LISTENING FOR GENERAL COMMUNICATION

A HANDOUT

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Unit 1

Nice to meet you!

Let’s Start!

Work with your partner. Look at the picture. What are the people saying? In each bubble in the picture write the letter of a phrase from the box.

a “My name’s Noah Davis.”
b “How are you, Stan?”
c “Mr. Bell, I’d like you to meet Ms. Wands.”
d “Nice to meet you, Mr. Davis. I’m Heather Thomas.”
e “How do you do, Mr. Bell?”
f “How do you do, Ms. Wands?”
g “Nice to see you again, Julie.”

Now walk around the class. Greet five other students. Use the expressions in the box. Write down the names of the people you speak to.

.......................................................... ..........................................................  ..........................................................

.......................................................... ..........................................................

Compare your information with your partner. Did you talk to the same people?
Before You Listen

Work with your partner. Look at the expressions. Write F if it is formal. Write I if it is informal then answer the question.

How do you do?  
Nice to meet you (too).  
My name’s Tom Smith.  
I’m Tom.  
Nice to see you.  
How are you?

Which expressions do we use only when we meet someone for the first time?

Look at the pictures. Choose from the phrases. Write three phrases into the pictures.

Let's Listen!

Listen to three conversations. Circle the number to show how many people speak in each conversation.

Conversation 1  2  3  4
Conversation 2  2  3  4
Conversation 3  2  3  4

Check your answers with your partner.

Listen Again

Listen to the conversations again. Draw lines from the people on the left to the extra information about them on the right. One is done for you.

Ed and Patrick  •  they are friends
Professor Stevens and Lisa Harris  •  they both know Leslie Walker
Andrew and Craig  •  they are old-school friends
Craig and Pedro  •  she likes his books
Andrew and Juan  •  they are relatives
Pedro and Juan  •  they are friends

Check your answers with your partner.
Listening Clinic One: Contractions

Words like *is, are, have* and *not* are often contracted.

**Examples:**
- She is a painter. → She’s a painter.
- We have met before. → We’ve met before.
- I do not know. → I don’t know.

Listen to the dialogue. Circle the places where the speakers use *contractions*.

**A:** Hello, My name is Susan Jeffers.
**B:** Yang, Jeff Yang. Please call me Jeff. Are you a student here?
**A:** No, I am visiting. I have a friend who is a teacher here, but I cannot find her.
**B:** What is her name?
**A:** Gabriella Rossini. Do you know her?
**B:** I am afraid I do not.

Check your answers with your partner. Now say the dialogue together.

Practise!

Work with your partner. You are at Billy Burn’s party. **Student A:** Look at Rolecard One. **Student B:** Look at Rolecard Two. Use the information. Introduce yourself to your partner. Ask questions.

**Rolecard One**
- **Name:** Alex Potter
- **Job:** Dentist
- **From:** San Francisco
- **You know Billy because:** you went to school together

**Rolecard Two**
- **Name:** Jennifer Celaya
- **Job:** Hairdresser
- **From:** New York
- **You know Billy because:** he is your customer

Now Listen Back

Listen to the conversations again. In which conversations do the speakers introduce themselves? In which conversations do they introduce other people? Circle the correct word.

- **Conversation 1**
  - **Himself**
  - **Other People**
- **Conversation 2**
  - **Himself**
  - **Other People**
- **Conversation 3**
  - **Himself**
  - **Other People**
Listening Clinic Two: Contractions

Work with your partner. Look at the sentences. Circle places where words may contract.

1. Hello. The name is Lee. Peter Lee. I am a designer.
2. Have you met Professor Campbell? He is a very interesting man. I will introduce you.
3. Grace Fan! We have met before, I think. In Singapore. You are a dancer, right?
4. I am sorry. Susan could not come today. She is not feeling very well. She says “hello”.
5. So, Nick. I hear you are very interested in astronomy.
6. You do not know my sister Katie, do you?

Listen and check. Now say the sentences.

Try It Out!

Work on your own. You are at Elaine’s party. Look at the rolecard. Fill it in with information. Use your imagination to make a “new” person.

Rolecard

Name: ........................................
Job: ........................................
From: ........................................
You know Elaine because: ........................................

Walk around the class. Introduce yourself to some of the other guests. Find out some information. You can finish your conversation by saying, “It was nice meeting you.”

Now work with your partner. Talk about some of the people you met.

In Your Own Time

Turn to page 94 and complete the word list. Use your dictionary if you want to.
Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 79 and 80.
Let’s Start!

Work on your own. Look at the problems and situations students sometimes have in class. Circle the number to show how often you meet the problem or situation. 1 = not very often, 4 = very often.

- you want to know the meaning of a word 1 2 3 4
- you don’t know how to spell a word 1 2 3 4
- you want the teacher to repeat something 1 2 3 4
- the teacher speaks too quickly 1 2 3 4
- you can’t read the board clearly 1 2 3 4
- you need to leave the classroom 1 2 3 4
- you don’t know what to do 1 2 3 4

Compare your experiences with your partner.
Before You Listen

Work with your partner. Draw lines to match each problem/situation with a useful question/statement to say to your teacher. The first one is done for you.

<table>
<thead>
<tr>
<th>Problem/Situation</th>
<th>Useful Question/Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>the teacher speaks too quickly</td>
<td>Could you say that again?</td>
</tr>
<tr>
<td>you don’t know how to spell a word</td>
<td>How do you say this?</td>
</tr>
<tr>
<td>you want the teacher to repeat</td>
<td>Could I leave the room, please?</td>
</tr>
<tr>
<td>you want to know the meaning of a word</td>
<td>Could you speak slower please?</td>
</tr>
<tr>
<td>you can’t read the board clearly</td>
<td>I don’t know what to do.</td>
</tr>
<tr>
<td>you need to leave the classroom</td>
<td>How do you spell repeat?</td>
</tr>
<tr>
<td>you don’t know what to do</td>
<td>I can’t read what’s on the board.</td>
</tr>
<tr>
<td>you want to know how to pronounce a word</td>
<td>What does clearly mean?</td>
</tr>
</tbody>
</table>

Now think of two more questions that you sometimes need to ask your teacher. Write them here.

Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr. Dr.
Listening Clinic One: Mixed Sounds

Sometimes when two consonant sounds come together, one at the end of one word and one at the beginning of the next, they mix and make a new sound.

Example: Would you → Woujew

Listen to the dialogue. Circle where you hear mixed sounds.

A: Could you play that again please?
B: Alright. Would you like to hear it all, or just the last bit?
A: Just the last bit is okay... (TAPE) Thank you.
B: No problem. Did you get it all?
A: Well no. They speak so fast! How do you keep up? Could you slow it down?
B: That'd be difficult 'coz it'd s-o-u-n-d l-i-k-e t-h-i-s.

Check your answers with your partner. Now say the dialogue together.

Practice!

Work with your partner. Student A: Turn to page 87. Student B: Turn to page 93.

Now Listen Back

Listen to the conversations again. Complete the questions.

1. How do _______________________________?  
2. What's a ______________________________ sound?
3. Could you give us _______________________________?  
4. What does _______________________________?  
5. _______________________________ play it again?

Check your answers with your partner.
Listening Clinic Two: Mixed Sounds

Work with your partner. Look at the sentences. Circle places where sounds may mix.

1. Is that your answer, Mei-Lun? Sorry, try again.
2. Candice. If I catch you cheating again, I'll take you to the Principal!
3. Would you like to tell me why you didn't do your homework, Susan?
4. Ashley, we can't hear you. Could you speak up?
5. What about you, Tyler? Do you know the answer?
6. What do you mean, you were too sleepy to study? Do you know how important this test is?

Listen and check. Now say the sentences.

Try It Out!

Work in a group of three. Make a poster with six classroom questions and statements to ask and say to your teacher. Write clearly and neatly. Put your poster on the wall.

Walk around the class. Look at all the posters.

Which do you like best?

In Your Own Time

Turn to pages 94 and 95 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 80.
Do you have a reservation?

Let's Start!

Work with your partner. Look at the pictures and discuss the questions.

Do you know what these buildings are? Which do you think is the nicest to stay in? Which do you think is the most expensive? Have you ever stayed in a hotel like any of these? If yes, when?, where?
Words

Work with your partner. Draw lines and match each definition on the left with a word on the right.

Definition
When you enter a hotel, the place you go to and give your name and get your key
A person who works in a hotel, tells customers their room number, gets their key, gives them their bill
You asked for a room before you came to the hotel and the hotel is ready for you
You give your name when you first go into a hotel and get your key

Word
a reservation
front desk/reception
to check in
a hotel clerk

Before You Listen

Work with your partner. Look at these kinds of hotel room. Write the number of people who usually use the room. Write the number of beds the room usually has.

<table>
<thead>
<tr>
<th>Room</th>
<th>Number of People</th>
<th>Number of Beds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A twin room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A double room</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of these rooms have you stayed in? When?

Let's Listen!

Listen to three conversations. Circle Yes if the customer has a reservation. Circle No if the customer does not have a reservation.

Conversation 1   Yes No
Conversation 2   Yes No
Conversation 3   Yes No
Listen Again

Listen to the conversations again. Place a check (√) to show which conversation(s) the items are spoken in (They may be used in more than one conversation). The first three are done for you.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'd like a single room please.</td>
<td>√</td>
</tr>
<tr>
<td>Do you have a reservation?</td>
<td>√</td>
</tr>
<tr>
<td>I have a reservation from tonight.</td>
<td></td>
</tr>
<tr>
<td>Can I have your name, please?</td>
<td></td>
</tr>
<tr>
<td>For how many nights?</td>
<td></td>
</tr>
<tr>
<td>I'd like a double room please.</td>
<td></td>
</tr>
<tr>
<td>A single room for three nights.</td>
<td></td>
</tr>
<tr>
<td>That's a twin room for six nights.</td>
<td></td>
</tr>
<tr>
<td>How much is the room?</td>
<td></td>
</tr>
<tr>
<td>If you can fill in this form, I'll get you your key.</td>
<td></td>
</tr>
</tbody>
</table>

Check your answers with your partner.

Listening Clinic One: Stressing Important Information

Speakers put stress on words which are important.

**Example**

Good evening sir. Can I help you?

Listen to the dialogue. Underline the words which are stressed.

The first part is done for you.

A: I'd like a **single room**, please.
B: Do you have a **reservation**?
A: Yes, I do.
B: Can I have your name, please?
B: That's a single room for three nights.

Check your answers with your partner. Now say the dialogue together.
Practice!

Work with your partner. Practice the dialogue. Choose your own words where the blank is. Take turns to be the clerk and guest.

Clerk: Good , sir/ma'’am.
Guest: Good I’d like a room please.
Clerk: Do you have a reservation?
Guest: No, I don’t I’m afraid.
Clerk: That’s alright, sir/ma’am. How many nights would you like the room for?
Guest: (Just) please.

Now Listen Back

Listen to the conversations again. Answer the questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Conversation 1</th>
<th>Conversation 2</th>
<th>Conversation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the name of the guest?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kind of room does s/he want?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many nights will s/he stay?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the price of the room?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening Clinic Two: Stressing Important Information

Work with your partner. Look at the sentences. Underline words which may be stressed.

1. That’s right. For myself and my son.
2. Ah yes, Mr. Clark. That’s a twin room for two nights.
3. The room’s $85 per night, including breakfast.
4. My name’s Rosen. I have a reservation for tonight.
5. How much is the room?
6. If you can fill in this form, I’ll give you your key.

Listen and check. Now say the sentences.
Try It Out!

Work with your partner. Follow the prompts and roleplay checking into a hotel. Take turns to be the clerk and the guest.

Clerk

- Greet the guest
- Ask about a reservation
- Ask the guest's name
- Ask how many nights s/he wants to stay
- Say the price of the room give the guest the key
- Thank the guest

Guest

- Greet the clerk. Tell him the kind of room you want
- Say if you have a reservation
- Say your name
- Say how many nights you want to stay
- Thank the clerk

Act out your conversation to another pair.

In Your Own Time

Turn to page 95 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 81.
Let's Start!

Work with your partner. Look at the picture and answer the questions.

Where is the customer?
What did the customer order?
Choose from the list.

- a cup of coffee and a piece of cheesecake
- a cup of tea and some cake
- a cup of coffee and a banana split
- a milkshake and a hamburger
- a cup of coffee and some muffins
- a cup of tea and a slice of toast

Look at the list again. Choose something for yourself.
What does your partner want?

Words

Work with your partner. Draw lines to the food and drink on the right from the serving they come in on the left, then answer the question. One is done for you.

Serving

- piece
- glass
- plate
- cup

Food/Drink

- wine
- sandwich
- spaghetti
- cheesecake
- coffee
- toast
- milkshake
- pizza
- orange juice
- tea

Which two items take nothing? ........................................... .................................
Before You Listen

Work with your partner. Arrange the sentences to make a conversation between a customer and a waiter in a coffee shop. The first one is done for you.

Anything else sir?
Certainly sir. Coming right up.
Are you ready to order, sir?
Cream and sugar?
Thank you.
Yes, please. I’d like a cup of coffee.
Just black’s fine.
And a piece of toast.

Now say the dialogue with your partner. Take turns to be the customer and the waiter/waitress.

Look at the items in Let’s Start! again. Change the dialogue and order some more food and drink.

Let’s Listen!

Listen to three conversations. Look at the pictures. Write the letter of the order next to the number of the conversation.

Conversation 1
Conversation 2
Conversation 3

Check your answers with your partner.
Listen Again

Listen to the conversations again. Circle F if the waiter asks a question only about the food. Circle D if the waiter asks a question only about the drink. Circle B if the waiter asks a question about both the food and the drink.

Conversation 1    F    D    B
Conversation 2    F    D    B
Conversation 3    F    D    B

Check your answers with your partner.

Listening Clinic One: Strong or Weak?

Words are stressed when they are important. Words are not stressed when they are not important.

**Examples**

A: A cup of coffee and a donut.
B: A cup of coffee. Anything else?
A: And a donut.

Listen to the dialogue. Draw a slash (/) through the words: and, a and of where they are spoken weakly.

A: Can I help you?
B: Yes, I'd like a piece of cheesecake.
A: Large, or small?
B: Small please. And a cup of coffee.
A: A piece of cheesecake and a cup of coffee.
B: That's right.

Check your answers with your partner. Now say the dialogue together.
Work with your partner. Student A: You are a customer. Look at the menu and order something to eat and drink. Student B: You are the waiter/waitress. Use the dialogue from Before You Listen to help you. Take turns to be the customer.

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Oceanside Cafe

**starters**

Caesar Salad 4.95
Green Salad 2.95
Steamed Clams 5.95
Maryland Crab Cakes with lemon butter 7.95
Home-made Clam Chowder our own special recipe cup 3.45 bowl 4.45
Soup of the Day 2.95 3.95

**main dishes**

Baked Codfish served with black pepper, lemon and butter 8.95
Garlic Roasted Chicken served with natural pan gravy 9.95
Vegetarian Lasagna with spinach and mushrooms 8.95

**sandwiches** (all served with a choice of our home-made fries, brown rice or corn chips)

Grilled Cheese jack and old-style cheddar cheese 4.95
Tuna Melt cool tuna salad and melted cheese 5.95
Philadelphia Steak 7.95
Char-broiled Buffalo Burger 4.95
Halibut Burger fresh from the ocean 5.95

**desserts**

Sour Cream Cheesecake 4.95
Lemon Pie 4.95
Vanilla Ice Cream 3.95

**beverages**

Coffee 0.95
Hot Chocolate 1.25
Tea 0.95
Cola 0.95
Fresh Orange Juice 1.95

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Now Listen Back

Listen to the conversations again. Circle the number to answer the question.

Which customer has the biggest meal? 1 2 3
Which customer has the smallest meal? 1 2 3

Compare your answers with your partner.
Listening Clinic Two: Strong or Weak?

Work with your partner. Look at the sentences. Draw a slash (/) through words which may be spoken weakly.

1. I'd like a glass of milk and a sandwich please.
2. That's a cup of tea with milk, and a piece of rare cheesecake.
3. A glass of milk and a plate of cookies, please.
4. I said coffee with cream and a piece of lemon cheesecake.
5. That's an ice-cream sundae and a cream soda in a tall glass, right?
6. No, a glass of milk and a sandwich please.

Listen and check. Now say the sentences.

Try It Out!

Work with your partner. Look at the menu in Practice! again. Order something to eat and drink.

Student A: You are the customer.
Student B: You are the waiter/waitress.

You must make a mistake with the customer's order this time.

Take turns to be the customer.
Act out your conversation to another pair.

In Your Own Time

Turn to pages 95 and 96 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 82.
Let's Start!

Work with your partner. Choose a person from the picture. Describe the clothes the person is wearing. Can your partner guess which person?

Now your partner will do the same. Can you guess?

Work on your own. Check (✓) your answer and complete the quiz.

■ Do you like shopping for clothes?
  ■ I love it.  ■ It's okay.  ■ I hate it.

■ How often do you buy clothes?
  ■ Every week.  ■ Sometimes.  ■ Never/Someone else buys my clothes.

■ In a clothes shop, how do you feel when the store clerk comes to talk to you?
  ■ I like it.  ■ It's okay.  ■ I hate it.  ■ I don't shop for clothes.

Compare your answers with your partner.
**Before You Listen**

Work with your partner. Look at the questions. Circle S if the question is asked by the store clerk. Circle C if the question is asked by the customer.

- Can I try this on?  
  - S  
  - C
- Can I help you?  
  - S  
  - C
- Do you have it in a larger/smaller size?  
  - S  
  - C
- Would you like to place an order?  
  - S  
  - C
- Do you have it in a different color?  
  - S  
  - C
- How much is it?  
  - S  
  - C

**Let's Listen!**

Listen to three conversations and answer the question. Circle Yes or No.

Does the customer buy the clothes?

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation 2</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Conversation 3</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Listen Again**

Listen to the conversations again. Check (√) the information that describes the clothes that the customer tries first.

| Conversation 1 | Size: | too big | too small | just right | don't know  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Style:</td>
<td>with pockets</td>
<td>no pockets</td>
<td></td>
<td>don't know</td>
</tr>
</tbody>
</table>
| Conversation 2 | Size: | too big | too small | just right | don't know  
|                | Style:| with pockets | no pockets |            | don't know |
| Conversation 3 | Size: | too big | too small | just right | don't know  
|                | Style:| with pockets | no pockets |            | don't know |

**What color does each customer want?**

| Conversation 1 | ......................... |
| Conversation 2 | ......................... |
| Conversation 3 | ......................... |
Listening Clinic One: Joined Sounds

When a word ends in a consonant sound and the next word starts with a vowel, the two sounds join together.

Example: I have an idea. → I ha va nidea

Sometimes you might hear ‘words’ that were not said - e.g. ‘van’ or ‘havan’!

Listen to the dialogue. Circle places where sounds join. Write any new words you hear. The first two lines are done for you.

A: Can I help you?
B: Yes. This is nice. Do you have it in a larger size?
A: Here you are. Does it fit okay?
B: It’s a perfect fit. How much is it?
A: $30, with a discount of 10%.
B: Thanks, I’ll take it.

Check your answers with your partner. Now say the dialogue together.

Practice!

Work with your partner. Practice the dialogue. Choose your own words where the [ ] is.

Take turns to be the store clerk and the customer.

Store Clerk: Can I help you?
Customer: Yes. This is nice. Do you have it in a [ ] size?
Store Clerk: Here you are. Does it fit okay?
Customer: It’s a perfect fit. How much is it?
Store Clerk: $ [ ], with a discount of [ ]%.
Customer: Thanks, I’ll take it.
It’s okay. Thanks anyway.
Listen to the dialogues again. Check (√) the correct answers.

