English Pronunciation in Use
Self-study and classroom use

Mark Hancock
## Contents

To the student 5  
To the teacher 7  
Map of contents described in phonological terms 9

### Section A Letters and sounds

<table>
<thead>
<tr>
<th>No.</th>
<th>Word(s)</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bye, buy</td>
<td>/baɪ/ /baɪ/</td>
</tr>
<tr>
<td>2</td>
<td>Plane, plan</td>
<td>/pleɪ/ /pleɪ/</td>
</tr>
<tr>
<td>3</td>
<td>Back, pack</td>
<td>/bæk/ /bæk/</td>
</tr>
<tr>
<td>4</td>
<td>Rice, rise</td>
<td>/raɪs/ /raɪs/</td>
</tr>
<tr>
<td>5</td>
<td>Down town</td>
<td>/daʊntaʊn/</td>
</tr>
<tr>
<td>6</td>
<td>Meet, met</td>
<td>/miːt/ /miːt/</td>
</tr>
<tr>
<td>7</td>
<td>Carrot, cabbage</td>
<td>/ˈkærət/ /ˈkærət/</td>
</tr>
<tr>
<td>8</td>
<td>Few, view</td>
<td>/fiː/ /fiː/</td>
</tr>
<tr>
<td>9</td>
<td>Gate, Kate</td>
<td>/geɪt/ /geɪt/</td>
</tr>
<tr>
<td>10</td>
<td>Hear, we’re, year</td>
<td>/hɛə/ /ˈwiə/ /jə/</td>
</tr>
<tr>
<td>11</td>
<td>Wine, win</td>
<td>/waɪn/ /waɪn/</td>
</tr>
<tr>
<td>12</td>
<td>Sheep, jeep, cheap</td>
<td>/ʃiːp/ /ˈdʒiːp/ /ˈtʃeɪp/</td>
</tr>
<tr>
<td>13</td>
<td>Flies, fries</td>
<td>/flaɪz/ /flaɪz/</td>
</tr>
<tr>
<td>14</td>
<td>Car, care</td>
<td>/kær/ /kær/</td>
</tr>
<tr>
<td>15</td>
<td>Some, sun, sung</td>
<td>/sʌm/ /sʌn/ /sʌŋ/</td>
</tr>
<tr>
<td>16</td>
<td>Note, not</td>
<td>/nəʊt/ /nəʊt/</td>
</tr>
<tr>
<td>17</td>
<td>Arthur’s mother</td>
<td>/ˈɑːθərs/ /ˈɑːθərs/</td>
</tr>
<tr>
<td>18</td>
<td>Sun, full, June</td>
<td>/sʌn/ /fʊl/ /jaʊn/</td>
</tr>
<tr>
<td>19</td>
<td>Shirt, short</td>
<td>/ʃə(r)/ /ʃɔ(r)/</td>
</tr>
<tr>
<td>20</td>
<td>Toy, town</td>
<td>/toɪ/ /toʊn/</td>
</tr>
</tbody>
</table>

### Section B Syllables, words and sentences

<table>
<thead>
<tr>
<th>No.</th>
<th>Word(s)</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Eye, my, mine</td>
<td>Introducing syllables</td>
</tr>
<tr>
<td>22</td>
<td>Saturday September 13th</td>
<td>Introducing word stress</td>
</tr>
<tr>
<td>23</td>
<td>Remember, he told her</td>
<td>Introducing sentence stress</td>
</tr>
</tbody>
</table>

### Syllables

<table>
<thead>
<tr>
<th>No.</th>
<th>Word(s)</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Oh, no snow!</td>
<td>Consonants at the start of syllables</td>
</tr>
<tr>
<td>25</td>
<td>Go – goal – gold</td>
<td>Consonants at the end of syllables</td>
</tr>
<tr>
<td>26</td>
<td>Paul’s calls, Max’s faxes</td>
<td>Syllables: plural and other –s endings</td>
</tr>
<tr>
<td>27</td>
<td>Pete played, Rita rested</td>
<td>Syllables: adding past tense endings</td>
</tr>
</tbody>
</table>

### Word stress

<table>
<thead>
<tr>
<th>No.</th>
<th>Word(s)</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>REcord, reCORD</td>
<td>Stress in two-syllable words</td>
</tr>
<tr>
<td>29</td>
<td>Second hand, bookshop</td>
<td>Stress in compound words</td>
</tr>
<tr>
<td>30</td>
<td>Unforgettable</td>
<td>Stress in longer words 1</td>
</tr>
<tr>
<td>31</td>
<td>Public, publicity</td>
<td>Stress in longer words 2</td>
</tr>
</tbody>
</table>
Sentence stress

32  DON'T LOOK NOW!  Sentences with all the words stressed  72
33  THAT could be the MAN  Unstressed words  74
34  I'll ask her (Alaska)  Pronouns and contractions  76
35  She was FIRST  Pronouncing the verb be  78
36  WHAT do you THINK?  Auxiliary verbs  80
37  A PIECE of CHEESE  Pronouncing short words (a, of, or)  82
38  Pets enter, pet centre  Joining words 1  84
39  After eight, after rate  Joining words 2  86
40  Greet guests, Greek guests  Joining words 3  88

Section C Conversation

41  Could you say that again?  Understanding conversation  90
42  'Was that the question?' he asked.  Reading aloud: 'pronouncing punctuation'  92
43  A shirt and a tie / a shirt and tie  Grouping words  94
44  Ehm ...  Showing that you want to continue  96
45  Well, anyway ...  Telling a story  98
46  I mean, it's sort of like ...  Understanding small talk  100
47  Right, OK ...  Understanding instructions  102
48  'Like father like son' as they say  Quoting speech  104
49  He will win  Introduction to emphatic stress  106
50  Schwartz ... Pedro Schwartz  Emphasising added details  108
51  I think you're in my seat  Emphasising important words  110
52  Chips or salad?  Emphasising contrasting alternatives  112
53  Fifty? No, fifteen!  Emphasising corrections  114
54  Look who's talking!  Introducing tones  116
55  Here? Yes, here!  Asking and checking tones  118
56  Where were you born?  Tones in asking for information  120
57  We're closed tomorrow  Tones in new and old information  122
58  Oh, really?  Continuing or finishing tones  124
59  It's fun, isn't it?  Agreeing and disagreeing tones  126
60  It was brilliant!  High tones  128

Section D Reference

D1  Introduction to phonemic symbols  130
D2  Pronunciation test  137
D3  Guide for speakers of specific languages  141
D4  Sound pairs  144
D5  Sentence stress phrasebook  161
D6  Glossary  162

Key  166

Acknowledgements  200
To the student

*English Pronunciation in Use* is a book to help students of English to work on pronunciation, for both speaking and understanding. It is written mainly for students of intermediate level.

**What will I need?**

You will need a cassette or CD player to listen to the recorded material that goes with this book. It will be very useful if you have equipment to record your own voice, so that you can hear your own progress. This symbol (1) indicates the track number for recorded material i.e. CD or cassette A, track 1.

Also, when you are studying individual sounds, it is sometimes useful if you have a mirror. With this, you can compare the shape of your own mouth to the mouth in diagrams like this one from Unit 8.

See page 163 for a labelled diagram of the mouth and throat.

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

There are 60 units in the book. Each unit looks at a different point of pronunciation. Each unit has two pages. The page on the left has explanations and examples, and the page on the right has exercises. The 60 units are divided into three sections of 20 units each. Section A is about how to say and spell individual sounds. Section B is about joining sounds to make words and sentences. Section C is about pronunciation in conversation.

After the 60 units, there is a fourth section, Section D, which contains the following:

- Introduction to phonemic symbols
- Pronunciation test
- Guide for speakers of specific languages
- Sound pairs
- Sentence stress phrasebook
- Glossary

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

With the book, there is also a set of four cassettes or CDs, one for each section of the book.

**What order shall I do the units in?**

It is better if you balance the work that you do from the three sections: first, do a unit from Section A, then a unit from Section B, then a unit from Section C, then another unit from Section A, and so on.

So, for example, you could begin like this:

Unit 1, then Unit 21, then Unit 41, then Unit 2, etc. At the end of each unit, you will find a note telling you where to go next.

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 Section D4 *Sound pairs.*
You may want to focus your work more closely. If so, here are more ideas:

- Do the *Pronunciation test* in Section D. Count your score for each section. If you did specially well in any one of the sections, then you may want to miss the units in that section of the book.
- Look at Section D3 *Guide for speakers of specific languages*. Find your own language (the languages are in alphabetical order). The notes there will tell you which units are less important for speakers of your language and which sound pairs in section D4 are recommended.

**Do I need to know the phonemic symbols?**

It is possible to use this book without knowing phonemic symbols. However, it is useful to learn them because they make it easier to analyse the pronunciation of words. Also, many dictionaries use phonemic symbols to show pronunciation. In Section D1 *Introduction to phonemic symbols*, you will find a table of the phonemic symbols, plus a set of puzzles to help you learn them.

**Is this book only about pronunciation in speaking?**

No, it isn't. Pronunciation is important for both listening and speaking. In many of the units, especially in Sections B and C, the pronunciation point is more important for listening than speaking. For example, when they are speaking fast, many native speakers join words together in certain ways. You need to be able to understand this when you hear it, but it does not matter if you do not speak in this way. People will still understand you. Pronunciation points like this are shown with a grey background and this sign: 

It is your choice whether you want to just focus on listening, or whether you want to try to speak that way too.

**What accent of English is used in this book?**

For a model for you to copy when speaking, we have used only one accent, a Southern British accent. But when you are listening to people speaking English, you will hear many different accents. If you are not used to these, it can be very difficult to understand what is being said. For this reason, you will hear a variety of accents in some parts of the listening material for this book.

**What is the *Sentence stress phrasebook*?**

It can help you to speak more fluently if you say some very common expressions with a fixed pronunciation, like a single word. In Section D5 *Sentence stress phrasebook*, some common expressions are given, and they are grouped together by the way they sound: by their *sentence stress or rhythm*. You can practise listening and repeating these to improve your fluency.

**What is in the *Glossary*?**

In this book, there are some words which are specific to the subject of pronunciation. You can find an explanation of the meaning of these words in Section D6 *Glossary*.

**How should I use the recordings?**

When you are working with the recording, you should replay a track as often as you need to. When you are doing an exercise you may also need to pause the recording after each sentence to give you time to think or to write your answers. When you are instructed to repeat single words there is a space on the recording for you to do so, but if you are repeating whole sentences you will have to pause the recording each time.
To the teacher

Although *English Pronunciation in Use* has been written so that it can be used for self-study, it will work equally well in a class situation. In a classroom context, the learners can get immediate guidance and feedback from the teacher. Also, they can practise some of the dialogues and other exercises in pairs. You can direct students with particular pronunciation difficulties to do specific units on their own.

In order to simplify the jargon in the book, many of the terms you may be familiar with are not used. For example, the term *initial consonant cluster* is not used. The unit on initial consonant clusters is called *Unit 24 Oh, no snow! Consonants at the start of syllables*. The following is an explanation of how the book is organised, ending with the map of contents described in phonological terms.

Section A aims to cover the sounds of English and their main spellings. The units are organised by letters rather than sounds. The intention is that this would be a more intuitive route in for non-specialist users. At the same time, this organisation helps to highlight sound–spelling regularities in English.

The vowels are covered first via the five vowel letters of the alphabet, and their ‘long’ and ‘short’ pronunciations, for example the letter A as in *tape* or *tap*. The remaining vowel sounds are presented as vowels which typically occur before a letter R. The consonant sounds are presented through either their most common spelt letter, or by one of their main spellings. The ordering of these units is more or less alphabetical.

The units in Section A are not presented as minimal pairs. Vowels are paired according to their spelling, not their potential for being confused with one another. Consonants are paired mainly where they share the same place of articulation. The units were not organised as minimal pairs for two reasons:
- Any sound can form a minimal pair with a number of other sounds, not just one. Organising units according to minimal pairs would therefore lead to a huge number of units and a lot of duplication.
- Many minimal pairs will be redundant for any given learner, so learners need to be selective. Potentially confusing minimal pairs are gathered together in Section D4 *Sound pairs*. Learners are encouraged to select from these according to their own needs.

Alternatives are included for those areas of pronunciation which are especially susceptible to variation across different varieties of English. For example, where there is a letter R with no vowel after it, many speakers do not pronounce the R and many other speakers do pronounce it, and both varieties are presented.

Many vowel sounds are treated as local variants of vowel + R. For instance, the diphthong /ɪə/ is initially presented not as a sound in itself, but as a variant of /iː/ when it occurs before R or L.
Some of the pronunciation points in the book are potentially irrelevant to some learners. For instance, for learners whose aim is mainly to communicate with other non-native speakers of English, accurate production of the sounds /θ/ and /ð/ is probably not necessary. Research suggests that where speakers substitute these sounds with other approximations such as /h/ and /d/, communication is not impeded (Jenkins, 2000). In many such cases, readers are advised of this fact in the units. These pronunciation points are nevertheless included. My feeling is that a distinction can be drawn between what we aim for and what we settle for. Thus, a learner might aim for /θ/ and settle for /h/ or /s/.

Similarly, even in cases where a learner does aspire to communicate with native speakers, there are many pronunciation features where receptive competence would be sufficient. For instance, such a learner would need to understand speech with weak forms, but not necessarily produce it. This is indicated in the units by a grey background shade and the sign ‘Important for listening’. Nevertheless, there may be exercises which ask the learner to produce such features. I have observed that in many cases, there is no better awareness-raiser than to attempt to produce, even if the aim is receptive competence.

Section B focuses on pronunciation units which are bigger than individual sounds. The units are in three blocks, dealing in turn with syllables, word stress and sentence stress. As the title of the section suggests, these features are looked at more or less in isolation from a communicative context. For instance, in the case of word stress, it is the form as it may appear in a dictionary that is dealt with here. Similarly, in the case of sentence stress, we focus on an unmarked form in Section B. For example, ‘What do you think?’ is presented with the stress pattern OooO. In a specific conversational context, this same sentence could be said with the stress pattern ooOo, but sentences in conversational context are dealt with in Section C rather than Section B.

Section C focuses on pronunciation features which emerge in the context of conversation. These include discourse organisation, prominence and tone. Note that there is a lot of grey shading in this section, indicating material that is more important for listening than for production. It is felt that while productive mastery of many features of intonation will be beyond the reach of many learners, they may nevertheless benefit from a receptive awareness of them.

Note: The material in Section D3 Guide for speakers of specific languages is based on the pronunciation notes in Learner English (Michael Swan and Bernard Smith, 2001). Nevertheless, I have had to extrapolate from the information presented there, as many of the minimal pairs presented in this book are not specifically mentioned in the pronunciation notes in that book.

---

<table>
<thead>
<tr>
<th>A Letters and sounds</th>
<th>B Syllables, words and sentences</th>
<th>C Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduction to vowels and consonants</td>
<td>21 Introduction to syllables</td>
<td>41 Repair strategies</td>
</tr>
<tr>
<td>2 The vowel sounds /æ/, /æ/</td>
<td>22 Introduction to word stress</td>
<td>42 Pronouncing punctuation</td>
</tr>
<tr>
<td>3 The consonant sounds /b/, /p/</td>
<td>23 Introduction to sentence stress</td>
<td>43 Grouping words: chunking</td>
</tr>
<tr>
<td>4 The consonant sounds /s/, /z/</td>
<td>24 Syllables: initial consonant clusters</td>
<td>44 Keeping your speaking turn: floor holding</td>
</tr>
<tr>
<td>5 The consonant sounds /d/, /t/</td>
<td>25 Syllables: final consonant clusters</td>
<td>45 Discourse markers in story telling: back-channel responses</td>
</tr>
<tr>
<td>6 The vowel sounds /iː/, /e/</td>
<td>26 Syllable structure and -s endings</td>
<td>46 Discourse markers: ‘throw away’ words</td>
</tr>
<tr>
<td>7 Weak vowels /a/, /ɪ/</td>
<td>27 Syllable structure and -ed endings</td>
<td>47 Discourse markers: signalling next stage: change-of-state marker</td>
</tr>
<tr>
<td>8 The consonant sounds /t/, /v/</td>
<td>28 Word stress: two-syllable words</td>
<td>48 Pitch in pronouncing direct speech</td>
</tr>
<tr>
<td>9 The consonant sounds /ɡ/, /k/</td>
<td>29 Word stress: compounds</td>
<td>49 Contrastive stress</td>
</tr>
<tr>
<td>10 The sounds /h/, /w/, /j/</td>
<td>30 Word stress: suffixes with penultimate stress</td>
<td>50 New and old information</td>
</tr>
<tr>
<td>11 The vowel sounds /aʊ/, /aɪ/</td>
<td>31 Word stress: suffixes with ante-penultimate stress</td>
<td>51 Emphatic stress on important information</td>
</tr>
<tr>
<td>12 The consonant sounds /ʃ/, /ɒʃ/, /tʃ/</td>
<td>32 Sentence stress: short imperatives</td>
<td>52 Contrastive stress on alternatives</td>
</tr>
<tr>
<td>13 The consonant sounds /l/, /r/</td>
<td>33 Sentence stress: unstressed words</td>
<td>53 Contrastive stress: correcting</td>
</tr>
<tr>
<td>14 The vowel sounds /aː(r)/, /eː(r)/</td>
<td>34 Sentence stress: weak forms of contractions of pronouns</td>
<td>54 Introduction to tone: intonational idioms; fall and rise tones</td>
</tr>
<tr>
<td>15 The consonant sounds /m/, /n/, /ŋ/</td>
<td>35 Sentence stress: weak forms of contractions of be</td>
<td>55 Intonation: open and check questions</td>
</tr>
<tr>
<td>16 The vowels sounds /aʊ/, /ʊ/</td>
<td>36 Sentence stress: weak forms of contractions of auxiliaries</td>
<td>56 Tonic stress placement</td>
</tr>
<tr>
<td>17 The consonant sounds /θ/, /ð/</td>
<td>37 Sentence stress: weak forms of articles, prepositions and connectors</td>
<td>57 Intonation: old and new information</td>
</tr>
<tr>
<td>18 The vowel sounds /æ/, /ə/, /əɪ/</td>
<td>38 Linking consonant to vowel</td>
<td>58 Intonation: continuing or finishing tones</td>
</tr>
<tr>
<td>19 The vowel sounds /aː(r)/, /ɔː(r)/</td>
<td>39 Linking vowel to vowel</td>
<td>59 Intonation: opinion, disagreement, tag questions</td>
</tr>
<tr>
<td>20 The vowel sounds /ɔɪ/, /aʊ/</td>
<td>40 Assimilation and elision</td>
<td>60 High tones: evaluative comment</td>
</tr>
</tbody>
</table>
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: /kiː/ /kɑː/. In the examples below, word pairs have the same pronunciation but different spelling:

buy  bye
weak  week
too  two
sun  son
weigh  way
write  right

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?

boat — 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.
Exercises

1.1 In this story, there are 12 incorrect words. The correct word is pronounced the same as the incorrect one, but the spelling is different. Correct them using words from the box.

son  some  meat  way  threw  pears  sent  week  buy  piece  road  two

Last week, I sent my son Jamie to the shops to buy sum food. He got a peace of meet and too pairs. On the weigh home, the bag broke. The food fell onto the rode and got dirty. In the end, Jamie through the food in the bin.

1.2 How many sounds are there in each word? Write the order of consonant sounds (C) and vowel sounds (V).

EXAMPLE

night  \_CV\_C\_  (three sounds: first a consonant, then a vowel and finally another consonant)

1  dog  \_CV\_C\_  4  gorilla  \_CV\_C\_  
2  rabbit  \_CV\_C\_  5  snake  \_CV\_C\_  
3  frog  \_CV\_C\_  6  bee  \_CV\_C\_  

1.3 Listen to these possible names of cartoon animals. Do they have the same first sounds? (Write A.)

Do they rhyme? (Write B.)

EXAMPLE  Sam the lamb  \_B\_

1  Phil the fox  \_B\_  5  Polly the parrot  \_B\_  
2  Mary the canary  \_B\_  6  Deborah the zebra  \_B\_  
3  Ida the spider  \_B\_  7  Myrtle the turtle  \_B\_  
4  Claire the bear  \_B\_  8  Kitty the cat  \_B\_  

1.4 Listen to these sounds. Do you have a similar sound in your language? If you do, write a tick (✓).

1  /ʃ/ (shoe)  \_  5  /dʒ/ (June)  \_  
2  /ɔː/ (girl)  \_  6  /əʊ/ (soap)  \_  
3  /æ/ (hat)  \_  7  /θ/ (thing)  \_  
4  /z/ (zoo)  \_  8  /l/ (life)  \_  

Now go to Unit 21
Plane, plan
The vowel sounds /ei/ and /æ/

When you say the letters of the alphabet, A has the long vowel sound /ei/. 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 /ei/ on its own. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /ei/ 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
  - grey
  - aim
  - played
  - grade
  - age
  - great

"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>

- Listen and repeat these examples of the target sound.
  - bank
  - can
  - ham
  - bag
  - cash
  - has

"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 /æ/. (For more about /æ/ see Unit 14.)

Spelling

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

2.1 Write words for the things in the picture in the correct part of the table.

<table>
<thead>
<tr>
<th>/æ/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cake</td>
<td>apple</td>
</tr>
</tbody>
</table>

2.2 These words all contain the vowel sound /æ/. Make another word with the same consonant sounds, but changing the vowel sound to /ə/.

**EXAMPLES**

- pan  
- plan
- pain  
- plane

1 at  
2 mad  
3 man  
4 tap  
5 ran  
6 hat

2.3 Listen and circle the word with a different vowel sound.

**EXAMPLE**
black (want)  mad hand
1 sad bag salt tap  5 case lake name care
2 far fat map add  6 space change plate square
3 watch catch match land  7 break great heat weight
4 rain said fail train

Then listen again and check.

2.4 Listen and circle the word you hear. If you find any of these difficult, go to section D4 Sound pairs for further practice.

1 Man or men? Did you see the man / men? (sound pairs 1)
2 Cap or cup? Have you seen my cap / cup? (sound pairs 2)
3 Hat or heart? She put her hand on her hat / heart. (sound pairs 3)
4 Pain or pen? I've got a pain / pen in my hand. (sound pairs 4)
5 Hay or hair? There are bugs in this hay / hair. (sound pairs 5)

Follow up: Record yourself saying the sentences in 2.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?
Back, pack
The consonant sounds /b/ and /p/

When you say the alphabet, the letters B and P have the sounds /bi:/ and /pi:/.
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.
  target /b/
  | vest | best | vest |
  | cups | cubs | cups |
  | covered | cupboard | covered |

- Listen and repeat these examples of the target sound.
  buy  bird  bread  rubber  about  able  job  web  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.
  target /p/
  | full | pull | full |
  | cubs | cups | cubs |
  | coffee | copy | coffee |

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

Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>B (job)</td>
</tr>
<tr>
<td></td>
<td>BB (rubber)</td>
</tr>
<tr>
<td>/p/</td>
<td>P (open)</td>
</tr>
<tr>
<td></td>
<td>PP (apple)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercises

3.1 First read this conversation to the end, and then write the letter 'b' or 'p' in each gap.
Listen and check your answers.

Sid: Where are the _____ears?
Joe: _____ears?!!! Did you say _____ears?
Sid: No, _____ears, you know, fruit!
Joe: Oh, I see, _____ears with a P! They're in the _____ack.
Sid: What, in the _____ack of the truck?
Joe: No, in the _____ack, you know, with a P!
Sid: Oh, I see, _____ack with a P! Would you like one?
Joe: No, I'll have a _____each, please.

Follow up: Play the recording again, pausing it after each of Sid's lines.
You say Joe's lines before listening to him saying them.

3.2 The word ape contains the two sounds /ei/ and /p/. If you reverse the sounds, you get the word pay /pe/.
Reverse the sounds in these words and write the new word.

Example:

top

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 peach</td>
<td>4 step</td>
</tr>
<tr>
<td>2 cab</td>
<td>5 keeps</td>
</tr>
<tr>
<td>3 lip</td>
<td></td>
</tr>
</tbody>
</table>

3.3 Listen. In one word in each group, the 'b' or 'p' is not pronounced. Circle the word.

Example:
double (doubt) Dublin

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lamb</td>
<td>2 crab</td>
<td>3 cup</td>
</tr>
<tr>
<td>label</td>
<td>robbed</td>
<td>cupboard</td>
</tr>
<tr>
<td>lab</td>
<td>climb</td>
<td>copy</td>
</tr>
</tbody>
</table>

3.4 Listen and tick (✓) the sentence you hear, A or B. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There's a bear in that tree.</td>
<td>There's a pear in that tree.</td>
</tr>
<tr>
<td>2</td>
<td>He had the beach to himself.</td>
<td>He had the peach to himself.</td>
</tr>
<tr>
<td>3</td>
<td>They burned it.</td>
<td>They've earned it.</td>
</tr>
<tr>
<td>4</td>
<td>Say 'boil'.</td>
<td>Save oil.</td>
</tr>
<tr>
<td>5</td>
<td>This is a nicer pear.</td>
<td>This is a nice affair.</td>
</tr>
<tr>
<td>6</td>
<td>Would you like a copy?</td>
<td>Would you like a coffee?</td>
</tr>
</tbody>
</table>

Follow up: Record yourself saying the sentences in 3.4, choosing sentence A or B. Make a note of which you say. Then listen to your recording in about two weeks. Is it clear which sentences you said?

Now go to Unit 23
Rice, rise

The consonant sounds /s/ and /z/

When you say the alphabet, the letters C and S are pronounced /s/ and /s/. 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.

- 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>zoo</th>
<th>Sue</th>
<th>zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise</td>
<td>rice</td>
<td>rise</td>
</tr>
<tr>
<td>shave</td>
<td>save</td>
<td>shave</td>
</tr>
<tr>
<td>thing</td>
<td>sing</td>
<td>thing</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

  sad  city  science  scream  
  glasses  concert  lost  
  bus  place  class

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

- Listen and repeat these examples of the target sound.

  zoo  zero  
  lazy  easy  scissors  exact  
  size  wise  times

- Zebras in zoos are like dolphins in pools.

**Spelling**

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/s/</td>
<td>S (sad), SS (class) C (place)</td>
<td>SC (science)</td>
</tr>
<tr>
<td>/z/</td>
<td>Z (zero), S (nose) ZZ (buzz) SS (scissors)</td>
<td>X spells /cz/ (exact). -SE at the end of a word is usually pronounced /z/ (rise).</td>
</tr>
</tbody>
</table>

**Pronunciation may be connected to grammar:**

- close /klaʊs/ = adjective  
  close /klaʊz/ = verb  
  house /hauz/ = noun  
  house /hauz/ = verb

16

*English Pronunciation in Use*
Exercises

4.1 Find a way from Start to Finish. You may not pass a square if the word contains the sound /z/. You can move horizontally (↔) or vertically (↕) only.

```
START
sports squares prize since six sports
streets wise sells sits exact escapes
rice rise sense science lose lost
oasis desert smokes songs crisps box
place face snacks seas voice boxes
plays phase nose smiles focus concert
```

4.2 Complete this conversation using words from the box. Then listen and check.

SID: Alice’s _______ is nice.

JOE: Are nice, Sid. Plural. Her _______ are nice.

SID: I’m not talking about her _______, I’m talking about her _______

JOE: Oh, I see, _______ with a C.

SID: That’s right. She has nice _______.

JOE: How can _______ be nice? It’s too cold.

SID: Not _______, you fool! _______ : E-Y-E-S!

Follow up: Play the recording again, pausing it after each of Sid’s lines. You say Joe’s lines before listening to him saying them.

4.3 Listen to the sentences. Look at the words in italics. Underline the words in italics which contain the sound /s/ and circle the ones which contain the sound /z/. Then listen again and repeat.

EXAMPLE You can have my tent. It’s no use to me. I never use it.
1 I’m not going to advise you. You never take my advice.
2 Your tooth is loose. You’ll lose it if you’re not careful.
3 The shop’s very close to home, and it doesn’t close till late.
4 I can’t excuse people who drop litter. There’s no excuse for it.

4.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D Sound pairs for further practice.

1 Price or prize? I got a good price / prize for that painting.
2 He sat or he’s at? I don’t know where be sat / he’s at.
3 Suit or shoot? They didn’t suit / shoot him.
4 Saved or shaved? I’ve saved / shaved a lot in the past few days.
5 Sink or think? We didn’t sink / think.
6 Closed or clothed? They were closed / clothed for the cold weather.

Now go to Unit 24.
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

“David’s daughter didn’t dance but David’s dad did.”

“Betty bought a tub of butter.”

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 /raint/ sounds like rider /raid/. 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’er. In fast speech, many speakers drop the /d/ or /t/ when they come between two other consonant sounds. So facts /fækts/ sounds like fox /fæks/.

Spelling

<table>
<thead>
<tr>
<th></th>
<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>
<td></td>
</tr>
<tr>
<td>/t/</td>
<td>T (tie), TT (butter)</td>
<td>(E)D past tense ending</td>
<td>TH (Thomas)</td>
<td>T can be silent (listen).</td>
</tr>
</tbody>
</table>
Exercises

5.1 Complete these rhymes with words from the box. Then listen and check. The second time you listen to the rhymes pause after each line and repeat it.

rude said late head fight polite food wait

There was a young lady called Kate,
Who always got out of bed ________________.
The first thing she ________________
When she lifted her ________________
Was 'I thought it was better to ________________.'

There was a young waiter called Dwight,
Who didn't like being ________________.
If you asked him for ________________,
He was terribly ________________
And invited you out for a ________________.

5.2 Listen to and repeat these pairs of words. Then put them into the sentences below and listen and repeat the sentences.

build / built wide / white weighed / weight heard / hurt
down / town dry / try send / sent

EXAMPLE Last year, Tom ________________ more than Sam, but now they both have the same ________________.

1 It wasn't ________________ in a day; it takes ages to ________________ a cathedral like that.
2 When you're out in the mountains, you have to ________________ to stay ________________.
3 He ________________ it to the wrong address, so he had to ________________ another copy.
4 It ________________ my ears when I ________________ that noise.
5 The ________________ sofa is too ________________ to go through that door.
6 We went ________________ the hill and into the ________________.

5.3 Circle the word which does not have the sound /l/. You can use a dictionary.

EXAMPLE asked (castle) letter first

1 eight Thames whistle walked 4 ended wished left hoped
2 Thomas needed time liked 5 whiter greater soften written
3 listen winter eaten after

5.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Wider or whiter? Choose Dentocream for a wider / whiter smile!
2 Dry or try? You have to dry / try it out.
3 Breeding or breathing? These animals aren't breeding / breathing!
4 Thought or taught? She thought / taught for a long time.
5 Aid or age? For us, aid / age is not important.
6 What or watch? What / Watch a game!
Meet, met
The vowel sounds /iː/ and /e/  

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 /e/, 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.

<table>
<thead>
<tr>
<th>target /iː/</th>
<th>met</th>
<th>meat</th>
<th>mate</th>
</tr>
</thead>
<tbody>
<tr>
<td>list</td>
<td>least</td>
<td>last</td>
<td></td>
</tr>
<tr>
<td>bay</td>
<td>bee</td>
<td>beer</td>
<td></td>
</tr>
<tr>
<td>bit</td>
<td>beat</td>
<td>bet</td>
<td></td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

<table>
<thead>
<tr>
<th>key</th>
<th>keys</th>
<th>keeps</th>
</tr>
</thead>
<tbody>
<tr>
<td>pea</td>
<td>peas</td>
<td>piece</td>
</tr>
<tr>
<td>scene</td>
<td>seas</td>
<td>seat</td>
</tr>
</tbody>
</table>

"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 – pear, he – hear. Many dictionaries give this vowel before R as /ɔː/.

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

<table>
<thead>
<tr>
<th>target /e/</th>
<th>man</th>
<th>men</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>heard</td>
<td>head</td>
<td>had</td>
<td></td>
</tr>
<tr>
<td>mate</td>
<td>met</td>
<td>meat</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td>set</td>
<td>sat</td>
<td></td>
</tr>
</tbody>
</table>

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

- Listen and repeat these examples of the target sound.

<table>
<thead>
<tr>
<th>rest</th>
<th>death</th>
<th>red</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>said</td>
<td>many</td>
</tr>
<tr>
<td>check</td>
<td>shelf</td>
<td>leg</td>
</tr>
</tbody>
</table>

Spelling

<table>
<thead>
<tr>
<th>/iː/</th>
<th>/e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>E (meet), EA (eat)</td>
<td>E (me)</td>
</tr>
<tr>
<td>EE (scene)</td>
<td>IE (piece)</td>
</tr>
<tr>
<td>E (men)</td>
<td>EA (death), IE (friend)</td>
</tr>
<tr>
<td>A (many), AI (said)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many other vowel sounds are spelt EA, though /iː/ is the most common.</td>
</tr>
<tr>
<td>If E is followed by R, the vowel is not /e/, but /ɛː(r)/ for example in serve. (See Unit 19.)</td>
</tr>
</tbody>
</table>
Exercises

6.1 Listen to the letters of the alphabet. If the letter has the sound /ɪː/, write ee under it. If it has the sound /eɪ/, write e under it. If the letter does not have /ɪː/ or /eɪ/, don’t write anything.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee</td>
<td>ee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th>O</th>
<th>P</th>
<th>Q</th>
<th>R</th>
<th>S</th>
<th>T</th>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.2 Change the vowel sound from /eɪ/ to /ɪː/ in these words. Write the new words.

