Phonemic symbols

i:	as in	see /si:/	3:	as in	fur /f3:(r)/
I	as in	sit/sit/	ə	as in	ago /əˈɡəʊ/
e	as in	ten /ten/	eı	as in	page/peid3/
æ	as in	hat /hæt/	υc	as in	home /həum/
a:	as in	arm /ɑ:m/	aı	as in	five /faiv/
p	as in	got /gpt/	aυ	as in	now /naʊ/
ɔ :	as in	saw /so:/	ΟI	as in	join /dʒɔɪn/
Ω	as in	put /pot/	GI	as in	near /nɪə(r)/
u:	as in	too /tu:/	eə	as in	hair /heə(r)/
Λ	as in	cup /knp/	υə	as in	pure /pjʊə(r)/
i	as in	happy /ˈhæpi/			
р	as in	pen /pen/	s	as in	so /səu/
b	as in	bad /bæd/	Z	as in	zoo /zu:/
t	as in	tea /ti:/	ſ	as in	she /∫i:/
d	as in	did /drd/	3	as in	vision /ˈvɪʒn/
k	as in	cat /kæt/	h	as in	how /hau/
g	as in	got /got/	m	as in	man /mæn/
t∫	as in	chin /t∫ın/	n	as in	no /nəʊ/
d ₃	as in	June /dʒu:n/	ŋ	as in	sing /sɪŋ/
f	as in	fall /fo:l/	1	as in	leg /leg/
V	as in	voice /vois/	r	as in	red /red/
θ	as in	thin θ in/	j	as in	yes /jes/
ð	as in	then /ðen/	W	as in	wet /wet/

Elementary

Headway Pronunciation Course

Sarah Cunningham Peter Moor



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Introduction

Welcome to the *New Headway Elementary Pronunciation Course!*

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

Who is this book for?

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

How does this book work?

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

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

Sounds exercises		Whitagilatifies		ernan	steet 1	Media	dian	al states tubles			
Unit 1	Introduction to consonant sounds	1									
Unit 2	Problem consonants: final '-s' The sound /ə/	1									
Unit 3	Problem consonants: /r/ Silent 'r'	1									
Unit 4	Final '-es' pronounced /ız/	1									
Unit 5	Problem consonants: /θ/ and /ð/ ('th')	1									
Unit 6	Problem consonants: /w/	1									
Unit 7	Problem vowel sounds: /ɪ/ and /i:/		1		1	1	1		1	1	1
Unit 8	Problem consonants: /dʒ/ Problem vowel sounds: /3:/		1	1	1		1		1	1	1
Unit 9	Problem vowel sounds: /æ/ and /ʌ/	1				-					
Unit 10	Problem consonants: /h/		1		1		1	1	1	1	
Unit 11	Problem consonants: /n/ and /η/	1									
Unit 12	Problem vowel and diphthong sounds: /p/, /ɔ:/, and /əu/	1									
Unit 13	Problem vowel and diphthong sounds: /e/ and /eɪ/ Problem consonants: /ʃ/ and /tʃ/		1	1	1	1	1			1	
Unit 14	Problem consonants: $/t\int/$, $/d3/$, and $/j/$		1	1	1	1			1	1	_

What types of exercise are there?

There are four different types of exercise in this book:

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

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

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

- 2 Connected speech These exercises help you to pronounce words in phrases and sentences correctly.
- 3 **Intonation and sentence stress** These exercises help you to hear and practise different kinds of intonation and sentence stress patterns.
- 4 **Word focus** In these exercises you study groups of words where there are problems with sounds and word stress.

What about the recording?

This book comes with one tape or CD.

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

section of recording
unit number

What about the key?

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

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

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

▶▶ p58

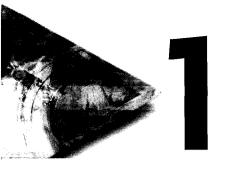
What about technical words?

Here is a list of technical words we use in this book.

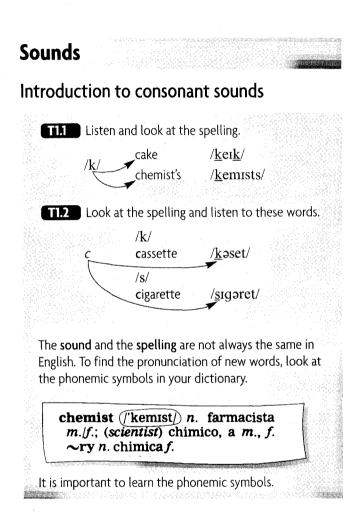
Use a bilingual dictionary to translate them.

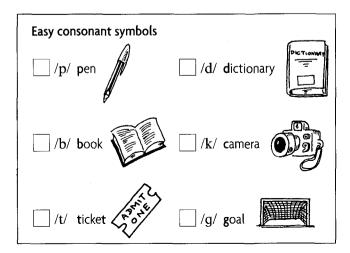
You can look back at this list while you use the book.

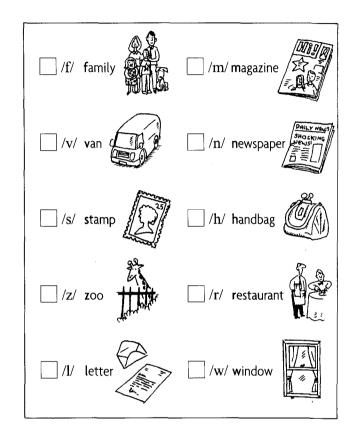
consonant	
contraction	
flat	
intonation	
linking	
phonemic	
polite	
pronunciation	
rude	
sentence	
sound	
spelling	
stress	
syllable	
symbol	
vowel	
weak	



Introduction to consonant sounds The sound of English Stress in numbers Short forms (contractions) of be







- 1 T1.3 Listen and tick (\checkmark) the consonant sounds that are the same in your language.
- **2** Which sounds are very different in your language? Are there any sounds that you don't have? Discuss your answers with your teacher.
- 3 Look at the phonemic symbols on page 57. Find the words from the box for sounds 1–16. Write them in the spaces under the symbols.

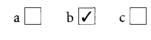
You will learn other consonant symbols as you work through the book.

Word focus

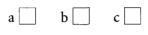
The sound of English

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

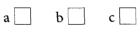














c



5







a 🗌	ь	c

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

Look at the stress. 3

telephone cassette television

Listen again and mark the stress on the words below.

photograph police radio toilet passport email

▶ p58

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

> telephon|e| Ptelifoon/ n teléfono m. -vt llamar por teléfono.

Practise saying the words with the correct stress.

Stress in numbers

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

	• •		
13	thirteen	thirty	30
14	fourteen	forty	40
15	fifteen	fifty	50
16	sixteen	sixty	60
17	seventeen	seventy	70
18	eighteen	eighty	80
19	nineteen	ninety	90

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

2 T1.7 Choose one of the cards below, a, b or c. Listen and cross out (X) the numbers that you hear. You will hear each number twice.

Who finishes first: a, b, or c?

•	13	60	14
	50	70	15
	90	18	19

90	13	50
14	17	16
19	40	80

80	16	90
15	30	14
18	17	19

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

Connected speech

Short forms (contractions) of be

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

ľm

(= I am)

vou're

(= you are)

he's

(= he is)

she's

(= she is)

it's

(= it is)

that's

(= that is)

my name's (= my name is)

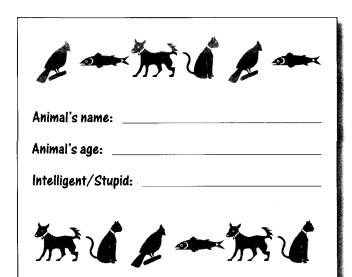
T1.8 Listen and practise.

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

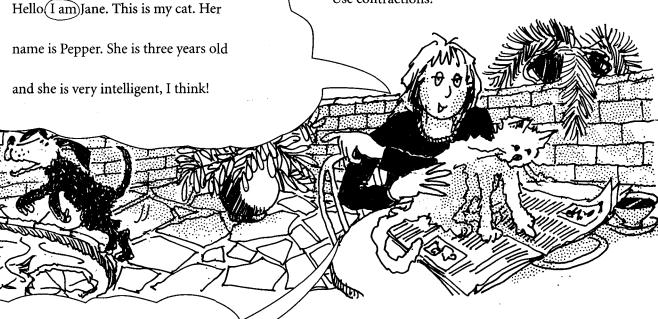
T1.9 Listen and check your answers.

p58

- **3** Practise reading what Jane says, using short forms.
- 4 Think about your pet or an animal you know. Complete the information below.



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



That is my dog, Sam. Sam is twelve

years old now! He is a very nice dog,

but he is very stupid!



2

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

Sounds

Introduction to vowel sounds (1)

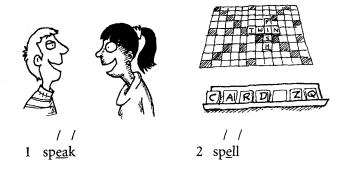
	e are twelve vow		nds in English.			
	are six of them.					
/i:/	see	/ I /	sit			
/u:/	do	/e/	get			
-\Ω/	look	/ə/	listen			

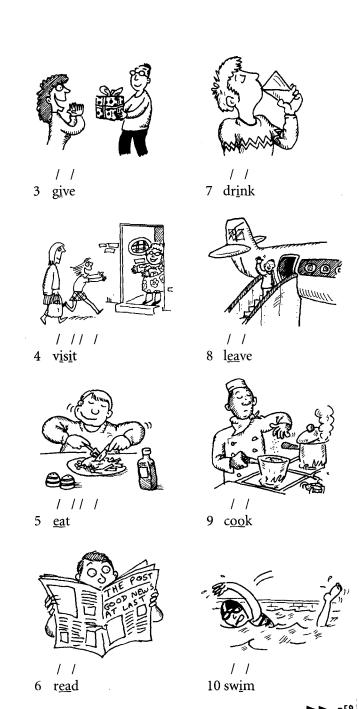
- 1 12.1 Listen and answer the questions.
 - 1 Which sounds are long?
 - 2 Which are the same (or very similar) in your language?
 - 3 Which ones don't you have in your language?

