English Pronunciation in Use
Elementary
Self-study and classroom use

Jonathan Marks
## Section A Sounds and spelling

1. *How many letters, how many sounds?* Spelling and pronunciation  
2. *Pizza for dinner* 
3. *A spoonful of sugar* 
4. *Father and mother* 
5. *A dog in the corner* 
6. *Bread and jam* 
7. *My birthday's on Thursday* 
8. *Have a great time!* 
9. *Old town* 
10. *Pack your bags* 
11. *Cats and dogs* 
12. *November the first* 
13. *Both together* 
14. *It's the wrong size, isn't it?* 
15. *Fresh fish, usually* 
16. *Chips and juice* 
17. *My hungry uncle* 
18. *How many hours?* 
19. *That's life!* 
20. *What terrible weather!* 
21. *What's the news?* 
22. *Sunglasses or umbrella?* 
23. *Train in the rain* 
24. *Pink and orange* 
25. *Last week* 

## Section B Syllables and words

28. *One house, two houses* Syllables  
29. *Wait a minute – where’s the waiter?* Strong and weak vowels  
30. *Single or return?* Stress in two-syllable words  
31. *Begin at the beginning* Stress in longer words  
32. *Where’s my checklist?* Stress in compound words

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E3 Sound pairs
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E5 The alphabet
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E7 Pronouncing geographical names
E8 Homophones

Key

Acknowledgements
To the student

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

**What will I need?**

You will need a cassette or CD player to listen to the recordings. The symbol \( \text{A1} \) shows the track numbers of the recordings. It will be useful if you can record your own voice, so that you can listen to your own pronunciation and hear your progress.

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

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

There are 50 two-page units in the book. Each unit is about a different pronunciation point.

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

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

- E1 Chart of phonemic symbols – with example words for every symbol.
- E2 Guide for speakers of specific languages – Speakers of different languages have different problems with English pronunciation, and this guide shows which units in the book may be especially helpful for them.
- E3 Sound pairs – If you have problems with hearing the difference between pairs of sounds, you can find extra practice here.
- E4 From spelling to sound – In English, the same sound can often be spelled in different ways. Here you will find the most common spellings of each sound.
- E5 The alphabet – exercises to help you say the letters of the alphabet, and understand them when you hear them.
- E6 Pronouncing numbers – exercises to help you pronounce different kinds of numbers, and understand them when you hear them.
- E7 Pronouncing geographical names – how to pronounce the names of countries, continents, etc.
- E8 Homophones – words that are spelled differently but sound the same.

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

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

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

**How should I use the course?**

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

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

In Section A, if you have problems hearing the difference between individual sounds, go to the *Sound pair* indicated (in Section E3).
When you are working with the recordings, you should replay a track as often as you need to. When you are doing an exercise you may also need to pause the recording after each sentence to give yourself time to think or write your answer. When you are asked to repeat single words, there is a space on the recording for you to do this, but when you are repeating whole sentences you will need to pause the recording to give yourself enough time to repeat.

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

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

![Important for listening](image)

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

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

**Recordings**

CD A: Units 1–12
CD B: Units 13–27
CD C: Units 28–43
CD D: Units 44–50, Sections E1, E4–E8
CD E: Section E3 Sound pairs
To the teacher

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

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

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

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

## Section A Sounds and spelling

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

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

Units 24 to 27 deal with consonant clusters.

## Section B Syllables and words

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

## Section C Phrases, sentences and grammar

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

## Section D Conversation

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

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

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

What model of pronunciation?

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

Recordings

CD A: Units 1–12
CD B: Units 13–27
CD C: Units 28–43
CD D: Units 44–50, Sections E1, E4–E8
CD E: Section E3 Sound pairs
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<tr>
<td>50</td>
<td>Intonation: typical patterns in functional language 2</td>
</tr>
</tbody>
</table>
How many letters, how many sounds?

Spelling and pronunciation

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

There are 26 letters in the English alphabet.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

There are five vowel letters. AEIOU

And there are 21 consonant letters. BCDFGHJKLMNPQRSTVWXYZ

But there are more than 40 vowel and consonant sounds in English.

In some words, the number of letters is the same as the number of sounds.

<table>
<thead>
<tr>
<th>Word</th>
<th>Letters</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>best</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>dentist</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Letters</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>happy</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

In bread, ea is one sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>Letters</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Letters</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Letters</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>six</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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

know – no

A: Do you know? B: No, I don’t.

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

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

A: Do you want to read the newspaper?
B: No, thanks, I read it this morning.

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

/best/ best /dentist/ dentist /grim/ green /hæpl/ happy /kɪf/ coffee /lɪsn/ listen

/trɪ/ three /sʌks/ six /sʌks/ socks /bred/ bread /nɔʊ/ no /nɔʊ/ know /red/ red

/red/ read (past tense) /riːd/ read (infinitive and present tense)

The symbol 🎧 (look at the beginning of the symbols for dentist, happy, coffee, listen) comes before stressed syllables (see Section B Syllables and words).

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English Pronunciation in Use (Elementary)
Exercises

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

<table>
<thead>
<tr>
<th></th>
<th>letters</th>
<th>sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>back</td>
<td></td>
<td></td>
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<tr>
<td>could</td>
<td></td>
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<tr>
<td>knee</td>
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<tr>
<td>sixty</td>
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<td></td>
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<td>thing</td>
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<tr>
<td>who</td>
<td></td>
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<tr>
<td>address</td>
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</tbody>
</table>

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

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

**Example** /best/ best

1 /big/ 2 /dres/ 3 /frend/ 4 /giv/ 5 /hlep/ 6 /nekst/ 7 /viri/ 8 /wcl/

Check with the Key. Then listen and repeat.

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

**Example**

- on, top, stop, (one), gone
- give, time, sit, think, rich
- apple, bad, wash, catch, bank
- much, bus, sun, push, up
- many, maths, man, hat, flat

Check with the Key. Then listen and repeat.

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

**Example**

- red, be_d
- key, tr__
- blue, sh__
- not, w__
- one, r__
- date, w__
- lie, w__
- so, sh__
- beer, n__

Check with the Key. Then listen and repeat.
Pizza for dinner

/i:/ and /ɪ/

How to make the sound /i: /

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

Sound and spelling

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

• Listen and say these other words with /i:/.
  ie field piece
e these metre secret evening equal Peter museum European Chinese Japanese complete
ey key
i ski kilo litre pizza police machine magazine
eo people

• Now listen and say these sentences. You will need to pause the recording to give yourself enough time to repeat.
  1 Can you see the sea?
  2 A piece of pizza, please.
  3 Peter’s in the team.
  4 A kilo of peaches and a litre of cream.
  5 Please can you teach me to speak Portuguese?

How to make the sound /ɪ/

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

Sound and spelling

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

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

• Now listen and say these phrases.
  1 fifty-six
  2 dinner in the kitchen
  3 a cinema ticket
  4 a picture of a building
  5 big business

Note: Eight letters of the alphabet have the sound /i:/. Listen and repeat.
B C D E G P T V

Note: Units 2 to 10 focus on vowel sounds in stressed syllables (see Section B Syllables and words).
Vowel sounds in unstressed syllables often have the weak vowel /ɪ/. Listen and repeat.
agree equal kitchen museum Peter picture pizza

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

2.1 Put these /ɪ:/ words in the dialogues.

email  evening  police  secret  Steve  TV

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

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

2.2 Find the /ɪ/ words from these clues.

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

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

2.3 Circle all the /ɪ/ sounds and underline all the /i/ sounds.

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

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

2.4 Match the beginnings and endings of the sentences.

Example Let's have pizza ____________ for dinner.
1 We're always busy ____________
2 Would you like tea ____________
3 Give me that big ____________
4 There were only three ____________
5 Listen and ____________
6 Let's meet at ____________

Check with the Key. Then listen and repeat.

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

1 leave / live  (⇒ sound pair 1)
2 knee / near  (⇒ sound pair 2)
3 litter / letter  (⇒ sound pair 3)
How to make the sound /u:/
- /u:/ is a long sound. Look at the diagram. Listen and then say the sound. Make your lips into a tunnel shape. Your tongue is a long way back in your mouth. Target sound: /u:/

Sound and spelling
- /u:/ is often spelled oo, ou, oe, u, ue or ew. Listen and say these words.
  too  group  shoe  blue
- When the spelling is u or ew, there is often a /j/ sound before the /u/. Listen and say these words.
  music  new
- There are also other spellings of /u/. Listen and say these other words with /u:/.
  two  fruit  juice
- Now listen and say these phrases.
  1 me too
  2 work in groups
  3 new shoes
  4 red and blue
  5 listen to the music
  6 forty-two
  7 fruit juice

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

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

Sound and spelling
- /u/ is often spelled u, oo or ou. Listen and say these words.
  full  sugar  book  foot  would
- Listen and say this other word with /ʊ/.
  woman
- Now listen and say these phrases.
  1 My bag's full.
  2 Where's my book?
  3 my left foot
  4 a kilo of sugar
  5 Who's that woman?
Exercises

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

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

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

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

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

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

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

- book
- cookery
- cough
- could
- good
- looking
- lunch
- soon
- sugar
- thought
- through

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

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

1. Do you take __________________?
2. __________________ you help me? I'm __________________ for a __________________ cookery __________________

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

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

<table>
<thead>
<tr>
<th>/u:/</th>
<th>/o/</th>
</tr>
</thead>
<tbody>
<tr>
<td>true</td>
<td>foot</td>
</tr>
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</tbody>
</table>

6. I'll be ready soon.
7. Here's your ticket – don't lose it!
8. Go through that door over there.
9. My keys! Where did I put them?

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

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

1. pool / pull (⇒ sound pair 4)
2. look / luck (⇒ sound pair 5)
3. soup / soap (⇒ sound pair 6)
Father and mother

/ɑː/ and /ʌ/

How to make the sound /ɑː/:
- /ɑː/ is a long sound. Look at the diagram, listen and then say the sound. Open your mouth wide. Target sound: /ɑː/

Sound and spelling
- /ɑː/ is usually spelled a or ar. Listen and say these words:
  after  afternoon  ask  answer  bath  bathroom  can't  class  dance  face  fast  father  glass  tomato  bar  car  card  far  park  star  start  
- Listen and say these other words with /ɑː/:
  aunt  laugh  heart  half  (The letter l in half is silent.)
- Listen and say these sentences:
  1. How far's the car park?
  2. We went to a large bar full of film stars.
  3. We're starting in half an hour.
- In words with a letter r after the /ɑː/ sound, most Americans and some British people pronounce the r. Listen to the same sentences, this time with the letter r pronounced.
- Some people, especially in the north of England, pronounce the letters a or au as /æ/ in some of these words. Listen.
  after  afternoon  ask  answer  aunt  bath  bathroom  class  dance  fast  glass  laugh  

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

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

How to make the sound /ʌ/:
- /ʌ/ is a short sound. Look at the diagram, listen and then say the sound. Open your mouth wide. Target sound: /ʌ/

Sound and spelling
- /ʌ/ is usually spelled u, but sometimes ou or o. Listen and say these words:
  bus  colour  come  cup  front  London  luck  Monday  month  mother  much  nothing  number  run  study  sun  uncle  under  
- Note: The words son and sun have the same pronunciation.
- Note: The number one is pronounced /wʌn/.
- Listen and say these sentences:
  1. Good luck with your exam next month!
  2. Take the number one bus.
  3. I said ‘Come on Monday’, not ‘Come on Sunday’.
- Some people, especially in the north of England, say /ʊ/ instead of /ʌ/. Listen to the same sentences, this time with /ʊ/.

Important for listening
- English Pronunciation in Use (Elementary)
Exercises

4.1 Listen and write the words in the correct column.

| artist | garden | March | part | square | talk | warm | watch |

words with /a:/

words with other vowel sounds

Check with the Key. Then listen again and repeat.

4.2 Listen and write the words in the correct column.

| business | country | fun | home | lots | money | mother | push |

words with /ʌ/

words with other vowel sounds

Check with the Key. Then listen again and repeat.

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

| butter | carpet | dark | hard | husband | love | Prague | son |

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

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

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

1. heart / hat (⇒ sound pair 7)
2. far / four (⇒ sound pair 8)
3. cat / cut (⇒ sound pair 9)
4. look / luck (⇒ sound pair 5)
5. luck / lock (⇒ sound pair 10)
6. butter / better (⇒ sound pair 18)
A dog in the corner
\(/\text{ɒ}/\) and \(/\text{ɔ}/\)

How to make the sound \(/\text{ɒ}/\)
- \(/\text{ɒ}/\) is a short sound. Look at the diagram. Listen and say the sound. Round your lips a little. The front of your tongue is low and towards the back of your mouth.
  Target sound: \(/\text{ɒ}/\)

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

Note: The word cough is pronounced \(/\text{ʌf}/\).
Note: The word was is sometimes pronounced with \(/\text{ɒ}/\). (See Unit 40.)

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

Most Americans pronounce these words differently. Listen.
  1 Have you got a lot of shopping?  3 How much did your holiday cost?
  2 John’s gone to the shops.  4 She said the coffee wasn’t very good, but I thought it was.

How to make the sound \(/\text{ɔ}/\)
- \(/\text{ɔ}/\) is a long sound. Look at the diagram. Listen and say the sound. Round your lips more than for \(/\text{ɒ}/\). Target sound: \(/\text{ɔ}/\)

Sound and spelling
- \(/\text{ɔ}/\) has different spellings. Listen and say these words.
  a all ball call fall tall ar quarter warm
  al talk walk
  au autumn or horn corner forty horse
  aw saw
  augh caught daughter taught oor door floor
  ough bought thought

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

When there is a letter r after \(/\text{ɔ}/\), most Americans, Scots and Irish, and some other English speakers pronounce this r. Listen.
  1 quarter past four  3 have some more  5 the fourth door on the fourth floor
  2 born in autumn  4 walking on water
Exercises

5.1 Write these words.

**EXAMPLE** /boks/ box
1 /klok/ 3 /wont/ 5 /'sori/
2 /gon/ 4 /'wontId/ 6 /wot/

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

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

```plaintext
<table>
<thead>
<tr>
<th>box</th>
<th>chocolates</th>
<th>clock</th>
<th>doctor</th>
<th>gone</th>
<th>got</th>
<th>holiday</th>
<th>on</th>
<th>stopped</th>
</tr>
</thead>
</table>
```

1 A: _______ time is it?
   B: I don't know. The _______.'s _______.
2 A: _______ have you _______?
   B: A _______ of _______.
3 A: Where's the _______?
   B: He's _______.

Check with the Key. Then listen again and repeat.

5.3 Write the underlined verbs in the past tense.

**EXAMPLE**
We buy everything at the supermarket. → We _______ everything at the supermarket.
1 I think about you every day. → I _______ about you every day.
2 We always walk home from school. → We always _______ home from school.
3 I catch the first bus in the morning. → I _______ the first bus in the morning.
4 My daughter teaches English. → My daughter _______ English.

Check with the Key. Then listen and repeat.

5.4 Write the names of the things in the picture.
(They all have /ɒ/ or /ə/.)

**EXAMPLE** 1 bottle

Check with the Key.

5.5 Listen and write the missing /ɒ/ and /ə/ words.

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

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

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

| 1 not / note | 4 shot / short |
| 2 luck / lock | 5 walk / work |
| 3 coat / caught | (⇒ sound pair 11) | (⇒ sound pair 13) |
|                  | (⇒ sound pair 10) | (⇒ sound pair 14) |

English Pronunciation in Use (Elementary) 19
How to make the sound /e/

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

Sound and spelling

- /e/ is usually spelled e, but sometimes ea, ie, a or ai. Listen and repeat.
  
e  check  leg  letter  red  sentence
ea  bread  head  read (past tense)
ie  friend
a  any  many
ai  again  said

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

How to make the sound /æ/

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

Sound and spelling

- /æ/ is usually spelled a. Listen and repeat.
  back  camera  factory  hat  jam  manager  map  plan  traffic

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

6.1 Write these words.

Example /maıp/ = maıp

1 /hænd/  5 /mɛn/
2 /best/  6 /meni/
3 /ɛg/  7 /hæv/
4 /mæn/  8 /nekst/

Check with the Key. Then listen and repeat.

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

3 7 8 10 11 12 13 17 18 20 70 80 100

Check with the Key. Then listen and repeat.

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

The first plan was the best.

1 The first plan _______ was the best _______.  a any milk.
2 He said ___________________________ b again tomorrow.
3 How many __________________________ c in a flat over there.
4 I haven’t got __________________________ d stamps do you need?
5 I’ll be back __________________________ e was the best.
6 My friends live __________________________ f ‘Thank you.’

Check with the Key. Then listen and repeat.

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

1 men / man  (⇒ sound pair 15)
2 cat / cut  (⇒ sound pair 9)
3 had / hard  (⇒ sound pair 7)
4 pepper / paper  (⇒ sound pair 16)
5 head / heard  (⇒ sound pair 17)
6 set / sit  (⇒ sound pair 3)
7 better / butter  (⇒ sound pair 18)
My birthday’s on Thursday /3ː/  

How to make the sound /3ː/  
• /3ː/ is a long sound. Look at the diagram. Listen and say the sound. To make this sound, your mouth and your tongue should be very relaxed. Target sound: /3ː/  

Note: /3ː/ is a sound English speakers often make when they aren’t sure what to say, and we often write it ‘er’. Listen.

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

Sound and spelling  
• /3ː/ is spelled ir, or, ur, our, ear or er. Listen and say these words.
  
  ir  bird  first  birthday  circle  thirty  
or  word  work  world  worse  worst  
ur  turn  Thursday  
our  journey  
ear  early  earth  heard  learn  
er  service  Germany  prefer  dessert  weren’t  verb  university  

Note: The words her, hers and were are often pronounced with /3ː/. (See Units 38 and 40.)

• Now listen and say these sentences.

1 My birthday’s on Thursday the thirty-first, and hers is a week later.  
2 When would you prefer, Tuesday or Thursday?  
3 That was the worst journey in the world!  
4 Have you ever heard this word?  
5 A: The cakes weren’t very good.  
   B: I thought they were.  
6 She went to university to learn German.

Notice that there’s always an r in the spelling of /3ː/. Most Americans, Scots and Irish, and some other English speakers pronounce these rs (see Unit 22). Listen.

1 My birthday’s on Thursday the thirty-first, and hers is a week later.  
2 When would you prefer, Tuesday or Thursday?  
3 That was the worst journey in the world!  
4 Have you ever heard this word?  
5 A: The cakes weren’t very good.  
   B: I thought they were.  
6 She went to university to learn German.
## Exercises

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

<table>
<thead>
<tr>
<th>words with /ɔɪ/</th>
<th>words with /ɒ:/</th>
<th>words with /æ/</th>
<th>words with other sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 church</td>
<td>1 door</td>
<td>1 car</td>
<td>1 beard</td>
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</table>

Check with the Key. Then listen again and repeat.

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

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

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

### 7.3
Listen and write the numbers you hear.

**Example:**

```
1 ______  3 ______  5 ______  7 ______
2 ______  4 ______  6 ______  8 ______
```

Check with the Key. Then listen again and repeat.

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

```
1 shirts / shorts (⇒ sound pair 14) 3 bird / beard (⇒ sound pair 20)
2 first / fast (⇒ sound pair 19) 4 beard / head (⇒ sound pair 17)
```
Here and there /ɪə/ and /ɛə/

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

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

Sound and spelling
- /ɪə/ is spelled in different ways. Listen and repeat.
  ea  real
ear  ear  beard  clear  bear  nearly  year
er  beer  cheers
er  here  we’re
- Listen and say these sentences.
  1. We’re here!
  2. Have a beer – cheers!
  3. Is there a bank near here?
  4. The meaning isn’t really clear.

How to make the sound /ɛə/
- /ɛə/ is a long sound. It moves from ɛ to ɜ. Look at the diagram. Listen and say the sound. Target sound: /ɛə/

⚠️ Note: When you say the sound /ɛə/ by itself, you say the word air.

Sound and spelling
- /ɛə/ is spelled in different ways. Listen and repeat.
  are  care  square
  air  air  chair  fair  hair  stair
  ear  wear
  ere  where
  aer  aeroplane
- Listen and say these sentences.
  A: Look at that aeroplane!
  B: Where?
  A: Up there, in the air, of course!

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

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

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

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

<table>
<thead>
<tr>
<th>/ɪə/</th>
<th>1. Dear</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>/eə/</td>
<td>1. Mary</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

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

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

1. She's got _______ hair.
2. The _______ are under the stairs.
3. How many _______ have you lived here?
4. There's a man with a _______ sitting in the street.
5. Speak up! I can't hear you.
6. It's a _______ day – you can see for miles.

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

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

Example
See you next year.
1. /ɜːl/ no /ɜː/ 
2. /ɜːl/ no /ɜː/ 
3. /ɜːl/ no /ɜː/ 
4. /ɜːl/ no /ɜː/ 
5. /ɜːl/ no /ɜː/ 
6. /ɜːl/ no /ɜː/ 

Check with the Key.

8.4 Listen and repeat these poems.

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

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

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

1. near / knee (⇒ sound pair 2)
2. bird / beard (⇒ sound pair 20)
3. wear / way (⇒ sound pair 21)
Have a great time! 
/ei/, /ai/ and /ɔɪ/

How to make the sound /ei/
- /ei/ is a long sound. It moves from /e/ to /i/. Look at the diagram. Listen and say the sound. Target sound: /ei/

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

Sound and spelling
- /ei/ is spelled in different ways. Listen and repeat.
  a age came plane table
  ai train wait
  ay day play say
  ey grey
eigh eight weight
  
  Listen and say these sentences.
  1 They came a day later.
  2 It was a grey day in May.

How to make the sound /ai/ 
- /ai/ is a long sound. It moves from /a/ to /i/. Look at the diagram. Listen and say the sound. Target sound: /ai/

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

Sound and spelling
- /ai/ is spelled in different ways. Listen and repeat.
  i like time white
  ie die
  y dry July why
  igh high night night
  uy buy
  
  Listen and say these sentences.
  1 Do you like dry wine?
  2 Why don’t you try?
  3 July will be fine.
  4 Drive on the right.

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

Sound and spelling
- /ɔɪ/ is usually spelled oi or oy. Listen and repeat.
  oi coin point voice
  oy boy enjoy toy
  
  Listen and say these sentences.
  1 I can hear a boy’s voice.
  2 Those are coins, not toys!
Exercises

9.1 Complete the titles of these pictures. All the missing words have /ei/.

Example: Changing the date.
1 W_______ing for the tr_______
2 T_______ing a br_______
3 R_______ing in Sp_______
4 M_______ing a m_______
5 B_______ing a c_______

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

9.2 These verbs are in the past tense. Write the infinitive. They all have /au/.

Example: drove ________

1 wrote ________ 3 found ________ 5 flew ________
2 tried ________ 4 bought ________

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

9.3 Complete these sentences. All the missing words have /ei/ or /au/.

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

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

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

9.4 Look at the pictures and find six things with /ei/, three things with /au/ and three things with /ɔi/.

1 radio 2 t_______ 3 c_______ 4 t_______ 5 p_______ 6 s_______
7 l_______ 8 w_______ 9 i_______
10 b_______ 11 c_______ 12 t_______

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

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

1 gate / get (⇒ sound pair 16)
2 way / wear (⇒ sound pair 21)
3 my / May (⇒ sound pair 22)
Old town
/əʊ/ and /au/

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

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

Sound and spelling:
- /əʊ/ is spelled in different ways. Listen and repeat.
  - ow: cold, post, close, drove, home, phone
  - ow: know, low, show, slow
  - oe: boat
  - oe: toe

- Listen and say these sentences.
  1. I don’t know.
  2. My toes are cold.
  3. She phoned me in October.
  4. They showed us their home.

How to make the sound /au/:
- /au/ is a long sound. It moves from /æ/ to /ʊ/. Look at the diagram. Listen and say the sound. Target sound: /au/.

Sound and spelling:
- /au/ is usually spelled ow or ou. Listen and repeat.
  - ow: how, now, vowel
  - ou: loud, mouth, sound

- Listen and say these phrases.
  1. a thousand pounds
  2. loud vowel sounds
  3. round the house
  4. Countdown – three, two, one, now!
Exercises

10.1 Circle the word with a different vowel sound.

**Example**
- houses (soup) about mountains
- 1 stone gone closed coast
- 2 brown flower snow town
- 3 old over lost no
- 4 coach boat some road

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

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

![Image of a train station and a train]

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

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

10.3 Listen and repeat these poems.

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

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

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

1. coast / cost (⇒ sound pair 11)
2. boat / boot (⇒ sound pair 6)
3. woke / walk (⇒ sound pair 12)
Pack your bags

/p/ and /b/

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

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

Note: p is silent at the beginning of a few words. Listen and repeat. psychology
Note: The word cupboard is pronounced /'ka.bʌd/ — don’t pronounce the p.
Note: ph is usually pronounced //: phone, photo, autograph.
Note: /pi:/ is the name of the letter P in the alphabet. People often say /pi:/ for pence: ’It costs 75p.’

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

How to make the sound /b/
- Look at the diagrams. Listen and say the sound.
  1. Stop the air behind your lips.
  2. Open your lips to release the air.

/b/ is different from /p/ in two ways:
  1. If you hold a piece of paper in front of your mouth when you open your lips, the paper does not move.
  2. There is voicing (vibration from the throat).

Target sound: /be/

Listen and say the two sounds. /pa/ /be/

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

Note: b is silent at the end of a few words. Listen and repeat. climb comb thumb bomb
Note: /bi:/ is the name of the letter B in the alphabet.