**EXAMPLE**  met  meat

1. check
2. red
3. bet
4. men
5. fell
6. sweat
7. well
8. set
9. fed
10. led

6.3 Find a way from Start to Finish. You may pass a square only if the word in it has the sound /ɪː/.

You can move horizontally (→) or vertically (↑) only.

6.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1. Men or man? Did you see the *men* / *man*?
2. Pen or pain? I’ve got a *pen* / *pain* in my hand.
3. Bear or beer? That’s a strong *bear* / *beer*.
4. Live or leave? I want to *live* / *leave*.
5. Bed or bird? Did you see the *bed* / *bird*?
6. Left or lift? You should take the *left* / *lift*.

Follow up: Record yourself saying the sentences in 6.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 26
Carrot, cabbage
Unstressed vowels /ə/ and /ɪ/

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 /ɪ/.
- Listen again to the two words above: the O in carrot is pronounced /ə/ and the A in cabbage is pronounced /ɪ/.

- 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."

- In words like paper, sugar, colour, the final R is not pronounced in many accents, so vista /ˈvɪsta/ rhymes with sister /ˈsɪsta/, 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 /ɪ/.
- Listen to these examples and repeat them. The weak vowels in the unstressed syllables in black are pronounced /ɪ/.
  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.
Exercises

7.1 Listen to the poem. Circle the words which rhyme.

Mr Porter loves his pasta.
No one else can eat it faster.
Mr Porter's sister Rita,
Buys the pasta by the metre.
Mr Porter's older daughter,
Boils it all in tubs of water.

7.2 Listen. In each sentence or phrase there are two vowels which are not /o/. Circle them.

EXAMPE an apple and a banana
1 from Canada to China
2 The parrot was asleep.
3 The cinema was open.
4 the photographer's assistant
5 a question and an answer
6 a woman and her husband
7 a pasta salad

7.3 Write the words in the correct part of the table. Then listen and check.

<table>
<thead>
<tr>
<th>orange</th>
<th>woman</th>
<th>return</th>
<th>collect</th>
<th>market</th>
<th>begin</th>
<th>visit</th>
<th>asleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>salad</td>
<td>teaches</td>
<td>needed</td>
<td>letter</td>
<td>sofa</td>
<td>peaches</td>
<td>quarter</td>
<td>women</td>
</tr>
</tbody>
</table>

vowel in weak syllable = /o/
vowel in weak syllable = /i/

woman

orange

7.4 Listen and circle the word you hear.

1 Woman or women? What time did the woman / women arrive?
2 Dress or address? Where's Kate's dress / address?
3 Manager's or manages? The team manager's / manages well.
4 Teacher's or teaches? The German teacher's / teaches English.
5 Weight's or waiter's? The weight's / waiter's heavy.
6 Dancer's or dances? The woman dancer's / dances fast.
7 Officer's or office's? The officer's / office's here.
8 Away or way? Take that away / way.
9 Driver or drive? What a nice driver / drive!
10 Racer's or races? The racer's / races finished.

Follow up: Record yourself saying the sentences in 7.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?
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.

<table>
<thead>
<tr>
<th>target /f/</th>
</tr>
</thead>
<tbody>
<tr>
<td>view</td>
</tr>
<tr>
<td>leave</td>
</tr>
<tr>
<td>three</td>
</tr>
<tr>
<td>copy</td>
</tr>
<tr>
<td>few</td>
</tr>
<tr>
<td>leaf</td>
</tr>
<tr>
<td>free</td>
</tr>
<tr>
<td>coffee</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>target /v/</th>
</tr>
</thead>
<tbody>
<tr>
<td>ferry</td>
</tr>
<tr>
<td>best</td>
</tr>
<tr>
<td>wet</td>
</tr>
<tr>
<td>than</td>
</tr>
<tr>
<td>very</td>
</tr>
<tr>
<td>best</td>
</tr>
<tr>
<td>wet</td>
</tr>
<tr>
<td>van</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

visa  vote  voice
river  wives  loved
wave  twelve  of

"Vera drove to Venice in a van."

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>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.</td>
</tr>
<tr>
<td>FF (offer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH (photo)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GH (laugh)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/v/</td>
<td>V (never)</td>
<td>F (of)</td>
</tr>
</tbody>
</table>

24  English Pronunciation in Use
Exercises

8.1 How many /f/ and /v/ sounds are there when you say these numbers? Write the number.

**Example**  55 45

1 512 2 745 3 5 4 11.75 5 7,474

8.2 Complete this conversation using words from the box. Then listen and check.

fan  van  wife's  wives

**Sid:** My ________ left me.

**Joe:** Your __________ left you? How many __________ did you have, Sid?

**Sid:** One wife. And now she has left me.

**Joe:** Oh, I see, __________ with an F, not __________ with a V!

**Sid:** That's right! Yes, she took the __________ and drove off.

**Joe:** What did she want the __________ for?

**Sid:** I said __________, you know, a kind of vehicle.

**Joe:** Oh, I see: __________ with a V, not __________ with an F!

Follow up: Play the recording again, pausing after each of Sid's lines. You say Joe's lines before listening to him saying them.

8.3 Find 12 words beginning or ending with /f/ or /v/.
The words are written horizontally (→) or vertically (↑). Note that the last letter is not always F or V. Use all the letters.

<table>
<thead>
<tr>
<th>D</th>
<th>C</th>
<th>L</th>
<th>A</th>
<th>U</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>O</td>
<td>W</td>
<td>S</td>
<td>A</td>
<td>V</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>I</td>
<td>U</td>
<td>I</td>
<td>L</td>
<td>F</td>
<td>I</td>
<td>V</td>
<td>E</td>
</tr>
<tr>
<td>V</td>
<td>G</td>
<td>F</td>
<td>I</td>
<td>H</td>
<td>A</td>
<td>V</td>
<td>E</td>
</tr>
<tr>
<td>E</td>
<td>H</td>
<td>E</td>
<td>V</td>
<td>G</td>
<td>O</td>
<td>L</td>
<td>F</td>
</tr>
<tr>
<td>O</td>
<td>F</td>
<td>F</td>
<td>E</td>
<td>S</td>
<td>E</td>
<td>A</td>
<td>F</td>
</tr>
</tbody>
</table>

8.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Thief's or thieves'? These are the thief's / thieves' fingerprints. (sound pair 37)
2 Few or view? She's painted a few / view. (sound pair 37)
3 Copy or coffee? Do you want a copy / coffee? (sound pair 30)
4 Boat or vote? What are you going to do with your boat / vote? (sound pair 29)
5 Worse or verse? I don't know which is worse / verse. (sound pair 38)
6 Free or three? We got free / three tickets! (sound pair 39)

Follow up: Record yourself saying the sentences in 8.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 28
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>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>bag</td>
<td>back</td>
</tr>
<tr>
<td>wood</td>
<td>good</td>
<td>wood</td>
</tr>
<tr>
<td>loch*</td>
<td>log</td>
<td>loch</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.
  - ghost  guess  green
  - bigger 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>
<tbody>
<tr>
<td>dogs</td>
<td>docks</td>
<td>dogs</td>
</tr>
<tr>
<td>missed</td>
<td>mixed</td>
<td>missed</td>
</tr>
<tr>
<td>water</td>
<td>quarter</td>
<td>water</td>
</tr>
</tbody>
</table>

- 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>
</table>
| /g/ | G (go)  GH (ghost) | G can be silent (sign, foreign).
| GG (bigger) | GU (guest) | The vowel sound is a bit longer before /g/ than before /k/ in pairs like bag and back. |

<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)  CC (soccer)  K (milk)</td>
<td>CK (black)  C (comic)  CH (ache)</td>
<td>OU spells the sound /kw/, e.g. quick /kwɪk/.  X spells the sound /ks/, e.g. (six) /sɪks/. In some words beginning with K, the K is silent, e.g. know, knife.</td>
</tr>
</tbody>
</table>
Exercises

9.1 Add the sound /g/ or /k/ to the beginning of these words and write the new words. Remember: think of sounds, not spelling. For example, if you add /k/ to the beginning of water /ˈwɔːtə/, you get quarter /ˈkwɔːtə/. The sound is similar but the spelling is completely different!

**Example**    eight    gate

| 1 up       | 5 old       | 8 all       |
| 2 aim      | 6 lime      | 9 rate      |
| 3 ache     | 7 air       | 10 ill      |
| 4 round    |             |             |

9.2 Complete the second line to rhyme with the first line, using a word from the box. Then listen and repeat.

| rocks | cake | ache | locker | key | bigger | queue | kitchen | six | ask |

**Example** He dressed for soccer, And closed his ___________.

| 1 Kelly Collins couldn't figure, | 4 I saw a fox, |
| How to make the plants grow,    | Behind those,   |
| 2 I'd like five bricks,         | 5 Clara saw a friend she knew, |
| No, make it ___________!        | Standing quietly in the ___________. |
| 3 Mr Quinn ate so much steak,   |                 |
| He came home with a stomach ___________. |

9.3 Complete this conversation using words from the box. Then listen and check.

**Sid:** Hey, there's the monster!

**Joe:** That's just a ___________.

**Sid:** Yes, it's ___________ Ness.

**Joe:** No, not ___________. I mean ___________, you know, from a tree!

**Sid:** I've never seen a tree with a ___________.

**Joe:** No, not a ___________ that you open with a key; a ___________ with a G!

**Follow up:** Play the recording again, pausing it after each of Sid's lines. You say Joe's lines before listening to him saying them.

9.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

| 1 Ghost or coast? Did you see the ghost / coast? (sound pair 40) |
| 2 Glasses or classes? I don't need glasses / classes. (sound pair 40) |
| 3 Bag or back? My bag's / back's wet. (sound pair 40) |
| 4 Goat or coat? She's lost her goat / coat. (sound pair 40) |

**Follow up:** Record yourself saying the sentences in 9.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 29
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 /hɛə/ sounds the same as air /ɛə/.

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

joke  yolk  joke
jaw  your  jaw
fool  fuel  fool
pleasure  player  pleasure

“In American, the /j/ is dropped from words like new, student, tune, so for example newspaper /ˈnjuːspɪpəl/ sounds like noose paper /ˈnuːspɪpəl/.”

D
Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>rarely</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/h/</td>
<td>H (hill)</td>
<td>WH (who)</td>
</tr>
<tr>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></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>
</tr>
</tbody>
</table>
Exercises

10.1 Add one of these sounds to the start of these words to make other words: /h/, /j/, /w/.
Think of sounds, not spelling!

Example air hair where

1 earth ______________________ 6 eyes ______________________ 11 I'll ______________________
2 ear ______________________ 7 all ______________________ 12 eat ______________________
3 or ______________________ 8 aid ______________________ 13 ache ______________________
4 in ______________________ 9 ill ______________________ 14 eye ______________________
5 eight ______________________ 10 art ______________________ 15 old ______________________

10.2 In these groups of words, three of the words begin with the same consonant sound and one of the words begins with a different sound. Circle the one with the different sound. You can use a dictionary.

Example (hour) half home high

1 union used under university 4 year euro uniform untie
2 water whale whole window 5 how honest healthy happy
3 when who where which 6 one write world waste

10.3 Each sentence contains four or five examples of one of these sounds: /h/, /w/, /j/.
Write the phonemetic letter under the sounds in the sentences.

Example A fusion of Cuban and European music. /j/

1 Your uniform used to be yellow. /j/
2 Haley's horse hurried ahead. /h/
3 This is a quiz with twenty quick questions. /w/
4 We went to work at quarter to twelve. /w/
5 New York University student's union. /j/
6 The hen hid behind the hen house. /h/
7 Which language would you like to work in? /w/

10.4 Listen and circle the word the you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Art or heart? This is the art / heart of the country. (sound pair 41)
2 Hearing or earring? She's lost her hearing / earring. (sound pair 41)
3 West or vest? The west / vest is very warm. (sound pair 38)
4 Aware or of air? They weren't made aware / of air. (sound pair 38)
5 Use or juice? What's the use / juice? (sound pair 42)
6 Heat or sheet? I can't sleep in this heat / sheet. (sound pair 43)

Follow up: Record yourself saying the sentences in 10.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 30
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>mate</th>
<th>might</th>
<th>meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>bay</td>
<td>buy</td>
<td>boy</td>
</tr>
<tr>
<td>tip</td>
<td>type</td>
<td>tape</td>
</tr>
<tr>
<td>quit</td>
<td>quite</td>
<td>quiet</td>
</tr>
</tbody>
</table>

“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>peak</th>
<th>pick</th>
<th>pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>wheel</td>
<td>will</td>
<td>while</td>
</tr>
<tr>
<td>set</td>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>feet</td>
<td>fit</td>
<td>fat</td>
</tr>
</tbody>
</table>

“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/</td>
<td>I-E (smile), IE (die)</td>
<td>IGH (high), UY (buy)</td>
</tr>
</tbody>
</table>

These spellings are not always pronounced /aɪ/ (fridge, city, friend).

<table>
<thead>
<tr>
<th>/ɪ/</th>
<th>I (win)</th>
<th>Y (gym)</th>
</tr>
</thead>
</table>

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.)
Exercises

11.1 Make words with these beginnings and endings and write them in the correct part of the table.

| beginnings:  wi  li  mi  ni  fi  ti  si  qui |
| endings:  ght  fe  tce  ne  me  le  de  ll  sh  re  n |

<table>
<thead>
<tr>
<th>words with the vowel /aɪ/</th>
<th>words with the vowel /ɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>hit</td>
</tr>
</tbody>
</table>

11.2 Read the dialogue. Circle the sound /aɪ/ and underline /ɪ/. Count them and write the number at the end of the line.

A: Why did Jim hit Bill?
B: Well, Jim’s a guy who likes a fight.
A: But Bill’s twice his size.
B: Yeah, that’s why Jim got a black eye and a thick lip.
A: And Bill’s got a big smile.
B: That’s right!

Follow up: On the recording you will hear A’s lines. You say B’s lines.

11.3 The word knife contains the three sounds /n/, /aɪ/ and /ɪ/. If you reverse the sounds, you get the word fine /faɪn/. Reverse the sounds in these words.

**EXAMPLE:** sign → nice

1 might                    5 pitch                    
2 lick                     6 tick                      
3 lip                      7 dice                      
4 kiss                     8 lights                     

11.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Live or leave? I don’t want to live / leave here.  
2 Fill or feel? Can you fill / feel it?  
3 Litter or letter? Who dropped the litter / letter?  
4 Lift or left? You should take the lift / left.

Follow up: Record yourself saying the sentences in 11.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?
Sheep, jeep, cheap
The consonant sounds /ʃ/, /dʒ/ and /tʃ/

- 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 /ʃ/, 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.

Examples
should shirt sugar
fashion nation ocean
wish push English

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

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

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

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

- Then listen and repeat the examples.

Examples
job general June
danger agenda object
draw edge age village

*Ginger spilt orange juice on George's jacket.*

- 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.

Examples
chair cheese chicken
kitchen future question
rich which March

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

Spelling

<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>/dʒ/</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>
Exercises

12.1 Write these nationality words in the correct column.
Belgian Welsh Dutch Russian Chinese German Japanese Polish French Chilean Turkish

<table>
<thead>
<tr>
<th>contains /dʒ/</th>
<th>contains /ʃ/</th>
<th>contains /tʃ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.2 Complete this conversation using words from the box. Then listen and check.

SID: It's fish and ___________ for lunch, Joe!
JOE: ___________? I can't eat ___________, they're too big!
SID: I said ___________, you know, fried potatoes!
JOE: Oh, I see, ___________ with a CH, not ___________ with an SH.
SID: That's right. You're a genius, Joe!
JOE: Was the fish expensive, Sid?
SID: No, it was ___________.
JOE: ___________? You bought a ___________?
SID: No, ___________, the opposite of expensive.
JOE: Oh, I see, ___________ with a CH, not ___________ with a J!

Follow up: Play the recording again, pausing it after each of Sid's lines. You say Joe's lines before listening to him saying them.

12.3 If a word ends with a /dʒ/ or a /ʃ/, and the next word begins with the same sound, you say the sound twice. If you say Dutch cheese with only one /ʃ/, it sounds like Dutch ease. The speaker made this mistake in these sentences. Write what they meant to say.

Example: Does she tea Chinese in the school? ___________

1 I don't know which air to sit on. ___________
2 Everyone at the match ears when their team scores. ___________
3 I never what chat shows on the TV. ___________
4 The actor on stay joked with the audience. ___________
5 Foxes sometimes come to the farm and cat chickens. ___________
6 Do you want to chain jackers before we go out? ___________

Follow up: You will hear both the incorrect and correct pairs of words from the exercise. Repeat, making the difference clear.

12.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Watch or wash? You'll have to watch / wash the baby. (sound pair 44)
2 Riches or ridges? You'll find riches / ridges like you've never seen! (sound pair 45)
3 Save or shave? He didn't save / shave at all last year. (sound pair 32)
4 Use or juice? What's the use / juice? (sound pair 42)
5 What's or watch? What's / Watch the time! ? (sound pair 46)
6 Trees or cheese? I saw something in the trees / cheese! (sound pair 47)
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 // in the words below and compare it with the words on each side.

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

- Listen and repeat these examples of the target sound.
leave  litre  life
slow  caller  help
fill  final  whistle

- 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. But when you finish the sound, the jaw opens a little and the tongue goes straight again.
- Listen to the target sound // in the words below and compare it with the words on each side.

<table>
<thead>
<tr>
<th>late</th>
<th>rate</th>
<th>late</th>
</tr>
</thead>
<tbody>
<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>

- Listen and repeat these examples of the target sound.
right  wrote  rhyme
carrot  sorry  dress
far away  war and peace

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

Spelling

<table>
<thead>
<tr>
<th>frequently</th>
<th>sometimes</th>
<th>notes</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>
Exercises

13.1 Add the sound /r/ to the beginning of these words and write the new words. Remember: think of sounds, not spelling. For example, if you add /r/ to the beginning of ache /æk/, you get rack /ræk/. The sound is similar but the spelling is completely different. There may be more than one possibility. Then say the pairs of words.

**EXAMPLE**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>eight</td>
<td>owes</td>
<td>air</td>
<td>earn</td>
<td>end</td>
<td>eye</td>
<td>egg</td>
<td>each</td>
</tr>
</tbody>
</table>

13.2 Think of a computer which people speak into and it writes what they say. Here, the person speaking didn't make the difference clear between R and L. The underlined words are wrong. Correct them.

I worked rate that day and I didn't alive home until 10 o'clock. I was very wet because of the lane.

Then, to my supplies, my key didn't fit in the rock.

So I looked closely at my keys and saw that they were the long ones. I had left my house keys at work. So I got back on my motorbike and load back to the office to correct them. I got home really tired, so I went to bed, led for half an hour, switched off the right and went to sleep.

**Follow up:** Listen to the correct text. Then read it out yourself, making sure that you pronounce the corrected words clearly. Record yourself if you can.

13.3 Circle the word in which the letters L or R are silent. (Imagine the accent is from South East England, so the R is silent if there is no vowel sound after it.)

**EXAMPLE**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>court</td>
<td>curry</td>
<td>dairy</td>
<td>4 shoulder</td>
<td>should sailor slow</td>
</tr>
<tr>
<td>follow</td>
<td>fold</td>
<td>folk</td>
<td>file</td>
<td>artist arrow arrive around</td>
</tr>
<tr>
<td>hurry</td>
<td>hairy</td>
<td>hungry</td>
<td>hair</td>
<td></td>
</tr>
</tbody>
</table>

13.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Surprise or supplies? The surprise /ˈsʌrprɪz/ supplies came later.
2 Collect or correct? I'll correct /ˈkɒrɪkt/ collect it tomorrow.
3 Flight or fright? We had a great flight /flaɪt/.
4 Trees or cheese? I saw something in the trees /triːz/ cheese!
5 Jaw or drawer? She broke her lower jaw /ˈdɔːrə/.

**Follow up:** Record yourself saying the sentences in 13.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 33
Car, care

The vowel sounds /æ:(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 /kɛər/.

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

Examples
- fur, 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 /æ:/ before L too.

- 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 /æ:/
  - ask, fast, after, path, both, dance, aunt
- In North America, the single letter O is pronounced /eə:/: God, strong, lock, top. (See Unit 16.)

Example:
- square, squares
- where, where’s
- fair, fairly

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

14.1 Make words with these beginnings and endings and write them in the correct part of the table.

| beginnings | ba | fa | ra | da | sta | squa | ca | ha | cha |
| endings    | r  | re | If | ir | rd | rt | tm |

<table>
<thead>
<tr>
<th>words with the vowel /æ:/</th>
<th>words with the vowel /eə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bar</td>
<td>bare</td>
</tr>
</tbody>
</table>

14.2 Complete this conversation using the words in the box. Complete and check.

Then listen and check.

SID: This is a great life, with no worries or ______ care ______!

JOE: It would be nice if we had ____________ though, Sid.

SID: I didn’t say ____________, I said ____________!

JOE: Oh, I see. Not ____________, as in traffic, but ____________
with an ES at the end!

SID: That’s right. I’ve always loved sleeping under the ____________.

JOE: But why? There’s hardly any space under the ____________!

SID: No, not ____________, ________! You know, little lights in the sky.

JOE: Oh, ____________! I thought you said ____________, that people walk up!

Follow up: Play the recording again, pausing the recording after each of Sid’s lines.
You say Joe’s lines before listening to him saying them.

14.3 Listen to these sentences. Is the accent from North America (they pronounce the R after the vowel) or South East England? Write Am or Eng.

**Example**

He asked her to dance. _______Eng_____

1 We started in March. ________
2 It’s a fast car. ________
3 My heart’s strong. ________
4 Where’s the bar? ________
5 It stops and starts. ________
6 A glass of beer. ________
7 Was his hair dark or fair? ________

14.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4. Sound pairs for further practice.

1 Heart or hat? She put her hand on her heart / hat. (→ sound pair 3)
2 Nowhere or no way? There’s nowhere / no way to go. (→ sound pair 5)
3 Fair or far? It isn’t fair / far. (→ sound pair 6)
4 Part or port? This is the main part / port of Athens. (→ sound pair 7)
5 Bear or beer? That’s a strong bear / beer. (→ sound pair 8)
6 Come or calm? She told me to come / calm down. (→ sound pair 9)
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 /g/, 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.
- Then listen and repeat the examples of the target sound.

**Examples**

<table>
<thead>
<tr>
<th>target /m/</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>miss more make</td>
</tr>
<tr>
<td>sun</td>
<td>smoke jump harmed</td>
</tr>
<tr>
<td>swing</td>
<td>comb autumn film</td>
</tr>
</tbody>
</table>
| hang         | "Mum made me move my models."

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

**Examples**

<table>
<thead>
<tr>
<th>target /n/</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>might</td>
<td>now new know</td>
</tr>
<tr>
<td>warm</td>
<td>snow dinner against</td>
</tr>
<tr>
<td>wing</td>
<td>gone open listen</td>
</tr>
</tbody>
</table>
| rang         | "There was no one on the moon on the ninth of June."

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

**Examples**

<table>
<thead>
<tr>
<th>target /ŋ/</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>sing singer sink</td>
</tr>
<tr>
<td>sung</td>
<td>bang bank banks</td>
</tr>
<tr>
<td>Kim</td>
<td>thing think finger</td>
</tr>
</tbody>
</table>
| thin         | "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 /g/; the N in thin is /n/, but the N in think is /ŋ/.
Exercises

15.1 Read this conversation. It contains 19 examples of the sound /m/. How many examples of the sounds /n/ and /ŋ/ does it contain? Write your answers. Then listen and check.

I met a man near the monument this morning. He was a singer and he sang a song for me. I'll always remember that magic moment. Like something out of a dream!

What is that the moment, the monument or the man you mean?

15.2 Find a way from Start to Finish. You may pass a square only if the word in it has the sound /ŋ/.
You can move horizontally (→) or vertically (↓) only.

15.3 Complete this conversation using words from the box.
Then listen and check.

SID: Hey, Joe, your coat is very worn.
JOE: No, it isn’t __________. I always feel cold in this coat.
SID: No, not __________! I said __________, with an N!
JOE: Oh, __________ with an N!
SID: Yes, the cloth is __________.
JOE: What do you mean “the cloth is __________”?
SID: No, __________ with an N at the end, not __________ with a G at the end!

15.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1. Robin or robbing? My friend likes Robin Banks / robbing banks. (→ sound pair 48)
2. Ran or rang? Tom ran / rang yesterday. (→ sound pair 48)
3. Swing or swim? She had a swing / swim in the garden. (→ sound pair 49)
4. Warned or warmed? The son warned / sun warmed me. (→ sound pair 49)
5. Singing or sinking? The people were singing / sinking fast. (→ sound pair 48)

Follow up: Record yourself saying the sentences in 15.4, choosing one of the two words or expressions. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 35
Note, not
The vowel sounds /əʊ/ and /ɔ/.

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

A

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

<table>
<thead>
<tr>
<th>mouth relaxed</th>
<th>target /əʊ/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bought</td>
</tr>
<tr>
<td>move lips up</td>
<td>blouse</td>
</tr>
<tr>
<td>to round</td>
<td>cost</td>
</tr>
<tr>
<td>shape</td>
<td>ball</td>
</tr>
<tr>
<td>move jaw up (a little)</td>
<td></td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

| toe | roes | toast |
| comb | code | coat |
| roll | rose | rope |

B

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

<table>
<thead>
<tr>
<th>lips rounded (a little)</th>
<th>target /ɔ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>front of tongue down</td>
<td>won’t</td>
</tr>
<tr>
<td>lips forward</td>
<td>luck</td>
</tr>
<tr>
<td>jaw down</td>
<td>get</td>
</tr>
<tr>
<td></td>
<td>fund</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

| wrong | rob | rock |
| gone | God | got |
| doll | dog | dock |

In North America, the sound /ɔ/ is replaced by /ʌ/. 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: port — pot, heart — hot, shark — shock, barks — box.

C

Spelling

<table>
<thead>
<tr>
<th>/əʊ/</th>
<th>/ɔ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (old), O-E (stone)</td>
<td>0 (dog)</td>
</tr>
<tr>
<td>OW (show), OA (coat)</td>
<td>A (wash)</td>
</tr>
<tr>
<td>OE (toe)</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.)
### Exercises

**16.1** Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally (→) or vertically (↓).

<table>
<thead>
<tr>
<th>c</th>
<th>s</th>
<th>h</th>
<th>o</th>
<th>p</th>
<th>r</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>s</td>
<td>o</td>
<td>n</td>
<td>g</td>
<td>o</td>
<td>h</td>
</tr>
<tr>
<td>l</td>
<td>r</td>
<td>s</td>
<td>w</td>
<td>s</td>
<td>c</td>
<td>a</td>
</tr>
<tr>
<td>d</td>
<td>o</td>
<td>h</td>
<td>a</td>
<td>n</td>
<td>k</td>
<td>t</td>
</tr>
<tr>
<td>b</td>
<td>a</td>
<td>o</td>
<td>n</td>
<td>o</td>
<td>r</td>
<td>w</td>
</tr>
<tr>
<td>o</td>
<td>d</td>
<td>w</td>
<td>t</td>
<td>w</td>
<td>o</td>
<td>a</td>
</tr>
<tr>
<td>t</td>
<td>j</td>
<td>o</td>
<td>k</td>
<td>e</td>
<td>l</td>
<td>s</td>
</tr>
<tr>
<td>h</td>
<td>c</td>
<td>o</td>
<td>a</td>
<td>t</td>
<td>l</td>
<td>h</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>words with /ɔ/</th>
<th>words with /ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td></td>
</tr>
</tbody>
</table>

**16.2** Read the words and circle the one with the different vowel sound. Then listen and check.

**EXAMPLE** soap hope sold (soup)

1. come gone long want
2. what hot most salt
3. drove love woke hole
4. snow low cow show

**16.3** Listen. You will hear the sentences twice, once in American English (A), once in British English (B). Write the order A-B or B-A.

**EXAMPLE** The coffee's hot. .................

1. The lock's at the top. .................
2. The song's long. .................
3. Stop the clock. .................
4. The dog's gone. .................
5. He's often wrong. .................

**16.4** Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1. Cost or coast? What's the cost / coast like? (⇒ sound pair 14)
2. Shot or shut? They shot / shut the door. (⇒ sound pair 15)
3. Boat or boot? There's water in my boat / boot. (⇒ sound pair 16)
4. Woke or walk? I woke / walk the dog. (⇒ sound pair 17)
5. Phoned or found? Tim phoned / found her. (⇒ sound pair 18)

**Follow up:** Record yourself saying the sentences in 16.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 36

---

**English Pronunciation in Use**

41
Arthur's mother
The consonant sounds /θ/ and /ð/

A
- 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.

<table>
<thead>
<tr>
<th>sick</th>
<th>thick</th>
<th>sick</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>both</td>
<td>boat</td>
</tr>
<tr>
<td>free</td>
<td>three</td>
<td>free</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

<table>
<thead>
<tr>
<th>thank</th>
<th>think</th>
<th>thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>healthy</td>
<td>birthday</td>
<td>maths</td>
</tr>
<tr>
<td>earth</td>
<td>length</td>
<td>fourth</td>
</tr>
</tbody>
</table>

B

C
- 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.

<table>
<thead>
<tr>
<th>breed</th>
<th>breathe</th>
<th>breed</th>
</tr>
</thead>
<tbody>
<tr>
<td>den</td>
<td>then</td>
<td>den</td>
</tr>
<tr>
<td>van</td>
<td>than</td>
<td>van</td>
</tr>
</tbody>
</table>

- Listen and repeat these examples of the target sound.

<table>
<thead>
<tr>
<th>these</th>
<th>though</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>other</td>
<td>weather</td>
<td>clothes</td>
</tr>
<tr>
<td>breathe</td>
<td>with</td>
<td>sunbathe</td>
</tr>
</tbody>
</table>

D

Spelling

<table>
<thead>
<tr>
<th>always</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/θ/</td>
<td>TH (three)</td>
</tr>
<tr>
<td>/ð/</td>
<td>TH (then)</td>
</tr>
</tbody>
</table>

Important for listening:
Many native speakers of English pronounce TH as /tʃ/, /θ/ or /s/ instead of /θ/, and /ʃ/, /v/ or /z/ instead of /ð/. For example, some Irish speakers pronounce thick /θɪk/ as tick /tɪk/.

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

"Martha Smith's an author and an athlete."