▶▶ p58

Listen again and practise.

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



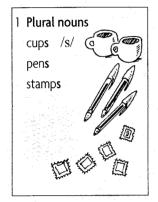


Listen again and practise saying the verbs.

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

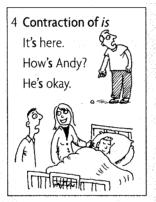
Problem consonants: final '-s'

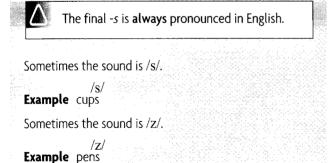
A lot of words end in -s in English.











1 12.3 Listen to the words and phrases above. Write in the pronunciation of -s: /s/ or /z/.

p58

2 Listen again and practise saying the words.

The sound /ə/



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

One sound is very important – the sound \sqrt{a} .

Example hamburger

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

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

• /ə/ hamburger

p58

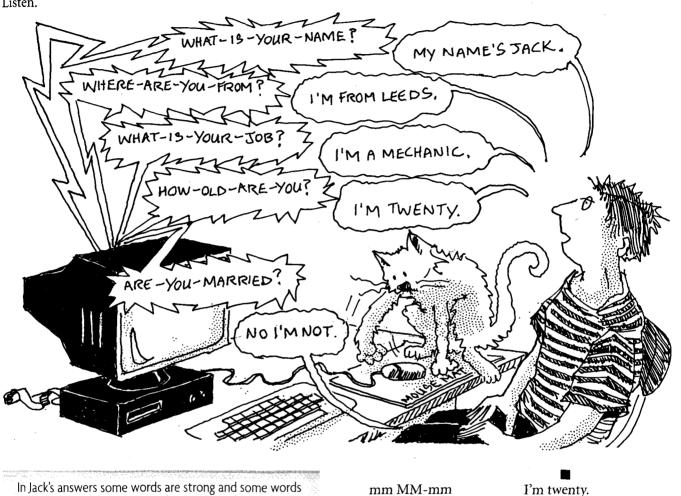
Listen again and practise saying the words.

3	Match the words to th	ne pictures.		4 T2.5 Listen and tick	x (✔) the words that have an
	1 potato	6	orange	/8/ 50una.	▶▶ p5
	2 pepper	7	banana	5 Listen again and mark	
	3 yoghurt	8	chocolate		▶▶ p5
	4 chicken	9	coffee	6 Practise saying the wo	rds.
	5 tuna	10	sandwich		
			▶▶ p58		•
	e	b			d
				i	
	h				

Stress

Introduction to sentence stress

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



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

☐ **■** My name's Jack.

2 Practise Jack's answers, like this.

Practise Jack's answers, like this.

mm MM MM My name's Jack.

mm mm MM I'm from Leeds.

mm mm mm-MM-mm I'm a mechanic.

mm MM-mm I'm twenty.

MM mm MM No, I'm not.

∆ Iti

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

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

☐ What's your name?

▶▶ p58

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

3

Problem consonants: /r/ Silent 'r'

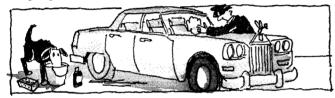
Weak forms and linking

Introduction to intonation: up or down?

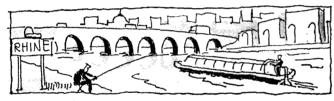
Sounds

Problem consonants: r

1 13.1 Listen to the sound /r/. Is it the same in your language?



Rolls Royce



the River Rhine



right and wrong



rock 'n' roll



a red, red rose

2 Listen again and practise saying the phrases.

Silent 'r'

Look.

children = letter r + vowel sound = /r/

surname = letter r + consonant sound = /r/

mother = letter r + nothing = /r/

are = $/\alpha$:/

aren't = $/\alpha$:nt/

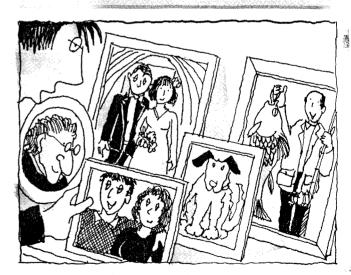
The e is silent.

T3.2 Listen to these examples.

r + vowel sound r + consonant sound or nothing boyfriend sister

Granny father

married first name



Practise saying the words and phrases.

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



13.3 Listen and check your answers.

- p58

Practise saying the words.

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

▶▶ p58

Connected speech

Weak forms and linking

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

get up
open
arrive
start

finish leave go to bed close

►► p59

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

1 6 bank opens	1	6	bank opens
-----------------------	---	---	------------

2		He goes		seven	<u></u>
---	--	---------	--	-------	---------

This office half past	two.
-----------------------	------

We get up o'clo

5	Her plane _	two	fifteen.

6	The programme	about
	thirty.	

7	The film	at half	





3 Listen again and write in the missing words.

▶▶ p59

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

/ə/ /ə/ at nine o'clock

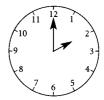
The weak words are not stressed.

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

/ət/ /ə/ at nine o'clock



/ət/ /ə/ at two o'clock



/ət/ /ə/ at seven o'clock



/ət/ /ə/ at twelve o'clock



/ət/ /ə/ at three o'clock



/ət/ /ə/ at five o'clock



5	When we speak fast, we also link word	ls together. We do
	this when one word ends with a consc	
	next word begins with a vowel sound.	

The bank_opens_at nine_o'clock.

Here are some more examples. Practise saying them.

He goes to bed_at seven_o'clock.

This_office closes_at half past two.

We get_up_at_about_eight_o'clock.

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



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

Intonation

Introduction to intonation: up or down?

- 1 T3.6 Listen to the pairs of words below. One is a question. Write . next to the statements, and ? next to the questions.
 - 1 Okay Okay ?
 2 Bill Bill
 3 Yes Yes
 4 Coffee Coffee



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



Okay?

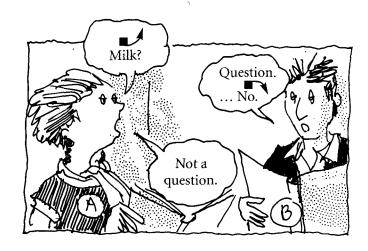
The other words are **not** questions. The intonation goes



Is this the same in your language?

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

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



*Sorry? as a question = Say it again.

Milk Here Really No Sorry* Anne Ready





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

Sounds

Final '-es' pronounced /IZ/

The final -es is pronounced /1z/ after:

-s or -ss/s/ kisses buses -sh /∫/ wash**es** push**es** -ch /t∫/ match**es** church**es**

-x /ks/ boxes mixes

-z /z/ Liz's houses* -ge /dʒ/ pages oranges



*Note

house = /haus/ houses = /hauziz/

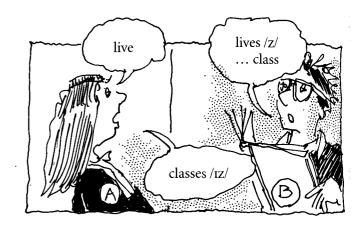
- 1 14.1 Listen and practise saying the words above.
- **2** Work with a partner.

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

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

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

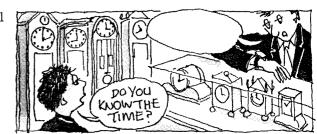
You can check the answers at the bottom of the card.



Stress and connected speech

Weak forms in Present Simple questions

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













▶▶ p59

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

/d3ə/

Do you know the time?

/d39/

Do you have a light?

/d39/

Do you speak English?

2 T43 Practise the questions. Start with the strong words, like this:

☐ **■** know the time?

/jə/ □ ■ you know the time?

/dʒə/ □ **■**

Do you know the time?

3 Practise the other questions in the same way. Practise the dialogues with a partner. Pronounce *Do you* correctly.

- **4** Look at the questions below. Check the meaning of new words in your dictionary or with your teacher. Practise saying the questions, pronouncing *Do you* correctly.
 - 1 Where do you live?
 - 2 Do you live with your parents?
 - 3 Do you have any children?
 - 4 Do you like learning English?
 - 5 Do you study English a lot at home?
 - 6 Do you speak other languages?
 - 7 What do you do in your spare time?
 - 8 Do you smoke?
 - 9 Do you like sport?
 - 10 What sort of music/books/films do you like?

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

CARD A (see p	o18)	
1 live	4 job	7 day
2 love	5 teach	8 nurse
3 language	6 drive	9 office
/ZI/ 6	/ZI/ 8	/Z/ <i>L</i>
/Z/ 9	/ZI/ S	/Z/ 🏌
/ZI/ £	/Z/ 7	/Z/ I
		A GAAD

Weak forms of a and the

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



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



T4.4 Listen and check your answers.

▶▶ p59

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

 /ə/
 /ðə/

 a girl
 the girl

 /ə/
 /ðə/

 a boy
 the boy

T4.5 Practise saying the phrases below. Pronounce *a* and *the* correctly.

1 a girl a boy a daughter a son

She's a music teacher. He wants to be a pilot.

2 the girl the boy the daughter the son

3 Look at the dialogue again. Some words are strong (stressed).

Do you have children, Shirley?

Yes, a **son** and a **daughter**.

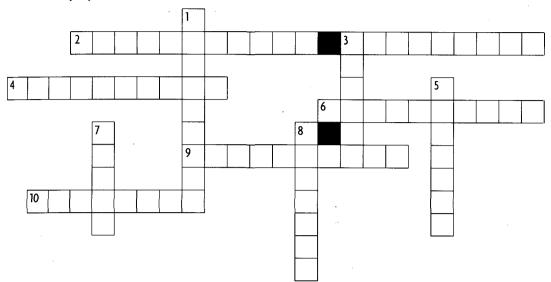
These are the important words.

- **4** Practise saying the dialogue line by line. Pay attention to the stress, and the pronunciation of *a* and *the*. Read the dialogue aloud with a partner.
- **5** Work with a partner. Have a similar conversation about your families. Pay attention to the pronunciation of *a* and *the*.

CARD B (see p	18)	
1 class	4 catch	7 come
2 arrive	5 doctor	8 leave
3 sandwich	6 address	9 village
/ZI/ 6	/Z/ 8	/Z/ L
/ZI/ 9	/Z/ S	/ZI/ ╊
/ZI/ £	/Z/ 7	/ZI/ [
		CARD B

Word focus

How many syllables?



