

Ship or Sheep?

**An intermediate
pronunciation course**

Ann Baker

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, Sao Paulo

Cambridge University Press
The Edinburgh Building, Cambridge CB2 2RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521606713

© Cambridge University Press 2006

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1977

Second edition 1981

Third edition 2006

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN-13 978-0-521-60671-4 paperback ISBN-10 0-521-606713 paperback

ISBN-13 978-0-521-60673-8 paperback and audio CDs (4)

ISBN-10 0-521-60673-X paperback and audio CDs (4)

CONTENTS

Acknowledgements	iv	Section B	
Introduction for students	v	Consonants	79
Introduction for teachers	vii	23 p (pen)	81
Diagnostic Tests	ix	24 b (baby)	85
		25 t (table)	89
Section A		26 d (door)	93
Vowels	1	27 κ (key)	97
1 i: (sheep)	3	28 g (girl)	101
2 I (ship)	7	29 Review	105
3 e (pen)	11	30 s (sun)	107
4 ae (man)	15	31 z (zoo)	110
5 л (cup)	19	32 J (shoe)	114
6 oi (heart)	23	33 з (television)	117
7 Review	27	34 tj (chip)	120
8 D (clock)	29	35 dз (January)	124
9 o: (ball)	33	36 Review	128
10 и (book)	36	37 f (fan)	131
11 u: (boot)	39	38 V (van)	135
12 з: (girl)	43	39 w (window)	139
13 Э (a camera)	48	40 j (yellow)	143
14 Review	52	41 h (hat)	147
15 ei (male)	54	42 0 (thin)	151
16 ai (fine)	57	43 d (the feather)	155
17 or (boy)	60	44 Review	159
18 au (house)	63	45 m (mouth)	162
19 эи (phone)	66	46 n (nose)	165
20 1Э (year)	70	47 Г (ring)	168
21 eэ (chair)	73	48 1 (letter); (ball)	172
22 Review	76	49 r (rain)	176
		50 Review	180
		Overview	183
		Mask	185
		Key	186

THANKS AND ACKNOWLEDGEMENTS

In the preparation of this new edition I would like to thank:

Sally Mellersh (formerly of Hammersmith and West London College) for updating and expanding the *List of likely errors* to accompany the new editions of *Ship or Sheep?* and *Tree or Three?* by its inclusion on the website

(http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905).

David McCreath for IT assistance and contribution to my computer literacy. Sandra Ibrner for help with typing.

My editors Ndirin Burke, Frances Amrani and Yvonne Harmer, as well as the following teachers from all over the world who commented during development and gave me such practical advice;

Michele Chartrand-Hirsch, France; Ian Chitty, UK; David Deterding, Singapore; Sylvie Donna, UK; Elizabeth Downey, New Zealand; Lynda Edwards, UK; Laura Hancock, UK; David Hill, Australia; Kip Kelland, Italy; Kathy Keohane, UK; Andrea Paul, Australia; Gordon Francis Robinson, Singapore; Julietta Ann Schoenmann, UK; Roger Scott, UK Peter Hobbs and other teachers of International House Sydney, who allowed me to observe and co-teach their classes; Shan Jones, for class observation at Blacktown TAPE College.

I would like to continue to thank Amir Pirouzan, Jean Crocker and John Lipscomb for their advice and encouragement during the preparation of the original edition of *Ship or Sheep?* Also Philippa Lipscomb and other teachers of the British Council, Teheran, who helped with the first class try-outs.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate. Illustrations by: Johanna Boccardo, Pat Murray, Felicity House and Tony Wilkins Cover design by Pentacor Book Design Designed and typeset by Hart McLeod

INTRODUCTION FOR STUDENTS

Seven of the 50 units in this book are review units. Each of the other units introduces a different English sound, as well as other aspects of pronunciation (e.g. stress, intonation) which are also important for successful communication in English.

You can use this book either working alone or with a class + teacher.

You will need;

- equipment to listen to the CD, and equipment to record your voice
- a small mirror to compare your lip positions with the pictures
- Your mask (cut it out from page 185). You will use it at the beginning of most units (but not Unit 1). You can also use it for extra practice of sounds that are difficult for you.

First, find out which units are most important for you. To do this:

- If possible, check your mother tongue in the *List of likely errors* (see website:

http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905) and

make a printout of that part of the list.

- Do at least one of the Diagnostic Tests (see pages ix-xi). If you are working alone, do Test A. Test B needs the help of a teacher, native speaker or near-native speaker. If you are working with a teacher, he/she will decide whether you do the tests.

Decide whether you want to:

- work first on the most important units for you, or
- begin at the beginning and work through the book, spending more time on the most important units for you. You can choose to work simultaneously on Section A (vowels) and Section B (consonants). You can also do the seven review units.

Read *Making English sounds* before beginning each section (see pages 1-2, 79-80). This introduces some essential vocabulary.

Symbols used in the book:

means this material is recorded.

means the answers are in the Key (see pages 186-224).

means this exercise is suitable for a group or pair of students. If you are a student working alone, you could try it by using your imagination, e.g. by imagining another student.

means 'use the mask' (see page vi).

means 'visit the website to practise'.

Other symbols used:

Intonation is shown with arrows: \

The main word stress is shown in bold, e.g. pronunciation, student.

Sentence stress is shown with underlining, e.g. Sentence stress is shown with underlining, or sometimes with big and small circles:

- Phonetic symbols used in this book are the International Phonetic Alphabet (IPA) (the Contents page shows all the symbols used). You can use this book without knowing these symbols, but it is useful to learn them so that you can check the pronunciation of new words in a dictionary. The *Cambridge Advanced Learner's Dictionary* uses these symbols.
- In most units (but not in Unit 1), Exercise 2 *Minimal pairs* gives you practice in contrasting two sounds in words and sentences. If you don't have one of the two sounds in your language, practising the pairs of sounds can sometimes help you to hear - and then produce - the English sound.
- Dialogues are recorded. You can backtrack on the CD to repeat them as many times as you want. If you don't like backtracking, listen to the dialogue after you have done the dialogue tasks.

The Mask

There are two ways in which you can use the mask (which you cut out from page 185):

- 1 *At the beginning of the minimal pair exercises* Here, you are instructed to use the mask in most units after Unit 1. The mask symbol at the beginning of the exercise indicates 'use the mask'. You can start the minimal pair practice with the mask covering the written words, just looking at the pictures and listening to the pair sounds (first in words and then in sentences). This will help you to focus on really listening to the sounds first. After you have listened for the first time, you can backtrack on the CD to listen again and repeat.
- 2 *Extra practice of difficult sounds* You can also use the mask, for example at the end of a unit, to enjoy extra practice of sounds that are difficult for you. Here, your task with the mask is to try to produce the contrasting sounds correctly while trying to remember the words and sentences.
(e.g. 1 Mask on - listen and repeat. 2 Mask off - read aloud. 3 Mask on - remember and say aloud. 4 Mask off - read aloud to check.)

Other ways of having extra practice of difficult sounds

- 1 Make playing cards by photocopying the minimal pair charts (e.g. four copies) and cutting out the pairs. You can then play some of the card games described in the review units. If working alone, play *Pick up pairs*, Unit 7, page 27 or *Pick up same sounds*, Unit 14, page 52.
- 2 Check on the website (http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905) to see if there is any extra practice material for this sound.

INTRODUCTION FOR TEACHERS

Please read the Introduction for Students on pages v-vi.

Level This book is written for intermediate students, but previous editions have also been used by students at other levels. *Tree or Three?* is written for beginner-elementary level.

Class/Student working alone The instructions are written for a student working alone, but can be used for classroom teaching as well. See the symbols in the students' introduction, especially |||||.

Diagnostic Tests You can use these if you need to assess students' difficulties. But if you already know this for your class, you can choose to skip the tests and decide whether you want the students to work through the book or focus only on some units.

Students working alone can self-administer Test A with or without your input. To administer Test B, students can be asked to record their individual performances for your assessment. Or you may prefer to do this with them so that you can immediately check possible 'reading' rather than pronouncing mistakes, by asking them to listen and repeat the item.

List of likely errors This is on the website so that it can be added to. It can be found at

http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905.

It would be useful for each student to have a printout of the relevant part of this list.

Minimal pairs In this book, these are pairs of words/sentences which differ by only one sound, e.g. *Bill bought a sheep./Bill bought a ship*. These sometimes help students to hear - and then pronounce - sounds that are difficult for them. You may want to extend students' class practice of particular minimal pairs by inventing games or playing the following:

- *Card games* These are described in Exercise 1 of the review units. Make more copies if using pairs from only one unit. This book is copyright, but permission is granted to make a single copy of the cards described in the review units, for the sole purpose of playing the card games outlined.
- *'Fingers'* For each pair, say words rapidly at random, e.g. *sheep sheep sheep ship ship sheep ship*. Students show with one or two fingers if they hear sound 1 or sound 2. Students practise in pairs and then back to back.

- '*Mingling*' Each student has one of the minimal pair cards. Students mingle (move around randomly), not showing their cards but repeating their word to find the others with the same sound. They form a group, which checks correct membership. The first group to complete their set of words with the same sound wins. Students swap cards within their group and check pronunciation of new words before all mingling again to find the person in the other group with the other half of their minimal pair. Students change cards with that person and check each other's pronunciation. Then start the mingling game from the beginning so both sounds are used.

The mask (See Introduction for Students.) The purpose of the mask is twofold:

- to allow students to listen to and practise the minimal pair sounds first in words and then in sentences without being distracted by the written word
- for extra practice of sounds they find difficult.

DIAGNOSTIC TESTS

All students should do Test A.

Test B requires the help of a teacher, native speaker or near-native speaker of English.

The tests are not to give you a mark. They may help you to find out which sounds and other aspects of English pronunciation could be the most difficult for you. You should also check this in the *List of likely errors* on the website: http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905.

TESTA

Section 1 Sound discrimination

A2 Do not stop the recording or repeat. In each item you will hear two words.

Sometimes the two words are the same. Sometimes they have one sound that is different. Listen once only to each item and tick the S (same) column or the D (different) column. If you are not sure, tick the question mark (?) column.

EXAMPLE If you hear, 'sheep sheep' tick the S column.

If you hear, 'sheep ship' tick the D column.

If you are not sure, tick the ? column.

	S	D	?
		✓	
			/

	S	D	?		S	D	?		S	D	?		S	D	?
1a				6a				12a				17a			
1b				6b				12b				17b			
2a				7a				13a				18a			
2b				7b				13b				18b			
2c				7c				14a				19a			
3a				8a				14b				19b			
3b				8b				14c				20a			
4a				9a				14d				21a			
4b				9b				15a				22a			
5a				10a				15b				22b			
5b				10b				16a				23a			
5c				11a				16b				23b			
				11b				16c				24a			

Section 2 Intonation

A3 Do not stop the recording or repeat. Listen to Lucy talking to Lesley on the telephone. In some items her voice goes up () at the end. In some items her voice goes down (). Tick the or column for each item. If you are not sure, tick the ? column. Listen to the example first.

EXAMPLE a) That's Lesley, isn't it?

b) That's Lesley, isn't it?

			7
	/		
		/	

			7			r
1				6		
2				7		
3				8		
4				9		
5				10		

Section 3 Word stress

A4 Do not stop the recording or repeat. In each item, tick the one word that is different from the others.

EXAMPLE items column number alone/ listen

- 1 nowhere birthday mistake toilet postcard
- 2 guitar eighteen today machine English
- 3 away brother breakfast frightened valley
- 4 comfortable vegetables photograph lemonade minimal
- 5 telephoning supermarket conversation exercises helicopter

TEST B

(Note: This test requires the help of a teacher, native speaker, or nearnative speaker of English.)

Ask the student to read each test item, and record the grading on the result sheet (page xii).

A student's performance can be recorded, or the student can be asked to repeat an item as many times as necessary to record a result. The reasons for mispronunciation are many, and some may be caused by reading difficulty. To check this, say the mispronounced word correctly and ask the student to repeat it. If the student can then say it correctly, add the symbol R to your grading on that item, indicating that the student can pronounce this sound but may have difficulty when reading it.

Suggested symbols for grading: / no difficulty with this sound

X difficulty with this sound R may have difficulty reading this sound

Shopping list

- 1 some cheese (cheap cheese); some tea (Chinese tea)
- 2 fifty biscuits; four fish
- 3 ten eggs (big eggs)
- 4 jam; apples and oranges; a cabbage
- 5 ten tomatoes (large tomatoes)
- 6 five kilos of veal (very good veal)
- 7 some strong string (long string)
- 8 four forks (small forks); spoons; cups; small paper plates
- 9 some good sugar; milk; coffee; a cake
- 10 pick up Jude's blue shoes at the shoe shop; two kilos of brown rice; a grapefruit
- 11 nuts; honey; half a dozen hot buns
- 12 one lemon; nine brown onions; flowers for the house
- 13 some paper for my mother's letters; collect Grandfather's leather jacket from the cleaner's
- 14 a girl's shirt and skirt (size thirteen); cold drinks (don't get dry ginger); some good bread
- 15 eight small cakes and paper plates; some sausages for supper
- 16 some yellow roses for your sister
- 17 white wine (sweet wine); some ice
- 18 beer for Bob (buy it from the pub near here)
- 19 some shampoo for Claire's hair; some pears
- 20 some tins of New Zealand peas, or frozen beans
- 21 fresh English fish from the fish shop
- 22 a toy for the little boy (a blue or yellow ball)
- 23 something for Mr Smith (it's his birthday on Thursday)
- 24 a small cheap television for the garage

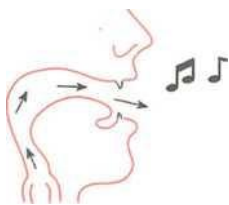
RESULTS SHEET AND FINDINGS from *List of likely errors*

In any of the three columns, place a cross against the sound where there may be difficulty.

SOUNDS (Diagnostic page Test B)	Diagnostic Test A	Findings from <i>List of likely errors</i>
1 /i:/ (sheep) 3	1a	
/ɪ/(cBp) 120	1b	
2 III (ship) 7	2a	
/f/ (fan) 131	2b, 2c	
3 /e/ (pen) 11	3a	
/g/(girl) 101	3b	
4 /ae/ (man) 15	4a	
/dʒ/ (jam) 124	4b	
5 /a:/ (heart) 23	5a, 5b	
/t/ (table) 89	5c	
6 /v/(van) 135	6a, 6b	
7 /o/ (clock) 29	7a	
/r/ (ring) 168	7b, 7c	
8 /o:/ (ball) 174	8a	
/p/ (pen) 81	8b	
9 /u/ (book) 36	9a	
/κ/ (key) 97	9b	
10 /u:/ (boot) 39	10a	
/r/ (rain) 176	10b	
11 /ʌ/(cup) 19	11a	
/h/ (hat) 147	11b	
12 /n/(nose) 165	12a	
/au/ (house) 63	12b	
13 /ə/ (camera) 48	13a	
/6/ (the feather) 155	13b	
14 /ɜ:/ (girl) 43	14a, 14b, 14c	
/ʌI (door) 93	14d	
15 /ei/ (male) 54	15a	
/s/ (sun) 107	15b	
16 /ɛu/ (phone) 66	16a, 16b	
/j/ (yellow) 143	16c	
17 /ai/ (fine) 57	17a	
/w/ (window) 139	17b	
18 /iə/ (year) 70	18a	
1bI (baby) 85	18b	
19 /eə/ (chair) 73	19a	
/m/(mouth) 162	19b	
20 /z/(zoo) no	20a	
21 /ʃ/(shoe) 114	21a	
22 /oɪ/(boy) 60	22a	
/1/(letter) 172	22b	
23 /e/(thin) 151	23a, 23b	
24 /ɜ/ (television) 117	24a	

Section A

Vowels



Use your voice to make all vowels.

Making English sounds

short vowels

(make a short sound)

/ɪ/ (ship)

/e/ (pen)

/ʌ/ (book)

/ɑː/ (man)

/ʌ/ (cup)

/ɒ/ (clock)

/ə/ (camera)

long vowels

(make a long sound)

/ɔː/ (ball)

/uː/ (boot)

/iː/ (sheep)

/ɑː/ (heart)

/ɜː/ (girl)

diphthongs

(two vowel sounds)

/əɪ/ (phone)

/ɪə/ (year)

/ɔɪ/ (boy)

/aɪ/ (house)

/eɪ/ (male)

/aɪ/ (fine)

/eə/ (chair)

2 Vowels

1 Spot the different sound.

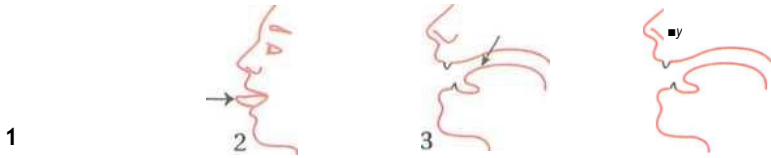
EXAMPLE *bl Id N*

Answer: The fourth sound is a diphthong. All the others are short vowels.

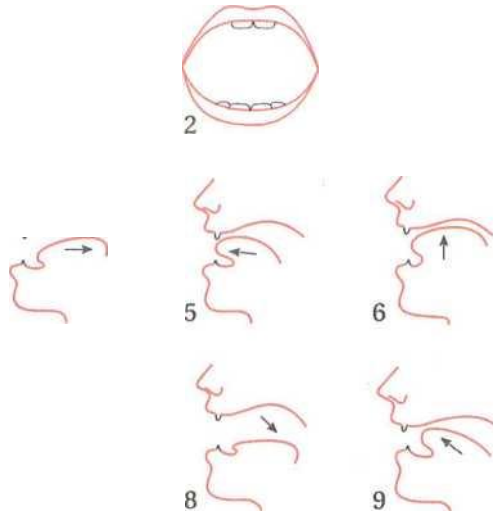
1 /əʊ/ /ɪ/ /ʌ/ /ə/ *bl* 2 /oɪ/ *Id* ʌ /ai/ /aʊ/ 3 /o/ /i:/ /ə:/ /a:/ /ɜ:/

2 Match these words with the pictures below,

- a the back of the tongue
- b the lips
- c the tip of the tongue
- d the front of the tongue



3 Match the pictures (1-9) in A with the instructions (a-i) in B. A



B

- a) Open your mouth.
- b) Close your mouth.
- c) Put your tongue forward.
- d) Open your mouth a little. Then open mouth a little more.
- e) Put your tongue back.
- f) Put your tongue down.
- g) Put your tongue up.
- h) Put your tongue forward and up. Practise /i:/: eat, easy, he, she, we.
- i) Put your tongue down and back. Practise /a:/: ask, are, arm, car.

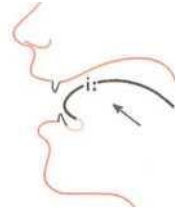
UNIT 1 /ii/ sheep

- Do you like your tea sweet?
- Yes. Three sugars, please.



Target sound /i:/

A5 Open your mouth very little to make the target sound i:. /i:/ is a long sound.
Listen and repeat: /i:/.



2 Sound /i:/

y V'



sheep
Look out for that sheep.

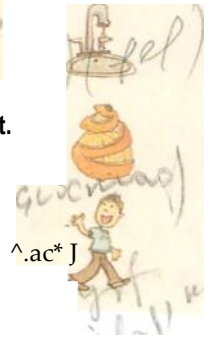
leale^
Stop it leaking!

cheeks
What lovely cheeks!

peek /
This peel's got vitamin C in it.

'?^e-bean
Throw out that bean.

leave (-l'^
He's going to leave.



Sound /i:/ words

A6 a Listen and repeat the words.

Sound /i:/ sentences

A7 b Listen to the sentences.

A7 c Sentence stress

Notice that the most important words for the meaning of a sentence are pronounced more LOUDly and slowly. (I

The less important words are said more quietly and quiddy

Listen to the sentences again and this time look at the underlinPH /i:/ syllables below. Notice that they are louder and slower.

Look out for that sheep.

Stop it leaking!

What lovely cheeks!

This peel's got vitamin C in it.

Throw out that bean.

He's going to leave.

A7 d Listen again and repeat the sentences.

3 Dialogue

a First practise the sound /i:/ in some of the words from this unit. Read the words aloud or visit the website to practise.

One-syllable words: cheese beef tea eat meal three
cheap please me

Two-syllable words; Peter people Edam evening
Eastfield biscuit cheesecake

(The stress is always on the first syllable.)

Two-syllable words: Janine repeat (The stress is always on the second syllable.)

Note on word stress: bold is used here to show you which part of the word is strongly stressed, i.e. which syllable is pronounced more LOUDly and s 1 o w ly than the other(s). Word stress doesn't usually change, except in some longer words with stress near the end. (See 4c and 4d.)

AS b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-10) with the correct words from the box.

cheese Peter eat please tea beef three me
teas beef

In a cafe: 'It's cheaper to eat at Marguerite's',

CHRISTINA: What would you like to eat, i _____ ? The cheese sandwiches are the cheapest.

PETER: Er... mmm ... oh, a 2_ _____ , sandwich, please, Christina.

CHRISTINA: Cheese ... mmm ... Janine? Would you like a 3_ _____ sandwich or a cheese sandwich?

JANINE: A cheese sandwich, 4 _____ .

PETER: What about you, Christina? Would you like cheese or 5_ _____

WAITRESS: Are you all ready to order? What would you like to 6 _____

CHRISTINA: Er, we'll have one beef sandwich, two cheese sandwiches and, mmm, 7 for me.

JANINE: Tea for 8 _____ too, please.

PETER: Yes, make that three 9 _____ , please.

WAITRESS: (*writing down the order*) One beef sandwich, two cheese sandwiches and 10 _____ teas.

AS c Listen to the dialogue again to check your answers. Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

Intonation of questions with 'or'

Intonation is the voice going \uparrow or \downarrow .

This movement \uparrow begins on the most important word in a phrase or sentence.

In questions with 'or' the intonation usually goes \downarrow at the end.

A9 a Listen and repeat.

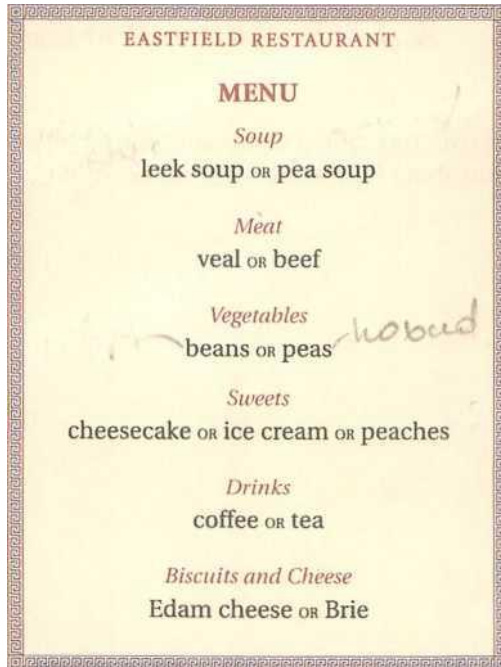
Would you like veal or beef?

Would you like coffee or tea?

Would you like cheese or peaches?

b Role play

Use the menu to practise a conversation in a group of four or five. You are in a restaurant. Take turns to be the waiter. Ask each other questions, e.g. *Would you like... or...?* Then one person gives the order to the waiter, who repeats the order to check it. If possible, also practise using other menus. If it is an expensive restaurant, the waiter or waitress can be more formal, saying *Good evening* before asking for the order.



6 UNIT 1 /i:/ sheep

C^~r Aio c Word stress - nationalities ending in 'ese'

As you listen to the sentences about these nationalities, draw a line connecting the country and nationality in the two lists below.

Countries	Nationalities (Note the stress on the last syllable.)
China,	Vietnamese
Bali	Maltese
Malta	Balinese
Portugal	Japanese
Lebanon	' Chinese
Japan	Nepalese
Nepal	Lebanese
Vietnam	Portuguese

All d Moving stress

The stress of these 'ese' nationalities changes if the next word is strongly stressed. So we say, *This beef is Japanese* but. *It's Japanese beef* Listen and respond, like the example.

EXAMPLE Is this bread from Beirut?

Response: Yes, it's Lebanese. It's Lebanese bread.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /i:/.

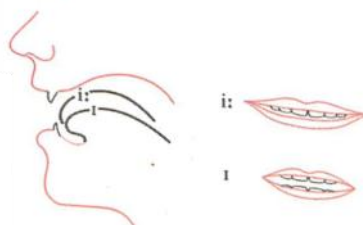
UNIT 2 **///** ship

- What about this fish? Can I eat it? •
- Yes. Eat it.
- What about this cheese? Can I eat it?
- No, don't eat it. It's six weeks out of date.



1 Target sound /i/

- Ai2a a First practise the sound /i:/ (see page 3). Listen and repeat.
- Ai2b b Open your mouth a *little* more to make the target sound /i/. Listen and repeat.
- Ai2c c Listen and repeat both sounds together, /i:/ is long. /i/ is short.



2 Minimal pairs 0

. te,



Sound 1 **Sound 2**
///

sheep **ship**

Look out for that sheep.

Look out for that ship,

leak **lick**
 Stop it leaking!

cheeks **Stop it licking!**
 What lovely cheeks.

peel **chicks**
 This peel's got vitamin C in it. what lovely chicks.

bean **pill**
 Throw out that bean. This pill's got vitamin C in it.

leave **bin^ L '**
 He's going to leave. Throw out that bin.

live
 Help me to live



Minimal pair words

A 13a Listen and repeat the words.

T ABbb You will hear five words from each minimal pair. For each word, write 1 for /i:/ (sound 1) or 2 for /ɪ/ (sound 2).
 EXAMPLE Pair 1: 1, 2, 2, 2, 2

Minimal pair sentences

Ai4a c Listen to the minimal pair sentences.

Cr-T Ai4bd Listen to six of the sentences and write 1 for /i:/ (sound 1) or 2 for /ɪ/ (sound 2).

e Sentence stress

The most important words in a sentence are strongly stressed. They are pronounced LOUDer and slower. Look at these examples from the minimal pair sentences. (In the brackets on the right, the big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.)

Look QUI for that SHIP! (oOooO)

Pair 1: OUT... SHIP Pair 2: STOP it LEAKing. (OoOo)

STOP... LEAK Pair 3: What LOVElv CHICKS! (oOoO)

LOVE ... CHICKS Pair 4: This PILL'S got vitamin C in it. (oOooooOoo)

A14a Listen to the minimal pair sentences again and underline the strongly stressed words in each sentence (on page 7).

A15 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-------------------|--------------------------|-----------|--------------------------|
| | <input type="checkbox"/> | b) ship | <input type="checkbox"/> |
| ^ /1 a) sheep | <input type="checkbox"/> | b) bin | <input type="checkbox"/> |
| ,y ^ a) cheeks | <input type="checkbox"/> | b) chicks | <input type="checkbox"/> |
| Mftti- 4 a) cheap | <input type="checkbox"/> | b) chip | <input type="checkbox"/> |
| a) heel | <input type="checkbox"/> | b) hill | <input type="checkbox"/> |
| 6 a) peel | <input type="checkbox"/> | b) pill | <input type="checkbox"/> |

Dialogue

a First practise the sound /i/ in some of the words from the dialogue. Read the words aloud or visit the website to practise.

One-syllable words: film ill miss kids quick Kim Bill

Two-syllable words: (1st syllable) cricket tickets children " minutes quickly listen pity (2nd syllable) begins ~°]P^

Three-syllable words: (1st syllable) history festival cinema ; interesting prize-winning Africa (2nd syllable) gymnastics Olympic excited beginning terrific gorilla (3rd syllable) chimpanzee a

A16 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-8) with the correct three-syllable words from the list in 3a.

Three interesting films

BILL: Good evening Mrs Lee.

GINA: Is Kim in?

BILL: Is he coming to the cinema, Mrs Lee? It's the Children's Film 1 _____ .

MRS LEE: Kim's ill.

BILL: Here he is!

GINA: Hi, Kim!

KIM: Hi, Gina! Hi, Bill!

BILL: Kim, we've got these three free tickets to see three 2 _____ films for children!

MRS LEE: Listen, Kim ...

KIM: Is it 3 _____ ?

GINA: We think it is. First there's a short film about gorillas and 4 _____ in Africa, and ...

BILL: ... then the next film is about the six best Olympic 5 _____ competitions, and then ...

GINA: ... then it's the big film - *The 6_ KIM:* _____ . of English Cricket.
Cricket!

BILL: It's a 7 _____ film.

MRS LEE: If you're ill, Kim ...

GINA: It would be a pity to miss it.

MRS LEE: Now listen, you kids ...

BILL: And it begins in fifty minutes. **MRS**

LEE: KIM!

KIM: Quick! Or we'll miss the 8 _____ . of the gorilla film!

§—T A16 c Listen to the dialogue again to check your answers. Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

A d Perform the dialogue in a group of four and, if possible, record your voices. In your group, first practise speaking with feeling. Mrs Lee is getting more and more angry. The others are getting more and more excited. In English, if you get more angry, you usually speak more loudly, if you get more excited, you usually speak more quickly.

4 Numbers

A17 a Word stress

Stressed syllables are in bold. Listen and repeat.

three	thirteen	thirty	3	13	30
four	fourteen	forty	4	14	40
five	fifteen	fifty	5	15	50
six	sixteen	sixty	6	16	60
seven	seventeen	seventy	7	17	70
eight	eighteen	eighty	8	18	80
nine	nineteen	ninety	9	19	90

Moving stress

The stress in these 'teen' numbers is different when we are counting, thirteen, fourteen, fifteen, sixteen, seventeen, etc.

Other moving stress

The stress in these 'teen' numbers is also different when there is a strong stress in the next word.

Tim lives at number fifteen.

Tim lives at number fifteen Green Street.

A18 Practise giving A's reply in the conversations you hear, like the example.

Example

A: The dentist is at seventeen Mill Street.

B: Seventy?

A: No, not seventy - seventeen.

A

Mini Bingo game

Play in a group of 3-5. One person calls out the numbers from 4a but in a random order. (Take turns to call the numbers.) The others each choose one of the boxes A, B, C or D below. Listen to the numbers and if a number is in your box, cover it with a small piece of paper. When all the numbers in your box are covered, you are the winner and you shout, BINGO! BCD

13	3	80	60	4	16	5	15	16	60	6	15
7	19	50	40	30	13	70	90	3	8	14	17
17	90	8	70	5	90	40	7	18	9	90	80

A Self study student: first make a recording, saying clearly all the numbers from 4a but in a random order. Then listen and play as many boxes as you can simultaneously.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound *hi*.

UNITS /e/ pen

- Is this milk fresh? ©
- Yes. Everything in this fridge is fresh.

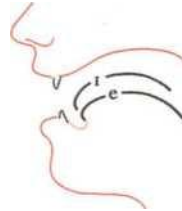


1 Target sound /d/

A19a a First practise the sound /d/
(see page 7).

Ai 9b **b** Open your mouth a *little* more to
make the short target sound /e/.
Listen and repeat.

Ai9c c Listen and repeat both sounds
together: /d/ and /e/.



2 Minimal pairs 9

T

Sound 1 Sound 2

III Id

pin pen

need a pin. I need a pen.



bin Ben

That's my bin. That's my Ben.

tin ten

It's a big tin. It's a big ten.



pa;ri

pig peg

where's the pig? where's the peg?

bill bell

There's the bill.



There's the bell,

ca

chick

she wants a chick.

--III

Minimal pair words

A20a a Listen and repeat the words.

A20bb You will hear five words from each minimal pair. For each word, write 1 for
III (sound 1) or 2 for *lei* (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 1, 2

Minimal pair sentences

A2ia **c** Listen to the minimal pair sentences.

A2ibd Listen to six of the sentences and write 1 for /i/ (sound 1) or 2 for *Id* (sound 2).

A2iae **Sentence stress**

The most important words in a sentence are strongly stressed. If the minimal pair sentences were spoken with only one strong stress, which word would it be? Read the sentences and guess which word it might be. Then listen to the minimal pair sentences again and underline the strongly stressed word in each sentence (on page 11).

A22 **f** Tick the words a) or b) that you hear in the sentences.

- | | | | |
|--------------|--------------------------|------------|--------------------------|
| 1 a) pin | <input type="checkbox"/> | b) pen | <input type="checkbox"/> |
| 2 a) pig | <input type="checkbox"/> | b) peg | <input type="checkbox"/> |
| 3 a) tins | <input type="checkbox"/> | b) tens | <input type="checkbox"/> |
| 4 a) sit | <input type="checkbox"/> | b) set | <input type="checkbox"/> |
| 5 a) disk | <input type="checkbox"/> | b) desk | <input type="checkbox"/> |
| 6 a) pick at | <input type="checkbox"/> | b) peck at | <input type="checkbox"/> |

3 Dialogue

© First practise the sound *Id* in some of the words from the dialogue. Read the words aloud or visit the website to practise. In words with two or more syllables, bold is used to show which syllable is strongly stressed. In the brackets, write the number of syllables in each word before you practise.
 EXAMPLES friend (1) terribly (3) Emma (2) expensive (3) jealous () help () everybody () any () bench () Kevin () America () Mexican () Emily () Ben () very () bread () Eddie () Notice that many words in English have the strong stress on the first syllable, but some words have the strong stress on the last syllable, hello Adele again except yourself lemonade

A23 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-7) with the correct questions (a-g) below.

- Can I get you a drink, Adele?
- Is that better?
- Was it expensive?
- Are you listening to the Red Hot Chili Peppers?
- How did you spend your holiday, Adele?
- Are you a friend of Emma's?
- Have you met my friend Adele yet, Kevin?

Friends

ADELE: Hi, Emma! Hi, Ben! Hello, Emily! Hello, Eddie! Hi, everybody!

EVERYBODY EXCEPT KEVIN: Hi, Adele!

EMILY: Nice to see you again, Adele. Kevin, this is Adele. Adele, this is Kevin.

ADELE: Hi, Kevin. 1 _____ ? It's terribly loud.

KEVIN: Yes ... (turns the music down) 2 _____ ? (Adele nods her head) 3 _____ ?

ADELE: Yes.

KEVIN: Emma said she had a friend called Adele.

EDDIE: Help yourself to Mexican food, Adele. It's on the kitchen bench.

EMILY: And there's French bread on the shelf.

BEN: 4 _____ ?

ADELE: Yes, thanks, Ben. Some lemonade with a bit of ice in it.

EMMA: 5 _____ ?

KEVIN: Yes. I've just met her. She's very friendly.

BEN: 6 _____ ?

ADELE: 1 went to South America with my best friend Kerrie.

EVERYBODY: Well!

EMMA: We're all jealous.

EDDIE: 7 _____ ?

ADELE: Not very. But I spent everything. I haven't any money left.

A23 c Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation

Intonation is the voice going up or down on the strongest syllable of the most important word in a phrase or sentence.

Intonation statements usually goes down at the end.

Intonation in WH questions (*Who? What? Why? When? Where? How?*) usually goes up at the end.

Intonation in *Yes/No* questions usually goes up at the end.

A24 a Listen and repeat.

WH question: How did you spend your ITOMday?

Statement: I went to Anfillrica.

Yes/No question: Was it expeitsive?

Statement:

Not veffn.

A25 b Word stress

Practise the word stress in these place names. In many place names the strong stress is on the first syllable.

Denmark Venice Edinburgh Mexico

Mecca Melbourne Lebanon

A smaller number of place names have the strong stress on the last syllable.

Japan Mumbai Madrid Beirut New York

In longer place names the strong stress is sometimes in the middle of the word.

the Riviera the Mediterranean Australia America Helsinki Philadelphia

c Now practise the conversation below, using the place names in 4b.

A: How did you spend your holiday?

B: I went to ...

A: Was it expensive?

B: Yes. Very. / Not very.

d Dictionary work: word stress

When you meet a new word, you can check which syllable is strongly stressed in a good dictionary (e.g. *Cambridge Advanced Learner's Dictionary*).

The pronunciation of the word is shown in the International Phonetic Alphabet (IPA), with the symbol ' in front of the main strong stress of the word, e.g. electric /I'lektrik/. Your dictionary will also show the secondary stress (usually in longer words) with the symbol,, e.g. electricity /i,lek'tris3ti/.

In *Ship or Sheep?* only the main strong stress in a word is in bold to show you where the stressed syllable ends, e.g. electric, electricity.

Look up some of these words in a dictionary and mark which syllable has the main strong stress.

EXAMPLE except or ex'cept

except	exercise	expect	expedition
expel	experiment	expenditure	expert
expression	extend	extra	extrovert

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /e/.

UNIT 4 /ae/ man

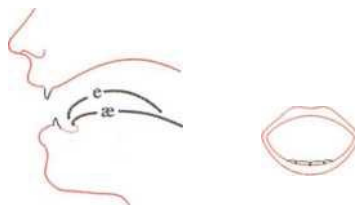
- Let's have a chat about that cat.
- My cat?
- Yes ... em ... it's too fat.
- Well, it is a bit fat. But it's ... mm ... a very happy cat.

©



1 Target sound /as/

- A26a a First practise the sound *Id*
(see page 11). Listen and repeat.
- A26b b Open your mouth a little more to
make the target sound /ae/.
Listen and repeat.
- A26c c Listen and repeat both sounds together:
Id and /ae/.



2 Minimal pairs



Sound 1 Sound 2
le/ lae/

f

axe
Put the Y here. Put the axe here.

pen pan

Can I borrow a pen? Can I borrow a pan?

«'MS

men man

Look at the men. Look at the man.



send sand



I'm sending the table. I'm sanding the table,

(Ш

gem jam

It's a lovely gem. It's a lovely jam.

Щ

Minimal pair words

A27a a Listen and repeat the words.

A27b b You will hear five words from each minimal pair. For each word write 1 for *Id* (sound 1) or 2 for /ae/ (sound 2).
EXAMPLE Pair 1: 2, 2, 1,1,2

Minimal pair sentences

A28a c Listen to the minimal pair sentences.

A28b d Listen to six of the sentences and write 1 for *Id* (sound 1) or 2 for /ae/ (sound 2).

O—v A28a e **Sentence stress**

Listen to the first two minimal pair sentences again and look at the circles on the left. The big circles are the strongly stressed syllables, and the small circles are the weakly stressed syllables.

OoOO Put the 'x' here. / Put the arm here. ooOooO Can I borrow a pen?/Can I borrow a pan?

A28a Listen to the rest of the sentences and underline the sentence stress (the strongly stressed syllables in the most important words in the sentence).

OooO Look at the men./Look at the man. oOooOo I'm sending the table./I'm sanding the table. ooOooO It's a lovely gem./It's a lovely jam.

ooOooO We had bread for lunch./We had Brad for lunch.

Li—f A29 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-----------|--------------------------|-----------|--------------------------|
| 1 a) pen | <input type="checkbox"/> | b) pan | <input type="checkbox"/> |
| 2 a) men | <input type="checkbox"/> | b) man | <input type="checkbox"/> |
| 3 a) end | <input type="checkbox"/> | b) and | <input type="checkbox"/> |
| 4 a) feta | <input type="checkbox"/> | b) fatter | <input type="checkbox"/> |
| 5 a) pet | <input type="checkbox"/> | b) pat | <input type="checkbox"/> |
| 6 a) bed | <input type="checkbox"/> | b) bad | <input type="checkbox"/> |

3 Dialogue

I a First practise the sound /ɪ/ in some of the words from the dialogue. Read the words aloud or visit the website to practise.

- 1 Allen salad habit travel Janet absent sandwich contracts cancelled
- 2 animals Africa antelope Annabelle Anthony passengers anchovy
- 3 alligator advertising

Which of the list of words (1, 2, 3) above have the word stress patterns below? The big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.

- a) "Ooo b) Oooo c) Oo

Match the sentences (1-3) below with the sentence stress patterns (a-c).
The big circles are the strongly stressed words and the small circles are the weakly stressed words.

- 1 He hasn't done the backup. a) oo0oo©
2 Aaron doesn't have to come back, b) o@ooo©o
3 The computer has crashed. c) ©oooOoo®

b Aaron's recorded messages

Listen to the recorded messages, paying attention to the target sound.

A30 Now listen again and complete the sentences below. Each missing word has the sound /ae/. Number 1 has been done as an example.

- 1 Aaron works at the Ajnx Tmvpl Agency.
- 2 He's on holiday in _____ .
- 3 His boss is Mrs _____ .
- 4 Aaron left an _____ and _____ on his desk.
- 5 He _____ to contact Anthony about the _____ of he _____ .
he _____ . to contact Anthony about the . .
on _____ .
- 6 Aaron has a _____ , habit of being _____ from work.
- 7 Aaron booked a _____ to San _____ with three _____ ; an anteater, an _____ , and an _____
- 8 The computer has _____ . and Aaron hadn't done the _____ up for the _____ programmes. Mrs Allen is very _____ .
- 9 The best advertising _____ have been _____ because of Aaron's bad _____ .
- 10 Aaron doesn't _____ to come _____ to the _____ agency because he's been _____

A31 Listen to the complete sentences and check your answers then practise reading the sentences aloud. Record your voice to compare your production of the target sound with the recording.

4 Sentence stress: the rhythm of English

A32 a Practise first with the names Annabelle and Janet. Notice how the important words are strongly stressed - we say them LOUDER and slower. Listen and repeat.

Question: How do you shorten Annabelle and Janet?

Answer: Ann and Ian.

Listen to seven possible answers to the next question (see page 18).

A33 Notice that when we add more weakly stressed words or syllables to these sentences, we still say them in about the same length of time. We do this by saying all the weakly stressed words more quiddly and quietly.

Question: Who works with Aaron?

Answers:

- 1 oo _____ Ann. Ian.
- 2 OoO _____ Ann and Jar
- 3 OoooOo _____ Annabelle an(I faliet.'

- 4 oOooooOo There's Annabelle and there's Tanet.
 5 ooOooooOo Well there's Annabelle and then there's Tanet.
 6 oooOoooooooOo Well first there's Annabelle and then there's also lanet.
 7 oooooOoooooooOo Well first of all there's Annabelle and then you know there's also lanet.

(Note that although sometimes native speakers of English do speak like this with a lot of weakly stressed words, at other times they may use more strongly stressed words, e.g. 'Well, first of aU there's Annabelle and then you know there's also lanet.' Both are correct. Both have the same rhythm of strong and weak stress.)