"My father and mother live together with my other brother."
Exercises

17.1 Find a way from Start to Finish. You may pass a square only if the word in it has the sound /θ/. You can move horizontally (→) or vertically (↓) only.

```
<table>
<thead>
<tr>
<th>north</th>
<th>northern</th>
<th>either</th>
<th>weather</th>
<th>breathe</th>
<th>those</th>
</tr>
</thead>
<tbody>
<tr>
<td>south</td>
<td>bath</td>
<td>bath</td>
<td>thought</td>
<td>breath</td>
<td>youth</td>
</tr>
<tr>
<td>southern</td>
<td>third</td>
<td>their</td>
<td>through</td>
<td>though</td>
<td>thumb</td>
</tr>
<tr>
<td>Thailand</td>
<td>cloth</td>
<td>path</td>
<td>fifth</td>
<td>with</td>
<td>worth</td>
</tr>
<tr>
<td>month</td>
<td>clothes</td>
<td>these</td>
<td>brother</td>
<td>that</td>
<td>teeth</td>
</tr>
<tr>
<td>throw</td>
<td>thing</td>
<td>author</td>
<td>other</td>
<td>they</td>
<td>wealth</td>
</tr>
</tbody>
</table>
```

17.2 Complete this rhyme using words from the box. Then listen and check.

```
<table>
<thead>
<tr>
<th>earth</th>
<th>Heather</th>
<th>brother</th>
<th>neither</th>
<th>mothers</th>
<th>brothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>together</td>
<td>birth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Arthur had a brother. They wanted was a .
And he didn’t want another .
And of the brothers, .
Wanted sisters .
The last thing on this .

They wanted was a .
So Arthur’s mother .
Got them both .
And told them all good .
Should learn to share their .

Follow up: Listen to the poem again. Pause the recording after each line and repeat it.

17.3 Think of a computer which people speak into and it writes what they say. This computer wrote these sentences down wrongly. Correct the underlined mistakes.

**EXAMPLE** It’s free o’clock. Three

1 A is more relaxing than a shower. 4 You need a sick coat in winter.
2 The train went the tunnel. 5 I don’t know; I haven’t fought about it.
3 Don’t walk on the ice; it’s very fin. 6 It’s a matter of life and deaf.

17.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Youth or use? There’s no youth / use talking about that. (=sound pair 33)
2 Thought or taught? I don’t know what she thought / taught. (=sound pair 35)
3 Free or three? Free / Three refills with each packet! (=sound pair 39)
4 Closed or clothed? They weren’t fully closed / clothed. (=sound pair 33)
5 Breeding or breathing? They’ve stopped breeding / breathing. (=sound pair 35)
6 These are or visa? These are / Visa problems we can deal with later. (=sound pair 39)

Follow up: Record yourself saying the sentences in 17.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?
Sun, full, June
The vowel sounds /ʌ/, /ʊ/ and /uː/

When you say the letters of the alphabet, U has the long vowel sound /uː/ (we say it with the consonant /j/ in front of it). You hear the /uː/ 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
come blood cut
young does must
"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
full good foot
wolf would put
"That cook couldn't cook if he didn't look at his cook book."

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

Examples
shoe shoes shoot
new lose soup
"Sue knew too few new tunes on the flute."

Many words which have /j/ before /uː/ in British English don't in American English. Compare: news /njuː-/ news /njuː/-, tune /tjuː-/ tune /tjuː/.

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.)
**Exercises**

1. **Listen to this student. Do the underlined words have an /ʌ/ or /uə/ sound? Write them in the correct part of the table.**

   I studied English at a **school** in London last summer. I was there for **two** months: May and June. England is famous for bad food and weather, but I thought the food was good. The **pub** lunches were very nice. But it's **true** about the weather. **Too** much rain for me!

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/uə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>studied</td>
<td>school</td>
</tr>
</tbody>
</table>

   **Follow up:** Listen again and repeat sentence by sentence.

2. **Complete these sentences with words from the box. The vowel sound is given. Listen, check and repeat.**

   - **brother**
   - **wood**
   - **moon**
   - **juice**
   - **won**
   - **month**
   - **June**
   - **would**
   - **full**
   - **boot**
   - **Cup**
   - **put**
   - **son**
   - **good**

   **Example**
   Two things you can **put** /u/ on a foot are a shoe and a **boot** /uə/.

   1. The **/ʌ/ after /uə/ is July.**
   2. My mother's other **/ʌ/ is my /ʌ/.
   4. Fruit **/uə/ is **/u/ for you.
   5. There is a **/u/ **/u/ **/u/ once a month.
   6. You pronounce **/u/ exactly the same as **/ʌ/.

3. **Circle the word with the different vowel sound. You can use a dictionary if you are not sure.**

   - **foot** look (blood) push
   - **soon** book boot room
   - **rude** luck run but
   - **shoes** does true blue
   - **pool** pull full put rule
   - **group** could would should
   - **done** move love son
   - **south** young couple won

4. **Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.**

   1. Cut or cat? There's a **cut / cat** on the arm of the sofa.
   2. Come or calm? You should try to **come / calm** down.
   3. Gun or gone? He's taken his dog and **gun / gone**.
   4. Shoes or shows? I've never seen her **shoes / shows** on TV.
   5. Pool or pull? It said 'pool' / 'pull' on the door.
   6. Luck or look? It's just her **luck / look**!
   7. Shirt or shut? The hairdresser's **shirt / shut**.
   8. A gun or again? He shot a **gun / again**.

   **Follow up:** Record yourself saying the sentences in 18.4, choosing one of the two words. Make a note of which word you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 38
Shirt, short

The vowel sounds /ɔ:(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 /ɔːl/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /ɔːl/ 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>

“the girl heard the nurse work.”

Listen and repeat these examples of the target language.

were word worst
burn bird birth
her heard hurt

Listen to the sound /ɔːl/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /ɔːl/ 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>

“Laura’s daughter bought a horse and called it Laura.”

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 /ɔːl/ instead of /ɔːl/. Listen: ball caught law talk bought.

Spelling

<table>
<thead>
<tr>
<th>/ɔːl/</th>
<th>/ɔːl/</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR (girl), ER (her), UR (hurt)</td>
<td>OR (word), FAR (heard)</td>
</tr>
<tr>
<td>/ɔːl/</td>
<td>/ɔːl/</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>
Exercises

19.1 Write these numbers out in full. Which of the two vowel sounds do they contain? Write /ɔː/ or /ə/.

**Example**: 3rd  \( \text{third} \) /ɔː/.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ( \frac{1}{4} )</td>
<td>4 1st</td>
</tr>
<tr>
<td>2 30</td>
<td>5 14</td>
</tr>
<tr>
<td>3 4th</td>
<td></td>
</tr>
</tbody>
</table>

19.2 Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally (\( \rightarrow \)) or vertically (\( \downarrow \)).

<table>
<thead>
<tr>
<th>b b a t c o u r s e</th>
</tr>
</thead>
<tbody>
<tr>
<td>i a u h w s w a r</td>
</tr>
<tr>
<td>r l r e o o h g m</td>
</tr>
<tr>
<td>d l n a r r e i o</td>
</tr>
<tr>
<td>s a w r d t r r</td>
</tr>
<tr>
<td>l a w d a l l i e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>words with /ɔː/</th>
<th>words with /ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td></td>
</tr>
</tbody>
</table>

19.3 Listen to these sentences. Is the accent from Britain or America? Write B or A.

**Example**: The girl's first birthday. ...A.

1 It's hard work, of course. ...       6 He was born on Thursday the thirty-first. ...
2 Are you sure?                        7 She taught German. ...
3 Law and order.                       8 I learned to surf in Brazil. ...
4 I walk to work.                      9 'Caught' and 'court' sound the same in my accent. ...
5 I saw the bird fall.                 ...

19.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Four or far?  It isn't four / far. (\( \Rightarrow \) sound pair 7)
2 Worst or west? It's on the worst / west coast. (\( \Rightarrow \) sound pair 12)
3 Walk or woke? I walk / woke the dog. (\( \Rightarrow \) sound pair 17)
4 Shut or shirt? The butcher's shut / shirt. (\( \Rightarrow \) sound pair 21)
5 Port or pot? There's coffee in the port / pot. (\( \Rightarrow \) sound pair 23)
6 Bird or beard? He has a black bird / beard. (\( \Rightarrow \) sound pair 24)
7 Her or hair? Is that her / hair? (\( \Rightarrow \) sound pair 25)
8 Worked or walked? We worked / walked all day. (\( \Rightarrow \) sound pair 26)

Follow up: Record yourself saying the sentences in 19.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 39
Toy, town

The vowel sounds /ɔɪ/ and /au/:

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

![Mouth diagram for /ɔɪ/ and /au/]

**Target /au/:**
- toy
- noise
- voice
- boil
- coin
- choice
- employ
- enjoyed

"Roy enjoys noisy toys."

**Target /ɔɪ/:**
- fond
- found
- phoned
- know
- now
- new
- car
- cow
- care

"Mrs Brown counted cows coming down the mountain."

- When the vowel sound /ɔɪ/ is before L, e.g. oil, boil, soil, many speakers put the vowel /ɔ/ between them. You may find it easier to say it this way.
- When the vowel sound /au/ is before R or L, many speakers put the vowel /ɔ/ 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>frequently</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɔɪ/</td>
<td>OY (toy), OI (coin)</td>
<td></td>
</tr>
<tr>
<td>/au/</td>
<td>OW (cow), OU (loud)</td>
<td>Various different vowel sounds are spelt OW or OU.</td>
</tr>
</tbody>
</table>
Exercises

20.1 Put one of the letters y, i, u or w in each gap to make a word. The word must contain the sound /ɔɪ/ or /aʊ/. Write /ɔɪ/ or /aʊ/ after each word.

**Example**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bo_s</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>no_se</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>fo_nd</td>
<td>6</td>
</tr>
</tbody>
</table>

20.2 Listen to this text. Find words from it which have an /ɔɪ/ or /aʊ/ sound and write them in the correct part of the table.

I enjoy living down town. Well, it’s very noisy, of course. The traffic is loud, and the young people often shout when they come out of the clubs. But there are lots of good points too. There’s a big choice of shops, and it’s easy to get around.

<table>
<thead>
<tr>
<th>/ɔɪ/ (4 words)</th>
<th>/aʊ/ (6 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
<td></td>
</tr>
</tbody>
</table>

Follow up: Listen again and repeat, sentence by sentence.

20.3 Find a way from Start to Finish. You may pass a square only if the word in it has the sound /aʊ/.

You can move horizontally (↔) or vertically (↑) only.

```
START
```

```
<table>
<thead>
<tr>
<th>house</th>
<th>sound</th>
<th>group</th>
<th>about</th>
<th>mouth</th>
<th>cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>soup</td>
<td>out</td>
<td>brown</td>
<td>mouse</td>
<td>bought</td>
<td>south</td>
</tr>
<tr>
<td>could</td>
<td>couple</td>
<td>grow</td>
<td>low</td>
<td>would</td>
<td>cloud</td>
</tr>
<tr>
<td>know</td>
<td>snow</td>
<td>touch</td>
<td>ought</td>
<td>down</td>
<td>count</td>
</tr>
<tr>
<td>thought</td>
<td>should</td>
<td>slow</td>
<td>blow</td>
<td>pound</td>
<td>young</td>
</tr>
<tr>
<td>soul</td>
<td>country</td>
<td>though</td>
<td>throw</td>
<td>town</td>
<td>round</td>
</tr>
</tbody>
</table>
```

FINISH

20.4 Listen and circle the words you hear.

1 Tie or toy? He got a tie / toy for his birthday.
2 Goodbye or Good boy? ‘Goodbye!’ / ‘Good boy!’ she said.
3 Phoned or found? She phoned / found a friend.
4 Tone or town? What an ugly tone / town!

Follow up: Record yourself saying the sentences in 20.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?
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 /ɡəʊ/</td>
<td>if /ɪf/</td>
<td>ten /tɛn/</td>
</tr>
<tr>
<td>my /maɪ/</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 /weɪ/</td>
<td>eight /eɪt/</td>
<td>knife /nɑɪf/</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. *saw, 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 /lɔː/  | pay /peɪ/    | why /waɪ/ | car /kær/ | 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-late. But when we say the word, we pronounce only two syllables, like this: chocolate /tʃək.ə.laɪt/. (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 /tʃək.ə.laɪt/ different /ˈdɪfr.ənt/ interesting /ˈɪn.tər.stɪŋ/ general /dʒen.ərəl/ comfortable /kəm.fər.təˈbəl/ secretary /sɪk.əˈtɛri/  

The first syllable in these words has the same three sounds, but in the opposite order: kitchen /ˈkɪtʃ.ən/ – chicken /tʃən/.

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.
## Exercises

### 21.1 Write these words in the correct column.

<table>
<thead>
<tr>
<th></th>
<th>One syllable</th>
<th>Two syllables</th>
<th>Three syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>aunt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 21.2 Look at these one-syllable words. Write C where there is a consonant sound. There may be one before V, after V or in both places.

**Examples**

<table>
<thead>
<tr>
<th>Word</th>
<th>CV</th>
<th>VC</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>CV</td>
<td>VC</td>
</tr>
<tr>
<td>rice</td>
<td>CV</td>
<td>VC</td>
</tr>
</tbody>
</table>

1. bought
2. eyes
3. key
4. day

5. through
6. laugh
7. two
8. youth
9. weigh
10. rhyme

### 21.3 The spelling changes if you change the order of sounds in these one-syllable words from CV to VC. Write the missing words.

<table>
<thead>
<tr>
<th>CV</th>
<th>VC</th>
</tr>
</thead>
<tbody>
<tr>
<td>/list/</td>
<td>/list/</td>
</tr>
<tr>
<td>/ki/</td>
<td>/ki/</td>
</tr>
</tbody>
</table>

1. /dei/ = __________ |
2. /noo/ = __________ |
3. /peu/ = __________ |
4. /ti/ = tea |
5. /meu/ = may |
6. /sei/ = __________ |

### 21.4 Read the text aloud. Record your voice if you can. Then listen to the recording. Did you say the same number of syllables in the underlined words as on the recording?

I went to an interesting restaurant on Wednesday. First I had chicken with a lot of different vegetables. Then I had a piece of chocolate cake. In general, I don't like chocolate, but the cake was lovely.

### 21.5 Listen to these tongue-twisters. How many syllables are there in each? Write the number. Then listen again and repeat.

**Example** She sells sea shells on the sea shore. = 8 syllables

1. Walter walked towards the waiter.
2. Betty bought a better bit of butter.
3. The fat cat sat on the vet's wet hat.
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. \textbf{Saturday}
- Make it louder. \underline{Sat}\textit{ur}day
- Make it higher. \textbf{Sat}\textit{ur}day

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 \textit{begin} your \textit{holiday}?
   \begin{itemize}
     \item Oo
   \end{itemize}

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

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

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

A: And when are you coming back?

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

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

B: No, \textit{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.

\begin{itemize}
  \item Oo April, thirty, morning, Sunday
  \item oO July, midday, thirteen, today, thirteenth
  \item Ooo Saturday, thirtieth, yesterday, holiday, seventy
  \item OoO September, tomorrow, eleventh
  \item ooO afternoon, seventeen, twenty-one
\end{itemize}

\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 o0, 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.

\begin{itemize}
  \item oO thirteen thirty
  \item fourteen forty
  \item sixteen sixty
  \item eighteen eighty
  \item nineteen ninety
\end{itemize}

\textbf{Note:} You can find more about word stress in Units 28 to 31.
Exercises

22.1 Write the full words in the correct column, according to their stress pattern.

<table>
<thead>
<tr>
<th>Men</th>
<th>Tues</th>
<th>Thu</th>
<th>Sat</th>
<th>today</th>
<th>tomorrow</th>
<th>Apr</th>
<th>Jul</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>holiday</td>
<td>2nd</td>
<td>11th</td>
<td>13</td>
<td>30</td>
<td>13th</td>
<td>30th</td>
<td>17</td>
<td>70</td>
<td>afternoon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oo</th>
<th>oO</th>
<th>Ooo</th>
<th>oOo</th>
<th>ooO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22.2 Write one word from 22.1 in each sentence below. The word must have the stress pattern shown. Then say the sentences.

1. I'm going to have a party on ___________ (Ooo).
2. My grandfather is ___________ (Ooo) years old.
3. I often sleep for an hour in the ___________ (oOo).
4. My birthday is on the ___________ (oOo) of March.
5. In Europe, the weather is warm in ___________ (oO).
6. I left school when I was ___________ (ooO).
7. Goodnight. See you ___________ (oOo).
8. How long is your summer ___________ (Ooo)?

22.3 Find a way from Start to Finish. You may pass a square only if the word has the stress pattern Ooo. You can move horizontally (↔) or vertically (↑) only.

