



Pre-Intermediate

New
Headway
Pronunciation Course

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Introduction

Welcome to the *New Headway Pre-Intermediate Pronunciation Course!*

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

Who is this book for?

The *New Headway Pre-Intermediate Pronunciation Course* is for pre-intermediate students who wish to improve their pronunciation.

How does this book work?

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

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

Sounds exercises

	All nationalities	Arabic	Chinese	Czech	French	German	Greek	Hungarian	Italian	Japanese	Polish	Portuguese	Russian	Spanish	Turkish
Unit 1 Consonant symbols 1: the easily recognizable phonemic symbols /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /h/, /l/, /r/, /m/, /n/, and /w/ – voiced and voiceless consonants	✓														
Unit 2 The sounds /s/, /z/, and /ɪz/	✓														
Unit 3 Pronunciation of -ed past tenses	✓														
Unit 4 Single vowel symbols /i:/, /ɪ/, /ɜ:/, /ə/, /u:/, /ʊ/, /ɑ:/, /ʌ/, /ɔ:/, /ɒ/, /e/, and /æ/ – long and short vowels	✓														
Unit 5 The sound /w/		✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	
Unit 6 The sounds /ŋ/ and /ŋ/, and /ŋg/ and /ndʒ/					✓	✓	✓	✓	✓		✓			✓	✓
Unit 7 Consonant symbols 2: the less easily recognizable phonemic symbols /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /j/, and /ŋ/ – voiced and voiceless consonants	✓														
Unit 8 The sounds /ʃ/, /s/, and /tʃ/ The sounds /ʊ/ and /u:/		✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓
Unit 9 The sounds /i:/ and /ɪ/				✓	✓		✓	✓	✓	✓	✓			✓	✓
Unit 10 'Double vowel' or diphthong symbols /eɪ/, /aɪ/, /ɔɪ/, /ɪə/, /eə/, /əʊ/, /aʊ/, and /ʊə/	✓														
Unit 11 The sounds /e/, /æ/, and /ʌ/	✓														
Unit 12 The sounds /e/ and /eɪ/	✓														
Unit 13 The sound /h/					✓	✓	✓		✓	✓		✓		✓	✓
Unit 14 The sounds /ɒ/, /ɔ:/, and /əʊ/	✓														

What types of exercise are there?

There are five different types of exercise in this book:

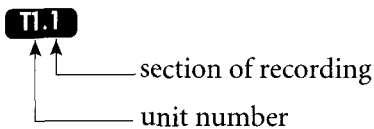
- 1 **Sounds and sound symbols** The sounds exercises help you to practise the sounds we use in English. Some sounds exercises are very useful for speakers of specific languages. (See the table opposite.)
- 2 **Sounds and sound symbols exercises** Sound symbols exercises teach English sound symbols (phonemic symbols). The connection between English spelling and pronunciation is a problem for speakers of all languages. Knowing English phonemic symbols helps you to learn the pronunciation of new words easily.

As you learn the symbols, you write example words in the chart on page 55. This helps you to remember the phonemic symbols correctly.
- 3 **Connected speech** These exercises help you to pronounce words in phrases and sentences correctly.
- 4 **Intonation and sentence stress** These exercises help you to hear and practise different kinds of intonation and sentence stress patterns.
- 5 **Word focus** In these exercises you study groups of words where there are problems with sounds and word stress.

What about the recording?

This book comes with one tape or CD.

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



What about the key?

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

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

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

▶▶ p56

What about technical words?

Here is a list of technical words we use in this book. Use a bilingual dictionary to translate them. You can look back at this list while you use the book.

consonant	_____
contraction	_____
formal	_____
impolite	_____
informal	_____
intonation	_____
linking	_____
phonemic	_____
pronunciation	_____
rhythm	_____
sound	_____
spelling	_____
stress	_____
syllable	_____
symbol	_____
voiced	_____
voiceless	_____
vowel	_____
weak	_____



Consonant symbols 1

Word linking

Intonation in *Wh-* and *Yes/No* questions

Sound symbols

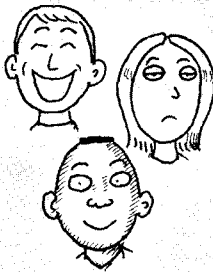
Consonant symbols 1

- These words contain the letter *c*, but the pronunciation of the letter is different in each word.

T1.1 Listen.



communicate



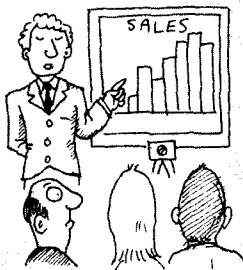
faces



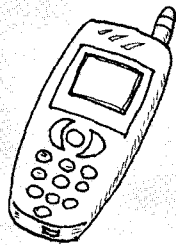
ancient

- These words all contain the same sound, but the spelling of the sound is different in each word.

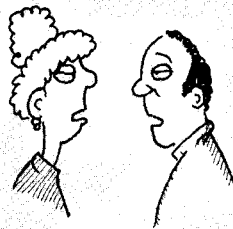
T1.2 Listen.



communicate



technology



speaking

- Looking at the spelling of English words does not always help you to pronounce them correctly. This is why sound symbols, or 'phonemic symbols', are important.

If you write a word in sound symbols, you write what you hear. /k/, for example, is the sound in *communicate*, *technology*, and *speaking*. If you can read sound symbols, you can look up the pronunciation of words in a dictionary.

In this book, you will learn all the English phonemic symbols. In this unit you will learn most of the symbols for consonant sounds.

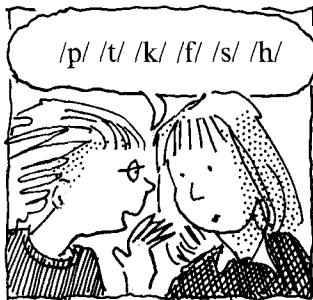
- 1 Write these words on the sound symbol lines below, according to the sound of the underlined letters.

go	drive	play
van	letter	book
room	mean	flat
can	music	never
study	teacher	
work	hot	

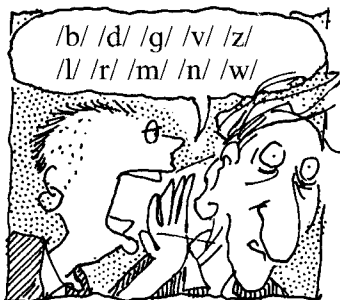
- /p/ _____ **play** _____
- /b/ _____
- /t/ _____
- /d/ _____
- /k/ _____
- /g/ _____
- /f/ _____
- /v/ _____
- /s/ _____
- /z/ _____
- /h/ _____
- /l/ _____
- /r/ _____
- /m/ _____
- /n/ _____
- /w/ _____

T1.3 Listen and check your answers.

- 2 **T1.4** Now listen to the sound symbols on their own. What is the difference in sound between the symbols in Picture A and those in Picture B? Match the pictures with the diagrams below.



Picture A



Picture B



Diagram 1

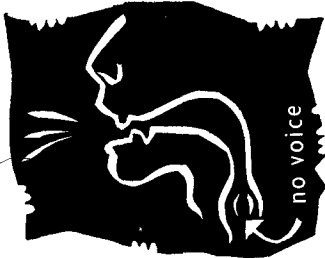
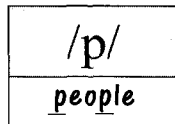


Diagram 2

- 4 Turn to the Sound symbol chart on p55. Write in an example word to help you remember each sound symbol you now know. Underline the letters in the word that match the sound symbol.

Example



Connected speech

Word linking

- 1 **T1.6** Listen. How many words do you hear in each sentence? Contractions count as two words.

Example ¹It's ²a ³nice ⁴big ⁵place. = 6 words

1 2 3 4 5

- 2 **T1.7** Listen to these two phrases.

- 3 **T1.5** Do the sound symbols in Y match the sound of the letters underlined in the words in X? Listen and mark the symbols ✓ if they match and ✗ if they don't match.

X	Y	
1 <u>w</u> hy	/h/	✗
2 <u>w</u> ho	/h/	✓
3 <u>u</u> nique	/k/	
4 <u>s</u> cissors	/sk/	
5 <u>c</u> ity	/s/	
6 <u>p</u> hone	/ph/	
7 <u>k</u> now	/n/	
8 <u>v</u> ery	/v/	
9 <u>q</u> uickly	/kw/	
10 <u>a</u> dvertising	/s/	
11 <u>a</u> rchitect	/k/	
12 <u>w</u> rite	/wr/	

Correct the sound symbols that don't match.

Α Β Γ Δ Ε Ζ Η Θ Ι Κ Λ Μ
 α β γ δ ε ζ η θ ι κ λ μ
 Ν Ξ Ο Π Ρ Σ Τ Υ Φ Χ Ψ Ω
 ν ξ ο π ρ σ τ υ φ χ ψ ω

Greek_alphabet

From: Jack
To: Rose
Subject: Greetings
Date: Tuesday

Dear Rose,
 Just a quick email to say 'hi'.
 Love,
 Jack.

modern_email

- When we speak quickly, a word that begins with a vowel sound is linked to the consonant sound at the end of the word before it:

Greek_alpha**bet** modern_e**mail**

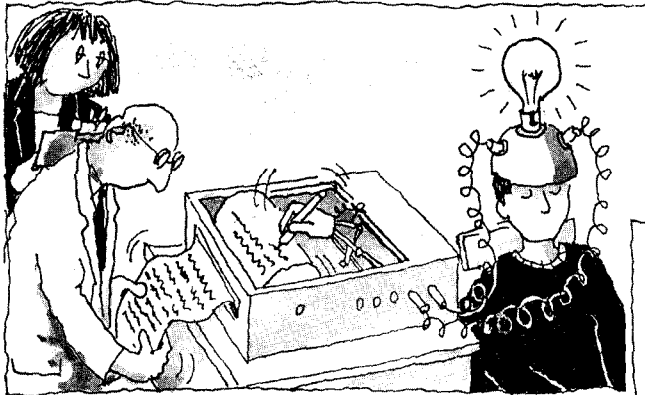
- Linking also happens if a consonant is usually silent at the end of a word:

/w/ /r/
new_idea computer_in**formation**

- The letter y links to the following vowel sound as a /j/:

/j/
14th-century_E**nglish**

- 3 **T1.8** Listen and practise saying these three phrases, paying attention to the linking.



new_idea



14th-century_English

- 4 **T1.9** Listen and then practise saying all the five phrases in the same way, starting from the end.

- 5 Mark the links in these phrases.

a message_in_a_bottle

anger_and_other_emotions

a_lot_of_information

How_is_it_possible?

quickly_and_easily

words_on_a_page

- T1.10** Listen and check your answers.

- 6 Listen again and practise saying the phrases, paying attention to the linking.

▶▶ p56



computer_information

Intonation and sentence stress

Intonation in *Wh-* and *Yes/No* questions

- There are two basic kinds of question.
- *Wh-* questions contain a question word (*Who, What, Where, Why, How*, etc.). These questions ask for information answers.
- *Yes/No* questions do not contain question words. These questions ask for *Yes* or *No* answers.

1 Look at the questions below. Mark the *Wh-* questions with a star (*).

- 1 Where do you live, _____ ?
- 2 When's your birthday, _____ ?
- 3 Do you have a job, _____ ?
- 4 What sort of music do you like, _____ ?
- 5 Have you got any brothers or sisters, _____ ?
- 6 Can you speak three languages, _____ ?
- 7 How do you come to school, _____ ?
- 8 Do you like dancing, _____ ?

▶▶ p56

2 **TT.II** Listen to the recording and mark these statements **True** or **False**. (The names at the end of the questions will help you to hear the intonation more clearly.)

- 1 The voice goes up at the end of *Wh-* questions.

- 2 The voice goes up at the end of *Yes/No* questions.

▶▶ p56

3 Listen again and repeat the questions and the names. (Use your memory. Don't write the names in the gaps in 1.)

▲ Make sure your intonation goes clearly up or down on the name, according to whether you are asking a *Yes/No* or a *Wh-* question.

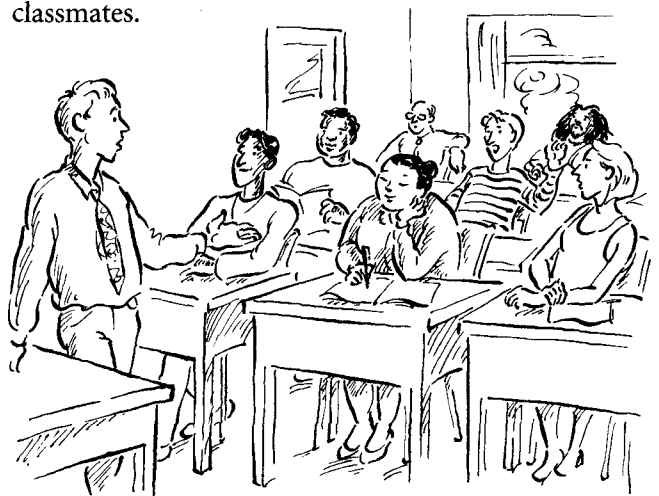


4 Now complete each question in 1 with the name of a student in your class. (Put a different name in each question.)

Listen again and repeat the questions. Say the names you have written instead of the names on the recording. If there are questions you don't like, cross them out and write your own questions. Practise saying them with the correct intonation.

5 Stand up and walk round the classroom. Ask each classmate the question you have prepared for him/her. Write down the answers you get.

When you finish, tell your teacher about your classmates.



2

The sounds /s/, /z/, and /ɪz/ Two-syllable nouns Strong and weak forms of auxiliary verbs

Sounds

The sounds /s/, /z/, and /ɪz/

- 1 Read the passage about Irene Redmond. Which adjectives do you think describe her life?

sad lonely easy boring busy

Irene Redmond and her husband Ken live in Hamilton Gate in Queensland, Australia. They have three children.

In the summer, when it's hot, Irene gets up at six o'clock and tries to do all the housework by eight. Ken makes breakfast. He's a good cook.

At eight o'clock Ken's boss calls him on the radio. After Ken goes to work, Irene does the rest of the housework. Most days Irene washes the clothes.

At ten o'clock Irene puts the baby to bed and teaches her eldest daughter. Usually she manages to do two hours of classes a day with her. They eat at twelve. Irene always bakes her own bread and cakes. She doesn't go shopping, but orders food on the Internet. In the afternoon she spends time with the children.

The nearest town is Tibooburra. It's 100 miles away. Irene isn't lonely, but she misses her family. Sometimes she drives into Tibooburra to see a friend. The nearest neighbour lives 35 miles away. She invites him to tea every week.

In the evening Irene surfs the Internet, reads or plays cards with Ken. Usually Ken loses. They don't have a TV.

Irene likes living in Hamilton Gate. Ken loves it and hopes to stay there for the rest of his life, but Irene isn't sure.



- 3 Work with a partner. Put the verbs you underlined into three groups, according to the pronunciation of the third person ending.

Group 1 /s/	Group 2 /z/	Group 3 /ɪz/
gets	tries	washes

T2.1 Listen and check your answers.

▶▶ p56

- 4 Listen again and repeat the verbs, paying attention to the pronunciation of the ending.
- 5 Circle the correct pronunciation to complete the rules.

- 1 You pronounce the ending /s/ /z/ /ɪz/ if the verb ends in one of the following sounds:
- /s/ Example miss /tʃ/ Example watch
/z/ Example lose /dʒ/ Example manage
/ʃ/ Example wash
- 2 If the verb ends in any other voiceless consonant sound, you pronounce the ending /s/ /z/ /ɪz/. Example makes
- 3 If the verb ends in any other voiced consonant sound or a vowel sound, you pronounce the ending /s/ /z/ /ɪz/. Example rains

▶▶ p56

- 2 Work on your own. Read the passage again and underline all the verbs in the third person singular of the Present Simple except *is*, *doesn't*, and *isn't*.

- 6 Work with a partner. How much of the passage can you remember? Use the verb lists from 3 to make sentences about Irene's life.

Pay attention to the pronunciation of the verb endings.

Word focus

Two-syllable nouns



1 **T2.2** Diane DeVine is a film star. Listen to her and one of her fans.

2 She has lots of likes and dislikes. Match these words with the pictures below.

- | | | | |
|-----------|----------|----------|------------|
| champagne | Japan | trumpets | shampoo |
| paintings | coffee | guitars | apples |
| sardines | cartoons | Britain | toothpaste |

3 Why does Diane DeVine like the objects on the left? (Think of her name.)

T2.3 Listen and check your answers.

▶▶ p56

Listen again and repeat the words, paying attention to stress.


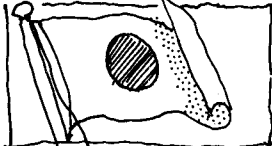


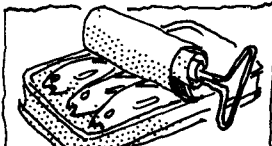
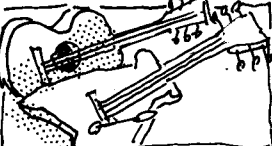


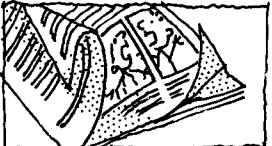



4 Look at the nouns below and make sure you know what they mean. Which are stressed ● ● and which ● ●?

T2.4 Listen and mark the stresses.

● ●	zebras	mountains	climate	diamonds
● ●	giraffes	country	football	descent
● ●	baseball	exports	reserve	swimming

Which is the usual stress pattern for two-syllable nouns?

▶▶ p56

She likes		She doesn't like	
			
1 _____	4 _____	7 _____	10 _____
			
2 _____	5 _____	8 _____	11 _____
			
3 _____	6 _____	9 _____	12 _____

Connected speech

Strong and weak forms of auxiliary verbs

- 1 Read the text about Janet Stobbs and her husband Eduardo Revuelta.

Janet and Eduardo Revuelta-Stobbs live near Alicante in Spain. They were married in Alicante. Eduardo's a doctor and Janet's an English teacher. Janet was born in England, but she can speak good Spanish. They share the housework. Eduardo likes cooking. They've got two children - Arturo and Pablo.

- 2 Answer these questions. Use short answers.

- Does Janet live in Spain? Yes, she does.
- Has she got a job? _____
- Was she born in England? _____
- Can she speak Spanish? _____
- Were they married in Spain? _____
- Do they share the housework? _____
- Have they got any children? _____

▶▶ p56

- 3 Auxiliary verbs have weak and strong forms. Complete this table.

Auxiliary verb	Weak form	Strong form
<i>do</i>	/də/ or /dʊ/	/du:/
_____	/dəz/	/dʌz/
_____	/həv/	/hæv/
_____	/həz/	/hæz/
_____	/wə/	/wɜ:/
_____	/wəz/	/wɒz/
_____	/kən/	/kæn/

▶▶ p57

- 4 **T2.5** Listen to the questions and answers in 2.

Underline the weak forms like this and the strong forms like this .

▶▶ p57

- 5 **T2.6** Listen. If you hear the weak form of the auxiliary, write **W**. If you hear the strong form, write **S**.

- Was your plane late? **W**
It was very late. **W**
- Have you got a new coat?
Yes, I have.
- Does your girlfriend work with you?
Yes, she does.
- Were they married in Mexico?
No, they were married in New York.
- Has your father got grey hair?
Yes, he has.
- Do you go jogging every day?
Yes, I do.
- How many languages can you speak?
I can speak two - English and Chinese.

Look at the rule and check your answers.

We use the weak form when the auxiliary verb is at the beginning or in the middle of a sentence, and when it is not stressed. We use the strong form when the auxiliary verb is at the end of a sentence, or stressed.

▶▶ p57

- 6 Work with a partner. Practise the dialogues with the recording.