A34 b Listen to the seven answers in 4a again and try to say them all in the same length of time. Try a few times. First practise putting your energy into the strongly stressed words. Next practise saying the weakly stressed words with less energy, so that you say them more quietly. Then practise saying the weakly stressed words more and more quickly. Record your voice and compare this with the recording, c Match the questions (1-3) with the pairs of answers (a-c) below. (In the brackets, the big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.)

Questions:

- 1 What kind of animals did Aaron book on the San Salvador flight?
- 2 What were two of the mistakes Aaron made before he went on holiday?
- 3 Who else works at the travel agency?

Answers:

- a) Anthony, Mrs AUen. (Ooo, ooOo)
 Well, there's Anthony, and then there's Mrs Allen. (ooOoo, oooooOo)
- b) An anteater, an antelope, and an aUigator. (oOoo, oOoo, ooOooo)
 He booked an anteater, as well as an antelope, and also an alligator.
 (oooOoo, ooooOoo, ooooOooo)
- c) The map, the backup. (oO, oOo)
 He lost the map, and he didn't do the backup. (oooO, oooooOo)

Practise reading the questions and answers aloud. Try to say the pairs of answers in the same length of time.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /\$/.

? L /-i И A < * <-; Y I ^

UNITS /ʌ/ cup

- I'm htingry. How much money's in the hat?
- Nothing.
- Nothing? I'm hungry too.
- Oh shut 1φ! Everybody's hungry.

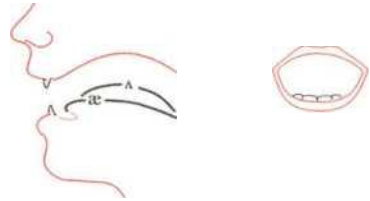


1 Target sound /ʌ/

A35a a First practise the sound /ʌ/
(see page 15). Listen and repeat.

A35b b Put your tongue back a litde to make
the short target sound /ʌ/.
Listen and repeat.

ʌ35r c Listen and repeat both sounds:
/æ/ and /ʌ/.



2 Minimal pairs

Sound 1 Sound 2

/æ/ /ʌ/

cap cup

where's my cap? Where's my cup?



hat hut

There's a hat in the garden. There's a hut in the garden,



track truck

See the tracks on the road. See the trucks on the road,



bag bug

She's got a bag. She's got a bug.



ankle uncle

Minimal pair words

A36a a Listen and repeat the words.

A36b b You will hear five words from each minimal pair. For each word write 1 for /aɪ/ (sound 1) or 2 for /ʌ/ (sound 2).

EXAMPLE Pair 1: 2, 1, 2, 1, 1

Minimal pair sentences

A37a c Listen to the minimal pair sentences.

A37b d Listen to six of the sentences and write 1 for /æ/ (sound 1) or 2 for /ʌ/ (sound 2).

A37a e Sentence stress

Listen to the pairs of sentences again and match them with the sentence stress patterns below. The big circles are the strong syllables and the small circles are the weak syllables.

EXAMPLE ooO (Pair 1) Where's my cap? / Where's my cup? a) ooO b) ooOoo c) ooOooO d) ooOooOo e) oOooOo Notice that if we put too many strong stresses in a sentence, we may sound angry, especially if the intonation keeps going down. Practise the sentences below.

see Wttrre's my cop? vŃ1ooŃ1o uR>le was mftUred.

A38 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-----------|--------------------------|---------|--------------------------|
| 1 a) cap | <input type="checkbox"/> | b) cup | <input type="checkbox"/> |
| 2 a) hat | <input type="checkbox"/> | b) hut | <input type="checkbox"/> |
| 3 a) bag | <input type="checkbox"/> | b) bug | <input type="checkbox"/> |
| 4 a) mad | <input type="checkbox"/> | b) mud | <input type="checkbox"/> |
| 5 a) hang | <input type="checkbox"/> | b) hung | <input type="checkbox"/> |
| 6 a) ran | <input type="checkbox"/> | b) run | <input type="checkbox"/> |

3 Dialogue

I a First practise the sound /ʌ/ in some of the words from the dialogue. Listen and repeat.

lunch just much one love cousin doesn't funny rubbish
 enough untrue shut up unhappy understand unattractive
 worry lovely honey brother other nothing company
 wonderful month does

A39 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-10) with the correct words from the box. They are all words like *love* spelled with o but pronounced /ʌ/.

worry lovely honey brother other nothing company wonderful month does
--

She doesn't love him

JASMINE: Honey, why are you SO sad?

(Duncan says i _____ .)

JASMINE: 2 _____ , why are you so unhappy? I don't understand.

DUNCAN: You don't love me, Jasmine.

JASMINE: But Duncan, I love you very much!

DUNCAN: That's untrue. Jasmine. You love my cousin.

JASMINE: Justin?

DUNCAN: No, his 3 _____ .

JASMINE: Dudley?

DUNCAN: No. Stop being funny. Jasmine. Not that one. The 4 _____ brother.

Hunter. You think he's 5 _____ and I'm unattractive.

JASMINE: Duncan! That's utter rubbish!

DUNCAN: And Hunter loves you too.

JASMINE: No he doesn't.

DUNCAN: Yes he 6 _____ .

JASMINE: Duncan, just once last 7 _____ I had lunch with Hunter. You mustn't
8 _____ . I like your 9 _____ much better than Hunter's.
Hunter's ...

DUNCAN: Oh, just shut up. Jasmine!

JASMINE: But honey, I think you're 10 _____ .

DUNCAN: Oh, shut *up*, Jasmine.

JASMINE: Now that's enough! You're just jealous, Duncan. *You shut up!*

A39 c Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Stress and intonation

Stress and intonation are used to show feelings in English. In the dialogue in 3 b, you may have noticed that Jasmine's stress and intonation changed at the end when she got angry with Duncan.

A40 a Study the sentences below, and then listen to the recording.

- | | | |
|----------|---------------------|-----------------|
| Emotions | N (neutral) | A (angry) |
| 1 | No, he doesn't. | oTTt^o |
| 2 | Yes, he does. | ooII |
| 3 | Now that's enough, | oo'of) '~90(ofl |
| 4 | I don't understand. | oodo9 |
| 5 | Oh just shut up. | ooOB |

A41 Listen to the sentences and write *A* for angry or *N* for neutral.

- 1 ___ 2 ___ 3_ 4 _____ 5 _____

Complete this statement.

If someone speaks with a lot of _____ ly stressed words, with the intonation going _____ all the time, they can sound very angry.

A42 b Intonation in a list

The intonation goes on the last strongly stressed word in each phrase, and then dotWj at the end. Listen and repeat.

He bought a cu^ and some rrr3.

He bought a some nuTs and some haney.

He bought a cuf^. some nufs. some horf'iey and a

BrrB.

c Game

'My uncle (mother/brother/cousin) went to London'

Practise this game with a group of five people. Choose any words from the list below.

EXAMPLE

A: My uncle went to London and he spent a lot of money. He bought a has company.

B: My uncle went to London and he spent a lot of money. He bought a bu^ company and a toy dtra^c.

Each player remembers what the others have said and then adds something to the list.

Practise saying these phrases before you start.

- | | | |
|-------------------------|----------------|----------------------|
| a cup | an onion field | some sacks of nuts a |
| a cuddly monkey | a bus company | toy duck a lovely |
| some honey | a brush | butterfly a hundred |
| some comfortable gloves | a bun shop | buttons |
| some sunglasses | | |

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /ə/. Make a list of all the words in this unit that are pronounced /ə/ but spelt with the letter o, like *love*. Add other words to this list when you see them.

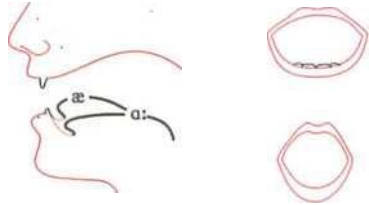
UNIT 6 /a:/ heart

- Marvellous cars, aren't they?
- Wonderful... fantastic ... so fast...
- They are ... they are ...



1 Target sound /a:/

- A43a a First practise the sound /a:/ (see page 15). Listen and repeat.
- A43b b Put your tongue further back and down to make the longer target sound /a:/. Listen and repeat.
- A43c c Listen and repeat both sounds together, /ae/ is short, /a:/ is long.



2 Minimal pairs A

Sound 1 Sound 2
/ae/ /a:/

cap carp
what a lovely cap! What a lovely carp!

hat heart
He touched his hat. He touched his heart,

cat cart
It's a farm cat.

ban
There's a farm cart,

pack barn
I'll pack the car. There's a barn on it.



111

IKMNSQ



Minimal pair words

- A44a a Listen and repeat the words.
- A44b b You will hear five words from each minimal pair. For each word write 1 for /ae/ (sound 1) or 2 for /a:/ (sound 2).
EXAMPLE Pair 1: 2, 1, 1, 2, 2

Minimal pair sentences

A45a c Listen to the minimal pair sentences.

A45bd Listen to five of the sentences and write 1 for /æ/ (sound 1) or 2 for /a:/ (sound 2).


A45a e Sentence stress

In English sentences, the important words have a strongly stressed syllable that is LOUDer and s l o w er. The unstressed syllables are quieter and quicker This gives English its rhythm.

Listen to the minimal pair sentences again and underline the sentence stress (on page 23).

EXAMPLE What a lovely carp!

Minimal pairs B

	Sound 1	Sound 2	
	<i>/n/</i> cup	<i>/aɪ/</i> carp	
	what a beautiful cup!	What a beautiful carp!	
	hut	heart	
	There's a problem with my hut.	There's a problem with my heart.	
	cut	cart	
	He covered his cut.	He covered his cart,	
	bun	barn	
	what's in that bun?	What's in that barn?	
	come		
	'Come down,' she said.		

Minimal pair words

A46a a Listen and repeat the words.

A46b b You will hear five words from each minimal pair. For each word write 1 for /e/ (sound 1) or 2 for /æ/ (sound 2).

EXAMPLE Pair 1; 1, 2, 1, 2, 2

Minimal pair sentences

A47a c Listen to the minimal pair sentences.

A47bd Listen to five of the sentences and write 1 for /ʌ/ (sound 1) or 2 for /ɑ:/ (sound 2).

A47a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (above).

EXAMPLE What's in that bun?

A48 f Tick the words a), b) or c) that you hear in the sentences.

- | | | | | | |
|--------------|--------------------------|------------|--------------------------|----------|--------------------------|
| 1 a) hat | <input type="checkbox"/> | b) hut | <input type="checkbox"/> | c) heart | <input type="checkbox"/> |
| 2 a) cat | <input type="checkbox"/> | b) cut | <input type="checkbox"/> | c) cart | <input type="checkbox"/> |
| 3 a) cap | <input type="checkbox"/> | b) cup | <input type="checkbox"/> | c) carp | <input type="checkbox"/> |
| 4 a) bun | <input type="checkbox"/> | b) barn | <input type="checkbox"/> | | |
| 5 a) come | <input type="checkbox"/> | b) calm | <input type="checkbox"/> | | |
| 6 a) Patty's | <input type="checkbox"/> | b) parties | <input type="checkbox"/> | | |

3 Dialogue

© a First practise the sound /a:/ in some of the names in the dialogue. Read the names aloud or visit the website to practise. Remember that when we say both the first and last names, the last name has the strongest stress.

It's I^a. It's Tara Darling.

Bart Jackson IVTargaret Markus Marsh AB^na

The sound /a:/ is also in some of the words in your instructions, example answer the target sound the mask the last name

A49 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-5) with the correct adjectives from the box.

marvellous attractive fantastic fabulous smart

At a party

(Margaret and Alana are at the bar. People are laughing in the garden.)

ALANA What a 1 _____, party this is! I'm having so much fun, Margaret.

MARGARET Where's your glass, Alana?

ALANA Here you are. Thanks. That's enough.

MARTIN Alana! Margaret! Come into the garden. Tara Darting and Markus Marsh are dancing on the grass.

MARGARET; In the dark?

MARTIN; They're dancing under the stars.

ALANA; 2 _____ I And Bart Jackson is playing his guitar.

MARGARET; Just look at Tara! She can't dance but she looks very 3 _____.

MARTIN; Look at Markus. What a 4 _____ dancer!

ALANA; What an 5 _____ couple they are! Let's take a photograph of them.

A49 c Listen to the dialogue to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

Intonation in exclamations

We often show the feeling of surprise in an exclamation where the intonation goes a long way up and then down.

A50 a Listen and repeat.

What a fast car!

What a funny dancer!

What a marvellous photograph!

What a fantastic guitar!

b Use these words to make exclamations about the pictures.
dark dirty fast marvellous smart unusual funny fantastic



5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /a:/.

UNIT? REVIEW

Card game: Pick up pairs

яЖл Photocopy and cut out cards from all minimal pairs in units 1-6.

Shuffle the cards and deal them face down all over the table.

Turn over any two cards and read their sentences aloud. If they are minimal pairs, you keep them and you continue playing.

If these two cards aren't minimal pairs, turn them face down again and the next person plays.

Collect as many pairs as you can in a time limit, e.g. ten minutes.

TEST

You can use a dictionary if you wish, but you don't need to understand every word to do this test.

- A51 1 For each line (1, 2, 3, 4, 5), first listen to the whole line. Then circle the one word that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk *.

<i>li'j</i>	<i>III</i>	<i>Id</i>	<i>/ar/</i>	<i>/ʌ/</i>	<i>/a:/</i>
1 bean	bin	Ben	ban	bun	barn
2 beat	bit	bet	bat	but	Bart
3 bead	bid	bed	bad	bud	bard*
4 peak	pick	peck	pack	Puck*	park
5 peaty*	pity	petty	Patty	putty	party

Score / 5

- 2 Circle the words with the same vowel sound as 1-3. 1 cup 2 heart

/ʌ/

done sad
 doesn't does
 match comb
 copy come hot
 us yes

/a:/

jump half
 am arm cut
 home are
 aren't can
 carry
 can't

28 UNIT 7 Review

3 sheep
/i:/



Score /15

Intonation jumble

Match the correct intonation pattern items a-f with the conversation items 1-6. Number 1 has been done.

- | | |
|---|-------------------------------|
| 1 'I'm going to make some jelly.' | a) _____ (a list) |
| 2 'Would you like lemon or cherry?' | b) ^{yes/no} question |
| 3 'Cherry.' | • (statement) |
| 4 'Can I help?' | d) "4 (short statement) |
| 5 'I need a spoon, a bowl, some jelly crystals and some hot water.' | e) -^"4 (exclamation) |
| 6 'What a lovely colour!' | f) _5<'~4(question with 'or') |

Score /5

Word stress

Underline the main stressed syllable in these words. (Score half a mark per item.)

advertising understand Lebanon lemonade sandwich
expensive sunglasses fantastic photograph guitar

Score /5

Total score /30

Additional review task using dialogues from Units 1-6

Unit 1	2	3	4	5	6	
Target sound /i:/	/i/	id	lɔɪl	/ɪ/	bl	
	sheep	ship	pen	man	cup	heart

From the above table, choose any target sounds that you had difficulty with.

- 1 Listen again to the dialogue in that unit, listening for the target sound.
- 2 Circle the target sound in any words in the dialogue.
- 3 Listen to the dialogue again and check your answers.
- 4 Check your answers in the key.
- 5 Listen to the dialogue again, listening for the target sound.
- 6 Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.

UNITS /o/ clock

-What's wrong?

- I've got a really bad backache.
- I'm sorry to hear that.

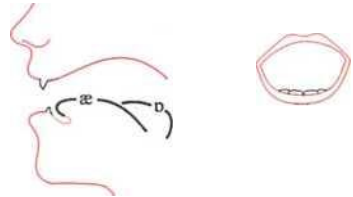


1 Target sound /ɒ/

A52a a First practise the sound /re/ (see page 15). Listen and repeat.

A52b b Put your tongue slightly back and bring your lips slightly forward to make the target sound /o/. Listen and repeat.

A52c c Listen and repeat both sounds together: /æ/ and /ɒ/



Minimal pairs

Sound 1 Sound 2

/æ/ /ɒ/

hat hot

It's hat weather.

It's hot weather,

cat

He's got a white cat.

cot



fax

Look for the fax.

He's got a white cot.

-

sack sock

Put it in a sack.

Put it in a sock.

tap top

Turn that tap slowly. Turn that top slowly,

backs box



>

Minimal pair words

A53a a Listen and repeat the words.

A53bb You will hear five words from each minimal pair. For each word, write 1 for /ar/ (sound 1) or 2 for /o/ (sound 2).

EXAMPLE: Pair 1: 2, 2, 1, 2, 1

Minimal pair sentences

A54a c Listen to the minimal pair sentences.

A54bd Listen to six of the sentences and write 1 for /ae/ (sound 1) or 2 for /o/ (sound 2).

A54a e Sentence stress

The most important words for the meaning of a sentence are spoken with a strong stress. Listen to the minimal pair sentences again and match them with the sentence stress patterns below. The big circles are the strong syllables and the small circles are the weak syllables. EXAMPLE oOOo (Pair 1) It's hat weather./It's hot weather, a) OooO b) oooOO c) ooOoO d) OoOOo e) OoooO A55 f Tick the words a) or b) that you hear in the sentences

- 1 a) cat b) cot
- 2 a) sack b)sock
- 3 a) tap b) top
- 4 a) Pat b) pot
- 5 a) baddie b)body
- 6 a) black b) block

3 Dialogue

First practise the sound /o/ in some of the words from the dialogue. Read the words aloud or visit the website to practise, soft hot long strong popular horrible wants what wrong socks job got often sorry washing Mrs Bloggs A56 **b** Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-6) with the correct adjectives from the box.

soft hot long strong popular horrible

TV advertisement for 'Onwash'



VOICE A: What's wrong with you, Mrs Bloggs?

MRS BLOGGS: What's wrong with me? I want a holiday from this . job of washing socks!

VOICE B Buy a bottle of 'Onwash', Mrs Bloggs!

VOICE C 'Onwash' is so 2 and 3

VOICE D You don't want lots of 4 water with 'Onwash'.

VOICE A It's not a 5 job with 'Onwash'.

VOICE B Use 'Onwash' often.

VOICE C You won't be sorry when you've got 'Onwash'.

VOICE D Everybody wants 'Onwash'.

EVERYBODY 'Onwash' is so 6 I

A56 c Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation in suggestions and commands

Intonation is the voice going or falling. Sometimes this shows whether the speaker is more polite and friendly or less friendly.

A57 a Listen.

Intonation goes up in a suggestion, and this sounds polite and friendly:

Have a holiday. Mrs Bloggs. Stop washing. Mr Wong.

Don't take that pot, Ms Morris.

Put it on the table. Miss Johnson.

Intonation goes down in a command, and this sounds less friendly:

Have a holiday. Mrs Bloggs.

Stop washing. Mr Wong.

Don't take that pot, Ms Morris.

Put it on the table. Miss

A58 b Intonation dictation

Listen to the intonation in the sentences below. Decide if they are suggestions (which are polite and friendly as the intonation is going up) or commands (which are less friendly as the intonation is going down). Draw an arrow up or down in the space before the strongly stressed word. Number 1 has been done.

- 1 Put these socks in the top“X drawer. John, command _____
- 2 Put it on top of the box. _____
- 3 Make the coffee hot, Mrs Wong. _____
- 4 Don't wash these socks in the washing machine, Robin. _____
- 5 Don't go to the wrong office. _____
- 6 Go to the shops. Oscar. _____
- 7 Don't go to the wrong doctor. Bronwen, _____

A58 c Listen again and then practise the sentences. Record your voice to compare your production of the intonation with the recording.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /o/.

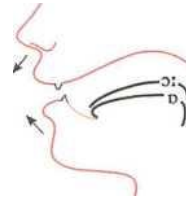
UNIT 9 /o:/ ball

- Dawn always goes for a jog in the morning.
- Don? Jogging? In the morning?
- No, not Don! His daughter-in-law, Dawn. She's very sporty.



1 Target sound *hi!*

- A59a a First practise the sound /o/ (see page 29). Listen and repeat.
- A59b b The back of your tongue goes up a little more to make the long target sound *hʊ*. Listen and repeat.
- A59c c Listen and repeat both sounds together. /o/ is short, /o:/ is long.



2 Minimal pairs

Sound 1 Sound 2

/d/ /o:/

Don Dawn

Is your name Don? Is your name Dawn?



cod cord

This cod was in the sea. This cord was in the sea.



shot short

He was shot. He was short.

pot port

It's a small pot. It's a small port,

fox forks

«7^

spot sport

don't like these spots. I don't like these sports.

Minimal pair words

A60a a Listen and repeat the words.

A60b b You will hear five words from each minimal pair. For each word write 1 for /o/ (sound 1) or 2 for /ə:/ (sound 2).

EXAMPLE Pair 1; 1, 1, 2, 2, 1

Minimal pair sentences

A6ia c Listen to the minimal pair sentences.

A6ib d Listen to six of the sentences and write 1 for /o/ (sound 1) or 2 for /o:/ (sound 2).

A6ia e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 33). Notice that the strongly stressed words are LOUDER and slower. The weakly stressed words are quieter and quicker.

A62 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-------------|--------------------------|-----------|--------------------------|
| 1 a) spots | <input type="checkbox"/> | h) sports | <input type="checkbox"/> |
| 2 a) pots | <input type="checkbox"/> | b) ports | <input type="checkbox"/> |
| 3 a) cod | <input type="checkbox"/> | b) cord | <input type="checkbox"/> |
| 4 a) shot | <input type="checkbox"/> | b) short | <input type="checkbox"/> |
| 5 a) Rod | <input type="checkbox"/> | h) roared | <input type="checkbox"/> |
| 6 a) what a | <input type="checkbox"/> | b) water | <input type="checkbox"/> |

3 Dialogue

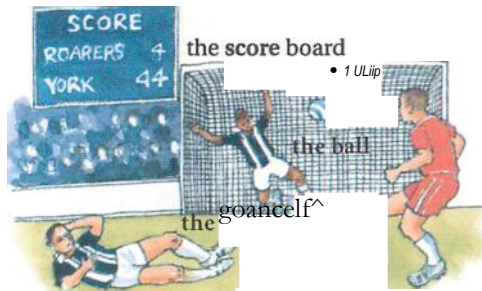
a First practise the sound /ə:/ in some of the words from the dialogue.

Read the words aloud or visit the website to practise.

Laura morning walking towards airport awful always reporter report

sports York fault (/fo:lt/ or /folt/)

A football match



a footballer has fallen over

a forward

A63 b Listen to the dialogue, paying particular attention to the target sound.

Sports report from Radio Station 4

ANNOUNCER: This morning the Roarers football team arrived back from York Laura Short is our sports reporter, and she was at the airport.

LAURA SHORT: Good morning, listeners. This is Laura Short All the footballers are walking towards me. Here's George Ball, the goalkeeper. Good morning, George.

GEORGE BALL: Good morning. Are you a reporter?

LAURA SHORT; Yes. George. I'm Laura Short from Radio Station 4. Tell us about the football match with York.

GEORGE BALL: Well, it was awful. We lost. And the score was forty-four, four. But it wasn't my fault, Laura

LAURA SHORT: Whose fault was it, George?

GEORGE BALL: The forwards.

LAURA SHORT: The forwards?

GEORGE BALL: Yes. The forwards. They were always falling over or losing the ball!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation

Intonation is the voice going up or down. We can show a feeling of surprise with an intonation that goes a long way up.

A64 a Listen to the speakers expressing surprise.

Mr Short always plays football in the morning.

In the morning?

Mr Short?

Football?

Always?

In this conversation B, C, D and E are all surprised by what A says. B is surprised that he plays *in the morning*. C is surprised that *Mr Short* plays. D is surprised that he *plays football*. E is surprised that he *always* plays.

A65 b Listen and then express surprise about the part of the sentence in *italics*, like the example.

EXAMPLE I saw Victoria *at the airport*.

Response: At the airport?

- 1 I've put the ball *in the drawer*.
- 2 It's too *warm* to go walking.
- 3 *Georgia* was looking gorgeous this morning.
- 4 Morgan has bought *forty-five forks*.
- 5 I'm going to buy *a horse*.
- 6 You ought to get up *at four in the mornins*.
- 7 I saw *Orlando* when I was *in New York*.
- 8 It's *your fault*.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /oil.

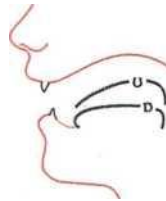
UNIT 10 /ʌ/ book



-Wesh Idp tall these b ks in that box now, sh Idn'twe?
 -Yes,wesh Id.

1 Target sound /ʌ/

- A66a a First practise the sound /o/ (see page 29). Listen and repeat.
- A66b b The back of your tongue goes forward and up a little more to make the target sound /ʌ/.
- c Listen and repeat both of these short sounds: /o/ and /ʌ/.



2 Minimal pairs

Sound 1 Sound 2

/o/ /ʌ/

pot put

Pot the plant in the garden. Put the plant in the garden.



^0^

cod could

How do you spell 'cod'? How do you spell 'could'?

^ /



lock look

I'll lock you up. I'll look you up.

^

rock rook

The wind blew around the rock. The wind blew around the rook.



box books

Give me the box. Give me the books.



1

Minimal pair words

- A67a a Listen and repeat the words.
- A67b b You will hear five words from each minimal pair. For each word write 1 for /o/ (sound 1) or 2 for /ʌ/ (sound 2).
 EXAMPLE Pair 1: 2, 2, 1, 2, 1

Minimal pair sentences

- A68a c Listen to the minimal pair sentences.
- A68bd Listen to five of the sentences and write i for /o/ (sound 1) or 2 for /ʌ/ (sound 2).

A69 e Sentence stress

Any word in a sentence can become *the* most important word, and have the strongest stress to give the sentence a special meaning. Listen to the minimal pair sentences again and write the word which has the strongest stress in each pair in the table. Then read the special meanings.

Strongest stress	Special meaning
Pair 1 <i>in</i>	Not just anywhere, e.g. near or beside it.
Pair 2	Everybody else has a different answer.
Pairs	Nobody else would do that.
Pair 4	But not under it or above it.
Pair 5	Don't trust anybody else.

A70 **f** Tick the words a) or b) that you hear in the sentences:

- 1 a) cock b) cook
 2 a) lock b) look
 3 a) god b) good
 4 a) cod b) could

3 Dialogue

I a First practise the sound /*ɪ*/ in some of the words from this unit. Read the words aloud or visit the website to practise.

good book foot cook look took should could would full sugar football
 bookshelf cookery shouldn't couldn't wouldn't A71 b Listen to the dialogue, paying attention to the target sound.

A lost book

MR COOK: Could you tell me where you've put my book, Bronwen?

MRS COOK: Isn't it on the bookshelf?

MR COOK: No, The bookshelf is full of your cookery books.

MRS COOK: Then you should look in the bedroom, shouldn't you?

MR COOK: I've looked. You took that book and put it somewhere, didn't you? **MRS**

COOK: The living room?

MR COOK: No. I've looked. I'm going to put all my books in a box and lock it. **MRS COOK:**

Look, John! It's on the floor next to your foot.

MR COOK: Ah! Good!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

Intonation: down tags

EXAMPLE We should put all these books in that box *now*, glTi^pldn't we?
 The intonation in most question tags is going down. This means that the speaker expects agreement. So down tags are used a lot in conversations to create agreement and rapport between the speakers.

A72 a Listen and repeat.

Should you? shouldn't you? could you? couldn't you? Will he?
wouldn't he?

He couldn't cook, could he? She could play football. Wouldn't she?

You wouldn't look. Would you? They would like sugar. wouldn't they?

A73 b Practise in pairs. Listen and respond, like the example.

EXAMPLE She couldn't cook.

A: She couldn't cook. Could she?

B: No, she couldn't.

- 1 We couldn't cook a cake without sugar.
- 2 Good footballers shouldn't eat too much pudding.
- 3 You should look at some good cookery books.
- 4 You wouldn't 'put your foot in it''*.
 ('idiom meaning say or do the wrong thing)
- 5 They wouldn't 'cook the books''*.
 ('idiom meaning change the accounts to steal money)

5 Spelling

- ' - ■ Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /*u*/.

UNIT 11 /u:/ boot

- full of good food.
- Such beautiful puddings!
- But too much sugar...
- I had a huge serving of chocolate mousse with stewed fruit.
- I had the blueberry soufflé and the rhubarb strudel.
- / was very foolish. I had two servings of gooseberry fool.
- What a fool you are!

(Note: *fool* has two meanings: 1 a stupid person; 2 mousse, soufflé, strudel and fool are desserts)

I'm

©



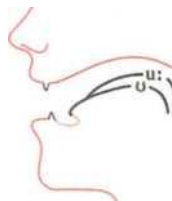
1 Target sound /u:/'

B2a a First practise the sound /u/

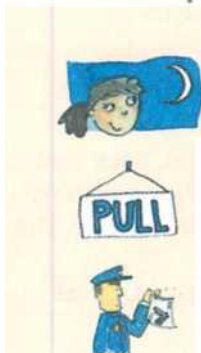
(see page 36). Listen and repeat.

B2b b Put your tongue up and back a little more to make the long target sound /u:/. Listen and repeat.

B2c c Listen and repeat both sounds together.
/u/ is short. /u:/ is long.



2 Minimal pairs



Sound 1 Sound 2

/u/ /u:/'

look Luke

Look, a new moon! Luke, a new moon!

pull pool

The sign said 'Puli'. The sign said 'Pool',

full fool

This isn't really full proof. This isn't really foolproof.

~~could wood~~

would wooed

'He would, Julie, at the full moon.' He wooed Julie at the full moon.



o



(Note: *proof* has two meanings: 1 evidence that something is true; 2 *foolproof*- made so that it can't be damaged, even by a fool)

Minimal pair words

B3a a Listen and repeat the words.

B3b b You will hear five words from each minimal pair. For each word write 1 for /ʌ/ (sound 1) or 2 for /u:/ (sound 2).
EXAMPLE Pair 1: 2, 2, 1, 2, 1

Minimal pair sentences

B4a c Listen to the minimal pair sentences.

B4b d Listen to five of the sentences and write 1 for /o/ (sound 1) or 2 for /u:/ (sound 2).

B5 e Listen to the strong and weak stresses in: oOooOo a foolproof computer.

Then listen and underline the strong stresses in:

OooO waterproof boots oOoOo a wind-proof jacket

OooOo childproof containers oOooO an ovenproof dish

oOooO a waterproof coat oOooO a bullet-proof vest.

B6 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|--------------|--------------------------|------------|--------------------------|
| 1 a) look | <input type="checkbox"/> | b) Luke | <input type="checkbox"/> |
| 2 a) full | <input type="checkbox"/> | b) fool | <input type="checkbox"/> |
| 3 a) pull | <input type="checkbox"/> | b) pool | <input type="checkbox"/> |
| 4 a) fullish | <input type="checkbox"/> | b) foolish | <input type="checkbox"/> |
| 5 a) would | <input type="checkbox"/> | b) wooed | <input type="checkbox"/> |

3 Dialogue

I a First practise the sound /u:/ in some of the words and phrases from the dialogue. Read the words aloud or visit the website to practise,
who school soup threw unit rudeness rudest student
continue computer chewing gum excuse me good
afternoon
it was you!

B7 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed. The number in brackets tells you how many strong stresses there are in that line. The first line has been done.

The two rudest students in the school**MISS LUKE:** (1)**GIRLS:** (2)**MISS LUKE:** (4)

(5)

LUCY: (2)**MISS LUKE:** (1)**LUCY:** (2)**MISS LUKE:** (5)**LUCY:** (2)**MISS LUKE:** (1)**LUCY:** (2)**SUSAN:** (3)**JULIE:** (1)**SUSAN:** (8)**JULIE:** (4)**SUSAN:** (1)**JULIE:** 0)**MISS LUKE:** (11)
after school instead of going to the pool.**4 Sentence stress**

88 a Listen to this conversation. Notice how the strongly stressed words are LOUDer, and the weakly stressed words are said very quid^.

Excuse me.**Yes?****Could you M me where 1 can get some (1) shoelaces?****Yes. There's a shop next to the (2) supermarket that sells uy good (1) shoelaces. I'm going there tos-**

42 UNIT 11 /u:/ boot

Use the words below to make more conversations like the one in 4a. Try to say the unstressed syllables quickly.

shoelaces

herbal shampoo

toothpaste

tools

football boots

tuna

chewing gum

fresh fruit juice

supermarket

swimming pool

computer shop

newspaper stand

school

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /u:/.

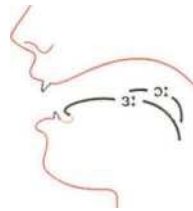
UNIT 12 /ɜ:/ girl

- All my co-workers have started ... er... walking © to work... er... very early in the morning.
- Oh. And do *you* walk to work?
- Not me ... er ... I'm the world's worst walker.



1 Target sound /ɜ:/

- B9a a First practise the sound /ɜ:/ (see page 33). Listen and repeat.
- B9b b Put your tongue forward and up a little more to make the target sound /ɜ:/. Listen and repeat.
- B9c c Listen and repeat both of these long sounds together: /ɜ:/ and /ɜ:/.



Minimal pairs A 0

Sound 1 **Sound 2**
hil **1ɜ:1**

four fur
 She's got four. She's got fur.



torn turn
 It's a torn sign. It's a turn sign.



warm worm
 I wouldn't like warm soup. I wouldn't like worm soup.



walker worker
 He's a fast walker. He's a fast worker.

Minimal pair words

B10a a Listen and repeat the words.

Blob b You will hear five words from each minimal pair. For each word write 1 for /ɜ:/ (sound 1) or 2 for /ɜ:/. (sound 2).

EXAMPLE Pair 1: 1,2, 1,1,2

Minimal pair sentences

Biia c Listen to the minimal pair sentences.

Biib d Listen to four of the sentences and write 1 for /ə:/ (sound 1) or 2 for /ɜ:/ (sound 2).

Biia e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 43).

EXAMPLE I wouldn't like warm soup.

Minimal pairs B

Sound 1 Sound 2

Id /31/

ten turn

The sign says ten. The sign says turn.



Ben burn

Look at it, Ben. Look at it burn,



bed bird

It's a colourful bed. It's a colourful bird,



Minimal pair words

Bi2a a Listen and repeat the words.

Bi2b b You will hear five words from each minimal pair. For each word write 1 for /e/ (sound 1) or 2 for /ɜ:/ (sound 2).

EXAMPLE Pair 1: 2, 2, 2, 1, 1

Minimal pair sentences

Bi3a c Listen to the minimal pair sentences.

Bi3bd Listen to four of the sentences and write 1 for /e/ (sound 1) or 2 for /ɜ:/ (sound 2).

Bi3a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (above).

EXAMPLE It's the west wind.

Minimal pairs C



Sound 1 **Sound 2**
 /ʌ/ /ɜ:1/
fun **fern**
 Fabulous fun! Fabulous fern!

bun burn

Look at that bun. Look at that burn,

bud bird

gull **girl**
 There's a gull on the beach. There's a girl on the beach.

Minimal pair words

B 14a a Listen and repeat the words.

B14b b You will hear five words from each minimal pair. For each word write 1 for /ʌ/ (sound 1) or 2 for /ɜ:/ (sound 2).
 EXAMPLE Pair 1; 1, 2, 1, 2, 1

Minimal pair sentences

B15a c Listen to the minimal pair sentences.

B15b d Listen to four of the sentences and write 1 for /ʌ/ (sound 1) or 2 for /ɜ:/ (sound 2).

B15a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (above).

EXAMPLE Fabulous fun!

B16 f Tick the words a) or b) that you hear in the sentences:

- | | | | | | |
|------------|--------------------------|----------|--------------------------|----------|--------------------------|
| 1 a) bed | <input type="checkbox"/> | b) bud | <input type="checkbox"/> | c) bird | <input type="checkbox"/> |
| 2 a) Ben's | <input type="checkbox"/> | b) buns | <input type="checkbox"/> | c) burns | <input type="checkbox"/> |
| 3 a) ward | <input type="checkbox"/> | b) word | <input type="checkbox"/> | | |
| 4 a) walk | <input type="checkbox"/> | b) work | <input type="checkbox"/> | | |
| 5 a) short | <input type="checkbox"/> | b) shirt | <input type="checkbox"/> | | |
| 6 a) or | <input type="checkbox"/> | b) er | <input type="checkbox"/> | | |

3 Dialogue

I a First practise the sound /ɜ:/ in words from the dialogue below. Read the words aloud or visit the website to practise, were weren't nurse worst world shirts hurts thirsty Thursday dirty Sir Herbert Colonel Burton B17 b Listen to the dialogue, paying attention to the target sound.

The worst nurse



SIR HERBERT: Nurse!

COLONEL BURTON: Nurse! I'm thirsty!

SIR HERBERT: Nurse! My head hurts!

COLONEL BURTON: Nurse Sherman always wears such dirty shirts.

SIR HERBERT: He never arrives at work early.

COLONEL BURTON: He and ... e r . . . Nurse Turner weren't at work on Thursday, were they?

SIR HERBERT: No, they weren't.

COLONEL BURTON: Nurse Sherman is the worst nurse in the ward, isn't he, Sir Herbert?

SIR HERBERT: No, he isn't. Colonel Burton. He's the worst nurse in the world!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation: up or down tags

B18 a The intonation of question tags is usually going *daVvn*. This means the speaker expects agreement. Down tags are used a lot to create agreement and rapport between the speakers.

EXAMPLE A: We were at work early, wS^en't we?

B: Yes, we were.

Sometimes the intonation goes *uφ*. This means the speaker is not sure if the information is correct and is asking the listener to check it. Before an up tag there is often a slight pause..

EXAMPLE A: The nurses were at work on Thursday, w^en't they?

B: Yes, they were.

B19 b Up or down?

Listen and mark intonation arrows on the tags (expects agreement) or /f(not sure). Number 1 has been done.

- 1 They weren't walking to work, were they? not sure _____
- 2 Those dirty shirts were Nurse Turner's, weren't they? .
- 3 The wards weren't dirty, were they? _____
- 4 They weren't speaking German, were they? .
- 5 Those nurses were thirsty, weren't they? __
- 6 The Colonel and Sir Herbert were the worst patients in the ward. weren't they? _____

c Practise reading the questions above with the same intonation. Record your voice to compare your production of the intonation with the recording.

5 Spelling

Look back over this unit at words with the target sound and write what you noticed about how to spell the sound /ɜː/.

UNIT 13 /ə/ a camera

- Remember to telephone your sister the day after tomorrow, for her birthday.
- And don't forget to send a letter to your brother.
- Shall I send *you* a letter?
- Of course. But don't forget to telephone as soon as you arrive.

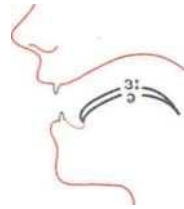


1 Target sound /ə/

B20a a First practise the sound /ɜ:/ (see page 43). Listen and repeat.

B20b b Make the same sound but very very short to make the target sound /ə/. Listen and repeat.

B20c c Listen and repeat both sounds together: /ɜ:/ is long, /ə/ is very short.



2 /ə/ in unstressed words and syllables

B2ia a Listen and repeat. The spelling has been changed in the words on the right to show you when to use the sound /ə/.

a photograph of Barbara



1 ə phə'tɒgrəf əv Bɑ:bərə

a glass of water



2 ə glɑ:s əv wɔ:tə

a pair of binoculars



3 ə peɪər əv bɪ'nɒkjʊləs

a photograph of her mother and father



4 ə fə'tɒgrəf əv hɑ:məðər ənd fɑ:ðə

a book about South America



5 ə bu:k əb'aʊt saʊθ ə'merɪkə

A

b Cover the words on the left and practise questions and answers.

EXAMPLE A: What's in picture two?

B: a glass əfwatə

B2ib c Telling the time

Listen and repeat.
Look at the clock.
What's the time?

It's six o'clock.

It's a quarter to seven.



Look at tha clock.
What's tha time?

It's six a'clock.

It's a **quarta ta Sevan.**

Now practise these.

EXAMPLE A: What's tha time?

B: It's a quarta ta twelve.



3 Reading aloud

© a Read this story aloud or visit the website to practise. The spelling has been changed to show you when to make the sound /a/. Record your voice to listen to your production of the target sound.



Barbara spent Sataday aftanoon looking at a beautiful book about South america.

'I want ta go ta South america,' she said ta haself.

Tha next morning, when Barbara woke up it was six a'clock, and ha brothas and sistas wa still asleep. Barbara looked at tham, and then closed har eyes again.

Then she quietly got out af bed and started ta pack ha suitcase.

She took same comfatable clothes out af tha cupbad. She packed a pair af binoculas and ha sista's camara. She packed a photagraph af haself and one af ha mothar and fatha.

'I musn't faget ta have same breakfast,' she said ta haself. Bat then she looked at tha clock. It was a quarta ta seven.

Til jast drink a glass af wata,' she said.

'a glass af wata,' she said.

'Wata,' she said, and opened har eyes.

She was still in ha bed, and ha brothas and sistas wa laughing at ha.

'Tell as what you wa dreaming about,' they said ta ha.

Bat Barbara didn't answa. She was thinking about ha wondaful journey ta South america.

B22 b Weak forms

Listen to the example of the weak form and the strong form of *was*.

EXAMPLE

Was she dreaming?

This is the sound /ə/. This is the weak form of *was*.

Yes, she was.

This is a different sound. This is the strong form of *was* Then listen and repeat.

Was she thinking about South America? Yes, she was.

Wa her brothers and sisters asleep? Yes, they were.

Da they like reading? Yes, they do.

Have you read about South America? Yes, I have.

Das your friend like reading? Yes, he does,

a we working hard? Yes, we are.

Has your friend been to South America? Yes, he has.

Can you swim? Yes, I can.

B23 c Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-----------|--------------------------|---------|--------------------------|
| 1 a) has | <input type="checkbox"/> | b) has | <input type="checkbox"/> |
| 2 a) can | <input type="checkbox"/> | b) can | <input type="checkbox"/> |
| 3 a) was | <input type="checkbox"/> | b) was | <input type="checkbox"/> |
| 4 a) does | <input type="checkbox"/> | b) das | <input type="checkbox"/> |
| 5 a) am | <input type="checkbox"/> | b) am | <input type="checkbox"/> |
| 6 a) them | <input type="checkbox"/> | b) tham | <input type="checkbox"/> |

4 Dialogue

a Read this dialogue and circle the sound /ə/. The first line has been done for you.