```
START
eightieth        twentieth        thirtieth        September

twenty-one       thousand         yesterday         October
November         sixtieth         seventy          eleventh
second           fortieth         thirteen         seventeen
vacation         holiday          tomorrow         afternoon
December         Saturday         ninetieth        fiftieth
FINISH
```

22.4 Listen and circle the number you hear.

1. 100 dollars! It only cost 17 / 70 last year!
2. He was the 14th / 40th President of my country.
3. The maximum number of people is 15 / 50.
4. She was born in 1916 / 1960.
5. He was 13 / 30 on his last birthday.
6. She'll be 18 / 80 in March.
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.

OOO  Don’t tell Mike.
OooOoO Go and speak to Mary.
OooOooOo 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.
Exercises

23.1 Listen and underline the sentence which does not have the same stress pattern as the word at the beginning of the line.

Example

<table>
<thead>
<tr>
<th>Ooo</th>
<th>cinema</th>
<th>Wasn’t it?</th>
<th>Hasn’t she?</th>
<th>Don’t you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 oOo</td>
<td>tomato</td>
<td>Close the door.</td>
<td>He told me.</td>
<td>I like it.</td>
</tr>
<tr>
<td>2 oOo</td>
<td>afternoon</td>
<td>Does he drive?</td>
<td>Were you cold?</td>
<td>What happened?</td>
</tr>
<tr>
<td>3 oOo</td>
<td>December</td>
<td>It’s open.</td>
<td>They arrived.</td>
<td>They listened.</td>
</tr>
</tbody>
</table>

23.2 Write these sentences in the correct column. Then listen, check and repeat.

<table>
<thead>
<tr>
<th>The bus was late.</th>
<th>Come and look.</th>
<th>Close the window.</th>
<th>What do you want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The water’s cold.</td>
<td>Give me a call.</td>
<td>What did she say?</td>
<td>Phone and tell me.</td>
</tr>
<tr>
<td>Nice to see you.</td>
<td>Where’s the car?</td>
<td>It’s cold and wet.</td>
<td>What’s the time?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OooO</th>
<th>oOoO</th>
<th>OoO</th>
<th>OoOo</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bus was late.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23.3 Combine phrases from the boxes A, B and C to make three sentences or phrases with these patterns: Ooo OooOo OooOoOoOo. Then listen, check and repeat.

Example

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half a bottle of beer</td>
<td></td>
<td>OOO</td>
</tr>
<tr>
<td>One glass of orange juice</td>
<td></td>
<td>OoOoOo</td>
</tr>
<tr>
<td>Give me a water</td>
<td></td>
<td>OoooOooOoo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t Jennifer listen</td>
<td>OOO</td>
<td></td>
</tr>
<tr>
<td>Can’t make Pete talk to you</td>
<td>OoOoOo</td>
<td></td>
</tr>
<tr>
<td>Can’t Oscar drive</td>
<td>OoooOoooOo</td>
<td></td>
</tr>
</tbody>
</table>

23.4 Listen and tick the sentence you hear, A or B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I can swim.</td>
<td>I can’t swim.</td>
</tr>
<tr>
<td>2 Are you coming?</td>
<td>Aren’t you coming?</td>
</tr>
<tr>
<td>3 We were tired.</td>
<td>We weren’t tired.</td>
</tr>
<tr>
<td>4 She can help you.</td>
<td>She can’t help you.</td>
</tr>
<tr>
<td>5 Can you see?</td>
<td>Can’t you see?</td>
</tr>
<tr>
<td>6 They were talking.</td>
<td>They weren’t talking.</td>
</tr>
</tbody>
</table>
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>/au/</td>
<td>no</td>
</tr>
<tr>
<td>oh</td>
<td>/au/</td>
<td>low</td>
</tr>
<tr>
<td>eye</td>
<td>/ai/</td>
<td>lie</td>
</tr>
<tr>
<td>air</td>
<td>/eə/</td>
<td>where</td>
</tr>
<tr>
<td>or</td>
<td>/ɔː/</td>
<td>low</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: /θ/, /θl/, /θ/, /θml/, /θl/, /θ/.
- if the first C is any sound other than /s/, the second C can only be one of these: /θ/, /θl/, /θl/, /θ/.

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.

\[ /s/ + C: \text{spell stairs sleep small snack swim} \]
\[ C + /θ/, /θl/, /θl/ \text{ or } /θ/: \text{blue fly dress ground quick swim view tune} \]
\[ /s/ + CC: \text{spring strange square scream} \]

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.

| 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? |
Exercises

24.1 Add one C to the start of each word to make a new word in the pictures. Be careful: think of sounds, not spelling!

Example: red bread (red /red/ + b = bread /bred/)

1 lie
2 lock
3 rain
4 key
5 lime
6 late
7 route

24.2 Add one of the sounds from the box after the consonant at the start of these words to make other words. Think of sounds, not spelling!

<table>
<thead>
<tr>
<th>/k/</th>
<th>/l/</th>
<th>/t/</th>
<th>/p/</th>
<th>/t/</th>
</tr>
</thead>
</table>

Example: die dry
dry

1 back
2 fight
3 fat
4 go
5 pain
6 pay
7 two
8 say
9 sin
10 send

24.3 Listen and circle the word you hear.

1 The glass /gas is green.
2 I don't want to play /pay.
3 It was a terrible fight /fright!
4 The tooth /truth is out!
5 The dirt came off in the steam /stream.
6 She didn't want to stay /say.
7 The pain /plane went down.
8 I can't sell /smell anything.

24.4 Listen and tick the sentence or phrase you hear, A or B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>that slow bus</td>
<td>That's a low bus.</td>
</tr>
<tr>
<td>an ice-cream</td>
<td>a nicer cream</td>
</tr>
<tr>
<td>that spot</td>
<td>That's a pot.</td>
</tr>
<tr>
<td>that street</td>
<td>That's a treat.</td>
</tr>
<tr>
<td>She loves the States.</td>
<td>She loves the estates.</td>
</tr>
<tr>
<td>small stream</td>
<td>a smaller stream</td>
</tr>
<tr>
<td>slow speech</td>
<td>a slower speech</td>
</tr>
<tr>
<td>straight street</td>
<td>a straighter street</td>
</tr>
</tbody>
</table>

Follow up: Record yourself saying the phrases and sentences in 24.4, choosing A or B each time. Make a note of which sentence or phrase you say. Then listen to your recording in about two weeks. Is it clear which you said?

Now go to Unit 44.
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 /k/ 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 /ˈfeɪndʒ/</td>
<td>chain /ˈfeɪn/</td>
</tr>
<tr>
<td>range /ˈreɪndʒ/</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 /ˈtɛnt/</td>
<td>ten /tɛn/</td>
</tr>
<tr>
<td>learnt /lɛnt/</td>
<td>learn /lɛnt/</td>
</tr>
<tr>
<td>wolf /wʊlf/</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 /nt/ at the end of weren’t, imagine the /t/ 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
Exercises

25.1 Remove a consonant sound from the end of each word to make a new word. Be careful: think of sounds, not spelling! Look at the example. If you remove the last sound from *went* /went/, you get *when* /wen/.

**Example**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>field</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>change</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>six</td>
<td>6</td>
</tr>
</tbody>
</table>

25.2 Read the conversation and underline the words which end with two consonant sounds.

A: OK, first question. What's the eighth month in the year?
B: It's August.
A: Correct! Second question. What's the highest mountain on Earth?
B: Mount Everest.
A: Correct again! Mount Everest! Next question.
   Which city is furthest east in Europe: Athens, Brussels or Budapest?
B: Is it Budapest, or perhaps Brussels?
A: No, it isn't. It's Athens. OK, last question. What's the biggest land animal in the world?
B: The elephant.
A: Very good! Three out of four correct, that's seventy-five percent!

Now read the conversation aloud. Pronounce the underlined words carefully.

25.3 Think of a computer which people speak into and it writes what they say. This computer wrote these sentences down wrongly. The mistakes are underlined and one of the correct words is given at the end in (brackets). Write the correct sentences.

**Example**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I th<strong>ing</strong> cold cars are better. (think)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The h<strong>ang</strong> caught to be open by now. (ought)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I th<strong>ing</strong> call the time. (all)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>These big cars whole date people. (hold)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Did he fill mother kinds of movies too? (other)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Three people have sick size. (eyes)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>If you took aspirins, your head wooden take. (ache)</td>
<td></td>
</tr>
</tbody>
</table>

25.4 Listen and circle the word you hear.

1 They took their *cook* /kʊk/ or *cooker* with them.
2 She was a great *help* /help/!
3 He *did* an /dɪd/ exercise.
4 They *learnt* quickly.
5 Is that your *guess* /gɛs/?
6 They *burnt* /bɜːnt/ the food.
7 It's all in the *past* /pɑːst/ now.
8 That *mix* /mɪks/ wasn't very good.

Now go to Unit 45
Paul's calls, Max's faxes
Syllables: plural and other -s endings

The noun call /kɔːl/ is one syllable and the plural calls /kɔːlz/ 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.
D'l's pies.
Rose knows.
Pat's hats.

Sometimes, plural, third person and possessive endings are another syllable. For example, fax /fæks/ is one syllable, but faxes /fæksIZ/ 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
/ɹ/    Rose's roses
/tʃ/   The witch's watches
/kɹ/   George's fridges

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

With -s endings, we sometimes get a lot of consonant sounds together at the end of syllables, for example, facts /fækts/. 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 /lifz/ 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.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane's nose</td>
<td>Jane knows</td>
</tr>
<tr>
<td>Nick's weights</td>
<td>Nick waits</td>
</tr>
<tr>
<td>singular</td>
<td>plural</td>
</tr>
<tr>
<td>My friend spends a lot.</td>
<td>My friends spend a lot.</td>
</tr>
<tr>
<td>Our guest came late.</td>
<td>Our guests came late.</td>
</tr>
</tbody>
</table>
Exercises

26.1 Match the beginnings and ends of these phrases so that they rhyme. Then listen and repeat.

1. Ms Fox's
2. My niece's
3. The witch's
4. Mr Bridge's
5. Mr Jones
6. Chris's
7. Anne's

a. fridges
b. boxes
c. pieces
d. phones
e. kisses
f. plans
g. switches

26.2 Write the third person forms of the verbs from the box in the correct part of the table below. Then listen, check and repeat.

<table>
<thead>
<tr>
<th>watch</th>
<th>sing</th>
<th>go</th>
<th>get</th>
<th>dance</th>
<th>kiss</th>
<th>come</th>
<th>wash</th>
<th>see</th>
<th>close</th>
<th>push</th>
<th>pull</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 syllable</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 syllables</td>
<td>00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

sings
watches

26.3 These speakers are not pronouncing all the consonants at the ends of some words. What are they saying? Write the sentence.

1. (sounds like: /hænz/ up)
2. (sounds like: There are many different /kænz/ of whale)
3. (sounds like: My favourite /'sæbdʒəks/ chemistry)
4. (sounds like: The /wɪnz/ very strong today)

26.4 Listen and circle the word you hear.

1. I saw the bird / birds fly away.
2. What time did the guest / guests leave?
3. He broke his arm / arms in the accident.
4. She sang the song / songs her father wrote.
5. Where does she park her car / cars at night?
6. I read the book / books very quickly.
7. The bag / bags fell on the floor.
8. The shop / shops will be closed.
9. When will the class / classes begin?
10. The box / boxes won't be big enough.

Follow up: Record yourself saying the sentences in 26.4, choosing singular or plural. Make a note of which one you said. Then listen to your recording in about two weeks. Is it clear which words you said?
Pete played, Rita rested
Syllables: adding past tense endings

The verb play /plɛɪ/ 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 /smɑːld/ 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 /t/ or /θ/.

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 rest.

If the infinitive of the verb ends with the sounds /t/ or /θ/, -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>O O</th>
<th>0000 (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: cooked 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, walked through.
Exercises

27.1 Match the beginnings and ends of these rhymes.

1 The people queued  a was never found.
2 The thing you missed  b are on the board.
3 The man controlled  c and then she smiled.
4 She saw the child  d to build on sand.
5 The boat that crossed  e was on the list.
6 The man who drowned  f until she coughed.
7 The snow we rolled  g the nation's gold.
8 Her voice was soft  h to buy the food.
9 The points we scored  i was nearly lost.
10 We never planned  j was hard and cold.

27.2 Write the past tense of the verbs from the box in the correct part of the table. Then listen, check and repeat.

<table>
<thead>
<tr>
<th>verb</th>
<th>1 syllable</th>
<th>-ed</th>
<th>0 syllable</th>
<th>-ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>hate</td>
<td>walked</td>
<td></td>
<td>hated</td>
<td></td>
</tr>
</tbody>
</table>

27.3 Complete each sentence with the past tense of a verb from the box. In each sentence, the first sound of the verb is the same as the first sound in the person's name! Then listen, check and repeat.

play | watch | add | phone | count | mix | cook | start | shout | paint
000  | 0000000 (-ed = extra syllable)

Paul played games.
Ken lunch.
Fred friends.
Marge drinks.
Will films.

Peter painted pictures.
Karen money.
Stella singing.
Alice sugar.
Sheila loudly.

Now listen, check and repeat.

27.4 Listen and circle the verb form you hear, past or present.

1 I always walk / walked away from fights.
2 I think they want / wanted to talk.
3 Me and my friends laugh / laughed a lot.
4 On Saturdays, we dance / danced all night.
5 I always hate / hated Sundays.
6 You never help / helped Alice.
7 They need / needed more time.
8 They paint / painted the walls every few years.

Follow up: Record yourself saying the sentences in 27.4, choosing the present or past tense. Make a note of which tense you say. Then listen to your recording in about two weeks. Is it clear which tense you said?

Now go to Unit 47
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 ‘broth’, 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 (oOo), the stress is on the syllable happ, and in both depart (oO) and departure (oOo), the stress is on the syllable part.
Exercises

28.1 Make the word in (brackets) into a verb beginning with 'y' and a noun ending with 'r' and use the words to fill the gaps. Then say the sentences. Take care to use the correct stress patterns for the words in the gaps: Oo for the nouns and oO for the verbs. Listen and check.

EXAMPLE (build)
I asked the ___________ to ___________ the wall.

1 (act)
How did you ___________ when you saw the ___________ coming in?

2 (write)
The ___________ decided to ___________ the whole book.

3 (paint)
The ___________ tried to ___________ this part of the picture.

4 (print)
We asked the ___________ to ___________ the whole document.

5 (view)
The ___________ will be able to ___________ this programme tomorrow.

6 (play)
They had to ___________ the match after a ___________ was hurt.

28.2 Listen and circle the word with a different stress pattern from the others.

EXAMPLE money ___________ mountain ___________ message

1 answer agree allow attract 5 complete common careful crazy
2 middle minute mission mistake 6 pronounce provide promise prefer
3 compare correct copy collect 7 shampoo shoulder shower shopping
4 garden granny guitar grammar 8 reason remove receive review

28.3 Read the sentences and decide what stress pattern the words in bold have. Then listen, check and repeat.

EXAMPLE I got my first ___________ as a ___________ when I was eleven.

record = Oo present = ___________

1 You’ve ___________ well this year, but I’d like to see even more ___________.

progressed = ___________ progress = ___________

2 We ___________ too much petrol and the country’s ___________ figures are going down.

import = ___________ export = ___________

3 It started as a student ___________, but now the army has rebelled against the government.

protest = ___________ rebelled = ___________

4 In the ___________, there is a big ___________ between temperatures in the day and at night.

desert = ___________ contrast = ___________

5 These companies ___________ household ___________ such as fridges and washing machines.

produce = ___________ objects = ___________
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.

Oo bookshop, bus stop, footpath, airport, shoe shop, road sign, car park, bedroom
Ooo traffic light, bus station, sunglasses, boarding card, window seat, check-in desk
Oooo 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.

OO first class, half price, hand made
O0o bad-tempered, old-fashioned, short-sighted
O0O0 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>
Exercises

29.1 Listen. Write the words in bold in the correct columns.

There's a good shopping centre. You can find almost anything there. There are bookshops, shoe shops, a travel agent's, a post office, a hairdresser's, a supermarket, everything... and there are a few snack bars if you want a hamburger or something. Oh, and there's a sports centre too, with a swimming pool and a playground for the kids. But be careful with your handbag; I had my credit card stolen there once!

<table>
<thead>
<tr>
<th>Oo</th>
<th>Ooo</th>
<th>Oooo</th>
</tr>
</thead>
<tbody>
<tr>
<td>bookshops</td>
<td>anything</td>
<td>shopping centre</td>
</tr>
</tbody>
</table>

Follow up: Record yourself saying the text. Make sure you put the stress in the correct place.

29.2 Listen. In each sentence, one of the compound words (in bold) has stress on the first part (Oo) and the other has stress on the second part too (OO). Circle the word if there is stress on the second part too.

**EXAMPLE** They did the photocopies **overnight**.

1. I got this **motorbike** second hand.
2. Using a typewriter is so old fashioned.
3. These **earrings** were hand made.
4. I'm short-sighted, like my grandmother.
5. All the **sunglasses** are half price.
6. The waiting room is for first class only.

29.3 Listen. Which thing is the speaker asking about? Put a tick (√) next to it and say Yes, I have or No, I haven't. Give a true answer!

**EXAMPLE** Have you ever seen a ski jump?

No, I haven't.

1. a b
2. a b
3. a b
4. a b

Now go to Unit 49
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>un</th>
<th>for</th>
<th>get</th>
<th>ful</th>
<th>ness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>gett</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>gett</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

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

-able (drinkable)  
-al (musical)  
-er (player)  
-ful (helpful)  
-hood (childhood)  
-ing (boring)  
in-/im- (impossible)  
-ise (civilise)  
-ish (childish)  
-less (childless)  
-ly (friendly)  
-ment (employment)  

-ness (happiness)  
-ship (friendship)  
-un (unhappy)  
-under- (underpay)

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

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

Note: -tion and -cian are pronounced /ʃən/.  
The ending -ic also moves the stress to the syllable before it. Listen to these examples.

Scientist  
Economy  
Atom  
Artist  
Scientific  
Economic  
Atomic  
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 /ə/; 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.
Exercises

30.1 Use the beginnings and endings in A opposite to make longer words from the words below. Listen and check if you get the same words as on the recording. Then listen again and repeat.

**EXAMPLE**
child  childhood,  childish,  childishness,  childless

1 believe  
2 enjoy  
3 care  

30.2 Write the words from the box in the correct part of the table according to the stress pattern.

<table>
<thead>
<tr>
<th>population</th>
<th>telecommunication</th>
<th>nation</th>
<th>identification</th>
<th>relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication</td>
<td>pronunciation</td>
<td>scientific</td>
<td>clinic</td>
<td>romantic</td>
</tr>
<tr>
<td>pessimistic</td>
<td>investigation</td>
<td>public</td>
<td>discussion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>00</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0000</td>
<td>population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>00000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30.3 Combine each word with one of the endings from the box, and give the stress pattern of your new word. You may need to change or add other letters to the first word. Use a dictionary to help you if necessary.

- **ion**
- **ic**

**EXAMPLE**  inform  information  0000

1 introduce  7 optimist  
2 base  8 celebrate  
3 economy  9 diplomat  
4 describe  10 operate  
5 romance  11 explain  
6 compete  12 decide  

Now go to Unit 50
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>na</td>
<td>tion</td>
<td>al</td>
<td>i</td>
</tr>
<tr>
<td>pho</td>
<td>to</td>
<td>graph</td>
<td>y</td>
</tr>
<tr>
<td>eli</td>
<td>mate</td>
<td>fol</td>
<td>o</td>
</tr>
<tr>
<td>as</td>
<td>tro-</td>
<td>stron</td>
<td>o</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 ehm... 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: /hɪstrɪ/ Oo. The first part of the word geography may be pronounced as one or two syllables: /dʒɪə'græfɪ/ Ooo or /dʒiə'græfɪ/ O000a. Many speakers do not pronounce the second syllable in mathematics, so it sounds like this: /mæθəmətɪks/ O00.

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**
Exercises

31.1 Make a word ending in -ity from each of these words, and give the stress pattern. Use a dictionary to help you if necessary.

Example: author __________ authority ________
1 person _______________ ______________ 5 nation ________________ ______________
2 universe _______________ ______________ 6 real ________________ ______________
3 public ________________ ______________ 7 human ________________ ______________
4 major ________________ ______________ 8 electric ______________ ______________

31.2 Write the words from the box in the correct column according to their stress pattern.

<table>
<thead>
<tr>
<th>economies</th>
<th>economy</th>
<th>physics</th>
<th>chemistry</th>
<th>geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>mathematics</td>
<td>sociology</td>
<td>nation</td>
<td>history</td>
<td></td>
</tr>
<tr>
<td>photography</td>
<td>nationality</td>
<td>/ˈdʒɔrəfri/</td>
<td>geology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>oo</th>
<th>ooo</th>
<th>o0oo</th>
<th>oo0oo</th>
<th>oo00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>economics</td>
</tr>
</tbody>
</table>

31.3 Fill the gaps with a word from the box which has the stress pattern given. Then listen and check.

biology mathematics history geography sociology chemistry

My favourite subjects at school were sciences, especially ooOoo chemistry ________ and o00oo ______________________. I've always been good with numbers, so I was good at o0Oo ______________________. I didn't really like the social science subjects like ooO0o ______________________ and oOo ______________________, and that's strange because when I went to university I did ooOoo ______________________.

31.4 Write in the word which is missing from the family. Then listen, check and repeat.

Example: society, __________ Sociology ________ (oo00o), sociological
1 civil, civilise, __________________ (oo00o)
2 __________________, (o00o), biologist, biological
3 personal, __________________ (oo00o), personalise
4 legal, legalise, __________________ (oo00o)
5 __________________. (Oo), authority, authorise

Now go to Unit 51
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! Quiet! Smile!
Oo Quick! 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)
adjjectives (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! Carry on!
Run! Run! Get away!
Quick! Quick! Hurry up!
Exercises

32.1 Match each sentence with a sentence from the box with the same rhythm. Write the sentences in the correct place. Then listen, check and repeat.

<table>
<thead>
<tr>
<th>Don’t move!</th>
<th>Run!</th>
<th>Don’t worry!</th>
<th>Go straight on!</th>
<th>Go away!</th>
<th>Sorry!</th>
</tr>
</thead>
</table>

**EXAMPLE** Ooo Don’t be late! Go away!

1 Oo Silence!
2 Ooo Don’t look down!
3 O Wait!
4 OO Get back!
5 OoO Keep quiet!

32.2 What are they saying? Use the grammar and sentence stress information to guess.

**EXAMPLE**

1 O0oo (noun) Emergency!

2 O (verb)

3 OoO (two-part verb)

4 O0O (negative auxiliary, two-part verb)

5 Oo (adjective)

32.3 Listen and complete these chants. Then play the recording and say the chant at the same time.

1 Don’t sleep! **Stay** awake!
   Get dressed! Don’t **stand** late!

2 **Stay** still! Stay there!
   Don’t move! **Keep** care!

3 Say please! Don’t **stand** rude!
   Sit **stand**! Eat your food!
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.
OooooO 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.)
Exercises

33.1 Give the stress patterns for these sentences.
EXAMPLE Go to the shops. 〇〇〇
1 Go to school. ......................... 4 What was in the news? .........................
2 Where was the key? ......................... 5 What's your name? .........................
3 Tell John. .........................

33.2 Put one of the unstressed words from the box in the middle of each phrase or sentence below. Then say the phrases or sentences with this stress pattern: 〇〇〇.

<table>
<thead>
<tr>
<th>or</th>
<th>my</th>
<th>a</th>
<th>it</th>
<th>can</th>
<th>some</th>
<th>of</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bring __________ here!</td>
<td>&amp; 5 Lots __________ eggs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Mel's __________ nurse.</td>
<td>6 Pass __________ fail?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Whales __________ big.</td>
<td>7 Have __________ bread.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Jane __________ drive.</td>
<td>8 Where's __________ bike?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33.3 Listen. How many unstressed words are there between the stressed words in each sentence? Write 0, 1, 2 or 3.
EXAMPLE Drink ... milk. 〇〇〇
1 Eat ... cheese. ...... 5 Go ... shops. ....
2 That ... man. ...... 6 Go ... home. ....
3 What ... name? ...... 7 Turn ... right. ....
4 What ... for? ......

33.4 Complete each set of four sentences with the unstressed words given. Each sentence should have one more unstressed word than the sentence before, so that the four sentences have the same pattern as in the example. Then listen, check and repeat.
EXAMPLE unstressed words: it, some, with
OO Eat cheese.
OoO Eat __________ cheese.
OoooO Eat __________ with cheese.
OooooO Eat __________ with some cheese.

1 unstressed words: it, of, the, some, with
OO Drink milk.
OoO Drink __________ milk.
OoooO Drink __________ milk.
OooooO Drink __________ milk.

2 unstressed words: it, the, to
OO Turn right.
OoO Turn __________ right.
OoooO Turn __________ right.
OooooO Turn __________ right.

Now go to Unit 53
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 oOo.

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>o000</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 me.</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 oOo (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>(like Alaska)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll ask her.</td>
<td>/æ'laeska/</td>
</tr>
<tr>
<td>I’m coming.</td>
<td>/ɪm'kʌmɪŋ/</td>
</tr>
<tr>
<td>He’s finished.</td>
<td>/hɪz'fɪnɪʃt/</td>
</tr>
<tr>
<td>They’re hungry.</td>
<td>/ðe'æŋgrɪ/</td>
</tr>
<tr>
<td>We’ve seen him.</td>
<td>/wɛv'sɛn hɪm/</td>
</tr>
<tr>
<td>She’s angry.</td>
<td>/ʃi'æŋgrɪ/</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—I’ll.

⚠️ 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.)
34.1 Add pronouns to these words to make sentences with the pattern 00oO. Do not use the same pronoun twice. Then say your sentences aloud, making the rhythm clear.

**Example**: drove/car

1. read/book
2. sang/song
3. drank/milk
4. ate/lunch
5. She drove her car.
6. She read a book.
7. She sang a song.
8. She drank milk.
9. She ate lunch.

34.2 Listen and write the words you hear in the gaps.

**Example**: Can you tell ______ to call ______ please?

1. Can you give ______ to ______ please?
2. Did ______ meet ______ daughter, Catherine?
3. I don't think ______ likes ______.
4. What did ______ say to ______?
5. Where did ______ buy ______ guitar?
6. What's ______ mother's name?
7. Where are ______ parents from?
8. ______ bought presents for ______ children.

34.3 Write the sentences below again. Change the people to pronouns, and make the auxiliary verbs (has/is/are etc.) into contractions. Then underline the stressed syllables in your sentences. There should be two in each sentence. Then listen, check and repeat.

**Example**: Helen has given Robert some money. ______ She's given him some money.

1. Robert is buying presents for the children.
2. Bonnie and Max are opening their presents.
3. Bonnie and Max will thank Robert for the presents.
4. Robert will thank Helen for the money.

34.4 Think of a computer which people speak into and it writes what they say. This computer wrote the underlined parts of these conversations incorrectly. (You can read what the computer heard in phonemic letters.) Write the correct words.

**Example**

- Do you know Mike?
  - Yes. Mike /maik/. ______
- Come on kids, do your homework!
  - Why didn't you already! ______
- What's his name?
  - I don't know. Alaska /æl'seikə/. ______
- Goodbye.
  - Goodbye, Asia /æsiə/ tomorrow!
- Why isn't Neil here?
  - His name /hiz nəm/ Paris for the weekend.
- Have you told Maria yet?
  - No. Altella /æl'teə/ tomorrow.

Now go to Unit 54
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 /ə/ 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/ˈs ɪz/ white. But if the word before ends with letters like S, CE, GE and CH, it is a new syllable, for example Grass is /ɡrɑːs/ 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 = /ər/; were = /wər/; was = /wəz/

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 36.)

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.)
Exercises

35.1 Circle the word *are* if you think the /ə/ is pronounced. Then listen, check and repeat.

There are a lot of books in the picture. Some of them are on the desks and some are on the shelves. There are some trees outside the windows. The windows are open. There are some pens on one of the desks.

35.2 Tick (√) the sentences where *is* is always a separate syllable. Then listen, check and repeat.

**EXAMPLE**

a Lunch is ready! ✓

b Dinner is ready!

1 a The house is cold.
2 a The taxi is here.
3 a The beach is crowded.
4 a The steak is good.
5 a The meaning is clear.
6 a The smell is awful!
7 a Juice is good for you.

b The room is cold.

b The bus is here.

b The park is crowded.

b The fish is good.

b The message is clear.

b The noise is awful!

b Fruit is good for you.

35.3 Listen and circle the verb you hear.

1 People *are* / *were* angry.
2 Alice *is* / *was* here.
3 Your face *is* / *was* dirty.
4 The birds *are* / *were* singing.
5 The books *are* / *were* cheap.

6 The fish *are* / *were* dying.
7 The place *is* / *was* nice.
8 Paris *is* / *was* nice.
9 The children *are* / *were* tired.
10 My friends *are* / *were* coming.

35.4 Listen and fill the gaps with one word.

**EXAMPLE** That *was* my favourite.

1 His parents *is* rich.
2 The birds *are* singing.
3 The beach *is* crowded.
4 The children *are* at home.
5 He *is* going out at the weekend.

6 Her dog *is* called Kip.
7 This car *is* very expensive.
8 The drinks *are* free on this flight.
9 The weather *is* terrible.
10 The banks *are* closed on Saturday.
What do you think?

Auxiliary verbs

OooO 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>do</td>
<td>you</td>
<td>think?</td>
</tr>
<tr>
<td>O</td>
<td>o</td>
<td>o</td>
<td>O</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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OooO</td>
<td></td>
</tr>
<tr>
<td>What do you think?</td>
<td></td>
</tr>
<tr>
<td>Where do you live?</td>
<td></td>
</tr>
<tr>
<td>What does she mean?</td>
<td></td>
</tr>
<tr>
<td>Where does he work?</td>
<td></td>
</tr>
<tr>
<td>What did he say?</td>
<td></td>
</tr>
<tr>
<td>Why did you go?</td>
<td></td>
</tr>
</tbody>
</table>

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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will he do?</td>
<td>Where has she been?</td>
</tr>
<tr>
<td>What have I done?</td>
<td>What can you see?</td>
</tr>
</tbody>
</table>

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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OooO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you want?</td>
<td>/wodjə'wont/</td>
<td>(sounds like: What dya want?)</td>
</tr>
<tr>
<td>What does he do?</td>
<td>/wontsə'dju:/</td>
<td>(sounds like: What si do?)</td>
</tr>
<tr>
<td>Where have you been?</td>
<td>/weavja'bin/</td>
<td>(sounds like: Where ya bin?)</td>
</tr>
<tr>
<td>Where did he go?</td>
<td>/weardə'gau/</td>
<td>(sounds like: Where di go?)</td>
</tr>
</tbody>
</table>
Exercises

36.1 Listen and complete the questions.

EXAMPLE What did he do?

1 Where live?  6 Who meet?
2 What say?  7 Where sit?
3 Where work?  8 When end?
4 What see?  9 Where been?
5 Where gone?  10 Who asked?

36.2 Write the questions in this conversation and give the stress patterns. Then listen, check and repeat the questions.

EXAMPLE

A: What do you do?  B: I'm a doctor.
2 A: ?  B: I work in the University Hospital.
3 A: ?  B: Yes, I'm married. My husband is a teacher.
4 A: ?  B: He teaches History and Geography.
5 A: ?  B: At the Grove Road Secondary School.
6 A: ?  B: I met him when I was on holiday in Florida.

36.3 Think of a computer which people speak into and it writes what they say. This computer wrote the underlined parts of these questions incorrectly. (You can read what it heard in phonemic letters.) Correct the writing.

EXAMPLE What dya /dja/ mean? What do you mean?
1 Who vya /vja/ told? ?
2 What di /di/ say? ?
3 When dya /dja/ start? ?
4 Where zi /zi/ gone? ?
5 How dya /dja/ do? ?

Now go to Unit 56
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.

**Shopping list**
- Some milk and eggs,
- A tin of peas,
- A snack for lunch,
- Some fruit and cheese,
- The loaf of bread,
- A jar of jam,
- Some juice to drink,
- A piece of ham.
- Some pears or grapes,
- Some beans and rice,
- A can of beer
- As cold as ice!

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 /æ/ 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 /təʊ/ to /tuə/, and the changes from /ðeə/ 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.
Exercises

37.1 What are the things in the picture? Write them in the correct column according to the rhythm (there are two phrases in each column). Use these words: bowl, bottle, jar, packet, bag, pot, carton, kilo. Then say the phrases aloud.

<table>
<thead>
<tr>
<th>o000</th>
<th>o000o</th>
<th>o000o</th>
<th>o000o</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A bowl of soup</td>
</tr>
</tbody>
</table>

37.2 In these sentences, both of the words in italics are possible and they sound similar in fast speech. Listen and circle the word you hear.

1. I had a salad as / and a main course.
2. Give her an / some egg if she's hungry.
3. She went to look at / for the fruit.
4. He gave me a basket of / for bread.
5. Get some pasta and / or rice.
6. I like the / to cook.
7. She ordered a / the soup.
8. Have some / an orange juice.
9. He invited me at / for lunch.
10. He made this jam for / of jam himself.

37.3 Listen and fill the gaps. Then listen, check and repeat. Make sure you keep the same rhythm: o000.

**Example**

1. a glass of / a bottle of milk
2. time for / a lunch
3. egg / chips
4. bag / nuts
5. drink / eat
6. fast / that
7. meal / two
8. box / food
9. fish / meat
10. cook / rice

37.4 Think of a computer which people speak into and it writes what they say. This computer wrote these sentences incorrectly. Write the correct sentences.

**Example** We had beans an rice. We had beans and rice.

1. We had a nice cup a tea.
2. I don't want a go out tonight.
3. I need a drinker water.
4. We cook to chicken.
5. He can't cooker meal.
6. Have a nice cream!
7. Come in an sit down.

Follow up: Practise saying the chant in A on the opposite page. Tap the table or your foot in time as you say it.
Pets enter, pet centre
Joining words 1

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.

<table>
<thead>
<tr>
<th>pets enter</th>
<th>pet centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>stopped aching</td>
<td>stop taking</td>
</tr>
<tr>
<td>ice-cream</td>
<td>I scream</td>
</tr>
<tr>
<td>known aim</td>
<td>no name</td>
</tr>
<tr>
<td>called Annie</td>
<td>call Danny</td>
</tr>
<tr>
<td>clocks tops</td>
<td>clock stops</td>
</tr>
<tr>
<td>missed a night</td>
<td>Mr Knight</td>
</tr>
</tbody>
</table>

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 snow 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:

/goʊ_ə_ˌæt_ˈeɪt/.

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)
Exercises

38.1 What two words do you get if you move the consonant from the end of one word to the beginning of the next or vice versa? Complete the table. Remember: think about sound, not spelling!

**Example**
cats eyes
cat __________ size

1 _______ able __________ fell table
2 known you __________ no
3 cooks __________ cook steak
4 seen you __________ new
5 faced __________ face told

6 an ocean __________ a __________
7 stop __________ stopped earning
8 escaped error __________ terror
9 __________ cheer __________ meant year
10 learn chess __________ __________ ‘yes’

38.2 Think of a computer which people speak into and it writes what they say. This computer wrote the sentences below incorrectly. Correct the phrases that are wrong using the phrases in the box.

<table>
<thead>
<tr>
<th>phoned your ships take</th>
<th>joined us</th>
<th>felt rain</th>
<th>no news is stopped using</th>
</tr>
</thead>
</table>

**Example**  It snow good; I can’t fix it. __________’s no good.

1 Known uses good news, as they say. __________
2 Have you phone jaw parents this week? __________
3 I’ve never her July before. __________
4 I think I fell train; let’s go inside. __________
5 These ship steak cars across the river. __________
6 They join does for dinner. __________
7 We stop choosing the typewriter when we got the computer. __________

38.3 Show where you can join a word ending with a consonant sound to a word starting with a vowel sound using this symbol: _ (there are eight in total). Then listen and practise saying the poem.

There was an old man called Greg,
Who tried to break open an egg.
He kicked it around,
But fell on the ground,
And found that he’d broken a leg.

Now go to Unit 58
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: /eɪbɪtɪsI/ (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 /juː ˈwaː ˈel/
AIM /eɪ ˈai ˈem/
BORN /bɪt ˈboʊ ˈwaː ˈen/

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 /ˈaːftər/. 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 /ˈaːftər ˈeɪt/ 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 /sɔː 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 /ɪ/ and the next word starts with any vowel sound, we add the sound /j/ / ɪ/.
- If the first word ends in a vowel sound like /uː/ or /əʊ/ 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 ˈtoʊ/</td>
<td>every ear /ˈevri ɪər/</td>
<td>every year</td>
</tr>
<tr>
<td>he saves /hi ˈseɪvz/</td>
<td>he earns /hi ˈeənz/</td>
<td>he yearns</td>
</tr>
<tr>
<td>you drank /juː ˈdræŋk/</td>
<td>you ache /juː ˈæk/</td>
<td>you wake</td>
</tr>
<tr>
<td>you hurt /juː ˈhɑːt/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercises

39.1 Spell out these names. If possible, record yourself. Then listen to the recording and compare it with yours.

1 TOM 4 TANIA
2 BEN 5 ROSIE
3 ERIN

39.2 In these pairs, the first and second word are joined with the phonemic letter shown. Read them aloud, then say them again, this time reversing the order of the words, so that a different sound joins the first and second word. You don't have to write anything. Then listen and check.

Example two or three

1 grey and blue
2 you and me
3 where or why
4 you or her
5 here or away

39.3 The word rise is ‘hidden’ in this sentence: Her eyes are open. It is the underlined part. This is clear if we look at the phonemic spelling. The word rise is /raiz/. You can see this underlined in this phonemic spelling of the sentence: /həraizəʊəpen/. The words in the box are ‘hidden’ in the sentences below. Find them and underline them, and write the hidden word after the sentence.

wait rage winter reach years why rise ride wake

Example The boat's useless without the oars. ____________

1 Are you into golf? ____________
2 He has hair over the ears. ____________
3 It's starting to ache. ____________
4 I'm not sure I'd agree with you. ____________
5 She has a shower each morning. ____________
6 It's quarter to eight already. ____________
7 Do I owe you anything? ____________
8 Her eyes are a strange colour. ____________
9 You should know better at your age! ____________

Now listen to the sentences. Can you hear the ‘hidden words’?
Try saying the sentences, making sure you pronounce the hidden words.
Greet guests, Greek guests

Joining words 3

When one word ends with a consonant sound and the next word begins with a consonant sound, the first consonant sound is often changed. For example, greet guests sounds the same as Greek guests because the T in greet and the K in Greek are both pronounced like /k/. This is because of the influence of the /k/ in the following word, guests.

The sounds which most frequently change when they are at the end of a word are /s/, /t/ and /n/. They can change so much that the word sounds like another word. Listen to these examples:

- I’ve got a bad cold. (bad sounds similar to bag)
- We had a bad year. (bad sounds similar to badge)
- They shot bears. (shot sounds similar to shop)
- They shot cats. (shot sounds similar to shock)
- What’s your son called? (son sounds similar to sung)
- My son made this. (son sounds similar to sum)

The consonants /s/ and /t/ may disappear completely when the next word starts with a consonant. For example, in the phrases below, the verb may sound as if it is in the present tense.

- asked questions
- mixed paint
- boiled carrots
- used power

⚠️ Note: We can usually tell what a word is from the context. For example, in the sentence I sat in the waiting room and dig crosswords, the word before crosswords sounds like dig but we know from the context it must be did.
Exercises

40.1 The underlined word in each sentence sounds like one of the words in the box. Match them. Then listen and check.

EXAMPLE torch / talk
   
   talk / torch
   a I taught classes this morning. talk
   b You taught yourself French. torch

1
   sum / sung
   a The sun burnt my neck. sung
   b The sun came up over the mountains. sung

2
   beak / beach
   a I can't beat you at this game. beach
   b I can beat Carol at tennis. beat

3
   coke / coach
   a I can't get this coat clean. coach
   b Is this the coat you bought? coach

4
   cheap / cheek
   a They cheat quite a lot. cheek
   b They cheat people out of their money. cheek

40.2 Think of a computer which people speak into and it writes what they say. This computer wrote these sentences incorrectly. Listen. Guess from the context which word is wrong, circle it and write the correct word.

EXAMPLE (Watch) your name? What's
   1 I hate going to museums and arc galleries. arc
   2 Have you ever tribe Belgian beer? tribe
   3 I got ache questions correct out of ten. ache
   4 She's a good player and can wing games against most people. wing
   5 He copied out the text line by line. line
   6 It was a bag question; nobody got the answer right. bag

40.3 You will hear sentences with one of the two beginnings given. Listen and complete the correct sentence. Put a – in the other space.

EXAMPLE
   He put the soup back in the can.
   He put the suit back in the –
   1 I got this cut by – .
      I got this cup by –
   2 I'll have to warn my – .
      I'll have to warn my –
   3 Her heart broke when – .
      Her harp broke when –
   4 It's the last turn before – .
      It's the last term before –

Now go to Unit 60
Could you say that again?
Understanding conversation

A
Listen to this conversation. What is the cause of the misunderstanding?

A: I've just got this one bag.
B: Wow! Do you always travel so light?
A: Yeah. Can't stand the wait, you know, at the airport...
B: Yeah, I know. My bag's really heavy. But it's got wheels, so I don't have to carry it.
A: No, I mean the waiting, you know, waiting for your cases to come out on the belt.

The speakers pronounce all the words clearly but there is a misunderstanding because the words weight and wait have the same pronunciation. When Speaker B says heavy, Speaker A knows he understood weight, not wait, so she corrects the misunderstanding.

In conversation, we need to know when communication is going wrong, and then correct it.

B
When we don't understand what someone says in a foreign language, we often think it is because we don't know the language well. But often it is not our fault. Listen to this man from London. Do you understand what he is saying?

It leaves at free forty-five this afternoon.

There are many different accents in English. In this accent, three sounds like free. In this example, you can probably guess from the context that he is saying three forty-five. The context often helps us understand what people are saying.

C
We can't always guess from the context. Sometimes we need to ask questions in order to understand. Remember these ways of asking.

1. Sorry, I don't understand.
2. How do you pronounce this?
3. Could you repeat that?
4. My name's /farən/. How do you spell that?
41.1 Exercise

In each of the sentences below, one of the words is written wrongly. It is written wrongly because that's what it sounds like in the accent of the speaker. All the accents are different from standard British English. Listen and guess from the context which word is written wrongly and correct it.

**Example**

She's a writer of romantic novels. ___________

1. Read about it in the noose papers. __________________
2. She went to hospital 'cause she had art problems. __________________
3. We watched TV and den we went to bed. __________________
4. I want to tank you for your help. __________________
5. They were jailed for robin a bank. __________________
6. With a bit of look, we'll win this game. __________________
7. Can you old the umbrella while I get my keys out? __________________

41.2 Listen to these dialogues and fill in the missing words. Then listen again and say B's lines.

1. A: Can I help you?
   B: Yes, I'd like to see... I'm sorry, ____________
      do you pronounce this name?
   A: O'Shaughnessy. Doctor O'Shaughnessy.
   B: Yes, I'd ____________ to see Doctor
      O'Shaughnessy, please.

   B: ____________, Mike, you say?
   A: No, Mark. M-A-R-K.
   B: Oh, I see. You don't ____________ the R?
   A: No, not in my accent.

3. A: My surname's Vaughn.
   B: Sorry, could you ____________ that, please?
   A: Vaughn.
   B: Vaughn? How do you ____________ that?
   A: V-A-U-G-N.
   B: Oh yes, I've seen that name before!

41.3 Listen. Reply to each sentence you hear using one of the expressions below. Number the expressions in the order you use them.

__________ Sorry, could you repeat that, please?
__________ Sorry, I don't understand.
__________ How do you pronounce that?
__________ Can you speak more slowly, please?
‘Was that the question?’ he asked.

Reading aloud: ‘pronouncing punctuation’

Listen to this text. Notice that in speech there are pauses where, in writing, there are punctuation marks.

I can never guess the weather right. If I wear a warm shirt, the weather’s hot. If I wear cool clothes, there’s a cold wind. When I don’t take my umbrella, it rains. If I take my umbrella, does it rain? Of course not! Then I leave it on the bus! Oh well. We all have our weaknesses, I guess!

Note: Reading aloud is good pronunciation practice. Don’t forget to ‘pronounce the punctuation’.

Pauses can change the meaning of what we say. Listen to these pairs of sentences and note the difference in pronunciation.

a) It was cold outside. There was snow on the ground.
b) It was cold. Outside, there was snow on the ground.

a) Was that the question he asked?
b) ‘Was that the question?’ he asked.

a) I got up, quickly got dressed, and went downstairs.
b) I got up quickly, got dressed, and went downstairs.

We need to use pauses to give us time to think, and to give the listener time to take in the information. Listen to this address and note that there are pauses where there are line breaks and where there are gaps in the telephone number. Notice also that when the speaker spells her surname and email address, she divides the letters into groups.

Linda Wharton
29 Bolton Road
Wigan
Lancashire
W116 9FT
England
Tel: 090 827 7365
email: linwar@applegroove.com

Note: Practise saying the spelling of your own name. Decide how you will group the letters, if your name is long.
Exercises

42.1 Read this weather forecast aloud, 'pronouncing the punctuation.' Record yourself if you can. Then listen and compare.

And for Friday, well, another wintry day in all parts of the region. Temperatures near freezing in many places, and along the coast, the wind will make it feel very cold indeed. inland, some snow on the hills, and there may be fog in the valleys. If you're out and about driving, watch out for those icy roads! And for the weekend? Well, we're not expecting much change, I'm afraid. And that's all from me. Goodnight.

42.2 The texts below are really two sentences, but the punctuation is missing. The two sentences are divided before or after the underlined expression. Listen and draw one line / to show where the sentences are divided.

EXAMPLE They're leaving / soon it'll be quieter.
1 There was nothing inside it was empty.
2 We walked carefully downstairs it was dark.
3 I watched him silently he opened the drawer.
4 The rain didn't stop the next day it just carried on.
5 The weather was hot at the weekend it was 40 degrees.
6 I saw her clearly she was hungry.
7 It was cold last night the roads were icy.

Follow up: Read the sentences above aloud, once with the sentence break before the underlined expression, then again with the sentence break after it.

42.3 Listen and write the name, address and contact details that you hear.

Name: ____________________________
Address: _________________________
Postcode: _________________________
Telephone: _______________________
email: ___________________________

Follow up: Read out the information you wrote above. Try to put the pauses exactly where they were in the recording you heard. Then listen again and compare.

42.4 Say your own name, address and contact details. Record it if possible.
A shirt and a tie / a shirt and tie

Grouping words

A

Listen to the underlined phrase in these two sentences. Notice that in the first one, the speaker pauses after the word *shirt*, so the words are divided into two groups. The line / shows where they are divided. The second phrase is pronounced all as one group.

I bought a *shirt* / and a *tie*.
He was wearing a *shirt and tie*.

The speakers group the words differently because the first speaker thinks of the shirt and tie as separate things, and the second speaker thinks of them as things that go together in a group.

B

Listen to this sentence. Notice that the speaker divides it into groups. In each group, the words are pronounced all joined together like one long word.

I bought a *nice new jacket* / with a zip down the front / and a lot of pockets.

There is no rule about where to divide words into groups, but it must make sense. If the word groups don’t make sense, it is very hard to understand.

Listen to the same sentence again, but this time divided *badly*. Notice how strange it sounds.

I bought a nice *new jacket* / with a zip down the *front* and a lot of *pockets*.

C

Listen to this woman. She is remembering the uniform she had at school. Listen to how she divides her words into groups. This is shown here by the / lines.

... I remember / we had this school uniform / and it was like all dark brown / a dark brown skirt and jacket / and a white blouse / and we had to have black shoes / and the skirt had to be below the knees / and we all hated this uniform / so we tried to change it / things like / you know / use a belt to bring the skirt higher / or eh ... whatever / and we weren’t allowed to have earrings / but we wore them anyway / outside the school / and then took them off / when we walked in ...

⚠️ Note: When you are speaking, you often have to pause to think (or breathe). Put the pause in the break between two groups of words. If you put the pause in the middle of a group of words, it will make you difficult to understand.
Exercises

43.1 Look at the two ways of dividing the sentences below. For each pair of sentences, cross out the one where the grouping does not make sense.

**EXAMPLE**

a I bought a ticket and got / on the train.
b I bought a ticket / and got on the train.

1 a It was a small car / with a red stripe along the side.
b It was a small car with a red / stripe along the side.

2 a Do you want chicken and chips / or fish and salad?
b Do you want chicken / and chips or fish and salad?

3 a Derek can wear the most / expensive suit but he never looks smart.
b Derek can wear the most expensive suit / but he never looks smart.

43.2 Here are some sentences giving advice on what clothes to take on different kinds of trip. Divide the sentences using a line (/) over one of the gaps. Choose the gap which makes the best sense. Then listen and check.

**EXAMPLE** A hot place which gets cold in the evenings:
Take shorts .... and T-shirts ........ and long trousers .......... and a sweater for the evenings.

1 A ski resort:
Take your boots .......... and ski suit ........ and a dress .......... and some nice shoes for the evenings.

2 A sunny place which sometimes has rain:
Take a hat .......... and sunglasses ........ and T-shirts ........ and an umbrella in case it rains.

3 A business trip with a weekend off in the middle:
Take a smart suit .... and a shirt .... and tie .... and some casual clothes for the weekend.

4 A sightseeing holiday with a few days on the beach at the end:
Take your camera .... and some good walking shoes .... and a towel .... and bathing costume for the beach.

43.3 Listen and draw lines (/) showing where the speaker divides the words into groups.

A man wanted to buy his wife a new dress because it was her birthday so he went to a department store and looked around and he was looking for about an hour but he couldn't decide and finally this shop assistant came and asked if he needed help he said he was looking for a dress and the shop assistant asked is it for you sir?
Showing that you want to continue

Listen to this short conversation. The lines of six dots (::::) means that the speaker is making the word before the dots longer.

A: What did you think of the music?
B: Well, it was::: interesting.

B needs time to think of the best word to describe the music. She makes the word was longer to show A that she is still in the conversation. If she paused for all that time, A might think she was not going to answer.

We often say noises like ehm to keep our speaking turn while we are thinking of what to say or doing something else. In the example below, B says it to keep his speaking turn while he looks at his watch.

A: What's the time?
B: Let's see, it's ehm::: nearly seven.

Note: You can use noises like ehm to 'buy time' when you are speaking English and you need time to think of a word. If you are silent, the other person may think you have finished and start talking.