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

Across →

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

Down 1

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

T4.6 Listen and check your answers.



In English, some words have 'silent syllables'.

interesting = / m|tros|tm/ = three syllables

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

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

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

▶▶ p59

- **4** Practise saying the words. Don't put in any extra syllables!
- **5** Here are some more words with 'silent syllables'. How many syllables are there in each word?
 - 1 aren't
- 4 comfortable
- 2 evening
- 5 family
- 3 favourite
- 6 secretary

▶ p59

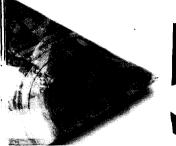
- **6** Practise saying the words.
- **7** Practise saying the phrases below.

my favourite chocolate
every Wednesday evening

What an interesting camera!

Are you comfortable?

They aren't married.



Introduction to vowel sounds (2) Problem consonants: $/\theta$ and $/\delta$ ('th') Sounding polite

Sounds

Introduction to vowel sounds (2)

- 1 T5.1 Listen to the other six vowel sounds.
 - word curtain /3:/ /3:/ four /æ/ man $/\Lambda/$ bus /a:/ part shop /p/
- 2 Practise saying the sounds. Cover the words. Can you remember the word for each sound?
- 3 T5.2 Listen to the vowel sounds in the words below.



carpet



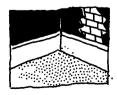
с<u>и</u>р



lamp



pots



wall



curtain

Write the words next to the correct symbol in 1.

p59

- 4 Below are some more 'home' words. Match the phonemic symbols with the pictures below.
 - 1 /frid3/
- 6 /mirə/

/do:/ 2

- 7 /kukə/
- /ga:dən/
- /livin ru:m/

- $/ba:\theta/$
- 9 /telivi3ən/
- /knbad/
- 10 /wp(in məsi:n/







b



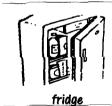


g

h





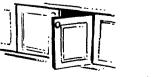




d









T5.3 Listen and check your answers.

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

Problem consonants: $/\theta$ / and $/\delta$ / ('th')

1 T5.4 Listen. A lot of English words are spelt with th. These letters are pronounced $/\theta/$ or $/\eth/$.

 $/\theta/$

/ð/

three

this

thirty

that

thousand

these

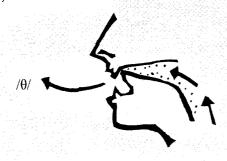
both

those

theatre

there

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



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





With the sound ∂ you use your voice. With θ you do not use your voice.

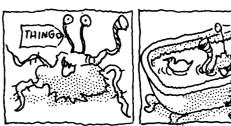
2 Listen again and practise saying the words.

3 Work in groups of three.

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

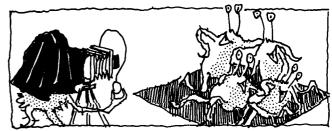
The first group to finish shouts *Stop!* The winning group reads out their words. If they pronounce a word incorrectly, the other groups can shout *Challenge!*

4 T5.5 Look at the pictures and listen.



1 This is a Thing.

2 This is a Thing having a bath.



3 This is a Thing with his three brothers.



4 Three Things together at the theatre



5 This Thing's thirtieth birthday

Read the sentences. Pay attention to the th sounds!

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

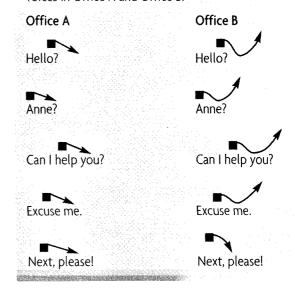
Intonation

Sounding polite

1 T5.6 Listen to the people in Office A and the people in Office B.

Why do the people in Office B **sound** more friendly? Do you use intonation like this in your language? Do you think it is important?

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

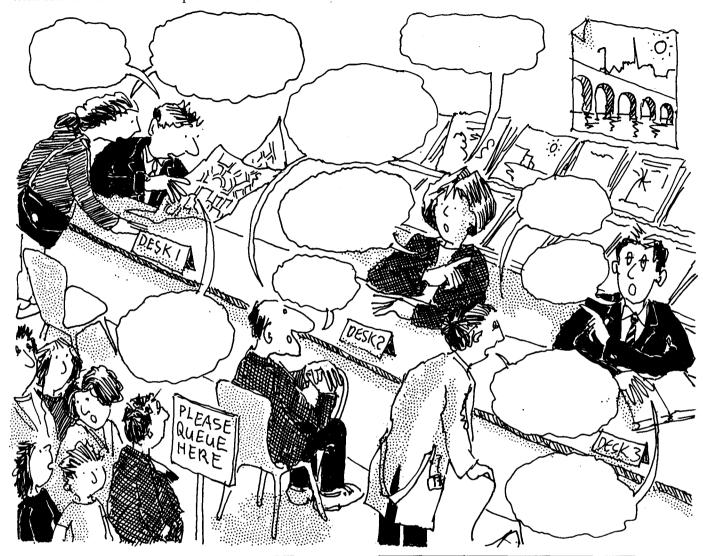


3 Listen again and practise the polite, friendly intonation of Office B.





4 Look at the picture of the Tourist Information Office. Below the picture are the lines of three conversations. Write each line in the correct speech bubble.



Desk 1

Yes, please. Is the Museum of Modern Art near here? Hello. Can I help you?

Mmm, just a minute ... here's a map ...

Desk 2

Sorry, we don't have information about hotels. Try next door.

Next, please.

Hello, can you help me? I want a hotel for three nights. Thank you.

Desk 3

Sure, on the left opposite the underground station.

Yes, sir?

Excuse me ...

Is there a bookshop near here?

T5.7 Listen and check your answers.

▶ p59

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

Problem consonants: /w/ can and can't Pronunciation of negative forms

Sounds

Problem consonants: /w/

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



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

Try starting with /u:/.

uuu ... where uuu ... was

uu ... where uu ... was

u ... where u ... was

where was

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

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

	when 9	who	swim	٧	vhat
	week 8	winter	whole	t	wenty
	wrong	we	two		vrite
1	/wi:/	5	/rpŋ/	9	/wen/
2	/tu:/	6	/raɪt/	10	/swim/
3	/hu:/	7	/'twenti/	11	/həʊl/
4	/'wintə/	8	/wi:k/	12	/wpt/
			~		▶▶ p59

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

▶▶ p59

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

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

▶▶ p59

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

WEEKEND

Connected speech

can and can't

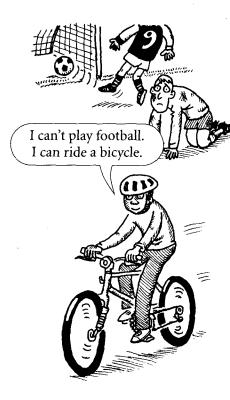
1 16.3 Listen to two children, Ben and Isabel, talking about what they can and can't do. Put ticks (✓) or crosses (✗) in the table.

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

T6.4 Notice the pronunciation and stress		
/kən/ /ka:n	/	
I can ride a bicycle but I can't	ride a horse	
	그리아 하는 그런 그리고 하고 있었다.	

- 2 T6.5 Listen and practise saying these sentences.
 - 1 I can speak English. I can't speak Chinese.
 - 2 I can play football. I can't play tennis.
 - 3 I can drive a car. I can't drive a lorry.
 - 4 I can read fast. I can't write fast.
- 3 Look back at the table in 1. Which of the things can you do? Complete column 3.

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



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

▶ p60

Pronunciation of negative forms



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

Bob	My mother's parents, Thomas and Frida,
	$(1 \checkmark)$ a strange couple.
	They (2) married
	nearly sixty years. They
	(3) very rich, but they
	(4 🔲) very happy.
Jack	Why?
Bob	Frida (5) English
	she (6) speak English
	very well.
Jack	Where (7) she from?
Bob	Berlin Germany.
Jack	(8) Thomas speak
	German?
Bob	Well, he (9) speak
	many languages, but he
	(10) speak German.
Jack	That's strange! And what about your mother?
	(11) she speak
	German?

	Во	b	Well, she (12)		
			understand it very well, but she		
			(13) really speal	k it.	
			1	>>	p60
2			again and fill in the correct verb form: vasn't; were/weren't; can/can't; could/could	n't.	
				>>	p60
3		Whe for t	en we speak fast, we use contractions and weak these verbs.	form)S
	٠	6.7	Listen and practise.		
	1		us = /wəz/ here was she from?		
	2		isn't = /wɒznt/ e wasn't English.		
	3		ere = /wə/ ney were very rich.		
	4		eren't = /w3:nt/ ney weren't very happy.		
	5		n = /kən/ e can understand it.		
	6		n't = /kɑ:nt/ e can't speak it.		
	7		uld = /kəd/ e could speak many languages.		
	8		uldn't = /kʊ(d)nt/ e couldn't speak German.		
4	att	tent	ise saying the dialogue line by line, paying ion to the pronunciation of these verb fo ise the dialogue with a partner.		•

7

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

Sounds

Problem vowel sounds: I and I:/

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







seat





2 hit

hear





3 bin

bean





4 ship

sheep





5 hill

heel





6 lick

leak

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



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



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



Practise saying the pairs of words.

4 17.2 Look at the words below. Listen to the instructions on the recording and join the words with lines. You will make a letter of the alphabet. What is it?

eat •	• live	• cheap	• hit
• leave	• it	• wheel	• will
chip •	• heat	• fill	• feel
• hill	seat •	sit •	heel •
bin •	ship •	bean •	• sheep
fit •	• feet	• leak	• lick

p60

Word focus

Past Simple forms that are difficult to pronounce

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

1	read	read	6	hear	
2	learn		7	buy	
3	run		8	say	
4	fall		9	teach	
5	seė		10	think	
					▶▶ p60

2 Can you pronounce the past forms?

lr	ead /ri:d/ <i>verb</i> (reads, reading	ı, read	
	(red), has read)		
	1 look at words and understand	l tham.	
:1	Have you read this book? It'	s very 🏢	

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

3 Can you pronounce the past forms below?

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

7 run¹/rʌn/ verb (runs, running, ran (ræn))
has run)
1 move very quickly on your legs: I was late so I ran to the bus-stop.
2 go; make a journey: The buses don't run

fall ' fo:l/ verb (falls, falling, fell fel),
has fallen / fo:lon/)
1 go down quickly; drop: The book fell off
the table. \$\infty\$ She fell down the stairs and
broke her arm.

