



# English Pronunciation **in** Use

Elementary

Self-study and  
classroom use

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# To the student

The *English Pronunciation in Use Elementary* course – book and CDs, or book and cassettes – is to help you with your English pronunciation.

## What will I need?

You will need a cassette or CD player to listen to the recordings. The symbol  shows the track numbers of the recordings. It will be useful if you can record your own voice, so that you can listen to your own pronunciation and hear your progress.

When you are studying individual sounds it is sometimes useful to have a mirror, so that you can see the shape of your mouth and compare it with the diagrams in the book.

## How is *English Pronunciation in Use Elementary* organised?

There are 50 two-page units in the book. Each unit is about a different pronunciation point. Section A (Units 1 to 27) is about how to say and spell individual sounds, and groups of sounds together. Section B (Units 28 to 32) is about joining sounds to make words. Section C (Units 33 to 43) is about pronunciation in phrases and sentences. Section D (Units 44 to 50) is about pronunciation in conversation. The left-hand page of each unit has explanations and examples, and the right-hand page has exercises (except Units 49 and 50).

After these units is Section E, where you will find:

E1 Chart of phonemic symbols – with example words for every symbol.

E2 Guide for speakers of specific languages – Speakers of different languages have different problems with English pronunciation, and this guide shows which units in the book may be especially helpful for them.

E3 Sound pairs – If you have problems with hearing the difference between pairs of sounds, you can find extra practice here.

E4 From spelling to sound – In English, the same sound can often be spelled in different ways. Here you will find the most common spellings of each sound.

E5 The alphabet – exercises to help you say the letters of the alphabet, and understand them when you hear them.

E6 Pronouncing numbers – exercises to help you pronounce different kinds of numbers, and understand them when you hear them.

E7 Pronouncing geographical names – how to pronounce the names of countries, continents, etc.

E8 Homophones – words that are spelled differently but sound the same.

Why not have a look at Section E now, before you start the book?

At the end of the book there is a Key with answers to all the exercises.

The CDs or cassettes contain all the recordings for the left- and right-hand pages of the units, and Section E.

## How should I use the course?

You can simply study the units from 1 to 50, or you can alternate units from different sections. For example, you could do Unit 1, then Unit 28, then Unit 33, then Unit 44, then Unit 2, and so on.

If you want to focus your work more closely, you can look at the *Guide for speakers of specific languages* in Section E2. This tells you which units are most important for speakers of different languages.

In Section A, if you have problems hearing the difference between individual sounds, go to the *Sound pair* indicated (in Section E3).

When you are working with the recordings, you should replay a track as often as you need to. When you are doing an exercise you may also need to pause the recording after each sentence to give yourself time to think or write your answer. When you are asked to repeat single words, there is a space on the recording for you to do this, but when you are repeating whole sentences you will need to pause the recording to give yourself enough time to repeat.

### **Will *English Pronunciation in Use Elementary* only help me with my speaking? What about listening?**

Pronunciation is important for both speaking and listening, and this course will also help you with your listening. Some pronunciation points are especially important for listening, and these are indicated like this:



Important  
for listening

### **What type of English pronunciation is used in *English Pronunciation in Use Elementary*?**

As a model for you to copy when you speak, we have used only one type of pronunciation, a standard British type. But in the listening exercises you will hear a wider variety of accents, including some non-native speakers.

### **Recordings**

CD A: Units 1–12

CD B: Units 13–27

CD C: Units 28–43

CD D: Units 44–50, Sections E1, E4–E8

CD E: Section E3 Sound pairs



# To the teacher

*English Pronunciation in Use Elementary* has been written so that it can be used for self-study, but it will work equally well in the classroom. The advantages of working on pronunciation in the classroom include the following points.

- Learners can get guidance and immediate feedback from the teacher.
- Learners can practise the dialogues and other exercises in pairs.
- You can direct learners with particular pronunciation difficulties to do specific units on their own or in small groups, if appropriate.

In order to make the material accessible to learners, terminology has been kept as simple as possible. The remainder of this Introduction describes how the course is organised, and it is followed by a *Map of the contents* using standard terminology.

*English Pronunciation in Use Elementary* progresses from individual sounds, through sequences of sounds, and stress in words, to intonation patterns in phrases and sentences. Of course, as soon as learners begin to speak English, they need to begin to develop control of all these features in parallel, but the step-by-step, incremental approach adopted here is designed to facilitate a clear progression and a clear focus on one thing at a time. Nevertheless, learners do not necessarily have to work their way through all the units in each section in sequence; they can alternate units from different sections.

## Section A Sounds and spelling

Unit 1 deals with some general issues of pronunciation and spelling. Units 2 to 23 introduce the phonemes (sounds) of English, first the vowels and then the consonants. Generally, two sounds are introduced in each unit, though some units have one or three. They are paired on the basis of similarity of spelling, similarity of articulation and potential for confusion. Guidance is given as to the most frequent spellings of each phoneme, and practice is given in some significant contrasts between phonemes.

One phoneme not specifically focused on in Section A is the weak vowel /ə/, the *schwa*; the emphasis is on pronouncing vowel sounds (and consonants, too) in stressed syllables, where accuracy and clarity are most important, and the *schwa* is treated as a feature of unstressed syllables rather than a sound with the same status as the other vowel phonemes.

Units 24 to 27 deal with consonant clusters.

## Section B Syllables and words

Section B introduces the concept of syllables, the distinction between strong and weak syllables, and stress patterns in words.

## Section C Phrases, sentences and grammar

Section C moves the focus from individual words to phrases and sentences, and highlights links between pronunciation and various aspects of grammar which are learned at elementary level.

## Section D Conversation

Finally, Section D deals with aspects of intonation in the context of sentences and longer stretches of language such as dialogues, stories and conversation. It also covers some characteristic intonation patterns of common lexical phrases.

Intonation is very variable, and the intonation patterns attached to phrases and grammatical structures in these units are certainly not the only ones possible. However, they are very commonly – characteristically, even – used in these contexts, and the associations between intonation and contexts should help to make the intonation patterns memorable.

## Section E Reference

Section E contains various kinds of further reference and practice material. The *Guide for speakers of specific languages* and *Sound pairs* can be used to prioritise certain pronunciation points and to reject others, depending on learners' particular needs.

### What model of pronunciation?

As a model for learners to copy when they speak, I have used a standard southern British accent. This can be regarded as a provisional target, but learners will vary as to how closely they will want or need to achieve it. Some features of pronunciation are important for listening, but less essential for learners to imitate, and these are labelled as such. Nevertheless, attempting to reproduce these features should help learners in their ability to understand speech which contains them, and they may want to make the effort of incorporating them in their own English. In the listening exercises, a wider variety of accents can be heard, including some non-native speakers; it is important that learners at this level begin to get exposure to a variety of accents.

### Recordings

CD A: Units 1–12

CD B: Units 13–27

CD C: Units 28–43

CD D: Units 44–50, Sections E1, E4–E8

CD E: Section E3 Sound pairs



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3 Vowels /u:/ /ʊ/
4 Vowels /ɑ:/ /ʌ/
5 Vowels /ɒ/ /ɔ:/
6 Vowels /e/ /æ/
7 Vowels /ɜ:/
8 Vowels /ɪə/ /eə/
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10 Vowels /əʊ/ /aʊ/
11 Consonants /p/ /b/
12 Consonants /t/ /d/
13 Consonants /k/ /g/
14 Consonants /f/ /v/
15 Consonants /θ/ /ð/
16 Consonants /s/ /z/
17 Consonants /ʃ/ /ʒ/
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48 Intonation: emphatic stress
49 Intonation: typical patterns in functional language 1
50 Intonation: typical patterns in functional language 2

# How many letters, how many sounds?

## Spelling and pronunciation

A

All sections with this symbol  are on the recording. Listen to them while you read this page.

A2a There are 26 letters in the English alphabet.  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A2b There are five vowel letters. A E I O U

A2c And there are 21 consonant letters. B C D F G H J K L M N P Q R S T V W X Y Z

A2d But there are more than 40 vowel and consonant sounds in English.  
In some words, the number of letters is the same as the number of sounds.

best 4 letters, 4 sounds

b	e	s	t
1	2	3	4

dentist 7 letters, 7 sounds

d	e	n	t	i	s	t
1	2	3	4	5	6	7

B

But sometimes the number of sounds is different from the number of letters.

A3a In green, ee is one sound, and in happy, pp is one sound.

green 5 letters, 4 sounds

g	r	e	e	n	h	a	p	p	y
1	2	3	4		1	2	3	4	

A3b In bread, ea is one sound.

bread 5 letters, 4 sounds

b	r	e	a	d
1	2	3	4	

A3c In some words there are silent letters (letters with no sound). In listen, t is silent.

listen 6 letters, 5 sounds.

l	i	s	t	e	n
1	2	3	-	4	5

A3d In some words, one letter is two sounds. The x in six is two sounds like k + s.

six 3 letters, 4 sounds

s	i	x
1	2	3 4

C

We sometimes write the same sound differently in different words. For example, the e in red sounds like the ea in bread.

A4a Sometimes two words have the same pronunciation but different spellings. (See Section E8 *Homophones*.)

know – no

A: Do you know? B: No, I don't.

A4b And sometimes two words have the same spelling but different pronunciations.

read (infinitive and present tense) – read (past tense)

A: Do you want to read the newspaper?

B: No, thanks, I read it this morning.



A4c Because there are more sounds than letters, we use symbols for pronunciation.

/best/ best /'dentɪst/ dentist /gri:n/ green /'hæpi/ happy /'kɒfi/ coffee /'lɪsən/ listen  
/θri:/ three /sɪks/ six /sɒks/ socks /bred/ bread /nəʊ/ no /nəʊ/ know /red/ red  
/red/ read (past tense) /ri:d/ read (infinitive and present tense)

The symbol <sup>l</sup> (look at the beginning of the symbols for *dentist*, *happy*, *coffee*, *listen*) comes before stressed syllables (see Section B *Syllables and words*).

## Exercises

1.1 Write the number of letters and the number of sounds in these words.

	letters	sounds
green	5	4
1 all		
2 back		
3 could		
4 knee		
5 sixty		
6 thing		
7 who		
8 address		

A5 Check with the Key (on page 138). Then listen and repeat.

1.2 Some pronunciation symbols are easy. Write these words in their normal spelling.

EXAMPLE /best/ ..... best .....

1 /big/ ..... 2 /dres/ ..... 3 /frend/ ..... 4 /gɪv/ .....  
5 /help/ ..... 6 /nekst/ ..... 7 /'veri/ ..... 8 /wel/ .....

A6 Check with the Key. Then listen and repeat.

1.3 All five words in each group have the same vowel letter – a, e, i, o or u – but one has a different vowel sound. Circle the word with the different vowel sound in each group.

EXAMPLE

on	top	stop	<u>one</u>	gone
1 give	time	sit	think	rich
2 apple	bad	wash	catch	bank
3 much	bus	sun	push	up
4 many	maths	man	hat	flat

A7 Check with the Key. Then listen and repeat.

1.4 Write words that rhyme (the end part of the word sounds the same).

EXAMPLE

red	be <u>d</u>
1 key	tr__
2 blue	sh__
3 not	w__
4 one	r__
5 date	w__
6 lie	w__
7 so	sh__
8 beer	n__



A8 Check with the Key. Then listen and repeat.



# Pizza for dinner

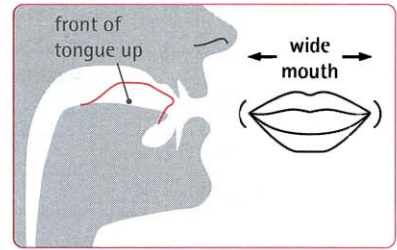
## /i:/ and /ɪ/

## A

### How to make the sound /i:/



- /i:/ is a long sound. Look at the diagram. Listen and then say the sound. Make your mouth wide, like a smile. Your tongue touches the sides of your teeth. Target sound: /i:/



## B

### Sound and spelling



- /i:/ is usually spelled ee or ea. Listen and say these words.  
see agree eat seat team



- Listen and say these other words with /i:/.

ie field piece

e these metre secret evening equal Peter museum European Chinese  
Japanese complete

ey key

i ski kilo litre pizza police machine magazine

eo people



- Now listen and say these sentences. You will need to pause the recording to give yourself enough time to repeat.

1 Can you see the sea?

2 A piece of pizza, please.

3 Peter's in the team.

4 A kilo of peaches and a litre of cream.

5 Please can you teach me to speak Portuguese?

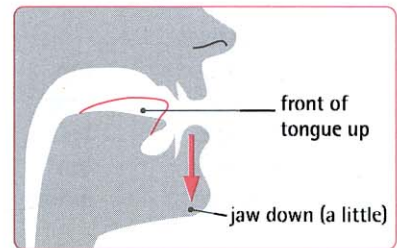


## C

### How to make the sound /ɪ/



- /ɪ/ is a short sound. Look at the diagram. Listen and then say the sound. Make your mouth a bit less wide than for /i:/. Your tongue is a bit further back in your mouth than for /i:/. Target sound: /ɪ/



## D

### Sound and spelling



- /ɪ/ is usually spelled i. Listen and say these words.  
if listen miss dinner swim



- Listen and say these other words with /ɪ/.  
busy business building system



- Now listen and say these phrases.

1 fifty-six

2 dinner in the kitchen

3 a cinema ticket

4 a picture of a building

5 big business



- Note: Eight letters of the alphabet have the sound /ɪ/. Listen and repeat.

**B C D E G P T V**



- Note: Units 2 to 10 focus on vowel sounds in stressed syllables (see Section B *Syllables and words*).



Vowel sounds in unstressed syllables often have the weak vowel /ə/. Listen and repeat.

agree equal kitchen museum Peter picture pizza



- Note: There is sometimes an /ɪ/ sound at the end of a word in an unstressed syllable (see Section B *Syllables and words*), e.g. happy, coffee, busy. This sound is like /i:/ but shorter. Listen and repeat.

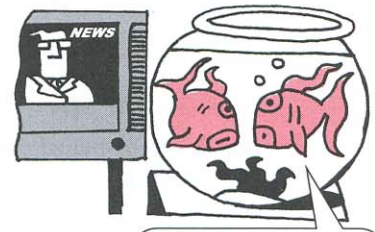
happy coffee busy sixty

## Exercises

### 2.1 Put these /i:/ words in the dialogues.

email evening police secret Steve TV

- 1 A: What shall we do this .....?  
 B: Let's stay at home and watch .....
- 2 A: Let me read that .....  
 B: No – it's a secret !
- 3 A: You know my friend .....?  
 B: Yes.  
 A: Well, he's got a new job. He's joined the .....



**A11** Listen to check your answers. Check with the Key. Then listen and repeat.

### 2.2 Find the /i/ words from these clues.

EXAMPLE A thousand thousand is a million .

- 1 You can use a ..... to go up and down in a building.  
 2 There are sixty seconds in a .....  
 3 A ..... is a book of words to help you  
 with your English.  
 4 It's too warm in here – open the .....  
 5 Would you like a ..... with your coffee?  
 6 Birds and planes have .....  
 7 You can see yourself in a .....  
 8 Don't drop ..... – put it in a bin!



**A12** Listen to check your answers. Check with the Key. Then listen and repeat.

### 2.3 Circle all the /i:/ sounds and underline all the /I/ sounds.

big busy dinner give green in listen meet office people pizza  
 please repeat six tea three

**A13** Listen to check your answers. Check with the Key. Then listen and repeat.

### 2.4 Match the beginnings and endings of the sentences.

EXAMPLE Let's have pizza for dinner .

- |                               |                         |
|-------------------------------|-------------------------|
| 1 We're always busy .....     | a repeat.               |
| 2 Would you like tea .....    | b people in the museum. |
| 3 Give me that big .....      | c six o'clock.          |
| 4 There were only three ..... | d in the office.        |
| 5 Listen and .....            | e or coffee?            |
| 6 Let's meet at .....         | f green book, please.   |
|                               | g <u>for dinner</u> .   |

**A14** Check with the Key. Then listen and repeat.

### 2.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

- A15**
- 1 *leave / live* (⇒ sound pair 1)  
 2 *knee / near* (⇒ sound pair 2)  
 3 *litter / letter* (⇒ sound pair 3)

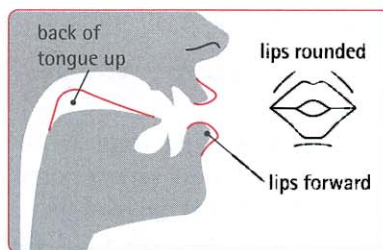


# A spoonful of sugar

## /u:/ and /ʊ/

### A How to make the sound /u:/

- A16a** • /u:/ is a long sound. Look at the diagram. Listen and then say the sound. Make your lips into a tunnel shape. Your tongue is a long way back in your mouth. Target sound: /u:/



### B Sound and spelling

- A16b** • /u:/ is often spelled **oo**, **ou**, **oe**, **u**, **ue** or **ew**. Listen and say these words.

too group shoe blue

- A16c** • When the spelling is **u** or **ew**, there is often a /j/ sound before the /u:/. Listen and say these words.

music new

- A16d** • There are also other spellings of /u:/. Listen and say these other words with /u:/.

two fruit juice

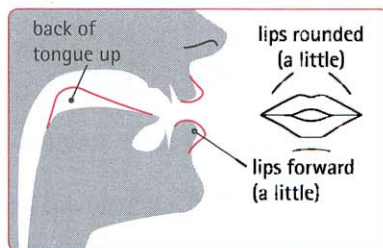
- A16e** • Now listen and say these phrases.

- 1 me too
- 2 work in groups
- 3 new shoes
- 4 red and blue
- 5 listen to the music
- 6 forty-two
- 7 fruit juice

**!** Note: /ju:/ is the name of the letter U in the alphabet.

### C How to make the sound /ʊ/

- A17a** • /ʊ/ is a short sound. Look at the diagram. Listen and then say the sound. Your tongue is not so far back as for /u:/. Target sound: /ʊ/



### D Sound and spelling

- A17b** • /ʊ/ is often spelled **u**, **oo** or **ou**. Listen and say these words.

full sugar book foot would

- A17c** • Listen and say this other word with /ʊ/.

woman

- A17d** • Now listen and say these phrases.

- 1 My bag's full.
- 2 Where's my book?
- 3 my left foot
- 4 a kilo of sugar
- 5 Who's that woman?

## Exercises

3.1 Circle the words with /u:/. (There are nine.)

food four June look news room school soup spoon sugar town  
Tuesday two

A18 Listen to check your answers. Check with the Key. Then listen and repeat.

3.2 Put the /u:/ words from Exercise 3.1 in the sentences.

- 1 Do you like fast food ?
- 2 Are you coming to \_\_\_\_\_?
- 3 It's \_\_\_\_\_ the second of \_\_\_\_\_.
- 4 Let's watch the \_\_\_\_\_.
- 5 \_\_\_\_\_ is over there.
- 6 Here's a \_\_\_\_\_ for your \_\_\_\_\_.



A19 Listen to check your answers. Check with the Key. Then listen and repeat.

3.3 Circle the words with /ʊ/. (There are six.)

book cookery cough could good looking lunch soon sugar  
thought through

A20 Listen to check your answers. Check with the Key. Then listen and repeat.

3.4 Put the /ʊ/ words from Exercise 3.3 in the sentences.

- 1 Do you take \_\_\_\_\_?
- 2 \_\_\_\_\_ you help me? I'm \_\_\_\_\_ for a \_\_\_\_\_ cookery \_\_\_\_\_.

A21 Listen to check your answers. Check with the Key. Then listen and repeat.

3.5 Circle the words that have /u:/. or /ʊ/, then put them in the correct column.

- |  |                                       |
|--|---------------------------------------|
| 1 Is it really <u>true</u> ?             | 6 I'll be ready soon.                 |
| 2 You're standing on my <u>foot</u> !    | 7 Here's your ticket – don't lose it! |
| 3 Are you a good cook?                   | 8 Go through that door over there.    |
| 4 Where's my toothbrush?                 | 9 My keys! Where did I put them?      |
| 5 Do you push or pull to open this door? |                                       |

/u:/ <u>true</u>	/ʊ/ <u>foot</u>
.....	.....
.....	.....
.....	.....
.....	.....

A22 Listen to check your answers. Check with the Key. Then listen and repeat.

3.6 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

- A23
- 1 *pool / pull* (⇒ sound pair 4)
  - 2 *look / luck* (⇒ sound pair 5)
  - 3 *soup / soap* (⇒ sound pair 6)



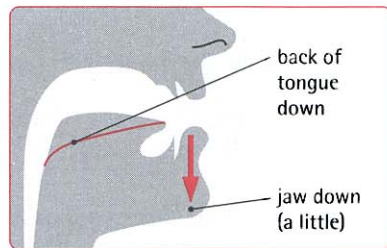
## 4

# Father and mother

## /ɑː/ and /ʌ/

### A How to make the sound /ɑː/

- A24a • /ɑː/ is a long sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: /ɑː/



### B Sound and spelling

- A24b • /ɑː/ is usually spelled a or ar. Listen and say these words.  
 after afternoon ask answer bath bathroom can't class dance fast  
 father glass tomato bar car card far park star start

- A24c • Listen and say these other words with /ɑː/.  
 aunt laugh heart half (The letter l in half is silent.)

- A24d • Listen and say these sentences.  
 1 How far's the car park?  
 2 We went to a large bar full of film stars.  
 3 We're starting in half an hour.

- A24e • In words with a letter r after the /ɑː/ sound, most Americans and some British people pronounce the r. Listen to the same sentences, this time with the letter rs pronounced.  
 • Some people, especially in the north of England, pronounce the letters a or au as /æ/ in some of these words. Listen.

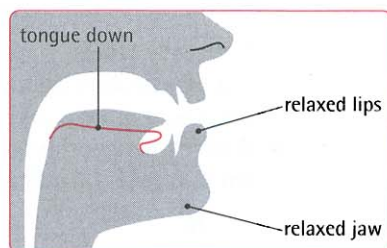
A24f after afternoon ask answer aunt bath bathroom class dance fast glass laugh

- A24g Listen to these sentences, first with /ɑː/, then with /æ/.  
 1 See you tomorrow afternoon. 3 We were laughing and dancing in the classroom.  
 2 I'll ask my aunt. 4 I left my glasses in the bathroom.

