Ship or Sheep?

An intermediate pronunciation course

Ann Baker
## CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction for students</td>
<td>v</td>
</tr>
<tr>
<td>Introduction for teachers</td>
<td>vii</td>
</tr>
<tr>
<td>Diagnostic Tests</td>
<td>ix</td>
</tr>
</tbody>
</table>

Section A

<table>
<thead>
<tr>
<th>Vowels</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 i: (sheep)</td>
<td>3</td>
</tr>
<tr>
<td>2 I (ship)</td>
<td>7</td>
</tr>
<tr>
<td>3 e (pen)</td>
<td>11</td>
</tr>
<tr>
<td>4 ae (man)</td>
<td>15</td>
</tr>
<tr>
<td>5 ʌ (cup)</td>
<td>19</td>
</tr>
<tr>
<td>6 oi (heart)</td>
<td>23</td>
</tr>
<tr>
<td>7 Review</td>
<td>27</td>
</tr>
<tr>
<td>8 D (clock)</td>
<td>29</td>
</tr>
<tr>
<td>9 o: (ball)</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consonants</th>
<th>79</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 p (pen)</td>
<td>81</td>
</tr>
<tr>
<td>24 b (baby)</td>
<td>85</td>
</tr>
<tr>
<td>25 t (table)</td>
<td>89</td>
</tr>
</tbody>
</table>

Section B

<table>
<thead>
<tr>
<th>26 d (door)</th>
<th>93</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 k (key)</td>
<td>97</td>
</tr>
<tr>
<td>28 g (girl)</td>
<td>101</td>
</tr>
<tr>
<td>29 Review</td>
<td>105</td>
</tr>
<tr>
<td>30 s (sun)</td>
<td>107</td>
</tr>
<tr>
<td>31 z (zoo)</td>
<td>110</td>
</tr>
<tr>
<td>32 J (shoe)</td>
<td>114</td>
</tr>
<tr>
<td>33 ʒ (television)</td>
<td>117</td>
</tr>
<tr>
<td>34 tj (chip)</td>
<td>120</td>
</tr>
<tr>
<td>35 dʒ (January)</td>
<td>124</td>
</tr>
<tr>
<td>36 Review</td>
<td>128</td>
</tr>
<tr>
<td>37 f (fan)</td>
<td>131</td>
</tr>
<tr>
<td>38 V (van)</td>
<td>135</td>
</tr>
<tr>
<td>39 w (window)</td>
<td>139</td>
</tr>
<tr>
<td>40 j (yellow)</td>
<td>143</td>
</tr>
<tr>
<td>41 h (hat)</td>
<td>147</td>
</tr>
<tr>
<td>42 ɔ (thin)</td>
<td>151</td>
</tr>
<tr>
<td>43 d (the feather)</td>
<td>155</td>
</tr>
<tr>
<td>44 Review</td>
<td>159</td>
</tr>
<tr>
<td>45 m (mouth)</td>
<td>162</td>
</tr>
<tr>
<td>46 n (nose)</td>
<td>165</td>
</tr>
<tr>
<td>47 G (ring)</td>
<td>168</td>
</tr>
<tr>
<td>48 l (letter); (ball)</td>
<td>172</td>
</tr>
<tr>
<td>49 r (rain)</td>
<td>176</td>
</tr>
</tbody>
</table>

Review

| 10 и (book)                | 36  |
| 11 u: (boot)               | 39  |
| 12 ɔ (girl)                | 43  |
| 13 Э (a camera)            | 48  |
| 14 Review                  | 52  |
| 15 ei (male)               | 54  |
| 16 ai (fine)               | 57  |
| 17 or (boy)                | 60  |
| 18 au (house)              | 63  |
| 19 эи (phone)              | 66  |
| 20 tЭ (year)               | 70  |
| 21 ээ (chair)              | 73  |
| 22 Review                  | 76  |

Review

| 50 Review                  | 180 |
| Overview                   | 183 |
| Mask                       | 185 |
| Key                        | 186 |
THANKS AND ACKNOWLEDGEMENTS

In the preparation of this new edition I would like to thank:
Sally Mellersh (formerly of Hammersmith and West London College) for updating and expanding the List of likely errors to accompany the new editions of Ship or Sheep? and Tree or Three? by its inclusion on the website (http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905).
David McCreath for IT assistance and contribution to my computer literacy. Sandra Ibrner for help with typing.
My editors Ndirin Burke, Frances Amrani and Yvonne Harmer, as well as the following teachers from all over the world who commented during development and gave me such practical advice;
Michele Chartrand-Hirsch, France; Ian Chitty, UK; David Deterding, Singapore; Sylvie Donna, UK; Elizabeth Downey, New Zealand; Lynda Edwards, UK; Laura Hancock, UK; David Hill, Australia; Kip Kelland, Italy; Kathy Keohane, UK; Andrea Paul, Australia; Gordon Francis Robinson, Singapore; Julietta Ann Schoenmann, UK; Roger Scott, UK Peter Hobbs and other teachers of International House Sydney, who allowed me to observe and co-teach their classes; Shan Jones, for class observation at Blacktown TAPE College.
I would like to continue to thank Amir Pirouzan, Jean Crocker and John Lipscomb for their advice and encouragement during the preparation of the original edition of Ship or Sheep? Also Philippa Lipscomb and other teachers of the British Council, Teheran, who helped with the first class try-outs.
The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate. Illustrations by: Johanna Boccardo, Pat Murray, Felicity House and Tony Wilkins Cover design by Pentacor Book Design Designed and typeset by Hart McLeod
Seven of the 50 units in this book are review units. Each of the other units introduces a different English sound, as well as other aspects of pronunciation (e.g. stress, intonation) which are also important for successful communication in English.

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

First, find out which units are most important for you. To do this:
- If possible, check your mother tongue in the List of likely errors (see website: http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905) and make a printout of that part of the list.
- Do at least one of the Diagnostic Tests (see pages ix-xi). If you are working alone, do Test A. Test B needs the help of a teacher, native speaker or near-native speaker. If you are working with a teacher, he/she will decide whether you do the tests.

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

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

Symbols used in the book:
- means this material is recorded.
- means the answers are in the Key (see pages 186-224).
- means this exercise is suitable for a group or pair of students. If you are a student working alone, you could try it by using your imagination, e.g. by imagining another student.
- means ‘use the mask’ (see page vi).
- means ‘visit the website to practise’.

Other symbols used:
- Intonation is shown with arrows: \ 
- The main word stress is shown in bold, e.g. pronunciation, student.
- Sentence stress is shown with underlining, e.g. Sentence stress is shown with underlining, or sometimes with big and small circles:
• Phonetic symbols used in this book are the International Phonetic Alphabet (IPA) (the Contents page shows all the symbols used). You can use this book without knowing these symbols, but it is useful to learn them so that you can check the pronunciation of new words in a dictionary. The Cambridge Advanced Learner’s Dictionary uses these symbols.

• In most units (but not in Unit 1), Exercise 2 Minimal pairs gives you practice in contrasting two sounds in words and sentences. If you don’t have one of the two sounds in your language, practising the pairs of sounds can sometimes help you to hear – and then produce – the English sound.

• Dialogues are recorded. You can backtrack on the CD to repeat them as many times as you want. If you don’t like backtracking, listen to the dialogue after you have done the dialogue tasks.

The Mask

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

1 At the beginning of the minimal pair exercises Here, you are instructed to use the mask in most units after Unit 1. The mask symbol at the beginning of the exercise indicates ‘use the mask’. You can start the minimal pair practice with the mask covering the written words, just looking at the pictures and listening to the pair sounds (first in words and then in sentences). This will help you to focus on really listening to the sounds first. After you have listened for the first time, you can backtrack on the CD to listen again and repeat.

2 Extra practice of difficult sounds You can also use the mask, for example at the end of a unit, to enjoy extra practice of sounds that are difficult for you. Here, your task with the mask is to try to produce the contrasting sounds correctly while trying to remember the words and sentences.

(e.g. 1 Mask on - listen and repeat. 2 Mask off - read aloud. 3 Mask on - remember and say aloud. 4 Mask off - read aloud to check.)

Other ways of having extra practice of difficult sounds

1 Make playing cards by photocopying the minimal pair charts (e.g. four copies) and cutting out the pairs. You can then play some of the card games described in the review units. If working alone, play Pick up pairs, Unit 7, page 27 or Pick up same sounds, Unit 14, page 52.

2 Check on the website (http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905) to see if there is any extra practice material for this sound.
Please read the Introduction for Students on pages v-vi.

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

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

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

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

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

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

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

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

- *Card games* These are described in Exercise 1 of the review units. Make more copies if using pairs from only one unit. This book is copyright, but permission is granted to make a single copy of the cards described in the review units, for the sole purpose of playing the card games outlined.

- ‘Fingers’ For each pair, say words rapidly at random, e.g. *sheep sheep sheep ship ship sheep ship.* Students show with one or two fingers if they hear sound 1 or sound 2. Students practise in pairs and then back to back.
- ‘Mingling’ Each student has one of the minimal pair cards. Students mingle (move around randomly), not showing their cards but repeating their word to find the others with the same sound. They form a group, which checks correct membership. The first group to complete their set of words with the same sound wins. Students swap cards within their group and check pronunciation of new words before all mingling again to find the person in the other group with the other half of their minimal pair. Students change cards with that person and check each other’s pronunciation. Then start the mingling game from the beginning so both sounds are used.

The mask (See Introduction for Students.) The purpose of the mask is twofold:
- to allow students to listen to and practise the minimal pair sounds first in words and then in sentences without being distracted by the written word
- for extra practice of sounds they find difficult.
DIAGNOSTIC TESTS

All students should do Test A. Test B requires the help of a teacher, native speaker or near-native speaker of English.

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

TESTA

Section 1 Sound discrimination

A2 Do not stop the recording or repeat. In each item you will hear two words. Sometimes the two words are the same. Sometimes they have one sound that is different. Listen once only to each item and tick the S (same) column or the D (different) column. If you are not sure, tick the question mark (?) column.

EXAMPLE If you hear, 'sheep sheep' tick the S column.
If you hear, ‘sheep ship’ tick the D column.
If you are not sure, tick the ? column.

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

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

EXAMPLE a) That’s Lesley, isn’t it?  
b) That’s Lesley, isn’t it?

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>r</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 3 Word stress

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

EXAMPLE items column number alone/ listen
1 nowhere birthday mistake toilet postcard
2 guitar eighteen today machine English
3 away brother breakfast frightened valley
4 comfortable vegetables photograph lemonade minimal
5 telephoning supermarket conversation exercises helicopter
TEST B

(Note: This test requires the help of a teacher, native speaker, or nearnative speaker of English.)
Ask the student to read each test item, and record the grading on the result sheet (page xii).
A student’s performance can be recorded, or the student can be asked to repeat an item as many times as necessary to record a result. The reasons for mispronunciation are many, and some may be caused by reading difficulty. To check this, say the mispronounced word correctly and ask the student to repeat it. If the student can then say it correctly, add the symbol R to your grading on that item, indicating that the student can pronounce this sound but may have difficulty when reading it.
Suggested symbols for grading:
- / no difficulty with this sound
- X difficulty with this sound
- R may have difficulty reading this sound

Shopping list

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

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

<table>
<thead>
<tr>
<th>SOUNDS (Diagnostic page Test B)</th>
<th>Diagnostic Test A</th>
<th>Findings from <em>List of likely errors</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 /i:/ (sheep) 3</td>
<td>lb</td>
<td></td>
</tr>
<tr>
<td>A//(cblp) 120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 III (ship) 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/t/ (fan) 131</td>
<td>2b, 2c</td>
<td></td>
</tr>
<tr>
<td>3 /e/ (pen) 11</td>
<td>3a</td>
<td></td>
</tr>
<tr>
<td>/g/(girl) 101</td>
<td>3b</td>
<td></td>
</tr>
<tr>
<td>4 /ae/ (man) 15</td>
<td>4a</td>
<td></td>
</tr>
<tr>
<td>/dз/ (jam) 124</td>
<td>4b</td>
<td></td>
</tr>
<tr>
<td>5 /a:/ (heart) 23</td>
<td>5a, 5b</td>
<td></td>
</tr>
<tr>
<td>/t/ (table) 89</td>
<td>5c</td>
<td></td>
</tr>
<tr>
<td>/l/ (van) 135</td>
<td>6a, 6b</td>
<td></td>
</tr>
<tr>
<td>7 /o/ (clock) 29</td>
<td>7a</td>
<td></td>
</tr>
<tr>
<td>/r/ (ring) 168</td>
<td>7b, 7c</td>
<td></td>
</tr>
<tr>
<td>8 /o/:(ball) 174</td>
<td>8a</td>
<td></td>
</tr>
<tr>
<td>/p/ (pen) 81</td>
<td>8b</td>
<td></td>
</tr>
<tr>
<td>9 /u/ (book) 36</td>
<td>9a</td>
<td></td>
</tr>
<tr>
<td>10 /u:/ (boot) 39</td>
<td>10a</td>
<td></td>
</tr>
<tr>
<td>/r/ (rain) 176</td>
<td>10b</td>
<td></td>
</tr>
<tr>
<td>11 /л/(cup) 19</td>
<td>11a</td>
<td></td>
</tr>
<tr>
<td>12 /n/(nose) 165</td>
<td>12a</td>
<td></td>
</tr>
<tr>
<td>13 /о/ (camera) 48</td>
<td>13a</td>
<td></td>
</tr>
<tr>
<td>14 /з:/ (girl) 43</td>
<td>14a, 14b, 14c</td>
<td></td>
</tr>
<tr>
<td>1AI (door) 93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 /ei/ (male) 54</td>
<td>15a</td>
<td></td>
</tr>
<tr>
<td>16 /оu/ (phone) 66</td>
<td>16a, 16b</td>
<td></td>
</tr>
<tr>
<td>/j/ (yellow) 143</td>
<td>16c</td>
<td></td>
</tr>
<tr>
<td>17 /ai/(fine) 57</td>
<td>17a</td>
<td></td>
</tr>
<tr>
<td>/w/ (window) 139</td>
<td>17b</td>
<td></td>
</tr>
<tr>
<td>18 /о:/ (year) 70</td>
<td>18a</td>
<td></td>
</tr>
<tr>
<td>1Bl (baby) 85</td>
<td>18b</td>
<td></td>
</tr>
<tr>
<td>19 /в:/ (chair) 73</td>
<td>19a</td>
<td></td>
</tr>
<tr>
<td>20 /z/(zoo) no</td>
<td>20a</td>
<td></td>
</tr>
<tr>
<td>21 /f/(shoe) 114</td>
<td>21a</td>
<td></td>
</tr>
<tr>
<td>22 /о1/(boy) 60</td>
<td>22a</td>
<td></td>
</tr>
<tr>
<td>/l/(letter) 172</td>
<td>22b</td>
<td></td>
</tr>
<tr>
<td>23 /e/(thin) 151</td>
<td>23a, 23b</td>
<td></td>
</tr>
<tr>
<td>24 /з/ (television) 117</td>
<td>24a</td>
<td></td>
</tr>
</tbody>
</table>
Section A

Vowels

Making English sounds

short vowels
(make a short sound)
/l/ (ship)
/e/ (pen)
/i/ (book)
/ar/ (man)
/з/ (cup)
/o/ (clock)
/9/ (camera)

long vowels
(make a long sound)
/э:/ (ball)
/u:/ (boot)
/i:/ (sheep)
/a:/ (heart)
/3:/ (girl)

diphthongs
(two vowel sounds)
/эи/ (phone)
/19/ (year)
/01/ (boy)
/аи/ (house)
/ei/ (male)
/ai/ (fine)
/е9/ (chair)

Use your voice to make all vowels.
2 Vowels

1 Spot the different sound.
   EXAMPLE Ы
   Answer: The fourth sound is a diphthong. All the others are short vowels.
   1 /эи/ /и/ /л/ /э/ 2 /oil /лэ/ /ai/ /ai/ 3 /о/ /э:/ /э:/ /э:/

2 Match these words with the pictures below,
   a the back of the tongue
   b the lips
   c the tip of the tongue
d the front of the tongue

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

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

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

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

2 Sound /iː/  

sheep  
Look OLit for that sheep.  

cheeks  
what lovely cheeks!

'ʔ^e-bean  
Throw out that bean.

Sound /iː:/ words  
A6 a Listen and repeat the words.

Sound /iː:/ sentences  
A7 b Listen to the sentences.  
A7 c Sentence stress  
Notice that the most important words for the meaning of a sentence are pronounced more LOUDly and s 1 o w ly.  
The less important words are said more quietly and quiddy.  
Listen to the sentences again and this time look at the underlinpH syllables below. Notice that they are louder and slower.  

Look out for that sheep.  
What lovely cheeks!  
Throw OIII that bean.  
Stop it leaking!  
This peeľ’s got vitamin C in it.  
He’s giiing to leave.

A7 d Listen again and repeat the sentences.
UNIT 1 /i:/ sheep

3 Dialogue

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

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

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

(The stress is always on the first syllable.)

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

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

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

<table>
<thead>
<tr>
<th>cheese</th>
<th>Peter</th>
<th>eat</th>
<th>please</th>
<th>tea</th>
<th>beef</th>
<th>three</th>
<th>me</th>
</tr>
</thead>
</table>

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

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

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

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

JANINE: A cheese sandwich, 4_________.

PETER: What about you, Christina? Would you like cheese or 5________.

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

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

JANINE: Tea for 8________ too, please.

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

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

Listen to the dialogue again to check your answers. Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.
Intonation of questions with 'or'

Intonation is the voice going /ɔr/ do\li.

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

In questions with ‘or’ the intonation usually goes do\li at the end.

A9 a Listen and repeat.

Would you like veg or bgt?

Would you like coS’e or Tga\?

Would you like coffee, tea for

b Role play

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

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

Nationalities (Note the stress on the last syllable.)

- Vietnamese
- Maltese
- Balinese
- Japanese
- Chinese
- Nepalese
- Lebanese
- Portuguese

Countries

- China,
- Bali
- Malta
- Portugal
- Lebanon
- Japan
- Nepal
- Vietnam

All Moving stress

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

EXAMPLE Is this bread from Beirut?

*Response: Yes, it’s Lebanese.* It’s *Lebanese bread.*

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /i:/.
-What about this fish? Can I eat it? •
-Yes. Eat it.
-What about this cheese? Can I eat it?
-No, don’t eat it. It’s six weeks out of date.

1 Target sound /i:/

A12a a First practise the sound /i:/ (see page 3). Listen and repeat.
A12b b Open your mouth a little more to make the target sound /i/. Listen and repeat.
A12c c Listen and repeat both sounds together, /i:/ is long, /i/ is short.

2 Minimal pairs 0

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>te,</td>
<td>ship</td>
</tr>
<tr>
<td>sheep</td>
<td>ship</td>
</tr>
<tr>
<td>Look out for that sheep.</td>
<td>Look out for that ship,</td>
</tr>
<tr>
<td>leak</td>
<td>lick</td>
</tr>
<tr>
<td>Stop it leaking!</td>
<td>Stop it licking!</td>
</tr>
<tr>
<td>cheeks</td>
<td>chicks</td>
</tr>
<tr>
<td>What lovely cheeks.</td>
<td>what lovely chicks.</td>
</tr>
<tr>
<td>peel</td>
<td>pill</td>
</tr>
<tr>
<td>This peel's got vitamin C in it.</td>
<td>This pill's got vitamin C in it.</td>
</tr>
<tr>
<td>bean</td>
<td>leave</td>
</tr>
<tr>
<td>Throw out that bean.</td>
<td>He's going to leave.</td>
</tr>
<tr>
<td>leave</td>
<td>live</td>
</tr>
<tr>
<td>He's going to leave.</td>
<td>He's going to live.</td>
</tr>
</tbody>
</table>
Minimal pair words

A 13a a Listen and repeat the words.
T ABBb You will hear five words from each minimal pair. For each word, write 1 for /i:/ (sound 1) or 2 for /ɪ/ (sound 2).
EXAMPLE Pair 1:  1, 2, 2, 2, 2

Minimal pair sentences

A14a C Listen to the minimal pair sentences.
T A14bd Listen to six of the sentences and write 1 for /i:/ (sound 1) or 2 for /ɪ/ (sound 2).

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

Look QU! for that SHIP! (oOooO)
Pair I: OUT... SHIP Pair 2: STOP it LEAKing. (OoOo)
STOP... LEAK Pair 3: What LOVEy CHICKS! (oOoO)
LOVE ... CHICKS Pair 4: This PILL’S got vitamin C in it. (oOoooOoo)

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

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

/ɪ/ a) sheep a) bean
/ɪ/ a) cheeks

/ɪ/ a) cheap b) chip
/ɪ/ a) heel b) hill

/ɪ/ 6 a) peel b) pill

Dialogue

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

One-syllable words: film ill miss kids quick Kim Bill
Two-syllable words: (1st syllable) cricket tickets children ” minutes quickly listen pity (2nd syllable) begins
Three-syllable words: (1st syllable) history festival cinema ; interesting prize-winning Africa (2nd syllable) gymnastics Olympic excited beginning terrific gorilla (3rd syllable) chimpanzee
A16 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-8) with the correct three-syllable words from the list in 3a.

Three interesting films

BILL: Good evening Mrs Lee.

GINA: Is Kim in?

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

MRS LEE: Kim's ill.

BILL: Here he is!

GINA: Hi, Kim!

KIM: Hi, Gina! Hi, Bill!

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

MRS LEE: Listen, Kim ...

KIM: Is it 3__________?

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

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

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

Cricket!

BILL: It's a 7__________ film.

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

GINA: It would be a pity to miss it.

MRS LEE: Now listen, you kids ...

BILL: And it begins in fifty minutes. MRS LEE: KIM!

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

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

d Perform the dialogue in a group of four and, if possible, record your voices. In your group, first practise speaking with feeling. Mrs Lee is getting more and more angry. The others are getting more and more excited. In English, if you get more angry, you usually speak more loudly, if you get more excited, you usually speak more quickly.
4 Numbers
A17 a Word stress

Stressed syllables are in bold. Listen and repeat.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>thirteen</td>
<td>thirty</td>
<td>3</td>
</tr>
<tr>
<td>four</td>
<td>fourteen</td>
<td>forty</td>
<td>4</td>
</tr>
<tr>
<td>five</td>
<td>fifteen</td>
<td>fifty</td>
<td>5</td>
</tr>
<tr>
<td>six</td>
<td>sbceen</td>
<td>sixty</td>
<td>6</td>
</tr>
<tr>
<td>seven</td>
<td>seventeen</td>
<td>seventy</td>
<td>7</td>
</tr>
<tr>
<td>eight</td>
<td>eighteen</td>
<td>eighty</td>
<td>8</td>
</tr>
<tr>
<td>nine</td>
<td>nineteen</td>
<td>ninety</td>
<td>9</td>
</tr>
</tbody>
</table>

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

Other moving stress
The stress in these ‘teen’ numbers is also different when there is a strong stress in the next word.

Tim lives at number fifteen.
Tim lives at number fifteen Green Street.

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

Example
A: The [dentist] is at seventeen Mill Street.
B: Seventy?
A: No, not seventy - seventeen.

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

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

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

5 Spelling
Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound hi.
- Is this milk fresh?
- Yes. Everything in this fridge is fresh.

1 Target sound /e/
   A19a First practise the sound /t/ (see page 7).
   Ai 9b Open your mouth a little more to make the short target sound /e/.
   Listen and repeat.
   Ai 9c Listen and repeat both sounds together: /t/ and /e/.

2 Minimal pairs 9

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>pin</td>
<td>pen</td>
</tr>
<tr>
<td>need a pin.</td>
<td>need a pen.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>tin</td>
<td>ten</td>
</tr>
<tr>
<td>It's a big tin.</td>
<td>It's a big ten.</td>
</tr>
</tbody>
</table>

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

bill bell
There's the bill. There's the bell.

chick cheque
she wants a chick.

Minimal pair words
   A20a a Listen and repeat the words.
   A20b You will hear five words from each minimal pair. For each word, write 1 for III (sound 1) or 2 for lei (sound 2).
   EXAMPLE Pair 1: 2, 2, 1, 1, 2
Menu pair sentences
A2ic Listen to the minimal pair sentences.
A2ibd Listen to six of the sentences and write 1 for /ɪ/ (sound 1) or 2 for /d/ (sound 2).
A2iae Sentence stress
The most important words in a sentence are strongly stressed. If the minimal pair sentences were spoken with only one strong stress, which word would it be? Read the sentences and guess which word it might be. Then listen to the minimal pair sentences again and underline the strongly stressed word in each sentence (on page 11).
A22f Tick the words a) or b) that you hear in the sentences.

1 a) pin □ b) pen □
2 a) pig □ b) peg □
3 a) tins □ b) tens □
4 a) sit □ b) set □
5 a) disk □ b) desk □
6 a) pick at □ b) peck at □

3 Dialogue
First practise the sound /d/ in some of the words from the dialogue. Read the words aloud or visit the website to practise. In words with two or more syllables, bold is used to show which syllable is strongly stressed. In the brackets, write the number of syllables in each word before you practise.
EXAMPLES friend (1) terribly (3) Emma (2) expensive (3) jealous ( ) help ( ) everybody ( ) any ( ) bench ( ) Kevin ( )
America ( ) Mexican ( ) Emily ( ) Ben ( ) very ( ) bread ( ) Eddie ( ) Notice that many words in English have the strong stress on the first syllable, but some words have the strong stress on the last syllable, hello Adele again except yourself lemonade
Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-7) with the correct questions (a-g) below.
a) Can I get you a drink, Adele?
b) Is that better?
c) Was it expensive?
d) Are you listening to the Red Hot Chili Peppers?
e) How did you spend your holiday, Adele?
f) Are you a friend of Emma’s?
g) Have you met my friend Adele yet, Kevin?
Friends

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

EVERYBODY EXCEPT KEVIN: Hi, Adele!

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

ADELE: Hi, Kevin. 1 _______? It's terribly loud.
KEVIN: Yes ... (turns the music down) 2 __________? (Adele nods her head) 3 ________?

ADELE: Yes.

KEVIN: Emma said she had a friend called Adele.

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

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

BEN: 4 _______?

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

EMMA: 5 ________?

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

BEN: 6 _______?

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

EVERYBODY: Well!

EMMA: We're all jealous.

EDDIE: 7 ________?

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

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

4 Intonation

Intonation is the voice going u^ or d(5^ on the strongest syllable of the most important word in a phrase or sentence.
Intonation statements usually goes down at the end.
Intonation in Yes/No questions usually goes up< & t the end.
A24 a Listen and repeat.

WH question: How did you spend your ITOMday?
Statement: I went to Anfllrica.
Yes/No question: Was it expensive?
Statement: Not very.

A25 b Word stress
Practise the word stress in these place names. In many place names the strong stress is on the first syllable.
Denmark Venice Edinburgh Mexico Mecca Melbourne Lebanon
A smaller number of place names have the strong stress on the last syllable.
Japan Mumbai Madrid Beirut New York
In longer place names the strong stress is sometimes in the middle of the word.
the Riviera the Mediterranean Australia America Helsinki Philadelphia

C Now practise the conversation below, using the place names in 4b.
A: How did you spend your holiday?
B: I went to ...
A: Was it expensive?
B: Yes. Very. / Not very.

d Dictionary work: word stress
When you meet a new word, you can check which syllable is strongly stressed in a good dictionary (e.g. Cambridge Advanced Learner’s Dictionary). The pronunciation of the word is shown in the International Phonetic Alphabet (IPA), with the symbol’ in front of the main strong stress of the word, e.g. electric /I’lektrik/. Your dictionary will also show the secondary stress (usually in longer words) with the symbol,, e.g. electricity /i,lek’tris3ti/.

In Ship or Sheep? only the main strong stress in a word is in bold to show you where the stressed syllable ends, e.g. electric, electricity.
Look up some of these words in a dictionary and mark which syllable has the main strong stress.
EXAMPLE except or ex’cept
except exercise expect expedition
expel experiment expenditure expert
expression extend extra extrovert

5 Spelling
Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /e/.
UNIT 4 /ae/ man

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

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

2 Minimal pairs
   Sound 1 Sound 2
   /el/ /ae/
   axe
       Put the Y here.
   Put the axe here.
   pen pan
       Can I borrow a pen? Can I borrow a pan?
   men man
       Look at the men. Look at the man.
   send sand
       I’m sending the table. I’m sanding the table,
   gem jam
       It’s a lovely gem. It’s a lovely jam.
16 UNIT 4/ae/man

Minimal pair words
 A27 a Listen and repeat the words.
 A27 b You will hear five words from each minimal pair. For each word write 1 for
 Id (sound 1) or 2 for /ae/ (sound 2).
 EXAMPLE Pair 1: 2, 2, 1,1,2

Minimal pair sentences
 A28 a c Listen to the minimal pair sentences.
 A28 b d Listen to six of the sentences and write
 1 for Id (sound 1) or 2 for /ae/ (sound 2).

Sentence stress
 Listen to the first two minimal pair sentences again and look at the circles
 on the left. The big circles are the strongly stressed syllables, and the small
 circles are the weakly stressed syllables.
 OoOO Put the ‘x’ here. / Put the atпп here. ooOooO Can I borrow a
 pen?/Can 1 borrow a pan?

Listen to the rest of the sentences and underline the sentence stress (the
 strongly stressed syllables in the most important words in the sentence).
 OoOo Look at the men./Look at the man. oOooOo I’m sending the
 table./I’m sanding the table. ooOoO It’s a lovely gem./It’s a lovely jam.
 ooOoO We had bread for lunch./We had Brad for lunch.

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

1 a) pen □ b) pan □
2 a) men □ b) man □
3 a) end □ b) and □
4 a) feta □ b) fatter □
5 a) pet □ b) pat □
6 a) bed □ b) bad □

3 Dialogue
 I a First practise the sound /u/ in some of the words from the dialogue.
 Read the words aloud or visit the website to practise.
 1 Allen salad habit travel Janet absent sandwich contracts cancelled
 2 animals Africa antelope Annabelle Anthony passengers anchovy
 3 alligator advertising

Which of the list of words (1, 2, 3) above have the word stress patterns
below? The big circles are the strongly stressed syllables and the small
circles are the weakly stressed syllables.
 a) ”Ooo b) Oooo c) Oo
Match the sentences (1-3) below with the sentence stress patterns (a-c).
The big circles are the strongly stressed words and the small circles are the weakly stressed words.

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

Aaron’s recorded messages
Listen to the recorded messages, paying attention to the target sound.

A30 Now listen again and complete the sentences below. Each missing word has the sound /æ/. Number 1 has been done as an example.
1 Aaron works at the Ainx Tnwepl Agency.
2 He’s on holiday in _____.
3 His boss is Mrs _____.
4 Aaron left an _______ and _______ on his desk.
5 He _____ to contact Anthony about the ________ of.
   he_____. to contact Anthony about the. . on ________.
6 Aaron has a _______ , habit of being. ______ from work.
7 Aaron booked a. _____to San _____ with three _____; an
   anteater, an _______ ., and an _______.
8 The computer has. _______ and Aaron hadn’t done the ______ up
   for the ______ programmes. Mrs Allen is very _______.
9 The best advertising _______ have been _______ because of Aaron’s
   bad _______.
10 Aaron doesn’t _____ to come _______ to the ______agency
   because he’s been

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

4 Sentence stress: the rhythm of English

A32 a Practise first with the names Annabelle and Janet. Notice how the important words are strongly stressed - we say them LOUDer and s1 o w er. Listen and repeat.

Question: How do you shorten Annabelle and Janet?
Answer: Ann and Ian.

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

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

Question: Who works with Aaron?
Answers:
1 00 Ann, Ian.
2 OoO Ann and Jar
3 OoooOo Annabelle an(l faliet.'
4 oOooooOo There’s Annabelle and there’s Tanet.
5 ooOooooOo Well there’s Annabelle and then there’s Tanet.
6 oooOoooooooOo Well first there’s Annabelle and then there’s also lanet.
7 oooooOoooooOoOo Well first of all there’s Annabelle and then you know there’s also lanet.

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

A34b Listen to the seven answers in 4a again and try to say them all in the same length of time. Try a few times. First practise putting your energy into the strongly stressed words. Next practise saying the weakly stressed words with less energy, so that you say them more quietly. Then practise saying the weakly stressed words more and more quickly. Record your voice and compare this with the recording. c Match the questions (1-3) with the pairs of answers (a-c) below.

(In the brackets, the big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.)

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

Answers:
a) Anthony, Mrs Allen. (ooo, ooOo)
   Well, there’s Anthony, and then there’s Mrs Allen. (ooOoo, oooooOo)
b) An anteater, an antelope, and an alligator. (oOoo, oOoo, ooOooo)
   He booked an anteater, as well as an antelope, and also an alligator.
   (oooOoo, oooooOo, oooooOooo)
c) The map, the backup. (oO, oOo)
   He lost the map, and he didn’t do the backup. (oooO, ooooooOo)

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

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /$/.
- I'm htingry. How much money’s in the hat?
- Nothing.
- Nothing? I'm hungry too.
- Oh shut ıф! Everybody’s hungry.