- 7 In groups, prepare seven questions to interview your teacher. Use each auxiliary verb once.

Example

Have you got a car?

Has your car got a CD player?

Interview your teacher. Listen to the other groups. Don't ask the same questions!



3

Pronunciation of *-ed* past tenses

Saying years

Strong and weak forms of prepositions of time and place

Sounds




Pronunciation of *-ed* past tenses

1 **T3.1** Listen to the beginnings of three stories. Notice the way the *-ed* verb endings are pronounced.

- 1 Last night Bert stopped at the supermarket on his way home.
- 2 Yesterday afternoon Fred called a restaurant to book a table for two.
- 3 Yesterday evening David invited Amanda to dinner.

2 **T3.2** The rest of the stories are mixed up. Listen as you read, and sort the sentences into columns, according to the pronunciation of the *-ed* verb endings.

- 4 He arranged a meeting with his daughter there.
- 5 He cooked a big supper for his wife and children.
- 6 He decided to cook her favourite meal.
- 7 He washed up after supper.
- 8 They ordered a lot of the most expensive things on the menu.
- 9 They watched a good film on TV after the meal.
- 10 They enjoyed it a lot.
- 11 The food was wasted because she didn't come.
- 12 They arrived home after midnight.

 Bert /t/	 Fred /d/	 David /ɪd/
1	2	3

Here are the rules for the pronunciation of the *-ed* endings:

- If the verb ends in the sound /t/ or /d/, we pronounce the *-ed* ending /ɪd/. Example *invited* /ɪn'vaɪtɪd/.
- If the verb ends in a **voiced consonant sound** apart from /d/ (/b/, /g/, /v/, /z/, /ð/, /ʒ/, /dʒ/, /l/, /m/, /n/, /ŋ/), or a vowel, we pronounce the *-ed* ending /d/. Example *called* /kɔːld/.
- If the verb ends in a **voiceless consonant sound** apart from /t/ (/p/, /k/, /f/, /s/, /θ/, /ʃ/ or /tʃ/), we pronounce the *-ed* ending /t/. Example *stopped* /stɒpt/.

3 Check the meaning and pronunciation of these verbs in a dictionary.

answer	laugh	show	believe
walk	mend	try	start
plan	watch	wash	carry

4 Write the past tense form of each verb in the correct column below. (Take care with the spelling!)

/t/	/d/	/ɪd/
	answered	

T3.3 Listen and check your answers.

▶▶ p57

Who had the worst evening, do you think?

▶▶ p57

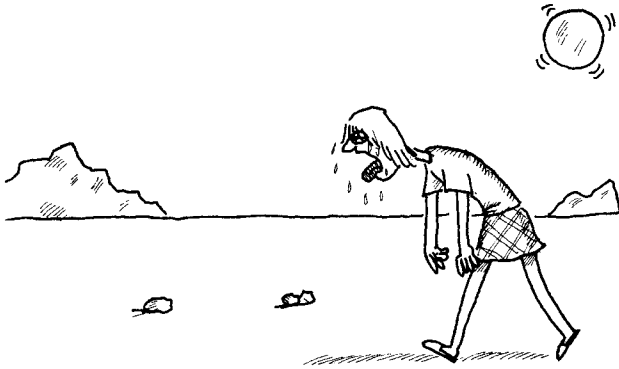


Sometimes it is difficult to hear the difference between the /t/ and /d/ endings. When the verb is linked to the next word because that word starts with a vowel sound, the endings are much clearer.

5 **T3.4** Listen to the linking.

She laughed ^{/t/} at the joke.

T3.5 Listen and mark the links in these sentences.



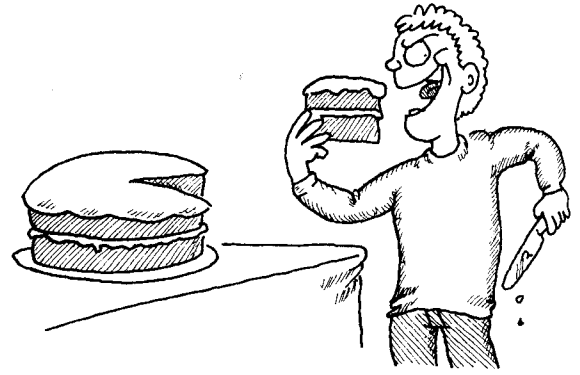
1 She walked all day.



2 We watched it carefully.



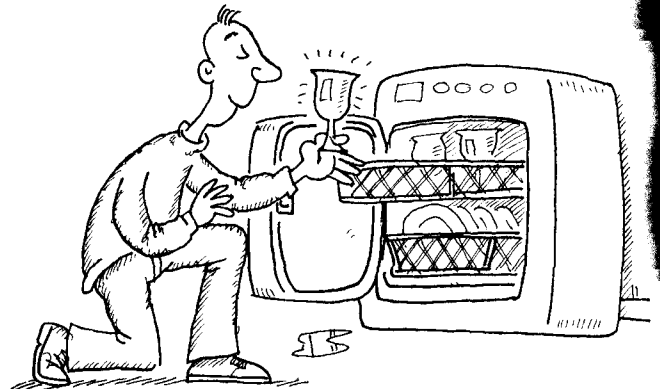
3 They answered everybody's questions.



4 He tried a piece.



5 They planned it weeks ago.



6 It washed all the glasses beautifully.

▶▶ p57

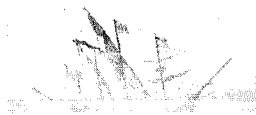
Listen again and practise the sentences, paying attention to the linking.

Word focus

Saying years

- 1 Circle the correct date in each of these sentences.
(If you don't know the answers, try to guess them.)

History Quiz



- 1 Christopher Columbus discovered America in **1492** 1713.

- 2 William Shakespeare died in 1840 **1616**.

- 3 The First World War ended in **1780** 1918.



- 2 Write these dates in words.

1 **1314** = thirteen fourteen

2 **1410** = _____

3 **1492** = _____

4 **1504** = _____

5 **1616** = _____

6 **1713** = _____

7 **1780** = _____

8 **1815** = _____

9 **1840** = _____

10 **1900** = _____

11 **1918** = _____

12 **1939** = _____

13 **1960** = _____

14 **1990** = _____



- 4 East and West Germany became one country again in **1990 1900**.



- 5 The Second World War began in **1939 1410**.



- 6 Napoleon Bonaparte lost the Battle of Waterloo in **1314 1815**.



- 7 John F Kennedy became President of the United States in **1504 1960**.

T3.6 Listen and check your answers.

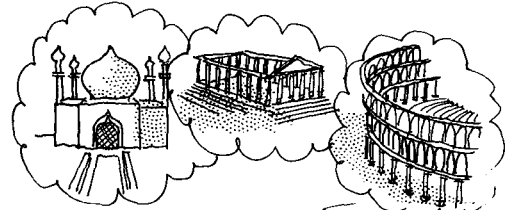
▶▶ p57

T3.7 Listen and check your answers. Listen again and mark the stress.

What happens to the stress in the *-teen* words?

▶▶ p57

- 3 Work in three teams. Think of other dates in the history of your country or the world. Write a History Quiz and then test the other teams.



Score like this:

+15 points for a correct date

+10 points for the nearest guess

-5 points for incorrect pronunciation of the dates



Connected speech

Strong and weak forms of prepositions



1 **T3.8** Listen to this conversation between James Bond's boss, M, and his secretary, Miss Moneypenny. As you listen, fill in the missing prepositions.

B Hello. Can I speak (1) to Miss Moneypenny?

S Speaking.

B Hello, M here. I'm phoning (2) _____ the Ritz. I'm looking (3) _____ James Bond. We had a lunch appointment (4) _____ twelve. Is he there?

S I'm sorry, sir, but he's gone (5) _____ Budapest.

B I was afraid (6) _____ that. Where exactly?

S He's staying (7) _____ the Hotel Royal.

B Why didn't he listen (8) _____ me? He's just asking (9) _____ trouble.

S He's only staying there (10) _____ a couple (11) _____ days.

B All right. Contact him and tell him (12) _____ me he's a damn fool. Oh, and you can tell him I'm waiting (13) _____ his call.

S Yes, sir.

What do you notice about the pronunciation of these prepositions?

2 Look back at the dialogue and complete each phrase below with a preposition.

_____	Miss Moneypenny
_____	Budapest
_____	me
_____	the Ritz
_____	me
_____	James Bond
_____	trouble
_____	a couple
_____	his call

appointment	_____	twelve
staying	_____	the Hotel Royal
afraid	_____	that
couple	_____	days

3 **T3.9** Listen and practise saying the prepositions on their own and in the phrases.

4 Read the dialogue aloud with a partner. Pronounce the prepositions in their weak forms.

4

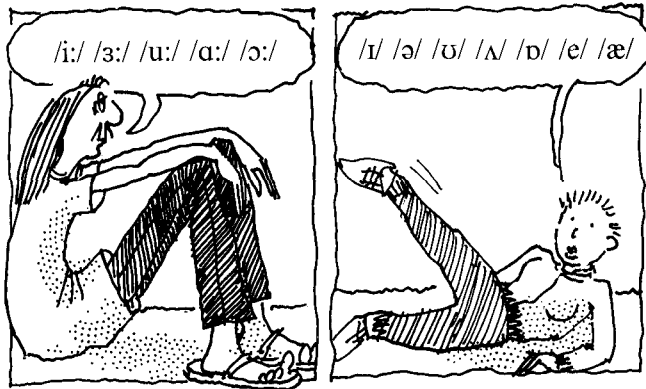
Single vowel symbols Containers List intonation

Sound symbols

Single vowel symbols

In this unit you will learn the phonemic symbols for single vowel sounds.

- 1 **T4.1** Listen to the symbols below. What is the difference between the symbols in Picture A and the symbols in Picture B?



Picture A

Picture B

▶▶ p57

- 2 **T4.2** Listen to the sound symbols and write in the example words.

- | | | | |
|--------|----------------|--------|-------|
| 1 /i:/ | <u>teacher</u> | 7 /ɑ:/ | _____ |
| 2 /ɪ/ | _____ | 8 /ʌ/ | _____ |
| 3 /ɜ:/ | _____ | 9 /ɔ:/ | _____ |
| 4 /ə/ | _____ | 10 /ɒ/ | _____ |
| 5 /u:/ | _____ | 11 /e/ | _____ |
| 6 /ʊ/ | _____ | 12 /æ/ | _____ |

▶▶ p57

- 3 Underline the letters in the words which match the sound symbols.

▶▶ p57

- It is important to learn these vowel symbols, because English spelling doesn't always help with the pronunciation of words.

- The same letters can have different vowel sounds:

s <u>o</u> p	c <u>o</u> uple	b <u>o</u> ught
/u:/	/ʌ/	/ɔ:/

- Different letters can have the same vowel sound:

s <u>o</u> p	b <u>o</u> ots	s <u>i</u> t
/u:/	/u:/	/u:/

- 4 **T4.3** Listen and cross out the word which does not contain the vowel sound on the left.

- | | | | | |
|--------|--------------------|-------------------|----------------|---------------------|
| 1 /e/ | bread | wom <u>a</u> n | eggs | man <u>y</u> |
| 2 /ʌ/ | en <u>o</u> ugh | bro <u>o</u> ther | sug <u>u</u> r | much |
| 3 /ɒ/ | on <u>i</u> on | coff <u>e</u> e | lot | what |
| 4 /ɜ:/ | sh <u>i</u> rt | pork | world | un <u>i</u> versity |
| 5 /i:/ | che <u>e</u> se | tea | wine | magaz <u>i</u> nes |
| 6 /ɑ:/ | car | carrot <u>s</u> | half | aren't |
| 7 /ɪ/ | build <u>i</u> ngs | litt <u>e</u> | bird <u>s</u> | mil <u>k</u> |
| 8 /u:/ | shamp <u>o</u> o | look | fruit | two |

▶▶ p57

- 5 **T4.4** Listen and circle the symbol that matches the sound of the underlined letters.

- | | | | | | |
|----------------|------|------|----------------------|-----|------|
| 1 <u>b</u> us | /ʊ/ | /ʌ/ | 6 sh <u>o</u> p | /ʌ/ | /ɒ/ |
| 2 <u>t</u> all | /ɑ:/ | /ɔ:/ | 7 <u>a</u> pples | /æ/ | /ə/ |
| 3 <u>w</u> ord | /ɜ:/ | /ɔ:/ | 8 <u>bl</u> ue | /ʊ/ | /u:/ |
| 4 <u>g</u> ood | /ʊ/ | /ɔ:/ | 9 cig <u>a</u> rette | /ʌ/ | /ə/ |
| 5 <u>p</u> ark | /æ/ | /ɑ:/ | | | |

▶▶ p57

6 These words are written in phonemic symbols. Transcribe them.

- 1 /blæk/ _____ 6 /sku:l/ _____
 2 /'bʌtə/ _____ 7 /gɜ:l/ _____
 3 /pɒt/ _____ 8 /stɔ:z/ _____
 4 /klʌb/ _____ 9 /kɑ:/ _____
 5 /egz/ _____ 10 /ki:/ _____

▶▶ p57

7 Turn to the Sound symbol chart on p55. Write in example words to help you remember the single vowel symbols. Underline the letters that match the sound symbols.

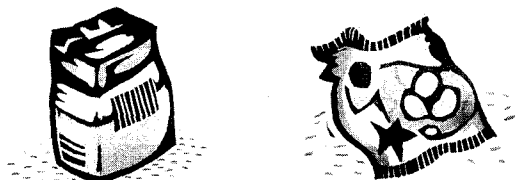
Word focus

Containers

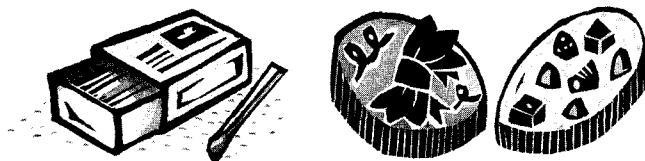
1 Look at the different kinds of container.



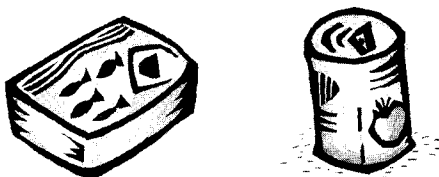
1 bottle _____ , _____



2 packet _____ , _____



3 box _____ , _____



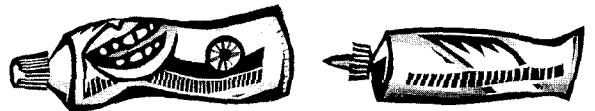
4 tin _____ , _____



5 can _____ , _____



6 jar _____ , _____



7 tube _____ , _____



8 carton _____ , _____

Match each pair of things with a container.

- | | |
|--------------------|--------------|
| sardines/tomatoes | eggs/juice |
| matches/chocolates | cola/beer |
| toothpaste/glue | coffee/jam |
| wine/lemonade | sugar/crisps |

▶▶ p57

2 **T4.5** Listen and correct the mistakes in this shopping list.

- 6 cans of ~~cola~~ beer
- a couple of cartons of eggs
- 2 bottles of wine (1 red, 1 rosé)
- 2 packets of crisps (barbecue flavour)
- a tin of green olives
- a small jar of coffee
- a box of safety matches
- a big tube of glue

▶▶ p57

We don't stress the word *of* in fast speech. We pronounce it /əv/ and we always link it to the final consonant sound of the word before:

/lə vi
a bottle of wine

3 **T4.6** Listen to the correct items on the list and repeat them.

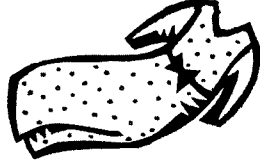
Intonation and sentence stress

List intonation

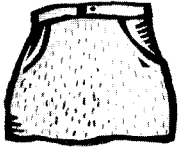
1 Work out the anagrams of these clothes words.



1 _____
(sruertos)



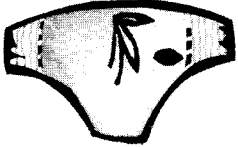
7 _____
(sreds)



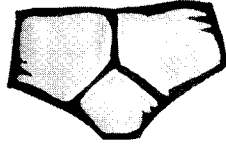
2 _____
(kritis)



8 _____
(srindges wong)



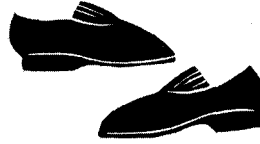
3 _____
(wingmmis skrunT)



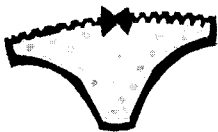
9 _____
(denatspurn)



4 _____
(h-trisT)



10 _____
(hesso)



5 _____
(skinreck)



11 _____
(ostob)



6 _____
(thris)



12 _____
(sobule)



13 _____
(sampjay)



15 _____
(eti)



14 _____
(arb)

T4.7 Listen and check your answers.

▶▶ p58

Listen again and repeat the words, paying attention to the pronunciation.

2 **T4.8** Listen to this list of clothes. Which intonation pattern do you hear?

1 I bought a shirt, a tie, and some trousers.

2 I bought a shirt, a tie, and some trousers.

3 I bought a shirt, a tie, and some trousers.

4 I bought a shirt, a tie, and some trousers.

▶▶ p58

3 **T4.9** Listen to some people playing the game 'My sister Sally went to the summer sales ...'

Play the game in groups of four. Don't write anything. Listen to the person who speaks before you. Remember the clothes and colours he/she says, and add something. (Sally can buy things for her boyfriend, Sam, too!)

Rules of the game

- If you forget something, you are out of the game.
- The last person in the game is the winner.

Pay attention to your intonation as you play.

▶▶ p58

5

The sound /w/ Rhythm and /ə/ Hearing the difference between polite and impolite offers

Sounds

The sound /w/

1 Circle the words in the box which contain a /w/ sound.

warm	how	heavy	violence
leaving	world	when	watch
two	languages	borrow	favourite
own	views	worried	questions

T5.1 Listen and check your answers. You will only hear the words with a /w/ sound.

▶▶ p58

2 **T5.2** Listen to some students saying these sentences. Mark the pronunciation of the /w/ words right (✓) or wrong (X).

- 1 Can I have some *wine*?
- 2 *Would* you like anything to drink?
- 3 He *won't* talk to his mother.
- 4 It's in the *west* of Hungary.
- 5 You need to buy a new *wheel*.
- 6 It's the *worst* film I've ever seen.

To make the sound /w/, first practise /u:/. Push your lips out, and make them round and hard. /w/ is a short sound.



If saying /w/ at the beginning of words is difficult for you, put a word that ends with a rounded vowel or diphthong sound (*two, saw, no, now*) in front of the /w/ word.

▶▶ p58

3 **T5.3** Listen and practise.



two

two wallets

I found two wallets.

4 Say these sentences in the same way. Start with the word before the /w/ word each time.

- 1 They saw wild koalas in the trees.
- 2 There's no wine in the shop.
- 3 Now wait a minute!
- 4 She bought him a new watch.

5 Match the questions with the answers.

- | | |
|--|-----------------------------------|
| 1 Where was Wendy while they were watching the whales? | a The sweet white one, Walter. |
| 2 What was wrong with the weather on Wednesday? | b Working in Washington. |
| 3 Which wine would you like, Winifred? | c They didn't want Will to worry. |
| 4 Why were Wayne and Wanda whispering? | d It was wet and windy. |

T5.4 Listen and check your answers.

▶▶ p58

6 Work with a partner. Practise the questions and answers.

Sentence stress

Rhythm and /ə/

1 Some syllables are 'heavier' than others in the following poem. We stress them because they are in important words.

T5.5 Listen and mark the stresses ●. The first verse and the last verse are done for you.