5 see /si:/ verb (sees, seeing, saw (so:), has seen /si:n/)

1 know something using your eyes: It was so dark that I couldn't see anything.

⋄ Can you see that plane? ⋄ I'm going to

hear /hiə(r)/ verb (hears, hearing, heard ha:d), has heard)

1 get sounds with your ears: Can you hear that noise? \diamond I heard somebody laughing in the next room.

17.3 Listen and check your answers. Practise saying the past forms.

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

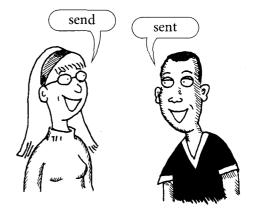
see	read	wear	pay	say	
think	buy	put	teach	mean	
catch	cut	send			

1	saw	wore	✓
2	read	said	
3	said	paid	
4	caught	taught	
5	thought	bought	
6	sent	meant	
7	cut	put	

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

▶▶ p60

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



Connected speech

Hearing Past Simple forms

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

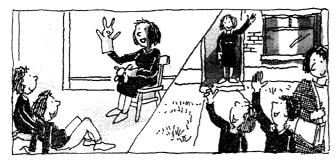
/t/d//rd/ loved hated liked intended worked lived finished opened started stopped arrived ended

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

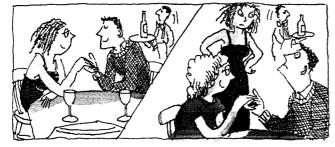
The -ed ending is pronounced /Id/ if the infinitive of the verb ends with the sound / / or / /.



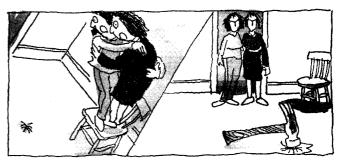
3 17.6 In a sentence the -ed form is sometimes difficult to hear. Listen to the five pairs of sentences below. Can you hear the difference between a (Present Simple) and b (Past Simple)?



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



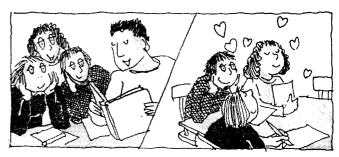
- I love him. 2 a
 - b I loved him.



- They hate it. 3 a
 - They hated it.



- I want that.
 - I wanted that.



- They enjoy their English lessons.
 - They enjoyed their English lessons.

Listen again and practise saying the pairs of sentences.

- 4 17.7 Listen to the sentences and circle the verb you hear, Present Simple or Past Simple.
 - 1 We arrive (arrived) on Monday morning.
 - It opens/opened at nine o'clock.
 - 3 I finish/finished work on Friday afternoon at six o'clock.
 - 4 They close/closed on Monday.
 - They start/started at eight o'clock.
 - The trains stop/stopped at midnight.



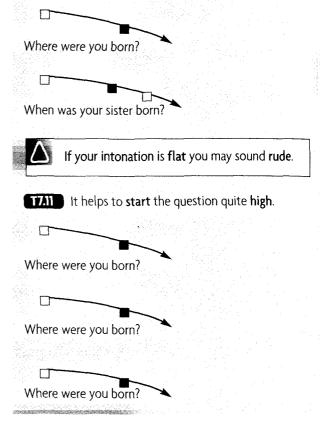
5 T7.8 Close your book. Listen and practise saying each sentence in the Past Simple. Pay attention to the pronunciation of the -ed ending.

Stress and intonation

Intonation in Wh- questions

1 **17.9** You will hear the *beginning* of seven questions. Listen and tick (\checkmark) the correct words below to finish the questions. There is only **one** correct answer. a ... you born? b ... did you born? c ... were you born? a ... born your sister? b ... your sister born? c ... you born? a ... married? b ... born? c ... birthday? a ... her grandfather die? b ... die her grandfather? c ... her grandfather died? a ... was he? b ... he was? c ... he did? a ... went to university? b ... were to university? c ... go to university? a ... you leave university? b ... you were left university? c ... you left university? 2 17.10 Listen to the full questions and their replies. Check your answers.

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



Practise saying the other questions in the same way.

4 ▼ 17.10 Work with a partner. Look at the tapescript on page 60. Practise reading the dialogue together.





8

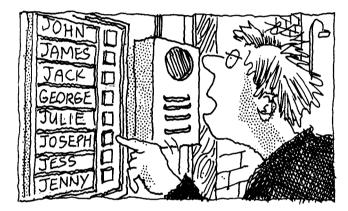
Problem consonants: /dʒ/ Problem vowel sounds: /3:/

Saying dates

Sounds

Problem consonants: /dz/

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



Do you have this sound in your language?

The sound /dz/ is made with the two sounds /d/ and /z/. First say /d/. Then say /z/.

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

Listen again and practise saying the names.

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



1 /dʒɒn 'lenən/



4 /dʒɔ:dʒ 'klu:ni/



2 /mik 'daægə/



5 /ˈdʒuːlɪə ˈrɒbəts/



3 /'dzæki 'kenədi/



6 /dzo:dz 'markəl/

▶▶ p60

Practise saying their names.

3 Look at the phonemic symbols on page 57. Find the word from the box for sound 23. Write it in the space under the symbol.

Problem vowel sounds: /3:/

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

work	learn	girl	first	
nurse	world	third	her	
heard	word			

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

- p60

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

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

p60

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

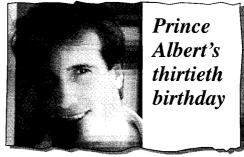
/3:/ is a long sound.

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

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











▶ p60

Listen again and practise saying the headlines.

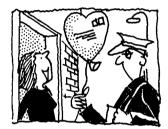
Connected speech

Saying dates

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

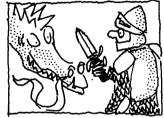
saint	lovers	destroy	
parliament	war	joke	
witch	official	celebrate	

2 T8.5 Below are the names of some special days in Britain. You will hear when they are, and what they celebrate. Listen and write in when they are.

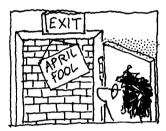


1 St Valentine's Day

14 February



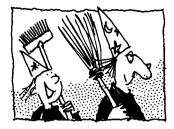
3 St George's Day



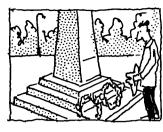
2 April Fool's Day



The Queen's Birthday



5 Halloween



7 Remembrance Sunday



6 Guy Fawkes Night



St Andrew's Day

Which ones do you celebrate in your country too?

3 We write dates like this.

> 14 February 1 April

We say dates like this.

/ðə/ /av/ the fourteenth of February

/ðə/ /əv/ the first of April

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

/fɔ:ti:nθəv/ /f3:stəveɪprəl/ the fourteenth of February the first_of_April

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

p61

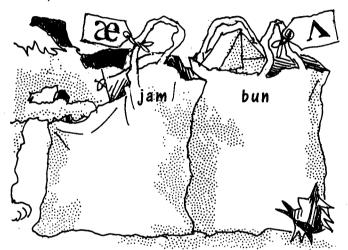
4 Write down five dates that are important in your country. Practise saying them correctly. Why are they important?

Problem vowel sounds: /æ/ and $/_{\Lambda}/$ Weak form of of Special stress Polite requests

Sounds

Problem vowel sounds: /æ/ and $/\Lambda/$

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



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

- 1				
	jam	h <u>o</u> ney	c <u>a</u> bbage	b <u>u</u> tter
	bun	<u>a</u> pple	c <u>a</u> rrot	s <u>a</u> lad
	<u>o</u> nion	m <u>u</u> shroom	ham	cucumber

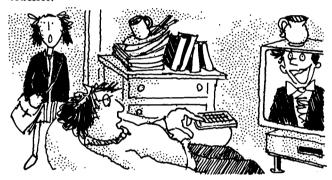
3 T9.3 Listen and check your answers.

▶▶ p61

4 Complete the rule.

- The sound /æ/ is spelt with the letter _____.
 The sound /Λ/ is usually spelt with the letter _____.
 but sometimes with the letter _____.
 - **▶▶** p61

- 5 Listen again to the first part. Practise saying the words from Bag 1 above.
- **6** Now listen to the second part. Practise saying the words from Bag 2 above.
- **7 T9.4** Listen to the dialogue below. Check the meaning of new words in your dictionary or with your teacher.



Daughter Mum ... what have we got for supper?

Mum Sorry, there's not much ... ham ...

scrambled eggs ... or there's some

mushroom salad left.

Daughter I'll just have bread and jam ... have we got

any butter?

Mum Sorry, love. There's none left.

Daughter Oh, Mum! There's nothing I want!

Mum Well, have a nice cup of hot chocolate.

Daughter Mm ... you make lovely hot chocolate ...

Thanks, Mum!

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

▶▶ p61

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

Connected speech

Weak form of of

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

aspirin	sugar	matches	cake	
cigarettes	tea	water		



a piece of _cake	
a packet of	
a cup of	
a glass of	_
a box of	
a bottle of	
a bag of	

		e e Santo de Sagerdora	, Live mate	a carenariyy
1 -	-14.46.			

4	LOOK	αι	anc	うけたつつ	m	U	(C2)	Ç,	۲	111	us	L 3.

a piece of cake a packet of cigarettes

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

/əv/

/əv/

a piece_of cake

a packet_of cigarettes

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

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



1	7		like
		· .	wine?
2		Can	
-		coffe	e, please?
	·		
3			
		bottle aspirin,	
	· ·		
4		packet	
			box

, please.