Shopping

A: I'm going to the library.

B: Can you buy something for me at the newsagent's?

A: But the newsagent's is a mile from the library.

B: No. Not that newsagent's. Not the one that's next to the fish and chip shop.

I mean the one that's near the butcher's.

A: Oh, yes. Well, what do you want?

B: Some chocolates and a tin of sweets and an address book.

B24 b Listen and check your answers, then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /ə/.

UNIT 14 REVIEW

Card game: Pick up same sounds

A Photocopy and cut out cards from all minimal pairs in Units 8-13.

Shuffle the cards and deal them face down all over the table.

Turn over any two cards and read their sentences aloud. If they are the same vowel sound you keep them and you continue playing.

If those two cards aren't the same vowel sound, turn them face down again and the next person plays.

Collect as many same sound pairs as you can in a time limit, e.g. ten minutes.

TEST

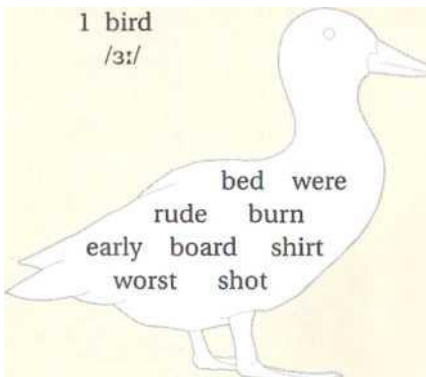
You can use a dictionary if you wish, hut you don't have to understand every word to do this test.

- B25 1 For each line (1, 2, 3, 4), first listen to the whole line. Then circle the one word - or part of a word - that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk*. Incomplete words have the rest of the word written in brackets, e.g. *foll(ow)*.

	/ɒ/	hil	/ʌ/	/u:/	/ɜ:7
1	Poll(y)	Paul	pull	pool	Pearl
2	fol(ow)	fall	full	fool	furl*
3	cod	cord	could	coed	curd*
4	wad	ward	would	wood*	word

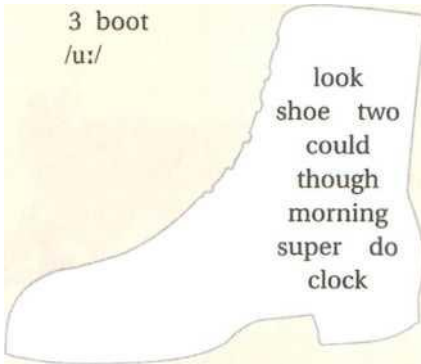
Score / 4

- 2 Circle the words with the same vowel sound as 1-4.



- 2 ball
hil

torn water
girl all glass
four log
talk nurse



4 book
/u:/'

full box
cook who
lock threw
would look
tool good

Score / 20

B26 Listen to the sentences and mark which kind of question tag is being used:

agreement (expected) _/unsure (so checking the information)

- 1 You can buy bootlaces at the shoeshop, can't you? _____
- 2 That carpet shop sells cushions too, doesn't it? _____
- 3 Sue bought her flute at the music shop, didn't she? .
- 4 You'd like a new cookery book, wouldn't you? ____
- 5 The bookshop's next to the newsagent's, isn't it? __
- 6 You do want your birthday presents to be a surprise, don't you? _____

Score /6

Total score / 30

Additional review task using dialogues from Units 8-12

Unit	8	9	10	11	12	13
Target sound	/o/	bl	/0/	/u:/	bl	/ə/
	clock	ball	book	boot	girl	a camera

From the above table, choose any target sounds that you had difficulty with.

- 1 Listen again to the dialogue in that unit, listening for the target sound. If you have chosen the target sound /ə/, listen for that sound in any of the dialogues from Units 8-12.
- 2 Circle the target sound in any words in the dialogue.
- 3 Listen to the dialogue again and check your answers.
- 4 Check your answers in the key.
- 5 Listen to the dialogue again, listening for the target sound.
- 6 Read the dialogue aloud, and record your voice to compare your production of the target sound with the CD.

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.

UNIT 15 /ei/ male

- I'm afraid I've made a mistake on this form.
Is your name spelt J-A-C-K?
- No. It's J-A-H-K. And here's another mistake.
My occupation. I'm not a wine taster. I'm a food tester.



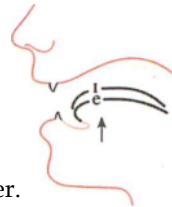
1 Target sound /ei/

B27a a First practise the sound *Id* (see page 11). Then practise the short sound *III* (see page 7). Listen and repeat.

B27b b Join the two sounds: /eei/.

B27c c Listen and repeat the target sound /ei/.

The second part of the sound is shorter.



2 Minimal pairs C

Sound 1 Sound 2

Id /ei/

pen **pain**

what an awful pen!

What an awful pain!

shed

The dog's in the shed.

shade

The dog's in the shade,

edge

It's a difficult edge.

wet **age**

Just wet.

It's a difficult age.

test **taste**

Test this food.

Taste this food.

pepper **paper**

That's too much pepper. That's too much paper.



Minimal pair words

B28a a Listen and repeat the words.

B28b b You will hear five words from each minimal pair. For each word, write 1 for *Id* (sound 1) or 2 for /ei/ (sound 2).

EXAMPLE Pair 1: 1, 1, 2, 2, 1

Minimal pair sentences

B29a c Listen to the minimal pair sentences.

B29b d Listen to six of the sentences and write i for /ɪ/ (sound 1) or 2 for /eɪ/ (sound 2).

B29a e Sentence stress

First read the minimal pair sentences and try to guess which words will be stressed. Notice which words are nouns, adjectives or main verbs. These are often important, and the most important words for the meaning of a sentence are stressed.

Then listen to the sentences again and underline the sentence stress (on page 54).

EXAMPLE What an awful pen! / What an awful pain!

B30 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-------------|--------------------------|----------|--------------------------|
| 1 a) pen | <input type="checkbox"/> | b) pain | <input type="checkbox"/> |
| 2 a) shed | <input type="checkbox"/> | b) shade | <input type="checkbox"/> |
| 3 a) pepper | <input type="checkbox"/> | b) paper | <input type="checkbox"/> |
| 4 a) let | <input type="checkbox"/> | b) late | <input type="checkbox"/> |
| 5 a) letter | <input type="checkbox"/> | b) later | <input type="checkbox"/> |
| 6 a) get | <input type="checkbox"/> | b) gate | <input type="checkbox"/> |

3 Dialogue

a First practise the target sound /eɪ/ in some words from the dialogue.

Read the words aloud or visit the website to practise,
 made late changed may say train waiting eight
 Grey timetable April station ages Baker eighteen
 afraid mistake today

B31 b Listen to the dialogue, paying attention to the target sound.

At the railway station

(Mr Grey is waiting at the railway station for a train.)

MR GREY: This train's late! I've been waiting here for ages.

PORTER Which train?

MR GREY The 8.18 to Baker Street.

PORTER The 8.18? I'm afraid you've made a mistake, sir.

MR GREY A mistake? My timetable says: Baker Street train - 8.18.

PORTER Oh no. The Baker Street train leaves at 8.08.

MR GREY At 8.08?

PORTER They changed the timetable at the end of April. It's the first of May today.

MR GREY: Changed it? May I see the new timetable? What does it say?

PORTER: It says; Baker Street train - 8.08.

MR GREY; Oh ΠO , you're right. The train isn't late. I am.

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation

B32 a In a conversation we can show surprise by repeating the other person's words with the intonation going Listen.

EXAMPLES

A: I'm afraid you've made a mistake, sir. B: A mistake?

A; They changed the timetable. B: Cbjfinged it?

B33 b Write B's part in the conversation below by repeating the part in *italics*. Note that number 7 needs a different word in the answer. Draw intonation arrows following the example in 1. Check your answers by listening to the recording and then practise the intonation. Record your voice to compare your production of the intonation with the recording.

Л

1 A: It's the eighth of May.

B: *The eighth?* _____

2

A: Yes. It's Mrs Grey's birthday *today*. B

A; Yes. She's *eighty-eight*. B

A: Yes. And she's *going away* for a holiday B

A: That's right. And she's going *by plane*. B

A: Yes. She wants to go *to Spain*. B

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about spelling the sound /ei/.

UNIT 16

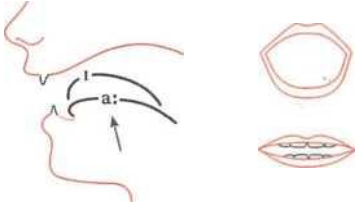
/ai/ fine

- ... er ... Hi!... Are you all right? ... er...
Would you like a ride in my cart?
- No thanks. I'm fine. I'm just flying my kite and enjoying the sunshine.
- Oh ... er... alright! Have a nice time!



1 Target sound /ai/

B34a a First practise the long sound *lad* (see page 23). Then practise the short sound /i/ (see page 7). Listen and repeat. B34b b Join the two sounds: /aiaiau/.
B34c c Listen and repeat the target sound *lad*.
The second part of the sound is shorter.



Minimal pairs Φ



	Sound 1 /a:/ bar	Sound 2 /ai/ buy
	That was a good bar.	That was a good buy.
	bark what a noisy bark.	bike



-t

	Pa He loves his Pa.	what a noisy bike,
	pie	
	It's got two R's.	He loves his pie.



	cart It's a cart.	eye It's got two eyes.
	heart Check the heart.	kite It's a kite.

Minimal pair words

B35 a Listen and repeat the words.

B36 b You will hear five words from each minimal pair. For each word write 1 for /a:/ (sound 1) or 2 for /ai/ (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 1, 1

Minimal pair sentences

B37a c Listen to the minimal pair sentences.

B37b d Listen to six of the sentences and write 1 for /aɪ/ (sound 1) or 2 for /a:/ (sound 2).

B37a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 57). Strongly stressed words are LOUDer and s l o w er.

Weakly stressed words are quieter and quicka;

EXAMPLE That was a good buy.

B38 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|--------------|--------------------------|-----------|--------------------------|
| 1 a) cart | <input type="checkbox"/> | b) kite | <input type="checkbox"/> |
| 2 a) darning | <input type="checkbox"/> | b) dining | <input type="checkbox"/> |
| 3 a) star | <input type="checkbox"/> | b) sty | <input type="checkbox"/> |
| 4 a) laugh | <input type="checkbox"/> | b) life | <input type="checkbox"/> |
| 5 a) hard | <input type="checkbox"/> | b) hide | <input type="checkbox"/> |
| 6 a) Pa | <input type="checkbox"/> | b) pie | <input type="checkbox"/> |

3 Dialogue

First practise the target sound /ai/ in words from the dialogue. Read the words aloud or visit the website to practise.

hi right ride smile five nine drive Miles Heidi Riley Nigel Caroline bike nice type iced mobile climbing spider Friday library tonight

Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps 1-10 with the correct words from the box.

B39

bike nice type iced mobile climbing spider Friday library tonight

Heidi, Caroline and Nigel

(Heidi and Caroline are both typing.)

HEIDI: (Stops typing. She's smiling.) Hi, Nigel.

NIGEL: Hi, Heidi. Hi, Caroline. You're looking i _____, Caroline.

(Silence from Caroline. She keeps typing.)

NIGEL: Would you like some 2 _____ coffee, Caroline?

CAROLINE: *(Keeps on typing.)* No thanks, Nigel. I'm busy typing. I have 99 pages to 3 _____ by Friday.

NIGEL: Never mind. Do you like motor 4 _____ riding, Caroline?

CAROLINE: Sometimes. *(Mobile phone rings.)* ... My 5 _____ I ... Hello ... *(Smiles.)* ... Hi, Riley! Mmmm! ... *(Laughs.)* ... I'd like that... Mmmm ... at five ... at the 6 _____ ... it's 19 High Street... bye bye! *(Caroline puts away her mobile and starts typing.)*

NIGEL: Would you like to come riding with me 7 _____, Caroline?

CAROLINE: Not tonight, Nigel. I'm going for a drive with Riley. *(Smiles to herself and keeps typing.)*

NIGEL: What about 8 _____

CAROLINE: Friday? I'm going 9 _____ with Miles.

NIGEL: All right then. Bye.

HEIDI: Caroline, Nigel's put something behind your computer.

CAROLINE: Is it something nice, Heidi?

HEIDI: No. It's a 10 _____ .



B39 c Listen to the dialogue to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Word stress

B40 a Listen and repeat.

flying ice skating sky diving driving horse riding wine tasting kite flying
climbing cycling

A b Use the words above to practise this conversation.

A: I think _____ is quite exiting. Do you like it?

B: Yes. Would you to come _____ with me on Friday?

A: I'd really like to. But I'm busy on Friday. Would some other time be all right?

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /ai/.

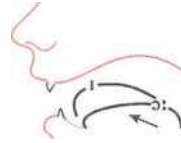
UNIT 17 *hi!* boy



-1 put all this oil in the rice?
 -Yes, all the oil, and then let it boil.

1 Target sound /əx/

- B4ia a First practise the sound /ə:/ {see page 33}.
 Then practise the short sound /ɪ/ (see page 7). Listen and repeat.
- B4ibb Join the two sounds:/o: o: o: i:/.
- B4ic c Listen and repeat the target sound *hiL*. The second part of the sound is shorter.



2 Minimal pairs



Sound 1 *hil*
all

Sound 2 /əx/
oil

It's all there, It's oil there,

ball **boil**
 It's a ball on his head.

corn It's a boil on his head,
 Look at that golden corn.

tore **coin**
 The paper tore. Look at that golden coin,

»*'
roar **toy**
 Hear the engine roar. The paper toy.



Minimal pair words

- B42a a listen and repeat the words. Then listen and repeat.
- B42b **b** You will hear five words from each minimal pair. For each word, write 1 for *loil* (sound 1) or 2 for /oɪ/ (sound 2).
 EXAMPLE Pair 1: 1, 2, 1, 2, 2

Minimal pair sentences

- B43a c Listen to the minimal pair sentences.
- B43b d Listen to five of the sentences and write 1 for *loil* (sound 1) or 2 for *loil* (sound 2).

B43a e Sentence stress

Listen to the minimal pair sentences again and notice that the most important words for the speaker's meaning are **LOUDER**. The less important words for the meaning are quieter. Underline the most important words in the sentences (on page 60).

EXAMPLE Hear the engine. Roy.

B44 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|--------------|--------------------------|------------|--------------------------|
| 1 a) corn | <input type="checkbox"/> | b) coin | <input type="checkbox"/> |
| 2 a) bawling | <input type="checkbox"/> | b) boiling | <input type="checkbox"/> |
| 3 a) all | <input type="checkbox"/> | b) oil | <input type="checkbox"/> |
| 4 a) aw | <input type="checkbox"/> | b) oi | <input type="checkbox"/> |
| 5 a) bore | <input type="checkbox"/> | b) boy | <input type="checkbox"/> |
| 6 a) all | <input type="checkbox"/> | b) oil | <input type="checkbox"/> |

3 Dialogue

© a First practise the target sound /ɔɪ/ in words from the dialogue. Read the words aloud or visit the website to practise.

boy toy noise voice spoilt pointing destroyed employed
appointment annoying disappointing

Intonation in names

The main stress is on the last name.

Joyce fɪəɪəl Rɔɪ ɛv ɪ re Rɔʊls kɔɪne **B45 b** Listen to the dialogue,

paying attention to the target sound.

Joyce Royal's Rolls Royce

(Joyce Royal takes her noisy Rolls Royce to the mechanic employed at the garage, a young boy named Roy Coyne. Roy loves Rolls Royces.)

ROY COYNE: What a terrible noise, Mrs Royal!

JOYCE ROYAL: Isn't it annoying, Roy? It's out of oil.

ROY COYNE: A Rolls Royce! Out of oil? ... And look! (*pointing*) ... The water's

boiling! Perhaps you've spoilt the motor. Or even destroyed it. How disappointing! It's such a beautiful Rolls Royce! ... (*raising his voice*) ...

AND A ROLLS ROYCE ISN'T A TOY!

JOYCE ROYAL: How disappointing! I'll be late for my appointment.



c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Word stress

B46 a Guess the main stressed syllable in each word in this list. (They all contain the same sound.) Then listen and check your answers, annoying unemployment oyster employer appointment enjoy poisonous destroyer ointment moist embroidery toilet disappointed join b Dictionary work: secondary stress

In *Ship or Sheep?* the main stress in a word is shown in bold, e.g. *employment*.

When you meet a new word, you can check the word stress in a good dictionary (e.g. *Cambridge Learner's Dictionary*). Most dictionaries use the symbol ' in front of the main stressed syllable, and the symbol , to show any secondary stress (usually in longer words), e.g. /'lʌpɪnɪ'pɪəɪtənt/. Choose four of the longest words in the list in 4a and use your dictionary to check if there is any secondary stress.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound *hi/*.

UNIT 18 /aɪ/ house

- How's your cow?
- Better now I'm taking it to Roy Coyne. It's running around the town using much less oil.
- I didn't ask about your car! I said how's your cow? You know, your bmwn cow!

©

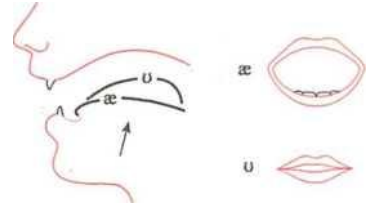


1 Target sound /aɔ/

B47a a First practise the sound /æ/ (see page 23). Then practise the sound /ɪ/ (see page 36). Listen and repeat.

B47b b Join the two sounds: /ææææɪ/.

B47c c Listen and repeat the target sound /aɪ/. The second part of the sound is shorter.



2 Minimal pairs



Sound 1	Sound 2
/a:/	/aɪ/
car	cow
It's the best car.	It's the best cow.



bar bow

It was a long bar. It was a long bow.

bra brow

Her bra was wrinkled. Her brow was wrinkled,

grass grouse

There's beautiful grass here. There's beautiful grouse here. '

arch ouch

'Arch!' he said loudly. 'Ouch!' he said loudly.

Minimal pair words

B48a a Listen and repeat the words.

Minimal pair sentences

B49a Listen to the minimal pair sentences.

B49b Listen to five of the sentences and write 1 for /a:/ (sound 1) or 2 for /aɪ/ (sound 2).

B49a e Sentence stress

First read the minimal pair sentences and notice which words are adjectives or adverbs. These are often important for the meaning of a sentence (as well as nouns and main verbs). Then listen to the sentences again and underline the sentence stress (on page 63).

EXAMPLE It's the best car.

B50 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|------------|--------------------------|-----------|--------------------------|
| 1 a) car | <input type="checkbox"/> | b) cow | <input type="checkbox"/> |
| 2 a) grass | <input type="checkbox"/> | b) grouse | <input type="checkbox"/> |
| 3 a) bra | <input type="checkbox"/> | b) brow | <input type="checkbox"/> |
| 4 a) ha | <input type="checkbox"/> | b) how | <input type="checkbox"/> |
| 5 a) ah | <input type="checkbox"/> | b) ow! | <input type="checkbox"/> |
| 6 a) tarn | <input type="checkbox"/> | b) town | <input type="checkbox"/> |

3 Dialogue

First practise the sound /aɪ/ in words from the dialogue. Read the words aloud or visit the website to practise.

ow! now how shouting house mouse couch loudly town
down frown brown round found lounge ground somehow
mountain around pronounce upside down

B51 b Correction

There are six items to change in the dialogue. Read the dialogue and listen to the recording at the same time. Make the words the same as the recording.

A mouse in the house



MR BROWN (*shouting loudly*) I'VE FOUND A MOUSE!

MRS BROWN Owl You're shouting too loudly. Sit down and don't frown.

MR BROWN (*sitting down*) I've found a mouse in the house.

MRS BROWN A town mouse?

MR BROWN Yes. A little round mouse. It's running around in the lounge.

MRS BROWN On the ground?

MR BROWN Yes. It's under the couch now.

MRS BROWN: Well, get it out.

MR BROWN: How?

MRS BROWN: Turn the couch upside down. Get it out somehow. We don't want a mouse in our house. Ours is the cleanest house in the town!

c Practise reading the corrected dialogue. Record your voice to compare your production of the target sound with the recording.

4 Stress in phrasal verbs

B52 a EXAMPLE 1 Sit down.

Listen and repeat.

1 He's sitting down.

2 He's lying down.

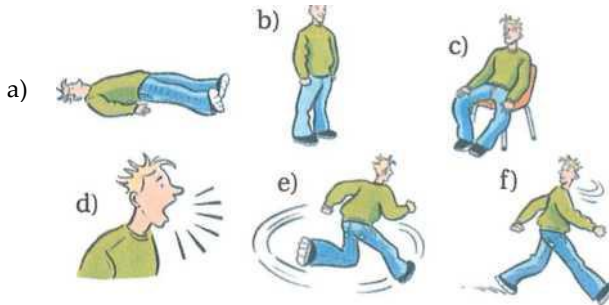
3 He's standing up.

4 He's turning round.

5 He's shouting out.

6 He's running around.

b Match these pictures with the correct sentences in 4a.



B53 c EXAMPLE 2 Get it out.

Listen and repeat.

1 Put it down.

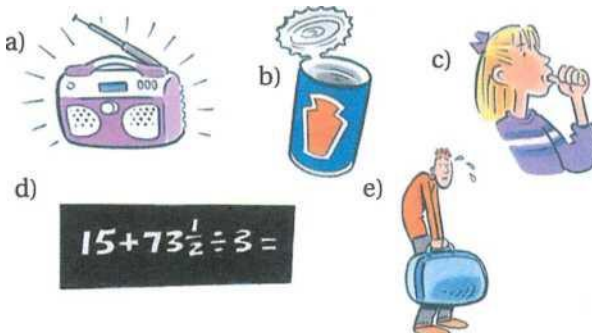
2 Take it out.

3 Throw it out.

4 Turn it down.

5 Work it out.

d Match these pictures with the correct sentences in 4c.



5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /aɪ/.

UNIT 19 /əɪ/ phone

- Are you going to go to the boat show?
- Mmm ... don't know ... Maybe I'll go with Bert.
- Does Bert have a boat?
- No.
- Oh.

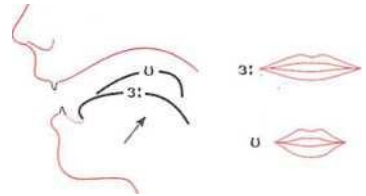


1 Target sound /əɪ/

B54a a First practise the sound /ɜ:/ (see page 43). Then practise the sound /ɪ/ (see page 36). Listen and repeat.

B54bb Join the two sounds;/ɜ:ɜ:ɜ:ɪ/.

B54c c Listen and repeat the target sound /əɪ/. The second part of the sound is shorter.



2 Minimal pairs A

Sound 1 Sound 2

/ɜ:/ /əɪ/

burn bone

It's a large burn. It's a large bone.



fern phone

It's a green fern. It's a green phone.



Bert boat

That's my Bert. That's my boat.



work woke



flirt float

He likes flirting. He likes floating.



Minimal pair words

B55a a Listen and repeat the words.

B55b b You will hear five words from each minimal pair. For each word write 1 for

/ɜ:/ (sound 1) or 2 for /əɪ/ (sound 2).

EXAMPLE Pair 1: 2, 1, 1, 2, 1

Minimal pair sentences

B56a c Listen to the minimal pair sentences.

B56b d Listen to five of the sentences and write 1 for /ə:/ (sound 1) or 2 for /əɪ/ (sound 2).

B56a e Sentence stress

Listen to the minimal pair sentences again and notice the strong stress on the pair words.

EXAMPLE ooO/ooO It's a green fern./It's a green phone.

Notice how aU the other words in the sentence are said more qtriddy and quietly. Underline the sentence stress in the sentences (on page 66).

Minimal pairs B



Sound 1 *h:l*
caught
Gino's caught.

Sound 2 */əɪ/*
coat
Gino's coat.



nought
It's a nought.

note
Ifs a note.

s'/.ft^:

bought
We had a bought picnic.

boat
We had a boat picnic.



jaw
It's my jaw.

Joe

ball
Give me the ball.

It's my Joe.



bowl



Minimal pair words

B57 a Listen and repeat the words.

—ir B58 b You will hear five words from each minimal pair. For each word write 1 for /ə:/ (sound 1) or 2 for /əɪ/ (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 1, 2

Minimal pair sentences

B59a c Listen to the minimal pair sentences.

B59b d Listen to five of the sentences and write 1 for *hi/* (sound 1) or 2 for /əɪ/ (sound 2).

B59a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 67).

EXAMPLE Gino's caught.

B60 f Tick the words a), b) or c) that you hear in the sentences.

- | | | | | |
|-----------|--------------------------|----------|--------------------------|------------|
| 1 a) fern | <input type="checkbox"/> | b) phone | <input type="checkbox"/> | |
| 2 a) or | <input type="checkbox"/> | b) Oh | <input type="checkbox"/> | |
| 3 a) ball | <input type="checkbox"/> | b) bowl | <input type="checkbox"/> | |
| 4 a) burn | <input type="checkbox"/> | b) bone | <input type="checkbox"/> | c) woke II |
| 5 a) walk | <input type="checkbox"/> | b) work | <input type="checkbox"/> | |

3 Dialogue

\ a First practise the target sound /əɪ/ in words from the dialogue. Read the words aloud or visit the website to practise, oh go no know Joe snow throw coat woke nose closed don't Jones only window over going snowball joking October hello

B61 b Listen to the dialogue, paying attention to the target sound.

Snow in October

(Joe Jones is sleeping, but Joanna woke up a few minutes ago.)

JOANNA: Joe! Joe! JOE! Hello, wake up, Joe!

JOE: *(groans)* Oh! What is it, Joanna?

JOANNA: Look out of the window.

JOE: No. My eyes are closed, and I'm going to go to sleep again.

JOANNA: Oh! Don't go to sleep, Joe. Look at the snow!

JOE: Snow? But its only October. I know there's no snow.

JOANNA: Come over to the window, Joe.

JOE: You're joking, Joanna. There's no snow.

JOANNA: OK. I'll put my coat on and go out and make a snowball and throw it at your nose, Joe Jones!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Rhyming

Notice that /əɪ/ may sound different when followed by the letter T.

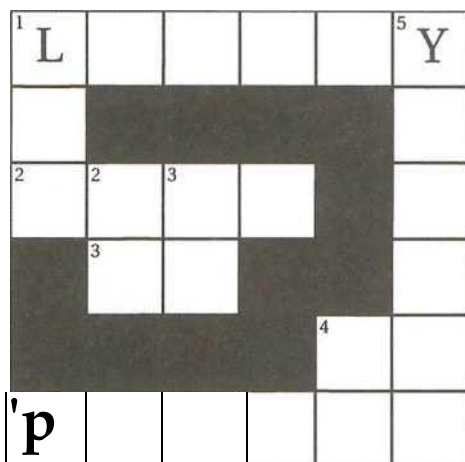
B62 a Listen and repeat.

old hole bowl cold hold stole sold told gold

In the list above five words rhyme with *old*, and two words rhyme with *hole*. Which words are they?

EXAMPLE 'gold' rhymes with 'old', b Rhyming crossword

The clues are words which rhyme with the answer but do not have the same meaning.



Clues

Across:

1 only

2 don't

3 know

4 Joe

5 billow

Down:

1 slow

2 John

3 snow

4 no

5 hello

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /əɪ/.

UNIT 20 /ɪə/ year

- There's a bee in your beer.
- I can't hear.
- I said here's to you, my dear.
- Cheers, dear! I've been hearing that joke about a bee in my beer for nearly sixty-three years.

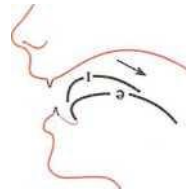


1 Target sound /ɪə/

B63a a First practise the sound /ɪ/ (see page 7). Then practise the sound /ə/ (see page 48). Listen and repeat.

B63b b Join the two sounds: /ɪə/.

B63c c Listen and repeat the target sound /ɪə/.



2 Minimal pairs



Sound 1	Sound 2
/i:/	/ɪə/
E	ear
That E's too big.	That ear's too big.
bee	beer
It's a small bee.	It's a small beer
tea	tear
This tea tastes salty.	This tear tastes salty,



pea	pier
bead	beard
He has a black bead.	He has a black beard.

Minimal pair words

B64a a Listen and repeat the words.

B64b b You will hear five words from each minimal pair. For each word, write 1 for /i:/ (sound 1) or 2 for /ɪə/ (sound 2).

EXAMPLE Pair 1: 2, 1, 1, 2, 2

Minimal pair sentences

B65a c Listen to the minimal pair sentences.

' B65b d Listen to five of the sentences and write 1 for /u/ (sound 1) or 2 for /ʊ/ (sound 2).

■ B65a e Sentence stress

First imagine how the minimal pair sentences will be spoken if the only stress is on the pair word.

EXAMPLE He has a black beard.

Imagine this word being said more LOUDly and s 1 o w ly, and all the other words more quiddy and quietly. Then listen to the sentences again and underline the sentence stress (on page 70).

B66 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-----------|--------------------------|----------|--------------------------|
| 1 a) bee | <input type="checkbox"/> | b) beer | <input type="checkbox"/> |
| 2 a) tea | <input type="checkbox"/> | b) tear | <input type="checkbox"/> |
| 3 a) bead | <input type="checkbox"/> | b) beard | <input type="checkbox"/> |
| 4 a) pea | <input type="checkbox"/> | b) pier | <input type="checkbox"/> |
| 5 a) E's | <input type="checkbox"/> | b) ears | <input type="checkbox"/> |
| 6 a) Dee | <input type="checkbox"/> | b) dear | <input type="checkbox"/> |

3 Dialogue

1a First practise the target sound /ɪə/ in some words from the dialogue.

Read the words aloud or visit the website to practise,
 dear Lear here nearly bearded idea Austria windier
 disappear atmosphere beer clear year heier cheers beard
 mountaineer beer

B67 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps 1-8 with the correct words from the box below.

beer clear year hear cheers beard mountaineer beer
--

A bearded mountaineer

(Mr and Mrs Lear are on holiday in Austria.)

MR LEAR: Let's have a 1 _____ here, dear.

MRS LEAR: What a good idea! They have very good beer here. We came here last 2 _____.

MR LEAR: The atmosphere here is very 3 _____.

MRS LEAR: But it's windier than last year.

MR LEAR: (speaking to the waiter) Two beers, please.

MRS LEAR: Look, dear! Look at that 4 _____ drinking beer.

MR LEAR His 5 _____ is in his beer.

MRS LEAR His beard has nearly disappeared into his 6 _____

MR LEAR Sh! He might 7 _____.

WAITER MR *(bringing the beer)* Here you are, sir. Two beers.

LEAR MRS Thank you. *(drinking his beer)* Cheers!

LEAR 8 _____! Here's to the bearded mountaineer!

- 0—f B67 c Listen to the dialogue and check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 The letter 'r' - pronounced or silent?

When there is no vowel following it, /r/ is silent. This 'rule' only applies to some speakers of English, e.g. in south-east England, South Africa, Australia. But many native speakers always pronounce /r/, e.g. in southwest England, Scotland, America. So you may choose to omit this exercise if you are learning a variety of English where /r/ is always pronounced.

B68 a Listen and repeat.

Y not pronounced

Here they are.

Here's the beer.

Y pronounced (before a vowel)

Here_are_all the books.

The beer_is here^on the table.

- 0—T B69 b Read these sentences and decide which words have 'r' pronounced. Then listen and check.

I can hear Mr Lear.

Mr Lear calls her 'dear'.

He's a mountaineer.

He can hear us too.

Dear old Mrs Lear is here in the kitchen.

A mountaineer always spends some time each year in the mountains.

5 Spelling

- 0—D- Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /rə/.

UNIT 21 /eə/ chair

- Hello ... Oh, Claire!... Oh!... Oh!... Wh ...
Where's the wedding? Here? ...
- Oh, there!... What... What are you going to wear? ...
- In your hair? ... And ... Oh, my dear, I wouldn't dare!

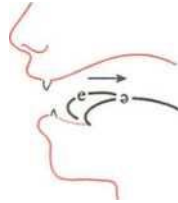


1 Target sound /eə/

B70a a First practise *Id* (see page 11).
Then practise /ə/ (see page 48).
Listen and repeat.

B70b **b** Join the two sounds: /eeəə/.

B70c c Listen and repeat the target sound /eə/.



2 Minimal pairs Q



Sound 1
/ɪə/
ear
The ear isn't good.

Sound 2
/eə/
air

The air isn't good,



beer
It's a sweet beer.

bear



pier
That's an old pier.

It's a sweet bear,

pear



hear

That's an old pear,



tear
That's a tear.

hair

How do you spell 'hair'?

Cheers!
'Three cheers!' he said.

tear

Minimal pair words

B71a a Listen and repeat the words.

B71b **b** You will hear five words from each minimal pair. For each word, write 1 for /ɪə/ (sound 1) or 2 for /eə/ (sound 2).
EXAMPLE Pair 1: 2, 2, 1, 1, 2

Minimal pair sentences

B72a c Listen to the minimal pair sentences.

0^ B72b d Listen to six of the sentences and write 1 for /ɪʊ/ (sound 1) or 2 for /eə/ (sound 2).

B72a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 73).

EXAMPLE How do you spell 'hear'?

CH-s B73 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-------------|--------------------------|-----------|--------------------------|
| 1 a) cheers | <input type="checkbox"/> | b) chairs | <input type="checkbox"/> |
| 2 a) beer | <input type="checkbox"/> | b) bear | <input type="checkbox"/> |
| 3 a) pier | <input type="checkbox"/> | b) pear | <input type="checkbox"/> |
| 4 a) here | <input type="checkbox"/> | b) hair | <input type="checkbox"/> |
| 5 a) dear | <input type="checkbox"/> | b) Dare | <input type="checkbox"/> |
| 6 a) clear | <input type="checkbox"/> | b) Claire | <input type="checkbox"/> |

3 Dialogue

a First practise the target sound /eə/ in words from the dialogue. Read the words aloud or visit the website to practise.

where there they're pair hair chair Claire square Mary
upstairs downstairs everywhere

B74 b Listen to the dialogue, paying particular attention to the target sound.

A pair of hairclips

MARY: I've lost two small hairclips, Claire. They're a pair.

CLAIRE: Have you looked carefully everywhere?

MARY: Yes. They're nowhere here. They just aren't anywhere!

CLAIRE Have you looked upstairs?

MARY (*getting impatient*) Upstairs! Downstairs! Everywhere! They just aren't there!

CLAIRE: Hm! Are they square, Mary?

MARY: Yes. Why?

CLAIRE: Well, you're wearing one of them in your hair!

MARY: Oh! Then where's the other one?

CLAIRE: It's over there under that chair.

MARY: Hm!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

The letter Y - pronounced or silent?

When there is no vowel following it, /r/ is silent. This 'rule' only applies to some speakers of English, e.g. in south-east England, South Africa, Australia. But many native speakers always pronounce /r/, e.g. in south-west England, Scotland, America. So you may choose to omit this exercise if you are learning a variety of English where /r/ is always pronounced.
B75 a Listen and repeat.

'r' not pronounced	'r' pronounced (before a vowel)
Claire a pair	Claire^and Mary
a square chair	a pair^of shoes
	a square^envelope

B76 b Read these sentences and decide which words have 'r' pronounced.

Then listen and check.

It's there.

There it is.

They're here.

They're under a table.

I've looked everywhere for them. I've looked everywhere in the house.

5 Spelling

0"

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /eə/.

UNIT 22 REVIEW

Card game: Pairs snap

A Photocopy and cut out cards from all minimal pairs in Units 15-21.

Shuffle the cards and deal them face down to make a pile of cards in front of each player.

Take turns to quickly turn your top card face up and put it on top of a new pile in the middle of the table. When you see two cards together that are a minimal pair, quickly say 'Snap!' and put your hand on the pile. Then you can add all those cards to your pile.

Collect as many cards as you can in a time limit, e.g. ten minutes.

TEST

You can use a dictionary if you wish, but you don't have to understand every word to do this test.

- B77 1 For each line (1, 2, 3, 4, 5), first listen to the whole line, then circle the one word, or part of a word, that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown with an asterisk. Incomplete words have the rest of the word written in brackets, e.g. *Woy(Woy)*.

/ei/	/aɪl	loll	lad	/əʊ/	ho!	/eə/
1 bay	buy	boy	bow (v)	bow (n)	beer	bear
2 hay	high	Hoy!*	how	Ho!	here	hair
3 A	I	Oy!*	Ow!	Oh!	ear	air
4 weigh	why	Woy(Woy)*	Wow!	woe	weir	wear
5 Tay*	tie	toy	Tao*	toe	tier	tear

Score / 5

- 2 Circle the words with the same vowel sound as 1-5

1 paper
leil

edge barge
page voyage
percentage
weight fright
pain poppies
pepper

2 shine
lail

Tnackine

sing noise
shy spoilt
frightened
stars darn
sioh shorn

3 house
/aɪ/
n

4 nose
/əʊ/
n

horse how's
hose harms
grass owl all
tour found
goose

5 pear
/eə/
n

class
annoys home soup
mouse snow serve
gnaws though through



pea beer
pier their
they're stare
pain closed
agai ears

Score /15

3 Pronounced/silent 'r'

Show where the letter 'r' is pronounced. (Score 1 for each correct line.)

EXAMPLE Are Amber and Rogei_architects?

- 1 We're looking for a builder or an architect, Adler and Anderson.
- 2 Where are their offices?
- 3 They're over there, aren't they?
- 4 Are you an engineer or an architect, Mr Adler?
- 5 I'm a structural engineer and this is Blair Anderson, our architect.

Score 1/5

4 Word stress

Underline the stressed syllable in these words or phrases. (Score half a mark per item.)

timetable today cycling horse riding appointment snowball
atmosphere nowhere work it out turn it down

Score

/5

Total score / 30

Additional review task using dialogues from Units 15-21

Unit	15	16	17	18	19	20	21
Target sound	/ei/	/ai/	/Di/	/ao/	/əo/	/iʊ/	/eə/
	male	fine	boy	house	phone	year	chair

From the above table, choose any target sounds you had difficulty with.

- 1 Listen again to the dialogue in that unit, listening for the target sound.
- 2 Circle the target sound in any words in the dialogue. ^
- 3 Listen to the dialogue again and check your answers.
- 4 Check your answers in the key.
- 5 Listen to the dialogue again, listening for the target sound.
- 6 Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.

Section B

Consonants

Making English sounds

Use your voice for some consonant sounds:

1b/ ldl /g/ /v/ /z/ /w/ /r/ /l/ /r/ /r/
 /n/ /o/ (ring) /dʒ/ (jam) /j/ (yes)
 /ʒ/ (vision) /f/ (the feather)

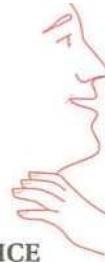
Don't use your voice for some consonant sounds:

/p/ /t/ /k/ /f/ /s/ /ʃ/ (shoe)
 /tʃ/ (cherry) /θ/ (thin)



VOICE

These are 'voiced'.



NO VOICE

These are 'unvoiced'.

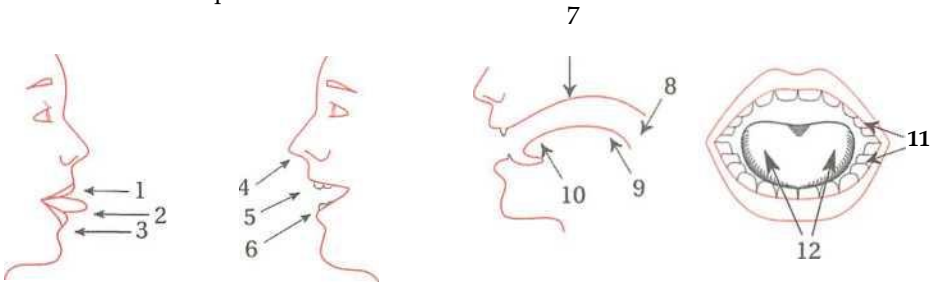
1 Are these consonants voiced or unvoiced? Write (v.) or (unv.).

- | | |
|------------|--------------------|
| <u>/p/</u> | 6 <i>u</i> |
| <u>/t/</u> | 1 <i>v</i> |
| <u>III</u> | 8 <i>a</i> |
| <u>/k/</u> | 9 <i>o</i> |
| <u>/d/</u> | 10 <i>a</i> |
| | 11 <i>j</i> |

e-

Match these words with the numbers in the pictures,

- a) the nose
- b) the back of the tongue
- c) the top teeth
- d) the top lip
- e) the roof of the mouth
- f) the sides of the tongue
- g) the throat
- h) the front of the tongue
- i) the tip of the tongue
- j) the side teeth
- k) the bottom teeth
- l) the bottom lip



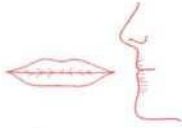
3 Match the pictures (1-7) in A with the words (a-g) in B. A B



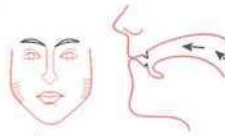
1



5



2



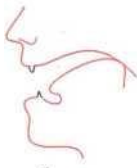
6



3



7



4

- a) Close your lips.
- b) Open your lips
- c) Close your lips hard.
- d) Touch your side teeth with the sides of your tongue.
- e) Touch the front of the roof of your mouth with the front of your tongue.
- f) Touch the back of the roof of your mouth with the back of your tongue.
- g) Push air forward in your mouth.

How are English consonant sounds made?

air being stopped,
then... released
suddenly:
/p/ /b/ /t/ /d/ /k/ /g/

stops or plosives

air moving between air coming through the two
parts of the mouth nose:
(or throat) which are /m/ /n/ /ŋ/
close to each other:
/f/ /v/ /s/ /z/ /h/ /θ/ /ð/ /ʒ/ /ʒ/

fricatives

nasals

air being released more
slowly:
/tʃ/ /dʒ/

affricates

air moving between
two not so close parts:
/w/ /r/ /j/

approximants

air coming round the
sides of the tongue:
/l/

lateral

UNIT 23 /p/ pen

- Excuse me. Please could you help me?
- How can I help you?... Oh,... you want your parcel up there?
- Yes. Put it on top of that pile of newspapers, please... Thank you.



