87
- T3.4**
  - The bank opens at nine o'clock.
  - He goes to bed at seven o'clock.
  - This office closes at half past two.
  - We get up at about eight o'clock.
  - Her plane arrives at two fifteen.
  - The programme finishes at about eleven thirty.
  - The film starts at half past eight.
  - My train leaves at about eleven o'clock.
- Her plane arrives at two fifteen.
  - The programme finishes at about eleven thirty.
  - The film starts at half past eight.
  - 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

#### T4.2

- A Do you know the time?  
B It's quarter past three.
- A Do you have a light?  
B No, sorry.
- A Do you speak English?  
B Yes, a little.
- A Do you understand?  
B Not really.
- A Do you have milk?  
B Yes, please.
- A What do you do?  
B I'm a musician.

## Weak forms of *a* and *the*

#### 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?

- Across:** 2 interesting 3 chocolate  
4 restaurant 6 vegetables  
9 dictionary 10 February  
**Down:** 1 Wednesday 3 camera  
5 married 7 every 8 soldier
- |               |              |
|---------------|--------------|
| camera 2      | married 2    |
| chocolate 2   | restaurant 2 |
| dictionary 3  | soldier 2    |
| every 2       | vegetables 3 |
| February 3    | Wednesday 2  |
| interesting 3 |              |

- |               |              |
|---------------|--------------|
| ● camera      | ● married    |
| ● chocolate   | ● restaurant |
| ● dictionary  | ● soldier    |
| ● every       | ● vegetables |
| ● February    | ● Wednesday  |
| ● interesting |              |

- |               |                |
|---------------|----------------|
| 1 1 /ɑ:nt/    | 4 3 /kʌmfəʊbl/ |
| 2 2 /i:vni/   | 5 2 /fæmli/    |
| 3 2 /feivrit/ | 6 3 /sekrətri/ |

## Unit 5

### Introduction to vowel sounds (2)

- |                |               |
|----------------|---------------|
| word – curtain | bus – cup     |
| four – wall    | part – carpet |
| man – lamp     | shop – pots   |
- T5.3**

1 h	2 d	3 b	4 a	5 e	6 g	7 i
8 c	9 f	10 j				
a bath			f television			
b garden			g mirror			
c living room			h fridge			
d door			i cooker			
e cupboard			j washing machine			

## Sounding polite

#### 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/

- Wendy was twenty-one Wednesday
  - Where was William weekend
  - We want Wayne We want Wayne
  - 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  |
- Words with a silent w:  
wrong who whole two write
- a wrong b whole



7 T6.2

(You hear the words in 5 above.)

Can and can't

1 T6.3

- 1 B I can play football okay.  
I I can play football. I'm really good at it. I'm in the school team!
- 2 B Of course I can use a computer!  
I I can use a computer.
- 3 B I can swim about 400 metres actually!  
I I can't swim 100 metres. I can swim about 25 metres, I think.

4 and 5

- B I can ride a bicycle, but I can't ride a horse.
- I I can't ride a bicycle very well, but I can ride a horse!
- 6 B I can't sew really.  
I I can't sew ... not very well.
- 7 B I can speak French a bit.  
I I can't speak French ... no.
- 8 B I can't play the piano.  
I I can play the piano ... a bit!
- 9 B I can run really fast!  
I I can't run very fast.

	Ben	Isabel
play football	✓	✓
use a computer	✓	✓
swim 100 metres	✓	✗
ride a bicycle	✓	✗
ride a horse	✗	✓
sew	✗	✗
speak French	✓	✗
play the piano	✗	✓
run fast	✓	✗

Pronunciation of negative forms

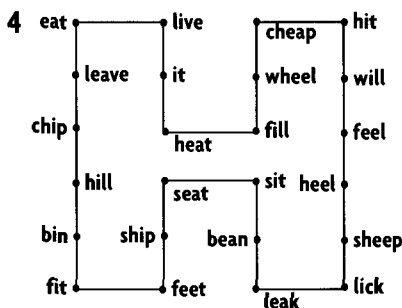
- |       |      |      |
|-------|------|------|
| 1 1 ✓ | 6 ✗  | 11 ✓ |
| 2 ✓   | 7 ✓  | 12 ✓ |
| 3 ✓   | 8 ✓  | 13 ✗ |
| 4 ✗   | 9 ✓  |      |
| 5 ✗   | 10 ✗ |      |
- 
- |            |             |
|------------|-------------|
| 2 1 were   | 8 Could     |
| 2 were     | 9 could     |
| 3 were     | 10 couldn't |
| 4 weren't  | 11 Can      |
| 5 wasn't   | 12 can      |
| 6 couldn't | 13 can't    |
| 7 was      |             |