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

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

Sometimes you don’t hear /p/ or /b/ clearly at the end of a word. Listen.
1. Stop!
2. Don’t drop that!
3. Hey, Be(b)!
4. the worldwide we(b)
Exercises

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

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<thead>
<tr>
<th>back</th>
<th>build</th>
<th>piece</th>
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<tr>
<td>beard</td>
<td>but</td>
<td>pool</td>
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<tr>
<td>bill</td>
<td>butter</td>
<td>pull</td>
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<td>black</td>
<td>buy</td>
<td>purse</td>
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<td>bomb</td>
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<td>put</td>
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<td>paper</td>
<td>part</td>
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<tr>
<td>boot</td>
<td>party</td>
<td>pay</td>
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<td>boots</td>
<td>bought</td>
<td>pepper</td>
</tr>
<tr>
<td>bread</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. /bɪl/  8. /peɪk/  15. /bæk/  
2. /pæs/  9. /bɒm/  16. /bɜːts/  
3. /bɑːl/  10. /ˈpepə/  17. /ˈpʊl/  
4. /pɑːs/  11. /ˈbɑːtə/  18. /bɪd/  
5. /bæk/  12. /pɔːt/  19. /pɔːt/  
6. /pɜː/  13. /bʊk/  20. /bɔːt/  
7. /bɑːt/  

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

11.2 Complete the words with p or b.
1. Can you help me _aint the _edroom wardro_e?
2. Brian’s _lond, and he’s got a _ig _eard.
3. We’re going to the _ub. It’s my _rother’s _irthday.
4. Where did I _ut my _ack _oots?
5. We asked the waiter to _ing the _ill, and it was dou_le what we expected!

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

11.3 Listen and fill the gaps.

**EXAMPLE**

Are you going to the ____shop____?

1. We’ll have to change that ________ .
2. Looking for a _______?
3. It isn’t on the _______ .
4. Shall we give him a ________?
5. Do we have to walk _______ that hill?
6. _______ the bus – I want to get off!
7. I _______ you have a good time!
8. _______ yourself!

Check with the Key. Then listen and repeat.

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

1. pears / bears (⇒ sound pair 23)
2. pear / fair (⇒ sound pair 24)
3. copies / coffees (⇒ sound pair 24)
How to make the sound /t/
- Look at the diagrams. Listen and say the sound.
  1. Stop the air with your tongue behind your teeth.
  2. Move your tongue down to release the air. If you hold a piece of paper in front of your mouth when you move your tongue down, the paper moves. Target sound: /te/

Sound and spelling
- /t/ is usually spelled t or tt. Listen and say these words.
  t  tea  till  ten  top  two  twenty  water  bit  complete  eat  eight  light  suit
tt  better  bottle

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

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

Note: The letter t is silent in a few words. Listen and say these words. listen  castle
Note: /ti:/ is the name of the letter T in the alphabet. /ti:/ is also the word teo.

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

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

- Listen and say the two sounds. /te/ /de/

Sound and spelling
- /d/ is spelled d or dd. Listen and say these words.
d  day  deep  do  door  did  food  good  head  ready
dd  add  address  ladder  middle

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

- Sometimes you don't hear the /t/ or /d/ clearly at the end of a word. Listen to the difference.
  1. something to eat  something to eat(t)
  2. turn on the light  turn on the light(t)
  3. the end of the road  the end of the road(t)
  4. writing on the board  writing on the board(t)

The vowel sound is longer before /d/ than before /t/. Listen.
  roa(d)  wro(te)  boar(d)  bough(t)

- You often don't hear a /t/ or /d/ when it's between other consonant sounds, so facts sounds like fax and next week sounds like necks week. Listen.
A: Tell me all the facts.  B: I'll tell you next week.
Exercises

12.1 Listen and complete the sentences.

**Example** What shall we do __________ week?

1 2001 was the __________ time I went to Britain.
2 I __________ some money in the street.
3 I worked hard __________ week.
4 Do you know a __________ place to eat near here?

Check with the Key. Then listen again and repeat.

12.2 Listen and write the numbers of the words.

sent _______ wide _______ white _______
said _______ road _______ wrote _______

Check with the Key. Then listen again and repeat.

12.3 Listen and complete the sentences.

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

Check with the Key. Then listen again and repeat.

12.4 Listen and repeat these poems.

**Too many twos**
Tom and Tim were twins.
Tom said to Tim, 'Can I talk to you?'
Tim said to Tom, 'Shh, wait a minute ...'
One two is two
Two twos are four
Three twos are six
Four twos are eight
Five twos are ten ...'

Tom said to Tim, 'And what are two fives?'
Tim said to Tom, 'Two fives? Don't ask me!'

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

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

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

/k/ and /g/

How to make the sound /k/

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

Sound and spelling

- /k/ is usually spelled c, k or ck, and sometimes ch. Listen and say these words.
  car cat careful clean close colour fact
  keep key kind kitchen desk like talk walk
  back black check pocket tick
  school stomach chemist architect

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

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

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

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

How to make the sound /g/

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

/g/ is different from /k/ in two ways:
  1. If you hold a piece of paper in front of your mouth when you release the air, the paper does not move.
  2. There is voicing (vibration from the throat). Target sound: /ga/

- Listen and say the two sounds. /ka/ /ga/

Sound and spelling

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

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

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

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

- Now listen and say these sentences.
  1. Can you guess the beginning of the dialogue?
  2. Are you going jogging again?

You often don't hear /k/ or /g/ clearly in the middle or at the end of a word. Listen.
  1. I liked the film – the acting was perfect.
  2. Do you like folk music?
  3. It was a dark night.
  4. What's your dog called?
Exercises

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

<table>
<thead>
<tr>
<th>acbe</th>
<th>again</th>
<th>ago</th>
<th>back</th>
<th>bag</th>
<th>big</th>
<th>bigger</th>
<th>bike</th>
<th>black</th>
<th>called</th>
<th>cake</th>
</tr>
</thead>
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<td>coffee</td>
<td>cold</td>
<td>comb</td>
<td>come</td>
<td>copy</td>
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<td>get</td>
<td>give</td>
<td>great</td>
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<td>guess</td>
<td>guest</td>
<td>keys</td>
<td>kiss</td>
<td>walk</td>
<td>work</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1 /gɪv/ _______ 8 /ɪtʃ/ _______ 15 /baːg/ _______ 2 /bɪg/ _______ 9 /ɡest/ _______ 16 /ˈbaɪɡə/ _______
5 /kiːtʃ/ _______ 12 /ˈsɪɡən/ _______ 19 /wɜːk/ _______ 6 /keɪk/ _______ 13 /wɜːk/ _______ 20 /ɡriː/ _______
7 /kɪs/ _______

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

13.2 Complete the words. They all have /k/ or /ɡ/ sounds.
1 Can I carry your ba_s?
2 Give me a bi_ _iss.
3 You _ave me _old _offee a _ain.
4 A _rey _at with _reen eyes wal_ed into the _arden.
5 The _uests would li_e e _s for brea_fast.

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

13.3 Listen and fill the gaps.

Example
It's time to go ______ back ______.
1 Shall we ______ ______ ?
2 I came by ______ ______.
3 When you go out, _______ the ______ ______ .
4 I'm going to buy a new ______ ______ tomorrow.
5 A: You don't _______ ______ in your tea, do you?
   B: I do, in ______ ______ .
6 It's only seven oclock and it's already _______ _______ .
7 Listen and _______ _______ .
8 Mark your answer with a _______ _______ .

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

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

B7 1 back / bag (⇒ sound pair 28)
2 cold / gold (⇒ sound pair 28)
How to make the sound /f/

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

Sound and spelling

- /f/ is usually spelled f or ff, and sometimes ph or gh. Listen and say these words.
  - f feel first cafe after leaf
  - ff off coffee
  - ph phone autograph
  - gh laugh

- Listen and say these phrases and sentences.
  1 forty-five
  2 a family photo
  3 I'm feeling fine.
  4 the fourteenth of February
  5 When I asked for her autograph she just laughed.

How to make the sound /v/

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

- Listen and say the two sounds.
  /ffff/ /vvvv/

Sound and spelling

- /v/ is usually spelled v. Listen and say these words.
  - very travel every have leave

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

- Listen and say these phrases and sentences.
  1 We're leaving at five past seven.
  2 a visa for a seven-day visit
  3 Stephen lives in a village.
Exercises

14.1 Write these words.

**Example**

\[ /\text{faun}/ \text{phone} \]

1 \[ /\text{faiv}/ \] 3 \[ /\text{faist}/ \] 5 \[ /\text{liv}/ \]

2 \[ /\text{vizit}/ \] 4 \[ /\text{friv}/ \] 6 \[ /\text{fauntov}/ \]

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

14.2 Complete the titles of the pictures using these words.

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

1 A

2 too

3 and

4

5 A

6 The to the

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

14.3 Listen and repeat these poems.

**November the first**

November the first

Five leaves left

One leaf falls

Four leaves left.

**The traveller**

'A visitor? Having fun?'

'A fine day for travelling,' he said.

'A café? A phone? Here?'

'I'm afraid not,' he laughed.

'You'll find one in the village.

Far? No, not very far.

The ferry over the river.

Then a few more miles — five, or seven, or eleven …'

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

1 few / view

2 leaf / leave

3 copy / coffee

(⇒ sound pair 29)

(⇒ sound pair 29)

(⇒ sound pair 24)
Both together
/θ/ and /ð/

A

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

Sound and spelling
- /θ/ is spelled th. Listen and say these words.
  thin thanks thirty theatre thumb Thursday thirsty three
  both mouth month north south
  birthday

B

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

C

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

- Listen and say the two sounds.
  /θθθθθ/ /ððððð/

D

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

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

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

15.1 Write these words.

**Example**

\[ /\text{æt}/ \quad /\text{ðæt}/ \]

1 /mænθ/ 2 /ðænθ/ 3 /θæn/ 4 /θæt/ 5 /wæð/ 6 /'bæðæt/ 7 /'θæt/ 8 /θæt/

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

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

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

words with /θ/ words with /ð/

<table>
<thead>
<tr>
<th>Thinking</th>
<th>singer</th>
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</table>

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

15.3 Listen and complete the sentences.

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

2 A: I’m thinking of going to the __________ tonight.
   B: Me too! Let’s __________ go
       __________!

3 A: Are you __________?
   B: No, __________.

4 A: __________ are my __________ and
       __________, about __________ years ago. And __________ is my older
       __________ – he was about
       __________ years old.
   B: And __________ baby – is
       __________ you?
   A: Yes, __________ ’s me, __________ my __________ in my __________!

Check with the Key. Then listen again and repeat.

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

1 thing / sing (⇒ sound pair 30)
2 three / tree (⇒ sound pair 27)
It's the wrong size, isn't it?
/s/ and /z/

How to make the sound /s/
- Look at the diagram. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat). Target sound: /ssss/

Sound and spelling
- /s/ is usually spelled s, ss or c, and sometimes sc. Listen and say these words.
  s  sit sister bus
  ss class glasses
  c  city circle pencil place police pronounce
  sc science scissors
- The letter x is usually pronounced /ks/. Listen and say these words.
  six next
- Listen and say these phrases and sentences.
  1 summer in the city
  2 Have you seen my glasses?
  3 So, I’ll see you in the same place next Saturday.
  4 I saw your sister on the bus yesterday.
  5 My science lessons were the most interesting.

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

Listen and say the two sounds.
/ssss/ /zzzz/

Sound and spelling
- /z/ is usually spelled s or z, and sometimes ss or zz. Listen and say these words.
  s  gives sisters easy husband roses
  z  zoo zero size
  ss  scissors
  zz  jazz
- Listen and say these sentences.
  1 What time does the zoo close?
  2 A: My favourite music is jazz.
     B: Really? Well, it’s always interesting, but it isn’t always easy to listen to.
  3 Roses are my favourite flowers.
Exercises

16.1 Write these words.

**Example** /saiz/ Size

1 /sei/ ________ 3 /liivz/ ________ 5 /taimz/ ________
2 /set/ ________ 4 /ist/ ________ 6 /'glaːsiz/ ________

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

16.2 1 Which two days of the week have /s/? ________ ________
2 Which three days of the week have /z/? ________ ________ ________
3 Which three months of the year have /s/? ________ ________ ________

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

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

**Examples** sit /s/ easy /z/ places /s/ /z/

1 these / / 5 isn’t / / 9 certainly / /
2 size / / / / 6 pronounce / / 10 words / /
3 style / / 7 dress / / 11 suits / / /
4 please / / 8 it’s / /

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

16.4 Fill the gaps with the words from Exercise 16.3.

1 A: Do you like this ________ dress ________? B: The ________ ________ you, but ________ the wrong ________, ________ it?
2 A: Can you ________ ________ ________ ________ for me, ________ ________? B: Yes, ________ ________.

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

16.5 Listen and repeat this poem.

One day

Mondays to Fridays — Saturdays and Sundays — One day —

Gets up — Gets up. Late.

Walks to the station — Does the washing.

Waits for the train — Goes shopping.

Get off at the fourth stop — Comes home.

Walks to the office — Watches TV.

Sits in the office — Goes out.

Has lunch — Eats out.

Sits in the office — Comes home.

Walks to the station — Watches TV.

Comes home — Thinks: ‘One day ...’

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

1 place / plays (⇒ sound pair 31)
2 zoo / Sue (⇒ Sound pair 31)
3 so / show (⇒ sound pair 32)
4 sing / thing (⇒ sound pair 30)
Fresh fish, usually /ʃ/ and /ʒ/

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

Sound and spelling
- /ʃ/ is usually spelled sh. Listen and say these words.
  - shop fashion cash fresh wash mushroom
- But /ʃ/ is sometimes spelled in different ways. Listen and say these words.
  - c ocean
  - ch machine
  - ci delicious special
  - s sugar sure
  - ss Russia
  - ti international
- Listen and say these sentences.
  1. This is a very special pronunciation machine.
  2. All our food is fresh, and we serve delicious international specialities.
  3. A: You didn’t put sugar in my tea, did you?
     B: No.
     A: Are you sure?

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

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

17.1 Write these words.

EXAMPLE

1 /'juga/ sugar
2 /'steif/
3 /'finif/
4 /faut/
5 /faut/
6 /diif/

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

17.2 Listen and complete the text.

Recipe

Take your ________.
Go to the __________.
Buy some ____________ and some ____________ .
Take them home.
_____________ them.
Cook them for a ___________ time.
Put them in a ___________.
Eat them.
_____________ , '_____________ !

Check with the Key. Then listen and repeat.

17.3 Listen and complete the sentences.

1 Yes, we're an ___________ business.
   We're based in ___________ , but we fly
to anywhere in ___________ and the
Pacific ___________.
2 A: Why are you ___________ at that
   ___________ ?
   B: It's eaten my ___________ !

Check with the Key. Then listen and repeat.

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

1 shoe / Sue (⇒ sound pair 32)
2 shoes / choose (⇒ sound pair 33)
Chips and juice
/tʃ/ and /dʒ/

How to make the sound /tʃ/
- Look at the diagram. Listen and say the sound. There is no voicing (vibration from the throat). /tʃ/ is like /t/ + /ʃ/ together. Target sound: /tʃʊ/.

Sound and spelling
- /tʃ/ is usually spelled ch, t, or tch. Listen and say these words.
  - ch: chips, choose, March, which
  - t: future, question
  - tch: catch, watch, kitchen

Note: The name of the letter H is /ɛtʃ/. Listen and repeat.
Note: In the word Czech, cz is pronounced /tʃ/, and ch is pronounced /k/. The words check, cheque and Czech all sound the same: /tʃek/. Listen and repeat. (See Section E8 Homophones.)

How to make the sound /dʒ/
- Look at the diagram. Listen and say the sound. There is voicing (vibration from the throat). /dʒ/ is like /d/ + /ʒ/ together. Target sound: /dʒʊ/
- Listen and say the two sounds.
  /tʃʊ/ /dʒʊ/

Sound and spelling
- /dʒ/ is usually spelled j, g, ge or dgc. Listen and say these words.
  - j: jam, jacket, jeans, job, jet
  - g: general
  - ge: age, large
  - dgc: fridge

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

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

18.1 Write these words.

**Example:** /dʒæm/ jam

1 /wɒt/ 4 /laːdʒ/ 7 /ʃəʊts/ 10
2 /dʒənɪb/ 5 /dʒuːs/ 8 /ʃɑːts/
3 /tʃɪps/ 6 /dʒəz/

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

18.2 Listen and circle the odd one out.

**Example:**

- larger
- generally
- *guess*
- fridge

1 village get Germany page
2 coach check Christmas temperature
3 June vegetable give cabbage
4 station Russian picture information

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

18.3 Listen and repeat these sentences.

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

18.4 Listen and put these words into two groups.

- teacher
- lounge
- bridge
- chair
- large
- chicken
- cheap
- juice
- Dutch
- language
- chips
- orange
- cheese
- dangerous

Words with /ʃ/

- teacher
- lounge
- bridge
- chair
- large
- chicken
- cheap
- Dutch
- language
- chips

Words with /dʒ /

- teacher
- lounge
- bridge
- chair
- large
- chicken
- cheap
- Dutch
- language
- chips

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

18.5 Fill the gaps with words from Exercise 18.4.

1 Something to drink: orange

2 Something to eat, from a European country: 

3 A

4 Someone who teaches English or Chinese: a

5 A hot meal: and

6 A

7 A big room to sit and relax in: a

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

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

1 watch / wash (⇒ sound pair 33)
2 shoes / choose (⇒ sound pair 33)
3 what's / watch (⇒ sound pair 25)
4 coach / coats (⇒ sound pair 25)
My hungry uncle

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

Sound and spelling
- /m/ is usually spelled m or mm, but sometimes mb or mn. Listen and say these words.
  - mm me more lemon stem film some sometimes
  - mm summer mb comb mn autumn
- Listen and say these phrases.
  1 sometimes in summer  2 more for you, most for me:  3 in the middle of the film

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

Sound and spelling
- /n/ is usually spelled n, but sometimes nn or kn. Listen and say these words.
  - n new now sun one gone
  - nn dinner sunny
  - kn knew know knife
- Listen and say these phrases.
  1 a sunny afternoon  2 sun and moon  3 nine months

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

Sound and spelling
- /ŋ/ is usually spelled ng.
  The letter n is pronounced /ŋ/ if there is a /k/ or /ɡ/ after it.
  ng is sometimes /ŋ/ (e.g. singer) and sometimes /ŋɡ/ (e.g. finger).
  nk is always pronounced /ŋk/.
- Listen and say these words.
  /ŋ/ evening long sing singer ring
  /ŋk/ bank thanks think uncle
  /ŋɡ/ angry finger hungry longer single
- Listen and say these phrases.
  1 thinking about things  2 a long evening singing songs  3 a hungry man is an angry man
Exercises

19.1 Write these words.

**Example**

/mɔɪ/ more

1 /ˈmʌn/ 2 /rɒŋ/ 3 /drɪŋk/ 4 /ˈæŋkl/ 5 /naɪvz/ 6 /kəʊm/ 7 /θɪŋ/ 8 /ˈstrɒŋɡ/ 9 /ˈstrɒŋɡ/ 10 /ˈfrʌŋk/

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

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

words with /n/ words with /ŋ/

knee

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

19.3 Complete the titles of the pictures using these words.

room nine wrong single warm uncle languages evening hungry answer

1 A 2 A 3 My 4 A 5

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

19.4 Look at the picture and complete the sentences.

1 The woman’s _______ to the radio and _______.
2 The phone’s _______.
3 The cat’s _______.
4 It’s _______.

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

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

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

*Sound pairs* for further practice.

1 ran / ræŋ (⇒ sound pair 34)
2 thing / θɪŋk (⇒ sound pair 34)
3 might / θaɪt (⇒ sound pair 35)
4 some / sʌm (⇒ sound pair 35)
5 some / son (⇒ sound pair 35)
How many hours?
/h/

How to make the sound /h/
• Look at the diagram. Listen and say the sound. The air comes through a small gap at the back of the mouth.
There is no voicing. Target sound: /ha/

Sound and spelling
• /h/ is usually spelled h, but it is spelled wh in a few words.
  Listen and say these words.
  h hat here help hot how behind
  wh who whose whole
• A few words begin with a silent letter h. Listen and say these words.
  hour honest
• Listen and say these sentences.
  Hi, hello, how are you?
  Whose hat is this?
  It's hot in here.
  We had a whole month's holiday.
  Can you help me for half an hour?
  Who's who?

Sometimes you don't hear an /h/ sound at the beginning of he, him, her, hers, his, had, have, has.
(See Units 37–40.) Listen.
  Is he there?
  Have you seen him?
  Has he got time?
  Do you know her?
  He went to visit his family.
Exercises

20.1 Write these words.

**Example**

\[ /\text{hed}/ \quad \text{head} \]

1 \[ /\text{hart}/ \quad \_\_\_\_\_ \]
2 \[ /\text{ho:s}/ \quad \_\_\_\_\_ \]
3 \[ /\text{hau}/ \quad \_\_\_\_\_ \]
4 \[ /\text{hai}/ \quad \_\_\_\_\_ \]
5 \[ /\text{haum}/ \quad \_\_\_\_\_ \]
6 \[ /\text{hu:}/ \quad \_\_\_\_\_ \]

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

20.2 Listen and complete the dialogue.

A: Excuse me, can you tell me _____ _ _____ to get to the castle?
B: Yes. Go past the __________ and the __________ , then there's a road __________ . You go up a __________ , and the castle's at the top.
A: Thanks for your __________ !

Check with the Key. Then listen and repeat.

20.3 Complete the titles of the pictures using these words.

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

1 A ________
2 A ________
3 ________ many ________?
4 ________ ?
5 ________ a
6 ________ did it
7 ________ !

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

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

1 hear / ear (⇒ sound pair 37)
2 high / eye (⇒ sound pair 37)
That's life!

/ɪ/ 

How to make the sound /ɪ/

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

Sound and spelling

- /ɪ/ is spelled I or II. Listen and say these words.
  - I: learn leave language lovely alone feel help English
  - II: tall well yellow

- /ɪ/ is long at the end of some words. Listen and say these words.
  - people simple uncle little

- In some words, the letter I is silent. Listen and say these words.
  - half talk could

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

21.1 Write these words.

**Example**

- /fiːl/  
  1 /let/  
  2 /læt/  
  3 /laːt/  
  4 /kɔːld/  
  5 /ˈteɪbl/  
  6 /ˈæpl/  
  7 /ˈlɪtə/  
  8 /ˈbruːə/  

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

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

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

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

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

21.3 Listen and complete the story.

<table>
<thead>
<tr>
<th>Monday</th>
<th>My bus was ___________ .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>I ___________ my wallet.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>I ___________ off a ladder.</td>
</tr>
<tr>
<td>Thursday</td>
<td>I caught a ___________ .</td>
</tr>
<tr>
<td>Friday</td>
<td>I ___________ at work.</td>
</tr>
<tr>
<td>That's</td>
<td>___________ !</td>
</tr>
</tbody>
</table>

Check with the Key. Then listen and repeat.

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

1 light / right  
2 collect / correct
What terrible weather!

How to make the sound /r/

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

Sound and spelling

- /r/ is usually spelled r or rr, and sometimes wr. Listen and say these words.
  
  r  red  ready  really  right  road  room
  rr  ferry  sorry
  wr  wrap  wrist  write  written  wrote

- Listen and say these phrases and sentences.
  
  1 What are you reading?
  2 I'm really sorry -- your room isn't ready.
  3 I don't know if I'm right or wrong.
  4 Too much writing makes my wrist ache.
  5 travelling by ferry
  6 wrapping presents for Christmas

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

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

  four  no /r/
  forty  no /r/
  four days  no /r/
  four eggs  /r/ is pronounced
  four hours  /r/ is pronounced

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

  four  /r/ is pronounced
  forty  /r/ is pronounced
  four days  /r/ is pronounced
  four eggs  /r/ is pronounced
  four hours  /r/ is pronounced

Note: The name of the letter R in the alphabet is /æː/ -- or /əː/ for those speakers who always pronounce the letter r. Listen.
Put these words in the correct places, in their normal spelling.

/ri:m/ /tərɪp/ /rədɪ/ /rɛkəʊdz/ /reɪn/ /rɔːrd/ /brəʊd/ /ədres/
/ləniŋ/ /rəbɪʃ/ /həri/ /rɛd/ /rɛbl/ /rɛl/ /rɛs/ /ræt/ /war/ /rɛdɪ/ /friːd/

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

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

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

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

Check with the Key. Then listen and repeat.

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

1 light / right (⇒ sound pair 36)
2 long / wrong (⇒ sound pair 36)
3 collect / correct (⇒ sound pair 36)
What's the news? /w/ and /j/

How to make the sound /w/:
- Look at the diagram. Listen and say the sound. /w/ is like a very short /u:/ sound. Target sound: /wa/

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

\[
\begin{align*}
\text{w} & \quad \text{week} \quad \text{wet} \quad \text{way} \quad \text{warm} \quad \text{well} \quad \text{weather} \quad \text{windy} \quad \text{away} \quad \text{always} \quad \text{twelve} \quad \text{swim} \\
\text{wh} & \quad \text{what} \quad \text{white} \quad \text{which} \quad \text{where} \\
\end{align*}
\]

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

- Listen and say these phrases and sentences.

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

How to make the sound /j/:
- Look at the diagram. Listen and say the sound. /j/ is like a very short /i:/ sound. Target sound: /jo/

Sound and spelling:
- The sound /j/ is usually spelled y, but has different spellings in some words.

\[
\begin{align*}
\text{j} & \quad \text{yes} \quad \text{yesterday} \quad \text{year} \quad \text{young} \\
\text{ju:} & \quad \text{usual} \quad \text{student} \quad \text{university} \quad \text{new} \quad \text{view} \quad \text{interview} \quad \text{beautiful} \quad \text{queue} \\
\text{Europe} & \quad \text{/'juərəp/} \\
\end{align*}
\]

- Listen and say these phrases and sentences.