1 Target sound /n/

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

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

A35c c Listen and repeat both sounds:
/æ/ and /а/.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>/а/</td>
</tr>
<tr>
<td>cap</td>
<td>cup</td>
</tr>
</tbody>
</table>

where's my cap? Where’s my cup?

hat hut

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

track truck

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

bag bug

She’s got a bag. She’s got a bug.

ankle uncle
Minimal pair words

A36a a Listen and repeat the words.
A36b b You will hear five words from each minimal pair. For each word write 1 for /ar/ (sound 1) or 2 for /ʌ/ (sound 2).
EXAMPLE Pair 1: 2, 1, 2, 1, 1

Minimal pair sentences

A37a c Listen to the minimal pair sentences.
A37b d Listen to six of the sentences and write 1 for /æ/ (sound 1) or 2 for /ʌ/ (sound 2).

A37a e Sentence stress

Listen to the pairs of sentences again and match them with the sentence stress patterns below. The big circles are the strong syllables and the small circles are the weak syllables.
EXAMPLE ooO (Pair 1) Where’s my cap? / Where’s my cup? a) oooO b) ooOoo c) ooOooO d) ooOooOo e) oOooO Notice that if we put too many strong stresses in a sentence, we may sound angry, especially if the intonation keeps going down. Practise the sentences below.

see WTtttre’s my cop? вЙ1оЙ1о uR>le was mftUred.

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

1 a) cap □ b) cup □
2 a) hat □ b) hut □
3 a) bag □ b) bug □
4 a) mad □ b) mud □
5 a) hang □ b) hung □
6 a) ran □ b) run □

3 Dialogue

I a First practise the sound /ʌ/ in some of the words from the dialogue.
Listen and repeat.
lunch just much one love cousin doesn’t funny rubbish
enough untrue shut up unhappy understand unattractive
worry lovely honey brother other nothing company
wonderful month does

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

worry lovely honey brother other nothing company wonderful month does
She doesn't love him

JASMINE: Honey, why are you SO sad?

(Duncan says i __________ .)

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

DUNCAN: You don't love me, Jasmine.

JASMINE: But Duncan, I love you very much!


JASMINE: Justin?

DUNCAN: No, his 3 ________ .

JASMINE: Dudley?


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

JASMINE: Duncan! That's utter rubbish!

DUNCAN: And Hunter loves you too.

JASMINE: No he doesn't.

DUNCAN: Yes he 6__________ .

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

Hunter's ...

DUNCAN: Oh, just shut up. Jasmine!

JASMINE: But honey, I think you're IO __________ .

DUNCAN: Oh, shut up, Jasmine.

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

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

4 Stress and intonation

Stress and intonation are used to show feelings in English. In the dialogue in 3b, you may have noticed that Jasmine’s stress and intonation changed at the end when she got angry with Duncan.
A40 a Study the sentences below, and then listen to the recording.

Emotions N (neutral) A (angry)
1 No, he doesn’t. "TTt^o
2 Yes, he does. ooLI
3 Now that’s enough, oo’of) ‘-90(ofl
4 I don’t understand. oodo9
5 Oh just shut up. 0008

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

1 __ 2 ___ 3_ 4 _________ 5_____

Complete this statement.
If someone speaks with a lot of ______ ly stressed words, with the intonation going _______all the time, they can sound very angry.

A42 b Intonation in a list
The intonation goes on the last strongly stressed word in each phrase, and then dotWj at the end. Listen and repeat.
He bought a cu^ and some nifs.
He bought a some nuTs and some haney.
He bought a cu^: some nifs, some horf’iey and a

A42 c Game
‘My uncle (mother/brother/cousin) went to London’
Practise this game with a group of five people. Choose any words from the list below.
EXAMPLE
A: My uncle went to London and he spent a lot of money. He bought a __ has company.
B: My uncle went to London and he spent a lot of money. He bought a __ bu^ company and a toy dtra^c.
Each player remembers what the others have said and then adds something to the list.
Practise saying these phrases before you start.

a cup a cuddly monkey some honey some comfortable gloves some sunglasses
an onion field a bus company a brush a bun shop

some sacks of nuts a toy duck a lovely butterfly a hundred buttons

5 Spelling
Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /a/. Make a list of all the words in this unit that are pronounced /a/ but spelt with the letter o, like love. Add other words to this list when you see them.
UNIT 6 /a:/ heart

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

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

2 Minimal pairs A

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>/a:/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cap</th>
<th>carp</th>
</tr>
</thead>
<tbody>
<tr>
<td>what a lovely cap!</td>
<td>What a lovely carp!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hat</th>
<th>heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>He touched his hat.</td>
<td>He touched his heart,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cat</th>
<th>cart</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s a farm cat.</td>
<td>It’s a farm cart,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ban</th>
<th>barn</th>
</tr>
</thead>
<tbody>
<tr>
<td>There's a ban on it.</td>
<td>There’s a barn on it.</td>
</tr>
</tbody>
</table>

| pack | I’ll pack the car. |

Minimal pair words
A44a Listen and repeat the words.
A44b You will hear five words from each minimal pair. For each word write 1 for  
/æ/ (sound 1) or 2 for /a:/ (sound 2).  
EXAMPLE Pair 1: 2,1, 1, 2, 2
Minimal pair sentences
A45a  c Listen to the minimal pair sentences.
A45bd Listen to five of the sentences and write 1 for /æ/ (sound 1) or 2 for /ə:/ (sound 2).
A45a e Sentence stress

In English sentences, the important words have a strongly stressed syllable that is LOUDer and s 1 o w er. The unstressed syllables are quieter and quicker. This gives English its rhythm.

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

EXAMPLE What a lovely carp!

Minimal pairs B

Sound 1 | Sound 2
---|---
/æ/ | /ə:/

| cup | carp |
| what a beautiful cup! | What a beautiful carp! |
| hut | heart |
| There’s a problem with my hut. | There’s a problem with my heart. |
| cut | cart |
| He covered his cut. | |
| bun | barn |
| what’s in that bun? | |
| come | |
| ’Come down,’ she said. | What’s in that barn? |

Minimal pair words
A46a a Listen and repeat the words.
A46b  b You will hear five words from each minimal pair. For each word write 1 for /e/ (sound 1) or 2 for /æ/ (sound 2).
EXAMPLE Pair 1; 1, 2, 1, 2, 2.

Minimal pair sentences
A47a  c Listen to the minimal pair sentences.
A47bd Listen to five of the sentences and write 1 for /æ/ (sound 1) or 2 for /ə:/ (sound 2).
A47a e Sentence stress

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

EXAMPLE What’s in that bun?
A48 f Tick the words a), b) or c) that you hear in the sentences.

1 a) hat □  b) hut □  c) heart □
2 a) cat □  b) cut □  c) cart □
3 a) cap □  b) cup □  c) carp □
4 a) bun □  b) barn □
5 a) come □  b) calm □
6 a) Patty’s □  b) parties □

3 Dialogue

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

It’s l^a. It’s Tara Datrling.
Bart Jackson IVTargaret Markus Marsh AB^na
The sound /a:/ is also in some of the words in your instructions, example answer the target sound the mask the last name

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

At a party

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

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

MARGARET Where’s your glass, Alana?

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

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

MARGARET: In the dark?

MARTIN; They’re dancing under the stars.

ALANA: 2 ________ I And Bart Jackson is playing his guitar.

MARGARET: Just look at Tara! She can’t dance but she looks very 3 __________.

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

ALANA; What an 5 __________ couple they are! Let’s take a photograph of them.
Listen to the dialogue to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

**Intonation in exclamations**

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

a Listen and repeat.

What a fast car!

What a funny dancer!

What a marvellous photograph!

What a fantastic guitar!

b Use these words to make exclamations about the pictures.

dark dirty fast marvellous smart unusual funny fantastic

**5 Spelling**

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

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

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

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

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

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

TEST

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

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>/i/</strong></td>
<td><strong>/ɪ/</strong></td>
<td><strong>/ɪd/</strong></td>
<td><strong>/æt/</strong></td>
<td><strong>/æ/</strong></td>
</tr>
<tr>
<td>bean</td>
<td>bin</td>
<td>Ben</td>
<td>ban</td>
<td>bun</td>
</tr>
<tr>
<td>beat</td>
<td>bit</td>
<td>bet</td>
<td>bat</td>
<td>but</td>
</tr>
<tr>
<td>bead</td>
<td>bid</td>
<td>bed</td>
<td>bad</td>
<td>bud</td>
</tr>
<tr>
<td>peak</td>
<td>pick</td>
<td>peck</td>
<td>pack</td>
<td>Puck*</td>
</tr>
<tr>
<td>peaty*</td>
<td>pity</td>
<td>petty</td>
<td>Patty</td>
<td>putty</td>
</tr>
</tbody>
</table>

Score / 5

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

/æ/ /ə:/

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

jump half
am arm cut
home are
aren’t can
carry
can’t
UNIT 7 Review

3 sheep
/i:/

slip people bread
piece any these stick
shop

Score /15

Intonation jumble

Match the correct intonation pattern items a-f with the conversation items 1-6. Number 1 has been done.
1 ‘I’m going to make some jelly.’
2 ‘Would you like lemon or cherry?’
3 ‘Cherry.’
4 ‘Can I help?’
5 ‘I need a spoon, a bowl, some jelly crystals and some hot water.’
6 ‘What a lovely colour!’
Score /5

Word stress

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

advertising understand Lebanon lemonade sandwich
expensive sunglasses fantastic photograph guitar

Score /5

Total score /30

Additional review task using dialogues from Units 1-6

<table>
<thead>
<tr>
<th>Unit 1 Target sound /i:/</th>
<th>2 /u/</th>
<th>3 id</th>
<th>4 lɛl</th>
<th>5 /ʌ/</th>
<th>6 bl</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>ship</td>
<td>pen</td>
<td>man</td>
<td>cup</td>
<td>heart</td>
</tr>
</tbody>
</table>

From the above table, choose any target sounds that you had difficulty with.
1 Listen again to the dialogue in that unit, listening for the target sound.
2 Circle the target sound in any words in the dialogue.
3 Listen to the dialogue again and check your answers.
4 Check your answers in the key.
5 Listen to the dialogue again, listening for the target sound.
6 Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.
You can also use this review task as a quick self-test, by doing steps 2 and 4 only.
What's wrong?
- I've got a really bad backache.
- I'm sorry to hear that.

1 Target sound /o/

A52a a First practise the sound /re/ (see page 15). Listen and repeat.
A52b b Put your tongue slightly back and bring your lips slightly forward to make the target sound /o/. Listen and repeat.
A52c c Listen and repeat both sounds together: /æ/ and /o/.

Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>/o/</td>
</tr>
<tr>
<td>hat</td>
<td>hot</td>
</tr>
<tr>
<td>It's hat weather.</td>
<td>It's hot weather,</td>
</tr>
<tr>
<td>cat</td>
<td>cot</td>
</tr>
<tr>
<td>He's got a white cat.</td>
<td>He's got a white cot.</td>
</tr>
<tr>
<td>fax</td>
<td>sack</td>
</tr>
<tr>
<td>Look for the fax.</td>
<td>Put it in a sack.</td>
</tr>
<tr>
<td>sock</td>
<td>sock</td>
</tr>
<tr>
<td>Put it in a sock.</td>
<td>Put it in a sock.</td>
</tr>
</tbody>
</table>

- tap top

Turn that tap slowly. Turn that top slowly,

- backs box
Minimal pair words

A53a Listen and repeat the words.
A53b You will hear five words from each minimal pair. For each word, write 1 for /ar/ (sound 1) or 2 for /o/ (sound 2).

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

Minimal pair sentences

A54a c Listen to the minimal pair sentences.
A54bd Listen to six of the sentences and write 1 for /ae/ (sound 1) or 2 for /o/ (sound 2).

A54a e Sentence stress

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

A55 a) or b) that you hear in the sentences

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

3 Dialogue

First practise the sound /o/ in some of the words from the dialogue. Read the words aloud or visit the website to practise, soft hot long strong popular horrible wants what wrong socks job got often sorry washing Mrs Bloggs

A56 b

Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-6) with the correct adjectives from the box.
TV advertisement for 'Onwash'

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

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

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

VOICE C: 'Onwash' is so _and 3__

VOICE D: You don't want lots of _water with 'Onwash'.

VOICE A: It's not a _job with 'Onwash'.

VOICE B: Use 'Onwash' often.

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

VOICE D: Everybody wants 'Onwash'.

EVERYBODY: 'Onwash' is so _I

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

4 Intonation in suggestions and commands

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

A57 a Listen.

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

Have a holiday. Mrs Bloggs. Stop washing. Mr Wong.
Don’t drop that pot, Ms Morris.
Put it on the b-. Miss Johnson.

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

Have a HMiday. Mrs Bloggs.
Stop washing. Mr Wong.
Don’t drop that pot, Ms Morris.
Put it on the BIISC. Miss
A58 b Intonation dictation

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

1. Put these socks in the top drawer. John, command _______
2. Put it on top of the box. ___________________
3. Make the coffee hot, Mrs Wong.________________________
4. Don’t wash these socks in the washing machine, Robin.________________
5. Don’t go to the wrong office. __________
6. Go to the shops, Oscar. ______________
7. Don’t go to the wrong doctor. Bronwen,

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

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /o/.
UNIT 9 /o:/ ball

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

1 Target sound hi!
A59a First practise the sound /o/ (see page 29). Listen and repeat.
A59b The back of your tongue goes up a little more to make the long target sound /э:/ Listen and repeat.
A59c Listen and repeat both sounds together. /o/ is short, /э:/ is long.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/д/</td>
<td>/э:/</td>
</tr>
<tr>
<td>Don</td>
<td>Dawn</td>
</tr>
<tr>
<td>Is your name Don? Is your name Dawn?</td>
<td></td>
</tr>
</tbody>
</table>

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

- shot short
  He was shot. He was short.

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

- fox forks

- spot sport
don't like these spots. I don't like these sports.

Minimal pair words
A60a Listen and repeat the words.
A60b You will hear five words from each minimal pair. For each word write 1 for /o/ (sound 1) or 2 for /э:/ (sound 2).
EXAMPLE Pair 1; 1, 1, 2, 2, 1
Minimal pair sentences

A6ia c Listen to the minimal pair sentences.
A6ib d Listen to six of the sentences and write 1 for /o/ (sound 1) or 2 for /oː/ (sound 2).

A6ia e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 33). Notice that the strongly stressed words are LOUDer and s10w er. The weakly stressed words are quieter and quicker.

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

1 a) spots □   h) sports □
2 a) pots □   b) ports □
3 a) cod □   b) cord □
4 a) shot □   b) short □
5 a) Rod □   h) roared □
6 a) what □   b) water □

3 Dialogue

a First practise the sound /ɜː/ in some of the words from the dialogue.
Read the words aloud or visit the website to practise.
Laura morning walking towards airport awful always reporter report
sports York fault (/foːlt/ or /folt/)

A football match

sports York fault (/foːlt/ or /folt/)

a footballer has fallen over  a forward

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

Sports report from Radio Station 4

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

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

GEORGE BALL: Good morning. Are you a reporter?
LAURA SHORT; Yes. George. I'm Laura Short from Radio Station 4. Tell us about the football match with York.

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

LAURA SHORT: Whose fault was it, George?

GEORGE BALL: The forwards.

LAURA SHORT: The forwards?

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

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

4 Intonation

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

A64 a Listen to the speakers expressing surprise.

Mr Short always plays football in the morning.

In the morning?

Mr Short?

Football?

Always?

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

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

EXAMPLE I saw Victoria at the airport.

Response: At the airport?

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

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /oil.
UNIT 10 /u/ book

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

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

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/o/</td>
<td>/u/</td>
</tr>
</tbody>
</table>

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

^0^
cod could
How do you spell 'cod'? How do you spell 'could'?

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

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

box books
Give me the box. Give me the books.

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

Minimal pair sentences
A68a c Listen to the minimal pair sentences.
A68bd Listen to five of the sentences and write i for /o/ (sound 1) or 2 for /u/ (sound 2).
A69 e Sentence stress

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

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

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

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

3 Dialogue

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

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

A lost book

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

MRS COOK: Isn’t it on the bookshelf?

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

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

MR COOK: I’ve looked. You took that book and put it somewhere, didn’t you? MRS COOK: The living room?

MR COOK: No. I've looked. I'm going to put all my books in a box and lock it. MRS COOK: Look, John! It's on the floor next to your foot.

MR COOK: Ah! Good!

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

EXAMPLE We should put all these books in that box now, g|Ti^p|ldn‘t we?
The intonation in most question tags is going down. This means that the
speaker expects agreement. So down tags are used a lot in conversations to
create agreement and rapport between the speakers.

A72 a Listen and repeat.
Should you? shouldn‘t you? cO<ild you? COt^ldn‘t you? wSkild he?
vv^ldn‘t he?
He couldn’t cook, o&lild he? She could play football, dtWildn‘t she?
You wouldn’t look. ^Suld you? They would like sugar. wS^jldn‘t they?

A73 b Practise in pairs. Listen and respond, like the example.
EXAMPLE She couldn’t cook.
A: She couldn‘t c&bk. ffi<^ld she?
B: No, she dS^jldn‘t.
1 We couldn’t cook a cake without sugar.
2 Good footballers shouldn‘t eat too much pudding.
3 You should look at some good cookery books.
4 You wouldn’t ‘put your foot in it’*.  
   (‘idiom meaning say or do the wrong thing)
5 They wouldn’t ‘cook the books’*.  
   (‘idiom meaning change the accounts to steal money)

5 Spelling
‘ - ■ Look back over this unit at words with the target sound, and write what
you noticed about how to spell the sound /u/.
UNIT 11 /u:/ boot

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

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

1 Target sound /u:/

B2a a First practise the sound /u/ (see page 36). Listen and repeat.
B2b b Put your tongue up and back a little more to make the long target sound /u:/ . Listen and repeat.
B2c c Listen and repeat both sounds together. /u/ is short. /u:/ is long.

2 Minimal pairs

Sound 1 Sound 2
/u/ /u:/
look Luke

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

pull pool

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

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

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

(Note: proof has two meanings: 1 evidence that something is true; 2 foolproof - made so that it can’t be damaged, even by a fool)
Minimal pair words
B3a a Listen and repeat the words.
B3b b You will hear five words from each minimal pair. For each word write 1 for /u:/ (sound 1) or 2 for /u:/ (sound 2).
EXAMPLE Pair 1: 2, 2, 1, 2, 1

Minimal pair sentences
B4a c Listen to the minimal pair sentences.
B4b d Listen to five of the sentences and write 1 for /o/ (sound 1) or 2 for /u:/ (sound 2).
B5 e Listen to the strong and weak stresses in: oOooO a foolproof computer.
Then listen and underline the strong stresses in:
OooO waterproof boots oOooO a wind-proof jacket
OooOo childproof containers oOooO an ovenproof dish
oOooO a waterproof coat oOooO a bullet-proof vest.
B6 f Tick the words a) or b) that you hear in the sentences.

1 a) look □ b) Luke □
2 a) full □ b) fool □
3 a) pull □ b) pool □
4 a) fullish □ b) foolish □
5 a) would □ b) wooed □

3 Dialogue
I a First practise the sound /u:/ in some of the words and phrases from the dialogue. Read the words aloud or visit the website to practise,
who school soup threw unit rudeness rudest student
continue computer chewing gum excuse me good
afternoon
it was you!
B7 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed. The number in brackets tells you how many strong stresses there are in that line. The first line has been done.
The two rudest students in the school

MISS LUKE: (1)
GIRLS: (2)
MISS LUKE: (4)
   (5)
LUCY: (2)
MISS LUKE: (1)
LUCY: (2)
MISS LUKE: (5)
LUCY: (2)
MISS LUKE: (1)
LUCY: (2)
SUSAN: (3)
JULIE: (1)
SUSAN: (8)
JULIE: (4)
SUSAN: (1)
JULIE: (0)
MISS LUKE: (11)

after school instead of going to the pool.

4 Sentence stress

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

Excuse me.
Yes?
Could you M me where 1 can get some (1) shoelaces?
Yes. There’s a shop next to the (2) supermarket that sells wy good (1) shoelaces. I’m going there tos-
Use the words below to make more conversations like the one in 4a. Try to say the unstressed syllables quickly.

shoelaces            supermarket
herbal shampoo       swimming pool
toothpaste           computer shop
tools                newspaper stand
football boots       school
tuna                 
chewing gum          
fresh fruit juice

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /u:/.
UNIT 12 /ɜː/ girl

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

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

Minimal pairs A 0

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>hil</td>
<td>13:1</td>
</tr>
<tr>
<td>four</td>
<td>fur</td>
</tr>
<tr>
<td>She’s got four. She’s got fur.</td>
<td></td>
</tr>
<tr>
<td>torn</td>
<td>turn</td>
</tr>
<tr>
<td>It’s a torn sign. It’s a turn sign.</td>
<td></td>
</tr>
</tbody>
</table>

| warm     | worm    |
| wouldn’t like warm soup. I wouldn’t like worm soup. |

walker worker
He’s a fast walker. He’s a fast worker.

Minimal pair words
   B9a a Listen and repeat the words.
   Blob b You will hear five words from each minimal pair. For each word write 1 for /ɜː/ (sound 1) or 2 for /ɜː/ (sound 2).

EXAMPLE Pair 1: 1, 2, 1, 1, 2
Minimal pair sentences

Biia c Listen to the minimal pair sentences.

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

Biia e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 43).
EXAMPLE I wouldn’t like warm soup.

Minimal pairs B

Sound 1 Sound 2

Id /ɜː/

ten turn

The sign says ten. The sign says turn.

Ben burn

Look at it, Ben. Look at it burn,

bed bird

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

Minimal pair words

Bi2a a Listen and repeat the words.

Bi2b b You will hear five words from each minimal pair. For each word write 1 for e/ (sound 1) or 2 for /ɜː:/ (sound 2).
EXAMPLE Pair1: 2, 2, 1, 1

Minimal pair sentences

Bi3a c Listen to the minimal pair sentences.

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

Bi3a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (above).
EXAMPLE It’s the west wind.
Minimal pairs C

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/l/</td>
<td>1з:1</td>
</tr>
<tr>
<td>fun</td>
<td>fern</td>
</tr>
<tr>
<td>Fabulous fun!</td>
<td>Fabulous fern!</td>
</tr>
</tbody>
</table>

bun burn

Look at that bun. Look at that burn,

bud bird

gull girl

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

Minimal pair words

B 14a a Listen and repeat the words.
B14b b You will hear five words from each minimal pair. For each word write 1 for /l/ (sound 1) or 2 for 1з:1 (sound 2).
EXAMPLE Pair 1; 1, 2, 1, 2, 1

Minimal pair sentences

B15a c Listen to the minimal pair sentences.
B15b d Listen to four of the sentences and write 1 for /l/ (sound 1) or 2 for 1з:1 (sound 2).
B15ae Sentence stress
Listen to the minimal pair sentences again and underline the sentence stress (above).
EXAMPLE Fabulous fun!
B15f f Tick the words a) or b) that you hear in the sentences:

1 a) bed □ b) bud □ c) bird □
2 a) Ben’s □ b) buns □ c) burns □
3 a) ward □ b) word □
4 a) walk □ b) work □
5 a) short □ b) shirt □
6 a) or □ b) er □

3 Dialogue

I a First practise the sound 1з:1 in words from the dialogue below. Read the words aloud or visit the website to practise, were weren’t nurse worst world shirts hurts thirsty Thursday dirty Sir Herbert Colonel Burton B17 b Listen to the dialogue, paying attention to the target sound.
The worst nurse

SIR HERBERT: Nurse!

COLONEL BURTON: Nurse! I'm thirsty!

SIR HERBERT: Nurse! My head hurts!

COLONEL BURTON: Nurse Sherman always wears such dirty shirts.

SIR HERBERT: He never arrives at work early.

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

SIR HERBERT: No, they weren't.

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

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

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

4 Intonation: up or down tags

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

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

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

EXAMPLE A: The nurses were at work on Thursday, w^en’t they?
   B: Yes, they were.
B19 b Up or down?
   Listen and mark intonation arrows on the tags (expects agreement) or (not sure). Number 1 has been done.

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

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

5 Spelling

Look back over this unit at words with the target sound and write what you noticed about how to spell the sound /з:/.
- Remember to telephone your sister the day after tomorrow, for her birthday.
- And don’t forget to send a letter to your brother.
- Shall I send you a letter?
- Of course. But don’t forget to telephone as soon as you arrive.

1 Target sound /ə/

B20a a First practise the sound /з:/
(see page 43). Listen and repeat.
B20b b Make the same sound but very very short to make the target sound /ə/.
Listen and repeat.
B20c c Listen and repeat both sounds together:
/з:/ is long, /ə/ is very short.

2 /ə/ in unstressed words and syllables

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

a photograph of Barbara

a glass of water

a pair of binoculars

a photograph of her mother and father

a book about South America

b Cover the words on the left and practise questions and answers.
EXAMPLE A: What’s in picture two?
B: a glass afwata
UNIT 13 /ə/ a camera 49

Bib c Telling the time
Listen and repeat.
Look at the clock.
What’s the time?
It’s six o’clock.
It’s a quarter to seven.

Look at tha clock.
What’s tha time?
It’s six a’clock.
It’s a quarta ta Sevan.

Now practise these.
EXAMPLE A: What’s tha time?
   B: It’s a quarta ta twelve.

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

Barbara spent Sataday aftanoon looking at a beautiful book about South america.
‘I want ta go ta South america,’ she said ta haself.
Tha next morning, when Barbara woke up it was six a’clock, and ha brothas and sistas wa still asleep. Barbara looked at tham, and then closed har eyes again.
Then she quietly got out af bed and started ta pack ha suitcase.
She took same comfatable clothes out af tha cupbad. She packed a pair af binoculas and ha sista’s camara. She packed a photagraph af haself and one af ha mothaer and fatha.
‘I musn’t faget ta have same breakfast,’ she said ta haself. Bat then she looked at tha clock. It was a quarta ta seven.
‘Til jast drink a glass af wata,’ she said.
‘a glass af wata,’ she said.
‘Wata,’ she said, and opened har eyes.
She was still in ha bed, and ha brothas and sistas wa laughing at ha.
‘Tell as what you wa dreaming about,’ they said ta ha.
Bat Barbara didn’t answa. She was thinking about ha wondaful journey ta South america.
B22 b Weak forms

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

**EXAMPLE**

Was she dreaming?
This is the sound /ə/. This is the weak form of *was*. Yes, she was.

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

Was she thinking about South America? Yes, she was.
Wa her brothers and sisters asleep? Yes, they were.
Da they like reading? Yes, they do.
Have you read about South America? Yes, I have.
Das your friend like reading? Yes, he does,
a we working hard? Yes, we are.
Has your friend been to South America? Yes, he has.
Can you swim? Yes, I can.

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

1 a) has □ b) has □
2 a) can □ b) can □
3 a) was □ b) was □
4 a) does □ b) das □
5 a) am □ b) am □
6 a) them □ b) tham □
4 Dialogue

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

Shopping

A: I'm going to the library.

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

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

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

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

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

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

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

5 Spelling

Look back over this unit at words with the target sound, and Arrive what you noticed about how to spell the sound /ə/.
UNIT 14 REVIEW

Card game: Pick up same sounds

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

Shuffle the cards and deal them face down all over the table.
Turn over any two cards and read their sentences aloud. If they are the same vowel sound you keep them and you continue playing.
If those two cards aren’t the same vowel sound, turn them face down again and the next person plays.
Collect as many same sound pairs as you can in a time limit, e.g. ten minutes.

TEST

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

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

<table>
<thead>
<tr>
<th>/o/</th>
<th>hil</th>
<th>/w/</th>
<th>/u:/</th>
<th>/ɜː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Poll(y)</td>
<td>Paul</td>
<td>pull</td>
<td>pool</td>
<td>Pearl</td>
</tr>
<tr>
<td>2 foll(ow)</td>
<td>fall</td>
<td>full</td>
<td>fool</td>
<td>furl*</td>
</tr>
<tr>
<td>3 cod</td>
<td>cord</td>
<td>could</td>
<td>coed</td>
<td>curd*</td>
</tr>
<tr>
<td>4 wad</td>
<td>ward</td>
<td>would</td>
<td>wooed*</td>
<td>word</td>
</tr>
</tbody>
</table>

Score / 4

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

1 bird
   /ɜː/

2 ball
   /ɪl

torn water
girl all glass
four log
talk nurse
Listen to the sentences and mark which kind of question tag is being used:

agreement (expected) /unsure (so checking the information)
1 You can buy bootlaces at the shoeshop, can’t you? ____________
2 That carpet shop sells cushions too, doesn’t it? ________________
3 Sue bought her flute at the music shop, didn’t she? .
4 You’d like a new cookery book, wouldn’t you? ______________
5 The bookshop’s next to the newsagent’s, isn’t it? ____________
6 You do want your birthday presents to be a surprise, don’t you? ______________
Score / 6
Total score / 30

Additional review task using dialogues from Units 8-12

<table>
<thead>
<tr>
<th>Unit</th>
<th>Target sound</th>
<th>8 /ø/</th>
<th>9 /bl/</th>
<th>10 /ø/</th>
<th>11 /u:/</th>
<th>12 /bl/</th>
<th>13 /ø/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>clock</td>
<td>ball</td>
<td>book</td>
<td>boot</td>
<td>girl</td>
<td>a camera</td>
</tr>
</tbody>
</table>

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

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.
UNIT 15 /ei/ male

- I'm afraid I've made a mistake on this form. Is your name spelt J-A-C-K?

1 Target sound /ei/

B27a a First practise the sound Id (see page 11). Then practise the short sound III (see page 7). Listen and repeat.
B27b b Join the two sounds: /eeei/.
B27c c Listen and repeat the target sound /ei/.

The second part of the sound is shorter.

2 Minimal pairs

Sound 1

**Id**

- pen
- what an awful pen!
- shed
- The dog's in the shed.
- edge
- It's a difficult edge.
- wet
- Just wet.

Sound 2

/ei/

- pain
- What an awful pain!
- shade
- The dog's in the shade,
- age
- Ifs a difficult age.
- wet
- Just wet.

**test**
- Test this food.

**taste**
- Taste this food.

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

Minimal pair words

B28a a Listen and repeat the words.
B28b b You will hear five words from each minimal pair. For each word, write 1 for Id (sound 1) or 2 for /ei/ (sound 2).

EXAMPLE Pair 1: 1, 1, 2, 2, 1
Minimal pair sentences

B29a Listen to the minimal pair sentences.
B29b Listen to six of the sentences and write 1 for /Id (sound 1) or 2 for /ei/ (sound 2).
B29c e Sentence stress
First read the minimal pair sentences and try to guess which words will be stressed. Notice which words are nouns, adjectives or main verbs. These are often important, and the most important words for the meaning of a sentence are stressed.
Then listen to the sentences again and underline the sentence stress (on page 54).
EXAMPLE What an awful pen! / What an awful pain!
B30 f Tick the words a) or b) that you hear in the sentences.

1 a) pen □ b) pain □
2 a) shed □ b) shade □
3 a) pepper □ b) paper □
4 a) let □ b) late □
5 a) letter □ b) later □
6 a) get □ b) gate □

3 Dialogue

a First practise the target sound /ei/ in some words from the dialogue.
Read the words aloud or visit the website to practise,
made late changed may say train waiting eight
Grey timetable April station ages Baker eighteen
afraid mistake today
B31 b Listen to the dialogue, paying attention to the target sound.

At the railway station

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

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

PORTER Which train?
MR GREY The 8.18 to Baker Street.
PORTER The 8.18? I'm afraid you've made a mistake, sir.
PORTER Oh no. The Baker Street train leaves at 8.08.
MR GREY At 8.08?
PORTER They changed the timetable at the end of April. It's the first of May today.

MR GREY: Changed it? May I see the new timetable? What does it say?
c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation

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

EXAMPLES

A: I’m afraid you’ve made a mistake, sir. B: A mistake?
A: They changed the timetable. B: Changing it?

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

1 A: It’s the eighth of May. B: The eighth? _______

2 A: Yes. It’s Mrs Grey’s birthday today. B
3 A: Yes. She’s eighty-eight. B
4 A: Yes. And she’s going away for a holiday. B
5 A: That’s right. And she’s going by plane. B
6 A: Yes. She wants to go to Spain. B

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about spelling the sound /ei/.
UNIT 16 /ai/ fine

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

1 Target sound /ai/

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

Minimal pairs Ø

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a:/bar</td>
<td>/ai/buy</td>
</tr>
<tr>
<td>That was a good bar.</td>
<td>That was a good buy.</td>
</tr>
<tr>
<td>bark</td>
<td>bike</td>
</tr>
<tr>
<td>what a noisy bark.</td>
<td>what a noisy bike,</td>
</tr>
<tr>
<td>Pa</td>
<td>pie</td>
</tr>
<tr>
<td>He loves his Pa.</td>
<td>He loves his pie.</td>
</tr>
<tr>
<td>-t</td>
<td></td>
</tr>
<tr>
<td>cart</td>
<td>eye</td>
</tr>
<tr>
<td>It’s a cart.</td>
<td>It’s got two eyes.</td>
</tr>
<tr>
<td>heart</td>
<td>kite</td>
</tr>
<tr>
<td>Check the heart.</td>
<td>It’s a kite.</td>
</tr>
</tbody>
</table>
Minimal pair words

B35 a Listen and repeat the words.
B36 b You will hear five words from each minimal pair. For each word write 1 for /ai/ (sound 1) or 2 for /ai/ (sound 2).
EXAMPLE Pair 1: 2, 2, 1, 1, 1

Minimal pair sentences

B37a c Listen to the minimal pair sentences.
B37b d Listen to six of the sentences and write 1 for /ail (sound 1) or 2 for /ai/ (sound 2).
B37a e Sentence stress
Listen to the minimal pair sentences again and underline the sentence stress (on page 57). Strongly stressed words are LOUDer and s l o w e r. Weakly stressed words are quieter and quicker.
EXAMPLE That was a good buy.