⚠ Note: The name of the letter R is pronounced /ɑː/ or /ɑːr/.  
 Note: The word are is often pronounced /ɑː/ or /ɑːr/. (See Unit 40.)

### C How to make the sound /ʌ/

- A25a • /ʌ/ is a short sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: /ʌ/



### D Sound and spelling

- A25b • /ʌ/ is usually spelled u, but sometimes ou or o. Listen and say these words.  
 bus colour come cup front London luck Monday month mother  
 much nothing number run study sun uncle under

⚠ Note: The words son and sun have the same pronunciation.  
 Note: The number one is pronounced /wʌn/.

- A25c • Listen and say these sentences.  
 1 Good luck with your exam next month!  
 2 Take the number one bus.  
 3 I said 'Come on Monday', not 'Come on Sunday'.  
 4 My brother's studying in London.

- A25d • Some people, especially in the north of England, say /ʊ/ instead of /ʌ/. Listen to the same sentences, this time with /ʊ/.

## Exercises

### 4.1 Listen and write the words in the correct column.

A26

artist garden March part square talk warm watch

words with /ɑ:/      words with other vowel sounds

artist                      square

.....

.....

.....

Check with the Key. Then listen again and repeat.

### 4.2 Listen and write the words in the correct column.

A27

business country fun home lots money mother push

words with /ʌ/      words with other vowel sounds

country                      business

.....

.....

.....

Check with the Key. Then listen again and repeat.

### 4.3 Complete the sentences with one /ɑ:/ word and one /ʌ/ word.

butter carpet dark hard husband love Prague son

- 1 The butter's too .....
- 2 I'd ..... to buy that .....
- 3 Their ..... 's got ..... hair.
- 4 I first met my ..... in .....



### A28 Listen to check your answers. Check with the Key. Then listen again and repeat.

### 4.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for more practice.

A29

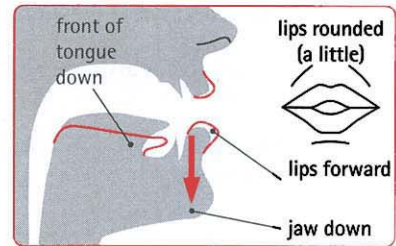
- 1 heart / hat                      (⇒ sound pair 7)
- 2 far / four                        (⇒ sound pair 8)
- 3 cat / cut                         (⇒ sound pair 9)
- 4 look / luck                      (⇒ sound pair 5)
- 5 luck / lock                      (⇒ sound pair 10)
- 6 butter / better                 (⇒ sound pair 18)



## A

## How to make the sound /ɒ/

- A30a** • /ɒ/ is a short sound. Look at the diagram. Listen and say the sound. Round your lips a little. The front of your tongue is low and towards the back of your mouth. Target sound: /ɒ/



## B

## Sound and spelling

- A30b** • /ɒ/ is usually spelled o, and sometimes a. Listen and repeat.
- bottle box chocolate clock coffee copy cost cross doctor dog gone  
got holiday hospital hot job lock long lost lot not off often  
possible shop song sorry stop top wrong  
quality want wash wasn't watch what



Note: The word *cough* is pronounced /kɒf/.

Note: The word *was* is sometimes pronounced with /ɒ/. (See Unit 40.)

- A30c** • Now listen and say these sentences.
- 1 Have you got a lot of shopping?
  - 2 John's gone to the shops.
  - 3 How much did your holiday cost?
  - 4 She said the coffee wasn't very good, but I thought it was.

**A30d**

Most Americans pronounce these words differently. Listen.

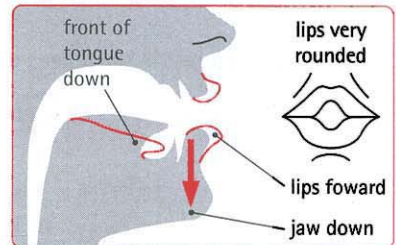
- 1 Have you got a lot of shopping?
- 2 John's gone to the shops.
- 3 How much did your holiday cost?
- 4 She said the coffee wasn't very good, but I thought it was.

Important for listening

## C

## How to make the sound /ɔː/

- A31a** • /ɔː/ is a long sound. Look at the diagram. Listen and say the sound. Round your lips more than for /ɒ/. Target sound: /ɔː/



## D

## Sound and spelling

- A31b** • /ɔː/ has different spellings. Listen and say these words.
- |      |        |          |        |      |      |     |         |        |       |       |
|------|--------|----------|--------|------|------|-----|---------|--------|-------|-------|
| a    | all    | ball     | call   | fall | tall | ar  | quarter | warm   |       |       |
|      | wall   | water    |        |      |      | or  | born    | corner | forty | horse |
| al   | talk   | walk     |        |      |      |     | short   | sort   |       |       |
| au   | autumn |          |        |      |      | oor | door    | floor  |       |       |
| aw   | saw    |          |        |      |      | ore | before  | more   |       |       |
| augh | caught | daughter | taught |      |      | our | four    |        |       |       |
| ough | bought | thought  |        |      |      |     |         |        |       |       |

- A31c** • Now listen and say these phrases.
- 1 quarter past four
  - 2 born in autumn
  - 3 have some more
  - 4 walking on water
  - 5 the fourth door on the fourth floor

**A31d**

When there is a letter r after /ɔː/, most Americans, Scots and Irish, and some other English speakers pronounce this r. Listen.

- 1 quarter past four
- 2 born in autumn
- 3 have some more
- 4 walking on water
- 5 the fourth door on the fourth floor

Important for listening



## Exercises

### 5.1 Write these words.

EXAMPLE /bɒks/ ..... box .....

1 /klɒk/ .....

3 /wɒnt/ .....

5 /'sɒri/ .....

2 /gɒn/ .....

4 /'wɒntɪd/ .....

6 /wɒt/ .....

A32

Listen to check your answers. Check with the Key. Then listen again and repeat.

### 5.2 Listen and complete the dialogues with these /ɒ/ words.

A33

box chocolates clock doctor gone got holiday on stopped  
~~what~~ what

1 A: ..... What ..... time is it?

B: I don't know. The ..... 's .....

2 A: ..... have you .....

B: A ..... of .....

3 A: Where's the .....

B: He's .....

Check with the Key. Then listen again and repeat.



What time is it?

### 5.3 Write the underlined verbs in the past tense.

EXAMPLE

We buy everything at the supermarket.

→ We bought everything at the supermarket.

1 I think about you every day.

→ I ..... about you every day.

2 We always walk home from school.

→ We always ..... home from school.

3 I catch the first bus in the morning.

→ I ..... the first bus in the morning.

4 My daughter teaches English.

→ My daughter ..... English.

A34

Check with the Key. Then listen and repeat.

### 5.4 Write the names of the things in the picture.

(They all have /ɒ/ or /ɔ:/.)

EXAMPLE ..... 1 bottle .....

Check with the Key.



### 5.5 Listen and write the missing /ɒ/ and /ɔ:/ words.

A35

This is our kitchen. On the table there's a big ..... full of shopping, a ..... of wine and some ..... and pepper. There's a ..... on the ..... and the ..... 's asleep in the corner behind the .....

Check with the Key. Then listen and speak together with the recording.

### 5.6 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for more practice.

A36

1 *not / note* (⇒ sound pair 11)

4 *shot / short* (⇒ sound pair 13)

2 *luck / lock* (⇒ sound pair 10)

5 *walk / work* (⇒ sound pair 14)

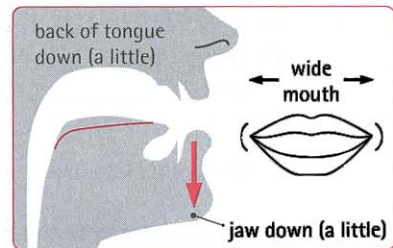
3 *coat / caught* (⇒ sound pair 12)

# Bread and jam

## /e/ and /æ/

### A How to make the sound /e/

- A37a** • /e/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth quite wide. Target sound: /e/



### B Sound and spelling

- A37b** • /e/ is usually spelled e, but sometimes ea, ie, a or ai. Listen and repeat.

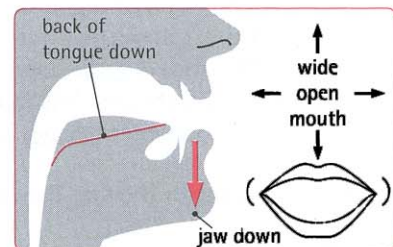
e check leg letter red sentence  
 ea bread head read (past tense)  
 ie friend  
 a any many  
 ai again said

- A37c** • Listen and say these sentences.

- 1 Tell me again.
- 2 Send me a cheque.
- 3 Correct these sentences.
- 4 Twenty to twelve.
- 5 Help your friend.

### C How to make the sound /æ/

- A38a** • /æ/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth wide. Target sound: /æ/



### D Sound and spelling

- A38b** • /æ/ is usually spelled a. Listen and repeat.

back camera factory hat jam manager map plan traffic

- A38c** • Listen and say these sentences.

- 1 Thanks for the cash.
- 2 I ran to the bank.
- 3 Where's my black jacket?
- 4 That man works in a jam factory.
- 5 Let me carry your bags.

## Exercises

### 6.1 Write these words.

EXAMPLE /mæp/ ..... *MAP* .....

- 1 /hænd/ .....  
 2 /best/ .....  
 3 /eg/ .....  
 4 /mæn/ .....

- 5 /men/ .....  
 6 /'meni/ .....  
 7 /hæv/ .....  
 8 /nekst/ .....

A39

Check with the Key. Then listen and repeat.

### 6.2 Seven of these numbers have /e/. Which are they?

3    7 ✓    8    10    11    12    13    17    18    20    70    80    100  
 .....  
*seven* .....

A40

Check with the Key. Then listen and repeat.

### 6.3 Match the phrases to make sentences with an /æ/ and an /e/.



The first plan was the best.

- |  |                            |
|--|----------------------------|
| 1 The first plan ..... <i>was the best</i> ..... | a any milk.                |
| 2 He said .....                                  | b again tomorrow.          |
| 3 How many .....                                 | c in a flat over there.    |
| 4 I haven't got .....                            | d stamps do you need?      |
| 5 I'll be back .....                             | e <del>was the best.</del> |
| 6 My friends live .....                          | f 'Thank you.'             |

A41

Check with the Key. Then listen and repeat.

### 6.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for more practice.

A42

- 1 *men* / *man* (⇒ sound pair 15)  
 2 *cat* / *cut* (⇒ sound pair 9)  
 3 *had* / *hard* (⇒ sound pair 7)  
 4 *pepper* / *paper* (⇒ sound pair 16)  
 5 *head* / *heard* (⇒ sound pair 17)  
 6 *set* / *sit* (⇒ sound pair 3)  
 7 *better* / *butter* (⇒ sound pair 18)



## A

## How to make the sound /ɜː/

A43a

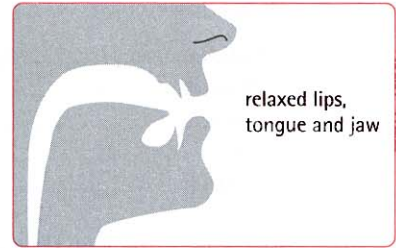
- /ɜː/ is a long sound. Look at the diagram. Listen and say the sound. To make this sound, your mouth and your tongue should be very relaxed. Target sound: /ɜː/



Note: /ɜː/ is a sound English speakers often make when they aren't sure what to say, and we often write it 'er'. Listen.

A43b

- A: What date is it today?  
B: Er, I think it's the tenth.



## B

## Sound and spelling

A43c

- /ɜː/ is spelled **ir**, **or**, **ur**, **our**, **ear** or **er**. Listen and say these words.

ir **bird** **first** **birthday** **circle** **thirty**  
 or **word** **work** **world** **worse** **worst**  
 ur **turn** **Thursday**  
 our **journey**  
 ear **early** **earth** **heard** **learn**  
 er **service** **Germany** **prefer** **dessert** **weren't** **verb** **university**



Note: The words *her*, *hers* and *were* are often pronounced with /ɜː/. (See Units 38 and 40.)

A43d

- Now listen and say these sentences.



My birthday's on Thursday the thirty-first and hers is a week later.

- 1 My **birth**day's on **Thurs**day the **thir**ty-first, and **her**s is a week later.
- 2 When would you **prefer**, Tuesday or **Thurs**day?
- 3 That was the **worst** **jour**ney in the world!
- 4 Have you ever **heard** this word?
- 5 A: The cakes **weren't** very good.  
B: I thought they **were**.
- 6 She went to **university** to **learn** German.

A43e

Important  
for listening

Notice that there's always an r in the spelling of /ɜː/. Most Americans, Scots and Irish, and some other English speakers pronounce these rs (see Unit 22). Listen.

- 1 My **birth**day's on **Thurs**day the **thir**ty-first, and **her**s is a week later.
- 2 When would you **prefer**, Tuesday or **Thurs**day?
- 3 That was the **worst** **jour**ney in the world!
- 4 Have you ever **heard** this word?
- 5 A: The cakes **were**n't very good.  
B: I thought they **were**.
- 6 She went to **university** to **learn** German.

## Exercises

## 7.1 Listen and put the words in the correct groups.

A44

beard car chair church curtains dirty door floor four girl horse  
 large March near nurse pair parked purse shirt shorts stars surfer  
 third warm wearing

## words with /ɜ:/

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

## words with /ɔ:/

- 1 door
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

## words with /ɑ:/

- 1 car
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## words with other sounds

- 1 beard
- 2 .....
- 3 .....
- 4 .....
- 5 .....

Check with the Key. Then listen again and repeat.

## 7.2 Look at the picture and complete the sentences, using the words from Exercise 7.1.

- 1 The nurse is sitting on a ..... next to the .....
- 2 The boy's ..... a ..... of ..... and a .....
- 3 There's a man with a ..... standing the .....
- 4 The girl's ..... is on the ..... next to the bed.
- 5 It's ..... in the room.
- 6 The date is the ..... of .....
- 7 There's a picture of a ....., and a picture of .....
- 8 There are flowers on the .....
- 9 Through the windows, you can see a ....., with a ..... outside. There are some ..... in the sky.



A45

Listen to check your answers. Check with the Key. Then listen again and repeat.

## 7.3 Listen and write the numbers you hear.

A46

EXAMPLE 42

- |         |         |         |         |
|---------|---------|---------|---------|
| 1 ..... | 3 ..... | 5 ..... | 7 ..... |
| 2 ..... | 4 ..... | 6 ..... | 8 ..... |

Check with the Key. Then listen again and repeat.

7.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

A47

- |                          |                   |                       |                   |
|--------------------------|-------------------|-----------------------|-------------------|
| 1 <i>shirts / shorts</i> | (⇒ sound pair 14) | 3 <i>bird / beard</i> | (⇒ sound pair 20) |
| 2 <i>first / fast</i>    | (⇒ sound pair 19) | 4 <i>heard / head</i> | (⇒ sound pair 17) |

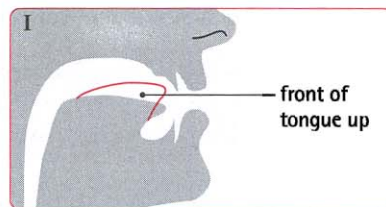


# Here and there

## /ɪə/ and /eə/

### A How to make the sound /ɪə/

- A48a • /ɪə/ is a long sound. It moves from /ɪ/ to /ə/. Look at the diagram. Listen and say the sound. Target sound: /ɪə/



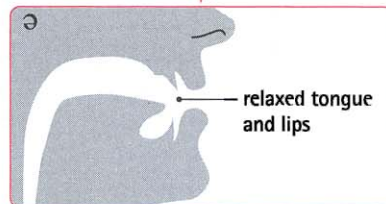
Note: When you say the sound /ɪə/ by itself, you say the word *ear*.

### B Sound and spelling

- A48b • /ɪə/ is spelled in different ways. Listen and repeat.
- |     |                                  |
|-----|----------------------------------|
| ea  | real                             |
| ear | ear beard clear hear nearly year |
| eer | beer cheers                      |
| ere | here we're                       |

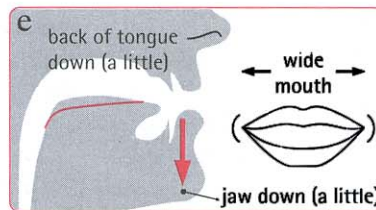
- A48c • Listen and say these sentences.

- 1 We're here!
- 2 Have a beer – cheers!
- 3 Is there a bank near here?
- 4 The meaning isn't really clear.



### C How to make the sound /eə/

- A49a • /eə/ is a long sound. It moves from /e/ to /ə/. Look at the diagram. Listen and say the sound. Target sound: /eə/



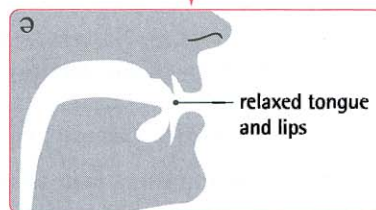
Note: When you say the sound /eə/ by itself, you say the word *air*.

### D Sound and spelling

- A49b • /eə/ is spelled in different ways. Listen and repeat.
- |     |           |                       |
|-----|-----------|-----------------------|
| are | care      | square                |
| air | air       | chair fair hair stair |
| ear | wear      |                       |
| ere | where     |                       |
| aer | aeroplane |                       |

- A49c • Listen and say these sentences.

- A: Look at that aeroplane!  
 B: Where?  
 A: Up there, in the air, of course!



A49d

Sometimes you hear an /r/ sound after /ɪə/ or /eə/. Listen.

with /r/	ear	nearly	air	where
without /r/	ear	nearly	air	where

Important for listening

## Exercises

## 8.1 Read this note and find four /ɪə/ words and four /eə/ words.

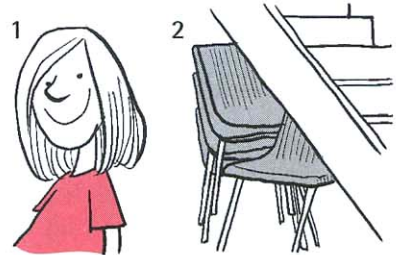
Dear Mary,  
 I'm really pleased you can come to the theatre with us tonight.  
 We've got seats upstairs, near the front. See you there!  
 Sarah

/ɪə/ 1 Dear ..... 2 ..... 3 ..... 4 .....  
 /eə/ 1 Mary ..... 2 ..... 3 ..... 4 .....

A50 Listen to check your answers. Check with the Key. Then listen and repeat.

## 8.2 Complete these sentences with /ɪə/ and /eə/ words.

- 1 She's got fair h..... .
- 2 The ch..... are under the st..... .
- 3 How many y..... have you lived h..... ?
- 4 There's a man with a b..... sitting in the s..... .
- 5 Speak up! I can't h..... you.
- 6 It's a cl..... day – you can see for miles.



A51 Listen to check your answers. Check with the Key. Then listen and repeat.

## 8.3 Listen. Can you hear an /r/ sound after the /ɪə/ or /eə/ in the underlined words? Circle the correct answer.

A52

## EXAMPLE

See you next year.

/r/ no /r/

1 See you next year.

/r/ no /r/

2 We're from England – what about you?

/r/ no /r/

3 Bye – take care!

/r/ no /r/

4 Bye – take care!

/r/ no /r/

5 Where shall we meet?

/r/ no /r/

6 Where shall we meet?

/r/ no /r/

Check with the Key.

## 8.4 Listen and repeat these poems.

A53a

I've had these ears  
 a hundred years.  
 Well, no, not really  
 but very, very nearly!



A53b

When nobody's there  
 I don't care what I wear,  
 and I sit on the stair  
 with my feet on a chair.



## 8.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 Sound pairs for further practice.

A54

- 1 *near* / *knee* (⇒ sound pair 2)
- 2 *bird* / *beard* (⇒ sound pair 20)
- 3 *wear* / *way* (⇒ sound pair 21)



# Have a great time!

## /eɪ/, /aɪ/ and /ɔɪ/

A

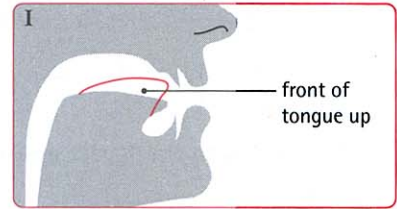
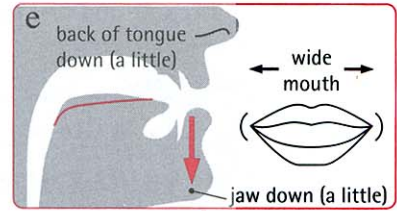
### How to make the sound /eɪ/



- /eɪ/ is a long sound. It moves from /e/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /eɪ/



Note: When you say the sound /eɪ/ by itself, you say the letter A.



B

### Sound and spelling



- /eɪ/ is spelled in different ways. Listen and repeat.

a age came plane table  
ai rain wait  
ay day play say  
ey grey  
ea break great  
eigh eight weight



- Listen and say these sentences.

1 They came a day later.  
2 It was a grey day in May.

3 Is this the way to the station?

4 Wait at the gate – I'll be there at eight.

C

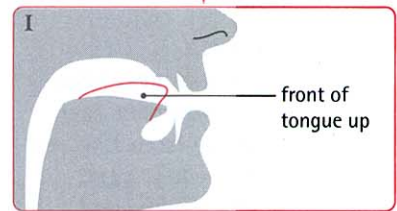
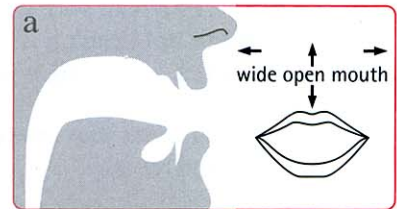
### How to make the sound /aɪ/



- /aɪ/ is a long sound. It moves from /a/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /aɪ/



Note: When you say the sound /aɪ/ by itself, you say the word I or eye, or the letter I.



D

### Sound and spelling



- /aɪ/ is spelled in different ways. Listen and repeat.

i like time white  
ie die  
y dry July why  
igh high night right  
uy buy



- Listen and say these sentences.