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

- American speakers don’t pronounce /j/ in some words like new and student. Listen.

with /j/: Are you a new student? /nu: stju:stjudent/
without /j/: Are you a new student? /nu: stjudent/
Exercises

23.1 Write these words.

**Example**

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/'jæŋɡə/</td>
<td>younger</td>
</tr>
<tr>
<td>/njuːz/</td>
<td>news</td>
</tr>
<tr>
<td>/fjuə/</td>
<td>fuse</td>
</tr>
<tr>
<td>/'jet/</td>
<td>jet</td>
</tr>
<tr>
<td>/'wɪkənd/</td>
<td>weekend</td>
</tr>
<tr>
<td>/tjuːnɪz/</td>
<td>tunes</td>
</tr>
</tbody>
</table>

23.2 Complete the dialogues using these words.

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

1. A: ________'s your interview?
   B: It's on ________, at ________ past one.
   A: Good luck!

2. A: Are you going ________ for the ________?
   B: ________.
   A: ________?
   B: I don't know ________.

3. A: Hi! ________ are you?
   B: We're in ________ Wales.
   A: What's the ________ like?
   B: ________ was ________ and ________, but today's beautiful.

4. A: Can you read ________?
   B: No, but I remember a ________ ________ from when I was ________.

23.3 Match the questions and answers in the interview.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What? A wallet?</td>
<td>In the town square.</td>
</tr>
<tr>
<td>What colour?</td>
<td>Yellow.</td>
</tr>
<tr>
<td>With?</td>
<td>Twelve.</td>
</tr>
<tr>
<td>Where?</td>
<td>I was waiting in a queue. They were quick. They ran away.</td>
</tr>
<tr>
<td>When?</td>
<td>Yesterday.</td>
</tr>
<tr>
<td>What time?</td>
<td>Money, keys, cards – the usual things.</td>
</tr>
<tr>
<td>Who?</td>
<td>Two young men.</td>
</tr>
<tr>
<td>What happened?</td>
<td>A wallet.</td>
</tr>
</tbody>
</table>

Well, we'll see what we can do.

Listen to check your answers. Check with the Key. Then listen and repeat.
Sunglasses or umbrella?
Consonant groups in the middle of words

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

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

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

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

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

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

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

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

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

- September
- goodbye
- Christmas
- picnic
- football
- postcard
- shopkeeper

English Pronunciation in Use (Elementary)
Exercises

24.1 Complete the words.

1. The day after Monday is Tues__day.
2. $37 + 13 = fi__y$
3. The opposite of cheap is e__e__ive.
5. Something to write with: a pe__il.
6. The last month of the year is Dece__er.
7. The month after August is Se__ember.
8. The room where you sleep is the be__oom.
9. The tenth month of the year is O__ober.
10. An important test is an e_am.

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

24.2 Complete the words.

1. In winter we go skiing in the __nt__nt.
2. The hotel __pt__ is open 24 hours a day.
3. The road was closed yesterday because of an __cc__.
4. Don’t forget to send me a __stc__ from England.
5. Shall I take my __ngl__ or my __mhr__ ?

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

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

1. A: How’s your English?
   B: I think I need to practise more – I have problems with making sentences, and tenses, and pronunciation, and listening, and answering questions, and conversation, and I make too many mistakes ...
   A: Don’t worry, it’s not so had! You’re almost an expert!

2. A: Where’s my passport?
   B: I don’t know. In your suitcase, maybe?
   A: Where’s my suitcase?
   B: Upstairs, in the wardrobe.
   A: Right. And where’s the envelope that was on the kitchen table?
   B: In the wastepaper basket – was it important?

Listen to check your answers. Check with the Key. Then listen and repeat.
Train in the rain
Consonant groups at the beginning of words

Some words have one consonant sound at the beginning. Listen.

late
rain
white (wh is 2 letters but only 1 sound)

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

Two consonant sounds at the beginning:
plate
train
quite (qu is pronounced /kw/)

Three consonant sounds at the beginning:
spring
street
square (squ is pronounced /skw/)

Here are some more examples. Listen and repeat.

1 bread Pass me some bread.
2 price What’s the price?
3 bless (sneeze) Bless you!
4 class How many are there in your class?
5 glass Where are my glasses?
6 cream Do you like ice cream?
7 quiet Isn’t it quiet?
8 spell How do you spell it?
9 stand Where shall I stand?
10 swim Can you swim?
11 stranger I’m a stranger here.
12 stress a job with a lot of stress
Exercises

25.1 Listen and circle the word you hear.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>dress</td>
<td>address</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>rain</td>
<td>train</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>miles</td>
<td>smiles</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>cool</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>sleep</td>
<td>asleep</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>rain</td>
<td>train</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>dress</td>
<td>address</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>sleep</td>
<td>asleep</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>miles</td>
<td>smiles</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>cool</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>win</td>
<td>twin</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>win</td>
<td>twin</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>box 1</th>
<th>box 2</th>
<th>box 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>p</td>
<td>l</td>
<td>t</td>
</tr>
<tr>
<td>2</td>
<td>f</td>
<td>t</td>
<td>θ</td>
</tr>
<tr>
<td>3</td>
<td>s</td>
<td>n</td>
<td>o</td>
</tr>
<tr>
<td>4</td>
<td>f</td>
<td>l</td>
<td>t</td>
</tr>
</tbody>
</table>

Example: grey, great, gate, eight

Check with the Key. Then listen and repeat.

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

1. I don't like travelling by plane.
2. The sky's __ue today.
3. What would you like to __ink?
4. Is it the __elfsh today?
5. Is this seat __ee?
6. It's five o'__ock.
7. How many languages can you __eak?
8. Don't sit on that dirty __oor.

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

I don't like travelling by plane.
Some words have one consonant sound at the end. Listen.

**stop**

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

**stops** (ps is 2 sounds)
**stamp** (mp is 2 sounds)
**six** (x is 1 letter but 2 sounds /ks/)
**stamps** (mps is 3 sounds)
**sixth** (xth is 3 sounds /ksθ/)

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

**arrived**
**ask**
**build**
**dance**
**find**
**finished**
**help**
**stops**
**stamp**
**six**

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

**asks**
**builds**
**crisps**
**danced**
**helps**
**sixth**
**stamps**

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

**sto(p)s**
**as(k)**
**stam(p)s**
**hel(p)ed**
**hel(p)ed**

**help**
**wan(t)s**

Important for listening
Exercises

26.1 Listen and circle the word you hear.

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

Check with the Key. Then listen and repeat.

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

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

Check with the Key. Then listen and repeat.

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

1 A: Have you seen that film? B: No, I haven't.
2 A: Be there at six. B: Is that when it starts?
3 A: Have you been to France? B: Yes, once.
4 A: How do you say ‘Hello’ in French? B: I can't speak French.
5 A: Have some of these biscuits. B: No, thanks, I don't like them.
8 A: I only slept six hours last night. B: I didn't sleep at all!
9 A: What colour are your new gloves? B: Pink and orange!

Check with the Key. Then listen and repeat.

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

EXAMPLE
first and _______ last

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

Listen to check your answers. Check with the Key. Then listen and repeat.
Last week
Consonant groups across words

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

this time
a plane ticket
a pop star
an English class
the next word
orange juice
this morning
time to go
an old castle

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

stop the game  sto(p) the game
last week  las(t) week
back to work  ba(ck) to work
and then ...  an(d) then ...
put your bag down  put your ba(g) down

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

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

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

ten_nights
this_summer
some_money
enough_food
stop_playing
a_good_day
a_black_cat
call_later
Exercises

27.1 Listen and complete the sentences.

Example:
Were you at the ______ meeting?
1 See you ______ week.
2 Have a ______ time.
3 Have a ______ holiday.
4 _______ me a call.
5 _______ me an email.
6 _______ me how you are.
7 … _______ me a letter.
8 … _______ me a present.

Check with the Key. Then listen again and repeat.

27.2 Underline the consonant groups across words in these sentences.

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

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

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

this young cheap white big next black last old small

____ this month _______ month _______ month
a/an _______ town a/an _______ town a/an _______ town
a/an _______ cat a/an _______ cat a/an _______ cat
a/an _______ cat a/an _______ cat a/an _______ cat
... _______ clothes _______ clothes _______ clothes
... _______ clothes _______ clothes _______ clothes

Check with the Key. Then listen and repeat.
Listen to these three lists of words. The words in list 1 have three parts – we say they have three syllables. The words in list 2 have two syllables, and the words in list 3 have one syllable.

1
in-ter-net
un-der-line
un-der-lined
al-pha-bet
con-so-nant

2
six-ty
un-der
u-nit
hou-ses
go-ing

3
six
line
lines
house
goes

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

tele-vi-sion
ge-o-gra-phi-cal

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

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

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

/s/ + /uː/ = /suː/ This is the name Sue.
/bl/ + /uː/ = /bluː/ blue

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

/iː/ + /t/ = /tiːt/ eat
/iː/ + /st/ = /stiːt/ east

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

/niː/ + /uː/ + /l/ = /njuːl/ news
/ʃl/ + /iː/ + /dʒ/ = /ʃliːdʒ/ fields
/str/ + /iː/ + /l/ = /strɪtʃ/ street

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

worked (2 vowel letters but only 1 vowel sound /wɜːkt/ so only 1 syllable)
different (3 vowel letters but only 2 vowel sounds /ˈdɪfərənt/ so only 2 syllables)
interesting (4 vowel letters but only 3 vowel sounds /ɪnˈtɜːrəstɪŋ/ so only 3 syllables)

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

bottle (2 syllables /ˈbɒtl/ + /l/)
syllable (3 syllables /ˈsɪl/ + /l/ + /l/)
It'll be ready soon. (2 syllables /ɪt/ + /l/)
Exercises

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

- eyes 2
- why 0
- white 2
- write 2
- writing 2
- glass 2
- glasses 2
- university 2
- business 2
- information 2

Listen to check your answers. Check with the Key.

Then listen and repeat these sentences.

1. I've got blue eyes. 6. Is this your glass?
2. I don't know why. 7. I don't wear glasses.
3. Black coffee or white? 8. Where's the university?
5. What are you writing? 10. There's the information office.

28.2 Which day of the week has three syllables?
Which numbers between 1 and 20 have three syllables?
Which letter of the alphabet has more than one syllable?
Which months have only one syllable?

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

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

I remember(3) once on my first visit(2) to England( ), soon after( ) I started( ) learning( ) English( ), my landlady( ) went shopping( ) and she came back with a big bag full of things, but she forgot( ) to buy some soup – she needed( ) a tin of tomato( ) soup. So I said, 'I'll go to the shop and buy it for you,' because( ) I wanted( ) to be helpful( ) and it was a chance to practise( ) my English( ) a bit. So I went to the little( ) shop round the corner( ) and asked the shopkeeper( ) for tomato( ) soup. But he seemed surprised( ), he didn't( ) understand( ), and I repeated( ) again( ) and again( ) 'soup, tomato( ) soup' until( ) he gave me some red soap, and I realised( ) I'd confused( ) 'soup' and 'soap' and I was asking( ) for 'tomato( ) soup'. I felt terrible( ), I wanted( ) to run out of the shop, but my landlady( ) wanted( ) her soup, so I said, 'Thank you. And tomato( ) soup, please' – this time with the correct( ) pronunciation – and he gave me the soup. I paid and went back to the house and said to the landlady( ) pronouncing( ) very( ) carefully( ). 'Here's your soup, and I bought you this soap as a present( ),' and she said, 'Ooh, thank you very much, that's very( ) nice of you!'

Listen to check your answers. Check with the Key. Then listen and practise reading the story aloud.
Wait a minute – where's the waiter?

Strong and weak vowels

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

London

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

banana

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

The weak sound in London and banana is /æ/.

London /lʌndən/
banana /ˈbænəna/

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

London
I have to go to London tomorrow.
banana
Would you like a banana?

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

Listen to the other weak vowels in these two sentences.

W S W S W S W S W S
I have to go to London tomorrow.
have – go – Lon – mor are strong, and the others are weak.

W W S W W S W
Would you like a banana?
like – na are strong, and the others are weak.

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

Where's the waiter?
Is this the way to the school?
Can you wait a minute?

waiter, way to and wait a sound the same: /ˈweɪta/.
**Exercises**

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

**Example**

<table>
<thead>
<tr>
<th>1 Brit*n</th>
<th>2 t*day</th>
<th>3 <em>meric</em></th>
<th>4 p*lice</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 <em>noth</em></td>
<td>6 *gain</td>
<td>7 mount*n</td>
<td></td>
</tr>
</tbody>
</table>

Listen to check your answers. Check with the Key.

Then listen and repeat these phrases.

1 Great Brit*n
2 arriving t*day
3 going to *meric*
4 call th* p*lice

5 have *noth*
6 say it *gain
7 climb the mount*n

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

**Example**

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

Where's the waiter?

list 1
Where's the waiter?
Not at all.
Look in the cellar.
It takes a long time.
Smoking isn't allowed.
I'd like to live in a newer house.

list 2
I heard a loud noise.
You'll see a tall building on your left.
My father knew a lot about music.
Can you wait a minute?
I'm trying to sell a house.
Walk along the beach.

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

29.3 Write these words.

**Example**

<table>
<thead>
<tr>
<th>1 /a'merika/</th>
<th>2 /'sentans/</th>
<th>3 /'drfrant/</th>
<th>4 /'maontsn/</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 /ta'de/</td>
<td>6 /lə'tə/</td>
<td>7 /pə'lis/</td>
<td>8 /'a'gen/</td>
</tr>
</tbody>
</table>

Check with the Key. Then listen and repeat.
In a two-syllable word, one syllable is stronger than the other. This is the stressed syllable. In the word *answer* the first syllable is stressed. (We also say: 'The stress is on the first syllable.') Listen.

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

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

*brother, butter, father, finger, finish, glasses, listen, mother, number, second, sister, water, woman*

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

*apple, people, simple, table, travel*

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

*agree, alone, arrive, asleep, awake, because, begin, behind, complete, decide, exam, explain, express, perhaps, pronounce, repeat, return*

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

Dictionaries usually show stress with this sign in front of the stressed syllable.

*answer /ˈaːnsə/, again /əˈgen*/
Exercises

30.1 Listen and circle the word with different stress.

**Example**

- exam
- excuse
- explain
- extra

1. actor
2. before
3. paper

- after
- afraid
- belong
- pencil

- also
- better
- between
- picture

- 4. coffee
- 5. English

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

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

<table>
<thead>
<tr>
<th>long</th>
<th>er</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>words with first-syllable stress</td>
<td>words with second-syllable stress</td>
<td></td>
</tr>
<tr>
<td><em><strong>longer</strong></em></td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>___ longer ___</td>
<td>___ ___</td>
<td></td>
</tr>
<tr>
<td>___ longer ___</td>
<td>___ ___</td>
<td></td>
</tr>
</tbody>
</table>

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

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

- teacher or student?
- single or return?
- asleep or awake?
- finish or begin?
- reading or writing?

OooOo 1. teacher or student?
2. _______________________

OoOoO 1. _______________________
2. _______________________

oOoOo 1. _______________________
2. _______________________

oOoOoO 1. _______________________
2. _______________________

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

30.4 Put the stress mark 1 in the correct place and write the word.

**Example**

/oəriv/ → /ˈəraɪv/ arrive
1 /ˈsɪsta/ sister
2 /ˈrɪtəks/ technology
3 /ˈpiːpl/ people

4 /fɪnɪʃ/ finish
5 /kəmplɪt/ complete
6 /ˈteɪbl/ table
7 /prəˈnɔːns/ pronounced

Listen to check your answers. Check with the Key. Then listen and repeat.
Some words have more than two syllables. In every word, one syllable is stressed. Listen and repeat. O is the stressed syllable and oo the unstressed syllables.

exercise syllable
computer example
understand Japanese
supermarket
photography mathematics
information
vocabulary
university
communication

There are three syllables in the word exercise.
Computer is an example of a three-syllable word.
I can’t understand Japanese.
Do you like small shops or supermarkets?
Are you interested in photography?
I’d like some information about mathematics courses.
Will you help me with my vocabulary?
Which university did you go to?
Email is very helpful for communication.

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

begin → beginning
decide → decided
possible → impossible
sentence → sentences
interest → interesting

But sometimes a different syllable is stressed. Listen and repeat.
electric → electricity
pronounce → pronunciation
photograph → photography
explain → explanation
Exercises

31.1 Write these words.

**Example** /ˌbiˈgɪnɪŋ/ beginning
1 /ˈɪntɪvjuː/ □□□□□□□□□□
2 /mjuˈzɪəm/ □□□□□□□□□□
3 /ˌmeɡəˈziːn/ □□□□□□□□□□
4 /ˈdefɪnətli/ □□□□□□□□□□
5 /ˈeɪmərɪkən/ □□□□□□□□□□
6 /ˈpɒlɪtɪʃən/ □□□□□□□□□□
7 /ˈneɪʃəˌnæləti/ □□□□□□□□□□
8 /ˈfəʊtəɡrəfi/ □□□□□□□□□□

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

31.2 Listen and write the words in the correct column.

<table>
<thead>
<tr>
<th>adjective</th>
<th>alphabet</th>
<th>cinema</th>
<th>eleven</th>
<th>furniture</th>
<th>grandmother</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>reception</td>
<td>remember</td>
<td>tomorrow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ooo oOo

adjacent
adjacent
adjacent
adjacent
adjacent
adjacent
adjacent
adjacent

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

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

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

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

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

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

Oooo □□□□□□□□□□ September □□□□□□□□□□ oOo □□□□□□□□□□

Listen to check your answers. Check with the Key. Then listen and repeat.
Where's my checklist?

Stress in compound words

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

- class + room → classroom
- car + park → car park
- second + hand → second-hand

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

- Oo → airport bathroom bus stop car park classroom football girlfriend
- Ooo → bus station dining room hairdresser newspaper post office sunglasses
- oOoo → photocopy railway station shop assistant
- oOoo → police station
- oOooo → computer programme

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

- OoO → single room

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

- OO → glass jar
- OoO → plastic bag
- oOoO → tomato soup

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

- OO → car door front door ground floor
- OoOo → city centre kitchen window

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

- OO → first-class half-price home-made
- OoO → second-hand
Exercises

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

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

32.2 Make five compounds from these parts.

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

Now use the compounds to complete the dialogue.

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

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

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

**Checklist**

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

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

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

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

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

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

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

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

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

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

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

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

Check with the Key.

33.2 Listen to this story and mark the pauses.

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

Check with the Key.

Tip: You might find it helpful to rewrite the stories with each phrase on a separate line, like this: A few years ago I read in a newspaper / that the staff at a library ...

Note: When we write, we mark some of the main pauses with commas, like this: This seems unbelievable, but it's a true story, in fact.
Speak it, write it, read it
Linking words together 1

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

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

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

Now say the sentences, making the same links.

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

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

Listen and repeat these poems.

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

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

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

- The letter h at the beginning of he, his, her and him is often not pronounced (see Unit 37) so the first sound in these words is often a vowel sound. Listen.
  Can we go back? My husband's forgotten his passport.
  A: Where's the boss? B: I don't know, I haven't seen him.

- Where there's a /v/ sound before a vowel, some people don't pronounce the /v/ clearly. Listen.
  switch it off  drink it up  can't agree
Exercises

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

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

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

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

Example

A: How did you feel?
B: I ________ (feel) all right.

1 A: What do you think of yoga?
B: I don’t know, I’ve never ________ (try) it.

2 A: What happened to my favourite cup?
B: It ________ (fall) off the table.

3 A: Which film shall we go to?
B: I don’t mind. I’ve ________ (see) all of them before.

4 A: You look pleased.
B: Yes, I’ve ________ (find) a new job.

5 A: What did you do last night?
B: I just ________ (stay) at home.

6 A: Where did you buy that hat?
B: I ________ (make) it myself.

7 A: Does your dog like biscuits?
B: I don’t know, I’ve never ________ (ask) it.

8 A: How did you get here?
B: I ________ (swim) across the river.

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

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

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

Listen to check your answers. Check with the Key. Then listen and repeat. If there’s an /r/ sound before a vowel, link the /r/ and the vowel.
Me and you, you and me
Linking words together 2

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

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

me and you
three or four
the end

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

you and me
two or three
go outside

Listen and repeat these poems.

**Asking the way**
Yes.
Go out of the building.
Go along the street.
Go over the bridge.
Go across the street.
Go up the hill.
Take the eighth street on your left.
And the eleventh on your right.
Then...
I'm not sure –
You'll have to ask again.

**Hats**
I'll do one for you
I'll give you one too
a nice one
a new one
a yellow and blue one.

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

He can't come out tonight. He's got to do his homework.
A: I'm afraid the boss is busy. B: When can I see him?
Exercises

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

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

Check with the Key. Then listen and repeat.

35.2 Mark where you think there will be /j/ and /w/ links between words.

1  Is it blue _ or grey?
2  What day is it today?
   Thursday or Friday?
3  Coffee or tea?
4  Where’s my interview suit?
5  Play a song for me.
6  Hello. Reception?
   Which city is this?
7  See you in the evening.
8  Why do we always have to get up so early?

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

35.3 Complete the answers to the questions and mark all the /j/ and /w/ links in the dialogues.

1  A: Are you the new assistant? B: Yes, I ____________.
2  A: Is he in the same class as you? B: No, he ____________.
3  A: Am I late? B: No, you ____________. Come in.
4  A: Is she coming with us? B: Yes, she ____________.
5  A: These chairs aren’t very comfortable, are they? B: No, they _________________.

Listen to check your answers. Check with the Key. Then listen and repeat.
Stressed and unstressed syllables in words make different rhythms. Listen.

Oo   answer
oO   belong
Ooo  interview
oOo  banana

Phrases have a rhythm of stressed and unstressed syllables, like words.

Listen and repeat these words and phrases with this rhythm: Ooo

interview
telephone
talk to me
told you so
doesn’t it?

Listen and repeat these words and phrases with this rhythm: oOo

important
discussion
I told you
I’d like to
pronounce it

Listen and repeat these words and phrases with this rhythm: ooOo

photographic
information
forty-seven
what about it?
ever tried it

Listen and repeat these phrases with this rhythm: OooO

time to get up
making mistakes
tell me again
give me your hand
twenty years old


Exercises

36.1 Read the phrases. Then listen and write 1 if the phrase has the pattern OoOo, and 2 if it has the pattern OooO.

what's the matter? 1 what shall we do? 2
what about you? see you later
feeling better nothing to do
anyone there? round the corner
two and a half two and a half
what's the problem? leave it to me

Check with the Key. Then listen and repeat.

36.2 Listen to this chant with this rhythm: oooOo. Write in the missing words.

Pass me the _____________. Pam
Wait in the queue, Sue
See you ____________, Jen
Leave it to me, Lee
What would you ____________, Mike?
When shall we meet, Pete?
Over the ____________, Bill
Where have you gone, John?

Check with the Key. Then listen again and repeat.

36.3 Listen to this chant with this rhythm: oooOo. Write in the missing words.

Take me to the ___________, Jo
Thank you for the food, Jude
See you in the _____________, Mark
Really like the hat, Pat
See you on the _____________, Jane

Check with the Key. Then listen again and repeat.

36.4 Listen and repeat these poems. Be careful to say them with the right rhythm.

Too late
Before I go -
I told you so
I told you,
but you still don't know.

Travel
Heavy, light
The left and the right
I follow my feet
Through the day and the night.

Concentration
Central station
Information
Trying to make a reservation
Not too keen on conversation
Don't want any complications.
Hey, wait for me!
Strong and weak forms 1: Pronouns

Some words have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Most pronouns have strong and weak forms.

<table>
<thead>
<tr>
<th></th>
<th>weak</th>
<th>strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>/jʊ/</td>
<td>/jʊ/</td>
</tr>
<tr>
<td>me</td>
<td>/mi/</td>
<td>/mi/</td>
</tr>
<tr>
<td>he</td>
<td>/hi/</td>
<td>/hi/</td>
</tr>
<tr>
<td>she</td>
<td>/ʃi/</td>
<td>/ʃi/</td>
</tr>
<tr>
<td>him</td>
<td>/ɪm/</td>
<td>/ɪm/</td>
</tr>
<tr>
<td>her</td>
<td>/ɜ:/ or /ɜ:/</td>
<td>/ɜ:/</td>
</tr>
<tr>
<td>we</td>
<td>/wi/</td>
<td>/wi/</td>
</tr>
<tr>
<td>us</td>
<td>/əs/</td>
<td>/əs/</td>
</tr>
<tr>
<td>them</td>
<td>/ðəm/</td>
<td>/ðəm/</td>
</tr>
</tbody>
</table>

* The r at the end of her is pronounced before a vowel (see Unit 22).

Give her a chance.

Listen to the difference, and repeat.

A: Will you be at the meeting on Friday? (you is weak)
B: Yes. Will you be there? (you is strong)

Can you help me carry this suitcase? (me is weak)

Hey, wait for me! (me is strong)

A: Is he there? (he is weak)
B: Who?
A: The boss.
B: No. Everybody else is working, but he's gone home! (he is strong)

A: She doesn't smoke or drink! (she is strong)
B: Ah, that's what she told you! (she is weak)

A: Look – it's him! (him is strong)
B: Where? I can't see him. (him is weak)

A: Do you know that woman?
B: Her? No, I don't recognise her. (first her is strong, second her is weak)

A: I'm afraid we can't stay any longer. (we is weak)
B: What do you mean, 'we'? I've got plenty of time. (we is strong)

A: They told us to go this way. (us is weak)
B: Well, they didn't tell us! (us is strong)

When I said, 'Give them a drink' I didn't mean them, I meant the people. (first them is weak, second them is strong)
Exercises

37.1 Listen and mark the underlined words w (weak) or s (strong).

1 A: Are you going to talk to him? B: No, I think he should talk to me first.
2 A: Shall I phone her? B: Yes, I think you should.
3 A: You see those people over there? Do you know them? B: I know her, but I don’t know him.
4 A: What are you going to give him? B: I think I’ll give him a shirt. What about you?
5 Let him come in and ask him what he wants.
6 She says she’ll bring her money tomorrow.
7 I’m tired ... shall we go now?
8 Everybody’s leaving. What about us? Shall we go, too?
9 Tell us when you’re ready.
10 A: Who broke that window? B: He did! C: No, I didn’t, she did!

