

CAMBRIDGE

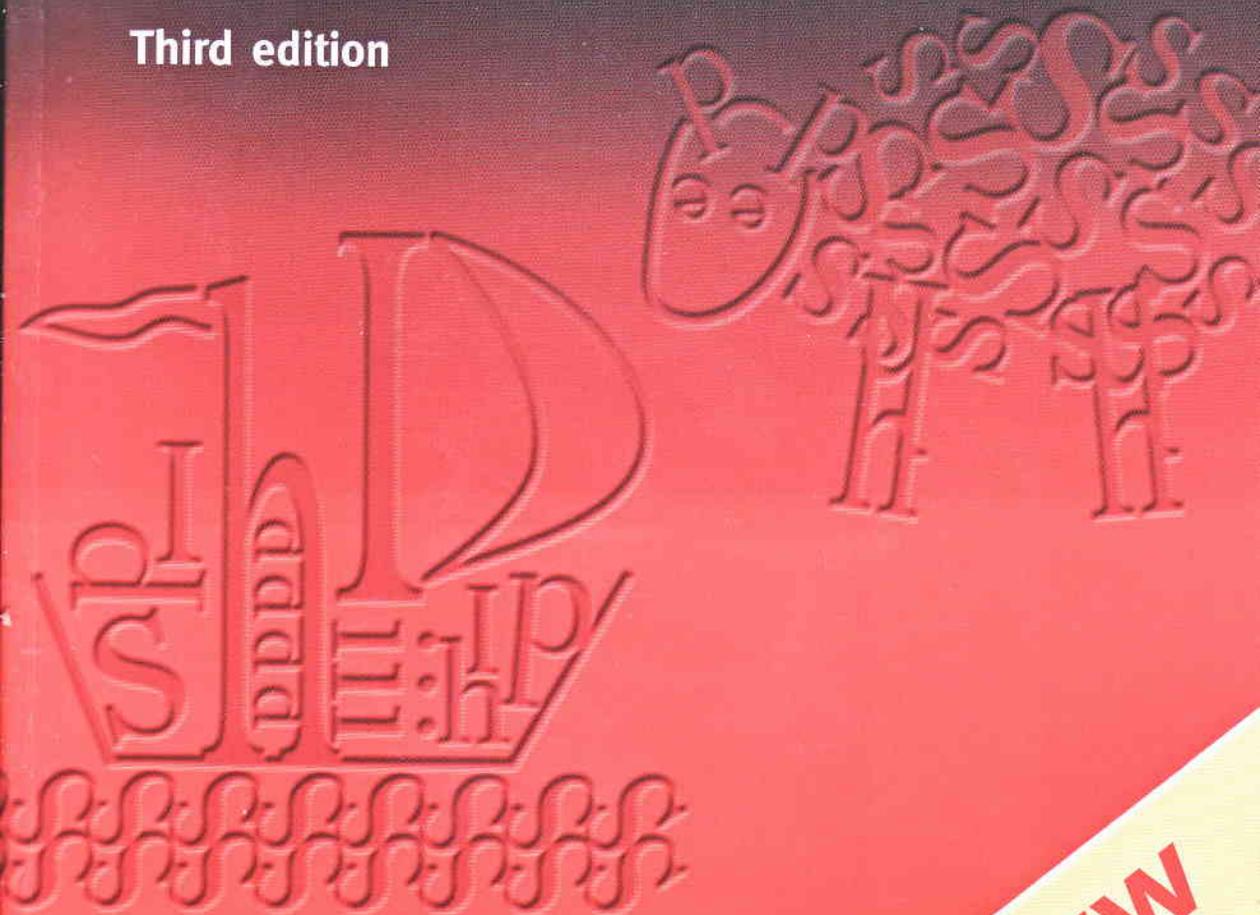
THIS PACK  
CONTAINS **BOOK**  
AND **4 AUDIO CDs**



# Ship or Sheep?

An intermediate  
pronunciation course

Third edition



Ann Baker

**NEW**

# CONTENTS

Acknowledgements	iv	Section B	
Introduction for students	v	Consonants	79
Introduction for teachers	vii	23 p (pen)	81
Diagnostic Tests	ix	24 b (baby)	85
		25 t (table)	89
Section A		26 d (door)	93
Vowels	1	27 k (key)	97
1 i: (sheep)	3	28 g (girl)	101
2 ɪ (ship)	7	29 Review	105
3 e (pen)	11	30 s (sun)	107
4 æ (man)	15	31 z (zoo)	110
5 ʌ (cup)	19	32 ʃ (shoe)	114
6 ɑ: (heart)	23	33 ʒ (television)	117
7 Review	27	34 tʃ (chip)	120
8 ɒ (clock)	29	35 dʒ (January)	124
9 ɔ: (ball)	33	36 Review	128
10 u (book)	36	37 f (fan)	131
11 u: (boot)	39	38 v (van)	135
12 ɜ: (girl)	43	39 w (window)	139
13 ə (a camera)	48	40 j (yellow)	143
14 Review	52	41 h (hat)	147
15 eɪ (male)	54	42 θ (thin)	151
16 aɪ (fine)	57	43 ð (the feather)	155
17 ɔɪ (boy)	60	44 Review	159
18 aʊ (house)	63	45 m (mouth)	162
19 əʊ (phone)	66	46 n (nose)	165
20 ɪə (year)	70	47 ŋ (ring)	168
21 eə (chair)	73	48 l (letter); (ball)	172
22 Review	76	49 r (rain)	176
		50 Review	180
		Overview	183
		Mask	185
		Key	186

## THANKS AND ACKNOWLEDGEMENTS

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

Sally Mellersh (formerly of Hammersmith and West London College) for updating and expanding the *List of likely errors* to accompany the new editions of *Ship or Sheep?* and *Tree or Three?* by its inclusion on the website ([http://www.cambridge.org/elt/elt\\_projectpage.asp?id=2500905](http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905)).

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

My editors Nóirín 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; Shân Jones, for class observation at Blacktown TAFE College.

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

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

Illustrations by: Johanna Boccardo, Pat Murray, Felicity House and Tony Wilkins

Cover design by Pentacor Book Design

Designed and typeset by Hart McLeod

# INTRODUCTION FOR STUDENTS

- Seven of the 50 units in this book are review units. Each of the other units introduces a different English sound, as well as other aspects of pronunciation (e.g. stress, intonation) which are also important for successful communication in English.
- You can use this book either working alone or with a class + teacher.
- You will need:
  - equipment to listen to the CD, and equipment to record your voice
  - a small mirror to compare your lip positions with the pictures
  - Your mask (cut it out from page 185). You will use it at the beginning of most units (but not Unit 1). You can also use it for extra practice of sounds that are difficult for you.
- First, find out which units are most important for you. To do this:
  - If possible, check your mother tongue in the *List of likely errors* (see website: [http://www.cambridge.org/elt/elt\\_projectpage.asp?id=2500905](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: **OoOoOoooOo** (Sentence stress is shown with underlining).

- 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](http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905)) to see if there is any extra practice material for this sound.

# INTRODUCTION FOR TEACHERS

- Please read the Introduction for Students on pages v–vi.
- **Level** This book is written for intermediate students, but previous editions have also been used by students at other levels. *Tree or Three?* is written for beginner–elementary level.
- **Class/Student working alone** The instructions are written for a student working alone, but can be used for classroom teaching as well. See the symbols in the students' introduction, especially .
- **Diagnostic Tests** You can use these if you need to assess students' difficulties. But if you already know this for your class, you can choose to skip the tests and decide whether you want the students to work through the book or focus only on some units.  
Students working alone can self-administer Test A with or without your input. To administer Test B, students can be asked to record their individual performances for your assessment. Or you may prefer to do this with them so that you can immediately check possible 'reading' rather than pronouncing mistakes, by asking them to listen and repeat the item.
- **List of likely errors** This is on the website so that it can be added to. It can be found at [http://www.cambridge.org/elt/elt\\_projectpage.asp?id=2500905](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](http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905).

## TEST A

### Section 1 Sound discrimination

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

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

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

If you are not sure, tick the ? column.

	S	D	?
	✓		
		✓	
			✓

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

### Section 2 Intonation

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

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

	↗	↘	?
	✓		
		✓	

	↗	↘	?		↗	↘	?
1				6			
2				7			
3				8			
4				9			
5				10			

### Section 3 Word stress

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

**EXAMPLE** items column number alone ✓ listen

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

## TEST B

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

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

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

Suggested symbols for grading: ✓ no difficulty with this sound  
 X difficulty with this sound  
 R may have difficulty reading this sound

### Shopping list

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

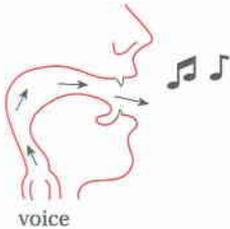
## RESULTS SHEET AND FINDINGS from *List of likely errors*

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

SOUNDS	(Diagnostic page Test B)	Diagnostic Test A	Findings from <i>List of likely errors</i>
1 /i:/ (sheep)	3	1a	
/tʃ/ (chip)	120	1b	
2 /ɪ/ (ship)	7	2a	
/f/ (fan)	131	2b, 2c	
3 /e/ (pen)	11	3a	
/g/ (girl)	101	3b	
4 /æ/ (man)	15	4a	
/dʒ/ (jam)	124	4b	
5 /ɑ:/ (heart)	23	5a, 5b	
/t/ (table)	89	5c	
6 /v/ (van)	135	6a, 6b	
7 /b/ (clock)	29	7a	
/ŋ/ (ring)	168	7b, 7c	
8 /ɔ:/ (ball)	174	8a	
/p/ (pen)	81	8b	
9 /ʊ/ (book)	36	9a	
/k/ (key)	97	9b	
10 /u:/ (boot)	39	10a	
/r/ (rain)	176	10b	
11 /ʌ/ (cup)	19	11a	
/h/ (hat)	147	11b	
12 /n/ (nose)	165	12a	
/aʊ/ (house)	63	12b	
13 /ə/ (camera)	48	13a	
/ð/ (the feather)	155	13b	
14 /ɜ:/ (girl)	43	14a, 14b, 14c	
/d/ (door)	93	14d	
15 /eɪ/ (male)	54	15a	
/s/ (sun)	107	15b	
16 /əʊ/ (phone)	66	16a, 16b	
/j/ (yellow)	143	16c	
17 /aɪ/ (fine)	57	17a	
/w/ (window)	139	17b	
18 /ɪə/ (year)	70	18a	
/b/ (baby)	85	18b	
19 /eə/ (chair)	73	19a	
/m/ (mouth)	162	19b	
20 /z/ (zoo)	110	20a	
21 /ʃ/ (shoe)	114	21a	
22 /ɔɪ/ (boy)	60	22a	
/l/ (letter)	172	22b	
23 /θ/ (thin)	151	23a, 23b	
24 /ɜ/ (television)	117	24a	

# Section A

## Vowels



Use your voice to make all vowels.

### Making English sounds

#### short vowels

(make a short sound)

/ɪ/ (ship)

/e/ (pen)

/ʊ/ (book)

/æ/ (man)

/ʌ/ (cup)

/ɒ/ (clock)

/ə/ (camera)

#### long vowels

(make a long sound)

/ɔ:/ (ball)

/u:/ (boot)

/i:/ (sheep)

/ɑ:/ (heart)

/ɜ:/ (girl)

#### diphthongs

(two vowel sounds)

/əʊ/ (phone)

/ɪə/ (year)

/ɔɪ/ (boy)

/aʊ/ (house)

/eɪ/ (male)

/aɪ/ (fine)

/eə/ (chair)



1 Spot the different sound.

EXAMPLE /ə/ /e/ /ʊ/ /eə/ /ɪ/

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

1 /əʊ/ /ʊ/ /ʌ/ /ə/ /ɔ/ 2 /ɔɪ/ /e/ /ɪə/ /aɪ/ /aʊ/ 3 /ɒ/ /i:/ /ɔ:/ /ɑ:/ /ɜ:/



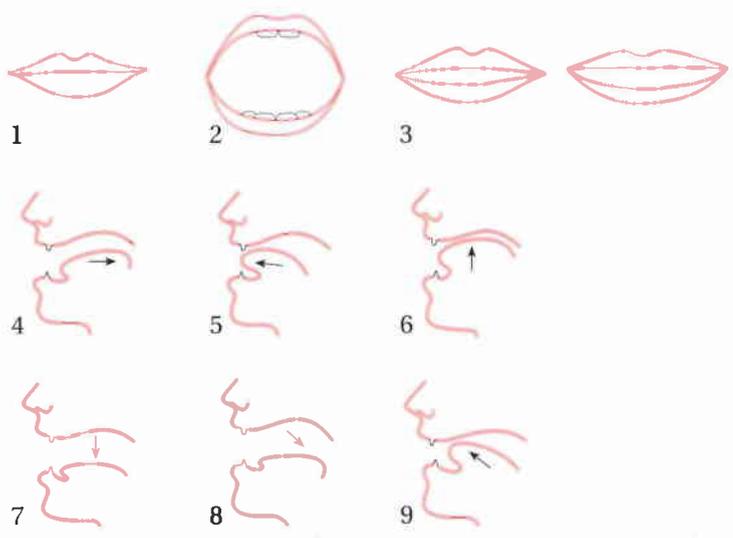
2 Match these words with the pictures below.

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



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

A



B

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

# UNIT 1 /i:/ sheep

- Do you like your **tea** **sweet**?

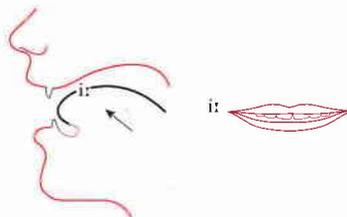
- Yes. **Three** sugars, please.



## 1 Target sound /i:/

A5

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



## 2 Sound /i:/



**sheep**

Look out for that sheep.

**leak**

Stop it leaking!



**cheeks**

What lovely cheeks!

**peel**

This peel's got vitamin C in it.



**bean**

Throw out that bean.

**leave**

He's going to leave.



### Sound /i:/ words

A6 a Listen and repeat the words.

### Sound /i:/ sentences

A7 b Listen to the sentences.

A7 c Sentence stress

Notice that the most important words for the meaning of a sentence are pronounced more **LOUDly** and **s l o w l y**.

The less important words are said more quietly and **quickly**.

Listen to the sentences again and this time look at the underlined syllables below. Notice that they are louder and slower.

Look out for that sheep.

Stop it leaking!

What lovely cheeks!

This peel's got vitamin C in it.

Throw out that bean.

He's going to leave.

A7 d Listen again and repeat the sentences.

## 3 Dialogue

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

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

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

(The stress is always on the first syllable.)

Two-syllable words: Janine repeat

(The stress is always on the second syllable.)

Note on word stress: **bold** is used here to show you which part of the word is strongly stressed, i.e. which syllable is pronounced more **LOUD**ly and **slow**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.)

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

cheese Peter eat please tea beef three me teas beef
--

## In a café: 'It's cheaper to eat at Marguerite's'

CHRISTINA: What would you like to eat, 1 \_\_\_\_\_? 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.

-   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.

## 4 Intonation of questions with 'or'

Intonation is the voice going up or down.

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

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

**A9 a** Listen and repeat.

Would you like veal or beef?

Would you like coffee or tea?

Would you like coffee, tea or milk?

**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.

EASTFIELD RESTAURANT	
<b>MENU</b>	
<i>Soup</i>	
leek soup OR pea soup	
<i>Meat</i>	
veal OR beef	
<i>Vegetables</i>	
beans OR peas	
<i>Sweets</i>	
cheesecake OR ice cream OR peaches	
<i>Drinks</i>	
coffee OR tea	
<i>Biscuits and Cheese</i>	
Edam cheese OR Brie	

## A10 c Word stress – nationalities ending in ‘ese’

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

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

## A11 d Moving stress

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

Listen and respond, like the example.

**EXAMPLE** Is this bread from Beirut?

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

## 5 Spelling

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

# UNIT 2 /ɪ/ ship

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



## 1 Target sound /ɪ/

- 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 /ɪ/. Listen and repeat.
- A12c c** Listen and repeat both sounds together. /i:/ is long. /ɪ/ is short.



## 2 Minimal pairs

### Sound 1

/i:/

**sheep**

Look out for that sheep.

**leak**

Stop it leaking!

**cheeks**

What lovely cheeks.

**pee!**

This peel's got vitamin C in it.

**bean**

Throw out that bean.

**leave**

He's going to leave.

### Sound 2

/ɪ/

**ship**

Look out for that ship.

**lick**

Stop it licking!

**chicks**

What lovely chicks.

**pill**

This pill's got vitamin C in it.

**bin**

Throw out that bin.

**live**

He's going to live.



## Minimal pair words

A13a a Listen and repeat the words.

A13b b 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.

A14b d Listen to six of the sentences and write 1 for /i:/ (sound 1) or 2 for /ɪ/ (sound 2).

## e Sentence stress

The most important words in a sentence are strongly stressed. They are pronounced **LOUDer** and **s l o w e r**. 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.)

Pair 1: OUT ... SHIP Look OUT for that SHIP! (oOooO)

Pair 2: STOP ... LEAK STOP it LEAKing. (OoOo)

Pair 3: LOVE ... CHICKS What LOVEly CHICKS! (oOoO)

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

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

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

1 a) sheep  b) ship

2 a) bean  b) bin

3 a) cheeks  b) chicks

4 a) cheap  b) chip

5 a) heel  b) hill

6 a) peel  b) pill

## 3 Dialogue

a First practise the sound /ɪ/ 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 \_\_\_\_\_ of English Cricket*.

KIM: 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!

- 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.

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

## b Moving stress

The stress in these 'teen' numbers is different when we are counting.

**thirteen**, **fourteen**, **fifteen**, **sixteen**, **seventeen**, etc.

## c Other moving stress

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

Tim lives at number **fifteen**.

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

## A18

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

**Example**

A: The dentist is at **seventeen** Mill Street.

B: **Seventy**?

A: No, not **seventy** – **seventeen**.

## d 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!

A	B			C			D				
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 /ɪ/.

# UNIT 3 /e/ pen

- Is this milk fresh?

- Yes. Everything in this fridge is fresh.

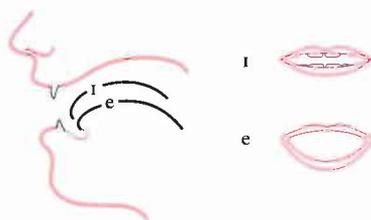


## 1 Target sound /e/

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

A19b b Open your mouth a *little* more to  
make the short target sound /e/.  
Listen and repeat.

A19c c Listen and repeat both sounds  
together: /ɪ/ and /e/.



## 2 Minimal pairs

	<b>Sound 1</b> /ɪ/	<b>Sound 2</b> /e/	
	<b>pin</b> I need a pin.	<b>pen</b> I need a pen.	
	<b>bin</b> That's my bin.	<b>Ben</b> That's my Ben.	
	<b>tin</b> It's a big tin.	<b>ten</b> It's a big ten.	
	<b>pig</b> Where's the pig?	<b>peg</b> Where's the peg?	
	<b>bill</b> There's the bill.	<b>bell</b> There's the bell.	
	<b>chick</b> She wants a chick.	<b>cheque</b> She wants a cheque.	

### Minimal pair words

A20a a Listen and repeat the words.

A20b b You will hear five words from each minimal pair. For each word, write 1 for /ɪ/ (sound 1) or 2 for /e/ (sound 2).

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

## Minimal pair sentences

A21a c Listen to the minimal pair sentences.

A21b d Listen to six of the sentences and write 1 for /ɪ/ (sound 1) or 2 for /e/ (sound 2).

A21a e Sentence stress

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

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

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

## 3 Dialogue

a First practise the sound /e/ in some of the words from the dialogue. Read the words aloud or visit the website to practise. In words with two or more syllables, **bold** is used to show which syllable is strongly stressed. In the brackets, write the number of syllables in each word before you practise.

EXAMPLES friend (1) **terribly** (3) Emma (2) **expensive** (3)  
jealous ( ) help ( ) everybody ( ) any ( ) bench ( ) Kevin ( )  
America ( ) Mexican ( ) Emily ( ) Ben ( ) very ( ) bread ( ) Eddie ( )

Notice that many words in English have the strong stress on the first syllable, but some words have the strong stress on the last syllable.

hello Adele **again** **except** yourself lemonade

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

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

## Friends

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

EVERYBODY EXCEPT KEVIN: Hi, Adele!

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

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

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

ADELE: Yes.

KEVIN: Emma said she had a friend called Adele.

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

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

BEN: 4 \_\_\_\_\_ ?

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

EMMA: 5 \_\_\_\_\_ ?

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

BEN: 6 \_\_\_\_\_ ?

ADELE: 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 up or down on the strongest syllable of the most important word in a phrase or sentence.

Intonation statements usually goes down at the end.

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

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

## A24 a Listen and repeat.

WH question: How did you spend your holiday?

Statement: I went to America.

Yes/No question: Was it expensive?

Statement: Yes. Very.

No. 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 /ɪ'lektrɪk/. Your dictionary will also show the secondary stress (usually in longer words) with the symbol ɪ, e.g. electricity /ɪ,lek'trɪsəti/.

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/.

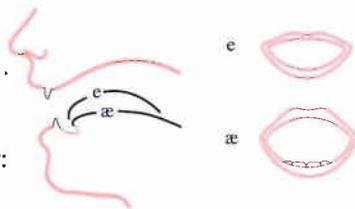
# UNIT 4 /æ/ man

- 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 /æ/

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



## 2 Minimal pairs

**X**

**Sound 1**  
/e/

**x**

Put the 'x' here.

**Sound 2**  
/æ/

**axe**

Put the axe here.



**pen**

Can I borrow a pen?

**pan**

Can I borrow a pan?



**men**

Look at the men.

**man**

Look at the man.



**send**

I'm sending the table.

**sand**

I'm sanding the table.



**gem**

It's a lovely gem.

**jam**

It's a lovely jam.



**bread**

We had bread for lunch.

**Brad**

We had Brad for lunch.



### Minimal pair words

- A27a a Listen and repeat the words.  
 A27b b You will hear five words from each minimal pair. For each word write 1 for /e/ (sound 1) or 2 for /æ/ (sound 2).

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

### Minimal pair sentences

- A28a c Listen to the minimal pair sentences.  
 A28b d Listen to six of the sentences and write 1 for /e/ (sound 1) or 2 for /æ/ (sound 2).

A28a e **Sentence stress**

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

OoOO Put the 'x' here./Put the axe here.

ooOooO Can I borrow a pen?/Can I borrow a pan?

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

OooO Look at the men./Look at the man.

oOooOo I'm sending the table./I'm sanding the table.

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

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

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

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

### 3 Dialogue

- a First practise the sound /æ/ 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





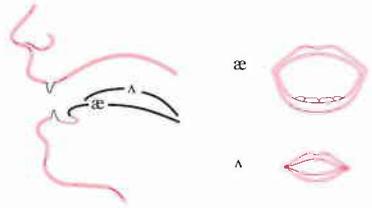
# UNIT 5 /ʌ/ cup

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



## 1 Target sound /ʌ/

- A35a a** First practise the sound /æ/ (see page 15). Listen and repeat.
- A35b b** Put your tongue back a little to make the short target sound /ʌ/. Listen and repeat.
- A35c c** Listen and repeat both sounds: /æ/ and /ʌ/.



## 2 Minimal pairs



**Sound 1**  
/æ/  
**cap**  
Where's my cap?

**Sound 2**  
/ʌ/  
**cup**  
Where's my cup?



**hat**  
There's a hat in the garden.

**hut**  
There's a hut in the garden.



**track**  
See the tracks on the road.

**truck**  
See the trucks on the road.



**ban**  
There's a ban on it.

**bun**  
There's a bun on it.



**bag**  
She's got a bag.

**bug**  
She's got a bug.



**ankle**  
My ankle was injured.

**uncle**  
My uncle was injured.



## 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 /æ/ (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) oOooOo

Notice that if we put too many strong stresses in a sentence, we may sound angry, especially if the intonation keeps going down. Practise the sentences below.

OOO Where's my cap?

OOooOo My uncle was injured.

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

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

## 3 Dialogue

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 <b>brother</b> <b>other</b> nothing company wonderful month does
--

## She doesn't love him

JASMINE: Honey, why are you so sad?

(Duncan says 1 \_\_\_\_\_ .)

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

DUNCAN: You don't love me, Jasmine.

JASMINE: But Duncan, I love you very much!

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

JASMINE: Justin?

DUNCAN: No, his 3 \_\_\_\_\_ .

JASMINE: Dudley?

DUNCAN: No. Stop being funny, Jasmine. Not that one. The 4 \_\_\_\_\_ brother. Hunter. You think he's 5 \_\_\_\_\_ and I'm unattractive.

JASMINE: Duncan! That's utter rubbish!

DUNCAN: And Hunter loves you too.

JASMINE: No he doesn't.

DUNCAN: Yes he 6 \_\_\_\_\_ .

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

DUNCAN: Oh, just shut up, Jasmine!

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

DUNCAN: Oh, shut *up*, Jasmine.

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

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

## 4 Stress and intonation

Stress and intonation are used to show feelings in English. In the dialogue in 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.	ooOo	OOOo
2 Yes, he does.	ooO	OOO
3 Now that's enough.	oooO	OOOo
4 I don't understand.	ooooO	OOOoO
5 Oh just shut up.	oooO	OOOO

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 up on the last strongly stressed word in each phrase, and then down at the end. Listen and repeat.

He bought a cup and some nuts.

He bought a cup, some nuts and some honey.

He bought a cup, some nuts, some honey and a brush.

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 bus company.

B: My uncle went to London and he spent a lot of money. He bought a bus company and a toy duck.

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

Practise saying these phrases before you start.

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

## 5 Spelling

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

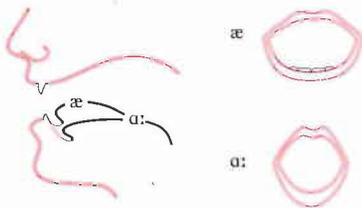
# UNIT 6 /ɑ:/ heart

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



## 1 Target sound /ɑ:/

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



## 2 Minimal pairs A

	Sound 1 /æ/	Sound 2 /ɑ:/	
	<b>cap</b> What a lovely cap!	<b>carp</b> What a lovely carp!	
	<b>hat</b> He touched his hat.	<b>heart</b> He touched his heart.	
	<b>cat</b> It's a farm cat.	<b>cart</b> It's a farm cart.	
	<b>ban</b> There's a ban on it.	<b>barn</b> There's a barn on it.	
	<b>pack</b> I'll pack the car.	<b>park</b> I'll park the car.	

## Minimal pair words

A44a a Listen and repeat the words.

A44b b You will hear five words from each minimal pair. For each word write 1 for /æ/ (sound 1) or 2 for /ɑ:/ (sound 2).

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

## Minimal pair sentences

A45a c Listen to the minimal pair sentences.

A45b d Listen to five of the sentences and write 1 for /æ/ (sound 1) or 2 for /ɑ:/ (sound 2).

A45a e **Sentence stress**

In English sentences, the important words have a strongly stressed syllable that is **LOUDER** and **slower**. 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 /ʌ/	Sound 2 /ɑ:/	
	<b>cup</b> What a beautiful cup!	<b>carp</b> What a beautiful carp!	
	<b>hut</b> There's a problem with my hut.	<b>heart</b> There's a problem with my heart.	
	<b>cut</b> He covered his cut.	<b>cart</b> He covered his cart.	
	<b>bun</b> What's in that bun?	<b>barn</b> What's in that barn?	
	<b>come</b> 'Come down,' she said.	<b>calm</b> 'Calm down,' she said.	

## Minimal pair words

A46a a Listen and repeat the words.

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

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

## Minimal pair sentences

A47a c Listen to the minimal pair sentences.

A47b d Listen to five of the sentences and write 1 for /ʌ/ (sound 1) or 2 for /ɑ:/ (sound 2).

A47a e **Sentence stress**

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

**EXAMPLE** What's in that bun?

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 /ɑ:/ 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 Tara. It's Tara Darling.

**Bart Jackson**      **Margaret**      **Markus Marsh**      **Alana**

The sound /ɑ:/ is also in some of the words in your instructions.

example    answer    the target sound    the **mask**    the **last** name

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

marvellous    attractive    fantastic    fabulous    smart

#### A: 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 Darling and Markus Marsh are dancing on the grass.

MARGARET: In the dark?

MARTIN: They're dancing under the stars.

ALANA: 2 \_\_\_\_\_! And Bart Jackson is playing his guitar.

MARGARET: Just look at Tara! She can't dance but she looks very 3 \_\_\_\_\_.

MARTIN: Look at Markus. What a 4 \_\_\_\_\_ dancer!

ALANA: What an 5 \_\_\_\_\_ couple they are! Let's take a photograph of them.

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

#### 4 Intonation in exclamations

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

- A50** a Listen and repeat.

What a fast car!