Unit 7

Problem vowel sounds

/ɪ/ and /i:/

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



T7.2

Start at *eat* ... draw a line from *eat* to *live* ... then from *live* to *it* ... from *it* draw a line to *heat* ... and from *heat* to *fill* ... then go from *fill* to *wheel* ... and from *wheel* to *cheap* ... from *cheap* draw a line to *hit* ... then from *hit* go to *will* ... and from *will* to *feel* ... then to *heel* ... then to *sheep* ... and down to *lick* ... okay? Right, now go to *leak* ... then from *leak* to *bean* ... and from *bean* to *sit* ... from *sit* go to *seat* ... and then from *seat* go to *ship* and down to *feet* ... all right? Now from *feet* you go to *fit* ... from *fit* you go up to *bin* ... then *hill* ... then up to *chip* ... then to *leave* ... and then finally back up to *eat* ... what have you got?

Past Simple forms that are difficult to pronounce

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

T7.3

(You hear 1-6 as in 1 above.)

- 4 see - saw put - put
- think - thought send - sent
- catch - caught pay - paid
- read - read teach - taught
- buy - bought say - said
- cut - cut mean - meant
- wear - wore

- 5 1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✓ 7 ✗

Hearing Past Simple forms

2 /t/ /d/

4 T7.7

- 1 arrived 4 closed
- 2 opened 5 start
- 3 finish 6 stopped

Intonation in *Wh-* questions

2 1 c 2 b 3 c 4 a 5 a 6 c 7 a

T7.9 T7.10

- 1 *Where were you born?*  
In New York.
- 2 *When was your sister born?*  
In 1978.
- 3 *When was your birthday?*  
In March.
- 4 *When did her grandfather die?*  
Last year.
- 5 *How old was he?*  
About 80.
- 6 *Where did you go to university?*  
In London.
- 7 *When did you leave university?*  
In 1993.

Unit 8

Problem consonants: /dʒ/

- 2 1 John Lennon
- 2 Mick Jagger
- 3 Jackie Kennedy
- 4 George Clooney
- 5 Julia Roberts
- 6 George Michael

Problem vowel sounds: /ɜ:/

- 1 No. In British English the *r* is not pronounced. In American English it is pronounced.
- 2 Thursday birthday
- person journey
- university hamburger
- Germany thirtieth
- journalist
- There is no /ɜ:/ sound in *Saturday*, *restaurant*, and *conversation*.
- 4 1 3: Birmingham girl murdered
- 2 3: Nurse Kirsty Turkey
- 3 2: thirtieth birthday
- 4 3: German university burns
- 5 3: workers worst world

## 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

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

## Unit 9

### Problem vowel sounds:

/æ/ and /ʌ/

### 3 T9.3

<b>Bag 1</b> /æ/	<b>Bag 2</b> /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  
jam thanks

/ʌ/ Mum supper much  
mushroom just butter love none  
nothing cup lovely

### Weak form of of

- 1 a piece of cake  
a packet of cigarettes  
a cup of tea  
a glass of water  
a box of matches  
a bottle of aspirin  
a bag of sugar

3 1 7 2 8 3 8 4 10 5 8 6 5 7 7

### 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 T10.4

- 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  
wine bar  
concert hall
- 2 underground station  
airport  
bus stop
- 3 leisure centre  
swimming pool  
football stadium
- 4 living room  
bathroom  
dining room
- 5 hairdresser's  
shoe shop  
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

- I've got two children.
- I'll have a coffee, please.
- She's nineteen years old.
- I'm very hungry.
- I'd like two Cokes, please.
- They're over there.
- No, they aren't Spanish – they're from Argentina.
- 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

#### 3 T11.3

- a real beard (g)
- a lazy day (d)
- fair hair (b)
- noisy boys (f)
- a cold nose (a)
- a bright light (e)
- a loud shout (c)