1 Do you like dry wine?  
2 Why don't you try?

3 July will be fine.

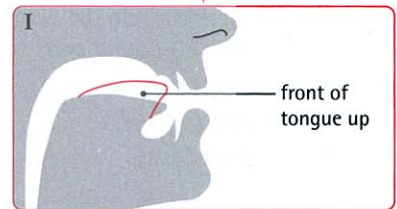
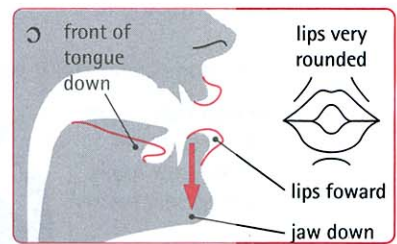
4 Drive on the right.

E

### How to make the sound /ɔɪ/



- /ɔɪ/ is a long sound. It moves from /ɔ/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /ɔɪ/



F

### Sound and spelling



- /ɔɪ/ is usually spelled oi or oy. Listen and repeat.

oi coin point voice  
oy boy enjoy toy



- Listen and say these sentences.

1 I can hear a boy's voice.  
2 Those are coins, not toys!

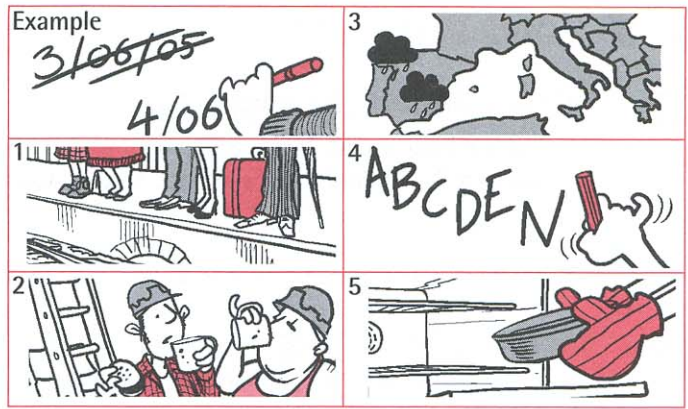


## Exercises

- 9.1** Complete the titles of these pictures. All the missing words have /eɪ/.

EXAMPLE Changing the date

- 1 W.....ing for the tr.....
- 2 T.....ing a br.....
- 3 R.....ing in Sp.....
- 4 M.....ing a m.....
- 5 B.....ing a c.....



- A58** Listen to check your answers. Check with the Key. Then listen and repeat.

- 9.2** These verbs are in the past tense. Write the infinitive. They all have /aɪ/.

EXAMPLE drove *drive*

- 1 wrote .....
- 2 tried .....
- 3 found .....
- 4 bought .....
- 5 flew .....

- A59** Listen to check your answers. Check with the Key. Then listen and repeat.

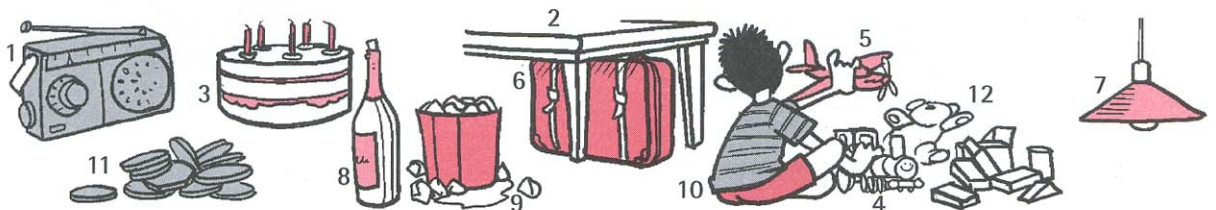
- 9.3** Complete these sentences. All the missing words have /eɪ/ or /aɪ/.

bye day dry eight flight great miles ~~right~~ right time way white wine

- 1 The plane left in the evening and arrived the next morning. It was a *night* .....
- 2 It's best to drink ..... with fish.
- 3 Fourteen kilometres is about .....
- 4 There was no rain yesterday. It was a .....
- 5 I think I'm lost – is this the ..... to the beach?
- 6 We've had a ....., thanks. ....!

- A60** Listen to check your answers. Check with the Key. Then listen and repeat.

- 9.4** Look at the pictures and find six things with /eɪ/, three things with /aɪ/ and three things with /ɔɪ/.



- /eɪ/ 1 *radio* 2 t..... 3 c..... 4 t..... 5 p..... 6 s.....  
 /aɪ/ 7 l..... 8 w..... 9 i.....  
 /ɔɪ/ 10 b..... 11 c..... 12 t.....

- A61** Listen to check your answers. Check with the Key. Then listen and repeat.

- 9.5** Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

- A62** 1 *gate / get* (⇒ sound pair 16)  
 2 *way / wear* (⇒ sound pair 21)  
 3 *my / May* (⇒ sound pair 22)

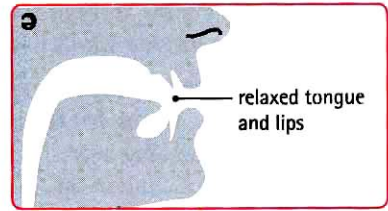
## A

## How to make the sound /əʊ/

- A63a • /əʊ/ is a long sound. It moves from /ə/ to /ʊ/. Look at the diagram. Listen and say the sound. Target sound: /əʊ/



Note: When you say the sound /əʊ/ by itself, you say the letter O.



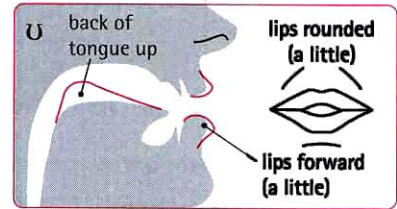
## B

## Sound and spelling

- A63b • /əʊ/ is spelled in different ways. Listen and repeat.
- |    |      |      |      |       |       |      |       |
|----|------|------|------|-------|-------|------|-------|
| o  | no   | cold | post | close | drove | home | phone |
| ow | know | low  | show | slow  |       |      |       |
| oa | boat |      |      |       |       |      |       |
| oe | toe  |      |      |       |       |      |       |

- A63c • Listen and say these sentences.

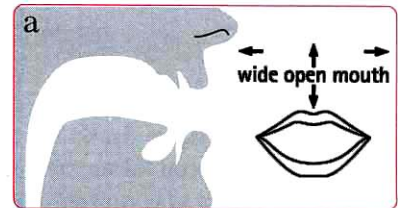
- 1 I don't know.
- 2 My toes are cold.
- 3 She phoned me in October.
- 4 They showed us their home.



## C

## How to make the sound /aʊ/

- A64a • /aʊ/ is a long sound. It moves from /a/ to /ʊ/. Look at the diagram. Listen and say the sound. Target sound: /aʊ/



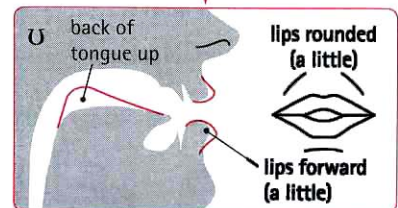
## D

## Sound and spelling

- A64b • /aʊ/ is usually spelled ow or ou. Listen and repeat.
- |    |      |       |       |
|----|------|-------|-------|
| ow | how  | now   | vowel |
| ou | loud | mouth | sound |

- A64c • Listen and say these phrases.

- 1 a thousand pounds
- 2 loud vowel sounds
- 3 round the house
- 4 Countdown – three, two, one, now!





## Exercises

10.1 Circle the word with a different vowel sound.

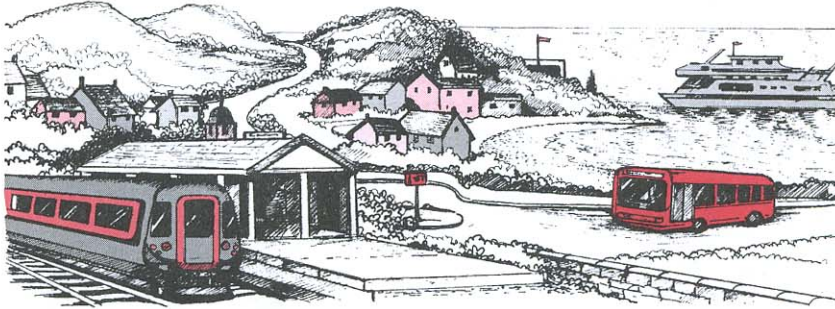
EXAMPLE

houses	<u>soup</u>	about	mountains
1 stone	gone	closed	coast
2 brown	flower	snow	town
3 old	over	lost	no
4 coach	boat	some	road

A65

Listen to check your answers. Check with the Key. Then listen and repeat.

10.2 Complete the text with some of the words from Exercise 10.1. All the missing words have /əʊ/ or /aʊ/.



It's an ..... *old* ..... *town* ..... on the ..... . The ..... are built with ..... . You can get there by train, ..... or ..... . In winter there's a lot of ..... and sometimes the ..... the ..... is .....

A66

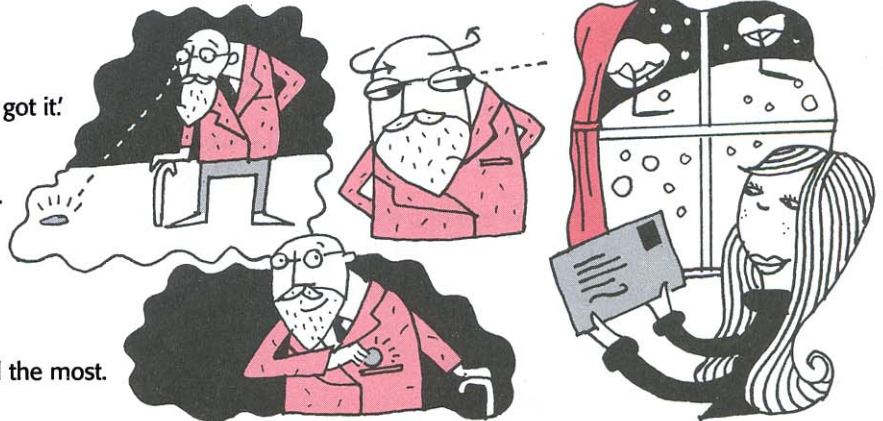
Listen to check your answers. Check with the Key. Then listen and repeat.

10.3 Listen and repeat these poems.

A67a

### A pound

I found a pound  
down on the ground  
and said, 'It's mine, I've got it.'  
I looked around  
and heard no sound  
and put it in my pocket.



A67b

### A letter

A letter came  
in the post  
from the coast  
– the one that I wanted the most.  
It said, 'Don't be slow,  
walk through the snow  
and phone me when you are close.'

10.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

A68

- 1 *coast / cost* (⇒ sound pair 11)
- 2 *boat / boot* (⇒ sound pair 6)
- 3 *woke / walk* (⇒ sound pair 12)



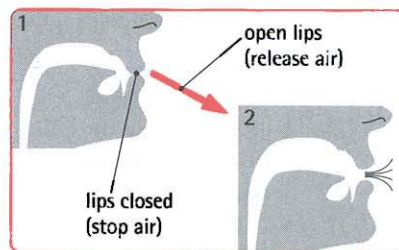
# Pack your bags

## /p/ and /b/

A

### How to make the sound /p/

- A69a • Look at the diagrams. Listen and say the sound.
- 1 Stop the air behind your lips.
  - 2 Open your lips to release the air. If you hold a piece of paper in front of your mouth when you open your lips, the paper moves. Target sound: /pə/



B

### Sound and spelling

- A69b • /p/ is spelled p or pp. Listen and say these words:
- p pen push stop
- pp happy stopping

A69c Note: p is silent at the beginning of a few words. Listen and repeat. **psychology**

Note: The word **cupboard** is pronounced /'kʌbəd/ – don't pronounce the p.

Note: ph is usually pronounced /f/: **phone, photo, autograph.**

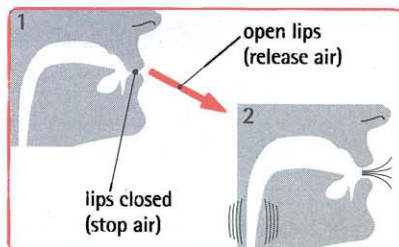
Note: /pi:/ is the name of the letter **P** in the alphabet. People often say /pi:/ for pence: 'It costs 75p.'

- A69d • Listen and say these phrases.
- 1 a piece of paper 2 Push or pull? 3 a deep sleep 4 a cheap trip round Europe

C

### How to make the sound /b/

- A70a • Look at the diagrams. Listen and say the sound.
- 1 Stop the air behind your lips.
  - 2 Open your lips to release the air.
- /b/ is different from /p/ in two ways:
- 1 If you hold a piece of paper in front of your mouth when you open your lips, the paper does not move.
  - 2 There is voicing (vibration from the throat).
- Target sound: /bə/



- A70b • Listen and say the two sounds. /pə/ /bə/

D

### Sound and spelling

- A70c • /b/ is spelled b or bb. Listen and say these words.
- big best rob robber verb

A70d Note: b is silent at the end of a few words. Listen and repeat. **climb comb thumb bomb**

Note: /bi:/ is the name of the letter **B** in the alphabet.

- A70e • Listen and say these phrases and sentences.
- 1 big business
  - 2 When was the baby born?
  - 3 It's better to bake your own bread than to buy it.
  - 4 What's that big building between the bank and the library?

- A70f • Now listen and say these sentences with /p/ and /b/.
- 1 Pamela's got a new job.
  - 2 Paul's got big problems with his neighbours.
  - 3 Can you remember Pete's phone number?
  - 4 Pack your bags and bring your passport.

A70g Sometimes you don't hear /p/ or /b/ clearly at the end of a word. Listen.

- |                    |                    |                     |                     |
|--------------------|--------------------|---------------------|---------------------|
| 1 Stop!            | Sto(p)!            | 3 Hey, Bob!         | Hey, Bo(b)!         |
| 2 Don't drop that! | Don't dro(p) that! | 4 the worldwide web | the worldwide we(b) |

Important  
for listening

## Exercises

11.1 Write the words. Choose from the words in the box.

back beard bill black bomb book boot boots bought bread  
 build but butter buy pack paper part party pay pepper pie  
 piece pool pull purse put

1 /bɪl/	_____ bill _____	8 /pæk/	_____	15 /bæk/	_____
2 /pɪ:s/	_____	9 /bɒm/	_____	16 /bʊrts/	_____
3 /baɪ/	_____	10 /'pepə/	_____	17 /pu:l/	_____
4 /pɜ:s/	_____	11 /'bʌtə/	_____	18 /brəd/	_____
5 /blæk/	_____	12 /pɑ:t/	_____	19 /pʊt/	_____
6 /peɪ/	_____	13 /bʊk/	_____	20 /bɔ:t/	_____
7 /bʌt/	_____	14 /'pɑ:ti/	_____		

A71 Listen to check your answers. Check with the Key. Then listen and repeat.

11.2 Complete the words with p or b.

- Can you help me \_aint the \_edroom wardro\_e?
- Brian's \_lond, and he's got a \_ig \_eard.
- We're going to the \_ub. It's my \_rother's \_irthday.
- Where did I \_ut my \_lack \_oots?
- We asked the waiter to \_ring the \_ill, and it was dou\_le what we expected!

A72 Listen to check your answers. Check with the Key. Then listen and repeat.

11.3 Listen and fill the gaps.

A73 EXAMPLE

- Are you going to the .....shop..... ?
- We'll have to change that .....
  - Looking for a .....
  - It isn't on the .....
  - Shall we give him a .....
  - Do we have to walk ..... that hill?
  - ..... the bus – I want to get off!
  - I ..... you have a good time!
  - ..... yourself!

Check with the Key. Then listen and repeat.

11.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

- A74
- pears* / *bears* (⇒ sound pair 23)
  - pear* / *fair* (⇒ sound pair 24)
  - copies* / *coffees* (⇒ sound pair 24)



Can you help me paint the bedroom wardrobe?

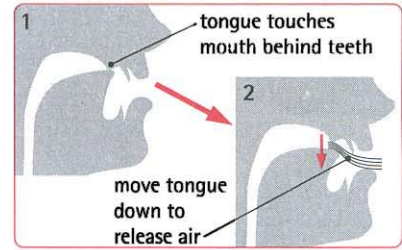


## A

### How to make the sound /t/



- Look at the diagrams. Listen and say the sound.
  - 1 Stop the air with your tongue behind your teeth.
  - 2 Move your tongue down to release the air. If you hold a piece of paper in front of your mouth when you move your tongue down, the paper moves. Target sound: /tə/



## B

### Sound and spelling



- /t/ is usually spelled **t** or **tt**. Listen and say these words.
 

t    tea    till    ten    top    two    twenty    water    bit    complete    eat    eight    light    suit

tt    better    bottle



- /t/ is sometimes spelled **ed** in past tenses. Listen and say these words.
 

ed    stopped    washed



- /t/ is spelled **th** in a few names. Listen and say these words.
 

th    Thailand    Thames    Thomas



Note: The letter **t** is silent in a few words. Listen and say these words. **listen**    **castle**



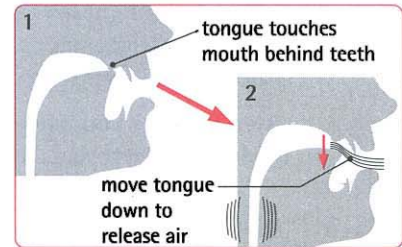
Note: **/ti:/** is the name of the letter **T** in the alphabet. **/ti:/** is also the word **tea**.

## C

### How to make the sound /d/



- Look at the diagrams. Listen and say the sound.
  - 1 Stop the air with your tongue behind your teeth.
  - 2 Move your tongue down to release the air.



**/d/** is different from **/t/** in two ways:

- 1 If you hold a piece of paper in front of your mouth when you move your tongue down, the paper does not move.
- 2 There is voicing (vibration from the throat).  
Target sound: /də/



- Listen and say the two sounds. /tə/ /də/

## D

### Sound and spelling



- /d/ is spelled **d** or **dd**. Listen and say these words.
 

d    day    deep    do    door    did    food    good    head    ready

dd    add    address    ladder    middle



Note: **/di:/** is the name of the letter **D** in the alphabet.



- Sometimes you don't hear the **/t/** or **/d/** clearly at the end of a word. Listen to the difference.

- |                     |                     |                        |                        |
|---------------------|---------------------|------------------------|------------------------|
| 1 something to eat  | something to ea(t)  | 3 the end of the road  | the end of the roa(d)  |
| 2 turn on the light | turn on the ligh(t) | 4 writing on the board | writing on the boar(d) |

Important  
for listening



The vowel sound is longer before **/d/** than before **/t/**. Listen.

roa(d)    wro(te)    boar(d)    bough(t)



- You often don't hear a **/t/** or **/d/** when it's between other consonant sounds, so **facts** sounds like **fax** and **next week** sounds like **necks week**. Listen.

A: Tell me all the fac(t)s.    B: I'll tell you nex(t) week.



## Exercises

### 12.1 Listen and complete the sentences.

A77

EXAMPLE What shall we do next week?

- 1 2001 was the ..... time I went to Britain.
- 2 I ..... some money in the street.
- 3 I worked hard ..... week.
- 4 Do you know a ..... place to eat near here?
- 5 I live in ..... Road.
- 6 Is this the ..... house?
- 7 Do you want some ..... ?
- 8 Do you like my new ..... ?

Check with the Key. Then listen again and repeat.

### 12.2 Listen and write the numbers of the words.

A78

send ..... sent ..... wide ..... white .....  
 said ..... set ..... road ..... wrote .....

Check with the Key. Then listen again and repeat.

### 12.3 Listen and complete the sentences.

A79

- 1 They ..... us emails every day.
- 2 I ..... all my money on CDs.
- 3 When it stopped snowing we went for a walk across the ..... fields.
- 4 People ..... houses next to the beach.

Check with the Key. Then listen again and repeat.

### 12.4 Listen and repeat these poems.

A80a

#### Too many twos

Tom and Tim were twins.  
 Tom said to Tim, 'Can I talk to you?'  
 Tim said to Tom, 'Ssh, wait a minute ...'  
 One two is two  
 Two twos are four  
 Three twos are six  
 Four twos are eight  
 Five twos are ten ...'  
 Tom said to Tim, 'And what are two fives?'  
 Tim said to Tom, 'Two fives? Don't ask me!'



A80b

#### A difficult daughter

Doctor Dixon said to his daughter Daria,  
 'Don't go down town after dark – it's dangerous.'  
 Daria said, 'Don't worry, Dad, I won't. You know I never do.'  
 Next day when he came home for dinner, he said,  
 'Daria, dear, you didn't go down town after dark, did you?'  
 and she said, 'No, Dad, I didn't.'  
 But she did.  
 I don't know the details, but she definitely did.



### 12.5 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

A81

- 1 *what* / *watch* (⇒ sound pair 25)
- 2 *wide* / *white* (⇒ sound pair 26)
- 3 *dry* / *try* (⇒ sound pair 26)
- 4 *riding* / *writing* (⇒ sound pair 26)
- 5 *taught* / *thought* (⇒ sound pair 27)

# Cats and dogs

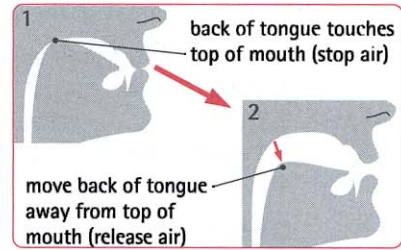
## /k/ and /g/

## A

### How to make the sound /k/

B2a

- Look at the diagrams. Listen and say the sound.
  - Stop the air with the back of your tongue against the top of your mouth.
  - Move your tongue to release the air. If you hold a piece of paper in front of your mouth when you release the air, the paper moves. Target sound: /kə/



## B

### Sound and spelling

B2b

- /k/ is usually spelled **c**, **k** or **ck**, and sometimes **ch**. Listen and say these words.

**c** car cat careful clean close colour fact

**k** keep key kind kitchen desk like talk walk

**ck** back black check pocket tick

**ch** school stomach chemist architect

B2c

- /kw/ is often spelled **qu**. Listen and say these words. quick quiet quarter

B2d

- /ks/ is often spelled **x**. Listen and say these words. fax six taxi



Note: The letter **k** is silent in a few words, e.g. *know*, *knee*, *knife*.

B2e

- Listen and say these sentences.
  - Look in the kitchen cupboard.
  - Keep your keys in your pocket.