Listen to this conversation. A and B have started a web site and they are thinking of having some music on it. They are trying to decide what kind of music to have. Both speakers use :::: often to keep their speaking turns. Notice how they keep their voices on the same level when they say the word before the pause (::::) but their voices go down at the end of their speaking turns (shown with a full stop below).

A: Ehm:::, I don't know, I think it's a bit ehm::: sort of::: well, like the music you get in supermarkets or in ehm::: in hotel lifts and places like that.
B: Yeah, I know what you mean, but ehm::: I mean, if we have something stronger like ehm:::
well, you know, blues ::: or modern jazz or whatever, well, somebody'll hate it.
A: Yeah right, so::: maybe we shouldn't have any music.
B: Yeah well::: but ehm::: but I think everyone expects it these days.
A: Absolutely! So let's be different!
B: Well, OK::: or ::: or we could have something classical?

Note: It is very common for speakers to start their speaking turn by agreeing with what the other person said. Look in the conversation above, for example. At the start of their turns, the speakers use expressions like: Yeah, I know what you mean  Yeah, right  Absolutely  Well, OK.
Exercises

44.1 In all of these conversations, B is doing something else at the same time as speaking. Guess which of these things B is doing and write it. Then listen and check.

<table>
<thead>
<tr>
<th>doing a mental calculation</th>
<th>looking in a wallet</th>
<th>writing the numbers down</th>
</tr>
</thead>
<tbody>
<tr>
<td>checking in a personal diary</td>
<td>looking in a business appointments book</td>
<td></td>
</tr>
</tbody>
</table>

**Example**

A: My phone number's 067 3786.
B: Just a moment, so that's::: 0:: 6::: 7::: 3::: 7::: 9:::
A: No, it's 3786.
B: Ah, OK, 8::: 6.  

1 A: Hi! I have an appointment to see Ms Jones.
B: Yes, so you must be Mr::: Mr Gleason?
A: Yeah, that's right.

2 A: It's just over fifty pounds.
B: Right, so that's ehm::: about 70 dollars?

3 A: Let's meet on Thursday.
B: Let's see, Thursday::: Thursday::: Yes, Thursday, that's fine.

4 A: Can you change this ten for two fives?
B: I think so, let's see, ehm::: yeah, sure. Here you are.

**Follow up:** Listen and repeat B's lines (including the long sounds).

44.2 Listen to these sentences. Does the person want to keep the speaking turn (write •••) or has he/she finished (write •)?

**Example**

I like all kinds of music really, you know, ehm::: rock and roll •••

1 I don't really have much time to ehm::: to listen to music
2 Yeah, I love Brazilian music, people like Gal Costa
3 She plays quite a lot of instruments, piano, guitar
4 Dad's really into classical music, you know, specially Mozart
5 I started the piano when I was, let's see, ehm::: fifteen

44.3 You will hear a girl telling a story. She uses ehm a lot. Write down what she says without the ehms.

I didn't go to the concert because

Now go to Unit 5
Well, anyway ...

Telling a story

Two words you will often hear in conversation are *anyway* and *well*. Listen to the conversation below. Notice that *anyway* and *well* are often said in quite a high-pitched voice.

A: I nearly got arrested, you know, the other day.
B: You what ... arrested? What do you mean?
A: *Well*, I'm doing this project on graffiti, you know, at college, and ehm ... so I have to take lots of photos of graffiti and ...
B: Uh huh.
A: So *anyway*, I saw this train with some amazing graffiti on the side, so I went there to ehm ... take a photo of it. The thing is, it was a bit far from the platform ...
B: So what happened?
A: *Well*, I walked along next to the lines, and then these two ehm ... station police came along and said I shouldn't be there, so ehm ... they took me to the office, and then they asked for my ID card, you know, my identity card ...
B: Mmm?
A: *Well*, I didn't have it. I left it at home that day.
B: Oh no!
A: Yeah, so *anyway*, then they didn't know what to do with me, so ehm ... I said, 'Look, I'll leave my camera here and I go home to get my ID card.' In the end, they agreed, so I did that, and they ehm ... wrote my ID number, and then just let me go ...

In the conversation above, A uses *anyway* to show that she is moving on to the next part of the story. In this context, it is usually pronounced in a high voice. Notice that before the word *anyway*, the speaker is not moving the story on, she is just giving some background information. *Anyway* shows she is returning to the story.

In the conversation above, A uses *well* to show that she is responding to B's questions. In this context, it is usually pronounced in a high voice.

In the conversation above, notice that the listener, B, is not silent. He asks questions. He also encourages A to continue by making noises like *uh huh* and *mmmm*. Listen again, and notice that he makes these noises in a low-pitched voice. He does this to show that he does not want to speak, he wants A to continue speaking.
Exercises

45.1
Listen and answer the questions. Listen for the word *anyway*, because the important information comes *after* it. Before it, the speaker is just giving background information.

**Example**
What did the speaker see on the way home from work? He saw an accident.

1. What happened to Katy the other day?
2. What did the old man do in the bar?
3. What is the good news about Clara?

45.2
Fill the gaps with the words *well* or *anyway*. Then listen and check.

A: I wonder what happens if you lose your passport.
B: I lost mine once.
A: So what happened?
B: (1) I was abroad, just travelling around, you know, and (2) somebody stole my bag on the last day.
A: So what did you do?
B: (3) I reported it to the police, which took absolutely ages – so many forms to fill in, and (4) they gave me a special travel document and then when I arrived home ...

Follow up: Listen to the conversation again and say B’s lines.
Listen to this conversation. Note that the expressions in black do not really have any meaning; you could easily understand the text without them.

Notice that the speakers say them very fast, often in a low voice: they are 'throw away' words, i.e. you could throw them away and the meaning wouldn't change.

A: Ugh! This coffee is really horrible!
B: Yeah, I know. Machine coffee, I mean, why do we drink the stuff?
A: It's sort of like ... someone puts the contents of an ashtray in water and ehm ... like, heats it up or something, you know ...
B: Yeah, that's what it tastes like; ... and ... I mean, have you tried the ehm ... the tea?
A: Oh yeah, the tea! That's even worse!
B: I mean the plastic cups don't help, do they?
A: No, I know, ... plastic cups! ... We like even had champagne in plastic cups, you know, at what's-her-name's leaving party ...
B: Jenny. Jenny, Jenny Glen. Yeah, I remember that, last January it was ... I kind of liked Jenny. I wonder what she's doing now ...

Different people often have their own favourite 'throw away' words. For example, in the conversation above, A says like and you know a lot and B says I mean a lot.

Note: When you are listening, you don't need to understand every word. Often, the things people say really fast are just 'throw away' words, and you can ignore them.

The same expressions which people use as 'throw away' words do have meaning in other contexts. In all the sentences on the left below, the expressions in black have meaning. In the sentences on the right, they are 'throw away' words.

Listen and notice the difference in pronunciation: the 'throw away' words are said faster and in a low voice.

Tell me everything you know.
'SBlue Mountain' is a kind of coffee.
We like to go away at weekends.
I mean the one on the right.

She tells me everything, you know.
'SBlue Mountain' coffee is kind of nice.
We like go to the beach or whatever.
I mean, what's the point of buying one shoe?!
Exercises

46.1 You will hear someone speaking about the weather in Montana (in the USA) with a lot of 'throw away' words. Write what the person says, but miss out the 'throw away' words.

46.2 You will hear four people speaking. What are their favourite 'throw away' words? Write them after the name.

Speaker 1: Frank
Speaker 2: Debbie
Speaker 3: Kimberly
Speaker 4: Greg

46.3 Underline the 'throw away' words in this text. There are nine more expressions to underline.

We don't like have coffee breaks, I mean we just like get a coffee or tea and sort of like take it back to our desks, you know, but it's kind of dangerous 'cause, I mean, people sometimes like knock the drink over the computer, you know.

Follow up: Read the text aloud, saying the underlined expressions fast and in a low voice. Record yourself if possible.

46.4 Listen to these sentences. Is the expression in *italics* 'throw away' (said fast and in a low voice) or not? If it is 'throw away', underline it. Note that the punctuation is not written, so you must decide from the pronunciation.

1 I don't think these are the men *you know*
2 I've taught you everything *you know*
3 Do you know the place *I mean* it's just over there
4 She's not the one *I mean* she's too tall
5 They're *like* wild animals
6 This is *like* Arctic weather
Right, OK ...

Understanding instructions

When listening to instructions, listen for the signals right, now and OK, which tell you that you are moving on to the next step. In the conversation below, B is giving A instructions on how to do something on a computer. B uses the words right, now and OK to signal that she is starting a new step in the instructions. Listen and notice that these words (in black below) are said in an emphatic voice.

A: How do you copy bits of text off a document?
B: Right, well first you have to ehm ... select the bit of text you want, you know, just click and drag with the mouse ...
A: Oh, so it's just click and drag?
B: Yeah, and the bit of text comes up in a different colour, yeah?
A: Uh huh, a different colour ...
B: Now, click 'Edit' and choose 'Copy' ...
A: Edit ... Copy ... OK ...
B: OK, and finally, open your document and click 'Paste'.
A: Open document ... Paste ... Oh, I see.

The words right, now and OK are used in other contexts, apart from as a signal to the next step. In these other contexts, they are often not pronounced so strongly. Listen and compare the difference.

Close the box ... that's right. Right, now you can close the whole program.
I think we're on line now. Now, type the address in the box at the top.
Now look at the whole page and see if it looks OK. OK, now you can print!

Listen again to this line from the conversation in A. Notice that the speaker pronounces Oh in a high voice.

Open document ... Paste ... Oh, I see.

The speaker uses the word Oh to signal that he has learnt something new.
Exercises

47.1 Listen to the instructions and complete this picture. First you will hear instructions to draw the line and square below. Then you will hear more details to add.

47.2 Listen to the instructions for 47.1 again and write a number each time you hear one of the words right, now, OK. Write the numbers at the start of each line below. Then write the instruction after each number.

1. Take a piece of paper and a pen.
2. Draw a line across the page.

Follow up: Give the instructions, but don’t say the numbers, say right, now, or OK instead. Record yourself if possible.

47.3 Listen to these instructions. Is the expression in italics a signal to a new step in the instructions (said in a high voice) or not? If it is a signal, underline it. Note that the punctuation is not written, so you must decide from the pronunciation.

Example: Click on that icon now the program is opening right now start a new document

1. Check that everything looks right and then send it
2. Click here so you get a new page OK and now write the title at the top
3. Make sure you save that OK and now close the program
4. You will see the icon on the right of your screen
5. Open the program right and now start a new document
6. I think it’s ready now you can switch it on

Now go to Unit 8
'Like father like son' as they say
Quoting speech

Listen to two people having a conversation about a neighbour's son. Notice how they pronounce the quote marks (" ").

A: I said to Terry, I said, 'Can you open the door for me?' and he says, 'Open it yourself! Can you believe it!'
B: I know. That boy's so rude! I said to his father, I said, 'You should do something about that boy,' and do you know what he said to me? He said, 'It's none of your business.'
A: Oh, he's just as bad as Terry. 'Like father like son' as they say!

The speakers show the quotes by putting a short pause before and after. Also, their voice is higher on the quotes. Listen to recording C34 again.

I said, 'Can you open the door for me?' and he says, 'Open it yourself!'

'Like father like son' as they say.

Listen and compare these lines. Notice how you can hear the quote marks (" ").

Do you know what he said to me?
'Do you know what?' he said to me.
I said to his father, 'I said you should do something.'
I said to his father, I said, 'You should do something.'

Listen to this story. Notice that we may pronounce quote marks for written words or thoughts, not just speech.

Question one was 'What's the capital of Australia?'
'This is easy,' I thought, so I wrote 'Sydney.' Then when I got home I looked in a book. 'Australia' it said,
'Capital: Canberra.' 'Oh no,' I thought, 'Failed again!'
Exercises

48.1 Listen. Which do you hear first and which second? Write 1 or 2 after each sentence.

Example
   a ‘You’re an idiot, that’s what,’ she said. 2...
   b ‘You’re an idiot’, that’s what she said. ___

1 a What she said was good. ___
    b What she said was ‘Good!’ ___

2 a He said, ‘Linda was married.’ ___
    b He said Linda was married. ___

3 a That’s the thing she said. ___
    b ‘That’s the thing,’ she said. ___

4 a He wrote a letter to the president. ___
    b He wrote ‘A letter to the president’. ___

5 a I don’t know what I thought. ___
    b ‘I don’t know what,’ I thought. ___

6 a She says, ‘What she thinks is right.’ ___
    b She says what she thinks is right. ___

7 a ‘Who?’ wrote Julius Caesar. ___
    b Who wrote Julius Caesar? ___

8 a Who said ‘Martin’? ___
    b ‘Who?’ said Martin. ___

Follow up: Record yourself saying one of the sentences, 1 or 2, for each number. Make a note of which one you chose. Then listen to your recording again in about two weeks and try to do this exercise with it.

48.2 This speaker is telling some gossip. Put the quote marks (‘ ’) in the text. (Don’t worry about other punctuation or capitals.) Then listen and check your answers. Then try saying it yourself.

So I say to Claire ‘where’s David, Claire?’ and she says oh, he’s staying at home to do his homework, and of course I thought oh no he’s not! because I saw him, you see, going into the café with Lorraine and I said hi David! and he went completely red, and Lorraine said we’re doing a school project together, and I thought oh yes, I know what kind of project that is!
He will win

Introduction to emphatic stress

Short sentences have a typical sentence stress, or rhythm. (See Unit 23.) For example:

*He won’t win!* oO (The sentence has three syllables, and there is stress on the second and third.)

*He’ll win!* oO (The sentence has two syllables and there is stress on the second.)

But in conversation, speakers can choose to put the stress in any place. This is like underlining words in writing: we do this to put emphasis on words. Here are the same two examples from A again, but this time they are in the context of a short conversation. Notice the way the speakers ‘underline’ some words.

A: He’ll win, you know.
B: He won’t win!
A: He will win!

In this example, the speakers do not agree with each other. B ‘underlines’ won’t to show that he is saying the opposite of what A said. Then A ‘underlines’ will for the same reason. Note that the written form also changes, from *’ll* to *will*.

To ‘underline’ a word, a speaker does one or more of these things: a makes it louder, b makes it longer, c makes it higher. Listen to this conversation. It shows the ‘underlining’ very clearly.

A: He won’t win.
B: **Who** won’t?
A: **He** won’t.
B: He **will** win.
A: He won’t win.
B: He **will**!
A: He won’t!
B: I hope he wins.
A: I hope he **loses**.
B: He **won’t** lose.
A: He **will** lose.
B: You’re **wrong**!
A: You’re wrong!
B: He’s **won**!
A: **Who’s** won?
B: He’s won!
A: Oh no!

We emphasise words for example when we want to make a contrast with what the other person says, or correct some wrong information. (Units 50 to 53 give more detail on this.)
Exercises

49.1 Write three different ways to disagree with each of A’s sentences, and underline the words you would put emphasis on. Then listen, check and repeat.

**Example**

A: I’ll win.

B: No, I’ll win/ (opposite subject)
B: You won’t win/ (negative)
B: No, you’ll lose/ (word with opposite meaning)

1

A: I finished first.

B: No, I didn’t finish first/ (negative)
B: No, you didn’t finish first/ (word with opposite meaning)

2

A: You’re stupid!

B: I’m not stupid/ (negative)
B: No, I’m not stupid/ (word with opposite meaning)

49.2 Read this conversation. Guess which words the speakers will ‘underline’ for emphasis and underline them in the text. You are told which lines have no underlining. Then listen and check.

A: I won’t pass. (no underline)
B: You will pass.
A: You’ll pass.
B: I don’t know. (no underline)
A: You won’t fail.
B: I might fail.
A: I will fail.
B: The exam’s not hard. (no underline)
A: It’s very hard.
B: But not too hard.
A: Too hard for me.
B: But you’re very clever! (no underline)
A: You’re the clever one.
B: Yes, I suppose you’re right. (no underline)

Follow up: Listen to the conversation again and repeat B’s lines. Remember to ‘pronounce the underlining’. 

Now go to Unit 10
Schwartz ... Pedro Schwartz
Emphasising added details

A (C42)

Listen to the way the speaker ‘underlines’ certain words in this text.

My name's Schwartz ... Pedro Schwartz.
I'm from Chile ... the South of Chile.
I live in Puerto Montt ... well, near Puerto Montt.
Actually, I live on an island ... an island called Chiloé.
My grandparents were German ... well, Swiss-German, in fact.

In the first line, both phrases contain the name Schwartz. In the first phrase, the speaker ‘underlines’ this word because it is new information. But in the second phrase, he doesn’t, because now it is old information. The new information in the second phrase is Pedro, so the speaker ‘underlines’ this.

NEW          OLD
My name's Schwartz ... Pedro Schwartz.

NEW

There is a similar pattern in each of the other examples above.

B (C43)

Above, the same speaker gives information and then adds new details. But in a conversation, one speaker can give information and the other can add new details. In both cases, the speaker ‘underlines’ the added detail. Listen to this example.

A: I hear you've got a boat.
B: A small boat, yes.
A: And a big house.
B: Well, it's quite big, I suppose.
B: Well, near Hollywood, yes.
A: So you must be rich then?
B: Well, quite rich I guess.

C (C44)

Listen to these two short conversations. A's question shows that she doesn't know anything about where B comes from. C's question shows that she knows he comes from India, so when B says South India, he 'underlines' South because this is added information.

A: Where are you from?
B: South India.
C: Which part of India are you from?
B: South India.
Exercises

50.1 Use the words from the box to add details to the sentences below. Underline the added detail. Say your sentences out loud.

| is | plastic | James | French | very | central |

**Example**
It's a radio ... a car radio

1 It's cold ... 4 It's in Asia ...
2 It's a bag ... 5 He's a composer ...
3 My name's Bond ...

50.2 Listen and underline the words which B 'underlines' with her voice.

A: It's very quiet.
B: Too quiet.
A: I think something's wrong.
B: Very wrong.
A: I don't like it.
B: I don't like it at all.
A: Let's get out of here.
B: Let's get out fast!

**Follow up:** Listen again and repeat B's lines.

50.3 The answers to the pairs of questions a and b below are the same, but the speaker puts stress on a different word in each answer. For example, in the answer to Example a, the speaker puts stress on the word 'Vettori' but in b, she puts stress on the word 'Clara.' Read the other questions and underline the words the speaker will put stress on. Then listen and check.

**Example** a What's your name?
Clara Vettori.

1 a Do you live in Milan?
Near Milan, yes.
2 a What do you do?
I'm a graphic designer.
3 a Do you have your own home?
Yes, a very nice flat.
4 a What do you do in the evenings?
Well, I'm learning French.
5 a Do you know London?
Yes, I lived there for a year.
6 a Do you have any brothers or sisters?
Yes, two brothers.
7 a What kind of music do you like?
I like jazz and classical.

b What's your full name, Ms Vettori?
Clara Vettori.

1 b Do you live near Milan?
Near Milan, yes.
2 b What kind of designer are you?
I'm a graphic designer.
3 b Do you have a nice flat?
Yes, a very nice flat.
4 b Do you speak French?
Well, I'm learning French.
5 b You lived in London, didn't you?
Yes, I lived there for a year.
6 b You have some brothers, don't you?
Yes, two brothers.
7 b Which do you prefer, jazz or classical?
I like jazz and classical.

**Follow up:** Play the recording again and repeat the answers.
I think you're in my seat
Emphasising important words

A
Listen to this conversation. Notice that the speakers ‘underline’ the words which are most important in their argument.

A: Excuse me, I think you’re in my seat.
B: Sorry, but it says 7A on my boarding card.
A: Oh, er ... right ... I asked for a window seat, you see ...
B: Yeah, so did I. What’s your seat number?
A: Let’s see ... Oh, it’s 8A.
B: So I guess you’re in the seat behind me.
A: Oh yes. Sorry about that.

B
Listen to this conversation. Notice how the speaker ‘underlines’ a different word in her second request. In the first request, what is important is what the passenger must do. In the second request, it is when he should do it.

A: I’m sorry, but you must switch that off, sir.
B: OK, just a minute.
A: Switch it off now, please!

C
The word which is more important depends on the context. Listen to these sentences. Notice that the speaker ‘underlines’ different words in the different contexts.

Sentence
Could I have a glass of water too, please?
Could I have a glass of water too, please?
You have to check in at five.
You have to check in at five.

Context
A passenger asked the stewardess for a tomato juice and wants water too.
A passenger asked for water and now the next passenger is asking for the same.
A travel agent is telling a customer the check-in time.
You are talking to your friend who is worried because she thinks her flight is at five and she could miss it.
Exercises

51.1

In each of these conversations, A has to repeat the request, but 'underlining' a different word. Which word? Underline one word in the third line of each conversation. Then listen and check.

**EXAMPLE**

A: Can I have a donut?
B: What do we say, Benny?
A: Can I have a donut, please?

1 A: A black coffee, please.
   B: Sorry, do you want milk with your coffee?
   A: No, a black coffee please.

2 A: What’s your nationality?
   B: Well, my wife’s an American citizen.
   A: Yes, but what’s your nationality, sir?

3 A: What time is it?
   B: Well, the clocks changed last night ...
   A: So what time is it then?

Follow up: Listen again and repeat A's lines.

51.2

The sentences in the contexts a and b below are the same, but with different pronunciation. You will hear each sentence twice, once for context a and once for context b. Listen and decide which you hear first, context a or context b. Write 1 and 2 in the boxes.

**EXAMPLE**

a I think that’s my bag.
   She’s not completely sure that it’s her bag.

1 a Is that your phone?
   He can hear an electronic sound from someone’s pocket.

2 a Is your seat 29 F?
   She is not sure she heard the number correctly.

3 a Is there a bank in this terminal?
   He knows there is a bank in the other terminal but not if there is one in this terminal.

4 a Where’s the women’s toilet?
   She is looking for the toilet.

b I think that’s my bag.
   Another person is picking up her bag.

1 b Is that your phone?
   He can see somebody’s mobile phone on the seat.

2 b Is your seat 29 F?
   She is not sure she heard the letter correctly.

3 b Is there a bank in this terminal?
   He is looking for a bank.

4 b Where’s the women’s toilet?
   She can see the men’s toilet, but not the women’s.

Follow up: Record yourself saying the sentence for context a or b. Make a note of which one you choose. Then use your recording to do the exercise again in about two weeks.
Chips or salad?
Emphasising contrasting alternatives

A
When we present alternatives, we ‘underline’ the contrast between them. Listen to this example. Notice the way the speaker ‘underlines’ the alternatives.

A: I’d like a hamburger, please.
B: Do you want a **super** burger or a **regular** burger?
A: What’s the difference?
B: Well, the **super** comes with **chips** and the **regular** comes **without** chips.

B
The same sentence can be pronounced differently, depending on the sentence that came before it. Listen to these examples. Notice how B ‘underlines’ in a different place depending on what A said.

A: You can pay by credit card.
B: I haven’t **got** a credit card.
A: Why are you paying in cash?
B: I haven’t got a **credit card**.
A: Shall we sit inside or outside?
B: Let’s sit **outside**.
A: Where shall we sit?
B: Let’s sit **outside**.

⚠️ Note: In the second example above, it is not a different word which is underlined; it is a different part of the same word **outside**.

C
The word we choose to ‘underline’ can change the meaning of our sentence. Listen to these sentences pronounced in two different ways and see the different meanings in the pictures.

Do you want the **hamburger** with chips, or **salad**?

Do you want the hamburger with **chips** or **salad**?

Would you like **chicken** with vegetables, or Russian **salad**?

Would you like chicken with **vegetables** or Russian **salad**?

⚠️ Note: In writing, the pause may be indicated by a comma.
Exercises

52.1 Read the short conversations. Which words do you think B will 'underline'? Underline them in the texts below. Then listen and check.

1 A: I'd like a salad, please.
   B: A mixed salad or a Greek salad?
   A: What's the difference?
   B: Well, a mixed salad has tuna and a Greek salad has cheese.

2 A: I'd like to stay two nights, please.
   B: Do you want full board or half board?
   A: What's the difference?
   B: Full board includes all meals and half board includes just breakfast and dinner.

3 A: We'd like a room for two, please.
   B: Would you like a standard or deluxe?
   A: What's the difference?
   B: Standard has a mountain view and deluxe has a sea view.

Follow up: Play the recording again and repeat B's lines.

52.2 Listen. You will hear only the answers. Which do you hear first, a or b? Write 1 and 2 in the boxes.

EXAMPLE
a – Would you like a starter?
   – I'll have a mixed salad, please. □
   b – What kind of salad would you like?
      – I'll have a mixed salad, please. □

1 a – What time do you close?
    – We're closing now, sorry. □
   1 b – A table for two please.
      – We're closing now, sorry. □

2 a – Would you like anything to drink?
    – I'd like red wine, please. □
   2 b – Would you like red or white?
      – I'd like red wine, please. □

52.3 Listen. Which choice is the waiter offering first: picture a or b? Write a – b or b – a.

1 Would you like peaches or strawberries with cream?
   a
   b

2 Would you like tea with lemon or milk?
   a
   b

3 Would you like sausage or bacon and eggs?
   a
   b

Now go to Unit 13
A

When we hear an error and we correct it, we ‘underline’ the correct information. Listen to this conversation. Notice how Sid ‘underlines’ the words which Joe has heard incorrectly.

Sid: Let’s meet up tonight.
Joe: OK. When and where?
Sid: How about the Blues Café?
Joe: The Mews Café? Don’t like that place ...
Sid: No, the Blues Café. In Rawton Street.
Joe: Where’s Lawton Street?
Sid: Not Lawton Street, Rawton Street, you know ...
Joe: Ah yes, OK. What time?
Sid: How about nine fifteen.
Joe: Five fifteen? That’s too early.
Sid: No, nine fifteen. What’s wrong with your ears today?!

B

If only a part of a word or phrase is not heard correctly, we ‘underline’ only that part when we correct. Listen to these examples.

A: My nephew’s fifteen.
B: Thirteen?
A: No, fifteen!

A: You must be more careful!
B: Careless?
A: No, careful!

A: Her room is really untidy.
B: Tidy?
A: No, untidy!

A: I saw a blackbird in the garden.
B: A blackboard?
A: No, a blackbird!

A: The Amazon’s the longest river in the world.
B: Oh, I thought the Nile was the longest river.

C

In the first four examples you heard, the mistake was that B did not hear correctly. But we can also use extra stress when correcting other kinds of mistakes, for example, if the information is wrong, as in the last example you heard.
Exercises

53.1 Read this phone conversation. Notice the words which are 'underlined' by A and decide whether B says phrase a or phrase b. Circle the correct answer. Then listen and check.

A: Hello Joe, I'm coming to visit next month.

EXAMPLE: B: You're coming a this month? b next week?
A: No, next month. Can you meet me? I'll be on the evening plane.

1 B: On the a morning plane? b evening train?
A: No no. On the evening plane. On Sunday the third.

2 B: On a Sunday the first? b Monday the third?
A: No no, Sunday the third. At nine fifteen.

3 B: At a five fifteen? b nine fifty?
A: No no, nine fifteen. You'll know it's me. I'll have a blue jacket.

4 B: A a new jacket? b blue packet?
A: No no, a blue jacket. See you there. Bye.

Follow up: Record yourself saying A's lines and use your recording to do the exercise again in about two weeks.

53.2 Read these short conversations. Which syllable do you think the speaker will stress in the third line? Underline it.

EXAMPLE: A: I disagree with you.
B: You agree?
A: No, I disagree!

1 A: He's in the bathroom.
B: In the bedroom?
A: No, the bathroom!

2 A: My father's retired.
B: Why is he tired?
A: No, he's retired!

3 A: I bought a bookshelf.
B: A bookshop?
A: No, a bookshelf!

4 A: But that's impossible!
B: You think it's possible?
A: No, I said impossible!

5 A: The kitchen's downstairs.
B: Upstairs?
A: No, downstairs!

Follow up: Listen. You will hear the first two lines and then a pause before the third line. Say the third line with the stress you underlined. Then listen and check if you were right.
Look who’s talking!
Introducing tones

Some idiomatic expressions have a fixed melody, or tone, in English. For example, in “Look who’s talking,” the voice goes down at the end. The syllable “talk” is higher than the syllable “-ing.” In “You’ll be lucky,” the voice goes up at the end. The syllable “lucky” is lower than the syllable “-y.” Listen.

Your problem is that you’re lazy. You never move off that sofa.

Perhaps Marvin will lend me some money.

Look who’s talking!

But normally we can choose to make our voice go up or down at the end. For example, in the conversation below, Sid says ‘bear’ with his voice going down. Joe repeats the word with his voice going up. Listen and notice the way their voices go up or down at the end.

Sid: Shh!
Joe: What?
Sid: Bear!
Joe: Bear?
Sid: Bear!
Joe: Where?
Sid: There!
Joe: Far?
Sid: No!
Joe: Near?
Sid: Yeah!
Joe: Run?
Sid: Run!

Listen again and say Joe’s lines.

⚠️ Note: The choice of tone (voice going up or down) has meaning. We will look at the meaning in Units 55 to 60.

⚠️ Note: The meanings of the idiomatic expressions in this unit are explained in the Answer Key on page 186.
Exercises

54.1
Listen to these short conversations. All of the replies are idiomatic expressions. Listen. Does the voice go up or down on the last word? Draw a line in the box: or

1. Would you like to hold it? You must be joking!

2. I never eat caviar, too salty. Chance would be a fine thing!

3. Next!

4. This soup isn't very hot. Give me a break!

Go for it.

Follow up: Listen again and repeat.

54.2
The responses to the pairs of sentences a and b below are the same, but the speaker uses a different tone. For example, in the response to Example a, the voice goes down, but in the response to Example b, the voice goes up. Listen and draw a line in the box to show if the voice goes up or down.

Example
a. Let's go away for the weekend.
   b. Let's go to Llantrisilioogogogoch.

1. a. I know who stole your glasses.
   b. It was Mickey Mumpkin.

2. a. I've got some bad news for you.
   b. I'm afraid your house has burnt down.

3. a. Excuse me, can you help us?
   b. Can you take a photo of us with this camera?

4. a. We're going for a picnic if you want to come.
   b. At midnight tonight.

- Where?
- Who?
- What?
- Yes?
- When?

54.3
You will hear just the responses from 54.2. Listen and decide if it is the response to a or b.

Example b

Now go to Unit 15
Here? Yes, here!
Asking and checking tones

Questions can be pronounced with the voice going up at the end or going down at the end. You can hear the difference in this conversation. Two people are fixing a place to meet. Listen to the way A pronounces his three questions.

A: Where?  (A's voice goes down at the end.)
B: Here.
A: Where?  (A's voice goes up at the end.)
B: Here.
A: Here?  (A's voice goes up at the end.)
B: Yes, here.

A's first question is an 'open' question. The answer could be any place; he has no idea. A's questions 2 and 3 are 'check' questions. He thinks he knows the answer and he just wants to check. The voice usually goes down at the end of 'open' questions and up at the end of 'check' questions.

Here is another example. A is asking directions to B's house. Notice how both of them use 'check' questions (in black) to make sure they understand each other. Listen.

A: Help! We're lost!
B: Where are you?
A: I don't know. There's a supermarket and a river.
B: Oh, I think I know where you are ... Can you see a bridge?
A: Yes.
B: OK, well go across the bridge and turn right.
A: Turn right?
B: Uh huh. Now, can you see some trees on the left?
A: Yes.
B: Turn left after the trees.
A: What, in front of the bar?
B: Yes, in front of the bar. You'll see my house on the left.
A: It's opposite the farm?
B: That's it. Well done, you're here!

⚠️ Note: In the sentence It's opposite the farm? we know the speaker is asking a question from the context. Also, the voice going up at the end makes it sound like a question.
Exercises

55.1 Read these short conversations and tick (√) the questions. Then listen and check.

1 A: When?
   B: Tomorrow.
   A: When?
   B: Tomorrow.
   A: Tomorrow?
   B: Yes, tomorrow.

2 A: Which way?
   B: Left.
   A: What?
   B: Left.
   A: In front of the shop?
   B: Yes.

Follow up: Listen and repeat A's lines.

55.2 Listen. You will hear one half of a conversation on a mobile phone. You can tell which way the speaker is going from the check questions. Draw the route on the map.

55.3 Listen to the phrases or sentences. Do they sound like questions? Write (?) after the questions and (.) after the ones that are not questions.

Example
Go straight across ( . )
1 Right at the lights ( )
2 Next to the supermarket ( )
3 It's this one ( )
4 It's opposite the school ( )

5 It's a long way ( )
6 Under the bridge ( )
7 Take the next left ( )
Where were you born?
Tones in asking for information

We pronounce an 'open' question differently from a 'check' question. An 'open' question is where we ask for information we didn't have before, and the voice usually goes down at the end. A 'check' question is where we make sure that the information we have is correct. The voice usually goes up at the end. Listen to the examples in this conversation.

A: What's your name?  
B: Sonia.
A: And where were you born?  
B: Surinam.
A: Is that in South America?  
B: Yes, that's right.
A: And how long have you lived here?  
B: Five years.
A: I see. Are you married?  
B: No, I'm not.
A: And what do you do?  
B: I'm a boxer.
A: You're a boxer?  

Listen to A's second question in recording C72 again. The voice starts going down in the last word only, because this is the word the speaker is emphasising, or 'underlining'.

Where were you born?

But we may 'underline' any of the words (see Units 49 to 53). Listen. Notice that the voice movement begins at the word with the underlining and continues to the end.

So your parents were born in Uruguay. And where were you born?  
Oh, so you weren't born here? Where were you born?
So you were born in 1969? And where were you born?
I know your parents live here, but where are they born here?
I know you were born here, but were your parents born here?
My mother and father were born here. Were your parents born here?

Note: In check questions the voice sometimes goes down before it goes up at the end. This is shown in the lines in the boxes.
Exercises

56.1 Listen to the questions below. Are they open or check? Draw a down or an up line in the boxes.

**Example**
Are you a student?

1 Have you been to America?
2 What do you study?
3 What time is it?
4 Are you over eighteen?
5 Can you drive?
6 Where's he going?
7 Do you like it?

56.2 Listen. After each sentence below, there is a question. Which word in the question does the speaker 'underline' with his voice? Underline the word. Then draw the voice movement line, starting in the box below the underlined word. The voice goes down in all of them.

**Example**
I'm from Canada. Where are you from?

1 So you're from Cuba. Where in Cuba?
2 From Havana? Interesting. And what's your name?
3 So you don't live in Cuba now? Where do you live?
4 You're a student? What do you study?
5 So you won't finish this year? When will you finish?

Follow up: Listen again and repeat.

56.3 Look at the questions in black below. Underline the word you think the speaker will emphasise. Then listen and check.

**Example**
- a So your sister's a teacher? Where does she work?
- b Oh, so she doesn't work here? Where does she work?

1 a So you're married? Do you have any children?
- b I have two daughters. Do you have any children?
2 a So French is your second language? What's your first language?
- b My first language is Urdu. What's your first language?
3 a So you work Mondays to Saturdays? What do you do on Sundays?
- b So your favourite day is Sunday? What do you do on Sundays?
4 a I know how he did it, but ... why did he do it?
- b She was going to do it, so ... why did he do it?
5 a My glasses aren't here, so ... where are my glasses?
- b Here are your glasses, but ... where are my glasses?
We're closed tomorrow
Tones in new and old information

In conversation, we often refer back to something we said before. This is 'old' information, and the voice normally goes up at the end. We also tell the listener things we haven't mentioned before. This is 'new' information, and the voice normally goes down at the end.

Listen. In conversation 1 below, the voice goes up at the end, because the last word 'tomorrow' has already been mentioned. In conversation 2, the voice goes down, because the last word 'tomorrow' has not been mentioned.

1 A: I'll come in tomorrow.
   B: We're closed tomorrow.
2 A: When are you closed?
   B: We're closed tomorrow.

Listen to this example. They are talking about buying a television. Notice how the voice goes up on the words in black. This is because these are words which have been mentioned before, so they are old information.

A: Let's get the Viewmaster. It's really nice.
B: But the Megavision is nicer.
A: But the Viewmaster has a guarantee.
B: They both have a guarantee.
A: Anyway, the Megavision is too expensive.
B: I know it's expensive, but it's better quality.
A: They're both good quality.
B: The Megavision has access to the internet.
A: We have access to the internet on the computer.

When we are referring to something before in the conversation, we don't have to repeat exactly the same words. In this conversation, the voice goes up on 'from there' because in this context it means 'Cairo', so it is something which has been mentioned before.

A: I'm from Cairo.
B: Really? My wife's from there.
Exercises

57.1 Read the short conversations. Do you think the voice goes up or down at the end? Draw lines in the boxes. Then listen, check and repeat.

**EXAMPLES**

A: This one's nice.
B: I know it's nice, but it's expensive.

A: This one's big.
B: I know it's big, but the other one's bigger.

1 A: This one's slow.
B: I know it's slow, but it's strong.

3 A: This one's good.
B: I know it's good, but the other one's better.

2 A: This one's ugly.
B: I know it's ugly, but it's comfortable.

4 A: This one's fast.
B: I know it's fast, but it's dangerous.

57.2 The responses to the pairs of sentences a and b below are the same, but the speaker uses a different tone in each response. For example, in the response to Example a, the voice goes up at the end of the sentence, but in the response to Example b, the voice goes down. Draw lines to show if you think the voice will go up or down. Then listen and check.

**EXAMPLE**

a – The train's cheap.
   – The bus was cheaper.
   1 a – Was the movie good?
   – The book was better.
   2 a – What time's lunch?
   – Lunch is at two.
   3 a – I'd like a leather one.
   – They're all leather.
   4 a – Let's go tomorrow.
   – It's closed tomorrow.
   5 a – Where's menswear?
   – Menswear is upstairs.
   6 a – The fish is expensive.
   – The steak's more expensive.
   7 a – What happens if one of them breaks?
   – They all have a guarantee.

b – Why did you take the bus?
   – The bus was cheaper.
   1 b – Why did you read the book?
   – The book was better.
   2 b – Let's go swimming at two.
   – Lunch is at two.
   3 b – Why are they so expensive?
   – They're all leather.
   4 b – When is it closed?
   – It's closed tomorrow.
   5 b – What's upstairs?
   – Menswear is upstairs.
   6 b – Why didn't you have steak?
   – The steak's more expensive.
   7 b – This one has a guarantee.
   – They all have a guarantee.

Now go to Unit 18.
Oh, really?
Continuing or finishing tones

When we are telling someone a piece of news, we often check that they know the background to the story first. When we do this, the voice goes up at the end. Then, when we finally tell the news, the voice goes down at the end. This shows that we have finished the story.

Listen and compare A’s first question in these two conversations. In 1, he is checking that B knows about Max’s grandfather’s death, so the voice goes up. In 2, he is telling B the news that Max’s grandfather died, so the voice goes down.

1 A: You know Max’s grandfather died? B: Yes. A: Well, he’s left all his money to charity.

2 A: You know Max’s grandfather died? B: Oh. A: Yeah, terrible, isn’t it?

Listeners also signal if they expect the story to continue or not. In conversation 1 above, B’s voice goes up at the end when she says Yes. This shows that she expects A to continue. In conversation 2, B’s voice goes down at the end when she says Oh. This shows that she knows A has finished telling her the news. There are more examples in the conversation below. Listen.

A: You know Angela? B: Yes. A: And you know her brother David? B: Uh huh. A: Well, you know he lives in Southside? B: Mmm ... A: Well, somebody broke into his house last night! B: Oh, really?

Note: In B’s last line, her voice goes down, but it starts from very high. This shows that she did not expect this news; she is surprised.

If we are saying a list of things, our voice goes down at the end of the last thing to show we have finished. On the other things, the voice goes up to show the list is not finished. Listen to the continuation of the conversation from B above, and notice A’s pronunciation of the list of things stolen.

B: Did they steal anything? A: Yes, they took his computer, television, video, CD player and all his CDs. B: Oh, that’s terrible!
Exercises

58.1 Listen to these sentences. If they are said as news ( ), write Oh. If they are said as check questions ( ), write Yes.

Examples You know Bradford won? ..........Oh.......... You know Sylvia's had a baby? ..........Yes.......... 1 You know I'm a photographer? .............. 4 You know he broke his arm? .............. 2 You know Danny's got flu? .............. 5 You know the war's finished? .............. 3 You know she's gone? .............. 6 You know the meeting is cancelled? ..............

58.2 You will hear a story. The speaker on the recording will ask questions to check that you know some background information, which is in the text below. Say Yes, Uh huh or Mmm ... with your voice going up at the end. Then, when finally you hear the news, respond with one of these sentences:

How fantastic! That's great! Oh, that's terrible! Brilliant!

Background information
You and the speaker on the recording have a friend called Colin. Colin has a sister called Linda. Linda is an actress in the movies. She was making a movie in Australia recently.

58.3 Read these conversations. Write (!) after really if you think B would be surprised at A's news, and just write (.) if you think B would not be surprised. Then listen and check. You know if B is surprised because the voice starts very high.

Example
A: There's a lot of water in the sea.
B: Oh, really .......

1 A: My husband is an astronaut.
   B: Oh, really .......
2 A: My bike has two wheels.
   B: Oh, really .......

3 A: My grandmother is 130.
   B: Oh, really .......
4 A: There's a programme on TV tonight.
   B: Oh, really .......

58.4 What did you do yesterday? Answer this question by giving a list of your actions. Make sure your voice goes up at the end of each action until the last one, then your voice goes down. Record yourself if possible.

Example
Well, I got up, had breakfast, went to work ... and finally, I went to bed. Now go to Unit 19
It's fun, isn't it?
Agreeing and disagreeing tones

A

When we agree with the other person, our voice often goes down at the end. We tell the other person our opinion, confident they will not be upset.

Listen to this conversation. Notice that the voices go down at the end of each line.

A: Football's so boring, isn't it?
B: Yeah, I know, I hate it.
A: I mean, it's just 22 people running after a ball.
B: Yeah, how can that be interesting?
A: No, golf's much more fun, isn't it?

⚠️ Note: The expression isn't it? is called a question tag. When we use question tags to tell someone our opinion, the voice goes down at the end.

B

But when we disagree, our voice often goes up at the end, so our opinion sounds unfinished and less strong, because we do not want to upset the other person.

Listen to the rest of the conversation from A. Notice how the voices go up at the end of each line.

B: Well ...
A: You like golf, don't you?
B: It's alright I suppose ...
A: You don't sound very sure.
B: Well, I guess I'm not really a sporting person, you know.

⚠️ Note: The expression don't you? is a question tag. When we use question tags to check information, the voice goes up at the end.

C

We can say the same sentence, but change the meaning by changing how we say it.

Listen to these two examples. The speaker in 1 is telling his opinion clearly. The speaker in 2 is leaving something unsaid. You feel he is going to continue with but...

1 I think they're good.  (That is my opinion.)
2 I think they're good ... (They're not too bad, but there's a reason why I don't like them.)

D

We can also change the meaning of a question tag by changing how we say it. Listen to these conversations.

A: It's too hot, isn't it?  (opinion)
B: Yeah, let's open the window!
A: We sometimes have snow in Morocco.
B: But it's too hot, isn't it?  (check question)
A: No, not in the mountains.
Exercises

59.1 Listen. Are these the speakers' real opinions, or can you 'hear' a but? Write a (.) or (., but...) after each line.

**Example** I like tennis... but...

1 It's nice
2 We're quite good
3 Yes, it is
4 I don't know
5 Yes

6 He does
7 She likes you
8 They're friendly
9 Not bad

Follow up: Record yourself saying these sentences. Use your recording to do this exercise again in about two weeks.

59.2 Listen to the four short conversations about the things in the pictures. Are the speakers agreeing or disagreeing? Write agreeing or disagreeing under each picture.

**Example**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

agreement

59.3 Complete each sentence with an ending from the box. Then decide if they are opinions or check questions and draw lines in the boxes. Then listen and check.

is it? isn't it? is she? isn't she? are you? aren't they? was it?
wasn't he? don't you? doesn't it? have you?

**Example** You aren't hungry, are you?

1 How's your headache? It isn't getting worse,
2 Those flowers are lovely,
3 You haven't seen my glasses anywhere,
4 Torsen's a great player,
5 I'm not sure. He was from Brazil,
6 I can't quite remember. You need 40 points to win,
7 Tennis is so boring,
8 She isn't a very good swimmer,
9 I'm not sure. It starts at nine,
10 It wasn't a very interesting game,
Listen to these three people saying thank you. Notice that the woman who forgot her bag makes her voice go very high. This shows that she really means what she is saying. The other two people do not really mean it, and so their voices do not go high.

![Images of people saying thank you]

**Note:** Sometimes the ticket collector's voice goes up at the end when he says thank you, which makes it sound like a routine habit: he doesn't really mean it. And of course the woman in picture 3 doesn't really mean thank you. She means the opposite!

---

When we give an opinion about something with a very strong adjective like excellent, our voice usually goes high to show our strong feeling. If we use weaker adjectives like nice, our voice does not usually go high. Listen and compare the voices of the man and woman telling their friend about their holiday.

<table>
<thead>
<tr>
<th>Liz</th>
<th>Claire</th>
<th>Paul</th>
</tr>
</thead>
<tbody>
<tr>
<td>So, how was your trip?</td>
<td>Oh, it was quite nice.</td>
<td>What do you mean, nice? It was brilliant!</td>
</tr>
<tr>
<td>Good hotel?</td>
<td>Quite pleasant, yes.</td>
<td>How about the food?</td>
</tr>
<tr>
<td>Liz</td>
<td>Claire</td>
<td>Paul</td>
</tr>
<tr>
<td>Quite pleasant, yes.</td>
<td>It was OK.</td>
<td>Pleasant? It was excellent! Superb!</td>
</tr>
<tr>
<td>Liz</td>
<td>Claire</td>
<td>Paul</td>
</tr>
<tr>
<td>How about the food?</td>
<td>Quite pretty.</td>
<td>OK? It was absolutely delicious!</td>
</tr>
<tr>
<td>Liz</td>
<td>Claire</td>
<td>Paul</td>
</tr>
<tr>
<td>And the scenery?</td>
<td>Quite pretty.</td>
<td>It was amazing! Beautiful!</td>
</tr>
</tbody>
</table>

People often say a strong adjective like brilliant with a flat voice, to mean the opposite. For example, you could say brilliant with a flat voice after something bad happens. Listen and compare the pronunciation of this word in these two conversations. In the first one, the person really means it, and in the second she doesn't.

1. **A:** We've won a holiday for two in Jamaica!  
   **B:** Brilliant! 
2. **A:** Our flight has been cancelled!  
   **B:** Brilliant!

**Note:** If you use strong adjectives, make your voice go high or people may think you do not mean it!
Exercises

60.1 Listen. What do Sue and Jim think about the people they are speaking about? Write the names in the correct column.

<table>
<thead>
<tr>
<th>people they like</th>
<th>people they don't like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jeremy</td>
</tr>
</tbody>
</table>

SUE: Jeremy is going to stay at the same hotel as us.
JIM: Oh great!
JIM: Anne’s invited us to a party.
SUE: Fantastic!
JIM: Kathleen’s coming to stay with us for a few days.
SUE: That’ll be fun!
SUE: Gail and Tim want to come on holiday with us.
JIM: That’ll be nice!

60.2 You will hear Claire (from part B on the opposite page) giving her opinion about these things on their holiday. Imagine you are Paul. Listen and say stronger opinions. There are gaps on the recording for you to speak. Don’t forget to make your voice high.

Example:
You hear Claire say The beach was quite nice. You say Nice? It was absolutely fantastic!

60.3 The responses to the pairs of sentences a and b below are the same, but the speaker pronounces them differently. For example, in the response to Example a, the voice is flat, but in the response to Example b, the voice goes high. Draw lines to show if you think the voice will be flat or go high. Then listen and check.

Example
a – We had to stay in a five-star hotel.
   – How awful for you! ➔
1 a – Forget the beach; it’s raining again!
   – Brilliant!
2 a – I got an A in the exam!
   – Well done!
3 a – I can count to three in German.
   – Amazing!
4 a – We could pick fresh fruit off the trees in the garden.
   – Delicious!
5 a – Frank says he’ll take us to the airport.
   – Excellent!

b – We had to spend two days in the airport.
   – How awful for you! ➔
1 b – They say we don’t have to pay; it’s free.
   – Brilliant!
2 b – I’ve crashed the car again!
   – Well done!
3 b – I learnt how to fly a plane while we were on holiday.
   – Amazing!
4 b – We had a tiny bit of cheese on a dry, old piece of bread.
   – Delicious!
5 b – The car’s broken down and there are no taxis.
   – Excellent!
# Introduction to phonemic symbols

## The phonemic alphabet

<table>
<thead>
<tr>
<th>Sound</th>
<th>Example</th>
<th>Sound</th>
<th>Example</th>
<th>Sound</th>
<th>Example</th>
<th>Sound</th>
<th>Example</th>
<th>Sound</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>apple</td>
<td>/ə/</td>
<td>egg</td>
<td>/ɪ/</td>
<td>insect</td>
<td>/ɒ/</td>
<td>orange</td>
<td>/ʌ/</td>
<td>umbrella</td>
</tr>
<tr>
<td>/ɑː/</td>
<td>arm</td>
<td>/ɜː/</td>
<td>earth</td>
<td>/ɨː/</td>
<td>eagle</td>
<td>/ɔː/</td>
<td>organ</td>
<td>/uː/</td>
<td>two</td>
</tr>
<tr>
<td>/əʊ/</td>
<td>aeroplane</td>
<td>/aɪ/</td>
<td>ear</td>
<td>/ei/</td>
<td>eye</td>
<td>/əɪ/</td>
<td>eight</td>
<td>/əʊ/</td>
<td>coin</td>
</tr>
<tr>
<td>/ɑʊ/</td>
<td>oval</td>
<td>/aʊ/</td>
<td>owl</td>
<td>/a/</td>
<td>banana</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ɒ/</td>
<td></td>
<td>/æ/</td>
<td></td>
<td>/i/</td>
<td></td>
<td>/ɜː/</td>
<td></td>
<td>/ɪ/</td>
<td></td>
</tr>
<tr>
<td>/ɪ/</td>
<td></td>
<td>/ʊ/</td>
<td></td>
<td>/ɛ/</td>
<td></td>
<td>/e/</td>
<td></td>
<td>/ʌ/</td>
<td></td>
</tr>
<tr>
<td>/ɜː/</td>
<td></td>
<td>/æ/</td>
<td></td>
<td>/ə/</td>
<td></td>
<td>/ɪː/</td>
<td></td>
<td>/əʊ/</td>
<td></td>
</tr>
<tr>
<td>/ɪ/</td>
<td></td>
<td>/uː/</td>
<td></td>
<td>/e/</td>
<td></td>
<td>/ɪː/</td>
<td></td>
<td>/əʊ/</td>
<td></td>
</tr>
<tr>
<td>/əʊ/</td>
<td></td>
<td>/aʊ/</td>
<td></td>
<td>/iː/</td>
<td></td>
<td>/eɪ/</td>
<td></td>
<td>/aɪ/</td>
<td></td>
</tr>
<tr>
<td>/ɪ/</td>
<td></td>
<td>/uː/</td>
<td></td>
<td>/aɪ/</td>
<td></td>
<td>/eɪ/</td>
<td></td>
<td>/e/</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td></td>
<td>/ʊ/</td>
<td></td>
<td>/iː/</td>
<td></td>
<td>/æ/</td>
<td></td>
<td>/ɒ/</td>
<td></td>
</tr>
<tr>
<td>/æ/</td>
<td></td>
<td>/əʊ/</td>
<td></td>
<td>/uː/</td>
<td></td>
<td>/ɒ/</td>
<td></td>
<td>/æ/</td>
<td></td>
</tr>
</tbody>
</table>

English Pronunciation in Use
Exercises

Phonemic spellings which are the same as normal spellings

D1.1 In each of these groups of words, one word is exactly the same as in normal letters. Underline it. Then write the others in normal letters.

EXAMPLE Furniture: /'trendəl bed 'soufə tʃeər/  

---

1 For writing: /'pensəl 'peɪər pen 'nɔutbʊk/  

---

2 In the office: /desk fæks kəm'pjʊtər 'telɪfəʊn/  

---

3 Body parts: /nek hed hænd leg/  

---

4 Farm animals: /hen pɪg ʃɪp ʃæt/  

---

5 Colours: /grɪn blu: red blæk/  

---

6 Verbs: /get tɜːk grɪv gæv/  

---

7 Numbers: /'ʃɛvn tɛn ðɜːk fɔːv/  

---

Phonemic spellings which are very different from normal spellings

D1.2 Some phonemic spellings are surprisingly different from normal spellings. For example, in phonemic spelling, quick is /kwɪk/. Can you find all the words in this wordsearch? The words are horizontal → or vertical ↓. Use all the letters.