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

1 a) cart □  b) kite □
2 a) darning □  b) dining □
3 a) star □  b) sty □
4 a) laugh □  b) life □
5 a) hard □  b) hide □
6 a) Pa □  b) pie □

3 Dialogue

First practise the target sound /ai/ in words from the dialogue. Read the words aloud or visit the website to practise.
hi right ride smile five nine drive Miles Heidi Riley Nigel Caroline bike nice type iced mobile climbing spider Friday library tonight
Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps 1-10 with the correct words from the box.

bike nice type iced mobile climbing spider Friday library tonight

Heidi, Caroline and Nigel

(Heidi and Caroline are both typing.)

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


(Silence from Caroline. She keeps typing.)

NIGEL: Would you like some 2 __________ coffee, Caroline?
CAROLINE: (Keeps on typing.) No thanks, Nigel. I'm busy typing. I have 99 pages to 3 __________ by Friday.

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

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

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

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

NIGEL: What about 8

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

NIGEL: All right then. Bye.

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

CAROLINE: Is it something nice, Heidi?

HEIDI: No. It's a 10 __________.

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

4 Word stress

B40 a Listen and repeat.

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

A b Use the words above to practise this conversation.

A: i think __________ is quite exiting. Do you like it?

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

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

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /ai/.
-1 put all this oil in the rice?
-Yes, all the oil, and then let it boil.

1 Target sound /əx/

B4ia a First practise the sound /ə:/ (see page 33).
Then practise the short sound /ɪ/ (see page 7). Listen and repeat.
B4ib b Join the two sounds:/ə:o:i:/. 
B4ic c Listen and repeat the target sound hi!. The second part of the sound is shorter.

2 Minimal pairs

Sound 1

hi

all

It’s all there,

ball

It’s a ball on his head.

corn

Look at that golden corn.

tore

The paper tore.

Sound 2

/oil

/oil

It’s oil there,

boil

It’s a boil on his head,

coin

Look at that golden coin,

toy

The paper toy.

Minimal pair words

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

Minimal pair sentences

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

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

EXAMPLE Hear the engine. Roy.

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

1 a) corn □ b) coin □
2 a) bawling □ b) boiling □
3 a) all □ b) oil □
4 a) aw □ b) oi □
5 a) bore □ b) boy □
6 a) all □ b) oil □

3 Dialogue

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

boy toy noise voice spoilt pointing destroyed employed appointment annoying disappointing

Intonation in names
The main stress is on the last name.
Joyce fhiyal Roy eɪˈre Rolls ˈKOʊɹəs B45 b Listen to the dialogue, paying attention to the target sound.

Joyce Royal’s Rolls Royce

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

ROY COYNE: What a terrible noise, Mrs Royal!
JOYCE ROYAL: Isn’t it annoying, Roy? It’s out of oil.
ROY COYNE: A Rolls Royce! Out of oil? ... And look! (pointing) ... The water’s boiling! Perhaps you’ve spoilt the motor. Or even destroyed it. How disappointing! It’s such a beautiful Rolls Royce! ... (raising his voice) ... AND A ROLLS ROYCE ISN’T A TOY!

JOYCE ROYAL: How disappointing! I’ll be late for my appointment.
c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Word stress

b46 a Guess the main stressed syllable in each word in this list. (They all contain the same sound.) Then listen and check your answers, annoying unemployment oyster employer appointment enjoy poisonous destroyer ointment moist embroidery toilet disappointed join b Dictionary work: secondary stress

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

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

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /ɪ/.
UNIT 18 /əu/ house

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

1 Target sound /əu/

B47a a First practise the sound /æ/ (see page 23). Then practise the sound /u/ (see page 36). Listen and repeat.
B47b b Join the two sounds: /ææææu/.
B47c c Listen and repeat the target sound /əu/.
The second part of the sound is shorter.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ə/</td>
<td>/əu/</td>
</tr>
<tr>
<td>car</td>
<td>cow</td>
</tr>
</tbody>
</table>

It’s the best car.
It’s the best cow.

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

bra brow
Her bra was wrinkled. Her brow was wrinkled,

grass grouse

There’s beautiful grass here. There’s beautiful grouse here.

arch ouch
‘Arch!’ he said loudly. ‘Ouch!’ he said loudly.

Minimal pair words

B48a a Listen and repeat the words.
Minimal pair sentences

B49a Listen to the minimal pair sentences.
B49b Listen to five of the sentences and write 1 for /a:/ (sound 1) or 2 for /au/ (sound 2).

B49a e Sentence stress
First read the minimal pair sentences and notice which words are adjectives or adverbs. These are often important for the meaning of a sentence (as well as nouns and main verbs). Then listen to the sentences again and underline the sentence stress (on page 63).

EXAMPLE It’s the best car.

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

1 a) car □ b) cow □
2 a) grass □ b) grouse □
3 a) bra □ b) brow □
4 a) ha □ b) how □
5 a) ah □ b) ow! □
6 a) tarn □ b) town □

3 Dialogue

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

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

B51 b Correction
There are she items to change in the dialogue. Read the dialogue and listen to the recording at the same time. Make the words the same as the recording.

A mouse in the house

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

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

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

MRS BROWN A town mouse?

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

MRS BROWN On the ground?

MR BROWN Yes. It’s under the couch now.
MRS BROWN: Well, get it out.

MR BROWN: How?

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

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

4 Stress in phrasal verbs

b52 Example 1 Sit down.

Listen and repeat.
1 He's sitting down.
2 He's lying down.
3 He's standing up.

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

b53 Example 2 Get it out.

Listen and repeat.
1 Put it down.
2 Take it out.
3 Throw it out.
4 Turn it down.
5 Work it out.

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

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /au/.
UNIT 19 /əɪ/ phone

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

1 Target sound /əɪ/

B54a First practise the sound /ɜː/ (see page 43). Then practise the sound /əɪ/ (see page 36). Listen and repeat.
B54b Join the two sounds /ɜːɜːɜːɪ/.
B54c Listen and repeat the target sound /əɪ/.
  The second part of the sound is shorter.

2 Minimal pairs A

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɜː/</td>
<td>/əɪ/</td>
</tr>
<tr>
<td>burn</td>
<td>bone</td>
</tr>
</tbody>
</table>
  It’s a large burn.  It’s a large bone.

<table>
<thead>
<tr>
<th>fern phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s a green fern. It’s a green phone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bert boat</th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s my Bert. That’s my boat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>work woke</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 work early. 1 woke early.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>flirt float</th>
</tr>
</thead>
<tbody>
<tr>
<td>He likes flirting. He likes floating.</td>
</tr>
</tbody>
</table>

Minimal pair words

B55a Listen and repeat the words.
B55b You will hear five words from each minimal pair. For each word write 1 for /ɜː/ (sound 1) or 2 for /əɪ/ (sound 2).
EXAMPLE Pair 1: 2, 1, 1, 2, 1
Minimal pair sentences

B56a Listen to the minimal pair sentences.

B56b Listen to five of the sentences and write 1 for /э:/ (sound 1) or 2 for /эи/ (sound 2).

B56e Sentence stress

Listen to the minimal pair sentences again and notice the strong stress on the pair words.
EXAMPLE 000/000 It’s a green fern/It’s a green phone.
Notice how all the other words in the sentence are said more quietly. Underline the sentence stress in the sentences (on page 66).

Sound 1
Caught
Nought
Bought
Jaw
Ball

Sound 2
Coat
Note
Boat
Joe
Bowl

Minimal pair words

B57a Listen and repeat the words.

B58b You will hear five words from each minimal pair. For each word write 1 for /э:/ (sound 1) or 2 for /эи/ (sound 2).
EXAMPLE Pair 1: 2, 2, 1, 1, 2

Minimal pair sentences

B59a Listen to the minimal pair sentences.

B59b Listen to five of the sentences and write 1 for /эи/ (sound 1) or 2 for /эи/ (sound 2).
B59a e Sentence stress

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

EXAMPLE Gino's caught.

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

1 a) fern □ b) phone □
2 a) or □ b) Oh □
3 a) ball □ b) bowl □
4 a) burn □ b) bone □ c) woke ΙΙ
5 a) walk □ b) work □

3 Dialogue

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

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

Snow in October

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

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

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

JOANNA: Look out of the window.

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

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

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

JOANNA: Come over to the window, Joe.

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

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

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

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

B62 a Listen and repeat.

old hole bowl cold hold stole sold told gold
In the list above five words rhyme with old, and two words rhyme with hole. Which words are they?

EXAMPLE ‘gold’ rhymes with ‘old’, b Rhyming crossword
The clues are words which rhyme with the answer but do not have the same meaning.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /əʊ/.
UNIT 20  /əʊ/ year

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

1 Target sound /əʊ/
   B63a a First practise the sound /ı/ (see page 7). Then practise the sound /ə/ (see page 48). Listen and repeat.
   B63b b Join the two sounds: /ɪə/.  
   B63c c Listen and repeat the target sound /əʊ/.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ı:/</td>
<td>/ə/</td>
</tr>
<tr>
<td>Bee</td>
<td>Ear</td>
</tr>
<tr>
<td>It’s a small bee.</td>
<td>That ear’s too big.</td>
</tr>
<tr>
<td>Beer</td>
<td>Tea</td>
</tr>
<tr>
<td>It’s a small beer.</td>
<td>This tea tastes salty.</td>
</tr>
</tbody>
</table>

This tea tastes salty. This tear tastes salty,

Pea pier

<table>
<thead>
<tr>
<th>bead</th>
<th>beard</th>
</tr>
</thead>
<tbody>
<tr>
<td>He has a black bead.</td>
<td>He has a black beard.</td>
</tr>
</tbody>
</table>

Minimal pair words
   B64a a Listen and repeat the words.
   B64b b You will hear five words from each minimal pair. For each word, write 1 for /ı:/ (sound 1) or 2 for /ə/ (sound 2).
   EXAMPLE Pair 1:  2, 1, 1, 2, 2
Minimal pair sentences

B65a  Listen to the minimal pair sentences.

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

B65a e  Sentence stress

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

EXAMPLE  He has a black beard.

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

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

1 a) bee  □ b) beer  □
2 a) tea  □ b) tear  □
3 a) bead  □ b) beard  □
4 a) pea  □ b) pier  □
5 a) E’s  □ b) ears  □
6 a) Dee  □ b) dear  □

3 Dialogue

la  First practise the target sound /ʊ/ in some words from the dialogue.

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

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

beer clear year hear cheers beard mountaineer beer

A bearded mountaineer

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

MR LEAR: Let's have a i _________ here, dear.
MRS LEAR: What a good idea! They have very good beer here. We came here last 2 _________.

MR LEAR: The atmosphere here is very 3__________.
MRS LEAR: But it's windier than last year.
MR LEAR: (speaking to the waiter) Two beers, please.
MRS LEAR: Look, dear! Look at that 4 _________ drinking beer.
MR LEAR His 5 is in his beer.
MRS LEAR His beard has nearly disappeared into his 6 ___
MR LEAR Sh! He might 7 ______.
WAITER MR (bringing the beer) Here you are, sir. Two beers.
LEAR MRS Thank you. (drinking his beer) Cheers!
LEAR 8_______! Here’s to the bearded mountaineer!

4 The letter ‘r’ - pronounced or silent?

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

B68 a Listen and repeat.
Y not pronounced Y pronounced (before a vowel)
Here they are. Here_are_all the books.
Here’s the beer. The beer_is here^on the table.

B69 b Read these sentences and decide which words have ‘r’ pronounced.
Then listen and check.

I can hear Mr Lear. He can hear us too.
Mr Lear calls her ‘dear’. Dear old Mrs Lear is here in the kitchen.
He’s a mountaineer. A mountaineer always spends some time each
year in the mountains.

5 Spelling

Look back over this unit at words with the target sound, and write what
you noticed about how to spell the sound /rə/. 
UNIT 21  /eə/ chair

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

1 Target sound /eə/

B70a  a First practise /ɪə/ (see page 11).
  Then practise /ə/ (see page 48).
  Listen and repeat.
B70b  b Join the two sounds: /eə/.
B70c  c Listen and repeat the target sound /eə/.

2 Minimal pairs Q

Sound 1  /ɪə/
  ear
The ear isn't good.

Sound 2  /eə/
  air
The air isn't good,

beer
  It's a sweet beer.

bear

pier
  That's an old pier.

hear

pear

that's a tear.

hair

Cheers!
  'Three cheers!' he said.

tear

Minimal pair words

B71a  a Listen and repeat the words.
B71b  b You will hear five words from each minimal pair. For each word, write 1 for /ɪə/ (sound 1) or 2 for /eə/ (sound 2).
  EXAMPLE Pair 1: 2, 2, 1, 1, 2
Minimal pair sentences

Listen to the minimal pair sentences.

Listen to six of the sentences and write 1 for /io/ (sound 1) or 2 for /eə/ (sound 2).

Sentence stress

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

EXAMPLE How do you spell ‘hear’?

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

1 a) cheers □ b) chairs □
2 a) beer □ b) bear □
3 a) pier □ b) pear □
4 a) here □ b) hair □
5 a) dear □ b) Dare □
6 a) clear □ b) Claire □

Dialogue

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

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

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

A pair of hairclips

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

CLAIRE: Have you looked carefully everywhere?

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

CLAIRE: Have you looked upstairs?

MARY: (getting impatient) Upstairs! Downstairs! Everywhere! They just aren’t there!

CLAIRE: Hm! Are they square, Mary?

MARY: Yes. Why?

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

MARY: Oh! Then where’s the other one?

CLAIRE: It’s over there under that chair.

MARY: Hm!

Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.
The letter Y - pronounced or silent?

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

B75 a Listen and repeat.

<table>
<thead>
<tr>
<th>‘r’ not pronounced</th>
<th>‘r’ pronounced (before a vowel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire and Mary</td>
<td>Claire and Mary</td>
</tr>
<tr>
<td>a pair</td>
<td>a pair of shoes</td>
</tr>
<tr>
<td>a square chair</td>
<td>a square envelope</td>
</tr>
</tbody>
</table>

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

Then listen and check.

It’s there.                      There it is.
They’re here.                    They’re under a table.
I’ve looked everywhere for them. I’ve looked everywhere in the house.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /eə/. 
**UNIT 22 REVIEW**

**Card game: Pairs snap**
A Photocopy and cut out cards from all minimal pairs in Units 15-21.

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

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

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

**TEST**

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

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

```
<table>
<thead>
<tr>
<th>/ei/</th>
<th>/ail</th>
<th>loll</th>
<th>lad</th>
<th>/əw/</th>
<th>ho!</th>
<th>/eə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 bay</td>
<td>buy</td>
<td>boy</td>
<td>bow (v)</td>
<td>bow (n)</td>
<td>beer</td>
<td>bear</td>
</tr>
<tr>
<td>2 hay</td>
<td>high</td>
<td>Hoy!*</td>
<td>how</td>
<td>Ho!</td>
<td>here</td>
<td>hair</td>
</tr>
<tr>
<td>3 A</td>
<td>I</td>
<td>Oy!*</td>
<td>Ow!</td>
<td>Oh!</td>
<td>ear</td>
<td>air</td>
</tr>
<tr>
<td>4 weigh</td>
<td>why</td>
<td>Woy(Woy)*</td>
<td>Wow!</td>
<td>woe</td>
<td>weir</td>
<td>wear</td>
</tr>
<tr>
<td>5 Tay*</td>
<td>tie</td>
<td>toy</td>
<td>Tao*</td>
<td>toe</td>
<td>tier</td>
<td>tear</td>
</tr>
</tbody>
</table>
```

**Score** / 5

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

1 paper /eil
edge barge
page voyage
percentage
weight fright
pain poppies
pepper

2 shine /ail
sing noise
shy spoilt
frightened
stars darn
sigh shorn
3 Pronounced/silent 'r'
Show where the letter ‘r’ is pronounced. (Score 1 for each correct line.)
EXAMPLE Are Amber and Rogei_architects?
1 We’re looking for a builder or an architect, Adler and Anderson.
2 Where are their offices?
3 They’re over there, aren’t they?
4 Are you an engineer or an architect, Mr Adler?
5 I’m a structural engineer and this is Blair Anderson, our architect.
Score 1/5

4 Word stress
Underline the stressed syllable in these words or phrases. (Score half a mark per item.)
timetable today cycling horse riding appointment snowball atmosphere nowhere work it out turn it down
Score 5

Total score / 30
Additional review task using dialogues from Units 15-21

<table>
<thead>
<tr>
<th>Unit</th>
<th>Target sound</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>/ei/</td>
<td>/ai/</td>
<td>/ɒı/</td>
<td>/əʊ/</td>
<td>/ʊ/</td>
<td>/eə/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>male</td>
<td>fine</td>
<td>boy</td>
<td>house</td>
<td>phone</td>
<td>year</td>
<td>chair</td>
</tr>
</tbody>
</table>

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

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

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

Making English sounds

Use your voice for some consonant sounds:
1ß ldl /g/ /v/ /z/ /w/ /l/ /l/
/n/ /o/ (ring) /d3/ (jam) /j/ (yes)
/3/ (vision) /s/ (the feather)

Don’t use your voice for some consonant sounds:
/p/ /t/ /k/ /f/ /s/ /;/ (shoe)
/tj/ (cherry) /o/ (thin)

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

<table>
<thead>
<tr>
<th>consonant</th>
<th>voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td></td>
</tr>
<tr>
<td>/t/</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>/k/</td>
<td></td>
</tr>
<tr>
<td>/p/</td>
<td></td>
</tr>
<tr>
<td>6 u</td>
<td></td>
</tr>
<tr>
<td>1 /l/</td>
<td></td>
</tr>
<tr>
<td>8 /a/</td>
<td></td>
</tr>
<tr>
<td>9 /o/</td>
<td></td>
</tr>
<tr>
<td>10 /a/</td>
<td></td>
</tr>
<tr>
<td>11 /j/</td>
<td></td>
</tr>
</tbody>
</table>

Match these words with the numbers in the pictures,
a) the nose b) the back of the tongue c) the top teeth d) the top lip e) the roof of the mouth f) the sides of the tongue g) the throat h) the front of the tongue i) the tip of the tongue j) the side teeth k) the bottom teeth l) the bottom lip
3 Match the pictures (1-7) in A with the words (a-g) in B.

A

1

2

3

4

5

6

7

B

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

How are English consonant sounds made?

- air being stopped, then... released suddenly: /p/ /b/ /m/ /D/ /d/ /n/ /n/ /l/
- air moving between air coming through the two parts of the mouth nose:
  - (or throat) which are close to each other: /f/ /v/ /s/ /z/ /h/ /θ/ /s/ /z/ /h/ /θ/ /s/ /z/ /h/ /θ/
  - stops or plosives
  - fricatives
  - nasals
- air being released more air moving between slowly:
  - two not so close parts: /t/ /d/ /n/ /s/ /z/ /h/ /θ/ /s/ /z/ /h/ /θ/ /s/ /z/ /h/ /θ/
  - affricates
- air coming round the sides of the tongue:
  - /l/
Excuse me. Please could you help me?
How can I help you?... Oh,... you want your parcel up there?
Yes. Put it on top of that pile of newspapers, please... Thank you.

1 Target sound /p/

B78a a Listen to the sound /p/. This is an unvoiced sound.
B78b b To make the louder sound /p/ at the beginning of a word, first close your lips hard. Then push air forward in your mouth. **Then quickly open your lips to release the air suddenly.** Don’t use your voice. Listen and repeat; /p/.
B78c c Notice that sometimes /p/ is quieter because the air isn’t released suddenly. Listen. up top help helps help me.
Omit from ** to ** above to make this quieter sound.

2 Sound /p/

/p/

pin
It’s a useful pin.

pen
Pen, please!

pear
Look at the yellow pearl

cap
It’s an old cap.

pup
what a lively pup!
UNIT 23/p/pen

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

b Listen to the sentences.

c Sentence stress

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

It’s a useful pin. Pen, please. Pen, please.
Look at the yellow pear. It’s an old cap. Look at the yellow pear. It’s an old cap.
What a lively pup! Do you like Poppy? What a lively pup! Do you like Poppy?

Listen again and repeat the sentences.

Dialogue

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

The sound /p/ is louder before a vowel, and fairly loud before ‘T’ or ‘r’. One-syllable words: pot pie piece spoon plate plane please Two-syllable words: pencil Peter pepper pocket Poppy postcard pulling Paris airport stupid practise plastic people apple

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

Two-syllable words: surprised perhaps

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

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

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

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

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

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

an envelope with a stamp a cup Help! a pipe What happens to the quiet sound if the next word begins with a vowel? a cup_of tea Help^us!
The sound /p/ is usually quiet and sometimes almost silent before a consonant. Listen and repeat.

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

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

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

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

- past
- pocket
- passports
- policeman
- pepper
- potato

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

- upstairs
- stop
- envelope
- cup
- dropped
- help

Passports, please

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

**OFFICIAL** Passports, please!

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

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

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

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

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

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

**MR TUPMAN:** Well, d) ________ me. Poppy.

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

**OFFICIAL:** Then let the other passengers s ________", please.

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

**OFFICIAL:** Your name, please?

**MR TUPMAN:** Tupman.

**OFFICIAL:** Please go f) ________ with this 6 ________ , Mr Tupman.
Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Stress and intonation

a Stress

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

<table>
<thead>
<tr>
<th>a pin</th>
<th>a pencil</th>
<th>a paper plate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a pen</td>
<td>a postcard</td>
<td>a pepper pot</td>
</tr>
<tr>
<td>a pear</td>
<td>a picture</td>
<td>a plastic spider</td>
</tr>
<tr>
<td>some soap</td>
<td>a carpet</td>
<td>a piano</td>
</tr>
<tr>
<td>a pipe</td>
<td>a spoon</td>
<td>a puppy an apple</td>
</tr>
<tr>
<td>an apple</td>
<td></td>
<td>an expensive present for Poppy</td>
</tr>
</tbody>
</table>

b Intonation

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

He bought a pen.
He bought a pencil.
He bought a pen and a pencil.
He bought a pin and a pencil and a pin.

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

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

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /p/. 
UNIT 24  baby

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

1 Target sound /b/

B83a a First practise the unvoiced sound /p/ (see page 81). Listen and repeat.
B83b b Use your voice to make the target sound /b/. Listen and repeat.
B83c c Listen and repeat both sounds together, /p/ is unvoiced. /b/ is voiced.
B83d d Notice that sometimes /b/ is quieter because the air isn’t released suddenly. Listen.

job jobs cab cabs verb verbs

Minimal pairs

Sound 1  
/l/  
pin  
It's a useful pin.

Sound 2  
/b/  
bin  
It's a useful bin.

pen  
Pen, please!

Ben  
Ben, please!

pear  
Look at the yellow pear.

bear  

cap  
Look at the yellow bear,

It's an old cap.

cab  

pup  
What a lively pup!

It's an old cab.

Poppy  
Do you like Poppy?

pub
Minimal pair words

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

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

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

Minimal pair sentences

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

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

**B85a e Sentence stress**

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

EXAMPLE It’s a useful bin.

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

1 a) pin □  b) bin □
2 a) Poppy □  b) Bobby □
3 a) pup □  b) pub □
4 a) pig □  b) big □
5 a) pack □  b) back □
6 a) peach □  b) beach □

3 Dialogue

©a First practise the target sound /b/ in words from the dialogue. Read the words aloud or visit the website to practise. /b/ is LOUD before a vowel and fairly loud before T and ‘r’.

One-syllable words: big but been book birds blue black blouse
two-syllable words: better busy cabbie Ruby brother buttons birthday (first syllable stressed) Two-syllable words: about (second syllable stressed)
Three-syllable words: somebody beautiful butterflies terribly remember

1bl is often quiet before a consonant or at the end of a word, a cab Bob pub a proverb Bob’s job.

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

BOB: Hi, Barbara!

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

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

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

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

BARBARA: And big black buttons.

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

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

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

BARBARA: A cabbie! Congratulations! Don't worry about the birthday present, Bob. But, remember that proverb: 'Better late than never.'

c Find five words in the dialogue where the sound /b/ is quieter, d Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Word stress

B88 a In compound nouns, the stress is on the first word. Listen and repeat 1 a

1 shelf a bookshelf
2 a brush a hairbrush a paintbrush
3 a card a postcard a birthday card
4 a ball a football a ping pong ball
5 a bag a handbag a shopping bag
6 a man a policeman a postman

B89 b Talk about these pictures. Follow the example. Listen and respond.

EXAMPLE It's a bookshelf.

1 bag
2 baU
3 ball
4 bag
c Stop sounds

The sounds /p/, /b/, /d/, /k/, /g/ are ‘stop sounds’. If they come at the end of a word, stop - don’t add another sound.

Match these compound words.
EXAMPLE shopkeeper (Remember to stress the first word.)

<table>
<thead>
<tr>
<th>shop</th>
<th>ball</th>
<th>book</th>
<th>mint</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>keeper</td>
<td>bus</td>
<td>robe</td>
</tr>
<tr>
<td>hip</td>
<td>board</td>
<td>bath</td>
<td>shop</td>
</tr>
<tr>
<td>blood</td>
<td>shop</td>
<td>back</td>
<td>ball</td>
</tr>
<tr>
<td>black</td>
<td>pocket</td>
<td>base</td>
<td>stop</td>
</tr>
<tr>
<td>beach</td>
<td>bank</td>
<td>pepper</td>
<td>pack</td>
</tr>
</tbody>
</table>

Now listen and check your answers.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /b/. 
UNIT 25 /t/ table

- Excuse me. Could you tell me the time, please?
- Yes. It’s exactly twenty minutes to ten.
- Thank you.

1 Target sound /t/

**To make the target sound /t/, first put your tongue behind your top teeth. Then push air forward inside your mouth.** Then quickly move the tip of your tongue away from your teeth to release the air suddenly.** Don’t use your voice. Listen and repeat: /t/.

Notice that sometimes /t/ is quieter because the air isn’t released suddenly. Listen.

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

2 Sound /t/

/t/

**too**

You too?

**sent**

You sent the emails?

**cart**

Is hers the red cart?

**write**

Can he write well?

**train**

Does this train smell?

**trunk**

Is there a trunk here?
In the words on page 89, notice that the target sound is quieter in the words *sent, cart* and *write*. Listen and repeat the words.

Listen to the *Yes/No* questions again and repeat. Notice how the voice begins to go up on the most important word for the speaker’s meaning. This word is spoken with a very strong stress.

Listen to the sentences.

Listen to the *Yes/No* questions again and repeat. Notice how the voice begins to go up on the most important word for the speaker’s meaning. This word is spoken with a very strong stress.

You too?  Can he *write* well?  You sent the emails?  Is *hers* the red cart?  Is there a trunk here?

---

**3 Dialogue**

First practise the target sound *I*/ in words from the dialogue. Read the words aloud or visit the website to practise. *I*/ is LOUD before a vowel.

One-syllable words: two to top ten tell tins Thai time
Two-syllable words: counter upstairs
Three-syllable words: customer telephone tomatoes
Four/five-syllable words: photographer cafeteria

Notice how two *I*/ sounds join together.

I want to take the lift to the top. The telephone is next to the cafeteria.

*I*/ is often quiet at the end of a word.

hat coat skirt shirt first want what get got right cricket bat opposite supermarket

What happens if the next word begins with a vowel?

I want a hat and a coat and a skirt and a ...

Practise a quiet *I*/ here before a consonant.

hats coats skirts shirts eighth what’s restaurants cricket bats

Sometimes there will be loud and quiet *I*/ in the same word. Decide if these are loud (L) or quiet (Q).

**EXAMPLE** assistant (L Q) travel agent ( ) twenty-two ( ) tonight ( ) student ( ) important ( )

department store ( ) tomatoes ( ) toilet Now look at the words in the box below and decide whether the target sound is loud (L) or quiet (Q).

**EXAMPLE** to (L), skirts (Q)

to ( ) skirts ( ) basement ( ) telephone ( ) cricket bat ( ) exactly ( )

cafeteria ( ) tomatoes ( ) fruit ( ) tell ( ) top ( ) Thai ( ) time ( ) next ( )

Check your answers in the key before doing the next exercise.
UNIT 25 /t/ table 91

B93 b Read the dialogue below and guess the missing words with the sound /t/. Number 1 and a) have been done as examples. 1-7 have a louder /t/; a-g have a quieter /t/. Check your answers by looking in the box of words on page 90, and then by listening to the dialogue.

In a department store

CUSTOMER!: I want lia buy a skirt.

ASSISTANT; a) Skirts are upstairs on the next floor.

CUSTOMER 2: Where can I get some 2 ________ food?

ASSISTANT: The cafeteria is on the first floor.

CUSTOMER 3: Where's the b)_______ juice, please.

ASSISTANT: The c) _______ counter on your left.

CUSTOMER 4: Tins of 3 ________

ASSISTANT: Try the supermarket in the d) ________.

CUSTOMER 5: Could you 4 ________ me where the ... erm ... travel agent's is?

ASSISTANT: Yes. It's right next to the e). _______ on the third floor.

CUSTOMER 6: I want to buy a f) ________ . How do I get to the ... the ... urn sports equipment?

ASSISTANT: Take the lift to the sports department. It's on the 5 ________ floor.

CUSTOMER 7; Where's the 6 ________, please?

ASSISTANT: It's on the next floor opposite the photographer's.

CUSTOMER 8; What's the 7 ________, please?

ASSISTANT: It's g) _______ twenty-two minutes to ten.

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

4 Intonation in questions; new information/old information

B94 a Read the information and listen to the examples on the recording.

In Yes/No questions, intonation usually begins to go on the most important word for the speaker’s meaning.

EXAMPLE Could you teU me the ti^e, please?

In WH questions, intonation usually begins to go dT3\4(n on the most important word for the speaker’s meaning.

EXAMPLES What’s the thne, please?

How do I get to the sports equipment?

Where’s the tHiilet, please?
Notice that intonation in WH questions can change when we are talking about old information. The first time we ask somebody’s name, we ask: *What’s your name?* This is new information. But if we then forget the name and ask again, we ask: *What’s your name?* because we are asking about old information that has already been given. Intonation goes up to show that this is something we have already shared.

B95 b Listen to customers at the information desk in a department store. Some of them are asking for new information. Some of them want to check old information they have already received just now or in the past.

1 Where’s the **fruit** juice? (asking for new information)
2 **Where’s** the fruit juice? (checking old information)
3 **What’s** on the next floor? (asking for new information)
4 **How** do I get to the restaurant? (asking for new information)
5 **How** do I get to the restaurant? (checking old information)
6 **Which** floor are computers on? (checking old information)

B96 c Listen to more customers at the information desk and decide if they are asking for new information or checking old information. Numbers 1 and 2 have been done as examples.

1 *old.*

**d Role play**

Practise with a group of 4-5 people. Take turns to be the assistant at the information desk in a department store. The others ask questions. You can sometimes choose to check the information (either straightaway or later) by asking the same question again with a different intonation. First practise the word stress in these words you may use. restaurant telephone travel agent’s supermarket sports department toilet cafeteria photographer’s fruit juice computers notebooks printers photocopiers cricket bats football boots hot water bottles blankets heaters

**Spelling**

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /t/.
UNIT 26 /d/ door

- Do you want to go out to a restaurant for dinner tonight?
- No. It’s too cold and dark. And I’m too tired. I’d rather stay at home and read a good book.

1 Target sound /d/

C2a a First practise the sound /t/ (see page 89). Listen and repeat.
C2b b Use your voice to make the target sound /d/. Listen and repeat.
C2c c Listen and repeat both sounds together. (m is unvoiced, /d/ is voiced.
C2d d Notice that sometimes /d/ is quieter because the air isn’t released suddenly. Listen, good food goodbye friend child bird birds

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>too</td>
<td>do</td>
</tr>
<tr>
<td>You too?</td>
<td>You do?</td>
</tr>
</tbody>
</table>

sent send
You sent the emails? You send the emails?

cart card
Is the red cart hers? Is the red card hers?

write ride
Can he write well? Can he ride well?

train drain
Does this train smell? Does this drain smell?
UNIT 26 /d/ door

Minimal pair words
   C3a a Listen and repeat the words. Notice that the target sound is quieter in the words send, card, ride.
   C3b b You will hear five words from each minimal pair. For each word, write 1 for /t/ (sound 1) or 2 for /d/ (sound 2).
   EXAMPLE Pair 1: 2, 1, 2, 1, 2

Minimal pair sentences
   C4a c Listen to the minimal pair sentences.
   C4b d Listen to six of the sentences and write 1 for /t/ (sound 1) or 2 for /d/ (sound 2)
   C4e Sentence stress
   Listen to the minimal pair sentences again and underline the sentence stress (on page 93).
   EXAMPLE You send the emails?
   C5 f Tick the words a) or b) that you hear in the sentences.