Check with the Key. Then listen again and repeat.

37.2 Listen and complete the sentences.

Example
What _______ did she _______ say?
1 What __________ think about it?
2 Where __________ tonight?
3 __________ ready __________ now.
4 Where __________?
5 __________ come in.
6 __________ feeling all right?
7 Tell _____________.
8 I ____________ phone number but not _____________.

Check with the Key. Then listen again and repeat.

37.3 Listen and repeat this poem. Be careful to speak with the correct rhythm. Stress the words in bold, and use weak forms of the pronouns between them.

Comings and goings

Don’t send her away
Give her a chance
Ask her to dance
Give us a drink
What do you think?
Ask them to wait
Tell them it’s late
What shall we do?

Shall we wait here for you?
Please don’t delay
Tell me, what do you say?
And what's his name?
Strong and weak forms 2:
Possessives, conjunctions, prepositions

Many possessives, conjunctions and prepositions have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

<table>
<thead>
<tr>
<th></th>
<th>weak</th>
<th>strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>your</td>
<td>/jɔ/</td>
<td>/jɔː/</td>
</tr>
<tr>
<td>his</td>
<td>/hɪs/</td>
<td>/hɪz/</td>
</tr>
<tr>
<td>their</td>
<td>/ðə/</td>
<td>/deə/</td>
</tr>
<tr>
<td>and</td>
<td>/ænd/</td>
<td>/ænd/</td>
</tr>
<tr>
<td>but</td>
<td>/bat/</td>
<td>/bat/</td>
</tr>
<tr>
<td>some</td>
<td>/sʌm/</td>
<td>/sʌm/</td>
</tr>
<tr>
<td>that</td>
<td>/ðæt/</td>
<td>/ðæt/</td>
</tr>
<tr>
<td>at</td>
<td>/æt/</td>
<td>/æt/</td>
</tr>
<tr>
<td>for</td>
<td>/fɔː/</td>
<td>/fɔː/</td>
</tr>
<tr>
<td>from</td>
<td>/frəm/</td>
<td>/frəm/</td>
</tr>
<tr>
<td>of</td>
<td>/ɔv/</td>
<td>/əv/</td>
</tr>
<tr>
<td>to</td>
<td>/tɔ/</td>
<td>/tɔ/</td>
</tr>
</tbody>
</table>

* The r at the end of these words is pronounced before a vowel (see Unit 22).
What's your address?
What was their answer?
Come in for a minute.

** to is pronounced /tʌ:/ before a vowel sound.
to a party

Listen to the difference, and repeat.
Give me your hand! (your is weak)
A: Your turn! (your is strong)
B: No, it's your turn! (your is strong)
A: That's our new neighbour.
B: And what's his name? (and his are weak)
A: No, her! (her is strong)
B: Oh, sorry. What's her name? (her is strong)
A: She must be rich – look at her car! (her is weak)
B: I think that's his car, actually! (his is strong)
A: They've sold their old house, I see. (their is weak)
B: They've sold their house, yes, but they haven't bought another one yet. (their is strong)
A: Would you like some ice cream or some cake?
    (some is weak)
B: I'd like some ice cream and some cake, please!
    (and is strong, some is weak)
A: Do you like those sweets? (do and you are weak)
B: Well, some of them are good. (some is strong, of and them are weak)

The shop's closed from one to two. (from and to are weak)

There's a bus to the village at six, but there's no bus back from there tonight. (to and from are strong, at is weak)
Exercises

38.1 Listen and mark the underlined words w (weak) or s (strong).

1. They went out and left their children at home.
2. Don't sit there - that's his seat.
3. Is this the train to London or from London?
4. I didn't say at five o'clock, I said about five o'clock.
5. What are you going to do?
6. His first name's Jack, but I don't know his second name.
7. Would you like some more tea?
8. Bring your umbrella - it's going to rain.
9. Excuse me - is this your umbrella?
10. Can you go and buy some bread and milk, please?
11. You've bought some flowers - who are they for?
12. I bought them for you!

Check with the Key. Then listen again and repeat.

38.2 Read and listen to these poems. Then listen again and repeat. Be careful to speak with the correct rhythm.

Use the weak form of and.

You and me
you and me
cake and tea
bread and cheese
twos and threes
this and that
thin and fat
left and right
day and night
now and then
where and when

Relaxing

a cup of tea
a new CD
a bottle of wine
and plenty of time

Use the weak form of of.

Relaxing

Use the weak form of but.

Making plans

A walk? But it's too late.
To the town? But it's too far.
Some sightseeing? But it's too dark.
A restaurant? But it's too expensive.
A game of chess? But it's so boring.
Read a book? But my eyes are so tired.
Study some English? But it's so difficult.
But let's do something. OK, what?

Use the weak form of at.

Making plans

I remember it well

We met at a conference.
Or maybe at a party.
A party at a hotel.
Or perhaps at someone's house.
It was at lunchtime.
No, it was late at night.
Yes, and you were sitting at a table.
Or maybe standing at a window.
You looked at me and smiled.
No, you looked at me and laughed at me.
Yes, I remember it well.

Use the weak form of your.

A change of plan

Eat your sandwich.
Drink your tea.
Comb your hair.
Brush your teeth.
Put your shoes on.
Pack your bag.
Get your keys.
Ready?
What do you mean, you've changed your mind?
Some words have two different pronunciations - a strong form and a weak form. We normally use the weak forms of the words a and an. We say /ə/ before consonant sounds and /æn/ before vowel sounds. Listen and repeat.

a cup of coffee, please
a piece of cake, please
a lot of visitors
a Thursday morning in November
an invitation to a party
an umbrella in the rain

Notice that some words begin with the vowel letter u but the consonant sound /ju/, so we say a before them. Listen and repeat.

a university
a useful present

In comparatives, we use the weak forms of than /ðən/ and as /æz/, and we pronounce the ending -er as the weak vowel /ə/. Listen and repeat.

The new computer’s better than the old one.
The old computer wasn’t as good as the new one.

In the expressions there’s and there are we normally use the weak form /ðə/. We pronounce there’s as /ðeəz/ and there are as /ðeərə/. Listen and repeat.

There’s a bridge over the river.
There are ten millimetres in a centimetre.

But when we use the word there to talk about a place, we use the strong form /ðeə/. Listen and repeat.

A: Where are my glasses? B: Over there!

Over there!
Exercises

39.1 Listen and circle the mistakes in the picture (there are five mistakes).
Check with the Key. Then listen again and repeat.

39.2 Listen and circle all the /a/ sounds.
There's a cat on the mat. There's a film on TV.
There's a fish in a dish. You can sit on my knee.
There's a dog in the fog. There are two cups of tea.
and a mouse in the house. One for you, one for me.
Check with the Key. Then listen again and repeat.

39.3 Complete the sentences using the words in the box. You will need to use some of them more than once.

<table>
<thead>
<tr>
<th>tall</th>
<th>there</th>
<th>there's</th>
<th>there are</th>
<th>older</th>
<th>longer</th>
<th>as</th>
<th>than</th>
</tr>
</thead>
</table>

1. Tessa's taller than Terry, but she isn't ___________ ____________ ____________ Ted. Ted's ___________ ____________ Tessa, but he isn't ___________ old ____________ Terry.

2. A: What's the longest tunnel in the world?
   B: The Channel Tunnel, between England and France?
   A: No, ___________ a ____________ one ___________ that.
   B: Is ____________, really?
   A: Yes, ____________ is, in Japan.

3. A: How many dollars are ____________ in a pound?
   B: I think ____________ ____________ about one and a half ... or maybe ____________
       ____________ one and a half pounds in a dollar?

39.4 Listen and mark the underlined words w (weak) or s (strong).
A: What are you doing there?
B: There's a spider in the room.
A: Is there? Where?
B: There, look!
A: No, there isn't!
B: Yes, there is!
A: Well, actually, there are two — one there and one there!
Check with the Key. Then listen and repeat.
Strong and weak forms 4: Auxiliary verbs

We often use the weak forms of these verbs:

<table>
<thead>
<tr>
<th>am</th>
<th>is</th>
<th>are</th>
<th>was</th>
<th>were</th>
<th>have</th>
<th>has</th>
<th>do</th>
<th>does</th>
<th>can</th>
<th>could</th>
</tr>
</thead>
</table>

Listen and repeat.

1. I'm ready.
2. It's raining again.
3. Are you coming?
4. You're coming, aren't you?
5. Who was that?
6. The shops were all closed.
7. What have you got in your hand?
8. Has the programme started?
9. What do you want for Christmas?
10. Where does your sister live?
11. You can stay here if you like.
12. Could you spell your name for me, please?

But if one of these verbs is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Listen and repeat.

2. A: It isn't raining, is it? B: Yes, it is.
3. A: I'm not very good at English. B: Of course you are!
4. A: Is your father a teacher? B: He was, but he's retired now.
5. A: How many people are there in your class ... ten? B: There were ten, but one left last week.
6. A: Have we met before? B: I don't think we have.
7. A: Has it started? B: Yes, come on, it has!
10. A: I can't open this door. B: Let me try. Maybe I can.
11. A: Can you play tennis? B: Not now. I could when I was younger.

For more about I'm, you're and it's, see Unit 41.
Exercises

40.1 Listen, and notice the weak forms underlined.

It was winter. It was late. It was dark. It was snowing. I was walking along a street. There was nobody else in the town. I could see a light in a window. I could hear someone shouting, 'You're too late! We were here, all the time. We were waiting for you, but now it's too late!' Then I woke up. It was a dream!

Listen again and repeat.

40.2 Listen and mark the underlined words w (weak) or s (strong).

A: I'm better than you!
B: No, you aren't!
A: I am. I've got more toys than you!
B: No, you haven't!
A: Yes, I have! And I can speak twenty languages!
B: You can't! Nobody can speak twenty languages!
A: I can. And I could walk when I was three weeks old!
B: You couldn't! That's impossible!
A: I could! You don't know – you weren't there!
B: I was! I'm older than you!
A: No, you aren't!
B: Yes, I am! I'm eight. How old are you?
A: I'm eight hundred.
B: What do you mean? Nobody can be eight hundred years old!
A: Don't argue!
B: I'm not arguing!
A: Yes, you are!

Check with the Key. Then listen again and repeat.

40.3 Mark the underlined words w if you think they will be weak and s if you think they will be strong.

1 I could speak English when I was twelve.
2 I wasn't very well yesterday, but I am today.
3 A: Are these your gloves? B: Yes, they are. Thanks!
4 A: I don't think you were at the lesson last week, were you? B: I was!
5 A: I didn't think the singers in the band were very good. B: Oh, I thought they were!
6 A: Have you got a pen? B: Just a minute, I think I have, somewhere.
7 A: Has the lesson started? B: Yes, it has, but you can go in.
8 A: Where does he live? B: Near the old town hall. Do you know where that is? A: Yes, I do.

Listen and check your answers. Check with the Key. Then listen again and repeat.
They’re here!

Contractions

Listen and look at the spellings of the weak forms (see Units 37–40).

These weak forms written with an apostrophe are called contractions.

<table>
<thead>
<tr>
<th>full / strong form</th>
<th>contraction / weak form</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>'s</td>
</tr>
<tr>
<td>is not</td>
<td>isn’t</td>
</tr>
</tbody>
</table>

Contractions show the way we normally speak. In the sentence *It’s raining again!,* the most important word is *raining;* the word *is* is unstressed and we use the contraction *it’s.* But in the sentence *Yes, it is!,* the word *is* is the most important word, and we use the full form, not the contraction.

Listen and look at the spellings of the weak forms.

<table>
<thead>
<tr>
<th>full / strong form</th>
<th>contraction / weak form</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td>'re</td>
</tr>
</tbody>
</table>

In the sentence *They’re here!,* the most important word *is here,* and *They’re* *is* unstressed and contracted to /ðeə/ or /ðre/. But in the sentence *They are,* the most important word is *are,* so we use the full form, not the contraction.

Note: We use the contraction *'s* for *is* or *has.

*It’s* raining. *'s* = *is*

Where’s he gone? *'s* = *has*

Here are some other common contractions.

<table>
<thead>
<tr>
<th>full / strong form</th>
<th>contraction / weak form</th>
</tr>
</thead>
<tbody>
<tr>
<td>cannot</td>
<td>can’t</td>
</tr>
<tr>
<td>have</td>
<td>'ve</td>
</tr>
<tr>
<td>had / would</td>
<td>'d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>full / strong form</th>
<th>contraction / weak form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m</td>
</tr>
<tr>
<td>let us</td>
<td>let’s</td>
</tr>
<tr>
<td>will</td>
<td>‘ll</td>
</tr>
</tbody>
</table>

We use these contractions in many types of informal writing, as well as in speech.

In some types of texts, like cartoons and pop songs, you can find other contractions, like these. Listen.

1. One of these days I’m gonna leave this town.
2. I just wanna have a good time.
3. Nice place, this, innit?
4. A: Why don’tcha wanna come with us? B: ‘Cos I hate shopping!
5. Rock’n’roll will never die.
6. Tell ’im to come now!

<table>
<thead>
<tr>
<th>gonna</th>
<th>and</th>
<th>‘n’</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanna</td>
<td>them</td>
<td>’em</td>
</tr>
<tr>
<td>innit</td>
<td>him</td>
<td>’im</td>
</tr>
<tr>
<td>doncha</td>
<td>doyou</td>
<td>d’you</td>
</tr>
<tr>
<td>‘cos</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercises

41.1 Listen and underline what you hear – the contraction or the full form.

1 A: Why haven't you done the shopping?
   B: I've / I have done the shopping. It's / It is on the kitchen table.

2 A: The weather's / weather is better than last year, isn't it?
   B: It certainly 's / is.

3 A: Right then, I'm / I am going. Are you coming with us?
   B: No, I'll / I will see you later.

4 A: What's / What is the time?
   B: It's / It is twenty to seven.

5 A: They aren't ready yet.
   B: We're / We are ready!

6 A: I'd / I would love to go somewhere warm for a change.
   B: I'd / I would, too!

7 A: I'm / I am afraid they haven't / have not arrived yet.
   B: They've / They have. They're / They are here now!

8 A: Let's / Let us go.
   B: I don't think the concert's / concert has finished yet, has it?
   A: It's / It has, actually.

Check with the Key. Then listen and repeat.

41.2 Listen, and write the sentences you hear in normal spelling.

EXAMPLE
You hear: 'Are you gonna be with us at the weekend?' and you write: 'Are you going to be with us at the weekend?'

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

Check with the Key.
It's George's birthday

Pronouncing -s endings

We use -s (or -es) endings in four different ways.
- in plural nouns: Why have you got three phones on your desk?
- in verbs: She phones him every day.
- in possessives: Have you got Maria's phone number?
- in the contractions of is and has: The phone's ringing. The film's started.

When we add an -s (or -es) ending to a word, the number of syllables in the word sometimes stays the same. Listen.

<table>
<thead>
<tr>
<th>plural noun</th>
<th>singular form</th>
<th>number of syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>I'm staying for a day.</td>
<td>(1 syllable)</td>
</tr>
<tr>
<td>days</td>
<td>I'm staying for two days.</td>
<td>(1 syllable)</td>
</tr>
</tbody>
</table>

But sometimes we add an extra syllable to the pronunciation. Listen.

<table>
<thead>
<tr>
<th>singular form</th>
<th>plural form</th>
<th>number of syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>match</td>
<td>Have you got a match?</td>
<td>(1 syllable)</td>
</tr>
<tr>
<td>matches</td>
<td>Have you got any matches?</td>
<td>(2 syllables)</td>
</tr>
</tbody>
</table>

Listen and notice the number of syllables in the words on the left.

<table>
<thead>
<tr>
<th>word</th>
<th>number of syllables</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>1</td>
<td>It's time to go.</td>
</tr>
<tr>
<td>goes</td>
<td>1</td>
<td>Hit the ball and watch where it goes.</td>
</tr>
<tr>
<td>finish</td>
<td>2</td>
<td>When does the course finish?</td>
</tr>
<tr>
<td>finishes</td>
<td>3</td>
<td>Do you know when the course finishes?</td>
</tr>
<tr>
<td>George</td>
<td>1</td>
<td>Have you met George?</td>
</tr>
<tr>
<td>George's</td>
<td>2</td>
<td>It's George's birthday.</td>
</tr>
<tr>
<td>train</td>
<td>1</td>
<td>We're waiting for the train.</td>
</tr>
<tr>
<td>train's</td>
<td>1</td>
<td>The train's late again.</td>
</tr>
<tr>
<td>box</td>
<td>1</td>
<td>Open the box.</td>
</tr>
<tr>
<td>boxes</td>
<td>2</td>
<td>Open the boxes.</td>
</tr>
<tr>
<td>boss</td>
<td>1</td>
<td>That's the boss.</td>
</tr>
<tr>
<td>boss's</td>
<td>2</td>
<td>That's the boss's office.</td>
</tr>
<tr>
<td>glove</td>
<td>1</td>
<td>Is this your glove?</td>
</tr>
<tr>
<td>gloves</td>
<td>1</td>
<td>Are these your gloves?</td>
</tr>
<tr>
<td>page</td>
<td>1</td>
<td>Which is the right page?</td>
</tr>
<tr>
<td>pages</td>
<td>2</td>
<td>This book's got 120 pages.</td>
</tr>
</tbody>
</table>

The rule is that we add an extra syllable if the last sound in the word is one of these:
/s//z//s//tʃ//ʒ/ (tʃ)\方言

If the last sound is a vowel, or any other consonant, the number of syllables stays the same.

Note: We don't contract is or has after /s//tʃ/ /ʃ/ /ʒ/ /dʒ/. Listen.

The food's good. The service is good.
The game's started. The match has started.
Exercises

42.1 Complete these sentences with the correct forms of the verbs and nouns.
1 Let's see who finishes (finish) these exercises (exercise) first.
2 The bar closes (close) when the last customer leaves (leave).
3 Don't make promises (promise) you can't keep.
4 Nobody uses (use) a typewriter nowadays, do they?
5 My dad's so tall that when he reaches (reach) his hand up he touches (touch) the ceiling.

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

42.2 Look at the family tree and complete the sentences.

George & Joan Birch

James

Joyce & Mike Jones

Dennis

Tom

Example Joyce is George's daughter. → Joyce is George's daughter.
1 Joyce and Mike are Dennis.
2 Tom is Dennis.
3 James and Joyce are Mr and Mrs Birch.
4 Dennis is George.
5 Joyce is Mike Jones.

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

42.3 Look at the picture and answer the questions below.

Example Whose is the hat? Joyce's
1 Whose is the camera?
2 Whose are the skis?
3 Whose is the map?
4 Whose is the jacket?
5 Whose are the shoes?
6 Whose is the suitcase?

Listen to check your answers.

Now complete the sentences.

Example The hat's Joyce's.
7 The camera
8 The jacket
9 The shoes
10 The skis
11 The suitcase
12 The map

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

Pronouncing past tenses

To make the past tense of a regular verb, you add the ending -ed:
look → looked explain → explained

or just -d if there is already a letter e at the end of the infinitive:
live → lived

Normally, the number of syllables stays the same.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Infinitive</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>look</td>
<td>looked</td>
</tr>
<tr>
<td>explain</td>
<td>explain</td>
<td>explained</td>
</tr>
<tr>
<td>live</td>
<td>live</td>
<td>lived</td>
</tr>
</tbody>
</table>

Listen.

Look at this!
I looked everywhere.
Can you explain this for me, please?
I explained it but they didn’t understand.
Where do you live?
We lived in the country.

If it’s difficult for you to say the -ed ending without adding an extra syllable, you can imagine the -ed is at the start of the next word. For example, say I looked everywhere like this:
I look everywhere
and say I explained it like this:
I explain it

But if the infinitive of the verb ends with /d/ or /t/, the -ed or -d ending adds an extra syllable:
wait → waited hate → hated

Listen.

Wait here, please.
We waited half an hour.
I hate waiting.
I hated school.

Sometimes you don’t hear the -ed ending clearly. This happens when the next word starts with a consonant. Listen.
I look(ed) there.
We live(d) near the park.
Exercises

43.1 Listen and mark the verbs with a tick (✓) if you can hear the -ed ending clearly, and a cross (✗) if you can't.

1 I watched an interesting film. ✓
2 I watched the news. ✗
3 I walked to the end of the road. ✗
4 The car stopped in the middle of the road. ✗
5 I phoned the police. ✗
6 They helped me a lot. ✗
7 They asked a lot of questions. ✗
8 It rained all day. ✗

Check with the Key. Then listen again and repeat.

43.2 Listen and circle the word you hear.

1 They play / played very well.
2 We clean / cleaned all the rooms.
3 We always cook / cooked a big meal for the whole family.
4 I need / needed some help with the housework.
5 I listen / listened to the radio.
6 I want / wanted to have a word with you.
7 They arrive / arrived early in the morning.
8 I never miss / missed the lesson.

Check with the Key. Then listen again and repeat.

43.3 Listen and complete these sentences with the verb form you hear - present or past.

1 We usually finished before the others.
2 You my name wrong.
3 I a bit of onion to the recipe.
4 I those people but they always too long.
5 I the music in the film.
6 We for hours and hours.
7 I your house on my way to work.
8 They by the sea.

Check with the Key. Then listen again and repeat.

43.4 Listen to this poem.

I wanted to go to the Friday night show.
It started at eight - didn't want to be late.
I walked into town, found the place and sat down.
First in the queue, and nothing to do.
I waited for hours. It rained - a few showers.
A friend passed and asked me, 'Why are you here?
Come down to the pub and we'll have a few beers.'
I remembered just then that Thursday was when
he went for a drink, and I started to think ... Thursday?

Listen again and repeat. Speak with the same rhythm as the recording.
We often use different intonation for old information and new information. Sometimes we repeat the old information with the same words but different intonation. Listen.

A: What time are we meeting? Did you say half past two?
B: No, not half past two, half past three.

(Two is old information; three is new information.)

A: Edinburgh's one of my favourite places in England.
B: But Edinburgh isn't in England, it's in Scotland!

(Edinburgh and England are old information; Scotland is new information.)

Sometimes we only say the old information. Listen.

A: Edinburgh's one of my favourite places in England.
B: But Edinburgh isn't in England!

Sometimes we say the old information in different words. Listen.

A: Look - that wine costs £100!
B: Yes, it's expensive, but everything in this shop's expensive!

(Expensive is the same information as costs £100.)

Sometimes we only talk about part of the old information. Listen.

A: I thought that film was really good.
B: Well, I thought the music was good.

(The music is part of the film.)
Exercises

44.1 Listen and mark the intonation of the words in bold.

1 A: How about meeting on Tuesday or Thursday at one o’clock?
   B: I can come on Tuesday, but not before two o’clock.
2 A: Let’s go to the beach and have a swim.
   B: Well, I’ll come to the beach with you, but I’ll probably just do some sunbathing.
3 A: Which shop are you talking about? Is it on the corner?
   B: Well, it isn’t on the corner, exactly, but it’s very near there.
4 A: When I was at school I was good at maths and physics.
   B: I was good at maths, but my best subject was music.

Check with the Key. Then listen again and repeat.

44.2 Listen and mark the intonation of the words in bold.

1 A: Maybe we could have dinner on Thursday or Friday?
   B: Well, I’m free on Thursday.
2 A: Let’s have a quick drink at the pub and then go somewhere to eat.
   B: Well, I’ve got time to go to the pub for half an hour.
3 A: Are the shops open in the evenings and on Sundays?
   B: Well, I know they’re open in the evenings.
4 A: My favourite school subjects were history and geography.
   B: Really? I liked geography ...

Check with the Key. Then listen again and repeat.

44.3 Listen and mark the intonation of the words in bold.

1 A: It’s freezing today!
   B: It’s pretty cold, yes, but it’s good weather for walking, so let’s go!
2 A: Did you go to university in Europe?
   B: I didn’t study there, no, I just travelled around.
3 A: Did you come on the ferry?
   B: No, I like travelling by sea, but it takes too long.
4 A: We’ve got plenty of time – we’re leaving at four.
   B: That’s the departure time, yes, but we have to be there by three.

Check with the Key. Then listen again and repeat.

44.4 Listen and mark the intonation of the words in bold.

1 A: Are the shops open at the weekend?
   B: I know they’re open on Saturdays.
2 A: What did you think of the band?
   B: The singer was good.
3 A: Have you been sightseeing yet?
   B: We’ve been to the castle – that’s all we had time for today.
4 A: Can I have something non-alcoholic?
   B: We’ve got some orange juice ... or some mineral water ...

Check with the Key. Then listen again and repeat.
And suddenly ...

Intonation in storytelling

In storytelling, we often use the past continuous tense for background information and the past simple for main events, and we often use different intonation patterns with these two tenses. Listen and notice the different intonation in the first and second half of each sentence.

1. I was walking along the street one day, and I saw a wallet on the pavement.
2. I was waiting for the bus yesterday, and I heard an explosion.
3. I was lying in bed last night, and I heard a knock at the door.
4. I was watching the news one night, and I saw myself in the shopping centre.

Listen and repeat.

street one day — along the street one day — I was walking along the street one day
bus yesterday — waiting for the bus yesterday — I was waiting for the bus yesterday
bed last night — lying in bed last night — I was lying in bed last night
news one night — watching the news one night — I was watching the news one night
wallet — a wallet on the pavement — and I saw a wallet on the pavement
explosion — an explosion — and I heard an explosion
doors — a knock at the door — and I heard a knock at the door
myself in the shopping centre — and I saw myself in the shopping centre

Listen and speak together with the recording.

1. I was walking along the street one day, and I saw a wallet on the pavement.
2. I was waiting for the bus yesterday, and I heard an explosion.
3. I was lying in bed last night, and I heard a knock at the door.
4. I was watching the news one night, and I saw myself in the shopping centre.