1 Target sound /p/

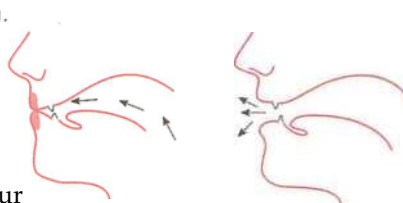
B78a a Listen to the sound /p/. This is an unvoiced sound.

B78b b To make the louder sound /p/ at the beginning of a word, first close your lips hard. Then push air forward in your mouth. **Then quickly open your lips to release the air suddenly.** Don't use your voice. Listen and repeat; /p/.

B78c c Notice that sometimes /p/ is quieter because the air isn't released suddenly. Listen.

up top help helps help me.

Omit from ** to ** above to make this quieter sound.



2 Sound /p/

/p/

pin

It's a useful pin.

T

pen

Pen, please!

pear

Look at the yellow pear!

cap

It's an old cap.

pup

what a lively pup!



B79a a In the words on page 81, notice that the target sound is quieter in *cap* and at the end of *pup*. Listen and repeat the words.

B79b b Listen to the sentences.

B79b c Sentence stress

The most important words for the speaker's meaning are strongly stressed. This means that they are pronounced a little more LOUDly and s l o w l y than the other words in the sentence. Practise listening for these important words. They are underlined here.

It's a useful pin.

Pen, please.

Look at the yellow pear.

It's an old cap.

What a lively pup!

Do you like Poppy?

B79b d Listen again and repeat the sentences.

3 Dialogue

a First practise the target sound /p/ in words from the dialogue. Read the words aloud or visit the website to practise.

The sound /p/ is louder before a vowel, and fairly loud before 't' or 'r'.

One-syllable words: pot pie piece spoon plate plane please
Two-syllable words: pencil Peter pepper pocket Poppy postcard pulling Paris airport
stupid practise plastic people apple

(The strong stress is always on the first syllable in these words.)

Two-syllable words: surprised perhaps

(The strong stress is always on the second syllable in these words.)

Three-syllable words: passenger newspaper potato impatient pepper pot.

Note on word stress: Word stress doesn't usually change. Bold is used to show you which part of the word is strongly stressed, i.e. which syllable is always pronounced more LOUDly and s l o w l y than the other(s).

Note on sentence stress: Sentence stress changes with the speaker's meaning. Underlining is used here to show you which words in the sentence are being strongly stressed, i.e. which words are pronounced more LOUDly and s l o w l y than the others:

It's a piece of potato pie on a plastic plate. Peter is surprised.

The sound /p/ is often quieter at the end of a word.



an envelope with a stamp a cup Help! a pipe What happens to the quiet sound if the next word begins with a vowel? a cup_of tea Help^us!

The sound /p/ is usually quiet and sometimes almost silent before a consonant. Listen and repeat.

empty	upstairs	dropped	help me
helpful	perhaps	MrTupman	stop shouting
stop talking	stop pulling		

B80 b Listen to the dialogue, paying attention to the target sound. Notice that it is sometimes louder or quieter. Then read the dialogue and fill the gaps (1-6) and (a-f) with the correct words from the boxes. Numbers 1 and a) have been done as examples.

Words 1-6 have a louder /p/ sound:

past pocket passports policeman pepper potato

Words a-f have a quieter /p/ sound:

upstairs stop envelope cup dropped help

Passports, please

(Mr and Mrs Tupman are at the airport They have just got off the plane from Paris.)

OFFICIAL Passports, please!

MR TUPMAN Poppy! Poppy! I think I've lost the i passports !

MRS TUPMAN How stupid of you, Peter! Didn't you put them in your 2 _____ ?

MR TUPMAN: *(emptying his pockets)* Here's a pen ... a pencil . a _____ my pipe ... a postcard ... an aienvelope with a stamp ... a pin

MRS TUPMAN: Oh, b)_____ . taking things out of your pockets. Perhaps you put them in the plastic bag.

MR TUPMAN: *(emptying the plastic bag)* Here's a newspaper... an apple ... a pear ... a plastic c) _____ ... a spoon ... some paper plates ... a piece of 3 _____ pie ... a 4 _____ pot...

MRS TUPMAN; Oh, Stop pulling things out of the plastic bag, Peter. These people are getting impatient.

MR TUPMAN: Well, d) _____ me. Poppy.

MRS TUPMAN: *(to official)* We've lost our passports. Perhaps we e) _____ them on the plane.

OFFICIAL: Then let the other passengers s _____ ,, please.

MR TUPMAN: Poppy, why don't you help? You aren't being very helpful. Put the things in the plastic bag.

OFFICIAL; Your name, please?

MR TUPMAN: Tupman.

OFFICIAL: Please go f) _____ with this 6 _____ , Mr Tupman.

B80 C Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Stress and intonation

B81 a Stress

Listen and underline the stressed syllables. The first one in each column has been done as an example. Check your answers, then listen and repeat.

a pin	a pencil	a paper plate
a pen	a postcard	a pepper pot
a pear	a picture	a plastic spider
some soap	a carpet	a piano
a pipe a spoon	a puppy an apple	an expensive present for Poppy

B82 b Intonation

Intonation usually goes down on the last strongly stressed word in a sentence. In a list, the intonation goes up with each item but 'down on the last item. Listen and repeat.

He bought a pen.

He bought a pen and a pencil.

He bought a pin and a pencil and a pin.

A

c Practise this game in a group of four or five. You must remember what the others have said and then add something to the list.

EXAMPLE A: Peter went to Paris and he bought a pipe.

B: Peter went to Paris and he bought a pipe and a picture.

C: Peter went to Paris and he bought a pipe, a picture and a piano.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /p/.

UNIT 24 **/b/** baby

- Are those people backpackers? ... They've got packs on their backs.
- But they aren't... *travelling*. They've just been shopping and they're waiting for a bus or a cab.
- So does that mean they aren't backpackers? They're just... er ... people with backpacks.
- Mm.



1 Target sound /b/

B83a a First practise the unvoiced sound /p/ (see page 81). Listen and repeat.

B83b b Use your voice to make the target sound /b/. Listen and repeat.

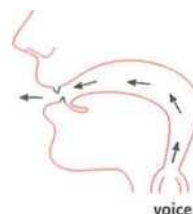
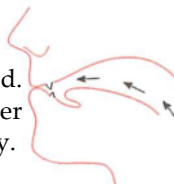
B83c c Listen and repeat both sounds together, /p/ is unvoiced. *1b/* is voiced.

B83d d Notice that sometimes /b/ is quieter because the air isn't released suddenly.

Listen.

job jobs cab cabs verb verbs

1.



Minimal pairs

T

Sound 1 Sound 2

Ip/ /b/

pin **bin**

It's a useful pin.

It's a useful bin.



pen **Ben**

Pen, please!

Ben, please!

O

pear

Look at the yellow pear.

bear

Look at the yellow bear,

cap

It's an old cap.

cab

It's an old cab.

pup

What a lively pup!

Poppy **pub**

Do you like Poppy?



Minimal pair words

B84a **a** Listen and repeat the words. Notice that the target sound is quieter in *cab* and *pub*.

B84b **b** You will hear five words from each minimal pair. For each word, write 1 for /p/ (sound 1) or 2 for /b/ (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 2,

Minimal pair sentences

B85a **c** Listen to the minimal pair sentences.

B85b **d** Listen to six of the sentences and write 1 for /p/ (sound 1) or 2 for /b/ (sound 2).

B85a e Sentence stress

Listen and underline the strongly stressed words in the minimal pair sentences (on page 85). Notice that when an important word has more than one syllable, like *yellow*, the sentence stress is only on the strong syllable.

EXAMPLE It's a useful bin.

B86 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|------------|--------------------------|----------|--------------------------|
| 1 a) pin | <input type="checkbox"/> | b) bin | <input type="checkbox"/> |
| 2 a) Poppy | <input type="checkbox"/> | b) Bobby | <input type="checkbox"/> |
| 3 a) pup | <input type="checkbox"/> | b) pub | <input type="checkbox"/> |
| 4 a) pig | <input type="checkbox"/> | b) big | <input type="checkbox"/> |
| 5 a) pack | <input type="checkbox"/> | b) back | <input type="checkbox"/> |
| 6 a) peach | <input type="checkbox"/> | b) beach | <input type="checkbox"/> |

3 Dialogue

©a First practise the target sound /b/ in words from the dialogue. Read the words aloud or visit the website to practise.

/b/ is LOUD before a vowel and fairly loud before T and 'r'.

One-syllable words: big but been book birds blue black blouse

Two-syllable words: better busy cabbie Ruby brother buttons birthday (first syllable stressed)

Two-syllable words: about (second syllable stressed)

Three-syllable words: somebody beautiful Btu^bara butterflies terribly remember

1bl is often quiet before a consonant or at the end of a word, a

cab Bob pub a proverb Bob's job.

Is it louder when the next word begins with a vowel? the cab^over there the pub^on the corner the job^is interesting B87 **b** Listen to the dialogue, paying attention to the target sound. Notice that it is sometimes louder or quieter.

Happy Birthday

BOB: Hi, Barbara!

BARBARA: Hi, Bob. It's my birthday today.

BOB: Oh, yes! ... Your birthday! ... er... Happy birthday, Barbara!

BARBARA: Thanks, Bob. Somebody gave me this blouse for my birthday.

BOB: What a beautiful blouse! It's got... mm ... er... blue butterflies on it

BARBARA: And big black buttons.

BOB: Did ... er... mm ... Ruby buy it for you?

BARBARA: Yes. And my brother gave me a book about birds.

BOB: I didn't remember your birthday, Barbara. I'm terribly sorry. I've been so busy with my new job. I left my old job. The one in the pub. Guess what? I'm driving a cab.

BARBARA: A cabbie! Congratulations! Don't worry about the birthday present.

Bob. But, remember that proverb: 'Better late than neveK.'

c Find five words in the dialogue where the sound /b/ is quieter, d Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Word stress

B88 a In compound nouns, the stress is on the first word. Listen and repeat 1 a

shelf a bookshelf

2 a brush

a hairbrush

a paintbrush

3 a card

a postcard

a birthday card

4 a ball

a football

a ping pong baU

5 a bag

a handbag

a shopping bag

6 a man

a policeman

a postman

B89 b Talk about these pictures. Follow the example. Listen and respond.