   1 a) writing □ b) riding □
   2 a) cart □ b) card □
   3 a) bat □ b) bad □
   4 a) sent □ b) send □
   5 a) sight □ b) side □
   6 a) try □ b) dry □

3 Dialogue
   © a First practise the target sound /d/ in some words from the dialogue. Read the words aloud or visit the website to practise.
   /d/ is LOUD before a vowel.

   DIANE Let’s go dancing, darling.

   DAISY Let’s listen to the radio, Jordan.

   DAVID You forgot our date yesterday, Daisy.

   /d/ is often quiet at the end of a word or before a consonant, stayed repaired It rained, bad cold They played cards.
   What happens when /d/ at the end of a word is fouowed by a vowel?
   They stayed^at home. They repaired^it today. It rained^^all day. I had^a bad cold. They played^a game of cards.
Practise these words with a louder /d/ at the beginning and a quieter /d/ at the end.
did decide decided damaged David Donald

Look at the words in the box below and decide whether the sound /d/ is loud (L) or quiet (Q).
EXAMPLE bad (Q) Daisy (L)

no-body ( ) dar-ling ( ) bad ( ) cards ( ) Dai-sy ( ) date ( )
played ( ) dan-cing ( ) lis-tened ( ) don’t ( ) phoned ( ) tried ( )
today ( ) rained ( )

Check your answers in the key before doing the next exercise.

C6 b Read the dialogue below and guess the missing words with the sound /d/.
1-7 have a louder /d/. a-g have a quieter /d/. Number 1 and a) have been done as examples. Check your answers by looking in the box of words above, and then by listening to the dialogue.

A damaged telephone line

DAI SY: Hello. This is 22882228.
DAI VID: Hello, Daisy. This is David.
DAI SY: Oh, hi, 2 ________.

DAI VID: What did you do yesterday, Daisy? You forgot our 3 __________ , didn’t you?
DAI SY: Well, it a) __________ all day, David ... and ... 1 had a b) __________ cold, so I

... er ... decided to stay at home.

DAI VID Did you? ... I c) ________ twenty times and 4_ , answered.

DAI SY Oh, the telephone line was damaged. They repaired it 5 __________.

DAI VID Well ... Daisy!!

DAI SY What, David?

DAI VID Oh! ... 6 __________ worry about it! ... What did ... er ... Donald do yesterday? Did he and Diane go 7 __________?

DAI SY: No, they didn’t yesterday. They just stayed at home and d) __________
e) _______

DAI VID: And what did you do? Did you play cards too?

DAI SY: No ... Jordan and I 0 ________ to the radio and ... er ... studied. What did you do yesterday, David?

DAI VID: I’ve just told you, Daisy ... I g) __________ . to phone you twenty times!
4 Verbs ending in *ed*

Verbs ending in *ed* are pronounced:

- *Id!/ after a vowel or voiced consonant
- *It!/ after an unvoiced consonant
- */id!/ after the sounds /t/ or /d/.

**C7** Listen and repeat.

played

brushed

waited

cleaned

laughed

painted

snowed

pushed

shouted

closed

watched

wanted

filled

danced

landed

stayed

walked

departed

Talk about these pictures. Work with a partner or listen to the recording. Follow the example.

EXAMPLE stayed awake/snored

A: He stayed awake, didn’t he?
B: No, he didn’t. He snored.

combed his hair
brushed it

cried a lot
laughed a lot

painted a room
cleaned it

emptied his glass
filled it

closed a door
opened it

walked away
waited a long time

washed the TV
watched it

pulled his car
pushed it

departed at noon
landed

whispered it
shouted it

danced all night
played cards

rained all day
snowed

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound */d*/.
UNIT 27 /k/ key

- Can I have a couple more of your caramel cookies, please?
- Of course you can. And some of my chocolate cake?
- No, thanks. I like cake. But I’m allergic to chocolate.

1 Target sound /k/
   C9a a To make the target sound /k/, first touch the back of the roof of your mouth with the back of your tongue. Then push air forward behind your tongue. **Then quickly move your tongue away to release the air suddenly.** Don’t use your voice. Listen and repeat: /k/.
   C9b b Notice that sometimes /k/ is quieter because the air isn’t released suddenly. Listen.
   make music look book like likes
   Omit from ** to ** above to make this quieter sound.

2 Sound /k/

   /k/

   coat
   It’s a hairy coat.

   curl
   He’s got a lovely curl.

   class
   It’s a brilliant class.

   back
   She’s got a strong back.

   crowsing
   It’s crowing.
In the words on page 97, notice that the target sound is quieter in the word *back*. Listen and repeat the words, ciob b Listen to the sentences, cioa c Sentence stress

First try to guess some of the answers to these questions about the sentences:
- Are they all questions or statements?
- Does the intonation go up or down?
- Which sentences have an adjective + noun?
- Which is the most important word for the speaker’s meaning?

Then listen to the sentences again and underline the sentence stress (on page 97).

**EXAMPLE** It’s a hairy *coat*. ciOa d Listen and repeat the sentences.

### 3 Dialogue

©a First practise the target sound /k/ in words from the dialogue, plus some others. Read the words aloud or visit the website to practise.

/k/ is LOUD before a vowel.

Kate cup sky school course coffee cuckoo Karen OK

American excuse me

/k/ is also quite LOUD before T and ‘r’.

cream cry crowd Christmas across class clean clear climb include

/k/ is often quiet at the end of a word.

look walk ask quick black book work milk Mrs Clark plastic electric

What happens when the next word begins with a vowel? Do the two words join together? Is the /k/ louder or quieter?

look look-up walk walk_along

ask ask^anybody work work-out

book book out Mrs Clark Is Mrs Clark in?

Notice what happens when a quiet /k/ at the end of a word is followed by a louder /k/ at the beginning of the next word. Make the two sounds different. There can be a slight pause between the two sounds.

black black cup quick quick question

electric electric clock plastic plastic container

like like cooking book book case

speak speak clearly walk walk quickly
/k/ is quieter before most consonants (except ‘l’ and ‘r’). Choose the correct heading from this box for each list of consonant clusters (1-5) below.

<table>
<thead>
<tr>
<th>/kt/ /kl/</th>
<th>/kw/</th>
<th>/kr/ /ks/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

next    picked   quiet   clock   cricket
exciting walked   Kwok    class   cream
expensive worked   question   clever   scream
excuse me asked   quality   quickly   microwave
forks    electric    quite   chocolate   incredible

In which two lists 1-5 does /k/ sound louder? Practise saying the clusters.
Look at the words in the box below and decide whether the target sound is loud (L) or quiet (Q).
EXAMPLE like (Q) coffee (L)

milk () cuckoo () like () next () Kate () fork () make ()
American () carved () caU () coffee () plastic () course ()
cream ()

easphalt ()

Check your answers in the key before doing the next exercise, cub Read the dialogue below and fill the gaps with the correct words from the box above. 1-8 have a louder /k/, a-f have a quieter /k/. Numbers 1 and a) have been done as examples. Check your answers by listening to the dialogue.

The cuckoo clock

KAREN COOK: Would you a) like    1 some cream in your coffee, Mrs Clark?

KATE CLARK: 2 _______ me Kate, Karen.

KAREN COOK: OK ... Cream, ... 3 _______ ?

KATE CLARK: No thanks, Karen. But I’d like a little b) _______ . Thanks.

KAREN COOK: Would you like some little 4 _______ cakes Kate?

KATE CLARK: Thank you. Did you c) _______ them?

KAREN COOK: Yes. Take two. Here’s a cake d) _______ , and here’s a ...  

KATE CLARK: Excuse me, Karen. But what’s that e) _______ to your bookshelf? Is it a clock?

KAREN COOK: It’s an electric cuckoo clock. It’s 5 ______

KATE CLARK: Is it f) _______ ?
KAREN COOK: Oh no, Kate. It’s a hand wooden clock. It was very expensive.

KATE CLARK: Well, it’s exactly six o’clock now, and it’s very quiet. Doesn’t it say ‘cuckoo’?

KAREN COOK: Of it does, Kate ... Look!

CLOCK: Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo!

KATE CLARK: Fantastic! How exciting! What a clever clock! c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Sentence stress patterns

(adjective + noun) (adjective + compound noun)
1 a clean shelf a clean bookshelf
2 a clean whisk a clean egg whisk
3 a black cup a black coffee cup
4 a plastic ring a plastic key ring
5 a dirty bottle a dirty cola bottle
6 an electric clock an electric cuckoo clock
7 an expensive cake an expensive chocolate cake

b Jjnjumble these sentences.

1 an it’s cuckoo electric clock
2 ring plastic it’s key a
3
4
5
6 it’s car comfortable coat a
7 book black a it’s address

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /k/.
UNIT 28  /ɔː/ girl

- Could you get me some groceries when you go out?  
- What exactly - nutmeg? gherkins? yoghurt?  
- Of course not! Get me some bagels if they’ve got any  
  mm ... sugar, eggs, garlic... and ... mm ... figs and grapes, if they’re any good.  
-OK.

1 Target sound /ɡ/  

ci3a a First practise the sound /k/  
          (see page 97). This is an unvoiced sound. Listen and repeat.  
ci3b b Use your voice to make the target sound /ɡ/. Listen and repeat.  
ci3c c Listen and repeat both sounds together, /k/ is unvoiced, /ɡ/ is voiced.  
ci3d d Notice that sometimes /ɡ/ is quieter because the air isn’t released suddenly. Listen, big bag  
  fig figs egg eggs example nutmeg

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/k/</td>
<td>/ɡ/</td>
</tr>
<tr>
<td>coat</td>
<td>goat</td>
</tr>
</tbody>
</table>
  It's a hairy coat.  
  It's a hairy goat,  
| curl    | girl    |
  He's got a lovely curl.  
  He's got a lovely girl,  
| class   | glass   |
  It's a brilliant class.  
  It's a brilliant glass.  
| back    | bag     |
  She's got a strong back.  
  She's got a strong bag.  
| crow    | crows   |
  It's crowing.  
  It’s crowing.
Minimal pair words

ci4a Listen and repeat the words. Notice that the target sound is quieter in the word *bag*.

[W] ci4b You will hear five words from each minimal pair. For each word, write 1 for /k/ (sound 1) or 2 for /g/ (sound 2).
EXAMPLE Pair 1; 1,2, 1,1,2

Minimal pair sentences

ci5a Listen to the minimal pair sentences.
ci5b Listen to five of the sentences and write 1 for /k/ (sound 1) or 2 for /g/ (sound 2).
ci5ae Sentence stress
In spoken English sentences, the most important words for the speaker’s meaning are strongly stressed. Strongly stressed words are LOUDer and s 1 o w er. Weakly stressed words are quieter and quicken This gives English its rhythm.
Listen to the minimal pair sentences again and underline the strongly stressed words (on page 101).
EXAMPLE He’s got a lovely girl.

[c] 6f Tick the words a) or b) that you hear in the sentences.

1 a) cold □ b) gold □
2 a) back □ b) bag □
3 a) clock □ b) clog □
4 a) curl □ b) girl □
5 a) frock □ b) frog □
6 a) clue □ b) glue □

Phone messages

I a First practice the target sound /g/. Some of these words are from the phone messages you will hear. Read the words aloud or visit the website to practise.
/g/ is LOUD before a vowel and quite loud before /l/ and /r/, groups of girls giggling and gossiping together taking great photographs of a guy in the garden cutting the grass Maggie isn’t in Glasgow. Guess again.
She’s gone to Portugal and Greece until August.
/g/ is often quieter at the end of a word or before a consonant. This is an example.
Another example is fog. Also smog,
rugs mugs hugs rugby
a jog with a big dog big dogs a big pig big pigs
a frog frog’s eggs frog’s legs
Craig Craig’s big bag Craig has jetlag.
What happens when the next word begins with a vowel? Is /g/ LDUDer or quieter?
big dog There’s a big^old dog_in the garden,
fog smog Fog and smog^are what we’ve got.
dialogue Read the dialogue_aloud.
Greg Craig Greg and Craig and Maggie.
Notice how two /g/ sounds join together.
It’s a big garden. He’s a big guy. Has the fog gone?
/k/ and /g/
Quickly scan all the words in the box below and underline all those with the sound /k/.

computer Maggie postcard Glasgow beginning games
weekend Portugal Greece grass catch guess cut camp
August girls gossip couple Carol garden Craig

Check your answers before going on to 3b.
c17 b Close your book and listen to Craig and Maggie’s phone messages on their answering machine, paying attention to the target sound. Then complete the sentences below. Each missing word has the sound /k/ or /g/, and is in the box above. Number 1 has been done as an example.

Craig and Maggie’s answering machine

1 Greg and Carol want to stay for a couple of days at Craig and Maggie’s house in Glasgow.
They’re coming to _______ at the _______ of _______.
. is always giggling. She wants to _______ up on all the _______.
The last time they got together, Greg and Craig played _______ _______ while the two _______ went shopping.
Carol says, ‘I _______ you’ve gone away for the _______.’
Craig and Maggie sent a _______ from _______, but they’re going to go to Greece.
While Craig and Maggie are in _______ , Greg and Carol are going to _______ in their _______.

8 Greg says they’ll be very grateful and they’ll _______ the.

CIS c Listen to the complete sentences from 3b and check your answers. Then practise reading the sentences aloud. Record your voice to compare your production of the sounds /k/ and /g/ with the recording.
4 Consonant clusters

Choose the correct heading from this box for each list of consonant clusters (1-3) below.

\[ /gl/ \quad /gz/ \quad /gr/ \]

1

- exam
- eggs
- executive
- earplugs
- hugs
- exactly

- English
- glove
- glasses
- glamorous
- singly
- global

- angry
- hungry
- grammar
- grapefruit
- grateful
- congratulations

Use your dictionary to check the word stress and meaning of any words you don’t know.

Now listen to the recording of the clusters. Do you think the /g/ is quieter in any of the lists above?

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /g/.
Card game: Pick up pairs

A Photocopy and cut out cards from all minimal pairs in Units 24, 26 and 28. Shuffle the cards and deal them face down all over the table. Turn over any two cards and read their sentences aloud. If they are minimal pairs (consonants), you keep them and you continue playing. If those two cards aren’t minimal pairs, turn them face down again and the next person plays. Collect as many minimal pairs as you can in a time limit, e.g. ten minutes.

TEST

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

c20 1 For each line (1, 2, 3, 4, 5), first listen to the whole line. Then circle the one word that is said twice. Note that meaning is not so important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk *.

Score / 5

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

1 tree
2 clock

dress strong
understand retry
distrust entertain
drunk entrance
electric dreaming
3 pram /pr/  
black  
appreciate  
place plum  
brother impressive /f/  
probably breakfast  

Pick the different one: M, /d/ or /id/  
Underline the ed ending that has a different pronunciation.  
EXAMPLE telephoned rained answered walked  
1 brushed washed emptied tossed  
2 walked watched laughed filled  
3 waited departed combed painted  
4 pushed snowed cleaned filled  
5 whispered played rained shouted  

Score /5

Stress  
Underline the stressed syllable in each item. (Score half a mark per item.)  
telephone remember cafeteria photographer’s a policeman  
a postcard a paper plate American somebody a green coffee cup  
Score /5

Total score /30

Additional review task using dialogues from Units 23-28

<table>
<thead>
<tr>
<th>Unit</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target sound</td>
<td>/p/</td>
<td>/b/</td>
<td>/t/</td>
<td>/d/</td>
<td>/k/</td>
<td>/s/</td>
</tr>
<tr>
<td>pen</td>
<td>baby</td>
<td>table</td>
<td>door</td>
<td>key</td>
<td>girl</td>
<td></td>
</tr>
</tbody>
</table>

From the above table, choose any target sounds that you had difficulty with.  
1 Listen again to the dialogue in that unit, listening for the target sound.  
2 Circle the target sound in any words in the dialogue.  
3 Listen to the dialogue again and check your answers.  
4 Check your answers in the key.  
5 Listen to the dialogue again, listening for the target sound.  
6 Read the dialogue aloud, and record your voice to compare your production of the target sound with the CD.  
You can also use this review task as a quick self-test, by doing steps 2 and 4 only.
UNIT 30  /s/ sun

- Stop Screaming! What’s upsetting you?
- My sister. She takes my books out of my desk and puts them somewhere else.
- Just tell her to stop it.
- Yes, of course, that’s the answer... but it’s not so simple. She makes me so cross! Could you speak to her?

1 Target sound /s/  

\text{To make the target sound} /s/, touch your top teeth with the sides of your tongue. Put the tip of your tongue forward to nearly touch the roof of your mouth. Don’t use your voice. Listen and repeat: /s/.

2 Sound /s/  

\text{Sue}  
\text{That Sue was amazing.}
\text{bus}  
\text{1 heard a bus. piece}  
\text{I want the big piece.}
\text{Sip}  
\text{It's pronounced /siː/.}
\text{price}  
\text{what's the price?}
\text{Sip it slowly.}

\text{Listen and repeat the words.}

\text{Listen to the sentences.}

\text{Sentence stress}
\text{The most important words for the speaker’s meaning are strongly stressed. Guess which two words will be strongly stressed in each sentence above. Then listen to the sentences again and underline the sentence stress.}
\text{EXAMPLE I want the big piece.}

\text{Listen and repeat the sentences.}
3 Dialogue

© a First practise the target sound /s/ in some of the words from the dialogue below. Read the words aloud or visit the website to practise.

Sam Sue send a sum of money Saturday sailing possible seaside /s/ in consonant clusters

let’s that’s it’s six just sleep spend stay star Smith outside instead sweetie swimming sensible smallest skiing exciting expensive cheapskate*

* a person who only spends the smallest amount of money Notice how /s/ sounds join together, let’s^stay Six^Star let’s^sleep

©b First just listen to the dialogue without looking at your book, paying particular attention to the target sound.

It’s expensive

SAM: Lets go to the seaside on Saturday, sweetie.

SUE: Yes! Lets go sailing and water-skiing. Thats exciting.

SAM: Its expensive, sweetie. Lets just sit in the sun and go swimming instead.

SUE: Lets stay in the Six Star Hotel and spend Sunday there too.

SAM: Be sensible. Sue. Its too expensive. Lets sleep outside instead.

SUE: Sleep on the sand? You never want to spend more than the smallest possible sum of money, Sam Smith - you’re such a cheapskate!

C23 c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 /s/ in consonant clusters

©c Use the prompts below to make sentences about Sam, Simon, Lucas, Sarah, Chris and Chrissie. Listen and respond, like the example. EXAMPLE I hate hats. Response. Sam hates hats too.

Sam Simon Lucas Sarah Chris Chrissie

| 1 I hate hats. | / |          |          |
| 2 I like cats. | / |          |          |
| 3 I get headaches. | / |          |          |
| 4 I drink milkshakes. | / |          |          |
| 5 I take good photographs. | / |          |          |
| 6 I eat chocolate biscuits. | / |          |          |
| 7 I laugh at jokes. | / |          |          |
| 8 I want some interesting books. | / |          |          |
Joining /s/ sounds
Find the correct ending to these sentences and practise joining the /s/ sounds as in the example.
EXAMPLE Chrissssspeakssssslowly.

1 Chris-------- sss silently.
2 In winter let’s\ sss such good photographs.
3 Sam takes \ sss such a cheapskate?
4 Sarah laughs ^sss____ __speaks slowly.
5 In summer let’s sss ski in the snow.
6 Sue likes sss sail into the sunset.

7 Lucas sss some cats.
8 Is Chris sss sends lots of text messages.

C25 Listen to check and repeat.

Tonic Read aloud. Practise the target sound in consonant clusters.

The smile of a snake
She speaks slowly, and eats special, expensive chocolates. As she steps upstairs, her long skirt sweeps over her silver slippers. She is small and smart and sweet-smelling. Her skin is like snow. ‘You have stolen my heart!’ I once said stupidly, and she smiled. But when she smiled, she smiled the smile of a snake.

5 Spelling
Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /s/.
UNIT 31 /z/ zoo

- It looks so easy, doesn’t it?
- It does. But it isn’t.
- Look at those eyes. They’re like ice.
- He always draws the bodies so well, doesn’t he? Look at the arms... the legs... those hands.
- He’s such an amazing artist.
- One of these days... I’m going to buy one of his paintings.

1 Target sound /z/

C26a a First practise the sound /s/ (see page 107). Listen and repeat.
C26b b Use your voice to make the target sound /zl/. Listen and repeat.
C26c c Listen and repeat both sounds together, /s/ is unvoiced. /zl/ is voiced.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/s/</td>
<td>/zl/</td>
</tr>
</tbody>
</table>

That Sue was amazing.
That zoo was amazing.

It’s pronounced /si:/.
It’s pronounced /zi:/.

sip zip
Sip it slowly. Zip it slowly,

bus buzz
I heard a bus. I heard a buzz,

piece peas
I want the big piece. I want the big peas,
Minimal pair words

Listen and repeat the words.
You will hear five words from each minimal pair. For each word, write 1 for /s/ (sound 1) or 2 for /z/ (sound 2).

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

Minimal pair sentences

Listen to the minimal pair sentences.

Listen to six of the sentences and write 1 for /s/ (sound 1) or 2 for /z/ (sound 2).

Sentence stress

Look at this pattern of strong and weak stresses in the first set of minimal pair sentences.

That Sue was amazing. That zoo was amazing. oOooOo

Listen to the minimal pair sentences again while looking at the patterns and notice how the weak stresses are quidoer and quieter.

Pair 1: oOooOo Pair 2: ooOO Pair 3: OoOo
Pair 4: oOoO Pair 5: oooOO Pair 6: OoO

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

1 a) bus □ b) buzz □
2 a) sip □ b) zip □
3 a) price □ b) prize □
4 a) pence □ b) pens □
5 a) police □ b) please □
6 a) Sackville □ b) Zackville □

Dialogue

First practise the target sound /zl/ in words from the dialogue, plus others. Read the words aloud or visit the website to practise.

/s/ and /zl/ sounds

The letter ‘s’ is usually pronounced /s/ after an unvoiced sound, and /zl/ after a voiced sound.

<table>
<thead>
<tr>
<th>3rd person singular</th>
<th>1</th>
<th>/zl/ after an unvoiced sound</th>
<th>/zl/ after a voiced sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>makes</td>
<td>1</td>
<td>snakes</td>
<td>animals</td>
</tr>
<tr>
<td>repeats</td>
<td>1</td>
<td>sacks</td>
<td>parcels</td>
</tr>
<tr>
<td>what’s</td>
<td>1</td>
<td>units</td>
<td>arms</td>
</tr>
<tr>
<td>it’s think’s</td>
<td>1</td>
<td>artists</td>
<td>zips</td>
</tr>
<tr>
<td>something’s</td>
<td>1</td>
<td>makes</td>
<td>think’s</td>
</tr>
<tr>
<td>Susan’s</td>
<td>1</td>
<td>repeats</td>
<td>contains</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>draws</td>
</tr>
</tbody>
</table>
Joining /s/ and Izl sounds
Notice that if the two sounds are different, we say the second one more strongly.
Yes.Zena. (s^z) This parcel contains^six mice, (z^s) this^sack (s^s)
does^Susan (z_s)
Say these words that have two /s/ or Izl sounds. Which sounds are they?
EXAMPLE Mrs(/s//z/)

C30 Listen to the dialogue, paying attention to the /s/ and Izl sounds. Then
practise reading the dialogue aloud. Record your voice to compare your
production of those sounds with the recording.

Surprises in the post office
(Zena and Susan work at the post office. They are busy sorting parcels. It's Susan's first day.) SUSAN: This parcel

smells, Mrs Lazarus.

ZENA: Call me Zena, Susan.

SUSAN: Yes ... Zena ... Something's written on it What does it say?

ZENA: It says: This parcel contains six mice'.

SUSAN: Aw! Isn't that awful, Zena! Poor animals!

ZENA: And listen, Susan! What's in this sack?

SUSAN: It's making a strange hissing noise.

SACK: (hisses) Sssssssssssssssss!

SUSAN: Zena! It's a sack of snakes!

ZENA: So it is! ... And what do you think's in this box, Susan?

SUSAN: It's making a buzzing sound.

BOX: (buzzes) Zzzzzzzzzzzzzzzz!

SUSAN: Those are bees!

ZENA: A parcel of mice ... and a sack of snakes ... and a box of bees. What do you think
about this, Susan, on your first day in the parcels office? Isn't it surprising?

SUSAN: Amazing! This isn't a post office. It's a zoo.
Consonant clusters
C31 a /z/ in consonant clusters

Use the prompts below to make sentences about Ms Mills, Mr Suzuki, Mrs Moses and Miss Jones. Listen and respond, like the example.
EXAMPLE 1 I love dogs. Response: Mr Suzuki loves dogs too.

<table>
<thead>
<tr>
<th>Ms Mills</th>
<th>Mr Suzuki</th>
<th>Mrs Moses</th>
<th>Miss Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I love dogs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I climb mountains.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 I have six cousins.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 I listen to jazz records.</td>
<td>y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 I read magazines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 I always lose things.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 I buy expensive clothes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 I have loads of friends.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 I prepare horrible meals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 I always remember bad dreams.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Note: The following titles are only used with a family name: Mr/misto/ for men and Ms /rtiiz/ for women. Mrs /misiz/ is also used for married women, and Miss /mis/ for unmarried women.)

Consonant clusters: occupations, jobs, careers Match the sentence halves together.
EXAMPLE A horse trainer trains horses.
1 A horse trainer a grows only roses,
2 An engineer b kisses babies,
3 A renovator c fishes.
4 A housekeeper d designs garages.
5 A gardener e sews other clothes besides dresses,
6 A prize giver f trains horses,
7 A wage clerk g trims hedges,
8 A rose grower h sometimes washes clothes,
9 A garage designer i gives prizes,
10 A fisherman j builds bridges,
11 A politician k modernises houses.
12 A dressmaker l pays wages.

Check your answers in the key. Then read the answers aloud. Finally, cover the second half of the sentences and try to remember them, while still being careful with the clusters.

5 Spelling
Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /z/.
UNIT 32  /J*/ shoe

- She shouldn’t be wearing such asshabby skirt at work, should she?
- She certainly shouldn’t.
- I do wish she wouldn’t.
- Shall I tell her? ... um ... er... I’m not sure if you should ...

1 Target sound /J/

C32a a First practise the sound /s/ (see page 107).
Listen and repeat.
C32b b Then put the tip of your tongue back a little to make the unvoiced target sound /J/.
Listen and repeat.
C32c c Listen and repeat both sounds together.
Both are unvoiced: /s/ and /J/.

2 Minimal pairs

Sound 1  Sound 2
/s/    /J/
C she
C is third. She is third.

1

Sue shoe
I like Sue’s. I like shoes,

sip ship
Sip it carefully. Ship it carefully,

ass ash
Look at that ass. Look at that ash.

sew show
He won’t sew it. He won’t show it.
Minimal pair words

C33a a Listen and repeat the words.
C33b b You will hear five words from each minimal pair. For each word, write 1 for /s/ (sound 1) or 2 for /ʃ/ (sound 2).

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

Minimal pair sentences

C34a c Listen to the minimal pair sentences.
C34b d Listen to six of the sentences and write 1 for /s/ (sound 1) or 2 for /// (sound 2).
C34a e Sentence stress

First try to guess which two words in each of the minimal pair sentences will be strongly stressed. Then listen, and mark where the intonation begins to go down on the most strongly stressed word (on page 114).

EXAMPLE Ship it carefully.

C35 f Tick the words a) or b) that you hear in the sentences.

1 a) Sue’s □ b) shoes □
2 a) ass □ b) ash □
3 a) puss □ b) push □
4 a) sack □ b) shack □
5 a) seats □ b) sheets □
6 a) save □ b) shave □

3 Dialogue

© 3

First practise the target sound /ʃ/ in words from the dialogue. Read the words aloud or visit the website to practise,
show Mr Shaw sure shop shut shall shake sheets shirts
shrunk Mrs Marsh push wish shouldn’t English Swedish
finished washes washing machine special demonstration

C36 b First listen to the dialogue and notice that the intonation sometimes goes up. Then read the dialogue and write a-j against the numbers 1-4 in the box below. The first one has been done as an example.

1 o_ , (five Yes/No questions)
2 , (one question tag where the speaker is not sure of the answer)
3 , (three sentences which are a list of instructions about how to do something)
4 , (one unfinished statement)
A special washing machine

MRS MARSH: (a) Does this shop sell washing machines?
MR SHAW: Yes. This is the latest washing machine.

MRS MARSH: (b) Is it Swedish?
MR SHAW: No, madam. It's English.

(c) Could you show me how it washes?

MR SHAW: (d) Shall I give you a demonstration? This one is our special demonstration machine. It's so simple, (e) You take some sheets and shirts, (f) You put them in the machine, (g) You shut this door. And you push this button.

MRS MARSH: (h) The machine shouldn't shake like that, should it?
MR SHAW: Washing machines always shake, madam ... Ah! It's finished now.

MRS MARSH: (i) But the sheets have shrunk, and so have the shirts.
MR SHAW: 0 Do you wish to buy this machine, madam?
MRS MARSH: ... I'm not sure.

C36 c First check your answers by listening to the dialogue again. Then check in the key. Practise reading the dialogue aloud. Record your voice to compare your production of the intonation with the recording.

4 Joining /J/ sounds

a /J”/ sounds are joined between words.
EXAMPLE English^sheep

Rewrite these phrases following the example in 1.

1 shops in England English shops
ships made in Denmark __________
sheep in Scotland __________
2
3
4 shampoo from Sweden _
5 champagne from France.
6 sheets from Ireland ___
3 shirts made in Poland.
4 shorts from Finland ___
5 sugar from Turkey ___
10 shoes made in Spain ___

C37 b Listen and check your answers.

Read the phrases aloud, joining the /J/ sounds. EXAMPLE English^shops

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /J/.
- Dad, what rhymes with explosion?
- Erosion.
- What about conclusion?
- Confusion.
- And television?
- Decision ... revision ... precision ...
- Stop, Dad! That’s enough! Thank you.
- My pleasure. Any time.

1 Target sound /ɜ/  
C38a a First practise the sound /J/ (see page 114).  
Listen and repeat.  
C38b b Use your voice to make the target sound /ɜ/. Listen and repeat.  
C38c c Listen and repeat both sounds. /J/ is unvoiced. /ɜ/ is voiced.

2 Sound /ɜ/  

**casual**  
Michelle has a job in a shop selling casual shoes.

**massage**  
She also has a casual job doing sports massage occasionally she does sports massage occasionally, not every day.

**collision**  
Yesterday Michelle saw a collision outside the shoe shop.

**measure**  
She was measuring a shoe for a customer.

**casualty**  
An ambulance took two injured people to casualty.

(Note: Two meanings of *casual* in the first two sentences: 1 *casual shoes* = relaxed style or fashion [opposite: formal]; 2 *casual job* - not regular work [opposite: permanent].)
Listen and repeat the words. Listen to the sentences.

C39a c Sentence stress
In spoken English, the most important words for the speaker are strongly stressed. So there is often more than one ‘correct’ way of stressing a sentence, as it depends on the speaker’s meaning. Guess which words might be spoken with stronger stress in the sentences. Then listen to the sentences again and underline the sentence stress (on page 117).
EXAMPLE Michelle has a job in a shop selling casual shoes.

C39a d Listen and repeat the sentences.

3 Television programmes
First practise the sound /3/ in some of the words from this unit. Read the words aloud or visit the website to practise, usually unusual pleasure.
Listen.

Television Programmes: Channel 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
<th>Sharon</th>
<th>Shaun</th>
<th>Charlotte</th>
<th>Mrs Marsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.00</td>
<td>Children’s film: Treasure Island</td>
<td>/</td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>7.15</td>
<td>News update: An Unusual Collision</td>
<td>/</td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>7.30</td>
<td>Fashion show: Casual Clothes</td>
<td></td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>7.45</td>
<td>Travel film: Crossing Asia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.15</td>
<td>Do-it-yourself show: How to Measure a New Garage</td>
<td>/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.30</td>
<td>Variety show: It’s a Pleasure</td>
<td>/</td>
<td></td>
<td>/</td>
<td></td>
</tr>
</tbody>
</table>

c Make as many sentences as you can about who’s watching what on TV tonight.

EXAMPLE At 8.30, Shaun’s watching a variety show called It’s a Pleasure.

d Practise with a partner. Talk about which of the television programmes above you would like to watch. Also ask each other about what shows you usually watch.

EXAMPLES What do you usually watch on Thursdays?
Would you like to watch the fashion show Casual Clothes?

4 Intonation in thanks/responses

We usually say thank you and reply to thank you with intonation going down at the end. When somebody says ‘Thank you’ for doing something, we sometimes reply, ‘It’s a pleasure’, or ‘My pleasure.’ Some other responses to thanks are: ‘You’re welcome’, ‘That’s all right.’ ‘That’s OK.’

C41 Practise ways of saying thank you and responses to thanks with intonation going down on the last strong stress. First listen and repeat the possible responses.

It’s a pleasure. My pleasure. You’re welcome.

That’s all right. That’s OK.

EXAMPLE A: Thank you for lending me your television.
B: It’s a pleasure.