- How many times does the customer try the clothes?
  - Conversation 1  □ Once  □ Twice  □ Three times
  - Conversation 2  □ Once  □ Twice  □ Three times
  - Conversation 3  □ Once  □ Twice  □ Three times

- In each conversation, what is the problem?
  - Conversation 1  □ Color  □ Size  □ Style
  - Conversation 2  □ Color  □ Size  □ Style
  - Conversation 3  □ Color  □ Size  □ Style

- How is the problem solved?
  - Conversation 1  □ The customer tries a larger size
    □ The customer chooses a different color
    □ The customer chooses a different style
  - Conversation 2  □ The store clerk orders the color the customer wants
    □ The problem is not solved
    □ The customer chooses a different style
  - Conversation 3  □ The problem is not solved
    □ The customer chooses a different style
    □ The customer tries a smaller size

**Listening Clinic Two: Joined Sounds**

Work with your partner. Look at the sentences. Circle places where sounds may join.

1. Can I try it on?
2. Yes, I want a shirt and tie.
3. We'll have to place an order, I'm afraid.
4. This is too small. Have you got it in a larger size?
5. I'd like it in blue. Have you got a blue one?
6. It's a perfect fit. Can I have a discount?

Listen and check. Now say the sentences.
Try It Out!

Work with your partner. Look at the dialogue. Some words are missing. Complete the dialogue with your own ideas. You can use more than one word for each gap.

Store Clerk: Can I help you?
Customer: Yes, can I try these pants on please?
Store Clerk: Sure, go ahead... How are they?
Customer: They're a bit ____________________. Do you have ____________________?
Store Clerk: Yes we do. Here, try these.
Customer: Mmm.
Store Clerk: How are they?
Customer: ____________________
Store Clerk: Good. How would you like to pay?
Customer: ____________________ are they?
Store Clerk: $159.
Customer: Can you give me a discount?
Store Clerk: ____________________
Customer: ____________________
Store Clerk: ____________________

Compare your work with another pair. Is their dialogue the same, or is it a little different?

Write a new shopping dialogue with your partner.
When you finish, practice saying it.
Act out your conversation to another pair.

In Your Own Time

Turn to page 96 and complete the word list. Use your dictionary if you want to.
Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 83 and 84.
# Unit 6

## When would you like to fly?

### Let's Start!

Work on your own. Answer the questions. Write your answers in the column *Me*.

<table>
<thead>
<tr>
<th>Question</th>
<th>Me</th>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Have you ever flown anywhere?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(If <em>yes</em>, where to? If <em>no</em>, where would you most like to fly to?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ How did you get the ticket?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Do you like flying?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Do you like the idea of flying?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now ask the questions to two other students. Write their answers.
Before You Listen

Work with your partner. Match each booking form to a boarding pass.
Work with your partner. Look at the booking forms and boarding passes again. Place a check (√) in the box if the information is on any boarding pass or any booking form.

- Destination
- Time of travel
- Reason for the trip
- How to contact the passenger
- Airline
- Class of travel
- Number of travelers
- Date of travel
- Seat number

Check your answers with your partner. Which information is on both?
Let's Listen!

Listen to the conversations. Circle the number to show how many travel agents the customer calls.

2  3  4

Check your answer with your partner.

Listen Again

Listen to Conversation 1 again. Fill in the travel agent's booking form with the customer's information.

- Destination: ........................................
- Day of departure: ....................................
- Class of ticket: ......................................
- Time of departure: ...................................
- Time of arrival: ......................................

Check your answers with your partner.
Listening Clinic One: Lost Sounds and Joined Sounds

When a word ends with a consonant and the next word begins with a consonant, we sometimes lose the last consonant of the first word.

Example: My twenty-first birthday → My twenty-first birthday

When a word ends in a consonant sound and the next word starts with a vowel, the two sounds join together.

Example: I have an idea. → I ha va idea.

Listen to the dialogue. Circle where word-end consonants are lost. Circle where sounds join.

A: Okay, Tuesday business-class, night-flight Paris, depart 1:30am, arrive 4:30 local time, $2,642.
B: $2,642. Is there any discount if I pay cash?
A: That's the discount price.
B: Is that your best price?
A: That's the best I can give you. Would you like to make a booking?
B: No thanks. I'll call you back later.

Check your answers with your partner. Now say the dialogue together.

Practice!

Work with your partner. Student A: You are a travel agent. Student B: You are a customer. Practice the dialogue. Choose your own words where the ___ is.

Take turns to be the travel agent and the customer.

Travel Agent: Okay ___ day, ___ class, flight 817 to ___ .
           Depart at ___ . Arrive at ___ local time. $ ___.

Customer: $ ___ . Is there any discount if I pay cash?

Travel Agent: That's the discount price.

Customer: And that's the best price you have?

Travel Agent: I can give you a discount of ___ %. That's the best I can do.
           Would you like to make a booking?

Customer: Yes. Thanks.
            No thanks. I'll call you back later.
Now Listen Back

Listen to the conversations again. Answer the questions.

1. What prices do the travel agents offer to the customer?

2. Does the customer make a booking?

3. What do you think the customer is going to do next?

Check your answers with your partner.

Listening Clinic Two: Lost Sounds and Joined Sounds

Work with your partner. Circle where word-end consonant sounds may be lost. Circle where sounds may join.

1. Could you quote me a price for Jakarta, economy, for Wednesday next week?
2. What time is the first flight to Miami?
3. If it’s a window seat an economy ticket is okay.
4. When did you say you wanted to fly, the 10th or the 11th?
5. Is that the best you can do?
6. Would you like to make a booking now?

Listen and check. Now say the sentences.
Try It Out!

Work in two groups. Group A: You are customers. Group B: You are travel agents.

Customers: Choose two destinations from the list.

- London
- Manila
- Singapore
- Tehran
- Shanghai
- Rome

Travel agents: Talk to the customers. You can quote any price you like but you cannot sell tickets below the best price your teacher gives you.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Best price from teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td></td>
</tr>
<tr>
<td>Manila</td>
<td></td>
</tr>
<tr>
<td>Singapore</td>
<td></td>
</tr>
<tr>
<td>Tehran</td>
<td></td>
</tr>
<tr>
<td>Shanghai</td>
<td></td>
</tr>
<tr>
<td>Rome</td>
<td></td>
</tr>
</tbody>
</table>

Winners:
- Customers with the cheapest price for each flight.
- Travel agents who sell tickets at the highest price.

In Your Own Time

Turn to pages 96 and 97 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 84 and 85.
Unit 7
You have six messages

Let's Start!

Work with your partner. Ask and answer the questions.

- Do you have an answerphone/a cell phone/voicemail?
- Do you often get messages?
  How many a day?
- Is that too many?
- If you don't have an answerphone/a cell phone/voicemail, how do people contact you if you are away from home?

Before You Listen

Work with your partner. Look at the messages. Place a check (√) next to the messages which you think are complete. Place a cross (×) next to the messages which you think have important information missing.

- a: "Hi. It's Susie. I'm going out now. Could you call me?"
- b: "Keiko calling. I'm at 232-872-090. Where are you? I'm waiting for you at the library."
- d: "Karen says she's ill. Call me back. I'm at 248-432-386."
- e: "Hi. Give me a call, okay?"
- f: "Hello. This is James. Can we change the time for tonight? I'm going to be late. My number is 309-983-363."

Let's Listen!

Listen and answer the question.

Where is Matt exactly?

Check your answer with your partner.
Listen to the messages again. Complete the table.

<table>
<thead>
<tr>
<th>Message</th>
<th>From</th>
<th>Contact No.</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>meet at hotel coffee shop, 7 p.m.</td>
</tr>
<tr>
<td>2</td>
<td>Derek, National Airlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>090-410-7767</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>090-872-435-611</td>
<td></td>
</tr>
</tbody>
</table>

Check your answers with your partner.

Listening Clinic One: Stressing Important Information

When the speaker wants to show that information is important, s/he puts extra stress on the word(s).

Example: I can't meet you until 8:30.

Listen to the messages. Underline the words which are stressed most. The first one is done for you.

1. Hello it's Marcus. I'm a bit late. Can we meet in the coffee shop in your hotel? Around 8:00? I'm with Jane. She really wants to meet you.


3. This is Russell from Sunny Tours. Could you call our office on 482 754 336 to confirm your booking?

4. This is Karen calling. Look, I'm sorry, but I won't be able to make it tonight. Perhaps we could meet the same time, same day next week?

5. Hello Barry. It's Rick. I'm waiting in the lobby. Could you hurry up?

6. Hi James. Susie says she's waiting outside the library. Where are you?

Check your answers with your partner. Now say the messages.
Practice!

Work with your partner. Write two more messages to Matt. You can use the ideas below to help you.

Otto: Whitney will be late. About an hour.
Tom: Not feeling well. Sorry, can't make it today. See you next week?
Jeremy Ho: Confirming your ticket for Seoul next week. Please make payment.
Mei Lun: Downstairs in the coffee shop. Hurry up. Going to go home soon.

Now read out your messages. Decide which words to stress strongly.

Now Listen Back

Listen to the messages again. Circle F if you think the person is a friend of Matt's. Circle B if the message is about business.

Message 1 F B
Message 2 F B
Message 3 F B
Message 4 F B

Check your answers with your partner.

Listening Clinic Two: Stressing Important Information

Work with your partner. Underline the words which may be stressed most.

1. I'm waiting for Willie, and he's late.
2. Could you meet me in front of the bank at 7:00?
3. Paul's going to be late. He says he's sorry.
4. I'm going to have to cancel Saturday. Can we make it another weekend?
5. Jane's lost. She's somewhere in the shopping centre. But Stephanie's fine. She's with me.
6. Could you call me?

Listen and check. Now say the sentences.
Try It Out!

Work with your partner. Imagine you are Matt. Write two messages from Matt to two of the people who left messages for him. Look at the information you wrote down in *Listen Again* if you need to.

Now speak to some other students in the class. Read out your messages. Find:

- three people who have messages for the same people.
- two people who made similar messages.

In Your Own Time

Turn to page 97 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 85.
Unit 8

Now here's the sports news

Let's Start!

Work with your partner. Look at the following sports and answer the questions.

- track and field
- golf
- swimming
- soccer
- tennis
- baseball
- fishing
- cycling
- rugby
- motorcycling
- snowboarding
- archery
- basketball
- weightlifting
- windsurfing

- Which of the sports are ball games?
- Which of the sports are team sports?
- Which of the sports are sports of stamina/sports of skill?
- Which sports are popular in your country?
- Which do you play?
- Which do you like to watch?

Words

Work with your partner. Draw lines to match the result on the left with the sport on the right.

<table>
<thead>
<tr>
<th>Result</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold, with a lift of 230 kg</td>
<td>golf</td>
</tr>
<tr>
<td>91 to 89</td>
<td>tennis</td>
</tr>
<tr>
<td>2-1</td>
<td>weightlifting</td>
</tr>
<tr>
<td>12-2</td>
<td>soccer</td>
</tr>
<tr>
<td>a win by three strokes</td>
<td>basketball</td>
</tr>
<tr>
<td>7-5, 4-6, 6-1</td>
<td>baseball</td>
</tr>
</tbody>
</table>

Before You Listen

Work with your partner. Look at the sports news items. Draw lines to match the beginning of the news item with its end. The first one is done for you.

Beginning
- In baseball, Taiwan
- And today in soccer
- In basketball, the Knicks
- And in tennis, Isabel Kwok in the Asian Weightlifting Championships today

End
- defeated Ludmilla Lasarova 6-4, 4-6, 7-5.
- Union Perlau beat Bintang City 3-1.
- South Korea 12-2.
- overcame the Titans 81-67.
Let's Listen!

Listen to the sports news. Circle the sports which are mentioned.

- track and field
- baseball
- snowboarding
- golf
- fishing
- archery
- swimming
- cycling
- basketball
- soccer
- rugby
- weightlifting
- tennis
- motorcycling
- windsurfing

Check your answers with your partner.

Listen Again

Listen to the sports news again. Write the results and circle the winners. Draw lines from the racer on the left to the class of motorcycle he rides and his position in his race.

Taiwan vs the Philippines
Senegal vs Malaysia
Japan vs China
Trailblazers vs Kings

Racer | Class | Position
--- | --- | ---
Pablo Sousa | 125cc | First
Takeshi Ohta | 250cc | Second
Kenji Tomioka | 500cc | Third
Hide Sato
Kenny Tracy
Alberto Totti

Tony Chow vs Todd Toddsen
Isabel Kwok vs Natasia Wolfsen

Check your answers with your partner.
Listening Clinic One: Showing New Information

Speakers stress a word and give it a higher pitch to show it is the start of new information.

Example:

↑
And in swimming today...

Listen to the sports news. Draw arrows to show where the speaker's voice goes up to show new information.

Tennis, and local players had a bad day in the third round of the Canon Masters tournament. Daisy Choi and Isabel Kwok both lost their games. Finally boxing. And Jerry Moretti defends his world heavyweight title next spring. The prize money? 40 million dollars. Well!

Check your answers with your partner. Now read the sports news.

Practice!

Work with your partner. Look at the sports news items. Read them aloud. Try to stress the right words and use a higher pitch to show new information. Listen to your partner. Raise your hand if your partner does not use the correct intonation. Choose your own tournaments (T), countries (C), names (N) and scores (S).

Now, baseball. Today saw a lot of action in the (T) championships. (C) beat (C) (S), (C) beat (C) (S) and (C) defeated (C) (S).

Tennis, and local players had a bad day in the next round of the (T) tournament. (N) lost to (N) (S). (N) went out to (N) (S), and after a long battle (N) lost to (N) (S).
Now Listen Back

Listen to the sports news again. Circle Easy if the winner won without too much trouble. Circle Close if the contest was a close one.

<table>
<thead>
<tr>
<th>Winner</th>
<th>Kind of Victory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taiwan</td>
<td>Easy</td>
</tr>
<tr>
<td>Senegal</td>
<td>Easy</td>
</tr>
<tr>
<td>Trailblazers</td>
<td>Easy</td>
</tr>
<tr>
<td>Takeshi Ohta</td>
<td>Easy</td>
</tr>
<tr>
<td>Kenny Tracy</td>
<td>Easy</td>
</tr>
<tr>
<td>Tony Chow</td>
<td>Easy</td>
</tr>
<tr>
<td>Isabel Kwok</td>
<td>Easy</td>
</tr>
</tbody>
</table>

Listening Clinic Two: Showing New Information

Work with your partner. Look at the sentences. Draw arrows to show where the speaker's voice may go up to show new information.

1. Golf, and Chris Micklewood is now eight under par, and eleven strokes ahead of the tournament favourites.
2. In local matches, Hardcastle United beat Bingham City 2 to 1, while Wigan United drew nil-nil with Inter-Oslo.
3. In basketball, the Knicks beat the Titans 81 to 67.
4. Cricketer, and Pakistan are on top against South Africa in the second Test at Durban.
5. Wrestling, Iran dominated the Asian wrestling championships today, taking four of the five gold medals on offer.
6. In the Canon Masters, Miss Lee leads Miss Lassiter by a set, and five games to three.

Listen and check. Now say the sentences.
Try It Out!

Work with your partner. Choose three sports. Look at the sports in Let's Start! if you like. Make up some simple results. Write them in the table.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Result</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now work with a new partner.

- Read your sports news.
- Do not say the name of the sport. Say the names of some fruits to replace the names of the sports.
- Can your partner guess what the sports are?
- Can you guess your partner's sports?

Write your partner's sports and results here:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Result</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Your Own Time

Turn to page 98 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 85 and 86.
Unit 9  Is there a bank near here?

Let's Start!

Work with your partner. Place a check (√) next to the things you may do if you are lost on the street. Note down your partner's answers as well.

If you're lost will you...

- ask someone the way?  
- ask a police officer the way?  
- buy a map?  
- call a friend on the phone?  
- keep walking until you find it?  
- give up and go home?  
- get in a taxi?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Before You Listen

Work with your partner. Complete the dialogues with the words and phrases in the box.

- don't think  
- do you know  
- the station is  
- I'm sorry  
- wonder if  
- looking for  
- near here  
- over there

1. A: Excuse me, ................. if there's a bank ................. ?
   B: I ................. so.

2. A: I ................. you can help me. I'm ................. a post office.
   B: Yes, it's ................. . Next to the pet store.

3. A: Sorry, but do you  
   know where ................. ?
   B: ................. , I don't know.

Now say the dialogues together.
Let's Listen!

Listen to five conversations. Circle Yes or No to answer the question.

Does the person get directions?

| Conversation 1 | Yes | No |
| Conversation 2 | Yes | No |
| Conversation 3 | Yes | No |
| Conversation 4 | Yes | No |
| Conversation 5 | Yes | No |

Listen Again

Listen to the conversations again. Draw lines and match each person with their reason for going to the place they are trying to find.

| Conversation 1 | lost their passport |
| Conversation 2 | has a business appointment |
| Conversation 3 | has a toothache |
| Conversation 4 | wants to buy a magazine |
| Conversation 5 | wants to send a parcel |

Check your answers with your partner.

Listening Clinic One: Shared Sounds

When a word finishes with a consonant sound and the next word starts with the same consonant sound, the two words share the sound.

Example: a rock concert → a rock-k-oncert

Listen to the dialogue. Circle the places where two words share a sound. The first one is done for you.

A: Excuse me, do you know where the police station is?
B: The police station? Mm... It's on the next street.
A: The next street? Down here?
B: Yes, turn left, and left again. Why, is there a problem, or have you lost something?
A: I've lost my bicycle. I left it outside the post office. I think someone stole it.
B: Oh dear!

Check your answers with your partner. Now say the dialogue together.
Practice!

Work with your partner. Imagine you are outside the front of your school. Think of some places nearby. Take turns to ask where they are, and give directions. Use the dialogues in Before You Listen to help you.

Now Listen Back

Listen to the conversations again. Mark the places on the map. Which two places can you not find?

- bookstore
- Market Street
- dentist's
- police station
- post office
- Kim, Smith & Chong

Listening Clinic Two: Shared Sounds

Work with your partner. Look at the sentences. Circle the places where words may share sounds.

1. The car park is between the news stand and the fish shop.
2. Excuse me, do you know where the nearest bus stop is?
3. Hello I'm looking for this newspaper office, The Newtown News. Do you know where it is?
4. Which shop round here sells the best sausages?
5. Excuse me, is there a gas station on this street?
6. The drugstore? It's next to the convenience store.

Listen and check. Now say the sentences.
Try It Out!

Work with your partner. Think of places near where you are. Explain how to get there, but don't tell your partner what the place is. Your partner must guess the name of the place. Take turns at being the guesser.

In Your Own Time

Turn to pages 98 and 99 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 86 and 87.
Unit 10
Great party, isn't it!

Let's Start!

Work with your partner. Ask and answer the questions.

- How often do you go to parties?
- Do you like parties?
- Do you feel shy at parties?
- What kinds of parties do you go to?
  - family parties
  - birthday parties
  - parties with friends
  - business parties
  - wedding parties
  - beach parties
  - other kinds of parties

Before You Listen

Work with your partner. Complete the dialogues with the phrases on the right.

A: Dan, ........................................
B: Josh! What a surprise.
A: ........................................
B: Great thanks. And you?
A: ........................................ Can I get you a drink?
B: Yes, do you have tomato juice?
A: Yes, just a second. One tomato juice coming up. Here you are.
B: Thanks.
A: Hello Li Ping. How are you?

B: ........................................ You look tired.

A: Yes, I've been working hard recently.

But the project's over, and now I can enjoy myself.

B: That's good to hear.

A: ........................................

B: Oh, I've just come back from holiday actually.

A: How nice. ........................................

B: Australia. I had a great time.

A: Lucky you!

A: Hello Jeanette. ........................................

B: Hello Shoaib. ........................................

Washing and tidying. Went to an Italian for lunch. Wrote some letters this afternoon. ........................................

A: Well, I went swimming this morning and running this afternoon.

B: Are you in training again?

A: Yes. I'm going to do a triathlon.

B: Wow!

Now say the dialogues together.

Let's Listen!

Listen to the conversations. Place a check (√) to show the kind of party you think it is.

- A wedding party
- A business dinner party
- A party for friends in someone's house
- A family party in a restaurant

Compare your answer with your partner.
Listen Again

Listen to the conversations again. Answer the questions.