We also often use the same type of intonation with other kinds of background information. Listen and repeat.

on Tuesday, I think
as usual
and suddenly
round about midnight

Listen and repeat. Then speak together with the recording.

1. I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement.
2. I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.
3. I was lying in bed last night, round about midnight, and I heard a knock at the door.
4. I was watching the news one night, and suddenly I saw myself in the shopping centre.
Exercises

45.1 Listen and notice the intonation.

I was doing my **shopping** one day, as **usual**, and I was walking past the **antique** shop, and I saw a beautiful old vase in the window, with red and blue and yellow **flowers** on it. And I stood there looking at this vase and thinking I'd really like to **buy** it, and I went in and **looked** at it and asked about the price, but of course it was much too **expensive**. And I did the rest of my **shopping** and went back home. And a few days later I walked past the same shop and noticed that the vase wasn't there, and I thought that was the **end** of it. **Anyway**, a couple of weeks later it was my **birthday** and I had a little **party** for a few of my **friends**, and they arrived with a huge **parcel** and said, 'Happy birthday! We've got a really special **present** for you!' So I **opened** it and guess what, it was the vase from the **antique** shop!

45.2 Listen and repeat.

I was doing my **shopping** one day, as **usual**, and I was walking past the **antique** shop, and I saw a beautiful old vase in the window, with red and blue and yellow **flowers** on it. And I stood there looking at this vase and thinking I'd really like to **buy** it, and I went in and **looked** at it and asked about the price, but of course it was much too **expensive**. And I did the rest of my **shopping** and went back home. And a few days later I walked past the same shop and noticed that the vase wasn't there, and I thought that was the **end** of it. **Anyway**, a couple of weeks later it was my **birthday** and I had a little **party** for a few of my **friends**, and they arrived with a huge **parcel** and said, 'Happy birthday! We've got a really special **present** for you!' So I **opened** it and guess what, it was the vase from the **antique** shop!

Don't look at Exercises 45.1 or 45.2. Tell the story with the help of the pictures. (It doesn't have to be exactly the same story!)
Listen and repeat these phrases – be careful with the intonation.

you see
you know
as usual
of course

Listen and notice the intonation where it is marked in the text. Important new parts of the story often have this intonation:

Less important parts, or things we know about already, often have this intonation: — or ▼:

I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement.
Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you see, so I put it in my bag and forgot about it. And I went to work, as usual, and did the shopping, you know, and went home, and then I remembered the wallet. Anyway, I took it out of my bag and had a look inside, and there was some money, and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know him! It was an old friend from school, you see, and the last time I saw him was years ago. Well, I looked in the wallet and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomorrow.

Listen again and repeat.

This time, A is telling the story and B is listening. Listen and notice the intonation in B's sentences.

A: I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement.
B: Sorry? What did you say?
A: I saw a wallet on the pavement.
B: Ok. What did you do?
A: Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you see, so I put it in my bag and forgot about it. And I went to work, as usual, and did the shopping, you know...
B: Yes!
A: ... and went home, and then I remembered the wallet. Anyway, I took it out of my bag and had a look inside, and there was some money, and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know him!
B: Really?
A: It was an old friend from school, you see, and the last time I saw him was years ago.
B: Was it?
A: Yes. Well, I looked in the wallet and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomorrow.
B: That's great!

Listen again and say B's part, together with the recording.
Exercises

46.1 Fill the gaps with the phrases in the box.

<table>
<thead>
<tr>
<th>That's amazing!</th>
<th>Did you?</th>
<th>What happened?</th>
<th>That's terrible!</th>
<th>Yes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 A: I was lying in bed last night, round about midnight, and I heard a knock at the door.
B: Oh! ________________?
A: Well, I went downstairs...

2 A: I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.
B: ________________?
A: Yes, and I thought, What's that?

3 A: I was watching the news one night, and suddenly I saw myself in the shopping centre.
B: ________________?
A: I said I saw myself, on TV!
B: ________________!

4 A: I left my wallet on the bus today!
B: Oh, no! ________________!

5 A: Today was awful!
B: Why? ________________?
A: Well, first the bus was late, then...

6 A: I was walking by the river one day last week, down near the bridge, you know?
B: ________________.
A: And I heard a sort of loud noise in the water ...

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

46.2 Fill the gaps with phrases from B on page 100 opposite.

A: I was lying in bed last night, round about midnight, and I heard a knock at the door.
B: Oh! ________________?
A: Yes, and I thought, 'That's unusual.'
B: ________________?
A: Well, I went downstairs, and looked through the window, and it was dark, of course, but I could see a bus in the street, with its lights off and no passengers, and a man standing at my door, with a sort of official-looking cap on his head.
B: ________________?
A: A cap, you know, like bus drivers wear.
B: Oh, I see. ________________?
A: Well, I opened the door, and he said, 'Mr Johnson?', and I said, 'Yes?' And he said, 'Here's your wallet. I finished work at midnight and I found it on my bus.' What do you think about that?
B: ________________!

Listen to check your answers. (Different answers are possible. There is one possible version on the recording and in the Key.) Read B's part together with the recording. Then read A's part together with the recording.
I know *when* it is, but not *where*
Important words in conversation 1

When we speak, we can show which words are especially important by giving them a lot of stress. Listen to these two dialogues, and notice the stress and the intonation on the words in bold.

A: How good's your English?
B: Well, I can *speak* English quite well, but I can't *write* it very well.

A: Do you know any foreign languages?
B: Well, I can *speak* English, but that's the only foreign language I know.

Repeat the dialogues – copy the stress and intonation of the words in bold.

---

Sometimes we use stress to correct what someone says, or to make it more exact. Listen.

A: Is your house number thirty-two?
B: No, it's the next one, number thirty-four.

A: Is your house number thirty-two?
B: No, not thirty-two, it's number forty-two.

Repeat the dialogues.
Exercises

47.1 (Di

Listen to each dialogue twice. The first time you listen, underline the two main stressed words in B's part. The second time you listen, mark the intonation on the stressed words.

Example (first time you listen) A: Have you got the details of the next meeting? B: I know it's on Monday, but I don't know what time.

(second time you listen) A: Have you got the details of the next meeting? B: I know it's on Monday, but I don't know what time.

1 A: How was the match? B: The first half was quite good, but the second half was really good.
2 A: How was the match? B: The first half was quite good, but the second half was terrible.
3 A: Can I come and discuss this tomorrow? B: I won't be here tomorrow, but my colleague will be.
4 A: Can I come and discuss this tomorrow? B: I won't be here tomorrow, but I'll be back on Thursday.
5 A: Have you seen that film? B: I've seen it, but I can't remember much about it.
6 A: Have you seen that film? B: I haven't seen it, but I'd like to.
7 A: Are you having trouble? B: I know what this word means, but I don't know how to pronounce it.
8 A: Are you having trouble? B: I know what this word means, but I don't know any of the others!
9 A: What did you think? B: I liked the film, but I didn't really understand it.
10 A: What did you think? B: I liked the film, but the seats were so uncomfortable!
11 A: I'd like to go to Britain to study for a month or two - or maybe even a year! B: I'd like to go to Britain for a month, but not for a year.
12 A: I'd like to go to Britain to study for a month or two - or maybe even a year! B: I'd like to go to Britain, but I'd rather go to America.

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

47.2 (Di

Listen and underline the stressed word or words in B's part of each dialogue. Then listen again and mark the intonation on the stressed words.

Example A: You're June Smith, aren't you? B: No, I'm Jane Smith.
1 A: What's the answer - three hundred and eighty-five? B: No - three hundred and ninety-five.
2 A: After you. B: No - after you.
3 A: You went to the disco with Steve last night, didn't you? B: I didn't go with him - I met him there.
5 A: You said go over the bridge. B: No, I said go under the bridge.
6 A: Were there really fifty people at your birthday party? B: Well, nearly fifty, I think.
7 A: What's 'Thank you' in Italian? B: I can't speak Italian.
8 A: How many times have you been to England? B: I've never been to England.
9 A: Was the course expensive? B: Well, my school paid for the course, but the travel cost quite a lot.
10 A: How much should I bring - fifty pounds? B: You'll need at least fifty.

Check your answers with the Key. Then listen again and repeat.
Finished? I've just started!

Important words in conversation 2

If we want to give special emphasis to words, for example if we are very surprised, we sometimes use a lot of stress, and our voices go especially high. Listen to these two dialogues.

1. A: When will that report be finished?
   B: I've just started it, so it'll be finished this afternoon.

2. A: Have you finished that report?
   B: Finished?! I've just started it!!

In both dialogues, the word *started* is stressed, but in the second dialogue it is specially emphasised. Listen and repeat the sentence *I've just started it* from both dialogues.

   I've just started it.
   I've just **started** it!!

In the second dialogue, the word *finished* is also specially emphasised. Listen and repeat.

   Finished?!

Listen to the different intonation on *finished* and *started*, and repeat.

   Finished?!
   **started**!!

Now repeat the whole answer from the second dialogue.

   Finished?!
   I've just **started** it!!

Listen to two people arguing. Notice the intonation they use, especially on the words in bold.

A: You're late! We said two o'clock!
B: We **didn't**—we said half past two!
A: We said two! You're always late!
B: Last time you were late! Remember?
A: Was I?

Listen again and repeat the dialogue.
Exercises

48.1 Listen and underline the specially emphasised words in B's replies. Then listen again and mark the intonation on the stressed words.

EXAMPLE A: Is that your car?
   B: That? You must be joking!
1 A: Do you like westerns?
   B: Me? I can't stand westerns!
2 A: It's stopped raining.
   B: Really? I don't believe it!
3 A: Is it the first time you've been here?
   B: The first - and probably the last!
4 A: You know the city pretty well, don't you?
   B: Me? I've never been here before!
5 A: What are twelve elevens?
   B: Don't ask me! I'm hopeless with numbers!
6 A: It's two pounds fifty for a cup of coffee.
   B: Two fifty? That's ridiculous!
7 A: Were the shops busy today?
   B: Busy? They were almost empty!
8 A: Do you like rap music?
   B: Like it? I think it's awful!

Check with the Key. Then listen again and repeat.

48.2 Listen to the telephone conversation between John Watt and Will Knott.

Watt is pronounced like what. Knott is pronounced like not.
Will is a short form of William and is pronounced like the verb will.

John Watt: Hello. Are you there?
Will Knott: Yes, Who's that?
John Watt: Watt.
Will Knott: What's your name?
John Watt: Watt's my name.
Will Knott: What?
John Watt: My name's John Watt.
Will Knott: John what?
John Watt: Yes, that's right. Are you Jones?
Will Knott: No, I'm Knott.
John Watt: Well, tell me your name, then.
Will Knott: Will Knott.
John Watt: Why not?
Will Knott: My name's Knott.
John Watt: Not what?
Will Knott: Not Watt, Knott.
John Watt: What?!

Listen again and repeat the dialogue, using the same stress and intonation, especially on the words in bold.
No, thanks, I'm just looking
Intonation in phrases and sentences 1

Exercises

Intonation varies a lot. You don't always hear the same intonation in the same phrases. But these exercises will help you to notice and practise some of the most common patterns. You should do Units 44 to 48 before Units 49 and 50.

49.1 Listen, notice the intonation and repeat.

A: Ready?
B: Nearly. Warm?
A: No.
B: Cold?
A: No.
B: Raining?
A: Slightly. Umbrella?
B: Thanks. Hat?
A: Here.
B: Thanks.
A: Ready?
B: Yes. You?
A: Yes.
B: Right.

The next version is longer, but the intonation is the same. Listen and repeat.

A: Are you ready?
B: I'm nearly ready. Is it warm?
A: No, not really.
B: Is it cold?
A: No, not really.
B: Is it raining?
A: Slightly. Do you want your umbrella?
B: Yes, thanks. Where's my hat?
A: Here it is.
B: Thanks.
A: Are you ready?
B: Yes. Are you ready?
A: Yes.
B: Right.

49.2 Listen and mark the intonation on the stressed words

1 A: Can I help you?
   B: No, thanks, I'm just looking.
2 B: I'll take this, please.
   A: Sure. Anything else?
   B: No, thanks, that's all.
3 A: That's fifteen forty altogether.
   B: Here you are.
4 A: Here's your change.
   B: Thank you.
5 A: See you.
   B: Bye.

Check with the Key. Then listen again and repeat.

English Pronunciation in Use (Elementary)
Listen and mark the intonation on the stressed words.

49.3

A: Excuse me.
B: Yes?
A: Can you tell me the way to the station, please?
B: Yes, you just go along this road, cross the bridge over the river and there's a big park on your left, you know? Well, you go through the park and the station's just on the other side.
A: Is it far?
B: No, not very far.
A: OK, so I go along this road, cross the bridge and through the park - right?
B: That's right.
A: Thanks very much.
B: You're welcome. Bye.
A: Bye.

Check with the Key. Then listen again and repeat.

49.4

A: All right?
B: Yes.
A: Not nervous?
B: A bit.
A: Don't worry. It'll be fine.
B: I hope so.
A: Right. Let's start. Are you ready?
B: I think so.
A: OK. The first question is ... What's your name?
B: My name? ... It's ... Jack Johnson.
A: That's right! Well done! Difficult?
B: Well, not too bad.
A: Right. The second question is ... What's 37,548 \times 7,726?
B: What!

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

You should do Units 44 to 48 before Units 49 and 50.

50.1 Listen and repeat.

<table>
<thead>
<tr>
<th>English</th>
<th>American</th>
<th>Australian</th>
</tr>
</thead>
<tbody>
<tr>
<td>hi</td>
<td>Hi there!</td>
<td>Hi there!</td>
</tr>
<tr>
<td>hello</td>
<td>Hello!</td>
<td>Hello!</td>
</tr>
<tr>
<td>are</td>
<td>How are you?</td>
<td>How are you?</td>
</tr>
<tr>
<td>fine</td>
<td>Fine, thanks.</td>
<td>Fine, thanks.</td>
</tr>
<tr>
<td>thanks</td>
<td>And you?</td>
<td>And you?</td>
</tr>
<tr>
<td>you</td>
<td>Not too bad.</td>
<td>Not too bad.</td>
</tr>
<tr>
<td>bad</td>
<td>I'm in a hurry.</td>
<td>Hurry</td>
</tr>
<tr>
<td>hurry</td>
<td>see you</td>
<td>see you</td>
</tr>
</tbody>
</table>

50.2 Listen to the intonation and put the words and phrases in the box into the correct column.

<table>
<thead>
<tr>
<th>it was!</th>
<th>usually</th>
<th>is it?</th>
<th>of course!</th>
<th>maybe</th>
<th>really?</th>
<th>I think so</th>
<th>did you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>definitely</td>
<td>sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check with the Key. Then listen and repeat.

Listen to the dialogues and repeat.

1 A: Do you think there's life on Mars? B: Maybe.
2 A: This house is two hundred years old. B: Is it?
3 A: Can I borrow your pen? B: Of course!
5 A: That was a good meal, wasn't it? B: It was.
6 A: My great-grandfather was a famous artist. B: Really?
7 A: Is this the way to the beach? B: I think so.
8 A: I found some money this morning. B: Did you?
9 A: Do you think it's going to rain? B: Definitely.
10 A: Do you read books in English? B: Sometimes.

Now listen and answer, using the same phrases. Different answers are possible.

1 Could you help me, please?
2 Do you go out on Friday nights?
3 Today's the longest day of the year.
4 They show some really good films at that cinema.
5 Are you going to Ireland again this year?
6 Do they speak English in Malta?
7 Can you buy stamps in that shop?
8 That was a long trip, wasn't it?
9 Do you have to speak English at work?
10 I won a prize in the lottery last week.
50.3 Listen to the intonation and put the words and phrases in the box into the correct column.

That's great! That's strange. That's fantastic! That's interesting. That's good news! That's kind of you! That's a good idea. That's marvellous!

Check with the Key. Then listen and repeat.

Now listen and answer, using the same phrases. Different answers are possible.

1. I've passed my exam!
2. I'm sure I left my glasses here but I can't see them anywhere.
3. I'll help you carry those bags.
4. They've got lots of English books at the new megastore.
5. Let's go for a beer.
6. Look – it's the middle of the afternoon, and all the lights in the house are on.
7. Would you like to come and stay for the weekend?
8. Where's Peggy? She said she was definitely coming.
9. I'm going to Canada for the summer!
10. This road was built by the Romans.

50.4 Listen and repeat.

thanks
please
actually
Dave?
if you like
in fact
probably
I'm afraid
I think
usually
when you're ready
unfortunately
Fine, thanks.
Can I have some more, please?
I like it, actually.
Are you there, Dave?
Have some more, if you like.
Yes, I can, in fact.
About six o'clock, probably.
No, I can't, I'm afraid.
About twenty, I think.
Coffee, usually.
We can go, when you're ready.
No, it was cancelled, unfortunately.

Listen and use some of the sentences to answer. Different answers are possible.

1. How are you?
2. How many people are coming to the party?
3. This music's awful, isn't it?
4. Was the concert good?
5. This cake's delicious.
6. What time will you be home?
7. Do you drink tea or coffee for breakfast?
8. Can you come a bit earlier next week?
9. Can you speak Hungarian?
10. How old is she?
Chart of phonemic symbols

You can listen to these words on the recording.

**Short vowels**

- /ɪ/ as in *swim*
- /ɛ/ as in *red*
- /æ/ as in *map*
- /ʌ/ as in *sun*
- /ɒ/ as in *clock*
- /ɔ/ as in *full*
- /i/ as in *about*
- /ɛ/ as in *excellent*
- /ɔ/ as in *doctor*
- /ʌ/ as in *sugar*
- /ɪ/ as in *Saturday*
- /ʌ/ as in *happy*

**Long vowels**

- /iː/ as in *tree*
- /ɛː/ as in *seat*
- /æː/ as in *field*
- /ɪː/ as in *secret*
- /ʊː/ as in *kilo*
- /æ/ as in *can’t*
- /ɔː/ as in *tall*
- /ʊ/ as in *wall*
- /ɑː/ as in *talk*
- /ɔː/ as in *daughter*
- /uː/ as in *more*
- /ɜː/ as in *cold*
- /uː/ as in *home*
- /ə/ as in *bear*

**Diphthongs**

- /eɪ/ as in *real*
- /eə/ as in *beər*
- /iə/ as in *care*
- /eɪ/ as in *hair*
- /e/ as in *wear*
- /eɪ/ as in *time*
- /eɪ/ as in *came*
- /eɪ/ as in *rain*
- /eɪ/ as in *say*
- /eɪ/ as in *great*
- /eɪ/ as in *weight*
- /eɪ/ as in *point*
- /eɪ/ as in *toy*
- /eɪ/ as in *cold*
- /eɪ/ as in *home*
- /eɪ/ as in *slow*
- /eɪ/ as in *boat*
- /eɪ/ as in *now*
- /eɪ/ as in *sound*

**Consonants**

- /b/ as in *baby*
- /d/ as in *do*
- /f/ as in *foot*
- /g/ as in *go*
- /h/ as in *hand*
- /j/ as in *yes*
- /k/ as in *cold*
- /l/ as in *talking*
- /m/ as in *leave*
- /n/ as in *more*
- /p/ as in *now*
- /r/ as in *pen*
- /s/ as in *sister*
- /t/ as in *time*
- /v/ as in *view*
- /w/ as in *well*
- /z/ as in *zero*
- /ʃ/ as in *shop*
- /θ/ as in *shop*
- /tʃ/ as in *choose*
- /dʒ/ as in *jeans*
- /ŋ/ as in *thing*
- /ð/ as in *thank*
- /s/ as in *then*
- /n/ as in *with*
Guide for speakers of specific languages

If your language is one of these, it would probably be useful for you to do these Sound pairs (see Section E3).

Arabic
3, 11, 13, 16, 23, 25, 27, 28, 29, 33, 34, 37

Chinese
1, 4, 7, 9, 10, 11, 13, 15, 23, 26, 27, 28, 29, 30, 31, 33, 36, 37

Dravidian languages e.g. Tamil
1, 4, 7, 11, 12, 13, 17, 23, 24, 26, 27, 28, 31, 34

Dutch
1, 3, 4, 5, 8, 10, 12, 14, 15, 26, 28, 29, 30, 31, 32, 33

Farsi
1, 4, 11, 13, 15, 17, 20, 27, 34

French
1, 4, 7, 9, 10, 12, 15, 16, 23, 26, 27, 28, 29, 30, 31, 33, 37

German
10, 12, 15, 21, 23, 26, 28, 29, 30, 31

Greek
1, 2, 4, 7, 9, 11, 12, 13, 15, 17, 31, 32, 33, 34, 37

Italian
1, 9, 11, 12, 13, 15, 16, 23, 26, 27, 28, 29, 31

Japanese
9, 12, 20, 25, 30, 32, 34, 35, 36

Korean
1, 4, 11, 12, 13, 14, 15, 17, 23, 24, 26, 27, 28, 29, 30, 31, 32, 36

Malay / Indonesian
1, 4, 13, 15, 23, 24, 26, 27, 28, 29, 31, 32, 33
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<td><strong>Portuguese</strong></td>
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<td><strong>Scandinavian languages</strong></td>
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<tr>
<td><strong>South Asian languages</strong></td>
<td>e.g. Hindi, Urdu, Bengali, Gujarati</td>
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<tr>
<td></td>
<td>8, 12, 15, 16, 18, 23, 24, 26, 27, 28, 32</td>
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<td><strong>Thai</strong></td>
<td>7, 12, 21, 24, 25, 26, 27, 28, 30, 31, 36</td>
</tr>
<tr>
<td><strong>Turkish</strong></td>
<td>2, 4, 12, 15, 21, 23, 26, 27, 34, 35</td>
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<tr>
<td><strong>West African languages</strong></td>
<td>1, 4, 7, 9, 11, 12, 13, 15, 17, 18, 23, 26, 27, 28, 29, 31, 34, 36</td>
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Sound pairs

If you have problems with hearing the difference between pairs of sounds, you can find extra listening practice in this section. Listen to the sounds and words on the recording, do the exercises and then check your answers with the Key. Note that the recordings for the Sound pairs are on CD E.

Sound pair 1 /i:/ and /t/
Sound pair 2 /I:/ and /h/2
Sound pair 3 /I/ and /t/
Sound pair 4 /h/ and /t/
Sound pair 5 /h/ and /s/
Sound pair 6 /h/ and /t:
Sound pair 7 /k/ and /t:
Sound pair 8 /h/ and /t:
Sound pair 9 /k/ and /t:
Sound pair 10 /t/ and /t:
Sound pair 11 /t/ and /t:
Sound pair 12 /s/ and /h:/
Sound pair 13 /t/ and /l/2
Sound pair 14 /l/ and /l/2
Sound pair 15 /l/ and /l/2
Sound pair 16 /l/ and /l/2
Sound pair 17 /l/ and /l/2
Sound pair 18 /l/ and /l/2
Sound pair 19 /l/ and /l/2
Sound pair 20 /l/ and /l/2
Sound pair 21 /l/ and /l/2
Sound pair 22 /l/ and /l/2
Sound pair 23 /l/ and /l/2
Sound pair 24 /l/ and /l/2
Sound pair 25 /l/ and /l/2
Sound pair 26 /l/ and /l/2
Sound pair 27 /l/ and /l/2
Sound pair 28 /l/ and /l/2
Sound pair 29 /l/ and /l/2
Sound pair 30 /l/ and /l/2
Sound pair 31 /l/ and /l/2
Sound pair 32 /l/ and /l/2
Sound pair 33 /l/ and /l/2
Sound pair 34 /l/, /l/ and /l/l
Sound pair 35 /l/ and /l/2
Sound pair 36 /l/ and /l/2
Sound pair 37 /l/ and /l/2
Sound pair 1: /iː/ and /ɪ/
For more about these sounds, see Unit 2.

E2a Listen to the words in the box.
E2b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).
1 ______ 2 ______ 3 ______ 4 ______ 5 ______ 6 ______ 7 ______

E2c Listen. Circle the word you hear.
  8 seat / sit
  9 wheel / will
 10 eat / it
 11 cheap / chip
 12 litre / litter

Sound pair 2: /iː/ and /ɪə/
For more about these sounds, see Units 2 and 8.

E3a Listen to the words in the box.
E3b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).
1 ______ 2 ______ 3 ______ 4 ______ 5 ______ 6 ______ 7 ______

E3c Listen. Circle the word you hear.
  8 cheese / cheers
  9 knee / near
 10 we / we’re
 11 D / dear
 12 he / here

Sound pair 3: /ɪ/ and /ɛ/
For more about these sounds, see Units 2 and 6.

E4a Listen to the words in the box.
E4b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).
1 ______ 2 ______ 3 ______ 4 ______ 5 ______ 6 ______ 7 ______

E4c Listen. Circle the word you hear.
  8 if / If
  9 six / sex
 10 in / N
 11 fill / fell
 12 disk / desk
Sound pair 4: /u:/ and /ʊ/
For more about these sounds, see Unit 3.

Listen to the sounds and words in the box.

Listen. You will hear two sounds or words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 _____  2 _____  3 _____  4 _____  5 _____  6 _____  7 _____

Listen. Circle the sound or word you hear.

8 /u:/ /u:
9 /u:/ /u:
10 pool / pull
11 pool / pull
12 fool / full

Sound pair 5: /ʊ/ and /ʌ/
For more about these sounds, see Units 3 and 4.

Listen to the sounds and words in the box.

Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 _____  2 _____  3 _____  4 _____  5 _____  6 _____  7 _____

Listen. Circle the sound or word you hear.

8 /ʊ/ /ʊ/
9 /ʊ/ /ʊ/
10 look / luck
11 look / luck
12 book / buck

Sound pair 6: /u:/ and /ɔʊ/
For more about these sounds, see Units 3 and 10.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 _____  2 _____  3 _____  4 _____  5 _____  6 _____  7 _____

Listen. Circle the word you hear.