1 Thank you for mending my television.
2 Here’s your measuring tape. Thank you so much.
3 I finished ‘Treasure Island’. Thanks.
4 It was great to use your garage. Thanks a lot.
5 Thanks for the massage. It was great.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /3/.
UNIT 34 /tj/ chip

- Lovely little chapel for a church wedding bells ... chiming ...
- Do you think they're a good match?
- Good question. They’re like chalk and cheese. She’s a checkout chick; he’s the chairman of a television channel. He’s rich, charming...
- But she is the national chess champion.
- Ah!... mm ... a perfect match, I imagine.

(Note; They’re like chalk and cheese = idiom meaning they’re very different.

1 Target sound /tJ/

C42a a First practise the sounds /t/ and // (see pages 89 and 114). Listen and repeat.
C42b b To make the target sound /t//, begin to make /t/. Then slowly move your tongue from the roof of your mouth. Do it again more quickly. Don’t use your voice. Listen and repeat: /t J/.

2 Minimal pairs

**Sound 1** /J/

**Sound 2** /t//

*ship*  We like ships.

*chip*  We like chips,

*sheep*  This is a sheep farm.

*cheap*  This is a cheap farm

*sherry*  It’s a sherry trifle. It’s a cherry trifle.

*cherry*

*wash*  He’s washing the television.
Minimal pair words

Listen and repeat the words.

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

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

Minimal pair sentences

Listen to the minimal pair sentences.

Listen to six of the sentences and write 1 for /J/ (sound 1) or 2 for /t J/ (sound 2).

Sentence stress

First read the minimal pair sentences and guess which two words will be strongly stressed in each sentence. Notice which words are nouns, adjectives or main verbs. These are often important for the speaker’s meaning, so they are often (but not always) the stressed words. Then listen to each sentence and underline the two strongly stressed words (on page 120).

EXAMPLE He’s watching the television.

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

1 a) shop □ b) chop □
2 a) sherry □ b) cherry □
3 a) washing □ b) watching □
4 a) ships □ b) chips □
5 a) shin □ b) chin □
6 a) shoes □ b) choose □

3 Dialogue

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

choose chops Charles much lunch Church butcher chicken children cheaper cheerful charming Cheshire chump chops

Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed in each sentence. The number in brackets tells you how many words will be strongly stressed by the speaker in that line. The first line has been done as an example. Then listen to the dialogue as many times as necessary before deciding on your answers.
At the butcher's shop

(5) (Charles Cheshire is a very cheerful, charming butcher.)

CHARLES: (2) Good morning, Mrs Church.

MRS CHURCH: (5) Good morning, Charles. I'd like some chops for the children's lunch.

CHARLES: (2) Chump chops or shoulder chops, Mrs Church?

MRS CHURCH: (4) I'll have four shoulder chops, and I want a small chicken.

CHARLES: (3) Would you like to choose a chicken, Mrs Church?

MRS CHURCH: (2) Which one is cheaper?

CHARLES: (4) This one's the cheapest. It's a delicious chicken.

MRS CHURCH: (8) How much is all that? I haven't got cash. Can I pay by credit card?

CHARLES: (2) Of course, Mrs Church.

9* c46 c Check your answers by listening to the dialogue again. Then check in the key.
d Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation in a list

c47 a Listen to the recording of someone listing the ingredients in the recipe below. Notice how intonation keeps going up on each item of the list, but comes down at the end.

Recipe - Cheese-topped chops

Ingredients:

- a dash of soy sauce
- four chops
- Cheddar cheese
- one fresh chilli or a pinch of chilli powder
- mushrooms
- shallots

Practise reading this list aloud. Record your voice to compare your intonation with the recording.
b Instructions

Listen to someone giving instructions about how to make cheese-topped chops. Notice how intonation can keep going up when giving instructions about how to do something, but comes down at the end.

1. Pour a little soy sauce over the chops.

2. Chop the mushrooms, cheese and shallots.

3. Mix the mushrooms, cheese, shallots and chilli with a dash of soy sauce.

4. Grill the chops.

5. Spread the mixture over the chops.

6. Grill the chops and mixture for a few minutes.

7. Put the chops on a dish and decorate each chop with a cherry.

8. Serve the chops with fresh French salad and chips.

Practise reading these instructions aloud. Record your voice to compare your stress and intonation with the recording.

Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /tʃ/. 
Good morning. My name is Chas Jazz. I want to arrange to send an item of my luggage on to Japan.

Just one moment, Mr Jazz... (on phone) Hello. Could you hold on for just a moment, please?

Just in case there’s any damage to this baggage, the Jumbojetset Company in Jamestown has...

I’m sorry Mr Jazz, but this is not the Jumbojetset Company. Their office is just round the corner.

1 Target sound /tʃ/

C49a a First practise the sound /tʃ/ (see page 120). Listen and repeat.
C49b b Use your voice to make the target sound /dʒ/. Listen and repeat.
C49c c Listen and repeat both sounds together, /tʃ/ is unvoiced, /dʒ/ is voiced.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/tʃ/</td>
<td>/dʒ/</td>
</tr>
<tr>
<td>cheap</td>
<td>jeep</td>
</tr>
<tr>
<td>It's a cheap type of car.</td>
<td>It's a jeep type of car.</td>
</tr>
<tr>
<td>choke</td>
<td>joke</td>
</tr>
<tr>
<td>Are you choking?</td>
<td>Are you joking?</td>
</tr>
<tr>
<td>riches</td>
<td>ridges</td>
</tr>
<tr>
<td>A land full of riches.</td>
<td>A land full of ridges.</td>
</tr>
<tr>
<td>cherries</td>
<td>Jerry's</td>
</tr>
<tr>
<td>Do you like cherries?</td>
<td>Do you like Jerry's?</td>
</tr>
<tr>
<td>larch</td>
<td>large</td>
</tr>
<tr>
<td>1 want a larch tree.</td>
<td>1 want a large tree.</td>
</tr>
<tr>
<td>H</td>
<td>age</td>
</tr>
<tr>
<td>Do I write 'H' here?</td>
<td>Do I write age here?</td>
</tr>
</tbody>
</table>
Minimal pair words

C50a a Listen and repeat the words.
C50b b You will hear five words from each minimal pair. For each word, write 1 for /tʃ/ (sound 1) or 2 for /ðs/ (sound 2).

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

Minimal pair sentences

C5ia c Listen to the minimal pair sentences.
C5ib d Listen to sbc of the sentences and write 1 for /tʃ/ (sound 1) or 2 for /ðs/ (sound 2).

C52f Tick the words a) or b) that you hear in the sentences.

1 a) choke  b) joke
2 a) larch  b) large
3 a) cheap  b) jeep
4 a) chain  b) Jane
5 a) chilly  b) Jilly
6 a) cheered  b) jeered

3 Dialogue

First practise the target sound /ð/>. in words from the dialogue. Read the words aloud or visit the website to practise, jeep jail John just George edge Jerry larger injured dangerous agency travel agency jokes bridge village damaged manager passenger January dangerously
C53 b Read the dialogue below and fill the gaps (1-8) with the correct words from the box below. Then listen and check your answers.

<table>
<thead>
<tr>
<th>jokes</th>
<th>bridge</th>
<th>village</th>
<th>damaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>manager</td>
<td>passenger</td>
<td>January</td>
<td>dangerously</td>
</tr>
</tbody>
</table>

A dangerous bridge

JERRY: Just outside this i __________, there’s a very dangerous bridge.

JOHN: Yes. Charles told me two jeeps crashed on it in 2 __________. What happened?

JERRY: Well, George Churchill was the driver of the larger jeep, and he was driving very 3 __________.

JOHN: George Churchill? Do I know George Churchill?

JERRY: Yes. That ginger-haired chap. He’s the 4 __________ of the travel agency in Chester.

JOHN: Oh, yes. I remember George. He’s always telling jokes. Well, was anybody injured?

JERRY: Oh, yes. The other jeep went over the edge of the 5 __________, and two children and another 6 __________ were badly injured.

JOHN: Oh dear! Were both the jeeps 7 __________?

JERRY: Oh, yes.

JOHN: And what happened to George?

JERRY: George? He’s telling 8 __________ in jail now, I suppose!

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

4 /tʃ/ and /dʒ/ sounds

C54 a Joining sounds

Notice that when two sounds /tʃ/ or /dʒ/ come together, we usually say both sounds.

EXAMPLE large (/dʒ/ /tʃ/) cherries

Listen and repeat.

<table>
<thead>
<tr>
<th>large cherries</th>
<th>orange juice</th>
<th>How much cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>which job</td>
<td>village jail</td>
<td>watch chain</td>
</tr>
<tr>
<td>rich child</td>
<td>teach German</td>
<td>large gentleman</td>
</tr>
<tr>
<td>which chair</td>
<td>college chess</td>
<td>huge jumbo jet</td>
</tr>
</tbody>
</table>
b Crossword

Every answer has the sound /t J/ or Mз/.

**Clues**

**Across:**
1. Some people get married in a........
2. We eat bread, butter and ......
3. We buy jam in a........
4. You’ll get fat if you eat too much... olate.
5. A game for two people.
6. You can see in the dark with a ....... ch.
7. This isn’t ..... a difficult puzzle.

**Down:**
1. A young hen is a .......
3. The dangerous bridge is........ outside the village.
4. HRCAE are the letters of this word. It means to arrive.
   « 5 Tell me a j... e.
6. George’s jeep was ........than the other jeep.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /bз/.
UNIT 36 REVIEW

Card game: Pick up unvoiced consonants: /p/, /t/, /k/, /ʃ/, /tʃ/.
Photocopy and cut out cards from minimal pairs in Units 32, 34, 35 and add the cards from Units 24, 26 and 28. Shuffle the cards and deal them face down all over the table. Turn over any two cards and read their sentences aloud. If they both have any unvoiced consonants in the pair words, you keep them and you continue playing. If they don’t, turn them both face down again and the next person plays. Collect as many cards as you can in a time limit, e.g. ten minutes.

TEST

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

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

<table>
<thead>
<tr>
<th>/s/</th>
<th>/ʃ/</th>
<th>/tʃ/</th>
<th>/t/</th>
<th>/dʒ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 sue</td>
<td>zoo</td>
<td>shoe</td>
<td>chew</td>
<td>Jew(ish)</td>
</tr>
<tr>
<td>25 Sam (ex)am</td>
<td>sham</td>
<td>cham(pion)</td>
<td>jam</td>
<td></td>
</tr>
<tr>
<td>3 so</td>
<td>zo(ne)</td>
<td>show</td>
<td>cho(sen)</td>
<td>Joe</td>
</tr>
<tr>
<td>4 C</td>
<td>Z</td>
<td>she</td>
<td>chea(p)</td>
<td>Gee!</td>
</tr>
<tr>
<td>5 sap</td>
<td>zap</td>
<td>chap(erone)*</td>
<td>chap</td>
<td>Jap(anese)</td>
</tr>
</tbody>
</table>

Score / 5

2 Circle the words with the same consonant cluster as 1-3.

1 insect
Ais/
chance
designs
pens
inside
pins
John’s

2 orange
answer
television
instructions
ancestors
range
sponge lunch
stranger
ringer
French
exchange
bingo
lounge
3. Pick the different one: /s/, /z/ or /ɒz/.
Underline the ending that has a different pronunciation.

EXAMPLE: Samantha’s Mum’s Bill’s Ruth’s
1. loves climbs kisses whistles
2. wants sings laughs gets
3. bicycles watches matches boxes
4. Laura’s William’s Luke’s Dad’s
5. books oils bugs lessons

Score /5

4. Intonation

Read this conversation and guess the intonation. Then listen and draw intonation arrows in the boxes for each item 1-10.

CHANDLER: Would you like some coffee?
SUSAN: I’d actually like some hot chocolate...
CHANDLER: Well?
SUSAN: You know how to make that, don’t you?
CHANDLER: You just heat up the milk, put the chocolate in the cup...
SUSAN: And then pour the hot milk over it.
SUSAN: Would you like some hot chocolate?
CHANDLER: With a few extra marshmallows?
SUSAN: Mmm, yes!

Score /5
Total score /30
Additional review task using dialogues from Units 30-35

<table>
<thead>
<tr>
<th>Unit</th>
<th>30</th>
<th>31</th>
<th>32</th>
<th>33</th>
<th>34</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target sound</td>
<td>/ls/</td>
<td>/lzI/</td>
<td>/j/</td>
<td>/vI/</td>
<td>/tj/</td>
<td>/d3/</td>
</tr>
<tr>
<td>sun</td>
<td>zoo</td>
<td>shoe</td>
<td>television chip</td>
<td>January</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.
UNIT 37  /f/ fan

- I'm off, Ms Fox.
- It's only four. We finish at five, Mr Foot.
- I've had enough of this office for one day.
  Too much hiring and firing. I'm off.
- Well, just put those files on the floor, Mr Foot.
  Drive carefully. And don't forget the flowers for your wife.

(Note: hiring and firing = idiom meaning employing and dismissing workers.)

1 Target sound /f/

C57 To make the target sound /f/, touch your top teeth with your bottom lip. Blow out air between your lip and your teeth. Don’t use your voice. Listen and repeat: /f/.

2 Minimal pairs A

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>/f/</td>
</tr>
<tr>
<td>pin</td>
<td>fin</td>
</tr>
<tr>
<td>It's a sharp pin</td>
<td>It's a sharp fin.</td>
</tr>
<tr>
<td>peel</td>
<td>feel</td>
</tr>
<tr>
<td>Peel this orange.</td>
<td>Feel this orange.</td>
</tr>
<tr>
<td>pork</td>
<td>pull</td>
</tr>
<tr>
<td>There's no pork here.</td>
<td>The sign said 'Puli'.</td>
</tr>
<tr>
<td>snip</td>
<td>full</td>
</tr>
<tr>
<td>Snip these flowers.</td>
<td>The sign said 'Full',</td>
</tr>
<tr>
<td>palm</td>
<td>farm</td>
</tr>
<tr>
<td>He showed me his palm.</td>
<td>He showed me his farm.</td>
</tr>
</tbody>
</table>
Minimal pair words

- **Listen and repeat the words.**
- **You will hear five words from each minimal pair. For each word, write 1 for /p/ (sound 1) or 2 for /f/ (sound 2).**
- **EXAMPLE Pair 1: 2, 1, 2, 1, 2**

Minimal pair sentences

- **Listen to the minimal pair sentences.**
- **Listen to six of the sentences and write 1 for /p/ (sound 1) or 2 for /f/ (sound 2).**
- **Sentence stress**
  - Listen to the minimal pair sentences again and underline the strongly stressed words (on page 131).
  - **EXAMPLE He showed me his palm.**

**Minimal pairs B**

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>hold</em></td>
<td><em>fold</em></td>
</tr>
<tr>
<td><em>heat</em></td>
<td><em>feet</em></td>
</tr>
<tr>
<td><em>hill</em></td>
<td><em>fill</em></td>
</tr>
<tr>
<td><em>heel</em></td>
<td><em>feel</em></td>
</tr>
<tr>
<td><em>honey</em></td>
<td><em>funny</em></td>
</tr>
<tr>
<td><em>hole</em></td>
<td><em>foal</em></td>
</tr>
</tbody>
</table>

- **Hold this paper.**
- **Fold this paper,**
- **I like heat on the back.**
- **Little feet on the back.**
- **That sign said 'Hill'. That sign said 'Fill',**
- **This heel's different. This feels different.**
- **This is honey. This is funny.**
- **It's got a little hole. It's got a little foal.**

**Minimal pair words**

- **Listen and repeat the words.**
- **You will hear five words from each minimal pair. For each word, write 1 for /h/ (sound 1) or 2 for /f/ (sound 2).**
- **EXAMPLE Pair 1: 1, 1, 1, 2, 2**

**Minimal pair sentences**

- **Listen to the minimal pair sentences.**
Listen to six of the sentences and write 1 for /h/ (sound 1) or 2 for /f/ (sound 2).

Sentence stress  
Listen to the minimal pair sentences again and underline the strongly stressed words (on page 132).  
EXAMPLE Fold this paper.

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

1 a) pin □  b) fin □
2 a) peel □  b) feel □
3 a) snipping □  b) sniffing □
4 a) heel □  b) feel □
5 a) harm □  b) farm □
6 a) pole □  b) hole □
1 c) foal □

3 Dialogue

Intonation in requests can be down at the end but it usually sounds more polite going up.

a) Practise these six requests from the dialogue with the intonation going up. Read the sentences aloud or visit the website to practise.

1 Please phone my office after five days. Mrs Phillips.
2 Please give a friendly laugh.
3 Please use this felt-tipped pen. Mrs Phillips.
4 Please look ... e r ... soft and beautiful.
5 Please sit on this ssfa.
6 Please fill in this form.

First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (a-f) with the requests (1-6) above. The first gap has been done as an example.

Listen to the dialogue again and check your answers. Then check in the key.

A funny photographer

PHOTOGRAPHER: Good afternoon. How can I help you?
FRED: I'm Fred Phillips. I want a photograph of myself and my wife Phillippa.

PHOTOGRAPHER: Certainly, Mr Phillips, a) Please fill in this form.
PHILLIPPA: I'll fill it in, Fred.
PHOTOGRAPHER: b) Mr Phillips, do you prefer a full front photograph or a profile?
FRED: A full front, don't you think, Phillippa?
PHILLIPPA: Yes. A full front photograph,
FRED: Full front.
PHILLIPPA: (hands in the form) It's finished.
PHOTOGRAPHER: Thank you, Mrs Phillips, c) ________ Is it comfortable?
PHILLIPPA: Yes. It feels fine.
PHOTOGRAPHER: Mr Phillips, d) ________
FRED: That's difficult. If you say something funny I can laugh.
PHOTOGRAPHER: And, Mrs Phillips, e) ________
FRED: (laughs)
PHOTOGRAPHER: That's it finished.
FRED: Finished?
PHOTOGRAPHER: Finished, Mr Phillips.
PHILLIPPA: Will the photograph be ready for the fifth of February?
PHOTOGRAPHER: Yes. f) ________

A

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

4 Intonation in/Y sentences.
Match the beginning of these r/sentences (1-7) with the endings (a-g).

1 If Fred laughs, a he gets frightened, b they can
2 If Grandfather flies, speak French, c you’re first, d it gets full of fat. e they’re
3 If you want to eat fish, helpful, f he looks funny, g you
4 If you telephone information,” need a knife and fork.
5 If you fry food,
6 If they’re from France,
7 If you finish before the others,

—r C64 Listen to check and repeat. Notice how the intonation goes up and then down.
EXAMPLE
If Fred laughs, he looks funny.

5 Spelling
Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /f/.
UNIT 38  
\(/v/\) van

- Have you ever been to Venice?
- No, never. But I’ve heard you’ve just come back from Venice, haven’t you?
- Best holiday I’ve ever had. The food was fabulous.
- Did you buy anything in Venice?
- Yes-this vest.
- Ah ... Yes ... A berry-coloured Venetian vest!
  ... Very fashionable!

1 Target sound \(/v/\)

C65a a First practise the sound \(\text{III}\) (see page 131). This is an unvoiced sound. Listen and repeat.
C65b b Use your voice to make the target sound \(/v/\). Listen and repeat.
C65c c Listen and repeat both sounds; \(\text{Y}/\) and \(/v/\).

2 Minimal pairs A

<table>
<thead>
<tr>
<th>Sound 1 (\text{III})</th>
<th>Sound 2 (/v/)</th>
</tr>
</thead>
<tbody>
<tr>
<td>safe</td>
<td>save</td>
</tr>
<tr>
<td>Safe here?</td>
<td>Save here?</td>
</tr>
<tr>
<td>fine</td>
<td>vine</td>
</tr>
<tr>
<td>Fine in the garden?</td>
<td>Vine in the garden?</td>
</tr>
<tr>
<td>fail</td>
<td>veil</td>
</tr>
<tr>
<td>It's a fail?</td>
<td>It's a veil?</td>
</tr>
<tr>
<td>few</td>
<td>view</td>
</tr>
<tr>
<td>This room has a few?</td>
<td>This room has a view?</td>
</tr>
<tr>
<td>fast</td>
<td>vast</td>
</tr>
<tr>
<td>They need a fast ship?</td>
<td>They need a vast ship?</td>
</tr>
</tbody>
</table>
Minimal pair words

C66a a Listen and repeat the words.

0—г С66b б You will hear five words from each minimal pair. For each word, write 1 for /f/ (sound 1) or 2 for /v/ (sound 2).

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

Minimal pair sentences

C67a с Listen to the minimal pair sentences. (Note: These are statements used as questions, so the intonation goes up.)

C67b d Listen to six of the sentences and write 1 for /f/ (sound 1) or 2 for /v/ (sound 2).

0=г С67a е Sentence stress

Native speakers of English only sometimes use statements as questions. Listen to the minimal pair sentences again and notice how the speaker’s voice begins to go up on the most important word for the speaker’s meaning. This word is spoken with the strongest stress. Underline this word and any other strongly stressed words you hear in each sentence (on page 135).

EXAMPLE This room has a view?

Minimal pairs B

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>/v/</td>
</tr>
</tbody>
</table>

- bet vet

They’re good bets. They’re good vets,

- best vest

He wore his best. He wore his vest,

- ban van

Can they lift that ban? Can they lift that van?

- bolt volt

We need more bolts. We need more volts,
Minimal pair words
C68a b Listen and repeat the words. Then listen and repeat.
C68b You will hear five words from each minimal pair. For each word, write 1
for /b/ (sound 1) or 2 for /v/ (sound 2).
EXAMPLE Pair 1: 1,2, 1,2, 1

Minimal pair sentences
C69a c Listen to the minimal pair sentences.
C69b d Listen to six of the sentences and write 1 for /b/ (sound 1) or 2 for /v/ (sound
2).
C69a e Sentence stress
Listen to the minimal pair sentences again and underline the two strongly
stressed words in each sentence (on page 136).

Tick the words a), b) or c) that you hear in the sentences.
1 a) lift  □ b) lived  □
2 a) half  □ b) halve  □
3 a) fast  □ b) vast  □
4 a) boat  □ b) vote  □
5 a) bolts  □ b) volts  □
6 a) safe  □ b) save  □

3 Dialogue
1a First practise the target sound /v/ in some of the words from the
dialogue. Read the words aloud or visit the website to practise,
view lived five of have love village valley very Vander
lovely Victor living arrived Vivienne

C71 b Intonation in statements
Intonation usually goes dovyn at the end of a statement. Listen to the
intonation in this dialogue. Then practise reading it aloud. Record your
voice to compare your intonation and production of the target sound
with the recording.

A fine view
VIVIENNE: Has the Vander family lived here for very long, Victor?

VICTOR: Five and a half years, Vivienne. We arrived on the first of February. VIVIENNE:

What a lovely view you have!

VICTOR: Yes. It's fabulous.

VIVIENNE: Look! You can see the image down in the valley

VICTOR: Yes. We just love living here because of the view.
4 Stress and intonation

C72a Listen to this description and draw a down arrow on the last strong stress in each sentence. Check your answers and then practise reading the description aloud. Record your voice to compare your production of the target sound with the recording.

This is a photograph of a fat farmer arriving at a village.

The village is in a valley.

The farmer’s driving a van.

It’s the seventeenth of November.

It’s a fine day but it’s very cold.

Some of the leaves have fallen from the vine in the foreground of the photograph.

Remember that intonation often goes down at the end of statements, short answers, *WH* questions, questions with ‘or’.

Match these questions and answers, and draw down arrows on the last strong stress.

EXAMPLE What *month* is it in this photograph? November

1 Who’s driving the van? A *vine*.

2 How many *leaves* have fallen from the *vine*? Arriving.

3 *Where* do the pagers live? Five.

4 Is the van *leaving* or *arriving*? In the *valley*.

5 In the *foreground* of the photograph, is it a *vine* or a *fir* tree? *Four*.

6 Near the village are there *four* or *five* fir trees? The farmer.

Listen to check your answers, then practise saying the questions and answers.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /v/.
UNIT 39  /w/ window

-What do you want for your birthday?
-Whatever you want to give me.
- A watch? A wallet?... um... A wig? A wetsuit? A welcome mat?... er... A woolly vest? Some wine? A grape vine?
-Whatever.

1 Target sound /w/

1a First practise the sound /v/ (see page 135). Listen and repeat.
1b Make your lips round and hard to make the short target sound /w/.
1c Listen and repeat.
1d Listen and repeat the two sounds: /v/ and /w/.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/v/</td>
<td>/w/</td>
</tr>
<tr>
<td>V we</td>
<td></td>
</tr>
<tr>
<td>V didn't come before U. We didn't come before you.</td>
<td></td>
</tr>
</tbody>
</table>

vest west

That's the vest That's the west

The dog's vet The dog's wet

vine wine

This is my best vine. This is my best wine,

3jt

Minimal pair words

3a Listen and repeat the words.
3b You will hear five words from each minimal pair. For each word, write 1 for /v/ (sound 1) or 2 for /w/ (sound 2).
EXAMPLE Pair 1: 1, 1, 1, 2, 2
Minimal pair sentences

D4a Listen to the minimal pair sentences.
D4b Listen to five of the sentences and write 1 for /v/ (sound 1) or 2 for /w/ (sound 2).

D4a Sentence stress
Listen to the minimal pair sentences again and underline the two strongly stressed words in each sentence (on page 139).

EXAMPLE This is my best vine.

D5 Tick the words a) or b) that you hear in the sentences.

1 a) vine □  b) wine □
2a) V □  b) we □
3 a) veal □  b) wheel □
4 a) verse □  b) worse □
5 a) veUs □  b) whales □
6 a) vet □  b) wet □

3 Dialogue

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

We went for a lovely walk in the woods. Oh? In the wet? Wasn’t it very wet on Wednesday?

Sentence stress
Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed in each sentence. The number in brackets tells you how many words will be strongly stressed in that line. The first line has been done as an example.

the woods.

1 saw ... Mlialam again on Wednesday. Winona.
Well, what happened?

We went for a lovely walk in the woods.

Oh? In the wet? Wasn’t it very wet on Wednesday?

It was very cold and wet. But we were wearing very warm clothes and we walked quickly to keep warm.

Is that the woods next to the railway? If s not very quiet

Yes. But further away from the railway it was very quiet and there were wild squirrels everywhere. We counted

WINONA: (5) (2)
VIRGINIA: (5) It was too wet. Afterwards we went to a restaurant. It was (6) twelve o’clock. We had walnut cake and sweet white wine. (1) It was wonderful.

WINONA: (3) So? William again ... Well ... ?

VIRGINIA: (1) \Ne \Ui (Virginia and Winona laugh.)

Check your answers by listening to the dialogue again. Then check in the key.

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

4 Stress and intonation

a Intonation usually goes down at the end of WH questions and short answers.

EXAMPLE

Where was it quiet? In the woods.

Match the answers (a-h) to the questions (1-8) about the dialogue. Then listen to check and repeat.

1 Where was it quiet?
2 What did they watch?
3 What did they drink?
4 Where were the squirrels?
5 Why did they walk quickly?
6 What did they eat for lunch?
7 What time did they have lunch?
8 What did William and Virginia do on Wednesday?

a The squirrels, b Everywhere, c To keep warm, d In the woods, e Twelve o’clock, f Went for a walk, g Walnut cake, h Sweet white wine.

Practise reading the questions and answers aloud. Record your voice to compare your production of the intonation with the recording.

b Intonation:

Notice that intonation in WH questions can change when we are talking about old information, e.g. the first time we ask somebody’s name, we ask: ‘What’s your name?’ This is new information. But if I then forget the name and ask again, I ask: ‘What’s your name?’ because I am asking about old information that has already been given. The intonation goes up to show that this is something we have already shared.

Listen to Winona, later in the day, asking Virginia some questions about information they had shared.

Where were the squirrels exactly?
What time did you say you had lunch?
Why did you walk quickly?
This is all old information that Virginia and Winona had already shared, so the intonation goes up.

Now listen to Winona asking for new information.

What did you both talk about?

When did you arrange the meeting?

Listen and mark whether these questions are old information or new information. The first two have been done as examples.

1 What did you say you drank? old information
2 What colour did you wear? new information
3 What did Hector say? ___________________
4 Why did you walk quickly? ___________________
5 What did Victor wear? ___________________
6 Where did you go with Victor? ___________________

The sound /w/ is used in rapid spoken English to link other sounds. The sound /w/ links words ending in /u/ or /u:/, e.g. who, you, how, go, hello, when the next word begins with a vowel. Listen to the examples then listen to six short interactions where this linking happens. Mark where you could hear linking /w/ in 1-6 below.

EXEMPLARY Who^is? You^are. Go_away!

1 A: Hello, everybody! How are you? B: Hello, Emma. Oh I’m OK now, I had the flu and felt terrible.

2 A: Who isn’t here? B: Joe isn’t. A few others aren’t. B: I don’t know if Sue is off with the flu as well.

3 A: Is Sue OK? Anybody know about Sue? B: You go under a bridge and through a village. B: No, I don’t really.

4 A: How do I get to a garage? B: Grow up!

Check your answers in the key. Then practise the interactions vwith a partner. Record your voices to compare your production of linking /w/ with the recording.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /w/. 
- Did you use to use a computer when you were younger?
  ■ No. When I was young there didn’t use to be any computers. I just used to play with a yo-yo ... um ... I haven’t played with a yo-yo for years ... er...
  Have YOU got a yo-yo?
  ■ No, just a computer.

**Target sound /j/**

DiOa a First practise the sound /i:/ (see page 3). Listen and repeat.

Diob b To make the target sound /j/, begin to make the sound /l/ but very quickly move your tongue to make the next sound. Do not touch the roof of your mouth with your tongue or you will make another sound like /dʒ/ (see page 124). Listen and repeat.

Dioc c Listen and repeat both sounds; /dl/ and /j/.

2 Minimal pairs

**Sound 1**

/dʒ/

**joke**

That's a wonderful joke.

**Sound 2**

/j/

**yolk**

That's a wonderful yolk.

**juice use**

There's no juice. There's no use.

**jam yam**

Jess yes

Jess, I love you. Yes, I love you.

**jeers years**
Minimal pair words
Di la a Listen and repeat the words.
Diib b You will hear five words from each minimal pair. For each word, write 1 for /ds/ (sound 1) or 2 for /j/ (sound 2).
EXAMPLE Pair 1: 2, 1, 2, 1, 1

Minimal pair sentences
Di2a c Listen to the minimal pair sentences.
Di2b d Listen to five of the sentences and write 1 for /d^/ (sound 1) or 2 for /j/ (sound 2).
Di2ae Sentence stress
Listen to the minimal pair sentences again and underline the strongly stressed words (on page 143). Stressed syllables are LOUDer and s l o w e r. Unstressed syllables are quieter and quicker. This gives English its rhythm.
EXAMPLE Would you like jam?
D13 f Tick the words a) or b) that you hear in the sentences.

1 a) joke □ b) yolk □
2 a) jam □ b) yam □
3 a) Jess □ b) yes □
4 a) jeers □ b) years □
5 a) juice □ b) use □
6 a) jet □ b) yet □

Dialogue
©3 First practise the target sound /j/ in words from the dialogue. Read the words aloud or visit the website to practise.
York years Young news few Hugh stew tunes huge yellow yesterday tutor student onion newspaper produces beautiful excuse me used to did you use to music knew New tubes stupid university tuba Europe
D14 b Read the dialogue below and fill the gaps (1-8) with the correct words from the box below. Then listen to the recording and check your answers.

Not SO Stupid

JOHN YEE Excuse me. Did you use to live in York?

JOE YOUNG Yes.

JOHN YEE Did you use to be a tutor at the i ______

JOE YOUNG Yes. For a few years.
JOHN YEE: Do you remember Hugh Yip? He was a 2 ________ student.

JOE YOUNG: Hugh Yip? Did he use to have a huge yellow jeep?

JOHN YEE: Yes. And he used to play beautiful tunes on the 3 __________

JOE YOUNG: Yes, I 4 ________ Hugh. He used to be a very stupid student.

Do you have any news of Hugh?

JOHN YEE: Yes. He's a millionaire now in S _______ A York.

JOE YOUNG: Millionaire? Playing the tuba?

JOHN YEE: Oh, no. He produces jam in 6 ________, and tins of onion stew, and sells them in 7 ________. I read about Hugh in the newspaper yesterday.

JOE YOUNG: Oh! Well, he wasn't so 8 __________

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

4 Stress and intonation: highlighting a word

Disa a Notice that the speaker can choose to make any word the most important one for the meaning of a sentence, and to make that word more strongly stressed than the other words. The meaning of the sentence changes slightly. Listen to one of the questions from the dialogue said with five different meanings because each time a different word is given this stronger stress.

1 Did you use to live in York? Suggests the meaning: (There are different opinions about this. What’s the truth?)

2 Did you use to live in York? Suggests: (I did. Or somebody else did. What about you?)

3 Did you use to live in York? Suggests: (But not now.)

4 Did you use to five in York? Suggests: (But maybe you worked somewhere else.)

5 Did you use to live in York? Suggests: (Not some other city.)

Disb Now listen to another sentence said with five different meanings. Match each sentence (1-5) with the correct suggested meaning (a-e).

1 He had a yellow jeep. a) (But not any more. Not now.)
2 He had a yellow jeep. b) (But nobody else did.)
3 He had a yellow jeep. c) (Not a car or any other kind of vehicle.)
4 He had a yellow jeep d) (Just one. Not several of them.)
5 He had a yellow jeep. e) (Not a red one or any other colour.)
b Linking /j/

The sound /j/ is used in rapid spoken English to link other sounds. The sound /j/ links words ending in /i:/ or /i/, e.g., she, he, I, we, my, boy, say, they, when the next word begins with a vowel. Listen to the examples then listen to six short interactions where this linking happens. Mark where you could hear linking /j/ in 1-6 below.