## C

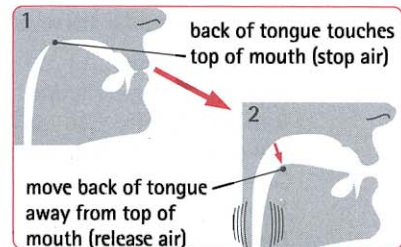
### How to make the sound /g/

B3a

- Look at the diagrams. Listen and say the sound.
  - Stop the air with the back of your tongue against the top of your mouth.
  - Move your tongue to release the air.

/g/ is different from /k/ in two ways:

- If you hold a piece of paper in front of your mouth when you release the air, the paper does not move.
- There is voicing (vibration from the throat). Target sound: /gə/



B3b

- Listen and say the two sounds. /kə/ /gə/

## D

### Sound and spelling

B3c

- /g/ is usually spelled **g** or **gg**. Listen and say these words. garden girl glass go gold ago hungry bag leg egg bigger

B3d

- /gz/ is sometimes spelled **x**. Listen and say these words. exam exactly



Note: The letter **g** is silent in some words, e.g. *foreigner*, *sign*, *high*, *bought*.

Note: There is usually no /g/ sound in words like *sing*, *sings*, *singing*, *singer* (see Unit 19).

B3e

Note: Some words have a silent **u** after **g**. Listen and say these words. guess guest dialogue

- Now listen and say these sentences.

B3f

- Can you guess the beginning of the dialogue?
- Are you going jogging again?

B3g

You often don't hear /k/ or /g/ clearly in the middle or at the end of a word. Listen.

- I li(k)ed the film – the a(c)ting was perfe(c)t.
- Do you li(ke) fo(lk) musi(c)?
- It was a dar(k) night.
- What's your do(g) called?

Important for listening



## Exercises

### 13.1 Write the words. Choose from the words in the box.

ache again ago back bag big bigger bike black called cake  
 carry classical coffee cold comb come copy gave get give great  
 grey guess guest keys kiss walk work

- |                                 |                  |                  |
|---------------------------------|------------------|------------------|
| 1 /gɪv/ ..... <i>give</i> ..... | 8 /eɪk/ .....    | 15 /bæg/ .....   |
| 2 /bɪg/ .....                   | 9 /gest/ .....   | 16 /'bɪgə/ ..... |
| 3 /get/ .....                   | 10 /bæk/ .....   | 17 /kəʊld/ ..... |
| 4 /kəʊm/ .....                  | 11 /'kɒfi/ ..... | 18 /'kæri/ ..... |
| 5 /ki:z/ .....                  | 12 /ə'gen/ ..... | 19 /wɜ:k/ .....  |
| 6 /keɪk/ .....                  | 13 /wɔ:k/ .....  | 20 /greɪ/ .....  |
| 7 /kɪs/ .....                   | 14 /kɔ:ld/ ..... |                  |

**B4** Listen to check your answers. Check with the Key. Then listen and repeat.

### 13.2 Complete the words. They all have /k/ or /g/ sounds.

- Can I carry your bas?
- Give me a big kiss.
- You gave me gold goffee a gain.
- A grey gat with green eyes walled into the garden.
- The guests would lige egs for breagfast.

**B5** Listen to check your answers. Check with the Key. Then listen and repeat.

### 13.3 Listen and fill the gaps.

**B6** EXAMPLE

It's time to go back .

- Shall we ..... ?
- I came by .....
- When you go out, ..... the .....
- I'm going to buy a new ..... tomorrow.
- A: You don't ..... in your tea, do you?  
 B: I do, in .....
- It's only seven o'clock and it's already .....
- Listen and .....
- Mark your answer with a .....

Listen to check your answers. Check with the Key. Then listen and repeat.

### 13.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

- B7**
- back* / *bag* (⇒ sound pair 28)
  - cold* / *gold* (⇒ sound pair 28)



Can I carry your bags?

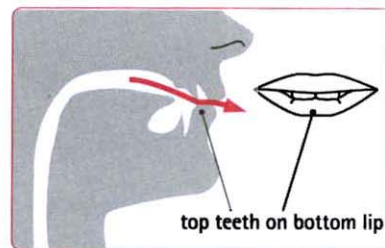


# November the first

## /f/ and /v/

### A How to make the sound /f/

- B8a** • Look at the diagram. Listen and say the sound. There is no voicing (vibration from the throat), and you can feel the air on your hand in front of your mouth. Target sound: /ffffff/



### B Sound and spelling

- B8b** • /f/ is usually spelled f or ff, and sometimes ph or gh. Listen and say these words.

f      feel    first    café    after    leaf

ff     off    coffee

ph    phone    autograph

gh    laugh

- B8c** • Listen and say these phrases and sentences.

1 forty-five

2 a family photo

3 I'm feeling fine.

4 the fourteenth of February

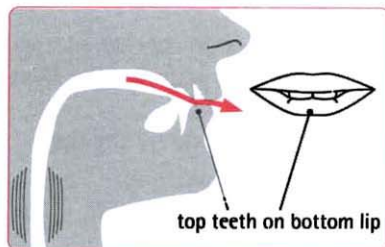
5 When I asked for her autograph she just laughed.

### C How to make the sound /v/

- B9a** • Look at the diagram. Listen and say the sound. There is voicing (vibration from the throat), and you can feel less air on your hand in front of your mouth than when you say /f/. Target sound: /vvvvv/

- B9b** • Listen and say the two sounds.

/ffffff/ /vvvvv/



### D Sound and spelling

- B9c** • /v/ is usually spelled v. Listen and say these words.

very    travel    every    have    leave



Note: In the name Stephen, ph is pronounced /v/.

- B9d** • Listen and say these phrases and sentences.

1 We're leaving at five past seven.

2 a visa for a seven-day visit

3 Stephen lives in a village.

## Exercises

### 14.1 Write these words.

EXAMPLE

/fəʊn/ ..... *phone* .....

1 /faɪv/ .....

3 /fɜːst/ .....

5 /liːv/ .....

2 /'vɪzɪt/ .....

4 /friː/ .....

6 /'fəʊtəʊ/ .....

B10

Listen to check your answers. Check with the Key. Then listen and repeat.

### 14.2 Complete the titles of the pictures using these words.

few voices fast seventh ~~fine~~ forks vegetables lift five floor view  
driving knives



1 A ..... *fine* .....



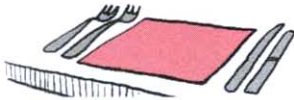
4 .....



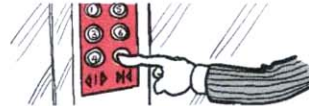
2 ..... *too* .....



5 A .....



3 ..... *and* .....



6 The ..... *to the* .....

B11

Listen to check your answers. Check with the Key. Then listen and repeat.

### 14.3 Listen and repeat these poems.

B12a

**November the first**  
November the first  
Five leaves left  
One leaf falls  
Four leaves left.



B12b

**The traveller**  
'A visitor? Having fun?  
A fine day for travelling,'  
he said.  
'A café? A phone? Here?  
I'm afraid not,'  
he laughed.  
'You'll find one in the village.  
Far? No, not very far.  
The ferry over the river.  
Then a few more miles –  
five, or seven, or eleven ...!'



### 14.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B13

- 1 *few* / *view* (⇒ sound pair 29)  
2 *leaf* / *leave* (⇒ sound pair 29)  
3 *copy* / *coffee* (⇒ sound pair 24)

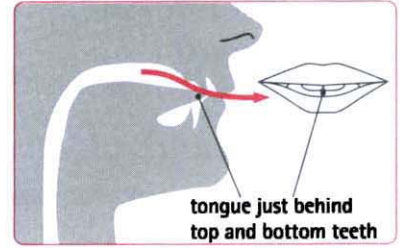
# Both together

## /θ/ and /ð/

## A

### How to make the sound /θ/

- B14a** • Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. There is no voicing (vibration from the throat). Target sound: /θθθθθ/



## B

### Sound and spelling

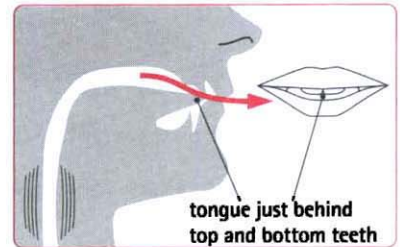
- B14b** • /θ/ is spelled **th**. Listen and say these words.
- thin thanks thirty theatre thumb Thursday thirsty three**  
**both month mouth north south**  
**birth**day

- B14c** • Listen and say these sentences.
- I thought April the twelfth was a Tuesday, but it's a Thursday.**
  - A: I've got three birthdays this month.**  
**B: Three birthdays? What do you mean?**  
**A: My wife's, my son's and my daughter's!**
  - It's thirteen degrees in the north, and thirty in the south.**
  - A: One third is thirty-three per cent, isn't it?**  
**B: Thirty-three and a third per cent, to be exact.**

## C

### How to make the sound /ð/

- B15a** • Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. /ð/ is different from /θ/ because there is voicing (vibration from the throat). Target sound: /ððððð/



- B15b** • Listen and say the two sounds.  
 /θθθθθ/ /ððððð/

## D

### Sound and spelling

- B15c** • /ð/ is spelled **th**. Listen and say these words.
- this that these those then they father mother brother other together**  
**weather without breathe with**

- B15d** • Listen and say these sentences.
- A: Can I have one of those, please?**  
**B: These?**  
**A: No, the others, over there.**
  - A: Two coffees, please.**  
**B: With milk?**  
**A: One with, and one without.**



Note: th is usually pronounced /θ/ or /ð/, but sometimes /t/: Thailand Thames Thomas



## Exercises

### 15.1 Write these words.

EXAMPLE

/ðæt/ that

1 /mʌnθ/ .....

3 /θɪn/ .....

5 /wɪð/ .....

2 /ðen/ .....

4 /ðeɪ/ .....

6 /'bɜːθdeɪ/ .....

B16

Listen to check your answers. Check with the Key. Then listen and repeat.

### 15.2 Listen. Which words have /θ/, and which words have /ð/?

B17

1 What are you thinking about?5 What are those things over there?2 Can I have another?6 Is the plural of 'tooth' 'teeth'?3 Are you good at maths?7 Is today the fourth or the fifth?4 Where's the bathroom?

words with /θ/

words with /ð/

thinking

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Listen to check your answers. Check with the Key. Then listen and repeat.

### 15.3 Listen and complete the sentences.

B18

1 The weather will be fine for ..... next ..... days. ...., on ....., ..... 'll be some rain in the ..... The ..... will be dry and sunny, but only about ..... degrees.

2 A: I'm thinking of going to the ..... tonight.

B: Me too! Let's ..... go  
..... !

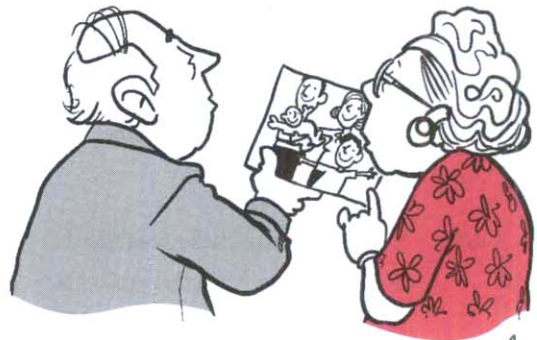
3 A: Are you ..... ?

B: No, .....

4 A: ..... are my ..... and  
....., about .....  
years ago. And ..... is my older  
..... - he was about  
..... years old.

B: And ..... baby - is  
..... you?A: Yes, ..... 's me, .....  
my ..... in my .....!

Check with the Key. Then listen again and repeat.



4

### 15.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B19

1 *thing* / *sing* (⇒ sound pair 30)2 *three* / *tree* (⇒ sound pair 27)

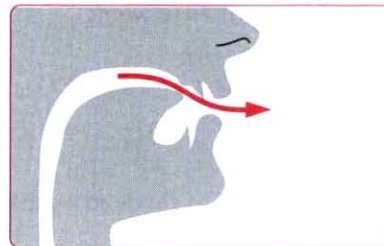
# It's the wrong size, isn't it?

## /s/ and /z/

## A

### How to make the sound /s/

- B20a** • Look at the diagram. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat). Target sound: /sssss/



## B

### Sound and spelling

- B20b** • /s/ is usually spelled s, ss or c, and sometimes sc. Listen and say these words.

s      sit    sister    bus  
 ss     class   glasses  
 c      city   circle   pencil   place   police   pronounce  
 sc     science   scissors

- B20c** • The letter x is usually pronounced /ks/. Listen and say these words.

six    next

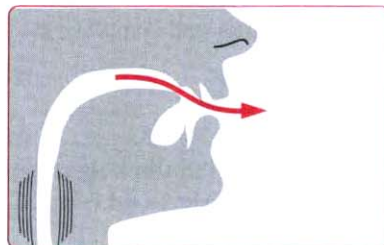
- B20d** • Listen and say these phrases and sentences.

- 1 summer in the city
- 2 Have you seen my glasses?
- 3 So, I'll see you in the same place next Saturday.
- 4 I saw your sister on the bus yesterday.
- 5 My science lessons were the most interesting.

## C

### How to make the sound /z/

- B21a** • Look at the diagram. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. /z/ is different from /s/ because there is voicing (vibration from the throat). Target sound: /zzzzz/



- B21b** • Listen and say the two sounds.

/sssss/ /zzzzz/

## D

### Sound and spelling

- B21c** • /z/ is usually spelled s or z, and sometimes ss or zz. Listen and say these words.

s      gives   sisters   easy   husband   roses  
 z      zoo    zero    size  
 ss     scissors  
 zz     jazz

- B21d** • Listen and say these sentences.

- 1 What time does the zoo close?
- 2 A: My favourite music is jazz.  
 B: Really? Well, it's always interesting, but it isn't always easy to listen to.
- 3 Roses are my favourite flowers.

## Exercises

### 16.1 Write these words.

EXAMPLE /saɪz/ ..... *size* .....

1 /seɪ/ .....

3 /li:vz/ .....

5 /taɪmz/ .....

2 /sæt/ .....

4 /ɪst/ .....

6 /'glɑ:ɪsɪz/ .....



B22 Listen to check your answers. Check with the Key. Then listen and repeat.

### 16.2

1 Which two days of the week have /s/? .....

2 Which three days of the week have /z/? .....

3 Which three months of the year have /s/? *August* .....



B23 Listen to check your answers. Check with the Key. Then listen and repeat.

### 16.3 Listen and write the /s/ and /z/ sounds in each word.



EXAMPLES sit /s/ easy /z/ places /s/ /z/

1 these // 5 isn't // 9 certainly //

2 size /// 6 pronounce // 10 words //

3 style // 7 dress // 11 suits ///

4 please // 8 it's //

Listen to check your answers. Check with the Key. Then listen and repeat.

### 16.4 Fill the gaps with the words from Exercise 16.3.

1 A: Do you like this *dress* ? B: The ..... you, but  
..... the wrong ....., ..... it?

2 A: Can you ..... for me, ..... ?

B: Yes, .....



B25 Listen to check your answers. Check with the Key. Then listen and repeat.

### 16.5 Listen and repeat this poem.



#### One day

Mondays to Fridays –

Gets up.

Walks to the station.

Waits for the train.

Gets off at the fourth stop.

Walks to the office.

Sits in the office.

Has lunch.

Sits in the office

Walks to the station.

Comes home.

Thinks: 'One day ...'

Saturdays and Sundays –

Gets up. Late.

Does the washing.

Goes shopping.

Comes home.

Watches TV.

Goes out.

Eats out.

Comes home.

Watches TV.

Thinks: 'One day ...'

One day –

Gets up. Early.

Goes to the station.

Waits for the train.

Doesn't get off at the fourth stop.

Doesn't get off at the fifth stop.

Stays on the train.

Where does it go?

Watches through the windows.

### 16.6 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.



1 *place* / *plays* (⇒ sound pair 31)

2 *zoo* / *Sue* (⇒ Sound pair 31)

3 *so* / *show* (⇒ sound pair 32)

4 *sing* / *thing* (⇒ sound pair 30)



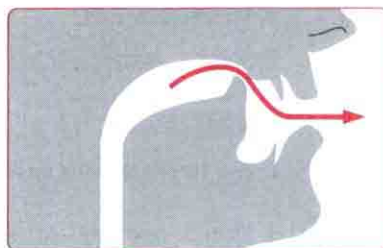
## Fresh fish, usually

/ʃ/ and /ʒ/

## A

## How to make the sound /ʃ/

- 828a • Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat). Target sound: /ʃʃʃʃʃ/



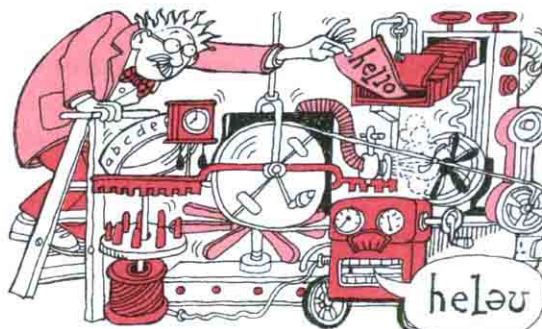
## B

## Sound and spelling

- 828b • /ʃ/ is usually spelled **sh**. Listen and say these words.  
**shop fashion cash fresh wash mushroom**
- 828c • But /ʃ/ is sometimes spelled in different ways. Listen and say these words.
- |    |                          |
|----|--------------------------|
| c  | <b>ocean</b>             |
| ch | <b>machine</b>           |
| ci | <b>delicious special</b> |
| s  | <b>sugar sure</b>        |
| ss | <b>Russia</b>            |
| ti | <b>international</b>     |

- 828d • Listen and say these sentences.

- This is a very **special pronunciation machine**.
- All our food is **fresh**, and we serve **delicious international specialities**.
- A: You didn't put **sugar** in my tea, did you?  
 B: No.  
 A: Are you **sure**?

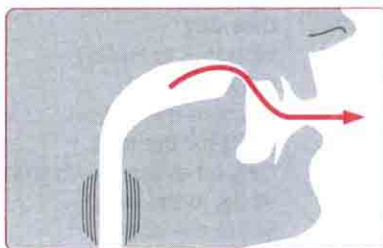


This is a very special pronunciation machine.

## C

## How to make the sound /ʒ/

- 829a • Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. /ʒ/ is different from /ʃ/ because there is voicing (vibration from the throat). Target sound: /ʒʒʒʒʒ/



- 829b • Listen and say the two sounds.  
 /ʃʃʃʃʃ/ /ʒʒʒʒʒ/

## D

## Sound and spelling

- 829c • There are not many words with /ʒ/. It is usually spelled **si** or **s**. Listen and say these words.  
**television Asia usually**
- 829d • Listen and say these sentences.  
 A: Do you like **sport**?  
 B: Yes ... but only on **television, usually!**

## Exercises

### 17.1 Write these words.

EXAMPLE

/ˈʃʊɡəl/ ..... *sugar* .....

1 /fɪʃ/ .....

2 /ˈsteɪʃn/ .....

3 /ˈfɪnɪʃ/ .....

4 /ʃaʊt/ .....

5 /ʃɔ:t/ .....

6 /dɪʃ/ .....



Listen to check your answers. Check with the Key. Then listen and repeat.

### 17.2 Listen and complete the text.



### Recipe

Take your ..... *cash* .....

Go to the .....

Buy some .....  
and some .....

Take them home.  
..... them.

Cook them for a ..... time.

Put them in a .....

Eat them.  
..... , '..... !'

Check with the Key. Then listen and repeat.

### 17.3 Listen and complete the sentences.



1 Yes, we're an ..... business.  
We're based in ....., but we fly  
to anywhere in ..... and the  
Pacific .....

2 A: Why are you ..... at that  
..... ?

B: It's eaten my ..... !

Check with the Key. Then listen and repeat.

### 17.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.



1 *shoe* / *Sue* (⇒ sound pair 32)

2 *shoes* / *choose* (⇒ sound pair 33)



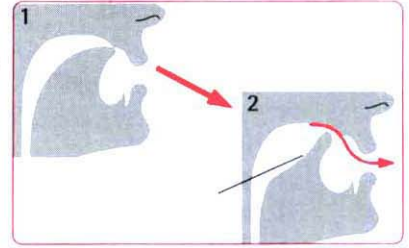
# Chips and juice

## /tʃ/ and /dʒ/

## A

### How to make the sound /tʃ/

- B34a** • Look at the diagram. Listen and say the sound. There is no voicing (vibration from the throat). /tʃ/ is like /t/ + /ʃ/ together. Target sound: /tʃə/



## B

### Sound and spelling

- B34b** • /tʃ/ is usually spelled **ch**, **t**, or **tch**. Listen and say these words.

ch    **ch**ips    **ch**oose    **M**arch    **w**hich  
 t      **f**uture    **q**uestion  
 tch   **c**atch    **w**atch    **k**itchen



Note: The name of the letter H is /eɪtʃ/. Listen and repeat.

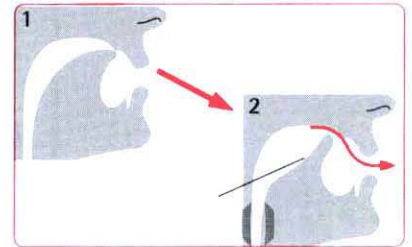
- B34c**  
**B34d** Note: In the word *Czech*, *cz* is pronounced /tʃ/, and *ch* is pronounced /k/. The words *check*, *cheque* and *Czech* all sound the same: /tʃek/. Listen and repeat. (See Section E8 Homophones.)

- B34e** • Listen and say these sentences.  
 1 **Which questions did you choose in the exam?**  
 2 **The picture in the kitchen is by a Czech artist.**

## C

### How to make the sound /dʒ/

- B35a** • Look at the diagram. Listen and say the sound. There is voicing (vibration from the throat). /dʒ/ is like /d/ + /ʒ/ together. Target sound: /dʒə/



- B35b** • Listen and say the two sounds.  
 /tʃə/ /dʒə/

## D

### Sound and spelling

- B35c** • /dʒ/ is usually spelled **j**, **g**, **ge** or **dge**. Listen and say these words.

j      **j**am    **j**acket    **j**eans    **j**ob    **j**et  
 g      **g**eneral  
 ge     **a**ge    **l**arge  
 dge    **f**ridge



Note: The name of the letter G is /dʒi:/, and the name of the letter J is /dʒeɪ/. Listen and repeat.