### Problem consonants:

/n/ and /ŋ/

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

#### T11.5

- In number 1, there are a lot of fans.
- Someone rang in number 3.
- There's a bang in number 8.
- The man in number 9 is wrong.
- Number 14 is 'thin'.
- 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 /ə/ ● /ə/ ● /ə/ ● /ə/ ●  
2 afternoon 9 photographer  
/ə/ ● /ə/ ● /ə/ ●  
3 cassette 10 policeman  
● /ə/ ● /ə/ ●  
6 dictionary 12 vegetable  
/ə/ ●  
8 Japan

4, 5, 7, and 11 have no /ə/ sound.

- 3 1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✗ 6 ✓

## Unit 12

### Problem vowel and diphthong sounds: /ɒ/, /ɔ:/, and /əʊ/

- 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 /ə/

- 1 The last syllable is pronounced /ə/.
- 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 T12.4

- I'm going out to buy a newspaper.
- They're waiting to see the manager.

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

#### 2 weak

#### 4 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  
2A garden 5A party  
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 Jane. 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:

/ʃ/ and /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 1 a 4 ia 7 u 10 ou  
2 o 5 io 8 a  
3 e 6 eo 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 adj 7 both  
2 adj 4 adv 6 adj 8 adv

### 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 /tʃ/ 5 /dʒ/ 9 /dʒ/  
2 /j/ 6 /tʃ/ 10 /dʒ/  
3 /tʃ/ 7 /j/  
4 /j/ 8 /dʒ/
- 4 1 /j/ yoga, yacht, yoghurt  
2 a /dʒ/ jacket, jeans  
2 b /dʒ/ gin, geography  
3 /tʃ/ 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

### T14.4

- 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* ✓✓
- T14.7  
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 And 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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# Phonemic symbols

i:	as in	<b>see</b> /si:/	ɜ:	as in	<b>fur</b> /fɜ:(r)/
ɪ	as in	<b>sit</b> /sɪt/	ə	as in	<b>ago</b> /ə'gəʊ/
e	as in	<b>ten</b> /ten/	eɪ	as in	<b>page</b> /peɪdʒ/
æ	as in	<b>hat</b> /hæt/	əʊ	as in	<b>home</b> /həʊm/
ɑ:	as in	<b>arm</b> /ɑ:m/	aɪ	as in	<b>five</b> /faɪv/
ɒ	as in	<b>got</b> /gɒt/	aʊ	as in	<b>now</b> /naʊ/
ɔ:	as in	<b>saw</b> /sɔ:/	ɔɪ	as in	<b>join</b> /dʒɔɪn/
ʊ	as in	<b>put</b> /pʊt/	ɪə	as in	<b>near</b> /nɪə(r)/
u:	as in	<b>too</b> /tu:/	eə	as in	<b>hair</b> /heə(r)/
ʌ	as in	<b>cup</b> /kʌp/	ʊə	as in	<b>pure</b> /pjʊə(r)/
i	as in	<b>happy</b> /'hæpi/			
p	as in	<b>pen</b> /pen/	s	as in	<b>so</b> /səʊ/
b	as in	<b>bad</b> /bæd/	z	as in	<b>zoo</b> /zu:/
t	as in	<b>tea</b> /ti:/	ʃ	as in	<b>she</b> /ʃi:/
d	as in	<b>did</b> /dɪd/	ʒ	as in	<b>vision</b> /'vɪʒn/
k	as in	<b>cat</b> /kæt/	h	as in	<b>how</b> /haʊ/
g	as in	<b>got</b> /gɒt/	m	as in	<b>man</b> /mæn/
tʃ	as in	<b>chin</b> /tʃɪn/	n	as in	<b>no</b> /nəʊ/
dʒ	as in	<b>June</b> /dʒu:n/	ŋ	as in	<b>sing</b> /sɪŋ/
f	as in	<b>fall</b> /fɔ:l/	l	as in	<b>leg</b> /leg/
v	as in	<b>voice</b> /vɔɪs/	r	as in	<b>red</b> /red/
θ	as in	<b>thin</b> /θɪn/	j	as in	<b>yes</b> /jes/
ð	as in	<b>then</b> /ðen/	w	as in	<b>wet</b> /wet/



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