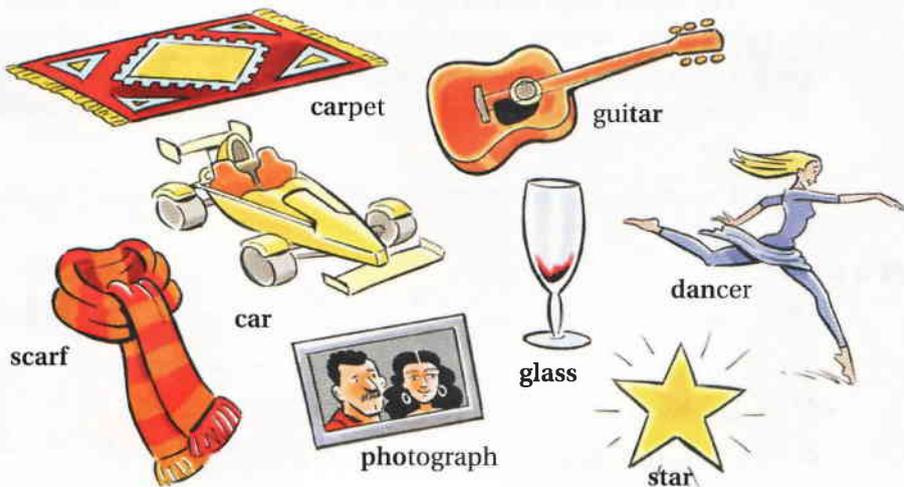
What a funny dancer!

What a marvellous photograph!

What a fantastic guitar!

- b Use these words to make exclamations about the pictures.

dark dirty fast marvellous smart unusual funny fantastic



#### 5 Spelling

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

# UNIT 7 REVIEW

## 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 \*.

	/i:/	/ɪ/	/e/	/æ/	/ʌ/	/ɑ:/
1	bean	bin	Ben	ban	bun	barn
2	beat	bit	bet	bat	but	Bart
3	bead	bid	bed	bad	bud	bard*
4	peak	pick	peck	pack	Puck*	park
5	peaty*	pity	petty	Patty	putty	party

Score  /5

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

1 cup

/ʌ/



2 heart

/ɑ:/



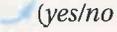
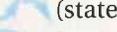
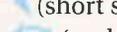
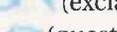
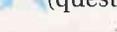
3 sheep  
/i:/



Score /15

**3 Intonation jumble**

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

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

Score /5

**4 Word stress**

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

advertising understand Lebanon lemonade sandwich  
expensive sunglasses fantastic photograph guitar

Score /5

Total score /30

**Additional review task using dialogues from Units 1–6**

Unit	1	2	3	4	5	6
Target sound	/i:/	/ɪ/	/e/	/æ/	/ʌ/	/ɑ:/
	sheep	ship	pen	man	cup	heart

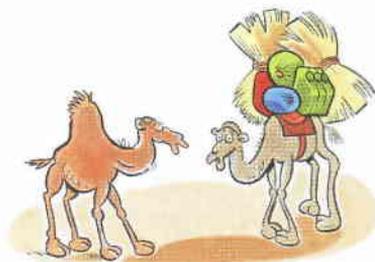
From the above table, choose any target sounds that you had difficulty with.

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

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

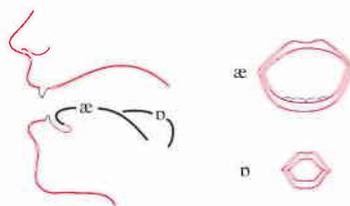
# UNIT 8 /ɒ/ clock

- What's wrong?
- I've got a really bad backache.
- I'm sorry to hear that.



## 1 Target sound /ɒ/

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



## 2 Minimal pairs



**Sound 1**  
/æ/

**hat**

It's hat weather.



**cat**

He's got a white cat.



**fax**

Look for the fax.



**sack**

Put it in a sack.



**tap**

Turn that tap slowly.



**backs**

I can see their backs.

**Sound 2**  
/ɒ/

**hot**

It's hot weather.



**cot**

He's got a white cot.



**fox**

Look for the fox.



**sock**

Put it in a sock.



**top**

Turn that top slowly.



**box**

I can see their box.



## Minimal pair words

A53a a Listen and repeat the words.

A53b b You will hear five words from each minimal pair. For each word, write 1 for /æ/ (sound 1) or 2 for /ɒ/ (sound 2).

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

## Minimal pair sentences

A54a c Listen to the minimal pair sentences.

A54b d Listen to six of the sentences and write 1 for /æ/ (sound 1) or 2 for /ɒ/ (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) OooooO

A55 f Tick the words a) or b) that you hear in the sentences

- |             |                          |          |                          |
|-------------|--------------------------|----------|--------------------------|
| 1 a) cat    | <input type="checkbox"/> | b) cot   | <input type="checkbox"/> |
| 2 a) sack   | <input type="checkbox"/> | b) sock  | <input type="checkbox"/> |
| 3 a) tap    | <input type="checkbox"/> | b) top   | <input type="checkbox"/> |
| 4 a) Pat    | <input type="checkbox"/> | b) pot   | <input type="checkbox"/> |
| 5 a) baddie | <input type="checkbox"/> | b) body  | <input type="checkbox"/> |
| 6 a) black  | <input type="checkbox"/> | b) block | <input type="checkbox"/> |

## 3 Dialogue

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

soft hot long strong popular horrible wants what wrong  
socks job got often sorry washing Mrs Bloggs

A56 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–6) with the correct adjectives from the box.

soft hot long strong popular horrible
---------------------------------------

## TV advertisement for 'Onwash'



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

MRS BLOGGS: What's wrong with me? I want a holiday from this 1 \_\_\_\_\_ job of washing socks!

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

VOICE C: 'Onwash' is so 2 \_\_\_\_\_ and 3 \_\_\_\_\_.

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

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

VOICE B: Use 'Onwash' often.

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

VOICE D: Everybody wants 'Onwash'.

EVERYBODY: 'Onwash' is so 6 \_\_\_\_\_ !

**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 **up** 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 box, Miss Johnson.

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

Have a holiday, Mrs Bloggs.

Stop washing, Mr Wong.

Don't drop that pot, Ms Morris.

Put it on the box, Miss Johnson.

## 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 /b/.

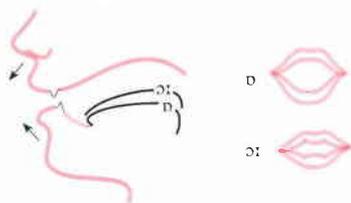
# UNIT 9 /ɔ:/ ball

- 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 /ɔ:/

- AS9a** a First practise the sound /ɒ/ (see page 29). Listen and repeat.
- AS9b** b The back of your tongue goes up a little more to make the long target sound /ɔ:/. Listen and repeat.
- AS9c** c Listen and repeat both sounds together. /ɒ/ is short. /ɔ:/ is long.



## 2 Minimal pairs



**Sound 1**  
/ɒ/

**Don**

Is your name Don?

**Sound 2**  
/ɔ:/

**Dawn**

Is your name Dawn?



**cod**

This cod was in the sea.

**cord**

This cord was in the sea.



**shot**

He was shot.

**short**

He was short.



**pot**

It's a small pot.

**port**

It's a small port.



**fox**

Look for the fox.

**forks**

Look for the forks.



**spot**

I don't like these spots.

**sport**

I don't like these sports.



## Minimal pair words

**AS9a** a Listen and repeat the words.

**AS9b** b You will hear five words from each minimal pair. For each word write 1 for /ɒ/ (sound 1) or 2 for /ɔ:/ (sound 2).

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

## Minimal pair sentences

A61a c Listen to the minimal pair sentences.

A61b d Listen to six of the sentences and write 1 for /ɒ/ (sound 1) or 2 for /ɔ:/ (sound 2).

A61a 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 **s l o w e r**. 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  b) sports

2 a) pots  b) ports

3 a) cod  b) cord

4 a) shot  b) short

5 a) Rod  b) roared

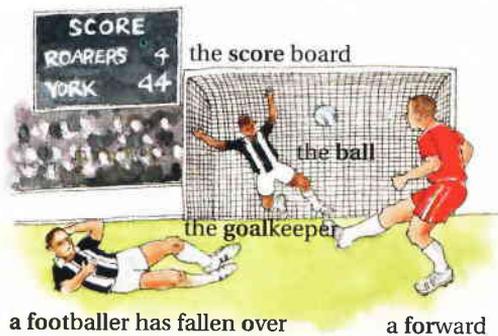
6 a) what a  b) water

## 3 Dialogue

a First practise the sound /ɔ:/ 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** (/fɔ:lt/ or /fɒlt/)

## A football match



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.

A: Mr Short always plays football in the morning.

B: In the morning?

C: Mr Short?

D: Football?

E: 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?

- I've put the ball *in the drawer*.
- It's *too warm* to go walking.
- Georgia* was looking gorgeous this morning.
- Morgan has bought *forty-five forks*.
- I'm going to buy *a horse*.
- You ought to get up *at four in the morning*.
- I saw *Orlando* when I was *in New York*.
- 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 /ɔ:/.

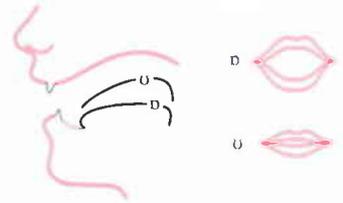
# UNIT 10 /ʊ / book



- We **should** **put** all these **books** in that **box** *now*, **shouldn't** we?  
– Yes, we **should**.

## 1 Target sound /ʊ/

- A66a a** First practise the sound /ɒ/ (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 /ʊ/.  
**A66c c** Listen and repeat both of these short sounds: /ɒ/ and /ʊ/.



## 2 Minimal pairs



**Sound 1**  
/ɒ/  
**pot**

Pot the plant in the garden.

**Sound 2**  
/ʊ/  
**put**

Put the plant in the garden.



**cod**

How do you spell 'cod'?

**cod**

**could**

How do you spell 'could'?

**could**



**lock**  
I'll lock you up.

**lock**

**look**  
I'll look you up.

**look**



The wind blew around the rock.

**rock**

**rook**

The wind blew around the rook.



**box**  
Give me the box.

**box**

**books**  
Give me the books.

**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 /ɒ/ (sound 1) or 2 for /ʊ/ (sound 2).

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

### Minimal pair sentences

**A67c c** Listen to the minimal pair sentences.

**A67d d** Listen to five of the sentences and write 1 for /ɒ/ (sound 1) or 2 for /ʊ/ (sound 2).

## e Sentence stress

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

	Strongest stress	Special meaning
Pair 1	<i>in</i>	Not just anywhere, e.g. near or beside it.
Pair 2		Everybody else has a different answer.
Pair 3		Nobody else would do that.
Pair 4		But not under it or above it.
Pair 5		Don't trust anybody else.

## 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

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

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.

## 4 Intonation: down tags

**EXAMPLE** We should put all these books in that box *now*, **shouldn't** we?

The intonation in most question tags is going down. This means that the speaker expects agreement. So down tags are used a lot in conversations to create agreement and rapport between the speakers.

**A72 a** Listen and repeat.

should you? shouldn't you? could you? couldn't you? would he?  
wouldn't he?

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

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



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

**EXAMPLE** She couldn't cook.

A: She couldn't cook, could she?

B: No, she couldn't.

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

## 5 Spelling



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

# UNIT 11 /u:/ boot

- I'm 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**.
- I 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:/'

- 120 a** First practise the sound /u/ (see page 36). Listen and repeat.
- 121 b** Put your tongue up and back a little more to make the long target sound /u:/. Listen and repeat.
- 122 c** Listen and repeat both sounds together. /u/ is short. /u:/' is long.



## 2 Minimal pairs



**Sound 1**  
/u/  
**look**  
Look, a new moon!

**Sound 2**  
/u:/'  
**Luke**  
Luke, a new moon!



**pull**  
The sign said 'Pull'.

**pool**  
The sign said 'Pool'.



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

**fool**  
This isn't really foolproof.



**could**  
The bird could.

**cooed**  
The bird cooed.



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

**wooded**  
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 /ʊ/ (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 /ʊ/ (sound 1) or 2 for /u:/ (sound 2).

B5 e Listen to the strong and weak stresses in: oOooOo a **fool**proof **computer**. Then listen and underline the strong stresses in:

OooO waterproof boots                      oOooOo a wind-proof jacket

OooOoo childproof containers            oOooOo an ovenproof dish

oOooOo a waterproof coat                oOooOo 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

B7 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.

B7 c Listen to the dialogue again and underline the strong stresses. Check your answers.

## The two rudest students in the school

MISS LUKE: (1) Good afternoon girls.

GIRLS: (2) Good afternoon, Miss Luke.

MISS LUKE: (4) This afternoon we're going to learn how to cook soup.

(5) Turn on your computers and look at unit twenty-two.

LUCY: (2) Excuse me, Miss Luke.

MISS LUKE: (1) Yes, Lucy?

LUCY: (2) There's some chewing gum on your shoe.

MISS LUKE: (5) Who threw their chewing gum on the floor? Was it you, Lucy?

LUCY: (2) No, Miss Luke. It was Susan.

MISS LUKE: (1) Who?

LUCY: (2) Susan Duke.

SUSAN: (3) It wasn't me, stupid. It was Julie.

JULIE: (1) It was you!

SUSAN: (8) It wasn't me! My mouth's full of chewing gum. Look, Miss Luke!

JULIE: (4) Stop pulling my hair, Susan. It was you!

SUSAN: (1) YOU!

JULIE: (1) YOU!

MISS LUKE: (11) Excuse me! If you two continue with this rudeness, you can stay after school instead of going to the pool.

## 4 Sentence stress

**a** Listen to this conversation. Notice how the strongly stressed words are **LOUDER**, and the weakly stressed words are said very **quicky**.

A: Excuse me.

B: Yes?

A: Could you tell me where I can get some (1) shoelaces?

B: Yes. There's a shop next to the (2) supermarket that sells very good (1) shoelaces. I'm going there too.

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

1

shoelaces  
herbal shampoo  
toothpaste  
tools  
football boots  
tuna  
chewing gum  
fresh fruit juice

2

supermarket  
swimming pool  
computer shop  
newspaper stand  
school

## 5 Spelling



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

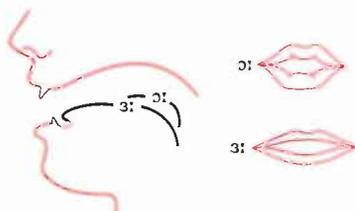
# UNIT 12 /ɜ:/ girl

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



## 1 Target sound /ɜ:/

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



## 2 Minimal pairs A



### Sound 1

/ɜ:/

**four**

She's got four.

### Sound 2

/ɜ:/

**fur**

She's got fur.

**torn**

It's a torn sign.

**turn**

It's a turn sign.

**warm**

I wouldn't like warm soup.

**worm**

I wouldn't like worm soup.

**walker**

He's a fast walker.

**worker**

He's a fast worker.



## Minimal pair words

**a** Listen and repeat the words.

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

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

### Minimal pair sentences

**B11a c** Listen to the minimal pair sentences.

**B11b d** Listen to four of the sentences and write *1* for /ɜ:/ (sound 1) or *2* for /z:/ (sound 2).

**B11a 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

/e/

**ten**

The sign says ten.

**Ben**

Look at it, Ben.

**bed**

It's a colourful bed.

**west**

It's the west wind.

#### Sound 2

/ɜ:/

**turn**

The sign says turn.

**burn**

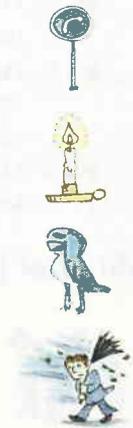
Look at it burn.

**bird**

It's a colourful bird.

**worst**

It's the worst wind.



### Minimal pair words

**B12a a** Listen and repeat the words.

**B12b b** You will hear five words from each minimal pair. For each word write *1* for /e/ (sound 1) or *2* for /ɜ:/ (sound 2).

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

### Minimal pair sentences

**B13a c** Listen to the minimal pair sentences.

**B13b d** Listen to four of the sentences and write *1* for /e/ (sound 1) or *2* for /ɜ:/ (sound 2).

**B13a e** Sentence stress

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

EXAMPLE It's the west wind.

## Minimal pairs C



## Sound 1

/ʌ/

**fun**

Fabulous fun!

**bun**

Look at that bun.

**bud**

That's a tiny little bud.

**gull**

There's a gull on the beach.

## Sound 2

/ɜ:/

**fern**

Fabulous fern!

**burn**

Look at that burn.

**bird**

That's a tiny little bird.

**girl**

There's a girl on the beach.



## Minimal pair words

814a a Listen and repeat the words.

814b b You will hear five words from each minimal pair. For each word write 1 for /ʌ/ (sound 1) or 2 for /ɜ:/ (sound 2).

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

## Minimal pair sentences

815a c Listen to the minimal pair sentences.

815b d Listen to four of the sentences and write 1 for /ʌ/ (sound 1) or 2 for /ɜ:/ (sound 2).

815a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (above).EXAMPLE Fabulous fun!

816 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



a First practise the sound /ɜ:/ in words from the dialogue below. Read the words aloud or visit the website to practise.

were weren't nurse worst world shirts hurts thirsty  
Thursday dirty Sir Herbert Colonel Burton

817 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 down. 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, weren't we?

B: Yes, we were.

Sometimes the intonation goes **up**. 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, weren't they?

B: Yes, they were.

 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 /ɜ:/.

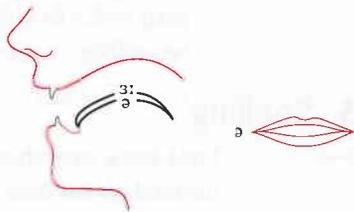
# UNIT 13 /ə/ a camera

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



## 1 Target sound /ə/

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



## 2 /ə/ in unstressed words and syllables

- B21a a** Listen and repeat. The spelling has been changed in the words on the right to show you when to use the sound /ə/.

a photograph of Barbara  1 ə photəgrəf əf Bərbərə

a glass of water  2 ə glɑs əf wɔtə

a pair of binoculars  3 ə pɛə əf bɪnɒkjələs

a photograph of her mother and father  4 ə photəgrəf əf hɜ moðə ənd fɑðə

a book about South America  5 ə bu:k əbaut Saʊð əmɛrɪkə

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

EXAMPLE A: What's in picture two?

B: ə glɑs əf wɔtə



### 121b 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 the clock.

What's the time?

It's six ə'clock.

It's ə quartə tə sevən.

Now practise these.

EXAMPLE A: What's the time?

B: It's ə quartə tə 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.



Barbərə spent Satəday aftənoon looking at ə beautifəl book əbout South əmericə.

'I want tə go tə South əmericə,' she said tə həself.

Thə next morning, when Barbərə woke up it wəs six ə'clock, ənd hə brothəs ənd sistəs wə still əsleep. Barbərə looked at thəm, ənd then closed hər eyes əgain.

Then she quietly got out əf bed ənd started tə pack hə suitcase.

She took səme comfətəble clothes out əf thə cupbəd. She packed ə pair əf binoculəs ənd hə sistə's camərə. She packed ə photəgraph əf həself ənd one əf hə mothər ənd fathə.

'I musn't fəget tə have səme breakfəst,' she said tə həself. Bət then she looked at thə clock. It wəs ə quartə tə seven.

'I'll jəst drink ə glass əf watə,' she said.

'ə glass əf watə,' she said.

'Watə,' she said, ənd opənəd hər eyes.

She wəs still in hə bed, ənd hə brothəs ənd sistəs wə laughing at hə.

'Tell əs what you wə dreaming əbout,' they said tə hə.

Bət Barbərə didn't answe. She wəs thinking əbout hə wondəful journey tə South əmericə.

## B22 b Weak forms

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

## EXAMPLE

Wəs 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.

Wəs she thinking about South America? Yes, she **was**.

Wə her brothers and sisters asleep? Yes, they **were**.

Də they like reading? Yes, they **do**.

Həve you read about South America? Yes, I **have**.

Dəs your friend like reading? Yes, he **does**.

ə we working hard? Yes, we **are**.

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

Cən you swim? Yes, I **can**.

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

1 a) **has**  b) **həs**

2 a) **can**  b) **cən**

3 a) **was**  b) **wəs**

4 a) **does**  b) **dəs**

5 a) **am**  b) **əm**

6 a) **them**  b) **thəm**

## 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 write what you noticed about how to spell the sound /ə/.

# UNIT 14 REVIEW

## Card game: Pick up same sounds



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.



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

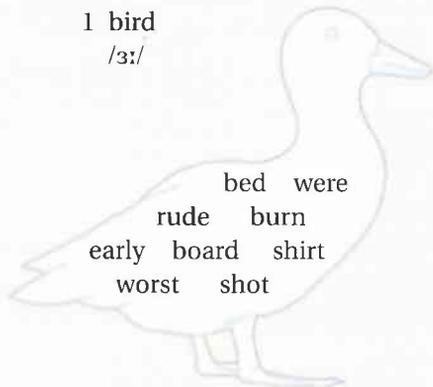
	/ɒ/	/ɔ:/	/ʊ/	/u:/	/ɜ:/
1	Poll(y)	Paul	pull	pool	Pearl
2	foll(ow)	fall	full	fool	furl*
3	cod	cord	could	cooed	curd*
4	wad	ward	would	woood*	word

Score



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

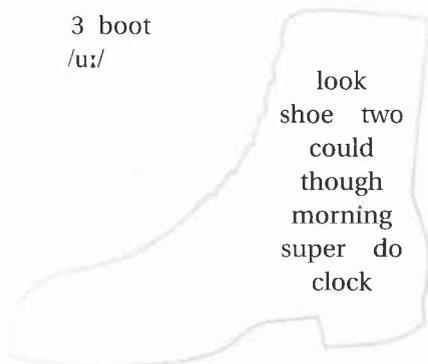
1 bird  
/ɜ:/



2 ball  
/ɔ:/



3 boot  
/u:/



4 book  
/u:/



Score /20

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

agreement (expected)     unsure (so checking the information)

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

Score /6

Total score /30

### Additional review task using dialogues from Units 8–12

Unit	8	9	10	11	12	13
Target sound	/ɒ/	/ɔ:/	/ʊ/	/u:/	/ɜ:/	/ə/
	clock	ball	book	boot	girl	a camera

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

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

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

# UNIT 15 /eɪ/ male

- I'm afraid I've made a mistake on this form.

Is your name spelt J-A-C-K?

- No. It's J-A-H-K. And here's another mistake.

My occupation. I'm not a wine taster. I'm a food tester.

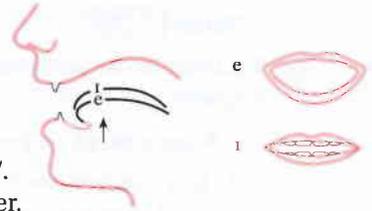


## 1 Target sound /eɪ/

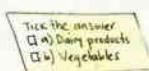
**B27a a** First practise the sound /e/ (see page 11). Then practise the short sound /ɪ/ (see page 7). Listen and repeat.

**B27b b** Join the two sounds: /eeɪ/.

**B27c c** Listen and repeat the target sound /eɪ/. The second part of the sound is shorter.



## 2 Minimal pairs

	<b>Sound 1</b> /e/	<b>Sound 2</b> /eɪ/	
	<b>pen</b> What an awful pen!	<b>pain</b> What an awful pain!	
	<b>shed</b> The dog's in the shed.	<b>shade</b> The dog's in the shade.	
	<b>edge</b> It's a difficult edge.	<b>age</b> It's a difficult age.	
	<b>wet</b> Just wet.	<b>wait</b> Just wait.	
	<b>test</b> Test this food.	<b>taste</b> Taste this food.	
	<b>pepper</b> That's too much pepper.	<b>paper</b> 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 /e/ (sound 1) or 2 for /eɪ/ (sound 2).

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

## Minimal pair sentences

- c Listen to the minimal pair sentences.
- d Listen to six of the sentences and write 1 for /e/ (sound 1) or 2 for /eɪ/ (sound 2).
- 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!

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

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

## 3 Dialogue

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

made late changed may say train **waiting** eight  
 Grey **timetable** April **station** ages **Baker** **eighteen**  
**afraid** **mistake** **today**

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

## At the railway station

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

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

PORTER: Which train?

MR GREY: The 8.18 to Baker Street.

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

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

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

MR GREY: At 8.08?

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

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

PORTER: It says: Baker Street train – 8.08.

MR GREY: Oh no, you're right. The train isn't late. I am.

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

## 4 Intonation

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

### EXAMPLES

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

A: They changed the timetable.                  B: Changed 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: \_\_\_\_\_

7 A: That's right. Why don't *you* go with her?              B: \_\_\_\_\_

## 5 Spelling

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

# UNIT 16 /aɪ/ 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**!

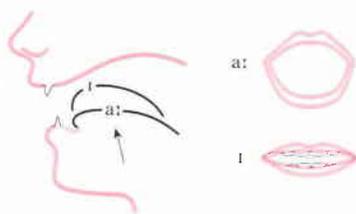


## 1 Target sound /aɪ/

**134a** a First practise the long sound /ɑ:/ (see page 23). Then practise the short sound /ɪ/ (see page 7). Listen and repeat.

**134b** b Join the two sounds: /ɑ:ɑ:ɑ:ɪ/.

**134c** c Listen and repeat the target sound /aɪ/. The second part of the sound is shorter.



## 2 Minimal pairs

	Sound 1	Sound 2	
	/ɑ:/ <b>bar</b>	/aɪ/ <b>buy</b>	
That was a good bar.			That was a good buy.
	<b>bark</b>	<b>bike</b>	
What a noisy bark.			What a noisy bike.
	<b>Pa</b>	<b>pie</b>	
He loves his Pa.			He loves his pie.
<i>Carry</i>	<b>R</b>	<b>eye</b>	
It's got two R's.			It's got two eyes.
	<b>cart</b>	<b>kite</b>	
It's a cart.			It's a kite.
	<b>heart</b>	<b>height</b>	
Check the heart.			Check the height.

## Minimal pair words

B35 a Listen and repeat the words.

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

a First practise the target sound /aɪ/ 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

B39 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.

bike	nice	type	iced	mobile	climbing	spider	Friday
library	tonight						

## Heidi, Caroline and Nigel

(Heidi and Caroline are both typing.)

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

NIGEL: Hi, Heidi. Hi, Caroline. You're looking 1 \_\_\_\_\_, Caroline.

(Silence from Caroline. She keeps typing.)

NIGEL: Would you like some 2 \_\_\_\_\_ coffee, Caroline?

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

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

CAROLINE: Sometimes. (*Mobile phone rings.*) ... My 5 \_\_\_\_\_ ! ... 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 \_\_\_\_\_ .



-   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

-  a Listen and repeat.

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

-  b Use the words above to practise this conversation.

A: I think \_\_\_\_\_ is quite exciting. Do you like it?

B: Yes. Would you like 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 /aɪ/.

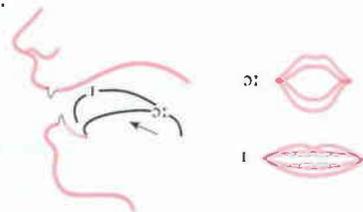
# UNIT 17 /ɔɪ/ boy

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



## 1 Target sound /ɔɪ/

- B41a a** First practise the sound /ɔ:/ (see page 33). Then practise the short sound /ɪ/ (see page 7). Listen and repeat.
- B41b b** Join the two sounds: /ɔ:ɪ:ɔ:ɪ:/.
- B41c c** Listen and repeat the target sound /ɔɪ/. The second part of the sound is shorter.



## 2 Minimal pairs



### Sound 1

/ɔ:/

**all**

It's all there.



**ball**

It's a ball on his head.



**corn**

Look at that golden corn.



**tore**

The paper tore.



**roar**

Hear the engine roar.

### Sound 2

/ɔɪ/

**oil**

It's oil there.



**boil**

It's a boil on his head.



**coin**

Look at that golden coin.



**toy**

The paper toy.



**Roy**

Hear the engine, Roy.

## 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 /ɔ:/ (sound 1) or 2 for /ɔɪ/ (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 /ɔ:/ (sound 1) or 2 for /ɔɪ/ (sound 2).

## 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.

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

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

## 3 Dialogue

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

boy toy noise voice spoilt pointing destroyed employed  
appointment annoying disappointing

## Intonation in names

The main stress is on the last name.

Joyce **Royal** Roy **Coyne** Rolls **Royce**

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. /,ɪnɪm'plɔɪmənt/.

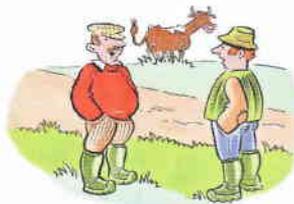
Choose four of the longest words in the list in 4a and use your dictionary to check if there is any secondary stress.

## 5 Spelling

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

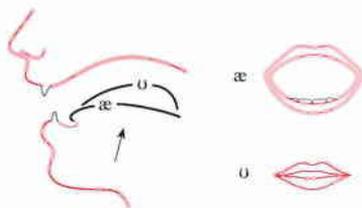
# UNIT 18 /aʊ/ house

- 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 **brown** cow!



## 1 Target sound /aʊ/

- 147a** First practise the sound /æ/ (see page 23). Then practise the sound /ʊ/ (see page 36). Listen and repeat.
- 147b** Join the two sounds: /ææʊʊ/.
- 147c** Listen and repeat the target sound /aʊ/. The second part of the sound is shorter.



## 2 Minimal pairs



### Sound 1

/a:/

**car**

It's the best car.



**bar**

It was a long bar.



**bra**

Her bra was wrinkled.



**grass**

There's beautiful grass here.



**arch**

'Arch!' he said loudly.

### Sound 2

/aʊ/

**cow**

It's the best cow.



**bow**

It was a long bow.



**brow**

Her brow was wrinkled.



**grouse**

There's beautiful grouse here.