EXAMPLE It's a bookshelf.

~~~~~helf



1 bag



2 baU

3 ball



4 bag



5 brush 6 brush



7 card



8 ceu-d



9 man



10 man

c Stop sounds

The sounds /p/, /b/, /t/, /d/, /k/, /g/ are 'stop sounds'. If they come at the end of a word, stop - don't add another sound.

Match these compound words.

EXAMPLE shopkeeper (Remember to stress the first word.)

shop-----

ball

book

mint

pet

^— keeper

bus

robe

hip

board

bath

shop

blood

shop

back

ball

black

pocket

base

stop

beach

bank

pepper

pack

B90 Now listen and check your answers.

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /b/.

# UNIT 25 /t/ table

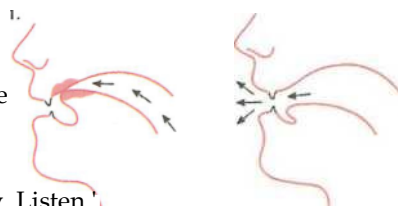
- Excuse me. Could you tell me the time, please?
- Yes. It's exactly twenty minutes to ten.
- Thank you.



## 1 Target sound /t/

B9ia a To make the target sound /t/, first put your tongue behind your top teeth. Then push air forward inside your mouth. **\*\*Then quickly move the tip of your tongue away from your teeth to release the air suddenly.\*\*** Don't use your voice. Listen and repeat: /t/.

B9ib b Notice that sometimes /t/ is quieter because the air isn't released suddenly. Listen. what forget doesn't breakfast minute minutes Omit from **\*\* to \*\*** above to make this quieter sound.



it's exactly

## 2 Sound /t/

**It/**

**too**

You too?



**sent**

You sent the emails?



**cart**

Is hers the red cart?



**write**

Can he write well?



**train**

Does this train smell?



**trunk**

Is there a trunk here?



B92a a In the words on page 89, notice that the target sound is quieter in the words *sent*, *cart* and *write*. Listen and repeat the words.

B92b b Listen to the sentences.

B92b c Sentence stress

Listen to the *Yes/No* questions again and repeat. Notice how the voice begins to go up on the most important word for the speaker's meaning. This word is spoken with a very strong stress.

You too?                      You sent the emails?      Is hers the red cart?  
 Can he write well?      Does this train smell?      Is there a trunk here?

### 3 Dialogue

a First practise the target sound *It/* in words from the dialogue. Read the words aloud or visit the website to practise.

*It/* is LOUD before a vowel.

One-syllable words: two to top ten tell                      tins Thai time

Two-syllable words: counter upstairs

Three-syllable words: customer telephone tomatoes

Four/five-syllable words: photographer cafeteria

Notice how two *It/* sounds join together.

I want\_to take the lift\_to the top. The telephone is next\_to the cafeteria.

*It/* is often quiet at the end of a word.

hat coat skirt shirt first want what get got right

cricket bat opposite supermarket

What happens if the next word begins with a vowel?

I want\_a hat\_and a coat\_and a skirt\_and a ...

Practise a quiet *It/* here before a consonant.

hats coats skirts shirts eighth what's restaurants

cricket bats

Sometimes there will be loud and quiet *HI* in the same word. Decide if these are loud (L) or quiet (Q).

EXAMPLE assistant (L Q)

travel agent ( ) twenty-two ( ) tonight ( ) student ( ) important { }

department store ( ) tomatoes ( ) toilet Now look at the words in the box below and decide whether the target sound is loud (L) or quiet (Q).

EXAMPLE to (L), skirts (Q)

to ( ) skirts ( ) basement ( ) telephone ( ) cricket bat ( ) exactly ( )  
 cafeteria ( ) tomatoes ( ) fruit ( ) tell ( ) top { } Thai ( ) time ( ) next ( )

Check your answers in the key before doing the next exercise.

**B93 b** Read the dialogue below and guess the missing words with the sound /t/. Number 1 and a) have been done as examples. 1-7 have a louder /t/; a-g have a quieter /t/. Check your answers by looking in the box of words on page 90, and then by listening to the dialogue.

### In a department store

**CUSTOMER 1:** I want **lia**

**buy a skirt.**

**ASSISTANT:** a) Skirts

are upstairs on the next floor.

**CUSTOMER 2:** Where can I get some **2** \_\_\_\_\_ food?

**ASSISTANT:** The cafeteria is on the first floor.

**CUSTOMER 3:** Where's the **b)** \_\_\_\_\_ juice, please.

**ASSISTANT:** The **c)** \_\_\_\_\_ counter on your left.

**CUSTOMER 4:** Tins of **3** \_\_\_\_\_ .

**ASSISTANT:** Try the supermarket in the **d)** \_\_\_\_\_ .

**CUSTOMER 5:** Could you **4** \_\_\_\_\_ me where the ... erm ... travel agent's is?

**ASSISTANT:** Yes. It's right next to the **e).** \_\_\_\_\_ on the third floor.

**CUSTOMER 6:** I want to buy a **f)** \_\_\_\_\_ . How do I get to the ... the ... urn sports equipment?

**ASSISTANT:** Take the lift to the sports department. It's on the **5** \_\_\_\_\_ floor.

**CUSTOMER 7:** Where's the **6** \_\_\_\_\_, please?

**ASSISTANT:** It's on the next floor opposite the photographer's.

**CUSTOMER 8:** What's the **7** \_\_\_\_\_, please?

**ASSISTANT:** It's **g)** \_\_\_\_\_ twenty-two minutes to ten.

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

### 4 Intonation in questions; new information/old information

**B94 a** Read the information and listen to the examples on the recording.

In *Yes/No* questions, intonation usually begins to go on the most important word for the speaker's meaning.

EXAMPLE Could you tel me the ti^e. please?

In *WH* questions, intonation usually begins to go dT3 \ 4(n on the most important word for the speaker's meaning.

EXAMPLES What's the thne. please?

How do I get to the sports equipment?

Where's the tHiiet. please?

Notice that intonation in *WH* questions can change when we are talking about old information. The first time we ask somebody's name, we ask: *What's your name?* This is new information. But if we then forget the name and ask again, we ask: *What's your name?* because we are asking about old information that has already been given. Intonation goes up to show that this is something we have already shared.

B95 b Listen to customers at the information desk in a department store. Some of them are asking for new information. Some of them want to check old information they have already received just now or in the past.

- 1 Where's the fruit juice? (asking for new information)
- 2 Where's the fruit juice? (checking old information)
- 3 What's on the next floor? (asking for new information)
- 4 How do I get to the restaurant? (asking for new information)
- 5 How do I get to the restaurant? (checking old information)
- 6 Which floor are computers on? (checking old information)

B96 c Listen to more customers at the information desk and decide if they are asking for new information or checking old information. Numbers 1 and 2 have been done as examples.

1 *old.*

8

#### d Role play

Practise with a group of 4-5 people. Take turns to be the assistant at the information desk in a department store. The others ask questions. You can sometimes choose to check the information (either straightaway or later) by asking the same question again with a different intonation. First practise the word stress in these words you may use. restaurant telephone travel agent's supermarket sports department toilet cafeteria photographer's fruit juice computers notebooks printers photocopiers cricket bats football boots hot water bottles blankets heaters

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /t/.

# UNIT 26 /d/ door



- Do you want to go out to a restaurant for dinner tonight?
- No. It's too cold and dark. And I'm too tired. I'd rather stay at home and read a good book.

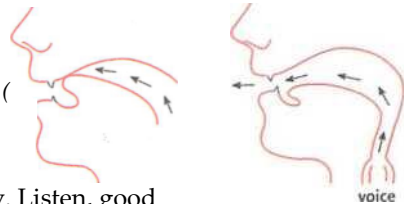
## 1 Target sound /d/

C2a a First practise the sound /t/ (see page 89). Listen and repeat.

c2b b Use your voice to make the target sound /d/. Listen and repeat.

c2c c Listen and repeat both sounds together. ( m is unvoiced, /d/ is voiced.

c2d d Notice that sometimes /d/ is quieter because the air isn't released suddenly. Listen, good food goodbye friend child bird birds

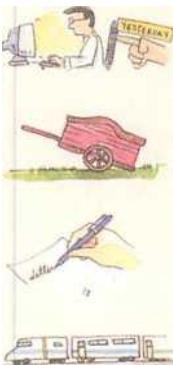


## 2 Minimal pairs

6 k/

**Sound 1    Sound 2**  
 ///    /d/  
**too    do**  
 You too?    You do?

10



**sent send**  
 You sent the emails? You send the emails?

**cart card**  
 Is the red cart hers? Is the red card hers?

**write ride**  
 Can he write well? Can he ride well?



**train drain**  
 Does this train smell? Does this drain smell?

**Minimal pair words**

C3a a Listen and repeat the words. Notice that the target sound is quieter in the words *send, card, ride*.

C3b b You will hear five words from each minimal pair. For each word, write 1 for /t/ (sound 1) or 2 for /d/ (sound 2).

EXAMPLE Pair 1: 2, 1, 2, 1, 2

**Minimal pair sentences**

C4a c Listen to the minimal pair sentences.

C4b d Listen to six of the sentences and write 1 for /t/ (sound 1) or 2 for /d/ (sound 2)

C4a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 93).

EXAMPLE You send the emails?

C5 f Tick the words a) or b) that you hear in the sentences.

- |              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| 1 a) writing | <input type="checkbox"/> | b) riding | <input type="checkbox"/> |
| 2 a) cart    | <input type="checkbox"/> | b) card   | <input type="checkbox"/> |
| 3 a) bat     | <input type="checkbox"/> | b) bad    | <input type="checkbox"/> |
| 4 a) sent    | <input type="checkbox"/> | b) send   | <input type="checkbox"/> |
| 5 a) sight   | <input type="checkbox"/> | b) side   | <input type="checkbox"/> |
| 6 a) try     | <input type="checkbox"/> | b) dry    | <input type="checkbox"/> |

**3 Dialogue**

© a First practise the target sound /d/ in some words from the dialogue. Read the words aloud or visit the website to practise.  
/d/ is LOUD before a vowel.



/d/ is often quiet at the end of a word or before a consonant, stayed repaired It rained, bad cold They played cards.

What happens when /d/ at the end of a word is followed by a vowel?

They stayed^at home. They repaired^it today. It rained^^all day. I had^a bad cold. They played^a game of cards.

Practise these words with a louder /d/ at the beginning and a quieter /d/ at the end.

did decide decided damaged David Donald

Look at the words in the box below and decide whether the sound /d/ is loud (L) or quiet (Q).

EXAMPLE bad (Q) Daisy (L)

nobody ( ) darling ( ) bad ( ) cards ( ) Daisy ( ) date ( )  
 played ( ) dancing ( ) listened ( ) don't ( ) phoned ( ) tried ( )  
 today ( ) rained ( )

Check your answers in the key before doing the next exercise.

C6 b Read the dialogue below and guess the missing words with the sound /d/.

1-7 have a louder /d/. a-g have a quieter /d/. Number 1 and a) have been done as examples. Check your answers by looking in the box of words above, and then by listening to the dialogue.

### A damaged telephone line

DAISY: Hello. This is 22882228.

DAVID: Hello, Daisy. This is David.

DAISY: Oh, hi, 2 \_\_\_\_\_.

DAVID: What did you do yesterday, Daisy? You forgot our 3 \_\_\_\_\_, didn't you?

DAISY: Well, it a) rained all day, David ... and ... 1 had a b) \_\_\_\_\_ cold, so I  
 ... er... decided to stay at home.

DAVID Did you? ... 1 c) \_\_\_\_\_ twenty times and 4 \_\_\_\_\_, answered.

DAISY Oh, the telephone line was damaged. They repaired it 5 \_\_\_\_\_.

DAVID Well ... Daisy!!

DAISY What, David?

DAVID Oh! ... 6 \_\_\_\_\_ worry about it! ... What did ... er... Donald do yesterday? Did he and Diane go 7 \_\_\_\_\_?

DAISY: No, they didn't yesterday. They just stayed at home and d) \_\_\_\_\_  
 e) \_\_\_\_\_ ■

DAVID: And what did you do? Did you play cards too?

DAISY: No ... Jordan and I 0 \_\_\_\_\_ to the radio and ... er... studied. What did you do yesterday, David?

DAVID: I've just told you, Daisy ... 1 g) \_\_\_\_\_ . to phone you twenty times!

### 4 Verbs ending in ed

Verbs ending in *ed* are pronounced:

|                                                 |                                           |                                                          |
|-------------------------------------------------|-------------------------------------------|----------------------------------------------------------|
| <i>Id!</i> after a vowel or<br>voiced consonant | <i>It/</i> after an unvoiced<br>consonant | <i>/id/</i> after the sounds<br><i>/t/</i> or <i>/d/</i> |
| C7 a Listen and repeat.                         |                                           |                                                          |
| played                                          | brushed                                   | waited                                                   |
| cleaned                                         | laughed                                   | painted                                                  |
| snowed                                          | pushed                                    | shouted                                                  |
| closed                                          | watched                                   | wanted                                                   |
| filled                                          | danced                                    | landed                                                   |
| stayed                                          | walked                                    | departed                                                 |

9

C8 b ed endings: /d/, /t/, /id/

Talk about these pictures. Work with a partner or listen to the recording. Follow the example.

EXAMPLE stayed awake/snored

A: He stayed awake, didn't he?  
B: No, he didn't. He snored.



combed his hair  
brushed it



cried a lot  
laughed a lot



painted a room  
cleaned it



emptied his glass  
filled it



closed a door  
opened it



walked away  
waited a long time



washed the TV  
watched it



pulled his car  
pushed it



departed at noon  
landed



whispered it  
shouted it



danced all night  
played cards



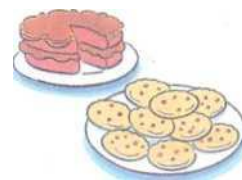
rained all day  
snowed

### 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /d/.

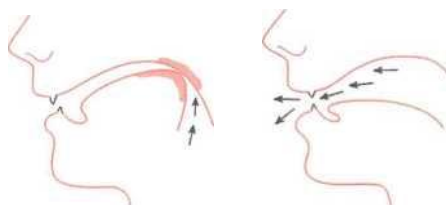
# UNIT 27 /k/ key

- Can I have a couple more of your caramel cookies, please?
- Of course you can And some of my chocolate cake?
- No, thanks. I like cake. But I'm allergic to chocolate.



## 1 Target sound /k/

C9a a To make the target sound /k/ first touch the back of the roof of your mouth with the back of your tongue. Then push air forward behind your tongue. \*\*Then quickly move your tongue away to release the air suddenly.\*\* Don't use your voice. Listen and repeat: /k/.



C9b b Notice that sometimes /k/ is quieter because the air isn't released suddenly. Listen.  
make music look book like likes  
Omit from \*\* to \*\* above to make this quieter sound.

## 2 Sound /k/

/k/

**coat**

It's a hairy coat.

**curl**

He's got a lovely curl.

**class**

It's a brilliant class.

**back**

She's got a strong back.

it'

**crowing**

It's crowing.



/κY is quieter before most consonants (except 'l' and 'r'). Choose the correct heading from this box for each list of consonant clusters (1-5) below.

| /kt/ /kl/ | /kw/     | /kɹ/ /ks/ |           |            |
|-----------|----------|-----------|-----------|------------|
| 1         | 2        | 3         | 4         | 5          |
| next      | picked   | quiet     | clock     | cricket    |
| exciting  | walked   | Kwok      | class     | cream      |
| expensive | worked   | question  | clever    | scream     |
| excuse me | asked    | quality   | quickly   | microwave  |
| forks     | electric | quite     | chocolate | incredible |

In which two lists 1-5 does /κ/ sound louder?

Practise saying the clusters.

Look at the words in the box below and decide whether the target sound is loud (L) or quiet (Q).

EXAMPLE like (Q) coffee (L)

|              |              |          |            |             |            |           |
|--------------|--------------|----------|------------|-------------|------------|-----------|
| milk ( )     | cuckoo ( / ) | like ( ) | next ( )   | Kate ( )    | fork ( )   | make ( )  |
| American ( ) | carved ( )   | caU ( )  | coffee ( ) | plastic ( ) | course ( ) | cream ( ) |

Check your answers in the key before doing the next exercise, cub Read the dialogue below and fill the gaps with the correct words from the box above. 1-8 have a louder /κ/, a-f have a quieter /κ/. Numbers 1 and a) have been done as examples. Check your answers by listening to the dialogue.

### The cuckoo clock



KAREN COOK: Would you a) like . some cream in your  
1 coffee , Mrs Clark?

KATE CLARK: 2 \_\_\_\_\_ me Kate, Karen.

KAREN COOK: OK ... Cream, ... 3 \_\_\_\_\_ ?

KATE CLARK: No thanks, Karen. But I'd like a little b) \_\_\_\_\_ . Thanks.

KAREN COOK: Would you like some little 4 \_\_\_\_\_ cakes Kate?

KATE CLARK: Thank you. Did you c) \_\_\_\_\_ them?

KAREN COOK: Yes. Take two. Here's a cake d) \_\_\_\_\_ ,, and here's a ...

KATE CLARK: Excuse me, Karen. But what's that e) \_\_\_\_\_ to your  
bookshelf? Is it a clock?

KAREN COOK: It's an electric cuckoo clock. It's 5 \_\_\_\_\_

KATE CLARK: Is it f) \_\_\_\_\_ ?

**KAREN COOK:** Oh no, Kate. It's a hand 6 \_\_\_\_\_ wooden clock. It was very expensive.

**KATE CLARK:** Well, it's exactly six o'clock now, and it's very quiet. Doesn't it say 'cuckoo'?

**KAREN COOK:** Of 7\_ it does, Kate ... Look!

**CLOCK:** Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo! 8 \_\_\_\_\_ !









**KATE CLARK:** Fantastic! How exciting! What a clever clock! c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 Sentence stress patterns

c12 a Listen and repeat.

| (adjective + noun)  | (adjective + compound noun) |
|---------------------|-----------------------------|
| 1 a clean shelf     | a clean bookshelf           |
| 2 a clean whisk     | a clean egg whisk           |
| 3 a black cup       | a black coffee cup          |
| 4 a plastic ring    | a plastic key ring          |
| 5 a dirty bottle    | a dirty cola bottle         |
| 6 an electric clock | an electric cuckoo clock    |
| 7 an expensive cake | an expensive chocolate cake |

b Ijnumble these sentences.

|                                                                                     |                                        |                                                                                     |
|-------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------|
|  | 1 an it's <u>cuckoo</u> electric clock |                                                                                     |
|  | 2 ring plastic it's key a              |                                                                                     |
|  | 3                                      |  |
|  | 4                                      |                                                                                     |
|                                                                                     | 5                                      |                                                                                     |
|  | 6 it's car comfortable coat a          |  |
|  | 7 book black a it's <u>address</u>     |                                                                                     |

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /κ/.

# UNIT 28

## /d/ girl

- Could you get me some groceries when you go out? ©
- What exactly - nutmeg? gherkins? yoghurt?
- Of course not! Get me some bagels if they've got any mm ... sugar, eggs, garlic... and ... mm ... figs and grapes, if they're any good.
- OK.

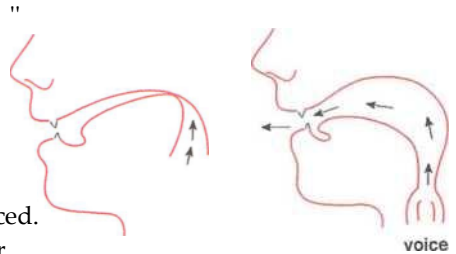


### 1 Target sound /g/

ci3a a First practise the sound /k/ (see page 97). This is an unvoiced sound. Listen and repeat.  
 ci3b b Use your voice to make the target sound /g/. Listen and repeat.

ci3c c Listen and repeat both sounds together, /k/ is unvoiced, /g/ is voiced.

ci3d d Notice that sometimes /g/ is quieter because the air isn't released suddenly. Listen, big bag fig figs egg eggs example nutmeg



### 2 Minimal pairs



**Sound 1**  
/k/  
**coat**  
It's a hairy coat.

**Sound 2**  
/g/  
**goat**



**curl**  
He's got a lovely curl.

It's a hairy goat,

**girl**



**class**  
It's a brilliant class.

He's got a lovely girl,



**back**  
She's got a strong back.

**glass**  
It's a brilliant glass.



**crow**  
It's crowing.

**bag**  
She's got a strong bag.

**crow**

### Minimal pair words

ci4a a Listen and repeat the words. Notice that the target sound is quieter in the word *bag*.

[W ci4b b You will hear five words from each minimal pair. For each word, write 1 for /k/ (sound 1) or 2 for /g/ (sound 2).

EXAMPLE Pair 1; 1,2, 1,1,2

### Minimal pair sentences

ci5a c Listen to the minimal pair sentences.

ci5b d Listen to five of the sentences and write 1 for /k/ (sound 1) or 2 for /g/ (sound 2).

ci5a e Sentence stress

In spoken English sentences, the most important words for the speaker's meaning are strongly stressed. Strongly stressed words are LOUDer and s1 o w er. Weakly stressed words are quieter and quicken This gives English its rhythm.

Listen to the minimal pair sentences again and underline the strongly stressed words (on page 101).

EXAMPLE He's got a lovely girl.

ci1 6 f Tick the words a) or b) that you hear in the sentences.

- |            |                          |         |                          |
|------------|--------------------------|---------|--------------------------|
| 1 a) cold  | <input type="checkbox"/> | b) gold | <input type="checkbox"/> |
| 2 a) back  | <input type="checkbox"/> | b) bag  | <input type="checkbox"/> |
| 3 a) clock | <input type="checkbox"/> | b) clog | <input type="checkbox"/> |
| 4 a) curl  | <input type="checkbox"/> | b) girl | <input type="checkbox"/> |
| 5 a) frock | <input type="checkbox"/> | b) frog | <input type="checkbox"/> |
| 6 a) clue  | <input type="checkbox"/> | b) glue | <input type="checkbox"/> |

### Phone messages

I a First practice the target sound /g/. Some of these words are from the phone messages you will hear. Read the words aloud or visit the website to practise.

/g/ is LOUD before a vowel and quite loud before /l/ and /r/, groups of girls giggling and gossiping together taking great photographs of a guy in the garden cutting the grass Maggie isn't in Glasgow. Guess again.

She's gone to Portugal and Greece until August.

/g/ is often quieter at the end of a word or before a consonant.

This is an example.

Another example is fog. Also smog,

rugs mugs hugs rugby

a jog with a big dog big dogs a big pig big pigs

a frog frog's eggs frog's legs

Craig Craig's big bag Craig has jetlag.

What happens when the next word begins with a vowel? Is /g/ LDUDer or quieter?

big dog                      There's a big^old dog\_in the garden,

fog smog                      Fog\_and smog^are what we've got.

dialogue                      Read the dialogue\_aloud.

Greg Craig                      Greg\_and Craig\_and Maggie.

Notice how two /g/ sounds join together.

It's a big garden. He's a big guy. Has the fog gone?

/κ/ and /g/

Quickly scan all the words in the box below and underline all those with the sound /κ/.

computer Maggie postcard Glasgow beginning games  
weekend Portugal Greece grass catch guess cut camp  
August girls gossip couple Carol garden Craig

Check your answers before going on to 3b.

- c17 b Close your book and listen to Craig and Maggie's phone messages on their answering machine, paying attention to the target sound. Then complete the sentences below. Each missing word has the sound /κ/ or /g/, and is in the box above. Number 1 has been done as an example.

### Craig and Maggie's answering machine

1 Greg and Carol want to stay for a couple of days at Craig and Maggie's house in Glasgow.  
They're coming to \_\_\_\_\_ at the \_\_\_\_\_ of \_\_\_\_\_.

\_\_\_\_\_ is always giggling. She wants to. \_\_\_\_\_ up on all the \_\_\_\_\_.

The last time they got together, Greg and Craig played \_\_\_\_\_ while the two \_\_\_\_\_ went shopping.

Carol says, 'I \_\_\_\_\_ you've gone away for the \_\_\_\_\_.'

Craig and Maggie sent a \_\_\_\_\_ from \_\_\_\_\_, but they're going to go to Greece.

While Craig and Maggie are in \_\_\_\_\_, Greg and Carol are going to \_\_\_\_\_ in their \_\_\_\_\_.

8 Greg says they'll be very grateful and they'll. \_\_\_\_\_ the.

- CIS c Listen to the complete sentences from 3b and check your answers. Then practise reading the sentences aloud. Record your voice to compare your production of the sounds /κ/ and /g/ with the recording.

## 4 Consonant clusters

9—•• Choose the correct heading from this box for each list of consonant clusters (1-3) below.

/gl /gz/ /gr/

1

|           |           |            |
|-----------|-----------|------------|
| exam      | English   | angry      |
| eggs      | glove     | hungry     |
| executive | glasses   | grammar    |
| earplugs  | glamorous | grapefruit |
| hugs      | singly    | grateful   |

exactly      global      congratulations

Use your dictionary to check the word stress and meaning of any words you don't know.

c19 Now listen to the recording of the clusters. Do you think the /g/ is quieter in any of the lists above?

## 5 Spelling

Ï—r Look back over this unit at words with the target sound, and write what you noticed about how to speU the sound /g/.

# UNIT 29 REVIEW

## Card game: Pick up pairs

A Photocopy and cut out cards from all minimal pairs in Units 24, 26 and 28. Shuffle the cards and deal them face down all over the table.

Turn over any two cards and read their sentences aloud. If they are minimal pairs (consonants), you keep them and you continue playing.

If those two cards aren't minimal pairs, turn them face down again and the next person plays.

Collect as many minimal pairs as you can in a time limit, e.g. ten minutes.

## TEST

You can use a dictionary if you wish, but you don't have to understand every word to do this test.

- c20 1 For each line (1, 2, 3, 4, 5), first listen to the whole line. Then circle the one word that is said twice. Note that meaning is not so important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk \*.

|   | /p/   | /b/  | /t/  | 161  | /k/  | /g/,  |
|---|-------|------|------|------|------|-------|
| 1 | paw   | bore | tore | door | core | gore* |
| 2 | pill  | Bill | till | dill | kill | gill  |
| 3 | pay   | bay  | Tay  | day  | Kay  | gay   |
| 4 | P     | B    | tea  | Dee  | key  | ghee* |
| 5 | Pooh! | Boo! | two  | do   | coo  | goo   |

Score / 5

- 2 Circle the words with the same vowel sound as 1-3.

1 tree

*ɪ*

2 clock

*/k/*

dress strong  
 understand retry  
 distrust entertain  
 drunk entrance  
 electric dreaming

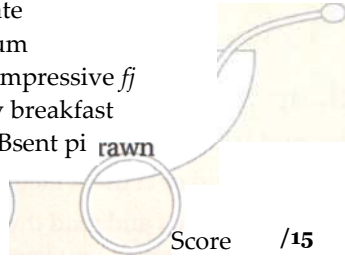


106 UNIT 29 Review

3 pram  
/pr/

black  
appreciate  
place plum  
brother impressive fj  
probably breakfast

Bsent pi **rawn**



**Pick the different one:** M, /d/ or /id/

Underline the *ed* ending that has a different pronunciation.

EXAMPLE telephoned rained answered walked

1 brushed washed emptied tossed

2 walked watched laughed filled

3 waited departed combed painted

4 pushed snowed cleaned fiUed

5 whispered played rained shouted

Score /5

**Stress**

Underline the stressed syllable in each item. (Score half a mark per item.)

telephone remember cafeteria photographer's a policeman

a postcard a paper plate American somebody a green coffee cup

Score /5

**Total score /30**

**Additional review task using dialogues from Units 23-28**

| Unit         | 23  | 24   | 25    | 26   | 27  | 28   |
|--------------|-----|------|-------|------|-----|------|
| Target sound | /p/ | /b/  | /t/   | /d/  | /k/ | /«/  |
|              | pen | baby | table | door | key | girl |

From the above table, choose any target sounds that you had difficulty with.

- 1 Listen again to the dialogue in that unit, listening for the target sound.
- 2 Circle the target sound in any words in the dialogue.
- 3 Listen to the dialogue again and check your answers.
- 4 Check your answers in the key.
- 5 Listen to the dialogue again, listening for the target sound.
- 6 Read the dialogue aloud, and record your voice to compare your production of the target sound with the CD.

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.

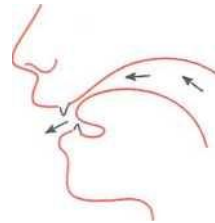
# UNIT 30 /s/ sun

- Stop screaming! What's upsetting you?
- My sister. She takes my books out of my desk and puts them somewhere else.
- Just tell her to stop it.
- Yes, of course, that's the answer... but it's not so simple. She makes me so cross! Could you speak to her?



## 1 Target sound /s/

C21 To make the target sound /s/, touch your top teeth with the sides of your tongue. Put the tip of your tongue forward to nearly touch the roof of your mouth. Don't use your voice. Listen and repeat: /s/.



## 2 Sound /s/



**/s/**  
**Sue bus**  
 That Sue was amazing.

It's pronounced /si:/.

Sip  
**Sip it slowly.**      **price**  
 what's the price?



C22a a Listen and repeat the words.

C22bb Listen to the sentences.

C22bc Sentence stress

The most important words for the speaker's meaning are strongly stressed. Guess which two words will be strongly stressed in each sentence above.

Then listen to the sentences again and underline the sentence stress.

EXAMPLE I want the big piece.

C22b d Listen and repeat the sentences.

### 3 Dialogue

© a First practise the target sound /s/ in some of the words from the dialogue below. Read the words aloud or visit the website to practise.

Sam Sue sand a sum of money Saturday sailing possible seaside  
**/s/ in consonant clusters**

let's that's it's six just sleep spend stay star Smith outside instead sweetie swimming sensible smallest skiing exciting expensive cheapskate\*

\* a person who only spends the smallest amount of money Notice how /s/ sounds join together, let's^stay Six^Star let's^sleep

c23 b First just listen to the dialogue without looking at your book, paying particular attention to the target sound.

#### It's expensive

**SAM:** Lets go to the seaside on Saturday, sweetie.

**SUE:** Yes! Lets go sailing and water-skiing. Thats exciting.

**SAM:** Its expensive, sweetie. Lets just sit in the sun and go swimming instead.

**SUE:** Lets stay in the Six Star Hotel and spend Sunday there too.

**SAM:** Be sensible. Sue. Its too expensive. Lets sleep outside instead.

**SUE:** Sleep on the sand? You never want to spend more than the smallest possible sum of money, Sam Smith - you're such a cheapskate!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

### 4 /s/ in consonant clusters

c24 a Use the prompts below to make sentences about Sam, Simon, Lucas, Sarah, Chris and Chrissie. Listen and respond, like the example. EXAMPLE I hate hats. *Response.* Sam hates hats too.

Sam Simon Lucas Sarah Chris Chrissie

|                                   |   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|---|
| 1 I hate hats.                    | / |   |   |   |   |   |
| 2 I like cats.                    |   | / |   |   |   |   |
| 3 I get headaches.                |   |   |   |   |   | / |
| 4 I drink milkshakes.             |   |   | / |   |   |   |
| 5 I take good photographs.        | / |   |   |   |   |   |
| 6 I eat chocolate biscuits.       |   |   |   |   | / |   |
| 7 I laugh at jokes.               |   |   |   | / |   |   |
| 8 I want some interesting books.- |   |   |   |   |   | / |

**Joining /s/ sounds**

Find the correct ending to these sentences and practise joining the /s/ sounds as in the example.

EXAMPLE Chrisssssspeakssssslowly.

- |                     |            |                              |
|---------------------|------------|------------------------------|
| 1 Chris-----        | sss        | silently.                    |
| 2 In winter let's \ | sss        | such good photographs.       |
| 3 Sam takes \       | sss        | such a cheapskate?           |
| 4 Sarah laughs      | ^sss _____ | speaks slowly.               |
| 5 In summer let's   | sss        | ski in the snow.             |
| 6 Sue likes         | sss        | sail into the sunset.        |
| 7 Lucas             | sss        | some cats.                   |
| 8 Is Chris          | sss        | sends lots of text messages. |

**C25** Listen to check and repeat.

c Read aloud. Practise the target sound in consonant clusters.

**The smile of a snake**

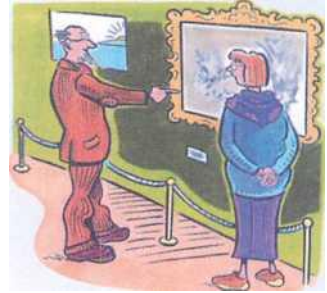
She speaks slowly, and eats special, expensive chocolates. As she steps upstairs, her long skirt sweeps over her silver slippers. She is small and smart and sweet-smelling. Her skin is like snow. 'You have stolen my heart!' I once said stupidly, and she smiled. But when she smiled, she smiled the smile of a snake.

**5 Spelling**

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /s/.

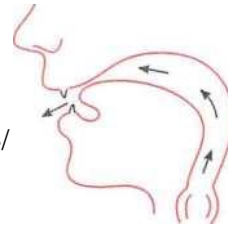
# UNIT 31 /z/ zoo

- It looks so easy, doesn't it?
- It does. But it isn't.
- Look at those eyes. They're like ice.
- He always draws the bodies so well, doesn't he? Look at the arms... the legs... those hands.
- He's such an amazing artist.
- One of these days... I'm going to buy one of his paintings.



## 1 Target sound /z/

- C26a a First practise the sound /s/ (see page 107). Listen and repeat.
- C26b b Use your voice to make the target sound /z/. Listen and repeat.
- C26c c Listen and repeat both sounds together, /s/ is unvoiced. /z/ is voiced.



## 2 Minimal pairs

—  
51  
■

**Sound 1**

/s/

**Sound 2**

/z/

**ZOO**

That zoo was amazing.



It's pronounced /si:/. It's pronounced /zi:/.



**sip zip**

Sip it slowly. Zip it slowly,



**bus buzz**

I heard a bus. I heard a buzz,



**piece peas**

I want the big piece. I want the big peas,

**Minimal pair words**

C27a a Listen and repeat the words.

C27b b You will hear five words from each minimal pair. For each word, write 1 for /s/ (sound 1) or 2 for /z/ (sound 2).

EXAMPLE Pair 1: 2, 1, 1, 1, 2

**Minimal pair sentences**

C28a c Listen to the minimal pair sentences.

C28b d Listen to six of the sentences and write 1 for /s/ (sound 1) or 2 for /z/ (sound 2).

C28a e Sentence stress

Look at this pattern of strong and weak stresses in the first set of minimal pair sentences.

That Sue was amazing. That zoo was amazing. oOooOo

Listen to the minimal pair sentences again while looking at the patterns and notice how the weak stresses are quidoer and quieter.

Pair 1: oOooOo      Pair 2: ooOO      Pair 3: OoOo

Pair 4: oOoO      Pair 5: oooOO      Pair 6: OoO

C29 f Tick the words a) or b) that you hear in the sentences.

- |                |                          |              |                          |
|----------------|--------------------------|--------------|--------------------------|
| 1 a) bus       | <input type="checkbox"/> | b) buzz      | <input type="checkbox"/> |
| 2 a) sip       | <input type="checkbox"/> | b) zip       | <input type="checkbox"/> |
| 3 a) price     | <input type="checkbox"/> | b) prize     | <input type="checkbox"/> |
| 4 a) pence     | <input type="checkbox"/> | b) pens      | <input type="checkbox"/> |
| 5 a) police    | <input type="checkbox"/> | b) please    | <input type="checkbox"/> |
| 6 a) Sackville | <input type="checkbox"/> | b) Zackville | <input type="checkbox"/> |

**3 Dialogue**

First practise the target sound /z/ in words from the dialogue, plus others. Read the words aloud or visit the website to practise.

/s/ and /z/ sounds

The letter 's' is usually pronounced /s/ after an unvoiced sound, and /z/ after a voiced sound.

|                     | <i>/s/</i> after an unvoiced sound | <i>/z/</i> after a voiced sound |
|---------------------|------------------------------------|---------------------------------|
| 1 plurals           | snakes sacks units                 | animals parcels arms            |
|                     | artists zips                       | legs                            |
| 3rd person singular | makes thinks wants                 | smells contains draws           |
| 's                  | what's it's think's                | something's Susan's             |

**Joining /s/ and /z/ sounds**

Notice that if the two sounds are different, we say the second one more strongly.

Yes, Zena. (s^z) This parcel contains six mice, (z^s) this sack (s^s) does Susan (z\_s)

Say these words that have two /s/ or /z/ sounds. Which sounds are they?

EXAMPLE Mrs(/s//z/)

- |               |              |
|---------------|--------------|
| 1 smells      | 6 surprising |
| 2 parcels     | 7 Lazarus    |
| 3 something's | 8 sounds     |
| 4 boxes       | 9 sacks      |
| 5 Susan       | 10 zoos      |

**C30 b** Listen to the dialogue, paying attention to the /s/ and /z/ sounds. Then practise reading the dialogue aloud. Record your voice to compare your production of those sounds with the recording.

**Surprises in the post office**

(Zena and Susan work at the post office. They are busy sorting parcels. It's Susan's first day.) **SUSAN:** This parcel

smells, Mrs Lazarus.

**ZENA:** Call me Zena, Susan.

**SUSAN:** Yes ... Zena ... Something's written on it What does it say?

**ZENA:** It says: This parcel contains six mice'.

**SUSAN:** Aw! Isn't that awful, Zena! Poor animals!

**ZENA:** And listen, Susan! What's in this sack?

**SUSAN:** It's making a strange hissing noise.

**SACK:** (*hisses*) Sssssssssssssss!

**SUSAN:** Zena! It's a sack of snakes!

**ZENA:** So it is! ... And what do you think's in this box, Susan?

**SUSAN:** It's making a buzzing sound.

**BOX:** (*buzzes*) Zzzzzzzzzzzzz!

**SUSAN:** Those are bees!

**ZENA:** A parcel of mice ... and a sack of snakes ... and a box of bees. What do you think about this, Susan, on your first day in the parcels office? Isn't it surprising?

**SUSAN:** Amazing! This isn't a post office. It's a zoo.

## Consonant clusters

C31 a /z/ in consonant clusters

Use the prompts below to make sentences about Ms Mills, Mr Suzuki.

Mrs Moses and Miss Jones. Listen and respond, like the example.

EXAMPLE I love dogs. *Response:* Mr Suzuki loves dogs too.

Ms Mills Mr Suzuki Mrs Moses Miss Jones

|                                  |   |   |   |   |
|----------------------------------|---|---|---|---|
| 1 I love dogs.                   |   | / |   |   |
| 2 I climb mountains.             | / |   |   |   |
| 3 I have six cousins.            |   |   | / |   |
| 4 I listen to jazz records.      |   |   |   | y |
| 5 I read magazines.              |   | / |   |   |
| 6 I always lose things.          | ✓ |   |   |   |
| 7 I buy expensive clothes.       |   |   |   | / |
| 8 I have loads of friends.       |   | ✓ |   |   |
| 9 I prepare horrible meals.      |   |   |   |   |
| 10 I always remember bad dreams. | / |   | / |   |

(Note: The following titles are only used with a family name: Mr/misto/ for men and Ms /rtiiz/ for women. Mrs /misiz/ is also used for married women, and Miss /mis/ for unmarried women.)

Consonant clusters: occupations, jobs, careers Match the sentence halves together.

EXAMPLE A horse trainer trains horses.

- |                     |                                       |
|---------------------|---------------------------------------|
| 1 A horse trainer   | a grows only roses,                   |
| 2 An engineer       | b kisses babies,                      |
| 3 A renovator       | c fishes.                             |
| 4 A housekeeper     | d designs garages.                    |
| 5 A gardener        | e sews other clothes besides dresses, |
| 6 A prize giver     | f trains horses,                      |
| 7 A wage clerk      | g trims hedges,                       |
| 8 A rose grower     | h sometimes washes clothes,           |
| 9 A garage designer | i gives prizes,                       |
| 10 A fisherman      | j builds bridges,                     |
| 11 A politician     | k modernises houses.                  |
| 12 A dressmaker     | l pays wages.                         |

Check your answers in the key. Then read the answers aloud. Finally, cover the second half of the sentences and try to remember them, while still being careful with the clusters.

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /z/.

# UNIT 32 /J\*/ shoe

- She shouldn't be wearing such ashabby skirt at work, should she?
- She certainly shouldn't.
- I do wish she wouldn't.
- Shall I tell her! -... um ... er... I'm not sure if you should ...



## 1 Target sound /J/

c32a a First practise the sound /s/ (see page 107).

Listen and repeat.

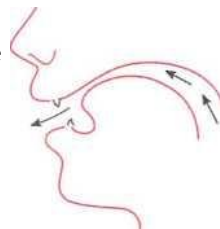
c32b b Then put the tip of your tongue back a little

to make the unvoiced target sound /J/.

Listen and repeat.

c32c c Listen and repeat both sounds together.

Both are unvoiced: /s/ and /J/.



## 2 Minimal pairs

Sound 1 Sound 2

/s/ /J/

C she

C is third. She is third.



1

Sue shoe

I like Sue's. I like shoes,

sip ship

Sip it carefully. Ship it carefully,

ass ash

Look at that ass. Look at that ash.

sew show

He won't sew it. He won't show it



6V)



## Minimal pair words

C33a a Listen and repeat the words.

C33b b You will hear five words from each minimal pair. For each word, write 1 for /s/ (sound 1) or 2 for /ʃ/ (sound 2).

EXAMPLE Pair 1: 1, 2, 1, 2, 1

## Minimal pair sentences

C34a c Listen to the minimal pair sentences.

C34b d Listen to six of the sentences and write 1 for /s/ (sound 1) or 2 for /ʃ/ (sound 2).

C34a e Sentence stress

First try to guess which two words in each of the minimal pair sentences will be strongly stressed. Then listen, and mark where the intonation begins to go down on the most strongly stressed word (on page 114).

EXAMPLE Ship it carefully.

C35 f Tick the words a) or b) that you hear in the sentences.

- |            |                          |           |                          |
|------------|--------------------------|-----------|--------------------------|
| 1 a) Sue's | <input type="checkbox"/> | b) shoes  | <input type="checkbox"/> |
| 2 a) ass   | <input type="checkbox"/> | b) ash    | <input type="checkbox"/> |
| 3 a) puss  | <input type="checkbox"/> | b) push   | <input type="checkbox"/> |
| 4 a) sack  | <input type="checkbox"/> | b) shack  | <input type="checkbox"/> |
| 5 a) seats | <input type="checkbox"/> | b) sheets | <input type="checkbox"/> |
| 6 a) save  | <input type="checkbox"/> | b) shave  | <input type="checkbox"/> |

## 3 Dialogue

© 3

First practise the target sound /ʃ/ in words from the dialogue. Read the words aloud or visit the website to practise,  
 show Mr Shaw sure shop shut shall shake sheets shirts  
 shrunk Mrs Marsh push wish shouldn't English Swedish  
 finished washes washing machine special demonstration

C36 b First listen to the dialogue and notice that the intonation sometimes goes up. Then read the dialogue and write a-j against the numbers 1-4 in the box below. The first one has been done as an example.

1 o\_

2

|                                                                                |
|--------------------------------------------------------------------------------|
| , (five Yes/No questions)                                                      |
| (one question tag where the speaker is not sure of the answer)                 |
| , (three sentences which are a list of instructions about how to do something) |
| , (one unfinished statement)                                                   |

## A special washing machine

MRS MARSH: (a) Does this shop sell washing machines?

MR SHAW: Yes. This is the latest washing machine.

MRS MARSH: (b) Is it Swedish?

MR SHAW: No, madam. It's English.

(c) Could you show me how it washes?

MRS MARSH:

MR SHAW: (d) Shall I give you a demonstration? This one is our special demonstration machine. It's so simple, (e) You take some sheets and shirts, (f) You put them in the machine, (g) You shut this door. And you push this button.

MRS MARSH: (h) The machine shouldn't shake like that, should it?

MR SHAW: Washing machines always shake, madam ... Ah! It's finished now.

MRS MARSH: (i) But the sheets have shrunk, and so have the shirts.

MR SHAW: 0 Do you wish to buy this machine, madam?

MRS MARSH: ... I'm not sure.

C36 c First check your answers by listening to the dialogue again. Then check in the key.

Practise reading the dialogue aloud. Record your voice to compare your production of the intonation with the recording.

## 4 Joining /J/ sounds

a /J/ sounds are joined between words.

EXAMPLE English<sup>^</sup>sheep

Rewrite these phrases following the example in 1.

1 shops in England English shops  
ships made in Denmark \_\_\_\_\_

2 sheep in Scotland \_\_\_\_\_

3

4 shampoo from Sweden \_

5 champagne from France.

6 sheets from Ireland \_\_\_\_

3 shirts made in Poland.

4 shorts from Finland \_\_

5 sugar from Turkey \_\_\_\_

10 shoes made in Spain \_

C37 b Listen and check your answers.

Read the phrases aloud, joining the /J/ sounds. EXAMPLE English<sup>^</sup>shops

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /J/.

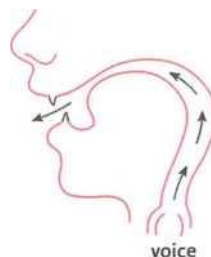
# UNIT 33 /z/ television

- Dad, what rhymes with explosion?
- Erosion.
- What about conclusion?
- Confusion.
- And television?
- Decision ... revision ... precision ...
- Stop, Dad! That's enough! Thank you.
- My pleasure. Any time.



## 1 Target sound /z/

- c38a a First practise the sound /j/ (see page 114).  
Listen and repeat.
- c38b b Use your voice to make the target sound /z/. Listen and repeat.
- c38c c Listen and repeat both sounds.  
/j/ is unvoiced. /z/ is voiced.



l 7 l

**casual**

Michelle has a job in a shop selling casual shoes.

**massage**

She also has a casual job doing sports massage

**occasionally**

she does sports massage occasionally, not every day.

**collision**

Yesterday Michelle saw a collision outside the shoe shop.

I'S,

**measure**

she was measuring a shoe for a customer.



**casualty**

An ambulance took two injured people to casualty.

(Note: Two meanings of *casual* in the first two sentences: 1 *casual shoes* = relaxed style or fashion [opposite: formal]; 2 *casual job* - not regular work [opposite: permanent].)

C39a a Listen and repeat the words.

C39b b Listen to the sentences.

**C39a c Sentence stress**

In spoken English, the most important words for the speaker are strongly stressed. So there is often more than one 'correct' way of stressing a sentence, as it depends on the speaker's meaning. Guess which words might be spoken with stronger stress in the sentences. Then listen to the sentences again and underline the sentence stress (on page 117).

EXAMPLE Michelle has a job in a shop selling casual shoes.

C39a d Listen and repeat the sentences.