FUTURE INTENTIONS

In June this year I'll finish school,

And the summer's getting near.

My classmates all know what they want to do,

But I haven't got any idea.

5 Pippa's going to travel round the world.

Hannah's going to stay at home.

Peter's going to join a punk rock band,

And Richard's going to teach in Rome.

Amanda's going to move to Hollywood

10 Where she hopes to become a star.

Frank's going to pass his driving test,

And then he's going to buy himself a car.



Paula's going to study up at Cambridge,

And Roger's going to learn how to cook.

15 Emma's going to have a lot of babies,

And Sarah's going to write a book.

Steven's going to be a scientist

And try to help the human race.

Helen's going to be in the Olympic team,

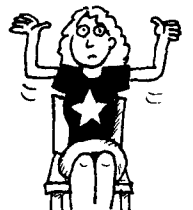
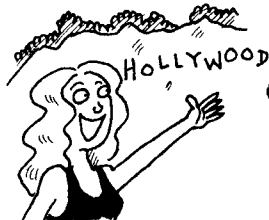
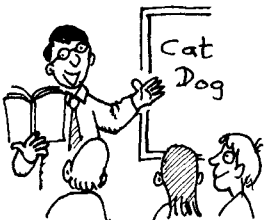
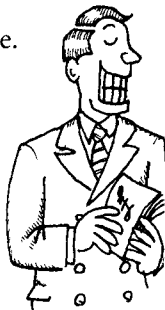
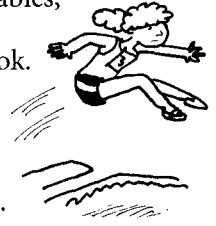
20 And finish in the long jump in first place.

Ian's going to be a millionaire,

And Anna's going to help the poor.

But I still don't know what I want to do,

So I'll sit here and I'll think some more.



2 How many syllables (stressed and unstressed) are there in the eight lines below? (*going* counts as one syllable in fast speech.)

line 3 My classmates all know what they want to do
 syllables

line 6 Hannah's going to stay at home
 syllables

line 7 Peter's going to join a punk rock band
 syllables

line 8 And Richard's going to teach in Rome
 syllables

line 11 Frank's going to pass his driving test
 syllables

line 12 And then he's going to buy himself a car
 syllables

line 14 And Roger's going to learn how to cook
 syllables

line 19 Helen's going to be in the Olympic team
 syllables

▶▶ p59

3 The unstressed syllables are 'squashed' between the stresses. Very often the sound in these unstressed syllables is /ə/.

T5.6 Listen to these words and names. Notice the unstressed /ə/ sounds.

/ə/ ● /ə/ ● /ə/ /ə/ ● ● /ə/ ● /ə/
 Amanda summer Olympics human Anna

4 **T5.7** Listen to the eight lines below. Mark the /ə/ sounds in each line.

line 3 My classmates all know what they want to do /ə/

line 6 Hannah's going to stay at home /ə/ /ə/ /ə/ /ə/

line 7 Peter's going to join a punk rock band

line 8 And Richard's going to teach in Rome

line 11 Frank's going to pass his driving test

line 12 And then he's going to buy himself a car

line 14 And Roger's going to learn how to cook

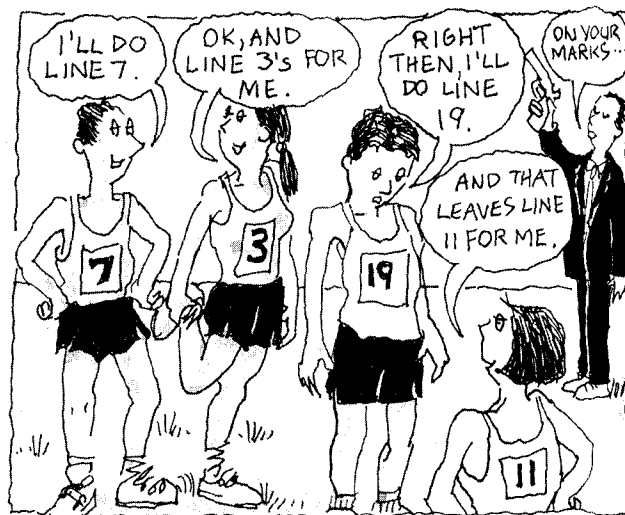
line 19 Helen's going to be in the Olympic team

▶▶ p59

Now listen again and repeat each line above. Follow the stress pattern you hear on the recording.

5 Work in groups of four. Choose an odd numbered line, as follows:

Student A – line 3 Student C – line 11
 Student B – line 7 Student D – line 19



You're going to have a speaking race. Say your line together with the other students in your group. All start at the same time and all speak as fast as you can.

Who was the winner? Did any of you finish at the same time?

Now do the same with an even numbered line, as follows:

Student A – line 6 Student C – line 12
 Student B – line 8 Student D – line 14

▶▶ p55

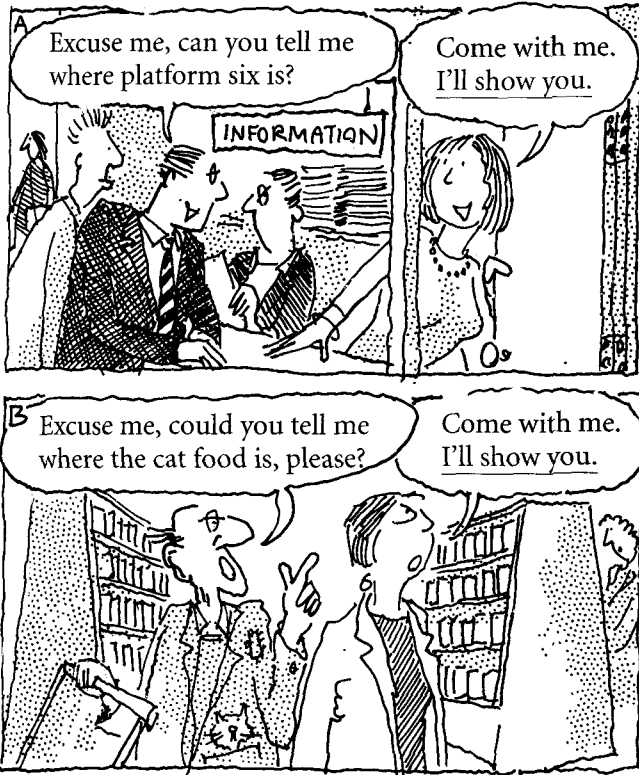
6 **T5.8** Listen to the first verse of the poem with rhythm clicks. As you listen, clap with the recording.

◀ **T5.5** Listen to the whole poem again. Clap the rhythm as you read aloud with the recording.

Intonation

Hearing the difference between polite and impolite offers

1 Read the dialogues. The offers are underlined.



T5.9 Listen to the difference between the offers.

In Dialogue A the woman is interested and polite.
In Dialogue B the woman is uninterested and impolite.

2 Read these dialogues. Underline the offers.

- Jane** Oh, no! My skirt looks terrible, and I'm going out in ten minutes.
Paul I'll iron it for you.
- Rob** I'd like to have a look at that red coat.
Assistant I'll get it for you in a moment. I'm busy right now.
- Boss** I told you yesterday that there weren't any stamps.
Secretary I'm sorry, I forgot. I'll buy some now.
- Duncan** I couldn't do the maths homework last night. Could you?
Nick It was easy. I'll do it for you.

- Driver** The red light's on and it's making a terrible noise. Can you do something about it quickly?
Mechanic OK. I'll have a look at the engine for you.

▶▶ p59

3 **T5.10** Listen and mark the offers **Polite (P)** or **Impolite (I)** in the box on the left in 2.

▶▶ p59

- To sound polite in English, it is important to change the 'music' of your voice.
- To make a polite offer your intonation should go up on the stressed word, fall, then go up a little at the end. The higher up you go at the start, the more polite you sound.

T5.11 I'll show it to you.

4 **T5.12** Listen and practise.

- I'll buy it for you.
- I'll clean them for you.
- I'll carry it for you.
- I'll get some for you.

5 Complete each dialogue with an offer from 4.

- A** Oh dear. I forgot to buy any eggs.
B _____
- A** This suitcase is so heavy, I can't possibly carry it up those stairs.
B _____
- A** I can't serve drinks in these dirty glasses.
B _____
- A** I'm not having lunch today because I left my purse at home.
B _____

▶▶ p59

6 **T5.13** Now practise making the offers politely.

Oh dear. I forgot to buy any eggs.

You hear

I'll get some for you.

You say

I'll get some for you.

You hear

6

The sounds /n/ and /ŋ/ (and /ŋg/ and /ndʒ/) Three-syllable nouns Hearing different forms of *like*

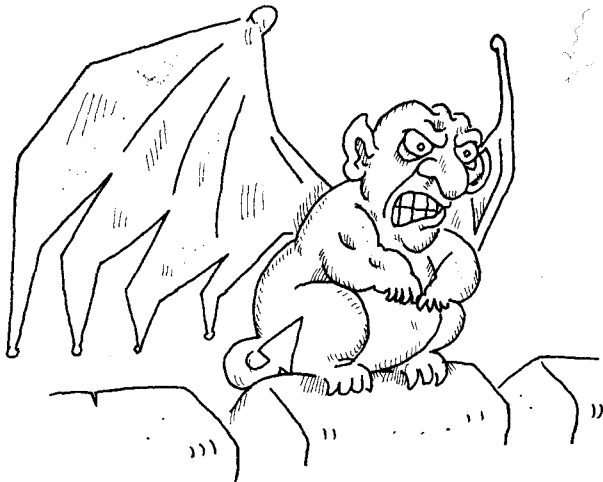
Sounds

The sounds /n/ and /ŋ/ (and /ŋg/ and /ndʒ/)

- 1 **T6.1** Listen to these words. The A words end in the sound /n/. The B words end in the sound /ŋ/. Can you hear the difference?



A thin win



B thing wing

- 2 The letter *n* is sometimes pronounced /n/ and sometimes /ŋ/. Put the words in the box into the correct column below.

winter	modern	drink	window
sink	think	ankle	bank
junk	thanks	children	uncle
friendly	pond	newsagent	expensive

/n/	/ŋ/
winter	sink

- T6.2** Listen and check your answers.

▶▶ p59

- 3 Complete the rule.

The letter *n* is pronounced /ŋ/ when the following sound is / ____ /.

▶▶ p59

- To make the sound /n/, put your tongue forward and up to touch the top of your mouth. Open your lips, and push air out through your nose. /n/ is a voiced sound.
- To make the sound /ŋ/, put your tongue in the position to make the sound /k/. Keeping your tongue in that position, try to say /n/. /ŋ/ is a voiced sound.

- 4 Listen again to the /n/ and /ŋ/ words in 2 and practise saying them.

T6.3 The letters *ng* can be pronounced /ŋ/, /ŋg/ or /ndʒ/. Listen.

/ŋ/ thing /ŋg/ hungry /ndʒ/ danger

5 Put these words into the columns below.

singing	strange	wrong	congratulations
stronger	young	oranges	exchanged
wedding	single	bungalow	buildings
English	darling	changing	king

/ŋ/	/ŋg/	/ndʒ/
thing	hungry	danger

T6.4 Listen and check your answers.

▶▶ p59

6 Complete the rule.

The letters *ng* at the end of a word are always pronounced / ____ /.

▶▶ p59

7 **T6.5** Listen to some students saying these sentences. Circle where they make mistakes with the sound /ŋ/.

- 1 He's stronger than Hercules.
- 2 Can't you see anything?
- 3 Are you enjoying it here?
- 4 I'll ring up later.
- 5 He goes jogging every day.
- 6 My brother often goes fishing.

▶▶ p59



8 Match up these mini-dialogues.

- | | |
|---|--|
| 1 Captain! I think we're sinking. | a All right, Angela, you can exchange it for another one. |
| 2 Have you got an English-Hungarian dictionary? | b But darling, he's single, ninety-nine, and his only niece lives in Montreal. |
| 3 This orange looks strange, miss. | c Incredible! They said the <i>Titanic</i> was unsinkable. |
| 4 We're not inviting that boring old thing for Christmas! | d Bilingual dictionaries are with the foreign language books on the second floor, sir. |

T6.6 Listen and check your answers.

▶▶ p59

9 Work with a partner. Practise the dialogues containing sounds which are a problem for you.

Word focus

Three-syllable words

- 1 **T6.7** Listen and say these names with the correct stress.



Melanie

Rebecca

Bernadette


- 2 What are Melanie, Rebecca, and Bernadette like?

- 3 **T6.8** Listen and write these words in the correct part of the table below, according to meaning and stress.

good-looking	romantic	tomatoes
overweight	unemployed	carrot soup
beautiful	journalist	Aberdeen
sociable	musician	Birmingham
impolite	sausages	Bologna

	● ● ● Melanie	● ● ● Rebecca	● ● ● Bernadette
looks			
character			
job			
favourite food			
favourite city			

- 4 **T6.9** Listen and check your answers. Who do you think is the best girlfriend for Luigi?

 **Luigi – Italian, attractive, old-fashioned, artistic – is seeking a girlfriend.**

▶▶ p60

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

The main stress in ● ● ● words changes when they are followed by stressed nouns.

●
He's a little overweight.

● ● ●
He's an overweight politician.

- 5 **T6.10** Listen to these sentences and mark the main stress on the underlined words.

- 1 She's a magazine journalist.
- 2 We waited in the airport for seventeen hours.
- 3 Who wants to be a millionaire?
- 4 We've got a second-hand car.
- 5 Todd's only seventeen.
- 6 Mr Green was a millionaire businessman.
- 7 Arena's my favourite magazine.
- 8 I bought my computer second hand.

▶▶ p60

Connected speech

Hearing different forms of like

- 1 **T6.11** Listen and tick (✓) the sentences you hear.

- 1 a What's your sister like?
b What does your sister like? ✓
- 2 a I'd like a strawberry ice-cream.
b I like strawberry ice-cream.
- 3 a Would you like to go dancing?
b Do you like going dancing?
- 4 a Tina's like her mother.
b Tina likes her mother.
- 5 a How do you like your coffee?
b How would you like your coffee?
- 6 a We aren't like each other.
b We don't like each other.

▶▶ p60

- 2 **T6.12** Listen and complete the sentences below.

- 1 She 's very like her mother.
- 2 He _____ his elder sister.
- 3 I _____ in London.
- 4 What _____ drink?
- 5 He _____ anyone in his family.
- 6 _____ like you?

▶▶ p60

7

Consonant symbols 2

The sounds /θ/ and /ð/

Present Perfect and Past Simple

Sound symbols

Consonant symbols 2

1 **T7A** Listen to these sound symbols and example words. Memorize the sound of each symbol.

- /ʃ/ English, _____, _____
- /z/ television, _____, _____
- /t + /ʃ/ = /tʃ/ watch, _____, _____
- /d + /z/ = /dʒ/ college, _____, _____
- /θ/ thirties, _____, _____
- /ð/ then, _____, _____
- /j/ yes, _____, _____
- /ŋ/ singer, _____, _____

2 **T7B** Listen to these words. Write two of them next to each sound symbol above, according to the sound of the underlined letters.

sug <u>ar</u>	sou <u>th</u>	yo <u>u</u>	th <u>i</u> s
mat <u>ch</u> es	ch <u>an</u> ged	birth <u>da</u> y	l <u>o</u> ng
usu <u>al</u> ly	spe <u>ci</u> al	dr <u>u</u> nk	Eu <u>r</u> ope
to <u>ge</u> ther	ju <u>st</u>	ple <u>as</u> ure	ch <u>ea</u> p

▶▶ p60

3 Write as many crazy example sentences as you can with the groups of three words. Practise saying them.



Look at the groups of symbols below. A contains voiceless sounds. B contains voiced sounds.



A
/s/ /tʃ/ /θ/



B
/z/ /dʒ/ /ð/ /j/ /ŋ/

4 **T7C** Listen and repeat the sounds.

5 **T7.4** Listen to these words and circle the correct phonetic transcription.

- 1 jeans a /dʒi:nz/
 b /ji:nz/
 c /ji:ns/
- 2 shepherd a /'tʃepherd/
 b /'ʃefəd/
 c /'ʃepəd/
- 3 chef a /ʃef/
 b /ʃef/
 c /tʃef/
- 4 Thursday a /'tʃɜ:rzdeɪ/
 b /'thɜ:rsdɑ:j/
 c /'θɜ:zdeɪ/
- 5 watch a /wɒtʃ/
 b /wɒtsh/
 c /wɑ:θ/
- 6 measure a /'meɪ:ʃə/
 b /'meʒu:re/
 c /'meʒə/
- 7 hungry a /'hʌŋɡri/
 b /'hʌŋɡri/
 c /'hʌŋɡri/
- 8 father a /'fɑ:θer/
 b /'fɑ:ðə/
 c /'fɑ:ðer/

▶▶ p60

6 Turn to the Sound symbol chart on p55. Write example words to help you remember the consonant symbols you have just learnt. Underline the letters that match the sound symbols.

Sounds

The sounds /θ/ and /ð/

1 The letters *th* can be pronounced /θ/ or /ð/. Put these words into the columns below, according to the pronunciation of the letters *th*.

grandfather	other	them	three
north	things	clothes	athlete
health	months	their	leather

/θ/	/ð/
north	grandfather

T7.5 Listen and check your answers.

▶▶ p60

2 Can you add more words to the columns above?

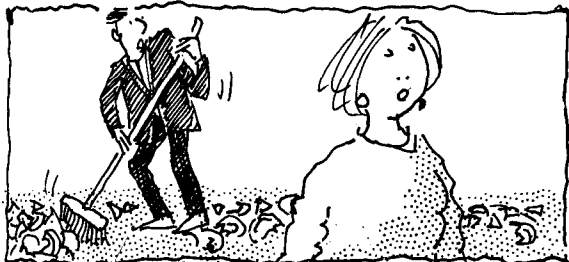
- To make the sound /θ/, touch the back of your top teeth with your tongue. Push out air between your teeth and your tongue. /θ/ is a voiceless sound.
- To make the sound /ð/, make the sound /θ/ but use your voice.
- If you have problems making the sounds /θ/ and /ð/, put your finger in front of your mouth and touch it with your tongue, like this:





- Learners of English sometimes pronounce the sound /θ/ as /s/, /t/, or /f/.
- Learners of English sometimes pronounce the sound /ð/ as /z/, /d/, or /v/.

3 **T7.6** Listen to some students reading these mini-dialogues aloud. Circle the *th* sounds which they pronounce incorrectly.



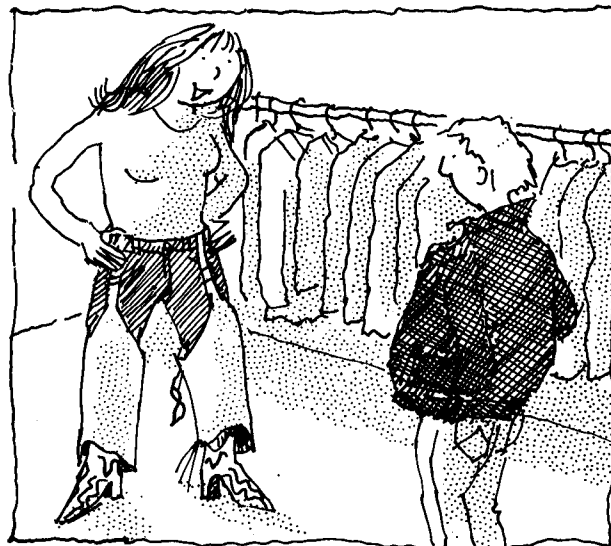
- A Sorry I broke those plates.
 B That's all right. I didn't really like them.



- C There are your theatre tickets!
 D Thanks a lot.



- E It's Tom's birthday on Thursday.
 F Yes, and I haven't got him anything.