1. What does Hannah want to drink?   

2. What has Susie been doing today?   

3. Why is James tired?   

4. Who recommends the prawn dish?   

5. Who wants to try the prawn dish but can't?   

6. Who ate the prawn dish?   

Listening Clinic One: Helping Sounds

When a word ends in a vowel and the next word starts with a vowel, a helping sound sometimes comes between them so they are easier to say.

**Examples**  
She isn't here. → She-y-isn't here.  
I want to open my presents. → I want to-w-open my presents.  
Austria is in Europe → Austria-r-is in Europe.

Listen to the dialogue. A helping sound may appear between the vowels in bold. Decide if the sound is w, r or y.

A: I heard there's a wonderful chocolate cake.  
B: All gone, I'm afraid.  
A: All gone? Who ate it?  
B: I don't know, I think Erica ate it.  
A: Erica?  
B: No, I'm just kidding. I ate it. Finished it all.  
A: Well, we'll have to put you on a diet.

Check your answers with your partner. Now say the dialogue together.
Practice!

Work with your partner. Follow the prompts and have a conversation. Take turns to be A and B.

A
- Greet B
- Ask how B is
- Answer. Offer B something to drink
- Offer B something to eat

B
- Greet A
- Answer. Ask how A is
- Tell A what you want to drink
- Tell A what you want to eat

Now Listen Back

Listen to the conversations again. What time do you think it is at the end of Conversation 3? Circle your answer.

11 a.m.  2 p.m.  5 p.m.  9 p.m.  11 p.m.

Why?

Compare your answer with your partner. Do you agree?

Listening Clinic Two: Helping Sounds

Work with your partner. Circle the places where you think helping sounds may appear. Decide if the helping sound is /u, r/, or /y/.

1. You went to Athens? How is the weather in Athens?
2. I don’t really see her too often.
3. Have you seen High and Low? It’s a really good film.
4. Lee and Bobby aren’t coming.
5. Sorry? Who isn’t coming tomorrow?
6. We went to Australia and saw a koala in a friend’s garden.

Listen and check. Now say the sentences.
Try It Out!

Work on your own. On a piece of paper, write the following information:

You feel: ........................................ (eg: happy, tired, excited)

Today, you:
1. ..................................................
2. ..................................................
3. ..................................................
   (eg: went to the zoo, got up at 5 a.m.)

Now exchange papers with another person in the class.

Work as a class. Greet people. Ask them how they are and what they have been doing. Offer them food and drink.

In Your Own Time

Turn to page 99 and complete the word list. Use your dictionary if you want to.
Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 87 and 88.
Let's Start!

Work in a group of three. Look at the picture. How are the people in the picture related to Amy? Use the words in the box to help you.

- father
- sister
- aunt
- cousins
- grandfather
- mother
- brother
- uncle
- grandmother

Check your answers with another group, then discuss the following questions with a partner.

- Do you have a big family?
- How often does your family do things together (meals, outings, vacations)?
- Who are you closest to in your family?
- What kind of family would you like to have in the future?
Before You Listen

Work on your own. Look at the quiz. Place checks (√) in the boxes to answer the questions.

..... ■ Do you think you will get married in the future?
   ■ yes    ■ no    ■ not sure

..... ■ What’s the best age to get married?
   ■ early twenties    ■ late twenties    ■ mid thirties    ■ much later in life

..... ■ How old do you want your future husband or wife to be?
   ■ a lot younger than you    ■ about the same age as you
   ■ a bit older than you    ■ a lot older than you

..... ■ Where do you want your future husband or wife to be from?
   ■ your country    ■ Asia    ■ America    ■ Europe    ■ it doesn’t matter

..... ■ What’s the best reason for getting married?
   ■ for love    ■ for money    ■ to have children

..... ■ How many kids do you want?
   ■ none    ■ just one    ■ two or three    ■ four or more

..... ■ What kind of wedding do you want?
   ■ small, just family    ■ family and close friends only    ■ a big wedding with lots of guests

..... ■ Do you want to live with your parents or in-laws after you get married?
   ■ no way!    ■ I don’t mind    ■ yes, I’d like that    ■ it depends on my partner

Compare your answers with your partner.

Let’s Listen!

Listen to four conversations. Write the number of the conversation (1-4) in the space next to the question above that the person is answering. Circle his/her answer to the question.

Check your answers with your partner. Do any of the speakers share the same opinion as you?
Listen Again

Listen to the speakers again. Draw lines and match each conversation with the reason the speaker gives for their answer.

- hates working
- love is not important
- doesn't want to live in a crowded house
- there will be fewer problems
- wants to start a family
- loves shopping
- wants a better life
- it's a very special day

Check your answers with your partner.

Listening Clinic One: Contrasting Information

When we say something that is completely opposite of what someone expects, we put a very heavy high stress on it.

**Examples:**
- A: You're married, aren't you?
- B: No, I'm single. My sister's married.

Listen to the dialogue. Circle the word(s) in each line “B” says which has heavy stress.

A: So you want to have a small family, right?
B: No a big one. Lots and lots of kids.
A: Sounds good. And all girls?
B: Oh no. All boys!
A: But girls are sweeter, less trouble.
B: But boys are cheaper than girls.

Check your answers with your partner. Now say the dialogues together.
Practice!

Work with your partner. Student A: Ask your partner questions. Use the question prompts. Student B: Answer your partner's questions. Use the answer prompts. Take turns to be A and B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>want a big family?</td>
<td>small family</td>
</tr>
<tr>
<td>marry/mid twenties?</td>
<td>mid thirties</td>
</tr>
<tr>
<td>want lots of kids?</td>
<td>don't want any</td>
</tr>
<tr>
<td>want a small wedding?</td>
<td>really big one</td>
</tr>
<tr>
<td>marry for love?</td>
<td>for money</td>
</tr>
</tbody>
</table>

Now ask each other the questions again. This time give your own answers.

Now Listen Back

Listen to the conversations again. Do you think the speakers have a good reason for their answer or a poor reason? Circle either Good or Poor.

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation 2</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td>Conversation 3</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td>Conversation 4</td>
<td>Good</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Listening Clinic Two: Contrasting Information

Work with your partner. Look at the sentences. Circle the word that you think may have heavy stress.

1. No, I'd like a white wedding.
2. No, I think mid thirties is too late to get married.
3. No, I'd like to marry a foreigner.
4. No, I'd love to live with my parents in the future.
5. No, I'd only marry for love.
6. No, I said at least two kids, not at most.

Listen and check. Now say the sentences.
Try It Out!

Work in a group of three. Look at the table. Along the top row, write the names of four classmates who are not in your group. Now guess their answers to the topics on the left. Write your guess in the table.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Name 1</th>
<th>Name 2</th>
<th>Name 3</th>
<th>Name 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>get married? yes/no:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get married at (age):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner’s nationality:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner’s age:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reason for marriage:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kind of wedding:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>number of kids:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now go and speak to the people. Make a statement. Listen to what other people say about you. If you don’t agree, answer using heavy stress. Give your reasons.

Example: 
A: Kenji, you want to get married in your early thirties, right?
B: No, in my early fifties!
A: Why?
B: I want to be free and single for as long as possible.

When you finish, go back to your group and check your information. How many did you guess correctly?

In Your Own Time

Turn to pages 99 and 100 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 88 and 89.
Work on your own. Check (✓) your answers and complete the questionnaire.

- When did you last go to the doctor?
  - last week
  - last month
  - last year
  - other

- Why did you go to the doctor?
  - something not very important
  - something strange
  - something serious
  - something private

- What treatment did the doctor suggest?
  - rest
  - medicine
  - hospital
  - nothing

- What is your doctor like?
  - kind and friendly
  - kind but strict
  - strict and unfriendly

Compare your answers with your partner.

Before You Listen

Work with your partner. Look at the two dialogues. Arrange the sentences to make a conversation between a doctor and a patient. The first one is done for you.

Dialogue 1

- And what seems to be the matter?
- Good afternoon, doctor.
- That's right. I'm just on holiday here for a few days.
- Erm, this is your first visit to my clinic, isn't it?
- Well, I cut my leg while swimming.
- Good afternoon Mr. Contreras.
Dialogue 2

No. Keep your leg clean and get lots of rest.

Thank you doctor. Goodbye.

Oh, that's a shame. Can I walk on it though?

You have an infection in the cut. I want you to wash your leg three times

day and put this cream on. Keep it covered with a bandage.

Can I go swimming?

Yes, you can walk, but take things easy. Don't worry. You'll be better soon.

Goodbye, Mr. Contreras.

Let's Listen!

Listen to the conversation between a doctor and a patient. Write the patient's name then place a check (✓) in the box to show how ill the patient is.

What is the name of the patient? ..........................................................

How ill is the patient?
✓ not ill at all
✓ a little ill, but not seriously
✓ quite ill
✓ seriously ill

Check your answers with your partner.

Listen Again

Listen to the conversation again. Place a check (✓) in the box to show what the doctor does for the patient.

✓ listens to her breathing
✓ feels her throat
✓ bends her knees
✓ takes her pulse
✓ takes her temperature
✓ looks at her throat
✓ takes an X-ray of her chest

Check your answers with your partner. Draw lines from the boxes you checked to the part of the body.
Listening Clinic One: Requests and Commands

When the speaker wants to make a request, the intonation often goes up.
When the speaker wants to give a command, the intonation often goes down.

Example:
- Request: Can I sit down?
- Command: Sit down please.

Listen to the dialogue. Draw lines to show where the intonation goes up or goes down.

A: Could you open your mouth? Say aab.
B: Aab.
A: Does this hurt?
B: Yes. Am I going to die?
A: You have a mouth infection. I want you to take this medicine three times a day and stay in bed.
B: Can I take walks in the garden?

Find one request. Find two commands.
Check your answers with your partner. Now say the dialogue together.

Practice!

Work with your partner. Student A: You are the doctor. Student B: You are the patient.

Doctor: Check the patient. (Your voice can go down on questions).
Here are some questions to ask. Make two more of your own.
- Can you lift up your arms?
- Can you jump up and down?
- Can you breathe in... breathe out?
- Can you ...?
- Can you ...?

Patient: Ask questions. (Your voice can go up on questions).
Here are some questions to ask. Make two more of your own.
- Can I work?
- Can I eat?
- Can I go outside?
- Can I ...?
- Can I ...?

Take turns to be the doctor and the patient.
Listen to the conversation again. Check (√) the advice that the doctor gives to the patient and then answer the two questions.

Advice Doctor Gives:
☐ drink lots of water  ☐ stay in bed  ☐ take some medicine  ☐ go to hospital
☐ get lots of fresh air  ☐ eat carefully  ☐ take more exercise  ☐ have an operation

Which advice is the patient unhappy about?
Why? Choose from the list.
☐ because she likes exercise
☐ because she only likes fast food
☐ because she is only in the city for a few days
☐ because she doesn’t like staying in bed very much?

Does the doctor know the patient well?  Yes  No

Check your answers with your partner.

Listening Clinic Two: Requests and Commands

Work with your partner. Circle D if the question is said by the doctor. Circle P if the question is said by the patient. Then draw an arrow to show if the intonation will probably go up or down at the end.

1. Can I go out tonight to my ballet lesson?  D  P  .......
2. Can you give me some medicine?  D  P  .......
3. Can you touch your toes?  D  P  .......
4. Is it alright if I drink wine with dinner?  D  P  .......
5. Could you breathe in?  D  P  .......
6. Can you get dressed now?  D  P  .......

Listen and check. Now say the sentences.
Try It Out!

Work with your partner. Prepare a short roleplay. Look through this unit for useful words and expressions. Student A: You are the patient. Student B: You are the doctor.

Practice your roleplay a few times.

Act out your conversation to another pair.

In Your Own Time

Turn to page 100 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recording in this unit again. The script for this unit is on pages 89 and 90.
Let's Start!

Work with your partner. Look at the Room Service menu. Find the following:
- two snacks
- two meals
- two hot drinks
- two cold drinks
- a dessert

Which would you order if:
- You were in a hurry and had to go out in half an hour?
- You wanted dinner while you watched your favorite movie on television?
- You woke up in the middle of the night, couldn’t sleep, and were very hungry?

How do you order room service?
- □ by phone
- □ by email
- □ ask a waiter

Where do you eat?
- □ in a restaurant
- □ in your room
- □ in a cafe

Before You Listen

Work with your partner. Look at the expressions. Circle G if the expression is said by the guest. Circle RS if the expression is said by Room Service.

Expression

How can I help you?   G    RS
Right now, please. Immediately.  G    RS
What kind of tea would you like?  G    RS
Hello, is that Room Service?  G    RS
When would you like it ma’am?  G    RS
Could you bring me an egg sandwich and some jasmine tea?  G    RS

66 Top-Up Listening 1
Let's Listen!

Listen to the first three conversations. Write the number of the conversation next to its title. (There is one title too many).

A Very Special Day
A Quick Snack
A Meal For Two
A Strange Lady

Check your answers with your partner.

Now listen to the next three conversations. Draw lines to match the guests’ orders (Conversations 1-3) with the Room Service response (Conversations 4-6).

<table>
<thead>
<tr>
<th>Conversation</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Check your answers with your partner.

Listen Again

Listen to the first three conversations again. Place a check (✓) in the box to show the guests’ orders.

Order
- a basket of fruit
- champagne and smoked salmon
- a mixed pizza and a glass of fruit juice
- some cat food
- dim sum and a pot of jasmine tea
- a club sandwich and a cup of coffee
- a bowl of salad and a piece of toast

Check your answers with your partner.
Listening Clinic One: Shared Sounds and Lost Sounds

Sounds can be shared between words and sounds can be lost.

Examples:
- a rock concert → a roc-k-oncert.
- My twenty-first birthday → My twenty-firs birthday

Listen to the dialogue. Circle the places where sounds are lost at the end of a word.
Circle the places where words share a sound.

A: Hello, is that Room Service?
B: Yes sir. How can I help you?
A: Erm, could you bring up some champagne and smoked salmon to Room 405 please?
B: Yes, certainly, sir. That's champagne and smoked salmon for Room 405.
   What kind of champagne would you like, sir?
A: Just your house style.
B: Very well, sir.

Check your answers with your partner. Now say the dialogue together.

Practice!

Work with your partner. Practice the dialogue. Complete the places marked ___ with your own ideas. Use the menu in Let's Start! if you like. Take turns to be the guest.

Guest: Hello, is that Room Service?
Room Service: Yes ___ . How can I help you?
Guest: Erm, could you bring me up ___ and ___ to Room ___ please.
Room Service: Certainly, ___ That's ___ and ___ for Room ___ .
   (What kind of ___ would you like, ___ ?)
Guest: ___ .
Room Service: Very well, ___ 

Now Listen Back

Listen to Conversations four, five and six again. Circle the word(s) to answer the two questions.

Conversation 4: (man)  (woman)  
- How do the hotel guests feel when Room Service arrives?
  - Conversation 4: surised  not surprised

Conversation 5  
- How do the hotel guests get their order?
  - Conversation 5: yes  no

Conversation 6  
- Conversation 6: yes  no

68  Top-Up Listening 1
Listening Clinic Two: Shared Sounds and Lost Sounds

Work with your partner. Look at the sentences. Circle places where words may share a sound. Circle places where sounds may be lost at the end of a word.

1. What type of tea would you like, sir?
2. Just a second, ma'am. I need to talk to the manager about this.
3. Can I have some more coffee?
4. What kind of wine is it?
5. I'd like a cup of coffee and a sandwich.
6. Put it beside that chair over there.

Listen and check. Now say the sentences.

Try It Out!

Work with your partner. Look at the room service menu. Fill in the menu with your favorite items.

Room Service Menu

Snacks ................................................. Drink .................................................

......................................................... .........................................................

Main Dishes ............................................ Desserts ............................................

......................................................... .........................................................

Lemon Grove Inn

Now work in two groups. Group A: You are hungry guests. Group B: You work in Room Service.

Guests: Try to find the most delicious food. Place an order.
Room Service: Try to sell as many meals as you can!

Now go back to your group and find out who sold the most meals. Who has the most delicious meal?

In Your Own Time

Turn to pages 101 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 90 and 91.
When you enter a foreign country, what two government offices do you have to pass through? Circle two from this list:

- immigration
- baggage claim
- deportation
- duty-free
- translation
- customs

Work with your partner. Discuss the questions.

What are the officials in these departments checking for?

Are the officials in these departments always polite?

Have you ever met government officials who were rude?

Have you ever met government officials who were friendly?

Before You Listen

Work with your partner. Draw lines from the department on the left to the questions they often ask on the right. One is done for you.

- How long are you going to stay?
- Do you have anything to declare?
- Can I see your passport?
- Do you have a visa?
- What is the purpose of your trip?
- Could you open your bag?
- How much money do you have?

Customs

Immigration
Listen to Conversations 1 and 2. Place a check (✓) in the box to show information about the two travelers.

<table>
<thead>
<tr>
<th>Purpose of trip</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>sightseeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vacation</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>visit relatives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount of money</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>$600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>travelers checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>credit card</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can stay for</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fourteen days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen to Conversations 3 and 4. Place checks (✓) in the boxes under M to show the items that the Customs Officer asks the man about. Place checks (✓) in the boxes under W to show the items that the Customs Officer asks the woman about.

<table>
<thead>
<tr>
<th>M</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
</tr>
<tr>
<td>cigarettes</td>
<td></td>
</tr>
<tr>
<td>tobacco</td>
<td></td>
</tr>
<tr>
<td>ivory</td>
<td></td>
</tr>
<tr>
<td>alcohol</td>
<td></td>
</tr>
</tbody>
</table>

Check your answers with your partner.

Listen Again

Listen to the conversations again. Circle the number to show how many questions the officials ask each traveler.

<table>
<thead>
<tr>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>at Immigration</td>
<td>3 4 5 6</td>
</tr>
<tr>
<td>at Customs</td>
<td>3 4 5 6</td>
</tr>
</tbody>
</table>
Listening Clinic One: Sound Polite, Sound Rude

Speakers can use intonation to sound polite or rude. When the voice is high and intonation goes up, the speaker can sound polite. When the voice is low and intonation goes down, the speaker can sound rude.

Example:
- Polite: Could you open your bag?
- Rude: Could you open your bag?

Listen to the dialogues. Draw arrows to show if Speaker A’s voice goes up or down.

Dialogue 1
A: Wait by the line. What is the purpose of your trip?
B: Sightseeing.
A: How long do you intend to stay?

Dialogue 2
A: Stop by the line. What’s the purpose of your trip?
B: Sightseeing actually.
A: How long do you intend to stay?

Check your answers with your partner.

<table>
<thead>
<tr>
<th></th>
<th>Dialogue 1</th>
<th>Dialogue 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which immigration officer sounds polite?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Which immigration officer sounds rude?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Now say dialogues together.
Practice!

Work with your partner. Ask the questions. Listen to your partner. Decide if s/he sounds polite or rude. Take turns to say the questions.

How long do you want to stay?
Do you have anything to declare?
Can I see your passport?
Do you have a visa?
What is the purpose of your trip?
Could you open your bag?
How much money do you have?

Now Listen Back

Listen to the conversations again. Circle the words which best describe the officials’ attitude and the travelers’ feelings.

<table>
<thead>
<tr>
<th>Official</th>
<th>Traveler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation 1</td>
<td>rude</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
</tr>
<tr>
<td>Conversation 2</td>
<td>rude</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
</tr>
<tr>
<td>Conversation 3</td>
<td>rude</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
</tr>
<tr>
<td>Conversation 4</td>
<td>rude</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
</tr>
</tbody>
</table>

Listening Clinic Two: Sound Polite, Sound Rude

Listen to the sentences. Circle the arrows to show if the intonation goes up or down.

1. Can I see your visa?  
2. How much money do you have?  
3. How long do you intend to stay?  
4. Can I see your visa?  
5. Could you open your bag?  
6. How much money do you have?

Now say the sentences and sound polite. Say them again and sound rude!
Try It Out!

Work in two groups. Group A: You are immigration officers. Group B: You are travelers.

Immigration Officers:
Decide if you want to be polite or rude to the traveler. Choose four questions to ask the traveler.