3 **Television programmes**

) a First practise the sound /3/ in some of the words from this unit. Read the words aloud or visit the website to practise, usually unusual pleasure

television



garage



measuring tape



treasure



casual clothes



Asia



an unusual collision



C40 b Listen.

|                                                                | Sharon | Shaun | Charlotte | Mrs Marsh |
|----------------------------------------------------------------|--------|-------|-----------|-----------|
| Television Programmes: Channel 5                               |        |       |           |           |
| 7.00 - Children's film: <i>Treasure Island</i>                 | /      |       |           |           |
| 7.15 - News update: <i>An Unusual Collision</i>                |        | /     |           |           |
| 7.30 - Fashion show: <i>Casual Clothes</i>                     |        |       | /         |           |
| 7.45 - Travel film: <i>Crossing Asia</i>                       |        |       |           |           |
| 8.15 - Do-it-yourself show: <i>How to Measure a New Garage</i> | /      |       |           |           |
| 8.30 - Variety show: <i>It's a Pleasure</i>                    |        | /     |           |           |

c Make as many sentences as you can about who's watching what on TV tonight.

EXAMPLE At 8.30, Shaun's watching a variety show called *It's a Pleasure*.

**A** d Practise with a partner. Talk about which of the television programmes above you would like to watch. Also ask each other about what shows you usually watch.

EXAMPLES What do you usually watch on Thursdays?

Would you like to watch the fashion show *Casual Clothes*?

#### 4 Intonation in thanks/responses

We usually say thank you and reply to thank you with intonation going down at the end. When somebody says 'Thank you' for doing something, we sometimes reply, 'It's a pleasure', or 'My pleasure.' Some other responses to thanks are: 'You're welcome', 'That's all right.' 'That's OK.'

C41 Practise ways of saying thank you and responses to thanks with intonation going down on the last strong stress. First listen and repeat the possible responses.

It's a pleasure. My pleasure. You're welcome.

That's all right. That's OK.

EXAMPLE A; Thank you for lending me your television.

B: It's a pleasure.

- 1 Thank you for mending my television.
- 2 Here's your measuring tape. Thank you so much.
- 3 I finished 'Treasure Island'. Thanks.
- 4 It was great to use your garage. Thanks a lot.
- 5 Thanks for the massage. It was great.

#### 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /3/.

# UNIT 34 /tj/ chip

- Lovely little chapel for a church wedding bells ... chiming ...
  - Do you think they're a good match?
  - Good question. They're like chalk and cheese. She's a checkout chick; he's the chairman of a television channel. He's rich, charming...
  - But she is the national chess champion.
- Ah!... mm ... a perfect match, I imagine.

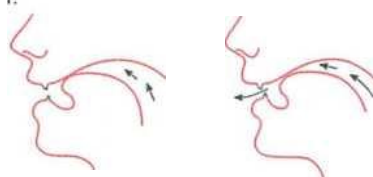


(Note; *They're like chalk and cheese* = idiom meaning they're very different.)

## 1 Target sound /tj/

C42a a First practise the sounds /t/ and // (see pages 89 and 114). Listen and repeat.

C42b b To make the target sound /t//, begin to make /t/. Then slowly move your tongue from the roof of your mouth. Do it again more quickly. Don't use your voice. Listen and repeat: /tj/.



## 2 Minimal pairs



**Sound 1**   **Sound 2**

/ʃ/

/t/

**ship**   **chip**

We like ships.

We like chips,

**sheep**

This is a sheep farm.

**cheap**

This is a cheap farm



**sherry**   **cherry**

It's a sherry trifle. It's a cherry trifle.



**chop**

I'll buy this chop.



**catch**

I couldn't catch it.



**wash**

He's washing the television.

**watch**

He's watching the television.



**Minimal pair words**

C43a a Listen and repeat the words.

C43b b You will hear five words from each minimal pair. For each word, write 1 for /// (sound 1) or 2 for /tj/ (sound 2).  
EXAMPLE Pair 1: 2, 2, 1, 2, 1

**Minimal pair sentences**

C44a c Listen to the minimal pair sentences.

C44b d Listen to six of the sentences and write i for /j/ (sound 1) or 2 for /t j/ (sound 2).

C44a e Sentence stress

First read the minimal pair sentences and guess which two words will be strongly stressed in each sentence. Notice which words are nouns, adjectives or main verbs. These are often important for the speaker's meaning, so they are often (but not always) the stressed words. Then listen to each sentence and underline the two strongly stressed words (on page 120).

EXAMPLE He's watching the television.

c45 f Tick the words a) or b) that you hear in the sentences.

- |              |                          |             |                          |
|--------------|--------------------------|-------------|--------------------------|
| 1 a) shop    | <input type="checkbox"/> | b) chop     | <input type="checkbox"/> |
| 2 a) sherry  | <input type="checkbox"/> | b) cherry   | <input type="checkbox"/> |
| 3 a) washing | <input type="checkbox"/> | b) watching | <input type="checkbox"/> |
| 4 a) ships   | <input type="checkbox"/> | b) chips    | <input type="checkbox"/> |
| 5 a) shin    | <input type="checkbox"/> | b) chin     | <input type="checkbox"/> |
| 6 a) shoes   | <input type="checkbox"/> | b) choose   | <input type="checkbox"/> |

**3 Dialogue**

First practise the target sound /t j/ in words from the dialogue. Read the words aloud or visit the website to practise.

choose chops Charles much lunch Church butcher chicken children cheaper cheerful charming Cheshire chump chops

c46 b Sentence stress

Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed in each sentence. The number in brackets tells you how many words will be strongly stressed by the speaker in that line. The first line has been done as an example. Then listen to the dialogue as many times as necessary before deciding on your answers.

## At the butcher's shop

(5) (*Charles Cheshire is a very cheerful, charming butcher.*)

CHARLES: (2) Good morning, Mrs Church.

MRS CHURCH: (5) Good morning, Charles. I'd like some chops for the children's lunch.

CHARLES: (2) Chump chops or shoulder chops, Mrs Church?

MRS CHURCH: (4) I'll have four shoulder chops, and I want a small chicken.

CHARLES: (3) Would you like to choose a chicken, Mrs Church?

MRS CHURCH: (2) Which one is cheaper?

CHARLES: (4) This one's the cheapest. It's a delicious chicken.

MRS CHURCH: (8) How much is all that? I haven't got cash. Can I pay by credit card?

CHARLES: (2) Of course, Mrs Church.

9\* c<sub>46</sub> c Check your answers by listening to the dialogue again. Then check in the key.

d Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 Intonation in a list

c<sub>47</sub> a Listen to the recording of someone listing the ingredients in the recipe below. Notice how intonation keeps going up on each item of the list, but comes down at the end.

Recipe - Cheese-topped chops

Ingredients:

a dash of soy sauce

four chops



Cheddar cheese

one fresh  
chilli or a  
pinch of  
chilli  
powder

mushrooms

shallots

Practise reading this list aloud. Record your voice to compare your intonation with the recording.

**C48 b Instructions**

Listen to someone giving instructions about how to make cheese-topped chops. Notice how intonation can keep going up when giving instructions about how to do something, but comes down at the end.

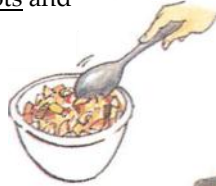
1 Pour a little soy sauce over the chops.



2 Chop the mushrooms, cheese and shallots.



3 Mix the mushrooms, cheese, shallots and chilli with a dash of soy sauce.



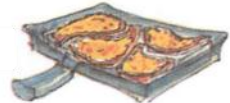
4 Grill the chops.



5 Spread the mixture over the chops.



6 Grill the chops and mixture for a few minutes,



7 Put the chops on a dish and decorate each chop with a cherry.



8 Serve the chops with fresh French salad and chips.



Practise reading these instructions aloud. Record your voice to compare your stress and intonation with the recording.

**5 Spelling**

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /tʃ/.

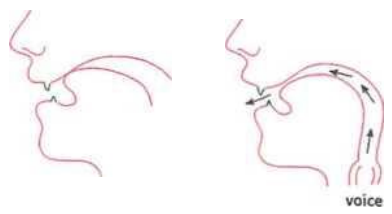
# UNIT 35 / (I3/ January

- Good morning. My name is Chas Jazz. I want to arrange to send an item of my luggage on to Japan.
- Just one moment, Mr Jazz... *(on phone)* Hello. Could you hold on for just a moment, please?
- Just in case there's any damage to this baggage, the Jumbojetset Company in Jamestown has ...
- I'm sorry Mr Jazz, but this is not the Jumbojetset Company. Their office is just round the corner.

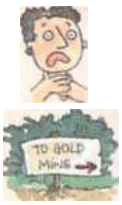


## 1 Target sound M3/

- C49a a First practise the sound /t J/ (see page 120). Listen and repeat.
- c49b b Use your voice to make the target sound /d3/. Listen and repeat.
- c49c c Listen and repeat both sounds together, /tj/ is unvoiced, /ds/ is voiced.



## 2 Minimal pairs



**Sound 1**

/tj/

**cheap**

It's a cheap type of car.

**choke**

Are you choking?

**riches**

A land full of riches.

**cherries**

Do you like cherries?

**larch**

1 want a larch tree.

**H**

Do 1 write 'H' here?

**Sound 2**

/d3/

**jeep**

It's a jeep type of car.

**joke**

Are you joking?

**ridges**

A land full of ridges.

**Jerry's**

Do you like Jerry's?

**large**

1 want a large tree.

**age**

Do 1 write age here?

**SE**

### Minimal pair words

c50a a Listen and repeat the words.

c50b b You will hear five words from each minimal pair. For each word, write 1 for /tj/ (sound 1) or 2 for /ds/ (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 2, 1

### Minimal pair sentences

c51a c Listen to the minimal pair sentences.

c51b d Listen to sbc of the sentences and write 1 for /t J/ (sound 1) or 2 for Id-^l (sound 2).

#### cs1a e Sentence stress

First imagine how the minimal pair sentences will be spoken if the pair word is the most important word for the speaker's meaning. Underline this word (on page 124). Then listen to the sentences again and mark if the voice begins to go up or down on this word.

EXAMPLE It's a cheap type of car.

c52 f Tick the words a) or b) that you hear in the sentences.

- |              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| 1 a) choke   | <input type="checkbox"/> | b) joke   | <input type="checkbox"/> |
| 2 a) larch   | <input type="checkbox"/> | b) large  | <input type="checkbox"/> |
| 3 a) cheap   | <input type="checkbox"/> | b) jeep   | <input type="checkbox"/> |
| 4 a) chain   | <input type="checkbox"/> | b) Jane   | <input type="checkbox"/> |
| 5 a) chilly  | <input type="checkbox"/> | b) Jilly  | <input type="checkbox"/> |
| 6 a) cheered | <input type="checkbox"/> | b) jeered | <input type="checkbox"/> |

## 3 Dialogue

First practise the target sound Id^,! in words from the dialogue. Read the words aloud or visit the website to practise, jeep jail John just George edge Jerry larger injured dangerous agency travel agency jokes bridge village damaged manager passenger January dangerously



C53 b Read the dialogue below and fill the gaps (1-8) with the correct words from the box below. Then listen and check your answers.

|         |           |         |             |
|---------|-----------|---------|-------------|
| jokes   | bridge    | village | damaged     |
| manager | passenger | January | dangerously |

### A dangerous bridge

JERRY: Just outside this i \_\_\_\_\_ , there's a very dangerous bridge.

JOHN; Yes. Charles told me two jeeps crashed on it in 2 \_\_\_\_\_ .  
What happened?

JERRY: Well, George Churchill was the driver of the larger jeep, and he was driving very 3 \_\_\_\_\_ .

JOHN: George Churchill? Do I know George Churchill?

JERRY: Yes. That ginger-haired chap. He's the 4 \_\_\_\_\_ of the travel agency in Chester.

JOHN: Oh, yes. I remember George. He's always telling jokes. Weil, was anybody injured?

JERRY: oh, yes. The other jeep went over the edge of the 5 \_\_\_\_\_ , and two children and another 6 \_\_\_\_\_ were badly injured.

JOHN Oh dear! Were both the jeeps 7 \_\_\_\_\_ ?

JERRY Oh, yes.

JOHN And what happened to George?

JERRY George? He's telling 8 \_\_\_\_\_ in jail now, I suppose!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 /tj/ and /dʒ/ sounds

### C54 a Joining sounds

Notice that when two sounds /tj"/ or /ds/ come together, we usually say both sounds.

EXAMPLE large (/ds? /tj/) cherries

Listen and repeat.

large cherries

orange juice

How much cheese

which job

village jail

watch chain

rich child

teach German

large gentleman

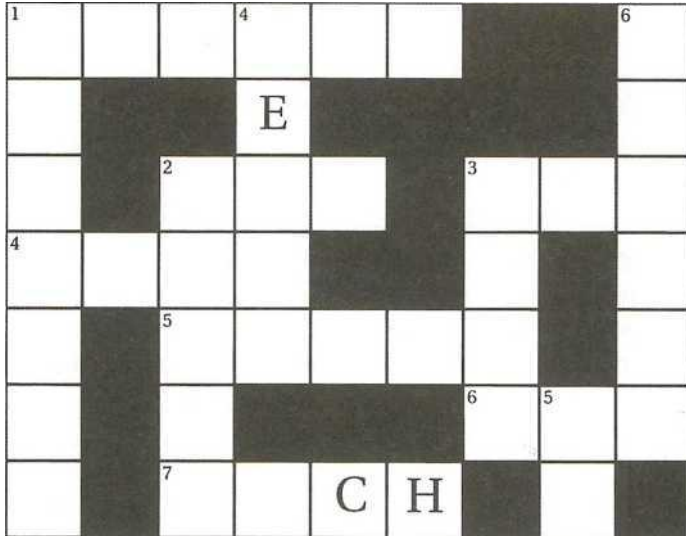
which chair

college chess

huge jumbo jet

**b Crossword**

Every answer has the sound /t J/ or M3/.



Clues

Across;

- 1 Some people get married in a.....
- 2 We eat bread, butter and .....
- 3 We buy jam in a.....
- 4 You'll get fat if you eat too much... olate.
- 5 A game for two people.
- 6 You can see in the dark with a ..... ch.
- 7 This isn't ..... a difficult puzzle.

Down:

- 1 A young hen is a .....
- 2 This book belongs to Jock. It's ..... ' book.
- 3 The dangerous bridge is..... outside the village.
- 4 HRCAE are the letters of this word. It means to arrive.
- « 5 Tell me a j... e.
- 6 George's jeep was .....than the other jeep.

**5 Spelling**

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /B3/.

# UNIT 36 REVIEW

## Card game: Pick up unvoiced consonants: /p/, /t/, /k/, /ʃ/, /tʃ/

Photocopy and cut out cards from minimal pairs in Units 32, 34, 35 and add the cards from Units 24, 26 and 28.

Shuffle the cards and deal them face down all over the table.

Turn over any two cards and read their sentences aloud. If they both have any unvoiced consonants in the pair words, you keep them and you continue playing.

If they don't, turn them both face down again and the next person plays.

Collect as many cards as you can in a time limit, e.g. ten minutes.

## TEST

You can use a dictionary if you wish, but you don't have to understand every word to do this test.

- css 1 For each line (1, 2, 3, 4, 5), first listen to the whole line, then circle the one word (or part of a word) that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. One word is rarely used in everyday English, and this is marked by an asterisk \*. Incomplete words have the rest of the word written in brackets, e.g. *chea(p)*.

| /s/   | /z/    | /ʃ/ /ʒ/       | /t/        | /dʒ/       |
|-------|--------|---------------|------------|------------|
| 1 sue | zoo    | shoe          | chew       | Jew(ish)   |
| 2 Sam | (e)xam | sham          | cham(pion) | jam        |
| 3 so  | zo(ne) | show          | cho(sen)   | Joe        |
| 4 C   | Z      | she           | chea(p)    | Gee!       |
| 5 sap | zap    | chap(erone)*- | chap       | Jap(anese) |

Score / 5

- 2 Circle the words with the same consonant cluster as 1-3.

1 insect

2 orange

Ais/

answer

In&^l

televisions

chance

instructions

designs

ancestors

pens

inside

pins

John's

range

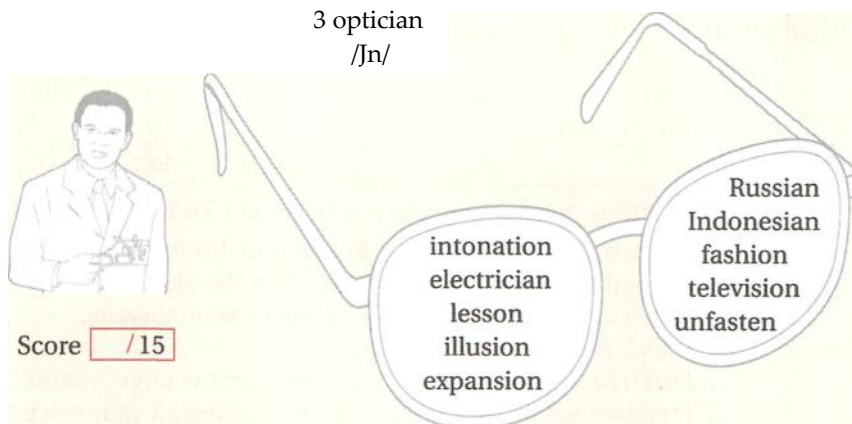
sponge lunch

stranger much

ringer French

exchange bingo

lounge



3 Pick the different one: /s/, /z/ or /ɒz/

Underline the 5 ending that has a different pronunciation.

EXAMPLE Samantha's Mum's Bill's Ruth's

1 loves climbs kisses whistles

2 wants sings laughs gets

3 bicycles watches matches boxes

4 Laura's William's Luke's Dad's

5 books oils bugs lessons

Score /5

C56 4 Intonation

Read this conversation and guess the intonation. Then listen and draw intonation arrows in the boxes for each item 1-10.

^ (draw 6 of these) "ʔ (draw 3 of these)-^-(draw 1 of these)

|                                                                  |       |
|------------------------------------------------------------------|-------|
| CHARLES: Would you like some coffee?                             | if    |
|                                                                  | _____ |
| SUSAN: I'd actually like some hot chocolate ...                  | 2 1   |
| CHARLES: Well?                                                   | 3     |
|                                                                  | _____ |
| SUSAN: You know how to make that, don't you?                     | 4     |
|                                                                  | _____ |
| CHARLES: You just heat up the milk, put the chocolate in the cup | 5 1   |
| ... And then pour the hot milk over it.                          | 6 1   |
| SUSAN: And add some of these marshmallows I brought.             | 7     |
|                                                                  | _____ |
| Would you like some hot chocolate?                               | 8     |
|                                                                  | _____ |
| CHARLES: With a few extra marshmallows?                          | 9     |
|                                                                  | _____ |
| SUSAN: Mmmrrrr!                                                  | 10    |
|                                                                  | 1     |

Score /5

Total score /30

## Additional review task using dialogues from Units 30-35

| Unit         | 30         | 31         | 32         | 33         | 34          | 35          |
|--------------|------------|------------|------------|------------|-------------|-------------|
| Target sound | <i>Is/</i> | <i>IzI</i> | <i>/J/</i> | <i>lvI</i> | <i>/tj/</i> | <i>/d3/</i> |
|              | sun        | zoo        | shoe       | television | chip        | January     |

- 1 Listen again to the dialogue in that unit, listening for the target sound.
  - 2 Circle the target sound in any words in the dialogue.
  - 3 Listen to the dialogue again and check your answers.
  - 4 Check your answers in the key.
  - 5 Listen to the dialogue again, listening for the target sound.
  - 6 Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the CD.
- You can also use this review task as a quick self-test, by doing steps 2 and 4 only.

# UNIT 37 /f/fan

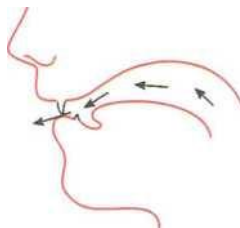
- I'm off, Ms Fox.
- It's only four. We finish at five, Mr Foot.
- I've had enough of this office for one day.  
Too much hiring and firing. I'm off.
- Well, just put those files on the floor, Mr Foot.  
Drive carefully. And don't forget the flowers for your wife.



(Note: *hiring and firing* = idiom meaning employing and dismissing workers.)

## 1 Target sound /f/

C57 To make the target sound /f/, touch your top teeth with your bottom lip. Blow out air between your lip and your teeth. Don't use your voice. Listen and repeat: /f/.



## 2 Minimal pairs A



|  | Sound 1                | Sound 2                |                                                                                      |
|--|------------------------|------------------------|--------------------------------------------------------------------------------------|
|  | /p/                    | /f/                    |                                                                                      |
|  | <b>pin</b>             | <b>fin</b>             |   |
|  | It's a sharp pin       | It's a sharp fin.      |                                                                                      |
|  | <b>peel</b>            | <b>feel</b>            |  |
|  | Peel this orange.      | Feel this orange,      |                                                                                      |
|  | <b>pork</b>            | <b>full</b>            |                                                                                      |
|  | There's no pork here.  | The sign said 'Full',  | <b>fuu</b>                                                                           |
|  | <b>pull</b>            | <b>sniff</b>           | <i>k</i>                                                                             |
|  | The sign said 'Puli'.  | Sniff these flowers.   |                                                                                      |
|  | <b>palm</b>            | <b>farm</b>            |  |
|  | He showed me his palm. | He showed me his farm. |                                                                                      |

**Minimal pair words**

C58a a Listen and repeat the words.

C58b b You will hear five words from each minimal pair. For each word, write 1 for /p/ (sound 1) or 2 for /f/ (sound 2).  
 EXAMPLE Pair 1: 2, 1, 2, 1, 2

**Minimal pair sentences**

C59a c Listen to the minimal pair sentences.

C59b d Listen to six of the sentences and write 1 for /p/ (sound 1) or 2 for /f/ (sound 2).

C59a e Sentence stress

Listen to the minimal pair sentences again and underline the strongly stressed words (on page 131).

EXAMPLE He showed me his palm.

**Minimal pairs B**



**Sound 1    Sound 2**

**hl**    *fl*

**hold**    **fold**

Hold this paper.

Fold this paper,

**heat**

I like heat on the back.

**feet**

I like feet on the feet.



**hill fill**

That sign said 'Hill'. That sign said 'Fill',

**heel feel**

This heel's different. This feels different.

**honey funny**

This is honey. This is funny.

**hole foal**

It's got a little hole. It's got a little foal.



┌

K

**Minimal pair words**

C60a a Listen and repeat the words.

C60b b You will hear five words from each minimal pair. For each word, write 1 for /h/ (sound 1) or 2 for /f/ (sound 2).  
 EXAMPLE Pair 1: 1, 1, 1, 2, 2

**Minimal pair sentences**

c60a c Listen to the minimal pair sentences.

C6ib d Listen to six of the sentences and write 1 for /h/ (sound 1) or 2 for /f/ (sound 2).

C6ia e Sentence stress

Listen to the minimal pair sentences again and underline the strongly stressed words (on page 132).  
EXAMPLE Fold this paper.

Tick the words a), b) or c) that you hear in the sentences.

- |               |                          |             |                                      |
|---------------|--------------------------|-------------|--------------------------------------|
| 1 a) pin      | <input type="checkbox"/> | b) fin      | <input type="checkbox"/>             |
| 2 a) peel     | <input type="checkbox"/> | b) feel     | <input type="checkbox"/>             |
| 3 a) snipping | <input type="checkbox"/> | b) sniffing | <input type="checkbox"/>             |
| 4 a) heel     | <input type="checkbox"/> | b) feel     | <input type="checkbox"/>             |
| 5 a) harm     | <input type="checkbox"/> | b) farm     | <input type="checkbox"/>             |
| 6 a) pole     | <input type="checkbox"/> | b) hole     | 1 1 c) foal <input type="checkbox"/> |

### 3 Dialogue

Intonation in requests can be down at the end but it usually sounds more polite going up.

a Practise these six requests from the dialogue with the intonation going up. Read the sentences aloud or visit the website to practise.

- 1 Please phone my office after five days. Mrs Phillips.
- 2 Please give a friendly laugh.
- 3 Please use this felt-tipped pen. Mrs Phillips.
- 4 Please look ... e r ... soft and beautiful.
- 5 Please sit on this ssfa.
- 6 Please fill in this form.

c63 b First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (a-f) with the requests (1-6) above. The first gap has been done as an example.

■-T C63 Listen to the dialogue again and check your answers. Then check in the key.

### A funny photographer

PHOTOGRAPHER: Good afternoon. How can I help you?

FRED: I'm Fred Phillips. I want a photograph of myself and my wife Phillippa.

PHOTOGRAPHER: Certainly, Mr Phillips, a) Please fill in this form.

PHILLIPPA: I'll fill it in, Fred.

PHOTOGRAPHER: b) \_\_\_\_\_ Mr Phillips, do you prefer a full front photograph or a profile?

FRED: A full front, don't you think, Phillippa?

PHILLIPPA: Yes. A full front photograph,

FRED: Full front.

PHILLIPPA: *(hands in the form)* It's finished.

PHOTOGRAPHER: Thank you, Mrs Phillips, c) \_\_\_\_\_ Is it comfortable?

PHILLIPPA: Yes. It feels fine.

PHOTOGRAPHER: Mr Phillips, d) \_\_\_\_\_

FRED: That's difficult. If you say something funny I can laugh.

PHOTOGRAPHER: And, Mrs Phillips, e) \_\_\_\_\_

FRED: *(laughs)*

PHOTOGRAPHER: That's it finished.

FRED: Finished?

PHOTOGRAPHER: Finished, Mr Phillips.

PHILLIPPA: Will the photograph be ready for the fifth of February?

PHOTOGRAPHER: Yes. f) \_\_\_\_\_

## A

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound and the intonation with the recording.

## 4 Intonation in/Y sentences .

Match the beginning of these r/sentences (1-7) with the endings (a-g).

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1 If Fred laughs,                  | a he gets frightened, b they can |
| 2 If Grandfather flies,            | speak French, c you're first, d  |
| 3 If you want to eat fish,         | it gets full of fat. e they're   |
| 4 If you telephone information,"   | helpful, f he looks funny, g you |
| 5 If you fry food,                 | need a knife and fork.           |
| 6 If they're from France,          |                                  |
| 7 If you finish before the others, |                                  |

—r C64 Listen to check and repeat. Notice how the intonation goes up and then down.

EXAMPLE

If Fred laughs, he looks funny.

## 5 Spelling

8—r

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /f/.

# UNIT 38 /v/ van

- Have you ever been to Venice?
- No, never. But I've heard you've just come back from Venice, haven't you?
- Best holiday I've ever had. The food was fabulous.
- Did you buy anything in Venice?
- Yes - this vest.
- Ah ... Yes ... A berry-coloured Venetian vest!  
... Very fashionable!



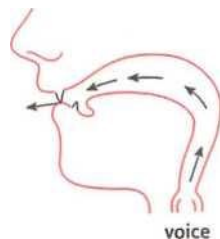
## 1 Target sound /v/

C65a a First practise the sound /v/ (see page 131). This is an unvoiced sound.

Listen and repeat.

C65b b Use your voice to make the target sound /v/. Listen and repeat.

C65c c Listen and repeat both sounds; /v/ and /v/.



voice

## 2 Minimal pairs A

### Sound 1 Sound 2

/v/ /v/

**safe save**

Safe here? Save here?



**fine vine**

Fine in the garden?

Vine in the garden?



**fail**

It's a fail?

**veil**

**few**

This room has a few?

It's a veil?



**fast view**

They need a fast ship?

This room has a view?



**ferry**

Ferry late?

**vast**

They need a vast ship?



**Minimal pair words**

C66a a Listen and repeat the words.

0—r C66b b You will hear five words from each minimal pair. For each word, write 1 for /f/ (sound 1) or 2 for /v/ (sound 2).  
 EXAMPLE Pair 1: 2, 1, 2, 2, 1

**Minimal pair sentences**

C67a c Listen to the minimal pair sentences. (Note: These are statements used as questions, so the intonation goes up.)

C67b d Listen to six of the sentences and write 1 for /f/ (sound 1) or 2 for /v/ (sound 2).

**0=r C67a e Sentence stress**

Native speakers of English only sometimes use statements as questions. Listen to the minimal pair sentences again and notice how the speaker's voice begins to go up on the most important word for the speaker's meaning. This word is spoken with the strongest stress. Underline this word and any other strongly stressed words you hear in each sentence (on page 135).

EXAMPLE This room has a view?

**Minimal pairs B**



**Sound 1 Sound 2**

/b/ /v/  
**bet vet**



They're good bets. They're good vets,



**best vest**



He wore his best. He wore his vest,



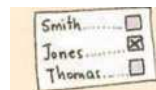
**ban van**



**A**

Can they lift that ban? Can they lift that van?

**bolt volt**



We need more bolts. We need more volts,



**hoat vote**

## Minimal pair words

C68a a Listen and repeat the words. Then listen and repeat.

C68b b You will hear five words from each minimal pair. For each word, write 1 for /b/ (sound 1) or 2 for /v/ (sound 2).

EXAMPLE Pair 1: 1, 2, 1, 2, 1

## Minimal pair sentences

C69a c Listen to the minimal pair sentences.

C69b d Listen to six of the sentences and write 1 for /b/ (sound 1) or 2 for /v/ (sound 2).

C69a e Sentence stress

Listen to the minimal pair sentences again and underline the two strongly stressed words in each sentence (on page 136).

c70 f Tick the words a), b) or c) that you hear in the sentences.

- |            |                          |          |                          |
|------------|--------------------------|----------|--------------------------|
| 1 a) lift  | <input type="checkbox"/> | b) lived | <input type="checkbox"/> |
| 2 a) half  | <input type="checkbox"/> | b) halve | <input type="checkbox"/> |
| 3 a) fast  | <input type="checkbox"/> | b) vast  | <input type="checkbox"/> |
| 4 a) boat  | <input type="checkbox"/> | b) vote  | <input type="checkbox"/> |
| 5 a) bolts | <input type="checkbox"/> | b) volts | <input type="checkbox"/> |
| 6 a) safe  | <input type="checkbox"/> | b) save  | <input type="checkbox"/> |

## 3 Diajogue

1a First practise the target sound /v/ in some of the words from the dialogue. Read the words aloud or visit the website to practise, view lived five of have love village valley very Vander lovely Victor living arrived Vivienne

C71 b Intonation in statements

Intonation usually goes down at the end of a statement. Listen to the intonation in this dialogue. Then practise reading it aloud. Record your voice to compare your intonation and production of the target sound with the recording.

### A fine view

VIVIENNE: Has the Vander family lived here for very long. Victor?

VICTOR: Five and a half years. Vivienne. We arrived on the first of February. VIVIENNE:

What a lovely view you have!

VICTOR: Yes. It's fabulous.

VIVIENNE: Look! You can see the ridge down in the valley

VICTOR: Yes. We just love living here because of the view.

## 4 Stress and intonation

C72 a Listen to this description and draw a down arrow on the last strong stress in each sentence. Check your answers and then practise reading the description aloud. Record your voice to compare your production of the target sound with the recording.



This is a photograph of a fat farmer arriving at a village.

The village is in a valley.

The farmer's driving a van.

It's the seventeenth of November.

It's a fine day but it's very cold.

Some of the leaves have fallen from the vine in the foreground of the photograph.

Remember that intonation often goes down at the end of statements, short answers, *WH* questions, questions with 'or'.

Match these questions and answers, and draw down arrows on the last strong stress.

EXAMPLE What month is it in this photograph? November

- 1 Who's driving the van? A vine.
- 2 How many leaves have fallen from the vine? Arriving.
- 3 Where do the pagers live? Five.
- 4 Is the van leaving or arriving? In the valley.
- 5 In the foreground of the photograph, is it a vine or a fir tree? Four.
- 6 Near the village are there four or five fir trees? The farmer.

C73 Listen to check your answers, then practise saying the questions and answers.

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /v/.

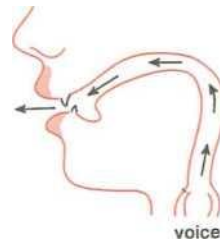
# UNIT 39 /w/ window

- What do you want for your birthday?
- Whatever you want to give me.
- A watch? A wallet?... um... A wig? A wetsuit? A welcome mat?... er... A woolly vest? Some wine? A grape vine?
- Whatever.



## 1 Target sound /w/

- D2a a First practise the sound /v/ (see page 135). Listen and repeat.
- D2b b Make your lips round and hard to make the short target sound /w/. Listen and repeat.
- D2c c Listen and repeat the two sounds: /v/ and /w/.



## 2 Minimal pairs

|             | Sound 1                 | Sound 2                    |       |
|-------------|-------------------------|----------------------------|-------|
|             | <i>v</i>                | <i>w</i>                   |       |
|             | <b>V</b>                | <b>W</b>                   |       |
| <b>IA</b>   | V didn't come before U. | We didn't come before you. |       |
|             | <b>vest west</b>        |                            | ^ ' ^ |
| <b>Atil</b> | That's the vest         | That's the west            |       |
|             | <b>vet wet</b>          |                            |       |
|             | The dog's vet           | The dog's wet              |       |
|             | <b>vine wine</b>        |                            |       |
| <b>3jt</b>  | This is my best vine.   | This is my best wine,      |       |

## Minimal pair words

- D3a a Listen and repeat the words.
- D3b b You will hear five words from each minimal pair. For each word, write 1 for /v/ (sound 1) or 2 for /w/ (sound 2).  
EXAMPLE Pair 1: 1, 1, 1, 2, 2

### Minimal pair sentences

D4a c Listen to the minimal pair sentences.

D4b d Listen to five of the sentences and write 1 for /v/ (sound 1) or 2 for /w/ (sound 2).

D4a e Sentence stress

Listen to the minimal pair sentences again and underline the two strongly stressed words in each sentence (on page 139).

EXAMPLE This is my best vine.

D5 f Tick the words a) or b) that you hear in the sentences.

- |            |                          |           |                          |
|------------|--------------------------|-----------|--------------------------|
| 1 a) vine  | <input type="checkbox"/> | b) wine   | <input type="checkbox"/> |
| 2 a) V     | <input type="checkbox"/> | b) we     | <input type="checkbox"/> |
| 3 a) veal  | <input type="checkbox"/> | b) wheel  | <input type="checkbox"/> |
| 4 a) verse | <input type="checkbox"/> | b) worse  | <input type="checkbox"/> |
| 5 a) veUs  | <input type="checkbox"/> | b) whales | <input type="checkbox"/> |
| 6 a) vet   | <input type="checkbox"/> | b) wet    | <input type="checkbox"/> |

### 3 Dialogue

) a First practise the target sound /w/ in words from the dialogue below.

Read the words aloud or visit the website to practise,  
 well what wet walk warm with white wine went  
 walked woods wild sweet \\\III1ar Wednesday wasn't  
 wearing walnut railway quiet quickly twenty squirrels  
 wonderful Winona afterwards

D6 Sentence stress

Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed in each sentence. The number in brackets tells you how many words will be strongly stressed in that line. The first line has been done as an example.

the woods.



t VIRGINIA: (2) 1 saw ... \\\III1ar again on Wednesday. Winona.

i . WINONA: (4) Oh? William again .. (Winona laughs.) ... Well, what happened?

K VIRGINIA: (4) We went for a lovely walk in the woods.

1 WINONA: (6) Oh? In the wet? Wasn't it very wet on Wednesday?

1 VIRGINIA: (6) It *was* very cold and wet. But we were wearing very warm clothes  
 (4) and we walked quickly to keep warm.

i WINONA: (6) Is that the woods next to the railway? If s not very quiet

VIRGINIA: (6) Yes. But further away from the railway it was very quiet  
 (4) and there were wild squirrels everywhere. We counted  
 (2)

WINONA: (5)  
 (2)

**VIRGINIA:** (5) It was too wet. Afterwards we went to a restaurant. It was  
(6) twelve o'clock. We had walnut cake and sweet white wine.  
(1) It was wonderful.

**WINONA:** (3) So? William again ... Well ... ?

**VIRGINIA:** (1) \Ne\U (*Virginia and Winona laugh.*)

D6 c Check your answers by listening to the dialogue again. Then check in the key.

d Practise reading the dialogue aloud. Record your voice to compare your production of the sentence stress and the target sound with the recording.

## 4 Stress and intonation

a Intonation usually goes down at the end of *WH* questions and short answers.

EXAMPLE

Where was it quiet? In the woods.

Match the answers (a-h) to the questions (1-8) about the dialogue.

Then listen to check and repeat.

- |    |                                  |                       |
|----|----------------------------------|-----------------------|
| D7 | 1 Where was it quiet?            |                       |
|    | 2 What did they watch?           |                       |
|    | 3 What did they drink?           | a The squirrels, b    |
|    | 4 Where were the squirrels?      | Everywhere, c To      |
|    | 5 Why did they walk quickly?     | keep warm, d In the   |
|    | 6 What did they eat for lunch?   | woods, e Twelve       |
|    | 7 What time did they have lunch? | o'clock, f Went for a |
|    |                                  | walk, g Walnut        |
|    |                                  | cake.                 |

8 What did William and Virginia do on Wednesday? h Sweet white wine.

Practise reading the questions and answers aloud. Record your voice to

compare your production of the intonation with the recording b Intonation:

old information/new information

Notice that intonation in *WH* questions can change when we are talking about old information, e.g. the first time we ask somebody's name, we ask: 'What's your name?' This is new information. But if I then forget the name and ask again, I ask: 'What's your name?' because I am asking about old information that has already been given. The intonation goes up to show that this is something we have already shared.

D8a

Listen to Winona, later in the day, asking Virginia some questions about information they had shared.

Where were the squirrels exactly?

What time did you say you had lunch?

Why did you walk quickly?

This is all old information that Virginia and Winona had already shared, so the intonation goes up.

D8b Now listen to Winona asking for new information.

What did you both talk about?

When did you arrange the meeting?

D8c Listen and mark whether these questions are old information or new information. The first two have been done as examples.

1 What did you say you drank? *old information*

2 What colour did you wear? *new information*

3 What did Hctor say? \_\_\_\_\_

4 Why did you walk quickly? \_\_\_\_\_

5 What did Victor wear? \_\_\_\_\_

6 Where did you go with Victor? \_\_\_\_\_

D9 c Linking /w/

The sound /w/ is used in rapid spoken English to link other sounds. The sound /w/ links words ending in /ɪ/ or /u/, e.g. *who, you, how, go, hello*, when the next word begins with a vowel. Listen to the examples then listen to six short interactions where this linking happens. Mark where you could hear linking /w/ in 1-6 below.

|          |         |          |          |
|----------|---------|----------|----------|
|          | /w/     | /w/      | /w/      |
| EXAMPLES | Who^is? | You^are. | Go_away! |

1 A; Hello, everybody! How are you? B: Hello, Emma. Oh I'm OK now, I had the flu and felt terrible.

2 A; Who isn't here? B: Joe isn't. A few others aren't. B:

3 A; Is Sue OK? Anybody know about Sue? I don't know if Sue is off with the flu as well.

4 A: How do I get to a garage? B: You go under a bridge and through a village.

5 A: Do you understand? B; No, I don't really.

6 A: Oh, it's so unfair! You always get two ice creams! B: Grow up!

Check your answers in the key. Then practise the interactions vwth a partner. Record your voices to compare your production of linking /w/ with the recording.

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /w/.

# UNIT 40 /j/ yellow

- Did you use to use a computer when you were younger?

■ No. When I was young there didn't use to be any computers. I just used to play with a yo-yo ... um ...

I haven't played with a yo-yo for years ... er...

Have **YOU** got a yo-yo?

■ No, just a computer.

**O**

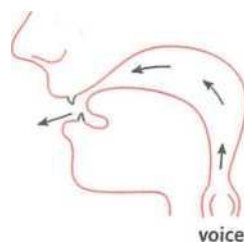


## Target sound /j/

DI0a a First practise the sound /i:/ (see page 3). Listen and repeat.

Di0b b To make the target sound /j/, begin to make the sound /h/ but very quickly move your tongue to make the next sound. Do not touch the roof of your mouth with your tongue or you will make another sound like /dʒ/ (see page 124). Listen and repeat.

Di0c c Listen and repeat both sounds; /dʒ/ and /j/.



## 2 Minimal pairs

**Sound 1    Sound 2**

/dʒ/    /j/

**joke    yolk**

That's a wonderful joke.    That's a wonderful yolk.

**juice use**

There's no juice. There's no use.

**jam yam**

**Jess yes**

Jess, I love you. Yes, I love you.

**jeers years**



'loo

**Minimal pair words**

Di1a a Listen and repeat the words.

Di1b b You will hear five words from each minimal pair. For each word, write 1 for /ds/ (sound 1) or 2 for /j/ (sound 2).  
 EXAMPLE Pair 1: 2, 1, 2, 1, 1

**Minimal pair sentences**

Di2a c Listen to the minimal pair sentences.

Di2b d Listen to five of the sentences and write 1 for /d^/ (sound 1) or 2 for /j/ (sound 2).

Di2ae Sentence stress

Listen to the minimal pair sentences again and underline the strongly stressed words (on page 143). Stressed syllables are LOUDer and sLOWer. Unstressed syllables are quieter and quicker. This gives English its rhythm.  
 EXAMPLE Would you like jam?

D13 f Tick the words a) or b) that you hear in the sentences.

- |            |                          |   |   |       |                          |
|------------|--------------------------|---|---|-------|--------------------------|
| 1 a) joke  | <input type="checkbox"/> | b | \ | yolk  | <input type="checkbox"/> |
| 2 a) jam   | <input type="checkbox"/> | b | \ | yam   | <input type="checkbox"/> |
| 3 a) Jess  | <input type="checkbox"/> | b | \ | yes   | <input type="checkbox"/> |
| 4 a) jeers | <input type="checkbox"/> | b | \ | years | <input type="checkbox"/> |
| 5 a) juice | <input type="checkbox"/> | b | \ | use   | <input type="checkbox"/> |
| 6 a) jet   | <input type="checkbox"/> | b | \ | yet   | <input type="checkbox"/> |

**Dialogue**

©3 First practise the target sound /j/ in words from the dialogue. Read the words aloud or visit the website to practise.

York years Young news few Hugh stew tunes huge  
 yellow yesterday tutor student onion newspaper produces  
 beautiful excuse me used to did you use to music knew  
 New tubes stupid university tuba Europe

D14 b Read the dialogue below and fill the gaps (1-8) with the correct words from the box below. Then listen to the recording and check your answers.

music knew New tubes stupid university tuba Europe

**Not SO Stupid**

JOHN YEE Excuse me. Did you use to live in York?

JOE YOUNG Yes.

JOHN YEE Did you use to be a tutor at the i \_\_\_\_\_

JOE YOUNG Yes. For a few years.

JOHN YEE: Do you remember Hugh Yip? He was a 2 \_\_\_\_\_ student.

JOE YOUNG: Hugh Yip? Did he use to have a huge yellow jeep?

JOHN YEE: Yes. And he used to play beautiful tunes on the 3\_

JOE YOUNG: Yes, I 4 \_\_\_\_\_ Hugh. He used to be a very stupid student.  
Do you have any news of Hugh?

JOHN YEE Yes. He's a millionaire now in s\_ A \_\_\_\_\_ York.

JOE YOUNG millionaire? Playing the tuba?

JOHN YEE Oh, no. He produces jam in 6 \_\_\_\_\_, and tins of onion stew,  
and sells them in 7 \_\_\_\_\_. I read about Hugh in the newspaper  
yesterday.

JOE YOUNG: Oh! Well, he wasn't so 8\_

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 Stress and intonation: highlighting a word

Disa a Notice that the speaker can choose to make any word the most important one for the meaning of a sentence, and to make that word more strongly stressed than the other words. The meaning of the sentence changes slightly. Listen to one of the questions from the dialogue said with five different meanings because each time a different word is given this stronger stress.

- 1 Did you use to live in York? Suggests the meaning: (There are different opinions about this. What's the truth?)
- 2 Did you use to live in York? Suggests: (I did. Or somebody else did. What about you?)
- 3 Did you use to live in York? Suggests: (But not now.)
- 4 Did you use to live in York? Suggests: (But maybe you worked somewhere else.)
- 5 Did you use to live in York? Suggests: (Not some other city.)

Disb Now listen to another sentence said with five different meanings. Match each sentence (1-5) with the correct suggested meaning (a-e).

- |                                |                                              |
|--------------------------------|----------------------------------------------|
| 1 He had a yellow jeep.        | a) (But not any more. Not now.)              |
| 2 He <u>had</u> a yellow jeep. | b) (But nobody else did.)                    |
| 3 He had a yellow jeep.        | c) (Not a car or any other kind of vehicle.) |
| 4 He had a <u>yellow</u> jeep  | d) (Just one. Not several of them.)          |
| 5 He had a yellow jeep.        | e) (Not a red one or any other colour.)      |

b Linking /j/

The sound /j/ is used in rapid spoken English to link other sounds. The sound /j/ links words ending in /i:/ or *hi*, e.g. *she, he, I, we, my, boy, say, they*, when the next word, begins with a vowel. Listen to the examples then listen to six short interactions where this linking happens. Mark where you could hear linking /j/ in 1-6 below.

EXAMPLES I<sup>/j/</sup> agree. He<sup>/j/</sup> is here. The way-out.<sup>/j/</sup>

1 A: Let's play a card game.

B: OK, I'll deal.

2 A: That boy is very rude.

B: Yes, he ought to be more polite.

3 A: Are those printouts of my emails? B: Yes, they are.

4 A: He always feels sad when he's alone.

B: I understand. I often do too.

5 A: Say it again, please.

B; I said today is my eightieth birthday.

6 A: They all had a good cry at the funeral.

B: There wasn't a dry eye in the church.

%

Check your answers in the key. Then practise the interactions with a partner. Record your voices to compare your production of linking /j/ with the recording.

About you

Read these answers and answer T (True) or F (False) or D (Don't know).

1 When you were three you used to dress yourself. ( )

2 When you were six months old you used to feed yourself. ( )

3 When you were a baby you used to be beautiful. ( )

4 When you were first at school you used to be stupid. ( )

5 When you were younger you used to really like music. ( )

Choose one of the statements, or make up a similar one, and ask somebody about it.

EXAMPLE When you were (ten) years old, did you use to like (cycling)?

## 5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /j/.

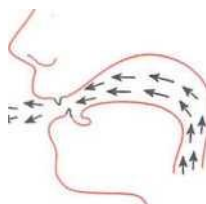
# UNIT 41 /h/ hat

- Have you ever been to a hospital? . ©
- Yes. I wasn't actually ill. But I used to play hockey, and I injured my hand. I had to go to Hill End Hospital.
- How did it happen?
- Oh, somebody just hit my hand very hard with a hockey stick.



## 1 Target sound /h/

<sup>D17</sup> To make the target sound /h/, push a lot of air out very quickly. Do *not* touch the roof of your mouth with your tongue. Listen and repeat: /h/.



## 2 Minimal pairs



|                              |                          |
|------------------------------|--------------------------|
| <b>Sound 1</b><br>(no sound) | <b>Sound 2</b>           |
| ill                          | /h/<br>hill              |
| is Tom ill in hospital?      | Is Tom Hill in hospital? |



**eel heel**

That's a beautiful eel. That's a beautiful heel.