- G Do you like my leather trousers?
 H I think they're great!



- I How much is that watch worth?
 J About thirty pounds.



- K This music's boring.
 L Shh! My brother likes the Beatles!

▶▶ p60

4 Read the mini-dialogues aloud with a partner. Pronounce the letters *th* correctly.

Connected speech

Present Perfect and Past Simple – the pronunciation of 's

1 **T7.7** Look at these pairs of sentences. Listen and tick (✓) the sentences you hear.

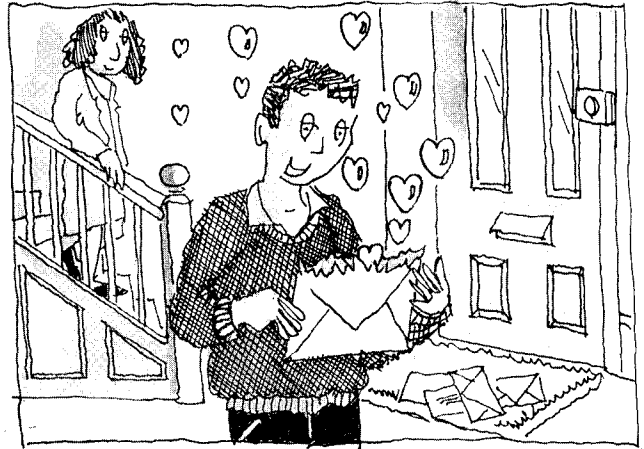
- 1 a Philip bought you a lovely present.
- b Philip's bought you a lovely present. ✓
- 2 a I never liked maths.
- b I've never liked maths.
- 3 a She never invited me to her flat.
- b She's never invited me to her flat.
- 4 a Who burnt the frying-pan?
- b Who's burnt the frying-pan?
- 5 a Nick posted that letter.
- b Nick's posted that letter.
- 6 a Tell me what happened!
- b Tell me what's happened!
- 7 a We lived in London for two years.
- b We've lived in London for two years.

▶▶ p60



You can hear the 's more easily when the following word starts with a vowel sound.

2 **T7.8** Listen to these sentences. When do you pronounce 's as /s/? When do you pronounce 's as /z/?



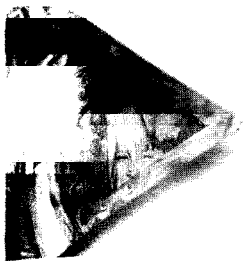
- 1 She's answered my letter.
- 2 Who's unlocked the desk drawer?
- 3 It's arrived!
- 4 Inspector Brown's examined the room.
- 5 Jack's entered the disco dancing competition.
- 6 My wife's invited her mother to stay.
- 7 David's ordered some champagne.
- 8 That new record shop's opened.

▶▶ p60

3 Look back at the Present Perfect sentences in 1. In which sentences should you pronounce 's as /s/? In which sentences should you pronounce 's as /z/?

▶▶ p60

4 Read the sentences in 1 and 2 aloud. Pay attention to the pronunciation of 's.



8

The sounds /ʃ/, /s/, and /tʃ/
The sounds /ʊ/ and /u:/
Questions with *or*

Sounds

The sounds /ʃ/, /s/, and /tʃ/

1 **T8.1** Listen to the dialogue.



We nearly always pronounce the letters *sh* as /ʃ/. We can write the sound /ʃ/ in other ways too.

2 **T8.2** Listen. In one word in each line below, the underlined letters are pronounced /ʃ/. Circle those words.

- | | | | |
|----------------------|-----------------------|---------------------|-------------------|
| 1 <u>ch</u> ef | <u>ch</u> ildren | me <u>ch</u> anic | te <u>ch</u> er |
| 2 <u>c</u> igarette | ex <u>c</u> iting | spe <u>c</u> ial | <u>c</u> ity |
| 3 <u>s</u> uccessful | meas <u>s</u> ure | <u>s</u> un | <u>s</u> ure |
| 4 <u>pr</u> ofession | <u>s</u> ight | tele <u>vis</u> ion | <u>s</u> ingle |
| 5 <u>r</u> etired | recept <u>io</u> nist | art <u>is</u> t | fantast <u>ic</u> |
| 6 <u>n</u> ecessary | ex <u>ce</u> llent | <u>c</u> ertain | <u>o</u> cean |

▶▶ p60

△ The sound /ʃ/ is often confused with /s/ and /tʃ/.

3 **T8.3** Listen. Circle the words you hear twice.

- | | |
|-----------|----------|
| 1 ship | chip |
| 2 she | sea |
| 3 shoes | choose |
| 4 short | sort |
| 5 cash | catch |
| 6 show | sew |
| 7 washing | watching |
| 8 sheet | seat |

▶▶ p60

4 Practise the sounds. Do not use your voice.

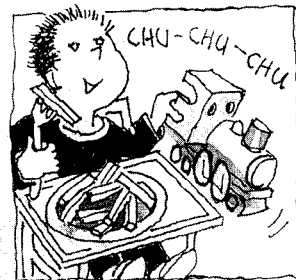
- To make the sound /s/, your tongue should be forward. /s/ is the sound that starts the word *sip*. It can be long. (Think of a snake!)



- To make the sound /ʃ/, first practise /s/. Now move your tongue back and up a little. /ʃ/ is the sound that starts the word *ship*. It can be long. (Think of someone saying 'Be quiet!')



- To make the sound /tʃ/, first practise /t/ and /ʃ/. Begin to make /t/. Now move your tongue away from the top of your mouth. /tʃ/ is the sound that starts the word *chip*. It is always short.



- 5 Work on your own. Write down ten words from 3.
- 6 Work with a partner. Dictate your ten words to your partner. Write down the ten words he/she dictates to you. When you have finished, compare your lists of words.
- 7 Read these headlines. Count the /ʃ/ sounds in each sentence.

English Shoppers Short of Cash

Swedish Fashion Show Shocks British

Inflation Hits Russian Champagne

Ambitious Scottish Receptionist Shoots Boss

Irish Fishing Ship Sinks in Pacific Ocean

▶▶ p61

T8.4 Listen and practise saying the headlines.

The sounds /ʊ/ and /u:/

- 1 Work with a partner. Use a dictionary if you need to. Make sure you understand all the words in the boxes below.

Box S	Box L
full	fool
pull	pool
look	Luke
soot	suit

- 2 **T8.5** You will hear eight pairs of words. Listen and decide. Are the words in each pair the same or different?

Example

1 *full ... full*

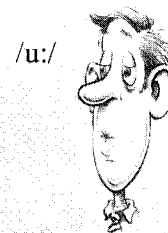
- | | |
|-------------------------|------------------|
| 1 <u>same</u> different | 5 same different |
| 2 same different | 6 same different |
| 3 same different | 7 same different |
| 4 same different | 8 same different |

▶▶ p61

- In the words in **Box S**, the vowel sound is /ʊ/. It is a short sound.
- In the words in **Box L**, the vowel sound is /u:/. It is a long sound.

3 Practise making the sounds.

- To make the sound /ʊ/, open your lips a little and make them a little round. Keep the sound short.
- To make the sound /u:/, make your lips very round and hard. Make the sound long.



- 4 **T8.6** Listen and circle the words you hear in these sentences.

- 1 How do you spell 'full' / 'fool'?
- 2 It says 'Pull' / 'Pool' on that door.
- 3 Look / Luke, will you be quiet?
- 4 Don't leave that soot / suit there!

▶▶ p61

- 5 Look up the meaning of these words in a dictionary.

a room with a view	a look at the woods
an afternoon cruise	fondues or barbecues
Would you like new boots?	book through Thomas Cook
a few queues	good food
fruit with sugar	I shouldn't be rude
a shoe museum	You couldn't do better

- 6 **T8.7** Listen and mark the /ʊ/, /u:/, and /ju:/ sounds as follows:

Circle the /ʊ/ sounds like this: room

Underline the /u:/ and /ju:/ sounds like this: view.

▶▶ p61

- 7 Practise saying the words, paying attention to the long and short u sounds.

Intonation and sentence stress

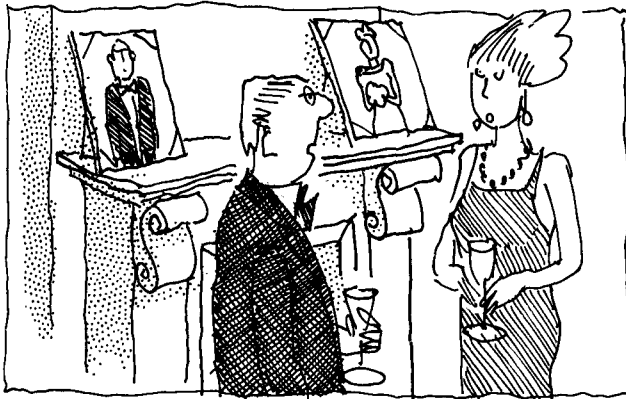
Questions with *or*

T8.8 We ask *or* questions when we give someone a choice of two things. Listen to this question with *or*. Which intonation pattern do you hear?

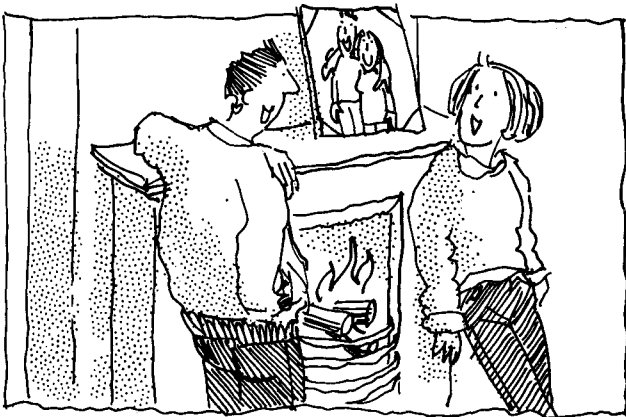
- 1 Do you want tea or coffee?
- 2 Do you want tea or coffee?
- 3 Do you want tea or coffee?
- 4 Do you want tea or coffee?

▶▶ p61

! Lord and Lady Sneer are formal, but unfriendly.



James and Bridget are informal, but friendly.



T8.9 You will hear three dialogues. Listen and decide. Are the people formal or informal? Are they friendly or unfriendly?

▶▶ p61

3 Listen again and complete the dialogues.

- 1 A Do you want tea or coffee ?
B Oh, _____, please.
A _____ or _____ ?

B _____, please.

A With _____ or without?

B Oh, no _____ for me, please.

- 2 C Would you like _____ or _____ with the meal?

D Mmm ... I think _____ would be nice.

C All right. Would you prefer _____ or _____ ?

D Erm ... _____, I think.

- 3 E Next, please. Can I help you?

F A _____ and a _____, please.

E _____ or _____ ?

F _____, please.

E To _____ or _____ ?

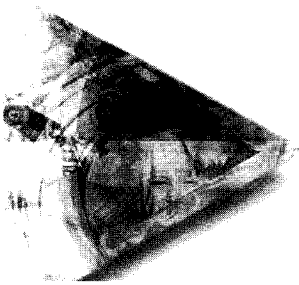
F _____, please.

▶▶ p61

4 Work with a partner. Read each dialogue aloud. Pay attention to your intonation.

5 Now choose one dialogue and read it twice. The first time make your voices flat and hard. Be unfriendly! The second time make your voices soft. Be friendly.

6 Act out your dialogue in front of the class. Everyone has to guess – are you being friendly or unfriendly?



9

The sounds /i:/ and /ɪ/ Word counting and sentence stress patterns Showing interest and surprise

Sounds

The sounds /i:/ and /ɪ/

- 1 Work with a partner. Use a dictionary if you need to. Make sure you understand all the words in the boxes.



Box L

Box S

1	feet	fit
2	seat	sit
3	steal	still
4	feel	fill
5	jeans	gins
6	beans	bins
7	team	Tim
8	cheap	chip
9	peach	pitch
10	leave	live

- 2 **T9.1** Listen to the recording. Circle the words you hear.

▶▶ p61

- In the words in **Box L**, the vowel sound is /i:/.
- In the words in **Box S**, the vowel sound is /ɪ/.

- 3 Practise making the sounds.

- To make the sound /i:/, smile and open your mouth a little. /i:/ is a long sound. It comes in the words *feet* and *seat*.
- To make the sound /ɪ/, open your mouth a little more. /ɪ/ is a short sound. It comes in the words *fit* and *sit*.

- 4 **T9.2** Listen to the recording and write the words you hear in the gaps in the sentences below.



- Those are large gins !
- Can you _____ that?
- Has your _____ lost the match?
- Those are nice _____.
- How are you going to _____?
- What a hard _____!

Check your answers with a partner.

▶▶ p61

5 Look at these words with a partner. Box the /i:/ words and circle the /ɪ/ words according to the sound of the underlined letters. Use a dictionary if you don't know the meaning or pronunciation of the words.

<u>w</u> ek	<u>e</u> nough	r <u>e</u> m <u>e</u> mber	t <u>r</u> ip
<u>b</u> usiness	<u>m</u> e	b <u>i</u> cycles	<u>p</u> eople
<u>f</u> inished	<u>m</u> essage	<u>v</u> isa	<u>s</u> ea <u>s</u> on

T93 Listen and check your answers.

▶▶ p61

6 Listen again and practise saying the words with the recording.

7 Work on your own. Write down ten words from the boxes in 1.



8 Work with a partner. Dictate your ten words to your partner. Write down the ten words he/she dictates to you. When you have finished, compare your lists of words.

Connected speech

Word counting and sentence stress patterns

1 **T94** Listen. How many words do you hear in each sentence? Contractions count as two words.

Example

1 2 3 4 5 6 7 8 9 10 11

Where'll you go if you don't find a hotel? = 11 words

- 1 _____
- 2 _____
- 3 _____ ?
- 4 _____
- 5 _____
- 6 _____ ?
- 7 _____ ?
- 8 _____

▶▶ p61

2 Listen again. Write the sentences you hear in the gaps in 1.

▶▶ p61

3 Look at the stress patterns for sentences 1, 2, and 3. Listen to them again. Notice the sentence stress and contracted forms.

- 1 ● ● ● ● ● ● ● ● ● ●
- 2 ● ● ● ● ● ● ● ● ● ●
- 3 ● ● ● ● ● ●

4 Now look at the stress patterns for sentences 4–8. Listen again and count the syllables. Which stress pattern matches which sentence? Write the number of the sentence.



- a ● ● ● ● ● ●
- b ● ● ● ● ● ● ● ● ● ●
- c ● ● ● ● ● ● ● ●
- d ● ● ● ● ● ● ● ●
- e ● ● ● ● ● ●

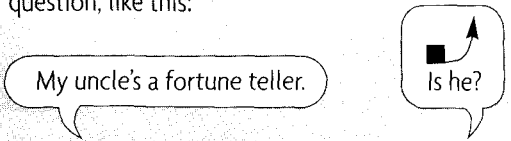
▶▶ p61

5 Listen again and repeat the sentences. Make sure you put the stress in the correct places, and don't forget the contracted forms.

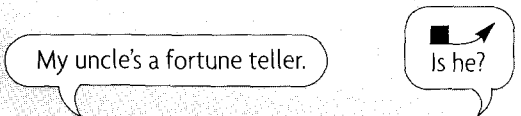
Intonation and sentence stress

Showing interest and surprise

T9.5 When someone tells you something interesting you can show your interest by asking a short 'reply' question, like this:



T9.6 If your voice is flat you will sound uninterested.



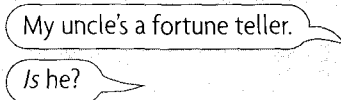
T9.7 If you want to sound really interested, your voice should start low and finish high. Practise, first exaggerating, like this:



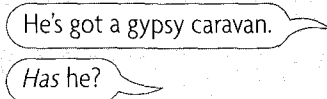
1 Look at the rules for making reply questions.

Rules

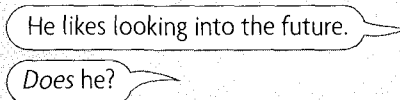
- When the verb *be* is in the sentence, use the correct form of *be* in the reply question.
- When another auxiliary verb is in the sentence, use the correct form of that verb in the reply question.
- When there is no auxiliary verb in the sentence, use the correct form of *do*.

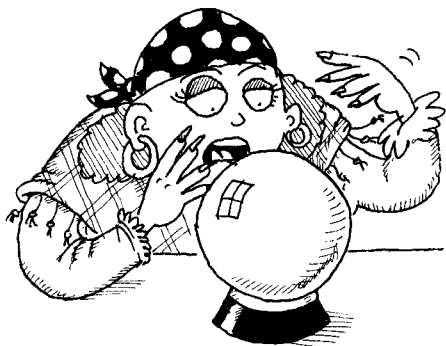


• When another auxiliary verb is in the sentence, use the correct form of that verb in the reply question.



• When there is no auxiliary verb in the sentence, use the correct form of *do*.





2 Complete this conversation with reply questions.

My aunt's a fortune teller.

1 _____?

Yeah, she uses a crystal ball to see into the future.

2 _____?

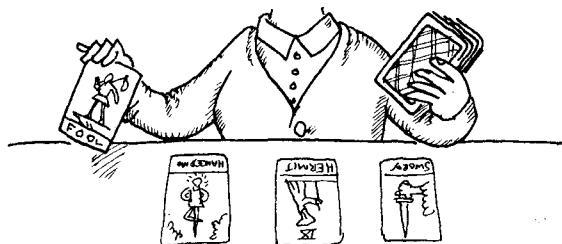
Mmm. It belonged to my granny.

3 _____?

Yeah. She can read the lines on your hand as well.

4 _____?

And she's also got some very old Tarot cards.



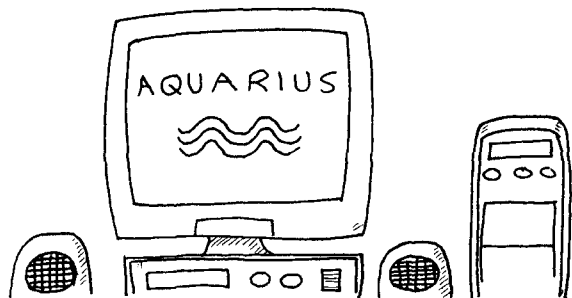
5 _____?

Yeah, one pack is over 100 years old.

6 _____?

Mmm. And she's recently bought a horoscope programme for her computer.

7 _____?



Oh, yes. There's a computer in her caravan, you see.

8 _____?

Mmm. And now I'm interested in fortune telling.

9 _____?

What's more I've started reading lots of books about it.

10 _____?

Yes. And sometimes my friends ask me to tell their fortunes.

11 _____?

Naturally I always say yes.

12 _____?

T9.8 Listen and check your answers.

▶▶ p61

3 Listen again and repeat the reply questions with the recording. Sound interested.

4 Work on your own. Write down some surprising 'facts' about a relative of yours. (You don't have to be truthful!)

Example

My wife's a film star.
She's got a house in Beverly Hills.
I'm her sixth husband.

5 **T9.9** Listen to the short dialogue below. Can you hear that B's voice starts very low and goes up very high at the end of each question?

A My wife's a film star.

B Is she?

A Yes. She's got a house in Beverly Hills.

B Has she?

A Yes. Of course, I'm her sixth husband.

B Are you?

6 Now work with a partner to make similar dialogues.

Student A Tell your partner what you have written down.

Student B Show your surprise, using reply questions. Pay attention to your intonation.

When you finish, swap roles.