Travelers:
Think about the questions that the immigration officer will ask you.

Now find a partner from the other group and roleplay your conversation. Speak to four different students.

Now go back to your group and compare:

Immigration Officers: How many travelers did you like?
Travelers: Which immigration officer did you like?

In Your Own Time

Turn to page 101 and complete the word list. Use your dictionary if you want to.
Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 91 and 92.
Let's Start!

Work on your own. Look at the items. Write numbers from 1 to 4 to show how interested in them you are. 1 = not interested, 4 = very interested.

... pets ... history ... your local area
... sports ... family/friends ... TV games
... photography ... cooking ... working out
... travel ... computers ... television

Compare your ideas with your partner:

Choose two things you and your partner both really like. ............................................................

Choose two things you and your partner both really don't like. ............................................................

Before You Listen

Work with your partner. Read the descriptions. Try to guess what each item is.

- It's a kind of metal. It's yellow and shiny. It's valuable. You can find it under the ground and sometimes in rivers and streams. It is often used to make jewelry. It's ............................................................

- It's a kind of animal. It's very small and furry. Many children keep them as a pet. It's a ............................................................

- It's a tool. We use it to see things that are very far away. It's a ............................................................ or ............................................................

- It's made of paper. It shows you where places are. It's very useful when you are traveling. It's a ............................................................
Let's Listen!

Listen to three children talking about things they own. Write the name of the thing that each child talks about.

1. The first child talks about ..........................................
2. The second child talks about ..........................................
3. Then she talks about ..........................................
4. The last child talks about ..........................................

Listen Again

Listen to the children again. Look at the information. Circle the number to show which of the four things the information is about.

- feels it is very special: 1 2 3 4
- thinks it's very pretty: 1 2 3 4
- a gift from a relation: 1 2 3 4
- has had it for a short time: 1 2 3 4
- uses it at night: 1 2 3 4
- is very old: 1 2 3 4
- a gift from a parent: 1 2 3 4
- is worth a lot of money: 1 2 3 4

Listening Clinic One: A Final Look (1)

Work with your partner. Look at the description. Find examples of the following points which you have studied in this book.

Stressing Information  Joined Sounds  Helping Sounds
Shared Sounds  Lost Sounds  Weak Vowels

This is a street map of where I live, only it's really, really old and and shows lots of like, really old stuff. Like this farm, that's where our house is, and all these fields, that's where the mall is now. I want to own it forever because it tells me where I'm from.

Listen and check. Now say your description. Listen to your partner. Can s/he use the features?
Practice!

Work in a group of three. Look back at the list of items from *Let's Start*.
Student A: Choose one of the items and talk about it. Do not say the name of the item.
Students B and C: Listen and try to guess what Student A is talking about.
Take turns to be Student A, B and C.

Now Listen Back

Listen to the three children again. Write one question you would like to ask about each thing.

- Pet hamster: ..............................................?
- Old map: ......................................................?
- Gold nugget: ....................................................?
- Binoculars: .......................................................?

Compare your questions with your partner. Are your questions similar or quite different?

Listening Clinic Two: A Final Look (2)

Work with your partner. Look at the description. Find examples of the following points which you have studied in this book.

- Stressing Information
- Shared Sounds
- Joined Sounds
- Lost Sounds
- Helping Sounds
- Weak Vowels

Um... these are a pair of binoculars. My Uncle Jim got them for me. They're really strong and easy to hold. I can see things that are, like, really far away and sometimes I look up at the sky and I can see a man in the moon. And if you turn them around, everything looks really far. They're great fun.

Listen and check. Now say your description. Listen to your partner. Can s/he use the features?
Try It Out!

Work with your partner. Look through your textbook and choose one of the pronunciation points you have studied in the Listening Clinics. Complete the following information about the point:

a. What it is called:

b. How it works:

c. Give some examples:

d. Which unit it is in:

Now walk around the class and speak to four students. Explain your points to each other. Give the information in the following order: first a, second c, third b, fourth a.

If you name the point from just d, you get three points.
If you name the point from d and c, you get two points.
If you name the point from d, c and b, you get just one point.

How many points can you get?

Now go back to your partner. Ask and answer the questions.

1. Which points did you hear about?
2. Which were easy to remember?
3. Which were difficult to remember?
4. What is your score?

In Your Own Time

Turn to page 102 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 93.
SUPPLEMENTARY MATERIAL
Bye, buy
Introducing letters and sounds

In writing, words are made of letters. In speech, words are made of sounds. Letters are not always the same as sounds. For example, the words *key* and *car* begin with the same sound, but the letters are different. We can see this clearly if we read the two words in phonemic symbols: /ki:/, /kɑː/. In the examples below, word pairs have the same pronunciation but different spelling:

<table>
<thead>
<tr>
<th>buy</th>
<th>bye</th>
<th>sun</th>
<th>son</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak</td>
<td>week</td>
<td>weigh</td>
<td>way</td>
</tr>
<tr>
<td>too</td>
<td>two</td>
<td>write</td>
<td>right</td>
</tr>
</tbody>
</table>

⚠️ Note: There are some exercises to help you learn the phonemic symbols in Section D1.

There are two kinds of sounds: consonant sounds (C) and vowel sounds (V). For example, in *duck*, there are three sounds, consonant-vowel-consonant (CVC). The number of sounds in a word is not usually the same as the number of letters. We can see this if we write the word using phonemic symbols (see Section D1). For example, *duck* is /dʌk/.

Writers often play with the sounds in words. For example, if they are finding a name for a cartoon character, they might:
- repeat the first sound, for example Donald Duck.
- repeat the final sound or sounds (this is called rhyme), for example Ronald McDonald.

⚠️ Listen to these examples of names and expressions with sound-play. Notice that the writer is playing with the sound, not the spelling. For example, in Dennis the Menace, the last three sounds of the words are the same, but the spelling is completely different.

Mickey Mouse
Rudolf the red-nosed reindeer
Dennis the Menace
Bugs Bunny
news and views
rock and roll
wine and dine
While the cat’s away, the mice will play.

There are probably some sounds in English which do not exist in your language, and others which are similar but not exactly the same. This can make it difficult to hear and make the distinction between two similar words in English.

⚠️ Listen to these pairs. Are any of them difficult for you?
boar - vote
hit - heat
so - show
sung - sun
wine - vine
wet - wait

⚠️ Note: To find out which sounds are usually easy or difficult for speakers of your language, see Section D3 Guide for speakers of specific languages.
Plane, plan
The vowel sounds /eɪ/ and /æ/

When you say the letters of the alphabet, A has the long vowel sound /eɪ/. You hear this sound in the word plane. But the letter A is also pronounced as the short vowel sound /æ/, as in the word plan.

- Listen to the sound /eɪ/ on its own. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /eɪ/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>meat</th>
<th>mate</th>
<th>met</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
<td>calm</td>
</tr>
<tr>
<td>white</td>
<td>wait</td>
<td>wet</td>
</tr>
<tr>
<td>buy</td>
<td>bay</td>
<td>boy</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
play played place
grey grade great
aim age eight

"The rain in Spain falls mainly on the plain."

- Listen to the sound /æ/. Look at the mouth diagram to see how to make this short vowel sound.
- Listen to the target sound /æ/ in the words and compare it with the words on each side.

<table>
<thead>
<tr>
<th>mud</th>
<th>mad</th>
<th>made</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>pen</td>
<td>pan</td>
<td>pain</td>
</tr>
<tr>
<td>hot</td>
<td>hat</td>
<td>heart</td>
</tr>
</tbody>
</table>

"The fat cat sat on the man's black hat."

In most accents, the following words have the vowel /æ/: ask, dance, castle, bath, fast. But in South East England, speakers change the A sound in words such as these to /aː/. (For more about /aː/ see Unit 14.)

Spelling

<table>
<thead>
<tr>
<th>frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>/eɪ/ A–E (mate), AY (say), EY (grey), EI (eight), AI (wait), EA (great)</td>
</tr>
</tbody>
</table>

| /æ/ A but note that if there is an R after the A (and the R does not have a vowel sound after it), A has a different pronunciation, for example arm: see Unit 14. |
Back, pack
The consonant sounds /b/ and /p/

When you say the alphabet, the letters B and P have the sounds /bit/ and /pit/. In words, they have the consonant sounds /b/ and /p/.

- Look at the mouth diagram to see how to make these sounds:
- Listen to the sounds /b/ and /p/.
  The mouth is in the same position for both sounds, however in the sound /b/ there is voice from the throat. In /p/, there is no voice from the throat. Instead, there is a small explosion of air when the lips open.

- Now listen to the sound /b/ on its own.
- Listen to the target sound /b/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>vest</th>
<th>best</th>
</tr>
</thead>
<tbody>
<tr>
<td>cups</td>
<td>cubs</td>
</tr>
<tr>
<td>covered</td>
<td>cupboard</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
  - buy /b/ bird /bird/ bread /bread/
  - rubber /rubber/ about /about/ able /able/
  - job /job/ web /web/ globe /globe/

- Listen to the sound /p/ on its own.
- Listen to the target sound /p/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>full</th>
<th>pull</th>
</tr>
</thead>
<tbody>
<tr>
<td>cubs</td>
<td>cups</td>
</tr>
<tr>
<td>coffee</td>
<td>copy</td>
</tr>
<tr>
<td>coffee</td>
<td>coffee</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
  - park /park/ please /please/ price /price/
  - open /open/ apple /apple/ spring /spring/
  - tape /tape/ help /help/ jump /jump/

Spelling

<table>
<thead>
<tr>
<th></th>
<th>frequently</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>B (job)</td>
<td>B is sometimes silent (comb).</td>
</tr>
<tr>
<td>Bb</td>
<td>(rubber)</td>
<td></td>
</tr>
<tr>
<td>/p/</td>
<td>P (open)</td>
<td>PH pronounced /f/ (phone).</td>
</tr>
<tr>
<td>Pp</td>
<td>(apple)</td>
<td>P is sometimes silent (psychology).</td>
</tr>
</tbody>
</table>
Rice, rise
The consonant sounds /s/ and /z/

When you say the alphabet, the letters C and S are pronounced /s/ and /z/. Notice they both have the consonant sound /s/. But S is also often pronounced as the consonant sound /z/.

- Listen to the sounds /s/ and /z/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /s/, there is no voice from the throat. It sounds like the noise of a snake. In the sound /z/, there is voice from the throat. It sounds like the noise of a bee.

- Now listen to the sound /s/ on its own.

- Listen to the target sound /s/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>target /s/</th>
</tr>
</thead>
<tbody>
<tr>
<td>zoo</td>
</tr>
<tr>
<td>rise</td>
</tr>
<tr>
<td>shave</td>
</tr>
<tr>
<td>thing</td>
</tr>
<tr>
<td>Sue</td>
</tr>
<tr>
<td>rise</td>
</tr>
<tr>
<td>save</td>
</tr>
<tr>
<td>thing</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

<table>
<thead>
<tr>
<th>sad</th>
<th>city</th>
<th>science</th>
<th>scream</th>
<th>glasses</th>
<th>concert</th>
<th>lost</th>
<th>bus</th>
<th>place</th>
<th>class</th>
</tr>
</thead>
</table>

- Listen to the sound /z/ on its own.

- Listen to the target sound /z/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>target /z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue</td>
</tr>
<tr>
<td>place</td>
</tr>
<tr>
<td>breathe</td>
</tr>
<tr>
<td>beige</td>
</tr>
<tr>
<td>zoo</td>
</tr>
<tr>
<td>plays</td>
</tr>
<tr>
<td>breeze</td>
</tr>
<tr>
<td>beige</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

<table>
<thead>
<tr>
<th>zoo</th>
<th>zero</th>
</tr>
</thead>
<tbody>
<tr>
<td>lazy</td>
<td>easy</td>
</tr>
<tr>
<td>size</td>
<td>wise</td>
</tr>
<tr>
<td>wise</td>
<td>times</td>
</tr>
<tr>
<td>exact</td>
<td></td>
</tr>
</tbody>
</table>

Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
<th>notes</th>
</tr>
</thead>
</table>
| /s/        | S (sad), SS (class) | SC (science) | X can spell /ks/ (mix).  
S is not always pronounced /s/ (sugar, rise, plays). |
| /z/        | Z (zero), S (nose) | ZZ (buzz) | X spells /az/ (exact).  
-SF at the end of a word is usually pronounced /z/ (rise). |

⚠️ Pronunciation may be connected to grammar:
use /juz/ = noun  use /ju:z/ = verb
close /klaos/ = adjective  close /klboz/ = verb
house /haos/ = noun  house /haooz/ = verb
Down town

The consonant sounds /d/ and /t/

- Listen to the sounds /d/ and /t/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /d/ there is voice from the throat. In /t/, there is no voice from the throat. Instead, there is a small explosion of air out of the mouth when the tongue moves away from the ridge behind the teeth.

Now listen to the sound /d/ on its own.

Listen to the target sound /d/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>town</th>
<th>down</th>
<th>town</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>day</td>
<td>they</td>
</tr>
<tr>
<td>page</td>
<td>paid</td>
<td>page</td>
</tr>
<tr>
<td>wrote</td>
<td>road</td>
<td>wrote</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
  
dog, dead, dream
  
address, advice, sudden
  
third, food, mind

- Listen to the sound /t/ on its own.

Listen to the target sound /t/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>die</th>
<th>tie</th>
<th>die</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>heart</td>
<td>hard</td>
</tr>
<tr>
<td>three</td>
<td>tree</td>
<td>three</td>
</tr>
<tr>
<td>each</td>
<td>eat</td>
<td>each</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
  
talk, Thomas, train, twelve
  
butter, until, hated
  
night, worked, west

In many accents, including American accents, the letter T is pronounced like a /d/ when it is between two vowel sounds. So in America, writer /raɪər/ sounds like rider /raɪdər/.

In some accents, for example in some parts of London, the T between two vowel sounds is made not with the tongue but by stopping the air at the back of the throat to make a short silence. So in these accents, butter is pronounced bu'r. In fast speech, many speakers drop the /d/ or /t/ when they come between two other consonant sounds. So facts /faɪkts/ sounds like fax /fæks/.

### Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
<th>rarely</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/d/</td>
<td>D (dog), DD (address)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/t/</td>
<td>T (tie), T (butter)</td>
<td>(E)D past tense ending</td>
<td>TH (Thomas)</td>
</tr>
</tbody>
</table>

T can be silent (listen).
Meet, met
The vowel sounds /iː/ and /eː/

When you say the letters of the alphabet, E has the long vowel sound /iː/. You hear this sound in the word meet. But the letter E can also be pronounced as the short vowel sound /eː/, as in the word met.

- Listen to the sound /iː/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /iː/ in the words below and compare it with the words on each side.

```
met    meat    mate
list   least   last
bay    bee     beer
bit    beat    bet
```

- Listen and repeat these examples of the target sound.
  key     keys    keeps
  pea     peas    piece
  scene   seas    seat

"Steve keeps the cheese in the freezer."

When there is an /iː/ sound before the letter R at the end of a word, many speakers add the vowel /ə/ and do not pronounce the /iː/. Compare the vowels in these words: knee - near, pea - pie, he - hear. Many dictionaries give this vowel before R as /ɪə/.

- Listen to the sound /eː/. Look at the mouth diagram to see how to make this short vowel sound.
- Listen to the target sound /eː/ in the words below and compare it with the words on each side.

```
man    men     mean
heard  head    had
mate   met     meat
sit     set     sat
```

"It's best to rest, said the vet to the pet."

- Listen and repeat these examples of the target sound.
  rest    death    red
  friend  said     many
  check   shelf    leg

Spelling

<table>
<thead>
<tr>
<th></th>
<th>frequently</th>
<th>sometimes</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/iː/</td>
<td>EE (feet), EA (eat)</td>
<td>E (me)</td>
<td>Many other vowel sounds are spelt EA, though /iː/ is the most common.</td>
</tr>
<tr>
<td></td>
<td>E-E (scene)</td>
<td>IE (piece)</td>
<td></td>
</tr>
<tr>
<td>/eː/</td>
<td>E (men)</td>
<td>EA (death), IE (friend)</td>
<td>If E is followed by R, the vowel is not /eː/, but /ɪə(r)/ for example in serve.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A (many), Al (said)</td>
<td></td>
</tr>
</tbody>
</table>

20 English Pronunciation in Use
Carrot, cabbage
Unstressed vowels /ə/ and /ʌ/

In words with two or more syllables, at least one syllable is weak (does not have stress).
- Listen to these words which have two syllables, and the second syllable is weak.
  carrot     cabbage

In weak syllables, native speakers of English very often use the weak vowel sounds /ə/ and /ʌ/.
- Listen again to the two words above: the O in carrot is pronounced /ə/ and the A in cabbage is pronounced /ʌ/.

- Look at the mouth diagram to see how to make the sound /ə/.
- Listen to these examples and repeat them. The weak vowels in the unstressed syllables in bold are pronounced /ə/.

weak A: away   banana   woman   sugar
weak E: garden paper under
weak O: police doctor correct
weak U: support figure colour

"I ate an apple and a banana in a cinema in Canada."

Important for listening
- In words like paper, sugar, colour, the final R is not pronounced in many accents, so visto /ˈvɪstə/ rhymes with sister /ˈsɪstə/, for example.
- Many speakers of English (especially non-native speakers) do not change vowels in weak syllables to /ə/.

- Look at the mouth diagram to see how to make the sound /ʌ/.
- Listen to these examples and repeat them. The weak vowels in the unstressed syllables in black are pronounced /ʌ/.

weak A: orange cabbage
weak E: dances wanted begin women
weak I: music walking
weak U: lettuce minute

"Alex's lettuces tasted like cabbages."

Spelling
Notice in the examples above that nearly any vowel spelling may be pronounced as a weak vowel.

⚠️ Note: Often, whole words are pronounced as weak syllables, with a weak vowel. For example: half an hour, going to work, Jim was late. See Unit 33.
Few, view

The consonant sounds /f/ and /v/

- Listen to the two sounds /f/ and /v/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /f/, there is no voice from the throat, and when you say this sound, you can feel the air on your hand when you put it in front of your mouth. In /v/, there is voice from the throat.

- Now listen to the sound /f/ on its own.

- Listen to the target sound /f/ in the words below and compare it with the words on each side.

```
view  few  view
leave leaf leave
three free three
copy coffee copy
```

- Listen and repeat these examples of the target sound.

```
photo  fly  freeze
offer  selfish  gift
knife  stuff  laugh
```

- Listen to the sound /v/ on its own.

- Listen to the target sound /v/ in the words below and compare it with the words on each side.

```
ferry very ferry
best best
wet wet
than than
```

- Listen and repeat these examples of the target sound.

```
visa  vote  voice
river wives  loved
wave twelve  of
```

Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>F (fell)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FF (offer)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PH (phot)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GH (laugh)</td>
<td></td>
</tr>
<tr>
<td>/v/</td>
<td>V (never)</td>
<td>F (of)</td>
</tr>
</tbody>
</table>

The vowel is shorter before /f/ than /v/, for example in leaf and leave. If you have difficulty making the difference, exaggerate the length of the vowel in leave.
Gate, Kate

The consonant sounds /g/ and /k/

- Listen to the two sounds /g/ and /k/. Look at the mouth diagram to see how to make these sounds. Notice that in the sound /g/, there is voice from the throat. In /k/, there is no voice from the throat. When you say this sound, you can feel the air on your hand when you put it in front of your mouth.

- Now listen to the sound /g/ on its own.

- Listen to the target sound /g/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>Kate</th>
<th>gate</th>
<th>Kate</th>
<th>bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>good</td>
<td>back</td>
<td>wood</td>
</tr>
<tr>
<td>wood</td>
<td>log</td>
<td>loch*</td>
<td></td>
</tr>
</tbody>
</table>

* This is the Scottish word for lake: the final consonant sound does not exist in English.

- Listen and repeat these examples of the target sound.

    ghost guess green
gagger ago angry
dog egg league

    "Grandma gave the guests eggs and frog's legs."

- Listen to the sound /k/ on its own.