8 too / toe
9 grew / grow
10 blue / blow
11 boots / boats
12 shoes / shows
Sound pair 7: /æ/ and /əː/

For more about these sounds, see Units 4 and 6.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 hat / heart
9 match / March
10 pack / park
11 had / hard
12 had / hard

Sound pair 8: /əː/ and /ɔː/

For more about these sounds, see Units 4 and 5.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 far / four
9 R / or
10 R / or
11 part / port
12 star / store

Sound pair 9: /æ/ and /ʌ/)

For more about these sounds, see Units 4 and 6.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 match / much
9 match / much
10 ran / run
11 sang / sung
12 rang / rung
Sound pair 10: /æ/ and /ə/

For more about these sounds, see Units 4 and 5.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 2 3 4 5 6 7

Listen. Circle the word you hear.

8 lock /luck
9 box /buckles
10 wrong /rung
11 boss /bus
12 song /sung

Sound pair 11: /ə/ and /ɔʊ/

For more about these sounds, see Units 5 and 10.

Listen to the sounds and words in the box.

Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 2 3 4 5

Listen. Circle the word you hear.

6 not /note
7 cost /coast
8 want /won’t

Sound pair 12: /ɔʊ/ and /ɔː/

For more about these sounds, see Units 5 and 10.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 2 3 4 5 6 7

Listen. Circle the word you hear.

8 oh /or
9 bowl /ball
10 coat /caught
11 boat /bought
12 cold /called
Sound pair 13: /n/ and /ɔː/

For more about these sounds, see Unit 5.

Listen to the sounds and words in the box.

Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 2 3 4 5

Listen. Circle the word you hear.

6 shot / short
7 pot / port
8 spot / sport

Sound pair 14: /ɔː/ and /ɜː/

For more about these sounds, see Units 5 and 7.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 2 3 4 5 6 7

Listen. Circle the word you hear.

8 walk / work
9 born / burn
10 short / shirt
11 board / bird
12 walked / worked

Sound pair 15: /c/ and /æ/

For more about these sounds, see Unit 6.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 2 3 4 5 6 7

Listen. Circle the word you hear.

8 men / man
9 said / sad
10 met / mat
11 set / sat
12 bed / bad
Sound pair 16: /e/ and /ei/

For more about these sounds, see Units 6 and 9.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

Listen. Circle the word you hear.

8 pen / pain
9 men / main
10 letter / later
11 pepper / paper
12 edge / age

Sound pair 17: /e/ and /æː/ 

For more about these sounds, see Units 6 and 7.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
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<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

Listen. Circle the word you hear.

8 bed / bird
9 ten / turn
10 went / weren't
11 west / worst
12 lend / learned

Sound pair 18: /e/ and /ʌ/

For more about these sounds, see Units 4 and 6.

Listen to the sounds and words in the box.

Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Listen. Circle the word you hear.

6 better - butter
7 when - one
8 net - nut
Sound pair 19: /ʒ:/ and /æ/
For more about these sounds, see Units 6 and 7.

Listen to the sounds and words in the box.

Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1       2       3       4       5

Listen. Circle the word you hear.
6 hurt / hat
7 bird / bad
8 heard / had

Sound pair 20: /ʒ:/ and /ɔ/ (or /o/)
For more about these sounds, see Units 7 and 8.

Listen to the sounds and words in the box.

Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1       2       3       4       5

Listen. Circle the word you hear.
6 bird / beard
7 her / here
8 were / we’re

Sound pair 21: /ɔ/ (or /o/) and /ɛɪ/
For more about these sounds, see Units 8 and 9.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1       2       3       4       5       6       7

Listen. Circle the word you hear.
8 stair / stay
9 hair / hey!
10 there / they
11 care / K
12 nowhere / no way
Sound pair 22: /ai/ and /ei/

For more about these sounds, see Unit 9.

Listen to the words in the box.

Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 I / A
9 white / wait
10 like / lake
11 buy / bay
12 high / hey!

Sound pair 23: /p/ and /b/

For more about these sounds, see Unit 11.

Listen to the words in the box.

Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 pay / bay
9 pen / Ben
10 P / B
11 pie / buy
12 pack / back

Sound pair 24: /p/ and /f/

For more about these sounds, see Units 11 and 14.

Listen to the words in the box.

Listen. You will hear two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 pear / fair
9 pull / full
10 past / fast
11 Pete / feet
12 copy / coffee
Sound pair 25: /t/ and /tʃ/  
For more about these sounds, see Units 12 and 18.

Listen to the words in the box.

Listen. You will hear two words from the box.  
If you hear the same word twice, write S (same).  
If you hear two different words, write D (different).

1  2  3  4  5  6  7  

Listen. Circle the word you hear.

8 toes / chose  
9 coat / coach  
10 beat / beach  
11 eat / each  
12 eats / each

Sound pair 26: /t/ and /d/  
For more about these sounds, see Unit 12.

Listen to the words in the box.

Listen. You will hear two words from the box.  
If you hear the same word twice, write S (same).  
If you hear two different words, write D (different).

1  2  3  4  5  6  7  

Listen. Circle the word you hear.

8 writing / riding  
9 two / do  
10 T / D  
11 wrote / road  
12 set / said

Sound pair 27: /t/ and /θ/  
For more about these sounds, see Units 12 and 15.

Listen to the words in the box.

Listen. You will hear two words from the box.  
If you hear the same word twice, write S (same).  
If you hear two different words, write D (different).

1  2  3  4  5  6  7  

Listen. Circle the word you hear.

8 taught / thought  
9 taught / thought  
10 tree / three  
11 boat / both  
12 mats / maths
Sound pair 28: /k/ and /g/

For more about these sounds, see Unit 13.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 cold / gold
9 back / bag
10 class / glass
11 class / glass
12 docks / dogs

Sound pair 29: /f/ and /v/

For more about these sounds, see Unit 14.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 few / view
9 leaf / leave
10 ferry / very
11 safe / save
12 lift / lived

Sound pair 30: /s/ and /θ/

For more about these sounds, see Units 15 and 16.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Listen. Circle the word you hear.

8 sing / thing
9 sort / thought
10 sick / thick
11 some / thumb
12 mouse / mouth
Sound pair 31: /s/ and /z/
For more about these sounds, see Unit 16.

Listen to the words in the box.
Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1
2
3
4
5
6
7

Listen. Circle the word you hear.
8 place / plays
9 Sue / zoo
10 niece / knees
11 piece / peas
12 ice / eyes

Sound pair 32: /s/ and /ʃ/
For more about these sounds, see Units 16 and 17.

Listen to the words in the box.
Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1
2
3
4
5
6
7

Listen. Circle the word you hear.
8 so / show
9 seat / sheet
10 suit / shoot
11 save / shave
12 sign / shine

Sound pair 33: /ʃ/ and /tʃ/
For more about these sounds, see Units 17 and 18.

Listen to the words in the box.
Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1
2
3
4
5
6
7

Listen. Circle the word you hear.
8 shoes / choose
9 share / chair
10 sheep / cheap
11 cash / catch
12 wash / watch
Sound pair 34: /ŋ/, /ŋ/ and /ŋk/

For more about these sounds, see Unit 19.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 2 3 4 5 6 7

Listen. Circle the word you hear.

8 ran / rang
9 thin / thing
10 thing / think
11 sing / sink
12 sun / sung

Sound pair 35: /m/, /n/ and /ŋ/

For more about these sounds, see Unit 19.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 2 3 4 5 6 7

Listen. Circle the word you hear.

8 might / night
9 mice / nice
10 mine / nine
11 some / sung
12 swim / swing

Sound pair 36: /l/ and /r/

For more about these sounds, see Unit 21.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 2 3 4 5 6 7

Listen. Circle the word you hear.

8 light / right
9 long / wrong
10 lock / rock
11 collect / correct
12 alive / arrive
Sound pair 37: /h/ and /-/

For more about this sound, see Unit 20.

Listen to the words in the box.

Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ______ 2 ______ 3 ______ 4 ______ 5 ______ 6 ______ 7 ______

Listen. Circle the word you hear.

8 hey! / A
9 heating / eating
10 hold / old
11 hate / eight
12 heart / art
These are the commonest pronunciations of letters in words. But there are lots of exceptions, and you will often need to check the pronunciation of words in a dictionary. You can listen to the examples on the recording.

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Sound</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>/æ/</td>
<td>bag</td>
</tr>
<tr>
<td>a + consonant + e</td>
<td>/ei/</td>
<td>late</td>
</tr>
<tr>
<td>a</td>
<td>/a/</td>
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</tr>
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<td>start</td>
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<td>/s/</td>
<td>cent, cinema, cycle</td>
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<td>/s/</td>
<td>nice</td>
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<td>/tʃ/</td>
<td>check</td>
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<td>do</td>
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<tr>
<td>e</td>
<td>/e/</td>
<td>end</td>
</tr>
<tr>
<td>e + consonant + e</td>
<td>/i/</td>
<td>me</td>
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<tr>
<td>e</td>
<td>/a/</td>
<td>these</td>
</tr>
<tr>
<td>e + consonant + e</td>
<td>/i/</td>
<td>happen</td>
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<td>/g/</td>
<td>get</td>
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<td>general</td>
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<td>/ɡ/</td>
<td>guess</td>
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<td>/i/</td>
<td>him</td>
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<tr>
<td>i + consonant + e</td>
<td>/ai/</td>
<td>time</td>
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<td>/iː/</td>
<td>piece</td>
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<td>first</td>
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<tr>
<td>Spelling</td>
<td>Sound</td>
<td>Examples</td>
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<tr>
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<td>/aɪ/</td>
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<td>May</td>
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<td>no</td>
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<td>uncle, bank</td>
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<td>/o/</td>
<td>top</td>
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<td>o + consonant + e</td>
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<td>nose</td>
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<td>/uː/</td>
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<td>/u/</td>
<td>foot</td>
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<td>/ɔː/</td>
<td>door</td>
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<td>/ʌʊ/</td>
<td>sound</td>
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<td>/juː/</td>
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</tr>
<tr>
<td>u</td>
<td>/juː/</td>
<td>music</td>
</tr>
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<td>/u/</td>
<td>pull</td>
</tr>
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<td>ue</td>
<td>/uː/</td>
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<td>/ɜː/</td>
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<td>/w/</td>
<td>white</td>
</tr>
<tr>
<td>x</td>
<td>/ks/</td>
<td>six</td>
</tr>
</tbody>
</table>
Spelling  | Sound  | Examples
--------|--------|--------
y       | /i/    | you    
y       | /ai/   | try    
y + consonant + e | /aɪ/  | type    
y       | /i/    | forty   
z       | /z/    | zoo     

Silent letters

A lot of English words have silent letters in the spelling – letters which are not pronounced. You can listen to these examples of common words with silent letters on the recording.

<table>
<thead>
<tr>
<th>Silent letter</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>climb, comb</td>
</tr>
<tr>
<td>d</td>
<td>Wednesday</td>
</tr>
<tr>
<td>g</td>
<td>foreign, sign</td>
</tr>
<tr>
<td>gh</td>
<td>daughter, eight, high, thought, through</td>
</tr>
<tr>
<td>h</td>
<td>hour</td>
</tr>
<tr>
<td>k</td>
<td>knee, know</td>
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<td>could, half, should, walk, would</td>
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<td>psychology</td>
</tr>
<tr>
<td>s</td>
<td>island</td>
</tr>
<tr>
<td>t</td>
<td>Christmas, listen, often</td>
</tr>
<tr>
<td>w</td>
<td>answer, two, write</td>
</tr>
</tbody>
</table>
The alphabet

Exercises

These exercises will give you practice with the names of the letters of the alphabet.

E5.1 Match the letters with the words that have the same pronunciation.

b  tea
c  pea
i  why
o  bee
p  eye
q  you
r  see
t  are
u  queue
y  oh

Check your answers with the Key.

E5.2 Listen and circle the letter that doesn't rhyme.

1 Which letter doesn't rhyme with a?  h j k w
2 Which letter doesn't rhyme with b?  c d e g j p t v
3 Which letter doesn't rhyme with u?  q w y

Check your answers with the Key.

E5.3 Listen and write the answers to the questions.

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

Check your answers with the Key.
**E5.4** Listen to 12 spellings and write the words. You’ll hear the spelling of each word twice – the first time faster, with the letters linked, like this: s_t_o_p, and the second time slowly, like this: s...t...o...p.

Try to write each word the first time, and use the second time to check.

**EXAMPLE**

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

Check your answers with the Key.

**E5.5** Spell these words aloud, first slowly and carefully, and then faster, linking the letters. Remember that we say gg, for example, as double g.


Listen and check with the recording.

**E5.6** Listen to this story and then practise reading it yourself. Notice the pauses between the lines, and the stresses in bold (see Unit 33).

One day
Leonard Bernstein,
the famous conductor,
was rehearsing with an orchestra.
Different sections of the music are marked with the letters A, B, C and so on.
At one moment, Bernstein stopped the orchestra and said,
"F wasn’t very good,
G was better,
H was OK,
and I was fantastic!"
The whole orchestra started laughing –
Bernstein couldn’t understand why.
Pronouncing numbers

The information and exercises (on page 134) in this section will help you to pronounce different types of numbers.

100 1,000 1,000,000

We add /ə/ before hundred, thousand and million. Listen and repeat.

100 a hundred
1,000 a thousand
1,000,000 a million

Numbers over 100

When we say numbers over 100, we add the weak form of and /ən/ before the last two figures (but not always in American English). Listen and repeat.

101 101 and a hundred and one
350 350 and three hundred and fifty
529 529 and five hundred and twenty-nine
2,491 2,491 and two thousand, four hundred and ninety-one
7,512 7,512 and seven thousand, five hundred and twelve
27,403 27,403 and twenty-seven thousand, four hundred and three

Years

We say years differently from numbers.
The number 1764 is one thousand seven hundred and sixty-four
but the year 1764 is seventeen sixty-four.
Listen and repeat.

1764 17/64 seventeen sixty-four
1890 18/90 eighteen ninety
1900 19/00 nineteen hundred
1907 19/07 nineteen oh seven

But starting from 2000, we say years the same as numbers.

2000 2000 two thousand
2007 2007 and two thousand and seven

Telephone numbers

We say each number separately and pause between groups of numbers. For 0 we say oh. Listen and repeat.

01425 365 7098 oh one four two five, three six five, seven oh nine eight

For 33 or 77, for example, we say double three or double seven, etc. Listen and repeat.

0609 655 400 oh six oh nine, six double five, four double oh

Temperatures

For 0 we say zero. Listen and repeat.

14° fourteen degrees
0° zero
-12° minus twelve (degrees) / twelve (degrees) below zero
Ordinal numbers

Listen and repeat.

<table>
<thead>
<tr>
<th>Ordinal Number</th>
<th>English Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>first</td>
</tr>
<tr>
<td>2nd</td>
<td>second</td>
</tr>
<tr>
<td>3rd</td>
<td>third</td>
</tr>
<tr>
<td>4th</td>
<td>fourth</td>
</tr>
<tr>
<td>5th</td>
<td>fifth</td>
</tr>
<tr>
<td>13th</td>
<td>thirteenth</td>
</tr>
<tr>
<td>15th</td>
<td>fifteenth</td>
</tr>
<tr>
<td>20th</td>
<td>twentieth</td>
</tr>
<tr>
<td>21st</td>
<td>twenty-first</td>
</tr>
<tr>
<td>22nd</td>
<td>twenty-second</td>
</tr>
<tr>
<td>23rd</td>
<td>twenty-third</td>
</tr>
<tr>
<td>24th</td>
<td>twenty-fourth</td>
</tr>
<tr>
<td>31st</td>
<td>thirty-first</td>
</tr>
<tr>
<td>52nd</td>
<td>fifty-second</td>
</tr>
</tbody>
</table>

Dates

We can say dates in different ways. Listen and repeat.

22 May
- May the twenty-second
- the twenty-second of May
- May twenty-second (American English)

13 January
- January the thirteenth
- the thirteenth of January
- January thirteenth (American English)

30 January
- January the thirtieth
- the thirtieth of January
- January thirtieth (American English)

Fractions

Listen and repeat.

$\frac{1}{2}$ a half

$\frac{1}{4}$ a quarter

$\frac{3}{4}$ three quarters

In decimal numbers, we use the symbol '.', and we pronounce it point. Listen and repeat.

1.6 one point six

23.95 twenty-three point nine five

0.762 nought point seven six two

Percentages

Listen and repeat.

1% one per cent

50% fifty per cent

67.3% sixty-seven point three per cent
Exercises

E6.1 Listen and write the numbers you hear.
1 .................................................................
2 .................................................................
3 .................................................................
4 .................................................................
5 .................................................................

E6.2 Listen and write the numbers of the years.
1 .................................................................
2 .................................................................
3 .................................................................
4 .................................................................
5 .................................................................

E6.3 Listen and write the telephone numbers.
1 .................................................................
2 .................................................................
3 .................................................................
4 .................................................................
5 .................................................................

E6.4 Listen and write the numbers.
1 .................................................................
2 .................................................................
3 .................................................................
4 .................................................................
5 .................................................................
6 .................................................................
7 .................................................................
8 .................................................................
Pronouncing geographical names

Adjectives are often pronounced in a very similar way to the noun; they are not shown separately in the list. For example:

Austria /'östria/  Austria /'östrian/

But sometimes adjectives are pronounced differently; these are shown separately in the list. For example:

<table>
<thead>
<tr>
<th>Country</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada /'kænədə/</td>
<td>Canadian /'kænədiən/</td>
</tr>
<tr>
<td>Africa</td>
<td>/'æfrɪka/</td>
</tr>
<tr>
<td>America</td>
<td>/'ɑːmərɪka/</td>
</tr>
<tr>
<td>Argentina</td>
<td>/ˈaɾɡeɾtina/</td>
</tr>
<tr>
<td>Asia</td>
<td>/'æsɪa/</td>
</tr>
<tr>
<td>Atlantic</td>
<td>/ɔtˈlæntɪk/</td>
</tr>
<tr>
<td>Australia</td>
<td>/'ɔstrəliə/</td>
</tr>
<tr>
<td>Austria</td>
<td>/'ɔstrɪə/</td>
</tr>
<tr>
<td>Belgium</td>
<td>/'bɛldʒɔm/</td>
</tr>
<tr>
<td>Brazil</td>
<td>/'bɹəzɪl/</td>
</tr>
<tr>
<td>Canada</td>
<td>/'kænədə/</td>
</tr>
<tr>
<td>Canadian</td>
<td>/'kænədiən/</td>
</tr>
<tr>
<td>Caribbean</td>
<td>/'kærə'biən/</td>
</tr>
<tr>
<td>Chile</td>
<td>/tʃiˈli/</td>
</tr>
<tr>
<td>China</td>
<td>/'tʃaɪna/</td>
</tr>
<tr>
<td>Croatia</td>
<td>/ˈkroʊətʃə/</td>
</tr>
<tr>
<td>Cuba</td>
<td>/'kjuːba/</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>/tʃek rɪˈpʌblɪk/</td>
</tr>
<tr>
<td>Danish</td>
<td>/ˈdeɪnɪʃ/</td>
</tr>
<tr>
<td>Denmark</td>
<td>/'dɛnmark/</td>
</tr>
<tr>
<td>Dutch</td>
<td>/dʌtʃ/</td>
</tr>
<tr>
<td>Egypt</td>
<td>/ˈiːdʒɪpjt/</td>
</tr>
<tr>
<td>England</td>
<td>/'ɪŋɡlənd/</td>
</tr>
<tr>
<td>Europe</td>
<td>/'juəroʊp/</td>
</tr>
<tr>
<td>European</td>
<td>/'juəroʊpiən/</td>
</tr>
<tr>
<td>France</td>
<td>/fruːns/</td>
</tr>
<tr>
<td>French</td>
<td>/frentʃ/</td>
</tr>
<tr>
<td>Germany</td>
<td>/ˈdʒərəməni/</td>
</tr>
<tr>
<td>Greece</td>
<td>/ɡriːs/</td>
</tr>
<tr>
<td>Greek</td>
<td>/ɡreɪk/</td>
</tr>
<tr>
<td>Holland</td>
<td>/ˈhɔlnənd/</td>
</tr>
<tr>
<td>Hungarian</td>
<td>/ˈhʌŋɡərɪən/</td>
</tr>
<tr>
<td>Hungary</td>
<td>/ˈhʌŋɡərɪ/</td>
</tr>
<tr>
<td>India</td>
<td>/ˈɪndia/</td>
</tr>
<tr>
<td>Iran</td>
<td>/ˈɪræn/</td>
</tr>
<tr>
<td>Iranian</td>
<td>/ˈɪrəmɪən/</td>
</tr>
<tr>
<td>Iraq</td>
<td>/ˈɪræk/</td>
</tr>
<tr>
<td>Iraqi</td>
<td>/ˈɪrəkɪ/</td>
</tr>
<tr>
<td>Ireland</td>
<td>/ˈaɪrlənd/</td>
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<td>/aɪrɪʃ/</td>
</tr>
<tr>
<td>Israel</td>
<td>/'ɪzrəel/</td>
</tr>
<tr>
<td>Israeli</td>
<td>/'ɪzrəˈelɪ/</td>
</tr>
</tbody>
</table>
Italian
/ˈtʃaːliən/

Italy
/ˈtʃaːli/

Japan
/ˌdʒaːˈpæn/

Japanese
/ˌdʒaːpəˈnuːziə/

Korea
/ˈkærəriə/

Mediterranean
/ˌmedɪtəˈreiʃən/

Mexico
/ˈmeksɪkəʊ/

Netherlands
/ˌnjuːˈtelændz/

New Zealand
/ˌnjuːˈziːlænd/

Nigeria
/ˈnaːdʒɪəriə/

Norway
/ˈnarweɪ/

Norwegian
/ˈnɔːrviːdʒən/

Pacific
/ˈpæsɪfɪk/

Pakistan
/ˈpækɪstən/

Peru
/ˈpɜːruː/

Poland
/ˈpəʊlənd/

Portugal
/ˈpɔːtəɡəl/

Romania
/ˈroʊməniə/

Russia
/ˈrʌʃə/

Saudi Arabia
/ˈsɑːdi əˈreɪbiə/

Scotland
/ˈskəntlənd/

Slovakia
/ˈslaʊvækia/

Slovenia
/ˈslaʊvənja/

Spain
/ˈspæn/

Spanish
/ˈspænɪʃ/

Sweden
/ˈswɪdən/

Swiss
/ˈswɪs/

Switzerland
/ˈswɪtʃərənd/

Turkey
/ˈtɜːkiə/

Ukraine
/ˈjuːkraɪn/

United Kingdom
/ˈjuːnɪtɪd ˈkɪn̩dəm/

United States of America
/ˈjuːnɪtɪd ˈstəts əv ˈamerɪkə/

Wales
/ˈwelz/

Welsh
/ˈwelʃ/
Homophones are pairs of words with different spellings, and different meanings, but the same pronunciation. For example:

two  /tuː/
too  /tuː/

Listen. You will hear five pairs of sentences. For each pair, write the two homophones.

**Example**

You hear:
It's two o'clock. It's too late.

You write:

too too

1 __________________________
2 __________________________
3 __________________________
4 __________________________
5 __________________________
6 __________________________
7 __________________________
8 __________________________
9 __________________________
10 __________________________

Check with the Key. Then listen again and repeat the sentences.
1.1

<table>
<thead>
<tr>
<th>1 all</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 back</td>
<td>3</td>
</tr>
<tr>
<td>3 could</td>
<td>3</td>
</tr>
<tr>
<td>4 knee</td>
<td>2</td>
</tr>
<tr>
<td>5 sixty</td>
<td>6</td>
</tr>
<tr>
<td>6 thing</td>
<td>3</td>
</tr>
<tr>
<td>7 who</td>
<td>2</td>
</tr>
<tr>
<td>8 address</td>
<td>5</td>
</tr>
</tbody>
</table>

1.2

1 big 2 dress 3 friend 4 give 5 help 6 next 7 very 8 well

1.3

1 time 2 wash 3 push 4 many

1.4

1 tree 2 shoe 3 what 4 run 5 wait / weight 6 why 7 show 8 near

2.1

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

2.2

1 lift 2 minute 3 dictionary 4 window 5 biscuit 6 wings 7 mirror 8 litter

2.3

/i:/ sounds: green meet people pizza please repeat tea three.

/ə/ sounds: big busy dinner give in listen office repeat six

2.4

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

2.5

1 leave 2 near 3 letter

3.1

food June news room school soup spoon Tuesday two

3.2

1 Do you like fast food?
2 Are you coming to school?
3 It's Tuesday the second of June.
4 Let's watch the news.
5 Room two is over there.
6 Here's a spoon for your soup.

3.3

book cookery could good looking sugar
3.4 1 Do you take sugar?
    2 Could you help me? I'm looking for a good cookery book.

3.5 /u:/   /u/
    true  fout
    toothbrush  good
    soon  cook
    lose  push
    through  pull
    put

3.6 1 pool  2 luck  3 soap

4.1 words with /u:/ artist  garden  March  part
    words with other vowel sounds: square  talk  warm  watch

4.2 words with /ʌ/ country  fun  money  mother
    words with other vowel sounds: business  home  lots  push

4.3 1 The butter's too hard.
    2 I'd love to buy that carpet!
    3 Their son's got dark hair.
    4 I first met my husband in Prague.

4.4 1 hat  2 far  3 cut  4 look  5 lock  6 butter

5.1 1 clock  2 gone  3 want  4 wanted  5 sorry  6 what

5.2 1 A: What time is it?
    B: I don't know. The clock's stopped.
    2 A: What have you got?
    B: A box of chocolates.
    3 A: Where's the doctor?
    B: He's gone on holiday.

5.3 1 thought  2 walked  3 caught  4 taught

5.4 1 bottle  2 salt (and pepper)  3 box (of shopping)  4 floor
    5 dog  6 ball  7 door

5.5 This is our kitchen. On the table there's a big box full of shopping, a bottle of wine and some salt and pepper. There's a ball on the floor and the dog's asleep in the corner behind the door.