**ouch**

'Ouch!' he said loudly.



## Minimal pair words

- 148a** Listen and repeat the words.
- 148b** You will hear five words from each minimal pair. For each word write 1 for /a:/ (sound 1) or 2 for /aʊ/ (sound 2).

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

**Minimal pair sentences**

**B49a c** Listen to the minimal pair sentences.

**B49b d** 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   | <input type="checkbox"/> | b) cow    | <input type="checkbox"/> |
| 2 a) grass | <input type="checkbox"/> | b) grouse | <input type="checkbox"/> |
| 3 a) bra   | <input type="checkbox"/> | b) brow   | <input type="checkbox"/> |
| 4 a) ha    | <input type="checkbox"/> | b) how    | <input type="checkbox"/> |
| 5 a) ah    | <input type="checkbox"/> | b) ow!    | <input type="checkbox"/> |
| 6 a) tarn  | <input type="checkbox"/> | b) town   | <input type="checkbox"/> |

**3 Dialogue**

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

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

**B51 b** **Correction**

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

**A mouse in the house**



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

**MRS BROWN:** Ow! You're shouting too loudly. Sit down and don't frown.

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

**MRS BROWN:** A town mouse?

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

**MRS BROWN:** On the ground?

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

MRS BROWN: Well, get it out.

MR BROWN: How?

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

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

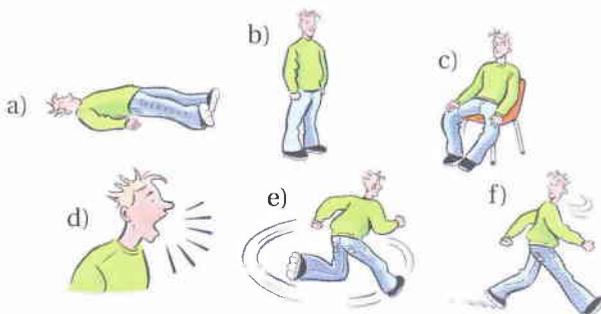
## 4 Stress in phrasal verbs

### B52 a EXAMPLE 1 Sit down.

Listen and repeat.

- |                              |                                |
|------------------------------|--------------------------------|
| 1 He's <u>sitting down</u> . | 4 He's <u>turning round</u> .  |
| 2 He's <u>lying down</u> .   | 5 He's <u>shouting out</u> .   |
| 3 He's <u>standing up</u> .  | 6 He's <u>running around</u> . |

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

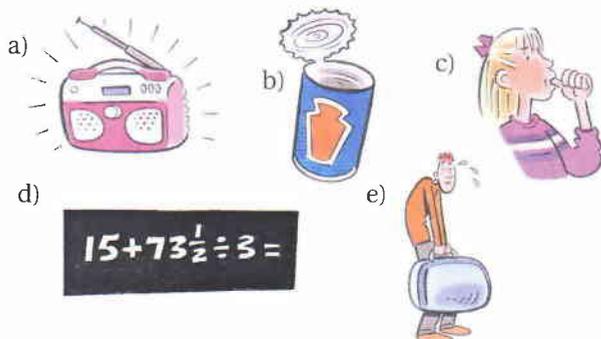


### B53 c EXAMPLE 2 Get it out.

Listen and repeat.

- |                         |                         |
|-------------------------|-------------------------|
| 1 <u>Put it down</u> .  | 4 <u>Turn it down</u> . |
| 2 <u>Take it out</u> .  | 5 <u>Work it out</u> .  |
| 3 <u>Throw it out</u> . |                         |

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



## 5 Spelling

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

# UNIT 19 /əʊ/ 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.

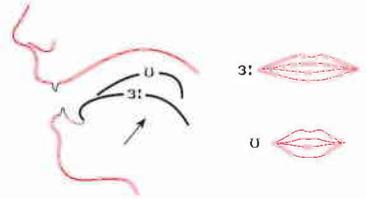


## 1 Target sound /əʊ/

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

**B54b b** Join the two sounds: /ɜ:ɜ:ɜ:ʊ/.

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



## 2 Minimal pairs A



### Sound 1

/ɜ:/

**burn**

It's a large burn.



**fern**

It's a green fern.



**Bert**

That's my Bert.



**work**

I work early.



**flirt**

He likes flirting.

### Sound 2

/əʊ/

**bone**

It's a large bone.



**phone**

It's a green phone.



**boat**

That's my boat.



**woke**

I woke early.



**float**

He likes floating.



## Minimal pair words

**B55a a** Listen and repeat the words.

**B55b b** You will hear five words from each minimal pair. For each word write 1 for /ɜ:/ (sound 1) or 2 for /əʊ/ (sound 2).

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

## Minimal pair sentences

- c Listen to the minimal pair sentences.  
 d Listen to five of the sentences and write 1 for /ɔ:/ (sound 1) or 2 for /əʊ/ (sound 2).  
 e Sentence stress

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

**EXAMPLE** 0000/0000 It's a green fern. / It's a green phone.

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

## Minimal pairs B

**Sound 1**

/ɔ:/

**caught**

Gino's caught.

**Sound 2**

/əʊ/

**coat**

Gino's coat.

**nought**

It's a nought.

**note**

It's a note.

**bought**

We had a bought picnic.

**boat**

We had a boat picnic.

**jaw**

It's my jaw.

**Joe**

It's my Joe.

**ball**

Give me the ball.

**bowl**

Give me the bowl.



## Minimal pair words

- a Listen and repeat the words.  
 b You will hear five words from each minimal pair. For each word write 1 for /ɔ:/ (sound 1) or 2 for /əʊ/ (sound 2).

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

## Minimal pair sentences

- a Listen to the minimal pair sentences.  
 b Listen to five of the sentences and write 1 for /ɔ:/ (sound 1) or 2 for /əʊ/ (sound 2).



**B59a e** Sentence stress

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

**EXAMPLE** Gino's caught.



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

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

### 3 Dialogue



**a** First practise the target sound /əʊ/ 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 it's 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.

## Rhyming

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

### a Listen and repeat.

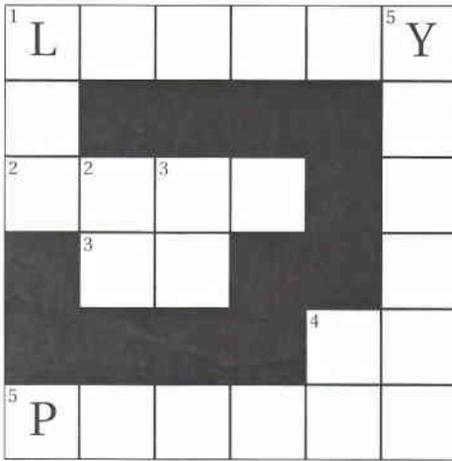
old hole bowl cold hold stole sold told gold

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

**EXAMPLE** 'gold' rhymes with 'old'.

### b Rhyming crossword

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



#### Clues

*Across:*

1 only

2 don't

3 know

4 Joe

5 billow

*Down:*

1 slow

2 John

3 snow

4 no

5 hello

## 5 Spelling

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

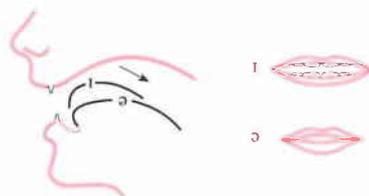
# UNIT 20 /iə/ year

- 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 /iə/

- B63a a** First practise the sound /i/ (see page 7). Then practise the sound /ə/ (see page 48). Listen and repeat.
- B63b b** Join the two sounds: /iiə/.
- B63c c** Listen and repeat the target sound /iə/.



## 2 Minimal pairs

	<b>Sound 1</b> /i:/	<b>Sound 2</b> /iə/	
	<b>E</b>	<b>ear</b>	
	That E's too big.	That ear's too big.	
	<b>bee</b>	<b>beer</b>	
	It's a small bee.	It's a small beer.	
	<b>tea</b>	<b>tear</b>	
	This tea tastes salty.	This tear tastes salty.	
	<b>pea</b>	<b>pier</b>	
	It's an old pea.	It's an old pier.	
	<b>bead</b>	<b>beard</b>	
	He has a black bead.	He has a black beard.	

## Minimal pair words

- B64a a** Listen and repeat the words.
- B64b b** You will hear five words from each minimal pair. For each word, write 1 for /i:/ (sound 1) or 2 for /iə/ (sound 2).

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

## Minimal pair sentences

**1053 c** Listen to the minimal pair sentences.

**1053 d** Listen to five of the sentences and write 1 for /i:/ (sound 1) or 2 for /ɪə/ (sound 2).

**1054 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 l o w l y**, and all the other words more **quic**ky and quietly. Then listen to the sentences again and underline the sentence stress (on page 70).

**1054 f** Tick the words a) or b) that you hear in the sentences.

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

## 3 Dialogue

**1055 a** First practise the target sound /ɪə/ in some words from the dialogue. Read the words aloud or visit the website to practise.

dear Lear here **nearly bearded idea** Austria **windier disappear** atmosphere beer clear year hear cheers beard mountaineer beer

**1057 b** Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps 1–8 with the correct words from the box below.

beer clear year hear cheers beard mountaineer beer
--

### A bearded mountaineer

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

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

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

MR LEAR: The atmosphere here is very 3 \_\_\_\_\_.

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

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

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

MR LEAR: His 5 \_\_\_\_\_ is in his beer.

MRS LEAR: His beard has nearly disappeared into his 6 \_\_\_\_\_ !

MR LEAR: Sh! He might 7 \_\_\_\_\_ .

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

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

MRS LEAR: 8 \_\_\_\_\_ ! Here's to the bearded mountaineer!



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

#### 4 The letter 'r' – pronounced or silent?

When there is no vowel following it, /r/ is silent. This 'rule' only applies to some speakers of English, e.g. in south-east England, South Africa, Australia. But many native speakers always pronounce /r/, e.g. in 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.

- B68 a** Listen and repeat.

**'r' not pronounced**

Here they are.

Here's the beer.

**'r' pronounced (before a vowel)**

Here are all the books.

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.

Mr Lear calls her 'dear'.

He's a mountaineer.

He can hear us too.

Dear old Mrs Lear is here in the kitchen.

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

#### 5 Spelling



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

# UNIT 21 /eə/ chair

—Hello ... Oh, **Claire!** ... Oh! ... Oh! ... Wh ...

—**Where's** the wedding? Here? ...

—Oh, **there!** ... What ... What are you going to **wear?** ...

—**My hair?** ... And ... Oh, my dear, I wouldn't **dare!**

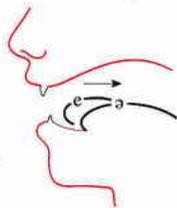


## 1 Target sound /eə/

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

**b** Join the two sounds: /eeə/.

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



## 2 Minimal pairs



**Sound 1**  
/ɪə/

**ear**

The ear isn't good.



**beer**

It's a sweet beer.



**pier**

That's an old pier.



**hear**

How do you spell 'hear'?



**tear**

That's a tear.



**Cheers!**

'Three cheers!' he said.

**Sound 2**  
/eə/

**air**

The air isn't good.



**bear**

It's a sweet bear.



**pear**

That's an old pear.



**hair**

How do you spell 'hair'?



**tear**

That's a tear.



**chairs**

'Three chairs!' he said.



## Minimal pair words

**a** Listen and repeat the words.

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

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

## Minimal pair sentences

B72a c Listen to the minimal pair sentences.

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

B72a e **Sentence stress**

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

**EXAMPLE** How do you spell 'hear'?

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

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

## 3 Dialogue

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

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

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

## A pair of hairclips

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

CLAIRE: Have you looked carefully everywhere?

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

CLAIRE: Have you looked upstairs?

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

CLAIRE: Hm! Are they square, Mary?

MARY: Yes. Why?

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

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

CLAIRE: It's over there under that chair.

MARY: Hm!

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

## 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 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.



a Listen and repeat.

**'r' not pronounced**

Claire

a pair

a square chair

**'r' pronounced (before a vowel)**

Claire\_and Mary

a pair\_of shoes

a square\_envelope



b Read these sentences and decide which words have 'r' pronounced. Then listen and check.

It's there.

They're here.

I've looked everywhere for them.

There it is.

They're under a table.

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



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

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

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

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

## TEST

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



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

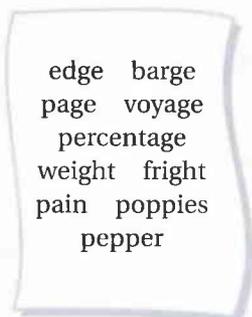
	/eɪ/	/aɪ/	/ɔɪ/	/aʊ/	/əʊ/	/ɪə/	/eə/
1	bay	buy	boy	bow (v)	bow (n)	beer	bear
2	hay	high	Hoy!*	how	Ho!	here	hair
3	A	I	Oy!*	Ow!	Oh!	ear	air
4	weigh	why	Woy(Woy*)	Wow!	woe	weir	wear
5	Tay*	tie	toy	Tao*	toe	tier	tear

Score

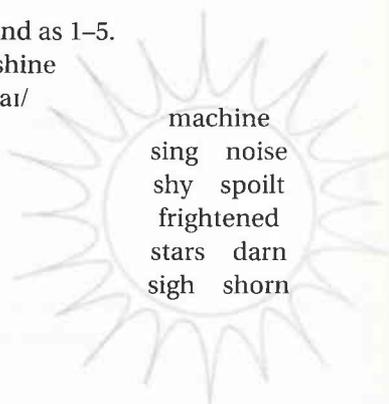


- 2 Circle the words with the same vowel sound as 1–5.

1 paper  
/eɪ/



2 shine  
/aɪ/



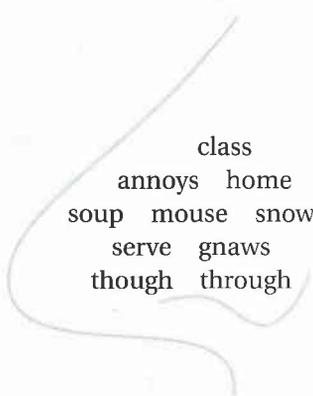
3 house

/aʊ/



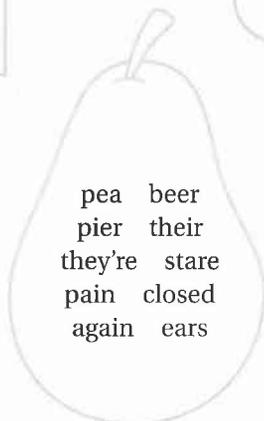
4 nose

/əʊ/



5 pear

/eə/



Score

3 Pronounced/silent 'r'

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

EXAMPLE Are Amber and Roger 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

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

Total score

## Additional review task using dialogues from Units 15–21

Unit	15	16	17	18	19	20	21
Target sound	/eɪ/	/aɪ/	/ɔɪ/	/aʊ/	/əʊ/	/ɪə/	/eə/
	male	fine	boy	house	phone	year	chair

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

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

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

# Section B

## Consonants

### Making English sounds

Use your voice for some consonant sounds:

**b**/ /d/ /g/ /v/ /z/ /w/ /r/ /l/ /m/  
**n**/ /ŋ/ (ring) /dʒ/ (jam) /j/ (yes)  
**ʒ**/ (vision) /ð/ (the feather)

Don't use your voice for some consonant sounds:

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



**VOICE**

These are 'voiced'.



**NO VOICE**

These are 'unvoiced'.

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

1 /p/ \_\_\_\_\_

6 /f/ \_\_\_\_\_

2 /t/ \_\_\_\_\_

7 /v/ \_\_\_\_\_

3 /z/ \_\_\_\_\_

8 /ð/ \_\_\_\_\_

4 /k/ \_\_\_\_\_

9 /θ/ \_\_\_\_\_

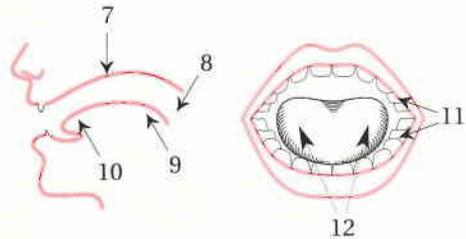
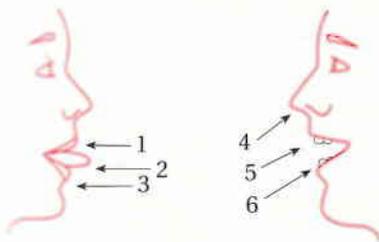
5 /g/ \_\_\_\_\_

10 /ŋ/ \_\_\_\_\_

11 /ʃ/ \_\_\_\_\_

2 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



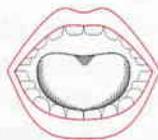


3 Match the pictures (1–7) in A with the words (a–g) in B.

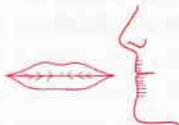
A



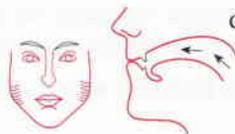
1



5



2



6



3



7



4

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/ /t/ /d/ /k/ /g/

**stops or plosives**

air moving between  
two parts of the mouth  
(or throat) which are  
close to each other:

/f/ /v/ /s/ /z/ /h/ /θ/ /ð/ /ʒ/

**fricatives**

air coming through the  
nose:

/m/ /n/ /ŋ/

**nasals**

air being released more  
slowly:

/tʃ/ /dʒ/

**affricates**

air moving between  
two not so close parts:

/w/ /r/ /j/

**approximants**

air coming round the  
sides of the tongue:

/l/

**lateral**

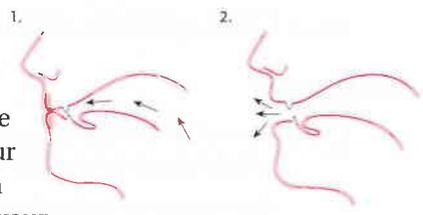
# UNIT 23 /p/ pen

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



## Target sound /p/

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



- 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 pear!



**cap**  
 It's an old cap.



**pup**  
 What a lively pup!



**Poppy**  
 Do you like Poppy?



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

**B79b b** Listen to the sentences.

**B79c c** Sentence stress

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

It's a useful pin.

Pen, please.

Look at the yellow pear.

It's an old cap.

What a lively pup!

Do you like Poppy?

**B79b d** Listen again and repeat the sentences.

### 3 Dialogue

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

The sound /p/ is louder before a vowel, and fairly loud before 'l' or 'r'.

One-syllable words: pot pie piece spoon plate plane please

Two-syllable words: **pencil** **Peter** **pepper** **pocket** **Poppy**  
**postcard** **pulling** **Paris** airport stupid **practise** **plastic**  
**people** **apple**

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

Two-syllable words: **surprised** **perhaps**

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

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

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

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

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

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



an envelope with a stamp

a cup

Help!

a pipe

What happens to the quiet sound if the next word begins with a vowel?

a cup\_of tea Help\_us!

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

empty	upstairs	dropped	help me
helpful	perhaps	Mr Tupman	stop shouting
stop talking	stop pulling		

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

Words 1–6 have a louder /p/ sound:

past pocket passports policeman pepper potato

Words a–f have a quieter /p/ sound:

upstairs stop envelope cup dropped help

## Passports, please

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

OFFICIAL: Passports, please!

MR TUPMAN: Poppy! Poppy! I think I've lost the 1 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 a) 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 e) \_\_\_\_\_ them on the plane.

OFFICIAL: Then let the other passengers 5 \_\_\_\_\_ , please.

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

OFFICIAL: Your name, please?

MR TUPMAN: Tupman.

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

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

## 4 Stress and intonation

### **B81 a** Stress

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

a <u>pin</u>	a <u>pencil</u>	a paper <u>plate</u>
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 Poppy
a spoon	an apple	

### **B82 b** Intonation

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

He bought a pen.

He bought a pen and a pencil.

He bought a pen and a pencil and a pin.



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

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

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

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

## 5 Spelling



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

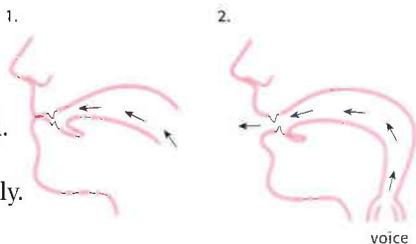
# UNIT 24 /b/ baby

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



## 1 Target sound /b/

- 813a** a First practise the unvoiced sound /p/ (see page 81). Listen and repeat.
- 813b** b Use your voice to make the target sound /b/. Listen and repeat.
- 813c** c Listen and repeat both sounds together. /p/ is unvoiced. /b/ is voiced.
- 813d** d Notice that sometimes /b/ is quieter because the air isn't released suddenly. Listen.
- job jobs cab cabs verb verbs



## 2 Minimal pairs

	Sound 1 /p/ <b>pin</b>	Sound 2 /b/ <b>bin</b>	
	It's a useful <b>pin</b> .	It's a useful <b>bin</b> .	
	<b>pen</b> , please!	<b>Ben</b> , please!	
	Look at the yellow <b>pear</b> .	Look at the yellow <b>bear</b> .	
	It's an old <b>cap</b> .	It's an old <b>cab</b> .	
	What a lively <b>pup</b> !	What a lively <b>pub</b> !	
	Do you like <b>Poppy</b> ?	Do you like <b>Bobby</b> ?	

### 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 'l' 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 Barbara butterflies terribly remember**

/b/ 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

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

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

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

EXAMPLE It's a bookshelf.



1 bag



2 ball



3 ball



4 bag



5 brush



6 brush



7 card



8 card



9 man



10 man



**c Stop sounds**

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

Match these compound words.

**EXAMPLE** shopkeeper (Remember to stress the first word.)

shop	—	ball
pet		keeper
hip		board
blood		shop
black		pocket
beach		bank

book	mint
bus	robe
bath	shop
back	ball
base	stop
pepper	pack

**B90**

Now listen and check your answers.

**5 Spelling**



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



# UNIT 25 /t/ table

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

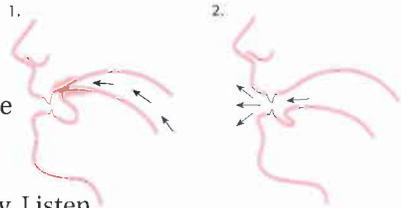


## 1 Target sound /t/

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

**191 b** Notice that sometimes /t/ is quieter because the air isn't released suddenly. Listen.

what forget doesn't breakfast minute minutes it's exactly  
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?



**B92a a** In the words on page 89, notice that the target sound is quieter in the words *sent*, *cart* and *write*. Listen and repeat the words.

**B92b b** Listen to the sentences.

**B92b c Sentence stress**

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

You too ?                      You sent the emails?                      Is hers the red cart?  
Can he write well?                      Does this train smell?                      Is there a trunk here?

### 3 Dialogue

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

/t/ 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 /t/ sounds join together.

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

/t/ 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 /t/ here before a consonant.

hats coats skirts shirts eighth what's restaurants  
cricket bats

Sometimes there will be loud and quiet /t/ 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.

**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.

### 3 department store

CUSTOMER 1: I want 1 to \_\_\_\_\_ 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 ... um ... sports equipment?

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

CUSTOMER 7: Where's the 6 \_\_\_\_\_, please?

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

CUSTOMER 8: What's the 7 \_\_\_\_\_, please?

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

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

### 4 Intonation in questions: new information/old information

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

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

**EXAMPLE** Could you tell me the time, please?

In *WH* questions, intonation usually begins to go down on the most important word for the speaker's meaning.

**EXAMPLES** What's the time, please?

How do I get to the sports equipment?

Where's the toilet, 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.

-  **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)

-  **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 <u>new</u> | 2 <u>old</u> | 3 _____ | 4 _____ |
| 5 _____      | 6 _____      | 7 _____ | 8 _____ |

 **d Role play**

Practise with a group of 4–5 people. Take turns to be the assistant at the information desk in a department store. The others ask questions. You can sometimes choose to check the information (either straightaway or later) by asking the same question again with a different intonation.

First practise the word stress in these words you may use.

restaurant telephone travel agent's supermarket  
 sports department toilet cafeteria photographer's fruit juice  
 computers notebooks printers photocopiers cricket bats  
 football boots hot water bottles blankets heaters

## 5 Spelling

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

# UNIT 26 /d/ door

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

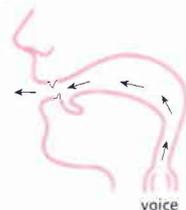


## 1 Target sound /d/

- Ca** a First practise the sound /t/ (see page 89). Listen and repeat.
- Cb** b Use your voice to make the target sound /d/. Listen and repeat.
- Cc** c Listen and repeat both sounds together. /t/ is unvoiced. /d/ is voiced.
- Cd** d Notice that sometimes /d/ is quieter because the air isn't released suddenly. Listen.  
good food goodbye friend child bird birds



2.



## 2 Minimal pairs



### Sound 1

/t/

**too**

You too?

### Sound 2

/d/

**do**

You do?

**sent**

You sent the emails?

**send**

You send the emails?

**cart**

Is the red cart hers?

**card**

Is the red card hers?

**write**

Can he write well?

**ride**

Can he ride well?

**train**

Does this train smell?

**drain**

Does this drain smell?

**trunk**

Is there a trunk outside?

**drunk**

Is there a drunk outside?



## Minimal pair words

**C3a a** Listen and repeat the words. Notice that the target sound is quieter in the words *send, card, ride*.

**C3b b** You will hear five words from each minimal pair. For each word, write 1 for /t/ (sound 1) or 2 for /d/ (sound 2).

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

## Minimal pair sentences

**C4a c** Listen to the minimal pair sentences.

**C4b d** Listen to six of the sentences and write 1 for /t/ (sound 1) or 2 for /d/ (sound 2)

**C4a e Sentence stress**

Listen to the minimal pair sentences again and underline the sentence stress (on page 93).

EXAMPLE You send the emails?

**C5 f** Tick the words a) or b) that you hear in the sentences.

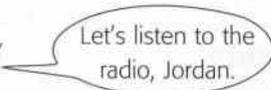
- |              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| 1 a) writing | <input type="checkbox"/> | b) riding | <input type="checkbox"/> |
| 2 a) cart    | <input type="checkbox"/> | b) card   | <input type="checkbox"/> |
| 3 a) bat     | <input type="checkbox"/> | b) bad    | <input type="checkbox"/> |
| 4 a) sent    | <input type="checkbox"/> | b) send   | <input type="checkbox"/> |
| 5 a) sight   | <input type="checkbox"/> | b) side   | <input type="checkbox"/> |
| 6 a) try     | <input type="checkbox"/> | b) dry    | <input type="checkbox"/> |

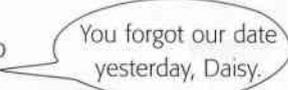
## 3 Dialogue

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

/d/ is **LOUD** before a vowel.

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 followed by a vowel?

They stayed    at home. They repaired    it today. It rained    all day.

I had    a bad cold. They played    a game of cards.

Practise these words with a louder /d/ at the beginning and a quieter /d/ at the end.

did decide decided damaged David Donald

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

EXAMPLE bad (Q) Daisy (L)

nobody ( )	darling ( )	bad ( )	cards ( )	Daisy ( )
date ( )	played ( )	dancing ( )	listened ( )	don't ( )
phoned ( )	tried ( )	today ( )	rained ( )	

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

- 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.

### Damaged telephone line

DAISY: Hello. This is 22882228.

DAVID: Hello, 1 Daisy . This is David.

DAISY: Oh, hi, 2 \_\_\_\_\_ .

DAVID: What did you do yesterday, Daisy? You forgot our 3 \_\_\_\_\_ , didn't you?

DAISY: Well, it a) rained all day, David ... and ... I had a b) \_\_\_\_\_ cold, so I ... er ... decided to stay at home.

DAVID: Did you? ... I c) \_\_\_\_\_ twenty times and 4 \_\_\_\_\_ answered.

DAISY: Oh, the telephone line was damaged. They repaired it 5 \_\_\_\_\_ .

DAVID: Well ... Daisy!!

DAISY: What, David?

DAVID: Oh! ... 6 \_\_\_\_\_ worry about it! ... What did ... er ... Donald do yesterday? Did he and Diane go 7 \_\_\_\_\_ ?

DAISY: No, they didn't yesterday. They just stayed at home and d) \_\_\_\_\_ e) \_\_\_\_\_ .

DAVID: And what did you do? Did you play cards too?

DAISY: No ... Jordan and I f) \_\_\_\_\_ to the radio and ... er ... studied. What did you do yesterday, David?

DAVID: I've just told you, Daisy ... I g) \_\_\_\_\_ to phone you twenty times!

## 4 Verbs ending in *ed*

Verbs ending in *ed* are pronounced:

/d/ after a vowel or  
voiced consonant

/t/ after an unvoiced  
consonant

/ɪd/ after the sound  
/t/ or /d/

**C7 a** Listen and repeat.

played  
cleaned  
snowed  
closed  
filled  
stayed

brushed  
laughed  
pushed  
watched  
danced  
walked

waited  
painted  
shouted  
wanted  
landed  
departed



**C8 b** *ed* endings: /d/, /t/, /ɪd/

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

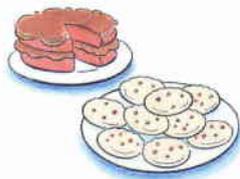
## 5 Spelling



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**?
- Yes, **thank**s. I like **cake**. But I'm **allergic** to **chocolate**.



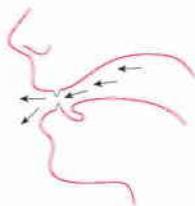
## 1 Target sound /k/

- 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/.