EXAMPLES I agree. He is here. The way-out.

1 A: Let’s play a card game. B: OK, I’ll deal.
2 A: That boy is very rude. B: Yes, he ought to be more polite.
3 A: Are those printouts of my emails? B: Yes, they are.
4 A: He always feels sad when he’s alone. B: I understand. I often do too.
5 A: Say it again, please. B: I said today is my eightieth birthday.
6 A: They all had a good cry at the funeral. B: There wasn’t a dry eye in the church.

Check your answers in the key. Then practise the interactions with a partner. Record your voices to compare your production of linking /j/ with the recording.

About you

Read these answers and answer T (True) or F (False) or D (Don’t know).

1 When you were three you used to dress yourself. ( )
2 When you were six months old you used to feed yourself. ( )
3 When you were a baby you used to be beautiful. ( )
4 When you were first at school you used to be stupid. ( )
5 When you were younger you used to really like music. ( )

Choose one of the statements, or make up a similar one, and ask somebody about it.

EXAMPLE When you were (ten) years old, did you use to like (cycling)?

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /j/.
UNIT 41 /h/ hat

- Have you ever been to a hospital?
- Yes. I wasn’t actually ill. But I used to play hockey, and I injured my hand. I had to go to Hill End Hospital.
- How did it happen?
- Oh, somebody just hit my hand very hard with a hockey stick.

1 Target sound /h/

To make the target sound /h/, push a lot of air out very quickly. Do not touch the roof of your mouth with your tongue. Listen and repeat: /h/.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no sound) ill</td>
<td>/h/ hill</td>
</tr>
<tr>
<td>is Tom ill in hospital?</td>
<td>Is Tom Hill in hospital?</td>
</tr>
</tbody>
</table>

eel heel
That’s a beautiful eel. That’s a beautiful heel.

and hand
Put your head and Put your head, hand, heart into it. heart into it.

old hold
old Mrs Smith’s hand. Hold Mrs Smith’s hand.

ear hear
She’s lost her earring. She’s lost her hearing.

islands highlands
I love the islands. I love the highlands.
Minimal pair words
Di8a a Listen and repeat the words.
Di8b b You will hear five words from each minimal pair. For each word, write 1 for no sound (sound 1) or 2 for /h/ (sound 2).
EXAMPLE Pair 1: 2, 2, 1, 2, 1

Minimal pair sentences
Di9a c Listen to the minimal pair sentences.
Di9b d Listen to six of the sentences and write 1 for no sound (sound 1) or 2 for /bl (sound 2).
Di9ae Sentence stress
Listen to the minimal pair sentences again. Notice that the speaker can choose to make any word the most important one for the meaning of a sentence, and to make that word more strongly stressed than the other words. When you are reading English books or newspapers a word that is much more strongly stressed than the others in a sentence is printed in italics or in bold italics. Notice this in the sound 1 sentence in Pair 3; Put your head and heart into it. The speaker does this to suggest the meaning: ‘not just your head but also your heart’, so the pronunciation of and changes. Here it is pronounced /aend/ when it is strongly stressed. It is usually weakly stressed, and pronounced /and/.

D20 f Tick the words a) or b) that you hear in the sentences.

1 a) eels □ b) heels □
2 a) and □ b) hand □
3 a) eye □ b) high □
4 a) art □ b) heart □
5 a) ow □ b) how □
6 a) air □ b) hair □

3 Dialogue
First practise the target sound /bl in words from the dialogue. Read the words aloud or visit the website to practice.
Hi he how has had have hit heard hope house horse Holly husband happened behind perhaps unhappy hospital horrible Helena
Read the dialogue and fill in the gaps. After each number there are two gaps. The first gap is a word starting with /h/. The second gap is a word starting with a vowel. Choose words from the box below. Number 1 has been done as an example.

having ambulance all hospital heard accident how he unhappy hit Helena ice-cream injured operation
UNIT 46  /n/ nose

- Hello ... Oh!... No, never... Nothing... No. Nobody... No, we didn’t... I’m not interested ... No, definitely not... No. I didn’t phone you ... No, I did not send you an email... No. Not in the least ... Can’t you take no for an answer? ... No, I don’t want to make a donation to anything. I haven’t any money. And please don’t phone me again.

Target sound /n/

d51 To make the target sound /n/, don’t close your lips. Put your tongue on the roof of your mouth. Touch your side teeth with the sides of your tongue. Use your voice. /n/ comes through your nose. Listen and repeat: /n/.

Minimal pairs f

Sound 1
/m/
mile
The mile is very old.
mine
This is mine.
mummy
He loves mummy.

Sound 2
/bl/
Nile
The Nile is very old.
nine
This is nine.
money
He loves money.
cone
I want a cone.
name
He’s proud of this name.
mane

Minimal pair words

d52a a Listen and repeat the words.
d52b b You will hear five words from each minimal pair. For each word, write 1 for /m/ (sound 1) or 2 for /bl/ (sound 2).

EXAMPLE Pair 1:  1,1,1,2,2
Minimal pair sentences

Listen to the minimal pair sentences.

Listen to five of the sentences and write 1 for /m/ (sound 1) or 2 for /n/ (sound 2)

Sentence stress

Listen to the minimal pair sentences again and match each pair with the stress patterns (a-e) below. The big circles are the strongly stressed words in the sentence and the small circles are the weakly stressed words.

EXAMPLE a) oooO Pair 4:1 want a comb, /1 want a cone,
a) oooO b) ooO c) oOoooO
d) oOooO e) ooOo

Notice that the weakly stressed words are said more quickly, and that the pronunciation of some words changes if they are weakly stressed, e.g. of /fɪv/ becomes /əɪfl/, is /zɛl/ becomes /bl/ or /oz/, a is pronounced /əʊ/.

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

1 a) combs  b) cones
2 a) mine  b) nine
3 a) name  b) mane
4 a) some  b) sun
5 a) warm  b) warn
6 a) money  b) mummy

3 Dialogue

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

no not near name noise Netting Hill morning manager avenue furnished unfurnished don’t want rent month friends pounds evening Northend apartment central inexpensive one can than down fifteen London Martin

In the following words bl is usually a syllable.

often station oven kitchen accommodation prison eleven forbidden television certainly thousand Nelson garden agency

First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-8) by choosing eight words from the list above (syllabic Inf).

At an accommodation agency

MARTIN: Good morning. My name is Martin Nelson. Are you the manager?

MANAGER: Yes, I am. How can I help you, Mr i ____________ ?

MARTIN: I want an apartment in central London.
MANAGER: No more than £1,000 a month.

MANAGER: We don't often have apartments as inexpensive as that. Not in central London. We have one apartment for £2,179 a month in Notting Hill. It's down near the 3 ________ in Northend Avenue.

MANAGER: Is it furnished?

MANAGER: No. It's unfurnished. The kitchen has no 4 ________. It's forbidden to use the 5 ________. No friends in the apartment after 6 ________ i the evening. No noise and no 7 ________ after 11.15 p.m. No ...

MARTIN: No thank you! I want an apartment, not a 8 ________ I

D55 c Listen to the dialogue again and check your answers.

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

4 Mini bingo game

D56 a Practise saying these numbers. Listen and repeat, paying attention to the sound /l/.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>7</th>
<th>11</th>
<th>9</th>
<th>10</th>
<th>13</th>
<th>17</th>
<th>15</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>

A

b Play in a group of five people. (A student studying alone can record the numbers, and then choose two of the boxes below.)

One person calls out the numbers above in any order. Take turns to call the numbers.

The others each choose one of the boxes A, B, C or D below.

Cross out each number in your box as it is called (or put a small piece of paper on top of each number as it is called).

The first person to cross out all their numbers wins.

A B C D

9 20 99 1 79 11 77 79 99 1 79 9

15 79 71 13 9 7 18 19 97 17 19 18

97 19 10 99 27 10 11 91 29 99 21 70

5 Spelling

9—T Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /l/.
UNIT 47  /r/ ring

-What are you doing in the holidays?
- I m thinking about going somewhere near Naples.
- Naples! How interesting! What are you planning to do there?
- Nothing much ... swimming... lying in the sun ... having a good time...... eating... dri king... just relaxing.
- Ah! How charming!

1 Target sound /g/
D57 To make the target sound /g/, touch the back of the roof of your mouth with the back of your tongue. Use your voice, /g/ comes through your nose. Listen and repeat; /g/.

2 Minimal pairs A O

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/n/</td>
<td>/o/</td>
</tr>
<tr>
<td>win</td>
<td>wing</td>
</tr>
<tr>
<td>what a win!</td>
<td>what a wing!</td>
</tr>
<tr>
<td>thin</td>
<td>thing</td>
</tr>
<tr>
<td>why this thin?</td>
<td>why this thing?</td>
</tr>
<tr>
<td>ban</td>
<td>bang</td>
</tr>
<tr>
<td>Ban the book.</td>
<td></td>
</tr>
<tr>
<td>ran</td>
<td>rang</td>
</tr>
<tr>
<td>They ran for an hour.</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td>rung</td>
</tr>
<tr>
<td>She has never run before.</td>
<td></td>
</tr>
<tr>
<td>Ron</td>
<td>wrong</td>
</tr>
<tr>
<td>is it Ron?</td>
<td>Is it wrong?</td>
</tr>
</tbody>
</table>
Minimal pair words
D58a a Listen and repeat the words.
D58b b You will hear five words from each minimal pair. For each word, write 1 for /η/ (sound 1) or 2 for /ν/ (sound 2).
EXAMPLE Pair 1: 2,1,1, 2,1

Minimal pair sentences
D59a c Listen to the minimal pair sentences.
D59b d Listen to six of the sentences and write 1 for /ν/ (sound 1) or 2 for /η/ (sound 2)
D59a e Sentence stress
Listen to the minimal pair sentences again and underline the sentence stress (on page 168).
EXAMPLE What a vvun!

Minimal pairs B
Sound 1 Sound 2
/οκ/ /ο/
wink wing
I'll give you a wink. I'll give you a wing.

sink sing
He's sinking. He's singing.

rink ring

stink sting
what a terrible stink! What a terrible sting!

bank bang
Bank it quickly. Bang it quickly.

Minimal pair words
D60a a Listen and repeat the words.
D60b b You will hear five words from each minimal pair. For each word, write i for /οκ/ (sound 1) or 2 for /ιι/ (sound 2).
EXAMPLE Pair 1: 2,2,1,1, 2

Minimal pair sentences
D61a c Listen to the minimal pair sentences.
D61b d Listen to five of the sentences and write 1 for /νη/ (sound 1) or 2 for /ν/ (sound 2)
Sentence stress

0—TT D6iae Tstsf in to the minimal pair sentences again cind underline the sentence stress (on page 169).

EXAMPLE rU give you a wing.

D62 f Tick the words a), b) or c) that you hear in the sentences.

1 a) Ron □   b) wrong □
2 a) ran □   b) rang □
3 a) sinks □   b) sings □
4 a) win □   b) wink □   c) wing □
5 a) ban □   b) bank □   c) bang □
6 a) sinners □   b) sinkers □   c) singers □

3 Dialogue

a First practise the target sound /rj/ in words from the dialogue. Read the words aloud or visit the website to practise, ring strong string King Lang morning evening something interesting

/rj/: pink drink thinking Duncan /gg/: fingers Angus

verb + ing: hanging ringing singing banging bringing putting talking whispering shouting standing saying going doing holding helping walking getting sleeping nuining happening.

D63 b Correction

There are nine items to change in the dialogue. First listen to the dialogue, paying attention to the target sound. Then read the dialogue and listen at the same time. Make the words the same as the recording.

Noisy neighbours

(Duncan King is lying in bed trying to sleep. Sharon King is standing near the window watching the neighbours, Angus and Susan Lang.)

DUNCAN KING: (angrily). Bang! Bang! Bang! Sharon! What are the Langs doing at nine o’clock on Sunday morning?

SHARON KING: Well, Angus Lang is talking, Duncan.

DUNCAN KING: Yes, but what’s the banging noise, Sharon?

SHARON KING: (looking out of the window) Angus is standing on a ladder and banging some nails into the wall with a hammer. Now he’s hanging some strong string on the nails.

DUNCAN KING: And whafs Susan Lang doing?

SHARON KING: Susan’s bringing something interesting for Angus to drink Now she’s putting it under the ladder, and ... Ohh!
UNIT 47 /a/ ring i 171

DUNCAN KING What’s happening?
SHARON KING The ladder’s going ...
DUNCAN KING What’s Angus doing?
SHARON KING He’s holding the string in his fingers and he’s shouting to Susan.
DUNCAN KING And is Susan helping him?
SHARON KING No. She’s running to our house. Now she’s ringing our bell.

RING! RING! RING!

DUNCAN KING I’m not going to answer it. I’m sleeping.

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

4 Intonation

0—ir D64 a Practise these WH questions and statements with the intonation going down. Talk about the pictures. Listen and respond, like the example.

EXAMPLE

A: What’s Sharon doing?
B: She’s looking out of the window.

Sharon King

A

b Practise in pairs, as in the example above.

5 Spelling

i>—ff Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /g/.
UNIT 48 /l/ letter

- Do you like marshmallows?
- Yes, they’re lovely. But I also like lollipops. How about you?
- I like lollipops too. But what I really like is chocolate and vanilla ice cream.
- Mmm!

1 Target sound /l/

D65a a First practise the sound M (see page 165). Listen and repeat.
D65b b To make the target sound /l/, the air goes over the sides of your tongue and out of your mouth. Listen: /l/.
D65c c Listen and repeat both sounds: Ini and /l/.

2 Minimal pairs

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ini</td>
<td>/l/</td>
</tr>
<tr>
<td>no</td>
<td>low</td>
</tr>
<tr>
<td>night</td>
<td>light</td>
</tr>
<tr>
<td>nine</td>
<td>line</td>
</tr>
<tr>
<td>Jenny</td>
<td>jelly</td>
</tr>
<tr>
<td>snap</td>
<td>slap</td>
</tr>
</tbody>
</table>

We need no tables.
We need low tables,
It’s a bright night.
It’s a bright light
That nine is too long.
That line is too long.
I love Jenny.
I love jelly.
That’s a snapping noise.

Minimal pair words

D66a a Listen and repeat the words.
D66b b You will hear five words from each minimal pair. For each word, write 1 for bl (sound 1) or 2 for Ill (sound 2).
EXAMPLE Pair 1: 2, 1, 2, 1, 2
Minimal pair sentences

D67a c Listen to the minimal pair sentences.
D67b d Listen to five of the sentences and write 1 for /n/ (sound 1) or 2 for /l/ (sound 2)
D67a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 172).
EXAMPLE We need no tables.
D68 f Tick the words a) or b) that you hear in the sentences.

- 1 a) night □ b) light □
- 2 a) no □ b) low □
- 3 a) bin □ b) bill □
- 4 a) knot □ b) lot □
- 5 a) snow □ b) slow □
- 6 a) snacks □ b) slacks □

3 Dialogue

First practise the target sound /l/ in words from the dialogue. Read the words aloud or visit the website to practise, leg lunch like love later lettuce lovely Lily lemonade hello eleven melon nearly usually yellow Mrs CarpeUo please plate black Lesley glass left lamb slice o’clock early salad really jelly olives

D69 b First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1-10) by choosing the correct words from the box below.

glass left lamb slice o’clock early salad really jelly olives

Early for lunch at the office canteen

(Lesley is the cook. Lily CarpeUo is nearly always early for lunch.)

LILY: Hello, Lesley.

LESLEY: Hello, Mrs CarpeUo. You’re very i __________ for lunch. It’s only

   eleven 2 ________ .

LILY: When I come later there’s usually nothing 3 __________.

LESLEY: What would you like, Mrs CarpeUo?

LILY: Leg of 4 _____ , please.

LESLEY: And would you like a plate of 5_ __________? It’s lettuce with

   black 6 ________ .
LILY: Mm. Lovely. I 7 ________ like olives.

LESLEY: A 8 ________ of lemonade?

LILY: Yes, please. I'd like that. And I'd love a 9 ________ of melon and some of

that yellow lo ________.

D69 c Check your answers by listening to the dialogue again. Then practise
reading the dialogue aloud. Record your voice to compare your
production of the target sound with the recording.

4 Final /1/ and /1/ before a consonant: /ll/ ball

-Tell me about your Uncle Phil, Carol.

-Well, he's small. And he's old and wrinkled ...

and he smiles ... and he travels all round the

world with his twelve animals. And he sells

beautiful jewellery.

- What a very unusual uncle!

D70 a Notice that /1/ sounds a little
different when it comes at the end

of a word or before a consonant.

To make this /1/ sound, move the

back of the tongue up towards

the roof of the mouth. Listen:

/1/ ball. Listen and repeat: /1/ ball.

Dialogue

First practise this /1/ sound in words from the dialogue. Read the words
aloud or visit the website to practise.

/ll/ at the end of a word
Bill tell I'll Paul fall pull small

/1/ before a consonant
help difficult fault spoilt child holding salesman myself always

Syllabic /1/ - each /ll/ sound is a syllable
litde uncle careful special bicycle sensible beautiful
gentleman

D71 c Read the dialogue and fill the gaps (1-6) by choosing the correct words
from the list above (syllabic /1/). Then listen to the dialogue and check
your answers.
A spoilt little boy in a bicycle shop

PAUL: what a l________ bicycle!

UNCLE BILL: Paul! Be 2________

SALESMAN: Excuse me, sir. This child is too small to ride this bicycle. It's a very difficult bicycle to ...

UNCLE BILL: Be careful, Paul!

PAUL: You always tell me to be careful. Don't help me. I won't fall.

SALESMAN: But, sir. This is a very 3________ bicycle. It's ...

PAUL: Don't pull the bicycle. Uncle Bill. I'll do it myself.

UNCLE BILL: Be 4________, Paul. This 5________ says it's a ...

(Paul falls)

PAUL: It was Uncle Bill's fault He was holding the 6________.

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

D72 e Intonation in exclamations

Practise exclamations about the pictures below. Listen and respond, like the example.

EXAMPLE What a tail gentleman!

gendeman

needle candle apple child

bottle table hospital penncU bicycle

beautiful wonderful comfortable unusual uncomfortable

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /1/. 
UNIT 49 /r/ rain

-Would you like to come rowing with me and Caroline on Friday?

-Yes, but I’m terribly busy writing, Rachel...

-Oh come on, Blake, take a break! You need to relax. Remember the last time we went rowing. ‘Row, row, row your boat gently down the stream. Merrily, merrily, merrily, merrUy, life is but a dream.’

-Oh, all right. ‘Row, row, row your...’

1 Target sound /r/

D73 To make the target sound /r/, turn the tip of your tongue up as in the picture. Do not touch the roof of your mouth with your tongue. The sides of your tongue should touch your top back teeth. Listen and repeat: /r/.

2 Minimal pairs O

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>/l/</td>
<td>/r/</td>
</tr>
<tr>
<td>long</td>
<td>wrong</td>
</tr>
<tr>
<td>It’s the long road.</td>
<td>It’s the wrong road.</td>
</tr>
<tr>
<td>light</td>
<td>right</td>
</tr>
<tr>
<td>Is it light?</td>
<td>Is it right?</td>
</tr>
<tr>
<td>load</td>
<td>road</td>
</tr>
<tr>
<td>It’s a long load.</td>
<td>It’s a long road.</td>
</tr>
<tr>
<td>jelly</td>
<td>Jerry</td>
</tr>
<tr>
<td>Do you like jelly?</td>
<td>Do you like Jerry?</td>
</tr>
<tr>
<td>fly</td>
<td>fry</td>
</tr>
<tr>
<td>I’d like to fly it.</td>
<td>I’d like to fry it.</td>
</tr>
<tr>
<td>glass</td>
<td>glass</td>
</tr>
<tr>
<td>There’s some glass.</td>
<td>There’s some glass.</td>
</tr>
</tbody>
</table>
Minimal pair words
D74a a Listen and repeat the words.
D74b b You will hear five words fi-om each minimal pair. For each word, write 1 for /1/ (sound 1) or 2 for /r/ (sound 2).
EXAMPLE Pair 1: 1,1, 2, 2, 2

Minimal pair sentences
D75a c Listen to the minimal pair sentences.
D75b d Listen to six of the sentences and write 1 for /1/ (sound 1) or 2 for /r/ (sound 2).

D75ae Sentence stress
Listen to the minimal pair sentences again and match each pair tvith one of the stress patterns (a-f) below. The big circles are the strongly stressed words in the sentence and the small circles are the weakly stressed words (or syllables).
EXAMPLE a) ooOO (Pair 1) It’s the long road. / It’s the wrong road, a) ooOO b) OoO c) ooO d) ooOO e) oOoOo f) oooOo Notice that the weakly stressed words are said more quickly, and this changes the pronunciation, e.g. to and do are pronounced /to/ and /da/. D76 f Tick the words a) or b) that you hear in the sentences.

1 a) long □ b) wrong □
2 a) jelly □ b) Jerry □
3 a) glass □ b) grass □
4 a) collect □ b) correct □
5 a) lane □ b) rain □
6 a) flea □ b) free □

3 Dialogue
© a First practise the target sound /r/ in words from the dialogue. Read the words aloud or visit the website to practise.
Rose Ruth Ruby really Russia railway Roland very Jerry parent Lara lorry married Europe cleverest America proud pretty library librarian waitress central restaurant countries Austria Australia interesting electrician children drive secretary grown up Greece France everywhere
Listen to the dialogue, paying attention to the target sound.

A proud parent

LARA: Are all the children grown up now, Ruth?
RUTH: Oh, yes, Lara. Ruby is the cleverest one. She’s a librarian in the public library.
LARA: Very interesting. And what about Laura?
RUTH: She’s a secretary at the central railway station.
LARA: And what about Rose? She was always a very pretty child.
RUTH: Rose is a waitress in a restaurant in Paris. She’s married to an electrician. LARA:
And what about Jerry and Roland?
RUTH: Jerry drives a lorry. He drives everywhere in Europe.
LARA: Really? Which countries does he drive to?
RUTH: France and Austria and Greece and Russia.
LARA: And does Roland drive a lorry too?
RUTH: Oh, no. Roland is a pilot, Lara.
LARA: Really? Which countries does he fly to?
RUTH: Australia and America.

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

Intonation

Finish these sentences about Mrs Reed’s children. Find the answers in the dialogue above. Practise intonation going up in the unfinished part of the sentence, and down when the sentence finishes.

EXAMPLE Ruby isn’t a train driver - she’s a librarian.

1 Jerry isn’t an electrician - _____________________________
2 Rose isn’t a secretary - _____________________________
3 Roland isn’t a photographer - _____________________________
4 Laura isn’t a waitress - _____________________________

5 Ruby isn’t a lorry driver - _____________________________

Silent /r/

When there is no vowel following it, /r/ is silent. This ‘rule’ only applies to some speakers of English, e.g. in south-east England, South Africa, Australia. But many native speakers always pronounce /r/, e.g. in southwest England, Scotland, America. So you may choose to omit this exercise if you are learning a variety of English where /r/ is always pronounced.
Listen to this conversation while reading it silently. Notice that every letter ‘r’ is silent. Then practise reading the conversation aloud.

In the airport

ANNOUNCER: R.T. Airways flight number four four seven to New York will depart later this afternoon at 16.40 hours.

DR DARLING: Wonderful! I'm going to the bar to order some more German beer.

MR MARTIN: Where's the bar?

DR DARLING: It's upstairs. There's a bookshop too. And a supermarket. This is a marvellous airport!

MR MARTIN: Oh dear! I wanted to get to New York earlier.

Ah! Here's an air hostess.

Excuse me. I don't understand. Has there been an emergency?

AIR HOSTESS: Oh, ПО, sir. There's just a storm, and the weather forecast says it will get worse. So the plane will leave a little later this afternoon.

MR MARTIN: Are you sure?

AIR HOSTESS: Oh, yes, sir. Our departure time is at 4.40 this afternoon.

5 Spelling

&—r

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /r/.
UNIT 50 REVIEW

Card game: Pick up pairs

Photocopy and cut out cards from all minimal pairs in units 45-49.
Shuffle the cards and deal them face down all over the table.
Turn over any two cards and read their sentences aloud. If they are minimal pairs, you keep them and you continue playing.
If these two cards aren’t minimal pairs, turn them face down again and the next person plays.
Collect as many minimal pairs as you can in a time limit, e.g. 10 minutes.

TEST

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

D80 1 For each line (1, 2, 3, 4, 5), first listen to the whole line, then circle the one word (or part of a word) that is said twice. Meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk *. Incomplete words have the rest of the word written in brackets, e.g. par(agraph).

<table>
<thead>
<tr>
<th></th>
<th>/m/</th>
<th>/n/</th>
<th>/ŋ/</th>
<th>/l/</th>
<th>/r/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pam</td>
<td>pan</td>
<td>pang*</td>
<td>pal</td>
<td>par(agraph)</td>
</tr>
<tr>
<td>2</td>
<td>Mum</td>
<td>Mon (day)</td>
<td>mung*</td>
<td>mull</td>
<td>Murr(ay)</td>
</tr>
<tr>
<td>3</td>
<td>some</td>
<td>sun</td>
<td>sung</td>
<td>sull(y)*</td>
<td>Surr(ey)</td>
</tr>
<tr>
<td>4</td>
<td>Tim</td>
<td>tin</td>
<td>ting*</td>
<td>till</td>
<td>tyr(anny)</td>
</tr>
<tr>
<td>5</td>
<td>my</td>
<td>nigh*</td>
<td>-</td>
<td>lie</td>
<td>rye</td>
</tr>
</tbody>
</table>

Score / 5

2 Circle the words with the same consonant clusters as 1-2.

1 bread

2 wings
3 **Sound maze**

All the words in this maze can be pronounced with a syllabic consonant, e.g. *tabled*, *station(n)*, *Adam(m)*. You can only cross to a square that has syllabic /\pi/.

<table>
<thead>
<tr>
<th>Begin here 1</th>
<th>Finish here 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>minimal</td>
</tr>
<tr>
<td>eleven</td>
<td>1</td>
</tr>
<tr>
<td>forbidden</td>
<td>system</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>prison</td>
<td>rhythm</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>certainly</td>
<td>kitchen</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>bottom</td>
<td>curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score /10

4 **Syllabic /1/ and /m/**

From the maze in 3 above, list five words with syllabic /1/ and five words with syllabic /m/. (Score half a mark per item.)

Syllabic /1/ , , , ,

Syllabic /m/.

Score /5

Total score / 30
Additional review task using dialogues from Units 45-49

<table>
<thead>
<tr>
<th>Unit</th>
<th>Target sound</th>
<th>44</th>
<th>45</th>
<th>46</th>
<th>47</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>/lm/</td>
<td>/n/</td>
<td>/Q/</td>
<td>/l/</td>
<td>/ɾ/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mouth</td>
<td>nose</td>
<td>ring</td>
<td>letter</td>
<td>rain</td>
</tr>
</tbody>
</table>

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

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

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

Card game: Overview minimal pairs snap

Photocopy and cut out cards from all minimal pairs in Units 1-49, or from "" units you have had difficulty with.

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

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

Collect all the cards you can in a time limit, e.g. ten minutes.

TEST

D81 1 For each line (1, 2, 3, 4, 5, 6, 7), first listen to the whole line, then circle the one word that is said twice. Meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English. This is shown by an asterisk*. Incomplete words have the rest of the word written in brackets, e.g. fou(nd).

<table>
<thead>
<tr>
<th></th>
<th>/r/</th>
<th>/s/</th>
<th>/l/</th>
<th>/Λ/</th>
<th>/o/</th>
<th>/u/</th>
<th>/l/</th>
<th>/ei/</th>
<th>/е/</th>
<th>/i/</th>
<th>/t/</th>
<th>/t/</th>
<th>/m/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>beat</td>
<td>bit</td>
<td>bet</td>
<td>bat</td>
<td>but</td>
<td>Bart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>cod</td>
<td>cord</td>
<td>could</td>
<td>cooed</td>
<td>curd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3A</td>
<td>Ipl</td>
<td>1bl</td>
<td>/tl/</td>
<td>Led</td>
<td>/k/</td>
<td>I0l</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3I</td>
<td>B</td>
<td>T</td>
<td>D</td>
<td>key</td>
<td>ghee*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>so</td>
<td>zo(ne)</td>
<td>show</td>
<td>-</td>
<td>cho(sen)</td>
<td>Joe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>fee</td>
<td>V</td>
<td>we</td>
<td>ye*</td>
<td>he</td>
<td>the(sis)</td>
<td>thee*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Pam</td>
<td>pan</td>
<td>pang*</td>
<td>pal</td>
<td>par(agraph)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Intonation**

Draw the correct intonation arrow (\_/ or "X") in each box.

1. QF end of statement / WH question / command / ‘agreement’ tag / less friendly / new information
2. Q Yes/No question / unfinished statement / surprised / ‘unsure’ tag / friendly / old information

**English sounds**

The purpose of this exercise is not to teach you how to make English sounds, but to give you an overview from a different perspective of how English sounds are made.

Match the sounds in A (1-7) with the descriptions in B (a-g) of how to make the sounds. The first has been done as an example.

### A

**Vowels**

1. iill /ɪː/ /aː/ /uː/ /əː/-
2. hi Id M bl bl bl lol
3. lid hid led leil loil lai

**Consonants**

4. /p/ /b/ /t/ /d/ /k/ /g/ /tʃ/ /dʒ/
5. /f/ /v/ /ʃ/ /s/ /z/ /ʒ/ /h/
6. /ɪ/ ljl /w/
7. Inl Ini /ɡ/ 1Y

### B

a) ‘diphthongs’ - made of two vowel sounds
b) ‘long vowels’ - a longer sound
c) ‘short vowels’ - a shorter sound
d) ‘nasals’ - air coming through the nose
e) ‘lateral’ - air coming around the sides of the tongue
f) ‘approximants’ - air moving between two parts of the mouth which are not so close to each other
g) ‘plosives’ or ‘stops’ - air released suddenly
h) ‘affricates’ - air released slowly
You can use this mask to just look at the minimal pair pictures and really listen to the sounds first.

You can also revise difficult sounds using the mask.

(e.g. 1 Mask on - listen and repeat. 2 Mask off - read aloud.
3 Mask on - remember and say aloud. 4 Mask off - read aloud to check.)
Diagnostic Test A: Answers and interpretation

Section 1
On the Result sheet (page xii) place a cross against any items that were incorrect or had a question mark or no answer was written. This indicates work on these sounds may be needed.
Check in the List of likely errors on the website (http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905).

Same (la, 5c, 8b, 9b, 12b, 15b, 17b, 18b, 19b, 24a)
Different (all other items)

Section 2
1 up  2 down  3 down  4 up
5 up  6 up  7 down  8 down
9 up  10 down
Errors in this section indicate that work on intonation may be needed. Check for this aspect of pronunciation in the List of likely errors.

Section 3
1 mistake  2 English  3 away  4 lemonade
5 conversation
Errors in this section indicate that work on word stress may be needed. Check for this aspect of pronunciation in the List of likely errors.

Section A Vowels

Making English sounds

1 1 The first sound is a diphthong. All the others are short vowels.
  2 The second sound is a short vowel. All the others are diphthongs.
  3 The first sound is a short vowel. All the others are long vowels.

2 lb 2c 3d 4a

3 lb 2a 3d 4e 5c 6g 7f 8i 9h
UNIT 1 /i:/ sheep

3c 1 Peter 5 2 cheese 6 3 beef 7 4 please 8
beef 9 eat 10 three tea me
teas


4d Yes, it’s Chinese. It’s Chinese tea.
Yes, it’s Japanese. It’s Japanese seaweed.
Yes, it’s Balinese. It’s Balinese ice cream.
Yes, it’s Vietnamese. It’s Vietnamese rice.
The sound /i:/ is usually written with the letters ‘ee’ (three, sweet), ‘ea’ (eat, speak), ‘e’ (be, these). Some other spellings: ‘i’ (policeman), ‘eo’ (people), ‘ei’ (ceiling), ‘ie’ (piece).

UNIT 2 III ship

2b Pair 2: 2, 2, 1, 2,2
Pair 3: 1,1, 2, 1,2
Pair 4: 1,2, 2, 1, 1
Pair 5: 2, 2, 1, 1, 1
Pair 6: 2, 2, 1, 2,1

2d 1(2) 2(1) 3(2) 4(1) 5(2) 6(2)

2e Pair 1: Look out for that sheep! Look out for that ship!
Pair 2: Stop it leaking! Stop it licking!
Pair 3: What lovely cheeks! What lovely chicks!
Pair 4: This peel’s got vitamin C in it. This pill’s got vitamin £ in it.
Pair 5: Throw out that hean. Throw out that bin.
Pair 6: He’s going to leave. He’s going to live.

2f 1 a - He wants a sheep for his birthday.
2b- That’s a very small bin.
3b- Look at these chicks.
4 a - That’s a cheap machine.
5 a - What a high heel!
6b- Don’t eat that pill.