- Listen to the target sound /k/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>gap</th>
<th>cap</th>
<th>gap</th>
</tr>
</thead>
</table>
dogs  | docks| dogs |
| missed| mixed| missed|
| water | quarter | water |

- Listen and repeat these examples of the target sound.

    keep club quick
    school soccer taxi
    milk comic ache

    "The king cooked the carrots and the queen cut the cake."

### Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/g/</td>
<td>/g/ (go)</td>
<td>G can be silent (<a href="sign">sign</a>, <a href="foreign">foreign</a>). The vowel sound is a bit longer before /g/ than before /k/ in pairs like bag and back.</td>
</tr>
<tr>
<td>/k/</td>
<td>/g/ (bigger)</td>
<td>/k/ (guest)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>beginning</th>
<th>middle</th>
<th>end</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/k/</td>
<td>C (can)</td>
<td>CC (soccer)</td>
<td>K (milk)</td>
</tr>
<tr>
<td></td>
<td>K (king)</td>
<td>CK (locker)</td>
<td>CK (black)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C (comic)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GH (ache)</td>
</tr>
</tbody>
</table>

QU spells the sound [kw/], e.g. quick [kwik/].
X spells the sound [ks/], e.g. (six) [siks/].
In some words beginning with K, the K is silent, e.g. know, knife.
Hear, we're, year
The sounds /h/, /w/ and /j/

The sounds /h/, /w/ and /j/ only happen before a vowel sound.

A
- Listen to the sound /h/. Look at the mouth diagram to see how to make this sound.
- Listen to the target sound /h/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

Examples
hair  head  who
ahead  perhaps  behave

"Harry had a habit of helping hitch-hikers."

Important for listening
Some speakers, e.g. in London, do not pronounce the H, so hair | head sounds the same as air | ear.

B
- Listen to the sound /w/. Look at the mouth diagram to see how to make this sound.
- Listen to the target sound /w/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

Examples
wage  what  one
language  quick  square

"Wendy went away twice a week."

C
- Listen to the sound /j/. Look at the mouth diagram to see how to make this sound.
- Listen to the target sound /j/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

Examples
year  used  euro
few  cure  view

"We didn't use euros in Europe a few years ago."

In American, the /j/ is dropped from words like new, student, tune; so for example newspaper /njuːsˌpɪərəl sounds like noose paper /njuːsˈpiːrəl/.

D
Spelling

<table>
<thead>
<tr>
<th></th>
<th>frequently</th>
<th>rarely</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/h/</td>
<td>H (hill)</td>
<td>WH (who)</td>
<td>H is often silent (hour, honest).</td>
</tr>
<tr>
<td>/w/</td>
<td>W (will), WH (when)</td>
<td>O (one, once)</td>
<td>The letters QU usually spell /kw/ (quite).</td>
</tr>
<tr>
<td>/j/</td>
<td>Y (you), I (view), E (few), U (cute)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wine, win
The vowel sounds /aɪ/ and /ɪ/

When you say the letters of the alphabet, I has the long vowel sound /aɪ/. You hear this sound in the word wine. But the letter I is also pronounced as the short vowel sound /ɪ/, as in the word win.

- Listen to the sound /aɪ/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /aɪ/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>wide open mouth</th>
<th>target /aɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>mate</td>
<td>might</td>
</tr>
<tr>
<td>bay</td>
<td>buy</td>
</tr>
<tr>
<td>tip</td>
<td>type</td>
</tr>
<tr>
<td>quit</td>
<td>quite</td>
</tr>
<tr>
<td>meet</td>
<td>boy</td>
</tr>
<tr>
<td>tape</td>
<td>quiet</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
why wide wife
buy buys bike
fly flies flight

"Nile crocodiles have the widest smiles."

When the long /i/ is before R or L, many speakers put the vowel /ɪ/ between them. So, for example, hire sounds like higher. Here are some more examples: fire tyre child while smile style file wild.

- Listen to the sound /ɪ/. Look at the mouth diagram to see how to make this short vowel sound.
- Listen to the target sound /ɪ/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>front of tongue up</th>
<th>target /ɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>peak</td>
<td>pick</td>
</tr>
<tr>
<td>wheel</td>
<td>will</td>
</tr>
<tr>
<td>set</td>
<td>sit</td>
</tr>
<tr>
<td>feet</td>
<td>fit</td>
</tr>
<tr>
<td>pack</td>
<td>while</td>
</tr>
<tr>
<td>sat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
king kid kit
pink pig pick
fill fish fit

"Tim bit a bit of Kitty's biscuit."

Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/aɪ/ I-E (smile), IE (die)</td>
<td>IGH (high), UY (buy)</td>
<td>These spellings are not always pronounced /aɪ/ (fridge, city, friend).</td>
</tr>
<tr>
<td>/ɪ/ I (win)</td>
<td>Y (gym)</td>
<td>The sound /ɪ/ is also a weak vowel (see Unit 7), and can have various spellings in an unstressed syllable (needed, cities, village). If there is an R after the letter I (and the R does not have a vowel after it), I has a different pronunciation. (See Unit 19.)</td>
</tr>
</tbody>
</table>
Sheep, jeep, cheap
The consonant sounds /ʃ/, /ɹʃ/ and /tʃ/

A
- Listen to the sound /ʃ/. Look at the mouth diagram to see how to make this consonant sound. Notice that there is no voice from the throat, and you can feel the air on your hand when you put it in front of your mouth. If you add voice from the throat, you get the sound /ɹʃ/, as in television, but this sound is not common in English.
- Listen to the target sound /ʃ/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples.

\[
\begin{array}{ccc}
\text{sort} & \text{short} & \text{sort} \\
\text{suit} & \text{shoot} & \text{suit} \\
\text{catch} & \text{cash} & \text{catch} \\
\text{choose} & \text{shoes} & \text{choose}
\end{array}
\]

Examples
- should
- shirt
- sugar
- fashion
- nation
- ocean
- wash
- push
- English

"Sharon shouldn't wash her shoes in the shower!"

B
- Listen to the sounds /ɹʃ/ and /tʃ/. Look at the mouth diagram in C below to see how to make these consonant sounds. With /ɹʃ/ there is no voice from the throat, with /tʃ/ there is. Notice that you can make the sound /ʃ/ into a continuous sound, but you cannot do this with /ɹʃ/ and /tʃ/.

C
- Now listen to the sound /ɹʃ/ on its own.
- Listen to the target sound /ɹʃ/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples.

\[
\begin{array}{ccc}
\text{cheap} & \text{jeep} & \text{cheap} \\
\text{tune} & \text{June} & \text{tune} \\
\text{use} & \text{juice} & \text{use} \\
\text{draw} & \text{jaw} & \text{draw}
\end{array}
\]

Examples
- job
- general
- June
- danger
- agenda
- object
- edge
- age
- village

"Girger spilt orange juice on George's jacket."

D
- Listen to the sound /tʃ/ on its own.
- Listen to the target sound /tʃ/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples.

\[
\begin{array}{ccc}
\text{jeep} & \text{cheap} & \text{jeep} \\
\text{share} & \text{chair} & \text{share} \\
\text{trips} & \text{chips} & \text{trips} \\
\text{what's} & \text{watch} & \text{what's}
\end{array}
\]

Examples
- chair
- cheese
- chicken
- kitchen
- future
- question
- rich
- which
- March

"Which child put chalk on the teacher's chair?"

E

<table>
<thead>
<tr>
<th></th>
<th>beginning</th>
<th>middle</th>
<th>end</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ʃ/</td>
<td>SH (shoe), S (sugar)</td>
<td>SH (fashion), SS (Russia)</td>
<td>SH (finish)</td>
</tr>
<tr>
<td>/ɹʃ/</td>
<td>J (jaw), G (general)</td>
<td>G (page), J (major)</td>
<td>GE (rage), DGE (ledge)</td>
</tr>
<tr>
<td>/tʃ/</td>
<td>CH (chair)</td>
<td>CH (teacher), T (future)</td>
<td>TCH (watch)</td>
</tr>
</tbody>
</table>

32

English Pronunciation in Use
Flies, fries
The consonant sounds /l/ and /r/

- Listen to the sound /l/. Look at the mouth diagram to see how to make this sound. Notice that you can make it into a long continuous sound, and there is voice from the throat.

- Listen to the target sound /l/ in the words below and compare it with the words on each side.

```
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>flies</td>
<td>rent</td>
<td>correct</td>
</tr>
<tr>
<td>fries</td>
<td>lent</td>
<td>correct</td>
</tr>
<tr>
<td></td>
<td>collect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cold</td>
<td></td>
</tr>
</tbody>
</table>
```

- Listen and repeat these examples of the target sound.

```
leave  litre  life
slow  caller  help
fill  final  whistle
```

"Clara's really clever but Lilly's a little silly."

- Listen to the sound /r/. Look at the mouth diagram to see how to make this sound. Notice that you can make it into a long continuous sound, and there is voice from the throat. But when you finish the sound, the jaw opens a little and the tongue goes straight again.

- Listen to the target sound /r/ in the words below and compare it with the words on each side.

```
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>late</td>
<td>rate</td>
<td>late</td>
</tr>
<tr>
<td>play</td>
<td>pray</td>
<td>play</td>
</tr>
<tr>
<td>chain</td>
<td>train</td>
<td>chain</td>
</tr>
<tr>
<td>jaw</td>
<td>draw</td>
<td>jaw</td>
</tr>
</tbody>
</table>
```

"The rabbits raced right around the ring."

- Listen and repeat these examples of the target sound.

```
right  wrote  rhyme
carrot  sorry  dress
far away  war and peace
```

In South East English and many other accents, you only pronounce /l/ if there is a vowel sound after it. So for example, in far /far/ and car /kær/, you do not hear it; but in far away /færəʊ/ and car engine /kærɪndʒ/, you pronounce it because it is followed by a vowel sound. In other accents, including American, the /l/ is pronounced.

⚠️ Note: The sound /r/ affects the vowel sound before it: see Units 14 and 19.

### Spelling

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/l/</td>
<td>L (leg), LL (call)</td>
<td>L can be silent (half, calm, talk, could).</td>
</tr>
<tr>
<td>/r/</td>
<td>R (run), RR (carrot)</td>
<td>WR (wrong), RH (rhyme)</td>
</tr>
</tbody>
</table>
Car, care

The vowel sounds /aː(r)/ and /eə(r)/

In many accents in England, the letter R is not pronounced after a vowel. In other places, the R is pronounced, for example in most parts of North America. But in both cases, the letter R makes the vowel before it sound different. If the vowel is A, we usually get the vowel sounds in car /kær/ or care /keər/.

- Listen to the sound /aː/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /aː/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

### Examples
- far, far, four
- bore, bar, bear
- hurt, heart, hate
- much, march, match

*It's hard to park a car in a dark car park.*

Note: Sometimes we get the sound /aː/ before L too.

### Important for listening
- Listen to the sound with R pronounced, as in North America:
  - far, bar, heart, march, card, star, start, charm, chart
- In South East England, the letter A followed by S, F, TH, N is often pronounced /aː/:
  - ask, fast, after, path, both, dance, aunt
- In North America, the single letter O is pronounced /aː/: God, strong, lock, top. (See Unit 16.)

### B
- Listen to the sound /eə/. Look at the mouth diagram to see how to make this sound.
- Listen to the target sound /eə/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

### Examples
- bar, bear, beer
- shy, share, sure
- dead, dared, died
- stars, stairs, stays

*Sarah and Mary share their pears fairly.*

### Important for listening
- Different accents: Listen to the sound with the R pronounced, as in North America:
  - bear, share, dared, stairs, square, where, cared, fairly

### Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/aː/</td>
<td>/eə/</td>
</tr>
<tr>
<td>AR (car)</td>
<td>ARE (care), AIR (fair)</td>
</tr>
<tr>
<td>AL (half)</td>
<td>EAR (bear), ERE (where)</td>
</tr>
<tr>
<td>EAR, (heart)</td>
<td>A (ask, path, aunt): South: East English accent</td>
</tr>
</tbody>
</table>

36 English Pronunciation in Use
Some, sun, sung
The consonant sounds /m/, /n/ and /ŋ/

The consonant sounds /m/, /n/ and /ŋ/ are made by stopping the flow of air out of the mouth so that it goes through the nose instead. The three sounds are different because the air is stopped by different parts of the mouth. You can feel this when you say the words some, sun, sung.

- Listen to the sound /m/. Look at the mouth diagram to see how to make this sound.

Note: Always close your lips for /m/, even at the end of a word when the next word begins with /k/ or /ŋ/, for example: cream cake; warm glow.

- Listen to the target sound /m/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>target /m/</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>miss</td>
</tr>
<tr>
<td>sun</td>
<td>smoke</td>
</tr>
<tr>
<td>swing</td>
<td>jump</td>
</tr>
<tr>
<td>hang</td>
<td>harm</td>
</tr>
<tr>
<td>nice</td>
<td>make</td>
</tr>
<tr>
<td>sun</td>
<td>comb</td>
</tr>
<tr>
<td>swing</td>
<td>autumn</td>
</tr>
<tr>
<td>hang</td>
<td>film</td>
</tr>
</tbody>
</table>

“Mum made me move my model’s.”

- Then listen and repeat the examples of the target sound.

- Listen to the sound /n/. Look at the mouth diagram to see how to make this sound.

- Listen to the target sound /n/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>target /n/</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>might</td>
<td>now</td>
</tr>
<tr>
<td>warn</td>
<td>new</td>
</tr>
<tr>
<td>wing</td>
<td>know</td>
</tr>
<tr>
<td>rang</td>
<td>gone</td>
</tr>
<tr>
<td>might</td>
<td>open</td>
</tr>
<tr>
<td>warn</td>
<td>listen</td>
</tr>
<tr>
<td>wing</td>
<td>“There was no one on the moon on the ninth of June.”</td>
</tr>
<tr>
<td>rang</td>
<td></td>
</tr>
</tbody>
</table>

- Then listen and repeat the examples of the target sound.

- Listen to the sound /ŋ/. Look at the mouth diagram to see how to make this sound.

Note: Open your mouth but breathe through your nose. If you do this you will find that the air is stopped at the back of the mouth. This is where you stop the air to make the sound /ŋ/.

- Listen to the target sound /ŋ/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>target /ŋ/</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>sing</td>
</tr>
<tr>
<td>sung</td>
<td>singer</td>
</tr>
<tr>
<td>Kim</td>
<td>sink</td>
</tr>
<tr>
<td>king</td>
<td>bank</td>
</tr>
<tr>
<td>thin</td>
<td>banks</td>
</tr>
<tr>
<td>thing</td>
<td>think</td>
</tr>
<tr>
<td>thin</td>
<td>finger</td>
</tr>
</tbody>
</table>

“Young King Kong was stronger than strong.”

Notes on spelling: There may be a silent B or N after /m/ (comb, autumn). There may be a silent K before /n/ (knife). /n/ changes to /ŋ/ when the next sound after it is /k/ or /ŋ/; the N in thin is /n/, but the N in think is /ŋ/.
Note, not

The vowel sounds /ɔʊ/ and /ə/.

When you say the letters of the alphabet, O has the long vowel sound /ɔʊ/. You hear this sound in the word note. But the letter O is also pronounced as the short vowel sound /ə/, as in the word not.

- Listen to the sound /ɔʊ/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /ɔʊ/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th></th>
<th>bought</th>
<th>boat</th>
<th>boot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>blouse</td>
<td>blows</td>
<td>blues</td>
</tr>
<tr>
<td></td>
<td>cost</td>
<td>coast</td>
<td>cast</td>
</tr>
<tr>
<td></td>
<td>ball</td>
<td>bowl</td>
<td>bull</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

toe  rose  roast
comb  code  coat
roll  rose  rope

"Rose knows Joe phones Sophie, but Sophie and Joe don’t know Rose knows."

- Listen to the sound /ə/. Look at the mouth diagram to see how to make this short vowel sound.
- Listen to the target sound /ə/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th></th>
<th>won’t</th>
<th>want</th>
<th>went</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>luck</td>
<td>lock</td>
<td>lack</td>
</tr>
<tr>
<td></td>
<td>get</td>
<td>got</td>
<td>goat</td>
</tr>
<tr>
<td></td>
<td>fund</td>
<td>fond</td>
<td>phoned</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

wrong  rob  rock
gone  God  got
doll  dog  dock

"John wants to watch Walter wash the dog."

In North America, the sound /ə/ is replaced by /æ/. For this reason, the following words may sound similar if an English speaker says the first word and an American speaker says the second word:

Spelling

<table>
<thead>
<tr>
<th>/ɔʊ/</th>
<th>O (old), O-E (stone)</th>
<th>OW (show), OA (coat)</th>
<th>OE (toe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ə/</td>
<td>O (dog)</td>
<td>A (wash)</td>
<td></td>
</tr>
</tbody>
</table>

frequently | sometimes | notes

If there is an R after the letter O (and the R does not have a vowel after it), O has a different pronunciation. (See Unit 19.)
Arthur's mother
The consonant sounds /θ/ and /ð/

- Listen to the two sounds /θ/ and /ð/. Notice that in /θ/, there is no voice from the throat. Instead, you can feel the air from your mouth on your hand. In the sound /ð/ there is voice from the throat. It is possible to make both sounds long. Look at the mouth diagram to see how to make these consonant sounds.

- Now listen to the sound /θ/ on its own.

- Listen to the target sound /θ/ in the words below and compare it with the words on each side.

  target /θ/

  sick thick sick
  boat both boat
  free three free

- Listen and repeat these examples of the target sound.

  thank think thought
  healthy birthday maths
  earth length fourth

- Listen to the sound /ð/ on its own.

- Listen to the target sound /ð/ in the words below and compare it with the words on each side.

  target /ð/

  breed breathe breed
  den then den
  van than van

- Listen and repeat these examples of the target sound.

  these though they
  other weather clothes
  breathe with sunbathe

- Many native speakers of English pronounce TH as /θ/, /dθ/ or /tsθ/ instead of /ð/, and /dθ/, /nsθ/ or /tsθ/ instead of /ð/. For example, some Irish speakers pronounce thick /θɪk/ as tick /tɪk/.

  Some London speakers pronounce three /θriː/ as free /friː/. Some Nigerian speakers pronounce then /ðen/ as den /dɛn/.

## Spelling

<table>
<thead>
<tr>
<th>always</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/θ/</td>
<td>TH (three) In a few names of places and people, TH is pronounced as /θ/ (Thailand, Thomas).</td>
</tr>
<tr>
<td>/ð/</td>
<td>TH (then)</td>
</tr>
</tbody>
</table>
Sun, full, June
The vowel sounds /ʌ/, /ʊ/ and /u:/

When you say the letters of the alphabet, U has the long vowel sound /u:/ (we say it with the consonant /l/ in front of it). You hear the /u:/ sound in the word /june/. But the letter U is also pronounced as the short vowel sounds /ʌ/ or /ʊ/, as in the words sun and full.

- Listen to the sound /ʌ/. Look at the mouth diagram to see how to make this short vowel sound.
- Listen to the target sound /ʌ/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

**Examples**

- shoot  
  - shut  
  - shirt
- match  
  - much  
  - March
- look  
  - luck  
  - lock

"My mother's brother's my uncle; my uncle's son's my cousin."

In the North of England, speakers may use /ʊ/ in place of /ʌ/, so luck [lʊk] sounds like look [lʊk].

- Listen to the sound /ʊ/. Look at the mouth diagram to see how to make this short vowel sound.
- Listen to the target sound /ʊ/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

**Examples**

- luck  
  - look  
  - Luke
- pool  
  - pull  
  - Paul

"That cook couldn't cook if he didn't look at a cook book."

- Listen to the sound /u:/ . Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /u:/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

**Examples**

- full  
  - fool  
  - fall
- road  
  - rude  
  - rod
- but  
  - boot  
  - boat

"Sue knew too few new tunes on the flute."

Important for listening

Many words which have /ʌ/ before /u:/ in British English don't in American English. Compare: news /njuːz/ - news /nɜːz/, tune /tuːn/ - tune /tʊn/.