5.6 1 not  2 luck  3 caught  4 short  5 work

6.1 1 hand  2 best  3 egg  4 man  5 men  6 many  7 have  8 next

6.2 7 10 11 12 17 20 70

6.3 1 e  2 f  3 d  4 a  5 h  6 c
    1 The first plan was the best.
    2 He said 'Thank you.'
    3 How many stamps do you need?
    4 I haven't got any milk.
    5 I'll be back again tomorrow.
    6 My friends live in a flat over there.
6.4 1 man 2 cut 3 had 4 paper 5 head 6 set 7 butter

7.1 words with /ɒː/: 1 church 3 dirty 5 nurse 7 shirt 9 third 2 curtains 4 girl 6 purse 8 surfer

words with /æː/: 1 door 2 floor 3 four 4 horse 5 shorts 6 warm

words with /ɒː/: 1 car 2 large 3 March 4 parked 5 stars

words with other sounds: 1 beard 2 chair 3 near 4 pair 5 wearing

7.2 1 The nurse is sitting on a chair next to the girl. 2 The boy’s wearing a pair of shorts and a dirty shirt. 3 There’s a man with a beard standing near the door. 4 The girl’s purse is on the floor next to the bed. 5 It’s warm in the room. 6 The date is the third of March. 7 There’s a picture of a surfer, and a picture of four horses. 8 There are flowers on the curtains. 9 Through the windows, you can see a church, with a large car parked outside. There are some stars in the sky.

7.3 1 34 2 13 3 1st 4 30 5 3rd 6 21st 7 14 8 37

7.4 1 shirts 2 first 3 beard 4 head

8.1 /eə/ 1 Dear 2 really 3 theatre 4 near /eə/ 1 Mary 2 upstairs 3 there 4 Sarah

8.2 1 She’s got fair hair. 2 The chairs are under the stairs. 3 How many years have you lived here? 4 There’s a man with a beard sitting in the square. 5 Speak up! I can’t hear you. 6 It’s a clear day – you can see for miles.

8.3 1 See you next year. /ɪə/ 2 We’re from England – what about you? no /ɪə/ 3 Bye – take care! /ɪə/ 4 Bye – take care! no /ɪə/ 5 Where shall we meet? no /ɪə/ 6 Where shall we meet? /ɪə/

8.5 1 near 2 bird 3 wear

9.1 1 Waiting for the train 3 Raining in Spain 5 Baking a cake 2 Taking a break 4 Making a mistake

9.2 1 write 2 try 3 find 4 buy 5 fly
9.3 1 The plane left in the evening and arrived the next morning. It was a night flight.
2 It's best to drink white wine with fish.
3 Fourteen kilometres is about eight miles.
4 There was no rain yesterday. It was a dry day.
5 I think I'm lost – is this the right way to the beach?
6 We've had a great time, thanks. Bye!

9.4 /e/ 1 radio 2 table 3 cake 4 train 5 plane 6 suitcase
/l/ 7 light 8 wine 9 ice
/a/ 10 boy 11 coins 12 toys

9.5 1 gate 2 wear 3 my

10.1 1 gone 2 snow 3 lost 4 some

10.2 It's an old town on the coast. The houses are built with brown stone. You can get there by train, coach or boat. In winter there's a lot of snow and sometimes the road over the mountains is closed.

10.4 1 coast 2 boot 3 woke

11.1 1 bill 6 pay 11 butter 16 boots
2 piece 7 but 12 part 17 pool
3 buy 8 pack 13 book 18 beard
4 purse 9 bomb 14 party 19 put
5 hand 10 pepper 15 back 20 bought

11.2 1 Can you help me paint the bedroom wardrobe?
2 Brian's blond, and he's got a big beard.
3 We're going to the pub. It's my brother's birthday.
4 Where did I put my black boots?
5 We asked the waiter to bring the bill, and it was double what we expected!

11.3 1 We'll have to change that bulb.
2 Looking for a job?
3 It isn't on the map.
4 Shall we give him a tip?
5 Do we have to walk up that hill?
6 Stop the bus – I want to get off!
7 I hope you have a good time!
8 Help yourself!

11.4 1 bears 2 pear 3 copies

12.1 1 2001 was the first time I went to Britain.
2 I found some money in the street.
3 I worked hard last week.
4 Do you know a good place to eat near here?
5 I live in West Road.
6 Is this the right house?
7 Do you want some bread?
8 Do you like my new hat?

12.2 1 wide 2 wrote 3 set 4 said 5 white 6 send 7 road 8 sent
12.3  1 They send us emails every day.
     2 I spent all my money on CDs.
     3 When it stopped snowing we went for a walk across the wide fields.
     4 People build houses next to the beach.

12.5  1 watch   2 wide   3 dry   4 writing   5 taught

13.1  1 give    2 big    3 get    4 comb
      5 keys    6 cake   7 kiss    8 ache
      9 guest   10 back  11 coffee  12 again
     13 walk   14 called 15 bag    16 bigger
     17 cold   18 carry  19 work   20 grey

13.2  1 Can I carry your bags?
      2 Give me a big kiss.
      3 You gave me cold coffee again.
      4 A grey cat with green eyes walked into the garden.
      5 The guests would like eggs for breakfast.

13.3  1 Shall we walk?
      2 I came by bike.
      3 When you go out, take the dog.
      4 I'm going to buy a new desk tomorrow.
      5 A: You don't take milk in your tea, do you? B: I do, in fact.
      6 It's only seven o'clock and it's already dark.
      7 Listen and check.
      8 Mark your answer with a tick.

13.4  1 back    2 gold

14.1  1 five    2 visit  3 first  4 free   5 leave   6 photo

14.2  1 A fine view   2 Driving too fast   3 Knives and forks
      4 Five voices   5 A few vegetables  6 The lift to the seventh floor

14.4  1 few     2 leave  3 coffee

15.1  1 month   2 then   3 thin   4 they   5 with   6 birthday

15.2  words with /əʊ/: thinking maths bathroom things tooth teeth fourth fifth

15.3  1 The weather will be fine for the next three days. Then, on Thursday, there'll be some rain in the north. The south will be dry and sunny, but only about thirteen degrees.
      2 A: I'm thinking of going to the theatre tonight.
         B: Me too! Let's both go together!
      3 A: Are you thirsty? B: No, thanks.
      4 A: These are my mother and father, about thirty years ago. And this is my older brother - he was about three years old.
         B: And the baby - is that you? A: Yes, that's me, with my thumb in my mouth!

15.4  1 thing    2 tree

16.1  1 say     2 sat    3 leaves  4 east   5 times   6 glasses

English Pronunciation in Use (Elementary)
16.2 1 Saturday, Sunday  
2 Tuesday, Wednesday, Thursday  
3 August, September, December  

16.3 1 these /ˈðez/  
2 size /zaɪz/  
3 style /staɪl/  
4 please /pliːz/  
5 isn't /ɪznt/  
6 pronounce /prəˈnɒsnaʊnt/  
7 dress /drɛz/  
8 it's /ɪts/  
9 certainly /ˈsɜːrtənli/  
10 words /wɜːdz/  

16.4 1 A: Do you like this dress? B: The style suits you, but it's the wrong size, isn't it?  
2 A: Can you pronounce these words for me, please? B: Yes, certainly.  

16.6 1 plays  
2 zoo  
3 so  
4 thing  

17.1 1 fish  
2 station  
3 finish  
4 shout  
5 short  
6 dish  

17.2 Take your cash.  
Go to the shop.  
Buy some fresh fish and some fresh mushrooms.  
Take them home.  
Wash them.  
Cook them for a short time.  
Put them in a dish.  
Eat them.  
Shout, 'Delicious!'  

17.3 1 Yes, we're an international business. We're based in Russia, but we fly to anywhere in Asia and the Pacific Ocean.  
2 A: Why are you shouting at that machine? B: It's eaten my cash!  

17.4 1 shoe  
2 shoes  

18.1 1 watch  
2 job  
3 chips  
4 large  
5 juice  
6 jazz  
7 chair  
8 age  

18.2 1 get  
2 Christmas  
3 give  
4 picture  

18.4 words with /tʃ/: teacher chair chicken cheap Dutch chips cheese  
words with /dʒ/: lounge bridge large juice language orange dangerous  

18.5 1 orange juice  
2 Dutch cheese  
3 A cheap chair  
4 a language teacher  
5 chicken and chips  
6 A dangerous bridge  
7 a large lounge  

18.6 1 watch  
2 choose  
3 what's  
4 coats  

19.1 1 moon  
2 wrong  
3 drink  
4 uncle  
5 knives  
6 comb  
7 thing  
8 stronger  

19.2 words with /n/: knee nose  
words with /ŋ/: tongue ring ankle  

19.3 1 A warm evening  
2 A wrong answer  
3 My hungry uncle  
4 A single room  
5 Nine languages  

19.4 1 The woman's listening to the radio and reading.  
2 The phone's ringing.  
3 The cat's drinking.  
4 It's snowing.
Key

19.5 1 rang 2 think 3 night 4 sung 5 some

20.1 1 hat 2 how 3 home 4 half 5 high / hi 6 who

20.2 A: Excuse me, can you tell me how to get to the castle?
B: Yes. Go past the hotel and the hospital, then there's a road behind those houses.
You go up a hill, and the castle's at the top.
A: Thanks for your help!

20.3 1 A helping hand 2 A happy holiday 3 How many hours? 4 History, perhaps?
5 Half a house 6 How did it happen? 7 Hi! Who's at home?

20.4 1 ear 2 high

21.1 1 late 2 light 3 large 4 cold 5 table 6 apple 7 learning 8 below

21.2 1 Did you say the letter box or the litter bin?
2 Hello. My name's L. I'm the twelfth letter of the alphabet.
3 There's an apple in the middle of the table.
4 Would you like a single room or a double?
5 What's in that little bottle?

21.3 My bus was late.
I lost my wallet.
I fell off a ladder.
I caught a cold.
I fell asleep at work.
That's life!

21.4 1 light 2 correct

22.1 1 Hey, look! I found these old rock records in a rubbish bin!
2 Rain again - what terrible weather!
3 Are you really sure this is the right address?
4 Stop running round the room! We've got to get ready to go out.
5 A: Oh, no, I've lost an earring. B: I'm afraid Anna borrowed it.
6 A: Hurry up! B: Why? It isn't a race. A: We're already late! B: Don't worry, they'll wait till we arrive.

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

22.3 1 right 2 long 3 correct

23.1 1 news 2 few 3 yet 4 weekend 5 tunes
6 when 7 music 8 west 9 yellow 10 year

23.2 1 A: When's your interview?
B: It's on Wednesday, at quarter past one.
A: Good luck!
2 A: Are you going away for the weekend?
B: Yes.
A: Where?
B: I don't know yet.
3 A: Hi! Where are you?
   B: We're in west Wales.
   A: What's the weather like?
   B: Yesterday was wet and windy, but today's beautiful.
4 A: Can you read music?
   B: No, but I remember a few tunes from when I was young.

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

24.1 1 Tuesday  2 fifty  3 expensive  4 centimetre  5 pencil
   6 December  7 September  8 bedroom  9 October  10 exam

24.2 1 mountains  2 reception  3 accident  4 postcard  5 sunglasses, umbrella

24.3 1 A: How's your English?
   B: I think I need to practise more – I have problems with making sentences, and tenses, and
pronunciation, and listening, and answering questions, and conversation, and I make too
many mistakes ...
   A: Don't worry, it's not so bad! You're almost an expert!
2 A: Where's my passport?
   B: I don't know. In your suitcase, maybe?
   A: Where's my suitcase?
   B: Upstairs, in the wardrobe.
   A: Right. And where's the envelope that was on the kitchen table?
   B: In the wastepaper basket – was it important?

25.1 1 Is that your dress?  7 Is that your address?
   2 Is it going to rain?  8 How did you sleep?
   3 A few miles.  9 A few smiles.
   4 I went to a cool party.  10 I went to a school party.
   5 Are you asleep?  11 Is he your twin?
   6 Are you going by train?  12 Is he going to win?

25.2 A different order is also possible.
1 pay, play, plane, plate, rain, train, late, paint, eight
2 see/sea, tea, feet, seat, three, free, tree, street, eat
3 so, low, no/know, slow, soap, slope, nose/knows
4 lie, fight, right, light, flight

25.3 1 plane  2 blue  3 drink  4 twelfth  5 free  6 o'clock  7 speak  8 floor

26.1 1 cold  2 colder  3 dancer  4 dance  5 older
   6 old  7 centre  8 centre  9 fast  10 faster

1 Yesterday was cold, but today's colder.
2 My wife's a good dancer but I can't dance at all.
3 I'm older than you, but not too old to learn English.
4 I sent my daughter to buy some things in the shopping centre.
5 The bus is fast but the train's faster.
26.3 1 A: Have you seen that film? B: No, I haven’t.
2 A: Be there at six. B: Is that when it starts?
3 A: Have you been to France? B: Yes, once.
4 A: How do you say ‘Hello’ in French? B: I can’t speak French.
5 A: Have some of these biscuits. B: No, thanks, I don’t like them.
7 A: What’s for lunch? B: Fish and chips.
8 A: I only slept six hours last night. B: I didn’t sleep at all!
9 A: What colour are your new gloves? B: Pink and orange!

26.4 1 physics  2 isn’t  3 thousands  4 boots  5 banks  6 silence  7 west

27.1 1 See you next week.
2 Have a good time.
3 Have a great holiday.
4 Give me a call.
5 Send me an email.
6 Tell me how you are.
7 Write me a letter.
8 Bring me a present.

27.2 1 It’s really warm today.
2 Try this sentence.
3 I don’t know what to do.
4 Look through all the photos.
5 Check the answer.
6 I’d like to ask you something.
7 Is this the right place?
8 I haven’t listened to this CD yet.
9 The meeting’s on Monday.
10 The potatoes aren’t cooked yet.

27.3 A different order is also possible.

<table>
<thead>
<tr>
<th>this month</th>
<th>next month</th>
<th>last month</th>
</tr>
</thead>
<tbody>
<tr>
<td>a big town</td>
<td>an old town</td>
<td>a small town</td>
</tr>
<tr>
<td>a young cat</td>
<td>a white cat</td>
<td>a big cat</td>
</tr>
<tr>
<td>a black cat</td>
<td>an old cat</td>
<td>a small cat</td>
</tr>
<tr>
<td>cheap clothes</td>
<td>white clothes</td>
<td>big clothes</td>
</tr>
<tr>
<td>black clothes</td>
<td>old clothes</td>
<td>small clothes</td>
</tr>
</tbody>
</table>

28.1 1 eyes 1  6 glass 1
2 why 1  7 glasses 2
3 white 1  8 university 5
4 write 1  9 business 2
5 writing 2  10 information 4

28.2 1 Saturday  2 Two  3 Eleven, seventeen  4 W (‘double u’)  5 March, May, June
I remember once on my first visit to England, soon after I started learning English, my landlady went shopping and she came back with a big bag full of things, but she forgot to buy some soup — she needed a tin of tomato soup. So I said, "I'll go to the shop and buy it for you," because I wanted to be helpful and it was a chance to practise my English a bit. So I went to the little shop round the corner and asked the shopkeeper for tomato soup. But he seemed surprised, he didn't understand, and I repeated again and again 'soup, tomato soup' until he gave me some red soap, and I realised I'd confused 'soup' and 'soap' and I was asking for 'tomato soup'. I felt terrible, I wanted to run out of the shop, but my landlady wanted her soup, so I said, 'Thank you. And tomato soup, please' — this time with the correct pronunciation — and he gave me the soup. I paid and went back to the house and said to the landlady, pronouncing very carefully, 'Here's your soup, and I bought you this soap as a present,' and she said, 'Ooh, thank you very much, that's very nice of you!'
31.2  
Ooo   oOo  
adjective  eleven  
alphabet  important  
cinema  reception  
furniture  remember  
grandmother  tomorrow

31.3  
1  We had a delicious meal on Saturday.  
2  We normally go on holiday by car, but this time we’re going by bicycle.  
3  I did ten grammar exercises yesterday.  
4  Is Switzerland an expensive country?  
5  My son’s seventeen and my father’s seventy.  
6  I had a long telephone conversation this afternoon.

31.4  
Oooo  January  February  
oOo  September  October  November  December

32.1  
1  half-price  2  second class  3  mobile phone  4  city centre

32.2  
earrings  wine  bar  handbag  birthday  present  boyfriend

A: Oh no, I can’t find my earrings!  
B: Have you looked in your handbag?  
A: Of course!  
B: Maybe you left them in that wine bar last night?  
A: Oh no, maybe I did!  
B: Are they important?  
A: Yes – they were a birthday present from my boyfriend!

Checklist
Have I …  
… set the alarm clock?  
… and put it on the bedside table?  
… put my plane ticket in my trouser pocket?  
… packed my toothbrush?  
… put my suitcase by the bedroom door?  
… switched the CD player off?  
… phoned the taxi driver to say ‘Be here at six’?

Have I …  
Have I …  
… Where’s my checklist?!

33.1  
A few years ago I read in a newspaper that the staff at a library in a small town in the west of England had noticed that the number of visitors to the library was going down and down, and the number of books they were borrowing was going down even faster. They couldn’t understand this, so they decided to do some research to find out the reason. They interviewed people and asked them to fill in questionnaires and so on. And guess what they discovered. The reason was simply that everybody had read all the books already!  

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

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

34.1
1 Choose the correct answer and tick it.
2 Which page is it on?
3 How do you spell it?
4 How do you pronounce it?
5 What does it mean?
6 I can't understand this.
7 Look it up in your dictionary.
8 It isn't easy to speak English.
9 Listen — which language is that?
10 Don't worry if you make a mistake.

34.2
1 A: What do you think of yoga? B: I don't know, I've never tried it.
2 A: What happened to my favourite cup? B: It fell off the table.
3 A: Which film shall we go to? B: I don't mind. I've seen all of them before.
4 A: You look pleased. B: Yes, I've found a new job.
5 A: What did you do last night? B: I just stayed at home.
6 A: Where did you buy that hat? B: I made it myself!
7 A: Does your dog like biscuits? B: I don't know, I've never asked it.
8 A: How did you get here? B: I swam across the river.

34.3
1 Where are you going?
2 Where shall we go?
3 Where did I put my scissors?
4 I don't know where I put my scissors.
5 Have another biscuit.
6 Have another apple.
7 They're all coming with us.
8 They're coming with us.
9 Are you sure?
10 Are you sure about that?

35.1
1 A: Do you often go swimming? B: Not really, I only go once or twice a month.
2 A: What's the eighth letter in the alphabet? B: Maybe it's G or H or I or J?
3 A: When do you go on holiday? B: We usually go in July or August.
4 A: What's your new address? B: Twenty-eight, Sea Avenue.
5 A: Try to answer soon. B: OK, I'll send you my answer by email.
6 A: Look! There's snow on the mountains. B: Really? I can't see anything.
35.2
1 Is it blue or grey?
2 What day is it today? Thursday or Friday?
3 Coffee or tea?
4 Where's my interview suit?
5 Play a song for me.
6 Hello. Reception? Which city is this?
7 See you in the evening.
8 Why do we always have to get up so early?

35.3
1 A: Are you the new assistant? B: Yes, I am.
2 A: Is he in the same class as you? B: No, he isn't.
3 A: Am I late? B: No, you aren't. Come in.
4 A: Is she coming with us? B: Yes, she is.
5 A: These chairs aren't very comfortable, are they? B: No, they aren't.

36.1
1 OooO
what's the matter?
see you later
tell the others
feeling better
come for dinner
round the corner
go and find it
what's the problem?
one pound forty
half a kilo
sixty-seven
breakfast's ready

2 OooO
what shall we do?
stand in the queue
what about you?
nothing to do
anyone there?
ready to go
on the TV
two and a half
asking for more
now and again
leave it to me
quarter to four

36.2
Pass me the jam, Pam
Wait in the queue, Sue
See you again, Jen
Leave it to me, Lee
What would you like, Mike?
When shall we meet, Pete?
Over the hill, Bill
Where have you gone, John?
Soon as you can, Van
Almost forgot, Scott
Lend me your pen, Ben
Where shall we go, Flo?
Get a new job, Bob
How do you feel, Neil?
What have you got, Dot?

36.3
Take me to the show, Jo
Thank you for the food, Jude
See you in the park, Mark
Really like the hat, Pat
See you on the train, Jane
When will you be back, Jack?
Always on the phone, Joan
When did you arrive, Clive?
Have a glass of juice, Bruce.
37.1
1 A: Are you (w) going to talk to him (w)? B: No, I think he (s) should talk to me (s) first.
2 A: Shall I phone her (w)? B: Yes, I (w) think you (w) should.
3 A: You (w) see those people over there? Do you (w) know them (w)? B: I know her (s), but I don’t know him (s).
4 A: What are you (w) going to give him (w)? B: I think I’ll give him (w) a shirt. What about you (s)?
5 Let him (w) come in and ask him (w) what he (w) wants.
6 She (w) says she’ll (w) bring her (w) money tomorrow.
7 I’m tired… shall we (w) go now?
8 Everybody’s leaving. What about us (s)? Shall we (s) go, too?
9 Tell us (w) when you’re (w) ready.
10 A: Who broke that window? B: He (s) did! C: No, I didn’t, she (s) did!

37.2
1 What do you think about it?
2 Where shall we go tonight?
3 He’s ready for you now.
4 Where is he?
5 Tell them to come in.
6 Are you feeling all right?
7 Tell me the news.
8 I know her phone number but not her address.

38.1
1 They went out and (w) left their (w) children at (w) home.
2 Don’t sit there — that’s his (s) seat.
3 Is this the train to (s) London or from (s) London?
4 I didn’t say at (s) five o’clock, I said about five o’clock.
5 What are (w) you going to (w) do?
6 His (w) first name’s Jack, but I don’t know his (w) second name.
7 Would you like some (w) more tea?
8 Bring your (w) umbrella — it’s going to (w) rain.
9 Excuse me — is this your (s) umbrella?
10 Can you go and (w) buy some (w) bread and (w) milk, please?
11 You’ve bought some (w) flowers — who are they for (s)?
12 I bought them (w) for (w) you (s)!

39.1
On the recording it says:
There are four people in the car.
There’s a woman sitting in the house.
There are some children walking along the road.
There are no clouds in the sky.
There’s another house on the right.

39.2
There’s a cat on the mat.
There’s a fish in a dish.
There’s a dog in the fog, and a mouse in the house.
There’s a film on TV.
You can sit on my knee.
There are two cups of tea.
One for you, one for me.

English Pronunciation in Use (Elementary)
39.3  1 Tessa's taller than Terry, but she isn't as tall as Ted.
2 Ted's older than Tessa, but he isn't as old as Terry.
3 A: What's the longest tunnel in the world?
   B: The Channel Tunnel, between England and France?
   A: No, there's a longer one than that.
   B: Is there, really?
   A: Yes, there is, in Japan.
4 A: How many dollars are there in a pound?
   B: I think there are about one and a half ... or maybe there are one and a half pounds in a dollar?

39.4 A: What are you doing there?
B: There's a spider in the room.
A: Is there? Where?
B: There, look!
A: No, there isn't!
B: Yes, there is!
A: Well, actually, there are two -- one there and one there!

40.2 A: I'm better than you!
B: No, you aren't!
A: I am (s). I've got more toys than you!
B: No, you haven't!
A: Yes, I have (s)! And I can (w) speak twenty languages!
B: You can't! Nobody can (w) speak twenty languages!
A: I can (s). And I could (w) walk when I was (w) three weeks old!
B: You couldn't! That's impossible!
A: I could (s)! You don't know -- you weren't there!
B: I was (s)! I'm older than you!
A: No, you aren't!
B: Yes, I am (s)! I'm (w) eight. How old are (w) you?
A: I'm (w) eight hundred.
B: What do (w) you mean? Nobody can (w) be eight hundred years old!
A: Don't argue!
B: I'm (w) not arguing!
A: Yes, you are (s)!

40.3  1 I could (w) speak English when I was (w) twelve.
2 I wasn't very well yesterday, but I am (s) today.
3 A: Are (w) these your gloves? B: Yes, they are (s). Thanks!
4 A: I don't think you were (w) at the lesson last week, were (s) you? B: I was (s)!
5 A: I didn't think the singers in the band were (w) very good. B: Oh, I thought they were (s)!
6 A: Have (w) you got a pen? B: Just a minute, I think I have (s), somewhere.
7 A: Has (w) the lesson started? B: Yes, it has (s), but you can (w) go in.
8 A: Where does (w) he live? B: Near the old town hall. Do (w) you know where that is? A: Yes, I do (s).

41.1  1 A: Why haven't you done the shopping? B: I have done the shopping. It's on the kitchen table.
2 A: The weather's better than last year, isn't it? B: It certainly is.
3 A: Right then, I'm going. Are you coming with us? B: No, I'll see you later.
4 A: What's the time? B: It's twenty to seven.
5 A: They aren't ready yet. B: We are ready!
6 A: I'd love to go somewhere warm for a change. B: I would, too!
7 A: I'm afraid they haven't arrived yet. B: They have. They're here now!
8 A: Let's go. B: I don't think the concert's finished yet, has it? A: It has, actually.
41.2  1 What do you want to do tomorrow?
     2 We'll just have to wait and see.
     3 I was late because there was a lot of traffic.
     4 Bring them all to the party.
     5 I haven't seen him for ages.

42.1  1 Let's see who finishes these exercises first.
     2 The bar closes when the last customer leaves.
     3 Don't make promises you can't keep.
     4 Nobody uses a typewriter nowadays, do they?
     5 My dad's so tall that when he reaches his hand up he touches the ceiling.

42.2  1 Joyce and Mike are Dennis's parents. / Joyce and Mike are Dennis's mother and father.
     2 Tom is Dennis's brother.
     3 James and Joyce are Mr and Mrs Birch's children. / James and Joyce are Mr and Mrs Birch's son and daughter.
     4 Dennis is George's grandson.
     5 Joyce is Mike Jones's wife.