10

'Double vowel' or diphthong symbols
Strong form prepositions at the end of questions
Contractions

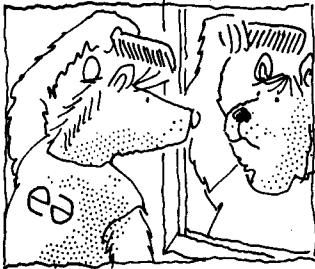
Sounds

Diphthong symbols

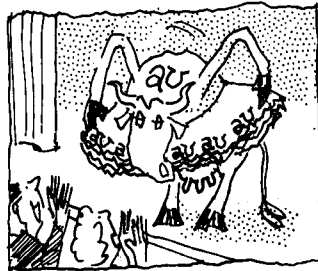
Diphthongs are 'double vowel sounds'.

- 1 Put these words into the gaps in the phrases below.
Use the pictures and a dictionary to help you.

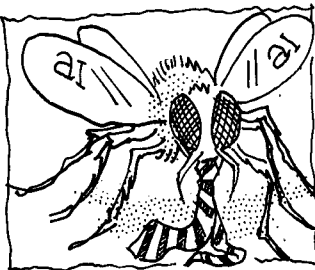
bear	beer	bow	boy
cow	fly	Grey	hair
hello	tie	tour	crow
deer	toy	way	Moor



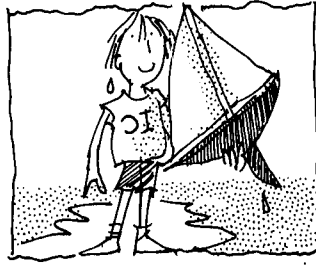
1 a bear combing
his hair.



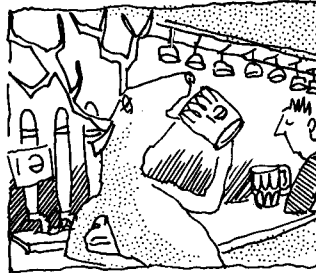
3 a _____
making a _____.



2 a _____
wearing a _____.



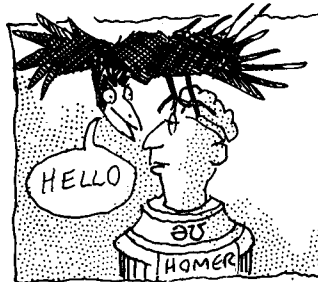
4 a _____ holding
a _____.



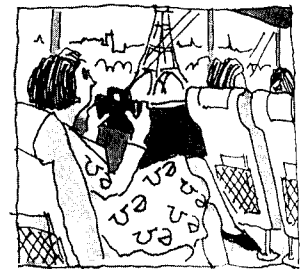
5 a _____
drinking a _____.



7 Mr _____
asking the _____.



6 a _____
saying '_____!'



8 Mrs _____
on a _____.

T10.1 Listen and check your answers.

▶▶ p61

- 2 Listen again and memorize the phrases. Each phrase practises a diphthong symbol. (Can you find the symbols in the pictures?)

3 **T10.2** Listen to these sound symbols and example words. Memorize the sound of each diphthong.

/e/ + /ɪ/ = /eɪ/ day,

/ɑ:/ + /ɪ/ = /aɪ/ my,

/ɔ:/ + /ɪ/ = /ɔɪ/ boy,

/ɪ/ + /ə/ = /ɪə/ near,

/e/ + /ə/ = /eə/ where,

/ə/ + /ʊ/ = /əʊ/ go,

/ɑ:/ + /ʊ/ = /aʊ/ now,

/ʊ/ + /ə/ = /ʊə/ tour*

* Many younger native speakers rarely use this sound. They often use /ɔ:/ instead.

4 **T10.3** Listen to these words. Write them next to the diphthong symbols above, according to the sounds of the underlined letters.

buy	repair	only	house
here	train	try	home
brown	enjoyed	clear	noisy
poor	way	there	sure

▶▶ p61

5 **T10.4** Listen to these words and circle the correct phonetic transcription.

- | | | | |
|-----------|-------------|-------------|-------------|
| 1 wide | a /weɪd/ | b /waɪd/ | c /wɪəd/ |
| 2 place | a /pleɪs/ | b /plɑ:s/ | c /pleəs/ |
| 3 poison | a /'pɔɪzən/ | b /'pəʊzən/ | c /'paʊzən/ |
| 4 hear | a /heə/ | b /hɪə/ | c /hɪr/ |
| 5 nowhere | a /'nəʊweɪ/ | b /'nəʊweə/ | c /'nəʊwɪə/ |
| 6 round | a /rəʊnd/ | b /rɔɪnd/ | c /raʊnd/ |
| 7 slowly | a /'sləʊli/ | b /'sləʊli/ | c /'slaʊli/ |
| 8 Europe | a /'jəʊrəp/ | b /'jeɪrəp/ | c /'jʊərəp/ |

▶▶ p61

6 Turn to the Sound symbol chart on p55. Write in example words to help you remember the double vowel symbols. Underline the letters that match the sound symbols.

Connected speech

Strong form prepositions at the end of questions

1 Read part of the story 'Love on a train'. Put a word from the box into each gap.

to	about	to	at
at	off	from	in

For some time Nancy looked (1) at the handsome young man sitting opposite her.

Finally he smiled (2) _____ her and said 'Hello'.

It was a long trip and they talked (3) _____ lots of things. He came (4) _____ Toulouse, and he was interested (5) _____ photography. When he got (6) _____ the train in Toulouse, Nancy saw a book on the seat. She didn't know if it belonged (7) _____ the handsome Frenchman, but she decided to write (8) _____ the address in the front of the book.

T10.5 Listen and check your answers.

▶▶ p61

• Some prepositions have weak forms when they are not at the end of a sentence. In the text above, these prepositions are weak:

	Strong	Weak
to	/tu:/	/tə/
at	/æt/	/ət/
from	/frɒm/	/frəm/

• Some prepositions – like *off* /ɒf/, *about* /ə'baʊt/, and *in* /ɪn/ – only have a strong form.

Many verbs are used with a preposition (eg *listen to*, *look at*). The preposition follows the verb, and so in questions it is at the end.

Example

She **looked at** the man opposite her.
Who did she **look at**?

2 Look at the text again. Write questions like the one in the example for the answers below.

- 1 Who did he smile at? Her.
- 2 What _____ talk _____? Lots of things.
- 3 Where _____ come _____? Toulouse.
- 4 What _____ interested _____?
Photography.
- 5 Where _____ get _____? In Toulouse.
- 6 Who _____ belong _____?
She didn't know.
- 7 Which _____ write _____?
The one in the front of the book.

T10.6 Listen and check your answers.

▶▶ p61

If a preposition is at the end of a question, the pronunciation is strong.

3 Listen again. Repeat the questions, paying attention to the strong form prepositions.

Connected speech

Contractions

We use contractions in conversation but not formal speeches. We write contractions in letters to friends but not in business letters.

Here are some rules for writing contractions.

1 We do not write contractions in short affirmative answers.

Example

A Is she Spanish?

B Yes, she is. (*not* Yes, she's.)

2 The only contraction we usually write with nouns (and names) is 's.

Example

Pablo's arrived.

The children have arrived. (*not* The children've arrived.)

3 The only contraction we usually write with non-personal pronouns (*What, Where, How, Who, When, Here, There, That, etc.*) is 's.

Example

Where's the toilet?

Where have you been? (*not* Where've you been?)

4 We do not write 's contractions with *Wh-* questions ending in the word *it*.

Example

What is it? (*not* What's it?)

5 The contracted form of *Am I not?* is *Aren't I?*

Example

Aren't I going with you?

1 Rewrite these sentences with contractions where you can. (There are four where you can't use contractions, and one with a strange contraction!)

1 You should not eat fatty foods.

 You shouldn't eat fatty foods.

2 She cannot speak Italian very well.

3 A You have not read it, have you?

A _____

B Yes, I have.

B _____

4 There is a bus stop opposite the library.

5 Sean would like to be an astronaut.

6 I am right, am I not?

7 It will be the biggest city on earth.

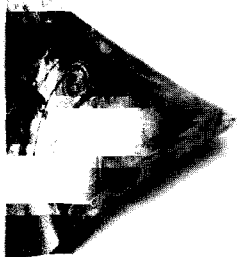
8 What are your names?

9 Who is it?

10 I did not use to watch much TV as a child.

▶▶ p62

2 **T10.7** Listen to how the contractions are pronounced. Listen again and repeat the sentences.



11

The sounds /e/, /æ/, and /ʌ/

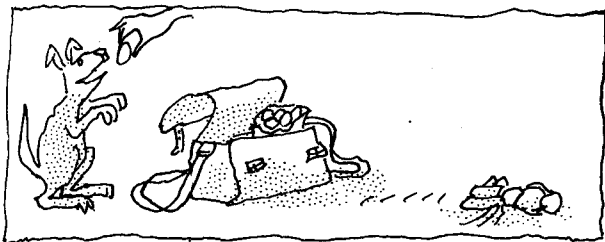
Word linking

Weak form auxiliaries and passive verbs

Sounds

The sounds /e/, /æ/, and /ʌ/

- 1 Work with a partner. Look at these groups of three words. Use a dictionary to check the meaning of any words you want.



beg

bag

bug



bed

bad

bud

- 2 **TTT!** Listen and circle the words you hear. The first three words are circled for you. Can you hear the difference between them?

1 beg

bag

bug

2 bag

bag

bug

3 bag

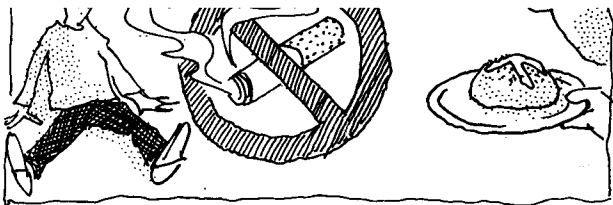
bag

bug

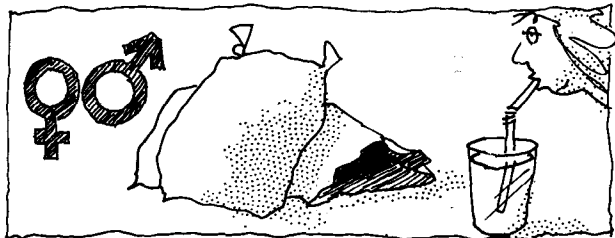
4 Ben

ban

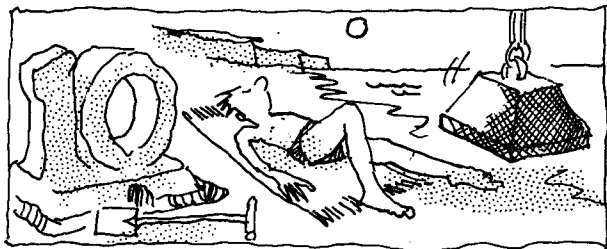
bun



Ben ban bun



sex sacks sucks



ten tan ton

- | | | | |
|----|-----|-------|-------|
| 5 | Ben | ban | bun |
| 6 | sex | sacks | sucks |
| 7 | sex | sacks | sucks |
| 8 | ten | tan | ton |
| 9 | ten | tan | ton |
| 10 | bed | bad | bud |
| 11 | bed | bad | bud |

▶▶ p62

- In the words on the left, the vowel sound is /e/.
- In the words in the middle, the vowel sound is /æ/.
- In the words on the right, the vowel sound is /ʌ/.

3 Practise saying the sounds.

To make the sound /e/, open your mouth and smile. /e/ is a short sound.

/e/



4 T11.2 Practise saying all the /e/ words in 1 on p41.

To make the sound /æ/, open your mouth more and don't smile so much. /æ/ is a short sound.

/æ/



5 T11.3 Practise saying all the /ʌ/ words in 1 on p41.

To make the sound /ʌ/, keep your mouth open but don't smile at all. /ʌ/ is a short sound.

/ʌ/



6 T11.4 Practise saying all the /ʌ/ words in 1 on p41.

7 Work on your own. Make a list of ten words from 1.

8 Work with a partner.

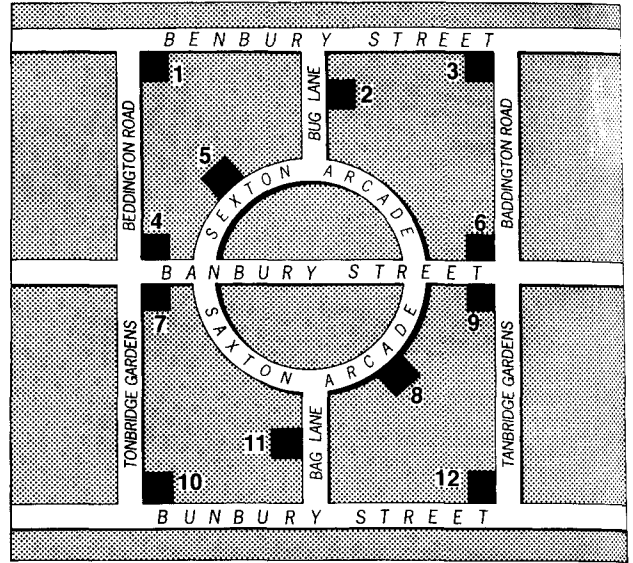
Student A Say your words one by one to your partner. (Don't point or say anything but the words on your list.)

Student B Listen. After your partner says a word, point to the picture of it in 1.

Student A If your partner points to the correct picture, nod your head for 'yes'. If your partner points to the wrong picture, shake your head for 'no'.

When you have finished, swap roles. Now **B** says the words and **A** points.

9 T11.5 Look at this map. Listen and write the numbers for the different buildings in the key below.



- = bookshop = church = hospital
- = butcher's = cinema = hotel

▶▶ p62

10 Work on your own. Write different numbers for each of the buildings below.

- = library = newsagent's = school
- = museum = post office = supermarket

11 Work with a partner. One of you is Student A and one of you is Student B.

Student A Ask Student B where each building is in his/her town.

Where's the library in your town?

Student B Tell Student A where each building is in your town. (Don't point to your map!)

In Sexton Arcade.

When you finish, check that Student A has got the correct numbers for each building.

Now swap roles.

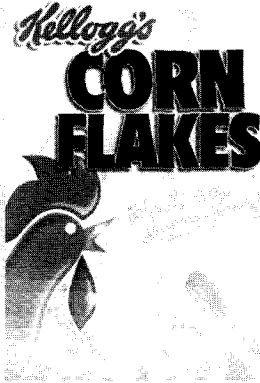
Student B Ask Student A where each building is in his/her town.

Student A Reply.

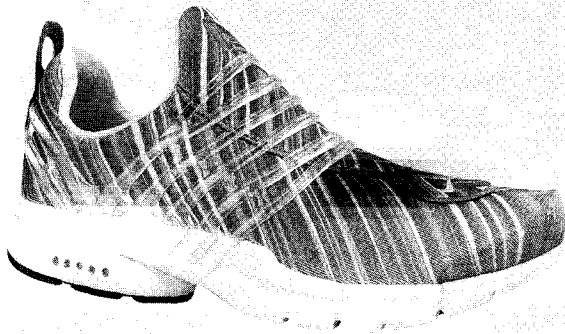
Connected speech

Word linking

- **T11.6** When a word begins with a vowel sound, the consonant sound at the end of the word before links on to it. (See Unit 1.)



Kellogg's Corn Flakes were invented in eighteen ninety-four.



Nike trainers are sold all over the world.

- **T11.7** There is no linking between words when there is a pause – marked by a comma or full stop.



Ball-point pens, or 'biros', were invented by László Biro, a Hungarian journalist, in nineteen thirty-eight.

- 1 **T11.8** Look at the text. Listen and mark the word linking.



Most people's picture of a typical Englishman is a man in a suit, with an umbrella, a copy of *The Times*, and a bowler hat. Not everyone knows, however, that this hard, low, round-brimmed hat was invented in the nineteenth century, or that it was named after a pair of British hat makers, Thomas and William Bowler.

The first example of a bowler hat was ordered by a country gentleman, Thomas Coke, who lived in Norfolk. He wanted a strong and practical hat that he could wear when he went out shooting.

In America the bowler hat is known as a *derby*.

▶▶ p62

- 2 **T11.9** Listen and practise the first linked phrase, starting from the end, like this:

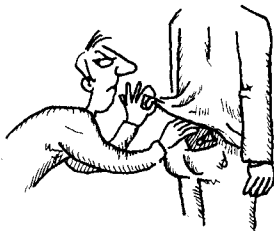
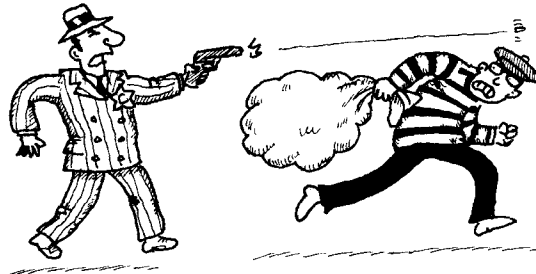
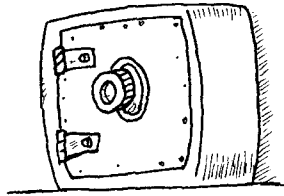
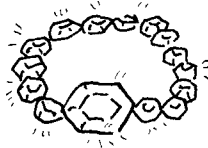
suit
n_a_suit
n_in_a_suit
man_in_a_suit, etc.

- 3 Now practise some of the other linked phrases in the passage in the same way, starting from the end each time.
- 4 When you are ready, try reading the whole passage aloud, paying attention to the word linking.

Weak form auxiliaries and passive verbs

- 1 Use a dictionary to check the meaning of the words in the box.

safe (noun)	jewels (noun)
steal (verb)	masked (adjective)
crime (noun)	robbery (noun)
shoot (verb)	reward (noun)

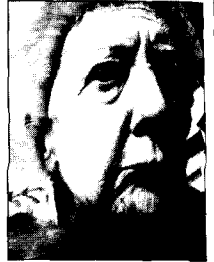


- 2 The words in 1 come from a newspaper article you are going to read. What do you think it's about?

- 3 **T11.10** Thirteen words are missing from the article. Listen to the complete text and put a \surd where there is a missing word.

BANK ROBBERY IN CRICKLEWOOD

A cleaning woman, Mrs Ethel Boggis, \surd shot in a bank robbery in Cricklewood yesterday evening. She said to be safe and comfortable in hospital. The bank broken into by two masked men. They have not yet found. A



Mrs Boggis

total of £1 million stolen in the robbery, and a bag of jewels also taken. The jewels kept in a bank safe by Lady Agatha Crickle who told the bad news late last night by the bank manager.



Lady Crickle

'Most of my jewels made of gold,' she told reporters. 'My favourite ring made in China three hundred years ago. I can't possibly buy another one.'

A red Ford Ka seen near the bank and later found in a car park at Heathrow Airport. A reward is offered by the police for any information about the crime.

- 4 Write in the missing words. Don't listen to the recording again.

When you finish, listen again and check your answers.

▶▶ p62

Nearly all the verbs in the passage are in the passive. Listen and notice the pronunciation of the verb *be* in the passive verb forms. It is very weak.

- 5 Cover the article. Work with a partner. Use the words in 1 to retell the story. Pay attention to your pronunciation of the passive verb forms.

▶ 12

The sounds /e/ and /eɪ/ Words with silent letters Linking in phrasal verbs

Sounds

The sounds /e/ and /eɪ/

- 1 Work with a partner. Use a dictionary if you need to. Make sure you understand all the words in the boxes below.

	Box S	Box D
1	<u>sell</u>	<u>sail</u>
2	pen	<u>pa</u> in
3	sh <u>ed</u>	sh <u>ad</u> e
4	<u>te</u> ll	<u>ta</u> il
5	letter	<u>la</u> ter
6	pepp <u>er</u>	<u>pa</u> per
7	w <u>ell</u>	<u>wh</u> ale
8	<u>te</u> st	<u>ta</u> st <u>e</u>
9	w <u>e</u> t	<u>wa</u> it
10	<u>ge</u> t	<u>ga</u> te

- 2 **T12.1** Listen and circle the words you hear twice.