	- Comma differ to Constitute	
5	Daddy,	
	glass	?
	Towns of the second of the sec	
6		<u>-</u>
	potatoes, please.	
	DIET	

4 Listen again and write in the missing words.

▶▶ p61

like

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

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



Stress and intonation

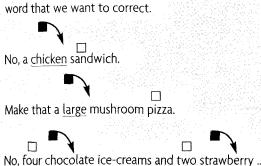
Special stress

1 19.7 Walter is a waiter in a busy snack bar. Listen to some of his conversations with the customers.



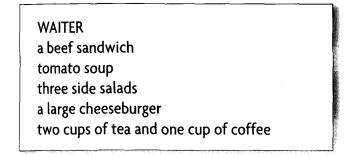
- 1 W So that's two coffees, a beef sandwich, and a tomato soup ...
 - **C** No, a chicken sandwich.
 - W Sorry, sir ...
- 2 W Yes, sir?
 - C A small mushroom pizza, please.
 - W Okay ...
 - C No, make that a large mushroom pizza.
 - W Certainly, sir ...
- 3 **W** Okay, so you want one coffee, six colas, four strawberry ice-creams, two chocolate ice-creams, and a piece of apple pie ...
 - C No, four chocolate ice-creams and two strawberry ...
 - W Anything else?
- **2** Listen again and look at the lines *in italics*. Underline the words that are specially stressed. Why are these words stressed?

T9.8 We often use stress and intonation to correct. The intonation goes up and comes down strongly on the word that we want to correct.

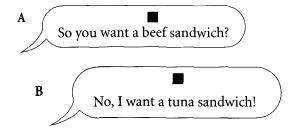


Practise the stress and intonation in these lines.

- **4** Work with a partner. Practise the four dialogues, putting in the 'special' stress.
- 5 You and your partner are a waiter and a customer. The waiter makes a lot of mistakes, so the customer corrects him. Use the food on the cards below.



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



Remember to stress the words that you want to correct.

Polite requests

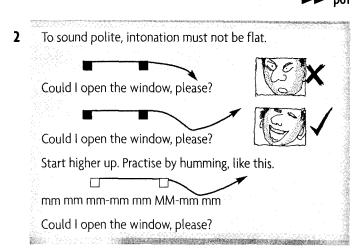
We use Could to make polite requests.

Could you pass the salt?

Could I use the phone?

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

- 1 T9.9 Listen. All the students in the class want to a the teacher something but three of them don't sound polite. Cross (X) the ones that don't sound polite. Why don't they sound polite?
 - 1 Could you lend me a pen, please?
 - 2 Could you say that again, please?
 - 3 Could you write it on the board, please?
 - 4 Could I open the window, please?
 - 5 Could you help me with this, please?
 - 6 Could you come here, please?



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

- **3** Choose four of the requests above that you think will be useful in your English lesson. You have three minutes to remember them. Practise the polite intonation.
- **4** Now make the requests to your teacher. He/She will only respond if you sound polite!



10

Problem consonants: /h/ Stress in compound nouns Comparatives and superlatives Short forms (contractions)

Sounds

Problem consonants: /h/

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

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

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



- 3 < 110.1 Listen again and practise saying the pairs of words.
- **4 T10.3** Listen to this dialogue. Check the meaning of new words in your dictionary or with your teacher.



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

- W Oh no, Helen left him ... he's married to Hazel now.
- M No! How did it happen?
- W Well, you know last Easter, Henry and Helen had a holiday in Honolulu.
- M Yes ... what happened?
- W They had a horrible holiday, and when they arrived home, Helen left him!
- M I see ... and who are those horrid little girls?
- W Holly and Hannah, Hazel's children from her first marriage.
- M But Henry hates children!
- W Mm ... how interesting!
- **5** Work with a partner. Ask and answer these questions.
 - 1 Who was Henry's first wife?
 - 2 Who is Henry's second wife?
 - 3 Are Hannah and Holly ...
 - ... Helen's children?
 - ... Hazel's children?
 - ... Henry's children?
 - 4 Does Henry like children?



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

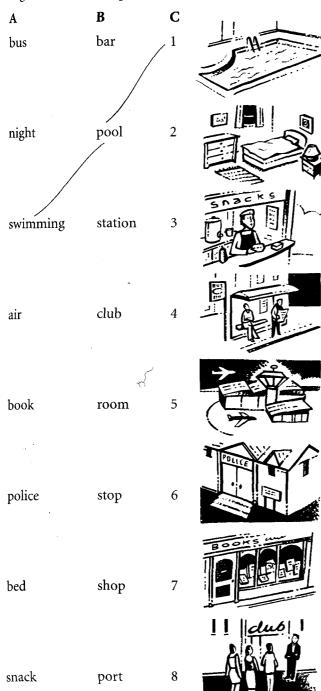
Word focus

Stress in compound nouns

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

post + office = post office

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



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

▶▶ p6

2 T10.5 Listen and practise saying the compound nouns below. Pay attention to the stress.

_			
	living room	hairdresser's	swimming pool
	underground station	shoe shop	concert hall
	airport	dining room	clothes shop
	bathroom	night club	bus stop
	leisure centre	wine bar	football stadium
- 1			



- **3** Work in groups. Cover the words in 2. Can you remember:
 - 1 Three places to go out in the evening?
 - 2 Three places to travel from?
 - 3 Three places where people do sport?
 - 4 Three rooms in a house?
 - 5 Three shops?

Which group remembered the most words?

▶▶ p61

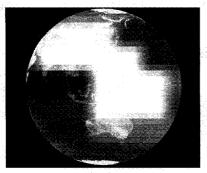
Connected speech

Comparatives and superlatives

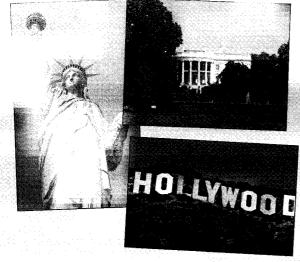
1 Look at the questions below. Do you know the answers?

English-speaking countries

- 1 In area, which is the largest country Australia, Canada, or the USA?
- 2 Which is the smaller country in area New Zealand or the UK?



- 3 Which country has the smallest population?
- 4 London is the biggest city in the UK. Which is the second biggest – Birmingham or Liverpool?
- 5 Which is the oldest city New York, Washington, or Los Angeles?



- **6** Which has the larger population London or Los Angeles?
- 7 Which has the larger population New York or New Zealand?

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

▶▶ p61

T10.7 Listen to the pronunciation of the comparative and superlative forms of adjectives. biggest bigger higher highest larger largest older oldest smaller smallest Look at the comparative and superlative forms in sentences. □ /ə/ /ə/ ■ New York is bigger than Washington. /I/ 🔲 New York is the biggest city in the United States. than and the are weak. They have the vowel sound /ə/.

4 ■ T10.6 Look at the tapescript on page 61 and listen to the sentences again. Practise saying them, pronouncing the comparatives and superlatives correctly.

5 Look at the chart below. Make more sentences about these countries.

Wellington is the smallest city. In population, the UK is bigger than Australia.

Area	Population	Cities	
7.7 m. sq.km.	17 m.	Canberra Sydney	(303,000) (3.2 m.)
9.9 m. sq.km.	25 m.	Ottawa Montreal	(819,000) (980,000)
269,000 sq.km.	3 m.	Wellington Auckland	(325,000) (144,000)
244,000 sq.km.	56 m.	London Birmingham Liverpool	(6.4 m.) (920,000) (510,000)
9.4 m. sq.km.	249 m.	Washington New York Los Angeles	(607,000) (7 m.) (2.9 m.)
	7.7 m. sq.km. 9.9 m. sq.km. 269,000 sq.km. 244,000 sq.km.	7.7 m. sq.km. 17 m. 9.9 m. sq.km. 25 m. 269,000 sq.km. 3 m. 244,000 sq.km. 56 m.	7.7 m. sq.km. 17 m. Canberra Sydney 9.9 m. sq.km. 25 m. Ottawa Montreal 269,000 sq.km. 3 m. Wellington Auckland 244,000 sq.km. 56 m. London Birmingham Liverpool 9.4 m. sq.km. 249 m. Washington New York

- **6** Answer the questions below about **your** country/city. Use full sentences, and pronounce the comparatives and superlatives correctly.
 - 1 Is your city bigger or smaller than Auckland?
 - 2 Is it bigger or smaller than Liverpool?
 - 3 In population, is your country larger or smaller than the UK?
 - 4 Is it larger or smaller than Australia, in population?
 - 5 In area, is your country larger or smaller than the UK?
 - 6 Which is the biggest city in your country?
 - 7 Which is the longest river?
 - 8 Which is the highest mountain?
 - 9 Which is the nicest part, do you think?

Short forms (contractions)

- 1 Look at the sentences below. They are all wrong – why?
 - 1 I got two children.
 - 2 I have a coffee, please.
 - She nineteen years old.
 - 4 I very hungry.
 - 5 I like two Cokes, please.
 - They over there.
 - 7 No, they aren't Spanish they from Argentina.
 - 8 He got a headache.

Write in the missing short forms, like this.

've I ≠ got two children.

T10.8 Listen and check your answers.

→ p62

2 T10.9 You will hear some foreign students saying the sentences. Three of them are wrong because the contraction is not pronounced. Listen and tick $\langle \checkmark \rangle$ the box if the contraction is pronounced, and cross (X) the box if it is not pronounced.

		. 1	
1		5	
2		6	
3		7	
4		8	

►**▶** p62

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



Introduction to diphthongs Problem consonants: /n/ and $/\eta/$ Word stress (revision)

Sa	un	de
30	u	U 3

Introduction to diphthongs

	 A diphthong is	Hjuyërkëtë trêtj		
	A diphthong is	two vowe	l sounds pu	it together
			· .	

Example /e/ + /I/ = /eI/

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

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

/eɪ/	/deɪ/	day
/aɪ/	/nam/	
/IC\	/boɪ/	
/aʊ/	/naʊ/	
/აʊ/	/nəʊ/	
/eə/	/heə/	
/19/	/hɪə/	
/ʊə/*	/tʊə/	

Til.2 Listen and tick (\checkmark) the sounds you guessed correctly. Write in the other words.



- * Many native speakers do not use this diphthong. They use /o:/ instead.
- **2** Cover the words. Can you remember the words for the sounds? Work with a partner. Test your partner by pointing to the symbols.