```
tʃ eə i ʊ ɡ ɪ ʃ
m k w e s tʃ ə n
ɪ k n juː z b s
k w k əʊ s f r ʌ
s ɪ w s k j i ə k
t k ə w u ʊ ð s
e dʒ t n l tʃ ə z ə
dʒ ʊ s f u ə ð ə u
```

breathes ocean
chair question
edge quick
English quite
future school
juice shoe
mixed sixth
news though
D1.3 Complete these phonemic crosswords. The words in normal spelling are next to the crosswords. You need to write one of these consonant symbols in each empty square. You can use the symbols more than once.

/b d f g h k l m n p r t v w z/

1 Long vowel crossword

rain bike warm boot
late leave five room
woke born bean phone
2 Short vowel crossword
hat put it lip gone
fun pet pack get look
cot cup

3 Vowels before R crossword
port hairs bears beers
heard card beard heart
hers court
Phonemic consonants which are different from normal consonants

D1.4 Here is a list of different activities. In each one, one of the words is written with phonemic symbols. Write it in normal letters. Use the table to help you.

**Example**

/ˈwɒtʃɪŋ/ watching television
1 /ski/ dʒæmpɪŋ/
2 /ˈθɛɪz/ the dishes
3 /juzɪŋ/ a computer
4 /sʌn/ bɛɪɪŋ/
5 /sʌŋɡs/ songs
6 /ˈθɪŋkɪŋ/ about something
7 /ˈpleɪɪŋ/ games

<table>
<thead>
<tr>
<th>phonemic symbol</th>
<th>usual spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
<td>SH</td>
</tr>
<tr>
<td>dʒ</td>
<td>G or J</td>
</tr>
<tr>
<td>tʃ</td>
<td>CH</td>
</tr>
<tr>
<td>θ</td>
<td>NG</td>
</tr>
<tr>
<td>j</td>
<td>Y or U</td>
</tr>
<tr>
<td>θ</td>
<td>TH</td>
</tr>
<tr>
<td>ð</td>
<td>TH</td>
</tr>
</tbody>
</table>

D1.5 Put these words in the correct square in the table. Do not write in the shaded squares.

boy here share shy she toy beer hair high he bore
pier bear buy be pour tea tie pair deer pea we die
pie dare door fear four wear why fair wore tear

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
<th>ai</th>
<th>it</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td></td>
<td></td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td></td>
<td></td>
<td></td>
<td>ai</td>
<td></td>
</tr>
</tbody>
</table>
D1.6 Find phonemic spellings for thirteen different foods in the wordsearch. The words are horizontal → or vertical ↓. Use all the letters.

D1.7 Find phonemic spellings for thirteen jobs in the wordsearch. The words are horizontal → or vertical ↓. Use all the letters.
Here is a word square making the words *can*, *cap*, *not* and *pot*.

```
  c  a  n
  a  o  p
  p  o  t
```

Here is a phonemic word square making the words *beach*, *bean*, *cheese* and *knees*.