- B35d**  
**B35e** • Listen and say these sentences.  
 1 **Who's that wearing a large orange jacket?**  
 2 **There's some juice in the fridge.**  
 3 **Languages are a bridge between people.**



## Exercises

### 18.1 Write these words.

- EXAMPLE /dʒæm/ .....jam.....
- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1 /wɒtʃ/ .....  | 4 /lɑ:dʒ/ ..... | 7 /tʃeə/ ..... |
| 2 /dʒɒb/ .....  | 5 /dʒu:s/ ..... | 8 /eɪdʒ/ ..... |
| 3 /tʃɪps/ ..... | 6 /dʒæz/ .....  |                |

**B36** Listen to check your answers. Check with the Key. Then listen and repeat.

### 18.2 Listen and circle the odd one out.

- B37** EXAMPLE
- |                |              |                  |             |
|----------------|--------------|------------------|-------------|
| larger         | generally    | <u>guess</u>     | fridge      |
| 1 village      | get          | <u>Germany</u>   | page        |
| 2 <u>coach</u> | <u>check</u> | <u>Christmas</u> | temperature |
| 3 June         | vegetable    | give             | cabbage     |
| 4 station      | Russian      | picture          | information |

Listen to check your answers. Check with the Key. Then listen and repeat.

### 18.3 Listen and repeat these sentences.

- B38**
- |                                      |  |
|--------------------------------------|--|
| 1 I went to a small Russian village. | 4 Look at this page of information.      |
| 2 Cabbage is my favourite vegetable. | 5 I'm going to the coach station.        |
| 3 I was in Germany at Christmas.     | 6 Can you check the temperature, please? |

### 18.4 Listen and put these words into two groups.

- B39**
- |                |        |        |        |           |         |       |       |       |
|----------------|--------|--------|--------|-----------|---------|-------|-------|-------|
| <u>teacher</u> | lounge | bridge | chair  | large     | chicken | cheap | juice | Dutch |
| language       | chips  | orange | cheese | dangerous |         |       |       |       |

words with /tʃ/

teacher .....

.....

.....

.....

words with /dʒ/

.....

.....

.....

.....

Listen to check your answers. Check with the Key. Then listen and repeat.

### 18.5 Fill the gaps with words from Exercise 18.4.

- Something to drink: .....orange.....
- Something to eat, from a European country: .....
- A .....
- Someone who teaches English or Chinese: a .....
- A hot meal: ..... and .....
- A .....
- A big room to sit and relax in: a .....

**B40** Listen to check your answers. Check with the Key. Then listen and repeat.

### 18.6 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

- B41**
- watch / wash* (⇒ sound pair 33)
  - shoes / choose* (⇒ sound pair 33)
  - what's / watch* (⇒ sound pair 25)
  - coach / coats* (⇒ sound pair 25)



3



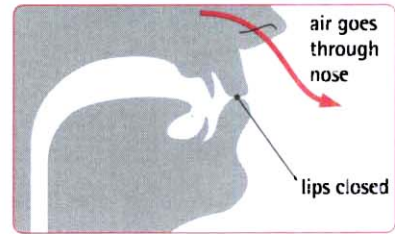
6

# My hungry uncle

## /m/, /n/ and /ŋ/

### A How to make the sound /m/

- B42a** • When you say /m/, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. Your lips are together, and there is voicing. Target sound: /mmmmm/



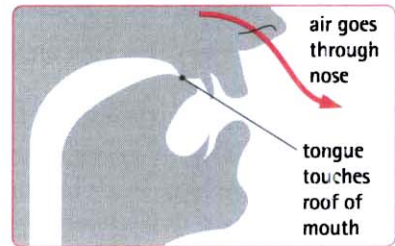
### B Sound and spelling

- B42b** • /m/ is usually spelled **m** or **mm**, but sometimes **mb** or **mn**. Listen and say these words.  
**m** me more **l**emon **s**wim **f**ilm **s**ome **s**ometimes  
**mm** summer **mb** comb **mn** autumn

- B42c** • Listen and say these phrases.  
 1 **sometimes** in **summer**    2 **more** for you, **most** for **me**    3 **in the middle** of the **film**

### C How to make the sound /n/

- B43a** • When you say /n/, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. Your tongue is pressed against the roof of your mouth behind the teeth, and there is voicing. Target sound: /nnnnn/



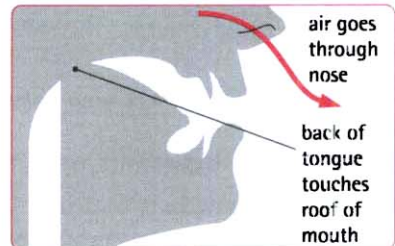
### D Sound and spelling

- B43b** • /n/ is usually spelled **n**, but sometimes **nn** or **kn**. Listen and say these words.  
**n** new now **s**un **o**ne **g**one  
**nn** dinner **s**unny  
**kn** knew know knife

- B43c** • Listen and say these phrases.  
 1 **a sunny** afternoon    2 **sun** and **moon**    3 **nine** months

### E How to make the sound /ŋ/

- B44a** • When you say /ŋ/, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. The back of your tongue is pressed against the roof of your mouth, and there is voicing. Target sound: /ŋŋŋŋŋ/



- B44b** • Listen and say the three sounds. /mmmm/ /nnnnn/ /ŋŋŋŋŋ/

### F Sound and spelling

- /ŋ/ is usually spelled **ng**.  
 The letter **n** is pronounced /ŋ/ if there is a /k/ or /g/ after it.  
**ng** is sometimes /ŋ/ (e.g. **singer**) and sometimes /ŋg/ (e.g. **finger**).  
**nk** is always pronounced /ŋk/.

- B44c** • Listen and say these words.  
 /ŋ/ evening long sing singer thing  
 /ŋk/ bank thanks think uncle  
 /ŋg/ angry finger hungry longer single

- B44d** • Listen and say these phrases.  
 1 **thinking** about **things**    2 **a long** evening **singing** **songs**    3 **a hungry** man is an **angry** man



# Exercises

## 19.1 Write these words.

EXAMPLE

/mɔ:/ more

1 /mʊ:n/ \_\_\_\_\_

2 /rɒŋ/ \_\_\_\_\_

3 /drɪŋk/ \_\_\_\_\_

4 /'ʌŋkl/ \_\_\_\_\_

5 /naɪvz/ \_\_\_\_\_

6 /kəʊm/ \_\_\_\_\_

7 /θɪŋ/ \_\_\_\_\_

8 /'strɒŋgə/ \_\_\_\_\_



Listen to check your answers. Check with the Key. Then listen and repeat.

## 19.2 Write the words. Two are with /n/ and three with /ŋ/.

words with /n/

knee

\_\_\_\_\_

\_\_\_\_\_

words with /ŋ/

\_\_\_\_\_

\_\_\_\_\_

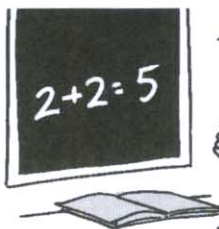
\_\_\_\_\_



Listen to check your answers. Check with the Key. Then listen and repeat.

## 19.3 Complete the titles of the pictures using these words.

room nine wrong single ~~warm~~ uncle languages evening hungry answer



1 A warm \_\_\_\_\_

2 A \_\_\_\_\_

3 My \_\_\_\_\_

4 A \_\_\_\_\_

5 \_\_\_\_\_



Listen to check your answers. Check with the Key. Then listen and repeat.

## 19.4 Look at the picture and complete the sentences.

1 The woman's listening to the radio and \_\_\_\_\_ .

2 The phone's \_\_\_\_\_ .

3 The cat's \_\_\_\_\_ .

4 It's \_\_\_\_\_ .



Listen to check your answers. Check with the Key. Then listen and repeat.

## 19.5

Listen and circle the word you hear. Check with the Key.

If you find any of these difficult, go to Section E3

Sound pairs for further practice.



1 *ran / rang* (⇒ sound pair 34)

2 *thing / think* (⇒ sound pair 34)

3 *might / night* (⇒ sound pair 35)

4 *some / sung* (⇒ sound pair 35)

5 *some / sun* (⇒ sound pair 35)

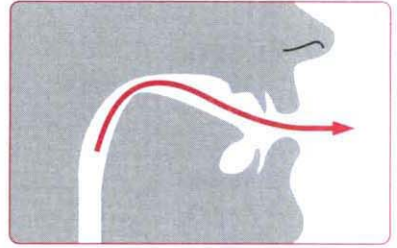


## A

## How to make the sound /h/



- Look at the diagram. Listen and say the sound. The air comes through a small gap at the back of the mouth. There is no voicing. Target sound: /hə/



## B

## Sound and spelling



- /h/ is usually spelled h, but it is spelled wh in a few words. Listen and say these words.

**h** hat **here** **help** **hot** **how** **behind**  
**wh** **who** **whose** **whole**



- A few words begin with a silent letter h. Listen and say these words.

**hour** **honest**



- Listen and say these sentences.



- 1 **Hi, hello, how** are you?
- 2 **Whose hat** is this?
- 3 **It's hot** in **here**.
- 4 **We had** a **whole** month's holiday.
- 5 **Can you help** me for **half** an hour?
- 6 **Who's who**?

B50c

Sometimes you don't hear an /h/ sound at the beginning of *he, him, her, hers, his, had, have, has*. (See Units 37–40.) Listen.

Important  
for listening

- 1 **Is he** there?
- 2 **Have you** seen him?
- 3 **Has he** got time?
- 4 **Do you** know her?
- 5 **He** went to visit his family.

# Exercises

## 20.1 Write these words.

EXAMPLE

/hed/ head

1 /hæt/ .....

4 /hɑ:f/ .....

2 /hau/ .....

5 /hai/ .....

3 /həʊm/ .....

6 /hu:/ .....



B51 Listen to check your answers. Check with the Key. Then listen and repeat.

## 20.2 Listen and complete the dialogue.



A: Excuse me, can you tell me how to get to the castle?

B: Yes. Go past the ..... and the ....., then there's a road ..... those ..... . You go up a ....., and the castle's at the top.

A: Thanks for your ..... !

Check with the Key. Then listen and repeat.

## 20.3 Complete the titles of the pictures using these words.

half hand home perhaps who happy happen hours helping how  
hi house holiday how history



1 A helping .....



2 A .....



3 ..... many .....



4 .....



5 ..... a .....



6 ..... did it .....



7 ..... !  
..... 's at  
..... ?



B53 Listen to check your answers. Check with the Key. Then listen and repeat.

## 20.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.



1 *hear* / *ear* (⇒ sound pair 37)

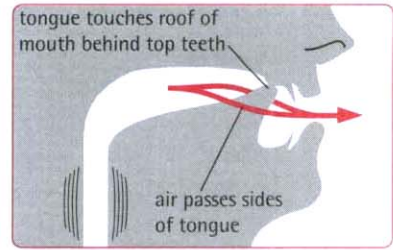
2 *high* / *eye* (⇒ sound pair 37)

## A

## How to make the sound /l/



- Look at the diagram. Listen and say the sound. The tip of your tongue touches the roof of your mouth just behind the top teeth, the air passes the sides of the tongue, and there is voicing. (If you prepare to say /l/ but breathe in instead of out, you feel cold air on the sides of your tongue.) Target sound: /l̥l̥l̥l̥/



## B

## Sound and spelling



- /l/ is spelled l or ll. Listen and say these words.

l    learn    leave    language    lovely    alone    feel    help    English  
 ll    tall    well    yellow



- /l/ is long at the end of some words. Listen and say these words.

people    simple    uncle    little



- In some words, the letter l is silent. Listen and say these words.

half    talk    could



- Listen and say these sentences.

- 1 When shall we leave?
- 2 Are you alone?
- 3 How do you feel?
- 4 Can I help you?
- 5 Look at those lovely little yellow flowers.
- 6 Learning a language can be difficult for some people.



## Exercises

## 21.1 Write these words.

EXAMPLE

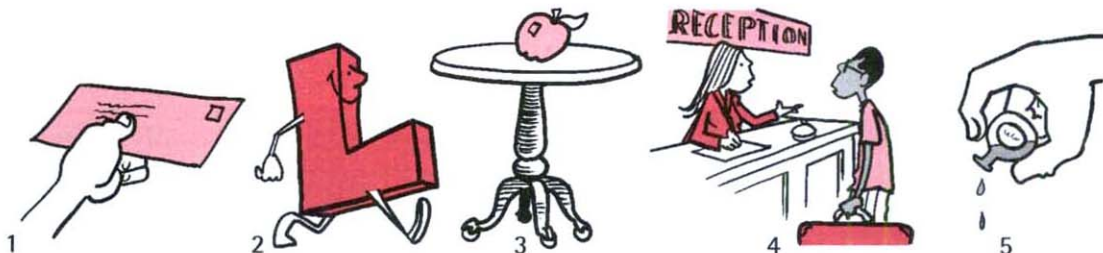
- /fi:l/ ..... *feel*  
 1 /leit/ .....  
 2 /laɪt/ .....  
 3 /lɑ:dʒ/ .....  
 4 /kəʊld/ .....  
 5 /'teɪbl/ .....  
 6 /'æpl/ .....  
 7 /'lɜ:nɪŋ/ .....  
 8 /br'ləʊ/ .....

B56

Listen to check your answers. Check with the Key. Then listen and repeat.

## 21.2 Look at the pictures and complete the sentences using these words.

hello double middle bottle **letter** litter table alphabet single letter  
 little apple



- 1 Did you say the letter box or the ..... bin?  
 2 ..... . My name's L. I'm the twelfth ..... of the .....  
 3 There's an ..... in the ..... of the .....  
 4 Would you like a ..... room or a ..... ?  
 5 What's in that ..... ?

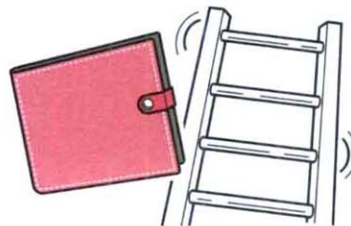
B57

Listen to check your answers. Check with the Key. Then listen and repeat.

## 21.3 Listen and complete the story.

B58

Monday	My bus was <u>late</u> .
Tuesday	I ..... my wallet.
Wednesday	I ..... off a ladder.
Thursday	I caught a ..... .
Friday	I ..... at work.
That's	..... !



Check with the Key. Then listen and repeat.

21.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B59

- 1 *light* / *right* (⇒ sound pair 36)  
 2 *collect* / *correct* (⇒ sound pair 36)

A

## How to make the sound /r/



- Look at the diagram. Listen and say the sound. The tip of your tongue points backwards towards the roof of the mouth, there is some contact between the tongue and the teeth at the sides of the mouth, and there is voicing. Target sound: /rrrrr/



B

## Sound and spelling



- /r/ is usually spelled r or rr, and sometimes wr. Listen and say these words.

r red ready really right road room

rr ferry sorry

wr wrap wrist write written wrote



- Listen and say these phrases and sentences.

1 What are you reading?

2 I'm really sorry – your room isn't ready.

3 I don't know if I'm right or wrong.

4 Too much writing makes my wrist ache.

5 travelling by ferry

6 wrapping presents for Christmas



- Some English speakers use different /r/ sounds. Listen to some other speakers saying the same examples, and notice the different /r/ sounds they use.

Important  
for listening



- Where there's a letter r in a word, most people in England, Wales and Australia only pronounce it if there's a vowel sound after it, in the same word or the next word. Listen.

four no /r/

forty no /r/

four days no /r/

four eggs /r/ is pronounced

four hours /r/ is pronounced



- But most people in America, Scotland, Ireland and the south-west of England always pronounce /r/ where there's a letter r in the spelling. Listen.

four /r/ is pronounced

forty /r/ is pronounced

four days /r/ is pronounced

four eggs /r/ is pronounced

four hours /r/ is pronounced



Note: The name of the letter R in the alphabet is /ɑ:r/ – or /ɑ:rr/ for those speakers who always pronounce the letter r. Listen.





## Exercises

22.1 Put these words in the correct places, in their normal spelling.

/ru:m/ /'təʊɪŋ/ /ɔ:l'redi/ /'rekɔ:dz/ /reɪn/ /ə'raɪv/ /raʊnd/ /'bɒrəʊd/ /ə'dres/  
/rʌnɪŋ/ /'rʌbɪʃ/ /'hɑ:ri/ /rɒk/ /'terɪbəl/ /'rɪəli/ /reɪs/ /raɪt/ /'wɑ:ri/ /'redi/ /ə'freɪd/



- 1 Hey, look! I found these old ..... rock ..... in a ..... bin!
- 2 ..... again – what ..... weather!
- 3 Are you ..... sure this is the ..... ?
- 4 Stop ..... the ..... ! We've got to get ..... to go out.
- 5 A: Oh, no, I've lost an .....  
B: I'm ..... Anna ..... it!
- 6 A: ..... up!  
B: Why? It isn't a .....  
A: We're ..... late!  
B: Don't ..... , they'll wait till we .....

B61

Listen to check your answers. Check with the Key. Then listen and repeat.

22.2

B62

Look at the words with r in the spelling. Listen and put a tick (✓) by them if the r is pronounced, and a cross (X) if the r is not pronounced.

- 1 A: Where ✓ did you park the car?  
B: I'm not sure. I think it was just around the corner.
- 2 A: Have you ever heard of square oranges?  
B: No, never!
- 3 A: Can you play the guitar?  
B: I can play the guitar and sing.
- 4 A: Are we far away from the road?  
B: Well, it's rather hard to say ...



Check with the Key. Then listen and repeat.

22.3

Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B63

- 1 *light* / *right* (⇒ sound pair 36)
- 2 *long* / *wrong* (⇒ sound pair 36)
- 3 *collect* / *correct* (⇒ sound pair 36)



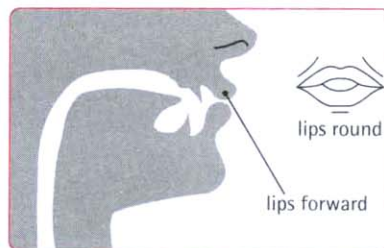
# What's the news?

## /w/ and /j/

A

### How to make the sound /w/

- B64a** • Look at the diagram. Listen and say the sound. /w/ is like a very short /u:/ sound. Target sound: /wə/



B

### Sound and spelling

- B64b** • The sound /w/ is usually spelled w, and sometimes wh, and there are some words with other spellings of /w/. Listen and say these words.

w    week   wet   way   warm   well   weather   windy   away   always   twelve   swim  
 wh   what   white   which   where  
 one   language   question   quiet   square



Note: qu is often pronounced /kw/.



**B64c** Note: /w/ is not pronounced in some words. Listen and repeat.

answer   two   who   whole   write   wrong



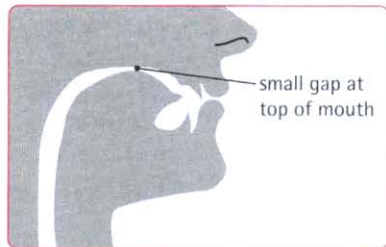
**B64d** • Listen and say these phrases and sentences.

- |                                  |                              |
|----------------------------------|------------------------------|
| 1 swimming in warm water         | 6 the wrong word             |
| 2 twenty-one words               | 7 the whole world            |
| 3 What's the answer?             | 8 question and answer        |
| 4 quarter to twelve on Wednesday | 9 Where will you be waiting? |
| 5 twenty-two languages           |                              |

C

### How to make the sound /j/

- B65a** • Look at the diagram. Listen and say the sound. /j/ is like a very short /i:/ sound. Target sound: /jə/



D

### Sound and spelling

- B65b** • The sound /j/ is usually spelled y, but has different spellings in some words.

/ju:/ is often spelled u or ew. Listen and say these words.

y    yes   yesterday   year   young  
 /ju:/   usual   student   university   new   view   interview   beautiful   queue  
 Europe /'juərəp/



**B65c** • Listen and say these phrases and sentences.

- 1 a young university student
- 2 a beautiful view
- 3 waiting in a queue for an interview
- 4 the European Union
- 5 I usually walk to work but I used the car yesterday.



• American speakers don't pronounce /j/ in some words like *new* and *student*. Listen.

with /j/: Are you a new student? /nju: 'stju:dənt/

without /j/: Are you a new student? /nu: 'stu:dənt/

Important  
for listening

## Exercises

## 23.1 Write these words.

## EXAMPLE

*'jʌŋgə/*     younger  
 1 *'nju:z/*     \_\_\_\_\_  
 2 *'fju:z/*     \_\_\_\_\_  
 3 *'jet/*     \_\_\_\_\_  
 4 *'wi:kend/*     \_\_\_\_\_  
 5 *'tju:nz/*     \_\_\_\_\_

6 */wen/*     \_\_\_\_\_  
 7 *'mju:zɪk/*     \_\_\_\_\_  
 8 */west/*     \_\_\_\_\_  
 9 *'jeləʊ/*     \_\_\_\_\_  
 10 */jɪə/*     \_\_\_\_\_



Listen to check your answers. Check with the Key. Then listen and repeat.

## 23.2 Complete the dialogues using these words.

away   few   music   quarter   tunes   weather   Wednesday   weekend   west  
 wet   when   where   where   windy   yes   yesterday   yet   young

- 1 A: When 's your interview?  
 B: It's on \_\_\_\_\_, at \_\_\_\_\_ past one.  
 A: Good luck!
- 2 A: Are you going \_\_\_\_\_ for the \_\_\_\_\_ ?  
 B: \_\_\_\_\_ .  
 A: \_\_\_\_\_ ?  
 B: I don't know \_\_\_\_\_ .
- 3 A: Hi! \_\_\_\_\_ are you?  
 B: We're in \_\_\_\_\_ Wales.  
 A: What's the \_\_\_\_\_ like?  
 B: \_\_\_\_\_ was \_\_\_\_\_ and \_\_\_\_\_,  
 but today's beautiful.
- 4 A: Can you read \_\_\_\_\_ ?  
 B: No, but I remember a \_\_\_\_\_  
 from when I was \_\_\_\_\_ .



Listen to check your answers. Check with the Key. Then listen and repeat.