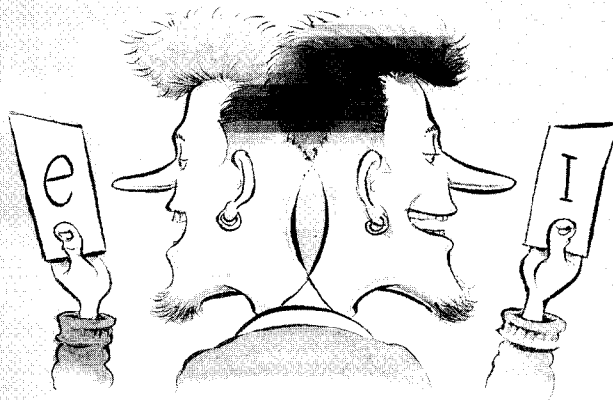
▶▶ p63

- In **Box S** the vowel sound of the underlined letters is /e/. It is a single vowel.
- In **Box D** the vowel sound of the underlined letters is /eɪ/. It is a 'double vowel sound', or diphthong, made of the sound /e/ followed by the sound /ɪ/.

- 3 Practise the sounds.

- To make the sound /e/, open your mouth a little and smile. /e/ is a short sound.
- To make the sound /eɪ/, first write the symbols /e/ and /ɪ/ on separate cards. Hold up the /e/ card in your left hand. Turn your head left and say /e/. Make it short. Open your mouth a little more. Turn your head right and say /ɪ/. Make it short.

T12.2 Hold up both cards. Turn your head quickly from side to side. Say /e/ when you turn left and /ɪ/ when you turn right. Keep the sounds short. Repeat this three times.



T12.3 Now turn your head left and say /e/. Make it long. Turn your head slowly right and change the /e/ sound to /ɪ/. Repeat this three times.

Now say /eɪ/ at normal speed. Remember that a diphthong is a bit longer than a single vowel sound. (Make the /e/ long and keep the /ɪ/ short!)

4 **T12.4** You will hear six questions. Tick (✓) the correct response for each question you hear.

- 1 Are you going to *sell* / *sail* that boat?
 - a Yes, I want to buy a new one.
 - b Yes, if the weather stays good.
- 2 Have you got a *pen* / *pain*?
 - a No, but I've got a pencil.
 - b Yes, in my ankle.
- 3 Did you want some *pepper* / *paper*?
 - a No, some salt.
 - b No, some card.
- 4 Can I see her *letter* / *later*?
 - a No, it's personal.
 - b Yes, I think she's free this afternoon.
- 5 Can you *test* / *taste* it?
 - a Yes, we'll send it to the laboratory tomorrow.
 - b Yes, I'm sure it's got rum in it.
- 6 Do you like the *shed* / *shade*?
 - a Yes. Did you really make it?
 - b Yes. It's too hot in the sun today.

Work with a partner. Compare your answers.

▶▶ p63

5 Work with a partner. Put these words into the columns below, according to the sound of the underlined letters. (One word can go in both columns.) Use a dictionary to check the meaning and pronunciation of the words if you want.

cake	danger	steak	again
let	says	weight	train
head	said	very	jealous
great	health	anywhere	explains

/e/	/ei/
let	cake

T12.5 Listen and check your answers.

▶▶ p63

Word focus

Words with silent letters

1 These words all contain silent letters. Cross out the silent letters like this:

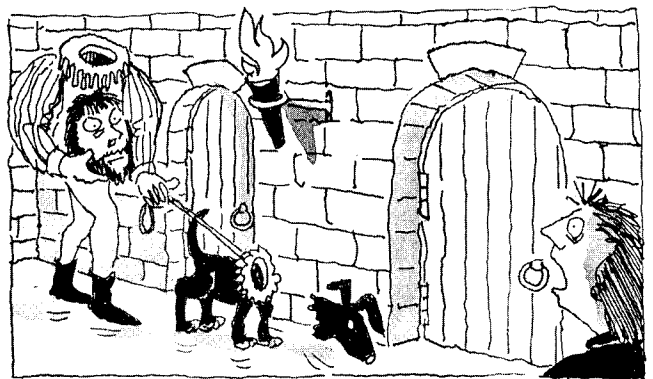
~~gh~~ost ~~is~~land ~~kn~~ow ~~wh~~o

castle	comb	wrist
daughter	might	fruit
opera	cupboard	bought
listen	foreigner	friend
designer	handsome	suit
whale	lamb	white
could	night	wrong
scissors	cheque	two
answer	champagne	yoghurt

T12.6 Listen and check your answers.

▶▶ p63

- 2 Listen again and repeat the words. Make sure you don't pronounce the silent letters.
- 3 Work on your own. Write sentences using as many of the words in 1 as you can.



Examples

There might be more than two ghosts in the castle.

Who bought the fruit yoghurt in the cupboard?

The handsome foreigner wore a white suit.

The opera designer drank champagne all night.

- 4 Work with a partner. Exchange sentences. Practise reading your partner's sentences aloud as fast as you can.

Connected speech

Linking in phrasal verbs



1 **T12.7** Listen and complete the sentences with phrasal verbs.

- 1 Please come in , I was waiting for you.
- 2 I'm afraid I _____ yesterday.
- 3 I'll _____ the bottles when
I _____ the children.
- 4 I _____ but it isn't in the dictionary.
- 5 Where are your gloves? _____ before
you _____ .

T12.8 Phrasal verbs are often difficult to understand because of linking. Listen.

Throw it away!

▶▶ p63

2 Mark the linking in these sentences.

1 Put them on!

2 Take them off!

3 Pick them up!

4 Turn it off!

5 Switch it on!

6 Fill it in!

7 Work it out!

8 Put it down!

9 Look it up!

T12.9 Listen and check your answers.

▶▶ p63

3 Now practise the sentences. Pay attention to linking.

4 **T12.10** Listen to people telling you what to do. Respond to each sentence the same way as B.

Example

A

Put on your coat.

You hear

B

I've already put it on.

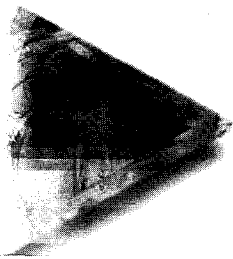
You say

B

I've already put it on.

You hear

▶▶ p63



13

The sound /h/
Syllable counting
Four-syllable words
Corrective stress

Sounds

The sound /h/

- 1 Circle the words in the box below which contain the sound /h/.

somewhere	what	hospital	hours
hotel	happy	why	when
who	honest	heaven	which
half	homeless	exhausted	hurts

TB.1 Listen and check your answers. You will only hear the words with the sound /h/.

▶▶ p63

To make the sound /h/, open your mouth and push air out. /h/ is a soft sound. (Don't make it hard or use your voice.)

- 2 Listen to the /h/ words from 1. Practise saying them.
- 3 **TB.2** Listen to some students saying these sentences. Circle the /h/ sounds which they don't pronounce correctly.

- 1 His house is at the top of the hill.
- 2 Hello, Peter! How are you?
- 3 It's very hot in here.
- 4 He's in hospital.
- 5 I've got a horrible headache.
- 6 I had a hamburger for lunch.
- 7 My hotel's near the school.
- 8 My husband's a doctor.
- 9 How did you get home?

▶▶ p63

- 4 Work with a partner. Put these sentences into the correct order. There may be more than one possibility.

1 helped / I / have / ?

Have I helped?

2 hamburgers / hate / eating / I / !

3 in / Abigail / here / hoovered / has / ?

4 Aunt Hannah / Alan Harbord / his / adores / .

5 heart attack / had / Harriet Elston / old / a / .

6 Helmut / Anna / hurriedly / about / asked / English / homework / his / .

TB.3 Listen and compare your answers with the sentences on the recording.

▶▶ p63

- 5 Listen again and repeat the sentences. Pay attention to the correct pronunciation of the /h/ sounds.



Take care *not* to pronounce /h/ sounds in front of words that begin with vowel sounds. Link the last sound of the word before with these vowels instead.

Example

not → Have /h/ I helped?

but → Have I helped?

Word focus

Counting syllables

- 1 **TB.4** Listen and count the number of syllables in these words.

businessmen	<input checked="" type="checkbox"/>	favourite	<input type="checkbox"/>
chocolate	<input type="checkbox"/>	interested	<input type="checkbox"/>
comfortable	<input type="checkbox"/>	marriage	<input type="checkbox"/>
conference	<input type="checkbox"/>	medicine	<input type="checkbox"/>
delicious	<input type="checkbox"/>	millionaire	<input type="checkbox"/>
dictionary	<input type="checkbox"/>	miserable	<input type="checkbox"/>
different	<input type="checkbox"/>	restaurant	<input type="checkbox"/>
documentary	<input type="checkbox"/>	several	<input type="checkbox"/>
fashionable	<input type="checkbox"/>	temperature	<input type="checkbox"/>

▶▶ p63

- 2 Listen again and practise the words. Do not add any extra syllables.

- 3 **TB.5** Listen to some students saying the sentences below.

Tick (✓) the sentence if the underlined words are pronounced correctly.

Cross (✗) the sentence if the underlined words are pronounced incorrectly.

- This chocolate is delicious!
- Are you interested in marriage?
- Here's some medicine for your temperature.
- It's a fashionable restaurant.
- He's a miserable millionaire.
- It's a different sort of dictionary.
- Several businessmen were there.
- It was a documentary about a sales conference.
- She felt comfortable in her favourite chair.

- 4 **TB.6** Listen and repeat the sentences with the correct pronunciation.

Four-syllable words

- 1 Do you know what these words mean? Check any words that you don't know in a dictionary.

absolutely	decorator	fortunately
advertising	disappointing	graduated
biography	education	impossible
communicate	efficiently	independence
concentrating	everybody	optimistic
conversation	extravagant	supermarket

- 2 Put the words into this table, according to their stress pattern.

• • • •	• • • •	• • • •
		absolutely

- TB.7** Listen and check your answers.

▶▶ p64

- Listen again and repeat the words, paying attention to stress.
- Make a list of as many four-syllable words as you can. How many of these words can you add to each box?
When you finish, use a dictionary to check the stress pattern of words you are not sure of.

Intonation and sentence stress

Corrective stress

T13.8 Listen. We often stress words strongly when we correct people.



1 T13.9 Look at these dialogues. Listen and mark the main stress ■ in each B reply.



1 A So, the address is Mr P Blake, 46 Shakespeare Close, London SW3?

B No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

2 A So, the address is Mr P Blake, 46 Milton Road, London SW3?

B No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

3 A So, the address is Mrs P Blake, 46 Shakespeare Road, London SW3?

B No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

4 A So, the address is Mr P Drake, 46 Shakespeare Road, London SW3?

B No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

5 A So, the address is Mr P Blake, 46 Shakespeare Road, London SW4?

B No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

6 A So, the address is Mr P Blake, 47 Shakespeare Road, London SW3?

B No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

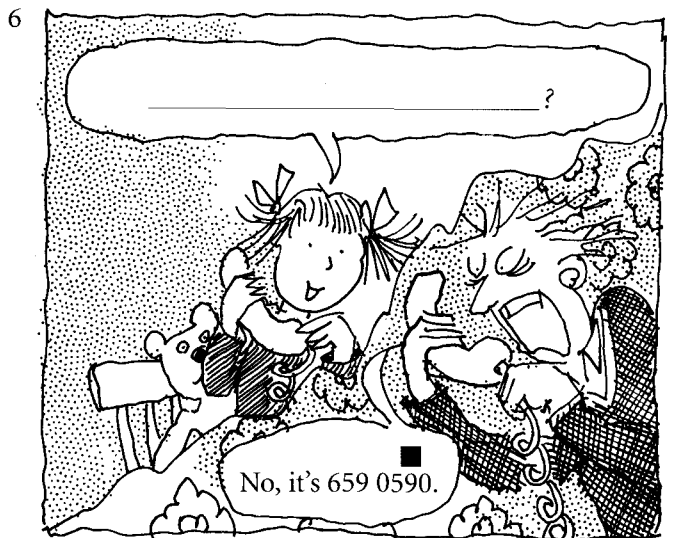
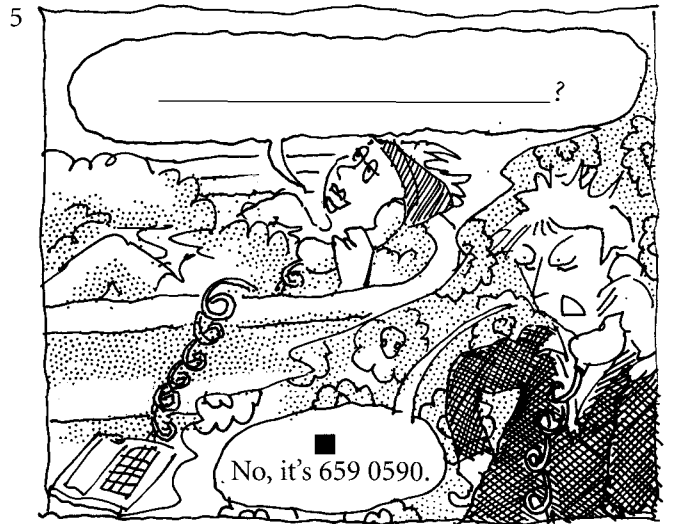
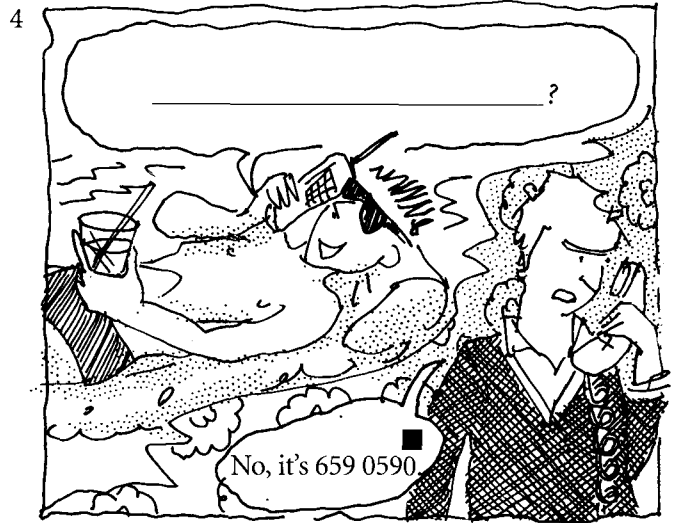
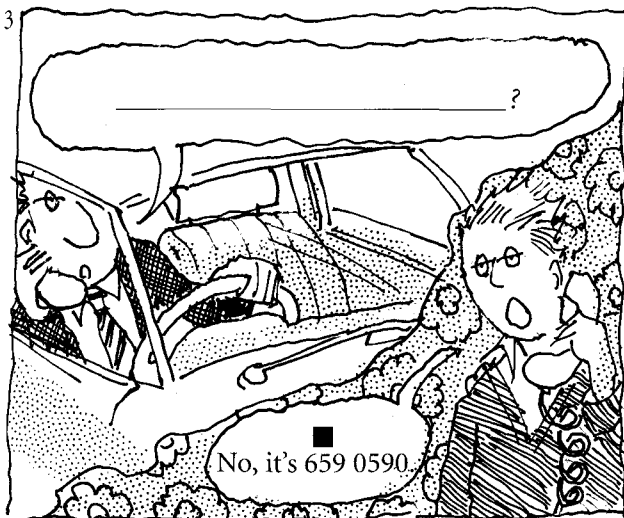
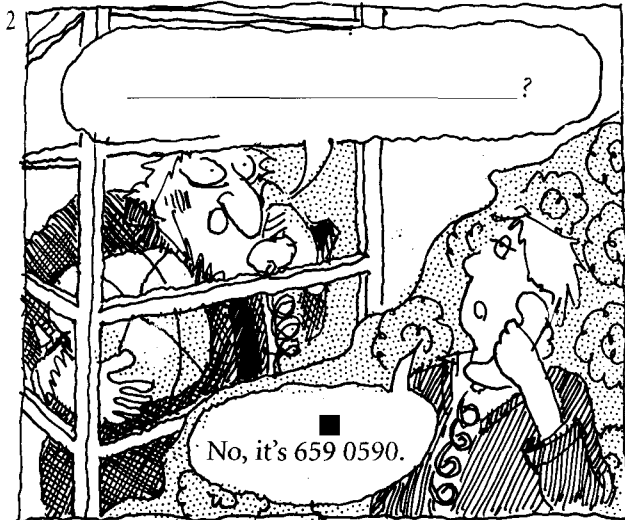
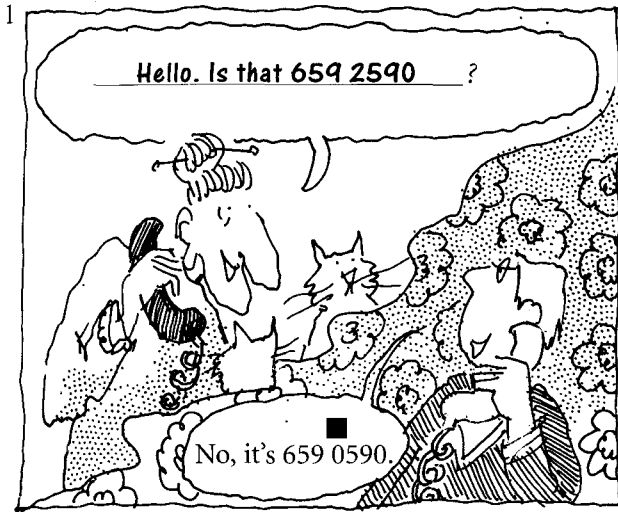
▶▶ p64



Mr P Blake
~~Mrs P Drake~~ Road
 46-47 Shakespeare Close
~~Manchester SW4/3~~
 London

2 Listen again and repeat the answers. Read the dialogues aloud with a partner. Pay attention to the stress.

3 Brian gets a lot of wrong number phone calls. Look at Brian's answers below. The stress is in a different place each time. Can you write a question for each answer?



▶▶ p64

4 Read your dialogues aloud with a partner.

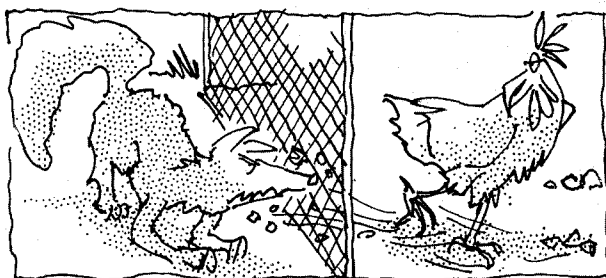
14

The sounds /ɒ/, /ɔ:/, and /əʊ/
 Words often confused because of their pronunciation
 Hearing 'd (had or would)

Sounds

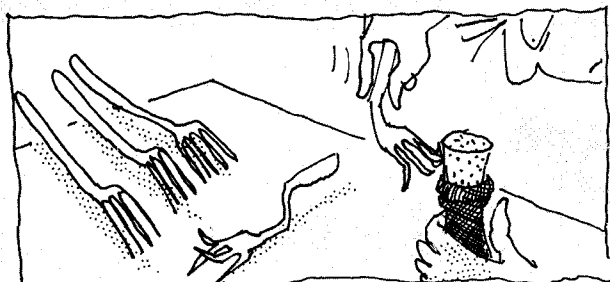
The sounds /ɒ/, /ɔ:/, and /əʊ/

T14.1 The sounds /ɒ/, /ɔ:/, and /əʊ/ are easy to confuse. Listen and make sure you can hear the difference.