3c 1 festival 2 prize-winning 3 interesting 4 chimpanzees
5 gymnastics 6 History 7 terrific 8 beginning
4c  1 No, not forty - fourteen.
    2 No, not ninety - nineteen.
    3 No, not sixty - sixteen.
    4 No, not eighty - eighteen.
    5 No, not thirty - thirteen.

5 The sound /i/ is usually written with the letter ‘i’ (finish, window), and with
the letter ‘y’ at the end of a word (very, study).
Some other spellings: ‘e’ (example, because), ‘u’ (minute), ‘ee’ (coffee), ‘ay’
(Monday).

UNIT 3 /e/ pen

2b  Pair 2:  1,2,2, 1,2
    Pair 3: 2, 1,1,2, 1,2
    Pair 4: 1, 1,2, 1,2
    Pair 5: 1,1,2, 1,1
    Pair 6: 1,2,2, 1,2 (1)

2d  1 (1)  3 (2)  4 (2)  5 (2)  6 (1)

2e  Pair 1: I need a pin./I need a pen.
    Pair 2: That’s my Bill./That’s my Ben.
    Pair 3: It’s a big tm./It’s a big ten.
    Pair 4: Where’s the pig?/Where’s the peg?
    Pair 5: There’s the Bill./There’s the bell.
    Pair 6: She wants a chick./She wants a cheque.

2f  1 a - Give me another pin, please.
    2 b - There’s a peg over there.
    3 a - I’ll just sit the alarm clock on this shelf.
    4 a - I’ll just sit the alarm clock on this shelf.
    5 b - He needs a new desk.
    6 b - She’ll just peck at her food.

3a  Jealous (2) help (1) everybody (4) any (2)   bench (1)   Kevin (2)
    America (4) Mexican (3) Emily (3)   Ben (1) very (2)   bread (1)
    Eddie (2)

3c  Id 2b 3f 4a 5g 6e 7c

3d  except exercise ex’pect expe’dition ex’pel

4d  expenditure ex’pense expression extend
    The sound Id is usually written with the letter ‘e’ (pen, hotel).
    Some other spellings: ‘ea’ (heavy, ready), ‘a’ (any, many), ‘ie’ (friend),
    ‘ai’ (again).
UNIT 4 /æ/ man

2b Pair 2: 1, 2, 1, 1
Pair 3: 1, 1, 2, 2
Pair 4: 2, 1, 1, 2
Pair 5: 1, 1, 1, 2
Pair 6: 2, 1, 1, 2

2d 1(2) 2(1) 3(1) 4(2) 5(2) 6(1)

2e Look at the men. Look at the man.
I’m sending the table. I’m sanding the table.
It’s a lovely gem. It’s a lovely jam-
We had bread for lunch. We had Brad for lunch.

2f lb- I’ve bought a new pan.
2 a - Did you see the men?
3b- Did you say ‘and’?
4 b- I like the fatter cheese.
5 a - Don’t pet the dog.
6 a - These are bedclothes.

3a 1 c 2 a 3 b
1 b 2 c 3 a

3 b 2 /Amsterdam 3 /Iller 4 anchovy, salad sandwich
5 had, map, Africa, had, Saturday 6 bad, absent
7 passenger, Salvador, animals, antelope, alligator
8 crashed, back, advertising, angry 9 contracts, cancelled, management 10 have, back, travel, sacked

4c lb 2 c 3 a

5 The sound /æ/ is always written with the letter ‘a’ (angry, taxi).

UNIT 5 /a/ cup

2b Pair 2: 1, 1, 2, 1, 2
Pair 3: 1, 2, 1, 2
Pair 4: 2, 2, 1, 2, 1
Pair 5: 1, 1, 2, 1, 2
Pair 6: 2, 1, 1, 2, 2

2d 1(2) 2(1) 3(1) 4(2) 5(1) 6(2)

2e Pair 2: d) ooOooOo
Pair 3: c) ooOooO

There’s a hut in the garden. There’s a hal in the garden.
See the tracks on the road. See the trucks on the road.
Pair 4: b) ooOoo There’s a ban on it./There’s a bun on it.
Pair 5: a) oooO She’s got a hag./She’s got a bug.
Pair 6: e) oOooOo My ankle was injured./My uncle was injured.

2f
1 a - What a dirty cap!
2b - This hut is too small.
3b - There’s a black bug on the table.
4 a - They live in a mad house.
5 a - I hang my coat on the door.
6b - The children run quickly.

3c
1 nothing 2 honey 3 brother 4 other
5 lovely 6 does 7 month 8 worry
9 company 10 wonderful

4a IN 2A 3A 4N 5 A; words for statement: strong, down
5 The sound /a/ is usually written with the letter ‘u’.
Some other spellings: ‘oe’ (does), ‘ou’ (cousin), ‘o’ (many common words with the sound /a/ have this spelling, e.g. words in 3c above; others: love, above, onion, monkey, comfortable, gloves, coloured, London, money)

UNIT 6 /a:/ heart

Minimal pairs A
2b
Pair 2: 1, 2, 1, 2
Pair 3: 1, 1, 2, 2, 1
Pair 4: 2, 1, 2, 2, 1
Pairs: 1, 1, 1, 2, 2

2d
1(2) 2(1) 3(1) 4(2) 5(1)

2e Pair 1: What a lovely cap! / What a lovely carp!
Pair 2: He touched his hat./He touched his heart.
Pair 3: It’s a farm gat-/It’s a farm cart.
Pair 4: There’s a ban on it./There’s a barn on it.

Minimal pairs B
2b
Pair 2: 2, 2, 1, 2
Pair 3: 2, 1, 2, 1
Pair 4: 1, 1, 2, 2, 1
Pair 5: 2, 1, 2, 1, 1

2d
1(1) 2(1) 3(2) 4(1) 5(2)

2e Pair 1: What a beautiful cup!/What a beautiful carp!
Pair 2: There’s a problem with my hut. / There’s a problem with my heart. Pair
3: He covered his cul. / He covered his cart.
Pair 4: What’s in that bun? / What’s in that barn?
Pair 5: ‘Come down’, she said. / ‘Calm down’, she said.

2f 1 c - He’s broken my heart.
   2 b - That’s a bad cut.
   3 a - I gave him a cap.
   4 b - There’s a mouse in this barn.
   5 a - Why don’t you come down?
   6 a - I don’t like Patty’s.

3c 1 marvellous 2 fantastic 3 smart 4 fabulous 5 attractive

5 The sound /a:/ is usually written with the letter ‘a’ (father, ask).
   Some other spellings: ‘au’ (aunt), ‘al’ (half), ‘ear’ (heart), ‘ar’ (star).

UNIT 7 Review

1 1 ban 2 bet 3 bud 4 peak 5 party
2 1 done, doesn’t, does, come, us
   2 half, arm, are, aren’t, can’t
   3 people, piece, these, she, need
3 2f 3d 4b 5a 6e
4 advertising understand Lebanon lemonade sandwich
   expensive sunglasses fantastic photograph guitar

Additional review task

Unit 1 cheaper, cheapest, eat. Marguerite’s, cheese, please, beef, tea, teas, me,
   three, Christina, Peter, Janine
Unit 2 interesting, films, evening, Mrs /misiz/, is, Kim, in, coming, cinema, it’s.
   Children’s, film, festival, ill. Bill, we’ve (weak form of we), tickets, prize-
   winning, children, listen, is it, gorillas, chimpanzees, Africa, six, Olympic,
   gymnastics, competitions, big. History, English, Cricket, terrific, pity, miss,
   kids, begins, fifty, minutes, quick, beginning.
Unit 3 friends, Emma, Ben, hello /hebu/ or /bə1əu/, Emily, Eddie, everybody,
   except, Adele, again /agen/ or /agem/, Kevin, Red, Peppers, terribly, yes,
   better, said, help, yourself, Mexican, bench, French, bread, shelf, get,
   lemonade, met, yet, very, friendly, spend, America, best, Kerrie, well,
   jealous, expensive, spent, everything, any, left
Unit 4 Aaron, Ajax Travel, Amsterdam, Mrs Allen, anchovy, salad, sandwich,
   contact, Anthony, map, Africa, had, Saturday, bad, habit, absent, passenger,
   San Salvador, animals, anteater, antelope, alligator, crashed, backup,
   advertising, programmes, angry, contracts, cancelled, management, have,
   come back, sacked
   Strong forms: He had to ...; He hadn’t done the ...; He doesn’t have to ...
doesn’t, love, honey, Duncan, nothing, unhappy, understand, much, untrue, cousin, Justin, brother, Dudley, funny, one, other. Hunter, lovely, unattractive, utter rubbish, does, just once, month, lunch, mustn’t, worry, company, just, shut up, wonderful

Note: but is usually pronounced with the weak form /bat/.

party, bar, laughing, garden, after dark, marvellous, Margaret, glass, Alana, Tara Darling, Markus Marsh, dancing, grass, stars, Bart, guitar, she can’t dance, dancer, photograph, Martin

Note: Strong forms: They are. Here you are.

UNIT 8 Id/ clock

2b Pair 2: 1,1,2, 1,2
Pair3: 2, 2, 1, 1,2
Pair 4: 1, 2, 2, 2, 1
Pair 5: 1,2,1,2,2
Pair 6: 2, 2, 1, 2, 1

2d 1 (2) 2 (1) 3 (1) 4 (2) 5 (1) 6 (1)

2e Pair 2: b) oooOO He’s got a white cat./He’s got a white cot.
Pair 3: a) OooO Look for the fax./Look for the
Pair 4: e) OooOo Put it in a sack./Put it in a sock.
Pair 5: d) OoOoO Turn that lap slowly./Turn that top slowly.
Pair 6: c) ooOoO I can see their backs./I can see their box.

2f lb - What a pretty little cot!
2 a - He tried to put his head in a sack.
3b- The top was made of ihetal.
4 a - Which Pat do you want?
5 a - I liked the baddie in that film.
6 b - Write in block letters.

3c 1 horrible 2 soft 3 strong 4 hot
5 long 6 popular

4b 2 “Чь boxes (command)
3 /hot, Mrs Wong (suggestion)
4 -Swashing machine, Robin (suggestion)
5 “4office (command)
6 shops, Oscar (suggestion)
7 doctor, Bronwen (suggestion)

The sound /о/ is written with the letter ‘о’ (on, stop).
Some other spellings: ‘а’ (want, what), ‘au’ (because).
UNIT 9 /æ:/ ball

2b Pair 2: 2, 2, 1, 1, 1
Pair 3: 1, 1, 2, 1, 2
Pair 4: 1, 2, 1, 2, 1
Pairs: 2, 2, 2, 1, 1
Pair 6: 2, 1, 1, 2, 1

2d 1(2) 2(2) 3(1) 4(2) 5(1) 6(1)

2e Pair 1: Is your name Don?/Is your name Dawn?
Pair 2: This cod was in the sea./This cord was in the sea.
Pair 3: He was shot./He was short.
Pair 4: It’s a small port./It’s a small port.
Pair 5: Look for the fox./Look for the forks.
Pair 6: I don’t like these spots./I don’t like these sports.

2f lb- My doctor doesn’t like these sports.
   2a - These pots are very dirty.
3b - Look at that white cord on the water.
   4a - Mr Smith was shot.
   5a - The lion walked towards Tom and Rod.
   6a - I said, 'What a dog!'

4b 1 In the drawer? 2 It’s too warm?
3 Georgia? 4 Forty-five forks?
5 A horse? 6 At four in the morning?
7 Orlando? In New York? 8 My fault?

5 The sound hi! is written with the letter ‘aw’ (Dawn), ‘or’ (cord), ‘a’ (ball),
   ‘augh’ (daughter).

UNIT 10 /ɒ/ book

2b Pair 2: 1, 2, 2, 1, 1
Pair 3: 2, 2, 2, 1, 1
Pair 4: 2, 1, 2, 1, 1
Pair 5: 1, 1, 2, 1, 2

2d 1(1) 2(2) 3(1) 4(2) 5(2)

2e Pair 2: you
Pair 3: I’ll
Pair 4: around
Pair 5: me
lb - That cook is very noisy.
2 a - Lock it up carefully.
3 a - He’s my godfather.
4 a - How do you spell ‘cod’?

The sound /u/ is usually written with the letters ‘oo’ (foot, good) or ‘u’ (push, put).
Other spelling: ‘o’ (woman).

UNIT n /ui/ boot

1(2) 2(1) 3 4(1) 5(1)

waterproof boots a
wind-proof jacket
childproof containers
an ovenproof dish a
waterproof coat a
bullet-proof vest

1 a - Look, I want you to come here.
2 a - That’s full.
3a- Did you say ‘Puli’?
4b- That’s a foolish skirt.
5 b - He wooed Mary.

MISS LUKE: (4) noon, learn, cook, soup
(5) turn, pu, look, III,
LUCY: (2) cuse. Luke
MISS LUKE: (1) )fes
LUCY; (2) chew, shoe
MISS LUKE: (5) who, chew, floor, you, Lu
LUCY: (2) Np, SU
MISS LUKE; (1) Who
LUCY: (2) Su, Duke
SUSAN: (3) me, StU, lu
JULIE; (1) you
SUSAN: (8) was, me, my. mouth’s, full, chew. Look. Luke
JULIE: (4) Stop, hair. Su, you SUSAN: m YOU JULIE: m YOU
MISS LUKE: (11) use, me, you, two, tin, rude, stay, school, stand, go. pool
The sound /u:/ is usually written with the letters ‘u’ (music) or ‘oo’ (food).
Some other spellings: ‘o’ (do), ‘ou’ (you), ‘ui’ (fruit), ‘oe’ (shoe), ‘ew’ (new),
‘wo’ (two), ‘ough’ (through).

UNIT 12 /ɜ:/ girl

Minimal pairs A

Pair 2: 1,2, 2, 2, 1
Pairs: 1,1,2,2, 1
Pair 4: 1,2,2, 1,2
1(1) 2(2) 3(1) 4(1)

Pair 1: She’s got four./She’s got fur.
Pair 2: It’s a torn sign./It’s a turn sign.
Pair 3: 1 wouldn’t like warm soup./I wouldn’t like worm soup.
Pair 4: He’s a fast walker./He’s a fast worker.

Minimal pairs B

Pair 2: 1,1, 2, 1, 2
Pairs: 1,1,1,2, 2
Pair 4: 2,2, 1,2, 1
1(1) 2(2) 3(1) 4(2)

Pair 1: The sign says ten./The sign says turn.
Pair 2: Look at it, Ben./Look at it burn.
Pair 3: It’s a colourful bed./It’s a colourful bird.
Pair 4: It’s the west wind./It’s the worst wind.

Minimal pairs C

Pair 2: 2, 2,1, 2,1
Pair 3: 1, 1,2,1,2
Pair 4: 1, 1,2, 2,2
1(1) 2 (2) 3 (2) 4(1)

Pair 1: Fabulous fun./Fabulous fern.
Pair 2: Look at that bun./Look at that bum.
Pair 3: That’s a tiny little bud./That’s a tiny little bird.
Pair 4: There’s a gull on the beach./There’s a gM on the beach.
196 Key

2f  1 a - That’s a very small bed.
     2b - He’s got a lot of buns.
3    a - That’s a very long ward.
4    a - Why don’t you walk faster?
5b - She always weeurs shirt dresses.
6b - His name’s John ... er ... Thomas, I think.

4b  2 not sure
    3 “4expects agreement
    4 _not sure
    5 expects agreement
6    expects agreement

5 The sound /ɔː/ is usually written with the letters ‘ur’ (turn), ‘or’ (worm), ‘ir’ (bird) or ‘er’ (fern).

UNIT 13 /ə/ a camera

3c  1a 2b 3b 4b 5a 6b
4b   A: I’m going ta tha library.
    B: Can ya buy samething fa me at the newsagant’s?
    A: Bat the newsagant’s is a mile fram tha library
    B: No. Not that newsagant’s. Not tha one that’s next ta tha
    fish and chip shop. I mean tha one that’s near tha butchars.
    A: Oh, yes. Well, what da ya want?
    B; Same chocolates and a tin af sweets and an address book.
5    The sound /ə/ is usually written with the letters ‘a’ (again, woman), ‘o’
    (today, police), ‘e’ (open, quiet), ‘er’ (water, mother).
    Some words have the sound /ə/ when they are weakly stressed in a
    sentence, and are written with ‘a’ (am, a, an, and, as, at, shall), ‘o’ (for, firom,
    of, to) and ‘e’ (the, them).

UNIT 14 REVIEW

1  1 pull 2 fall 3 could 4 word
2  1 were, burn, early, shirt, worst
    2 torn, water, all, four, talk
    3 shoe, two, through, super, do
    4 full, cook, would, look, good
3  1~4 2^-3"A/l ð/l 6"Ч

Additional review task

Unit 8 Onwash, wrong, Mrs Bloggs, want, holiday, horrible, job, washing, socks,
bottle, soft, strong, lots, hot, long, often, sorry, got, wants, popular
Unit 9 sports, report, four, morning. Roarers, football, York, Laura Short, reporter, airport, all, footballers, walking, towards, George Ball, awful, score, forty-four, four. Roarers, football, York, Laura Short, reporter, airport, all, footballers, walking, towards, George Ball, awful, score, forty-four, four.廊坊/ failt/ or /fblt/, forwards, always, felling, ball

Unit 10 book, Mr Cook, could, put, bookshelf, fell, cookery, shouldn’t [should here is the weak form /Jad/], look, took, foot, good
Note: room, bedroom can also be pronounced /ru:m/.

Unit 11 two, rudest, students, school, afternoon. Miss Luke, soup, computers, unit, twenty-two, excuse me, Lucy, chewing gum, shoe, who (strong form), threw, you (strong form), Susan Ouke, Julie, excuse, continue, rudeness, pool

Unit 12 worst, nurse, thirsty, hurts, dirty, shirts, work, early, er. Turner, weren’t (strong form), were (strong form), Thursday, Sherman, Sr Herbert, Colonel Burton, world

Unit 13 See Key for 4b on page 196.

UNIT 15 /ei/ male

2b

Pair 2: 1, 1,1,2,1
Pair 3: 2, 1,1, 2,1
Pair 4: 1,2,1,2,1 2,
Pairs: 2,1,1,2
Pair 6: 1,1,2, 2,1 2

2d

1(2) (1)  3  4 (2) 5 (1) 6 (1)
Pair 1; What an awful pen!/What an awful pain!
Pair 2: The dog’s in the shed./The dog’s in the shade.
Pair 3; It’s a difficult edge./It’s a difficult age.
Pair 4: Just wet./Just wait.
Pair 5: Test this food./Taste this food.
Pair 6; That’s Ill me much pepper./That’s too much paper.

2f

1 a - This student has a very bad pen.
2 a - Let’s sit in the shed.
3 a - Please give me some more pepper.
4b- The children were late out from school.
5 a - Her letter writing is very good.
6 a - Open the door and get ready to leave.

2

4b

3 Eighty-eight
4 Going away?
5 By plane?
6 To Spain?
7 Me?
The sound /ei/ is usually written with the letters ‘a’ (take), ‘ay’ (day) or ‘ai’ (wait).
Some other spellings: ‘ey’ (grey), ‘ea’ (break), ‘eigh’ (eight).

**UNIT 16 by fine**

2b Pair 2: 2, 2,1, 2,1
**PairS:** 1,1,2, 2,1 2,
Pair 4: 1, 2, 1, 2 1.
**PairS:** 1,2, 1,2 1, 2,
Pair 6: 2,1, 2 2(1)

2d 1 (2) 3(1) 4(2) 5(2) 6(1)
2e Pair 1: That was a **good** bar./That was a **good** buy.
Pair 2: What a noisy **bark**./What a noisy **bike**.
Pair 3: He **loves** his Pa./He **loves** his pie.
Pair 4: It’s got **two** R^./It’s got **two eyes**.
Pair 5: It’s a **cart**./It’s a **kite**.
Pair 6: **Check** the heart./**Check** the height.

2f 1 a -1 want a new cart.
2b- The old lady was dining.
3 a - What a big star!
4b- She has a good life.
5 a - This leather’s hard.
6 b - Do you like pie?

3c 1 nice 2 iced 3 type 4 bike 5 mobile 6 library 7 tonight 8 Friday 9 climbing 10 spider
The sound /ai/ is usually written with the letters ‘i’ (time) or ‘y’ (sky). Some other spellings: ‘igh’ (high), ‘ey’ (eye), ‘ie’ (lie), ‘uy’ (buy).

**UNIT 17 hi/boy**

2b Pair 2: 2, 1, 2, 2,2
**Pair3:** 1,1,2, 1,2
Pair 4: 2, 2,
1,1
**PairS:** 1,2, 2,1, 1

2d 1(2) 2(1) 3(2) 4 (1) 5 (2)
2e Pair 1: It’s all there. / It’s M there.
Pair 2: It’s a **ball** on his **head**./It’s a **boil** on his **head**.
Pair 3: **Look** at that golden **com**./**Look** at that golden **coin**.
Pair 4: The paper **tore**./The paper **toy**.
Pair 5: **Hear** the engine **roar**./**Hear** the engine. **Roy**.
2f 1  b - I found this coin in the garden.

2b- The little boy was boiling with anger.

3  a - Look! It's all on the floor.

4  a - Aw! You've broken that glass.

5b- He's a terrible boy.

6  a - Did you put all of it in the salad?

4a annoying unemployment oyster
employer appointment enjoy
poisonous destroyer ointment
moist embroidery toilet
disappointed join

4b Disappointed/ /disa'pomt id/ and unemployment have secondary stress on the first syllable. The main strong stress is on the third syllable.

The sound /iɪl/ is written with the letters ‘oi’ (noise) or ‘oy’ (boy).

UNIT 18 /æn/ house

2b  
Pair 2: 1,1, 2, 2, 1
Pair 3: 1,2,1,2, 1
Pair 4: 2,1, 2,1, 1
Pair 5: 1,1,2,1, 2

2d 1(2) 2(2) 3(1) 4(1) 5(1)

2e 
Pair 1: It's the best car./It's the best cow.
Pair 2: It was a long bar./It was a long bow.
Pair 3: Her hia was wrinkled./Her brow was wrinkled.
Pair 4: There's beautiful grass here./There's beautiful grouse here.
Pair 5: ‘Arch!’ he said loudly.‘Ouch!’ he said loudly.

2f 1 a - The bus drove into the car.

2 a - There’s a lot of grass near the farm.

3b- Her brow was white.

4 a - ‘Ha!’ he said loudly.

5b- ‘Ow!’ he said, ‘You hit me.’

6b- Near the mountain there is a little town.

pronouncing shouting: Calm S!t; town brown; down out; New? How?; on
the mountain in the town

4b 1c 2a 3b 4f 5d 6e

4d le 2c 3b 4a 5d

5 The sound /æn/ is written with the letters ‘ou’ (about) or ‘ow’ (down).
UNIT 19 /эи/ phone

Minimal pairs A
2b Pair 2: 1, 1, 2, 1, 2
        Pair 3: 2, 1, 1, 2, 2
        Pair 4: 1, 1, 1, 2, 2
        Pair 5: 1, 2, 2, 1, 2
        Pair 6: 2, 2, 1, 1, 2
2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (2)
2e Pair 1: It’s a large burn. / It’s a large bone.
        Pair 2: It’s a green fern / It’s a green phone.
        Pair 3: That’s my Bert / That’s my boat.
        Pair 4: work early / I woke early.
        Pair 5: He likes flirting / He likes floating.

Minimal pairs B
2b Pair 2: 1, 1, 2, 2
        Pair 3: 1, 2, 1, 2, 2
        Pair 4: 2, 2, 1, 1, 1
        Pair 5: 1, 1, 2, 2
        2
2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (1)
2e Pair 1: Gino’s caught / Gino’s coat.
        Pair 2: It’s a nought / It’s a note.
        Pair 3: We had a bought picnic / We had a boat picnic.
        Pair 4: It’s my jaw / It’s my Joe.
        Pair 5: Give me the ball / Give me the bowl.
2f 1 a - They have a nice green fern in the hall.
    2 a - You can have coffee. Or do you want tea?
    3b- It’s a very heavy bowl.
    4 a - Don’t burn the chicken.
    5 a - I walk early in the morning.
4a old: cold, sold, hold, told, gold
    hole: bowl, stole
4b Across: 1 lonely 2 won’t 3 no 4 go 5 pillow
   Down: 1 low 2 on 3 no 4 go 5 yeUow 5
   The sound /эи/ is usually written with the letters ‘o’ (go, old), ‘oa’ (boat) or
   ‘ow’ (know).
UNIT 20 /ɪə/ year

2b Pair 2: 1, 2, 2, 1
Pair 3: 2, 2, 1, 2
Pair 4: 1, 1, 2, 1
Pair 5: 2, 1, 2, 2

2d 1 (1) 2 (1) 3 (2) 4 (2) 6 (1)

2e Pair 1: That too big./That ear’s too big.
Pair 2: It’s a small bee./It’s a small beer.
Pair 3: This lea tastes salty./This tear tastes salty.
Pair 4: It’s an old pea /It’s an old pier.
Pair 5: He has a black bead./He has a black beard.

2f lb- I’ve just swallowed a beer.
  2 a - The tea fell on the floor.
  3 a - What a funny bead!
  4b- That’s a very unusual pier.
  5 a - There should be two ‘E’s and you’ve only got one.
  6 b- How are you, dear?

3 c 1 beer 2 year 3 clear 4 mountaineer 5 beard 6 beer 7 hear
  8 Cheers

4b He can hear^^us too.
    Dear^old Mrs Lear^is here^in the kitchen.
    This mountaineer^always spends some time each year^in the mountains.

5 The sound /ɪə/ is usually written with the letters ‘ea’ (dear, ear).
    Other spellings: ‘ere’ (here).

UNIT 21 /eə/ chair

2b Pair 2: 1, 2, 2, 1
Pair 3: 2, 2, 1, 2
Pair 4: 2, 1, 2, 1
Pair 5: 1, 1, 2
Pair 6: 2, 1, 2, 2

2d 1 (1) 2 (2) 3 (2) 4 (2) 5 (1) 6 (1)

2e Pair 1: The ear isn’t good./The air isn’t good.
Pair 2: It’s a sweet beer./It’s a sweet bear.
Pair 3: That’s an old pier./That’s an old pear.
Pair 4: How do you spell ‘hear’?/How do you spell ‘hair’?
Pair 5: That’s a tear./That’s a tear.
Pair 6: ‘Three cheers!’ he said./‘Three chairs!’ he said.
1 a - ‘Three cheers’, he said.

2b- There was a small bear on the table.

3 a - That’s a very big pier.

4 a - Look! It’s here.

5 a - Can I borrow your pen, please, Dan, dear?

6 b - He said her name but it wasn’t Claire.

4b There^it is.
They’re_under_a table.
I’ve looked everywhere^in the house.

5 The sound /eə/ is usually written with the letters ‘are’ (square) or ‘ere’ (where).
Other spellings: ‘eir’ (their), ‘ear’ (wear).

UNIT 22 REVIEW

1 1 buy b here c air
d weigh e toe

2 1 page, weight, pain
2 shy, frightened, sigh
3 how’s, owl, found
4 home, snow, though
5 their, they’re, stare

3 1 We’re looking for_a builder an architect, Adletiand Anderson.
2 Where are theiLOffices?
3 They’re over there, aren’t they?
4 Are you an engineejiOLan architect, Mr.Adler?
5 I’m a structural engineer_and this is Blair.Anderson, ouLarchitect.

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

Additional review task
Unit 15 railway, station, Mr Grey, waiting, train, late, ages, eight eighteen. Baker, afraid, made, mistake, timetable, changed, April, May, today, say
Unit 16 Heidi, Caroline, Nigel, typing, smiling. Hi, nice, silence, like, iced, ninety-nine, type, mind, Friday, bike, riding, sometimes, mobile, Riley, five, library, nineteen. High, bye, tonight, drive, climbing. Miles, right, behind, spider
Unit 17 Joyce Royal, Rolls Royce, noisy, employed, boy, Roy Coyne, noise, annoying, oil, pointing, boiling, spoilt, destroyed, disappointing, voice, toy, appointment
Unit 18 mouse, house, shouting, loudly, found, ow, down, frown, brown, round, around, lounge, ground, couch, now, out, how, upside down, somehow, town, Mrs Brown
Note: our, ours are also pronounced /aː/, /aːz/.
snow, October, Joe Jones, woke, ago, helb, oh, Joanna, window, no, cbxed, 
going, go, don’t, over, joking, OK, coat, snowball, throw, nose
bearded, mountaineer, Mr Lear, Austria, beer, here, dear, idea, year, 
atmosphere, cbar, windier, beard, nearly, disappeared, hear, cheers
pair, hairclips, Claire, they’re, carefully, everywhere, nowhere, anywhere, 
upstairs, downstairs, there, square, Mary, waring, hair, where’s, chair.
Section B Consonants

Making English sounds

1 1 unv. 2 unv. 3 v. 4 unv.
5 v. 6 unv. 7 v. 8 v.
9 unv. 10 v. 11 unv.

UNIT 23 /p/ pen

3c 2 pocket 3 potato 4 pepper 5 past 6 policeman
b stop c cup d help e dropped f upstairs

4a a pin a pencil a paper plate
a pen a postcard a pepper pot
a pear a picture a plastic spider
some soap a carpet a piano
a pipe a puppy an expensive present for Poppv
a spoon an apple

The sound /p/ is written with the letters ‘p’ (paper, shop) or ‘pp’ (happy, shopping).

UNIT 24 /b/ baby

2b Pair 2: 1,1,2, 1,2
Pair3: 1,1,2, 2, 2
Pair 4: 2, 2, 1,1,2
Pairs: 1,2, 1,1,2
Pair 6: 1,2,2, 1,2

2d 1(1) 2(1) 3(1) 4(2) 5(2)

2e Pair 1: It’s a useful pin./It’s a useful bin.
Pair 2: Pen, please!/fign, please!
Pair 3: Look at the yellow pear./Look at the yellow bear.
Pair 4: It’s an old cap./It’s an old cab.
Pair 5: What a lively pup!/What a lively pub!
Pair 6: Do you like Poppv/?Do you like Bobby?

2f lb- That’s a very small bin.
2 a - My friend’s name is Poppv.
3 a - That pup is very noisy.
4 a - It’s a pig house.
5b- Put it on the horse’s back.
6 a - What a lovely peach!
3c Bob job pub cab proverb

4b 1 handbag  2 football  3 ping pong ball  4 shopping bag
   5 hairbrush  6 paintbrush  7 postcard  8 birthday card
   9 policeman 10 postman

4c shopkeeper pet shop. hip pocket blood bank
   blackboard beach ball bookshop bus stop
   bathrobe backpack baseball peppermint

5 The sound /b/ is written with the letters ‘b’ (cab) or ‘bb’ (cabbie).

UNIT 25 /t/ table

3a travel agent (LQ) twenty-two (QLL) tonight (LQ) student (LQ)
   important (LQ) department store (QQL) tomatoes (LL) toilet (LQ)
   to (L) skirts (Q) basement (Q) telephone (L) cricket bat (QQ)
   exacdy (Q) cafeteria (L) tomatoes (LL) fruit (Q) tell (L)
   top (L) Thai (L) time (L) next (Q)

3b 2 Thai 3 tomatoes 4 tell 5 top 6 telephone 7 time
   b fruit   c next d basement e restaurant f cricket bat
   g exactly

4c 1 Which floor is the restaurant on? "U new
   2 Which floor is the restaurant? old
   3 What’s on the next floor? old
   4 Where can I buy a hat? new
   5 Where’s the sport’s department? old
   6 Which floor is the toilet? old
   7 Where’s the travel agent’s? new
   8 Where’s the supermarket? old

5 The sound /t/ is written with the letters ’t’ (sit) or ’tt’ (sitting).
   Other spelling: ‘th’ (Thai).

UNIT 26 /d/ door

2b Pair 2:  1,1, 2, 1, 2
   Pair3: 2,2,2, 1,1
   Pair 4:  1,2,1,2,2
   Pairs: 2, 2, 1,1,2
   Pair 6: 2,1,2, 2,1

2d 1(2)  2(1)  3(2)  4(1)  5(2)  6(1)

2e Pair 1: You too?/You do?
   Pair 2: You sent the emails?/You send the emails?
   Pair 3: Is the red cart hers?/Is the red card hers?
   Pair 4: Can he write well?/Can he ride well?
   Pair 5: Does this train smell?/Does this drain smell?
   Pair 6: Is there a trunk outside?/Is there a drunk outside?
UNIT 27 /k/ key

2c They are all statements. The intonation goes down. The first four sentences have an adjective and a noun. The most important word for the speaker’s meaning is the last one.

It’s a hairy coat.
He’s got a lovely curl.
It’s a brilliant class.
She’s got a strong back.
It’s crowing.

/k/ is louder before a vowel and the two words join together.