## 23.3 Match the questions and answers in the interview.

Questions	Answers
What? A <del>wallet</del>	In the town square.
What colour?	Yellow.
With?	Twelve.
Where?	I was waiting in a queue. They were quick. They ran away.
When?	Yesterday.
What time?	Money, keys, cards – the usual things.
Who?	Two young men.
What happened?	A wallet.

Well, we'll see what we can do.



Listen to check your answers. Check with the Key. Then listen and repeat.

## Sunglasses or umbrella?

## Consonant groups in the middle of words

A



B69 Some words have one consonant sound in the middle. Listen.

**paper****pepper** (pp is 2 letters but only 1 sound)**weather** (th is 2 letters but only 1 sound)**listen** (st is 2 letters but only 1 sound – t is silent)

B



B70a Some words have groups of two or three consonant sounds in the middle. Listen.

**colder** (ld is 2 sounds)**computer** (mp is 2 sounds)**classroom** (ssr is 2 sounds)**sixteen** (xt is 3 sounds /kst/)

B70b Listen and repeat these words with two consonant sounds in the middle. Be careful – don't put a vowel sound between the consonants.

**alphabet****asking****bookshop****building****dancing****lovely****remember****timetable**

B70c Listen and repeat these words with three consonant sounds in the middle.

**children****complete****country****downstairs****expensive****friendly****sunglasses****umbrella**

B70d Sometimes we don't pronounce all the consonant sounds clearly. Listen.

Se(p)tember

goo(d)bye

Chris(t)mas

brea(k)fast

pi(c)nic

foo(t)ball

pos(t)card

sho(p)keeper

Important  
for listening



## Exercises

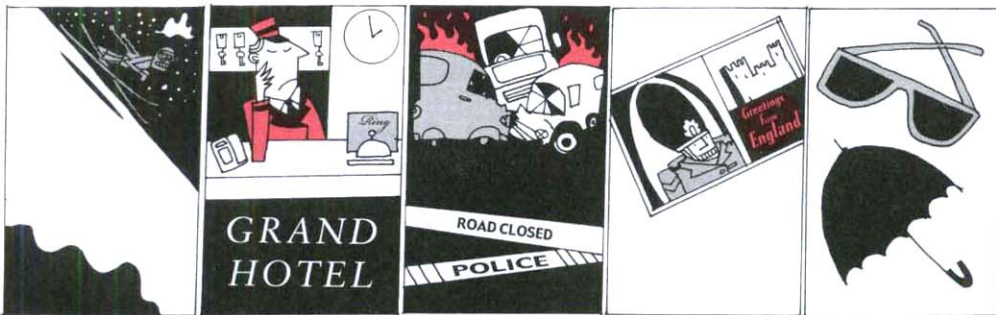
### 24.1 Complete the words.

- 1 The day after Monday is Tues day.
- 2  $37 + 13 =$  fi y
- 3 The opposite of cheap is e  exp e nsive.
- 4 A very short distance: a ce metre.
- 5 Something to write with: a pe en.
- 6 The last month of the year is Dece ber.
- 7 The month after August is Se ptember.
- 8 The room where you sleep is the be edroom.
- 9 The tenth month of the year is O ctober.
- 10 An important test is an e ssay.



Listen to check your answers. Check with the Key. Then listen and repeat.

### 24.2 Complete the words.



- 1 In winter we go skiing in the mountains.
- 2 The hotel reception is open 24 hours a day.
- 3 The road was closed yesterday because of an accident.
- 4 Don't forget to send me a postcard from England.
- 5 Shall I take my sunglasses or my umbrella?



Listen to check your answers. Check with the Key. Then listen and repeat.

### 24.3 Underline the consonant groups in the middle of words in the dialogues.

- 1 A: How's your English?  
B: I think I need to practise more – I have problems with making sentences, and tenses, and pronunciation, and listening, and answering questions, and conversation, and I make too many mistakes ...  
A: Don't worry, it's not so bad! You're almost an expert!
- 2 A: Where's my passport?  
B: I don't know. In your suitcase, maybe?  
A: Where's my suitcase?  
B: Upstairs, in the wardrobe.  
A: Right. And where's the envelope that was on the kitchen table?  
B: In the wastepaper basket – was it important?



Listen to check your answers. Check with the Key. Then listen and repeat.

A **B74** Some words have one consonant sound at the beginning. Listen.

late

rain

white (wh is 2 letters but only 1 sound)

Some words have groups of two or three consonant sounds at the beginning. Listen and repeat these words. Be careful – don't put a vowel sound between the consonants.

B **B75a** Two consonant sounds at the beginning:

plate

train

quite (qu is pronounced /kw/)

**B75b** Three consonant sounds at the beginning:

spring

street

square (squ is pronounced /skw/)

**B75c** Here are some more examples. Listen and repeat.

1 bread

2 price

3 bless

4 class

5 glass

6 cream

7 quiet

8 spell

9 stand

10 swim

11 stranger

12 stress

Pass me some bread.

What's the price?

(sneeze) Bless you!

How many are there in your class?

Where are my glasses?

Do you like ice cream?

Isn't it quiet?

How do you spell it?

Where shall I stand?

Can you swim?

I'm a stranger here.

a job with a lot of stress



## Exercises

### 25.1 Listen and circle the word you hear.

B76

- |    |       |         |
|----|-------|---------|
| 1  | dress | address |
| 2  | rain  | train   |
| 3  | miles | smiles  |
| 4  | cool  | school  |
| 5  | sleep | asleep  |
| 6  | rain  | train   |
| 7  | dress | address |
| 8  | sleep | asleep  |
| 9  | miles | smiles  |
| 10 | cool  | school  |
| 11 | win   | twin    |
| 12 | win   | twin    |

Check with the Key. Then listen again and repeat the sentences.

### 25.2 Make as many words as you can with sounds from boxes 1+2, 1+2+3 or 2+3.

	box 1	box 2	box 3
	g r	eɪ	t
1	p l t r	eɪ	n t
2	f t θ s r	i:	t
3	s n l	əʊ	z p
4	f r l	aɪ	t

EXAMPLE *grey, great, gate, eight*

B77

Check with the Key. Then listen and repeat.

### 25.3 Complete the words. They all have two consonant sounds and two consonant letters.

- I don't like travelling by p\_lane.
- The sky's \_ue today.
- What would you like to \_ink?
- Is it the \_elfth today?
- Is this seat \_ee?
- It's five o'\_ock.
- How many languages can you \_eak?
- Don't sit on that dirty \_oor.



I don't like travelling by plane.

B78

Listen to check your answers. Check with the Key. Then listen and repeat.



# Pink and orange

## Consonant groups at the end of words

A

**B79a** Some words have one consonant sound at the end. Listen.

**stop**

**sick** (ck is 2 letters but only 1 sound /k/)

**B79b** Some words have groups of two or three consonant sounds at the end. Listen.

**stops** (ps is 2 sounds)

**stamp** (mp is 2 sounds)

**six** (x is 1 letter but 2 sounds /ks/)

**stamps** (mps is 3 sounds)

**sixth** (xth is 3 sounds /ksθ/)

B

**B80** Listen and repeat these words with two consonant sounds at the end. Be careful – don't put a vowel sound between the consonants.

**arrived**

**ask**

**build**

**dance**

**find**

**finished**

**help**

**stops**

**stamp**

**six**

C

**B81a** Listen and repeat these words with three consonant sounds at the end. Be careful – don't put a vowel sound between the consonants.

**asks**

**builds**

**crisps**

**danced**

**helps**

**sixth**

**stamps**

**B81b**

Sometimes we don't pronounce all the consonant sounds clearly. Listen.

sto(p)s

hel(p)

frien(d)s

as(k)

stam(p)

wan(t)s

stam(p)s

hel(p)ed

buil(d)s

Important  
for listening

## Exercises

**26.1** Listen and circle the word you hear.

B82

- |              |        |         |        |
|--------------|--------|---------|--------|
| 1 <u>old</u> | colder | 6 old   | older  |
| 2 cold       | colder | 7 sent  | centre |
| 3 dance      | dancer | 8 sent  | centre |
| 4 dance      | dancer | 9 fast  | faster |
| 5 old        | older  | 10 fast | faster |

Check with the Key. Then listen and repeat.

**26.2** Listen and complete the sentences with words from Exercise 26.1.

B83

- Yesterday was cold, but today's .....
- My wife's a good ..... but I can't ..... at all.
- I'm ..... than you, but not too ..... to learn English.
- I ..... my daughter to buy some things in the shopping .....
- The bus is ..... but the train's .....

Check with the Key. Then listen and repeat.

**26.3** Underline the consonant groups at the ends of words in the dialogues.



- A: Have you seen that film? B: No, I haven't.
- A: Be there at six. B: Is that when it starts?
- A: Have you been to France? B: Yes, once.
- A: How do you say 'Hello' in French? B: I can't speak French.
- A: Have some of these biscuits. B: No, thanks, I don't like them.
- A: I found some money in the street today. B: How much? A: Fifty pence.
- A: What's for lunch? B: Fish and chips.
- A: I only slept six hours last night. B: I didn't sleep at all!
- A: What colour are your new gloves? B: Pink and orange!

B84

Check with the Key. Then listen and repeat.

**26.4** Complete each phrase with one of the words in the box.

boots physics west silence  
thousands isn't banks last

EXAMPLE

first and last

- |                          |                      |
|--------------------------|----------------------|
| 1 maths and .....        | 4 socks and .....    |
| 2 it wasn't and it ..... | 5 shops and .....    |
| 3 hundreds and .....     | 6 sound and .....    |
|                          | 7 from east to ..... |

B85

Listen to check your answers. Check with the Key. Then listen and repeat.

## Consonant groups across words

A

**B86** Sometimes a word ends with a consonant or a consonant group, and the next word starts with a consonant or consonant group, and you pronounce the consonants together as a group. Listen and repeat.

this\_time  
a\_plane\_ticket  
a\_pop\_star  
an\_English\_class  
the\_next\_word  
orange\_juice  
this\_morning  
time\_to\_go  
an\_old\_castle



A pop star

An old castle

B87

Important  
for listening

Sometimes you don't hear all the consonants clearly. Listen and repeat.

stop_the_game	sto(p) the game
last_week	las(t) week
back_to_work	ba(ck) to work
and_then...	an(d) then ...
put_your_bag_down	put your ba(g) down

B

**B88** Sometimes the sound of one of the consonants changes. Listen and repeat.

ten	ten_boys	(n sounds like m)
	ten_girls	(n sounds like /ŋ/)
good	goodbye	(d sounds like b)
	good_goal!	(d sounds like g)

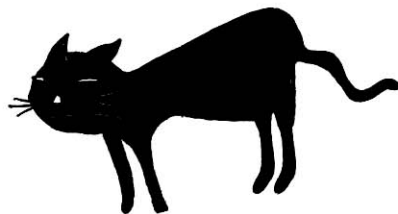


Good goal!

C

**B89** If the same consonant sound comes at the end of one word and the beginning of the next word, you usually hear it only once, but longer than normal. Listen and repeat.

ten\_nights  
this\_summer  
some\_money  
enough\_food  
stop\_playing  
a\_good\_day  
a\_black\_cat  
call\_later





## Exercises

### 27.1 Listen and complete the sentences.

B90

EXAMPLE

Were you at the last meeting?

- 1 See you ..... week.
- 2 Have a ..... time.
- 3 Have a ..... holiday.
- 4 ..... me a call.
- 5 ..... me an email.
- 6 ..... me how you are.
- 7 ..... me a letter.
- 8 ..... me a present.

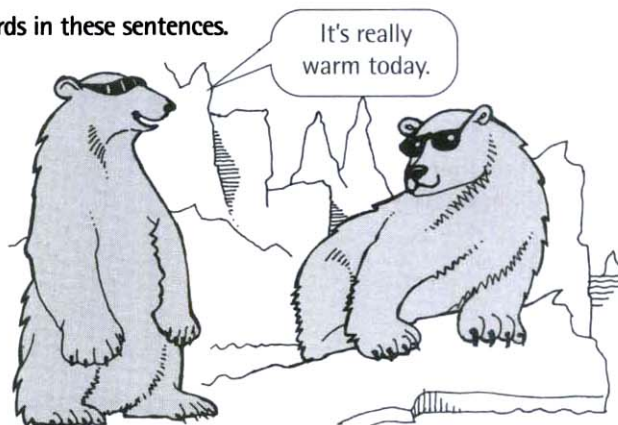
Check with the Key. Then listen again and repeat.

### 27.2 Underline the consonant groups across words in these sentences.

EXAMPLE

This is the last time.

- 1 It's really warm today.
- 2 Try this sentence.
- 3 I don't know what to do.
- 4 Look through all the photos.
- 5 Check the answer.
- 6 I'd like to ask you something.
- 7 Is this the right place?
- 8 I haven't listened to this CD yet.
- 9 The meeting's on Monday.
- 10 The potatoes aren't cooked yet.



B91

Listen to check your answers. Check with the Key. Then listen and repeat.

### 27.3 Complete the phrases with the words from the box. You will need to use some of them more than once.

this young cheap white big next black last old small

- |                               |                 |                 |
|-------------------------------|-----------------|-----------------|
| ..... <u>this</u> ..... month | ..... month     | ..... month     |
| a/an ..... town               | a/an ..... town | a/an ..... town |
| a/an ..... cat                | a/an ..... cat  | a/an ..... cat  |
| a/an ..... cat                | a/an ..... cat  | a/an ..... cat  |
| ..... clothes                 | ..... clothes   | ..... clothes   |
| ..... clothes                 | ..... clothes   | ..... clothes   |

B92

Check with the Key. Then listen and repeat.

# One house, two houses

## Syllables

A

**C2a** Listen to these three lists of words. The words in list 1 have three parts – we say they have three **syllables**. The words in list 2 have two syllables, and the words in list 3 have one syllable.

1	2	3
in-ter-net	six-ty	six
un-der-line	un-der	line
un-der-lined	u-nit	lines
al-pha-bet	hou-ses	house
con-so-nant	go-ing	goes

**C2b** Some words have more than three syllables: *television* has four syllables, for example, and *geographical* has five syllables. Listen.

te-le-vi-sion  
ge-o-gra-phi-cal

**C2c** The simplest type of syllable is just a vowel sound, like /u:/. People often say the vowel sound /u:/ (usually written *Ooh*) when they are pleased or surprised. Listen.

Ooh, that's nice!  
Ooh, thank you very much!



Ooh, thank you very much!

**C2d** Some syllables have one or more consonant sounds before the vowel. Listen.

/s/ + /u:/ = /su:/ This is the name *Sue*.  
/bl/ + /u:/ = /blu:/ *blue*

**C2e** Some syllables have one or more consonants after the vowel. Listen.

/i:/ + /t/ = /i:t/ *eat*  
/i:/ + /st/ = /i:st/ *east*

**C2f** Some syllables have consonants before and after the vowel. Listen.

/nj/ + /u:/ + /z/ = /nju:z/ *news*  
/f/ + /i:/ + /ldz/ = /fi:ldz/ *fields*  
/str/ + /i:/ + /t/ = /stri:t/ *street*

B

**C3a** Usually, the number of syllables in a word is the number of vowel **sounds** – not the number of vowel **letters**. Listen.

**worked** (2 vowel letters but only 1 vowel sound /wɜ:kt/, so only 1 syllable)  
**different** (3 vowel letters but only 2 vowel sounds /'dɪfrənt/, so only 2 syllables)  
**interesting** (4 vowel letters but only 3 vowel sounds /'ɪnrɪstɪŋ/, so only 3 syllables)

**C3b** Sometimes the sound /l/ can be a syllable with no vowel sound. Listen.

**bottle** (2 syllables /'bɒl + /təl/)  
**syllable** (3 syllables /'sɪ + /lə + /bl/)  
**It'll be ready soon.** (2 syllables /ɪt/ + /l/)

## Exercises

**28.1** How many syllables are there in these words? Write the number of syllables next to the word.

eyes  why  white  write  writing  glass  glasses   
 university  business  information

**C4a** Listen to check your answers. Check with the Key.

**C4b** Then listen and repeat these sentences.

- |                          |                                    |
|--------------------------|------------------------------------|
| 1 I've got blue eyes.    | 6 Is this your glass?              |
| 2 I don't know why.      | 7 I don't wear glasses.            |
| 3 Black coffee or white? | 8 Where's the university?          |
| 4 Will you write to me?  | 9 Business is business.            |
| 5 What are you writing?  | 10 There's the information office. |

**28.2**

- 1 Which day of the week has three syllables?
- 2 How many syllables do the other days of the week have?
- 3 Which numbers between 1 and 20 have three syllables?
- 4 Which letter of the alphabet has more than one syllable?
- 5 Which months have only one syllable?

**C5** Listen to check your answers. Check with the Key. Then listen and repeat.

**28.3** Read this story and mark all the words that have two or three syllables.

I remember(3) once on my first visit(2) to England( ), soon after( ) I started( ) learning( ) English( ), my landlady( ) went shopping( ) and she came back with a big bag full of things, but she forgot( ) to buy some soup – she needed( ) a tin of tomato( ) soup. So I said, 'I'll go to the shop and buy it for you,' because( ) I wanted( ) to be helpful( ) and it was a chance to practise( ) my English( ) a bit. So I went to the little( ) shop round the corner( ) and asked the



shopkeeper( ) for tomato( ) soup. But he seemed surprised( ), he didn't( ) understand( ), and I repeated( ) again( ) and again( ) 'soup, tomato( ) soup' until( ) he gave me some red soap, and I realised( ) I'd confused( ) 'soup' and 'soap' and I was asking( ) for 'tomato( ) soap'. I felt terrible( ), I wanted( ) to run out of the shop, but my landlady( ) wanted( ) her soup, so I said, 'Thank you. And tomato( ) soup, please' – this time with the correct( ) pronunciation – and he gave me the soup. I paid and went back to the house and said to the landlady( ), pronouncing( ) very( ) carefully( ), 'Here's your soup, and I bought you this soap as a present( ),' and she said, 'Ooh, thank you very much, that's very( ) nice of you!'

**C6** Listen to check your answers. Check with the Key. Then listen and practise reading the story aloud.



# Wait a minute – where's the waiter?

## Strong and weak vowels

A



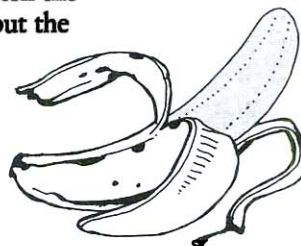
The word *London* has two vowel sounds that are written the same – London – but pronounced differently. The first o has a clear, strong sound, but the second o has a weak sound. Listen carefully to the difference.

London



The word *banana* has three vowel sounds which are written the same – banana. The second a has a clear, strong sound, but the first a and the third a have a weak sound. Listen.

banana



Stressed syllables (see Units 30–32) have strong vowel sounds, but unstressed syllables often have weak sounds.

The weak sound in *Lon*don and *ba*naa is /ə/.

London /lʌndən/

banana /bə'nɑ:nə/

C8a

Sometimes it's difficult to hear /ə/. Listen.

London

I have to go to London tomorrow.

banana

Would you like a banana?

This is very important for listening, because it makes it difficult to recognise words. When you speak English, you don't need to pronounce weak sounds as weakly as this, but it's important to make a clear difference between stressed (strong) and unstressed (weak) syllables.

C8b

Listen to the other weak vowels in these two sentences.

W S W S W S W W S W

I have to go to London tomorrow.

have – go – Lon – morr are strong, and the others are weak.

W W S W W S W

Would you like a banana?

like – na are strong, and the others are weak.

Important  
for listening

B

Sometimes different words sound the same because of the weak vowels. Look at these three sentences.

Where's the waiter?

Is this the way to the school?

Can you wait a minute?

waiter, way to and wait a sound the same: /'weɪtə/.



Listen to the three sentences and repeat.

## Exercises

**29.1** In the words below, \* represents the weak vowel /ə/. Write the words with their full spelling.

EXAMPLE

lett\* ..... *letter* .....

1 Brit\*n .....

2 t\*day .....

3 \*meric\* .....

4 p\*lice .....

5 \*noth\* .....

6 \*gain .....

7 mount\*n .....



Listen to check your answers. Check with the Key.



Then listen and repeat these phrases.

1 Great Brit\*n

2 arriving t\*day

3 going to \*meric\*

4 call th\* p\*lice

5 have \*noth\*

6 say it \*gain

7 climb the mount\*n

**29.2** Look at the sentences below and find words and phrases in list 1 and list 2 with the same pronunciation.

EXAMPLE

Where's the waiter? – Can you wait a minute?



Where's the waiter?

list 1

~~Where's the waiter?~~

Not at all.

Look in the cellar.

It takes a long time.

Smoking isn't allowed.

I'd like to live in a newer house.

list 2

I heard a loud noise.

You'll see a tall building on your left.

My father knew a lot about music.

~~Can you wait a minute?~~

I'm trying to sell a house.

Walk along the beach.



Listen to check your answers. Check with the Key. Then listen and repeat.

**29.3** Write these words.

EXAMPLE

/prə'naʊns/ ..... *pronounce* .....

1 /ə'merɪkə/ .....

2 /'sentəns/ .....

3 /'dɪfrənt/ .....

4 /'maʊntən/ .....

5 /tə'deɪ/ .....

6 /'letə/ .....

7 /pə'li:s/ .....

8 /ə'gen/ .....



Check with the Key. Then listen and repeat.

# Single or return?

## Stress in two-syllable words

**A** C13a In a two-syllable word, one syllable is stronger than the other. This is the **stressed** syllable. In the word *answer* the first syllable is stressed. (We also say: 'The stress is on the first syllable.')

Listen.

**an**swer

C13b In the word *again* the second syllable is stressed. (The stress is on the second syllable.) Listen.

**a**gain

C13c Two-syllable words often have stress on the first syllable, and the vowel sound in the unstressed syllable is often the weak sound /ə/. Listen and repeat.

**bro**ther **but**ter **fa**ther **fin**ger **fin**ish **gl**asses **lis**ten **mo**ther **nu**mer **se**cond  
**sis**ter **wa**ter **wo**man

C13d Sometimes there's no vowel sound in the unstressed syllable. Listen and repeat.