**and hand**

Put your head *and* Put your head, hand,  
heart into it. heart into it.



**old hold**

old Mrs Smith's hand. Hold Mrs Smith's hand,

Ж

**ear hear**

She's lost her earring. She's lost her hearing.

**islands highlands**

I love the islands. I love the highlands.



**Minimal pair words**

Di8 a a Listen and repeat the words.

Di8 b b You will hear five words from each minimal pair. For each word, write 1 for no sound (sound 1) or 2 for /h/ (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 2, 1

**Minimal pair sentences**

Di9 a c Listen to the minimal pair sentences.

Di9 b d Listen to six of the sentences and write 1 for no sound (sound 1) or 2 for /b/ (sound 2).

**Di9ae Sentence stress**

Listen to the minimal pair sentences again. Notice that the speaker can choose to make any word the most important one for the meaning of a sentence, and to make that word more strongly stressed than the other words. When you are reading English books or newspapers a word that is much more strongly stressed than the others in a sentence is printed in *italics* or in *bold italics*. Notice this in the sound 1 sentence in Pair 3; Put your head *and* heart into it. The speaker does this to suggest the meaning: 'not just your head but also your heart', so the pronunciation of *and* changes. Here it is pronounced /aend/ when it is strongly stressed. It is usually weakly stressed, and pronounced /and/.

D20 f Tick the words a) or b) that you hear in the sentences.

- |           |                          |          |                          |
|-----------|--------------------------|----------|--------------------------|
| 1 a) eels | <input type="checkbox"/> | b) heels | <input type="checkbox"/> |
| 2 a) and  | <input type="checkbox"/> | b)hand   | <input type="checkbox"/> |
| 3 a) eye  | <input type="checkbox"/> | b) high  | <input type="checkbox"/> |
| 4 a) art  | <input type="checkbox"/> | b) heart | <input type="checkbox"/> |
| 5 a) ow   | <input type="checkbox"/> | b) how   | <input type="checkbox"/> |
| 6 a) air  | <input type="checkbox"/> | b) hair  | <input type="checkbox"/> |

**3 Dialogue**

First practise the target sound *1bI* in words from the dialogue. Read the words aloud or visit the website to practice.

Hi he how has had have hit heard hope house horse Holly husband  
happened behind perhaps unhappy hospital horrible Helena

Read the dialogue and fill in the gaps. After each number there are two gaps. The first gap is a word starting with /h/. The second gap is a word starting with a vowel. Choose words from the box below. Number 1 has been done as an example.

having ambulance all hospital heard accident how he unhappy  
hit Helena ice-cream injured operation



**Minimal pair sentences**

D53a c Listen to the minimal pair sentences.

D53a d Listen to five of the sentences and write 1 for /m/ (sound 1) or 2 for /π/ (sound 2)

D53a e Sentence stress

Listen to the minimal pair sentences again and match each pair with the stress patterns (a-e) below. The big circles are the strongly stressed words in the sentence and the small circles are the weakly stressed words.

EXAMPLE a) ooO Pair 4:1 want a comb. /1 want a cone.

- a) ooO                      b) ooO                      c) oOoooO
- d) oOooO                e) ooOo

Notice that the weakly stressed words are said more quickly, and that the pronunciation of some words changes if they are weakly stressed, e.g. of /DV/ becomes /əy/, is l\z/ becomes bl or /oz/, a is pronounced /ə/.

§-[Γ D54 f Tick the words a) or b) that you hear in the sentences.

- 1 a) combs                          b) cones
- 2 a) mine                          b) nine
- 3 a) name                          b) mane
- 4 a) some                          b) sun
- 5 a) warm                          b) warn
- 6 a) money                          b) mummy

**3 Dialogue**

© First practise the target sound /π/ in words from the dialogue. Read the words aloud or visit the website to practise.

no not near name noise Netting Hill morning manager  
avenue furnished unfurnished don't want rent month  
friends pounds evening Northend apartment central  
inexpensive one can than down fifteen London Martin  
Syllabic /π/

In the following words bl is usually a syllable.

often station oven kitchen accommodation prison eleven  
forbidden television certainly thousand Nelson garden agency

D55 b First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-8) by choosing eight words from the list above (syllabic *Inf*).

**At an accommodation agency**

**MARTIN:** Good morning. My name is Martin Nelson. Are you the manager?

**MANAGER:** Yes, I am. How can I help you, Mr i \_\_\_\_\_ ?

**MARTIN:** I want an apartment in central London.

**MANAGER:** 2 „ Mr Nelson. How much rent do you want to pay?

**MARTIN:** No more than £ 1,000 a month.

**MANAGER:** £ 1,000 a month? We don't often have apartments as inexpensive as that. Not in central London. We have one apartment for £2,179 a month in Notting Hill. It's down near the 3 \_\_\_\_\_ in Northend Avenue.

**MARTIN:** Is it furnished?

**MANAGER:** No. It's unfurnished. The kitchen has no 4 \_\_\_\_\_. It's forbidden to use the 5 \_\_\_\_\_. No friends in the apartment after 6 \_\_\_\_\_ i the evening. No noise and no 7 \_\_\_\_\_ after 11.15 p.m. No ...

**MARTIN:** No thank you! I want an apartment, not a 8 \_\_\_\_\_ I

D55 c Listen to the dialogue again and check your answers.

d Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 Mini bingo game

D56 a Practise saying these numbers. Listen and repeat, paying attention to the sound *bi*.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 7  | 11 | 9  | 10 | 13 | 17 | 15 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 |
| 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |

## A

b Play in a group of five people. (A student studying alone can record the numbers, and then choose two of the boxes below.)

One person calls out the numbers above in any order. Take turns to call the numbers.

The others each choose one of the boxes A, B, C or D below.

Cross out each number in your box as it is called (or put a small piece of paper on top of each number as it is called).

The first person to cross out all their numbers wins.

| A  | B  |    |    | C  |    |    | D  |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 9  | 20 | 99 | 1  | 79 | 11 | 77 | 79 | 99 | 1  | 79 | 9  |
| 15 | 79 | 71 | 13 | 9  | 7  | 18 | 19 | 97 | 17 | 19 | 18 |
| 97 | 19 | 10 | 99 | 27 | 10 | 11 | 91 | 29 | 99 | 21 | 70 |

## 5 Spelling

9—T Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound *ini*.

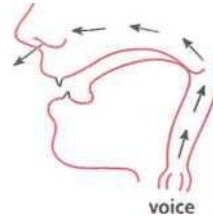
# UNIT 47 /r/) / ring

- What are you doing in the holidays? .©
- I m thinking about going somewhere near Naples.
- Naples! How interesting! What are you planning to do there?
- Nothing much ... swimming... lying in the sun ... having a good time..... eating... dri king... just relaxing.
- Ah! How charming!



## 1 Target sound /g/

D57 To make the target sound /g/, touch the back of the roof of your mouth with the back of your tongue. Use your voice, /g/ comes through your nose. Listen and repeat; /g/.



## 2 Minimal pairs A O



|                |                |
|----------------|----------------|
| <b>Sound 1</b> | <b>Sound 2</b> |
| /n/            | /ŋ/            |
| <b>win</b>     | <b>wing</b>    |
| what a win!    | what a wing!   |

|                |                 |
|----------------|-----------------|
| <b>thin</b>    | <b>thing</b>    |
| why this thin? | why this thing? |



|               |             |
|---------------|-------------|
| <b>ban</b>    | <b>bang</b> |
| Ban the book. |             |

|                       |                        |
|-----------------------|------------------------|
| <b>ran</b>            | <b>rang</b>            |
| They ran for an hour. | They rang for an hour, |

|                           |                    |
|---------------------------|--------------------|
| <b>run</b>                | <b>rung</b>        |
| She has never run before. | she has never rung |



|            |              |
|------------|--------------|
| <b>Ron</b> | <b>wrong</b> |
| is it Ron? | Is it wrong? |

**Minimal pair words**

D58a a Listen and repeat the words.

D58b b You will hear five words from each minimal pair. For each word, write 1 for /ɪ/ (sound 1) or 2 for /r/ (sound 2).  
EXAMPLE Pair 1: 2,1,1, 2,1**Minimal pair sentences**

D59a c Listen to the minimal pair sentences.

D59b d Listen to six of the sentences and write 1 for *bl* (sound 1) or 2 for /r/ (sound 2)**D59a e Sentence stress**Listen to the minimal pair sentences again and underline the sentence stress (on page 168).EXAMPLE What a vvin!**Minimal pairs B****Sound 1 Sound 2**

/ɔk/ /o/

**wink wing**

I'll give you a wink. I'll give you a wing.

**sink sing**

He's sinking. He's singing.

**rink ring**

The

**stink sting**

what a terrible stink! What a terrible sting!

**bank bang**

Bank it quickly. Bang it quickly.

**Minimal pair words**

D60a a Listen and repeat the words.

D60b b You will hear five words from each minimal pair. For each word, write 1 for /ɔk/ (sound 1) or 2 for /ij/ (sound 2).  
EXAMPLE Pair 1: 2, 2,1,1, 2**Minimal pair sentences**

D61 a c Listen to the minimal pair sentences.

D61b d Listen to five of the sentences and write 1 for /r)k/ (sound 1) or 2 for /r/ (sound 2)

**Sentence stress**

0–TT D6iae Ttstfin to the minimal pair sentences again and underline the sentence stress (on page 169).

EXAMPLE rU give you a wing.

D62 f Tick the words a), b) or c) that you hear in the sentences.

- |              |                          |            |                          |                                     |
|--------------|--------------------------|------------|--------------------------|-------------------------------------|
| 1 a) Ron     | <input type="checkbox"/> | b) wrong   | <input type="checkbox"/> |                                     |
| 2 a) ran     | <input type="checkbox"/> | b) rang    | <input type="checkbox"/> |                                     |
| 3 a) sinks   | <input type="checkbox"/> | b) sings   | <input type="checkbox"/> |                                     |
| 4 a) win     | <input type="checkbox"/> | b) wink    | <input type="checkbox"/> | c) wing <input type="checkbox"/>    |
| 5 a) ban     | <input type="checkbox"/> | b) bank    | <input type="checkbox"/> | c) bang <input type="checkbox"/>    |
| 6 a) sinners | <input type="checkbox"/> | b) sinkers | <input type="checkbox"/> | c) singers <input type="checkbox"/> |

**3 Dialogue**

a First practise the target sound /rj/ in words from the dialogue. Read the words aloud or visit the website to practise, ring strong string King Lang morning evening something interesting

/r)k/: pink drink thinking Duncan /gg/: fingers Angus

verb + ing: hanging ringing singing banging bringing putting talking

whispering shouting standing saying going doing holding helping walking getting sleeping ruining happening.

**D63 b Correction**

There are nine items to change in the dialogue. First listen to the dialogue, paying attention to the target sound. Then read the dialogue and listen at the same time. Make the words the same as the recording.

**Noisy neighbours**

*(Duncan King is lying in bed trying to sleep. Sharon King is standing near the window watching the neighbours, Angus and Susan Lang.)*

**DUNCAN KING:** *(angrily)* Bang! Bang! Bang! Sharon! What are the Langs doing at nine o'clock on Sunday morning?

**SHARON KING:** Weil, Angus Lang is talking, Duncan.

**DUNCAN KING:** Yes, but what's the banging noise, Sharon?

**SHARON KING:** *(looking out of the window)* Angus is standing on a ladder and banging some nails into the wall with a hammer. Now he's hanging some strong string on the nails.

**DUNCAN KING:** And whafs Susan Lang doing?

**SHARON KING:** Susan's bringing something interesting for Angus to drink Now she's putting it under the ladder, and ... Ohh!

DUNCAN KING What's happening?  
 SHARON KING The ladder's going ...  
 DUNCAN KING What's Angus doing?  
 SHARON KING He's holding the string in his fingers and he's shouting to Susan.  
 DUNCAN KING And is Susan helping him?  
 SHARON KING No. She's running to our house. Now she's ringing our bell.  
 BELL RING! RING! RING!  
 DUNCAN KING I'm not going to answer it. I'm sleeping.

c Practise reading the corrected dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 Intonation

0—ir D64 a Practise these *WH* questions and statements with the intonation going down. Talk about the pictures. Listen and respond, like the example.

EXAMPLE

A: What's Sharon IOIIA doing?

B: She's looking out of the window.



Sharon King



Angus Lang



Angus



Susan Lang



Mr Lang



Mrs Lang



Duncan King

**A**

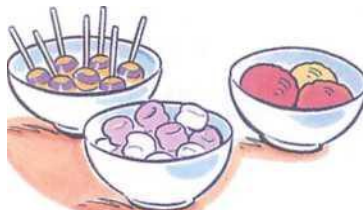
b Practise in pairs, as in the example above.

## 5 Spelling

i>—ff Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /g/.

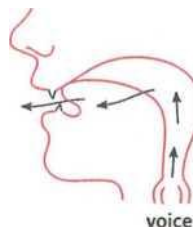
# UNIT 48 /l/ letter

- Do you like marshmallows?
- Yes, they're lovely. But I also like lollipops.  
How about you?
- I like lollipops too. But what I really like is chocolate and vanilla ice cream.
- Mmm!



## 1 Target sound /l/

- D65a a First practise the sound M (see page 165). Listen and repeat.
- D65b b To make the target sound /l/, the air goes over the sides of your tongue and out of your mouth. Listen: /l/.
- D65c c Listen and repeat both sounds: *Ini* and /l/.



## 2 Minimal pairs

### Sound 1    Sound 2

*Ini*    /l/  
no    low

We need no tables.    We need low tables,

night    light  
It's a bright night.

nine    It's a bright light  
That nine is too long.

Jenny    line  
I love Jenny.    That line is too long.

snap    jelly  
That's a snapping noise.    I love jelly.

slap



## Minimal pair words

- D66a a Listen and repeat the words.
- D66b b You will hear five words from each minimal pair. For each word, write 1 for *li* (sound 1) or 2 for *lii* (sound 2).  
**EXAMPLE Pair 1: 2, 1, 2, 1, 2**

**Minimal pair sentences**

D67a c Listen to the minimal pair sentences.

D67b d Listen to five of the sentences and write 1 for /n/ (sound 1) or 2 for /l/ (sound 2)

D67a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 172).

EXAMPLE We need no tables.

D68 f Tick the words a) or b) that you hear in the sentences.

- |             |                          |           |                          |
|-------------|--------------------------|-----------|--------------------------|
| 1 a) night  | <input type="checkbox"/> | b) light  | <input type="checkbox"/> |
| 2 a) no     | <input type="checkbox"/> | b) low    | <input type="checkbox"/> |
| 3 a) bin    | <input type="checkbox"/> | b) bill   | <input type="checkbox"/> |
| 4 a) knot   | <input type="checkbox"/> | b) lot    | <input type="checkbox"/> |
| 5 a) snow   | <input type="checkbox"/> | b) slow   | <input type="checkbox"/> |
| 6 a) snacks | <input type="checkbox"/> | b) slacks | <input type="checkbox"/> |

**3 Dialogue**

First practise the target sound /l/ in words from the dialogue. Read the words aloud or visit the website to practise, leg lunch like love later lettuce lovely Lily lemonade hello eleven melon nearly usually yellow Mrs CarpeUo please plate black Lesley glass left lamb slice o'clock early salad really jelly olives

D69 b First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill in the gaps (1-10) by choosing the correct words from the box below.

glass left lamb slice o'clock early salad really jelly olives

**Early for lunch at the office canteen**

(Lesley is the cook. Lily CarpeUo is nearly always early for lunch.)

LILY : Hello, Lesley.

LESLEY: Hello, Mrs CarpeUo. You're very i \_\_\_\_\_ for lunch. It's only  
eleven 2 \_\_\_\_\_ .

LILY: When I come later there's usually nothing 3 \_\_\_\_\_ .

LESLEY: What would you like, Mrs CarpeUo?

LILY: Leg of 4 \_\_\_\_\_ , please.

LESLEY: And would you like a plate of 5\_ \_\_\_\_\_ ? It's lettuce with  
black 6 \_\_\_\_\_ .

LILY: Mm. Lovely. I 7 \_\_\_\_\_ like olives.

LESLEY: A 8 \_\_\_\_\_ of lemonade?

LILY: Yes, please. I'd like that. And I'd love a 9\_ \_\_\_\_\_ of melon and some of that yellow lo \_\_\_\_\_ .

D69 c Check your answers by listening to the dialogue again. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

#### 4 Final /l/ and /l/ before a consonant: // ball

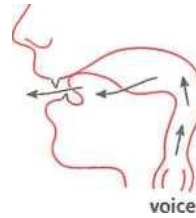
-Tell me about your Uncle Phil, Carol.

-Well, he's small. And he's old and wrinkled ... and he smiles ... and he travels all round the world with his twelve animals. And he sells beautiful jewellery.

- What a very unusual uncle!



D70 a Notice that /l/ sounds a little different when it comes at the end of a word or before a consonant. To make this /l/ sound, move the back of the tongue up towards the roof of the mouth. Listen: /l/ ball. Listen and repeat: /l/ ball.



First practise this /l/ sound in words from the dialogue. Read the words aloud or visit the website to practise.

**// at the end of a word**

Bill tell I'll Paul fall pull small

**/l/ before a consonant**

help difficult fault spoilt child holding salesman myself always

**Syllabic /l/ - each // sound is a syllable**

little uncle careful special bicycle sensible beautiful gentleman

D71 c Read the dialogue and fill the gaps (1-6) by choosing the correct words from the list above (syllabic /l/). Then listen to the dialogue and check your answers.

**A spoilt little boy in a bicycle shop**

PAUL what a l \_\_\_\_\_ bicycle!

UNCLE BILL Paul! Be 2\_ \_\_\_\_\_ I \_\_\_\_\_

SALESMAN: Excuse me, sir. This child is too small to ride this bicycle. It's a very difficult bicycle to ...

UNCLE BILL: Be careful, Paul!

PAUL: You always tell me to be careful. Don't help me. I won't fall.

SALESMAN: But, sir. This is a very 3 \_\_\_\_\_ bicycle. It's ...

PAUL: Don't pull the bicycle. Uncle Bill. I'll do it myself.

UNCLE BILL: Be 4 \_\_\_\_\_, Paul. This 5 \_\_\_\_\_ says it's a ...

(Paul falls)

PAUL: It was Uncle Bill's fault He was holding the 6 \_\_\_\_\_.

d Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

**D72 e Intonation in exclamations**

Practise exclamations about the pictures below. Listen and respond, like the example.

EXAMPLE What a tail gentleman!  
gentleman



taU

needle



small

candle



little

apple



horrible

child



miserable

bottle



table



hospital



pencU



bicycle



beautiful wonderful comfortable unusual uncomfortable

**5 Spelling**

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /l/.

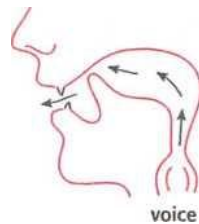
# UNIT 49 /r/ rain

- Would you like to come rowing with me © and Caroline on Friday?
- Yes, but I'm terribly busy writing, Rachel...
- Oh come on, Blake, take a break! You need to relax. Remember the last time we went rowing. 'Row, row, row your boat gently down the stream. Merrily, merrily, merrily, merrUy, life is but a dream.'
- Oh, ail right. 'Row, row, row your...'



## 1 Target sound /r/

D73 To make the target sound /r/, turn the tip of your tongue up as in the picture. Do not touch the roof of your mouth with your tongue. The sides of your tongue should touch your top back teeth. Listen and repeat: /r/.



## 2 Minimal pairs O



|                     |                      |
|---------------------|----------------------|
| <b>Sound 1</b>      | <b>Sound 2</b>       |
| /l/                 | /r/                  |
| <b>long</b>         | <b>wrong</b>         |
| It's the long road. | It's the wrong road. |

|              |              |
|--------------|--------------|
| <b>light</b> | <b>right</b> |
| Is it light? | Is it right? |

|                   |                   |
|-------------------|-------------------|
| <b>load</b>       | <b>road</b>       |
| It's a long load. | It's a long road. |

|                    |              |
|--------------------|--------------|
| <b>jelly</b>       | <b>Jerry</b> |
| Do you like jelly? |              |

|                     |                    |
|---------------------|--------------------|
| <b>fly</b>          | Do you like Jerry? |
| I'd like to fly it. |                    |

|                     |                     |
|---------------------|---------------------|
| <b>glass</b>        | <b>fry</b>          |
| There's some glass. | I'd like to fry it. |



**Minimal pair words**

D74a a Listen and repeat the words.

D74b b You will hear five words from each minimal pair. For each word, write 1 for /r/ (sound 1) or 2 for /r/ (sound 2).  
EXAMPLE Pair 1: 1, 1, 2, 2, 2

**Minimal pair sentences**

D75a c Listen to the minimal pair sentences.

D75b d Listen to six of the sentences and write 1 for /r/ (sound 1) or 2 for /r/ (sound 2)

**D75ae Sentence stress**

Listen to the minimal pair sentences again and match each pair with one of the stress patterns (a-f) below. The big circles are the strongly stressed words in the sentence and the small circles are the weakly stressed words (or syllables).

EXAMPLE a) ooOO (Pair 1) It's the long road. / It's the wrong road, a) ooOO b) OoO c) ooOO d) ooOO e) oOoOo f) oooOo Notice that the weakly stressed words are said more quickly, and this changes the pronunciation, e.g. *to* and *do* are pronounced /to/ and /da/. D76 f Tick the words a) or b) that you hear in the sentences.

- |              |                          |            |                          |
|--------------|--------------------------|------------|--------------------------|
| 1 a) long    | <input type="checkbox"/> | b) wrong   | <input type="checkbox"/> |
| 2 a) jelly   | <input type="checkbox"/> | b) Jerry   | <input type="checkbox"/> |
| 3 a) glass   | <input type="checkbox"/> | b) grass   | <input type="checkbox"/> |
| 4 a) collect | <input type="checkbox"/> | b) correct | <input type="checkbox"/> |
| 5 a) lane    | <input type="checkbox"/> | b) rain    | <input type="checkbox"/> |
| 6 a) flea    | <input type="checkbox"/> | b) free    | <input type="checkbox"/> |

**3 Dialogue**

© a First practise the target sound /r/ in words from the dialogue. Read the words aloud or visit the website to practise.

Rose Ruth Ruby really Russia railway Roland very Jerry parent Lara lorry  
married Europe cleverest America proud pretty library librarian waitress  
central restaurant countries Austria Australia interesting electrician  
children drive secretary grown up Greece France everywhere

D77 b Listen to the dialogue, paying attention to the target sound.

### A proud parent

LARA: Are all the children grown up now, Ruth?

RUTH: Oh, yes, Lara. Ruby is the cleverest one. She's a librarian in the public library.

LARA: Very interesting. And what about Laura?

RUTH: She's a secretary at the central railway station.

LARA: And what about Rose? She was always a very pretty child.

RUTH: Rose is a waitress in a restaurant in Paris. She's married to an electrician. LARA:

And what about Jerry and Roland?

RUTH: Jerry drives a lorry. He drives everywhere in Europe.

LARA: Really? Which countries does he drive to?

RUTH: France and Austria and Greece and Russia.

LARA: And does Roland drive a lorry too?

RUTH: Oh, no. Roland is a pilot, Lara.

LARA: Really? Which countries does he fly to?

RUTH: Australia and America.

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 Intonation

D78 a Finish these sentences about Mrs Reed's children. Find the answers in the dialogue above. Practise intonation going up in the unfinished part of the sentence, and down when the sentence finishes.

EXAMPLE Ruby isn't a train driver - she's a librarian.

1 Jerry isn't an electrician - \_\_\_\_\_

2 Rose isn't a secretary - \_\_\_\_\_

3 Roland isn't a photographer - \_\_\_\_\_

4 Laura isn't a waitress - \_\_\_\_\_

5 Ruby isn't a lorry driver - \_\_\_\_\_

### b Silent /r/

When there is no vowel following it, /r/ is silent. This 'rule' only applies to some speakers of English, e.g. in south-east England, South Africa, Australia. But many native speakers always pronounce /r/, e.g. in southwest England, Scotland, America. So you may choose to omit this exercise if you are learning a variety of English where /r/ is always pronounced.

D79 Listen to this conversation while reading it silently. Notice that every letter 'r' is silent. Then practise reading the conversation aloud.

### In the airport

**ANNOUNCER:** R.T. Airways flight number four four seven to New York will depart later this afternoon at 16.40 hours.

**DR DARLING:** Wonderful! I'm going to the bar to order some more German beer.

**MR MARTIN:** Where's the bar?

**DR DARLING:** It's upstairs. There's a bookshop too. And a supermarket. This is a marvellous airport!

**MR MARTIN:** Oh dear! I wanted to get to New York earlier.

Ah! Here's an air hostess.

Excuse me. I don't understand. Has there been an emergency?

**AIR HOSTESS:** Oh, IIO, sir. There's just a storm, and the weather forecast says it will get worse. So the plane will leave a little later this afternoon.

**MR MARTIN:** Are you sure?

**AIR HOSTESS:** Oh, yes, sir. Our departure time is at 4.40 this afternoon.

## 5 Spelling

&—r Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /r/.

# UNIT 50 REVIEW

## Card game: Pick up pairs

Photocopy and cut out cards from all minimal pairs in units 45-49.

Shuffle the cards and deal them face down all over the table.

Turn over any two cards and read their sentences aloud. If they are minimal pairs, you keep them and you continue playing.

If these two cards aren't minimal pairs, turn them face down again and the next person plays.

Collect as many minimal pairs as you can in a time limit, e.g. 10 minutes.

## TEST

You can use a dictionary if you wish, but you don't need to understand every word to do this test.

D80 1 For each line (1, 2, 3, 4, 5), first listen to the whole line, then circle the one word (or part of a word) that is said twice. Meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk \*. Incomplete words have the rest of the word written in brackets, e.g. *par(agraph)*.

|        | /m/       | /n/   | /ŋ/      | /l/         | /r/ |
|--------|-----------|-------|----------|-------------|-----|
| 1 Pam  | pan       | pang* | pal      | par(agraph) |     |
| 2 Mum  | Mon (day) | mung* | mull     | Murr(ay)    |     |
| 3 some | sun       | sung  | sull(y)* | Surr(ey)    |     |
| 4 Tim  | tin       | ting* | till     | tyr(anny)   |     |
| 5 my   | nigh*     | -     | lie      | rye         |     |

Score / 5

2 Circle the words with the same consonant clusters as 1-2.

1 bread

2 wings

/l/ /z/



Score  / 10

3 **Sound maze**

All the words in this maze can be pronounced with a syllabic consonant, e.g. *tabled*), *station(n)*, *Adam(m)*. You can only cross to a square that has syllabic /n/.  
/ɳ/.

|              |            |           |         |                      |  |
|--------------|------------|-----------|---------|----------------------|--|
| Begin here 1 |            |           |         | Finish here <b>4</b> |  |
| ?            | minimal    | random    | table   | oven                 |  |
| forbidden    | system     | syllable  | careful | suddenly             |  |
| prison       | rhythm     | central   | madam   | listen               |  |
| certainly    | kitchen    | passenger | person  | television           |  |
| bottom       | curriculum | example   | little  | special              |  |

Score /10

4 **Syllabic /l/ and /m/**

From the maze in 3 above, list five words with syllabic /l/ and five words with syllabic /m/. (Score half a mark per item.)

Syllabic /l/ \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Syllabic /m/.

Score / 5

Total score / 30

## Additional review task using dialogues from Units 45-49

| Unit         | 44         | 45         | 46   | 47     | 48   |
|--------------|------------|------------|------|--------|------|
| Target sound | <i>lml</i> | <i>ini</i> | /Q/  | /l/    | /r/  |
|              | mouth      | nose       | ring | letter | rain |
|              |            |            |      | ball   |      |

From the table above, choose any target sounds that you had difficulty with.

- 1 Listen again to the dialogue in that unit, listening for the target sound.
- 2 Circle the target sound in any word in the dialogue.
- 3 Listen to the dialogue again and check your answers.
- 4 Check your answers in the key.
- 5 Listen to the dialogue again, listening for the target sound.
- 6 Practise reading the dialogue aloud, comparing your production of the target sound with the recording.

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.

# OVERVIEW

## Card game: Overview minimal pairs snap

Photocopy and cut out cards from all minimal pairs in Units 1-49, or from "" units you have had difficulty with.

Shuffle the cards and deal them face down to make a pile of cards in front of each player.

Take turns to quickly turn your top card face up on top of a new pile in the centre of the table. When you see two cards appear that are a minimal pair, quickly say 'Snap!' and put your hand on the pile. Then you can add all those cards to your pile.

Collect all the cards you can in a time limit, e.g. ten minutes.

## TEST

- D81 1 For each line (1, 2, 3, 4, 5, 6, 7), first listen to the whole line, then circle the one word that is said twice. Meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English. This is shown by an asterisk\*. Incomplete words have the rest of the word written in brackets, e.g. *fou(nd)*.

|   |      |        |       |       |             |          |       |
|---|------|--------|-------|-------|-------------|----------|-------|
|   | /r/  | ///    | Id    | Ixl   | /ʌ/         | foil     |       |
| 1 | beat | bit    | bet   | bat   | but         | Bart     |       |
|   | /o/  | bl     | /u/   | lull  | bl          |          |       |
| 2 | cod  | cord   | could | cooed | curd        |          |       |
|   | /ei/ | lail   | hi!   | lad   | led         | lid      | leal  |
| 3 | A    | I      | Oy!   | Owl   | Oh!         | ear      | air   |
|   | lpl  | 1bl    | /t/   | Id    | /k/         | IQI      |       |
| 4 | P    | B      | T     | D     | key         | ghee*    |       |
|   | bl   | Izl    | /:/   | /.V   | /tj/        | /d3/     |       |
| 5 | so   | zo(ne) | show  | -     | cho(sen)    | Joe      |       |
|   | /f/  | /v/    | Iwl   | /j/   | Ihl         | Id       | Idl   |
| 6 | fee  | V      | we    | ye*   | he          | the(sis) | thee* |
|   | /m/  | /n/    | /Γ/   | /l/   | /r/         |          |       |
| 7 | Pam  | pan    | pang* | pal   | par(agraph) |          |       |

**Intonation**

Draw the correct intonation arrow (✓ or 'X) in each box.

- 1 QJ end of statement / WH question / command / 'agreement' tag / less friendly / new information
- 2 Q Yes/No question / unfinished statement / surprised / 'unsure' tag / friendly / old information

**English sounds**

The purpose of this exercise is not to teach you how to make English sounds, but to give you an overview from a different perspective of how English sounds are made.

Match the sounds in A (1-7) with the descriptions in B (a-g) of how to make the sounds. The first has been done as an example.

**A****Vowels**

1 /i/ /ɜ:/ /a:/ /ɪ/ /ə:/-

2 hi Id M bl bl bl lol

3 lid hid led leil loil lail

**Consonants**

4 /p//b//t//d//k//g/  
/tʃ//dʒ/

5 /f//v//e//ɒ//s//z//X//z//h/

6 /r/ /l/ /w/

7 lml lni /g/  
1Y

**B**

a) 'diphthongs' - made of two vowel sounds

b) 'long vowels' - a longer sound

c) 'short vowels' - a shorter sound

d) 'nasals' - air coming through the nose

'lateral' - air coming around the sides of the tongue

e) 'approximants' - air moving between two parts of the mouth which are not so close to each other

f) 'fricatives' - air moving between two parts of the mouth which are very close to each other

g) 'plosives' or 'stops' - air released suddenly

'affricates' - air released slowly

**n**  
**c**  
**o**  
**o**  
**&**  
**fl>**  
**a**  
**o**  
**l**  
**a**  
**5.**

You can use this mask to just look at the minimal pair pictures and really listen to the sounds first.

You can also revise difficult sounds using the mask.

(e.g. 1 Mask on - listen and repeat. 2 Mask off - read aloud.

3 Mask on - remember and say aloud. 4 Mask off - read aloud to check.)

**KEY****Diagnostic Test A: Answers and interpretation**

Section 1 On the Result sheet (page xii) place a cross against any items that were incorrect or had a question mark or no answer was written. This indicates work on these sounds may be needed.

Check in the *List of likely errors* on the website

([http://www.cambridge.org/elt/elt\\_projectpage.asp?id=2500905](http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905)).

Same (1a, 5c, 8b, 9b, 12b, 15b, 17b, 18b, 19b, 24a)

Different (all other items)

|           |      |         |        |        |
|-----------|------|---------|--------|--------|
| Section 2 | 1 up | 2 down  | 3 down | 4 up   |
|           | 5 up | 6 up    | 7 down | 8 down |
|           | 9 up | 10 down |        |        |

Errors in this section indicate that work on intonation may be needed. Check for this aspect of pronunciation in the *List of likely errors*.

|           |                |           |        |            |
|-----------|----------------|-----------|--------|------------|
| Section 3 | 1 mistake      | 2 English | 3 away | 4 lemonade |
|           | 5 conversation |           |        |            |

Errors in this section indicate that work on word stress may be needed.

Check for this aspect of pronunciation in the *List of likely errors*.

**Section A Vowels****Making English sounds**

- 1 The first sound is a diphthong. All the others are short vowels.
  - 2 The second sound is a short vowel. All the others are diphthongs.
  - 3 The first sound is a short vowel. All the others are long vowels.
- 2 lb 2c 3d 4a
- 3 lb 2a 3d 4e 5c 6g 7f 8i 9h

**UNIT 1 /i:/ sheep**

3c            1 Peter 5                    2 cheese 6                    3 beef 7                    4 please 8  
 beef      9                    eat 10 three                    tea                    me  
 teas

4c            China - Chinese, Bali - Balinese, Malta - Maltese, Portugal - Portuguese,  
 Lebanon - Lebanese, Japan - Japanese, Nepal - Nepalese,  
 Vietnam - Vietnamese

4d            Yes, it's Chinese. It's Chinese tea.

Yes, it's Japanese. It's Japanese seaweed.

Yes, it's Balinese. It's Balinese ice cream.

Yes, it's Vietnamese. It's Vietnamese rice.

The sound /i:/ is usually written with the letters 'ee' (three, sweet), 'ea' (eat, speak), 'e' (be, these). Some other spellings: 'i' (policeman), 'eo' (people), 'ei' (ceiling), 'ie' (piece).

**UNIT 2 /// ship**

2b            Pair 2: 2, 2, 1, 2, 2

Pair 3: 1, 1, 2, 1, 2

Pair 4: 1, 2, 2, 1, 1

Pair 5: 2, 2, 1, 1, 1

Pair 6: 2, 2, 1, 2, 1

2d            1(2)    2(1)    3(2)    4(1)    5(2)    6(2)

2e            Pair 1: Look out for that sheep!/Look out for that ship!

Pair 2: Stop it leaking!/Stop it licking!

Pair 3: What lovely cheeks!/What lovely chicks!

Pair 4: This peel's got vitamin C in it./This pill's got vitamin E in it.

Pair 5: Throw out that hean./Throw out that bin.

Pair 6; He's going to leave./He's going to live.

2f            1 a - He wants a sheep for his birthday.

2b- That's a very small bin.

3b- Look at these chicks.

4 a - That's a cheap machine.

5 a - What a high heel!

6b- Don't eat that pill.

3c            1 festival                    2 prize-winning 3 interesting                    4 chimpanzees  
 5 gymnastics                    6 History                    7 terrific                    8 beginning

- 4c 1 No, not forty - fourteen.  
 2 No, not ninety - nineteen.  
 3 No, not sixty - sixteen.  
 4 No, not eighty - eighteen.  
 5 No, not thirty - thirteen.
- 5 The sound /i/ is usually written with the letter 'i' (finish, window), and with the letter 'y' at the end of a word (very, study).  
 Some other spellings: 'e' (example, because), 'u' (minute), 'ee' (coffee), 'ay' (Monday).

### UNIT 3 /e/ pen

- 2b Pair 2: 1,2,2, 1,2  
 Pair 3: 2, 1, 1,2,2 1,  
 Pair 4: 1, 1,2,2 2,  
 Pair 5: 1,1,2, 1 1,  
 Pair 6: 1,2, 2, 1 2 (1)
- 2d 1 (1) 3 (2) 4 (2) 5 (2) 6 (1)
- 2e Pair 1: 1 need a pin./I need a pen.  
 Pair 2: That's my bin./That's my Ben.  
 Pair 3: It's a big tin./It's a big ten.  
 Pair 4: Where's the pig?/Where's the peg?  
 Pair 5: There's the bill./There's the bell.  
 Pair 6: She wants a chick./She wants a cheque.
- 2f 1 a - Give me another pin, please.  
 2 b - There's a peg over there.  
 3 a - I buy them in tins.  
 4 a - I'll just sit the alarm clock on this shelf.  
 5 b - He needs a new desk.  
 6b - She'll just peck at her food,
- 3a jealous (2) help (1) everybody (4) any (2) bench (1) Kevin (2)  
 America (4) Mexican (3) Emily (3) Ben (1) very (2) bread (1)  
 Eddie (2)
- Id 2b 3f 4a 5g 6e 7c
- 3c except exercise ex'pect expe'dition ex'pel  
 4d expenditure 'expert expression extend ex'periment  
 extra 'extrovert  
 The sound *Id* is usually written with the letter 'e' (pen, hotel).  
 Some other spellings: 'ea' (heavy, ready), 'a' (any, many), 'ie' (friend),  
 'ai' (again).

**UNIT 4 /ae/ man**

- 2b Pair 2: 1,2, 2,1,1  
 Pair3: 1,1, 2,2,2  
 Pair 4: 2,1,1,2, 2  
 Pair 5: 1,1, 1,2, 2  
 Pair 6: 2, 1,1,2, 1
- 2d 1(2) 2(1) 3(1) 4(2) 5(2) 6(1)
- 2e look at the men./Look at the man.  
 I'm sending the table./I'm sanding the table.  
 It's a lovely gem./It's a lovely jam-  
 We had bread for lunch./We had Brad for lunch.
- 2f lb- I've bought a new pan.  
 2 a - Did you see the men?  
 3b- Did you say 'and'?  
 4 b -I like the fatter cheese.  
 5 a - Don't pet the dog.  
 6 a - These are bedclothes.
- 3a 1 c 2 a 3 b  
**1 b 2 c 3 a**
- 3 b 2 /Amsterdam 3 /IIIen 4 anchovy, salad sandwich  
 5 had, map, Africa, had, Saturday 6 bad, absent  
 7 passenger, Salvador, animals, antelope, alligator  
 8 crashed, back, advertising, angry 9 contracts, cancelled, management 10  
 have, back, travel, sacked
- 4c lb 2 c 3 a
- 5 The sound /ae/ is always written with the letter 'a' (angry, taxi).

**UNIT 5 /ʌ/ cup**

- 2b Pair 2: 1,1, 2,1,2  
 Pair 3: 1,2, 1,2, 1  
 Pair 4: 2, 2, 1,2,1  
 Pair 5: 1,2, 2,1,2  
 Pair 6: 2, 1, 1,2,2
- 2d 1(2) 2(1) 3(1) 4 (2) 5(1) 6(2)
- 2e Pair 2: d) ooOooOo There's a hal in the garden./There's a hut in the garden.  
 Pair 3: c) ooOooO See the tracks on the road./ See the trucks on the road.

Pair 4: b) ooOoo There's a ban on it./There's a bun on it.

Pair 5: a) oooO She's got a hag./She's got a bug.

Pair 6; e) oOooOo My ankle was injured./My uncle was injured.

**2f**

1 a - What a dirty cap!

2b- This hut is too small.

3b- There's a black bug on the table.

4 a - They live in a mad house.

5 a -1 hang my coat on the door.

6b- The children run quickly.

|    |           |              |           |         |
|----|-----------|--------------|-----------|---------|
| 3c | 1 nothing | 2 honey      | 3 brother | 4 other |
|    | 5 lovely  | 6 does       | 7 month   | 8 worry |
|    | 9 company | 10 wonderful |           |         |

4a IN 2A 3A 4N 5 A; words for statement: strong, down

5 The sound /ʌ/ is usually written with the letter 'u'.

Some other spellings: 'oe' (does), 'ou' (cousin), 'o' (many common words with the sound /ʌ/ have this spelling, e.g. words in 3c above; others: love, above, onion, monkey, comfortable, gloves, coloured, London, money)

**UNIT 6 /a:/ heart****Minimal pairs A**

2b Pair 2: 1,2, 2,1,2

Pair3: 1, 1,2,2, 1

Pair 4: 2, 1, 2, 2, 1

Pairs: 1,1,

1,2,2

2d 1(2) 2(1) 3(1) 4(2) 5(1)

2e Pair 1: What a lovely cap! / What a lovely carp!

Pair 2: He touched his hat./He touched his heart.

Pair 3: It's a farm gat-/It's a farm cart.

Pair 4: There's a ban on it./There's a barn on it.

**Minimal pairs B**

2b Pair 2: 2,2, 1,2, 1

Pair 3: 2, 1,2,2, 1

Pair 4: 1. 1,2,2, 1

Pair 5: 2, 1,2,1, 1

**2d**

1 (1) 2 (1) 3 (2) 4 (1) 5 (2)

2e Pair 1: What a beautiful cup!/What a beautiful carp!

Pair 2: There's a problem with my hut./There's a problem with my heart. Pair

3: He covered his cul./He covered his cart.

Pair 4: What's in that bun?/What's in that barn?

Pair 5: 'Come down', she said./'Calm down', she said.

- 2f 1 c - He's broken my heart.  
 2 b - That's a bad cut.  
 3 a -1 gave him a cap.  
 4 b - There's a mouse in this barn.  
 5 a - Why don't you come down?  
 6 a -1 don't like Patty's.
- 3c 1 marvellous 2 fantastic 3 smart 4 fabulous 5 attractive
- 5 The sound /a:/ is usually written with the letter 'a' (father, ask).  
 Some other spellings: 'au' (aunt), 'al' (half), 'ear' (heart), 'ar' (star).

## UNIT 7 Review

- 1 1 ban 2 bet 3 bud 4 peak 5 party
- 2 1 done, doesn't, does, come, us  
 2 half, arm, are, aren't, can't  
 3 people, piece, these, she, need
- 3 2f 3d 4b 5a 6e
- 4 advertising understand \_\_\_\_\_ Lebanon lemonade sandwich  
 expensive sunglasses fantastic photograph guitar

### Additional review task

- Unit 1** cheaper, cheapest, eat. Marguerite's, cheese, please, beef, tea, teas, me, three, Christina, Peter, Janine
- Unit 2** interesting, films, evening, Mrs /misiz/, is, Kim, in, coming, cinema, it's. Children's, film, festival, ill. Bill, we've (weak form of *we*), tickets, prize-winning, children, listen, is it, gorillas, chimpanzees, Africa, six, Olympic, gymnastics, competitions, big. History, English, Cricket, terrific, pity, miss, kids, begins, fifty, minutes, quick, beginning.
- Unit 3** friends, Emma, Ben, hello /hebu/ or /bə1əu/, Emily, Eddie, everybody, except, Adele, again /agen/ or /agem/, Kevin, Red, Peppers, terribly, yes, better, said, help, yourself, Mexican, bench, French, bread, shelf, get, lemonade, met, yet, very, friendly, spend, America, best, Kerrie, well, jealous, expensive, spent, everything, any, left
- Unit 4** Aaron, Ajax Travel, Amsterdam, Mrs Allen, anchovy, salad, sandwich, contact, Anthony, map, Africa, had, Saturday, bad, habit, absent, passenger, San Salvador, animals, anteater, antelope, alligator, crashed, backup, advertising, programmes, angry, contracts, cancelled, management, have, come back, sacked
- Strong forms: He had to ...; He hadn't done the ...; He doesn't have to ...

**Unit 5** doesn't, love, honey, Duncan, nothing, unhappy, understand, much, untrue, cousin, Justin, brother, Dudley, funny, one, other. Hunter, lovely, unattractive, utter rubbish, does, just once, month, lunch, mustn't, worry, company, just, shut up, wonderful

**Unite** Note: *but* is usually pronounced with the weak form /bət/.  
party, bar, laughing, garden, after dark, marvellous, Margaret, glass, Alana, Tara Darling, Markus Marsh, dancing, grass, stars, Bart, guitar, she can't dance, dancer, photograph, Martin  
Note: Strong forms: They are. Here you are.

**UNIT 8 /d/ clock**

- 2b Pair 2: 1,1,2, 1,2
- Pair3: 2, 2, 1, 1,2
- Pair 4: 1, 2,2, 2, 1
- Pair 5: 1,2,1,2,2
- Pair 6: 2, 2,1, 2, 1

2d 1 (2) 2(1) 3(1) 4 (2) 5 (1) 6 (1)

- 2e Pair 2: b) oooOO He's got a white cat./He's got a white cot.
- Pair 3: a) OooO Look for the fax./Look for the
- Pair 4: e) OoooO Put it in a sack./Put it in a sock.
- Pair 5: d) OoOOo Turn that lap slowly./Turn that top slowly.
- Pair 6: c) ooOoO I can see their backs./I can see their box.

- 2f lb - What a pretty little cot!
- 2 a - He tried to put his head in a sack.
- 3b- The top was made of ihetal.
- 4 a - Which Pat do you want?
- 5 a -1 liked the baddie in that film.
- 6 b - Write in block letters.

3c 1 horrible 2 soft 3 strong 4 hot 5 long 6 popular

- 4b 2 ""Box (command)
- 3 \_/hot, Mrs Wong (suggestion)
- 4 -Swashing machine, Robin (suggestion)
- 5 "4office (command)
- 6 shops, Oscar (suggestion)
- 7 doctor, Bronwen (suggestion)

5 The sound /o/ is written with the letter 'o' (on, stop).  
Some other spellings: 'a' (want, what), 'au' (because).

**UNIT 9 /ə:/ ball**

- 2b Pair 2: 2, 2, 1, 1, 1  
 Pair3: 1, 1, 2, 1, 2 Pair 4: 1, 2, 1, 2, 1  
 Pairs: 2, 2, 2, 1, 1 Pair 6: 2, 1, 1, 2, 1
- 2d 1(2) 2(2) 3(1) 4(2) 5(1) 6(1)
- 2e Pair 1: Is your name Don?/Is your name Dawn?  
 Pair 2: This cod was in the sea-/This cord was in the sea.  
 Pair 3: He was shot./He was short.  
 Pair 4: It's a small ^t./It's a small port.  
 Pair 5: Look for the fox./Look for the forks.  
 Pair 6:1 don't like these spots./I don't like these sports.
- 2f 1b- My doctor doesn't like these sports.  
 2 a - These pots are very dirty.  
 3b- Look at that white cord on the water.  
 4 a - Mr Smith was shot.  
 5 a - The lion walked towards Tom and Rod.  
 6 a -1 said, 'What a dog!'
- 4b 1 In the drawer? 2 It's too warm?  
 3 Georgia? 4 Forty-five forks?  
 5 A horse? 6 At four in the morning?  
 7 Orlando? In New York? 8 My fault?
- 5 The sound *hi!* is written with the letter 'aw' (Dawn), 'or' (cord), 'a' (ball),  
 'augh' (daughter).

**UNIT 10 /u/ book**

- 2b Pair 2: 1, 2, 2, 1,  
 1  
 Pair3: 2, 2, 2, 1, 1  
 Pair 4: 2, 1, 2, 1, 1  
 Pair 5: 1, 1, 2, 1, 2
- 2d 1(1) 2 (2) 3 (1) 4 (2) 5 (2)
- 2e Pair 2: you  
 Pair 3: I'll  
 Pair 4: around  
 Pair 5: me

194 Key

- 2f lb- That cook is very noisy.  
2 a - Lock it up carefully.  
3 a - He's my godfather.  
4 a - How do you spell 'cod'?
- 5 The sound /ɪ/ is usually written with the letters 'oo' (foot, good) or 'u' (push, put).  
Other spelling: 'o' (woman).

**UNIT n /ui/ boot**

- 2b Pair 2: 1, 1, 1,2,2  
Pair 3: 2, 1, 1,2, 1  
Pair 4: 2, 2, 1, 2, 1  
Pair 5: 2, 1, 1,2, 1

2d 1(2) 2 (1) 3 4(1) 5(1)

- 2e **waterproof boots a**  
**wind-proof jacket**  
**childproof containers**  
**an ovenproof dish a**  
**waterproof coat a**  
**bullet-proof vest**

- 2f 1 a - Look, I want you to come here.  
2 a - That's full.  
3a- Did you say 'Puli'?  
4b- That's a foolish skirt.  
5 b - He wooed Mary.

- 3c **GIRLS; (2) noon. Luke**  
**MISS LUKE: (4) noon, learn, cook, soup**  
**(5) turn, pu. look. III,**  
**LUCY: (2) cuse. Luke**  
**MISS LUKE: (1) ]fes**  
**LUCY; (2) chew, shoe**  
**MISS LUKE: (5) who, chew, floor, you, Lu**  
**LUCY: (2) Np, SU**  
**MISS LUKE; (1) Who**  
**LUCY: (2) Su, Duke**  
**SUSAN: (3) me, StU, lu**  
**JULIE; (1) you**  
**SUSAN: (8) was, me. my. mouth's, full, chew. Look. Luke**

**JULIE:** (4) Stop, hair. Su, you **SUSAN:** m YOU **JULIE:** m YOU

**MISS LUKE: (11)** use, me, you, two, tin, rude, stay, school, stead, go, pool

The sound /u:/ is usually written with the letters 'u' (music) or 'oo' (food).

Some other spellings: 'o' (do), 'ou' (you), 'ui' (fruit), 'oe' (shoe), 'ew' (new), 'wo' (two), 'ough' (through).

## UNIT 12 /ɜ:/ girl

### Minimal pairs A

2b Pair 2: 1, 2, 2, 2, 1

Pairs: 1, 1, 2, 2, 1