1 lksl 2 /kt/ 3 lkwl 4 /kl/ 5 /kæl/ milk (Q) cuckoo (LL) like (Q) next (Q) Kate (L) fork (Q) make (Q) American (L) carved (L) call (L) coffee (L) plastic (Q) course (L) cream (L)

3b Call 3 Kate 4 cream 5 American 6 carved 7 course

3a

1 b -1 don’t like riding.
2 a - That’s a nice cart.
3 a - He bought a bat, racquet and some balls.
4 b -1 send all the parcels by air mail.
5 a - That’s the worst sight.
6 b -1 want to dry this shirt

The sound /d/ is louder here before a vowel, nobody (L) darling (L) bad (Q) cards (Q) Daisy (L) date (L) played (Q) dancing (L) listened (Q) don’t (L) phoned (Q) tried (Q) today (L) rained (Q)

3b darling 3 date 4 nobody 5 today 6 don’t 7 dancing

b bad c phoned d played e cards f listened g tried

The sound /d/ is written with the letters ‘d’ (day) or ‘dd’ (midday).
The sound /k/ is written with the letters ‘k’ (ask), ‘ke’ (like), ‘ck’ (back), ‘c’ (can), ‘qu’ (question), ‘x’ (taxi).
Other spelling: ‘sch’ (school).

UNIT 28 /g/ girl

2b
Pair 2: 1, 2, 2, 1,
Pair 3: 2
Pair 4: 2, 2, 2, 1,
Pair 5: 1

2d
1(2) 2(1) 3(2) 4(1) 5(1)

2e
Pair 1: Hi a hairy coat./It’s a hairy goat.
Pair 2: He’s got a lovely curl./He’s got a lovely girl.
Pair 3: It’s a brilliant class!/It’s a brilliant glass!
Pair 4: She’s got a strong back./She’s got a strong bag.
Pair 5: It’s crowing./It’s growing.

2f
lb- That man looks like a gold fish.
2 a - There’s a fly on your back.
3 a - My grandmother bought a Dutch clock.
4 a - What a beautiful curl!
5b- There’s a green frog in the garden.
6 b- The detective was looking for a good glue.

3a
The sound /g/ is louder before a vowel,
computer postcard weekend catch cut
camp couple

Carol Craig

2 Glasgow, beginning, August
3 Carol, catch, gossip
4 computer, games, girls
guess, weekend
6 postcard, Portugal
Greece, camp, garden
8 cut, grass

1 /gz/ 2 /gl/ 3 /gr/

4 The sound /g/ is written with the letters ‘g’ (big) or ‘gg’ (bigger).

UNIT 29 REVIEW

1 tore 2 Bill 3 pay 4 key 5 do
1 strong, retry, distrust, entrance, electric
2 enclosed, class, clothes, chocolate, quickly
3 appreciate, impressive, probably, present, prawn
3 emptied 2 filled 3 combed 4 pushed 5 shouted
4 telephone remember cafeteria photographer’s a policeman
a postcard a paper plate American somebody a green coffee cup
208 Key

Additional review task
Unit 23 passports, please, Tupman, airport, plane, Paris, Poppy, stupid, put, pocket, pen, pencil, pipe, postcard, envelope, stamp, pin, stop, perhaps, plastic, newspaper, apple, pear, plastic, cup, spoon, paper, plates, piece, potato pie, pepperpot, pulling, Peter, people, impatient, help, dropped, past, upstairs, policeman
Unit 24 birthday, Barbara, Bob, somebody, blouse, beautiful, blue, butterflies, big, black, buttons. Ruby, buy, brother, book, birds, remember, terribly, been, busy, job, pub, cab, cabbie, about, but, remember, proverb, better Unit 25 department store, customer, assistant, want, to, skirt, skirts, upstairs, next, get, Thai, cafeteria, first, fruit, next, counter, left, tins, tomatoes, try, supermarket, basement, tell, travel, agent’s, it’s, right, restaurant, cricket, bat, get, sports, equipment, take, lift, department, top, telephone, twelfth, opposite, photographer’s, what’s, time, exactly, twenty-two, minutes, ten Unit 26 damaged, Daisy, David, darling, did, do, yesterday, date, didn’t, rained, day, and, had, bad, cold, decided, phoned, nobody, answered, repaired, today, don’t, Donald, Dianne, dancing, didn’t, stayed, played, cards, Jordan, listened, radio, studied, told, trieti
Unit 27 cuckoo, clock, like, cream, coffee, Kate Clark, call, Karen Cook, OK, thanks, milk, cream cakes, thank, make, take, cake fork, excuse, next, bookshelf, electric, American, plastic, carved, exactly, six, o’clock, quiet, course, look, fantastic, exciting, clever
Unit 28 Craig, Maggie, Greg, Glasgow, beginning, August, giggling, gossip, got together, games, girls, guess, Portugal, going, go, Greece, garden, grateful, grass

UNIT 30 /s/ sun

2c That Sue was amazing.
   It’s pronounced /si:/.
   Sip it slowly.
   I heard a bus.
   I want the piece.
   What’s the price?

4b 2 In winter let’s ski in the snow.
   3 Sam takes such good photographs.
   4 Sarah laughs silently.
   5 In summer let’s sail into the sunset.
   6 Sue likes some cats.
   7 Lucas sends lots of text messages.
   8 Is Chris such a cheapskate?

5 The sound /s/ is written with the letters ‘s’ (bus), ‘ss’ (boss), ‘x’ (box), ‘ce’ (price).
UNIT 31 /z/ zoo

2b  
Pair 2: 1, 2, 2, 2, 1  
Pair 3: 2, 2, 1, 2, 1  
Pair 4: 2, 1, 2, 1, 2  
Pair 5: 1, 1, 2, 2, 2  
Pair 6: 1, 2, 1, 2, 1

2d  
1 (1) 2 (1) 3 (2) 4 (2) 5 (1) 6 (2)

2f  
1 b – I heard a buzz.
2 a – Sip it slowly.
3 a – What’s the price?
4 b – I only have a few pens.
5 b – ‘Help, please!’ he shouted.
6 a – He lived in a town called Sackville.

3a  
1 /s/ /z/ 2 /s/ /z/ 3 /s/ /z/ 4 /s/ /z/ 5 /s/ /z/ 6 /s/ /z/ 7 /z/ /s/
8 /s/ /z/ 9 /s/ /s/ 10 /z/ /z/

4b  
2 j (other possible answers are d and k) 3 k 4 h 5 g 6 i 7 l
8 a 9 d 10 c 11 b 12 e

5  
The sound /z/ is written with the letters ‘z’ (zoo), ‘s’ (dogs), ‘x’ (example).

UNIT 32 /ʃ/ shoe

2b  
Pair 2: 1, 1, 2, 1, 2  
Pair 3: 1, 2, 2, 1, 1  
Pair 4: 1, 1, 1, 2, 1  
Pair 5: 1, 2, 2, 1, 2  
Pair 6: 2, 2, 1, 2, 1

2d  
1 (2) 2 (2) 3 (1) 4 (2) 5 (1) 6 (1)

2e  
Pair 1: ‘Q is third.’/She is third.
Pair 2: I like Sue’s./I like shoes.
Pair 3: Sip it carefully./Ship it carefully.
Pair 4: Look at that ass./Look at that ash.
Pair 5: He won’t sew it./He won’t show it.
Pair 6: ‘Puss!’ he shouted./Push!’ he shouted.

2f  
1 a – Those are Sue’s.
2 b – Look at that dirty ash.
3 a – ‘Puss!’ he shouted.
4 b – The mice lived in a shack.
5 a – I’m going to buy some new seats.
6 a – Tom should save.
3c 1 a, b, c, d, j
   2 h
   3 e, f, g
   4 i

4b 2 Danish_ships
       3 Scottish^sheep
       4 Swedish^shampoo
       5 French^champagne
       6 Irish^sheets
       7 Polish^shirts
       8 Finnish_shorts
       9 Turkish^sug
      ar 10
      Spanish_shoes
5 The sound /J/ is written with the letters ‘sh’ (shop).
      Other spelling: ‘ch’ (champagne).

UNIT 33 /3/ television
2c She also has a casual job doing sports massage.
      She does sports massage occasionally, not every day.
      Yesterday Michelle saw a collision outside the shoe shop.
      She was measuring a shoe for a customer.
      An ambulance took two injured people to casualty.
5 The sound /3/ is written with the letter ‘s’ (usual, decision).
      Other spelling: ‘g’ (garage).

UNIT 34 /tj/ chip
2b Pair 2: 1, 1, 2, 2, 1
      Pair 3: 2, 2, 2, 1, 1
      Pair 4: 2, 1, 2, 1, 2
      Pair 5: 1, 1, 1, 2, 2
      Pair 6: 2, 1, 2, 2, 1
2d 1 (1) 2 (2) 3 (1) 4 (1) 5 (2) 6 (2)
2e Pair 1: We like ships. / We like chips.
      Pair 2: This is a sheep farm./This is a cheap farm.
      Pair 3: It’s a sherry trifle./It’s a cherry trifle-
      Pair 4: I’ll buy this shop./I’ll buy this chop.
      Pair 5:1 couldn’t cash it./I couldn’t catch it.
      Pair 6: He’s washing the television./He’s watching the television.
1 b – That’s a very expensive chop.
2 b – Would you like cherry or orange?
3 a – He’s washing the television.
4 a – There are too many ships here.
5 a – I fell down and cut my shin.
6 b – I want to choose, please.

(2) ... mor ... Church
(5) ... mor ... Charles ... chops ... chil ... lunch
(2) Chump ... shoul
(4) ... four ... shou ... small ... chick
(3) ... like ... choose ... chick
(2) Which ... chea
(4) This ... chea ... lic ... chick
(8) How ... much ... that ... have ... cash ... pay ... cred ... card
(2) ... course ... Church

The sound /ʃ/ is written with the letters ‘ch’ (church).
Other spelling: ‘tch’ (kitchen), ‘t’ (question).

UNIT 35 /dʒ/ January

2b Pair 2: 1, 1, 2, 2, 2
Pair 3: 1, 2, 2, 2, 1
Pair 4: 2, 1, 2, 1, 1
Pair 5: 2, 2, 1, 2, 1
Pair 6: 1, 1, 2, 1, 2

2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (1) 6 (2)

2e Pair 1: It’s a cheap type of car. / It’s a jeep type of car.
Pair 2: Are you choking? / Are you joking?
Pair 3: A land full of riches. / A land full of ridges.
Pair 4: Do you like cherries? / Do you like Jerry’s?
Pair 5: I want a large tree. / I want a large tree.
Pair 6: Do I write ‘If’ here? / Do I write age here?

2f 1 a – I don’t want you to choke.
2 b – She planted a large tree in the garden.
3 a – I don’t like those cheap kinds of cars.
4 b – This is my new watch, Jane.
5 a – It’s chilly in the garden.
6 b – The crowd jeered when he finished speaking.

3b 1 village 2 January 3 dangerously 4 manager
5 bridge 6 passenger 7 damaged 8 jokes
UNIT 36 REVIEW

1. 1 zoo 2 jam 3 so 4 she 5 chap
2. 1 chance, inside, answer, instructions (second and third letters but not the last two letters), ancestors
   2. range, sponge, stranger, exchange, lounge
3. 1 kisses 2 sings 3 bicycles 4 Luke’s 5 books
4. 2ЛЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪЪъ
Pair 1: It’s a **sharp** pin./It’s a **sharp** fin.
Pair 2; Peel this orange./Feel this orange.
Pair 3: There’s no **pork** here./There’s **fork** here.
Pair 4: The sign said ‘Puli’. /The sign said ‘Full’.
Pair 5; Snip these flowers./Sniff these flowers.
Pair 6: He **showed** me his palm./He showed me his farm.

**Minimal pairs B**

2b Pair 2: 2, 1, 2, 1, 2
Pair 3: 1, 1, 2, 2, 1
Pair 4: 2, 1, 2, 2, 1
Pair 5: 1, 1, 2, 1, 1
Pair 6: 2, 1, 2, 1, 2, 2

e 2d 1(1) 2(2) 3 4(1) 5(2) 6(1)

d Pair 1: Hold this paper./Fold this paper.
Pair 2: I like heat on the back./I like feet on the back.
Pair 3: That sign said ‘Hill’./That sign said ‘Fill’.
Pair 4: This heel’s different./This feels different.
Pair 5: This is honey./This is funny.
Pair 6: It’s got a little hole./It’s got a little foal.

2f 1 b - That’s a long fin.
2 a - Peel this potato, please.
3b- She walked round the garden sniffing flowers.
4b- Please feel this shoe.
5 a - We don’t harm these animals.
6 b- That’s a very big hole.

3b b3 c5 d2 e4 fl

4 If 2a 3g 4e 5d 6 b 7c

5 The sound /f/ is written with the letters ‘f’ (fun) or ‘ff’ (fluffy).
Other spelling: ‘ph’ (photo), ‘fe’ (wife).

**UNIT 38 /V/ van**

**Minimal pairs A**

2b Pair 2: 2, 2, 1, 2, 1
Pair 3: 1, 1, 2, 2
Pair 4: 1, 2, 1, 2
Pair 5: 2, 2, 1, 1, 2
Pair 6: 1, 2, 1, 2

e 2d 1(2) 2(1) 3(1) 4(2) 5(2) 6(1)
214 Key

2e
Pair 1: Safe here?/Save here?
Pair 2: Fine in the garden?/Vine in the garden?
Pair 3: It’s a fail?/It’s a veil?
Pair 4: This room has a few?/This room has a view?
Pair 5: They need a fast ship?/They need a vast ship?
Pair 6: Ferry late?/Very late?

Minimal pairs B

2b
Pair 2: 1,1,1, 1, 2
Pairs: 2,1,2, 1,2 Pair 4: 1,2,2, 1,2
Pairs: 2,2,1,2, 1
Pair 6: 1,1, 1,2, 2

2d
1 (2) 2 (2) 3 (1) 4 (1) 5 (1) 6 (2)

2e
Pair 1: They’re good bets./They’re good vets.
Pair 2: He wore his best./He wore his vest.
Pair 3: Can they lift that ban?/Can they lift that van?
Pair 4: ’We need more bolts./We need more volts.
Pair 5: Iones won the boat./Iones won the vote.
Pair 6: It’s a berry red colour./It’s a very red colour.

2f
1 a - We always lift carefully.
2b- Halve the apple.
3 a - New York is a fast city.
4 a - We’ve got the boat.
5 a - There should be fifty bolts.
6 a - Is safe an adjective or a verb?

4a
at a village./in a Valley./driving a van./of November./very cold./of the photograph.

4b
1 уаd... The farmer. 2 vine... Four.
3 villagers... In the valley. 4 arriving... Arriving.
5 fii: tree .... A vine. 6 five fir trees? ... Five.

5 The sound /v/ is written with the letter ‘v’ (van).
Other spellings: ‘ve’ (have), ‘f’ (of).
UNIT 39 /w/ window

2b
Pair 2: 1, 2, 2, 2, 1
Pair 3: 2, 2, 1, 1, 2
Pair 4: 1, 2, 1, 2, 1
Pair 5: 2, 2, 1, 1, 1

2d
1 (2) 2 (1) 3 (2) 4 (1) 5 (2) 6 (1)

2e
Pair 1: Y didn't come before U. /We didn't come before you.
Pair 2: That's the vest. /That's the west.
Pair 3: The dog's vet. /The dog's wet.
Pair 4: This is my best vine. /This is my best wine.
Pair 5: It's a blue veil. /It's a blue whale.

2f
1 a – What a beautiful vine!
2 b – He wrote ‘we’ at the beginning of the sentence.
3 a – Please change this veal.
4 b – This book is worse.
5 b – We were surprised to see some whales in the water.
6 a – Give him the vet food.

3c
(4) Oh ... Will ... Well ... happ
(4) ... went ... love ... walk ... woods ...
(6) Oh ... wet ... Was ... ver ... wet ... Wednes ...
(6) ... was ... cold ... wet ... wear ... ver ... clothes
(4) ... walked ... quick ... keep ... warm
(6) ... that ... woods ... next ... rail ... not ... quiet ...
(6) Yes ... fur ... way ... rail ... ver ... quiet
(4) ... wild ... squir ... ev ... coun
(2) twen ... squirr
(5) ... twen ... squirr ... what ... do ... lunch
(2) ... pic ... squirr
(5) ... too ... wet ... Af ... went ... res ...
(6) twelve ... clock ... wal ... cake ... sweet ... wine ...
(1) won ...
(3) So ... Will ... Well ...
(1) Well ...

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

4b
3 Victor (new information) 4 Why (old information)
5 Victor (new information) 6 Where (old information).
A: Hello, everybody. How are you?
B: Hello, Emma. Oh, I had the flu and felt terrible.

A: Who isn’t here?
B: Joe isn’t. A few others aren’t.

A: Is Sue OK? Anybody know about Sue?
B: I don’t know if Sue is off with the flu as well.

A: How do I get to the garage?
B: You go under a bridge and through a village.

A: Do you understand?
B: No, I don’t really.

A: Oh Mt’s so unfair! You always get two ice creams.
B: Grownup!

The sound /w/ is usually written with the letter ‘w’ (well).
Other spellings: ‘wh’ (what), ‘qu’ (quick), ‘o’ (one).

UNIT 40 /j/ yellow

1 A: Let’s play a card game.
B: OK, I’ll deal.

2 A: That boy is very rude.
B: Yes, he ought to be more polite.

3 A: Are those printouts of my emails?
B: Yes, they are.

Pair 1: That’s a wonderful joke. That’s a wonderful yolk.
Pair 2: There’s juice. There’s no use.
Pair 3: Would you like jam? Would you like yam?
Pair 4: less. I love you. If yes, I love you.
Pair 5: He sang over the jeers. He sang over the years.

1 b - That’s a bad yolk.
2 a - Let’s eat jam.
3 a - Jess, let’s go to the cinema.
4b - These were terrible years for him.
5 a - What juice is that?
6 a - He hasn’t flown by jet.

1 university 2 music 3 tuba 4 knew 5 New 6 tubes
7 Europe 8 stupid

1b 2a 3d 4e 5c

1 A: Let’s play a card game.
B: OK, U’ll deal.
2 A: That boy is very rude.
B: Yes, he ought to be more polite.
3 A: Are those printouts of my emails?
B: Yes, they are.
A: He always feels sad when he’s alone.
B: I understand. I often do too.
A: Say it again, please.
B: I said today is my eightieth birthday.
A: They all had a good cry at the funeral.
B: There wasn’t a dry eye in the church.

The sound /j/ is written with the letters ‘y’ (yes) or ‘u’ (student).
Other spelling ‘ew’ (new).

UNIT 41 /h/ hat

2b Pair 2: 1, 2, 1, 1
Pair 3: 2, 1, 1, 2, 1
Pair 4: 1, 2, 2, 2
Pair 5: 2, 1, 2, 1, 2
Pair 6: 2, 2, 1, 1, 2

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2) 6 (1)

2f 1 a - don’t like these eels.
   2 a - He hurt his foot, leg and arm.
3b - These children have got beautiful high brows.
   4 b - Do you like heart?
5b - ‘How!’ he shouted loudly.
   5 a - What lovely air!

3c 2 how/injured 3 hospital/ambulance 4 hit/ice-cream
   5 having/operation 6 Helena/unhappy 7 he/all

4b 1 Who found (h)im?
   2 What’s (h)is name? Harry?
   3 Who else (h)ave you spoken to? She’s (h)is wife?
   4 What’s (h)er phone number? She hasn’t a phone? (H)as she got a mobile?
   5 What (h)as the neighbour said about (h)im?
   6 What (h)ad (h)e eaten?

5 The sound /h/ is written with the letter ‘h’ (hiU).
Other spelling: ‘who’ (who).

UNIT 42 /o/ thin

Minimal pairs A

2b Pair 2: 1, 1, 2, 1, 1
Pair 3: 1, 2, 2, 2, 1
Pair 4: 2, 2, 1, 2, 1
Pair 5: 2, 2, 2, 1, 1
2d 1(2) 2(1) 3(2) 4(1) 5(1) 6(2)
2e Pair 1: What a sweet little mouse! / What a sweet little mouth!
        Pair 2: Is this sum OK? Is this thumb OK?
        Pair 3: It’s very sick. It’s very thick.
        Pair 4: He’s sinking. He’s thinking.
        Pair 5: There’s a mountain pass. There’s a mountain path.

Minimal pairs B
2b  Pair 2:  1, 1, 2,  2, 1
      Pair 3: 1, 1, 1, 2, 1
2d  1(2)  2 (1)  3 (1)  4 (2)
2e  Pair 1: He’s got a first. He’s got a thirst.
      Pair 2: A fin soup, please. A thin soup, please.
      Pair 3: I’d like a half. I’d like a hearth.

Minimal pairs C
2b  Pair 2:  1, 2,  2, 1
      Pair 3: 1, 1, 2, 2, 1
2d  1 (2)  2 (2)  3 (2)  4 (1)
2e  That’s a big tree. That’s a big three.
      The President sends his tanks. The President sends his thanks.
      The knife was hidden in a sheet. The knife was hidden in a sheath.
      1 a - always sink in the bath.
      2b- He’s got a big mouth.
      3 a - Don’t burn it. That saucepan is only tin.
      4b- The teacher thought quickly.
      5 a - Look at that moss on that stone.
      6 a - The two men fought very hard.

3c  2 month 3 three 4 mathematician 5 Roth’s 61
4b  2c 3e 4a 5g 6 d 7f
5  The sound /9/ is written with the letters ‘th’ (think).

UNIT 43 /6/ the feather

Minimal pairs A
2b  Pair 2:  1, 1, 1, 2, 2
      Pair 3: 1, 2, 1, 2, 1
      Pair 4:  2, 2, 1, 1, 2
      Pairs: 2, 1, 1, 2, 2
2d  1(1)  2(2)  3(2)  4(1)  5(2)
Pair 1; **Smith** is bigger. Dan **Iones**/**Smith** is bigger than **Tones**.

Pair 2: **Day** arrived./**They** arrived.

Pair 3: **lim** dares his friend./Tim **there**’s his friend.

Pair 4; **Doze** after lunch./**Those** after lunch.

Pair 5:1 **don’t** know her sister, Ida./I **don’t** know her sister either.

**Minimal pairs B**

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

Pair 3; 1, 1, 2, 2, 2

Pair 4: 2, 2, 1, 1, 2

Pair 1: The **shop** sign said ‘Closing’./The **shop** sign said ‘Clothing’.

Pair 2: Breeze means ah moving./Breathe means ah moving.

Pair 3: The **boos** echoed loudly./The **booth** echoed loudly.

Pair 4: That’s a large size./That’s a large scythe.

1 a - We **don’t** like his wife, Ida.

2 a - Day came later than in summer.

3 a - Jim dares his friend.

4 a - She needs a smaller size.

5 b - Will they sea bathe?

6 b - The booth sounded very bad.

4b Id 2e 3g 4c 5f 6a 7b

5 The sound /b/ is written with the letters ‘th’ (the, this, that, these, those, they, there, their, they’re, then, that, them).

**UNIT 44 REVIEW**

1 1 we 2 how 3 foe 4 thigh 5 this

2 1 coughed, laughed, lofty, soft, lift

2 months, lengths, Judith’s, naturopaths, tablecloths

3 Swedish, sweeten, swum, swear, suite, swift

4 I j^asked you^a question, Wesley.

Oh^I’m sorry didn’t hear you, Yasmin.

You^often do that, and ^always get annoyed.

Oh ^is that so? Why^^is that, Yasmin?

It’s just annoying! Why^are you doing it, Wesley?

Just to^annoy you, Yasmin.

valley yIllage beautiful railway Europe perhaps hospital
Additional review task

Unit 37 funny, photographer, afternoon, Fred Phillips, photograph, myself, wife, Phillippa, fill, form, felt-tipped, prefer, full, front, profile, finished, sofa, comfortable, feels, fine, friendly, laugh, difficult, if, soft, beautiful, for, fifth, f-bruary, phone, office, after, five

Unit 38 view, Vander, lived, very, Victor, five, Vivienne, arrived, of, lovely, have, village, valley, love, living

Unit 39 walk, woods, William, Wednesday, Winona, well, what, we, went, wet, wasn’t, Wednesday, were, wearing, warm, walked, railway, quiet, away, was, w Ud, squirrels, everywhere, twenty, with, afterwards, twelve, walnut, sweet, white, wine, wonderful

Unit 40 stupid, Yee, you, use, York, Young, yes, university, years, Hugh Yip, music, student, used to, yellow, beautiful, tunes, tuba, knew, news, millionaire. New York, produces, onion, stew, tubes, Europe, newspaper, yesterday

Unit 41 horrible. Hi, Holly, have, heard, happened, Helena’s, husband, has, had, Ifis, horse, how, he, he’s, hospital, happen, hit, behind, house, having, unhappy, perhaps, he’ll, hope

Unit 42 Catherine, Ruth, Samantha Roth, thirty, thought, thirty-three, Samantha’s, birthday, Thursday, month, Roths’, worth, thousand, three, author, motlis, mathematician, thirsty, something, nothing, thank you

Unit 43 Miss Brothers, the, with, there, together, feathers, other, that, either, leather, another, than, smoother, rather, clothes
Note: with can also be pronounced /wi9/.

UNIT 45 /ml/ mouth

The mile is very old.
This is mine.
He loves his mummy.
1 want a comb.
He’s proud of his name.

2 met 3 remember 4 manners 5 come 6 make 7 maybe
8 time 9 Mum 10 tomorrow
1 ^What did you say?
2 —►I’m thinking about what to say.
3—Yes.
4—if “4How nice!
5 What did you say?
6—Yes.
7—if “4How nice!
The sound /ml/ is written with the letter ‘m’ (make).
Other spelling: ‘mm’ (summer), ‘mn’ (autumn), ‘me’ (time).
UNIT 46 /n/ nose

2b Pair 2: 1,2, 2,1,2
Pair 3: 2, 2, 1,2,
Pair 4: 1
Pair 5: 1,1,2, 1,2

2d 1(2) 2(2) 3(1) 4(2) 5(2)

d 1(2) 2(2) 3(1) 4(2) 5(2)

2e Pair 1: c) oOoooO The mile is very old-/The Nile is very old.
Pair 2: b) ooO This is mine./This is nine.
Pair 3: e) ooOo He loves mummy./He loves money.
Pair 4: a) oooO I want a comb./I want a cone.
Pair 5: d) oOooO He’s proud of his name./He’s proud of his mane.

2f 1 b - I want two cones, please.
2b - I’ll give you nine.
3 b - What a beautiful mane!
4 b - I only want sunflowers.
5 a - Please warm the children.
6 b - He loves his mummy.

3c 1 Nelson 2 Certainly 3 station 4 oven 5 garden 6 eleven
7 television 8 prison.

5 The sound bl is written with the letter ‘n’ (no).
Other spellings: ‘kn’ (know), ‘nn’ (funny), ‘ne’ (phone).

UNIT 47 /g/ ring

Minimal pairs A

2b Pair 2: 2, 2, 1, 1, 2
Pair 3: 1,2, 1,1,2
Pair 4: 2,2, 1,1,1
Pair 5: 1,1,2, 2,1
Pair 6: 1,2,
1,2,1

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2) 6 (1)

2e Pair 1: What a win!/What a wing!
Pair 2: Why this thin?/Why this thing?
Pair 3: Ban the book./Bang the book.
Pair 4: They ran for an hour./They rang for an hour.
Pair 5: She has never rung before./She has never rung before.
Pair 6: Is it Ron?/Is it wrong?
Minimal pairs B

2b Pair 2: 2, 2, 1, 1, 1
Pair 3: 1,1,2, 1, 2
Pair 4: 1,1,2, 1, 1
Pair 5: 1, 1, 1,2, 2

2d 1(1) 2 (1) 3 4 (2) 5 (1)

2e Pair 1: I’ll give you a wink. / U give you a wing.
Pair 2: He’s sinking. / He’s singing.
Pair 3: The rink was a perfect circle. / The ring was a perfect circle.
Pair 4: What a terrible stink! / What a terrible sting!
Pair 5: Bank it quickly. / Bang it quickly.

2f 1a - That’s Ron.
2b - Somebody rang.
3a - Tom always sinks in the bath.
4b - What a beautiful wink!
5c - You should bang it.
6b - This is not the right place for sinkers.

talking: singing,
whispering: shouting: walking: running: thinking about getting my revenge:
sleeping

3b 4a 1 What’s Angus Lang doing? He’s banging some nails into the wall.
2 What’s Angus doing? He’s hanging some strong string on the nail.
3 What’s Susan Lang doing? She’s bringing something for Angus to drink.
4 What’s Mr Lang doing? He’s hanging from the string.
5 What’s Mrs Lang doing? She’s ringing the bell.
6 What’s Duncan King doing? He’s sleeping.
The sound /i)/ is written with the letters ‘ng’ (sing).
Other spelling: ‘n’ (drink, English).

UNIT 48 /1/ letter

2b Pair 2: 1,2, 1, 1,2
Pair 3: 2, 2, 1,2, 1, 1
Pair 4: 2, 2, 1, 2, 2,
Pair 5: 1,2, 1,2, 1 2

2d 2 (1) 3 4 (2) 5 (2)

2e Pair 1: We need no tables. / We need low tables. Pair 2: It’s a bright night. / It’s a bright light.
Pair 3: That nine is too long. / That line is too long.
Pair 4:1 love lenny./l love jelly.
Pair 5: That’s a snapping noise./That’s a slapping noise.

2f
1 a - Look! The moon’s shining. What a lovely night!
2 a - There are no chairs here.
3 a - This shouldn’t be on the bin.
4b- It’s a lot of string.
5 a - I’m wearing snow shoes.
6b- I’m going to buy some slacks.

3c 1 early 2 o’clock 3 left 4 lamb 5 salad 6 olives 7 really 5
8 glass 9 slice 10 jelly

4d 1 beautiful 2 careful 3 special 4 sensible gentleman

5 The sound /l/ is written with the letter ’l’ (like).
Other spellings: ‘le’ (apple), ‘1Г (all).

UNIT 49 /r/ rain

2b Pair 2: 2, 1, 2, 2, 1
Pair 3: 1,2, 1,2,2
Pair 4: 2, 1, 1,1, 2
Pairs: 1,2,2, 1,1
Pair 6: 2,2, 1,1, 1

2d 1(1) 2(2) 3(1) 4(2) 5(1) 6(1)

2e Pair 1: a) ooOO It’s the long road./It’s the wrong road.
Pair 2: c) ooO Is it light?/Is it right?
Pair 3: d) ooOO It’s a long load./It’s a long road.
Pair 4: f) oooOo Do you like jelly?/Do you like lerry? Pair
5: e) oOoOo T’d like to fly it./I’d like to fry it.
Pair 6: b) OoO There’s some glass./There’s some grass. 2f
1 a - That sentence is long.
2b- Susan likes Jerry.
3 a - There’s some glass in the garden.
4 a - Please collect the homework.
5 b - We walked in the rain.
6b- This is a free house.

4a 1 he’s a lorry driver.
2 she’s a waitress.
3 he’s a ^ot.
4 she’s a secretary
5 she’s a librarian.
224 Key

5  The sound /r/ is written with the letter ‘r’ (red).
   Other spellings: ‘rr’ (tomorrow), ‘wr’ (write).

UNIT 50 REVIEW
1  1 pang 2 mull 3 sun 4 Tim 5 rye
2  1 bridge, umbrella, brush, embrace, bride 2
   wrongs, kings, springs, songs, thongs
3  eleven, forbidden, prison, certainly, kitchen, passenger, person, television,
   listen, suddenly, oven
4  Syllabic /l/ minimal, syllable, table, careful, central, example, little, special
   Syllabic /m/ random, system, rhythm, madam, bottom, curriculum

Additional review task
Unit 45 Mum, muffins, Malcolm, Mrs MacCallum, may, Tim Mitcham, come, home, me,
   tomorrow, met, him, summer, small, remember, smart, charming, manners,
   family, from, Cambridge, make, some, home-made, tomorrow, mm, maybe,
   time, coming
Unit 46 accommodation agency, morning, name, Martin Nelson, manager, can, want, an,
   apartment, in, central, London, certainly, rent, no, than, £1,000 (one thousand
   pounds), month, don’t, often, inexpensive, not, one, £2,179 (two thousand,
   one hundred and seventy-nine pounds), Notting Hill, down, near, station,
   Northend Avenue, furnished, unfurnished, kitchen, oven, forbidden, garden,
   friends, eleven, evening, noise, and, television, 11.15 (eleven, fifteen), prison
Unit 47 Duncan King, lying, trying, standing, watching, Angus Lang, bang, Langs, doing,
   morning, singing, banging, looking, hanging, strong, string, bringing,
   something, interesting, putting, happening, going, holding, fingers, shouting,
   helping, running, ringing, RING!, sleeping
Unit 48 early, lunch, Lesley, Lily Carpello, nearly, always, hello, only, eleven, o’clock,
   later, usually, left, like, leg, lamb, please, plate, salad, lettuce, black, olives,
   lovely, really, glass, lemonade, love, slice, melon, yellow, jelly
Unit 49 proud, parent, are all, children, grown, Ruth, Lara, Ruby, cleverest,
   librarian, library, very, interesting, Laura, secretary, central, railway. Rose,
   pretty, waitress, restaurant, Paris, married, electrician, Jerry, Roland, drives,
   lorry, everywhere in Europe, really, countries, drive, France, Austria,
   Greece, Russia, Australia, America

OVERVIEW
1  1 bit 2 could  3A  4T  5 show  6 V 7 pan
2

2 -/
2  2c 3a 4g  5f  6e  7d
Track listings

CD A
Track A1 – A75
Duration: 70' 57"

CD B
Track B1 – B96
Duration: 76' 23"

CD C
Track C1 – C73
Duration: 71' 52"

CD D
Track D1 – D81
Duration: 70' 15"