Notes on spelling: If there is an R after the letter U (and the R does not have a vowel after it), U has a different pronunciation. (See Unit 19.)
Shirt, short
The vowel sounds /ɜː(r)/ and /ɔː(r)/

In many accents in England, the letter R is not pronounced after a vowel. In other places, the R is pronounced, for example in North America. But in both cases, the letter R changes the vowel sound before it. If the vowel letter is E, I, O or U, we often get the vowel sounds in shirt or short.

- Listen to the sound /ɜː/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /ɔː/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>short</th>
<th>shirt</th>
<th>shut</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>were</td>
<td>we’re</td>
</tr>
<tr>
<td>born</td>
<td>burn</td>
<td>bone</td>
</tr>
<tr>
<td>hard</td>
<td>heard</td>
<td>head</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target language.

were word worst
burn bird birth
her heard hurt

- Listen to the sound /ɔː/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /ɔː/ in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>shot</th>
<th>short</th>
<th>shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>walk</td>
<td>woke</td>
</tr>
<tr>
<td>far</td>
<td>four</td>
<td>fair</td>
</tr>
<tr>
<td>boil</td>
<td>ball</td>
<td>bowl</td>
</tr>
</tbody>
</table>

- Listen and repeat the examples of the target sound.

bore bored bought
call cause caught
war wall walk

- Listen to the following words with the R pronounced, as in North America:

shirt were heard worst birth hurt born short door four war more

- In words without R, some American speakers pronounce the sound /ɔː/ instead of /ɜː/. Listen: ball caught law talk bought.

Spelling

<table>
<thead>
<tr>
<th>/ɜː/</th>
<th>/ɔː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/E/O/U+R</td>
<td>other spellings</td>
</tr>
<tr>
<td>IR (girl), ER (her), UR (hurt)</td>
<td>OR (word), EAR (heard)</td>
</tr>
<tr>
<td>OR (form)</td>
<td>A (call), AR (war), AU (cause), AW (saw), AL (walk), AUGH (taught), OUGH (thought), OUR (four)</td>
</tr>
</tbody>
</table>
Toy, town

The vowel sounds /ɔɪ/ and /aʊ/

- Listen to the sound /ɔɪ/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /aʊ/ in the words below and compare it with the words on each side.

- Listen and repeat these examples of the target sound.
  toy noise voice
  boil coin choice
  employ enjoyed

- Listen to the sound /aʊ/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /aʊ/ in the words below and compare it with the words on each side.

- Listen and repeat these examples of the target sound.
  how houses house
  now sound south
  town ground count

- When the vowel sound /aʊ/ is before L, e.g. oil boil soil, many speakers put the vowel /a/ between them. You may find it easier to say it this way.
- When the vowel sound /aʊ/ is before R or L, many speakers put the vowel /a/ between them, so hour rhymes with shower, and foul rhymes with towel.
- Listen to these words with the R pronounced, as in North America: hour, power, shower, flour, flower, tower

**Spelling**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɔɪ/</td>
<td>0V(boy), OI (coin)</td>
<td></td>
</tr>
<tr>
<td>/aʊ/</td>
<td>OW (cow), OU (loud)</td>
<td>Various different vowel sounds are spelt OW or OU.</td>
</tr>
</tbody>
</table>
Eye, my, mine
Introducing syllables

We can divide a word into one or more syllables. For example, *mum* has one syllable, *mother* has two syllables and *grandmother* has three syllables. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound. For example, these words have one syllable, and the syllable is just one vowel sound: *eye /aɪ/*, *owe /əʊ/*

A syllable can have consonant sounds (C) before the V, after the V or before and after the V. Here are some more examples (they are all words of one syllable).

<table>
<thead>
<tr>
<th>CV</th>
<th>VC</th>
<th>CVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>go /gəʊ/</td>
<td>if /ɪf/</td>
<td>ten /ten/</td>
</tr>
<tr>
<td>my /meɪ/</td>
<td>egg /ɛɡ/</td>
<td>nose /nəʊz/</td>
</tr>
<tr>
<td>know /nəʊ/</td>
<td>ice /aɪs/</td>
<td>mouth /maʊθ/</td>
</tr>
<tr>
<td>weigh /wɛɪ/</td>
<td>eight /eɪt/</td>
<td>knife /naɪf/</td>
</tr>
</tbody>
</table>

⚠ Note: There may be more than one C before or after the V. (See Units 24, 25.)

Remember that letters are not the same as sounds. For example, the consonant letters *W* and *Y* are not consonant sounds if they come after the vowel sound in the syllable e.g. *save*, *say*. They are part of the vowel sound. In some accents, for example South East English, the same is true for the consonant letter *R*. Here are some more examples. They are words of one syllable and they all have the pattern CV.

*how /haʊ/  law /laʊ/  pay /peɪ/  why /waɪ/  car /kaː/  hair /heər/*

Some people use the word *syllable* to talk about the parts of a written word. But in this book, the word *syllable* is used to talk about the *pronunciation* of words, not the writing. For example, in writing we can divide *chocolate* into three parts like this: cho-co-la-te. But when we say the word, we pronounce only two syllables, like this: *chocolate /tʃəʊkələt/.* (The dot shows where the two syllables are divided.) A number of other words may be pronounced with fewer syllables than in writing. Listen to these examples.

*chocolate /tʃəʊkələt/  different /ˈdifərənt/  interesting /ˈɪntərəstɪŋ/  general /dʒenərəl/  comfortable /ˈkʌməfərətəbəl/  secretary /ˌsekrəˈtəri/*

The first syllable in these words has the same three sounds, but in the opposite order:

*kitchen /ˈkɪtʃən/  –  chicken /ˈtʃɪkən/.*

If a sentence has similar-sounding syllables like this in it, it may be difficult to say. These sentences are called 'tongue-twisters'. Listen to this example.

*Richard checked the chicken in the kitchen.*

⚠ Note: You can find more about syllables in Units 24 to 27.
Saturday September 13th

Introducing word stress

If a word has more than one syllable, you give stress to one of the syllables. To give it stress, do one or more of these to the syllable:

- Make it longer. \textit{Saturday}
- Make it louder. \textit{Saturday}
- Make it higher. \textbf{Saturday}

We can show stress with circles: each circle is a syllable and the bigger circle shows which syllable has the stress. For example, \textit{Saturday} is Ooo.

Listen to the conversation and listen to the stress patterns of the words in bold type.

A: When do you begin your holiday?
   \begin{itemize}
   \item O o o o
   \end{itemize}

B: On the thirtieth of August.
   \begin{itemize}
   \item O o o o
   \end{itemize}

A: That’s next Saturday!
   \begin{itemize}
   \item O o o o
   \end{itemize}

B: We’re leaving in the afternoon.
   \begin{itemize}
   \item O o o
   \end{itemize}

A: And when are you coming back?

B: Saturday September the thirteenth.
   \begin{itemize}
   \item O o o o o o
   \end{itemize}

A: Thirtieth?
   \begin{itemize}
   \item O o o
   \end{itemize}

B: No. thirteenth!
   \begin{itemize}
   \item O o
   \end{itemize}

Different words have different stress patterns (patterns of stressed and unstressed syllables). Listen to these two- and three-syllable words.

- Oo \textit{April, thirty, morning, Sunday}
- oo \textit{July, midday, thirteen, today, thirteenth}
- Ooo \textit{Saturday, thirtieth, yesterday, holiday, seventy}
- OOo \textit{September, tomorrow, eleventh}
- ooO \textit{afternoon, seventeen, twenty-one}

\textbf{Note:} The stress pattern of numbers with \textit{-teen} is sometimes different when the word is in a sentence. For example, the normal stress pattern of \textit{nineteen} is oo, but when it is followed by a noun, e.g. \textit{the nineteen nineties, nineteen people}, the pattern is Oo.

\textbf{Note:} \textit{January} and \textit{February} may be pronounced with the stress patterns Ooo or Oooo.

Stress patterns can help you hear the difference between similar words, for example, numbers ending in \textit{-teen} or \textit{-ty}. Listen to these examples.

- oO \textit{thirteen, thirty, fourteen, forty, sixteen, sixty, eighteen, eighty, nineteen, ninety}

\textbf{Note:} You can find more about word stress in Units 28 to 31.
Remember, he told her
Introducing sentence stress

Individual words have a stress pattern, that is a pattern of strong and weak syllables. Sentences also have a stress pattern, and this is *sentence stress*. Sometimes a word and a sentence have the same stress pattern. Listen to these examples.

<table>
<thead>
<tr>
<th>word</th>
<th>sentence</th>
<th>word</th>
<th>sentence</th>
<th>word</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>photograph</td>
<td>Answer me!</td>
<td>September</td>
<td>Excuse me.</td>
<td>afternoon</td>
<td>Do you smoke?</td>
</tr>
<tr>
<td>Canada</td>
<td>Doesn't he?</td>
<td>tomorrow</td>
<td>I think so.</td>
<td>Japanese</td>
<td>One of these?</td>
</tr>
<tr>
<td>cabbages</td>
<td>Copy it!</td>
<td>remember</td>
<td>He told her.</td>
<td>Portuguese</td>
<td>He's arrived.</td>
</tr>
</tbody>
</table>

Short sentences and phrases in English have some typical stress patterns. Listen to the examples.

OoO  What's the time?  Yes, of course!  Thanks a lot!
OoOo  See you later!  Pleased to meet you!  Can't you hear me?
oOoO  A piece of cake.  The shop was closed.  It's time to go.
ooOo  Are you coming?  Do you like it?  Is he happy?

⚠️ Note: For more examples, see Section D5: *Sentence stress phrasebook*.

There is normally a space between stressed syllables in a sentence. Unstressed syllables can be put in that space. The space stays more or less the same length whether one or more unstressed syllables are pushed into it. So for example, these three sentences take about the same length of time to say. Listen.

OooO  Don't tell Mike.
OooOo  Go and speak to Mary.
OooOoo  Hurry and give it to Jonathan.

Stress patterns can help you hear the difference between similar sentences. For example, verbs with the negative ending *-n't* are always stressed. This helps us to hear the difference between *can* and *can't* in the following two sentences, because the two sentences have different stress patterns.

ooO  He can talk.
    oOO  He can't talk.

⚠️ Note: You can find more about sentence stress in Units 32 to 40.
Oh, no snow!
Consonants at the start of syllables

Some one-syllable words are just a single vowel sound (V), for example oh and eye. If we add one or more consonant sounds (C) to the beginnings of these words, they are still only one syllable. Look at these examples.

<table>
<thead>
<tr>
<th>V</th>
<th>CV</th>
<th>CCV</th>
</tr>
</thead>
<tbody>
<tr>
<td>oh</td>
<td>/əʊ/</td>
<td>no</td>
</tr>
<tr>
<td>oh</td>
<td>/əʊ/</td>
<td>low</td>
</tr>
<tr>
<td>eye</td>
<td>/aɪ/</td>
<td>lie</td>
</tr>
<tr>
<td>air</td>
<td>/aɪ/</td>
<td>where</td>
</tr>
<tr>
<td>or</td>
<td>/ɔː/</td>
<td>law</td>
</tr>
</tbody>
</table>

When there are two Cs at the start of a syllable:
- if the first C is /s/, the second C can be any of these: /ʃ/, /ʃl/, /sl/, /ʃw/, /ʃl/, /ʃl/.
- if the first C is any sound other than /s/, the second C can only be one of these: /ʃ/, /ʃl/, /ʃw/, /ʃl/.

When there are three Cs at the start of a syllable:
- the first C is always /s/.

You may find some of these syllables with more than one C at the beginning difficult to say. Listen to these examples.

/s/ + C: spell stairs sleep small snack swim
C + /ʃl/, /ʃ/, /ʃw/ or /ʃl/: blue fly dress ground quick swim view tune
/s/ + CC: spring strange square scream

When there are two or more Cs at the beginning of a syllable, many learners add a V before the first C or between the Cs. Be careful:
- If you add a V before the first C, you may get a different word. For example, if you add a vowel before sleep, it may become asleep.
- If you add a V between the Cs, you may get a different word. For example, if you add a vowel between /s/ and /p/ in sport, it becomes support.

Listen to the difference.

+ extra syllable
sleep asleep
dress address
street a street
sport support
That ski That's a key.
That smile That's a mile.
What snake? What's an ache?
Go – goal – gold

Consonants at the end of syllables

Some one-syllable words have no consonant sound (C) after the vowel sound (V), for example go. If we add one or more consonant sounds (C) to the end of these words, they are still only one syllable. Here is an example:

Sometimes, if you do not pronounce the last C of a word, you in fact say another word. For example, if you do not pronounce the final /kl/ in think /θɪŋk/ you get thing /θɪŋ/. Listen to the words below. The words on the left sound the same as the words on the right without the final C, so you can see that it is important to pronounce the final consonants.

<table>
<thead>
<tr>
<th>VCC</th>
<th>VC</th>
</tr>
</thead>
<tbody>
<tr>
<td>belt /bɛlt/</td>
<td>bell /bɛl/</td>
</tr>
<tr>
<td>change /feɪndʒ/</td>
<td>chain /tʃeɪn/</td>
</tr>
<tr>
<td>range /reɪndʒ/</td>
<td>rain /reɪn/</td>
</tr>
<tr>
<td>help /help/</td>
<td>hell /hel/</td>
</tr>
<tr>
<td>film /fɪlm/</td>
<td>fill /fɪl/</td>
</tr>
<tr>
<td>tenth /tentθ/</td>
<td>ten /ten/</td>
</tr>
<tr>
<td>learnt /lɜːnt/</td>
<td>learn /lɜːn/</td>
</tr>
<tr>
<td>wolf /wɜːlf/</td>
<td>wool /wʊl/</td>
</tr>
<tr>
<td>hold /həʊld/</td>
<td>hole /həʊl/</td>
</tr>
</tbody>
</table>

Some learners of English find it difficult to pronounce two Cs together at the end of a syllable. If you have this problem, you may find it easier if you put a word beginning with a V after it and imagine that the last C of the first word is in fact the beginning of the second word. For example, if you find it difficult to say the /hæt/ at the end of weren’t, imagine the /hæt/ at the start of the next word:

They weren’t able to do it. They weren’t able to do it.

⚠️ Note: We often get the consonant pair /nt/ at the end of negative contractions, e.g. isn’t. (See Unit 35.)

⚠️ Note: There are often two or more Cs at the end of verbs in the past tense. For example walked is pronounced /wɔːkt/ so it has the pattern CVCC. Similarly with -es endings, likes is pronounced /laɪks/ (CVCC).

Some learners of English add a vowel after words ending in two Cs to make it easier to say. But be careful: if you add an extra V after the last C, you may get a different word.

Listen to these examples.

help——helper
sent——centre
cook——cooker
mix——mixer
past——pasta
Paul's calls, Max's faxes
Syllables: plural and other -s endings

The noun *call* /kɔ:l/ is one syllable and the plural *calls* /kɔ:ls/ is also only one syllable. Usually the -s ending is just a consonant sound (C), not another syllable. It is pronounced /s/ or /z/.

When we add -s to make the third person singular present, it is the same. For example, the verb *know* /nəʊ/ is one syllable and the third person form *knows* /nəʊz/ is also only one syllable.

When we add -s to make the possessive it is also the same. For example *Paul* and *Paul's* are both just one syllable.

Listen to the examples of -s endings in these rhymes.
- Claire's chairs.
- Bob's jobs.
- Dr's pies.
- Rose knows.
- Pat's hars.

Sometimes, plural, third person and possessive endings are another syllable. For example, *fax* /fæks/ is one syllable, but *faxes* /fæks siz/ is two syllables.

The plural and other endings are another syllable when the original word ends in one of the sounds below. Listen to the examples and rhymes.
- /s/ Chris's kisses, the nurse's purses, Max's faxes
- /ʃ/ Trish's wishes
- /z/ Rose's roses
- /tʃ/ The witch's watches
- /dʒ/ George's fridges

Note: When the -s ending is another syllable, it is pronounced /z/.

With -s endings, we sometimes get a lot of consonant sounds together at the end of syllables, for example, *facts* /fæktz/. Many speakers of English make it simpler and do not pronounce one of the Cs. For example, they may pronounce *facts* like *fax* /fæks/. Here are some more examples.

- She never sends birthday cards. (sounds like: She never senz/ birthday cards)
- The lift's broken. (sounds like: The /lif's/ broken)
- It tastes funny. (sounds like: It /teiz/ funny)
- That's what he expects. (sound like: That's what he /ik'speks/)

Try to make sure you pronounce the -s ending. It is very important to the meaning. Listen to the examples and notice how the -s ending changes the meaning.

**noun**
- Jane's nose
- Nick's weights

**singular**
- My friend spends a lot.
- Our guest came late.

**verb**
- Jane knows
- Nick waits

**plural**
- My friends spend a lot.
- Our guests came late.
Pete played, Rita rested

Syllables: adding past tense endings

The verb *play* /pleɪ/ has one syllable and the past tense *played* /pleɪd/ also has only one syllable. Usually the -ed ending is just a consonant sound (C), not another syllable; the letter E is silent.

So, for example, *smiled* /smoʊld/ rhymes with *child* /tʃaɪld/, even though *child* does not have a letter E before the D. Listen to the rhymes. Notice that -ed rhymes with either /tʃ/ or /d/. 

He looked round first,
And then reversed.
The car that passed
Was going fast.
It hit the side.
The driver cried.
He never guessed.
He'd pass the test.

If the infinitive of the verb ends with the sounds /tʃ/ or /d/, -ed or -d is a new syllable; the letter E is pronounced as a vowel sound. For example:

hate /heɪt/ = one syllable
hated /heɪtɪd/ = two syllables

Listen and compare the sentences on the left and right below.

<table>
<thead>
<tr>
<th>OoOo</th>
<th>OoOo (-ed = extra syllable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pete played.</td>
<td>Rita rested.</td>
</tr>
<tr>
<td>Dan danced.</td>
<td>Colin counted.</td>
</tr>
<tr>
<td>Will watched.</td>
<td>Wendy waited.</td>
</tr>
<tr>
<td>Liz laughed.</td>
<td>Sheila shouted.</td>
</tr>
<tr>
<td>Clare cleaned.</td>
<td>Myra mended.</td>
</tr>
<tr>
<td>Steve stopped.</td>
<td>Stacey started.</td>
</tr>
</tbody>
</table>

Past tense endings tell you if the sentence is present or past. Listen to the difference.

**Present**

You never cook a meal.
I sometimes watch a movie.
We often phone our parents.

**Past**

You never cooked a meal.
I sometimes watched a movie.
We often phoned our parents.

⚠️ Note: If it is difficult to say the -ed ending in words like *cooked*, imagine that the -ed is joined to the word after. For example say *cooked all the food* like this: *cook tall the food*.

⚠️ Note: If the word after the past tense verb begins with a consonant, you may not hear the -ed, e.g. *cooked dinner* or *walked through*.
REcord, reCORD

Stress in two-syllable words

Many two-syllable words come from a one-syllable word. For example, the word artist comes from the word art, and the word remove comes from the word move. In these two-syllable words, the stress is on the syllable of the original word:

artist = Oo (stress on the first syllable)  remove = oO (stress on the second syllable)

Here are some more examples,

<table>
<thead>
<tr>
<th>nouns and adjectives</th>
<th>verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>art – artist</td>
<td>move – remove</td>
</tr>
<tr>
<td>drive – driver</td>
<td>like – dislike</td>
</tr>
<tr>
<td>friend – friendly</td>
<td>build – rebuild</td>
</tr>
<tr>
<td>fame – famous</td>
<td>come – become</td>
</tr>
</tbody>
</table>

Most two-syllable nouns and adjectives have stress on the first syllable, even if they don’t come from an original one-syllable word. For example, ‘brother’ doesn’t come from the original word ‘breath’, but it still has the stress pattern Oo.

Listen to this sentence: the nouns and adjectives all have the pattern Oo.
The artist’s most famous picture shows some women and children in a lovely forest with a purple mountain behind.

⚠️ Note: However, there are a number of exceptions to this general rule, for example asleep, mistake, machine, alone, which have stress on the second syllable.