**app**le **peo**ple **sim**ple **tab**le **trav**el

C13e Some two-syllable words are stressed on the second syllable. Listen and repeat.

**a**gree **al**one **ar**rive **as**leep **a**wake  
**be**cause **be**gin **be**hind  
**com**plete  
**de**cide  
**ex**am **ex**plain **ex**press  
**per**haps **pr**onounce  
**re**peat **re**turn

**B** We can show stressed syllables like this O, and unstressed syllables like this o. So words like *answer*, *brother*, *butter* look like this Oo, and words like *again*, *because*, *decide* look like this oO.

Dictionaries usually show stress with this sign <sup>ˈ</sup> in front of the stressed syllable.

answer /<sup>ˈ</sup>ɑːnsə/  
 again /ə<sup>ˈ</sup>ɡeɪn/





## Exercises

### 30.1 Listen and circle the word with different stress.

C14

EXAMPLE

oO	oO	oO	Oo				
exam	excuse	explain	<u>extra</u>				
1 actor	after	afraid	also	4 coffee	colour	concert	correct
2 before	belong	better	between	5 English	enjoy	evening	every
3 paper	pencil	picture	police				

Check your answers with the Key. Listen and underline the stressed syllables. Then listen again and repeat.

### 30.2 Make words from these parts and write them in the correct column.

**a**                      **re**                      **long**                      **ing**                      **er**                      **sleep**

**turn**

words with first-syllable stress

.....  
longer

.....

.....

words with second-syllable stress

.....

.....

.....

C15

Check your answers with the Key. Then listen and repeat.

### 30.3 All these phrases have five syllables. O is a stressed syllable and o is an unstressed syllable. Put the phrases in the correct place.

teacher or student?	the same or different?
single or return?	behind or in front?
asleep or awake?	perhaps or maybe?
finish or begin?	reading or writing?

OooOo 1 teacher or student?  
2 .....

OooooO 1 ....  
2 .....

oOoOo 1 ....  
2 .....

oOoooO 1 ....  
2 .....

C16

Listen to check your answers. Check with the Key. Then listen and repeat.

### 30.4 Put the stress mark <sup>ˈ</sup> in the correct place and write the word.

EXAMPLE

/əraɪv/ → /ə <sup>ˈ</sup> raɪv/	arrive	4 /fɪnɪʃ/	.....
1 /sɪstə/	.....	5 /kəmplɪt/	.....
2 /rɪlæks/	.....	6 /teɪbl/	.....
3 /pi:pəl/	.....	7 /prənaʊns/	.....

C17

Listen to check your answers. Check with the Key. Then listen and repeat.

# Begin at the beginning

## Stress in longer words

**A** **C18** Some words have more than two syllables. In every word, one syllable is stressed. Listen and repeat. **O** is the stressed syllable and **oo** the unstressed syllables.

Ooo

**exercise**                      **syllable**

There are three syllables in the word *exercise*.

oOo

**computer**                      **example**

*Computer* is an example of a three-syllable word.

ooO

**understand**                      **Japanese**

I can't understand Japanese.

Oooo

**supermarket**

Do you like small shops or supermarkets?

oOoo

**photography**

Are you interested in photography?

ooOo

**information**                      **mathematics**

I'd like some information about mathematics courses.

oOooo

**vocabulary**

Will you help me with my vocabulary?

ooOoo

**university**

Which university did you go to?

oooOo

**communication**

Email is very helpful for communication.



**B** **C19a** When you add syllables to words, the stress often stays on the same syllable. Listen and repeat.

**begin**                      →                      **beginning**

**decide**                      →                      **decided**

**possible**                      →                      **impossible**

**sentence**                      →                      **sentences**

**interest**                      →                      **interesting**

**C19b** But sometimes a different syllable is stressed. Listen and repeat.

**electric**                      →                      **electricity**

**pronounce**                      →                      **pronunciation**

**photograph**                      →                      **photography**

**explain**                      →                      **explanation**

## Exercises

### 31.1 Write these words.

- EXAMPLE /bɪ'ɡɪnɪŋ/ beginning
- 1 /'ɪntəvjuː/ .....
  - 2 /mjuː'ziːəm/ .....
  - 3 /mæɡə'ziːn/ .....
  - 4 /'defɪnətli/ .....
  - 5 /ə'merɪkən/ .....
  - 6 /pɒlɪ'tɪʃən/ .....
  - 7 /næʃə'næləti/ .....
  - 8 /fə'tɒɡrəfi/ .....



Listen to check your answers. Check with the Key. Then listen and repeat.

### 31.2 Listen and write the words in the correct column.



adjective    alphabet    cinema    eleven    furniture    grandmother    important  
reception    remember    tomorrow

Ooo	oOo
<u>adjective</u>	.....
.....	.....
.....	.....
.....	.....
.....	.....



Check your answers with the Key. Then listen and repeat.

### 31.3 Complete the sentences. Choose words with the correct stress from the box. You do not need all the words.

afternoon    bicycle    conversation    ~~delicious~~    discussion    exercises    expensive  
holiday    morning    normally    often    Saturday    seventeen    seventy    sixty  
Sunday    Sweden    Switzerland    telephone    today    yesterday

- 1 We had a oOo delicious meal on Ooo .....
- 2 We Ooo ..... go on Ooo ..... by car, but this time we're going by Ooo .....
- 3 I did ten grammar Oooo ..... Ooo .....
- 4 Is Ooo ..... an oOo ..... country?
- 5 My son's ooO ..... and my father's Ooo .....
- 6 I had a long Ooo ..... ooOo ..... this ooO .....



Listen to check your answers. Check with the Key. Then listen and repeat.

### 31.4 Six months of the year have three or four syllables. Write them on the correct line.

Oooo    .....  
oOo    September    .....    .....



Listen to check your answers. Check with the Key. Then listen and repeat.



# Where's my checklist?

## Stress in compound words

A

We can often put two words together to make a **compound**, e.g. class + room → classroom. We write some compounds as one word, some as two words, and some with a hyphen (-).

class + room → classroom

car + park → car park

second + hand → second-hand

**C24** The stress is normally on the first part of the compound. Listen and repeat.

Oo     **air**port   **bath**room   **bus** stop   **car** park   **class**room   **foot**ball   **girl**friend  
 Ooo    **bus** station   **din**ing room   **hair**dresser   **new**spaper   **post** office   **sun**glasses  
 Oooo   **pho**tocopy   **rail**way station   **shop** assistant  
 oOoo    **pol**ice station  
 oOooo   **com**puter programme



B

**C25a** Some compound nouns have stress on both parts if the first part is an adjective. Listen and repeat.

OoO     **single** room

**C25b** Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part. Listen and repeat.

OO     **glass** jar  
 OoO    **plastic** bag  
 oOoO   **tomato** soup

**C25c** Some compound nouns have stress on both parts if the first part tells us where the second part is. Listen and repeat.

OO     **car** door   **front** door   **ground** floor  
 OoOo   **city** centre   **kitchen** window

**C25d** When a compound is an adjective, there is often stress on both parts. Listen and repeat.

OO     **first-class**   **half-price**   **home-made**  
 OoO    **second-hand**

## Exercises

- 32.1** Listen and circle the compound with different stress. In the example, both words are stressed in *back door*, but in the others, the first word is stressed.

C26

### EXAMPLE

- computer screen back door alarm clock bank manager  
 1 toothache night club crossroads half-price  
 2 motorbike waiting room second class traffic lights  
 3 mobile phone credit card swimming pool check-in desk  
 4 travel agent city centre tourist visa supermarket

- 32.2** Make five compounds from these parts.

first part: ear wine hand birthday boy  
 second part: friend bar present bag rings

Now use the compounds to complete the dialogue.

- A: Oh no, I can't find my .....!  
 B: Have you looked in your .....?  
 A: Of course!  
 B: Maybe you left them in that ..... last night?  
 A: Oh no, maybe I did!  
 B: Are they important?  
 A: Yes – they were a ..... from my .....



C27

Listen to check your answers. Check with the Key. Listen again and circle the stressed part of each compound. Then listen again and repeat.

- 32.3** Listen to the poem. The compounds are underlined. Circle the stressed part of each compound.

C28

### Checklist

- Have I ...  
 ... set the alarm clock?  
 ... and put it on the bedside table?  
 ... put my plane ticket in my trouser pocket?  
 ... packed my toothbrush?  
 ... put my suitcase by the bedroom door?  
 ... switched the CD player off?  
 ... phoned the taxi driver to say 'Be here at six'?  
 Have I ...  
 Have I ...  
 ... Where's my checklist?!  
 Have I ...

Check your answers with the Key. Then listen again and repeat.





# Phrases and pauses

## Reading aloud

A

When you listen to English, perhaps you think it's difficult to understand because it's too fast. And perhaps you would like to speak faster. But when people speak English – or any other language – they don't speak fast and non-stop. They speak in short phrases, and they stop, or pause, between the phrases.

B

First, read this story, and make sure you understand it.

Lots of people get arrested for dangerous driving, of course. But how old is the oldest? Who's the world record holder? Well, I read about a man who was a hundred and four! He went through red lights, crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.

**C29a** Now listen to the story, reading at the same time, and notice the pauses between the lines.

Lots of people get arrested for dangerous driving,  
of course.  
But how old is the oldest?  
Who's the world record holder?  
Well,  
I read about a man  
who was a hundred and four!  
He went through red lights,  
crashed into parked cars  
and drove along the pavement.  
And how old was his car?  
Only thirty.



**C29b** It's OK – or even better – to pause more often, because it gives you more time to think of what to say next, and it makes listening easier. Listen to this version – the words are the same, but there are more pauses.

Lots of people  
get arrested  
for dangerous driving,  
of course.  
But  
how old  
is the oldest?  
Who's the world record holder?  
Well,  
I read about a man  
who was  
a hundred and four!  
He went through red lights,  
crashed into parked cars  
and drove along the pavement.  
And how old was his car?  
Only thirty.

**C29b** It's also important to stress the most important words. Listen again, and this time notice the stress on the words in bold.

**Lots** of people  
get **arrested**  
for **dangerous driving**,  
of **course**.  
**But**  
**how old**  
is the **oldest**?  
**Who's** the **world record** holder?  
**Well**,  
I read about a **man**  
who was  
a **hundred and four**!  
He **went** through **red lights**,  
**crashed** into **parked cars**  
and **drove** along the **pavement**.  
And **how old** was his **car**?  
**Only thirty**.

Practise reading this story, phrase by phrase, paying attention to the pauses and the stresses.



## Exercises

33.1 Listen to this story and mark the pauses like this: / .

C30

A few years ago / I read in a newspaper / that the staff at a library ...

A few years ago I read in a newspaper that the staff at a library in a small town in the west of England had noticed that the number of visitors to the library was going down and down, and the number of books they were borrowing was going down even faster. They couldn't understand this, so they decided to do some research to find out the reason. They interviewed people and asked them to fill in questionnaires and so on. And guess what they discovered. The reason was simply that everybody had read all the books already!

Check with the Key.

C30

Listen again and mark the main stresses by underlining them.

A few years ago / I read in a newspaper / that the staff at a library ...

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

33.2 Listen to this story and mark the pauses.

C31

This seems unbelievable but it's a true story in fact. A farmer was working in the fields with his tractor. The tractor crashed and he fell out and landed on the ground unconscious. As he fell, his mobile phone fell out of his pocket. Soon after, a bird that was flying around the fields saw the phone and started pecking it with its beak. Amazingly it dialled the number 999 and soon the emergency services arrived to help the farmer.



Check with the Key.

C31

Listen again and mark the main stresses.

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

**Tip:** You might find it helpful to rewrite the stories with each phrase on a separate line, like this:

A few years ago

I read in a newspaper

that the staff at a library ...



**Note:** When we write, we mark some of the main pauses with commas, like this:  
This seems unbelievable, but it's a true story, in fact.

# Speak it, write it, read it

## Linking words together 1

A

When we write there are spaces between all the words, but when we speak we link a lot of the words together, so it sounds like this: *wheneverwespeakwelinkalotofthewordstogether*.

- C32a** Listen and notice how a consonant sound at the end of a word is linked to a vowel sound at the start of the next word.

Look at that! Breakfast in bed!  
 A: Bought it? B: No, caught it!  
 That's enough! Switch it off!

Now say the sentences, making the same links.

- C32b** Of course, we can also separate the words if we want to. Listen to the difference.

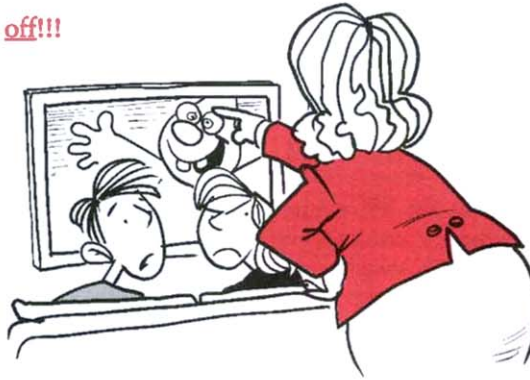
I said switch ... it ... off!!!



Breakfast in bed!



Bought it?



Switch it off!

B

Listen and repeat these poems.

**C33a English**  
 Speak it  
 Write it  
 Read it  
 You know  
 you really  
 need it!

**C33b Don't forget**  
 First you close it  
 Then you lock it  
 And put the key back in your pocket.

**C33c Busy**  
 Work all day  
 Run away  
 Boss and me  
 Can't agree  
 Fill a cup  
 Drink it up  
 Wait a while  
 Walk a mile  
 Meet at eight  
 Don't be late!

Important  
for listening

- C34a** • The letter h at the beginning of *he*, *his*, *her* and *him* is often not pronounced (see Unit 37) so the first sound in these words is often a vowel sound. Listen.

Can we go back? My husband's forgotten (h)is passport.  
 A: Where's the boss? B: I don't know, I haven't seen (h)er.

- C34b** • Where there's a /t/ sound before a vowel, some people don't pronounce the /t/ clearly. Listen.  
 switch i(t) off    drink i(t) up    can'(t) agree



## Exercises

### 34.1 Mark where you think there will be links between consonants and vowels.

- 1 Choose the correct answer and tick it.
- 2 Which page is it on?
- 3 How do you spell it?
- 4 How do you pronounce it?
- 5 What does it mean?
- 6 I can't understand this.
- 7 Look it up in your dictionary.
- 8 It isn't easy to speak English.
- 9 Listen – which language is that?
- 10 Don't worry if you make a mistake.



Listen to check your answers. Check with the Key. Then listen and repeat.

### 34.2 Complete the sentences with the correct forms of the verbs.

EXAMPLE A: How did you feel?

B: I ~~felt~~ (feel) all right.

- 1 A: What do you think of yoga?  
B: I don't know, I've never ..... (try) it.
- 2 A: What happened to my favourite cup?  
B: It ..... (fall) off the table.
- 3 A: Which film shall we go to?  
B: I don't mind. I've ..... (see) all of them before.
- 4 A: You look pleased.  
B: Yes, I've ..... (find) a new job.
- 5 A: What did you do last night?  
B: I just ..... (stay) at home.
- 6 A: Where did you buy that hat?  
B: I ..... (make) it myself!
- 7 A: Does your dog like biscuits?  
B: I don't know, I've never ..... (ask) it.
- 8 A: How did you get here?  
B: I ..... (swim) across the river.



Where did you buy that hat?



Listen to check your answers. Check with the Key. Then listen and repeat. Be sure to link the final consonant of the verb with the vowel at the beginning of the next word.

### 34.3 Circle the /r/ sounds that you think will be pronounced. (See Unit 22.)

- 1 Where are you going?
- 2 Where shall we go?
- 3 Where did I put my scissors?
- 4 I don't know where I put my scissors.
- 5 Have another biscuit.
- 6 Have another apple.
- 7 They're all coming with us.
- 8 They're coming with us.
- 9 Are you sure?
- 10 Are you sure about that?



Listen to check your answers. Check with the Key. Then listen and repeat. If there's an /r/ sound before a vowel, link the /r/ and the vowel.



# Me and you, you and me

## Linking words together 2

A

We use the sounds /j/ and /w/ to link a vowel sound at the end of a word with a vowel sound at the beginning of the next word.



**C38a** If the first word ends with a vowel sound like /i/ or /i:/, and the next word starts with any vowel sound, we use /j/ to link the words. Listen.

me \_<sup>j</sup>and you  
three \_<sup>j</sup>or four  
the \_<sup>j</sup>end



**C38b** If the first word ends with a vowel sound like /u/ or /u:/, and the next word starts with any vowel sound, we use /w/ to link the words. Listen.

you \_<sup>w</sup>and me  
two \_<sup>w</sup>or three  
go \_<sup>w</sup>outside

B

Listen and repeat these poems.



**C39a** **Asking the way**

Yes.

Go \_<sup>w</sup>out of the building.

Go \_<sup>w</sup>along the street.

Go \_<sup>w</sup>over the bridge.

Go \_<sup>w</sup>across the street.

Go \_<sup>w</sup>up the hill.

Take the \_<sup>i</sup>eighth street on your left.

And the \_<sup>i</sup>eleventh on your right.

Then ...

... I'm not sure –

You'll have to \_<sup>w</sup>ask again.



**C39b** **Hats**

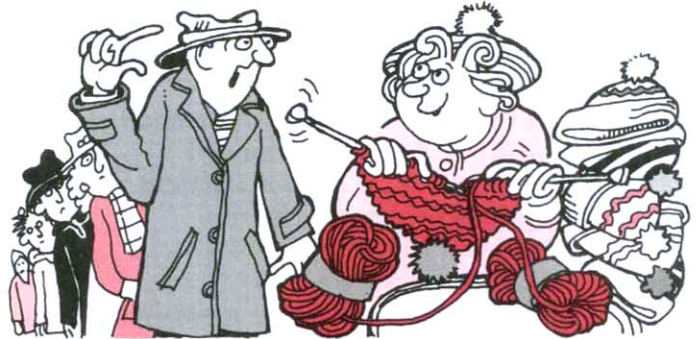
I'll do \_<sup>w</sup>one for you

I'll give you \_<sup>w</sup>one too

a nice one

a new \_<sup>w</sup>one

a yellow \_<sup>w</sup>and blue \_<sup>w</sup>one.



The letter h at the beginning of *he*, *his*, *her* and *him* is often not pronounced (see Unit 37), so the first sound in these words is often a vowel sound. Listen.

He can't come out tonight. He's got to do \_<sup>w</sup>(h)is homework.

A: I'm afraid the boss is busy. B: When can I see \_<sup>j</sup>(h)er?

Important  
for listening

## Exercises

**35.1** Listen and complete the dialogues. Then mark the /j/ and /w/ links.

C41

- 1 A: *Do you often* go swimming? B: Not really, I ..... or twice a month.
- 2 A: What's ..... letter in the alphabet? B: Maybe it's G or H .....
- 3 A: When do ..... holiday? B: We ..... July or August.
- 4 A: What's your .....? B: Twenty-eight, Sea Avenue.
- 5 A: Try ..... soon. B: OK, I'll send you my answer .....
- 6 A: Look! There's ..... the mountains. B: Really? I can't .....

Check with the Key. Then listen and repeat.

**35.2** Mark where you think there will be /j/ and /w/ links between words.

- 1 Is it blue <sup>w</sup>or grey?
- 2 What day is it today?  
Thursday or Friday?
- 3 Coffee or tea?
- 4 Where's my interview  
suit?
- 5 Play a song for me.
- 6 Hello. Reception?  
Which city is this?
- 7 See you in the evening.
- 8 Why do we always  
have to get up so  
early?



C42

Listen to check your answers. Check with the Key. Then listen and repeat.

**35.3** Complete the answers to the questions and mark all the /j/ and /w/ links in the dialogues.

- 1 A: Are you the new assistant? B: Yes, I .....
- 2 A: Is he in the same class as you? B: No, he .....
- 3 A: Am I late? B: No, you ..... Come in.
- 4 A: Is she coming with us? B: Yes, she .....
- 5 A: These chairs aren't very comfortable, are they? B: No, they .....

C43

Listen to check your answers. Check with the Key. Then listen and repeat.

# Take me to the show, Jo

## Rhythm

**A** **C44** Stressed and unstressed syllables in words make different rhythms. Listen.

Oo answer  
 oO belong  
 Ooo interview  
 oOo banana



**B** Phrases have a rhythm of stressed and unstressed syllables, like words.

**C45a** Listen and repeat these words and phrases with this rhythm: Ooo

interview  
 telephone  
 talk to me  
 told you so  
 doesn't it?

**C45b** Listen and repeat these words and phrases with this rhythm: oOo

important  
 discussion  
 I told you  
 I'd like to  
 pronounce it

**C45c** Listen and repeat these words and phrases with this rhythm: ooOo

photographic  
 information  
 forty-seven  
 what about it?  
 never tried it

**C45d** Listen and repeat these phrases with this rhythm: OooO

time to get up  
 making mistakes  
 tell me again  
 give me your hand  
 twenty years old



## Exercises

- 36.1** Read the phrases. Then listen and write 1 if the phrase has the pattern OoOo, and 2 if it has the pattern OooO.

C46a

what's the matter? 1  
 what about you?  
 feeling better  
 anyone there?  
 on the TV  
 asking for more  
 one pound forty  
 sixty-seven

what shall we do? 2  
 see you later  
 nothing to do  
 round the corner  
 two and a half  
 what's the problem?  
 leave it to me  
 breakfast's ready

stand in the queue  
 tell the others  
 come for dinner  
 ready to go  
 go and find it  
 now and again  
 half a kilo  
 quarter to four

C46b

Check with the Key. Then listen and repeat.

- 36.2** Listen to this chant with this rhythm: oooOO. Write in the missing words.

C47

Pass me the .....<sup>jam</sup>....., Pam  
 Wait in the queue, Sue  
 See you ....., Jen  
 Leave it to me, Lee  
 What would you ....., Mike?  
 When shall we meet, Pete?  
 Over the ....., Bill  
 Where have you gone, John?

Soon as you ....., Van  
 Almost forgot, Scott  
 Lend me your ....., Ben  
 Where shall we go, Flo?  
 Get a new ....., Bob  
 How do you feel, Neil?  
 What have you ....., Dot?

Check with the Key. Then listen again and repeat.

- 36.3** Listen to this chant with this rhythm: ooooOO. Write in the missing words.