1.



2.



- 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.

**crowing**

It's crowing.



**C10a a** In the words on page 97, notice that the target sound is quieter in the word *back*. Listen and repeat the words.

**C10b b** Listen to the sentences.

**C10a 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.

**C10a 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 'l' 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.

/kt/	/kl/	/kw/	/kr/	/ks/
------	------	------	------	------

1 _____	2 _____	3 _____	4 _____	5 _____
next	picked	quiet	clock	cricket
exciting	walked	Kwok	class	cream
expensive	worked	question	clever	scream
excuse me	asked	quality	quickly	microwave
forks	electric	quite	chocolate	incredible

In which two lists 1–5 does /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 ( )	call ( )
coffee ( )	plastic ( )	course ( )	cream ( )	

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

- b** 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 some cream in your  
1 coffee, Mrs Clark?

KATE CLARK: 2 \_\_\_\_\_ me Kate, Karen.

KAREN COOK: OK ... Cream, ... 3 \_\_\_\_\_?

KATE CLARK: No thanks, Karen. But I'd like a little b) \_\_\_\_\_. Thanks.

KAREN COOK: Would you like some little 4 \_\_\_\_\_ cakes ... Kate?

KATE CLARK: Thank you. Did you c) \_\_\_\_\_ them?

KAREN COOK: Yes. Take two. Here's a cake d) \_\_\_\_\_, and here's a ...

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

KAREN COOK: It's an electric cuckoo clock. It's 5 \_\_\_\_\_.

KATE CLARK: Is it f) \_\_\_\_\_?

KAREN COOK: Oh no, Kate. It's a hand 6 \_\_\_\_\_ wooden clock. It was very expensive.

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

KAREN COOK: Of 7 \_\_\_\_\_ it does, Kate ... Look!

CLOCK: Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo! 8 \_\_\_\_\_ !

KATE CLARK: Fantastic! How exciting! What a clever clock!

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

## 4 Sentence stress patterns

c12 a Listen and repeat.

(adjective + noun)

1 a clean shelf

2 a clean whisk

3 a black cup

4 a plastic ring

5 a dirty bottle

6 an electric clock

7 an expensive cake

(adjective + compound noun)

a clean bookshelf

a clean egg whisk

a black coffee cup

a plastic key ring

a dirty cola bottle

an electric cuckoo clock

an expensive chocolate cake

b Unjumble these sentences.



1 an it's cuckoo electric clock

2 ring plastic it's key a



3 egg dirty it's whisk a



4 it's bottle dirty a cola



5 expensive cake cream an it's



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/.

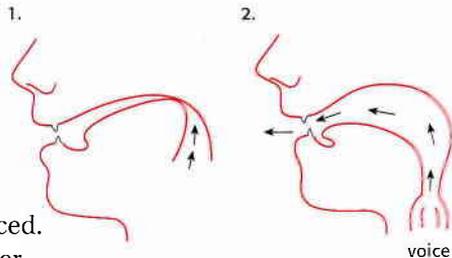
# UNIT 28 /g/ girl

- Could you **g**et me some **g**roceries when you **g**o out?  
 – What **e**xactly – nutmeg? **g**herkins? **y**oghurt?  
 – Of **c**ourse not! **G**et me some **b**agels if they've **g**ot any ...  
 ... **s**ugar, **e**ggs, **g**arlic ... and ... mm ... **f**igs and  
**g**rapes, if they're any **g**ood.



## 1 Target sound /g/

- a** First practise the sound /k/. This is an unvoiced sound. Listen and repeat.
- b** Use your voice to make the target sound /g/. Listen and repeat.
- c** Listen and repeat both sounds together. /k/ is unvoiced. /g/ is voiced.
- d** Notice that sometimes /g/ is quieter because the air isn't released suddenly. Listen.  
 big bag fig figs egg eggs example nutmeg



## 2 Minimal pairs

	Sound 1 /k/	Sound 2 /g/	
	<b>coat</b> It's a hairy coat.	<b>goat</b> It's a hairy goat.	
	<b>curl</b> He's got a lovely curl.	<b>girl</b> He's got a lovely girl.	
	<b>class</b> It's a brilliant class.	<b>glass</b> It's a brilliant glass.	
	<b>back</b> She's got a strong back.	<b>bag</b> She's got a strong bag.	
	<b>crow</b> It's crowing.	<b>grow</b> It's growing.	

### Minimal pair words

**C14a a** Listen and repeat the words. Notice that the target sound is quieter in the word *bag*.

**C14b b** You will hear five words from each minimal pair. For each word, write 1 for /k/ (sound 1) or 2 for /g/ (sound 2).

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

### Minimal pair sentences

**C15a c** Listen to the minimal pair sentences.

**C15b d** Listen to five of the sentences and write 1 for /k/ (sound 1) or 2 for /g/ (sound 2).

**C15a e** Sentence stress

In spoken English sentences, the most important words for the speaker's meaning are strongly stressed. Strongly stressed words are **LOUDER** and **slower**. Weakly stressed words are quieter and **quicker**. 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.

**C16 f** Tick the words a) or b) that you hear in the sentences.

- |            |                          |         |                          |
|------------|--------------------------|---------|--------------------------|
| 1 a) cold  | <input type="checkbox"/> | b) gold | <input type="checkbox"/> |
| 2 a) back  | <input type="checkbox"/> | b) bag  | <input type="checkbox"/> |
| 3 a) clock | <input type="checkbox"/> | b) clog | <input type="checkbox"/> |
| 4 a) curl  | <input type="checkbox"/> | b) girl | <input type="checkbox"/> |
| 5 a) frock | <input type="checkbox"/> | b) frog | <input type="checkbox"/> |
| 6 a) clue  | <input type="checkbox"/> | b) glue | <input type="checkbox"/> |

## 3 Phone messages

**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/ LOUDer 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.

- 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.
- 2 They're coming to \_\_\_\_\_ at the \_\_\_\_\_ of \_\_\_\_\_.
- 3 \_\_\_\_\_ is always giggling. She wants to \_\_\_\_\_ up on all the \_\_\_\_\_.
- 4 The last time they got together, Greg and Craig played \_\_\_\_\_ while the two \_\_\_\_\_ went shopping.
- 5 Carol says, 'I \_\_\_\_\_ you've gone away for the \_\_\_\_\_.'
- 6 Craig and Maggie sent a \_\_\_\_\_ from \_\_\_\_\_, but they're going to go to Greece.
- 7 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 \_\_\_\_\_.

- 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	/gz/	/gr/
-----	------	------

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

exam	English	angry
eggs	glove	hungry
executive	glasses	grammar
earplugs	glamorous	grapefruit
hugs	singly	grateful
exactly	global	congratulations

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



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/.

# UNIT 29 REVIEW

## Card game: Pick up pairs



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.

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

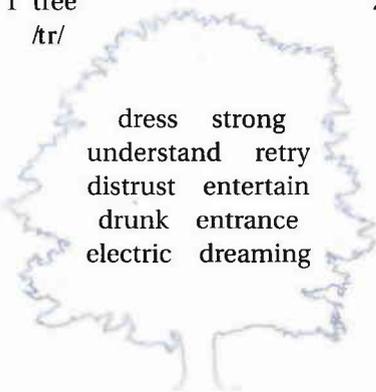
	/p/	/b/	/t/	/d/	/k/	/g/
1	paw	bore	tore	door	core	gore*
2	pill	Bill	till	dill	kill	gill
3	pay	bay	Tay	day	Kay	gay
4	P	B	tea	Dee	key	ghee*
5	Pooh!	Boo!	two	do	coo	goo

Score

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

1 tree

/tr/



2 clock

/k/



3 pram  
/pr/

black  
appreciate  
place plum  
brother impressive  
probably breakfast  
present prawn

Score

3 Pick the different one: /t/, /d/ or /ɪd/

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

4 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

Total score

### Additional review task using dialogues from Units 23–28

Unit	23	24	25	26	27	28
Target sound	/p/	/b/	/t/	/d/	/k/	/g/
	pen	baby	table	door	key	girl

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

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

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

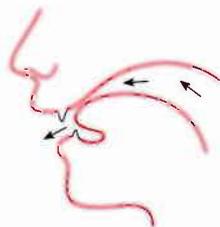
# UNIT 30 /s/ sun

- She's 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/

- 1** 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/



**Sue** **bus** /s/  
That Sue was amazing. I heard a bus.



**C** **piece**  
It's pronounced /si:/. I want the big piece.



**sip** **price**  
Sip it slowly. What's the price?



**a** 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. Guess which two words will be strongly stressed in each sentence above. Then listen to the sentences again and underline the sentence stress.

**EXAMPLE** I want the big piece.

**d** Listen and repeat the sentences.

### 3 Dialogue

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

Sam Sue sand a sum of money Saturday sailing possible  
seaside

/s/ in consonant clusters

let's that's it's six just sleep spend stay star Smith  
outside instead sweetie swimming sensible smallest skiing  
exciting expensive cheapskate\*

\* a person who only spends the smallest amount of money

Notice how /s/ sounds join together.

let's\_stay Six\_Star let's\_sleep

- b** First just listen to the dialogue without looking at your book, paying particular attention to the target sound.

#### It's expensive

SAM: Let's go to the seaside on Saturday, sweetie.

SUE: Yes! Let's go sailing and water-skiing. That's exciting.

SAM: It's expensive, sweetie. Let's just sit in the sun and go swimming instead.

SUE: Let's stay in the Six Star Hotel and spend Sunday there too.

SAM: Be sensible, Sue. It's too expensive. Let's sleep outside instead.

SUE: Sleep on the sand? You never want to spend more than the smallest possible sum of money, Sam Smith – you're such a cheapskate!

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

### 4 /s/ in consonant clusters

- a** Use the prompts below to make sentences about Sam, Simon, Lucas, Sarah, Chris and Chrissie. Listen and respond, like the example.

**EXAMPLE** I hate hats. *Response:* Sam hates hats too.

	Sam	Simon	Lucas	Sarah	Chris	Chrissie
1 I hate hats.	✓					
2 I like cats.		✓				
3 I get headaches.						✓
4 I drink milkshakes.			✓			
5 I take good photographs.	✓					
6 I eat chocolate biscuits.					✓	
7 I laugh at jokes.				✓		
8 I want some interesting books.						✓

## b Joining /s/ sounds

Find the correct ending to these sentences and practise joining the /s/ sounds as in the example.

EXAMPLE Chrissssspeaksssslowly.

- |                   |     |                              |
|-------------------|-----|------------------------------|
| 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. |

Listen to check and repeat.

## c Read aloud. Practise the target sound in consonant clusters.

### The smile of a snake

She speaks slowly, and eats special, expensive chocolates. As she steps upstairs, her long skirt sweeps over her silver slippers. She is small and smart and sweet-smelling. Her skin is like snow. 'You have stolen my heart!' I once said stupidly, and she smiled. But when she smiled, she smiled the smile of a snake.

## 5 Spelling

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

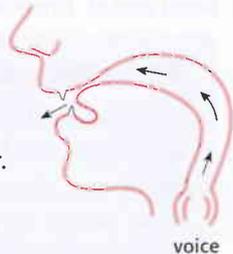
# UNIT 31 /z/ ZOO

- It looks so **easy**, doesn't it?
- It **does**. But it **isn't**.
- Look at those **eyes**. They're like ice.
- He **always** **draws** the **bodies** so well, doesn't he?  
Look at the **arms** ... the **legs** ... those **hands**.
- He's such an **amazing** artist.
- One of these **days** ... I'm going to buy one of **his** paintings.



## 1 Target sound /z/

- C26a a** First practise the sound /s/ (see page 107). Listen and repeat.
- C26b b** Use your voice to make the target sound /z/. Listen and repeat.
- C26c c** Listen and repeat both sounds together.  
/s/ is unvoiced. /z/ is voiced.



## 2 Minimal pairs



### Sound 1

/s/

**Sue**

That Sue was amazing.

**C**

It's pronounced /si:/.

**sip**

Sip it slowly.

**bus**

I heard a bus.

**piece**

I want the big piece.

**price**

What's the price?

### Sound 2

/z/

**zoo**

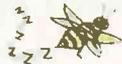
That zoo was amazing.

**Z**

It's pronounced /zi:/.

**zip**

Zip it slowly.

**buzz**

I heard a buzz.

**peas**

I want the big peas.

**prize**

What's the prize?

### 2 a pair words

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

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

### 2 b pair sentences

- c Listen to the minimal pair sentences.  
 d Listen to six of the sentences and write 1 for /s/ (sound 1) or 2 for /z/ (sound 2).

#### e Sentence stress

Look at this pattern of strong and weak stresses in the first set of minimal pair sentences.

That Sue was amazing. That zoo was amazing. oOooOo

Listen to the minimal pair sentences again while looking at the patterns and notice how the weak stresses are quicker and quieter.

Pair 1: oOooOo      Pair 2: ooOO      Pair 3: OoOo

Pair 4: oOoO      Pair 5: oooOO      Pair 6: OoO

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

- |                |                          |              |                          |
|----------------|--------------------------|--------------|--------------------------|
| 1 a) bus       | <input type="checkbox"/> | b) buzz      | <input type="checkbox"/> |
| 2 a) sip       | <input type="checkbox"/> | b) zip       | <input type="checkbox"/> |
| 3 a) price     | <input type="checkbox"/> | b) prize     | <input type="checkbox"/> |
| 4 a) pence     | <input type="checkbox"/> | b) pens      | <input type="checkbox"/> |
| 5 a) police    | <input type="checkbox"/> | b) please    | <input type="checkbox"/> |
| 6 a) Sackville | <input type="checkbox"/> | b) Zackville | <input type="checkbox"/> |

## 3 Dialogue

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

#### /s/ and /z/ sounds

The letter 's' is usually pronounced /s/ after an unvoiced sound, and /z/ after a voiced sound.

	/s/ after an unvoiced sound			/z/ after a voiced sound		
plurals	snakes	sacks	units	animals	parcels	arms
	artists	zips		legs		
3rd person singular	makes	thinks	wants	smells	contains	draws
's	what's	it's	think's	something's	Susan's	

**Joining /s/ and /z/ sounds**

Notice that if the two sounds are different, we say the second one more strongly.

Yes, Zena. (s\_z) This parcel contains six mice. (z\_s) this sack (s\_s) does Susan (z\_s)

Say these words that have two /s/ or /z/ sounds. Which sounds are they?

**EXAMPLE** Mrs (/s/ /z/)

- |               |              |
|---------------|--------------|
| 1 smells      | 6 surprising |
| 2 parcels     | 7 Lazarus    |
| 3 something's | 8 sounds     |
| 4 boxes       | 9 sacks      |
| 5 Susan       | 10 zoos      |

- C30 b** Listen to the dialogue, paying attention to the /s/ and /z/ sounds. Then practise reading the dialogue aloud. Record your voice to compare your production of those sounds with the recording.

**Surprises in the post office**

(Zena and Susan work at the post office. They are busy sorting parcels. It's Susan's first day.)

SUSAN: This parcel smells, Mrs Lazarus.

ZENA: Call me Zena, Susan.

SUSAN: Yes ... Zena ... Something's written on it. What does it say?

ZENA: It says: 'This parcel contains six mice!'

SUSAN: Aw! Isn't that awful, Zena! Poor animals!

ZENA: And listen, Susan! What's in this sack?

SUSAN: It's making a strange hissing noise.

SACK: (*hisses*) Sssssssssssssss!

SUSAN: Zena! It's a sack of snakes!

ZENA: So it is! ... And what do you think's in this box, Susan?

SUSAN: It's making a buzzing sound.

BOX: (*buzzes*) Zzzzzzzzzzzzzzz!

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

### a /z/ in consonant clusters

Use the prompts below to make sentences about Ms Mills, Mr Suzuki, Mrs Moses and Miss Jones. Listen and respond, like the example.

**EXAMPLE** I love dogs. *Response:* Mr Suzuki loves dogs too.

	Ms Mills	Mr Suzuki	Mrs Moses	Miss Jones
1 I love dogs.		✓		
2 I climb mountains.	✓			
3 I have six cousins.			✓	
4 I listen to jazz records.				✓
5 I read magazines.		✓		
6 I always lose things.	✓			
7 I buy expensive clothes.				✓
8 I have loads of friends.		✓		
9 I prepare horrible meals.	✓			
10 I always remember bad dreams.			✓	

(Note: The following titles are only used with a family name: *Mr* /mɪstə/ for men and *Ms* /mɪz/ for women. *Mrs* /mɪsɪz/ is also used for married women, and *Miss* /mɪs/ for unmarried women.)

### b 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/.

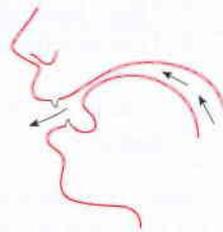
# UNIT 32 /ʃ/ shoe

- She **shouldn't** be wearing such a **shabby** 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 /ʃ/

- 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 /ʃ/. Listen and repeat.
- C32c c** Listen and repeat both sounds together. Both are unvoiced: /s/ and /ʃ/.



## 2 Minimal pairs

	Sound 1	Sound 2	
	/s/ <b>C</b> C is third.	/ʃ/ <b>she</b> She is third.	
	<b>Sue</b> I like Sue's.	<b>shoe</b> I like shoes.	
	<b>sip</b> Sip it carefully.	<b>ship</b> Ship it carefully.	
	<b>ass</b> Look at that ass.	<b>ash</b> Look at that ash.	
	<b>sew</b> He won't sew it.	<b>show</b> He won't show it.	
	<b>puss</b> 'Puss!' he shouted.	<b>push</b> 'Push!' he shouted.	

## Minimal pair words

**C33a a** Listen and repeat the words.

**C33b b** You will hear five words from each minimal pair. For each word, write 1 for /s/ (sound 1) or 2 for /ʃ/ (sound 2).

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

## Minimal pair sentences

**C34a c** Listen to the minimal pair sentences.

**C34b d** Listen to six of the sentences and write 1 for /s/ (sound 1) or 2 for /ʃ/ (sound 2).

**C34a e** Sentence stress

First try to guess which two words in each of the minimal pair sentences will be strongly stressed. Then listen, and mark  where the intonation begins to go down on the most strongly stressed word (on page 114).

EXAMPLE Ship it carefully.

**C35 f** Tick the words a) or b) that you hear in the sentences.

- |            |                          |           |                          |
|------------|--------------------------|-----------|--------------------------|
| 1 a) Sue's | <input type="checkbox"/> | b) shoes  | <input type="checkbox"/> |
| 2 a) ass   | <input type="checkbox"/> | b) ash    | <input type="checkbox"/> |
| 3 a) puss  | <input type="checkbox"/> | b) push   | <input type="checkbox"/> |
| 4 a) sack  | <input type="checkbox"/> | b) shack  | <input type="checkbox"/> |
| 5 a) seats | <input type="checkbox"/> | b) sheets | <input type="checkbox"/> |
| 6 a) save  | <input type="checkbox"/> | b) shave  | <input type="checkbox"/> |

## 3 Dialogue

**a** 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 | a _____ (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.

MRS MARSH: (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: (j) 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 /f/ sounds

a /f/ sounds are joined between words.

EXAMPLE English\_sheep

Rewrite these phrases following the example in 1.

- 1 shops in England *English shops*
- 2 ships made in Denmark \_\_\_\_\_
- 3 sheep in Scotland \_\_\_\_\_
- 4 shampoo from Sweden \_\_\_\_\_
- 5 champagne from France \_\_\_\_\_
- 6 sheets from Ireland \_\_\_\_\_
- 7 shirts made in Poland \_\_\_\_\_
- 8 shorts from Finland \_\_\_\_\_
- 9 sugar from Turkey \_\_\_\_\_
- 10 shoes made in Spain \_\_\_\_\_

 **C37 b** Listen and check your answers.

c Read the phrases aloud, joining the /f/ 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 /f/.

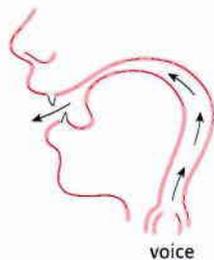
# UNIT 33 /z/ television

- Dad, what rhymes with **explosion**?
- **Erosion**.
- What about **conclusion**?
- **Confusion**.
- And **television**?
- **Decision ... revision ... precision ...**
- Stop, Dad! That's enough! Thank you.
- My pleasure. Any time.



## 1 Target sound /z/

- C38a a** First practise the sound /f/ (see page 114).  
Listen and repeat.
- C38b b** Use your voice to make the target sound /z/. Listen and repeat.
- C38c c** Listen and repeat both sounds.  
/f/ is unvoiced. /z/ is voiced.



## 2 Sound /z/

/z/

**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].)

C39a a Listen and repeat the words.

C39b b Listen to the sentences.

C39a c **Sentence stress**

In spoken English, the most important words for the speaker are strongly stressed. So there is often more than one 'correct' way of stressing a sentence, as it depends on the speaker's meaning. Guess which words might be spoken with stronger stress in the sentences. Then listen to the sentences again and underline the sentence stress (on page 117).

EXAMPLE Michelle has a job in a shop selling casual shoes.

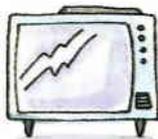
C39a d Listen and repeat the sentences.

### 3 Television programmes

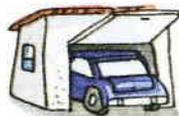
a First practise the sound /z/ in some of the words from this unit. Read the words aloud or visit the website to practise.

usually unusual pleasure

television



garage



measuring tape



treasure



casual clothes



Asia



an unusual collision



## C40 b Listen.



Television Programmes: Channel 5	Sharon	Shaun	Charlotte	Mrs Marsh
7.00 – Children's film: <i>Treasure Island</i>	✓			
7.15 – News update: <i>An Unusual Collision</i>		✓		
7.30 – Fashion show: <i>Casual Clothes</i>			✓	
7.45 – Travel film: <i>Crossing Asia</i>				✓
8.15 – Do-it-yourself show: <i>How to Measure a New Garage</i>	✓			
8.30 – Variety show: <i>It's a Pleasure</i>		✓		

c Make as many sentences as you can about who's watching what on TV tonight.

EXAMPLE At 8.30, Shaun's watching a variety show called *It's a Pleasure*.

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 /z/.

# UNIT 34 /tʃ/ chip

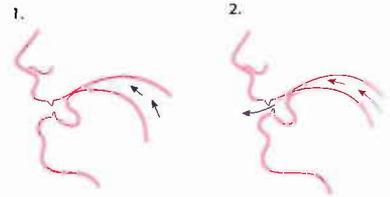
- Lovely little **chapel** for a **church** wedding bells ... **chiming** ...
- Do you think they're a good **match**?
- Good **question**. They're like **chalk** and **cheese**. She's a **checkout chick**; he's the **chairman** of a television **channel**. He's **rich**, **charming** ...
- But she *is* 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 /tʃ/

- C42a a** First practise the sounds /t/ and /ʃ/ (see pages 89 and 114). Listen and repeat.
- C42b b** To make the target sound /tʃ/, 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: /tʃ/.



## 2 Minimal pairs



### Sound 1

/ʃ/

**ship**

We like ships.



**sheep**

This is a sheep farm.



**sherry**

It's a sherry trifle.



**shop**

I'll buy this shop.



**cash**

I couldn't cash it.



**wash**

He's washing the television.

### Sound 2

/tʃ/

**chip**

We like chips.



**cheap**

This is a cheap farm.



**cherry**

It's a cherry trifle.



**chop**

I'll buy this chop.



**catch**

I couldn't catch it.



**watch**

He's watching the television.

## Minimal pair words

**C4a** a Listen and repeat the words.

**C4b** b You will hear five words from each minimal pair. For each word, write 1 for /ʃ/ (sound 1) or 2 for /tʃ/ (sound 2).

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

## Minimal pair sentences

**C4a** c Listen to the minimal pair sentences.

**C4b** d Listen to six of the sentences and write 1 for /ʃ/ (sound 1) or 2 for /tʃ/ (sound 2).

**C4c** e **Sentence stress**

First read the minimal pair sentences and guess which two words will be strongly stressed in each sentence. Notice which words are nouns, adjectives or main verbs. These are often important for the speaker's meaning, so they are often (but not always) the stressed words. Then listen to each sentence and underline the two strongly stressed words (on page 120).

**EXAMPLE** He's watching the television.

**C4d** f 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

**C4a** a First practise the target sound /tʃ/ 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

**C4b** b **Sentence stress**

Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed in each sentence. The number in brackets tells you how many words will be strongly stressed by the speaker in that line. The first line has been done as an example. Then listen to the dialogue as many times as necessary before deciding on your answers.

## At the butcher's shop

(5) (*Charles Cheshire is a very cheerful, charming butcher.*)

CHARLES: (2) Good morning, Mrs Church.

MRS CHURCH: (5) Good morning, Charles. I'd like some chops for the children's lunch.

CHARLES: (2) Chump chops or shoulder chops, Mrs Church?

MRS CHURCH: (4) I'll have four shoulder chops, and I want a small chicken.

CHARLES: (3) Would you like to choose a chicken, Mrs Church?

MRS CHURCH: (2) Which one is cheaper?

CHARLES: (4) This one's the cheapest. It's a delicious chicken.

MRS CHURCH: (8) How much is all that? I haven't got cash. Can I pay by credit card?

CHARLES: (2) Of course, Mrs Church.

**C49 c** Check your answers by listening to the dialogue again. Then check in the key.

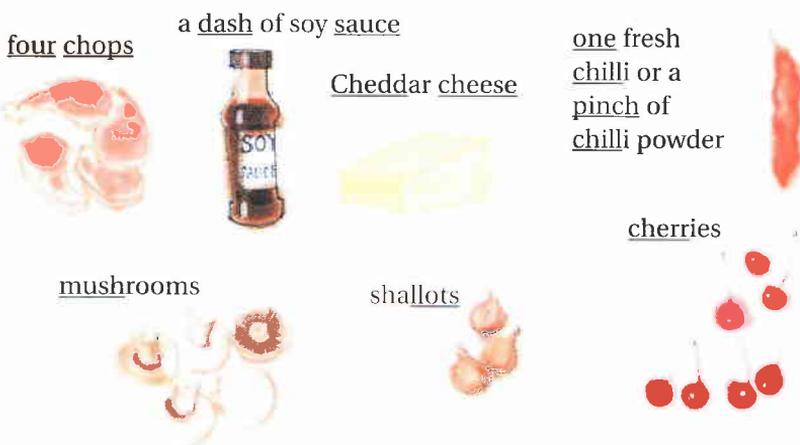
**d** Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 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:



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.

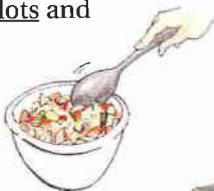
- 1 Pour a little soy sauce over the chops.



- 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.

## 5 Spelling

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

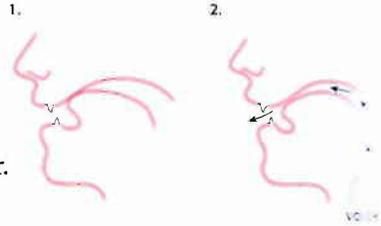
# UNIT 35 /dʒ/ January

- Good morning. My name is Chas **J**azz. I want to **arr**ange to send an item of my **lugg**age on to **J**apan.
- **J**ust one moment, Mr **J**azz ... (*on phone*) Hello. Could you hold on for **j**ust a moment, please?
- **J**ust in case there's any **dam**age to this **bag**gage, the **Jum**bo**j**etset Company in **J**amestown has ...
- I'm sorry Mr **J**azz, but this is not the **Jum**bo**j**etset Company. Their office is **j**ust round the corner.



## 1 Target sound /dʒ/

- 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



**Sound 1**  
/tʃ/

**cheap**

It's a cheap type of car.



**choke**

Are you choking?



**riches**

A land full of riches.



**cherries**

Do you like cherries?



**larch**

I want a larch tree.

**H**

Do I write 'H' here?

**Sound 2**  
/dʒ/

**jeep**

It's a jeep type of car.



**joke**

Are you joking?



**ridges**

A land full of ridges.



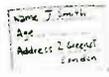
**Jerry's**

Do you like Jerry's?



**large**

I want a large tree.



**age**

Do I write age here?

### Minimal pair words

- 129a a Listen and repeat the words.  
 129b b You will hear five words from each minimal pair. For each word, write 1 for /tʃ/ (sound 1) or 2 for /dʒ/ (sound 2).

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

### Minimal pair sentences

- 131a c Listen to the minimal pair sentences.  
 131b d Listen to six of the sentences and write 1 for /tʃ/ (sound 1) or 2 for /dʒ/ (sound 2).

#### 131a e Sentence stress

First imagine how the minimal pair sentences will be spoken if the pair word is the most important word for the speaker's meaning. Underline this word (on page 124). Then listen to the sentences again and mark if the voice begins to go up or down on this word.

EXAMPLE It's a cheap type of car.

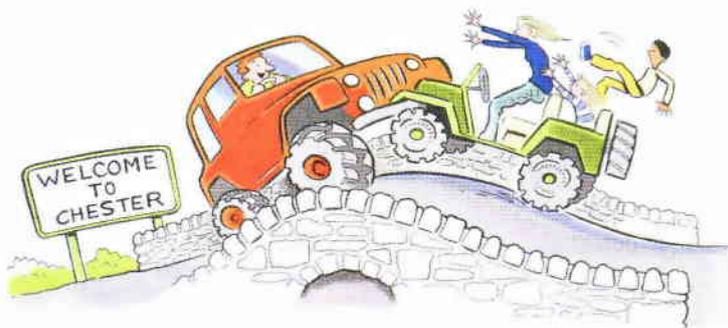
- 132 f Tick the words a) or b) that you hear in the sentences.