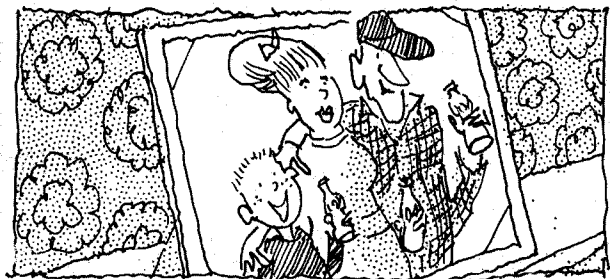
fox

cock



forks

cork



folks

Coke

1 T14.2 You will hear ten words. Listen, and for each word, put a tick (✓) in the correct box according to the sound you hear.

	/ɒ/	/ɔ:/	/əʊ/	
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	clock
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2 Listen again and write the words you hear in the gaps.

▶▶ p64

3 Look at the words in this box. Use a dictionary to check the meaning of any words that you are not sure of.

walk	wrong	won't	gone
ago	novel	water	all
quarrel	want	only	door
moment	thought	phone	although

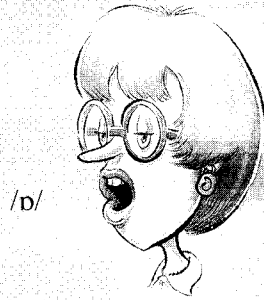
4 Put the words in the columns below according to the sound of the underlined letters.

/ɒ/	/ɔ:/	/əʊ/
	walk	

T14.3 Listen and check your answers.

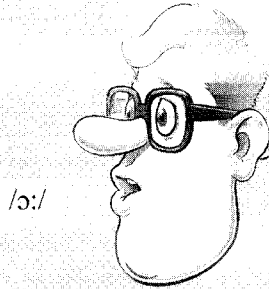
▶▶ p64

- To make the sound /ɒ/, you open your mouth and make your lips round. /ɒ/ is a short sound.



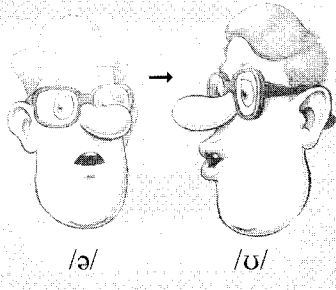
/ɒ/

- To make the sound /ɔ:/, you push your lips forward and make them rounder. /ɔ:/ is a long sound.



/ɔ:/

- The sound /əʊ/ has two sounds, /ə/ and /ʊ/. First say /ə/. Make it long. Now add /ʊ/. Your lips should close a little as you make this sound.



/ə/

/ʊ/

- 5 Read the words in 3 with the recording.
- 6 With a partner you are going to play the game 'Space Battle'. In this game you try to find and hit your partner's spaceships.

These are the spaceships:

flying saucer (= 5 points)

rocket (= 20 points)


space station (= 50 points)

Don't let your partner see your grid. On the grid marked *You*, put crosses where your spaceships are. You can put your rockets and your space station horizontally (→) or vertically (↓).

You each have:

4 flying saucers 2 rockets 1 space station

When you have put all your spaceships in your grid, you are ready to play the game. (Don't put anything in the grid marked *Your partner* yet.)

Student A Student B will say the name of a square on your grid. Shade the square like this . If there is a **X** in the square, say HIT. If there is no **X**, say MISS. If the HIT is a flying saucer or the last remaining square of a bigger spaceship, say HIT AND DESTROYED. (The shaded squares show you the squares your partner has already called.)

Example



Student B On the grid marked *Your partner*, try to find Student A's spaceships. Say the name of a square on the grid where you think there is a spaceship. If Student A says HIT, draw a **X**. If they say MISS, draw a ○.

Now take it in turns to ask and answer. After ten minutes stop the game and see who has the most points. (You only get points for the spaceships you have destroyed.)

	goat	cork	fox	want	coat	forks	cock	got	won't	caught
John										
spot										
bought										
woke										
sport										
show										
Joan										
boat										
shore										
walk										
	<i>You</i>									

	goat	cork	fox	want	coat	forks	cock	got	won't	caught
John										
spot										
bought										
woke										
sport										
show										
Joan										
boat										
shore										
walk										
	<i>Your partner</i>									

Word focus

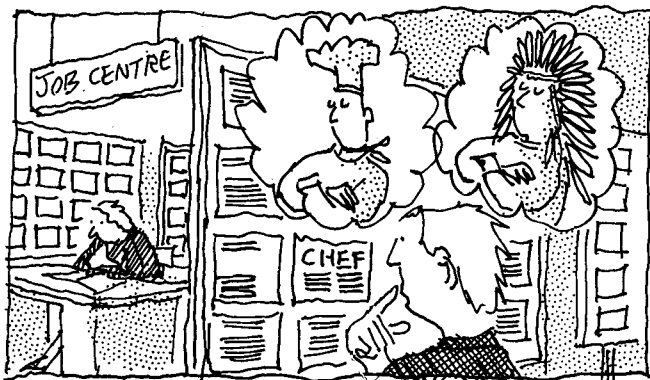
Words often confused because of their pronunciation

1 These pairs of words are often confused. Check the meaning of any words you don't know in a dictionary.

- | | | | |
|-----------|---------|-----------|---------|
| 1 chef | chief | 5 dessert | desert |
| 2 chicken | kitchen | 6 quite | quiet |
| 3 walk | work | 7 recipe | receipt |
| 4 soup | soap | 8 dairy | diary |

T14.4 Listen and repeat the pairs of words.

2 Circle the correct word in each sentence.



- 1 Sitting Bull was a very famous North American Indian *chef* / *chief*.
- 2 They've got a very modern *chicken* / *kitchen* in their flat.
- 3 I *walk* / *work* as a computer programmer at IBM.
- 4 This beef and onion *soup* / *soap* is delicious!
- 5 They rode their camels across the *dessert* / *desert*.
- 6 Our bedroom's very *quite* / *quiet*. You can't hear the noise of the motorway at all from there.
- 7 Is there a *recipe* / *receipt* for chocolate cake in that book?
- 8 Just let me check in my *diary* / *dairy* to see if I'm free next Wednesday.

T14.5 Listen and check your answers.



3 Listen again, and say the sentences with the circled words.

Connected speech

Hearing 'd (*had* or *would*)

'd is the contracted form of *had* and *would*.

Example

I'd like an ice-cream. = *would*

I felt I'd been there before. = *had*

Sometimes it can be difficult to hear 'd in a sentence.

1 **T14.6** Listen and tick (✓) the sentence you hear each time.

- 1 a I really like champagne.
b I'd really like champagne. ✓
- 2 a When we arrived at the party, they left.
b When we arrived at the party, they'd left.
- 3 a She said she worked in a casino.
b She said she'd worked in a casino.
- 4 a You love Marsha!
b You'd love Marsha!
- 5 a He asked if we had any food.
b He asked if we'd had any food.
- 6 a He told her he loved her on their wedding day.
b He told her he'd loved her on their wedding day.
- 7 a I said they lived in Spain!
b I said they'd lived in Spain!

▶▶ p64

2 **T14.7** Listen and repeat these pairs of verbs. Try to make the 'd as clear as possible.

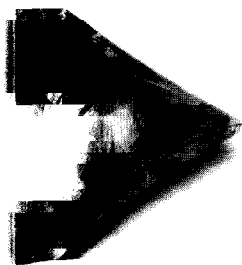
- | | | |
|------------|-----|--------------|
| I like | ... | I'd like |
| you love | ... | you'd love |
| she worked | ... | she'd worked |
| he loved | ... | he'd loved |
| we had | ... | we'd had |
| they left | ... | they'd left |
| they lived | ... | they'd lived |

3 Work with a partner.

Student A Read seven of the sentences in 1 aloud.

Student B Point to the sentence you hear each time.

When you have finished, swap roles.



Sound symbol chart

/p/	/t/	/k/	/f/	/s/	/θ/	/ʃ/	/tʃ/
/b/	/d/	/g/	/v/	/z/	/ð/	/ʒ/	/dʒ/
/h/	/l/	/r/	/w/	/m/	/n/	/ŋ/	/j/
/ɪ/	/i:/	/u:/	/ʊ/	/eɪ/	/ɪə/	/əʊ/	
/ə/	/ɜ:/	/ɔ:/	/ɒ/	/aɪ/	/eə/	/aʊ/	
/e/	/æ/	/ɑ:/	/ʌ/	/ɔɪ/	/ʊə/		

Note Words like *happy* and *hungry* end in a short sound halfway between /i:/ and /ɪ/. Some dictionaries show this as /i/.



Tom



Joe



Paul



Liz



Sue



Jane

1 Transcribe the following sentences.

1 /tɒm laɪks 'raɪtɪŋ 'pəʊətri/

Tom likes writing poetry.

2 /dʒeɪnz ɡɒt ə 'frendli braʊn pet kæt/

3 /su: wəz fɑ:st ə'sli:p wen ðə 'bɜ:gləz kem/

4 /dʒəʊ bɔ:t ə 'bɒtəl əv hɪŋ'geəriən wam lɑ:st naɪt/

5 /lɪz wɒnts tə bi: rɪf ənd 'feɪməs wʌn deɪ/

6 /pɔ:lz ə 'welθi jʌŋ 'tʊərɪst/

7 /tɒm ənd lɪz ə ɡʊd ət 'spæniʃ/

8 /dʒəʊ wɜ:ks ɪn ə 'nɔ:zi 'gæərə:ʒ/

T15 Listen and check your answers.

▶▶ p64

Key

Unit 1

Consonant symbols 1

1 T1.3

/p/	play	/s/	study
/b/	book	/z/	music
/t/	teacher	/h/	hot
/d/	drive	/l/	letter
/k/	can	/r/	room
/g/	go	/m/	mean
/f/	flat	/n/	never
/v/	van	/w/	work

- 2 The symbols in Picture A are for sounds made without the voice. (See Diagram 2.) They are called 'voiceless' sounds. The symbols in Picture B are for sounds made with the voice. (See Diagram 1.) They are called 'voiced' sounds.

- 3
- | | | | | | |
|---|-------|---|-------|----|-------|
| 1 | X /w/ | 5 | ✓ | 9 | ✓ |
| 2 | ✓ | 6 | X /f/ | 10 | X /z/ |
| 3 | ✓ | 7 | ✓ | 11 | ✓ |
| 4 | X /s/ | 8 | ✓ | 12 | X /r/ |

Word linking

1 T1.6

- I don't really speak Italian. (6 words)
- I'm going to work as a translator. (8 words)
- We've got three children. (5 words)
- My husband's English. (4 words)
- I'm enjoying my course a lot. (7 words)

5 T1.10

- a message in a bottle
- anger and other emotions
- a lot of information

- How is it possible?
- quickly and easily
- words on a page

Intonation in *Wh-* and *Yes/No* questions

1 T1.11

- Where do you live, Eva?*
 - When's your birthday, Pablo?*
 - Do you have a job, Kimiko?
 - What sort of music do you like, Stefan?*
 - Have you got any brothers or sisters, Maria?
 - Can you speak three languages, Xavier?
 - How do you come to school, Fatima?*
 - Do you like dancing, Maurizio?*
- * = *Wh-* questions

- 2 Statement 1 is **false**.
Statement 2 is **true**.

Unit 2

The sounds /s/, /z/, and /z/

3 T2.1

- Group 1** /s/: gets, makes, puts, bakes, invites, surfs, likes, hopes
Group 2 /z/: tries, calls, goes, does, orders, spends, drives, lives, reads, plays, loves
Group 3 /z/: washes, teaches, manages, misses, loses

- 5 1 You pronounce the ending /z/ if the verb ends in one of the following sounds: /s/, /z/, /ʃ/, /tʃ/, /dʒ/.

- If the verb ends in any other voiceless consonant sound, you pronounce the ending /s/.
- If the verb ends in any other voiced consonant sound or a vowel sound, you pronounce the ending /z/.

Two-syllable nouns

- 2
- | | | | |
|---|-----------|----|------------|
| 1 | champagne | 7 | coffee |
| 2 | sardines | 8 | apples |
| 3 | cartoons | 9 | paintings |
| 4 | Japan | 10 | Britain |
| 5 | guitars | 11 | trumpets |
| 6 | shampoo | 12 | toothpaste |
- 3 She likes the objects on the left because they are all stressed on the second syllable, like her name:

•• ••
Diane Devine

- 4
- | | | |
|-----------|----------|----------|
| zebras | country | reserve |
| giraffes | exports | diamonds |
| baseball | climate | descent |
| mountains | football | swimming |

The usual stress pattern for two-syllable nouns is ••.

Strong and weak forms of auxiliary verbs

- 2
- Yes, she does.
 - Yes, she has.
 - Yes, she was.
 - Yes, she can.
 - Yes, they were.
 - Yes, they do.
 - Yes, they have.

3 The auxiliary verbs are in the table in this order: *do, does, have, has, were, was, and can.*

4 1 Does Janet live in Spain?

Yes, she does.

2 Has she got a job?

Yes, she has.

3 Was she born in England?

Yes, she was.

4 Can she speak Spanish?

Yes, she can.

5 Were they married in Spain?

Yes, they were.

6 Do they share the housework?

Yes, they do.

7 Have they got any children?

Yes, they have.

5 1 W W 4 W W 7 W W

2 W S 5 W S

3 W S 6 W S

Unit 3

Saying years

1 1 1492 4 1990 7 1960
2 1616 5 1939
3 1918 6 1815

2

1 1314 = thirteen fourteen

2 1410 = fourteen ten

3 1492 = fourteen ninety-two

4 1504 = fifteen oh four

5 1616 = sixteen sixteen

6 1713 = seventeen thirteen

7 1780 = seventeen eighty

8 1815 = eighteen fifteen

9 1840 = eighteen forty

10 1900 = nineteen hundred

2 **Weak forms** **Strong forms**

to /tə/ /tu:/

from /frəm/ /frɒm/

for /fə/ or /fər/ /fɔ:/

at /ət/ /æt/

of /əv/ /ɒv/

Unit 4

Single vowel symbols

1 The vowels in Picture A are long.
The vowels in Picture B are short.

2, 3 **T4.2**

1 /i:/ teacher 7 /ɑ:/ car

2 /ɪ/ kitchen 8 /ʌ/ study

3 /ɜ:/ work 9 /ɔ:/ ball

4 /ə/ cinema 10 /ɒ/ hot

5 /u:/ who 11 /e/ pen

6 /ʊ/ book 12 /æ/ cat

4 The following are the words that *do not* contain the vowel sound on the left. The correct vowel sound is given on the right.

Pronunciation of *-ed*

past tenses

2 Bert: 1, 5, 7, 9

Fred: 2, 4, 8, 10, 12

David: 3, 6, 11

4 T3.3

/t/: walked, laughed, watched, washed

/d/: answered, planned, showed, tried, believed, carried

/ɪd/: mended, started

5 T3.5

1 She walked all day. /t/

2 We watched it carefully. /t/

3 They answered everybody's questions. /d/

4 He tried a piece. /d/

5 They planned it weeks ago. /d/

6 It washed all the glasses beautifully. /t/

11 1918 = nineteen eighteen

12 1939 = nineteen thirty-nine

13 1960 = nineteen sixty

14 1990 = nineteen ninety

The *-teen* words are stressed ●● when they come at the beginning of dates, and ●● when they come at the end of dates. (The key for the exercise shows the main stress in each *-teen* word, or other part of the date.)

Strong and weak forms of prepositions

- | | | |
|--------|--------|---------|
| 1 to | 6 of | 11 of |
| 2 from | 7 at | 12 from |
| 3 for | 8 to | 13 for |
| 4 at | 9 for | |
| 5 to | 10 for | |

Because they come in the middle of sentences and are not stressed, these prepositions are all weak in pronunciation.

- | | | | |
|--------|---------|---|--------|
| 1 /e/ | woman | X | (ə ✓) |
| 2 /ʌ/ | sugar | X | (ʊ ✓) |
| 3 /ʊ/ | onion | X | (ʌ ✓) |
| 4 /ɜ:/ | pork | X | (ɔ: ✓) |
| 5 /i:/ | wine | X | (aɪ ✓) |
| 6 /ɑ:/ | carrots | X | (æ ✓) |
| 7 /ɪ/ | birds | X | (ɜ: ✓) |
| 8 /u:/ | look | X | (ʊ ✓) |

- | | | | |
|-----------|------|-------------|------|
| 5 1 bus | /ʌ/ | 6 shop | /ɒ/ |
| 2 tall | /ɔ:/ | 7 apples | /æ/ |
| 3 word | /ɜ:/ | 8 blue | /u:/ |
| 4 good | /ʊ/ | 9 cigarette | /ə/ |
| 5 park | /ɑ:/ | | |
| 6 1 black | | 6 school | |
| 2 butter | | 7 girl | |
| 3 pot | | 8 stores | |
| 4 club | | 9 car | |
| 5 eggs | | 10 key | |

Containers

- 1 1 a bottle of wine/lemonade
 2 a packet of sugar/crisps
 3 a box of matches/chocolates
 4 a tin of sardines/tomatoes
 5 a can of cola/beer
 6 a jar of coffee/jam

7 a tube of toothpaste/glue

8 a carton of eggs/juice

Note Perhaps it's different in your country, but you can often buy these things in these containers in Britain.

2 T4.5

A So, what do we need for the party?

B Erm ... six cans of beer ... a couple of cartons of orange juice ...

A Right.

B Two bottles of wine – one red, one white.

A OK.

B Maybe two packets of crisps.

A What flavour?

B Cheese and onion.

A Fine.

B And a tin of black olives.

A Right. And do we need anything for the house?

B Let me think: Yes, A big jar of coffee, and erm ... a box of kitchen matches. Oh, yes, and a small tube of glue.

6 cans of beer

a couple of cartons of orange juice

2 bottles of wine (1 red, 1 white)

2 packets of crisps (cheese and onion flavour)

a tin of black olives

a big jar of coffee

a box of kitchen matches

a small tube of glue

List intonation

1 T4.7

1 trousers

9 underpants

2 skirt

10 shoes

3 swimming trunks

11 boots

4 T-shirt

12 blouse

5 knickers

13 pyjamas

6 shirt

14 bra

7 dress

15 tie

8 dressing gown

2 Pattern 1 is the intonation pattern for lists. The intonation always goes down on the last item (to show the list is finished), and up on all the items that come before the last (to show there are more items to come).

3 T4.9

A My sister Sally went to the summer sales and she bought a pink tie.

B ... a pink tie and a grey blouse.

C ... a pink tie, a grey blouse, and a white skirt.

D ... a pink tie, a grey blouse, a white skirt, and some brown shoes.

Unit 5

The sound /w/

1 T5.1

warm

worried

world

watch

languages

questions

when

Note

The words leaving, views, heavy, violence, and favourite contain /v/ sounds.

In the word two the letter *w* is silent.

In the following words, the letter *w* represents a rounded vowel or diphthong:

/əʊ/ own, borrow

/aʊ/ how

/u:/ views

2 The sentences in which /w/ is pronounced **incorrectly** are:

1 wine /vaɪn/ X

2 would /gʊəd/ X

5 wheel /fi:l/ X

5 1 b 2 d 3 a 4 c

Rhythm and /ə/

1 T5.5

• • •
Pippa's going to travel round the world.

• • •
Hannah's going to stay at home.

• • • • •
Peter's going to join a punk rock band.

• • •
And Richard's going to teach in Rome.

• • •
Amanda's going to move to Hollywood

• • •
Where she hopes to become a star.

• • • •
Frank's going to pass his driving test,

• • • •
And then he's going to buy himself a car.