```
  b  i:  tʃ
  i:  i:
  n  i:  z
```

Now complete these word squares to make the four words underneath each one.

1. 
```
  aɪ
  aɪ  aɪ
  aɪ
```
   rhyme might light write

2. 
```
  ʌː  ʌː
  ʌː  ʌː
  ʌː
```
   laws cause tall talk

3. 
```
  ʌ  ʌ
  ʌ  ʌ
```
   shop wash what top

4. 
```
  æ
  æ
  æ
  æ
```
   cut come touch much

5. 
```
  æ
  æ
  æ
  æ
```
   back tap cap bat

6. 
```
  ʌ
  ʌ
  ʌ
```
   could hush should book

7. 
```
  eɪ
  eɪ  eɪ
  eɪ
```
   pain page jail nail

8. 
```
  e
  e  e
  e
```
   yes sell tell yet

9. 
```
  əʊ  əʊ
  əʊ
```
   wrote roll loan tone
Section A  Letters and sounds

A1  Circle the word with a different vowel sound.

EXAMPLE  hot  hold  gone  swan

1 black  want  mad  hand  5 foot  look  blood  push
2 case  lake  name  care  6 rude  luck  run  but
3 soap  hope  sold  soup  7 leave  beach  bread  clean
4 what  hot  most  salt

My score = ____/7

A2  Circle the word if one of the consonant letters is not pronounced.

EXAMPLE  camp  crisp  climb  cost

1 lamb  label  cable  cab  5 old  pile  half  help
2 recipe  repeat  receipt  rope  6 cold  calm  colour  film
3 listen  winter  eaten  after  7 hurry  hairy  hungry  here
4 hour  hate  home  hill

My score = ____/7

A3  Add the consonant sound to the word to make another word.

EXAMPLE  /g/ + eight = gate

1 /k/ + aim = ..............................
2 /k/ + ache = ..............................
3 /l/ + eight = ..............................
4 /r/ + owes = ..............................
5 /w/ + eight = ..............................

My score = ____/9 x 2 = ____/18

A4  Listen and circle the word you hear.

1 Have you got a pan / pin / pen I could borrow?
2 We should clean the cut / cat / cot first.
3 You won't be able to fill / feel / fail this.
4 I think that's the west / worst / waist.
5 The cot / coat / court's too small.
6 I don't think it's far / fur / fair, you know.
7 What time did the woman / women arrive?
8 The officer's / office's here.
9 I used to have a bet / vet / pet.
10 I got a good price / prize for it.
11 They didn't suit / shoot him.
12 I think it's in the code / coat / coach.
13 That's a fine / wine / vine colour.
14 His back / bag was broken.
15 You can smell it in the air / hair.
16 You'll have to watch / wash the baby.
17 They're singing / sinking.
18 I'll collect / correct / connect it tomorrow.

My score = ____/18

Total score for Section A = ____/50
Section B  Syllables, words and sentences

B1  Listen and circle the word you hear.
1 The glass / gas is green.
2 The tooth / truth is out!
3 I can’t sell / smell anything.
4 They need / needed more time.
5 I think they want / wanted to talk.
6 There are thirty / thirteen people in my class.
7 Alice is / was here.

My score = ___/14

B2  Which word has a different number of syllables from the others? Circle it.
Example: snakes sheep foxes cats
1 likes wants talks washes
2 wanted walked saved brushed
3 chicken chocolate afternoon different
4 about around asleep asked
5 fourteen forty fortieth hundred
6 builds rebuild builder building
7 supermarket waterfall holiday hairdresser
8 school texts over sports

My score = ___/8

B3  All the words or expressions in each group have the same number of syllables. Circle the one with stress in a different place.

Example: October November December January
1 Saturday holiday tomorrow yesterday
2 morning fifty fifteen August
3 He told me. I like it. She finished. Close the door.
4 Go to bed! Don’t worry! What’s the time? Fish and chips.
5 table tourist tunnel today
6 mistake famous become remove
7 playground shoe shop first class handbag
8 economics economy education scientific
9 It isn’t true. I’ll see you soon. No, it isn’t. He’s not at home.

My score = ___/9 × 2 = ___/18
Section D  Reference

Listen. Are the two expressions pronounced exactly the same on the recording, or is there a difference? Write S for same or D for different.

**EXAMPLE**

| 1 | some of you | summer view          |
| 2 | stopped aching | stop taking         |
| 3 | Mary knows   | Mary's nose          |
| 4 | Alaska       | I'll ask her         |
| 5 | burnt a cake | burnt the cake       |
| 6 | greet guests | Greek guests         |
| 7 | want to talk | wanted to talk       |
| 8 | I’ve locked it | I blocked it       |
| 9 | what’s past | what’s passed        |
| 10 | a bitter fruit | a bit of fruit       |

My score = ___/10

Total score for Section B = ___/50

Section C  Conversation

Listen. Which sentence do you hear? Tick (✓) a or b.

**EXAMPLE**

a Was that the question he asked? ✓
   b ‘Was that the question?’ he asked.

1 a We walked carefully downstairs. It was dark.
   b We walked carefully. Downstairs it was dark.

2 a I saw her clearly. She was hungry.
   b I saw her. Clearly, she was hungry.

3 a The word he said was right.
   b The word he said was ‘right’.

4 a It was cold last night. The roads were icy.
   b It was cold. Last night, the roads were icy.

5 a ‘Who?’ said Martin.
   b Who said ‘Martin’?

6 a What she said was good.
   b What she said was, ‘Good’.

7 a Let’s go home later. We can have a pizza.
   b Let’s go home. Later we can have a pizza.

My score = ___/7
Section D Reference

C2

Listen. You will only hear the response. Which one is it? Tick (√) a or b.

EXAMPLE

a – The train leaves at eleven fifteen.
   – No it doesn’t, it leaves at twelve fifteen.

b – The train leaves at twelve fifty.
   – No it doesn’t, it leaves at twelve fifteen.

1 a – Where are you from?
   – North Africa.

b – Which part of Africa are you from?
   – North Africa.

2 a – Do you have any brothers or sisters?
   – Yes, two brothers.

b – You have some brothers, don’t you?
   – Yes, two brothers.

3 a – Would you like anything to drink?
   – I’d like red wine, please.

b – Would you like red or white?
   – I’d like red wine, please.

4 a – Malaga’s in the south of Italy.
   – No it isn’t, it’s in the south of Spain.

b – Malaga’s in the north of Spain.
   – No it isn’t, it’s in the south of Spain.

5 a – Let’s go tomorrow.
   – It’s closed tomorrow.

b – When is it closed?
   – It’s closed tomorrow.

6 a – What’s upstairs?
   – Menswear is upstairs.

b – Where’s menswear?
   – Menswear is upstairs.

7 a – We had to stay in a five-star hotel.
   – How awful for you!

b – We spent two days in the airport.
   – How awful for you!

8 a – I got an A in the exam!
   – Well done!

b – I’ve crashed the car again.
   – Well done!

My score = ____/8

C3

Listen. How does the speaker sound? Circle the best alternative. Note that the punctuation is not written, so you must decide just from the pronunciation.

EXAMPLE

Nice day isn’t it

1 She plays a lot of instruments piano guitar

2 Well that is truly amazing

3 You’re coming here tomorrow

4 Oh, thank you very much

5 Next to the supermarket

6 I got up had a shower and got dressed

7 Oh really how interesting

8 You’re from Brazil aren’t you

9 I think that’s my bag

10 Yes it’s quite good

The speaker sounds as if he/she...

1 ... is / isn’t asking a question

2 ... is / isn’t going to continue the list.

3 ... is / isn’t really amazed.

4 ... is / isn’t asking a question.

5 ... does / doesn’t really mean it.

6 ... is / isn’t asking a question.

7 ... is / isn’t going to continue the list.

8 ... is / isn’t really interested.

9 ... is / isn’t asking a question.

10 ... is / isn’t sure about it.

My score = ____/10

Total score for Section C = ____/25 × 2 = ____/50
Guide for speakers of specific languages

Note: It has not been possible to include all languages in this section.

Arabic
From Section A *Letters and sounds* (Units 1–20), you could leave out these units: 2, 4, 5, 14, 18, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 4, 13, 14, 23, 28, 35, 36, 37, 40, 41, 44, 45, 46, 48

Chinese
From section A *Letters and sounds* (Units 1–20), you could leave out these units: 14, 19, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 1, 2, 3, 10, 14, 15, 19, 23, 28, 31, 33, 34, 35, 37, 38, 39, 40, 41, 43, 44, 45, 48

Dravidian languages  e.g. Tamil
From Section A *Letters and sounds* (Units 1–20), you could leave out these units: 6, 10, 11, 12
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 3, 10, 12, 14, 17, 19, 23, 28, 30, 31, 34, 35, 40, 45, 48

Dutch
From Section A *Letters and sounds* (Units 1–20), you could leave out these units: 15, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 1, 7, 10, 13, 15, 17, 19, 20, 26, 31, 32, 33, 34, 37, 38, 39, 40, 44, 45

Farsi
From Section A *Letters and sounds* (Units 1–20), you could leave out these units: 3, 4, 5, 6, 8, 9, 12
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 1, 9, 10, 12, 14, 19, 23, 24, 25, 35, 38, 48

French
From Section A *Letters and sounds* (Units 1–20), you could leave out these units: 3, 4, 5, 6, 8, 9, 14, 15, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 1, 2, 3, 4, 10, 15, 17, 19, 21, 28, 31, 33, 34, 35, 37, 39, 40, 41, 44, 45

German
From Section A *Letters and sounds* (Units 1–20), you could leave out these units: 11, 15, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 1, 5, 15, 17, 28, 31, 33, 34, 37, 38, 39, 40
Greek
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
5, 8, 9, 13, 17, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
1, 2, 3, 8, 10, 11, 12, 14, 17, 19, 23, 31, 32, 41, 44, 46, 47, 48

Italian
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
6, 8, 9, 10, 12, 13, 14, 19
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
1, 2, 4, 10, 14, 17, 23, 28, 31, 34, 35, 37, 40, 45

Japanese
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
3, 6, 12, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
2, 6, 9, 17, 24, 25, 27, 29, 32, 33, 36, 43, 46, 48, 49, 50

Korean
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
10, 15, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
1, 9, 10, 12, 14, 17, 19, 23, 26, 28, 29, 30, 31, 32, 33, 34, 35, 37, 40, 45, 46, 50

Malay / Indonesian
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
13, 15, 16, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
1, 10, 19, 23, 28, 30, 31, 32, 34, 35, 37, 40, 44, 45

Polish
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
8, 18
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
1, 3, 10, 17, 26, 28, 31, 32, 33, 34, 35, 36, 39, 40, 41, 44, 45, 46, 47, 48

Portuguese
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
8, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
1, 2, 3, 8, 10, 19, 23, 28, 31, 33, 34, 35, 36, 40, 46, 48, 49

Russian
From Section A *Letters and sounds* (Units 1–20), you could leave out these units:
4, 8, 11, 15, 20
From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs:
1, 3, 10, 12, 14, 17, 21, 23, 24, 25, 26, 27, 28, 32, 33, 34, 38, 40, 41, 46, 47, 48
Scandinavian languages
From Section A Letters and sounds (Units 1–20), you could leave out these units:
6, 8, 15, 20
From Section D Sound pairs, it would probably be useful for you to do these sound pairs:
1, 10, 15, 16, 18, 31, 33, 35, 38, 39, 42, 45, 46

South Asian languages e.g. Hindi, Urdu, Bengali, Gujarati
From Section A Letters and sounds (Units 1–20), you could leave out these units:
15, 18
From Section D Sound pairs, it would probably be useful for you to do these sound pairs:
1, 4, 7, 17, 22, 28, 30, 32, 34, 35, 38, 40, 45, 46, 47

Spanish
From Section A Letters and sounds (Units 1–20), you could leave out these units:
17, 20
From Section D Sound pairs, it would probably be useful for you to do these sound pairs:
2, 3, 9, 10, 12, 14, 19, 21, 23, 24, 25, 26, 27, 28, 29, 34, 35, 40, 41, 42, 44, 45, 46, 47, 48, 49

Swahili
From Section A Letters and sounds (Units 1–20), you could leave out these units:
4, 8, 15, 20
From Section D Sound pairs, it would probably be useful for you to do these sound pairs:
1, 2, 3, 4, 9, 10, 13, 14, 17, 19, 21, 23, 28, 32, 33, 34, 35, 40, 41, 45, 50

Thai
From Section A Letters and sounds (Units 1–20), you could leave out these units:
3, 6, 10, 11, 15, 18, 19
From Section D Sound pairs, it would probably be useful for you to do these sound pairs:
3, 5, 6, 17, 30, 31, 33, 34, 35, 36, 38, 40, 45, 50

Turkish
From Section A Letters and sounds (Units 1–20), you could leave out these units:
4, 9, 16
From Section D Sound pairs, it would probably be useful for you to do these sound pairs:
1, 5, 11, 17, 19, 28, 34, 35, 38, 45, 47, 48, 49

West African languages
From Section A Letters and sounds (Units 1–20), you could leave out these units:
8, 10, 11, 12, 20
From Section D Sound pairs, it would probably be useful for you to do these sound pairs:
1, 2, 3, 9, 10, 12, 14, 17, 19, 22, 23, 28, 31, 34, 35, 37, 40, 45, 48, 50
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 /ɑː/

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).

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

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: /eɪ/ 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).

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

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: /eɪ/ and /eə/

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).

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

Listen. Circle the word or phrase you hear.

8 they / their
9 stays / stairs
10 bay / hair
11 I don't want to pay / a pear.
12 There's no way / nowhere to go.
Section D Reference

Sound pair 6: /əʊ/ and /ʌɪ/
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 cares / cars
11 I don’t think it’s fair / far.
12 We slept under the stairs / stars.

Sound pair 7: /ʌɪ/ and /æɪ/
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 part / 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 /ə/1/

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 but / heart
9 much / March
10 duck / dark
11 cut / cart
12 Try to come / calm down.

Sound pair 10: /i/ and /i1/

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: /i1/ and /iə/

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 be / here?
Section D Reference

Sound pair 12: /e/ and /ɔɪ/

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: /ı/ 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: /ə/ 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 /uː/ 

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: /ɔ/ and /ɔː/

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: /əʊ/ and /ʌʊ/

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: /ʊ/ 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 I? / shoe dye
12 The butcher / boots you saw.

Sound pair 20: /ʌ/ and /ʊ/  

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 /əʊ/

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 but / hurt
10 under / earned 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: /ɔː/ 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: /ə/ and /ɛə/
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 / beard
9 were / we’re
10 fur / fear
11 I can’t see if it’s her / here.
12 He has a black bird / beard.

Sound pair 25: /ə/ and /ɛə/
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: /ə/ and /ɔ/ 
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 skirt / short
11 You weren’t first / forced to do it.
12 We worked / walked all day.
Sound pair 27: /ɔː/ and /ɑː/

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 / vat
9 They’ve ached / They baked all day.
10 summer beach / some of each
11 Say ‘boil’ / 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 nice 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?

|sink – think| worse – worth|
bays – bathe| closed – clothed|

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.

|hard – heart| road – wrote|
dune – tune| die – tie|

|visited|
|understood|
|recorded|

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.

|tree – three| boat – both|
breed – breathe| dough – though|

|visited|
|understood|
|recorded|
Section D  Reference

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: /f/ 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

Art - arch  what - watch
paid - page  head - hedge

Visited  understood  recorded

Leaf - leave  half - halve
safer - saver  ferry - very

Visited  understood  recorded

Vet - wet  veil - whale
invite - in white  verse - worse

Visited  understood  recorded
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 / earing.
12 They aren't hearing / 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 / /eyes?
12  What's the use / juice?

Sound pairs 43: /h/ and /ʃ/, /θ/ 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: /tʃ/ and /dʒ/
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 time / June.

Sound pairs 46: /ts/ and /tʃ/, /dz/ and /dʒ/
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 /tʃ/, /dr/ and /dʒ/
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.
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/, /m/ and /ŋ/

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.
You will speak more fluently if you say some very common expressions with a fixed pronunciation, like a single word. The expressions below are grouped according to their stress pattern.

Listen and repeat.

000
Good morning.
Good evening.
Excuse me!
How are you?
You're welcome.
I'd love to.

000
What's your name?
What's the time?
Thanks a lot.
Close the door.
Yes, of course.
Come and see!
Don't forget.

0000
A piece of cake.
The shop was closed.
It's time to go.
I spoke to John.
A cup of tea.

0000
See you later!
Just a moment.
Pleased to meet you.
Where's the station?

000
No problem!
Don't worry.
Keep quiet!
Please help us.
Who told you?
Glossary

accent An accent is the way the people of a place pronounce their language. For example, people in London and Sydney both speak English, but they have different accents.

auxiliary verb An auxiliary verb is a verb which does not have a meaning by itself; it helps the grammar of the sentence. For example, in Do you like music?, do is an auxiliary verb.

C In this book, the symbol C means consonant sound.

careful speech / fast speech People pronounce sentences differently when they speak carefully. For example, you may use careful speech when you are talking in public or reading aloud. But in normal conversation you would use fast speech.

consonant sound A consonant sound is a sound we make by obstructing the flow of air from the mouth.

contraction A contraction is a short form of an auxiliary verb in writing. For example, are is contracted to re in they’re.

emphasising Emphasising in speech is like underlining in writing; we use it to make one word stand out as more important than the others. We can emphasise words by pronouncing them louder, longer and/or higher.

minimal pair If two words are pronounced nearly the same, but they have just one sound different, they are a minimal pair. For example, in the pair ship /ʃip/ and sheep /ʃiːp/, only the second sound is different.

native speaker If you are a native speaker of a language, that language is your first language, the language which you learnt as a young child.

phonemic symbol A phonemic symbol is a letter which represents a sound. For example, the first sound in shoe is represented by the phonemic symbol /ʃ/.

rhyme Two words rhyme if they have the same final vowel or vowel and consonant sounds. For example, go rhymes with show and hat rhymes with cat.

sentence stress Sentence stress is the pattern of strong and weak syllables in a sentence. For example, the sentence How do you do? is normally said with this sentence stress pattern: OooO (the first and last syllables strong, the second and third syllables weak).

sound A sound is the minimum segment of the pronunciation of a word. For example, the word this has three sounds: /ðɪs/.

stress pattern The pattern of strong and weak syllables in a word or sentence is its stress pattern. In this book, stress patterns are represented by big and small circles. For example, the stress pattern of the word pronunciation is ooOoO.

syllable A syllable is a word or part of a word that has one vowel sound. It may also have one or more consonant sounds. For example, ago has two syllables. The first syllable is just one vowel sound. The second syllable is a consonant sound followed by a vowel sound.
tone  A tone is the way your voice goes up or down when you say a sentence. This can change the meaning of the sentence.

unstressed  An unstressed syllable is one which is not pronounced strongly.

V  In this book, the symbol V means vowel sound.

voice  Many pairs of consonant sounds are similar, but one of them is voiced and the other is not. For example, /d/ is similar to /t/, but /d/ is voiced and /t/ is not. A consonant is voiced when there is vibration in the throat.

vowel sound  A vowel sound is a sound we make when we don’t obstruct the air flow from the mouth in speaking.

weak vowels  Unstressed syllables often contain a weak vowel. The most common weak vowel is /ə/. This is the first vowel sound in about, for example. The vowel /ʌ/ is also sometimes weak, in the second syllable of orange, for example.

word stress  Word stress is the pattern of strong and weak syllables in a word. For example, the word decided has three syllables and the second one is pronounced more strongly. So decided has this word stress pattern: oOo.
Key

1.1 Last week, I sent my son Jamie to the shops to buy some food. He got a piece of meat and two pears. On the way home, the bag broke. The food fell onto the road and got dirty. In the end, Jamie threw the food in the bin.

1.2 1 dog CVC 4 gorilla CVCVCV
2 rabbit CVCVC 5 snake CCVC
3 frog CCVC 6 bee CV

1.3 1 Phil the fox A 5 Polly the parrot A
2 Mary the canary B 6 Deborah the zebra B
3 Ida the spider B 7 Myrtle the turtle B
4 Claire the bear B 8 Kitty the cat A

1.4 The answers depend on your own first language. See Section D3 for more information about this.

2.1 /æ/ cake table baby train eight

/ə/ hat hand cat map rat

2.2 1 eight, ate 3 main 5 rain
2 made, maid 4 tape 6 hate

2.3 1 salt 3 watch 5 care 7 heat
2 far 4 said 6 square

2.4 1 man 2 cap 3 heart 4 pen 5 hay

3.1 Sid: Where are the pears?
Joe: Bears!!! Did you say bears?
Sid: No, pears, you know, fruit!
Joe: Oh, I see, pears with a P! They're in the pack.
Sid: What, in the back of the truck?
Joe: No, in the pack, you know, with a P!
Sid: Oh, I see, pack with a P! Would you like one?
Joe: No, I'll have a peach, please.
Sid: A beach?!!!

3.2 1 cheap 2 back 3 pill 4 pets 5 speak

3.3 1 lamb 3 cupboard 5 receipt 7 combing
2 climb 4 photo 6 psychology

3.4 1 There's a bear in that tree.
2 He had the peach to himself.
3 They've earned it.

4 Say 'boil'.
5 This is a nice affair.
6 Would you like a coffee?
4.2 **Sid:** Alice's *niece* is nice.
**Joe:** *Are* nice, Sid. Plural. *Her knees* are nice.
**Sid:** I'm not talking about her *knees*, I'm talking about her *niece*!
**Joe:** Oh, I see, *niece* with a C.
**Sid:** That's right. She has nice eyes.
**Joe:** How can ice be nice? It's too cold.
**Sid:** Not ice, you fool! Eyes: E-Y-E-S!

4.3 1 I'm not going to *advise* you, you never take my *advice*.
2 Your tooth is *loose*. You'll *lose* it if you're not careful.
3 The shop's very *close* to home, and it doesn't *close* till late.
4 I can't *excuse* people who drop litter. There's no *excuse* for it.

4.4 1 prize  3 suit  5 think
2 he's at  4 saved  6 clothed

5.1 There was a young lady called Kate,
Who always got out of bed *late*.
The first thing she *said*  
When she lifted her *head*  
Was I thought it was better to *wait*.  

There was a young waiter called Dwight,  
Who didn't like being *polite*.  
If you asked him for *food*,  
He was terribly *rude*  
And invited you out for a *fight*.

5.2 1 built, *build*  3 sent, *send*  5 white, *wide*  
2 try, *dry*  4 hurt, heard  6 down, town

5.3 1 *whistle*  2 needed  3 *listen*  4 ended  5 *soften*

Note that where there are two Cs at the end of a verb in the past tense, the *ed* is pronounced /t/, e.g. walked /wɔːkt/, liked /lækt/. See Unit 25.
5.4 1 whiter  3 breeding  5 aid  
2 dry  4 taught  6 Watch

6.1 A B C D E F G H I J K L M  
   ee ee ee ee e ee 
N O P Q R S T U V W X Y Z  
e e ee e ee ee e ee

6.2 1 cheek  3 beat  5 feel  
2 read  4 mean  6 sweet  8 seat  10 lead

6.3 START

6.4 1 men  3 beer  5 bird  
2 pain  4 leave  6 left

7.1 pasta faster  
Rita metre  
daughter water

7.2 1 from Canada to China  
2 The parrot was asleep.  
3 The cinema was open.  
4 the photographer's assistant

7.3 | vowel in weak syllable = /ə/ | vowel in weak syllable = /ɨ/ |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>collect</td>
</tr>
<tr>
<td>letter</td>
<td>sofa</td>
</tr>
</tbody>
</table>

7.4 1 women  3 manager's  5 waiter's  
2 address  4 teaches  6 dancer's  7 officer's  9 drive  
8 away  10 races

8.1 1 3  2 4  3 2  4 4  5 4
8.2 *Sid:* My wife's left me.
*Joe:* Your *wives* left you? How many *wives* did you have, *Sid*?
*Sid:* One wife. And now she has left me.
*Joe:* Oh, I see, *wife's* with an *F*, not *wives* with a *V*!
*Sid:* That's right! Yes, she took the *van* and drove off.
*Joe:* What did she want the *fan* for?
*Sid:* I said *van*, you know, a kind of vehicle.
*Joe:* Oh, I see: *van* with a *V*, not *fan* with an *F*!

8.3

8.4 1 thief's  3 copy  5 verse  8 free
    2 view   4 vote   6 lime climb  7 air care

9.1 1 up cup     6 lime climb
    2 aim game, came  7 air care
    3 ache cake     8 all call
    4 round ground, crowned  9 rate great, crate
    5 old gold, cold  10 ill kill

9.2 1 bigger  2 six  3 ache  4 rocks  5 queue

9.3 *Sid:* Hey, there's the monster!
*Joe:* That's just a *log*.
*Sid:* Yes, it's *Loch* Ness.
*Joe:* No, not *Loch*. I mean *log*, you know, from a tree!
*Sid:* I've never seen a tree with a *lock*.
*Joe:* No, not a *lock* that you open with a key; a *log* with a *G*!

9.4 1 coast  2 glasses  3 bag  4 coat

10.1 1 worth  6 wise  11 while
      2 hear, year  7 hall, wall  12 heat, wheat
      3 your, wore  8 weighed  13 wake
      4 win  9 hill, will  14 high, why
      5 hate, weight, wait  10 heart  15 hold

10.2 1 under  3 who  5 honest
      2 whole  4 untie  6 write

*English Pronunciation in Use* 167
10.3 1 Your uniform used to be yellow. /j/
j j j
2 Haley's horse hurried ahead. /h/
h h h
3 This is a quiz with twenty quick questions. /w/

w w w w w w
4 We went to work at quarter to twelve. /w/
w w w w w w
5 New York University student's union. /j/
j j j j j
6 The hen hid behind the hen house. /h/
h h h h h
7 Which language would you like to work in? /w/
w w w w w

10.4 1 heart 3 vest 5 juice
2 earring 4 aware 6 sheet

11.1 words with the vowel /aɪ/
wife wine wide light life line lime
mice mine mile mite right nice nine
fight fine file time
sight side site quite
(and also ...”)”
lice might mime Nile tight tile tide

words with the vowel /ɪ/
will wish win mill fit fill fish tin sit
sin quit
(and also ...)””
wit lit nit fin till sill quill

11.2 A: Why did Jim hit Bill?
B: Well, Jim's a guy who likes a fight.
A: But Bill's twice his size.
B: Yeah, that's why Jim got a black eye and a thick lip.
A: And Bill's got a big smile.
B: That's right.

11.3 1 might time 3 lip pill 5 pitch chip
2 lick kill 4 kiss sick 6 tick kit
7 dice side 8 lights style

11.4 1 live 2 feel 3 letter 4 lift

12.1 contains /dʒ/  contains /ʃ/  contains /tʃ/
Belgian German Japanese   Welsh Russian Polish Turkish French Dutch Chinese Chilean
It’s fish and chips for lunch, Joe!

Joe: Ships? I can’t eat ships, they’re too big!
Sid: I said chips, you know, fried potatoes!
Joe: Oh, I see, chips with a CH, not ships with an SH.
Sid: That’s right. You’re a genius, Joe!
Joe: Was the fish expensive, Sid?
Sid: No, it was cheap.
Joe: Jeep!? You bought a Jeep?
Sid: No, cheap, the opposite of expensive.
Joe: Oh, I see, cheap with a CH, not Jeep with a J!

12.3 which chair
2 match cheers
3 watch chat
4 stage joked
5 catch chickens
6 change jackets

12.4 watch
3 shave
4 use
5 What’s
6 trees

13.1 late, rate
3 rare, lair
4 learn
5 lend
6 lie, rye
7 leg
8 reach

I worked late that day and I didn’t arrive home until 10 o’clock. I was very wet because of the rain. Then, to my surprise, my key didn’t fit in the lock. So I looked closely at my keys and saw that they were the wrong ones. I had left my house keys at work. So I got back on my motorbike and rode back to the office to collect them. I got home really tired, so I went to bed, read for half an hour, switched off the light and went to sleep.

13.3 court
2 folk
3 hair
4 should
5 artist
6 supplies
2 correct
3 flight
4 cheese
5 drawer

<table>
<thead>
<tr>
<th>words with the vowel /ɑː/</th>
<th>words with the vowel /eɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bar far dart star start</td>
<td>bare rare dare fair stair</td>
</tr>
<tr>
<td>car card chart (and also)</td>
<td>square care hair chair</td>
</tr>
<tr>
<td>calm half hard chart</td>
<td>(and also... fare stare hare)</td>
</tr>
</tbody>
</table>

14.2 Sid: This is a great life, with no worries or cares!
Joe: It would be nice if we had cars though, Sid.
Sid: I didn’t say cars, I said cares!
Joe: Oh, I see. Not cars, as in traffic, but cares with an ES at the end!
Sid: That’s right. I’ve always loved sleeping under the stars.
Joe: But why? There’s hardly any space under the stairs!
Sid: No, not stairs, stars! You know, little lights in the sky.
Joe: Oh, stars! I thought you said stairs, that people walk up!
Key

14.3 1 Am  2 Eng  3 Am  4 Am  5 Am  6 Eng  7 Eng

14.4 1 heart  2 no way  3 far  4 part  5 beer  6 come

15.1 /m/ = 19  /n/ = 11  /ŋ/ = 5

15.2

START

Sing  Think  Thick  Strong  Wrong  Run
Sign  Uncle  Unless  Drug  Strange  Comb
The  The  Angry  Signal  Drink  English
Anxious  Angel  Single  Monkey  Money  Young
Language  Tongue  Sing  Skin  Came  Ink
Lounge  Danger  Band  Dream  Swim  Ink

15.3 SId: Hey, Joe, your coat is very worn.
JOE: No, it isn't warm. I always feel cold in this coat.
SId: No, not warm! I said worn, with an N!
JOE: Oh, worn with an N!
SId: Yes, the cloth is thin.
JOE: What do you mean "the cloth is thing"?
SId: No, thin with an N at the end, not thing with a G at the end!

15.4 1 Robin  2 ran  3 swim  4 son warned  5 sinking
16.1

words with /ou/

<table>
<thead>
<tr>
<th>cold</th>
<th>both</th>
<th>road</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>snow</td>
<td>roll</td>
</tr>
<tr>
<td>joke</td>
<td>coat</td>
<td></td>
</tr>
</tbody>
</table>

words with /oa/

<table>
<thead>
<tr>
<th>shop</th>
<th>song</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>rock</td>
<td>what</td>
<td>wash</td>
</tr>
</tbody>
</table>

16.2

1. come
2. most
3. love
4. cow
5. cloth
6. word
7. lost

16.3

1. A–B
2. B–A
3. A–B
4. B–A
5. A–B

16.4

1. coast
2. shut
3. boat
4. woke
5. found

17.1
Arthur had a brother
And he didn’t want another.
And of the brothers, neither
Wanted sisters either.
The last thing on this earth
They wanted was a birth.
So Arthur’s mother Heather
Got them both together,
And told them all good brothers
Should learn to share their mothers.

17.3 1 bath 3 thin 5 thought 6 death
2 through 4 thick

17.4 1 use 3 Free 5 breeding 6 These are
2 taught 4 clothed

18.1 /ɑː/  /ɔː/
| studied | London | summer | months | pub | school | two | June | food | true | too |
| lunches | much |

18.2 1 month, June 3 won, Cup 5 full, moon
2 son, brother 4 juice, good 6 wood/wood, would/wood

18.3 1 book 3 does 5 group 6 move
2 rude 4 rule

18.4 1 cat 3 gun 5 ‘pool’ 7 shut
2 calm 4 shows 6 luck 8 a gun

19.1 1 quarter /ɔː/ 2 thirty /ɔː/ 3 fourth /ɔː/ 4 first /ɔː/ 5 fourteen /ɔː/

19.2

Words with /ɔː/: bird turn heard word her girl
Words with /ɔː/: ball sort more course war saw law all
19.3
1 A 3 B 5 A 7 A 9 B
2 B 4 A 6 B 8 B

19.4
1 far 3 walk 5 pot 7 her
2 worst 4 shut 6 beard 8 walked

20.1
1 boys /ɔɪ/, bows /au/ 4 point /ɔɪ/ 7 hour /au/
2 noise /ɔɪ/ 5 how /au/ 8 flower /au/
3 found /au/ 6 boil /ɔɪ/

20.2
/ɔɪ/ (4 words) /au/ (6 words)
enjoy noisy points choice
down town loud shout out around

20.3
START

down town loud shout out around

20.4
1 toy 2 Good boy 3 found 4 tone

21.1
1 syllable 2 syllables 3 syllables
aunt doctor grandfather
cook sister officer
dad teacher passenger

21.2
1 bought CVC 6 laugh CVC
2 eyes VC 7 two CV
3 key CV 8 youth CVC
4 day CV 9 weigh CV
5 through CCV 10 rhyme CVC

21.3
1 /deɪ/ = day /eɪd/ = aid 4 /tɪ/ = tea /ʃt/ = eat
2 /naʊ/ = no /sʌn/ = own 5 /meɪ/ = may /ɛm/ = aim
3 /pɛt/ = pay /eɪp/ = ape 6 /seɪ/ = say /ɛts/ = ace

Key

English Pronunciation in Use 173
21.4 The correct number of syllables is:
interesting  Ooo 3 syllables  vegetables  Ooo 3 syllables
restaurant  Oo 2 syllables  chocolate  Oo 2 syllables
Wednesday  Oo 2 syllables  general  Oo 2 syllables
different  Oo 2 syllables  lovely  Oo 2 syllables

Note that in some words you can almost hear the missing syllable.

21.5 1 Walter walked to-wards the wait-er. = 8 syllables
2 Betty bought a bet-ter bit of but-ter. = 10 syllables
3 The fat cat sat on the vet's wet hat. = 9 syllables

22.1

<table>
<thead>
<tr>
<th></th>
<th>Oo</th>
<th>O0</th>
<th>00</th>
<th>000</th>
<th>000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>today</td>
<td>Saturday</td>
<td>tomorrow</td>
<td>seventeen</td>
<td>after noon</td>
</tr>
<tr>
<td>Tuesday</td>
<td>July</td>
<td>holiday</td>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>thirteen</td>
<td>thirtieth</td>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>thirteenth</td>
<td>seventy</td>
<td>November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August second</td>
<td></td>
<td></td>
<td>November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thirty</td>
<td></td>
<td></td>
<td>eleven</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22.2

1 Saturday 3 afternoon 5 July 7 tomorrow
2 seventy 4 eleventh 6 seventeen 8 holiday

22.3

START

eighteenth twenty-first twenty-sixth September

twenty-one thousand yesterday October

November sixteenth seventy eleven

second fortieth thirteen seventeen

vacation holiday tomorrow afternoon

December Saturday ninetieth sixtieth

FINISH

22.4

<table>
<thead>
<tr>
<th></th>
<th>1 17</th>
<th>3 50</th>
<th>5 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>14th</td>
<td>4 1916</td>
<td>6 80</td>
</tr>
</tbody>
</table>

23.1

1 oOo tomato Close the door. He told me. I like it.
2 ooO afternoon Does he drive? Were you cold? What happened?
3 oOo December It's open. They arrived. They listened.

English Pronunciation in Use

174
23.2
<table>
<thead>
<tr>
<th>OooO</th>
<th>oOoO</th>
<th>OoO</th>
<th>OoOo</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want? Give me a call. What did she say?</td>
<td>The bus was late. The water’s cold. It’s cold and wet.</td>
<td>Come and look. Where’s the car? What’s the time?</td>
<td>Close the window. Nice to see you. Phone and tell me.</td>
</tr>
</tbody>
</table>

23.3
Can’t Pete drive? Doesn’t Oscar listen? Can’t you make Jennifer talk to you?

23.4
<table>
<thead>
<tr>
<th>1 B</th>
<th>2 B</th>
<th>3 A</th>
<th>4 B</th>
<th>5 A</th>
<th>6 A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lie</td>
<td>2 lock</td>
<td>3 rain</td>
<td>4 key</td>
<td>5 lime</td>
<td>6 late</td>
</tr>
<tr>