- |              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| 1 a) choke   | <input type="checkbox"/> | b) joke   | <input type="checkbox"/> |
| 2 a) larch   | <input type="checkbox"/> | b) large  | <input type="checkbox"/> |
| 3 a) cheap   | <input type="checkbox"/> | b) jeep   | <input type="checkbox"/> |
| 4 a) chain   | <input type="checkbox"/> | b) Jane   | <input type="checkbox"/> |
| 5 a) chilly  | <input type="checkbox"/> | b) Jilly  | <input type="checkbox"/> |
| 6 a) cheered | <input type="checkbox"/> | b) jeered | <input type="checkbox"/> |

## 3 Dialogue

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

jeep jail John just George edge Jerry larger injured  
 dangerous agency travel agency jokes bridge village  
 damaged manager passenger January dangerously



**c53 b** Read the dialogue below and fill the gaps (1–8) with the correct words from the box below. Then listen and check your answers.

jokes	bridge	village	damaged
manager	passenger	January	dangerously

### A dangerous bridge

JERRY: Just outside this 1 \_\_\_\_\_ 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.

large cherries

orange juice

How much cheese

which job

village jail

watch chain

rich child

teach German

large gentleman

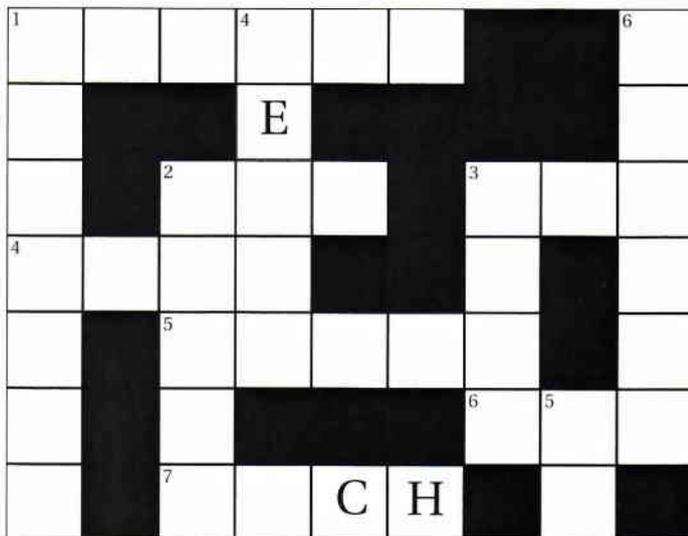
which chair

college chess

huge jumbo jet

## b Crossword

Every answer has the sound /tʃ/ or /dʒ/.



## Clues

Across:

- 1 Some people get married in a .....
- 2 We eat bread, butter and .....
- 3 We buy jam in a .....
- 4 You'll get fat if you eat too much .....olate.
- 5 A game for two people.
- 6 You can see in the dark with a .....ch.
- 7 This isn't ..... a difficult puzzle.

Down:

- 1 A young hen is a .....
- 2 This book belongs to Jock. It's .....' book.
- 3 The dangerous bridge is ..... outside the village.
- 4 HRCAE are the letters of this word. It means to arrive.
- 5 Tell me a j.....e.
- 6 George's jeep was ..... than the other jeep.

## 5 Spelling

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

# 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.



- C55 1 For each line (1, 2, 3, 4, 5), first listen to the whole line, then circle the one word (or part of a word) that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. One word is rarely used in everyday English, and this is marked by an asterisk \*. Incomplete words have the rest of the word written in brackets, e.g. *chea(p)*.

	/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/
1	sue	zoo	shoe	–	chew	Jew(ish)
2	Sam	(e)xam	sham	–	cham(pion)	jam
3	so	zo(ne)	show	–	cho(sen)	Joe
4	C	Z	she	–	chea(p)	Gee!
5	sap	zap	chap(erone)*–	–	chap	Jap(anese)

Score



- 2 Circle the words with the same consonant cluster as 1–3.

1 insect  
/ns/

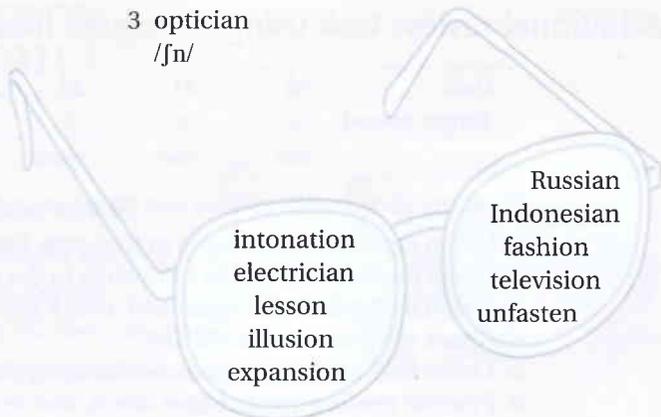
chance  
designs  
pens  
inside  
pins  
John's

answer  
televisions  
instructions  
ancestors

2 orange  
/ndʒ/

range  
sponge lunch  
stranger much  
ringer French  
exchange bingo  
lounge

3 optician  
/fɒn/



Score

3 Pick the different one: /s/, /z/ or /əz/

Underline the *s* 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

4 Intonation

Read this conversation and guess the intonation. Then listen and draw intonation arrows in the boxes for each item 1–10.

↗ (draw 6 of these) ↘ (draw 3 of these) ↙ (draw 1 of these)

- CHARLES: Would you like some coffee? 1
- SUSAN: I'd actually like some hot chocolate ... 2
- CHARLES: Well? 3
- SUSAN: You know how to make that, don't you? 4
- CHARLES: You just heat up the milk, put the chocolate in the cup 5   
... And then pour the hot milk over it. 6
- SUSAN: And add some of these marshmallows I brought. 7   
Would you like some hot chocolate? 8
- CHARLES: With a few extra marshmallows? 9
- SUSAN: Mmmm! 10

Score

Total score

## Additional review task using dialogues from Units 30–35

Unit	30	31	32	33	34	35
Target sound	/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/
	sun	zoo	shoe	television	chip	January

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 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**.
- We 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.

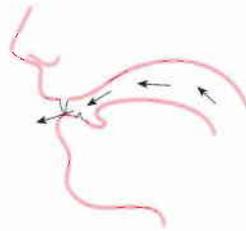


*Note: hiring and firing = idiom meaning employing and dismissing workers.)*

## 1 Target sound /f/



To make the target sound /f/, touch your top teeth with your bottom lip. Blow out air between your lip and your teeth. Don't use your voice. Listen and repeat: /f/.



## 2 Minimal pairs A



**Sound 1**  
/p/  
**pin**

It's a sharp pin.



**peel**

Peel this orange.



**pork**

There's no pork here.



**pull**

The sign said 'Pull'.



**snip**

Snip these flowers.



**palm**

He showed me his palm.

**Sound 2**  
/f/  
**fin**

It's a sharp fin.



**feel**

Feel this orange.



**fork**

There's no fork here.



**full**

The sign said 'Full'.



**sniff**

Sniff these flowers.



**farm**

He showed me his farm.



Minimal pair words

C58a a Listen and repeat the words.

C58b b You will hear five words from each minimal pair. For each word, write 1 for /p/ (sound 1) or 2 for /f/ (sound 2).

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

Minimal pair sentences

C59a c Listen to the minimal pair sentences.

C59b d Listen to six of the sentences and write 1 for /p/ (sound 1) or 2 for /f/ (sound 2).

C59a e Sentence stress

Listen to the minimal pair sentences again and underline the strongly stressed words (on page 131).

EXAMPLE He showed me his palm.

Minimal pairs B

	Sound 1 /h/	Sound 2 /f/	
	<b>hold</b> Hold this paper.	<b>fold</b> Fold this paper.	
	<b>heat</b> I like heat on the back.	<b>feet</b> I like feet on the back.	
	<b>hill</b> That sign said 'Hill'.	<b>fill</b> That sign said 'Fill'.	
	<b>heel</b> This heel's different.	<b>feel</b> This feels different.	
	<b>honey</b> This is honey.	<b>funny</b> This is funny.	
	<b>hole</b> It's got a little hole.	<b>foal</b> It's got a little foal.	

Minimal pair words

C60a a Listen and repeat the words.

C60b b You will hear five words from each minimal pair. For each word, write 1 for /h/ (sound 1) or 2 for /f/ (sound 2).

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

Minimal pair sentences

C61a c Listen to the minimal pair sentences.

**Q15 d** Listen to six of the sentences and write 1 for /h/ (sound 1) or 2 for /f/ (sound 2).

**Q16 e** Sentence stress

Listen to the minimal pair sentences again and underline the strongly stressed words (on page 132).

**EXAMPLE** Fold this paper.

**Q17 f** Tick the words a), b) or c) that you hear in the sentences.

- |               |                          |             |                          |                                  |
|---------------|--------------------------|-------------|--------------------------|----------------------------------|
| 1 a) pin      | <input type="checkbox"/> | b) fin      | <input type="checkbox"/> |                                  |
| 2 a) peel     | <input type="checkbox"/> | b) feel     | <input type="checkbox"/> |                                  |
| 3 a) snipping | <input type="checkbox"/> | b) sniffing | <input type="checkbox"/> |                                  |
| 4 a) heel     | <input type="checkbox"/> | b) feel     | <input type="checkbox"/> |                                  |
| 5 a) harm     | <input type="checkbox"/> | b) farm     | <input type="checkbox"/> |                                  |
| 6 a) pole     | <input type="checkbox"/> | b) hole     | <input type="checkbox"/> | c) foal <input type="checkbox"/> |

### 3 Dialogue

Intonation in requests can be down at the end but it usually sounds more polite going up.

**Q18 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 ... er ... soft and beautiful.
- 5 Please sit on this sofa.
- 6 Please fill in this form.

**Q19 b** First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (a–f) with the requests (1–6) above. The first gap has been done as an example.

**Q20** Listen to the dialogue again and check your answers. Then check in the key.

### 4 Sunny 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) \_\_\_\_\_



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

#### 4 Intonation in *if* sentences

Match the beginning of these *if* sentences (1–7) with the endings (a–g).

- |                                    |                              |
|------------------------------------|------------------------------|
| 1 If Fred laughs,                  | a he gets frightened.        |
| 2 If Grandfather flies,            | b they can speak French.     |
| 3 If you want to eat fish,         | c you're first.              |
| 4 If you telephone information,    | d it gets full of fat.       |
| 5 If you fry food,                 | e they're helpful.           |
| 6 If they're from France,          | f he looks funny.            |
| 7 If you finish before the others, | g you need a knife and fork. |



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/.

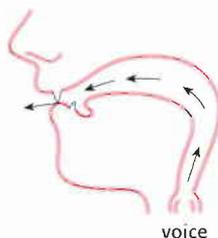
# UNIT 38 /v/ van

- 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.
- Oh ... Yes ... A berry-coloured Venetian vest!
- Very fashionable!

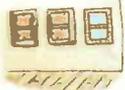


## 1 Target sound /v/

- Q116 a** First practise the sound /f/ (see page 131). This is an unvoiced sound. Listen and repeat.
- Q116 b** Use your voice to make the target sound /v/. Listen and repeat.
- Q116 c** Listen and repeat both sounds: /f/ and /v/.



## 2 Minimal pairs A

	Sound 1 /f/	Sound 2 /v/	
	<b>safe</b> Safe here?	<b>save</b> Save here?	
	<b>fine</b> Fine in the garden?	<b>vine</b> Vine in the garden?	
	<b>fail</b> It's a fail?	<b>veil</b> It's a veil?	
	<b>few</b> This room has a few?	<b>view</b> This room has a view?	
	<b>fast</b> They need a fast ship?	<b>vast</b> They need a vast ship?	
	<b>ferry</b> Ferry late?	<b>very</b> Very late?	

### Minimal pair words

**C66a a** Listen and repeat the words.

**C66b b** You will hear five words from each minimal pair. For each word, write 1 for /f/ (sound 1) or 2 for /v/ (sound 2).

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

### Minimal pair sentences

**C67a c** Listen to the minimal pair sentences. (Note: These are statements used as questions, so the intonation goes up.)

**C67b d** Listen to six of the sentences and write 1 for /f/ (sound 1) or 2 for /v/ (sound 2).

**C67a e** Sentence stress

Native speakers of English only sometimes use statements as questions. Listen to the minimal pair sentences again and notice how the speaker's voice begins to go up on the most important word for the speaker's meaning. This word is spoken with the strongest stress. Underline this word and any other strongly stressed words you hear in each sentence (on page 135).

EXAMPLE This room has a view?

### Minimal pairs B



**Sound 1**  
/b/

**bet**

They're good bets.

**Sound 2**  
/v/

**vet**

They're good vets.



**best**

He wore his best.

**vest**

He wore his vest.



**ban**

Can they lift that ban?

**van**

Can they lift that van?



**bolt**

We need more bolts.

**volt**

We need more volts.

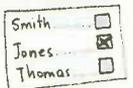


**boat**

Jones won the boat.

**vote**

Jones won the vote.



**berry**

It's a berry red colour.

**very**

It's a very red colour.



## Minimal pair words

- a Listen and repeat the words. Then listen and repeat.  
 b You will hear five words from each minimal pair. For each word, write 1 for /b/ (sound 1) or 2 for /v/ (sound 2).

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

## Minimal pair sentences

- c Listen to the minimal pair sentences.  
 d Listen to six of the sentences and write 1 for /b/ (sound 1) or 2 for /v/ (sound 2).

## e Sentence stress

Listen to the minimal pair sentences again and underline the two strongly stressed words in each sentence (on page 136).

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

- |            |                          |          |                          |
|------------|--------------------------|----------|--------------------------|
| 1 a) lift  | <input type="checkbox"/> | b) lived | <input type="checkbox"/> |
| 2 a) half  | <input type="checkbox"/> | b) halve | <input type="checkbox"/> |
| 3 a) fast  | <input type="checkbox"/> | b) vast  | <input type="checkbox"/> |
| 4 a) boat  | <input type="checkbox"/> | b) vote  | <input type="checkbox"/> |
| 5 a) bolts | <input type="checkbox"/> | b) volts | <input type="checkbox"/> |
| 6 a) safe  | <input type="checkbox"/> | b) save  | <input type="checkbox"/> |

## 3 Dialogue

- a 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**

## b Intonation in statements

Intonation usually goes **down** at the end of a statement. Listen to the intonation in this dialogue. Then practise reading it aloud. Record your voice to compare your intonation and production of the target sound with the recording.

## A fine view

VIVIENNE: Has the Vander family lived here for very long, Victor?

VICTOR: Five and a half years, Vivienne. We arrived on the first of February.

VIVIENNE: What a lovely view you have!

VICTOR: Yes. It's fabulous.

VIVIENNE: Look! You can see the village down in the valley

VICTOR: Yes. We just love living here because of the view.

## 4 Stress and intonation

- C72 a** Listen to this description and draw a down arrow on the last strong stress in each sentence. Check your answers and then practise reading the description aloud. Record your voice to compare your production of the target sound with the recording.



This is a photograph of a fat farmer arriving at a village.

The village is in a valley.

The farmer's driving a van.

It's the seventeenth of November.

It's a fine day but it's very cold.

Some of the leaves have fallen from the vine in the foreground of the photograph.

- b** 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 <u>driving</u> the <u>van</u> ?  | A <u>vine</u> .        |
| 2 How many <u>leaves</u> have fallen from the <u>vine</u> ?                                      | <u>Arriving</u> .      |
| 3 <u>Where</u> do the <u>villagers</u> live?   | <u>Five</u> .          |
| 4 Is the van <u>leaving</u> or <u>arriving</u> ?   | In the <u>valley</u> . |
| 5 In the <u>foreground</u> of the <u>photograph</u> , is it a <u>vine</u> or a <u>fir tree</u> ? | <u>Four</u> .          |
| 6 Near the <u>village</u> are there <u>four</u> or <u>five</u> fir trees?                        | The <u>farmer</u> .    |

- C73** Listen to check your answers, then practise saying the questions and answers.

## 5 Spelling

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

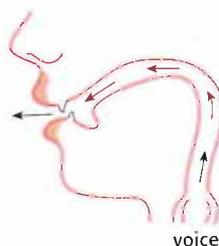
# UNIT 39 /w/ window

- What do you **w**ant for your birthday?  
 - Whatever you **w**ant to give me.  
 - What? A **w**allet? ... um ... A **w**ig? A **w**etsuit? A **w**elcome  
 mat? ... er ... A **w**oolly vest? Some **w**ine? A grape **w**ine?  
 - Whatever.



## 1 Target sound /w/

- 02a a First practise the sound /v/ (see page 135). Listen and repeat.  
 02b b Make your lips round and hard to make the short target sound /w/. Listen and repeat.  
 02c c Listen and repeat the two sounds: /v/ and /w/.



## 2 Minimal pairs



**V**  
 /v/  
**V**  
 V didn't come before U.

**W**  
 /w/  
**w**e  
 We didn't come before you.



**vest**  
 That's the vest.

**west**  
 That's the west.



**vet**  
 The dog's vet.

**wet**  
 The dog's wet.



**vine**  
 This is my best vine.

**wine**  
 This is my best wine.



**veil**  
 It's a blue veil.

**whale**  
 It's a blue whale.



## Minimal pair words

- 03a a Listen and repeat the words.  
 03b b You will hear five words from each minimal pair. For each word, write 1 for /v/ (sound 1) or 2 for /w/ (sound 2).

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

## Minimal pair sentences

D4a c Listen to the minimal pair sentences.

D4b d Listen to five of the sentences and write 1 for /v/ (sound 1) or 2 for /w/ (sound 2).

D4a e **Sentence stress**

Listen to the minimal pair sentences again and underline the two strongly stressed words in each sentence (on page 139).

**EXAMPLE** This is my best vine.

D5 f Tick the words a) or b) that you hear in the sentences.

- |            |                          |           |                          |
|------------|--------------------------|-----------|--------------------------|
| 1 a) vine  | <input type="checkbox"/> | b) wine   | <input type="checkbox"/> |
| 2 a) V     | <input type="checkbox"/> | b) we     | <input type="checkbox"/> |
| 3 a) veal  | <input type="checkbox"/> | b) wheel  | <input type="checkbox"/> |
| 4 a) verse | <input type="checkbox"/> | b) worse  | <input type="checkbox"/> |
| 5 a) veils | <input type="checkbox"/> | b) whales | <input type="checkbox"/> |
| 6 a) vet   | <input type="checkbox"/> | b) wet    | <input type="checkbox"/> |

## 3 Dialogue

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

well what wet walk warm with white wine went  
walked woods wild sweet William Wednesday wasn't  
wearing walnut railway quiet quickly twenty squirrels  
wonderful Winona afterwards

D6 b **Sentence stress**

Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed in each sentence. The number in brackets tells you how many words will be strongly stressed in that line. The first line has been done as an example.

## A walk in the woods.



VIRGINIA: (2) I saw ... William again on Wednesday, Winona.

WINONA: (4) Oh? William again ... (*Winona laughs.*) ... Well, what happened?

VIRGINIA: (4) We went for a lovely walk in the woods.

WINONA: (6) Oh? In the wet? Wasn't it very wet on Wednesday?

VIRGINIA: (6) It *was* very cold and wet. But we were wearing very warm clothes  
(4) and we walked quickly to keep warm.

WINONA: (6) Is that the woods next to the railway? It's not very quiet.

VIRGINIA: (6) Yes. But further away from the railway it was very quiet  
(4) and there were wild squirrels everywhere. We counted  
(2) twenty squirrels.

WINONA: (5) Twenty squirrels? And what did you do for lunch?  
(2) A picnic with the squirrels?

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) Well? (*Virginia and Winona laugh.*)

- c Check your answers by listening to the dialogue again. Then check in the key.
- d Practise reading the dialogue aloud. Record your voice to compare your production of the sentence stress and the target sound with the recording.

## 4 Stress and intonation

- a Intonation usually goes **down** at the end of *WH* questions and short answers.

### EXAMPLE

Where was it quiet?

In the woods.

Match the answers (a–h) to the questions (1–8) about the dialogue.

Then listen to check and repeat.

- |  |                     |
|--|---------------------|
| 1 Where was it quiet?                            | a The squirrels.    |
| 2 What did they watch?                           | b Everywhere.       |
| 3 What did they drink?                           | c To keep warm.     |
| 4 Where were the squirrels?                      | d In the woods.     |
| 5 Why did they walk quickly?                     | e Twelve o'clock.   |
| 6 What did they eat for lunch?                   | f Went for a walk.  |
| 7 What time did they have lunch?                 | g Walnut cake.      |
| 8 What did William and Virginia do on Wednesday? | h Sweet white wine. |

Practise reading the questions and answers aloud. Record your voice to compare your production of the intonation with the recording

- b **Intonation: old information/new information**

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

Listen to Winona, later in the day, asking Virginia some questions about information they had shared.

Where were the squirrels exactly?

What time did you say you had lunch?

Why did you walk quickly?

This is all old information that Virginia and Winona had already shared so the intonation goes up.

D8b

Now listen to Winona asking for new information.

What did you both talk about?

When did you arrange the meeting?

D8c

Listen and mark whether these questions are old information or new information. The first two have been done as examples.

1 What did you say you drank? *old information*

2 What colour did you wear? *new information*

3 What did Victor say? \_\_\_\_\_

4 Why did you walk quickly? \_\_\_\_\_

5 What did Victor wear? \_\_\_\_\_

6 Where did you go with Victor? \_\_\_\_\_

D9

### c Linking /w/

The sound /w/ is used in rapid spoken English to link other sounds. The sound /w/ links words ending in /u/ or /ʊ/, e.g. *who, you, how, go, hello* when the next word begins with a vowel. Listen to the examples then listen to six short interactions where this linking happens. Mark where you could hear linking /w/ in 1–6 below.

	/w/	/w/	/w/
EXAMPLES	Who_ <u>is</u> ?	You_ <u>are</u> .	Go_ <u>away</u> !

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.

3 A: Is Sue OK? Anybody know about Sue? B: I don't know if Sue is off with the flu as well.

4 A: How do I get to a garage? B: You go under a bridge and through a village.

5 A: Do you understand? B: No, I don't really.

6 A: Oh, it's so unfair! You always get two ice creams! B: Grow up!



Check your answers in the key. Then practise the interactions with a partner. Record your voices to compare your production of linking /w/ with the recording.

## 5 Spelling



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

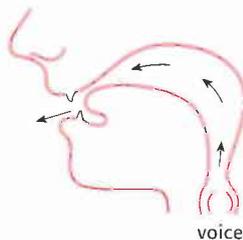
# UNIT 40 /j/ yellow

- Did you use to use a computer when you were younger?
- No. When I was young there didn't use to be any computers. I just used to play with a yo-yo ... um ... I haven't played with a yo-yo for years ... er ... Have you got a yo-yo?
- No, just a computer.



## 1 Target sound /j/

- D10a a** First practise the sound /i:/ (see page 3). Listen and repeat.
- D10b b** To make the target sound /j/, begin to make the sound /i:/ 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.
- D10c c** Listen and repeat both sounds: /dʒ/ and /j/.



## 2 Minimal pairs

**Sound 1**  
/dʒ/

**joke**

That's a wonderful joke.

**juice**

There's no juice.

**jam**

Would you like jam?

**Jess**

Jess, I love you.

**jeers**

He sang over the jeers.

**Sound 2**

/j/

**yolk**

That's a wonderful yolk.

**use**

There's no use.

**yam**

Would you like yam?

**yes**

Yes, I love you.

**years**

He sang over the years.



## Minimal pair words

D11a a Listen and repeat the words.

D11b b You will hear five words from each minimal pair. For each word, write 1 for /dʒ/ (sound 1) or 2 for /j/ (sound 2).

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

## Minimal pair sentences

D12a c Listen to the minimal pair sentences.

D12b d Listen to five of the sentences and write 1 for /dʒ/ (sound 1) or 2 for /j/ (sound 2).

D12a e Sentence stress

Listen to the minimal pair sentences again and underline the strongly stressed words (on page 143). Stressed syllables are **LOUDER** and **slower**. Unstressed syllables are quieter and quicker. This gives English its rhythm.

EXAMPLE Would you like jam?

D13 f Tick the words a) or b) that you hear in the sentences.

- |            |                          |          |                          |
|------------|--------------------------|----------|--------------------------|
| 1 a) joke  | <input type="checkbox"/> | b) yolk  | <input type="checkbox"/> |
| 2 a) jam   | <input type="checkbox"/> | b) yam   | <input type="checkbox"/> |
| 3 a) Jess  | <input type="checkbox"/> | b) yes   | <input type="checkbox"/> |
| 4 a) jeers | <input type="checkbox"/> | b) years | <input type="checkbox"/> |
| 5 a) juice | <input type="checkbox"/> | b) use   | <input type="checkbox"/> |
| 6 a) jet   | <input type="checkbox"/> | b) yet   | <input type="checkbox"/> |

## 3 Dialogue

a 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

b Read the dialogue below and fill the gaps (1–8) with the correct words from the box below. Then listen to the recording and check your answers.

music knew New tubes stupid university tuba Europe
--

## Not so stupid

JOHN YEE: Excuse me. Did you use to live in York?

JOE YOUNG: Yes.

JOHN YEE: Did you use to be a tutor at the 1\_\_\_\_\_?

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 5\_\_\_\_\_ York.
- JOE YOUNG: A 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

- D15a 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 <u>Did</u> you use to live in York?  | Suggests the meaning: (There are different opinions about this. What's the truth?) |
| 2 Did <u>you</u> use to live in York?  | Suggests: (I did. Or somebody else did. What about you?)                           |
| 3 Did you <u>use</u> to live in York?  | Suggests: (But not now.)   |
| 4 Did you use to <u>live</u> in York?  | Suggests: (But maybe you worked somewhere else.)                                   |
| 5 Did you use to live in <u>York</u> ? | Suggests: (Not some other city.)   |

- D15b Now listen to another sentence said with five different meanings. Match each sentence (1–5) with the correct suggested meaning (a–e).

- |                                 |  |
|---------------------------------|--|
| 1 <u>He</u> had a yellow jeep.  | a) (But not any more. Not now.)              |
| 2 He <u>had</u> a yellow jeep.  | b) (But nobody else did.)                    |
| 3 He had <u>a</u> yellow jeep.  | c) (Not a car or any other kind of vehicle.) |
| 4 He had a <u>yellow</u> jeep.  | d) (Just one. Not several of them.)          |
| 5 He had a yellow <u>jeep</u> . | e) (Not a red one or any other colour.)      |

### Disc 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 /ɪ/, 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.

	/j/	/j/	/j/
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.

### c 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/.

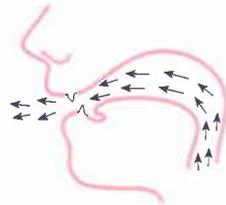
# UNIT 41 /h/ hat

- **H**ave you ever been to a **h**ospital?
- **Y**es. I wasn't actually ill. But I used to play **h**ockey, and I injured my **h**and. I **h**ad to go to **H**ill End **H**ospital.
- **H**ow did it **h**appen?
- **O**h, somebody just **h**it my **h**and very **h**ard with a **h**ockey stick.



## 1 Target sound /h/

- D!** 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



**Sound 1**  
(no sound)

**ill**

Is Tom ill in hospital?

**Sound 2**  
/h/

**hill**

Is Tom Hill in hospital?



**eel**

That's a beautiful eel.

**heel**

That's a beautiful heel.



**and**

Put your head *and* heart into it.

**hand**

Put your head, hand, heart into it.



**old**

Old Mrs Smith's hand.

**hold**

Hold Mrs Smith's hand.



**ear**

She's lost her earring.

**hear**

She's lost her hearing.



**islands**

I love the islands.

**highlands**

I love the highlands.



## Minimal pair words

D18a a Listen and repeat the words.

D18b 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

D19a c Listen to the minimal pair sentences.

D19b d Listen to six of the sentences and write 1 for no sound (sound 1) or 2 for /h/ (sound 2).

D19a e **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 /ænd/ when it is strongly stressed. It is usually weakly stressed, and pronounced /ənd/.

D20 f Tick the words a) or b) that you hear in the sentences.

- |           |                          |          |                          |
|-----------|--------------------------|----------|--------------------------|
| 1 a) eels | <input type="checkbox"/> | b) heels | <input type="checkbox"/> |
| 2 a) and  | <input type="checkbox"/> | b) hand  | <input type="checkbox"/> |
| 3 a) eye  | <input type="checkbox"/> | b) high  | <input type="checkbox"/> |
| 4 a) art  | <input type="checkbox"/> | b) heart | <input type="checkbox"/> |
| 5 a) ow   | <input type="checkbox"/> | b) how   | <input type="checkbox"/> |
| 6 a) air  | <input type="checkbox"/> | b) hair  | <input type="checkbox"/> |

## 3 Dialogue

a First practise the target sound /h/ 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**

b 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 <b>Helena</b> ice-cream injured operation
--

## A horrible accident

EMMA: Hi, Holly.

HOLLY: Emma, have you 1 heard ? There's been a horrible accident .

EMMA: Oh, dear! What's happened?

HOLLY: Helena's husband has had an accident on his horse.

