

**LISTENING FOR  
GENERAL COMMUNICATION**

**A HANDOUT**

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# Unit 1

# Nice to meet you!

## Let's Start!

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

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



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

■ ..... ■ ..... ■ .....

■ ..... ■ .....

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

## Before You Listen

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

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

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

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



## Let's Listen!

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

- |                |   |   |   |
|----------------|---|---|---|
| Conversation 1 | 2 | 3 | 4 |
| Conversation 2 | 2 | 3 | 4 |
| Conversation 3 | 2 | 3 | 4 |

Check your answers with your partner.

## Listen Again

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

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

Check your answers with your partner.

## Listening Clinic One: Contractions

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

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

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

A: Hello, My name is Susan Jeffers.

B: Yang. Jeff Yang. Please call me Jeff. Are you a student here?

A: No, I am visiting. I have a friend who is a teacher here, but I cannot find her.

B: What is her name?

A: Gabriella Rossini. Do you know her?

B: I am afraid I do not.

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

## Practice!

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

### Rolecard One

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

### Rolecard Two

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

## Now Listen Back

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

- |                |            |              |
|----------------|------------|--------------|
| Conversation 1 | Themselves | Other People |
| Conversation 2 | Themselves | Other People |
| Conversation 3 | Themselves | Other People |

## ▶ Listening Clinic Two: Contractions

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

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

Listen and check. Now say the sentences.

## ▶ Try It Out!

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

### Rolecard

Name: .....

Job: .....

From: .....

You know Elaine because:

.....



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

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

## ▶ In Your Own Time

Turn to page 94 and complete the word list. Use your dictionary if you want to.

Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 79 and 80.

## Let's Start!

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

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



Compare your experiences with your partner.

## Before You Listen

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

### Problem/Situation

- the teacher speaks too quickly ●
- you don't know how to spell a word ●
- you want the teacher to repeat ●
- you want to know the meaning of a word ●
- you can't read the board clearly ●
- you need to leave the classroom ●
- you don't know what to do ●
- you want to know how to pronounce a word ●

### Useful Question/Statement

- Could you say that again?
- How do you say this?
- Could I leave the room, please?
- Could you speak slower please?
- I don't know what to do.
- How do you spell *repeat*?
- I can't read what's on the board.
- What does *clearly* mean?

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

..... ?

..... ?

## Let's Listen!

Listen to four conversations. Number the topics from 1 to 6 in the order you hear them. The first one is done for you.

- Playing the tape again .....
- Spelling a word            1 .....
- What *vowel* means .....
- What *consonant* means .....
- Giving an example .....
- What *great* means .....

## Listen Again

Look at the beginnings of questions. Place a check (✓) to show which conversation(s) the beginnings are used in. (They may be used in more than one conversation).

Beginning	1	2	3	4
How do you .....?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you .....?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What does .....?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could you .....?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you .....?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What's a .....?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with your partner. How many questions do the students ask?

## ▶ Listening Clinic One: Mixed Sounds

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

**Example** : Would you → Woujew

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

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

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

## ▶ Practice!

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

## ▶ Now Listen Back

Listen to the conversations again. Complete the questions.

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

Check your answers with your partner.



## Listening Clinic Two: Mixed Sounds

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

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

Listen and check. Now say the sentences.

## Try It Out!

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

Walk around the class. Look at all the posters.

Which do you like best?

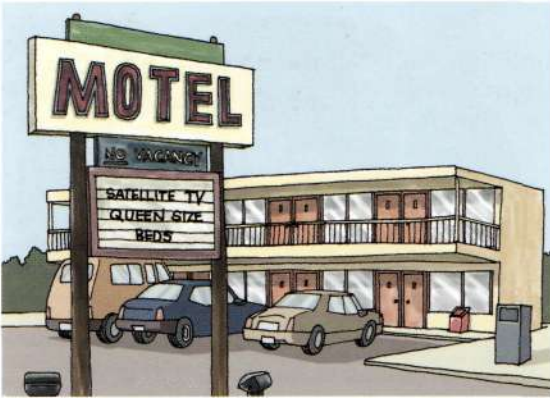


## In Your Own Time

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

## Let's Start!

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



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



## Words

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

### Definition

### Word

When you enter a hotel, the place you go to and give your name and get your key ●

● a reservation

A person who works in a hotel, tells customers their room number, gets their key, gives them their bill ●

● front desk/reception

You asked for a room before you came to the hotel and the hotel is ready for you ●

● to check in

You give your name when you first go into a hotel and get your key ●

● a hotel clerk

## Before You Listen

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

### Room

### Number of People

### Number of Beds

A single room

.....

.....

A twin room

.....

.....

A double room

.....

.....

Which of these rooms have you stayed in? When?

## Let's Listen!

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

Conversation 1

Yes

No

Conversation 2

Yes

No

Conversation 3

Yes

No

## Listen Again

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

Phrase	Conversation		
	1	2	3
I'd like a single room please.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a reservation?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have a reservation from tonight.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Can I have your name, please?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For how many nights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'd like a double room please.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A single room for three nights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That's a twin room for six nights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much is the room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you can fill in this form, I'll get you your key.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with your partner.

## Listening Clinic One: Stressing Important Information

Speakers put stress on words which are important.

### Example

Good evening sir. Can I help you?