Most two-syllable verbs have stress on the second syllable, even if they don’t come from an original one-syllable word. For example, ‘repeat’ doesn’t come from the original word ‘peat’, but it still has the stress pattern (oO). Listen to this sentence: the verbs all have the pattern oO.

Escape to Scotland, forget about work, just relax and enjoy the scenery!

⚠️ Note: There are a number of exceptions to this general rule, for example cancel, copy and two-syllable verbs ending in -er and -en, e.g. answer, enter, offer, listen, happen, open, which all have stress on the first syllable.

⚠️ Some words are both nouns and verbs. For example, record is a noun if you put stress on the first syllable, and a verb if you put stress on the second syllable. Listen to these examples. You will hear each word twice, first as a noun and then as a verb.

record contrast desert export object present produce protest rebel

⚠️ Note: There is not always a change of stress in words that are both nouns and verbs. For example answer, picture, promise, reply, travel, visit always have stress on the same syllable.

⚠️ Note: The stress stays in the same place when we make longer words from these two-syllable nouns, adjectives and verbs. For example, in both happy (Oo) and unhappy (oO), the stress is on the syllable happ, and in both depart (oO) and departure (cOo), the stress is on the syllable pari.
Second hand, bookshop
Stress in compound words

Compound words are made from two smaller words put together, for example book + shop = bookshop. (They are not always written as one word, for example shoe shop.) In most compound words, the stress is on the first part. For example, the word bookshop has two syllables and the stress is on the first syllable. Listen to these examples.

- bookshop, bus stop, footpath, airport, shoe shop, road sign, car park, bedroom
- traffic light, bus station, sunglasses, boarding card, window seat, check-in desk
- travel agent, art gallery, supermarket, tape recorder, photocopy

⚠️ Note: If the first part of the compound word is an adjective, there may be stress on the second part too, for example OO double room.

⚠️ Note: There may be stress on the second part of a compound noun when:
- the object in the second part is made out of the material in the first, for example OO glass jar;
- the first part tells us where the second part is, for example OO car door.

If the compound word is not a noun, we often put stress on the second part too. Listen to these examples.

- first class, half price, hand made
- bad-tempered, old-fashioned, short-sighted
- overnight, second hand

Sometimes a compound word looks the same as
- a normal adjective and noun,
- a normal noun and verb.

But the pronunciation is different. Compare:

<table>
<thead>
<tr>
<th>OO compound word</th>
<th>OO adjective and noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>We keep these plants in a greenhouse during the winter months.</td>
<td>Mr. Olsen lives in a small, green house next to the river.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OO compound word</th>
<th>OO noun and verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I saw her bus pass.</td>
<td>I saw her bus pass.</td>
</tr>
</tbody>
</table>
Unforgettable
Stress in longer words 1

We can build longer words by adding parts to the beginning or end of shorter words. Usually, this does not change the stress: it stays on the same syllable as in the original word. Look at the example below.

<table>
<thead>
<tr>
<th>for</th>
<th>get</th>
<th>ful</th>
<th>ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>for</td>
<td>get</td>
<td>ful</td>
</tr>
<tr>
<td>for</td>
<td>get</td>
<td>a</td>
<td>ble</td>
</tr>
<tr>
<td>for</td>
<td>get</td>
<td>a</td>
<td>ble</td>
</tr>
<tr>
<td>for</td>
<td>get</td>
<td>a</td>
<td>ble</td>
</tr>
</tbody>
</table>

Here are a list of beginnings and endings which do not change the stress of the shorter word:

- able (drinkable)  in-/im- (impossible) - ness (happiness)
- al (musical)      - ise (civilise)      - ship (friendship)
- er (player)       - ish (childish)      - un- (unhappy)
- ful (helpful)     - less (childless)     - under- (underpay)
- hood (childhood)  - ly (friendly)       - ment (employment)

Some endings do change the stress in the shorter word. Look how the ending -ion changes the stress in the word educate.

ed  u  cate  tion

ed  u  ca  tion

When we add the endings -ion or -ian, the stress always moves to the syllable before these endings. Here are some more examples.

e e lec lec tric cian

dec o cate tion

mu  sic  cian

cm  mmu  nni cate ca tion

Alert: -tion and -cian are pronounced /ʃən/.

The ending -ic also moves the stress to the syllable before it. Listen to these examples.

scientist  scientific

economy  economic

atom  atomic

artist  artistic

Note: When a syllable changes from unstressed to stressed, or stressed to unstressed, the vowel sound often changes. For example the letter O in atom is pronounced /əʊ/, but in atomic, it is pronounced /ɒ/; the A in atom is pronounced /æ/, but in atomic it is /ə/.

Note: The ending -al does not change the stress of the word (see A above), so, for example, the stress is on the same syllable in these two words: economic  economical.
Public, publicity
Stress in longer words 2

There are many longer word endings where the last letter is -y. In words with these endings, the stress is placed on the syllable two from the end. Listen to these examples.

<table>
<thead>
<tr>
<th>pub</th>
<th>lic</th>
<th>i</th>
<th>ty</th>
</tr>
</thead>
<tbody>
<tr>
<td>pho</td>
<td>to</td>
<td>graph</td>
<td>y</td>
</tr>
<tr>
<td>as</td>
<td>tro-</td>
<td>stron</td>
<td>o</td>
</tr>
<tr>
<td>na</td>
<td>tion</td>
<td>al</td>
<td>n al</td>
</tr>
<tr>
<td>cli</td>
<td>mate</td>
<td>tol</td>
<td>o</td>
</tr>
<tr>
<td>chem</td>
<td>ist</td>
<td>i</td>
<td>stry</td>
</tr>
</tbody>
</table>

⚠️ Note: If we add the ending -ic to a word, the stress goes on the syllable before -ic. (See Unit 30.) Notice the change of stress, for example:
photography > photographic.

⚠️ Note: In words for an expert in the subject, such as photographer or climatologist, the stress stays on the same syllable as in the word ending in -y:
photography > photographer
climatology > climatologist

Many words for school and university subjects have one of the -y endings in this unit or the ending -ics. Listen to the names of subjects in this text.

At school, I hated science subjects like physics, chemistry and biology, you know, and um... I wasn't very good at mathematics and things. I really liked subjects like history, geography, economics. Anyway, when I went to university, I wanted to do geology, but I couldn't 'cause I was no good at sciences, so in the end I did philosophy!

⚠️ Note: Many English speakers do not pronounce the second syllable in history, so that it sounds like this: /hɪstri/ Oo. The first part of the word geography may be pronounced as one or two syllables: /dʒɪ'grɑfɪ/ Ooo or /dʒɪ'rɪ'grɑfɪ/ O0Oo. Many speakers do not pronounce the second syllable in mathematics, so it sounds like this: /mæθ'mætɪks/ O0o.

If we combine the various endings in this unit and Unit 30, we can get families of words with moving stress patterns. Listen to these examples.
photograph
photography
photographic
economy
economics
economical
national
nationality
nationalise
nationalisation
civil
civility
civilise
civilisation
DON'T LOOK NOW!
Sentences with all the words stressed

In a sentence, we put stress on one syllable of all the most important words. In some situations, emergencies for example, all of the words are important. In this case, there is stress on one syllable of all of the words (in some cases, the sentence may have only one word). Listen to the sentence stress in these examples.

O Help! Quick! Smile!
Oo Quiet! Sorry!
OO Look out! Take care! Wake up! Don't move! Come back! Stand still! Sit down!
OoO Don't forget! Hurry up! Go away! Stay awake! Don't be late!
OoO Keep quiet! Don't worry!
OoO Don't look now! Go straight on! Don't turn round!
oOoo Emergency!

In English sentence stress, the following kinds of words are usually stressed. The examples given are from the sentences in A above.

verbs (help)
two-part verbs (look out)
adjectives (quick)
nouns (emergency)
negative auxiliary verbs (don't)

⚠️ Note: Positive auxiliary verbs such as be in Don't be late! are not usually stressed.

Sentences with all the words stressed have a distinctive rhythm. You can hear this well in these chants. Listen.

O O, O O
Don't move! Take care!
Keep calm! Stay there!

O O O
Go straight on!
Don't look down!
Go straight on!
Don't turn round!

O O, O o O
Don't stop! Carrying on!
Run! Run! Get away!
Quick! Quick! Hurry up!
That could be the man

Unstressed words

All of the sentences below have three syllables with this stress pattern: OoO. The middle word in each sentence is unstressed because it is not as important as the other two words. Listen.

O o O
What's your name?
Tom was right.
Dogs can swim.
Close the door!
Wait and see.
Go to bed!

These are the kinds of words which are not normally stressed, with example words from the sentences in A above.

- pronouns (your)
- the verb be (was)
- auxiliary verbs (can)
- articles (the)
- conjunctions (and, or)
- prepositions (to)

⚠ Note: Negative auxiliary verbs (can’t, don’t, hasn’t, etc.) are usually stressed. See Unit 32.

There may be more than one of these unstressed words between two stressed words. In the sentences below, each sentence has the same two stressed words with an increasing number of unstressed words between. Listen. Notice that the length of time between the two stressed words is about the same, however many unstressed words are fitted between.

OO That man.
Ooo That’s the man.
Oooo That was the man.
Ooooo That could be the man.

⚠ Note: Speakers can choose to put stress on words which are normally unstressed. They do this for emphasis or contrast. (See Unit 49.)
I'll ask her (Alaska)

Pronouns and contractions

Pronouns in sentences are usually unstressed. Look at this sentence: I met him. The first and third words are pronouns. So this sentence has the stress pattern o0O0.

Listen to these sentences. You will hear each one twice: first in careful speech and then in fast speech. Notice that in fast speech:
- the speaker doesn't pronounce the letter H in he, her, him, his unless it is at the beginning of the sentence.
- the vowel sound in the pronouns and his, her, their, our is very short.

<table>
<thead>
<tr>
<th>oOo</th>
<th>o0000</th>
</tr>
</thead>
<tbody>
<tr>
<td>I met him.</td>
<td>I met his wife.</td>
</tr>
<tr>
<td>You know her.</td>
<td>They read my book.</td>
</tr>
<tr>
<td>They saw you.</td>
<td>He knows their son.</td>
</tr>
<tr>
<td>She phoned you.</td>
<td>We called their friends.</td>
</tr>
<tr>
<td>He likes them.</td>
<td>She hates her job.</td>
</tr>
<tr>
<td>We found it.</td>
<td>You need our help.</td>
</tr>
</tbody>
</table>

⚠️ Note: You don't need to copy the fast speech pronunciation. People will understand you if you use careful speech. But you need to be able to understand fast speech.

Pronouns are often joined to auxiliary verbs (is, have, will, etc.) in contractions. For example, when we speak, we join the I and will together to form I'll. In the sentence I'll ask her there are four words but only three syllables. This is because the pronoun and contraction are pronounced as one syllable. This sentence therefore has the stress pattern o0O (the pronouns and contractions I'll and her are unstressed). In fast speech, it may be pronounced the same as Alaska. Listen to these examples.

<table>
<thead>
<tr>
<th>oOo</th>
<th>/æ'leɪskə/</th>
<th>/ɪm'kʌmɪŋ/</th>
<th>/hɛs'fɪnst/</th>
<th>/'ðe'æŋɡri/</th>
<th>/'viː'ven/</th>
<th>/ʃɪ'ænɡri/</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll ask her.</td>
<td>like Alaska</td>
<td>like coming</td>
<td>like his finished</td>
<td>like the hungry</td>
<td>like wiv seen im</td>
<td>like shiz angry</td>
</tr>
</tbody>
</table>

⚠️ Note: You do not join the pronoun to an auxiliary verb at the end of a sentence. For example, say Yes, I will, don't say Yes, fill.

⚠️ Note: You only put stress on pronouns if you want to emphasise or contrast something. It is like underlining with your voice. For example:
You don't need him, but he needs you!
(See Unit 49.)
She was FIRST
Pronouncing the verb be

You don't normally put stress on are in the middle of a sentence. Listen to this rhyme.

Roses are red,
Violets are blue,
Flowers are nice,
And so are you!

⚠️ Note: Many speakers pronounce are just as the weak vowel sound /ə/, but if the following word begins with a vowel sound, the /r/ is pronounced too, for example People are angry. (See Unit 39.)

The word is (and 's) is not usually spoken as a separate syllable; it is usually joined to the syllable before, for example Snow is/’s white. But if the word before ends with letters like S, CE, GE and CH, it is a new syllable, for example Grass is green. (See Unit 24.) Listen to the examples.

<table>
<thead>
<tr>
<th>is and 's – not a separate syllable</th>
<th>is and 's – a separate syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snow is white.</td>
<td>Grass is green.</td>
</tr>
<tr>
<td>Your hair is dirty.</td>
<td>Your face is dirty.</td>
</tr>
<tr>
<td>The road is closed.</td>
<td>The bridge is closed.</td>
</tr>
<tr>
<td>The clock is broken.</td>
<td>My watch is broken.</td>
</tr>
</tbody>
</table>

⚠️ Note: After a pronoun, am, is and are are usually written as a contraction ('m, 's, 're). (See Unit 34.)

In the middle of a sentence, was and were are also usually unstressed. Listen to the chant.

She was first.
You were last.
  It was hard.
  She was fast.
You were slow.
She was strong.
  I was tired.
  It was long.

The verb be is normally unstressed at the start of a sentence too. Listen to this chant.

Am I right? Am I wrong?
Is it short? Is it long?
Are you hot? Are you cold?
Were they young? Were they old?
Is it false? Is it true?
Was it me? Was it you?

Note that the vowel is very weak in fast speech (see Unit 7, which looks at weak vowels).

am = /əm/; is = /ɪz/; are = /ær/; were = /wɜːr/; was = /wɔz/

You don't need to copy the fast speech pronunciation. People will understand you if you use careful speech. But you need to be able to understand fast speech.

⚠️ Note: The verb be is stressed in negative contractions (e.g. aren't), and at the end of sentences (e.g. Yes, I am). (See Unit 38.)

⚠️ Note: The verb be is also stressed for emphasis or contrast, for example:
  That can't be John ... Wait a minute ... It is John! (See Unit 49.)
What do you think?
Auxiliary verbs

OoO OoO is a very common rhythm in questions beginning with Wh- words (when, where, what, etc.) followed by auxiliary verbs.

<table>
<thead>
<tr>
<th>Wh- word (stressed)</th>
<th>auxiliary (unstressed)</th>
<th>pronoun (unstressed)</th>
<th>main verb (stressed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>O</td>
<td>o</td>
<td>think?</td>
</tr>
<tr>
<td>O</td>
<td>o</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>

Listen to these examples. You will hear each one twice; first in careful speech and then in fast speech. Notice how, in fast speech, the vowel is very weak in the auxiliary do and does.

OoO
What do you think?
Where do you live?
What does she mean?
Where does he work?
What did he say?
Why did you go?

Other auxiliaries are also usually unstressed in questions. Listen. Note that the speaker does not pronounce the first letters of the auxiliaries will, have and has.

What will he do?        Where has she been?
What have I done?       What can you see?

Auxiliaries are stressed in negative contractions and at the end of sentences. Listen to these examples.

Yes, I do.
I don't know.
Yes, I will.
He won't say.
Yes, I have.
I haven't done it.
Yes, I can.
I can't help.

⚠ Note: Auxiliaries can also be stressed for emphasis or contrast. For example: I'm not English, but I am British! (See Unit 49.)

In very fast speech, some speakers pronounce many of these questions with only three syllables. Listen.

OoO
What do you want?  /wodja'wnnt/ (sounds like: What dya want?)
What does he do?   /wnts'dju:/ (sounds like: What si do?)
Where have you been? /weæv'ja'benn/ (sounds like: Whereve ya bin?)
Where did he go?   /weardr'gau/ (sounds like: Where di go?)

English Pronunciation in Use
A PIECE OF CHEESE
Pronouncing short words (a, of, or)

Short words like articles (a, the), conjunctions (and, or) and prepositions (to, of) are usually unstressed. Listen to this chant. Every line has the stress pattern oOoO. They have this rhythm because the first and third words are all unstressed. These words are: some, and, a, of, for, the, to, or, as.

<table>
<thead>
<tr>
<th>Shopping list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some milk and eggs,</td>
</tr>
<tr>
<td>A tin of peas,</td>
</tr>
<tr>
<td>A snack for lunch;</td>
</tr>
<tr>
<td>Some fruit and cheese.</td>
</tr>
<tr>
<td>The loaf of bread;</td>
</tr>
<tr>
<td>A jar of jam;</td>
</tr>
<tr>
<td>Some juice to drink;</td>
</tr>
<tr>
<td>A piece of ham.</td>
</tr>
<tr>
<td>Some pears or grapes,</td>
</tr>
<tr>
<td>Some beans and rice,</td>
</tr>
<tr>
<td>A can of beer</td>
</tr>
<tr>
<td>As cold as ice!</td>
</tr>
</tbody>
</table>

Listen again to the chant in A. Notice that the vowels in all the unstressed syllables are pronounced the same. This sound is written as /ə/ in the phonemic alphabet (see Unit 7). Also, in fast speech, the consonant sounds after the vowel in these words may not be pronounced. In this case, and sounds like an, and of sounds like a. Listen to these examples.

**and sounds like an:**
- an apple and an orange and an onion

**of sounds like a:**
- a bit of this and a bit of that

You don't need to copy the fast speech pronunciation. People will understand you if you use careful speech. But you need to be able to understand fast speech.

⚠️ Note: The consonant sound in of is not dropped when the following word begins with a vowel, for example some of each.

The vowel sound in to and the is different if the following word begins with a vowel. In this case, to changes from /tu:/ to /tə/, and the changes from /ðe/ to /ðə/. Listen to the difference.

We need water to drink and food to eat.
I'll have the fish, and the apple pie for dessert.
In speech, words are not separated; they join together. Sometimes it is difficult to know where one word finishes and the next word begins. For example, pets enter sounds the same as pet centre because the consonant /s/ could be at the end of the first word or at the start of the second word. Listen to the examples. The phrases on the left sound the same as the phrases on the right.

- pets enter
- stopped aching
- ice-cream
- known aim
- called Annie
- clocks tops
- missed a night

- pet centre
- stop taking
- I scream
- no name
- call Danny
- clock stops
- Mr Knight

⚠️ Note: The spelling may be different in the two phrases which sound the same. For example, the consonant sound /s/ is spelt S in pets, but C in centre. The consonant sound /t/ is spelt D at the end of stopped, but T in taking.

⚠️ Note: The /h/ is often dropped from the beginning of pronouns, so that thanked him sounds like thank him.

Normally, we know from the context what a word is. For example, these two sentences sound the same, but we know the first one is wrong because it has no sense.

- It snows good.
- It's no good.

In fluent speech, people join words together. When one word ends with a consonant and the next word begins with a vowel, imagine that the consonant is at the beginning of the next word. For example, say the first line of the chant below as if the words were divided like this:

/go tə po te tə/

Listen to the chant and repeat. The rhythm of each line is the same. The symbol _ shows where the consonant sound joins to the vowel sound of the next word.

- Got up at eight, _
- Got on a bus, _
- Went into work, _
- Worked until two, _
- Went out for lunch, _
- Worked until six, _
- Back on the bus, _
- Switched on the box*, _
- Slept in a chair, _

(*box = television)
After eight, after rate
Joining words 2

When we say the spellings of words or names, we normally join them together in one continuous sound. For example, we say ABC like this: /eibisli/ (without any pause between the letters). Sometimes we have to add an extra sound to separate vowel sounds. Listen to these examples. The added sound is in small letters.

URL /ju:/wa:/el/
AIM /e1:/ai:/em/
BORN /bi:/so:/wa:/en/

The same three sounds, /r/, /j/ and /w/, are also added between whole words to separate vowel sounds.

The consonant sound /r/ is used to separate vowel sounds when there is a letter R at the end of the first word. In many accents of English, including Southern British, this final letter R is not pronounced, so the word ends in a vowel sound. For example, the word after is pronounced /e1fter/. But if the following word begins with a vowel sound, the R is pronounced, in order to separate the two vowels. For example, the R is pronounced in after eight /e1fter eight/. In this case, the R sounds like it is at the start of the next word, so after eight sounds like after rate. Listen to the examples.