EMMA: 2 \_\_\_\_\_ awful! Is he \_\_\_\_\_ ?

HOLLY: Yes. He's been taken to 3 \_\_\_\_\_ in an \_\_\_\_\_ .

EMMA: How did it happen?

HOLLY: He was 4 \_\_\_\_\_ by an \_\_\_\_\_ van. It was on the crossing just behind his house.

EMMA: How horrible!

HOLLY: He's 5 \_\_\_\_\_ an emergency \_\_\_\_\_ in hospital now.

Poor 6 \_\_\_\_\_ ! She's so \_\_\_\_\_ .

EMMA: Perhaps 7 \_\_\_\_\_ 'll be \_\_\_\_\_ right, Holly.

HOLLY: I hope so.

 **D21 C** Check your answers by listening to the dialogue, then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

## 4 Intonation

### a Exclamation

Listen and repeat.

Oh dear?

How horrible!

How awful!

How terrible!

Practise responding to these statements with an exclamation.

**EXAMPLE** A: Hamish has had an accident.

B: How awful!

1 A helicopter has hit Adrian's house.

2 Harry's holiday hotel was hit by the hurricane.

3 Andrew spent all his holiday in hospital.

4 Haley hit herself with a heavy hammer.

5 Ellen's husband is ill in hospital.

6 I've hurt my hand and I can't hold anything.



## b Word linking with /h/

Notice that in rapid spoken English, words are sometimes linked by the disappearance of the sound /h/. The sound /h/ often disappears in the weak forms of: *he, him, his, her, has, had, have*. Like the word *and* in 2e, the pronunciation of these words changes with strong or weak stress in a sentence.

	Strong stress	Weak stress	
he	/hi:/	/hɪ/ or /ɪ/	Where <u>is</u> he?
him	/hɪm/	/ɪm/	I <u>told</u> him.
his	/hɪz/	/ɪz/	She's his <u>wife</u> .
her	/hɜ:/	/ə/	I <u>told</u> her.
has	/hæz/	/əz/	<u>What</u> has happened?
had	/hæd/	/əd/	They <u>had</u> <u>seen</u> it.
have	/hæv/	/əv/	They <u>have</u> <u>gone</u> .



Now listen and mark the disappearing /h/ sound in the questions below while you read silently.

EXAMPLE 1 Who found (h)im?

## Detective at work: disappearing /h/

- 1 Who found him?
- 2 What's his name? Harry?
- 3 Who else have you spoken to? She's his wife?
- 4 What's her phone number? She hasn't a phone? Has she got a mobile?
- 5 What has the neighbour said about him?
- 6 What had he eaten?



Check your answers in the key. Then practise the questions. Record your voice to compare your production of these weakly stressed 'h' words 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 /h/.

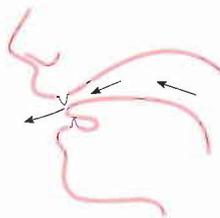
# UNIT 42 /θ/ thin

- What did you **think** of the new **theatre**?
- I **thought** it would have been better. It cost **thousands** to rebuild. But I **thought** it was **nothing** special. What did you **think**?
- I **thought** it was really **something**!



## 1 Target sound /θ/

- D24** To make the target sound /θ/, put your tongue between your teeth. Blow out air between your tongue and your top teeth. *Do not* use your voice. Listen and repeat: /θ/.



## 2 Minimal pairs A

	<b>Sound 1</b> /s/	<b>Sound 2</b> /θ/	
	<b>mouse</b> What a sweet little mouse!	<b>mouth</b> What a sweet little mouth!	
$65+10=100$	<b>sum</b> Is this sum OK?	<b>thumb</b> Is this thumb OK?	
	<b>sick</b> It's very sick.	<b>thick</b> It's very thick.	
	<b>sink</b> He's sinking.	<b>think</b> He's thinking.	
	<b>pass</b> There's a mountain pass.	<b>path</b> There's a mountain path.	

### Minimal pair words

**D23a a** Listen and repeat the words.

**D23b b** You will hear five words from each minimal pair. For each word, write 1 for /s/ (sound 1) or 2 for /θ/ (sound 2).

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

### Minimal pair sentences

**D26a c** Listen to the minimal pair sentences.

**D26b d** Listen to five of the sentences and write 1 for /s/ (sound 1) or 2 for /θ/ (sound 2).

- D26a e** Sentence stress  
 Listen to the minimal pair sentences again and underline the sentence stress (on page 151).  
 EXAMPLE Is this sum OK?

### Minimal pairs B



#### Sound 1

/f/

#### first

He's got a first.



#### fin

A fin soup, please.



#### half

I'd like a half.

#### Sound 2

/θ/

#### thirst

He's got a thirst.



#### thin

A thin soup, please.



#### hearth

I'd like a hearth.



### Minimal pair words

- D27a a** Listen and repeat the words.  
**D27b b** You will hear five words from each minimal pair. For each word, write 1 for /f/ (sound 1) or 2 for /θ/ (sound 2).  
 EXAMPLE Pair 1: 2, 1, 1, 1, 2

### Minimal pair sentences

- D28a c** Listen to the minimal pair sentences.  
**D28b d** Listen to three of the sentences and write 1 for /f/ (sound 1) or 2 for /θ/ (sound 2).  
**D28a e** Sentence stress  
 Listen to the minimal pair sentences and underline the sentence stress.  
 EXAMPLE He's got a first.

### Minimal pairs C



#### Sound 1

/t/

#### tree

It's a big tree.

#### Sound 2

/θ/

#### three

It's a big three.



#### tanks

The President sends his tanks.

#### thanks

The President sends his thanks.



#### sheet

The knife was hidden in a sheet.

#### sheath

The knife was hidden in a sheath.



## Minimal pair words

**D29a a** Listen and repeat the words.

**D29b b** You will hear five words from each minimal pair. For each word, write 1 for /t/ (sound 1) or 2 for /θ/ (sound 2).

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

## Minimal pair sentences

**D30a c** Listen to the minimal pair sentences.

**D30b d** Listen to three of the sentences and write 1 for /t/ (sound 1) or 2 for /θ/ (sound 2).

**D30a e** Sentence stress

Listen to the minimal pair sentences and underline the sentence stress (on page 52).

**EXAMPLE** It's a big tree.

**D31 f** Tick the words a) or b) that you hear in the sentences.

- |             |                          |            |                          |
|-------------|--------------------------|------------|--------------------------|
| 1 a) sink   | <input type="checkbox"/> | b) think   | <input type="checkbox"/> |
| 2 a) mouse  | <input type="checkbox"/> | b) mouth   | <input type="checkbox"/> |
| 3 a) tin    | <input type="checkbox"/> | b) thin    | <input type="checkbox"/> |
| 4 a) taught | <input type="checkbox"/> | b) thought | <input type="checkbox"/> |
| 5 a) moss   | <input type="checkbox"/> | b) moth    | <input type="checkbox"/> |
| 6 a) fought | <input type="checkbox"/> | b) thought | <input type="checkbox"/> |

## 3 Dialogue

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

three **thirsty** **thank** you **thousand** **Thursday** **author**  
**Catherine** **Samantha** **nothing** **something** **mathematician**  
 Ruth Roth worth month moth moths

**b** In this dialogue, each numbered line has a word that is especially important because of Ruth's strong response to what Catherine says. Read the dialogue and underline the most important word in each numbered line. Number 1 has been done as an example.

## Gossips

CATHERINE: Samantha Roth is only thirty.

RUTH: (1) Is she? I thought she was thirty-three.

CATHERINE: Samantha's birthday was last Thursday.

RUTH: (2) Was it? I thought it was last month.

CATHERINE: The Roths' house is worth six hundred thousand.

RUTH: (3) Is it? I thought it was worth three hundred thousand.

CATHERINE: Ross Roth is the author of a book about moths.

RUTH: (4) Is he? I thought he was a mathematician.

CATHERINE: I'm so thirsty.

RUTH: (5) Are you? I thought you drank something at the Roths'.

CATHERINE: No. Samantha gave me nothing to drink.

RUTH: (6) Shall I buy you a drink?

CATHERINE: Thank you.



**D32 c** Check your answers by listening to the dialogue. Notice that the especially important words are much **LOUDER** and **slower**, and the intonation goes **up**.

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

## 4 Intonation

In the dialogue Ruth expresses surprise with intonation going **up**.

**D33 a** Listen and repeat.

Is she?

Was he?

Is it?

Are you?

**b** Match the statements below in A (1–7) with the correct responses in B (a–g).

**A**

1 Catherine is at the theatre.

2 Ross Roth is thirty-three.

3 It's Samantha's birthday today.

4 I'm so thirsty.

5 The Roths' house is north of here.

6 Mrs Roth is thirty.

7 The Roths' house is worth 600,000.

**B**

a Are you? I thought you drank something.

b Is she? I thought she was at the Roths'.

c Is he? I thought he was thirty.

d Is she? I thought she was thirty-three.

e Is it? I thought it was last month.

f Is it? I thought it was worth 300,000.

g Is it? I thought it was south.



**D34** Check your answers by listening to the recording. Listen to each statement and respond.



Practise with a partner.

## 5 Spelling



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

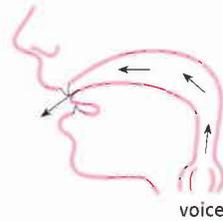
# UNIT 43 /ð/ the feather

- Did *these people* talk about *their* neighbours?
- Well, yes they talked a bit ... er ... about ... *this* and *that*.
- *That's* what I hate about *those* people. *They're* *there* at *their* windows just watching everybody in *the* street, and *then* *they* gossip about it for *the* next week.
- Everybody talks about *other* people. I mean here *you* are talking about *them!*



## 1 Target sound /ð/

- D35a** a First practise the sound /θ/ (see page 151). Listen and repeat.
- D35b** b Use your voice to make the target sound /ð/. Listen and repeat: /ð/.
- D35c** c Listen and repeat both sounds: /θ/ is unvoiced. /ð/ is voiced.



## 2 Minimal pairs A



**Sound 1**  
/d/

**Dan**

Smith is bigger, Dan Jones.



**day**

Day arrived.



**dare**

Jim dares his friend.



**doze**

Doze after lunch.



**Ida**

I don't know her sister, Ida.

**Sound 2**  
/ð/

**than**

Smith is bigger than Jones.

**they**

They arrived.

**there**

Jim there's his friend.

**those**

Those after lunch.

**either**

I don't know her sister either.



### Minimal pair words

- D36a a Listen and repeat the words.  
 D36b b You will hear five words from each minimal pair. For each word, write 1 for /d/ (sound 1) or 2 for /ð/ (sound 2).

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

### Minimal pair sentences

- D37a c Listen to the minimal pair sentences.  
 D37b d Listen to five of the sentences and write 1 for /d/ (sound 1) or 2 for /ð/ (sound 2).

D37a e **Sentence stress**

Listen to the minimal pair sentences again and underline the sentence stress (on page 155).

EXAMPLE Doze after lunch.

### Minimal pairs B

	Sound 1 /z/	Sound 2 /ð/	
	<b>close</b>	<b>clothe</b>	
The shop sign said 'Closing.'			The shop sign said 'Clothing.'
	<b>breeze</b>	<b>breathe</b>	
Breeze means air moving.			Breathe means air moving.
	<b>boos</b>	<b>booth</b>	
The boos echoed loudly.			The booth echoed loudly.
	<b>size</b>	<b>scythe</b>	
That's a large size.			That's a large scythe.

### Minimal pair words

- D38a a Listen and repeat the words.  
 D38b b You will hear five words from each minimal pair. For each word, write 1 for /z/ (sound 1) or 2 for /ð/ (sound 2).

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

### Minimal pair sentences

- D39a c Listen to the minimal pair sentences.  
 D39b d Listen to four of the sentences and write 1 for /z/ (sound 1) or 2 for /ð/ (sound 2).

D39a e **Sentence stress**

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

EXAMPLE That's a large size.

**D40 f** Tick the words a) or b) that you hear in the sentences.

- |            |                          |            |                          |
|------------|--------------------------|------------|--------------------------|
| 1 a) Ida   | <input type="checkbox"/> | b) either  | <input type="checkbox"/> |
| 2 a) day   | <input type="checkbox"/> | b) they    | <input type="checkbox"/> |
| 3 a) dares | <input type="checkbox"/> | b) there's | <input type="checkbox"/> |
| 4 a) size  | <input type="checkbox"/> | b) scythe  | <input type="checkbox"/> |
| 5 a) bays  | <input type="checkbox"/> | b) bathe   | <input type="checkbox"/> |
| 6 a) boos  | <input type="checkbox"/> | b) booth   | <input type="checkbox"/> |

### 3 Dialogue

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

the this that than there **other another rather together**  
**leather feathers Brothers smoother either** with clothes

**D41 b** Listen to the dialogue, paying attention to the target sound.

#### The hat in the window

**MISS BROTHERS:** I want to buy the hat in the window.

**ASSISTANT:** There are three hats together in the window, madam. Do you want the one with the feathers?

**MISS BROTHERS:** No. The other one.

**ASSISTANT:** The small one for three hundred and three euros?

**MISS BROTHERS:** No. Not that one either. The one over there. The leather one.

**ASSISTANT:** Ah! The leather one. Now this is another leather hat, madam. It's better than the one in the window. It's a smoother leather.

**MISS BROTHERS:** But I'd rather have the one in the window. It goes with my clothes.

**ASSISTANT:** Certainly, madam. But we don't take anything out of the window until three o'clock on Thursday.

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

### 4 Sentence stress

**D42 a** Talk about the three hats using the words from the box below.

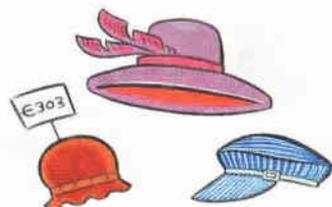
A: Which hat do you think is \_\_\_ than the others?

B: The one with the feathers.

C: The leather hat.

D: The one for three hundred and three euros.

better	more fashionable
cheaper	more stupid
prettier	more comfortable
uglier	more expensive



**D43 b Intonation**

Match the *WH* questions (1–7) with the statements (a–g). Listen and respond.

1 What's this?



a These are zips.

2 What are those?



b That's Zack.

3 What's that animal?



c This is Z.

4 What's this letter?



d This is the zoo.

5 What's that number?



e Those are zebras.

6 What are these?



f That's a zebu.

7 Who's that?



g That's a zebu.

## 5 Spelling

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

# UNIT 44 REVIEW

Card game: Pick up voiced consonants:

/z/ (zoo), /ʒ/ (television), /dʒ/ (January), /v/ (van),  
/w/ (window), /j/ (yellow), /h/ (hat), /ð/ (the feather)



Photocopy and cut out cards from Units 31–43.

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 voiced consonants in the minimal pair words, you keep them and you continue playing.

If they don't, turn them 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.

- D14** 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 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. *fou(nd)*.

/f/	/v/	/w/	/j/	/h/	/θ/	/ð/
1 fee	V	we	ye*	he	the(sis)	thee*
2 fou(nd)	vow	Wow!	yow(l)	how	thou(sand)	thou*
3 foe*	vo(te)	woe*	yo(ga)	hoe	tho(le)*	though
4 fie*	vie	why	–	high	thigh	thy*
5 fis(t)	vis(cose)	whis(per)	–	his(tory)	this(tle)	this

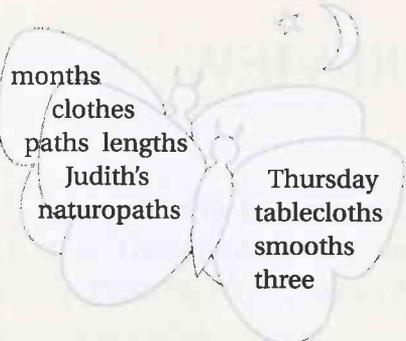
Score

- 2 Circle the words with the same consonant cluster as 1–3.

1 gift  
/ft/

coughed arrived  
laughed kissed wished  
loved lofty soft  
fifth lift

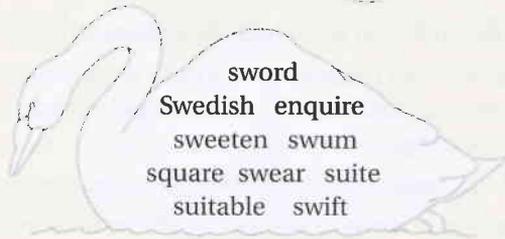
2 moths  
/θs/



months  
clothes  
paths lengths  
Judith's  
naturopaths

Thursday  
tablecloths  
smooths  
three

3 swan  
/sw/



sword  
Swedish enquire  
sweeten swum  
square swear suite  
suitable swift

Score  /15

### D45 3 Word linking

Listen and add the sound /j/ (yellow) or /w/ as in the example.

**EXAMPLE** Well, who    is the boss? I    am.

/w/                      /j/  
Well, who    is the boss? I    am.

**YASMIN:** I    asked you    a question, Wesley.

**WESLEY:** Oh    I'm sorry    I didn't hear you, Yasmin.

**YASMIN:** You    often do that, and I    always get annoyed.

**WESLEY:** Oh    is that so? Why    is that, Yasmin?

**YASMIN:** It's just annoying! Why    are you doing it, Wesley?

**WESLEY:** Just to    annoy you, Yasmin.

Score  /5

### 4 Word stress

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

valley village beautiful railway Europe perhaps  
hospital mathematician author leather

Score  /5

**Total score**  /30

## Additional review task using dialogues from Units 37–43

Unit	37	38	39	40	41	42	43
Target sound	/f/	/v/	/w/	/j/	/h/	/θ/	/ð/
	fan	van	window	yellow	hat	thin	the feather

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 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, 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.

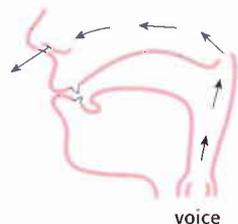
# UNIT 45 /m/ mouth

- I'm thinking of moving.
- Oh. Where to?
- mm ... I'm not sure. I might move to Manchester ... mm ... or I may go to Cambridge ... Sometimes I'm ... imagining myself moving to ... Munich ... or Rome or ... maybe Marseille or ...
- Well don't call the removers until you make up your mind.



## 1 Target sound /m/

- D46** To make the target sound /m/, close your lips. Use your voice. /m/ comes through your nose. Listen and repeat: /m/.



## 2 Sound /m/

/m/

**mile**

The mile is very old.



**mine**

This is mine.



**mummy**

He loves his mummy.



**comb**

I want a comb.



**name**

He's proud of his name.



**D47a a** Listen and repeat the words

**D47b b** Listen to the sentences.

**D47c c** **Sentence stress**

Listen to the sentences again and underline the sentence stress (above). Stressed syllables are **LOUDER** and **slower**. Unstressed syllables are quieter and **quicker**. This gives English its rhythm.

**EXAMPLE** This is mine.

**D47d d** Listen and repeat the sentences.

### 3 Dialogue

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

summer family charming small smart **muffins**  
**Cambridge** Tim some from **Malcolm Micham**  
**MacCallum** time Mum met come make home  
**maybe manners tomorrow remember**

- b Read the dialogue and guess the missing words with the sound /m/. The first one has been done. The missing words are all in the box below.

time Mum met come make home <b>maybe manners</b> <b>tomorrow remember</b>
--

#### Mum's muffins

MALCOLM: Mum, may Tim Mitcham come 1 home with me for tea tomorrow?

MRS MACCALLUM: Of course, Malcolm. Have I 2 \_\_\_\_\_ Tim before?

MALCOLM: You met him in the summer. He's very small.

MRS MACCALLUM: Oh, yes. I 3 \_\_\_\_\_ Tim. He's very smart. And he has charming 4 \_\_\_\_\_ . Does his family 5 \_\_\_\_\_ from Cambridge?

MALCOLM: Yes. And ... Oh, Mum! ... Will you 6 \_\_\_\_\_ some home-made muffins, tomorrow?

MRS MACCALLUM: Mm. 7 \_\_\_\_\_ . If I have 8 \_\_\_\_\_ .

MALCOLM: I told Tim about your muffins, 9 \_\_\_\_\_ . That's why he's coming for tea 10 \_\_\_\_\_ .



-  D48 c Check your answers by listening to the dialogue. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

### 4 Intonation

'Mm' has many meanings, depending on the intonation.

- D49 a Listen to four dialogues with different meanings of 'Mm'.

1 Mm means 'What did you say?'

2 Mm means 'yes'

3 Mmmmm means 'How nice!'

4 Mmm ... means 'I'm thinking about what to say.'

**b** Read this conversation and guess which intonation and meaning 'Mm' will have in B's answers.

A: Would you like some home-made muffins?

B: (1) Mm?

A: Would you like some muffins?

B: (2) Mm ...

A: Well, make up your mind.

B: (3) Mm.

A: Here you are.

B: (4) (*eating*) Mm!

A: I'm glad you like them. I made them myself. Would you like to try them with marmalade?

B: (5) Mm?

A: Marmalade. They're marvellous with marmalade. Would you like some?

B: (6) Mm.

A: Here you are.

B: (7) (*eating*) Mm!



D50

**c** Listen to the conversation and check your answers.

**d** Practise reading the conversation aloud. Record your voice to compare your production of the target sound and the intonation with the recording.



Practise in pairs, taking turns to be A and B.

## 5 Spelling



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

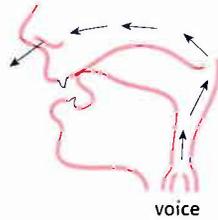
# UNIT 46 /n/ nose

– 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**.



## 1 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/.



## 2 Minimal pairs

**Sound 1** /m/      **Sound 2** /n/



**mile**

The mile is very old.



**Nile**

The Nile is very old.



**mine**

This is mine.

**nine**

This is nine.

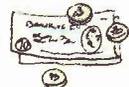


**mummy**

He loves mummy.

**money**

He loves money.



**comb**

I want a comb.

**cone**

I want a cone.



**name**

He's proud of this name.

**mane**

He's proud of this 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 /n/ (sound 2).

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

## Minimal pair sentences

D53a c Listen to the minimal pair sentences.

D53b d Listen to five of the sentences and write 1 for /m/ (sound 1) or 2 for /n/ (sound 2)

D53a e **Sentence stress**

Listen to the minimal pair sentences again and match each pair with the stress patterns (a–e) below. The big circles are the strongly stressed words in the sentence and the small circles are the weakly stressed words.

EXAMPLE a) oooO Pair 4: I want a comb. / I want a cone.

- a) oooO                      b) ooO                      c) oOoooO  
d) oOoooO                  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* /ɒv/ becomes /əv/, *is* /ɪz/ becomes /z/ or /əz/, *a* is pronounced /ə/.

D54 f Tick the words a) or b) that you hear in the sentences.

- |            |                          |          |                          |
|------------|--------------------------|----------|--------------------------|
| 1 a) combs | <input type="checkbox"/> | b) cones | <input type="checkbox"/> |
| 2 a) mine  | <input type="checkbox"/> | b) nine  | <input type="checkbox"/> |
| 3 a) name  | <input type="checkbox"/> | b) mane  | <input type="checkbox"/> |
| 4 a) some  | <input type="checkbox"/> | b) sun   | <input type="checkbox"/> |
| 5 a) warm  | <input type="checkbox"/> | b) warn  | <input type="checkbox"/> |
| 6 a) money | <input type="checkbox"/> | b) mummy | <input type="checkbox"/> |

## 3 Dialogue

a 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 **Notting Hill morning manager**  
**avenue furnished unfurnished don't want rent month**  
friends pounds **evening Northend apartment central**  
inexpensive one can than down **fifteen London Martin**  
**Syllabic /n/**

In the following words /n/ is usually a syllable.

often **station oven kitchen accommodation prison eleven**  
forbidden television **certainly thousand Nelson garden agency**

b First listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–8) by choosing eight words from the list above (syllabic /n/).

### 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 1 \_\_\_\_\_ ?

MARTIN: I want an apartment in central London.

MANAGER: 2 \_\_\_\_\_, Mr Nelson, How much rent do you want to pay?

MARTIN: No more than £1,000 a month.

MANAGER: £1,000 a month? We don't often have apartments as inexpensive as that. Not in central London. We have one apartment for £2,179 a month in Notting Hill. It's down near the 3 \_\_\_\_\_ in Northend Avenue.

MARTIN: Is it furnished?

MANAGER: No. It's unfurnished. The kitchen has no 4 \_\_\_\_\_. It's forbidden to use the 5 \_\_\_\_\_. No friends in the apartment after 6 \_\_\_\_\_ in the evening. No noise and no 7 \_\_\_\_\_ after 11.15 p.m. No ...

MARTIN: No thank you! I want an apartment, not a 8 \_\_\_\_\_!

 **D33** 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

 **D36** a Practise saying these numbers. Listen and repeat, paying attention to the sound /n/.

1	7	11	9	10	13	17	15	18	19
20	21	22	23	24	25	26	27	28	29
70	71	72	73	74	75	76	77	78	79
90	91	92	93	94	95	96	97	98	99

 **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

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

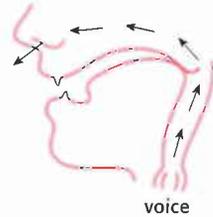
# UNIT 47 /ŋ/ ring

- 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** ... **drinking** ... **just relaxing**.
- Ah! How **charming**!



## 1 Target sound /ŋ/

- D57** To make the target sound /ŋ/, touch the back of the roof of your mouth with the back of your tongue. Use your voice. /ŋ/ comes through your nose. Listen and repeat: /ŋ/.



## 2 Minimal pairs A



**Sound 1**  
/n/  
**win**  
What a win!

**Sound 2**  
/ŋ/  
**wing**  
What a wing!



**thin**  
Why this thin?

**thing**  
Why this thing?



**ban**  
Ban the book.

**bang**  
Bang the book.



**ran**  
They ran for an hour.

**rang**  
They rang for an hour.



**run**  
She has never run before.

**rung**  
She has never rung before.



**Ron**  
Is it Ron?

**wrong**  
Is it wrong?



### Minimal pair words

D58a a Listen and repeat the words.

D58b b You will hear five words from each minimal pair. For each word, write 1 for /n/ (sound 1) or 2 for /ŋ/ (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 /n/ (sound 1) or 2 for /ŋ/ (sound 2)

D59a e **Sentence stress**

Listen to the minimal pair sentences again and underline the sentence stress (on page 168).

EXAMPLE What a win!

### Minimal pairs B

	<b>Sound 1</b> /ŋk/	<b>Sound 2</b> /ŋ/	
	<b>wink</b> I'll give you a wink.	<b>wing</b> I'll give you a wing.	
	<b>sink</b> He's sinking.	<b>sing</b> He's singing.	
	<b>rink</b> The rink was a perfect circle.	<b>ring</b> The ring was a perfect circle.	
	<b>stink</b> What a terrible stink!	<b>sting</b> What a terrible sting!	
	<b>bank</b> Bank it quickly.	<b>bang</b> Bang it quickly.	

### Minimal pair words

D60a a Listen and repeat the words.

D60b b You will hear five words from each minimal pair. For each word, write 1 for /ŋk/ (sound 1) or 2 for /ŋ/ (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 /ŋk/ (sound 1) or 2 for /ŋ/ (sound 2)

## Sentence stress

-  D61a e Listen to the minimal pair sentences again and underline the sentence stress (on page 169).

EXAMPLE I'll give you a wing.

-  D62 f Tick the words a), b) or c) that you hear in the sentences.

- |              |                          |            |                          |            |                          |
|--------------|--------------------------|------------|--------------------------|------------|--------------------------|
| 1 a) Ron     | <input type="checkbox"/> | b) wrong   | <input type="checkbox"/> |            |                          |
| 2 a) ran     | <input type="checkbox"/> | b) rang    | <input type="checkbox"/> |            |                          |
| 3 a) sinks   | <input type="checkbox"/> | b) sings   | <input type="checkbox"/> |            |                          |
| 4 a) win     | <input type="checkbox"/> | b) wink    | <input type="checkbox"/> | c) wing    | <input type="checkbox"/> |
| 5 a) ban     | <input type="checkbox"/> | b) bank    | <input type="checkbox"/> | c) bang    | <input type="checkbox"/> |
| 6 a) sinners | <input type="checkbox"/> | b) sinkers | <input type="checkbox"/> | c) singers | <input type="checkbox"/> |

## 3 Dialogue

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

ring strong string King Lang morning evening something interesting

/ŋk/: pink drink **thinking** Duncan

/ŋg/: **fingers** Angus

verb + ing: **hanging** ringing singing banging bringing putting talking whispering shouting standing saying going doing holding helping walking getting sleeping running 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 what's Susan Lang doing?

SHARON KING: Susan's bringing something interesting for Angus to drink. Now she's putting it under the ladder, and ... Ohh!

DUNCAN KING: What's happening?

SHARON KING: The ladder's going ...

DUNCAN KING: What's Angus doing?

SHARON KING: He's holding the string in his fingers and he's shouting to Susan.

DUNCAN KING: And is Susan helping him?

SHARON KING: No. She's running to our house. Now she's ringing our bell.

BELL: RING! RING! RING!

DUNCAN KING: I'm not going to answer it. I'm sleeping.

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

## 4 Intonation

- 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 King doing?

B: She's looking out of the window.