42.3  1 Charles's 7 The camera's Charles's.
     2 Rose's 8 The jacket's George's.
     3 Charles's 9 The shoes are Jez's.
     4 George's 10 The skis are Rose's.
     5 Jez's 11 The suitcase is Jez's.
     6 Jez's 12 The map's Charles's.

43.1  1 I watched an interesting film. ✓
     2 I watched the news. ✗
     3 I walked to the end of the road. ✗
     4 The car stopped in the middle of the road. ✓
     5 I phoned the police. ✗
     6 They helped me a lot. ✗
     7 They asked a lot of questions. ✓
     8 It rained all day. ✓

43.2  1 They played very well.
     2 We cleaned all the rooms.
     3 We always cook a big meal for the whole family.
     4 I need some help with the housework.
     5 I listened to the radio.
     6 I wanted to have a word with you.
     7 They arrive early in the morning.
     8 I never missed the lesson.

43.3  1 We usually finished before the others.
     2 You pronounce my name wrong.
     3 I added a bit of onion to the recipe.
     4 I like those people but they always stay too long.
     5 I loved the music in the film.
     6 We talked for hours and hours.
     7 I pass your house on my way to work.
     8 They lived by the sea.

44.1  1 A: How about meeting on Tuesday or Thursday at one o'clock?
     B: I can come on Tuesday, but not before two o'clock.
     2 A: Let's go to the beach and have a swim.
     B: Well, I'll come to the beach with you, but I'll probably just do some sunbathing.
     3 A: Which shop are you talking about? Is it on the corner?
     B: Well, it isn't on the corner, exactly, but it's very near there.
     4 A: When I was at school I was good at maths and physics.
     B: I was good at maths, but my best subject was music.
44.2 1 A: Maybe we could have dinner on Thursday or Friday?
B: Well, I'm free on Thursday.
2 A: Let's have a quick drink at the pub and then go somewhere to eat.
B: Well, I've got time to go to the pub for half an hour.
3 A: Are the shops open in the evenings and on Sundays?
B: Well, I know they're open in the evenings.
4 A: My favourite school subjects were history and geography.
B: Really? I liked geography ...

44.3 1 A: It's freezing today!
B: It's pretty cold, yes, but it's good weather for walking, so let's go!
2 A: Did you go to university in Europe?
B: I didn't study there, no, just travelled around.
3 A: Did you come on the ferry?
B: No, I like travelling by sea, but it takes too long.
4 A: We've got plenty of time - we're leaving at four.
B: That's the departure time, yes, but we have to be there by three.

44.4 1 A: Are the shops open at the weekend?
B: I know they're open on Saturdays.
2 A: What did you think of the band?
B: The singer was good.
3 A: Have you been sightseeing yet?
B: We've been to the castle - that's all we had time for today.
4 A: Can I have something non-alcoholic?
B: We've got some orange juice ... or some mineral water ...
46.2  A: I was lying in bed last night, round about midnight, and I heard a knock at the door.
B: Oh? Did you?
A: Yes, and I thought, 'That's unusual.'
B: What did you do?
A: Well, I went downstairs, and looked through the window, and it was dark, of course, but I could see a bus in the street, with its lights off and no passengers, and a man standing at my door, with a sort of official-looking cap on his head.
B: Sorry?
A: A cap, you know, like bus drivers wear.
B: Oh, I see. What happened?
A: Well, I opened the door, and he said, 'Mr Johnson?', and I said, 'Yes?' And he said, 'Here's your wallet. I finished work at midnight and I found it on my bus.' What do you think about that?
B: That's amazing!

47.1  1 A: How was the match?
B: The first half was quite good, but the second half was really good.
2 A: How was the match?
B: The first half was quite good, but the second half was terrible.
3 A: Can I come and discuss this tomorrow?
B: I won't be here tomorrow, but my colleague will be.
4 A: Can I come and discuss this tomorrow?
B: I won't be here tomorrow, but I'll be back on Thursday.
5 A: Have you seen that film?
B: I've seen it, but I can't remember much about it.
6 A: Have you seen that film?
B: I haven't seen it, but I'd like to.
7 A: Are you having trouble?
B: I know what this word means, but I don't know how to pronounce it.
8 A: Are you having trouble?
B: I know what this word means, but I don't know any of the others!
9 A: What did you think?
B: I liked the film, but I didn't really understand it.
10 A: What did you think?
B: I liked the film, but the seats were so uncomfortable!
11 A: I'd like to go to Britain to study for a month or two - or maybe even a year!
B: I'd like to go to Britain for a month, but not for a year.
12 A: I'd like to go to Britain to study for a month or two - or maybe even a year!
B: I'd like to go to Britain, but I'd rather go to America.
47.2  A: What's the answer – three hundred and eighty-five?
   B: No – three hundred and ninety-five.

2  A: After you.
   B: No – after you.

3  A: You went to the disco with Steve last night, didn’t you?
   B: I didn’t go with him – I met him there.

4  A: Do you live in London?
   B: Well, not really in London, just outside.

5  A: You said go over the bridge.
   B: No, I said go under the bridge.

6  A: Were there really fifty people at your birthday party?
   B: Well, nearly fifty, I think.

7  A: What’s ‘Thank you’ in Italian?
   B: I can’t speak Italian.

8  A: How many times have you been to England?
   B: I’ve never been to England.

9  A: Was the course expensive?
   B: Well, my school paid for the course, but the travel cost quite a lot.

10 A: How much should I bring – fifty pounds?
    B: You’ll need at least fifty.

48.1  A: Do you like westerns?
    B: Me? I can’t stand westerns!

2  A: It’s stopped raining.
    B: Really? I don’t believe it!

3  A: Is it the first time you’ve been here?
    B: The first – and probably the last!

4  A: You know the city pretty well, don’t you?
    B: Me? I’ve never been here before!

5  A: What are twelve elevens?
    B: Don’t ask me! I’m hopeless with numbers!

6  A: It’s two pounds fifty for a cup of coffee.
    B: Two fifty? That’s ridiculous!

7  A: Were the shops busy today?
    B: Busy? They were almost empty!

8  A: Do you like rap music?
    B: Like it? I think it’s awful!

49.2  A: Can I help you?
    B: No, thanks, I’m just looking.

2 B: I’ll take this, please.
   A: Sure. Anything else?
   B: No, thanks, that’s all.

3 A: That’s fifteen forty altogether.
   B: Here you are.
4 A: Here's your change.
   B: Thank you.
5 A: See you.
   B: Bye.

49.3 A: Excuse me.
   B: Yes?
   A: Can you tell me the way to the station, please?
   B: Yes, you just go along this road, cross the bridge over the river and there's a big park on your left, you know? Well, you go through the park and the station's just on the other side.
   A: Is it far?
   B: No, not very far.
   A: OK, so I go along this road, cross the bridge and through the park - right?
   B: That's right.
   A: Thanks very much.
   B: You're welcome. Bye.
   A: Bye.

49.4 A: All right?
   B: Yes.
   A: Not nervous?
   B: A bit.
   A: Don't worry. It'll be fine.
   B: I hope so.
   A: Right. Let's start. Are you ready?
   B: I think so.
   A: OK. The first question is... What's your name?
   B: My name? ... It's ... Jack Johnson.
   A: That's right! Well done! Difficult?
   B: Well, not too bad.
   A: Right. The second question is... What's $37,548 \times 7,726$?
   B: What!

50.2 it was! usually
   of course! is it?
   definitely maybe
   really? I think so
   did you? sometimes

50.3 That's great! That's strange.
   That's fantastic! That's interesting.
   That's marvellous! That's good news!
   That's kind of you! That's kind of you!
   That's a good idea.
## E3 Sound pairs

### Sound pair 1
- 1 leave
- 2 live
- 3 feel
- 4 fill
- 5 filled
- 6 field
- 7 Tim
- 8 seat
- 9 will
- 10 eat
- 11 cheap
- 12 litter

### Sound pair 2
- 1 near
- 2 near
- 3 B
- 4 beer
- 5 D
- 6 dear
- 7 E
- 8 cheers
- 9 near
- 10 we
- 11 D
- 12 here

### Sound pair 3
- 1 sit
- 2 set
- 3 lift
- 4 left
- 5 litter
- 6 letter
- 7 lesson
- 8 F
- 9 six
- 10 N
- 11 fill
- 12 desk

### Sound pair 4
- 1 /s/: /s/:/ live
- 2 /s/: /s/:/ live
- 3 pull
- 4 pull
- 5 fool
- 6 full
- 7 look
- 8 /l/ Luke
- 9 /l/ pull
- 10 pull
- 11 pull
- 12 fool

### Sound pair 5
- 1 /l/ /s/:/ knee
- 2 /l/ /s/:/ knee
- 3 luck
- 4 look
- 5 look
- 6 book
- 7 book
- 8 /l/ book
- 9 /l/ book
- 10 look
- 11 look
- 12 book

### Sound pair 6
- 1 boot
- 2 boat
- 3 soap
- 4 soup
- 5 show
- 6 shoe
- 7 throw
- 8 toe
- 9 grew
- 10 blue
- 11 boots
- 12 shows
### Sound pair 7

<table>
<thead>
<tr>
<th>1</th>
<th>hat</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>heart</td>
<td>heart</td>
</tr>
<tr>
<td>3</td>
<td>March</td>
<td>match</td>
</tr>
<tr>
<td>4</td>
<td>match</td>
<td>March</td>
</tr>
<tr>
<td>5</td>
<td>park</td>
<td>park</td>
</tr>
<tr>
<td>6</td>
<td>pack</td>
<td>park</td>
</tr>
<tr>
<td>7</td>
<td>had</td>
<td>hard</td>
</tr>
<tr>
<td>8</td>
<td>heart</td>
<td>heart</td>
</tr>
<tr>
<td>9</td>
<td>match</td>
<td>match</td>
</tr>
<tr>
<td>10</td>
<td>park</td>
<td>park</td>
</tr>
<tr>
<td>11</td>
<td>hard</td>
<td>hard</td>
</tr>
<tr>
<td>12</td>
<td>had</td>
<td>had</td>
</tr>
</tbody>
</table>

### Sound pair 8

<table>
<thead>
<tr>
<th>1</th>
<th>far</th>
<th>four</th>
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<tbody>
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<td>far</td>
<td>four</td>
</tr>
<tr>
<td>3</td>
<td>are</td>
<td>are</td>
</tr>
<tr>
<td>4</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>5</td>
<td>farm</td>
<td>form</td>
</tr>
<tr>
<td>6</td>
<td>form</td>
<td>farm</td>
</tr>
<tr>
<td>7</td>
<td>star</td>
<td>store</td>
</tr>
<tr>
<td>8</td>
<td>four</td>
<td>store</td>
</tr>
<tr>
<td>9</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>10</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>11</td>
<td>port</td>
<td>port</td>
</tr>
<tr>
<td>12</td>
<td>store</td>
<td>store</td>
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</table>

### Sound pair 9

<table>
<thead>
<tr>
<th>1</th>
<th>cut</th>
<th>cat</th>
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<tbody>
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</tr>
<tr>
<td>3</td>
<td>cap</td>
<td>cap</td>
</tr>
<tr>
<td>4</td>
<td>cup</td>
<td>cap</td>
</tr>
<tr>
<td>5</td>
<td>match</td>
<td>match</td>
</tr>
<tr>
<td>6</td>
<td>match</td>
<td>much</td>
</tr>
<tr>
<td>7</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>8</td>
<td>much</td>
<td>run</td>
</tr>
<tr>
<td>9</td>
<td>match</td>
<td>match</td>
</tr>
<tr>
<td>10</td>
<td>run</td>
<td>run</td>
</tr>
<tr>
<td>11</td>
<td>sang</td>
<td>run</td>
</tr>
<tr>
<td>12</td>
<td>rung</td>
<td>rung</td>
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</tbody>
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### Sound pair 10

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>2</td>
<td>luck</td>
<td>lock</td>
</tr>
<tr>
<td>3</td>
<td>not</td>
<td>not</td>
</tr>
<tr>
<td>4</td>
<td>nut</td>
<td>nut</td>
</tr>
<tr>
<td>5</td>
<td>gone</td>
<td>gun</td>
</tr>
<tr>
<td>6</td>
<td>gun</td>
<td>gone</td>
</tr>
<tr>
<td>7</td>
<td>shut</td>
<td>shot</td>
</tr>
<tr>
<td>8</td>
<td>lock</td>
<td>lock</td>
</tr>
<tr>
<td>9</td>
<td>box</td>
<td>box</td>
</tr>
<tr>
<td>10</td>
<td>rung</td>
<td>rung</td>
</tr>
<tr>
<td>11</td>
<td>bus</td>
<td>bus</td>
</tr>
<tr>
<td>12</td>
<td>song</td>
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</table>

### Sound pair 11

<table>
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<tr>
<th>1</th>
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<tbody>
<tr>
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<td>/ɔ/</td>
<td>/ɔ/</td>
</tr>
<tr>
<td>3</td>
<td>not</td>
<td>not</td>
</tr>
<tr>
<td>4</td>
<td>coast</td>
<td>cost</td>
</tr>
<tr>
<td>5</td>
<td>want</td>
<td>want</td>
</tr>
<tr>
<td>6</td>
<td>note</td>
<td>note</td>
</tr>
<tr>
<td>7</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>8</td>
<td>want</td>
<td>want</td>
</tr>
</tbody>
</table>

### Sound pair 12

<table>
<thead>
<tr>
<th>1</th>
<th>or</th>
<th>oh</th>
</tr>
</thead>
<tbody>
<tr>
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<td>oh</td>
<td>or</td>
</tr>
<tr>
<td>3</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>4</td>
<td>coat</td>
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</tr>
<tr>
<td>5</td>
<td>walk</td>
<td>walk</td>
</tr>
<tr>
<td>6</td>
<td>so</td>
<td>saw</td>
</tr>
<tr>
<td>7</td>
<td>so</td>
<td>so</td>
</tr>
<tr>
<td>8</td>
<td>oh</td>
<td>oh</td>
</tr>
<tr>
<td>9</td>
<td>ball</td>
<td>ball</td>
</tr>
<tr>
<td>10</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>11</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>12</td>
<td>cold</td>
<td>cold</td>
</tr>
</tbody>
</table>
Sound pair 13
1 /əː/ /əː/
2 /əː/ /əːː/
3 shot short
4 pot port
5 spot spot
6 short
7 pot
8 sport

Sound pair 14
1 work work
2 walk work
3 saw sir
4 saw saw
5 born born
6 born burn
7 shirt short
8 walk
9 hurn
10 shirt
11 bird
12 walked

Sound pair 15
1 man men
2 men men
3 had had
4 had head
5 said sad
6 sad sad
7 pen pen
8 men
9 sad
10 mat
11 set
12 bed

Sound pair 16
1 paper pepper
2 pepper paper
3 gate gate
4 get gate
5 wet wait
6 wait wet
7 late late
8 pen
9 main
10 later
11 pepper
12 age

Sound pair 17
1 head heard
2 heard heard
3 bed bird
4 bed bird
5 turn ten
6 turn turn
7 went weren’t
8 bed
9 turn
10 weren’t
11 worst
12 lend

Sound pair 18
1 /əː/ /əː/
2 better better
3 butter better
4 one when
5 again a gun
6 better
7 one
8 nut

Sound pair 19
1 /ɜː/ /ɜː:
2 hat hat
3 hat hurt
4 bad bird
5 heard heard
6 hurt
7 bird
8 heard

Sound pair 20
1 /ɜː/ /ɜː:
2 beard beard
3 bird beard
4 here here
5 we’re were
6 beard
7 her
8 were
<table>
<thead>
<tr>
<th>Sound pair 21</th>
<th>Sound pair 22</th>
<th>Sound pair 23</th>
<th>Sound pair 24</th>
<th>Sound pair 25</th>
<th>Sound pair 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 wear</td>
<td>1 May</td>
<td>1 pears</td>
<td>1 fair</td>
<td>1 watch</td>
<td>1 try</td>
</tr>
<tr>
<td>2 way</td>
<td>2 my</td>
<td>2 bears</td>
<td>2 pear</td>
<td>2 die</td>
<td>2 die</td>
</tr>
<tr>
<td>3 A</td>
<td>3 why</td>
<td>3 pay</td>
<td>3 full</td>
<td>3 down</td>
<td>3 down</td>
</tr>
<tr>
<td>4 A</td>
<td>4 way</td>
<td>4 bay</td>
<td>4 full</td>
<td>4 town</td>
<td>4 town</td>
</tr>
<tr>
<td>5 stay</td>
<td>5 day</td>
<td>5 pen</td>
<td>5 past</td>
<td>5 white</td>
<td>5 white</td>
</tr>
<tr>
<td>6 stair</td>
<td>6 die</td>
<td>6 Ben</td>
<td>6 fast</td>
<td>6 wide</td>
<td>6 wide</td>
</tr>
<tr>
<td>7 hey!</td>
<td>7 A</td>
<td>7 B</td>
<td>7 coffee</td>
<td>7 writing</td>
<td>8 writing</td>
</tr>
<tr>
<td>8 stair</td>
<td>8 I</td>
<td>8 pay</td>
<td>8 pear</td>
<td>8 chose</td>
<td>8 chose</td>
</tr>
<tr>
<td>9 hair</td>
<td>9 white</td>
<td>9 Ben</td>
<td>9 full</td>
<td>9 coat</td>
<td>9 coat</td>
</tr>
<tr>
<td>10 there</td>
<td>10 lake</td>
<td>10 buy</td>
<td>10 past</td>
<td>10 beach</td>
<td>10 D</td>
</tr>
<tr>
<td>11 K</td>
<td>11 buy</td>
<td>11 high</td>
<td>11 feet</td>
<td>11 each</td>
<td>11 road</td>
</tr>
<tr>
<td>12 no way</td>
<td>12 high</td>
<td>12 pack</td>
<td>12 coffee</td>
<td>12 eats</td>
<td>12 said</td>
</tr>
</tbody>
</table>
### Sound pair 27
- 1 taught  
- 2 taught  
- 3 three  
- 4 three  
- 5 boat  
- 6 both  
- 7 mats  
- 8 taught  
- 9 thought  
- 10 three  
- 11 boat  
- 12 mats  

### Sound pair 28
- 1 gold  
- 2 gold  
- 3 back  
- 4 bag  
- 5 class  
- 6 glass  
- 7 docks  
- 8 cold  
- 9 bag  
- 10 glass  
- 11 class  
- 12 dogs  

### Sound pair 29
- 1 view  
- 2 few  
- 3 leaf  
- 4 leave  
- 5 very  
- 6 ferry  
- 7 lift  
- 8 view  
- 9 leaf  
- 10 very  
- 11 safe  
- 12 lived  

### Sound pair 30
- 1 sing  
- 2 sing  
- 3 thought  
- 4 sort  
- 5 thick  
- 6 sick  
- 7 mouth  
- 8 sing  
- 9 thought  
- 10 thick  
- 11 thumb  
- 12 mouse  

### Sound pair 31
- 1 plays  
- 2 plays  
- 3 Sue  
- 4 zoo  
- 5 ice  
- 6 eyes  
- 7 rise  
- 8 place  
- 9 zoo  
- 10 niece  
- 11 peas  
- 12 eyes  

### Sound pair 32
- 1 so  
- 2 show  
- 3 sheet  
- 4 seat  
- 5 short  
- 6 sort  
- 7 Sue  
- 8 show  
- 9 sheet  
- 10 suit  
- 11 save  
- 12 shine
<table>
<thead>
<tr>
<th>Sound pair 33</th>
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<tbody>
<tr>
<td>1 shoes</td>
<td>choose</td>
</tr>
<tr>
<td>2 shoes</td>
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<td>chip</td>
</tr>
<tr>
<td>4 ship</td>
<td>chip</td>
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<tr>
<td>5 catch</td>
<td>cash</td>
</tr>
<tr>
<td>6 catch</td>
<td>cash</td>
</tr>
<tr>
<td>7 wash</td>
<td>wash</td>
</tr>
<tr>
<td>8 shoes</td>
<td></td>
</tr>
<tr>
<td>9 chair</td>
<td></td>
</tr>
<tr>
<td>10 cheap</td>
<td></td>
</tr>
<tr>
<td>11 catch</td>
<td></td>
</tr>
<tr>
<td>12 watch</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>1 ran</td>
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<tr>
<td>2 ran</td>
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<tr>
<td>3 thing</td>
<td>thin</td>
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<tr>
<td>4 thin</td>
<td>thin</td>
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<td>5 thing</td>
<td>thing</td>
</tr>
<tr>
<td>6 think</td>
<td>thing</td>
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<tr>
<td>7 sink</td>
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</tr>
<tr>
<td>8 ran</td>
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</tr>
<tr>
<td>9 thin</td>
<td></td>
</tr>
<tr>
<td>10 think</td>
<td></td>
</tr>
<tr>
<td>11 sing</td>
<td></td>
</tr>
<tr>
<td>12 sung</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>1 night</td>
<td>might</td>
</tr>
<tr>
<td>2 might</td>
<td>might</td>
</tr>
<tr>
<td>3 me</td>
<td>knee</td>
</tr>
<tr>
<td>4 knee</td>
<td>me</td>
</tr>
<tr>
<td>5 sun</td>
<td>sun</td>
</tr>
<tr>
<td>6 some</td>
<td>sun</td>
</tr>
<tr>
<td>7 some</td>
<td>sung</td>
</tr>
<tr>
<td>8 night</td>
<td></td>
</tr>
<tr>
<td>9 mice</td>
<td></td>
</tr>
<tr>
<td>10 nine</td>
<td></td>
</tr>
<tr>
<td>11 sung</td>
<td></td>
</tr>
<tr>
<td>12 swim</td>
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<table>
<thead>
<tr>
<th>Sound pair 36</th>
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<tbody>
<tr>
<td>1 light</td>
<td>light</td>
</tr>
<tr>
<td>2 light</td>
<td>shoes</td>
</tr>
<tr>
<td>3 long</td>
<td>chip</td>
</tr>
<tr>
<td>4 wrong</td>
<td>chip</td>
</tr>
<tr>
<td>5 collect</td>
<td>cash</td>
</tr>
<tr>
<td>6 collect</td>
<td>cash</td>
</tr>
<tr>
<td>7 reader</td>
<td>wash</td>
</tr>
<tr>
<td>8 light</td>
<td>wash</td>
</tr>
<tr>
<td>9 long</td>
<td>wash</td>
</tr>
<tr>
<td>10 rock</td>
<td>wash</td>
</tr>
<tr>
<td>11 correct</td>
<td>wash</td>
</tr>
<tr>
<td>12 arrive</td>
<td>wash</td>
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<tr>
<td>1 A</td>
<td>hey!</td>
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<tr>
<td>2 hey!</td>
<td>A</td>
</tr>
<tr>
<td>3 hear</td>
<td>hear</td>
</tr>
<tr>
<td>4 ear</td>
<td>ear</td>
</tr>
<tr>
<td>5 eye</td>
<td>eye</td>
</tr>
<tr>
<td>6 high</td>
<td>high</td>
</tr>
<tr>
<td>7 air</td>
<td>hair</td>
</tr>
<tr>
<td>8 A</td>
<td></td>
</tr>
<tr>
<td>9 heating</td>
<td></td>
</tr>
<tr>
<td>10 old</td>
<td></td>
</tr>
<tr>
<td>11 eight</td>
<td></td>
</tr>
<tr>
<td>12 heart</td>
<td></td>
</tr>
</tbody>
</table>
The alphabet

E5.1 b bee
c see
i eye
o oh
p pea
q queue
r are
t tea
u you
y why

E5.2 1 w  2 j  3 y
E5.3 1 l  2 j  3 x  4 f  5 z  6 b  7 q  8 d  9 t  10 k  11 h  12 p
E5.4 1 bird  2 use  3 years  4 sixty  5 choose  6 key
    7 guess  8 wait  9 jar  10 cheque  11 wave  12 edge

Pronouncing numbers

E6.1 1 106
    2 918
    3 11,690
    4 4,004
    5 350,000
E6.2 1 1540
    2 1603
    3 1800
    4 1945
    5 2003
E6.3 1 0378 464 952
    2 0208 56 77 82 03
    3 01446 847 392
    4 0048 57 766 5412
    5 0500 2875 9104
E6.4 1 32°
    2 −11°
    3 August 20th / 20 August
    4 21st
    5 5½
    6 1.6093
    7 67.7%
    8 ½
E8 Homophones

1. Bye for now. / What did you buy?
2. Write your name. / That's right.
3. I can't see. / The deep blue sea.
4. When shall we meet? / Do you eat meat?
5. Check the answers. / Pay by cheque.
6. I don't know what to wear. / Where are you?
7. I don't know. / No, I don't.
8. Come here. / I can't hear you.
9. Our new house. / I knew the answer.
10. I feel weak. / The end of the week.
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English Pronunciation in Use

*English Pronunciation in Use Elementary* is for learners of elementary level and above. The material is addressed to the individual learner who may be working alone, but it can also be used in the classroom.

This book covers all aspects of pronunciation including individual sounds, word stress, connected speech and intonation. *English Pronunciation in Use Elementary* recognises the importance of pronunciation for listening as well as speaking and learners are provided with both receptive and productive practice.

*English Pronunciation in Use Elementary*

- 50 easy-to-use two-page units: explanations and examples of key pronunciation points are presented on left-hand pages with a range of exercises on facing right-hand pages.
- Audio components: all the examples and exercises are recorded and available on audio CD.
- Clear model for repetition: a single British accent is used as a model for learners to listen to and repeat.
- Exposure to different accents: learners are given the opportunity to listen to a range of different English accents and learn about their similarities and differences.
- Additional reference section: including fun exercises to practise phonemic symbols, a guide for speakers of specific languages, exercises on minimal pairs and a glossary of specialised terms.
- Learner-friendly answer key.

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