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

	1				
1	ə rıəl bıəd	_ g	5	ə kəvld nəvz	
2	ə leizi dei		6	ə brait lait	
3	feə heə		7	ə laud saut	



4 noizi boiz













TII.3 Listen and check your answers.

▶ p62

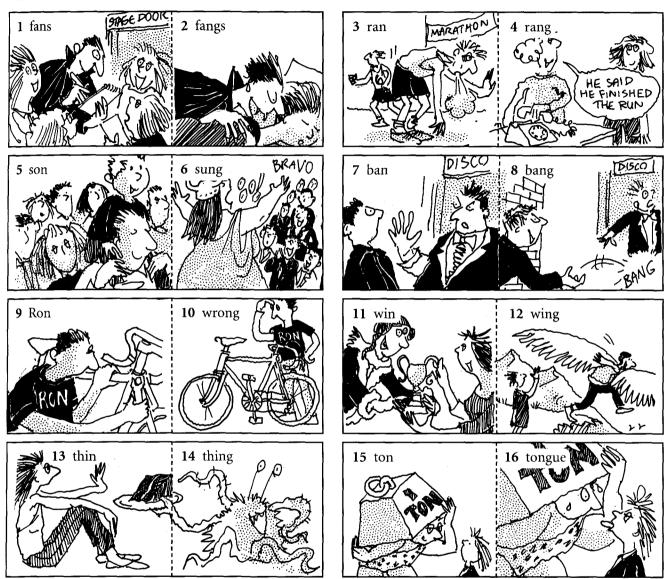
Practise saying the phrases.

4 Look at the phonemic symbols on page 57. Find the words from the box for symbols 37–44. Write them in the spaces under the symbols.

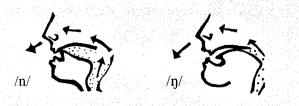
Problem consonants: /n/ and $/\eta/$

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

111.4 Listen. Can you hear the difference?



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

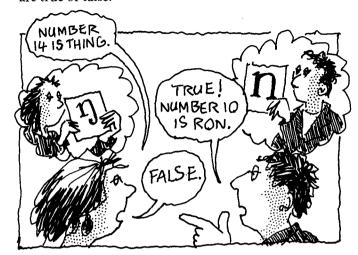


Listen again and practise saying the pairs of words.

3 Til.5 Listen and circle. Are the sentences true or false?

false
false

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

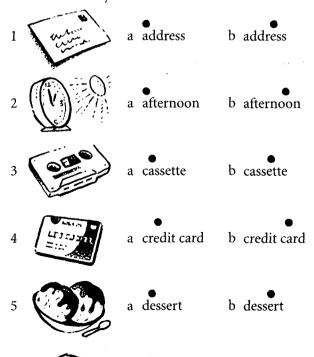


5 Look at the phonemic symbols on page 57. Find the word from the box for sound 24. Write it in the space under the symbol.

Word focus

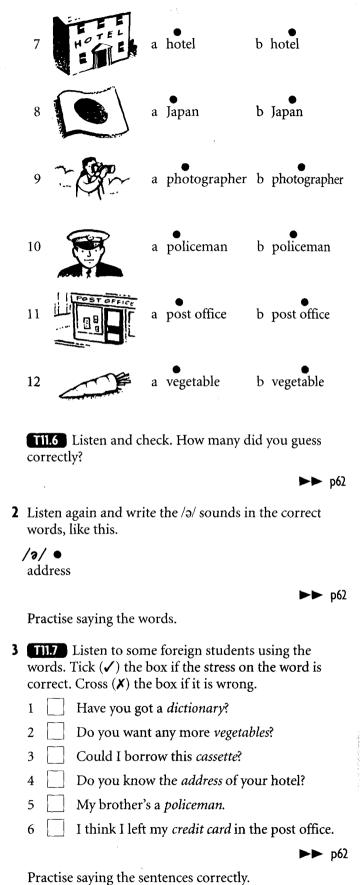
Word stress (revision)

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



a dictionary

b dictionary



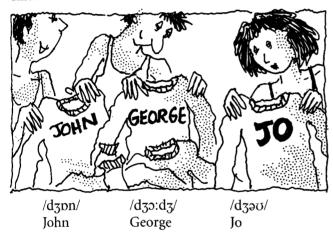


Problem vowel and diphthong sounds: /p/, /o:/, and /ov/Words ending in the sound /ə/ Weak form of to Sounding enthusiastic

Sounds

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

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



Practise saying the three names.

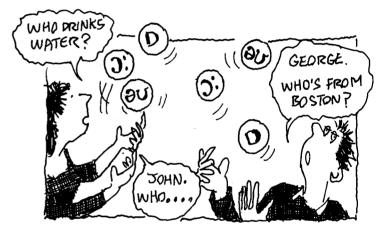
2 TIZZ Listen and answer the questions about John, George, and Jo. (The sounds /p/, /ɔ:/, and /əʊ/ will help you!)

Who ...

is from Dover?	John	George	<u>Jo</u>
is from Boston?	John	George	Jo
was b or n in Y or k?	John	George	Jo
drinks water?	John	George	Jo
drinks Coca-Cola?	John	George	Jo
drinks coffee?	John	George	Jo
plays polo?	John	George	Jo
likes golf and hockey?	John	George	Jo
likes all sports?	John	George	Jo
smokes a lot?	John	George	Jo

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

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



Sounds and spelling

Words ending in the sound /ə/

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

answer	picture	-
sister	opera	
colour	flavour	
jumper	hamburger	
signature	departure	
	sister colour jumper	sister opera colour flavour jumper hamburger

T12.3 Listen and practise saying the words.

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

1 <i>-er</i>	2 -or	3 -a
	r	

4 -ure	5 -re	6 -our

- 3 Work in groups. Find:
 - 10 more words to go in Column 1.
 - 3 more words to go in Column 2.
 - 3 more words to go in Column 3.
 - 1 more word to go in Columns 4, 5, and 6.
 - The first group to finish shouts Stop!
- **4** Practise saying your words. Pay attention to the /ə/ sound at the end.

Connected speech

Weak form of to

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

Ţ

- 1 I'm going out <
- a to see the manager.
- 2 They're waiting
- b to buy a newspaper.
- 3 My daughter's studying
- c to go out with her boyfriend.
- 4 My brother's going
- d to meet some friends.

- abroad
- 5 We're going to the
- e to work.
- airport
- C 10 110111
- 6 She's getting ready
- f to become a doctor.

T12.4 Listen and check your answers.

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

▶ ▶ p62

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

/təbai/

to buy ... to buy ... to buy

to buy a newspaper

out to buy a newspaper

I'm going out to buy a newspaper

Practise saying the other sentences in the same way.

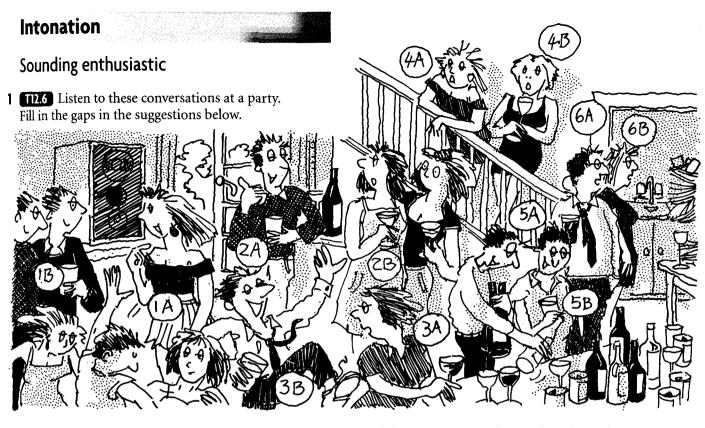
4 T12.5 The weak *to* is used in other contexts. Listen to the dialogue below and write in the missing *tos* as in the example. There are six more.



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

▶▶ p62

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



1A	Let's!	
1B	Okay then!	1
	Shall we go into theOkay.	
	Let's have anotherOkay!	!
	Come on, Susie, let'sOkay, just a minute.	!
	Shall we have aOkay, if you want to.	soon?
	Shall we start the Okay, if you want to.	
		▶▶ p62

2	B always answers <i>Okay</i> , but does B really want to do
	what A suggests? Listen again and tick () if B really is
	enthusiastic about the suggestion, and cross (X) the
	dialogues where B isn't really enthusiastic.

			1011 (1 (1011)	411111	
1	1	3		5	
2		4		6	

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



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



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

- **4** Your teacher* will make some suggestions to you. You must always answer *Okay*. Use intonation to show if you're really enthusiastic.
- **5** Make a suggestion yourself. See how the class responds!
 - * See the Answer key on page 62.



Problem vowel and diphthong sounds: /e/ and $/e{\rm I}/$

Problem consonants: $/\int$ and $/t\int$. The sound $/\partial$ in final syllables

Linking (revision)

Sounds

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

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

pen

pain

tell

tail

wet

wait

- **2** Now look at these words. Check the meaning of new words in your dictionary or with your teacher.
 - TB.2 Listen and circle the word you hear.

1 men

main

2 let

late

3 get

gate

4 sell

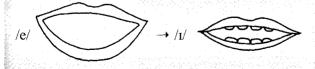
sail



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

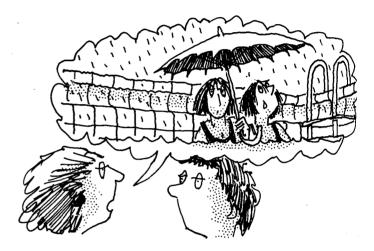


To make the sound $/e_{\rm I}/$, first make a long /e/ sound and then a short $/{\rm I}/$ sound.



Now practise saying the pairs of words in 1.

4 T13.3 Listen to Jenny talking about her holiday. Are the **bold** sounds /e/ or /eɪ/? Mark the /e/ sounds like this ____ and the /eɪ/ sounds like this ____.



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



- 5 How many examples of /e/ and /eɪ/ can you find in these sentences? Mark them in the same way as 4.
 - 1 An African elephant weighs five to seven tonnes.
 - 2 Elvis Presley played rock 'n' roll.
 - 3 The train from Newcastle to London takes four hours.
 - 4 We met in the USA in 1986.
 - 5 Julie read about the weather in Budapest.
 - TI3.4 Listen and check your answers.