• • • •
Paula's going to study up at Cambridge,

• • • •
And Roger's going to learn how to cook.

Emma's going to have a lot of babies,
 And Sarah's going to write a book.
 Steven's going to be a scientist
 And try to help the human race.
 Helen's going to be in the Olympic team
 And finish in the long jump in first place.

- 2 line 3 = 10 syllables line 11 = 8 syllables
 line 6 = 7 syllables line 12 = 10 syllables
 line 7 = 9 syllables line 14 = 9 syllables
 line 8 = 8 syllables line 19 = 11 syllables

- 4 /ə/ /ə/ /ə/ /ə/
 line 7 Peter's going to join a punk rock band
 /ə/ /ə/ /ə/ /ə/
 line 8 And Richard's going to teach in Rome
 /ə/ /ə/
 line 11 Frank's going to pass his driving test
 /ə/ /ə/ /ə/ /ə/
 line 12 And then he's going to buy himself a car
 /ə/ /ə/ /ə/ /ə/ /ə/
 line 14 And Roger's going to learn how to cook
 /ə/ /ə/ /ə/ /ə/
 line 19 Helen's going to be in the Olympic team

5 Note

The number of stresses is more important than the number of syllables in making an English sentence long or short to say. Because of this, you can say lines 3, 7, 11, and 19 (which have four stresses) in the same amount of time, or lines 6, 8, 12, and 14 (which have three stresses), in the same amount of time. The four-stressed lines will all take a little longer to say than the three-stressed lines.

Hearing the difference between polite and impolite offers

- 2 1 Paul I'll iron it for you.
 2 Assistant I'll get it for you in a moment.
 3 Secretary I'll buy some now.
 4 Nick I'll do it for you.
 5 Mechanic I'll have a look at the engine for you.

3 1 P 2 P 3 I 4 P 5 I

- 5 1 I'll get some for you. 3 I'll clean them for you.
 2 I'll carry it for you. 4 I'll buy it for you.

Unit 6

The sounds /n/ and /ŋ/ (and /ŋg/ and /ndʒ/)

2 T6.2

/n/: winter, friendly, modern, pond, children, newsagent, window, expensive

/ŋ/: sink, junk, think, thanks, drink, ankle, bank, uncle

- 3 The letter *n* is pronounced /ŋ/ when the following sound is /k/.

5 T6.4

/ŋ/	/ŋg/	/ndʒ/
thing	hungry	danger
singing	stronger	strange
wedding	English	oranges
young	single	changing
darling	bungalow	exchanged
wrong	congratulations	
buildings		
king		

- 6 The letters *ng* at the end of a word are always pronounced /ŋ/.

Note

We say the adjectives *long*, *strong*, and *young* with a final /ŋ/. We say the comparative and superlative forms with /ŋgə/ or /ŋgɪst/.

Apart from these exceptions, words with a final /ŋ/ do not change pronunciation when endings are added.

Example

ring /rɪŋ/ → ringing /'rɪŋɪŋ/
 sing /sɪŋ/ → singer /'sɪŋə/
 young /jʌŋ/ → youngish /'jʌŋɪʃ/

7 T6.5

- He's stro /ŋ/ er than Hercules.
- Can't you see anythin /ŋk/?
- Are you enjoying it here? ✓
- I'll ri /ŋg/ up later.
- He goes joggin / / every day.
- My brother often goes fishing. ✓

- 8 The matched-up dialogues are as follows:

1 and c (practising /n/, /ŋ/, and /ŋk/)
 2 and d (practising /n/ and /ŋg/)
 3 and a (practising /ndʒ/, /m/, and /n/)
 4 and b (practising /ŋ/, /n/, /ŋg/, and /m/)

Three-syllable words

3, 4

	● ● ●	● ● ●	● ● ●
	Melanie	Rebecca	Bernadette
looks	beautiful	good-looking	overweight
character	sociable	romantic	impolite
job	journalist	musician	unemployed
favourite food	sausages	tomatoes	carrot soup
favourite city	Birmingham	Bologna	Aberdeen

The best girlfriend for Luigi is Rebecca. She's good-looking and he's attractive. She's romantic and he's old-fashioned. She's a musician and he's artistic. She likes Bologna and he's Italian.

5

- 1 She's a magazine journalist.
- 2 We waited in the airport for seventeen hours.
- 3 Who wants to be a millionaire?
- 4 We've got a second-hand car.
- 5 Todd's only seventeen.
- 6 Mr Green was a millionaire businessman.
- 7 *Arena's* my favourite magazine.
- 8 I bought my computer second hand.

Hearing different forms of *like*

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

2 **T6.12**

- 1 She's very like her mother.
- 2 He doesn't like his elder sister.
- 3 I'd like to live in London.
- 4 What would you like to drink?
- 5 He isn't like anyone in his family.
- 6 Does she like you?

Unit 7

Consonant symbols 2

- | | |
|-----------------------|---------------------|
| 2 /ʃ/ sugar, special | /θ/ south, birthday |
| /z/ usually, pleasure | /ð/ together, this |
| /tʃ/ matches, cheap | /j/ you, Europe |
| /dʒ/ changed, just | /ŋ/ drunk, long |
- 5 1 a 2 c 3 b 4 c 5 a 6 c 7 a 8 b

The sounds /θ/ and /ð/

1 **T7.5**

/θ/: north, health, things, months, three, athlete
/ð/: grandfather, other, them, clothes, their, leather

3 **T7.6**

- A Sorry I broke /d/ ose plates.
- B That's all right. I didn't really like them. ✓
- C /z/ ere are your /s/ eatre tickets!
- D /t/ anks a lot.
- E It's Tom's birthday on Thursday. ✓
- F Yes, and I haven't got him anything. ✓
- G Do you like my lea /z/ er trousers?
- H I think they're great! ✓
- I How much is that watch wor /s/?
- J About /f/ irty pounds.
- K This music's boring. ✓
- L Shh! My bro /d/ er likes /v/ e Beatles.

Present Perfect and Past Simple – the pronunciation of 's

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

2 In sentences 1, 2, 4, and 7 's is pronounced /z/. This is because it follows a vowel sound or a voiced consonant sound.

In sentences 3, 5, 6, and 8 's is pronounced /s/. This is because it follows one of the voiceless consonants /f/, /k/, /t/, or /p/.

Note

When *has* follows the sounds /s/, /z/, /tʃ/, /dʒ/, /ʃ/, or /ʒ/, we do not write it as a contraction, and we pronounce it as /həz/ or /əz/.

Example

/tʃ/ The match has finished.

/dʒ/ The bridge has fallen down.

- 3 Pronounce the 's as /s/ in Present Perfect sentences 1, 5, and 6.
Pronounce the 's as /z/ in Present Perfect sentences 3 and 4.

Unit 8

The sounds /ʃ/, /s/, and /tʃ/

- | | |
|-----------|----------------|
| 2 1 chef | 4 profession |
| 2 special | 5 receptionist |
| 3 sure | 6 ocean |
- 3 **T8.3**
- | | | |
|--------|------|------|
| 1 ship | chip | ship |
| 2 she | sea | sea |

- | | | | |
|---|---------|----------|----------|
| 3 | choose | shoes | shoes |
| 4 | short | sort | short |
| 5 | catch | catch | cash |
| 6 | sew | show | sew |
| 7 | washing | watching | watching |
| 8 | seat | sheet | sheet |

7 The underlined letters are pronounced /ʃ/.

- English shoppers short of cash (4)
- Swedish sh fashion show shocks British (5)
- Inflation hits Russian champagne (3)
- Ambititious Scottish receptionist shoots boss (4)
- Irish fishing ship sinks in Pacific Ocean (4)

The sounds /ʊ/ and /u:/:

- | | | |
|---|-------------|-------------|
| 2 | 1 same | 5 different |
| | 2 different | 6 different |
| | 3 same | 7 different |
| | 4 different | 8 same |
- 4 1 'fool' 3 Luke
2 'Pull' 4 soot
- 6 a room with a view
an afternoon cruise
Would you like new boots?
a few queues
fruit with sugar
a shoe museum
a look at the woods
fondues or barbecues
book through Thomas Cook
good food
I shouldn't be rude
you couldn't do better

Questions with or

- Intonation pattern 4 is the correct pattern for *or* questions.
 - Dialogue 2 is the most formal. Dialogue 3 is the most unfriendly. Dialogue 1 is informal but friendly.
- 1 **T8.9**
- A Do you want tea or coffee?
 - B Oh, coffee, please.

- A Black or white?
B White, please.
A With sugar or without?
B Oh, no sugar for me, please.

- C Would you like beer or wine with the meal?
D Mmm ... I think wine would be nice.
C All right. Would you prefer red or white?
D Erm ... white, I think.
- E Next, please. Can I help you?
F A hamburger and a Coke, please.
E Large or regular Coke?
F Regular, please.
E To eat here or take away?
F Take away, please.

- I'll write if I have time.
- We'll phone if the bus is late.
- How will they get here if it's snowing?
- If she goes, will you stay?
- We'll take you if you like.
- I won't come if you don't want.

4 4 d 5 b 6 e 7 a 8 c

Showing interest and surprise

- 1 Is she? 7 Has she?
2 Does she? 8 Is there?
3 Did it? 9 Are you?
4 Can she? 10 Have you?
5 Has she? 11 Do they?
6 Is it? 12 Do you?

Unit 9

The sounds /i:/ and /I/

- 2 **T9.1**
- | | | | |
|---|-------|----|-------|
| 1 | feet | 6 | bins |
| 2 | seat | 7 | Tim |
| 3 | still | 8 | cheap |
| 4 | feel | 9 | pitch |
| 5 | gins | 10 | live |
- 4 1 gins 4 bins
2 feel 5 leave
3 Tim 6 peach
- 5 **T9.3**
- /i:/ (the boxed words): week, me, visa, people, season
- /I/ (the circled words): business, finished, enough, message, remember, bicycles, trip

Word counting and sentence stress patterns

- 1 1 8 4 8 7 7
2 9 5 9 8 9
3 7 6 6

2 **T9.4**

- If she asks, I'll tell her everything.
- What'll you do if they don't arrive?

Unit 10

Diphthong symbols

- 1 bear, hair 5 deer, beer
2 fly, tie 6 crow, hello
3 cow, bow 7 Grey, way
4 boy, toy 8 Moor, tour
- 4 /eɪ/ train, way
/aɪ/ buy, try
/ɔɪ/ enjoyed, noisy
/ɪə/ here, clear
/eə/ repair, there
/əʊ/ only, home
/aʊ/ brown, house
/ʊə/ poor, sure
- 5 1 b 3 a 5 b 7 b
2 a 4 c 6 c 8 c

Strong form prepositions at the end of questions

- 1 at 4 from 7 to
2 at 5 in 8 to
3 about 6 off
- 2 **T10.6**
- Who did he smile at?
 - What did they talk about?
 - Where did he come from?
 - What was he interested in?
 - Where did he get off?

- 6 Who did the book belong to?
7 Which address did she write to?

Contractions

1 T10.7

- 1 You shouldn't eat fatty foods.
- 2 She can't speak Italian very well.
- 3 A You haven't read it, have you?
B Yes, I have.¹
- 4 There's a bus stop opposite the library.
- 5 Sean would like to be an astronaut.²
- 6 I'm right, aren't I?
- 7 It'll be the biggest city on earth.
- 8 What are your names?³
- 9 Who is it?⁴
- 10 I didn't use to watch much TV as a child.

Further notes on the writing and pronunciation of contractions

¹ We do not write or pronounce contractions in short affirmative answers. Short negative answers are written and pronounced with contractions (eg *No, I haven't.*).

² We can write many different contractions with personal pronouns (eg *she'd, he's, we're, it'll, they've*, etc.). With nouns the only usual written contraction is 's (for *has* or *is*). In sentences like *Sean would like to be an astronaut. The plane will land in half an hour*, or *The children have arrived*, we pronounce the contractions, but we do not write them.

³ With non-personal pronouns the only usual written contraction is 's (for *has* or *is*). (Other possible written contractions with non-personal pronouns are *what'll, that'll, who'll*, and *who'd.*) In questions like *What are your names?* or *Where have you been?*, we pronounce the contractions, but we do not write them.

⁴ We do not write or pronounce 's contractions with short *Wh*-questions ending in the word *it*. With words like *that* or *this* at the end, contractions are possible (eg *What's that?*, *Where's that?*, *Who's this?*).

Unit 11

The sounds /e/, /æ/, and /ʌ/

2 T11.1

- | | | |
|-------|---------|--------|
| 1 beg | 5 Ben | 9 ton |
| 2 bag | 6 sex | 10 bed |
| 3 bug | 7 sucks | 11 bed |
| 4 ban | 8 tan | |

- 9 1 = bookshop 10 = cinema
8 = butcher's 2 = hospital
6 = church 12 = hotel

T11.5

- A Where's the bookshop?
B In Benbury Street, on the corner of Beddington Road.
- A Where's the butcher's?
B In Saxton Arcade.
- A Where's the church?
B In Banbury Street, on the corner of Baddington Road.
- A Where's the cinema?
B In Bunbury Street, on the corner of Tonbridge Gardens.
- A Where's the hospital?
B In Bug Lane.
- A Where's the hotel?
B In Bunbury Street, on the corner of Tanbridge Gardens.

Word linking

1 T11.8

Most people's picture_of_a typical_Englishman_is_a man_in_a suit, with_an_umbrella, a copy_of *The Times*, and_a bowler hat. Not_everyone knows, however, that this hard, low, round-brimmed hat was_invented_in the nineteenth century, or that_it was named_after_a pair_of British hat

makers, Thomas_and William Bowler.

The first_example_of_a bowler hat was_ordered_by_a country gentleman, Thomas Coke, who lived_in Norfolk. He wanted_a strong_and practical hat that he could wear when he went_out shooting.

In_America the bowler hat_is known_as_a *derby*.

Weak form auxiliaries and passive verbs

- 3 The missing words are underlined.

T11.10

A cleaning woman, Mrs Ethel Boggis, was shot in a bank robbery in Cricklewood yesterday evening. She is said to be safe and comfortable in hospital. The bank was broken into by two masked men. They have not yet been found. A total of £1 million was stolen in the robbery, and a bag of jewels was also taken. The jewels were kept in a bank safe by Lady Agatha Crickle who was told the bad news late last night by the bank manager.

'Most of my jewels were made of gold,' she told reporters. 'My favourite ring was made in China three hundred years ago. I can't possibly buy another one.'

A red Ford Ka was seen near the bank and was later found in a car park at Heathrow Airport. A reward is being offered by the police for any information about the crime.

Unit 12

The sounds /e/ and /ei/

2 T12.1

1	sell	sail	sell
2	pen	pain	pain
3	shade	shed	shade
4	tell	tail	tail
5	letter	later	letter
6	paper	pepper	paper
7	well	well	whale
8	test	test	taste
9	wet	wait	wet
10	gate	get	gate

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

5 T12.5

/e/: let, head, says, said, health, very, anywhere, again*, jealous

/ei/: cake, great, danger, steak, weight, again*, train, explains

*again can be pronounced either with /e/ or /ei/.

Words with silent letters

1 T12.6

castle	comb	wrist
daughter	might	fruit
opera	cupboard	bought
listen	foreigner	friend
designer	handsome	suit
whale	lamp	white
could	night	wrong
scissors	cheque	two
answer	champagne	yoghurt

Linking in phrasal verbs

1 T12.7

- 1 Please come in, I was waiting for you.
- 2 I'm afraid I threw it away yesterday.
- 3 I'll take out the bottles when I pick up the children.
- 4 I looked it up but it isn't in the dictionary.
- 5 Where are your gloves? Put them on before you go out.

2 T12.9

- 1 Put them on!
- 2 Take them off!

- 3 Pick them up!
- 4 Turn it off!
- 5 Switch it on!
- 6 Fill it in!
- 7 Work it out!
- 8 Put it down!
- 9 Look it up!

4 T12.10

- 1 Throw out the rubbish! I've already thrown it out.
- 2 Pick up your toys! I've already picked them up.
- 3 Will you take back those shoes? I've already taken them back.
- 4 Could you take off your shoes? I've already taken them off.

Unit 13

The sound /h/

1 T13.1

hotel	homeless
who	hospital
half	heaven
happy	hurts

Note

In the words *honest* and *hours* the letter *h* is silent.

In standard English, the words *where*, *what*, *why*, *when*, *which* are pronounced with an initial /w/ sound. In some accents – Scottish for example – they are pronounced with an initial /hw/ sound.

3 T13.2

- 1 His house is at the top of the hill. ✓
- 2 /x/ello Peter! /x/ow are you?
- 3 It's very / /ot in / /ere.
- 4 /f/e's in hospital.
- 5 I've got an / /orrible headache.
- 6 I / /ad a hamburger for lunch.
- 7 My hotel's near the school. ✓
- 8 My / /usband's /h/a doctor.
- 9 How did you get home? ✓

Note

In 5, 'an' is wrong. We say: *a horrible ...*

4 T13.3

- 1 Have I helped?
- 2 I hate eating hamburgers!
- 3 Has Abigail hoovered in here?
- 4 Alan Harbord adores his Aunt Hannah.
- 5 Old Harriet Elston had a heart attack.
- 6 Anna hurriedly asked Helmut about his English homework./ Helmut hurriedly asked Anna about his English homework.

Counting syllables

- 1 businessmen (3)
chocolate (2)
comfortable (3)
conference (2)
delicious (3)
dictionary (3)
different (2)
documentary (4)
fashionable (3)
favourite (2)
interested (3)
marriage (2)
medicine (2)
millionaire (3)
miserable (3)
restaurant (2)
several (2)
temperature (3)

- 3 1 This chocolate is delicious! ✗
- 2 Are you interested in marriage? ✓
- 3 Here's some medicine for your temperature. ✗
- 4 It's a fashionable restaurant. ✗
- 5 He's a miserable millionaire. ✓
- 6 It's a different sort of dictionary. ✗
- 7 Several businessmen were there. ✗
- 8 It was a documentary about a sales conference. ✓
- 9 She felt comfortable in her favourite chair. ✗

Four-syllable words

2 T13.7



biography
communicate
efficiently
extravagant
impossible



advertising
concentrating
decorator
everybody
fortunately
graduated
supermarket



absolutely
conversation
disappointing
education
independence
optimistic

Corrective stress

1 T13.9

1

No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

2

No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

3

No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

4

No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

5

No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

6

Unit 14

The sounds /ɒ/, /ɔ:/, and /əʊ/

1 T14.2

1 /ɒ/	clock	6 /əʊ/	joke
2 /ɔ:/	sport	7 /ɒ/	box
3 /əʊ/	boat	8 /əʊ/	shown
4 /ɔ:/	saw	9 /ɔ:/	born
5 /ɒ/	got	10 /əʊ/	coat

4 T14.3

/ɒ/: quarrel, wrong, novel, want, gone

/ɔ:/: walk, thought, water, all, door

/əʊ/: ago, moment, won't, only, phone, although

Words often confused because of their pronunciation

2 1 chief	4 soup	7 recipe
2 kitchen	5 desert	8 diary
3 work	6 quiet	

Hearing 'd (had or would)

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

No, it's Mr P Blake, 46 Shakespeare Road, London SW3.

- 3 Your question should start *Hello. Is that ...* followed by the same telephone number, but with **one different** number where Brian has the stress.

Sound symbol page

- 1 Tom likes writing poetry.
- 2 Jane's got a friendly brown pet cat.
- 3 Sue was fast asleep when the burglars came.
- 4 Joe bought a bottle of Hungarian wine last night.
- 5 Liz wants to be rich and famous one day.
- 6 Paul's a wealthy young tourist.
- 7 Tom and Liz are good at Spanish.
- 8 Joe works in a noisy garage.

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