Sharon King



Angus Lang



Angus



Susan Lang



Mr Lang



Mrs Lang



Duncan King

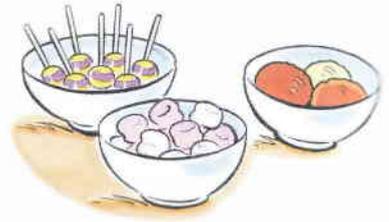
- b Practise in pairs, as in the example above.

## 5 Spelling

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

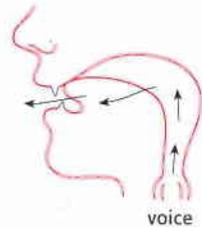
# UNIT 48 /l/ letter

- 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 /n/ (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: /n/ and /l/.



## 2 Minimal pairs



**Sound 1**  
/n/

**no**

We need no tables.



**night**

It's a bright night.

**9**

**nine**

That nine is too long.



**Jenny**

I love Jenny.



**snap**

That's a snapping noise.

**Sound 2**  
/l/

**low**

We need low tables.



**light**

It's a bright light.



**line**

That line is too long.



**jelly**

I love jelly.



**slap**

That's a slapping 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 /n/ (sound 1) or 2 for /l/ (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

**a** 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 Carpello  
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 Carpello is nearly always early for lunch.)

LILY : Hello, Lesley.

LESLEY: Hello, Mrs Carpello. You're very 1 \_\_\_\_\_ for lunch. It's only eleven 2 \_\_\_\_\_.

LILY: When I come later there's usually nothing 3 \_\_\_\_\_.

LESLEY: What would you like, Mrs Carpello?

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 10 \_\_\_\_\_.

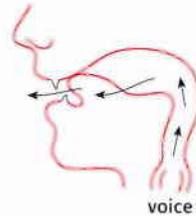
- D69 c** Check your answers by listening to the dialogue again. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

#### 4 Final /l/ and /l/ before a consonant: /l/ ball

- Tell me about your Uncle Phil, Carol.
- Well, he's small. And he's old and wrinkled ... and he smiles ... and he travels all round the world with his twelve animals. And he sells beautiful jewellery.
- What a very unusual uncle!



- D70 a** Notice that /l/ sounds a little different when it comes at the end of a word or before a consonant. To make this /l/ sound, move the back of the tongue up towards the roof of the mouth. Listen: /l/ ball. Listen and repeat: /l/ ball.



#### **b** Dialogue

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

**/l/ at the end of a word**

Bill tell I'll Paul fall pull small

**/l/ before a consonant**

help difficult fault spoilt child **holding** salesman myself always

**Syllabic /l/** – each /l/ sound is a syllable

little **uncle** careful special **bicycle** sensible **beautiful** gentleman

- D71 c** Read the dialogue and fill the gaps (1–6) by choosing the correct words from the list above (syllabic /l/). Then listen to the dialogue and check your answers.

## A spoilt little boy in a bicycle shop

PAUL: What a 1 \_\_\_\_\_ 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.

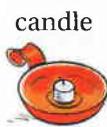
**EXAMPLE** What a tal gentleman!  
gentleman



tall



small



little



horrible



miserable



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 //.

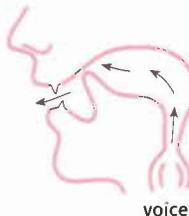
# UNIT 49 /r/ rain

- 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, merrily**, 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



**Sound 1**  
/l/

**long**

It's the long road.



**light**

Is it light?



**load**

It's a long load.



**jelly**

Do you like jelly?



**fly**

I'd like to fly it.



**glass**

There's some glass.

**Sound 2**  
/r/

**wrong**

It's the wrong road.



$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$

**right**

Is it right?



**road**

It's a long road.



**Jerry**

Do you like Jerry?



**fry**

I'd like to fry it.



**grass**

There's some grass.

## Minimal pair words

**D74a a** Listen and repeat the words.

**D74b b** You will hear five words from each minimal pair. For each word, write 1 for /l/ (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 /l/ (sound 1) or 2 for /r/ (sound 2)

**D75a e** Sentence stress

Listen to the minimal pair sentences again and match each pair with one of the stress patterns (a–f) below. The big circles are the strongly stressed words in the sentence and the small circles are the weakly stressed words (or syllables).

EXAMPLE a) ooOO (Pair 1) It's the long road. / It's the wrong road.

a) ooOO b) OoO c) 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 /tə/ and /də/.

**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**

**D77 b** Listen to the dialogue, paying attention to the target sound.

### A proud parent

LARA: Are all the children grown up now, Ruth?

RUTH: Oh, yes, Lara. Ruby is the cleverest one. She's a librarian in the public library.

LARA: Very interesting. And what about Laura?

RUTH: She's a secretary at the central railway station.

LARA: And what about Rose? She was always a very pretty child.

RUTH: Rose is a waitress in a restaurant in Paris. She's married to an electrician.

LARA: And what about Jerry and Roland?

RUTH: Jerry drives a lorry. He drives everywhere in Europe.

LARA: Really? Which countries does he drive to?

RUTH: France and Austria and Greece and Russia.

LARA: And does Roland drive a lorry too?

RUTH: Oh, no. Roland is a pilot, Lara.

LARA: Really? Which countries does he fly to?

RUTH: Australia and America.

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

## 4 Intonation

**D78 a** Finish these sentences about Mrs Reed's children. Find the answers in the dialogue above. Practise intonation going up in the unfinished part of the sentence, and down when the sentence finishes.

**EXAMPLE** Ruby isn't a train driver – she's a librarian.

1 Jerry isn't an electrician – \_\_\_\_\_

2 Rose isn't a secretary – \_\_\_\_\_

3 Roland isn't a photographer – \_\_\_\_\_

4 Laura isn't a waitress – \_\_\_\_\_

5 Ruby isn't a lorry driver – \_\_\_\_\_

**b** Silent /r/

When there is no vowel following it, /r/ is silent. This 'rule' only applies to some speakers of English, e.g. in south-east England, South Africa, Australia. But many native speakers always pronounce /r/, e.g. in 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.

**D79** Listen to this conversation while reading it silently. Notice that every letter 'r' is silent. Then practise reading the conversation aloud.

## In the airport

**ANNOUNCER:** R.T. Airways flight number four four seven to New York will depart later this afternoon at 16.40 hours.

**DR DARLING:** Wonderful! I'm going to the bar to order some more German beer.

**MR MARTIN:** Where's the bar?

**DR DARLING:** It's upstairs. There's a bookshop too. And a supermarket. This is a marvellous airport!

**MR MARTIN:** Oh dear! I wanted to get to New York earlier.

Ah! Here's an air hostess.

Excuse me. I don't understand. Has there been an emergency?

**AIR HOSTESS:** Oh, no, 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

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

# UNIT 50 REVIEW

## Card game: Pick up pairs



Photocopy and cut out cards from all minimal pairs in units 45–49.

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

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

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

Collect as many minimal pairs as you can in a time limit, e.g. 10 minutes.

## TEST

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

- D80** 1 For each line (1, 2, 3, 4, 5), first listen to the whole line, then circle the one word (or part of a word) that is said twice. Meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk \*. Incomplete words have the rest of the word written in brackets, e.g. *par(agraph)*.

	/m/	/n/	/ŋ/	/l/	/r/
1	Pam	pan	pang*	pal	par(agraph)
2	Mum	Mon(day)	mung*	mull	Murr(ay)
3	some	sun	sung	sull(y)*	Surr(ey)
4	Tim	tin	ting*	till	tyr(anny)
5	my	nigh*	–	lie	rye

Score

- 2 Circle the words with the same consonant clusters as 1–2.

1 bread

/br/

blend spring  
bridge umbrella  
brush spread  
embrace bled bride

2 wings

/ŋz/

wrongs  
winks kings  
whims springs shrinks  
songs thongs wins  
thinks

Score

### 3 Sound maze

All the words in this maze can be pronounced with a syllabic consonant, e.g. *table(l)*, *station(n)*, *Adam(m)*. You can only cross to a square that has syllabic /n/.

Begin here ↓	↑ Finish here			
eleven	minimal	random	table	oven
forbidden	system	syllable	careful	suddenly
prison	rhythm	central	madam	listen
certainly	kitchen	passenger	person	television
bottom	curriculum	example	little	special

Score

### 4 Syllabic /l/ and /m/

From the maze in 3 above, list five words with syllabic /l/ and five words with syllabic /m/. (Score half a mark per item.)

Syllabic /l/ \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

Syllabic /m/ \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

Score

Total score

## Additional review task using dialogues from Units 45–49

Unit	44	45	46	47	48
Target sound	/m/	/n/	/ŋ/	/l/	/r/
	mouth	nose	ring	letter ball	rain

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

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

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

# OVERVIEW

## Card game: Overview minimal pairs snap



Photocopy and cut out cards from all minimal pairs in Units 1–49, or from units you have had difficulty with.

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

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

Collect all the cards you can in a time limit, e.g. ten minutes.

## TEST

- D81** 1 For each line (1, 2, 3, 4, 5, 6, 7), first listen to the whole line, then circle the one word that is said twice. Meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English. This is shown by an asterisk\*. Incomplete words have the rest of the word written in brackets, e.g. *fou(nd)*.

	/i:/	/ɪ/	/e/	/æ/	/ʌ/	/ɑ:/	
1	beat	bit	bet	bat	but	Bart	
	/ɒ/	/ɔ:/	/ʊ/	/u:/	/ɜ:/		
2	cod	cord	could	cooed	curd		
	/eɪ/	/aɪ/	/ɔɪ/	/aʊ/	/eʊ/	/ɪə/	/eə/
3	A	I	Oy!	Ow!	Oh!	ear	air
	/p/	/b/	/t/	/d/	/k/	/g/	
4	P	B	T	D	key	ghee*	
	/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/	
5	so	zo(ne)	show	–	cho(sen)	Joe	
	/f/	/v/	/w/	/j/	/h/	/θ/	/ð/
6	fee	V	we	ye*	he	the(sis)	thee*
	/m/	/n/	/ŋ/	/l/	/r/		
7	Pam	pan	pang*	pal	par(agraph)		

## 2 Intonation

Draw the correct intonation arrow (  or  ) in each box.

- 1  end of statement / *WH* question / command / 'agreement' tag / less friendly / new information
- 2  *Yes/No* question / unfinished statement / surprised / 'unsure' tag / friendly / old information

## 3 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**

**B**

### Vowels

1 /i:/ /ɜ:/ /ɑ:/ /u:/ /ɔ:/

a) 'diphthongs' – made of two vowel sounds

2 /ɪ/ /e/ /ʊ/ /ə/ /æ/ /ʌ/ /ɒ/

b) 'long vowels' – a longer sound

3 /ɪə/ /ʊə/ /eə/ /eɪ/ /ɔɪ/ /aɪ/

c) 'short vowels' – a shorter sound

### Consonants

4 /p/ /b/ /t/ /d/ /k/ /g/  
/tʃ/ /dʒ/

d) 'nasals' – air coming through the nose

5 /f/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/ /h/

'lateral' – air coming around the sides of the tongue

e) 'approximants' – air moving between two parts of the mouth which are not so close to each other

6 /r/ /j/ /w/

f) 'fricatives' – air moving between two parts of the mouth which are very close to each other

7 /m/ /n/ /ŋ/  
/l/

g) 'plosives' or 'stops' – air released suddenly

'affricates' – air released slowly

# MASK



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.)

Cut along the dotted line

# KEY

## Diagnostic Test A: Answers and interpretation

**Section 1** On the Result sheet (page xii) place a cross against any items that were incorrect or had a question mark or no answer was written. This indicates work on these sounds may be needed.

Check in the *List of likely errors* on the website ([http://www.cambridge.org/elt/elt\\_projectpage.asp?id=2500905](http://www.cambridge.org/elt/elt_projectpage.asp?id=2500905)).

Same (1a, 5c, 8b, 9b, 12b, 15b, 17b, 18b, 19b, 24a)

Different (all other items)

**Section 2**

1 up	2 down	3 down	4 up
5 up	6 up	7 down	8 down
9 up	10 down		

Errors in this section indicate that work on intonation may be needed. Check for this aspect of pronunciation in the *List of likely errors*.

**Section 3**

1 mistake	2 English	3 away	4 lemonade
5 conversation			

Errors in this section indicate that work on word stress may be needed. Check for this aspect of pronunciation in the *List of likely errors*.

## Section A Vowels

### Making English sounds

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

## UNIT 1 /i:/ sheep

- 3c 1 Peter 2 cheese 3 beef 4 please  
5 beef 6 eat 7 tea 8 me  
9 teas 10 three
- 4c China – Chinese, Bali – Balinese, Malta – Maltese, Portugal – Portuguese,  
Lebanon – Lebanese, Japan – Japanese, Nepal – Nepalese,  
Vietnam – Vietnamese
- 4d Yes, it's Chinese. It's Chinese tea.  
Yes, it's Japanese. It's Japanese seaweed.  
Yes, it's Balinese. It's Balinese ice cream.  
Yes, it's Vietnamese. It's Vietnamese rice.
- 5 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 /i/ 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 C in it.  
Pair 5: Throw out that bean./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.  
2 b – That's a very small bin.  
3 b – Look at these chicks.  
4 a – That's a cheap machine.  
5 a – What a high heel!  
6 b – Don't eat that pill.
- 3c 1 festival 2 prize-winning 3 interesting 4 chimpanzees  
5 gymnastics 6 History 7 terrific 8 beginning

## UNIT 4 /æ/ man

- 2b Pair 2: 1, 2, 2, 1, 1  
 Pair 3: 1, 1, 2, 2, 2  
 Pair 4: 2, 1, 1, 2, 2  
 Pair 5: 1, 1, 1, 2, 2  
 Pair 6: 2, 1, 1, 2, 1
- 2d 1 (2) 2 (1) 3 (1) 4 (2) 5 (2) 6 (1)
- 2e Look at the men./Look at the man.  
 I'm sending the table./I'm sanding the table.  
 It's a lovely gem./It's a lovely jam.  
 We had bread for lunch./We had Brad for lunch.
- 2f 1 b – I've bought a new pan.  
 2 a – Did you see the men?  
 3 b – 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
- 3b 2 Amsterdam 3 Allen 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 1 b 2 c 3 a
- 5 The sound /æ/ is always written with the letter 'a' (angry, taxi).

## UNIT 5 /ʌ/ cup

- 2b Pair 2: 1, 1, 2, 1, 2  
 Pair 3: 1, 2, 1, 2, 1  
 Pair 4: 2, 2, 1, 2, 1  
 Pair 5: 1, 2, 2, 1, 2  
 Pair 6: 2, 1, 1, 2, 2
- 2d 1 (2) 2 (1) 3 (1) 4 (2) 5 (1) 6 (2)
- 2e Pair 2: d) ooOooOo There's a hat in the garden./There's a hut in the garden.  
 Pair 3: c) ooOooO See the tracks on the road./ See the trucks on the road.

- 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 /ɪ/ is usually written with the letter 'i' (finish, window), and with the letter 'y' at the end of a word (very, study).  
 Some other spellings: 'e' (example, because), 'u' (minute), 'ee' (coffee), 'ay' (Monday).

### UNIT 3 /e/ pen

- 2b Pair 2: 1, 2, 2, 1, 2  
 Pair 3: 2, 1, 1, 2, 2  
 Pair 4: 1, 1, 1, 2, 2  
 Pair 5: 2, 1, 1, 2, 1  
 Pair 6: 1, 1, 2, 2, 1
- 2d 1 (1) 2 (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 bin./That's my Ben.  
 Pair 3: It's a big tin./It's a big ten.  
 Pair 4: Where's the pig?/Where's the peg?  
 Pair 5: There's the bill./There's the bell.  
 Pair 6: She wants a chick./She wants a cheque.
- 2f 1 a – Give me another pin, please.  
 2 b – There's a peg over there.  
 3 a – I buy them in tins.  
 4 a – I'll just sit the alarm clock on this shelf.  
 5 b – He needs a new desk.  
 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 1 d 2 b 3 f 4 a 5 g 6 e 7 c
- 4d ex'cept 'exercise ex'pect expe'dition ex'pel ex'periment  
 ex'penditure 'expert exp'ression ext'end 'extra 'extrovert
- 5 The sound /e/ is usually written with the letter 'e' (pen, hotel).  
 Some other spellings: 'ea' (heavy, ready), 'a' (any, many), 'ie' (friend), 'ai' (again).

- Pair 4: b) ooOoo      There's a ban on it./There's a bun on it.  
 Pair 5: a) oooO      She's got a bag./She's got a bug.  
 Pair 6: e) oOooOo      My ankle was injured./My uncle was injured.

- 2f  
 1 a – What a dirty cap!  
 2 b – This hut is too small.  
 3 b – 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.  
 6 b – 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      1 N    2 A    3 A    4 N    5 A;    words for statement: strong, down

- 5      The sound /ʌ/ is usually written with the letter 'u'.  
 Some other spellings: 'oe' (does), 'ou' (cousin), 'o' (many common words with the sound /ʌ/ have this spelling, e.g. words in 3c above; others: love, above, onion, monkey, comfortable, gloves, coloured, London, money)

## UNIT 6 /ɑː/ heart

### Minimal pairs A

- 2b      Pair 2: 1, 2, 2, 1, 2  
           Pair 3: 1, 1, 2, 2, 1  
           Pair 4: 2, 1, 2, 2, 1  
           Pair 5: 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 cat./It's a farm cart.  
           Pair 4: There's a ban on it./There's a barn on it.  
           Pair 5: I'll pack the car./I'll park the car.

### Minimal pairs B

- 2b      Pair 2: 2, 2, 1, 2, 1  
           Pair 3: 2, 1, 2, 2, 1  
           Pair 4: 1, 1, 2, 2, 1  
           Pair 5: 2, 1, 2, 1, 1
- 2d      1 (1) 2 (1) 3 (2) 4 (1) 5 (2)
- 2e      Pair 1: What a beautiful cup!/What a beautiful carp!

Pair 2: There's a problem with my hut./There's a problem with my heart.

Pair 3: He covered his cut./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 2 f 3 d 4 b 5 a 6 e
- 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 /mɪsɪz/, 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 /heləʊ/ or /hələʊ/, Emily, Eddie, everybody, except, Adele, again /əgeɪn/ or /əgeɪn/, Kevin, Red, Peppers, terribly, yes, better, said, help, yourself, Mexican, bench, French, bread, shelf, get, lemonade, met, yet, very, friendly, spend, America, best, Kerrie, well, jealous, expensive, spent, everything, any, left
- Unit 4 Aaron, Ajax Travel, Amsterdam, Mrs Allen, anchovy, salad, sandwich, contact, Anthony, map, Africa, had, Saturday, bad, habit, absent, passenger, San Salvador, animals, anteater, antelope, alligator, crashed, backup, advertising, programmes, angry, contracts, cancelled, management, have, come back, sacked  
 Strong forms: He had to ...; He hadn't done the ...; He doesn't have to ...

**Unit 5** doesn't, love, honey, Duncan, nothing, unhappy, understand, much, untrue, cousin, Justin, brother, Dudley, funny, one, other, Hunter, lovely, unattractive, utter rubbish, does, just once, month, lunch, mustn't, worry, company, just, shut up, wonderful

Note: *but* is usually pronounced with the weak form /bət/.

**Unit 6** 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 /ɒ/ clock

**2b** Pair 2: 1, 1, 2, 1, 2

Pair 3: 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 fox.

Pair 4: e) **Ooooo** Put it in a sack./Put it in a sock.

Pair 5: d) **OoOOo** Turn that tap slowly./Turn that top slowly.

Pair 6: c) **ooOoO** I can see their backs./I can see their box.

**2f** 1 b – What a pretty little cot!

2 a – He tried to put his head in a sack.

3 b – The top was made of metal.

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 box (command)

3 hot, Mrs Wong (suggestion)

4 washing machine, Robin (suggestion)

5 office (command)

6 shops, Oscar (suggestion)

7 doctor, Bronwen (suggestion)

**5** The sound /ɒ/ is written with the letter 'o' (on, stop).

Some other spellings: 'a' (want, what), 'au' (because).

## UNIT 9 /ɔ:/ ball

2b Pair 2: 2, 2, 1, 1, 1

Pair 3: 1, 1, 2, 1, 2

Pair 4: 1, 2, 1, 2, 1

Pair 5: 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 pot./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 1 b – My doctor doesn't like these sports.

2 a – These pots are very dirty.

3 b – Look at that white cord on the water.

4 a – Mr Smith was shot.

5 a – The lion walked towards Tom and Rod.

6 a – 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 /ɔ:/ is written with the letter 'aw' (Dawn), 'or' (cord), 'a' (ball), 'augh' (daughter).

## UNIT 10 /ʊ/ 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

- 2f 1 b – That cook is very noisy.  
 2 a – Lock it up carefully.  
 3 a – He's my godfather.  
 4 a – How do you spell 'cod'?
- 5 The sound /u/ is usually written with the letters 'oo' (foot, good) or 'u' (push, put).  
 Other spelling: 'o' (woman).

## UNIT 11 /u:/ boot

- 2b Pair 2: 1, 1, 1, 2, 2  
 Pair 3: 2, 1, 1, 2, 1  
 Pair 4: 2, 2, 1, 2, 1  
 Pair 5: 2, 1, 1, 2, 1
- 2d 1 (2) 2 (1) 3 (1) 4 (1) 5 (1)
- 2e waterproof boots  
 a wind-proof jacket  
childproof containers  
 an ovenproof dish  
 a waterproof coat  
 a bullet-proof vest
- 2f 1 a – Look, I want you to come here.  
 2 a – That's full.  
 3 a – Did you say 'Pull'?  
 4 b – That's a foolish skirt.  
 5 b – He wooed Mary.
- 3c GIRLS: (2) noon, Luke  
 MISS LUKE: (4) noon, learn, cook, soup  
 (5) turn, pu, look, un, two  
 LUCY: (2) cuse, Luke  
 MISS LUKE: (1) Yes  
 LUCY: (2) chew, shoe  
 MISS LUKE: (5) who, chew, floor, you, Lu  
 LUCY: (2) No, Su  
 MISS LUKE: (1) Who  
 LUCY: (2) Su, Duke  
 SUSAN: (3) me, stu, Iu  
 JULIE: (1) you  
 SUSAN: (8) was, me, my, mouth's, full, chew, Look, Luke

JULIE: (4) Stop, hair, Su, you

SUSAN: (1) YOU

JULIE: (1) YOU

MISS LUKE: (11) use, me, you, two, tin, rude, stay, school, stead, go, pool

The sound /u:/ is usually written with the letters 'u' (music) or 'oo' (food).

- 5 Some other spellings: 'o' (do), 'ou' (you), 'ui' (fruit), 'oe' (shoe), 'ew' (new), 'wo' (two), 'ough' (through).

## UNIT 12 /ɜ:/ girl

### Minimal pairs A

2b Pair 2: 1, 2, 2, 2, 1

Pair 3: 1, 1, 2, 2, 1

Pair 4: 1, 2, 2, 1, 2

2d 1 (1) 2 (2) 3 (1) 4 (1)

2e Pair 1: She's got four./She's got fur.

Pair 2: It's a torn sign./It's a turn sign.

Pair 3: I wouldn't like warm soup./I wouldn't like worm soup.

Pair 4: He's a fast walker./He's a fast worker.

### Minimal pairs B

2b Pair 2: 1, 1, 2, 1, 2

Pair 3: 1, 1, 1, 2, 2

Pair 4: 2, 2, 1, 2, 1

2d 1 (1) 2 (2) 3 (1) 4 (2)

2e Pair 1: The sign says ten./The sign says turn.

Pair 2: Look at it, Ben./Look at it burn.

Pair 3: It's a colourful bed./It's a colourful bird.

Pair 4: It's the west wind./It's the worst wind.

### Minimal pairs C

2b Pair 2: 2, 2, 1, 2, 1

Pair 3: 1, 1, 2, 1, 2

Pair 4: 1, 1, 2, 2, 2

2d 1 (1) 2 (2) 3 (2) 4 (1)

2e Pair 1: Fabulous fun./Fabulous fern.

Pair 2: Look at that bun./Look at that burn.

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 girl on the beach.

- 2f 1 a – That’s a very small bed.  
 2 b – He’s got a lot of buns.  
 3 a – That’s a very long ward.  
 4 a – Why don’t you walk faster?  
 5 b – She always wears shirt dresses.  
 6 b – His name’s John ... er ... Thomas, I think.
- 4b 2 not sure  
 3 expects agreement  
 4 not sure  
 5 expects agreement  
 6 expects agreement
- 5 The sound /ɜ:/ is usually written with the letters ‘ur’ (turn), ‘or’ (worm), ‘ir’ (bird) or ‘er’ (fern).

### UNIT 13 /ə/ a camera

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

4b A: I’m going tə thə librəri.

B: Cən yə buy səməθɪŋ fə me ət the newsagənt’s?

A: Bət the newsagənt’s is ə mile frəm thə librəri

B: No. Not that newsagənt’s. Not thə one thət’s next tə thə fish ənd chip shop. I mean thə one thət’s near thə butchers.

A: Oh, yes. Well, what də yə want?

B: Səme chocolətes ənd ə tin əf sweets ənd ən ədress book.

5 The sound /ə/ is usually written with the letters ‘a’ (again, woman), ‘o’ (today, police), ‘e’ (open, quiet), ‘er’ (water, mother).

Some words have the sound /ə/ when they are weakly stressed in a sentence, and are written with ‘a’ (am, a, an, and, as, at, shall), ‘o’ (for, from, of, to) and ‘e’ (the, them).

### UNIT 14 REVIEW

1 1 pull 2 fall 3 could 4 word

2 1 were, burn, early, shirt, worst

2 torn, water, all, four, talk

3 shoe, two, through, super, do

4 full, cook, would, look, good

3 1 2 3 4 5 6

#### 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, fault  
/fɔ:l/ or /fɒlt/, forwards, always, falling, ball
- Unit 10** book, Mr Cook, could, put, bookshelf, full, cookery, shouldn't (*should* here is the weak form /ʃəd/), 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 Duke, 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, Sir 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

Pair 5: 2, 2, 1, 1, 2

Pair 6: 1, 1, 2, 2, 1

2d 1 (2) 2 (1) 3 (2) 4 (2) 5 (1) 6 (1)

2e Pair 1: What an awful pen!/What an awful pain!

Pair 2: The dog's in the shed./The dog's in the shade.

Pair 3: It's a difficult edge./It's a difficult age.

Pair 4: Just wet./Just wait.

Pair 5: Test this food./Taste this food.

Pair 6: That's too 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.

4 b – The children were late out from school.

5 a – Her letter writing is very good.

6 a – Open the door and get ready to leave.

4b 2 Today?

3 Eighty-eight

4 Going away?

5 By plane?

6 To Spain?

7 Me?

- 5 The sound /eɪ/ is usually written with the letters 'a' (take), 'ay' (day) or 'ai' (wait).

Some other spellings: 'ey' (grey), 'ea' (break), 'eigh' (eight).

## UNIT 16 /aɪ/ fine

2b Pair 2: 2, 2, 1, 2, 1

Pair 3: 1, 1, 2, 2, 1

Pair 4: 2, 1, 2, 1, 2

Pair 5: 1, 1, 2, 1, 2

Pair 6: 1, 2, 2, 1, 2

2d 1 (2) 2 (1) 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's./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 – I want a new cart.

2 b – The old lady was dining.

3 a – What a big star!

4 b – 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

- 5 The sound /aɪ/ is usually written with the letters 'i' (time) or 'y' (sky).  
Some other spellings: 'igh' (high), 'ey' (eye), 'ie' (lie), 'uy' (buy).

## UNIT 17 /ɔɪ/ boy

2b Pair 2: 2, 1, 2, 2, 2

Pair 3: 1, 1, 2, 1, 2

Pair 4: 2, 2, 2, 1, 1

Pair 5: 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 oil there.

Pair 2: It's a ball on his head./It's a boil on his head.

Pair 3: Look at that golden corn./Look at that golden coin.

Pair 4: The paper tore./The paper toy.

Pair 5: Hear the engine roar./Hear the engine, Roy.

27

- 1 b – I found this coin in the garden.  
 2 b – The little boy was boiling with anger.  
 3 a – Look! It's all on the floor.  
 4 a – Aw! You've broken that glass.  
 5 b – 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* /dɪsə'pɔɪntɪd/ and *unemployment* /ˌʌnɪm'plɔɪmənt/ have secondary stress on the first syllable. The main strong stress is on the third syllable.

- 5      The sound /ɔɪ/ is written with the letters 'oi' (noise) or 'oy' (boy).

## UNIT 18 /aʊ/ 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 bra 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.  
          3 b – Her brow was white.  
          4 a – 'Ha!' he said loudly.  
          5 b – 'Ow!' he said, 'You hit me.'  
          6 b – Near the mountain there is a little town.

- 3b      ~~pronouncing~~ shouting; ~~Calm~~ Sit; ~~town~~ brown; ~~down~~ out; ~~Now?~~ How?;  
          ~~on the mountain~~ in the town

- 4b      1 c    2 a    3 b    4 f    5 d    6 e

- 4d      1 e    2 c    3 b    4 a    5 d

- 5      The sound /aʊ/ is written with the letters 'ou' (about) or 'ow' (down).

## UNIT 19 /əʊ/ phone

### Minimal pairs A

2b Pair 2: 1, 1, 2, 1, 2

Pair 3: 2, 1, 1, 2, 2

Pair 4: 1, 1, 1, 2, 2

Pair 5: 1, 2, 2, 1, 2

Pair 6: 2, 2, 1, 1, 2

2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (2)

2e Pair 1: It's a large burn./It's a large bone.