C48

Take me to the .....<sup>show</sup>....., Jo  
 Thank you for the food, Jude  
 See you in the ....., Mark  
 Really like the hat, Pat  
 See you on the ....., Jane

When will you be back, Jack?  
 Always on the ....., Joan  
 When did you arrive, Clive?  
 Have a glass of ....., Bruce.

Check with the Key. Then listen again and repeat.

- 36.4** Listen and repeat these poems. Be careful to say them with the right rhythm.

C49a

**Too late**  
 Before I go –  
 I told you so  
 I told you,  
 but you still don't know.

C49c

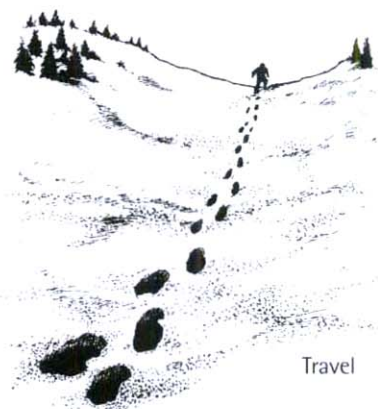
**Travel**  
 Heavy, light  
 The left and the right  
 I follow my feet  
 Through the day and the night.

C49b

**Meeting**  
 Really can't wait  
 It's never too late  
 Quarter to eight?  
 That would be great.

C49d

**Concentration**  
 Central station  
 Information  
 Trying to make a reservation  
 Not too keen on conversation  
 Don't want any complications.



# Hey, wait for me!

## Strong and weak forms 1: Pronouns

A

Some words have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Most pronouns have strong and weak forms.

	weak	strong
you	/jə/	/ju:/
me	/mi/	/mi:/
he	/ɪ/	/hi:/
she	/ʃɪ/	/ʃi:/
him	/ɪm/	/hɪm/
her	/ə/ or /hə/*	/hɜ:/*
we	/wi/	/wi:/
us	/əs/	/ʌs/
them	/ðəm/	/ðeɪm/

\* The r at the end of *her* is pronounced before a vowel (see Unit 22).  
Give her\_a chance.

B



Listen to the difference, and repeat.

A: Will you be at the meeting on Friday? (you is weak)

B: Yes. Will you be there? (you is strong)

Can you help me carry this suitcase? (me is weak)

Hey, wait for me! (me is strong)

A: Is he there? (he is weak)

B: Who?

A: The boss.

B: No. Everybody else is working, but he's gone home!  
(he is strong)

A: She doesn't smoke or drink! (she is strong)

B: Ah, that's what she told you! (she is weak)

A: Look – it's him! (him is strong)

B: Where? I can't see him. (him is weak)

A: Do you know that woman?

B: Her? No, I don't recognise her. (first her is strong,  
second her is weak)

A: I'm afraid we can't stay any longer. (we is weak)

B: What do you mean, 'we'? I've got plenty of time.  
(we is strong)

A: They told us to go this way. (us is weak)

B: Well, they didn't tell us! (us is strong)

When I said, 'Give them a drink' I didn't mean them,  
I meant the people. (first them is weak, second them  
is strong)



She doesn't smoke or drink.



They told us to go this way.



When I said, 'Give them a drink', I didn't mean them, I meant the people.



## Exercises

37.1 Listen and mark the underlined words w (weak) or s (strong).

CS1

- 1 A: Are you going to talk to him? B: No, I think he should talk to me first.
- 2 A: Shall I phone her? B: Yes, I think you should.
- 3 A: You see those people over there? Do you know them? B: I know her, but I don't know him.
- 4 A: What are you going to give him? B: I think I'll give him a shirt. What about you?
- 5 Let him come in and ask him what he wants.
- 6 She says she'll bring her money tomorrow.
- 7 I'm tired ... shall we go now?
- 8 Everybody's leaving. What about us? Shall we go, too?
- 9 Tell us when you're ready.
- 10 A: Who broke that window? B: He did! C: No, I didn't, she did!

Check with the Key. Then listen again and repeat.

37.2 Listen and complete the sentences.

CS2

EXAMPLE

What did she say?

- 1 What ..... think about it?
- 2 Where ..... tonight?
- 3 ..... ready ..... now.
- 4 Where .....?
- 5 ..... come in.
- 6 ..... feeling all right?
- 7 Tell .....
- 8 I ..... phone number but not .....

Check with the Key. Then listen again and repeat.

37.3 Listen and repeat this poem. Be careful to speak with the correct rhythm. Stress the words in bold, and use weak forms of the pronouns between them.

CS3

### Comings and goings

Don't	<b>What</b>	did she	<b>say?</b>
	<b>send</b>	her	<b>away</b>
	<b>Give</b>	her a	<b>chance</b>
	<b>Ask</b>	her to	<b>dance</b>
	<b>Give</b>	us a	<b>drink</b>
	<b>What</b>	do you	<b>think?</b>
	<b>Ask</b>	them to	<b>wait</b>
	<b>Tell</b>	them it's	<b>late</b>
	<b>What</b>	shall we	<b>do?</b>
Shall we	<b>wait</b>	here for	<b>you?</b>
	<b>Please</b>	don't	<b>delay</b>
Tell me,	<b>what</b>	do you	<b>say?</b>





## And what's his name?

## Strong and weak forms 2:

## Possessives, conjunctions, prepositions

A

Many possessives, conjunctions and prepositions have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

	weak	strong
your	/jə/ *	/jɔ:/ *
his	/ɪz/	/hɪz/
their	/ðə/ *	/ðeə/ *
and	/n/ or /ən/	/ænd/
but	/bət/	/bʌt/
some	/səm/	/sʌm/
that	/ðət/	/ðæt/
at	/ət/	/æt/
for	/fə/ *	/fɔ:/ *
from	/frəm/	/frɒm/
of	/əv/	/ɒv/
to **	/tə/	/tu/

\* The r at the end of these words is pronounced before a vowel (see Unit 22).

What's your address?  
What was their answer?  
Come in for a minute.

\*\*to is pronounced /tu:/ before a vowel sound.  
to a party

B



Listen to the difference, and repeat.

Give me **your** hand! (**your** is weak)

A: **Your** turn! (**your** is strong)

B: **No, it's your** turn! (**your** is strong)

A: That's **our** new neighbour.

B: **And what's his** name? (**and** and **his** are weak)

A: **No, her!** (**her** is strong)

B: **Oh, sorry. What's her** name? (**her** is strong)

A: **She must be rich** – look at her car! (**her** is weak)

B: **I think that's his** car, actually! (**his** is strong)

A: **They've sold their** old house, I see. (**their** is weak)

B: **They've sold their** house, yes, but they haven't bought another one yet. (**their** is strong)

A: **Would you like some** ice cream or some cake? (**some** is weak)

B: **I'd like some** ice cream and some cake, please! (**and** is strong, **some** is weak)

A: **Do you like those** sweets? (**do** and **you** are weak)

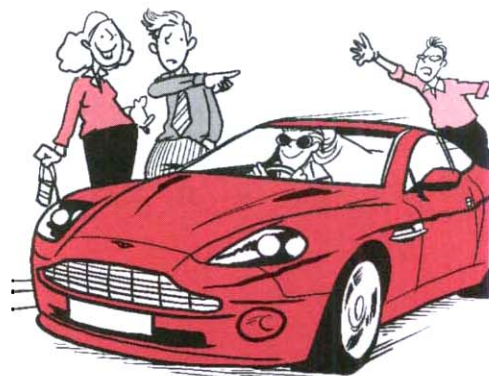
B: **Well, some of them** are good. (**some** is strong, **of** and **them** are weak)

The shop's closed **from** one to two. (**from** and **to** are weak)

There's a bus **to** the village at six, but there's no bus back **from** there tonight. (**to** and **from** are strong, **at** is weak)



Your turn!



She must be rich – look at her car!

## Exercises

38.1 Listen and mark the underlined words *w* (weak) or *s* (strong).

C55

- 1 They went out and left their children at home.
- 2 Don't sit there – that's his seat.
- 3 Is this the train to London or from London?
- 4 I didn't say at five o'clock, I said about five o'clock.
- 5 What are you going to do?
- 6 His first name's Jack, but I don't know his second name.
- 7 Would you like some more tea?
- 8 Bring your umbrella – it's going to rain.
- 9 Excuse me – is this your umbrella?
- 10 Can you go and buy some bread and milk, please?
- 11 You've bought some flowers – who are they for?
- 12 I bought them for you!

Check with the Key. Then listen again and repeat.

38.2 Read and listen to these poems. Then listen again and repeat. Be careful to speak with the correct rhythm.

Use the weak form of *and*.

C56a

**You and me**  
 you and me  
 cake and tea  
 bread and cheese  
 twos and threes  
 this and that  
 thin and fat  
 left and right  
 day and night  
 now and then  
 where and when

Use the weak form of *of*.

C56b

**Relaxing**  
 a cup of tea  
 a new CD  
 a bottle of wine  
 and plenty of time

Use the weak form of *but*.

C56c

**Making plans**  
 A walk? But it's too late.  
 To the town? But it's too far.  
 Some sightseeing? But it's too dark.  
 A restaurant? But it's too expensive.  
 A game of chess? But it's so boring.  
 Read a book? But my eyes are so tired.  
 Study some English? But it's so difficult.  
 But let's do something. OK, what?

Use the weak form of *at*.

C56d

**I remember it well**  
 We met at a conference.  
 Or maybe at a party.  
 A party at a hotel.  
 Or perhaps at someone's house.  
 It was at lunchtime.  
 No, it was late at night.  
 Yes, and you were sitting at a table.  
 Or maybe standing at a window.  
 You looked at me and smiled.  
 No, you looked at me and laughed at me.  
 Yes, I remember it well.

Use the weak form of *your*.

C56e

**A change of plan**  
 Eat your sandwich.  
 Drink your tea.  
 Comb your hair.  
 Brush your teeth.  
 Put your shoes on.  
 Pack your bag.  
 Get your keys.  
 Ready?  
 What do you mean, you've changed your mind?



Making plans



## There's a spider

## Strong and weak forms 3: Articles, comparatives, 'there'

A



**C57a** Some words have two different pronunciations – a strong form and a weak form. We normally use the weak forms of the words *a* and *an*. We say /ə/ before consonant sounds and /ən/ before vowel sounds. Listen and repeat.

a cup of coffee, please  
a piece of cake, please  
a lot of visitors  
a Thursday morning in November  
an invitation to a party  
an umbrella in the rain



**C57b** Notice that some words begin with the vowel letter *u* but the consonant sound /j/, so we say *a* before them. Listen and repeat.

a university  
a useful present

B



**C58** In comparatives, we use the weak forms of *than* /ðən/ and *as* /əz/, and we pronounce the ending *-er* as the weak vowel /ə/. Listen and repeat.

The new computer's better than the old one.  
The old computer wasn't as good as the new one.

C



**C59a** In the expressions *there's* and *there are* we normally use the weak form /ðə/. We pronounce *there's* as /ðəz/ and *there are* as /ðərə/. Listen and repeat.

There's a bridge over the river.  
There are ten millimetres in a centimetre.



**C59b** But when we use the word *there* to talk about a place, we use the strong form /ðeə/. Listen and repeat.

A: **Where are my glasses?** B: **Over there!**



Over there!



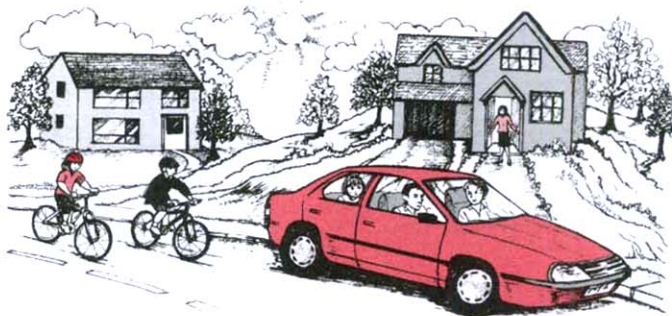
## Exercises

39.1 Listen and circle the mistakes in the picture (there are five mistakes).

C60a

C60b

Check with the Key. Then listen again and repeat.



39.2 Listen and circle all the /ə/ sounds.

C61

There's a cat on the mat.  
There's a fish in a dish.  
There's a dog in the fog,  
and a mouse in the house.

There's a film on TV.  
You can sit on my knee.  
There are two cups of tea.  
One for you, one for me.

Check with the Key.  
Then listen again and repeat.

39.3 Complete the sentences using the words in the box. You will need to use some of them more than once.

tall there there's there are older longer as than

1 Tessa's taller than Terry, but she isn't as tall as Ted.  
Ted's older than Tessa, but he isn't as old as Terry.

2 A: What's the longest tunnel in the world?

B: The Channel Tunnel, between England and France?

A: No, there's a longer one than that.

B: Is there, really?

A: Yes, there's one in Japan.

3 A: How many dollars are there in a pound?

B: I think there's one and a half ... or maybe one and a half pounds in a dollar?



C62

Listen to check your answers. Check with the Key. Then listen again and repeat.

39.4 Listen and mark the underlined words w (weak) or s (strong).

C63

A: What are you doing there?

B: There's a spider in the room.

A: Is there? Where?

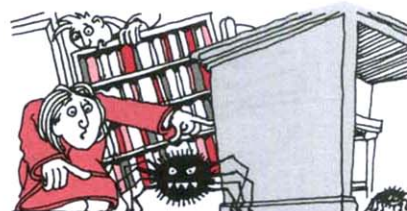
B: There, look!

A: No, there isn't!

B: Yes, there is!

A: Well, actually, there are two – one there and one there!

Check with the Key. Then listen and repeat.



A

We often use the weak forms of these verbs:

am is are was were have has do does can could



Listen and repeat.

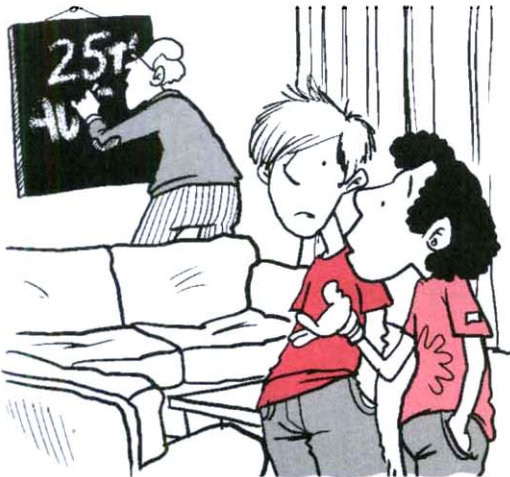
- 1 I<sup>w</sup>'m ready.
- 2 It<sup>w</sup>'s raining again.
- 3 Are<sup>w</sup> you coming?
- 4 You<sup>w</sup>'re coming, aren't you?
- 5 Who was<sup>w</sup> that?
- 6 The shops were<sup>w</sup> all closed.
- 7 What have<sup>w</sup> you got in your hand?
- 8 Has<sup>w</sup> the programme started?
- 9 What do<sup>w</sup> you want for Christmas?
- 10 Where does<sup>w</sup> your sister live?
- 11 You can<sup>w</sup> stay here if you like.
- 12 Could<sup>w</sup> you spell your name for me, please?

B

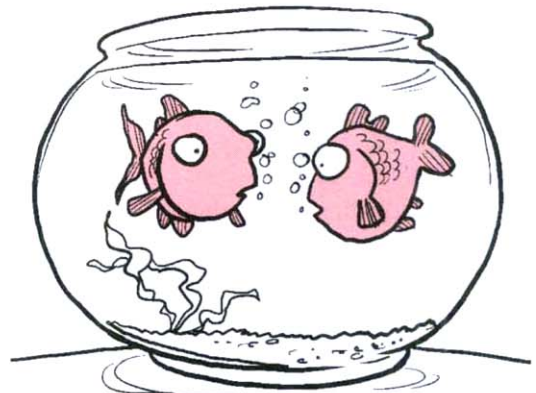


But if one of these verbs is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Listen and repeat.

- 1 A: Are<sup>s</sup> you ready? B: Yes, I am<sup>s</sup>.
- 2 A: It isn't raining, is it? B: Yes, it is<sup>s</sup>.
- 3 A: I'm not very good at English. B: Of course you are<sup>s</sup>!
- 4 A: Is your father a teacher? B: He was<sup>s</sup>, but he's retired now.
- 5 A: How many people are there in your class ... ten? B: There were<sup>s</sup> ten, but one left last week.
- 6 A: Have we met before? B: I don't think we have<sup>s</sup>.
- 7 A: Has it started? B: Yes, come on, it has<sup>s</sup>!
- 8 A: I don't like this music. B: Oh, I do<sup>s</sup>.
- 9 A: Does the supermarket open on Sundays? B: I think it does<sup>s</sup>.
- 10 A: I can't open this door. B: Let me try. Maybe I can<sup>s</sup>.
- 11 A: Can you play tennis? B: Not now. I could<sup>s</sup> when I was younger.

For more about *I'm*, *you're* and *it's*, see Unit 41.

Is your father a teacher?



Have we met before?



## Exercises

## 40.1 Listen, and notice the weak forms underlined.

C66a

It was winter. It was late. It was dark. It was snowing. I was walking along a street. There was nobody else in the town. I could see a light in a window. I could hear someone shouting, 'You're too late! We were here, all the time. We were waiting for you, but now it's too late!' Then I woke up. It was a dream!



C66b

Listen again and repeat.

## 40.2 Listen and mark the underlined words w (weak) or s (strong).

C67

- A: I'm better than you!  
 B: No, you aren't!  
 A: I am. I've got more toys than you!  
 B: No, you haven't!  
 A: Yes, I have! And I can speak twenty languages!  
 B: You can't! Nobody can speak twenty languages!  
 A: I can. And I could walk when I was three weeks old!  
 B: You couldn't! That's impossible!  
 A: I could! You don't know – you weren't there!  
 B: I was! I'm older than you!  
 A: No, you aren't!  
 B: Yes, I am! I'm eight. How old are you?  
 A: I'm eight hundred.  
 B: What do you mean? Nobody can be eight hundred years old!  
 A: Don't argue!  
 B: I'm not arguing!  
 A: Yes, you are!



Check with the Key. Then listen again and repeat.

## 40.3 Mark the underlined words w if you think they will be weak and s if you think they will be strong.

- I could speak English when I was twelve.
- I wasn't very well yesterday, but I am today.
- A: Are these your gloves? B: Yes, they are. Thanks!
- A: I don't think you were at the lesson last week, were you? B: I was!
- A: I didn't think the singers in the band were very good. B: Oh, I thought they were!
- A: Have you got a pen? B: Just a minute, I think I have, somewhere.
- A: Has the lesson started? B: Yes, it has, but you can go in.
- A: Where does he live? B: Near the old town hall. Do you know where that is? A: Yes, I do.

C68

Listen and check your answers. Check with the Key. Then listen again and repeat.



# They're here!

## Contractions

**A** **C69** Listen and look at the spellings of the weak forms (see Units 37–40).

These weak forms written with an apostrophe are called contractions.

full / strong form	contraction / weak form
is	's
is not	isn't



Contractions show the way we normally speak. In the sentence *It's raining again!*, the most important word is *raining*; the word *is* is unstressed and we use the contraction *it's*. But in the sentence *Yes, it is!*, the word *is* is the most important word, and we use the full form, not the contraction.

**B** **C70** Listen and look at the spellings of the weak forms.

full / strong form	contraction / weak form
are	're

In the sentence *They're here!*, the most important word is *here*, and *They're* is unstressed and contracted to /ðeɪ/ or /ðə/. But in the sentence *They are*, the most important word is *are*, so we use the full form, not the contraction.



**Note:** We use the contraction 's for *is* or *has*.  
It's raining. 's = *is*  
Where's he gone? 's = *has*

Here are some other common contractions.

full / strong form	contraction / weak form
cannot	can't
have	've
had / would	'd

full / strong form	contraction / weak form
I am	I'm
let us	let's
will	'll



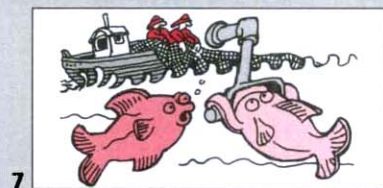
We use these contractions in many types of informal writing, as well as in speech.

**C71**

In some types of texts, like cartoons and pop songs, you can find other contractions, like these. Listen.

- One of these days I'm gonna leave this town.
- I just wanna have a good time.
- Nice place, this, innit?
- A: Why dontcha wanna come with us? B: 'Cos I hate shopping!
- Rock 'n' roll will never die.
- Tell 'im to come now!
- A: Can you see 'em? B: Not yet.

going to	gonna	and	'n'
want to	wanna	them	'em
isn't it?	innit	him	'im
don't you?	dontcha	do you	d'you
because	'cos		



Important for listening and reading

## Exercises

41.1 Listen and underline what you hear – the contraction or the full form.

C72

- 1 A: Why haven't you done the shopping?  
B: *I've / I have* done the shopping. *It's / It is* on the kitchen table.
- 2 A: The *weather's / weather is* better than last year, isn't it?  
B: It certainly 's / is.
- 3 A: Right then, *I'm / I am* going. Are you coming with us?  
B: No, *I'll / I will* see you later.
- 4 A: *What's / What is* the time?  
B: *It's / It is* twenty to seven.
- 5 A: They aren't ready yet.  
B: *We're / We are* ready!
- 6 A: *I'd / I would* love to go somewhere warm for a change.  
B: *I'd / I would*, too!
- 7 A: *I'm / I am* afraid they *haven't / have not* arrived yet.  
B: *They've / They have*. *They're / They are* here now!
- 8 A: *Let's / Let us* go.  
B: I don't think the *concert's / concert has* finished yet, has it?  
A: *It's / It has*, actually.

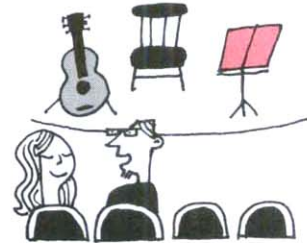
Check with the Key. Then listen and repeat.



3



5



8

41.2 Listen, and write the sentences you hear in normal spelling.

C73

**EXAMPLE**

You hear: 'Are you gonna be with us at the weekend?' and you write: 'Are you going to be with us at the weekend?'

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

Check with the Key.