<table>
<thead>
<tr>
<th>R not pronounced</th>
<th>R pronounced</th>
<th>sounds like ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>her card</td>
<td>her ace</td>
<td>her race</td>
</tr>
<tr>
<td>under sixteen</td>
<td>under age</td>
<td>under age</td>
</tr>
<tr>
<td>after nine</td>
<td>after eight</td>
<td>after rate</td>
</tr>
<tr>
<td>four legs</td>
<td>four eyes</td>
<td>four rise</td>
</tr>
<tr>
<td>clear skies</td>
<td>clear air</td>
<td>clear rare</td>
</tr>
</tbody>
</table>

Note: Sometimes we pronounce an /r/ to separate vowel sounds even if there is no R in the spelling. For example saw Alice can be pronounced /sər ˈælɪs/.

'I saw her race.'

The sounds /j/ and /w/ can also be pronounced to separate vowel sounds.
- If the first word ends in a vowel sound like /i/ and the next word starts with any vowel sound, we add the sound /r/ (y).
- If the first word ends in a vowel sound like /u:/ or /o/ and the next word starts with any vowel sound, we add the sound /w/ (w).

Listen to the examples. Notice that /j/ or /w/ is pronounced even when there is no Y or W in the spelling.

<table>
<thead>
<tr>
<th>no /j/ or /w/ pronounced</th>
<th>/j/ or /w/ pronounced</th>
<th>sounds like ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>every toe /ˈevri ˈteʊ/</td>
<td>every ear /ˈevri ˈɛə/</td>
<td>every ear</td>
</tr>
<tr>
<td>he saves /hi: ˈseɪvz/</td>
<td>he earns /hi: ˈɛərnz/</td>
<td>he earns</td>
</tr>
<tr>
<td>you drank /ju: ˈdræŋk/</td>
<td>you ache /ju: ˈeɪk/</td>
<td>you wake</td>
</tr>
<tr>
<td>you hurt /ju: ˈhɑːt/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Introduction to phonemic symbols
**The phonemic alphabet**

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Symbol</th>
<th>Image</th>
<th>Word</th>
</tr>
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<tbody>
<tr>
<td>/æ/</td>
<td>/æ/</td>
<td>apple</td>
<td>egg</td>
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<tr>
<td>/eɪ/</td>
<td>/eɪ/</td>
<td>insect</td>
<td>orange</td>
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<td>/ə/</td>
<td>/ə/</td>
<td>umbrella</td>
<td>book</td>
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<td>/ɑː/</td>
<td>/ɑː/</td>
<td>arm</td>
<td>earth</td>
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<td>/ʌ/</td>
<td>/ʌ/</td>
<td>eagle</td>
<td>organ</td>
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<td>/uː/</td>
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<td>2</td>
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<td>/eə/</td>
<td>aeroplane</td>
<td>ear</td>
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<tr>
<td>/aɪ/</td>
<td>/aɪ/</td>
<td>eye</td>
<td>eight</td>
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<td>/eɪ/</td>
<td>/eɪ/</td>
<td>oval</td>
<td>coin</td>
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<tr>
<td>/ɔ/</td>
<td>/ɔ/</td>
<td>owl</td>
<td>banana</td>
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<tr>
<td>/b/</td>
<td>/b/</td>
<td>bird</td>
<td>chair</td>
</tr>
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<td>/ʃ/</td>
<td>/ʃ/</td>
<td>dog</td>
<td>fish</td>
</tr>
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<td>/d/</td>
<td>/d/</td>
<td>girl</td>
<td>heart</td>
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<td>jar</td>
<td>key</td>
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<td>/k/</td>
<td>leaf</td>
<td>monkey</td>
</tr>
<tr>
<td>/m/</td>
<td>/m/</td>
<td>nine</td>
<td>ring</td>
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<td>/pl/</td>
<td>/pl/</td>
<td>pear</td>
<td>rose</td>
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<td>/ʃ/</td>
<td>/ʃ/</td>
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<td>sheep</td>
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<td>sofa</td>
<td>television</td>
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<td>/θ/</td>
<td>mother</td>
<td>thirteen</td>
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<td>/ʒ/</td>
<td>/ʒ/</td>
<td>volcano</td>
<td>web</td>
</tr>
<tr>
<td>/kw/</td>
<td>/kw/</td>
<td>yacht</td>
<td>zebra</td>
</tr>
</tbody>
</table>

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130 English Pronunciation in Use
Sound pairs

If you have problems in hearing the difference between individual sounds in Section A of the book, you will be directed to one of the exercises in this section.

or

Look in D3 Guide for speakers of specific languages, find the sound pairs recommended for speakers of your language, and do these.

In order to remember which sound pairs you have done, put a tick in the boxes. If you have completed it but you still find it difficult, tick ‘visited’. If you are sure you know it, tick ‘understood’. If you have recorded yourself saying the words correctly, tick ‘recorded’.

Sound pair 1: /æ/ and /e/
For more on these sounds, see Units 2, 6.
Listen to the words in the box.

Listen. The speaker will say 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 bad / bed
9 dad / dead
10 sat / set
11 marry / marry
12 Talk to the man / men.

Sound pair 2: /æ/ and /ʌ/
For more on these sounds, see Units 2, 18.
Listen to the words in the box.

Listen. The speaker will say 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 fan / fun
9 cap / cup
10 rang / rung
11 She’s got a cat / cut on her arm.
12 He’s sung / He sang in public.
Sound pair 3: /æ/ and /ər/  
For more on these sounds, see Units 2, 14.

Listen to the words in the box.
(Note: In accents where the R is pronounced, these are not minimal pairs.)

Listen. The speaker will say 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 or phrase you hear.
8 cat / cart  
9 match / March  
10 had a / harder problem  
11 He always packs / parks slowly.  
12 She put her hand on her hat / heart.

Sound pair 4: /ɛ/ and /e/  
For more on these sounds, see Units 2, 6.

Listen to the words in the box.

Listen. The speaker will say 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 gate / get  
9 paper / pepper  
10 waste / west  
11 What would happen if we fail / fell?  
12 I've got a pain / pen in my hand.

Sound pair 5: /ɛ/ and /əe/  
For more on these sounds, see Units 2, 14.

Listen to the words in the box.
(Note: In accents where the R is pronounced, these are not minimal pairs.)

Listen. The speaker will say 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 or phrase you hear.
8 they / their  
9 stays / stairs  
10 hey / hair  
11 I don't want to pay / a pear.  
12 There's no way / nowhere to go.
Sound pair 6: /əʊ/ and /ɔɪ/
For more on these sounds, see Unit 14.

Listen to the words in the box.

Listen. The speaker will say 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 fare / far
9 bare / bar
10 cars / cars
11 I don’t think it’s fair / far.
12 We slept under the stairs / stars.

Sound pair 7: /ɔɪ/ and /əʊ/
For more on these sounds, see Units 14, 19.

Listen to the words in the box.

Listen. The speaker will say 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 farm / form
9 park / pork
10 There are thousands of stars / stores.
11 You can visit any port / port.
12 I don’t think it’s far / four.

Sound pair 8: /eə/ and /ɪə/
For more on these sounds, see Units 6, 14.

Listen to the words in the box.

Listen. The speaker will say 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 where / we’re
9 dare / dear
10 chairs / cheers
11 hair / hear
12 There’s something in the air / ear.
Sound pair 9: /ʌ/ and /ɑː/
For more on these sounds, see Units 14, 18.
Listen to the words in the box.
(Note: In accents where the R is pronounced, some of these are not minimal pairs.)
Listen. The speaker will say 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  hut / heart
9  much / March
10 duck / dark
11 cut / cart
12 Try to come / calm down.

Sound pair 10: /i/ and /ɪ/:
For more on these sounds, see Units 6, 11.
Listen to the words in the box.
Listen. The speaker will say 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 or phrase you hear.
8  chip / cheap
9  fit / feet
10 He doesn’t want to live / leave.
11 Can you fill / feel it?
12 Do you want to sit / a seat?

Sound pair 11: /ɪə/ and /ɪə/:
For more on these sounds, see Unit 6.
Listen to the words in the box.
(Note: In accents where the R is pronounced, these are not minimal pairs.)
Listen. The speaker will say 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  we / we’re
9  knee / near
10 pea / pier
11 feed / feared
12 Who is he / here?
Section D Reference

Sound pair 12: /e/ and /ə/:
For more on these sounds, see Units 6, 19.
Listen to the words in the box.
(Note: In accents where the R is pronounced, these are not minimal pairs.)
Listen. The speaker will say 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 ten / turn
9 lend / learned
10 Jenny / journey
11 That's a nice bed / bird.
12 This is the west / worst side.

Sound pair 13: /ɪ/ and /e/
For more on these sounds, see Units 6, 11.
Listen to the words in the box.
Listen. The speaker will say 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 miss / mess
9 bill / bell
10 will / well
11 Who dropped the litter / letter?
12 You should take the lift / left.

Sound pair 14: /ɒ/ and /əʊ/
For more on these sounds, see Unit 16.
Listen to the words in the box.
Listen. The speaker will say 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 not / note
9 rob / robe
10 goat / got
11 They want / won't sleep.
12 The cost / coast is clear.
Sound pair 15: /ɒ/ and /ʌ/

For more on these sounds, see Units 16, 18.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 not / nut
9 lock / luck
10 They shot / shut the door.
11 This shirt has a horrible collar / colour.
12 Did you see they're gone / their gun?

Sound pair 16: /əʊ/ and /ʌɪ/

For more on these sounds, see Units 16, 18.

Listen to the words in the box.

Listen. The speaker will say 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 soap / soup
9 rule / roll
10 There's water in my boat / boot.
11 He went to the north pool / pole.
12 We grow / grew strawberries.

Sound pair 17: /əʊ/ and /ɔɪ/

For more on these sounds, see Units 16, 19.

Listen to the words in the box.

Listen. The speaker will say 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 / saw
9 low / law
10 coal / call
11 It's a new bowl / ball.
12 I woke / walk in the morning.
Sound pair 18: /ɔu/ and /au/  

For more on these sounds, see Units 16, 20.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 know / now  
9 blows / blouse  
10 It isn't a load / allowed.  
11 I don't want to show her / a shower.  
12 Tim phoned / found her.

Sound pair 19: /u/ and /uː/  

For more on these sounds, see Unit 18.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 Luke / look  
9 full / fool  
10 pull / pool  
11 Should it? / shoe dye  
12 The butcher / boots you saw.

Sound pair 20: /ʌ/ and /ʌ/  

For more on these sounds, see Unit 18.

Listen to the words in the box.

Listen. The speaker will say 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 _____

Listen. Circle the word you hear.

5 bucks / books  
6 luck / look
Sound pair 21: /ʌ/ and /ɒ/  
For more on these sounds, see Units 18, 19.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say 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 or phrase you hear.

8 but / Bert  
9 hut / hurt  
10 under / learned a  
11 suffer / surfer  
12 It looks like the butcher’s shut / shirt.

Sound pair 22: /ʌ/ and /e/  
For more on these sounds, see Units 6, 18.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 but / bet  
9 study / steady  
10 won / when  
11 He shot a gun / again.  
12 This one’s butter / better.

Sound pair 23: /ɒ/ and /ɒ/  
For more on these sounds, see Units 16, 19.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say 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 or phrase you hear.

8 short / shot  
9 order / odder  
10 sport / spot  
11 water ski / what a ski  
12 There’s coffee in the port / pot.
Sound pair 24: /3/ and /19/

For more on these sounds, see Units 6, 19.

Listen to the words in the box.

Listen. The speaker will say 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 bird / heard
9 were / we're
10 fur / fear
11 I can't see if it's her / here.
12 He has a black bird / heard.

Sound pair 25: /3/ and /ea/

For more on these sounds, see Units 14, 19.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say 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 were / where
9 stir / stair
10 bird / bared
11 I can't see if it's her / hair.
12 It isn't fur / fair.

Sound pair 26: /3/ and /5/:

For more on these sounds, see Unit 19.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say 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 bird / bored
9 sir / saw
10 shirt / short
11 You weren't first / forced to do it.
12 We worked / walked all day.
Sound pair 27: /ɔɪ/ and /aɪ/
For more on these sounds, see Units 14, 19.
Listen to the words in the box.
Listen. The speaker will say 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 fur / far
9 hurt / heart
10 further / father
11 The question wasn’t heard / hard.
12 She owned a firm / farm.

Sound pair 28: /b/ and /p/
For more on these sounds, see Unit 3.
Listen to the words in the box.
Listen. The speaker will say 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 bill / pill
9 bush / push
10 The soldiers lay on their backs / packs.
11 They tied the robe / rope round his neck.
12 There’s a bear / pear in that tree.

Sound pair 29: /b/ and /v/ 
For more on these sounds, see Units 3, 8.
Listen to the words in the box.
Listen. The speaker will say 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 or phrase you hear:
8 bet / vet
9 They’ve ached / They baked all day.
10 summer beach / some of each
11 Say ‘boat’ / Save oil.
12 I brushed it / I’ve rushed it.
Sound pair 30: /p/ and /f/  
For more on these sounds, see Units 3, 8.  
Listen to the words in the box.  
Listen. The speaker will say 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 or phrase you hear.  
8 pool / fool  
9 pine / fine  
10 He was driving past / fast.  
11 a nicer pear / a nice affair  
12 a change of pace / face

Sound pair 31: /s/ and /z/  
For more on these sounds, see Unit 4.  
Listen to the words in the box.  
Listen. The speaker will say 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 ice / eyes  
9 sip / zip  
10 They race / raise horses here.  
11 What's wrong with your niece / knees today?  
12 I just want some peace / peas please.

Sound pair 32: /s/ and /ʃ/  
For more on these sounds, see Units 4, 12.  
Listen to the words in the box.  
Listen. The speaker will say 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 sign / shine  
9 mass / mash  
10 I didn't save / shave for years.  
11 They didn't suit / shoot him.  
12 They sat on the seat / sheet.
**Sound pairs 33: /s/ and /θ/, /z/ and /ð/**

*For more on these sounds, see Units 4, 17.*

Listen to the words in the box.

Listen. The speaker will say 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 breeze / breathe
10 That's a funny sort / thought.
11 Her mouse / mouth seems to be smiling.
12 Are they closed / clothed yet?

<table>
<thead>
<tr>
<th>sink – think</th>
<th>worse – worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>bays – bathe</td>
<td>closed – clothed</td>
</tr>
</tbody>
</table>

**Sound pair 34: /d/ and /t/**

*For more on these sounds, see Unit 5.*

Listen to the words in the box.

Listen. The speaker will say 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 said / set
9 down / town
10 I forgot the code / coat.
11 It's a very wide / white beach.
12 She started riding / writing young.

<table>
<thead>
<tr>
<th>hard – heart</th>
<th>road – wrote</th>
</tr>
</thead>
<tbody>
<tr>
<td>dune – tune</td>
<td>die – tie</td>
</tr>
</tbody>
</table>

**Sound pairs 35: /t/ and /θ/, /d/ and /ð/**

*For more on these sounds, see Units 5, 17.*

Listen to the words in the box.

Listen. The speaker will say 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 tree / three
9 day / they
10 I don't want your tanks / thanks!
11 That's what I taught / thought!
12 They couldn’t breed / breathe very well.

<table>
<thead>
<tr>
<th>tree – three</th>
<th>boat – both</th>
</tr>
</thead>
<tbody>
<tr>
<td>breed – breathe</td>
<td>dough – though</td>
</tr>
</tbody>
</table>

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Sound pairs 36: /t/ and /tʃ/, /d/ and /dʒ/
For more on these sounds, see Units 5, 12.

Listen to the words in the box.

Listen. The speaker will say 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 / torch
9 aid / age
10 It's a tropical beat / beach.
11 He took the coat / coach all the way to London.
12 It went over my head / hedge into the next garden.

Sound pair 37: /ʃ/ and /v/
For more on these sounds, see Unit 8.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 that sofa / that's over
9 This is where we lift / lived.
10 That's quite a few / view!
11 Ask your wife's / wives' friends.
12 a current affair / of air

Sound pair 38: /v/ and /w/
For more on these sounds, see Units 8, 10.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 made of air / made aware
9 Which is verse / worse?
10 It's next to the vine / wine.
11 It's in the vest / west.
12 half a weight / half of eight


Sound pairs 39: /f/ and /θ/, /v/ and /ð/

For more on these sounds, see Units 8, 17.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 first / thirst
9 I got these free / three gifts.
10 It's a fort / thought.
11 What some of us / What's a mother's first thought.
12 I don't know Eva / either.

Sound pair 40: /g/ and /k/

For more on these sounds, see Unit 9.

Listen to the words in the box.

Listen. The speaker will say 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 The gap's / cap's too small.
9 His bag / back was broken.
10 Did you see the ghost / coast?
11 There was a guard / card by the door.
12 Is it gold / cold?

Sound pair 41: /h/ and / /

For more on this sound, see Unit 10.

Listen to the words in the box.

Listen. The speaker will say 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 hate / eight
9 heart / art
10 You can smell it in the hair / air.
11 She lost her hearing / earring.
12 They aren't beating / eating it properly.
Sound pair 42: /j/ and /dʒ/

For more on these sounds, see Units 10, 12.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 yet /jet
9 until you lie /until July
10 I don’t see the yoke /joke.
11 Did you see yours /jaws?
12 What’s the use /juice?

Sound pairs 43: /h/ and /ʃ/, /h/ and /f/  

For more on these sounds, see Units 8, 10, 12.

Listen to the words in the box.

Listen. The speaker will say 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 think the holder’s /shoulder’s broken.
9 You have to hold /fold it there.
10 I can’t sleep with this heat /sheet.
11 I don’t think it’s hair /fair.
12 The boss hired /fired me.

Sound pair 44: /tʃ/ and /ʃ/

For more on these sounds, see Unit 12.

Listen to the words in the box.

Listen. The speaker will say 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 choose /shoes
9 chair /share
10 I tried to catch /cash the cheque.
11 But there aren’t any chips /ships!
12 You’ll have to watch /wash the baby.
Sound pair 45: /ts/ and /dz/
For more on these sounds, see Unit 12.

Listen to the words in the box.

Listen. The speaker will say 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 chose / Joe's
9 cheap / jeep
10 I dreamt of enormous riches / ridges.
11 Hair-loss starts with H / age.
12 I don't think it's in tune / june.

Sound pairs 46: /ts/ and /dz/ and /ts/ and /dz/
For more on these sounds, see Unit 12.

Listen to the words in the box.

Listen. The speaker will say 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 arts / arch
9 aids / age
10 eats / each
11 Watch / What's the time? /
12 They suffered the raids / rage of the bandits.

Sound pairs 47: /tr/ and /ts/ and /dr/ and /dz/
For more on these sounds, see Units 12, 13.

Listen to the words in the box.

Listen. The speaker will say 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 trips / chips
9 drunk / junk
10 The train / chain isn't moving.
11 There's something in the trees / cheese.
12 It's in the lower drawer / jaw.
Section D Reference

Sound pair 48: /n/ , /ŋ/ and /ŋk/

For more on these sounds, see Unit 15.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 hand / hanged
9 win / wing
10 Robin Banks / robbing banks
11 I ran / rang home yesterday.
12 They’re singing / sinking.

Sound pairs 49: /m/ and /n/ , /ŋ/ and /ŋk/

For more on these sounds, see Unit 15.

Listen to the words in the box.

Listen. The speaker will say 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 or phrase you hear.

8 term / turn
9 mice / nice
10 The son warned / sun warmed me.
11 It’s mine / nine already!
12 You have to swim / swing to the left.

Sound pair 50: /l/ and /r/

For more on these sounds, see Unit 13.

Listen to the words in the box.

Listen. The speaker will say 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 They played / prayed for the team.
9 It wasn’t long / wrong.
10 They glow / grow in the dark.
11 There were flies / fries all around my burger.
12 I’ll collect / correct it tomorrow.