Pair 2: It's a green fern./It's a green phone.

Pair 3: That's my Bert./That's my boat.

Pair 4: I work early./I woke early.

Pair 5: He likes flirting./He likes floating.

### Minimal pairs B

2b Pair 2: 1, 1, 2, 2, 2

Pair 3: 1, 2, 1, 2, 2

Pair 4: 2, 2, 1, 1, 1

Pair 5: 1, 1, 2, 2, 2

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (1)

2e Pair 1: Gino's caught./Gino's coat.

Pair 2: It's a nought./It's a note.

Pair 3: We had a bought picnic./We had a boat picnic.

Pair 4: It's my jaw./It's my Joe.

Pair 5: Give me the ball./Give me the bowl.

2f 1 a – They have a nice green fern in the hall.

2 a – You can have coffee. Or do you want tea?

3 b – 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 yellow

5 The sound /əʊ/ is usually written with the letters 'o' (go, old), 'oa' (boat) or 'ow' (know).

## UNIT 20 /ɪə/ year

2b Pair 2: 1, 2, 2, 2, 1

Pair 3: 2, 1, 2, 1, 2

Pair 4: 1, 1, 2, 1, 1

Pair 5: 2, 1, 1, 2, 2

2d 1 (1) 2 (1) 3 (2) 4 (2) 5 (1)

2e Pair 1: That E's too big./That ear's too big.

Pair 2: It's a small bee./It's a small beer.

Pair 3: This tea 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 1 b – I've just swallowed a beer.

2 a – The tea fell on the floor.

3 a – What a funny bead!

4 b – 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?

3c 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, 2, 1

Pair 3: 2, 2, 1, 1, 2

Pair 4: 2, 1, 2, 1, 2

Pair 5: 1, 1, 1, 1, 2

Pair 6: 2, 1, 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.

- 2f 1 a – ‘Three cheers’, he said.  
 2 b – 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 or an architect, Adler and Anderson.  
 2 Where are their offices?  
 3 They’re 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.
- 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 /a: /, /a:z /.

- Unit 19** snow, October, Joe Jones, woke, ago, hello, oh, Joanna, window, no, closed, going, go, don't, over, joking, OK, coat, snowball, throw, nose
- Unit 20** bearded, mountaineer, Mr Lear, Austria, beer, here, dear, idea, year, atmosphere, clear, windier, beard, nearly, disappeared, hear, cheers
- Unit 21** pair, hairclips, Claire, they're, carefully, everywhere, nowhere, anywhere, upstairs, downstairs, there, square, Mary, wearing, 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.
- 2            1 d   2 i   3 l   4 a   5 c   6 k   7 e   8 g   9 b   10 h   11 j   12 f
- 3            1 b   2 c   3 a   4 f   5 d   6 g   7 e

## 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 Poppy  
               a spoon                    an apple
- 5            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  
               Pair 3: 1, 1, 2, 2, 2  
               Pair 4: 2, 2, 1, 1, 2  
               Pair 5: 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!/ Ben, 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 Poppy?/Do you like Bobby?
- 2f            1 b – That's a very small bin.  
               2 a – My friend's name is Poppy.  
               3 a – That pup is very noisy.  
               4 a – It's a pig house.  
               5 b – 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)  
exactly (Q) cafeteria (L) tomatoes (LL) fruit (Q) tell (L)  
top (L) Thai (L) time (L) next (Q)
- 3b 2 Thai 3 tomatoes 4 tell 5 top 6 telephone 7 time  
b fruit c next d basement e restaurant f cricket bat g exactly
- 4c 1 Which floor is the restaurant on?  new  
2 Which floor is the restaurant?  old  
3 What's on the next floor?  old  
4 Where can I buy a hat?  new  
5 Where's the sport's department?  old  
6 Which floor is the toilet?  old  
7 Where's the travel agent's?  new  
8 Where's the supermarket?  old
- 5 The sound /t/ is written with the letters 't' (sit) or 'tt' (sitting).  
Other spelling: 'th' (Thai).

## UNIT 26 /d/ door

- 2b Pair 2: 1, 1, 2, 1, 2  
Pair 3: 2, 2, 2, 1, 1  
Pair 4: 1, 2, 1, 2, 2  
Pair 5: 2, 2, 1, 1, 2  
Pair 6: 2, 1, 2, 2, 1
- 2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (2) 6 (1)
- 2e Pair 1: You too?/You do?  
Pair 2: You sent the emails?/You send the emails?  
Pair 3: Is the red cart hers?/Is the red card hers?  
Pair 4: Can he write well?/Can he ride well?  
Pair 5: Does this train smell?/Does this drain smell?  
Pair 6: Is there a trunk outside?/Is there a drunk outside?

- 2f 1 b – I don't like riding.  
 2 a – That's a nice cart.  
 3 a – He bought a bat, racquet and some balls.  
 4 b – I send all the parcels by air mail.  
 5 a – That's the worst sight.  
 6 b – I want to dry this shirt
- 3a The sound /d/ is louder here before a vowel.  
 nobody (L) darling (L) bad (Q) cards (Q) Daisy (L)  
 date (L) played (Q) dancing (L) listened (Q) don't (L)  
 phoned (Q) tried (Q) today (L) rained (Q)
- 3b 2 darling 3 date 4 nobody 5 today 6 don't 7 dancing  
 b bad c phoned d played e cards f listened g tried
- 5 The sound /d/ is written with the letters 'd' (day) or 'dd' (midday).

## UNIT 27 /k/ key

- 2c They are all statements. The intonation goes down. The first four sentences have an adjective and a noun. The most important word for the speaker's meaning is the last one.  
 It's a hairy coat.  
 He's got a lovely clock.  
 It's a brilliant class.  
 She's got a strong back.  
 It's crowing.
- 3a /k/ is louder before a vowel and the two words join together.  
 1 /ks/ 2 /kt/ 3 /kw/ 4 /kl/ 5 /kr/  
 milk (Q) cuckoo (LL) like (Q) next (Q) Kate (L) fork (Q)  
 make (Q) American (L) carved (L) call (L) coffee (L)  
 plastic (Q) course (L) cream (L)
- 3b 2 Call 3 Kate 4 cream 5 American 6 carved 7 course  
 8 Cuckoo  
 b milk c make d fork e next f plastic
- 4b 1 It's an electric cuckoo clock.  
 2 It's a plastic key ring.  
 3 It's a dirty egg whisk.  
 4 It's a dirty cola bottle.  
 5 It's an expensive cream cake.  
 6 It's a comfortable car coat.  
 7 It's a black address book.

- 5 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, 2  
Pair 3: 2, 2, 2, 1, 1  
Pair 4: 1, 1, 2, 2, 2  
Pair 5: 1, 2, 1, 2, 1
- 2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (1)
- 2e Pair 1: It's 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 1 b – 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!  
5 b – 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
- 3c 2 Glasgow, beginning, August 3 Carol, catch, gossip  
4 computer, games, girls 5 guess, weekend  
6 postcard, Portugal 7 Greece, camp, garden  
8 cut, grass
- 4 1 /gz/ 2 /gl/ 3 /gr/
- 5 The sound /g/ is written with the letters 'g' (big) or 'gg' (bigger).

## UNIT 29 REVIEW

- 1 1 tore 2 Bill 3 pay 4 key 5 do
- 2 1 strong, retry, distrust, entrance, electric  
2 enclosed, class, clothes, chocolate, quickly  
3 appreciate, impressive, probably, present, prawn
- 3 1 emptied 2 filled 3 combed 4 pushed 5 shouted
- 4 telephone remember cafeteria photographer's a policeman  
a postcard a paper plate American somebody a green coffee cup

## Additional review task

- Unit 23** passports, please, Tupman, airport, plane, Paris, Poppy, stupid, put, pocket, pen, pencil, pipe, postcard, envelope, stamp, pin, stop, perhaps, plastic, newspaper, apple, pear, plastic, cup, spoon, paper, plates, piece, potato pie, pepper pot, 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, tried
- 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 big 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: She 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\_sugar  
 10 Spanish\_shoes

- 5 The sound /ʃ/ is written with the letters 'sh' (shop).  
 Other spelling: 'ch' (champagne).

### UNIT 33 /ʒ/ television

- 2c She also has a casual job doing sports massage.  
 She does sports massage occasionally, not every day.  
Yesterday Michelle saw a collision outside the shoe shop.  
 She was measuring a shoe for a customer.  
 An ambulance took two injured people to casualty.

- 5 The sound /ʒ/ is written with the letter 's' (usual, decision).  
 Other spelling: 'g' (garage).

### UNIT 34 /tʃ/ 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: I couldn't cash it./I couldn't catch it.  
 Pair 6: He's washing the television./He's watching the television.



- 4b Across: 1 church 2 jam 3 jar 4 choc 5 chess 6 tor 7 such  
 Down: 1 chicken 2 Jock's 3 just 4 reach 5 ok 6 larger
- 5 The sound /dʒ/ is written with the letters 'j' (joke), 'ge' (age), 'dge' (edge).

## UNIT 36 REVIEW

- 1 1 zoo 2 jam 3 so 4 she 5 chap
- 2 1 chance, inside, answer, instructions (second and third letters but not the last two letters), ancestors  
 2 range, sponge, stranger, exchange, lounge  
 3 intonation, electrician, expansion, Russian, fashion
- 3 1 kisses 2 sings 3 bicycles 4 Luke's 5 books
- 4 1 2 3 4 5 6 7 8 9 10

### Additional review task

- Unit 30 it's, expensive, let's, seaside, Saturday, sweetie, yes, sailing, water-skiing, that's exciting, just, sit, sun, swimming, instead, stay, Six Star, spend, Sunday, sensible, Sue, sleep, outside, sand, smallest, possible, sum, Sam Smith, such, cheapskate
- Unit 31 Zena, Susan, workers, busy, parcels, Susan's, smells, Lazarus, something's, does, says, contains, isn't, animals, noise, is, buzzing, buzzes, ZZZZZZZZZZZZZZZZZZZ, those, bees, parcels, surprising, amazing, zoo
- Unit 32 special, washing, machine, Mrs Marsh, Mr Shaw, shop, machines, Swedish, English, show, washes, shall, demonstration, sheets, shirts, shut, push, shouldn't, shake, should, finished, shrunk, wish, sure
- Unit 33 television, treasure, unusual, collision, casual, Asia, measure, garage, pleasure
- Unit 34 butcher's, Charles Cheshire, cheerful, charming, butcher, Mrs Church, chops, children's, lunch, chump, chicken, choose, which, cheaper, cheapest, much
- Unit 35 dangerous, bridge, Jerry, John, Just, village, jeeps, January, George, larger, dangerously, ginger-haired, manager, agency, jokes, injured, edge, passenger, damaged, jail

## UNIT 37 /f/ fan

### Minimal pairs A

- 2b Pair 2: 1, 1, 2, 2, 2  
 Pair 3: 2, 1, 1, 2, 1  
 Pair 4: 1, 1, 2, 1, 2  
 Pair 5: 2, 2, 2, 1, 1  
 Pair 6: 1, 1, 2, 1, 2
- 2d 1 (1) 2 (2) 3 (2) 4 (2) 5 (1) 6 (1)

- 2e Pair 1: It's a sharp pin./It's a sharp fin.  
 Pair 2: Peel this orange./Feel this orange.  
 Pair 3: There's no pork here./There's no fork here.  
 Pair 4: The sign said 'Pull'./The sign said 'Full'.  
 Pair 5: Snip these flowers./Sniff these flowers.  
 Pair 6: He showed me his palm./He showed me his farm.

## Minimal pairs B

- 2b Pair 2: 2, 1, 2, 1, 2  
 Pair 3: 1, 1, 2, 2, 1  
 Pair 4: 2, 2, 1, 2, 1  
 Pair 5: 1, 1, 2, 1, 1  
 Pair 6: 1, 2, 2, 1, 2

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2) 6 (1)

- 2e 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.  
 3 b – She walked round the garden sniffing flowers.  
 4 b – Please feel this shoe.  
 5 a – We don't harm these animals.  
 6 b – That's a very big hole.

3b b 3 c 5 d 2 e 4 f 1

4 1 f 2 a 3 g 4 e 5 d 6 b 7 c

- 5 The sound /f/ is written with the letters 'f' (fun) or 'ff' (fluffy).  
 Other spelling: 'ph' (photo), 'fe' (wife).

## UNIT 38 /v/ van

### Minimal pairs A

- 2b Pair 2: 2, 2, 1, 2, 1  
 Pair 3: 1, 1, 1, 2, 2  
 Pair 4: 1, 2, 1, 2, 1  
 Pair 5: 2, 2, 1, 1, 2  
 Pair 6: 1, 2, 1, 1, 2

2d 1 (2) 2 (1) 3 (1) 4 (2) 5 (2) 6 (1)

2e

Pair 1: Safe here?/Save here?Pair 2: Fine in the garden?/Vine in the garden?Pair 3: It's a fail?/It's a veil?Pair 4: This room has a few?/This room has a view?Pair 5: They need a fast ship?/They need a vast ship?Pair 6: Ferry late?/Very late?

## Minimal pairs B

2b

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

Pair 3: 2, 1, 2, 1, 2

Pair 4: 1, 2, 2, 1, 2

Pair 5: 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: Jones won the boat./Jones won the vote.Pair 6: It's a berry red colour./It's a very red colour.

2f

1 a – We always lift carefully.

2 b – 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 van ... The farmer.2 vine ... Four.3 villagers ... In the valley.4 arriving ... Arriving.5 fir tree ... A vine.6 five fir trees? ... Five.

5

The sound /v/ is written with the letter 'v' (van).

Other spellings: 've' (have), 'f' (of).

## UNIT 39 /w/ window

2b Pair 2: 1, 2, 2, 2, 1

Pair 3: 2, 2, 1, 1, 2

Pair 4: 1, 2, 1, 2, 1

Pair 5: 2, 2, 1, 1, 1

2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (2) 6 (1)

2e Pair 1: V didn't come before U./We didn't come before you.

Pair 2: That's the vet./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 ... squirr ... ev ... coun ...

(2) twen ... squirr ...

(5) ... twen ... squirr ... what ... do ... lunch ...

(2) ... pic ... squirr ...

(5) ... too ... wet ... Af ... went ... res ...

(6) twelve ... clock ... wal ... cake ... sweet ... wine ...

(1) won ...

(3) So ... Will ... Well ...

(1) Well ...

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

4b 3 Victor (new information)

4 Why (old information)

5 Victor (new information)

6 Where (old information).

- 4c
- 1 A: 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.
- 3 A: Is Sue OK? Anybody know about Sue?  
B: I don't know if Sue is off with the flu as well.
- 4 A: How do I get to a garage?  
B: You go under a bridge and through a village.
- 5 A: Do you understand?  
B: No I don't really.
- 6 A: Oh it's so unfair! You always get two ice creams.  
B: Grow up!
- 5 The sound /w/ is usually written with the letter 'w' (well).  
Other spellings: 'wh' (what), 'qu' (quick), 'o' (one).

## UNIT 40 /j/ yellow

- 2b
- Pair 2: 1, 1, 2, 1, 2  
Pair 3: 1, 1, 1, 2, 2  
Pair 4: 2, 2, 1, 2, 1  
Pair 5: 2, 1, 2, 1, 2
- 2d
- 1 (1) 2 (1) 3 (2) 4 (2) 5 (2)
- 2e
- Pair 1: That's a wonderful joke./That's a wonderful yolk.  
Pair 2: There's no juice./There's no use.  
Pair 3: Would you like jam?/ Would you like yam?  
Pair 4: Jess, I love you./Yes, I love you.  
Pair 5: He sang over the jeers./He sang over the years.
- 2f
- 1 b – That's a bad yolk.  
2 a – Let's eat jam.  
3 a – Jess, let's go to the cinema.  
4 b – These were terrible years for him.  
5 a – What juice is that?  
6 a – He hasn't flown by jet.
- 3b
- 1 university 2 music 3 tuba 4 knew 5 New 6 tubes  
7 Europe 8 stupid
- 4a
- 1 b 2 a 3 d 4 e 5 c
- 4b
- 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 u always feels sad when he's alone.  
 B: I u understand. I u often do too.
- 5 A: Say i it again, please.  
 B: I said today i is my i eightieth birthday.
- 6 A: They u all had a good cry u at the funeral.  
 B: There wasn't a dry u eye u in the church.

- 5 The sound /j/ is written with the letters 'y' (yes) or 'u' (student).  
 Other spelling 'ew' (new).

## UNIT 41 /h/ hat

2b Pair 2: 1, 2, 2, 1, 1

Pair 3: 2, 1, 1, 2, 1

Pair 4: 1, 1, 2, 2, 2

Pair 5: 2, 1, 2, 1, 2

Pair 6: 2, 2, 1, 1, 2

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2) 6 (1)

2f 1 a – I don't like these eels.

2 a – He hurt his foot, leg and arm.

3 b – These children have got beautiful high brows.

4 b – Do you like heart?

5 b – 'How!' he shouted loudly.

6 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' (hill).

Other spelling: 'who' (who).

## UNIT 42 /θ/ thin

### Minimal pairs A

2b Pair 2: 1, 1, 2, 2, 1

Pair 3: 1, 2, 2, 2, 1

Pair 4: 2, 2, 1, 2, 1

Pair 5: 2, 2, 2, 1, 1

2d 1 (2) 2 (1) 3 (2) 4 (1) 5 (1) 6 (2)

2e Pair 1: What a sweet little mouse!/What a sweet little mouth!

Pair 2: Is this sum OK?/Is this thumb OK?

Pair 3: It's very sick./It's very thick.

Pair 4: He's sinking./He's thinking.

Pair 5: There's a mountain pass./There's a mountain path.

### Minimal pairs B

2b Pair 2: 1, 1, 2, 2, 1

Pair 3: 1, 1, 1, 2, 1

2d 1 (2) 2 (1) 3 (1) 4 (2)

2e Pair 1: He's got a first./He's got a thirst.

Pair 2: A fin soup, please./A thin soup, please.

Pair 3: I'd like a half./I'd like a hearth.

### Minimal pairs C

2b Pair 2: 1, 2, 2, 1, 2

Pair 3: 1, 1, 2, 2, 1

2d 1 (2) 2 (2) 3 (2) 4 (1)

2e That's a big tree./That's a big three.

The President sends his tanks./The President sends his thanks.

The knife was hidden in a sheet./The knife was hidden in a sheath.

2f 1 a – I always sink in the bath.

2 b – He's got a big mouth.

3 a – Don't burn it. That saucepan is only tin.

4 b – 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 6 I

4b 2 c 3 e 4 a 5 g 6 d 7 f

5 The sound /θ/ is written with the letters 'th' (think).

## UNIT 43 /ð/ 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

Pair 5: 2, 1, 1, 2, 2

2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2)

- 2e Pair 1: Smith is bigger, Dan Jones./Smith is bigger than Jones.  
 Pair 2: Day arrived./They arrived.  
 Pair 3: Jim dares his friend./Jim there's his friend.  
 Pair 4: Doze after lunch./Those after lunch.  
 Pair 5: I don't know her sister, Ida./I don't know her sister either.

## Minimal pairs B

- 2b Pair 2: 2, 1, 1, 2, 1  
 Pair 3: 1, 1, 2, 2, 2  
 Pair 4: 2, 2, 1, 1, 2
- 2d 1 (1) 2 (2) 3 (2) 4 (1)
- 2e Pair 1: The shop sign said 'Closing'./The shop sign said 'Clothing'.  
 Pair 2: Breeze means air moving./ Breathe means air moving.  
 Pair 3: The boos echoed loudly./The booth echoed loudly.  
 Pair 4: That's a large size./That's a large scythe.
- 2f 1 a – We don't like his wife, Ida.  
 2 a – Day came later than in summer.  
 3 a – Jim dares his friend.  
 4 a – She needs a smaller size.  
 5 b – Will they sea bathe?  
 6 b – The booth sounded very bad.
- 4b 1 d 2 e 3 g 4 c 5 f 6 a 7 b
- 5 The sound /ð/ 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
- 3 I ɹ asked you ə a question, Wesley.  
 Oh ɹ I'm sorry ɹ I didn't hear you, Yasmin.  
 You ə often do that, and I ɹ always get annoyed.  
 Oh ə is that so? Why ɹ is that, Yasmin?  
 It's just annoying! Why ɹ are you doing it, Wesley?  
 Just to ə annoy you, Yasmin.
- 4 valley village beautiful railway Europe perhaps hospital  
mathematician author leather

## 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, February, **phone**, office, after, five
- Unit 38 view, **Vander**, lived, very, Victor, five, **Vivienne**, arrived, of, lovely, have, village, valley, love, living
- Unit 39 walk, woods, **William**, **Wednesday**, **Winona**, well, what, we, went, wet, wasn't, **Wednesday**, were, wearing, warm, walked, railway, quiet, away, was, wild, squirrels, every**w**here, 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, his, 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, moths, 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 /wɪθ/.

## UNIT 45 /m/ mouth

- 2c The mile is very old.  
This is mine.  
He loves his mummy.  
I want a comb.  
He's proud of his name.
- 3c 2 met 3 remember 4 manners 5 come 6 make 7 maybe  
8 time 9 Mum 10 tomorrow
- 4c 1 What did you say?  
2 I'm thinking about what to say.  
3 Yes.  
4 How nice!  
5 What did you say?  
6 Yes.  
7 How nice!
- 5 The sound /m/ is written with the letter 'm' (make).  
Other spelling: 'mm' (summer), 'mn' (autumn), 'me' (time).

## UNIT 46 /n/ nose

- 2b Pair 2: 1, 2, 2, 1, 2  
 Pair 3: 2, 2, 1, 2, 1  
 Pair 4: 1, 1, 2, 1, 2  
 Pair 5: 1, 2, 1, 2, 1
- 2d 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) oOoooO He's proud of his name./He's proud of his mane.
- 2f 1 b – I want two cones, please.  
 2 b – 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 /n/ is written with the letter 'n' (no).  
 Other spellings: 'kn' (know), 'nn' (funny), 'ne' (phone).

## UNIT 47 /ŋ/ ring

### Minimal pairs A

- 2b Pair 2: 2, 2, 1, 1, 2  
 Pair 3: 1, 2, 1, 1, 2  
 Pair 4: 2, 2, 1, 1, 1  
 Pair 5: 1, 1, 2, 2, 1  
 Pair 6: 1, 2, 1, 2, 1
- 2d 1 (1) 2 (2) 3 (2) 4 (1) 5 (2) 6 (1)
- 2e Pair 1: What a win!/What a wing!  
 Pair 2: Why this thin?/Why this thing?  
 Pair 3: Ban the book./Bang the book.  
 Pair 4: They ran for an hour./They rang for an hour.  
 Pair 5: She has never run before./She has never rung before.  
 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 (2) 4 (2) 5 (1)
- 2e Pair 1: I'll give you a wink./I'll 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 1 a – That's Ron.  
 2 b – Somebody rang.  
 3 a – Tom always sinks in the bath.  
 4 b – What a beautiful wink!  
 5 c – You should bang it.  
 6 b – This is not the right place for sinkers.
- 3b ~~evening~~ morning; ~~talking~~ singing; ~~putting~~ hanging; ~~saying~~ doing;  
~~interesting~~ pink; ~~falling~~ going; ~~whispering~~ shouting; ~~walking~~ running;  
~~thinking about getting my revenge~~ sleeping
- 4a 1 What's Angus Lang doing? He's banging some nails into the wall.  
 2 What's Angus doing? He's hanging some strong string on the nail.  
 3 What's Susan Lang doing? She's bringing something for Angus to drink.  
 4 What's Mr Lang doing? He's hanging from the string.  
 5 What's Mrs Lang doing? She's ringing the bell.  
 6 What's Duncan King doing? He's sleeping.
- 5 The sound /ŋ/ is written with the letters 'ng' (sing).  
 Other spelling: 'n' (drink, English).

## UNIT 48 /l/ letter

- 2b Pair 2: 1, 2, 1, 1, 2  
 Pair 3: 2, 2, 1, 2, 1  
 Pair 4: 1, 2, 2, 2, 1  
 Pair 5: 2, 2, 1, 2, 1
- 2d 1 (2) 2 (1) 3 (2) 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: I love Jenny./I love jelly.

Pair 5: That's a snapping noise./That's a slapping noise.

- 2f  
 1 a – Look! The moon's shining. What a lovely night!  
 2 a – There are no chairs here.  
 3 a – This shouldn't be on the bin.  
 4 b – It's a lot of string.  
 5 a – I'm wearing snow shoes.  
 6 b – I'm going to buy some slacks.
- 3c  
 1 early    2 o'clock    3 left    4 lamb    5 salad    6 olives    7 really  
 8 glass    9 slice    10 jelly
- 4d  
 1 beautiful    2 careful    3 special    4 sensible    5 gentleman  
 6 bicycle
- 5  
 The sound // is written with the letter 'l' (like).  
 Other spellings: 'le' (apple), 'll' (all).

## UNIT 49 /r/ rain

- 2b  
 Pair 2: 2, 1, 2, 2, 1  
 Pair 3: 1, 2, 1, 2, 2  
 Pair 4: 2, 1, 1, 1, 2  
 Pair 5: 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 Jerry?  
 Pair 5: e) oOoOo I'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.  
 2 b – 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.  
 6 b – This is a free house.
- 4a  
 1 he's a lorry driver.  
 2 she's a waitress.  
 3 he's a pilot.  
 4 she's a secretary  
 5 she's a librarian.

- 5 The sound /r/ is written with the letter 'r' (red).  
Other spellings: 'rr' (tomorrow), 'wr' (write).

## UNIT 50 REVIEW

- 1 1 pang 2 mull 3 sun 4 Tim 5 rye  
2 1 bridge, umbrella, brush, embrace, bride  
2 wrongs, kings, springs, songs, thongs  
3 eleven, forbidden, prison, certainly, kitchen, passenger, person, television, listen, suddenly, oven  
4 Syllabic /l/ minimal, syllable, table, careful, central, example, little, special  
Syllabic /m/ random, system, rhythm, madam, bottom, curriculum

### Additional review task

- Unit 45 Mum, muffins, Malcolm, Mrs MacCallum, may, Tim Mitcham, come, home, me, tomorrow, met, him, summer, small, remember, smart, charming, manners, family, from, Cambridge, make, some, home-made, tomorrow, mm, maybe, time, coming
- Unit 46 accommodation agency, morning, name, Martin Nelson, manager, can, want, an, apartment, in, central, London, certainly, rent, no, than, £1,000 (one thousand pounds), month, don't, often, inexpensive, not, one, £2,179 (two thousand, one hundred and seventy-nine pounds), Notting Hill, down, near, station, Northend Avenue, furnished, unfurnished, kitchen, oven, forbidden, garden, friends, eleven, evening, noise, and, television, 11.15 (eleven, fifteen), prison
- Unit 47 Duncan King, lying, trying, standing, watching, Angus Lang, bang, Langs, doing, morning, singing, banging, looking, hanging, strong, string, bringing, something, interesting, putting, happening, going, holding, fingers, shouting, helping, running, ringing, RING!, sleeping
- Unit 48 early, lunch, Lesley, Lily Carpello, nearly, always, hello, only, eleven, o'clock, later, usually, left, like, leg, lamb, please, plate, salad, lettuce, black, olives, lovely, really, glass, lemonade, love, slice, melon, yellow, jelly
- Unit 49 proud, parent, are all, children, grown, Ruth, Lara, Ruby, cleverest, librarian, library, very, interesting, Laura, secretary, central, railway, Rose, pretty, waitress, restaurant, Paris, married, electrician, Jerry, Roland, drives, lorry, everywhere in Europe, really, countries, drive, France, Austria, Greece, Russia, Australia, America

## OVERVIEW

- 1 1 bit 2 could 3 A 4 T 5 show 6 V 7 pan  
2 1  
2  
3 2 c 3 a 4 g 5 f 6 e 7 d

## **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"

**THIRD  
EDITION**

Ann Baker

# Ship or Sheep?

## An intermediate pronunciation course

Do you have trouble with your pronunciation? Are you sometimes misunderstood, even when you know the word is right? This book can help you!

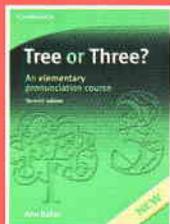
This fully-revised edition of the classic title, now in full colour, will help you make the distinction between similar sounds and make sure that you are understood – first time.

The new edition has been re-written to make it suitable for either self-study or classroom use.

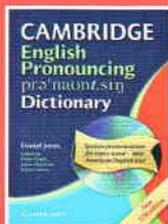
- **MORE AUDIO**  
Four audio CDs give lots of listening and pronunciation practice.
- **EASY TO USE**  
Stand-alone units allow you to focus on sounds that you find difficult.
- **SYSTEMATIC**  
Each unit offers comprehensive practice of sounds, with additional work on stress and intonation.
- **EXTRA WEB SUPPORT**  
Visit [www.cambridge.org/elt/shiporsheep](http://www.cambridge.org/elt/shiporsheep) for extra practice and support.

The book comes in a self-study pack with four audio CDs. The book is also available separately for classroom use.

We also recommend the following titles:



ISBN 978 0 521 68527 6



ISBN 978 0 521 68087 5



**CAMBRIDGE**  
UNIVERSITY PRESS

[www.cambridge.org](http://www.cambridge.org)

ISBN 978-0-521-60673-8



9 780521 606738