<td>2 fly</td>
<td>3 clock</td>
<td>4 train</td>
<td>5 ski</td>
<td>6 climb</td>
<td>7 route</td>
</tr>
<tr>
<td>1 black</td>
<td>2 fight</td>
<td>3 fat</td>
<td>4 go</td>
<td>5 pay</td>
<td>6 two</td>
</tr>
<tr>
<td>2 flight / fright</td>
<td>3 flat</td>
<td>4 glow / grow</td>
<td>5 say</td>
<td>6 stay / slay</td>
<td>6 true</td>
</tr>
<tr>
<td>1 back</td>
<td>2 fight</td>
<td>3 fat</td>
<td>4 go</td>
<td>5 pain</td>
<td>6 say</td>
</tr>
<tr>
<td>2 black</td>
<td>3 flat</td>
<td>4 glow / grow</td>
<td>5 plain / plane</td>
<td>5 send</td>
<td>6 play / pray</td>
</tr>
<tr>
<td>4 B</td>
<td>5 A</td>
<td>6 A</td>
<td>7 A</td>
<td>8 A</td>
<td></td>
</tr>
<tr>
<td>1 glass</td>
<td>2 play</td>
<td>3 fright</td>
<td>4 tooth</td>
<td>5 stream</td>
<td>6 stay</td>
</tr>
<tr>
<td>2 fright</td>
<td>3 tooth</td>
<td>4 stay</td>
<td>5 stream</td>
<td>6 stay</td>
<td>6 smell</td>
</tr>
</tbody>
</table>

24.2
<table>
<thead>
<tr>
<th>1 B</th>
<th>2 B</th>
<th>3 A</th>
<th>4 B</th>
<th>5 A</th>
<th>6 A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 back</td>
<td>2 fight</td>
<td>3 fat</td>
<td>4 go</td>
<td>5 pain</td>
<td>6 pay</td>
</tr>
<tr>
<td>1 black</td>
<td>2 flight / fright</td>
<td>3 flat</td>
<td>4 glow / grow</td>
<td>5 plain / plane</td>
<td>6 play / pray</td>
</tr>
<tr>
<td>2 flight / fright</td>
<td>3 flat</td>
<td>4 glow / grow</td>
<td>5 pain</td>
<td>6 pay</td>
<td>6 stay / slay</td>
</tr>
<tr>
<td>3 fat</td>
<td>4 go</td>
<td>5 pain</td>
<td>6 pay</td>
<td>7 true</td>
<td>8 true</td>
</tr>
<tr>
<td>4 go</td>
<td>5 pain</td>
<td>6 pay</td>
<td>7 true</td>
<td>8 true</td>
<td>8 true</td>
</tr>
</tbody>
</table>

25.1
<table>
<thead>
<tr>
<th>1 field</th>
<th>2 change</th>
<th>3 six</th>
<th>4 build</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel / feed</td>
<td>chain</td>
<td>sick</td>
<td>bill / bid</td>
</tr>
<tr>
<td>5 shelf</td>
<td>6 wealth</td>
<td>7 guest</td>
<td>8 wild</td>
</tr>
<tr>
<td>5 shelf / chef</td>
<td>well</td>
<td>guess / get</td>
<td>while / wide</td>
</tr>
</tbody>
</table>

25.2
A: OK, first question. What’s the eighth month in the year?
B: It’s August.
A: Correct! Second question. What’s the highest mountain on Earth?
B: Mount Everest.
A: Correct again! Mount Everest! Next question: Which city is furthest east in Europe: Athens, Brussels or Budapest?
B: Is it Budapest, or perhaps Brussels?
A: No, it isn’t. It’s Athens. OK, last question. What’s the biggest land animal in the world?
B: The elephant.
A: Very good! Three out of four correct, that’s seventy-five percent!
25.3 1 I think old cars are better.  
2 The bank ought to be open by now.  
3 I think all the time.  
4 These big cars hold eight people.  
5 Did he film other kinds of movies too?  
6 Three people have six eyes.  
7 If you took aspirins, your head wouldn’t ache.

25.4 1 cook 3 didn’t 5 guess 7 pasta  
2 helper 4 learnt 6 burnt 8 mix  

26.1 1 b 3 g 5 d 7 f  
2 c 4 a 6 e  

26.2 1 syllable 0 sings goes gets comes sees pulls  
2 syllables 0o watches dances kisses washes closes pushes  

26.3 1 Hands up!  
2 There are many different kinds of whale.  
3 My favourite subject’s chemistry.  
4 The wind’s very strong today.

26.4 1 bird 3 arms 5 car 7 bag 9 class  
2 guests 4 song 6 books 8 shop 10 boxes  

27.1 1 h 3 g 5 i 7 j 9 b  
2 e 4 c 6 a 8 f 10 d  

27.2 1 syllable 0 walked washed helped phoned danced asked  
-ed = extra syllable 0o hated needed waited wasted tasted ended  

27.3 Ken cooked lunch.  
Fred phoned friends.  
Margie mixed drinks.  
Will watched films.  
Karen counted money.  
Stella started singing.  
Alice added sugar.  
Sheila shouted loudly.

27.4 1 walked 3 laugh 5 hated 7 needed  
2 want 4 danced 6 help 8 paint
28.1 1 How did you react when you saw the actor coming in?  
   2 The writer decided to rewrite the whole book.  
   3 The painter tried to repaint this part of the picture.  
   4 We asked the printer to reprint the whole document.  
   5 The viewer will be able to review this programme tomorrow.  
   6 They had to replay the match after a player was hurt.

28.2 1 answer  
   2 mistake  
   3 copy  
   4 guitar  
   5 complete  
   6 promise  
   7 shampoo  
   8 reason

28.3 1 progressed = oO  
   2 import = oO  
   3 protest = oO  
   4 desert = oO  
   5 produce = oO  
   6 progress = Oo  
   7 export = Oo  
   8 rebelled = oO  
   9 contrast = Oo  
   10 objects = Oo

29.1

<table>
<thead>
<tr>
<th>Oo</th>
<th>Ooo</th>
<th>Oooo</th>
</tr>
</thead>
<tbody>
<tr>
<td>bookshops</td>
<td>anything</td>
<td>shopping centre</td>
</tr>
<tr>
<td>shoe shops</td>
<td>post office</td>
<td>travel agent's</td>
</tr>
<tr>
<td>snack bars</td>
<td>hairdresser's</td>
<td>supermarket</td>
</tr>
<tr>
<td>something</td>
<td>everything</td>
<td></td>
</tr>
<tr>
<td>playground</td>
<td>hamburger</td>
<td></td>
</tr>
<tr>
<td>handbag</td>
<td>sports centre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>swimming pool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>credit card</td>
<td></td>
</tr>
</tbody>
</table>

29.2 The following should be circled.

1 second hand  
2 old fashioned  
3 hand made  
4 short-sighted  
5 half price  
6 first class

29.3 1 a Yes, I have.  
2 b No, I haven't.  
3 a Yes, I have.  
4 a Yes, I have.

30.1 1 believer, believable, unbelievable, unbelieving  
2 enjoyable, unenjoyable, enjoyment  
3 careful, carefully, careless, carelessness, carer, caring, uncaring

30.2

<table>
<thead>
<tr>
<th>Oo</th>
<th>Ooo</th>
<th>Oooo</th>
<th>Ooooo</th>
</tr>
</thead>
<tbody>
<tr>
<td>nation, clinic, public</td>
<td>relation, romantic, discussion</td>
<td>population, scientific, pessimistic</td>
<td>communication, pronunciation, investigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>identification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>telecommunication</td>
</tr>
</tbody>
</table>
30.3 1 introduction ooOo  7 optimistic ooOo  8 celebration ooOo  9 diplomatic ooOo  10 operation ooOo  11 explanation ooOo  12 decision ooOo
2 basic Oo
3 economic ooOo
4 description ooOo
5 romantic ooOo
6 competition ooOo

31.1 1 personality ooOoo  5 nationality ooOoo  6 reality ooOo  7 humanity ooOo  8 electricity ooOoo
2 university ooOoo
3 publicity ooOoo
4 majority ooOoo

31.2
<table>
<thead>
<tr>
<th>ooOo</th>
<th>ooOo</th>
<th>ooOoo</th>
<th>ooOoo</th>
<th>ooOo</th>
</tr>
</thead>
<tbody>
<tr>
<td>physics</td>
<td>chemistry</td>
<td>economy</td>
<td>sociology</td>
<td>economics</td>
</tr>
<tr>
<td>history</td>
<td>geography</td>
<td>geology</td>
<td>nationality</td>
<td>mathematics</td>
</tr>
</tbody>
</table>

31.3 My favourite subjects at school were sciences, especially chemistry and biology. I’ve always been good with numbers, so I was good at mathematics. I didn’t really like the social science subjects like sociology and history, and that’s strange because when I went to university I did geography.

31.4 1 civilisation
2 biology
3 personality
4 legalisation
5 author

32.1 1 Sorry!
2 Go straight on!
3 Run!
4 Don’t move!
5 Don’t worry!

32.2 1 Smile!
2 Look out!
3 Go away!
4 Don’t look down!
5 Sorry!

32.3 1 Don’t sleep! Stay awake!
Get dressed! Don’t be late!
2 Stand! Stay there!
Don’t move! Take care!
3 Say please! Don’t be rude!
Sit down! Eat your food!

33.1 1 OoO
2 OooO
3 oo
4 OooO
5 OoO

33.2 1 it
2 a
3 are
4 can
5 of
6 or
7 some
8 my

33.3 1 Eat some cheese. 1
2 That was the man. 2
3 What was his name? 2
4 What for? 0
5 Go to the shops. 2
6 Go home. 0
7 Turn to the right. 2
33.4 1 Drink milk.  
2 Drink it with milk.  
3 Drink some milk. / Drink the milk.  
4 Drink some of the milk. / Drink it with the milk. / Drink it with some milk.

2 Turn right.  
3 Turn it right.  
4 Turn to the right.  
5 Turn it to the right.

34.1 Possible answers:  
1 He read the book. / I read my book.  
2 We sang a song. / You sang that song.  
3 They drank some milk. / It drank the milk.  
4 We ate our lunch. / She ate some lunch.

34.2 1 Can you give it to them please?  
2 Did you meet their daughter, Catherine?  
3 I don’t think he likes her.  
4 What did she say to them?

34.3 1 He’s buying presents for them.  
2 They’re opening their presents.

34.4 1 We’ve done it  
2 I’ll ask him  
3 I’ll see you

35.1 There are a lot of books in the picture. Some of them are on the desks and some are on the shelves. There are some trees outside the windows. The windows are open. There are some pens on one of the desks.

35.2 1 a  
2 b  
3 a  
4 b

35.3 1 are  
2 was  
3 was  
4 were

35.4 1 are  
2 were  
3 is  
4 are

36.1 1 Where do they live?  
2 What did she say?  
3 Where will they work?  
4 What did you see?  
5 Where have they gone?

6 Who did we meet?  
7 Where will he sit?  
8 When will it end?  
9 Where have you been?  
10 Who has she asked?
36.2 | 1 Where do you live? OooO  
| 2 Where do you work? OooO  
| 3 Are you married? ooOo  
| 4 What does he teach? OooO  
| 5 Where does he teach? OooO  
| 6 Where did you meet him? OooOo  
| 7 When did you get married? OoooOo  
| 8 Where has / Where’s he gone?  
| 9 How do you do?  

| 36.3 | 1 Who have / Who’ve you told?  
| 2 What did he say?  
| 3 When do you start?  

| 37.1 |  
| a bowl of soup | a jar of honey | a bottle of wine | a packet of biscuits  
| a pot of tea | a bag of apples | a carton of milk | a kilo of carrots  

| 37.2 | 1 and | 3 for | 5 and | 7 a | 9 for  
| 2 an | 4 of | 6 to | 8 some | 10 of  

| 37.3 | 1 it's time for lunch | 6 as fast as that  
| 2 some egg and chips | 7 a meal for two  
| 3 the bag of nuts | 8 the box of food  
| 4 to drink and eat | 9 some fish or meat  
| 5 to cook some rice |  

| 37.4 | 1 We had a nice cup of tea.  
| 2 I don't want to go out tonight.  
| 3 I need a drink of water.  
| 4 We cooked a chicken.  

| 38.1 | 1 felt able | 6 a notion  
| 2 no new | 7 stop turning  
| 3 cooks take | 8 escape terror  
| 4 see new | 9 men cheer  
| 5 faced old | 10 learnt 'yes'  

| 38.2 | 1 Known ... good news, as they say. No news is  
| 2 Have you phone ... jaw parents this week? phoneed your  
| 3 I've never her July before. heard you lie  
| 4 I think I fell train, let's go inside. felt rain  
| 5 These ship ... cars across the river. ships take  
| 6 They join ... does for dinner. joined us  
| 7 We stop choosing the typewriter when we got the computer. stopped using  

| 38.3 | There was an old man called Greg,  
| Who tried to break open an egg.  
| He kicked it around,  
| But fell on the ground,  
| And found that he'd broken a leg.  

180 English Pronunciation in Use
39.1 1 TOM /tɒm/ 2 BEN /bɛn/ 3 ERIN /ɛrɪn/ 4 TANIA /tənɪə/ 5 ROSIE /rəʊzɪ/ 4 her or you 5 away or here

39.2 1 blue and grey 6 It's quarter to eight already. wait
2 me and you 7 Do I owe you anything? why
3 why or where 8 Her eyes are a strange colour. rise

39.3 1 Are you into golf? winter 9 You should know better at your age. rage
2 He has hair over the ears. years
3 It's starting to ache. wake
4 I'm not sure I'd agree with you. ride
5 She has a shower each morning. reach

40.1 1 a sum 2 a beach 3 a coke 4 a cheek
1 b sung 2 b beak 3 b coach 4 b cheap

40.2 1 (arc) art 2 (tribe) tried 3 (ache) eight 4 (wing) win
5 (lime) line 6 (bag) bad

40.3 1 I got this cup by winning the game. 3 Her heart broke when he left her.
2 I'll have to warm my hands. 4 It's the last term before the holidays.

41.1 1oose news 5 robin robbing
2 art heart 6 look luck
3 then then 7 old hold
4 tank thank

41.2 1 A: Can I help you?
   B: Yes, I'd like to see ... I'm sorry, how do you pronounce this name?
   A: O'Shaughnessy. Doctor O'Shaughnessy.
   B: Yes, I'd like to see Doctor O'Shaughnessy, please.

2 A: My name's Mark.
   B: Sorry, Mike, you say?
   A: No, Mark. M-A-R-K.
   B: Oh, I see. You don't pronounce the R?
   A: No, not in my accent.

3 A: My surname's Vaughn.
   B: Sorry, could you repeat that, please?
   A: Vaughn.
   B: Vaughn? How do you spell that?
   A: V-A-U-G-N.
   B: Oh yes, I've seen that name before!
41.3 3 Sorry, could you repeat that, please?
2 Sorry, I don't understand.
1 How do you pronounce that?
4 Can you speak more slowly, please?

42.2 1 There was nothing inside / It was empty.
2 We walked carefully downstairs / It was dark.
3 I watched him / Silently he opened the drawer.
4 The rain didn't stop the next day / It just carried on.
5 The weather was hot / At the weekend it was 40 degrees.
6 I saw her clearly / She was hungry.
7 It was cold / Last night the roads were icy.

42.3 Name: Martin Britton
Address: Flat 6
98 Carlowe Road
Middleton
Postcode: DG16 H39
Telephone: 691 2281
email: mbrit@jetcom.uk

43.1 1 a It was a small car / with a red stripe along the side.
    b It was a small car with a red stripe along the side.
2 a Do you want chicken and chips / or fish and salad?
    b Do you want chicken and chips or fish and salad?
3 a Derek can wear the most expensive suit but he never looks smart.
    b Derek can wear the most expensive suit but he never looks smart.

43.2 1 Take your boots and ski suit / and a dress and some nice shoes for the evenings.
2 Take a hat and sunglasses and T-shirts / and an umbrella in case it rains.
3 Take a smart suit and a shirt and tie / and some casual clothes for the weekend.
4 Take your camera and some good walking shoes / and a towel and bathing costume for the beach.

43.3 A man wanted to buy his wife a new dress / because it was her birthday / so he went to a department store / and looked around / and he was looking for about an hour / but he couldn't decide / and finally this shop assistant came / and asked if he needed help / he said he was looking for a dress / and the shop assistant asked / is it for you sir?

44.1 1 B is looking in a business appointments book.
2 B is doing a mental calculation.
3 B is checking in a personal diary.
4 B is looking in a wallet.
44.2 1 I don't really have much time to ehm :: to listen to music •
2 Yeah, I love Brazilian music, people like Gal Costa •••
3 She plays quite a lot of instruments, piano, guitar •••
4 Dad's really into classical music, you know, specially Mozart •
5 I started the piano when I was, let's see, ehm :: fifteen •

44.3 I didn't go to the concert because I lost my ticket. Well no, I didn't actually lose it, it was in my jeans pocket, you see, and I put it in the washing machine. So anyway, I went to the door of the theatre and they said it was no good.

45.1 1 Her computer fell on the floor and she lost all her data.
2 He asked for a glass of water with lemon and ice.
3 She's got a place at university.

45.2 1 Well  2 anyway  3 Well  4 anyway

46.1 It's really cold in Montana sometimes. Your beard and moustache get full of ice and you feel the air freeze, in your nose and mouth.

46.2 Debbie you know
Kimberly kind of
Greg like

46.3 We don't like have coffee breaks, I mean we just like get a coffee or tea and sort of like take it back to our desks, you know, but it's kind of dangerous 'cause, I mean, people sometimes like knock the drink over the computer, you know.

46.4 1 I don't think these are the men, you know.
2 I've taught you everything you know.
3 Do you know the place I mean? It's just over there.
4 She's not the one. I mean, she's too tall.
5 They're like wild animals.
6 This is, like, Arctic weather.

47.1

English Pronunciation in Use 183
47.2
1 Take a piece of paper and a pen.
2 Draw a line across the page.
3 On top of that line, draw a square.
4 Draw a triangle on top of the square.
5 Draw some windows and a door.
6 Draw a tree to the left of the house.

47.3
1 Check that everything looks right and then send it.
2 Click here so you get a new page. OK, and now write the title at the top.
3 Make sure you save that OK and now close the program.
4 You will see the icon on the right of your screen.
5 Open the program, right and now start a new document.
6 I think it's ready now you can switch it on.

48.1
1 a What she said was good. 1
   b What she said was 'Good!' 2
2 a He said, 'Linda was married.' 2
   b He said Linda was married. 1
3 a That's the thing she said. 2
   b 'That's the thing,' she said. 1
4 a He wrote a letter to the president. 1
   b He wrote 'A letter to the president'. 2
5 a I don't know what I thought. 2
   b 'I don't know what,' I thought. 1
6 a She says, 'What she thinks is right.' 1
   b She says what she thinks is right. 2
7 a 'Who?' wrote Julius Caesar. 2
   b Who wrote Julius Caesar? 1
8 a Who said 'Martin'? 1
   b 'Who?' said Martin. 2

48.2
So I say to Claire 'Where's David, Claire?' and she says 'Oh, he's staying at home
to do his homework,' and of course I thought, 'Oh no he's not!' Because I saw him,
you see, going into the café with Lorraine and I said, 'Hi David!' and he went
completely red, and Lorraine said, 'We're doing a school project together,' and
I thought, 'Oh yes, I know what kind of project that is!'

49.1
1
   B: No, I finished first!
   A: I finished first.
   B: No, you didn't finish first!
   B: No, you finished last!

2
   B: No, you're stupid!
   A: You're stupid!
   B: I'm not stupid!
   B: No, I'm clever!
49.2  A: I won’t pass.
      B: You will pass.
      A: You’ll pass.
      B: I don’t know.
      A: You won’t fail.
      B: I might fail.
      A: I will fail.
      B: The exam’s not hard.
      A: It’s very hard.
      B: But not too hard.
      A: Too hard for me.
      B: But you’re very clever!
      A: You’re the clever one.
      B: Yes, I suppose you’re right.

50.1  1 It’s cold ... very cold.
      2 It’s a bag ... a plastic bag.
      3 My name’s Bond ... James Bond.
      4 It’s in Asia ... central Asia.
      5 He’s a composer ... a French composer.

50.2  A: It’s very quiet.
      B: Too quiet.
      A: I think something’s wrong.
      B: Very wrong.
      A: I don’t like it.
      B: I don’t like it at all.
      A: Let’s get out of here.
      B: Let’s get out fast!

50.3  1 a Near Milan, yes.
      2 a I’m a graphic designer.
      3 a Yes, a very nice flat.
      4 a Well, I’m learning French.
      5 a Yes, I lived there for a year.
      6 a Yes, two brothers.
      7 a I like jazz and classical.

51.1  1 A: A black coffee please.
      B: Sorry, do you want milk with your coffee?
      A: No, a black coffee, please.

2 A: What’s your nationality?
      B: Well, my wife’s an American citizen.
      A: Yes, but what’s your nationality, sir?

3 A: What time is it?
      B: Well, the clocks changed last night ...
      A: So what time is it then?
51.2  1 a–1, b–2   2 a–1, b–2   3 a–2, b–1   4 a–1, b 2

52.1  1 A: I'd like a salad please.
       B: A mixed salad or a Greek salad?
       A: What's the difference?
       B: Well, a mixed salad has tuna and a Greek salad has cheese.

2 A: I'd like to stay two nights please.
   B: Do you want full board or half board?
   A: What's the difference?
   B: Full board includes all meals and half board includes just breakfast and dinner.

3 A: We'd like a room for two please.
   B: Would you like standard or deluxe?
   A: What's the difference?
   B: Standard has a mountain view and deluxe has a sea view.

52.2  1 a–2, b–1   2 a–2, b–1

52.3  1 b–a   2 a–b   3 b–a

53.1  1 b   2 b   3 b   4 a

53.2  1 A: No, the bathroom!
       2 A: No, he's retired!
       3 A: No, a bookshelf.
       4 A: No, I said impossible!
       5 A: No, downstairs!

54.A  If a person who has a bad quality accuses you of having that same bad quality, you can reply 'Look who's talking!'

      If somebody tells you their plan, and the plan is very unlikely to succeed, you can reply "You'll be lucky!"

54.1  1   2   3   4   

The meaning of the expressions in this exercise is:

*You must be joking.* – If someone makes a suggestion and you think it is a very bad idea, you can say this.

*Chance would be a fine thing.* – If someone is telling you about something you would like to do if you had the opportunity, you can say this.

*Go for it!* – When someone is about to start a performance, you can encourage them by saying this.

*Give me a break.* – If you achieve something in difficult circumstances and someone nevertheless complains about it, you can say this.

54.2  1 a – Who?   3 a – Yes?
       b – Who?
       4 a – When?
       2 a – What?   2 b – Yes.
       b – What!
       4 b – When?
55.1
A: When?
B: Tomorrow.
A: When? ✓
B: Tomorrow.
A: Tomorrow? ✓
B: Yes, tomorrow.

55.2

55.3
1 Right at the lights ( ? )
2 Next to the supermarket ( ? )
3 It's this one ( . )
4 It's opposite the school ( ? )

56.1
1 Have you been to America?
2 What do you study?
3 What time is it?
4 Are you over eighteen?

56.2
1 Where in Cuba?
2 And what's your name?
3 Where do you live?
4 What do you study?
5 When will you finish?
### 56.3

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Do you have any children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Do you have any children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>What's your first language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>What's your first language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>What do you do on Sundays?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>What do you do on Sundays?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>... why did he do it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>... why did he do it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td>... where are my glasses?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b</td>
<td>... where are my glasses?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 57.1

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 57.2

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 58.1

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Oh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Oh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 58.2

A: Do you remember Colin?
You: Yes / Uh huh / Mmm.
A: And you know his sister Linda?
You: Yes / Uh huh / Mmm.
A: Well, you know she's an actress?
You: Yes / Uh huh / Mmm.
A: And you know she's worked in a few movies?
You: Yes / Uh huh / Mmm.
A: And you know she was making another movie in Australia?
You: Yes / Uh huh / Mmm.
A: Well, a spider bit her and she's very sick!
You: Oh, that's terrible!
A: Yeah, it's terrible, isn't it!

### 58.3

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oh, really!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Oh, really.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Oh, really!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Oh, really.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 59.1

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's nice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>We're quite good.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Yes, it is, but...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I don't know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 59.2

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>disagreeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>disagreeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>agreeing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
59.3  1 How's your headache? It isn't getting worse, is it? 
    2 Those flowers are lovely, aren't they? 
    3 You haven't seen my glasses anywhere, have you? 
    4 Torsen's a great player, isn't he? 
    5 I'm not sure. He was from Brazil, wasn't he? 
    6 I can't quite remember. You need 40 points to win, don't you? 
    7 Tennis is so boring, isn't it? 
    8 She isn't a very good swimmer, is she? 
    9 I'm not sure. It starts at nine, doesn't it? 
   10 It wasn't a very interesting game, was it? 

60.1  

<table>
<thead>
<tr>
<th>people they like</th>
<th>people they don't like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne</td>
<td>Jeremy</td>
</tr>
<tr>
<td>Kathleen</td>
<td>Gail</td>
</tr>
<tr>
<td></td>
<td>Tim</td>
</tr>
</tbody>
</table>

60.2  Possible answers

A: The beach was quite nice.
You: Nice? It was absolutely fantastic!
A: The weather was good.
You: Good? It was brilliant!
A: The nightlife was OK.
You: OK? It was amazing!

A: The shops were nice.
You: Nice? They were brilliant!
A: The people were OK.
You: OK? They were absolutely fantastic!
A: The flight was good.
You: Good? It was brilliant!

60.3  

1  a Brilliant! →
    b Brilliant! ←
2  a Well done! ←
    b Well done! →
3  a Amazing! →
    b Amazing! ←
4  a Delicious! ←
    b Delicious! →
5  a Excellent! →
    b Excellent! ←
Section D  Reference

The phonemic alphabet

D1.1  
1 For writing: pencil paper pen notebook  
2 In the office: desk fax computer telephone  
3 Body parts: neck head hand leg  
4 Farm animals: hen pig sheep cow  
5 Colours: green blue red black  
6 Verbs: get take give go  
7 Numbers: seven ten three five

D1.2

D1.3  1 Long vowel crossword

- Long vowel crossword
2 Short vowel crossword

3 Vowels before R crossword

D1.4
1 jumping
2 washing
3 using
4 bathing
5 singing
6 thinking
7 playing
D1.5

<table>
<thead>
<tr>
<th>ət</th>
<th>ət</th>
<th>iə</th>
<th>əə</th>
<th>ət</th>
<th>ət</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td>wore</td>
<td>wear</td>
<td>why</td>
<td>we</td>
<td>f</td>
</tr>
<tr>
<td>f</td>
<td>four</td>
<td>fear</td>
<td>fair</td>
<td>die</td>
<td>p</td>
</tr>
<tr>
<td>d</td>
<td>door</td>
<td>deer</td>
<td>dare</td>
<td>pie</td>
<td>t</td>
</tr>
<tr>
<td>h</td>
<td>boy</td>
<td>bore</td>
<td>beer</td>
<td>bear</td>
<td>buy</td>
</tr>
</tbody>
</table>

D1.6

hamburger  bread  chips  meat
carrot   onion   tomato  banana
carrot pasta tomato rice
pasta  strawberries  fish  orange

D1.7

doctor  driver  painter  mechanic
engineer  writer  singer  waiter
cook  nurse  farmer  vet
## D2 Pronunciation test

### Section A Letters and sounds

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 want</td>
<td>3 soup</td>
<td>5 blood</td>
<td>7 bread</td>
</tr>
<tr>
<td>2 care</td>
<td>4 most</td>
<td>6 rude</td>
<td></td>
</tr>
<tr>
<td>1 lamb</td>
<td>3 listen</td>
<td>5 half</td>
<td>7 here</td>
</tr>
<tr>
<td>2 receipt</td>
<td>4 hour</td>
<td>6 calm</td>
<td></td>
</tr>
<tr>
<td>1 came</td>
<td>4 rose/rows</td>
<td>7 hi/high</td>
<td></td>
</tr>
<tr>
<td>2 cake</td>
<td>5 wait/weight</td>
<td>8 bear/bare</td>
<td></td>
</tr>
<tr>
<td>3 late</td>
<td>6 size/sighs</td>
<td>9 burn</td>
<td></td>
</tr>
<tr>
<td>1 pen</td>
<td>5 coat</td>
<td>9 vet</td>
<td></td>
</tr>
<tr>
<td>2 cut</td>
<td>6 fair</td>
<td>10 price</td>
<td></td>
</tr>
<tr>
<td>3 feel</td>
<td>7 women</td>
<td>11 suit</td>
<td></td>
</tr>
<tr>
<td>4 west</td>
<td>8 office's</td>
<td>12 code</td>
<td></td>
</tr>
</tbody>
</table>

### Section B Syllables, words and sentences

<table>
<thead>
<tr>
<th>B1</th>
<th>B2</th>
<th>B3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 glass</td>
<td>1 washes</td>
<td>1 tomorrow</td>
</tr>
<tr>
<td>2 truth</td>
<td>2 wanted</td>
<td>2 fifteen</td>
</tr>
<tr>
<td>3 smell</td>
<td>3 afternoon</td>
<td>3 Close the door</td>
</tr>
<tr>
<td>4 need</td>
<td>4 asked</td>
<td>4 Don't worry!</td>
</tr>
<tr>
<td>5 wanted</td>
<td>5 time</td>
<td>5 today</td>
</tr>
<tr>
<td>6 thirteen</td>
<td>6 famous</td>
<td>6 famous</td>
</tr>
<tr>
<td>7 is</td>
<td>7 afternoons</td>
<td>7 first class</td>
</tr>
<tr>
<td>8 were</td>
<td>8 builds</td>
<td>8 economy</td>
</tr>
<tr>
<td>9 and</td>
<td>9 goes</td>
<td>9 No, it isn't</td>
</tr>
</tbody>
</table>

### Section C Conversation

<table>
<thead>
<tr>
<th>C1</th>
<th>C2</th>
<th>C3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a</td>
<td>1 b</td>
<td>1 is</td>
</tr>
<tr>
<td>2 b</td>
<td>2 b</td>
<td>2 isn't</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 a</td>
<td>3 a</td>
<td>3 is</td>
</tr>
<tr>
<td>4 a</td>
<td>4 a</td>
<td>4 does</td>
</tr>
<tr>
<td>5 b</td>
<td>5 a</td>
<td>5 isn't</td>
</tr>
<tr>
<td>6 b</td>
<td>6 b</td>
<td>6 isn't</td>
</tr>
<tr>
<td>7 b</td>
<td>7 a</td>
<td>7 isn't</td>
</tr>
<tr>
<td>8 b</td>
<td>8 a</td>
<td>8 is</td>
</tr>
<tr>
<td>7 D</td>
<td>7 D</td>
<td>7 D</td>
</tr>
<tr>
<td>5 D</td>
<td>5 D</td>
<td>9 S</td>
</tr>
<tr>
<td>6 S</td>
<td>6 S</td>
<td>10 S</td>
</tr>
<tr>
<td>8 D</td>
<td>8 D</td>
<td>9 S</td>
</tr>
<tr>
<td>9 S</td>
<td>9 S</td>
<td>10 S</td>
</tr>
</tbody>
</table>
D4 Sound pairs

Sound pair 1
1 S  2 S  3 D
8 bad  9 dead

Sound pair 2
1 S  2 S  3 D
8 fun  9 cap

Sound pair 3
1 S  2 D  3 S
8 cat  9 match

Sound pair 4
1 D  2 S  3 S
8 gate  9 pepper

Sound pair 5
1 S  2 D  3 D
8 their  9 stairs

Sound pair 6
1 S  2 D  3 S
8 far  9 bare

Sound pair 7
1 D  2 S  3 D
8 form  9 park

Sound pair 8
1 S  2 D  3 S
8 where  9 dare

Sound pair 9
1 S  2 D  3 S
8 heart  9 much

Sound pair 10
1 S  2 D  3 D
8 cheap  9 fit

Sound pair 11
1 D  2 S  3 S
8 we're  9 knee
| Sound pair 12 | 1 S | 2 D | 3 S | 4 S | 5 S | 6 D | 7 S | 8 turn | 9 learned | 10 Jenny | 11 bird | 12 west |
| Sound pair 13 | 1 D | 2 S | 3 S | 4 D | 5 S | 6 D | 7 S | 8 mess | 9 bill | 10 will | 11 letter | 12 left |
| Sound pair 14 | 1 S | 2 S | 3 S | 4 D | 5 D | 6 D | 7 D | 8 note | 9 rob | 10 goat | 11 won’t | 12 cost |
| Sound pair 15 | 1 D | 2 S | 3 D | 4 S | 5 S | 6 D | 7 S | 8 not | 9 luck | 10 shut | 11 collar | 12 they’re gone |
| Sound pair 16 | 1 S | 2 S | 3 S | 4 D | 5 D | 6 D | 7 D | 8 soup | 9 rule | 10 boot | 11 pole | 12 grow |
| Sound pair 17 | 1 D | 2 S | 3 D | 4 S | 5 S | 6 S | 7 D | 8 saw | 9 low | 10 call | 11 bowl | 12 walk |
| Sound pair 18 | 1 D | 2 S | 3 D | 4 S | 5 S | 6 D | 7 S | 8 know | 9 blouse | 10 allowed | 11 a shower | 12 phoned |
| Sound pair 19 | 1 S | 2 S | 3 D | 4 D | 5 S | 6 S | 7 D | 8 Luke | 9 fool | 10 pool | 11 shoe dye | 12 butcher saw |
| Sound pair 20 | 1 S | 2 D | 3 D | 4 S | 5 books | 6 luck |
| Sound pair 21 | 1 D | 2 S | 3 S | 4 S | 5 D | 6 D | 7 D | 8 but | 9 hurt | 10 earned a | 11 suffer | 12 shut |
| Sound pair 22 | 1 S | 2 D | 3 S | 4 S | 5 D | 6 S | 7 D | 8 bet | 9 steady | 10 won | 11 again | 12 butter |
Sound pair 23
1 S 2 S 3 D
8 short 9 odder
10 spot 11 water ski 12 port

Sound pair 24
1 S 2 D 3 D
8 beard 9 we're
4 D 5 D 6 S 7 S 12 bird
10 fur 11 her

Sound pair 25
1 D 2 D 3 S
8 where 9 stir
4 S 5 S 6 S 7 D 12 fur
10 bared 11 hair

Sound pair 26
1 S 2 S 3 S
8 bored 9 sir
4 D 5 D 6 S 7 D 12 walked
10 short 11 first

Sound pair 27
1 D 2 S 3 S
8 far 9 heart
4 D 5 D 6 S 7 D 12 firm
10 further 11 hard

Sound pair 28
1 S 2 S 3 D
8 bill 9 push
4 D 5 D 6 S 7 D 12 bear
10 packs 11 robe

Sound pair 29
1 S 2 S 3 S
8 vet 9 They've ached
4 D 5 D 6 D 7 S 12 I've rushed it
10 some of each 11 Say 'boil'

Sound pair 30
1 S 2 D 3 D
8 fool 9 pine
4 S 5 S 6 S 7 S 12 face
10 past 11 a nicer pear

Sound pair 31
1 S 2 D 3 S
8 eyes 9 sip
4 S 5 D 6 S 7 D 12 peace
10 raise 11 niece

Sound pair 32
1 S 2 D 3 D
8 sign 9 mash
4 D 5 S 6 S 7 S 12 seat
10 save 11 shoot

Sound pairs 33
1 D 2 S 3 D
8 thing 9 breeze
4 S 5 S 6 D 7 D 12 closed
10 thought 11 mouse
Sound pair 34
1 S  2 S  3 D
8 said 9 town

Sound pairs 35
1 S  2 D  3 D
8 tree 9 they

Sound pairs 36
1 S  2 S  3 D
8 torch 9 aid

Sound pair 37
1 D  2 S  3 D
8 that's over 9 lived

Sound pair 38
1 D  2 D  3 S
8 made aware 9 verse

Sound pairs 39
1 D  2 D  3 D
8 thirst 9 free

Sound pair 40
1 S  2 D  3 S
8 gap's 9 back

Sound pair 41
1 S  2 S  3 D
8 eight 9 heart

Sound pair 42
1 D  2 D  3 S
8 jet 9 until July

Sound pairs 43
1 S  2 D  3 S
8 holder's 9 fold

Sound pair 44
1 D  2 S  3 S
8 shoes 9 chair

Key

4 D  5 D  6 S  7 D
10 coat 11 wide 12 writing

4 S  5 D  6 D  7 D
10 thanks 11 taught 12 breathe

4 D  5 D  6 S  7 D
10 beat 11 coach 12 hedge

4 S  5 D  6 D  7 S
10 few 11 wife's 12 of air

4 D  5 S  6 S  7 D
10 wine 11 vest 12 half a weight

4 S  5 D  6 S  7 S
10 thought 11 What some of us 12 either

4 D  5 D  6 D  7 D
10 ghost 11 card 12 gold

4 D  5 S  6 D  7 S
10 hair 11 earring 12 heating

4 D  5 S  6 S  7 D
10 yoke 11 yours 12 juice

4 D  5 D  6 S  7 S
10 sheet 11 hair 12 fired

4 D  5 S  6 D  7 S
10 cash 11 chips 12 watch
### Sound pair 45

### Sound pairs 46

### Sound pairs 47
8. chips 9. drunk 10. train 11. trees 12. jaw

### Sound pair 48

### Sound pairs 49
8. turn 9. mice 10. son warned 11. mine 12. swing

### Sound pair 50
8. prayed 9. wrong 10. glow 11. fries 12. collect
Acknowledgements

I would like to thank the following reviewers in different parts of the world who helped with feedback and piloting during the development of this project:
Zain Aparecida Abdalla Nunes, São Paulo, Brazil
Tim Bromley, Bath, UK
Elise Brun, Orsay, France
Katie Head, Cambridge, UK
Martin Hewings, Birmingham, UK
Kathy Keohane, Stockport, UK
Magdalena Kijak, Krakow, Poland
Jennifer Jenkins, London, UK
Elizabeth de Lange, Beckum, Germany
David Marson, Colchester, UK
Matthew Norbury, Edinburgh, UK
Andrea Paul, Melbourne, Australia
David Perry, Valencia, Spain
Tony Robinson, Cambridge, UK
Sylvie Rolfe, Sydney, Australia
Diane Slouti, Manchester, UK
Rastislav Sustarsic, Lubljana, Slovenia
Robin Walker, Oviedo, Spain
Max Walsh, Colchester, UK

I would like to thank Noirin Burke for her faith. Many thanks too to Alyson Maskell and Frances Amirani for their editorial care and initiative.

I also owe special thanks to the excellent IATEFL publication "Speak Out", many of whose contributors may recognise their influence in one part or another of this book.

*The newsletter of the pronunciation special interest group.

Mark Hancock 2003

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

Illustrations by Martin Aston, Kathy Baxendale, Jo Blake, Nick Duffy, Tony Forbes, Phil Healey and David Shenton.

Cover design by Dunne and Scully
Designed and typeset by Kamae Design, Oxford.
English Pronunciation in Use

*English Pronunciation in Use* is for learners of intermediate level and above. The material is addressed to the individual learner who may be working alone, but it can also be used in the classroom.

This book covers all aspects of pronunciation including individual sounds, word stress, connected speech and intonation. *English Pronunciation in Use* recognises the importance of pronunciation for listening as well as speaking and learners are provided with both receptive and productive practice.

*English Pronunciation in Use*

- 60 easy-to-use two-page units: explanations and examples of key pronunciation points are presented on left-hand pages with a range of exercises on facing right-hand pages.
- Audio components: all the examples and exercises are recorded and available on cassette or audio CD.
- Clear model for repetition: a single British accent is used as a model for learners to listen to and repeat.
- Exposure to different accents: learners are given the opportunity to listen to a range of different English accents and learn about their similarities and differences.
- Self-diagnostic test: helps learners identify their own pronunciation problems.
- Additional reference section: including fun exercises to practise phonemic symbols, a guide for speakers of specific languages, exercises on minimal pairs and a glossary of specialised terms.
- Learner-friendly answer key.

Also available: Cambridge English Pronouncing Dictionary
English Grammar in Use
English Vocabulary in Use Upper-intermediate