Pair 4: 1, 2, 2, 1, 2

2d 1(1) 2(2) 3(1) 4(1)

2e Pair 1: She's got four./She's got fur.

Pair 2: It's a turn sign./It's a turn sign.

Pair 3: I wouldn't like warm soup./I wouldn't like worm soup.

Pair 4: He's a fast walker./He's a fast worker.

### Minimal pairs B

2b Pair 2: 1, 1, 2, 1, 2

Pairs: 1, 1, 1, 2, 2

Pair 4: 2, 2, 1, 2, 1

2d 1(1) 2(2) 3(1) 4(2)

2e Pair 1: The sign says ten./The sign says turn.

Pair 2; Look at it, Ben./Look at it burn.

Pair 3: It's a colourful bed./It's a colourful bird.

Pair 4: It's the west wind./It's the worst wind.

### Minimal pairs C

2b Pair 2: 2, 2, 1, 2, 1

Pair 3: 1, 1, 2, 1, 2

Pair 4: 1, 1, 2, 2, 2

2d 1(1) 2(2) 3(2) 4(1)

2e Pair 1: Fabulous fun./Fabulous fern.

Pair 2: Look at that bun./Look at that bun.

Pair 3: That's a liny little bud./That's a tiny little bird.

Pair 4: There's a gull on the beach./There's a gM on the beach.

## 196 Key

- 2f 1 a - That's a very small bed.  
2b- He's got a lot of buns.  
3 a - That's a very long ward.  
4 a - Why don't you walk faster?  
5b- She always wears shirt dresses.  
6b- His name's John ... er ... Thomas, I think.
- 4b 2 not sure  
3 "4 expects agreement  
4 \_ ^not sure  
5 \_ expects agreement  
6 \_ expects agreement
- 5 The sound /ɜ:/ is usually written with the letters 'ur' (turn), 'or' (worm), 'ir' (bird) or 'er' (fern).

## UNIT 13 /ə/ a camera

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

4b A: I'm going to the library.

B: Can you buy something for me at the newsagent's?

A: But the newsagent's is a mile from the library

B: No. Not that newsagent's. Not the one that's next to the fish and chip shop. I mean the one that's near the butchers.

A: Oh, yes. Well, what do you want?

B: Some chocolates and a tin of sweets and an address book.

- 5 The sound /ə/ is usually written with the letters 'a' (again, woman), 'o' (today, police), 'e' (open, quiet), 'er' (water, mother).  
Some words have the sound /ə/ when they are weakly stressed in a sentence, and are written with 'a' (am, a, an, and, as, at, shall), 'o' (for, from, of, to) and 'e' (the, them).

## UNIT 14 REVIEW

- 1 1 pull 2 fall 3 could 4 word  
2 1 were, burn, early, shirt, worst  
2 torn, water, all, four, talk  
3 shoe, two, through, super, do  
4 full, cook, would, look, good  
3 1~4 2-^ 3"> AΛ BΛ 6"¶

Additional review task

Unit 8 On wash, wrong, Mrs Bloggs, want, holiday, horrible, job, washing, socks, bottle, soft, strong, lots, hot, long, often, sorry, got, wants, popular

**Unit 9** sports, report, four, morning. Roarers, football, York, Laura Short, reporter, airport, all, footballers, walking, towards, George Ball, awful, score, ft)rtly-four, feu It /faɪlt/ or /fbɪlt/, forwards, always, felling, ball

**Unit 10** book, Mr Cook, could, put, bookshelf, fell, cookery, shouldn't [*should* here is the weak form /Jad/), look, took, foot, good

Note; room, bedroom can also be pronounced /ru:m/.

**Unit 11** two, rudest, students, school, afternoon. Miss Luke, soup, computers, unit, twenty-two, excuse me, Lucy, chewing gum, shoe, who (strong form), threw, you (strong form), Susan Ouke, Julie, excuse, continue, rudeness, pool

**Unit 12** worst, nurse, thirsty, hurts, dirty, shirts, work, early, er. Turner, weren't (strong form), were (strong form), Thursday, Sherman, Sr Herbert, Colonel Burton, world

**Unit 13** See Key for 4b on page 196.

## UNIT 15 /ei/ male

2b

**Pair 2:** 1, 1,1,2,1

**Pair 3:** 2, 1,1, 2,1

**Pair 4:** 1.2,1,2,1 2,

**Pairs:** 2,1,1,2

**Pair 6:** 1.1,2, 2,1 2

2d 1(2) (1) 3 4 (2) 5(1) 6(1)

2e Pair 1; What an awful pen!/What an awful pain!

Pair 2: The dog's in the shed./The dog's in the shade.

Pair 3; It's a difficult edge./It's a difficult age.

Pair 4: Just wet./Just wait.

Pair 5: Test this food./Taste this food.

Pair 6 ; That's IIIe much pepper./That's too much paper.

2i 1 a - This student has a very bad pen.

2 a - Let's sit in the shed.

3 a - Please give me some more pepper.

4b- The children were late out from school.

5 a - Her letter writing is very good.

6 a - Open the door and get ready to leave.

4b 2 Today?

3 Eighty-eight

4 Going away?

5 By plane?

6 To Spain?

7 **Me**?

The sound /ei/ is usually written with the letters 'a' (take), 'ay' (day) or 'ai' (wait).  
Some other spellings: 'ey' (grey), 'ea' (break), 'eigh' (eight).

## UNIT 16 *b/ fine*

2b **Pair 2:** 2, 2,1, 2,1

**PairS:** 1,1,2, 2,1 2,

**Pair 4:**1, 2, 1, 2 1.

**PairS:** 1,2, 1,2 1, 2,

**Pair 6:**2,1, 2 2(1)

2d 1 (2) 3(1) 4(2) 5(2) 6(1)

2e **Pair 1:** That was a good bar./That was a good buy.

**Pair 2:** What a noisy bark./What a noisy bike.

**Pair 3:** He loves his Pa./He loves his pic.

**Pair 4:** It's got two R^./It's got two eyes.

**Pair 5:** It's a cart./It's a kite.

**Pair 6:** Check the heart./Check the height.

2f 1 a -1 want a new cart.

2b- The old lady was dining.

3 a - What a big star!

4b- She has a good life.

5 a - This leather's hard.

6 b - Do you like pie?

3c 1 nice 2 iced 3 type 4 bike 5 mobile 6 library 7 tonight 8 Friday 9 climbing 10 spider

The sound /ai/ is usually written with the letters 'i' (time) or 'y' (sky). Some other spellings: 'igh' (high), 'ey' (eye), 'ie' (lie), 'uy' (buy).

## UNIT 17 *hi/ boy*

2b **Pair 2:** 2, 1, 2, 2,2

**Pair3:** 1, 1,2, 1,2

**Pair 4:** 2, 2, 1,1

**PairS:** 1, 2, 2, 1,1

2d 1(2) 2(1) 3(2) 4 (1) 5 (2)

2e **Pair 1:** It's all there. / It's M there.

**Pair 2:** It's a ball on his head./It's a boil on his head.

**Pair 3:** Look at that golden com./Look at that golden coin.

**Pair 4:** The paper tore./The paper toy.

**Pair 5:** Hear the engine roar./Hear the engine. Roy.

- 2f 1 b -1 found this coin in the garden.  
 2b- The little boy was boiling with anger.  
 3 a - Look! It's all on the floor.  
 4 a - Aw! You've broken that glass.  
 5b- He's a terrible boy.  
 6 a - Did you put all of it in the salad?

- 4a annoying unemployment oyster  
 employer appointment enjoy  
 poisonous destroyer ointment  
 moist embroidery toilet  
 disappointed join

- 4b Disappointed/|disa'pɒnt id/ and *unemployment* have  
 secondary stress on the first syllable. The main strong stress is on the third  
 syllable.  
 The sound *hi!* is written with the letters 'oi' (noise) or 'oy' (boy).

## UNIT 18 /aɪ/ house

- 2b Pair 2: 1,1, 2, 2, 1  
 Pair 3: 1,2,1,2,1  
 Pair 4: 2,1, 2,1,1  
 Pair 5: 1,1,2,1,2

- 2d 1(2) 2(2) 3(1) 4(1) 5(1)

- 2e Pair 1: It's the best car./It's the best cow.  
 Pair 2: It was a long bar./It was a long bow.  
 Pair 3: Her hia was wrinkled./Her brow was wrinkled.  
 Pair 4: There's beautiful grass here./There's beautiful grouse here.  
 Pair 5: 'Arch!' he said loudly./'Ouch!' he said loudly.

- 2f 1 a - The bus drove into the car.  
 2 a - There's a lot of grass near the farm.  
 3b- Her brow was white.  
 4 a - 'Ha!' he said loudly.  
 5b- 'Ow!' he said, 'You hit me.'  
 6b- Near the mountain there is a little town.

- 3b ~~pronouncing shouting; Calm Sit; town brown; down out; New? How?; on~~  
 the mountain in the town

- 4b 1c 2a 3b 4f 5d 6e

- 4d 1e 2c 3b 4a 5d

- 5 The sound /aɪ/ is written with the letters 'ou' (about) or 'ow' (down).

## UNIT 19 /эи/ phone

### Minimal pairs A

2b Pair 2: 1, 1, 2, 1, 2

Pair 3: 2, 1, 1, 2, 2

Pair 4: 1, 1, 1, 2, 2

Pair 5: 1, 2, 2, 1, 2

Pair 6: 2, 2, 1, 1, 2

2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (2)

2e Pair 1; It's a large burn. / It's a large bone.

Pair 2: It's a green fern. / It's a green phone.

Pair 3: That's my Bert. / That's my boat.

Pair 4: I work early. / I woke early.

Pair 5: He likes flirting. / He likes floating.

### Minimal pairs B

2b Pair 2: 1, 1, 2, 2, 2

Pair 3: 1, 2, 1, 2, 2

Pair 4: 2, 2, 1, 1, 1

Pair 5: 1, 1, 2, 2,

2

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (1)

2e Pair 1: Gino's caught. / Gino's coat.

Pair 2: It's a nought. / It's a note.

Pair 3: We had a bought picnic. / We had a boat picnic.

Pair 4: It's my jaw. / It's my Joe.

Pair 5: Give me the ball. / Give me the bowl.

2f 1 a - They have a nice green fern in the hall.

2 a - You can have coffee. Or do you want tea?

3b- It's a very heavy bowl.

4 a - Don't burn the chicken.

5 a - I walk early in the morning.

4a old: cold, sold, hold, told, gold

hole: bowl, stole

4b Across: 1 lonely 2 won't 3 no 4 go 5 pillow

Down: 1 low 2 on 3 no 4 go 5 yeUow 5

written with the letters 'o' (go, old), 'oa' (boat) or

'ow' (know)

The sound /эи/ is usually

**UNIT 20 /ɪə/ year**

- 2b Pair 2: 1,2,2, 2,1  
 Pair 3:  $\begin{matrix} 2, \\ 1 \end{matrix}$  2, 1,2  
 Pair 4: 1,1,2, 1,1  
 Pair 5:  $\begin{matrix} 2, \\ 1 \end{matrix}$  1, 2,2
- 2d 1 (1) 2(1)  $\begin{matrix} 3 \\ \backslash \end{matrix}$ (2) 4 (2) 5 (1)
- 2e Pair 1: That too big./That ear's too big.  
 Pair 2: It's a small bee./It's a small beer.  
 Pair 3: This lea tastes salty./This tear tastes salty.  
 Pair 4: It's an old pea /It's an old pier.  
 Pair 5: He has a black bead./He has a black beard.
- 2f 1b- I've just swallowed a beer.  
 2 a - The tea fell on the floor.  
 3 a - What a funny bead!  
 4b- That's a very unusual pier.  
 5 a - There should be two 'E's and you've only got one.  
 6b- How are you, dear?
- 3 c 1 beer 2 year 3 clear 4 mountaineer 5 beard 6 beer 7 hear  
 8 Cheers
- 4b He can hear<sup>^</sup>us too.  
 Dear<sup>^</sup>old Mrs Lear<sup>^</sup>is here<sup>^</sup>in the kitchen.  
 This mountaineer<sup>^</sup>always spends some time each year<sup>^</sup>in the mountains.
- 5 The sound /rɛ/ is usually written with the letters 'ea' (dear, ear).  
 Other spellings: 'ere' (here).

**UNIT 21 /eə/ chair**

- 2b Pair 2: 1, 2,2, 2, 1  
 Pair3: 2, 2,1, 1, 2  
 Pair 4: 2,1, 2, 1, 2  
 Pair 5:  $\begin{matrix} 1, 1, \\ 1 \end{matrix}$  1, 2  
 Pair 6:  $\begin{matrix} 2, 1, \\ 1 \end{matrix}$  2, 2
- 2d 1 (1) 2 (2) 3 (2) 4 (2) 5 (1) 6 (1)
- 2e Pair 1: The ear isn't good./The air isn't good.  
 Pair 2: It's a sweet beer./It's a sweet bear.  
 Pair 3: That's an old pier./That's an old pear.  
 Pair 4: How do you spell 'hear'?/How do you spell 'hair'?  
 Pair 5: That's a tear./That's a tear.  
 Pair 6: 'Three cheers!' he said./'Three chairs!' he said.

## 2021 Key

- 2f 1 a - 'Three cheers', he said.  
2b- There was a small bear on the table.  
3 a - That's a very big pier.  
4 a - Look! It's here.  
5 a - Can I borrow your pen, please, Dan, dear?  
6 b - He said her name but it wasn't Claire.
- 4b There^it is.  
They're\_under\_a table.  
I've looked everywhere^in the house.
- 5 The sound /eə/ is usually written with the letters 'are' (square) or 'ere' (where).  
Other spellings: 'eir' (their), 'ear' (wear).

## UNIT 22 REVIEW

- 1 1 buy b here c air d weigh e toe
- 2 1 page, weight, pain  
2 shy, frightened, sigh  
3 how's, owl, found  
4 home, snow, though  
5 their, they're, stare
- 3 1 We're looking for\_a buildeLOLan architect, Adletian Anderson.  
2 Where are theiLoffices?  
3 They're over there, aren't they?  
4 Are you an engineeejOLan architect, Mr.Adler?  
5 I'm a structural engineer\_and this is Blair.Anderson, ouLarchitect.
- 4 timetable today eycling horse riding appointment snowball  
atmosphere nowhere work it out turn it down

### Additional review task

Unit 15 railway, station, Mr Grey, waiting, train, late, ages, eight eighteen. Baker, afraid, made, mistake, timetable, changed, April, May, today, say

Unit 16 Heidi, Caroline, Nigel, typing, smiling. Hi, nice, silence, like, iced, ninety-nine, type, mind, Friday, bike, riding, sometimes, mobile, Riley, five, library, nineteen. High, bye, tonight, drive, climbing. Miles, right, behind, spider

Unit 17 Joyce Royal, Rolls Royce, noisy, employed, boy, Roy Coyne, noise, annoying, oil, pointing, boiling, spoiled, destroyed, disappointing, voice, toy, appointment

Unit 18 mouse, house, shouting, loudly, found, ow, down, frown, brown, round, around, lounge, ground, couch, now, out, how, upside down, somehow, town, Mrs Brown

Note: our, ours are also pronounced /a:/, /a:z/.

- Unit 19** snow, October, Joe Jones, woke, ago, helb, oh, Joanna, window, no, cbsed, going, go, don't,over, joking,OK, coat, snowball, throw, nose
- Unit 20** bearded, mountaineer, Mr Lear, Austria, beer, here, dear, idea, year, atmosphere, cbar, windier, beard, nearly, disappeared, hear, cheers
- Unit 21** pair, hairclips, Claire, they're, carefully, everywhere, nowhere, anywhere, upstairs, downstairs, there, square, Mary, waring, hair, where's, chair.

# Section B Consonants

## Making English sounds

|   |        |                  |                   |               |
|---|--------|------------------|-------------------|---------------|
| 1 | 1 unv. | 2 unv.           | 3 v.              | 4 unv.        |
|   | 5 v.   | 6 unv.           | 7 v.              | 8 v.          |
|   | 9 unv. | $\frac{1}{0}$ v. | 11 unv.           |               |
| 2 | Id 2 i | 3l 4 a           | 5c 6k 7 e 8 g 9 b | 10 h llj 12 f |
| 3 | lb 2 c | 3a 4f            | 5d 6g 7e          |               |

### UNIT 23 /p/ pen

|    |                                               |                               |                                |
|----|-----------------------------------------------|-------------------------------|--------------------------------|
| 3c | 2 pocket 3 potato 4 pepper 5 past 6 policeman | b stop c cup d help e dropped | f upstairs                     |
| 4a | a pin                                         | a pencil                      | <u>a paper plate</u>           |
|    | a pen                                         | a postcard                    | a pepper pot                   |
|    | <u>a pear</u>                                 | a picture                     | a plastic spider               |
|    | <u>some soap</u>                              | a carpet                      | a piano                        |
|    | <u>a pipe</u>                                 | a puppy                       | an expensive present for Poppy |
|    | <u>a spoon</u>                                | an apple                      |                                |

The sound /p/ is written with the letters 'p' (paper, shop) or 'pp' (happy, shopping).

### UNIT 24 /b/ baby

|    |                                                                                                                                                                                                                                                                                                                                                                                            |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2b | Pair 2: 1, 1, 2, 1, 2<br>Pair 3: 1, 1, 2, 2, 2<br>Pair 4: 2, 2, 1, 1, 2<br>Pairs: 1, 2, 1, 1, 2<br>Pair 6: 1, 2, 2, 1, 2                                                                                                                                                                                                                                                                   |
| 2d | 1(1) 2(1) 3(1) 4(2) 5(2)                                                                                                                                                                                                                                                                                                                                                                   |
| 2e | Pair 1: It's a useful pin./It's a useful bin.<br>Pair 2: <u>Pen</u> , please!/fign, please!<br>Pair 3: <u>Look</u> at the yellow <u>pear</u> ./ <u>Look</u> at the yellow <u>bear</u> .<br>Pair 4: It's an old <u>cap</u> ./It's an old <u>cab</u> .<br>Pair 5: What a <u>lively</u> pup!/What a <u>lively</u> <u>pub</u> !<br>Pair 6: Do you <u>like</u> Poppy?/Do you <u>like</u> Bobby? |
| 2f | 1b- That's a very small bin.<br>2 a - My friend's name is Poppy.<br>3 a - That pup is very noisy.<br>4 a - It's a pig house.<br>5b- Put it on the horse's back.<br>6 a - What a lovely peach!                                                                                                                                                                                              |

- 3c Bob job pub cab proverb
- 4b 1 handbag 2 football 3 ping pong ball 4 shopping bag  
5 hairbrush 6 paintbrush 7 postcard 8 birthday card  
9 policeman 10 postman
- 4c shopkeeper pet shop. hip pocket blood bank  
blackboard beach ball bookshop bus stop  
bathrobe backpack baseball peppermint
- 5 The sound /b/ is written with the letters 'b' (cab) or 'bb' (cabbie).

## UNIT 25 /t/ table

- 3a travel agent (LQ) twenty-two (QLL) tonight (LQ) student (LQ)  
important (LQ) department store (QQL) tomatoes (LL) toilet (LQ)  
to (L) skirts (Q) basement (Q) telephone (L) cricket bat (QQ)  
exactly (Q) cafeteria (L) tomatoes (LL) fruit (Q) tell (L)  
top (L) Thai (L) time (L) next (Q)
- 3b 2 Thai 3 tomatoes 4 tell 5 top 6 telephone 7 time  
b fruit c next d basement e restaurant f cricket bat g exactly
- 4c 1 Which floor is the restaurant on? "4 new  
2 Which floor is the restaurant? old  
3 What's on the next floor? old  
4 Where can I buy a hat? new  
5 Where's the sport's department? old  
6 Which floor is the toilet? old  
7 Where's the travel agent's? new  
8 Where's the supermarket? old
- 5 The sound /t/ is written with the letters 't' (sit) or 'tt' (sitting).  
Other spelling: 'th' (Thai).

## UNIT 26 /d/ door

- 2b Pair 2: 1, 1, 2, 1, 2  
Pair 3: 2, 2, 2, 1, 1  
Pair 4: 1, 2, 1, 2, 2  
Pairs: 2, 2, 1, 1, 2  
Pair 6: 2, 1, 2, 2, 1
- 2d 1(2) 2(1) 3(2) 4(1) 5(2) 6(1)
- 2e Pair 1: You too?/You do?  
Pair 2: You sent the emails?/You send the emails?  
Pair 3: Is the red cart hers?/Is the red card hers?  
Pair 4: Can he write well?/Can he ride well?  
Pair 5: Does this train smell?/Does this drain smell?  
Pair 6: Is there a trunk outside?/Is there a drunk outside?

2f

- 1 b - 1 don't like riding.
- 2 a - That's a nice cart.
- 3 a - He bought a bat, racquet and some balls.
- 4 b - 1 send all the parcels by air mail.
- 5 a - That's the worst sight.
- 6 b - 1 want to dry this shirt

3a

The sound /d/ is louder here before a vowel,  
 nobody (L) darling (L) bad (Q) cards (Q) Daisy (L)  
 date (L) played (Q) dancing (L) listened (Q) don't (L)  
 phoned (Q) tried (Q) today (L) rained (Q)

3b

2 darling 3 date 4 nobody 5 today 6 don't 7 dancing  
 b bad c phoned d played e cards f listened g tried  
 The sound /d/ is written with the letters 'd' (day) or 'dd' (midday).

## UNIT 27 /k/ key

2c

They are all statements. The intonation goes down. The first four sentences have an adjective and a noun. The most important word for the speaker's meaning is the last one.

It's a hairy coat.

He's got a lovely curl.

It's a brilliant class.

She's got a strong back.

It's crowding.

3a

/k/ is louder before a vowel and the two words join together.

1 /ks/ 2 /kt/ 3 /kɔl/ 4 /kɪ/ 5 /kɪ/

milk (Q) cuckoo (LL) like (Q) next (Q) Kate (L) fork (Q)  
 make (Q) American (L) carved (L) call (L) coffee (L)  
 plastic (Q) course (L) cream (L)

3b

2 Call 3 Kate 4 cream 5 American 6 carved 7 course  
 8 Cuckoo

b milk c make d fork e next f plastic

4b

- 1 It's an electric cuckoo clock.
- 2 It's a plastic key ring.
- 3 It's a dirty egg whisk.
- 4 It's a dirty cola bottle.
- 5 It's an expensive cream cake.
- 6 It's a comfortable car coat.
- 7 It's a black address book.

The sound /k/ is written with the letters 'k' (ask), 'ke' (like), 'ck' (back), 'c' (can), 'qu' (question), 'x' (taxi).  
Other spelling: 'sch' (school).

## UNIT 28 /g/ girl

2b Pair 2: 1,2, 2,1,  
Pair 3: 2  
Pair 4: 2,2,2,1,  
Pair 5: 1

2d 1(2) 2(1) 3(2) 4(1) 5(1)

2e Pair 1: Hi a hairy coat./It's a hairy goat.

Pair 2: He's got a lovely curl./He's got a lovely girl.

Pair 3: It's a brilliant class./It's a brilliant glass!

Pair 4: She's got a strong back./She's got a strong bag.

Pair 5: It's crowing./It's growing,

2f lb- That man looks like a gold fish.

2 a - There's a fly on your back.

3 a - My grandmother bought a Dutch clock.

4 a - What a beautiful curl!

5b- There's a green frog in the garden.

6b- The detective was looking for a good glue.

3a The sound /g/ is louder before a vowel,

computer postcard weekend catch cut

camp couple

Carol Craig

3c 2 Glasgow, beginning, August

3 Carol, catch, gossip 5

4 computer, games, girls

guess, weekend 7

6 postcard, Portugal

Greece, camp, garden

8 cut, grass

1 /gz/ 2 /gl/ 3 /gr/

4 The sound /g/ is written vrith the letters 'g' (big) or 'gg' (bigger).

5

## UNIT 29 REVIEW

1 tore 2 Bill 3 pay 4 key 5 do

1 strong, retry, distrust, entrance, electric

2 enclosed, class, clothes, chocolate, quickly

3 appreciate, impressive, probably, present, prawn

3 1 emptied 2 filled 3 combed 4 pushed 5 shouted

4 telephone remember cafeteria photographer's a policeman

a postcard a paper plate American somebody a green coffee cup

**Additional review task**

Unit 23 passports, please, Tupman, airport, plane, Paris, Poppy, stupid, put, pocket, pen, pencil, pipe, postcard, envelope, stamp, pin, stop, perhaps, plastic, newspaper, apple, pear, plastic, cup, spoon, paper, plates, piece, potato pie, pepperpot, pulling, Peter, people, impatient, help, dropped, past, upstairs, policeman

Unit 24 birthday, Barbara, Bob, somebody, blouse, beautiful, blue, butterflies, big, black, buttons. Ruby, buy, brother, book, birds, remember, terribly, been, busy, job, pub, cab, cabbie, about, but, remember, proverb, better Unit 25 department store, customer, assistant, want, to, skirt, skirts, upstairs, next, get, Thai, cafeteria, first, fruit, next, counter, left, tins, tomatoes, try, supermarket, basement, tell, travel, agent's, it's, right, restaurant, cricket, bat, get, sports, equipment, take, lift, department, top, telephone, twelfth, opposite, photographer's, what's, time, exactly, twenty-two, minutes, ten Unit 26 damaged, Daisy, David, darling, did, do, yesterday, date, didn't, rained, day, and, had, bad, cold, decided, phoned, nobody, answered, repaired, today, don't, Donald, Dianne, dancing, didn't, stayed, played, cards, Jordan, listened, radio, studied, told, trieti

Unit 27 cuckoo, clock, like, cream, coffee, Kate Clark, call, Karen Cook, OK, thanks, milk, cream cakes, thank, make, take, cake fork, excuse, next, bookshelf, electric, American, plastic, carved, exactly, six, o'clock, quiet, course, look, fantastic, exciting, clever

Unit 28 Craig, Maggie, Greg, Glasgow, beginning, August, giggling, gossip, got together, games, girls, guess, Portugal, going, go, Greece, garden, grateful, grass

**UNIT 30 /s/ sun**

2c That Sue was amazing.

It's pronounced /si:/.

Sip it slowly.

I heard a bus.

I want the Ijig piece.

What's the price?

4b 2 In winter let's ski in the snow.

3 Sam takes such good photographs.

4 Sarah laughs silently.

5 In summer let's sail into the sunset.

6 Sue likes some cats.

7 Lucas sends lots of text messages.

8 Is Chris such a cheapskate?

5 The sound /s/ is written with the letters 's' (bus), 'ss' (boss), 'x' (box), 'ce' (price).

## UNIT 31 /z/ zoo

2b Pair 2: 1, 2, 2, 2, 1

Pair 3: 2, 2, 1, 2, 1

Pair 4: 2, 1, 2, 1, 2

Pair 5: 1, 1, 2, 2, 2

Pair 6: 1, 2, 1, 2, 1

2d 1 (1) 2 (1) 3 (2) 4 (2) 5 (1) 6 (2)

2f 1 b – I heard a buzz.

2 a – Sip it slowly.

3 a – What's the price?

4 b – I only have a few pens.

5 b – 'Help, please!' he shouted.

6 a – He lived in a town called Sackville.

3a 1 /s/ /z/ 2 /s/ /z/ 3 /s/ /z/ 4 /s/ /z/ 5 /s/ /z/ 6 /s/ /z/ 7 /z/ /s/

8 /s/ /z/ 9 /s/ /s/ 10 /z/ /z/

4b 2 j (other possible answers are d and k) 3 k 4 h 5 g 6 i 7 l

8 a 9 d 10 c 11 b 12 e

5 The sound /z/ is written with the letters 'z' (zoo), 's' (dogs), 'x' (example).

## UNIT 32 /ʃ/ shoe

2b Pair 2: 1, 1, 2, 1, 2

Pair 3: 1, 2, 2, 1, 1

Pair 4: 1, 1, 1, 2, 1

Pair 5: 1, 2, 2, 1, 2

Pair 6: 2, 2, 1, 2, 1

2d 1 (2) 2 (2) 3 (1) 4 (2) 5 (1) 6 (1)

2e Pair 1: Q is third. / She is third.Pair 2: I like Sue's. / I like shoes.Pair 3: Sip it carefully. / Ship it carefully.Pair 4: Look at that ass. / Look at that ash.Pair 5: He won't sew it. / He won't show it.Pair 6: 'Puss!' he shouted. / 'Push!' he shouted.

2f 1 a – Those are Sue's.

2 b – Look at that dirty ash.

3 a – 'Puss!' he shouted.

4 b – The mice lived in a shack.

5 a – I'm going to buy some new seats.

6 a – Tom should save.

- 3c 1 a, b, c, d, j  
 2 h  
 3 e, f, g  
 4 i
- 4b 2 Danish\_ships  
 3 Scottish^sheep  
 4 Swedish^shampoo  
 5 French^champagne  
 6 Irish^sheets  
 7 Polish^shirts  
 8 Finnish\_shorts  
 9 Turkish^sug  
 ar 10  
 Spanish\_shoes
- 5 The sound /ʃ/ is written with the letters 'sh' (shop).  
 Other spelling: 'ch' (champagne).

**UNIT 33 /ʒ/ television**

- 2c She also has a casual job doing sports massage.  
 She does sports massage occasionally, not every day.  
 Yesterday Michelle saw a collision outside the shoe shop.  
 She was measuring a shoe for a customer.  
 An ambulance took two injured people to casualty.
- 5 The sound /ʒ/ is written with the letter 's' (usual, decision).  
 Other spelling: 'z' (pizza)

**UNIT 34 /tj/ chip**

- 2b Pair 2: 1, 1, 2, 2, 1  
 Pair 3: 2, 2, 2, 1, 1  
 Pair 4: 2, 1, 2, 1, 2  
 Pair 5: 1, 1, 1, 2, 2  
 Pair 6: 2, 1, 2, 2, 1
- 2d 1 (1) 2 (2) 3 (1) 4 (1) 5 (2) 6 (2)
- 2e Pair 1: We like ships. / We like chips.  
 Pair 2: This is a sheep farm./This is a cheap farm.  
 Pair 3: It's a sherry trifle /It's a cherry trifle-  
 Pair 4: I'll buy this shop./I'll buy this chop.  
 Pair 5:1 couldn't cash it./I couldn't catch it.  
 Pair 6: He's washing the television./He's watching the television.



- 4b Across: 1 church 2 jam 3 jar 4 choc 5 chess 6 tor 7 such  
Down: 1 chicken 2 Jock's 3 just 4 reach 5 ok 6 larger
- 5 The sound Mз/ is written with the letters 'j' (joke), ge (age), 'dge' (edge).

## UNIT 36 REVIEW

- 1 1 zoo 2 jam 3 so 4 she 5 chap
- 2 1 chance, inside, answer, instructions (second and third letters but not the last two letters), ancestors  
2 range, sponge, stranger, exchange, lounge  
3 intonation, electrician, expansion, Russian, fashion
- 3 1 kisses 2 sings 3 bicycles 4 Luke's 5 books
- 4 **ЭЛ ЪЛ АЛ 5 ЛЛ 6"Ч 7"Ч ВЛ ЪЛ Ю"Ч**

### Additional review task

- Unit 30 it's, expensive, let's, seaside, Saturday, sweetie, yes, sailing, water-skiing, that's exciting, just, sit, sun, swimming, instead, stay. Six Star, spend, Sunday, sensible. Sue, sleep, outside, sand, smallest, possible, sum, Sam Smith, such, cheapskate
- Unit 31 Zena, Susan, workers, busy, parcels, Susan's, smells, Lazarus, something's, does, says, contains, isn't, animals, noise, is, buzzing, buzzes, 7.7.777777.7.7.7.7.7.7., those, bees, paTcels, surprising, amazing, zoo
- Unit 32 special, washing, machine, Mrs Marsh, Mr Shaw, shop, machines, Swedish, English, show, washes, shall, demonstration, sheets, shirts, shut, push, shouldn't, shake, should, finished, shrunk, wish, sure
- Unit 33 television, treasure, unusual, collision, casual, Asia, measure, garage, pleasure
- Unit 34 butcher's, Charles Cheshire, cheerful, charming, butcher, Mrs Church, chops, children's, lunch, chump, chicken, choose, which, cheaper, cheapest, much
- Unit 35 dangerous, bridge, Jerry, John, Just, village, jeeps, January, George, larger, dangerously, ginger-haired, manager, agency, jokes, injured, edge, passenger, damaged, jail

## UNIT 37 Л/ fan

### Minimal pairs A

- 2b Pair 2: 1, 1, 2, 2, 2  
Pair 3:  $\frac{2}{1}, 1, 2, 1$   
Pair 4: 1, 1, 2, 1, 2  
Pair 5:  $\frac{2}{5}, 2, 1, 1$   
Pair 6: 1, 1, 2, 1, 2
- 2d 1(1) 2(2) 3(2) 4(2) 5(1) 6(1)

- 2e Pair 1: It's a sharp pin./It's a sharp fin.  
 Pair 2; Peel this orange./Feel this orange.  
 Pair 3: There's no pork here./There's no fork here.  
 Pair 4: The sign said 'Puli'./The sign said 'Full'.  
 Pair 5; Snip these flowers./Sniff these flowers.  
 Pair 6: He showed me his palm./He showed me his farm.

## Minimal pairs B

- 2b Pair 2: 2, 1, 2, 1, 2  
 Pair 3: 1,1,2, 2, 1  
 Pair 4: 2, 2,1, 2, 1  
 Pair 5: 1,1,2, 1,1  
 Pair 6: 1,2, 2, 1, 2 2
- 2d 1(1) (2) 3 4(1) 5(2) 6(1)
- 2e Pair 1: Hold this paper./Fold this paper.  
 Pair 2: 1 like heat on the back./1 like feet on the back.  
 Pair 3: That sign said 'Hill'./That sign said 'Fill'.  
 Pair 4: This heel's different./This feels different.  
 Pair 5: This is honey./This is funny.  
 Pair 6: It's got a little hole./It's got a little foal.
- 2f 1 b - That's a long fin.  
 2 a - Peel this potato, please.  
 3b- She walked round the garden sniffing flowers.  
 4b- Please feel this shoe.  
 5 a - We don't harm these animals.  
 6b- That's a very big hole.
- 3b b3 c5 d2 e4 f1
- 4 If 2a 3g 4e 5d 6b 7c
- 5 The sound /f/ is written with the letters 'f' (fun) or 'ff' (fluffy).  
 Other spelling: 'ph' (photo), 'fe' (wife).

## UNIT 38 /V/ van

### Minimal pairs A

- 2b Pair 2: 2, 2, 1, 2, 1  
 Pair 3: 1,1, 1, 2, 2  
 Pair 4: 1, 2, 1, 2, 1  
 Pair 5: 2, 2, 1, 1, 2  
 Pair 6: 1, 2, 1, 1, 2
- 2d 1(2) 2(1) 3(1) 4(2) 5(2) 6(1)

2e

Pair 1: Safe here?/Save here?

Pair 2: Fine in the garden?/Vine in the garden?

Pair 3: It's a fail?/It's a veil?

Pair 4: This room has a few?/This room has a view?

Pair 5: They need a fast ship?/They need a vast ship?

Pair 6: Ferry late?/Very late?

## Minimal pairs B

2b

Pair 2: 1, 1, 1, 1, 2

Pairs: 2, 1, 2, 1, 2 Pair 4: 1, 2, 2, 1, 2

Pairs: 2, 2, 1, 2, 1

Pair 6: 1, 1, 1, 2, 2

2d

1 (2) 2 (2) 3 (1) 4 (1) 5 (1) 6 (2)

2e

Pair 1: They're good bets./They're good vets.

Pair 2: He wore his best./He wore his vest.

Pair 3: Can they lift that ban?/Can they lift that van?

Pair 4: 'We need more bolts./We need more volts.

Pair 5: lones won the boat./lones won the vote.

Pair 6: It's a berry red colour./It's a very red colour.

2f

1 a - We always lift carefully.

2b- Halve the apple.

3 a - New York is a fast city.

4 a - We've got the boat.

5 a - There should be fifty bolts.

6 a - Is safe an adjective or a verb?

4a

at a village./in a Valley./driving a van./of November./very cold./of the photograph.

4b

1 yaд... The farmer.

2 vine.... Four.

3 villagers... In the valley.

4 arriving... Arriving.

5 fii: tree .... A vine.

6 five fir trees? ... Five.

5

The sound /v/ is written with the letter 'v' (van).

Other spellings: 've' (have), 'f' (of).

## UNIT 39 /w/ window

- 2b Pair 2: 1, 2, 2, 2, 1  
 Pair 3: 2, 2, 1, 1, 2  
 Pair 4: 1, 2, 1, 2, 1  
 Pair 5: 2, 2, 1, 1, 1
- 2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (2) 6 (1)
- 2e Pair 1: V didn't come before U./We didn't come before you.  
 Pair 2: That's the vest./That's the west.  
 Pair 3: The dog's vet./The dog's wet.  
 Pair 4: This is my best vine./This is my best wine.  
 Pair 5: It's a blue veil./It's a blue whale.
- 2f 1 a – What a beautiful vine!  
 2 b – He wrote 'we' at the beginning of the sentence.  
 3 a – Please change this veal.  
 4 b – This book is worse.  
 5 b – We were surprised to see some whales in the water.  
 6 a – Give him the vet food.
- 3c (4) Oh ... Will ... Well ... happ  
 (4) ... went ... love ... walk ... woods ...  
 (6) Oh ... wet ... Was ... ver ... wet ... Wednes ...  
 (6) ... was ... cold ... wet ... wear ... ver ... clothes  
 (4) ... walked ... quick ... keep ... warm  
 (6) ... that ... woods ... next ... rail ... not ... quiet ...  
 (6) Yes ... fur ... way ... rail ... ver ... quiet  
 (4) ... wild ... squir ... ev ... coun  
 (2) twen ... squirr  
 (5) ... twen ... squirr ... what ... do ... lunch  
 (2) ... pic ... squirr  
 (5) ... too ... wet ... Af ... went ... res ...  
 (6) twelve ... clock ... wal ... cake ... sweet ... wine ...  
 (1) won ...  
 (3) So ... Will ... Well ...  
 (1) Well ...
- 4a 1 d 2 a 3 h 4 b 5 c 6 g 7 e 8 f
- 4b 3 Victor (new information) 4 Why (old information)  
 5 Victor (new information) 6 Where (old information).

- 4c
- 1 A: Helloj;;everybody. How^are you?  
B: Helloj;;Emma. Oh 4'm OK now^I had the fluj^^and felt terrible.
- 2 A: Who Msn't here?  
B; Joe^isn't. A few^others aren't.
- 3 A: Is Sue^OK? Anybody knowj;;^about Sue?  
B: I don't knowj;;^if SueMS off with the fluj^as well.
- 4 A: How do^I get toia garage?  
B: You go^under a bridge and through ^a village.
- 5 A: Do you^understand?  
B; No^I don't really.
- 6 A; Oh Mt's so^unfair! You^always get two^ice creams.  
B: Grownup!
- 5 The sound /w/ is usually written with the letter 'w' (well).  
Other spellings: 'wh' (what), 'qu' (quick), 'o' (one).

## UNIT 40 /j/ yellow

2b

Ptiir 2: | 1 1, 2, 1, 2

Pair3: | 1 1, 1, 2, 2

Pair 4: | 2 2, 1, 2, 1

Pair 5: | 2 1, 2, 1, 2

2 d 1(1) 2(1) 3(2) 4 (2) 5(2)

2 e Pair 1: That's a wonderful joke./That's a wonderful yolk.

Pair 2: There's juice./There's no use.

Pair 3: Would you like jam?/Would you like yam?

Pair 4; less. I love you./]fes, I love you.

Pair 5: He sang over the jeers./He sang over the years.

2 f 1 b - That's a bad yolk.

2 a - Let's eat jam.

3 a - Jess, let's go to the cinema.

4b- These were terrible years for him.

5 a - What juice is that?

6 a - He hasn't flown by jet.

3b 1 university 2 music 3 tuba 4 knew 5 New 6 tubes

7 Europe 8 stupid

4a lb 2a 3d 4e 5c

4b 1 A: Let's playj^a card game.

B: OK U^U deal.

2 A: That boy us very rude.

B: Yes. He^ought to be more polite.

3 A: Are those printouts of myj^emails?

B: Yes, they2,are.

- 4 A: He<sup>^</sup>always feels sad when he's alone.  
 B: I<sup>^</sup>understand. I<sup>^</sup>often do too.
- 5 A: Say<sup>^</sup>it again, please.  
 B: I said today<sup>^</sup>is my<sup>^</sup>i<sup>^</sup>eightieth birthday.
- 6 A: They<sup>^</sup>all had a good cryj<sup>^</sup>at the funeral.  
 B: There wasn't a dry<sup>^</sup>eyej<sup>^</sup>in the church.

The sound /j/ is written with the letters 'y' (yes) or 'u' (student).  
 Other spelling 'ew' (new).

## UNIT 41 /h/ hat

- 2b Pair 2: 1, 2, 2, 1, 1  
 Pair 3: 2, 1, 1, 2, 1  
 Pair 4: 1, 1, 2, 2, 2  
 Pair 5: 2, 1, 2, 1, 2  
 Pair 6: 2, 2, 1, 1, 2
- 2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2) 6 (1)
- 2f 1 a - I don't like these eels.  
 2 a - He hurt his foot, leg and arm.  
 3b- These children have got beautiful high brows.  
 4 b - Do you like heart?  
 5b- 'How!' he shouted loudly.  
 5 a - What lovely air!
- 3c 2 how/injured 3 hospital/ambulance 4 hit/ice-cream  
 5 having/operation 6 Helena/unhappy 7 he/all
- 4b 1 Who found (h)im?  
 2 What's (h)is name? Harry?  
 3 Who else (h)ave you spoken to? She's (h)is wife?  
 4 What's (h)er phone number? She hasn't a phone? (H)as she got a mobile?  
 5 What (h)as the neighbour said about (h)im?  
 6 What (h)ad (h)e eaten?
- 5 The sound /h/ is written with the letter 'h' (hiU).  
 Other spelling: 'who' (who).

## UNIT 42 /o/ thin

### Minimal pairs A

- 2b Pair 2: 1, 1, 2, 2, 1  
 Pair 3: 1, 2, 2, 2, 1  
 Pair 4: 2, 2, 1, 2, 1  
 Pair 5: 2, 2, 2, 1, 1

## 218jKey1

- 2d 1(2) 2(1) 3(2) 4(1) 5(1) 6(2)
- 2e Pair 1; What a sweet little mouse! / What a sweet little mouth!
- Pair 2; Is this sum OK?/Is this thumb OK?
- Pair 3; It's very sick./It's very thick.
- Pair 4; He's sinking./He's thinking.
- Pair 5: There's a mountain pass./There's a mountain path.

### Minimal pairs B

- 2b Pair 2: 1, 1, 2, 2, 1  
Pair 3; 1, 1, 1, 2, 1
- 2d 1 (2) 2 (1) 3 (1) 4 (2)
- 2e Pair 1: He's got a first./He's got a thirst.
- Pair 2: A fin soup, please./A thin soup, please.
- Pair 3: I'd like a half./I'd like a hearth.

### Minimal pairs C

- 2b Pair 2: 1, 2, 2, 1, 2  
Pair 3: 1, 1, 2, 2, 1
- 2d 1 (2) 2 (2) 3 (2) 4 (1)
- 2e That's a big tree./That's a big three.
- The President sends his tanks./The President sends his thanks.
- The knife was hidden in a sheet./The knife was hidden in a sheath. 2 f
- 1 a - 1 always sink in the bath.
- 2b- He's got a big mouth.
- 3 a - Don't burn it. That saucepan is only tin.
- 4b- The teacher thought quickly.
- 5 a - Look at that moss on that stone.
- 6 a - The two men fought very hard.
- 3c 2 month 3 three 4 mathematician 5 Roth's 61
- 4b 2c 3e 4a 5g 6 d 7f
- 5 The sound /9/ is written with the letters 'th' (think).

## UNIT 43 /6/ the feather

### Minimal pairs A

- 2b Pair 2; 1, 1, 1, 2, 2  
Pair 3: 1, 2, 1, 2, 1  
Pair 4: 2, 2, 1, 1, 2  
Pairs: 2, 1, 1, 2, 2
- 2d 1(1) 2(2) 3(2) 4(1) 5(2)

- 2e Pair 1; Smith is bigger. Dan lones./Smith is bigger than Tones.  
 Pair 2: Dav arrived./They arrived.  
 Pair 3: lim dares his friend./Tim there's his friend.  
 Pair 4; Doze after lunch./Those after lunch.  
 Pair 5:1 don't know her sister, Ida./I don't know her sister either.

## Minimal pairs B

- 2b Pair 2: 2, 1, 1, 2, 1  
 Pair 3; 1, 1, 2, 2, 2  
 Pair 4: 2, 2, 1, 1, 2
- 2d 1 (1) 2 (2) 3 (2) 4 (1)
- 2e Pair 1: The shop sign said 'Closing'./The shop sign said 'Clothing'.  
 Pair 2: Breeze means ah moving./ Breathe means ah moving.  
 Pair 3: The boos echoed loudly./The booth echoed loudly.  
 Pair 4: That's a large size./That's a large scythe.
- 2f 1 a- We don't like his wife, Ida.  
 2 a - Day came later than in summer.  
 3 a - Jim dares his friend.  
 4 a - She needs a smaller size.  
 5 b - Will they sea bathe?  
 6b- The booth sounded very bad.
- 4b Id 2e 3g 4c 5f 6 a 7b
- 5 The sound /6/ is written with the letters 'th' (the, this, that, these, those, they, there, their, they're, then, that, them).

## UNIT 44 REVIEW

- 1 1 we 2 how 3 foe 4 thigh 5 this
- 2 1 coughed, laughed, lofty, soft, lift  
 2 months, lengths, Judith's, naturopaths, tablecloths  
 3 Swedish, sweeten, swum, swear, suite, swift  
 I j^asked you^a question, Wesley.  
 Oh^I'm sorry didn't hear you, Yasmin.  
 You^often do that, and ^always get annoyed.  
 Oh ^is that so? Why^^is that, Yasmin?  
 It's just annoying! Whyj^are you doing it, Wesley?  
 Just to^annoy you, Yasmin.  
 valley yIIIage beautiful railway Europe perhaps hospital

## Additional review task

Unit 37 funny, photographer, afternoon, Fred Pfillips, photograph, myself, wife, Phillipa, fill, form, felt-tipped, prefer, full, front, profile, finished, sofa, comfortable, feels, fine, friendly, laugh, difficult, if, soft, beautiful, for, fifth, february, phone, office, after, five

Unit 38 view, Vander, lived, very, Victor, five, Vivienne, arrived, of, lovely, have, village, valley, love, living

Unit 39 walk, woods, William, Wednesday, Winona, well, what, we, went, wet, wasn't, Wednesday, were, wearing, warm, walked, railway, quiet, away, was, wUd, squirrels, everywhere, twenty, with, afterwards, twelve, walnut, sweet, white, wine, wonderful

Unit 40 stupid, Yee, you, use, York, Young, yes, university, years, Hugh Yip, music, student, used to, yellow, beautiful, tunes, tuba, knew, news, millionaire. New York, produces, onion, stew, tubes, Europe, newspaper, yesterday

Unit 41 horrible. Hi, Holly, have, heard, happened, Helena's, husband, has, had, Ifis, horse, how, he, he's, hospital, happen, hit, behind, house, having, unhappy, perhaps, he'll, hope

Unit 42 Catherine, Ruth, Samantha Roth, thlrirty, thought, thirty-three, Samantha's, birthday, riiursday, month, Roths', worth, thousand, three, author, motlis, mathematician, thirsty, something, nothing, thank you

Unit 43 Miss Brothers, the, with, there, together, feathers, other, that, either, leather, another, than, smoother, rather, clothes  
Note: *with* can also be pronounced /wi9/.

**UNIT 45 /m/ mouth**

2 c The mile is very old.

This is mine.

He loves his mummy.

1 want a comb.

He's proud of his name.

3c 2 met 3 remember 4 manners 5 come 6 make 7 maybe

8 time 9 Mum 10 tomorrow

4c 1 ^ What did you say?

2 —► I'm thinking about what to say.

3->Yes.

4\_ if "4How nice!

5 What did you say?

6->Yes.

7\_ if "4HOW nice!

The sound /m/ is written with the letter 'm' (make).

Other spelling: 'mm' (summer), 'mn' (autumn), 'me' (time).

## UNIT 46 /n/ nose

2b Pair 2: 1,2, 2,1,2

Pair 3: 2,2, 1,2,

Pair 4: 1

Pair 5: 1, 1,2, 1,2

2d 1(2) 2(2) 3(1) 4(2) 5(2)

2e Pair 1: c) oOoooO The mile is very oId-/The Nile is very old.

Pair 2: b) ooO This is mine./This is nine.

Pair 3: e) ooOo He loves mummy./He loves money.

Pair 4: a) oooO I want a comb./I want a cone.

Pair 5: d) oOooO He's proud of his name./He's proud of his mane.

2f 1 b -1 want two cones, please.

2b- I'll give you nine.

3 b - What a beautiful mane!

4 b -1 only want sunflowers.

5 a - Please warm the children.

6 b - He loves his mummy.

3c 1 Nelson 2 Certainly 3 station 4 oven 5 garden 6 eleven

7 television 8 prison.

5 The sound *bl* is written with the letter 'n' (no).

Other spellings: 'kn' (know), 'nn' (funny), 'ne' (phone).

## UNIT 47 /g/ ring

### Minimal pairs A

2b Pair 2: 2, 2, 1, 1, 2

Pair 3: 1,2, 1,1,2

Pair 4: 2,2, 1,1,1

Pair 5: 1,1,2, 2,1

Pair 6: 1,2,

1,2,1

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2) 6 (1)

2e Pair 1: What a win!/What a wing!

Pair 2: Why this thin?/Why this thing?

Pair 3: Ban the book./Bang the book.

Pair 4: They ran for an hour./They rang for an hour.

Pair 5: She has never run before./She has never rung before-

**Minimal pairs B**

- 2 b            Pair 2: 2, 2, 1, 1, 1  
                  Pair 3: 1,1,2, 1,2  
                  Pair 4: 1,1,2, 1,1  
                  Pair 5: 1, 1, 1,2,2

2 d            1(1)    **2 (1)**    3            4 (2)    5 (1)

2 e            Pair 1: I'll give you a wink./rU give you a wing.

                 Pair 2: He's sinking./He's singing.

                 Pair 3: The rink was a perfect circle./The ring was a perfect circle.

                 Pair 4: What a terrible stink!/What a terrible sting!

                 Pair 5: Bank it quickly./Bang it quickly.

2 f            1 a - That's Ron.

                 2b- Somebody rang.

                 3 a - Tom always sinks in the bath.

                 4 b - What a beautiful wink!

                 5 c - You should bang it.

                 6b- This is not the right place for sinkers. ~~evening~~ morning; ~~talking~~ singing;

3b            ~~putting~~ hanging; ~~saying~~ doing; ~~interesting~~ pink; ~~falling~~ going;

~~whispering~~ shouting; ~~walking~~ running; ~~thinking about getting my revenge~~  
                  sleeping

4a            1 What's Angus Lang doing? He's banging some nails into the wall.

                 2 What's Angus doing? He's hanging some strong string on the nail.

                 3 What's Susan Lang doing? She's bringing something for Angus to drink.

                 4 What's Mr Lang doing? He's hanging from the string.

                 5 What's Mrs Lang doing? She's ringing the bell.

                 6 What's Duncan King doing? He's sleeping.

                 The sound /i/ is written with the letters 'ng' (sing).

                 Other spelling: 'n' (drink, English).

**UNIT 48 /l/ letter**

- 2 b            Pair 2: 1,2, 1, 1,2  
                  Pair 3: 2,2,1,2,1 1,  
                  Pair 4: 2, 2, 2, 1 2,  
                  Pair 5: 1 2, 1,2, 1 2

2 d            (2)        (1)        3            4 (2)    5 (2)

2 e            Pair 1; We need no tables./We need low tables. Pair

                 2: It's a bright night./It's a bright light.

                 Pair 3: That nine is too long./That line is too long.

Pair 4:1 love lenny./I love jelly.

Pair 5: That's a snapping noise./That's a slapping noise.

2f

1 a - Look! The moon's shining. What a lovely night!

2 a - There are no chairs here.

3 a - This shouldn't be on the bin.

4b- It's a lot of string.

5 a - I'm wearing snow shoes.

6b- I'm going to buy some slacks.

3c

1 early 2 o'clock 3 left 4 lamb 5 salad 6 olives 7 really 5

8 glass 9 slice 10 jelly

4d

1 beautiful 2 careful 3 special 4 sensible gentleman

6 bicycle

5

The sound /l/ is written with the letter 'l' (like).

Other spellings: 'le' (apple), 'll' (all).

## UNIT 49 /r/ rain

2b

Pair 2: 2, 1, 2, 2, 1

Pair 3: 1, 2, 1, 2, 2

Pair 4: 2, 1, 1, 1, 2

Pairs: 1, 2, 2, 1, 1

Pair 6: 2, 2, 1, 1, 1

2d

1(1) 2(2) 3(1) 4(2) 5(1) 6(1)

2e

Pair 1: a) ooOO It's the long road./It's the wrong road.

Pair 2: c) ooO Is it light?/Is it right?

Pair 3: d) ooOO It's a long load./It's a long road.

Pair 4: f) ooOo Do you like jelly?/Do you like lerry? Pair

5: e) oOoOo Td like to fly it./I'd like to fry it.

Pair 6: b) OoO There's some glass./There's some grass. 2f

1 a - That sentence is long.

2b- Susan likes Jerry.

3 a - There's some glass in the garden.

4 a - Please collect the homework.

5 b - We walked in the rain.

6b- This is a free house.

4a

1 he's a lorry driver.

2 she's a waitress.

3 he's a ^ot.

4 she's a secretary

5 she's a librarian.

- 5 The sound /r/ is written with the letter 'r' (red).  
Other spellings: 'rr' (tomorrow), 'wr' (write).

## UNIT 50 REVIEW

- 1 1 pang 2 mull 3 sun 4 Tim 5 rye  
2 1 bridge, umbrella, brush, embrace, bride 2  
wrongs, kings, springs, songs, thongs  
3 eleven, forbidden, prison, certainly, kitchen, passenger, person, television,  
listen, suddenly, oven  
4 Syllabic /l/ minimal, syllable, table, careful, central, example, little, special  
Syllabic /m/ random, system, rhythm, madam, bottom, curriculum

### Additional review task

Unit 45 Mum, muffins, Malcolm, Mrs MacCallum, may, Tim Mitcham, come, home, me,  
tomorrow, met, him, summer, small, remember, smart, charming, manners,  
family, from, Cambridge, make, some, home-made, tomorrow, mm, maybe,  
time, coming

Unit 46 accommodation agency, morning, name, Martin Nelson, manager, can, want, an,  
apartment, in, central, London, certainly, rent, no, than, £1,000 (one thousand  
pounds), month, don't, often, inexpensive, not, one, £2,179 (two thousand,  
one hundred and seventy-nine pounds), Notting Hill, down, near, station,  
Northend Avenue, furnished, unfurnished, kitchen, oven, forbidden, garden,  
friends, eleven, evening, noise, and, television, 11.15 (eleven, fifteen), prison

Unit 47 Duncan King, lying, trying, standing, watching, Angus Lang, bang, Langs, doing,  
morning, singing, banging, looking, hanging, strong, string, bringing,  
something, interesting, putting, happening, going, holding, fingers, shouting,  
helping, running, ringing, RING!, sleeping

Unit 48 early, lunch, Lesley, Lily Carpello, nearly, always, hello, only, eleven, o'clock,  
later, usually, left, like, leg, lamb, please, plate, salad, lettuce, black, olives,  
lovely, really, glass, lemonade, love, slice, melon, yellow, jelly

Unit 49 proud, parent, are all, children, grown, Ruth, Lara, Ruby, cleverest,  
librarian, library, very, interesting, Laura, secretary, central, railway. Rose,  
pretty, waitress, restaurant, Paris, married, electrician, Jerry, Roland, drives,  
lorry, everywhere in Europe, really, countries, drive, France, Austria,  
Greece, Russia, Australia, America

## OVERVIEW

- 1 1 bit 2 could 3A 4T 5 show 6 V 7 pan  
2  
2-/  
2 2c 3a 4g 5f 6e 7d

## **Track listings**

CD A

Track A1 – A75

Duration: 70' 57"

CD B

Track B1 – B96

Duration: 76' 23"

CD C

Track C1 – C73

Duration: 71' 52"

CD D

Track D1 – D81

Duration: 70' 15"