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

Problem consonants: $/\int/$ and $/t\int/$

1 TB.5 Listen to these words.

shirt sugar delicious dishwasher pronunciation

The sound \iint is often spelt *sh*. What other ways is it spelt?

▶▶ p62

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



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

TI3.6 Listen and check your answers.

▶▶ p62

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

Practise reading the text about Sheila aloud, paying attention to the $/\int$ sound.

4 TB.7 Listen. Can you hear the difference?

she's cheese sheep cheap shoes choose wash watch

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

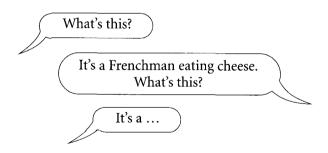
5 Look at the picture below. Can you find:

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

T13.8 Listen to the phrases. Underline the sound $/\int/$ like this ____ and the sound $/t\int/$ like this ____.



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



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

Sounds and spelling

The sound /ə/ in final syllables

1 Write in the missing letters.



1	Americ_a_n German	Mexican
2	seasn	

_			
3	chil	ldr	n

4	music	n	

5	televis	n

6	conversat	n
---	-----------	---



beautif I

_	. •	1
v	nation	
O	nation	

9	inte	llig_	nt

10	nerv_	8

	n63

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

	/ə/	1-1	/2/	1-1
	, 0,	/ə/	/ə/	/ə/
Ame	erican	season	children	musician

Ti3.9 Listen and practise saying the words in 1. Pay attention to the sound /ə/ in the final syllables.

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

	German	successful	London	decision	
	listen	station	optician	revision	
	arrival	parent	careful	pardon	
	Mexican	garden	student	famous	
	delicious	hospital	beautician	pronunciation	
ı	1				

TB.10 Listen and check your answers.



- **4** Practise saying the words. Can you think of any more words to put in each group?
- 5 Think of phrases with these words.

Examples

- a successful student
- a famous garden
- a German hospital

Practise saying the phrases.

Connected speech

Linking (revision)

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

absolutely	ambulance	attractive
awful	excellent	experienc <i>e</i>
immediately	incredible	area

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

1	adj	5	_
2		6	-
3		7	-
4		8	-



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



1 What a



2 It was an



3 The weather was _____



4 He got into their ____



5 She speaks _____ and



6 It was an ______



7 She lives in a _____



8 I'll phone for an _____

Notice the linking between words **A** and **B**. **A B**What a fantastic_idea

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

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

▶▶ p63

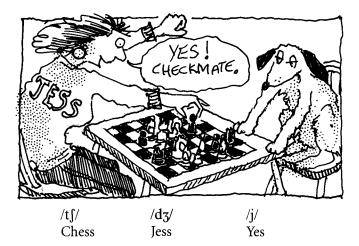
Listen again and practise putting in the linking.

Problem consonants: $/t\int/$, /dz/, and /j/Words with similar vowel sounds Contractions and weak forms in the Present Perfect

Sounds

Problem consonants: $t \int / dz / and j / dz$

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



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

To make /j/ first start with the sound /i:/. iii ... yes i ... yes i ... yes You practised /dʒ/ in Unit 8, and /t \int / in Unit 13. Remember that you use your voice for /dʒ/ but you do not use your voice for /t \int /. 3 T14.2 The words below are similar in many languages. In English they all begin with one of the sounds above: /tʃ/, /dʒ/ or /j/. Listen and write the correct symbol in the box.

1 ^t chocolat	te
-------------------------	----



2 🗌 yoga



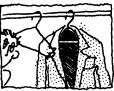
3 chimpanzee



4 yacht



5 jacket



6 chess





					Words w
	8	gin	GIN DO	1	The pairs of remember you're sure
	9	geography	OT YOU ARE HERE		question mabout. angry leave
	10	jeans			this where want walk
				► p63	T14.3 Lis
	-		with the correct phonemic symmetry that words in 3.	mbols.	
	Spellir	ng rule			1
			e beginning of a word) is pronoun	ced	
	/ /	nple		:	5
		-	ronounced / /.		
			onounced / /.		
		•	nd <i>gi</i> are often pronounced / /.		9
	Ex	kamples			
		letters <i>ch</i> are mple	often pronounced / /.		
	Ther	e are some ex	ceptions, however.	3	Play the ga
	ch =	/k/ in <i>chemis</i>	t, character, Christmas.		you where
		$/\int/$ in <i>chef</i> , <i>ch</i>	\ /		7
	ch =	not pronound	ed in <i>yaont</i> .		1
			-	▶ p63	5
E 1	Dwa atia a	coving the		•)
	Practise rules.	saying the v	vords in 3 above. Remember	шс	
					10

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

ds with similar vowel sounds

1	remember what t you're sure you ca	Is below are easy to confuse. In they all mean? Tick (\checkmark) the oran pronounce correctly. Put a (\checkmark) next to the ones you're not see the second seco	ies
	angry	hungry	·
	leave	live	

Listen and check. Practise saying the pairs of

these

were

won't

work

Now listen to the conversation and put the s into the correct box below.

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

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

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

Connected speech

Contractions and weak forms in the Present Perfect

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

1	I've never seen it.	a 🗸	ь
2	She's just come back.	a 🗌	Ъ
3	He hasn't phoned yet.	a 🗌	Ъ
4	We haven't been here.	a 🗌	ь
5	Has your sister gone out?	a 🗌	Ъ
6	Yes, she has.	a 🗌	ь
7	Have you been to the shops?	a 🗌	b 🗌
8	Yes, I have.	a 🗌	b
			▶▶ p63

Notice the pror	nunciation of the contractions.
I've = /aɪv/	haven't = /hævənt/
He's = /hi:z/	hasn't = /hæzənt/
In questions, th	ne weak form is used.
/həv/ Have you been	to the shops?
/həz/ Has your sister	gone out?
In short answer	rs <i>have</i> and <i>has</i> are strong.
/hæv/	/hæz/
Yes, I have.	Yes, she has.

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

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

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



- 4 Listen again.
 - 1 How many times do you hear have or has?
 - 2 How many times do you hear 've or 's?
 - 3 How many times do you hear haven't or hasn't?

Put a tick (\checkmark) in the correct box below each time you hear these forms.

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

▶▶ p63

- **5** Work with a partner. Look at the tapescript of the dialogue on page 63 and practise it with a partner. Pay attention to the pronunciation of the different forms of *have*.
- **6** Read the secret message.

ðis iz ə si:krit mesid3

ıf ju: nəo o:l ðə fəni:mık sımbəlz ju: dəont ni:d tə stadi peidʒ fifti-sevən əgen.

Phonemic symbols

Consonants

/p/	² /b/	³ /t/	4 /d/	5 /k/	6 /g/	⁷ /f/	8 /V/
⁹ /s/	10 /Z/	11 /1/	¹² /m/	¹³ /n/	¹⁴ /h/	15 / r /	16 /w/
17 /j/	¹⁸ / 0 /	¹⁹ /ð/	20 /ʃ/	21 /3/	²² /tʃ/	²³ /d ₃ /	²⁴ /ŋ/
				television			

Vowels

²⁵ /i:/	²⁶ /I/	²⁷ /e/	²⁸ /æ/	²⁹ /a:/	³⁰ /p/	31 /3:/	32 /U/
³³ /u:/	34 / \ /	35 /3:/	36 /ə/				

Diphthongs

³⁷ /eɪ/	38/20/	³⁹ /aɪ/	40/au/	/31/	⁴² /1ə/	⁴³ /eə/	⁴⁴ /ʊə/

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

man	why	<u>th</u> at	ticket	start	<u>ch</u> oose	jeans	sing	yellow
-television -	t <u>ea</u>	<u>p</u> encil	<u>b</u> ag	<u>sh</u> oe	<u>i</u> s	like	<u>r</u> ead	<u>w</u> e
h <u>air</u>	g <u>oo</u> d	live <u>s</u>	b <u>e</u> d	five	d <u>o</u>	<u>s</u> it	<u>th</u> ree	door
sist <u>er</u>	<u>v</u> ocabulary	h <u>a</u> nd	<u>go</u>	<u>k</u> ey	n <u>o</u> t	your	l <u>o</u> ve	<u>G</u> reece
<u>gir</u> l	d <u>ay</u>	<u>n</u> o	d <u>ow</u> n	<u>h</u> ot	n <u>oi</u> se	b <u>ee</u> r	t <u>our</u>	



Key

Unit 1

The sound of English

1 1b 2a 3a 4c 5a 6a 7b 8c

3	•	•	•
	photograph	police	radio
	•	•	•
	passport	toilet	email

Stress in numbers

2 b finishes first. c finishes second. a finishes third.

T1.7

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

Short forms (contractions) of be

2 T1.8

Hello. I'm Jane. This is my cat. Her name's Pepper. She's three years old and she's very intelligent, I think! That's my dog, Sam. Sam's twelve years old now! He's a very nice dog, but he's very stupid!

Unit 2

1 1 cups /s/

Introduction to vowel sounds (1)

1 1 /i:/ and /u:/ are long sounds.

2	1	/i:/	5 /i:/	9 /0/
	2	/e/	6 /i:/	10 / I /
	3	/ I /	7 /ı/	
	4	/t/ /t/	8 /i·/	

Problem consonants: final '-s'

3 Anna's /z/ friend

pens/z/ Jane's /z/ bag Pete's /s/ mum stamps /s/ 2 speaks/s/ 4 It's /s/ here. reads /z/ How's /z/ Andy? loves /z/ He's /z/ okay.

The sound /ə/

2 la/ ● /a/ /ə/ mineral water hamburger /ə/ ● /e/ ● /e/ Coca-Cola pizza ● /ə/ salads

3 1c 2g 3b 4e 5h 6d 7i 8f 9j 10a

4 1, 2, 3, 5, 7, and 8 have an /ə/ sound.

potato orange banana pepper chocolate yoghurt chicken coffee tuna sandwich

Introduction to sentence stress

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

Unit 3

Silent 'r'

2 interpreter baxman nuxse axtist architect receptionist doctox write director

3 Examples of words where ris pronounced:

drive from different countries France very address brown children friendly interesting green underground horrible write

Examples of words where ris not pronounced:

October Dear international are they're other Switzerland Argentina teacher Peter letter fourteen underground understand weather parks centre

Weak forms and linking

- 1 get up go to bed open – close arrive - leave start - finish
- **1** 16 27 37 47 56 67 77 87

3 T3.4

- 1 The bank opens at nine o'clock.
- 2 He goes to bed at seven o'clock.
- 3 This office closes at half past two.
- 4 We get up at about eight o'clock.
- 5 Her plane arrives at two fifteen.
- 6 The programme finishes at about eleven thirty.
- 7 The film starts at half past eight.
- 8 My train leaves at about eleven o'clock.
- 6 5 Her plane arrives at two fifteen.
 - 6 The programme finishes at about_eleven thirty.
 - 7 The film starts_at half past_eight.
 - 8 My train leaves at about eleven

Introduction to intonation: up or down?

- 1 1 statement question
 - 2 statement question
 - 3 question statement
 - 4 question statement

Unit 4

Weak forms in Present Simple questions

T4.2

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

Weak forms of a and the

T4.4

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

How many syllables?

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

camera

restaurant

marrixd

- dictionary
- soldier
- vegetables
- February
- Wednesday
- interesting
- 5 1 1 /a:nt/
- 4 3 /knmftəbl/ 5 2 /fæmli/
- 2 2 /i:vnin/ 3 2 /feivrit/
- 6 3 /sekratri/

Unit 5

Introduction to vowel sounds (2)

3 word - curtain four - wall

bus – cup part – carpet

man – lamp

shop – pots

4 753

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

- i cooker
- e cupboard
- j washing machine

Sounding polite

4 15.7

Desk 1

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

Desk 2

Next, please.

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

Thank you.

Desk 3 Excuse me ...

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

Unit 6

Problem consonants: /w/

- 1 1 <u>Wendy was twenty-one Wednesday</u>
 - 2 Where was William weekend
 - We want Wayne We want Wayne 4 What wonderful world
- **4** when 9 winter 4 two 2 week 8 we 1 what 12 wrong 5 swim 10 twenty 7
- 5 Words with a silent w: wrong who whole two write

whole 11

6 a wrong b whole

who 3

write 6

7 T6.2

(You hear the words in 5 above.)

Can and can't

1 T6.3

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

4 and 5

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

	Ben	Isabel
play football	✓	✓
use a computer	1	1
swim 100 metres	✓	X
ride a bicycle	1	X
ride a horse	X	1
sew	X	Х
speak French	1	X
play the piano	Х	✓
run fast	✓	Х

Pronunciation of negative forms

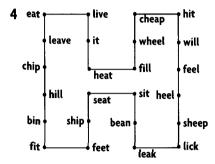
1 1 🗸	6 X	11 🗸
2 ✓	7 🗸	12 🗸
3 ✓	8 🗸	13 X
4 X	9 ✔	
- v	10 V	

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

Unit 7

Problem vowel sounds /I/ and /i:/

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



T7.2

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

Past Simple forms that are difficult to pronounce

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

3 17.3

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

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

5 1 ✓ 2 ✓ 3 X 4 ✓ 5 ✓ 6 ✓ 7 X

Hearing Past Simple forms

2 /t/ /d/

4

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

Intonation in Wh-questions

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

17.9 T7.10

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

Unit 8

Problem consonants: /dʒ/

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

Problem vowel sounds: /3:/

- 1 No. In British English the *r* is not pronounced. In American English it **is** pronounced.
- Provided the second of the sec
- 4 1 3: Birmingham girl murdered
 - 2 3: Nurse Kirsty Turkey
 - 3 2: thirtieth birthday
 - 4 3: German university burns
 - 5 3: workers worst world

Saying dates

2 T8.5

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

3 T8.6

/av/

the fourteenth_of February

/av/

the first_of_April

the twenty-third of April

/av/

the second_of June

the twenty-first_of_April

the thirty-first_of_October

/av/

the fifth_of November

the thirtieth of November

Unit 9

Problem vowel sounds: $/æ/and/\Lambda/$

3 T9.3

Bag 1/æ/ Bag $2/\Lambda$ iam bun apple onion cabbage honey carrot mushroom ham butter salad cucumber

- **4** 1 a 2 u, o
- 8 /æ/ ham scrambled salad have iam thanks /A/ Mum supper much mushroom just butter love none nothing cup lovely

Weak form of of

- 1 a piece of cake
 - a packet of cigarettes
 - a cup of tea
 - a glass of water
 - a box of matches
 - a bottle of aspirin
 - a bag of sugar
- **3** 17 28 38 410 58 65 77

T9.6

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

Special stress

- 2 1 chicken
 - 2 large
 - 3 chocolate strawberry These words are stressed because the speaker wants to correct a mistake.

Polite requests

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

Unit 10

Problem consontants: /h/

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

T10.2

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

Stress in compound nouns

1 T10.4

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

The stress is on the first word.

- **3** 1 night club wine bar concert hall
 - 2 underground station airport bus stop
 - 3 leisure centre swimming pool football stadium
 - 4 living room bathroom dining room
 - 5 hairdresser's shoe shop clothes shop

Comparatives and superlatives

2 T10.6

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

7 New York has a larger population than New Zealand.

Short forms (contractions)

1 T10.8

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

Unit 11

Introduction to diphthongs

1 111.2

day no / know nine hair boy hear / here now tour

3 TIII.3

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

Problem consonants: /n/ and $/\eta/$

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

T11.5

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

Word stress (revision)

- 1 The **correctly** stressed words are:
 - 1 b 4 a 7 b 10 b 2 b 5 b 8 b 11 a 3 b 6 a 9 b 12 a

- 2 /ə/ 2 afternoon
- /ə/ /ə/ /ə/ 9 photographer
- /ə/ ●
- /ə/**●** /ə/
- 3 cassette
- 10 policeman
- /ə/
 6 dictionary
- /ə/ 12 vegetable
- /ə/
- /ə/ 8 Japan
- 4, 5, 7, and 11 have no /ə/ sound.
- $3 \ 1 \checkmark \ 2 \times \ 3 \times \ 4 \times \ 5 \times \ 6 \checkmark$

Unit 12

Problem vowel and diphthong sounds: \psi, \psi:/, and \psi:/

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

T12.2

John John's from Boston. He drinks coffee and plays golf and hockey. He eats a lot of chocolate.

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

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

Words ending in the sound /ə/

- 1 The last syllable is pronounced /ə/.
- 2 1 answer, sister, jumper, hamburger
 - 2 mirror, actor
 - 3 camera, tuna, opera
 - 4 signature, picture, departure
 - 5 centre
 - 6 colour, flavour

Weak form of to

1 T12.4

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

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

4 T12.5

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

Sounding enthusiastic

1 1A dance 2A garden 4A go home

3A drink

5A party6A washing-up

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

Unit 13

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

2 T13.2

1 main 2 let 3 get 4 sail

- 4 Last year, I went to Spain on holiday with my friend Jane. The hotel was great, but the weather was terrible! It rained every day for ten days!
- 5 1 An African elephant weighs five to seven tonnes.
 - 2 Elvis Presley played rock 'n' roll.
 - 3 The train from Newcastle to London takes four hours.
 - 4 We met in the USA in 1986.
 - 5 Julie read about the weather in Budapest.

Problem consonants:

$/\int/$ and $/t\int/$

- 1 / \int / is also spelt *s*, *ci*, and *ti* in the examples.
- 2 6
 <u>Sheila is a receptionist at the</u>
 International Hotel in <u>Chicago</u>. At the moment <u>she</u>'s studying Spanish.
- 5 a Spanish beach some Scottish children a Frenchman eating cheese two Chinese men playing chess Sheila catching a fish an English teacher a pair of cheap shoes

The sound /ə/ in final syllables

1 1 a	4 i	a 7	и	10	ou
2 o	5 i	o 8	a		
3 e	6 i	o 9	e		

3	1	German	Mexican
	2	London	pardon
	3	listen	garden
	4	optician	beauticia

4 optician beautician 5 decision revision 6 station pronunciation

careful

8 arrival hospital 9 parent student

7 successful

10 delicious famous

Linking (revision)

2 1 adj 3 both 5 adj 7 both 2 adj 4 adv 6 adj 8 adv

3 **TIBI**

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

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

Unit 14

Problem consonants: $t \int /d \pi /d \pi /j /d \pi /j$

- 3 1 /tʃ/ 5 /dʒ/ 9 /dʒ/ 2 /j/ 6 /tʃ/ 10 /dʒ/ 3 /tʃ/ 7 /j/ 4 /j/ 8 /dʒ/
- **4** 1 /j/ yoga, yacht, yoghurt 2 a /dʒ/ jacket, jeans
 - 2 b /dʒ/ gin, geography
 - 3 /t∫/ chocolate, chimpanzee, chess

Words with similar vowel sounds

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

114.4

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

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

Contractions and weak forms in the Present Perfect

- 1 The correct sentences are: 1 a 2 b 3 b 4 a 5 a 6 a 7 b 8 b
- 3 the Colosseum, gondolas, the Leaning Tower of Pisa, the Pope
- 4 have or has
 've or 's
 haven't or hasn't

T14.7

- G Hello, Henry!
- H George! How are you?
- **G** Fine! We've just come back from our holiday!
- H Yes?
- **G** Yes! We've been to Italy! Have you been there?
- **H** Oh, yes, I have. I've been to Italy many, many times.
- G Oh
- **H** I've seen the Colosseum.
- G Oh.
- **H** I've been in a gondola.
- G Oh.
- H And I've climbed the Tower of Pisa.
- G Oh.
- H Twice.
- G Oh, no, we haven't done any of those things.
- H No?
- **G** But we have seen the Pope! Have you seen him?
- **H** Er, no, I haven't.
- G Ah!
- H But my wife has.
- **6** This is a secret message. If you know all the phonemic symbols you don't need to study page fifty-seven again.

Phonemic symbols

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

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

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