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

The first part is done for you.

A: I'd like a single room, please.

B: Do you have a reservation?

A: Yes, I do.

B: Can I have your name, please?

A: It's Kim. Daniel Kim.

B: That's a single room for three nights.

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

**Practice!**

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

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



**Now Listen Back**

Listen to the conversations again. Answer the questions.

Question	Conversation 1	Conversation 2	Conversation 3
What is the name of the guest?	.....	.....	.....
What kind of room does s/he want?	.....	.....	.....
How many nights will s/he stay?	.....	.....	.....
What is the price of the room?	.....	.....	.....

**Listening Clinic Two: Stressing Important Information**

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

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

Listen and check. Now say the sentences.

## Try It Out!

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



### Clerk

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

### Guest

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

Act out your conversation to another pair.

## In Your Own Time

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

## Let's Start!

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

Where is the customer?

What did the customer order?

Choose from the list.

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



Look at the list again. Choose something for yourself.

What does your partner want?

## Words

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

Serving		Food/Drink
piece ●	a                      of	● wine
glass ●		● sandwich
plate ●		● spaghetti
cup ●		● cheesecake
		● coffee
		● toast
		● milkshake
		● pizza
		● orange juice
		● tea

Which two items take nothing? .....

## Before You Listen

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

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

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

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

## Let's Listen!

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

a



b



c



d



e



f



Conversation 1 .....

Conversation 2 .....

Conversation 3 .....

Check your answers with your partner.



## Listen Again

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

Conversation 1      F      D      B

Conversation 2      F      D      B

Conversation 3      F      D      B

Check your answers with your partner.

## Listening Clinic One: Strong or Weak?

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

### Examples

A: A cup of coffee and a donut.

B: A cup of coffee. Anything else?

A: And a donut.

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

A: Can I help you?

B: Yes, I'd like a piece of cheesecake.

A: Large, or small?

B: Small please. And a cup of coffee.

A: A piece of cheesecake and a cup of coffee.

B: That's right.

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

## Practice!

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

# Oceanside Cafe

### starters

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

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

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

### main dishes

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

### desserts

Sour Cream Cheesecake	4.95
Lemon Pie	4.95
Vanilla Ice Cream	3.95

### beverages

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

## Now Listen Back

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

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

Compare your answers with your partner.

## Listening Clinic Two: Strong or Weak?

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

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

Listen and check. Now say the sentences.

## Try It Out!

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

Student A: You are the customer.

Student B: You are the waiter/waitress.

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

Take turns to be the customer.

Act out your conversation to another pair.



## In Your Own Time

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

## Let's Start!

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



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

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

■ Do you like shopping for clothes?

I love it.

It's okay.

I hate it.

■ How often do you buy clothes?

Every week.

Sometimes.

Never/Someone else buys my clothes.

■ In a clothes shop, how do you feel when the store clerk comes to talk to you?

I like it.

It's okay.

I hate it.

I don't shop for clothes.

Compare your answers with your partner.

## Before You Listen

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

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

## Let's Listen!

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

Does the customer buy the clothes?

- |                |     |    |
|----------------|-----|----|
| Conversation 1 | Yes | No |
| Conversation 2 | Yes | No |
| Conversation 3 | Yes | No |

## Listen Again

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

- |                |         |                                       |                                    |                                     |                                     |
|----------------|---------|---------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| Conversation 1 | ■ Size  | <input type="checkbox"/> too big      | <input type="checkbox"/> too small | <input type="checkbox"/> just right | <input type="checkbox"/> don't know |
|                | ■ Style | <input type="checkbox"/> with pockets |                                    | <input type="checkbox"/> no pockets | <input type="checkbox"/> don't know |
| Conversation 2 | ■ Size  | <input type="checkbox"/> too big      | <input type="checkbox"/> too small | <input type="checkbox"/> just right | <input type="checkbox"/> don't know |
|                | ■ Style | <input type="checkbox"/> with pockets |                                    | <input type="checkbox"/> no pockets | <input type="checkbox"/> don't know |
| Conversation 3 | ■ Size  | <input type="checkbox"/> too big      | <input type="checkbox"/> too small | <input type="checkbox"/> just right | <input type="checkbox"/> don't know |
|                | ■ Style | <input type="checkbox"/> with pockets |                                    | <input type="checkbox"/> no pockets | <input type="checkbox"/> don't know |

What color does each customer want?

- Conversation 1 .....
- Conversation 2 .....
- Conversation 3 .....

## Listening Clinic One: Joined Sounds

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

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

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

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

A: Can I help you?

B: Yes. This is nice. Do you have it in a larger size?

A: Here you are. Does it fit okay?

B: It's a perfect fit. How much is it?

A: \$30, with a discount of 10%.

B: Thanks, I'll take it.

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

## Practice!

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

Store Clerk: Can I help you?

Customer: Yes. This is nice.

Do you have it in a        size?

Store Clerk: Here you are. Does it fit okay?

Customer: It's a perfect fit. How much is it?

Store Clerk: \$       , with a discount of        %.

Customer: Thanks, I'll take it.

It's okay. Thanks anyway.



## Now Listen Back

Listen to the dialogues again. Check (✓) the correct answers.

■ How many times does the customer try the clothes?

Conversation 1  Once  Twice  Three times

Conversation 2  Once  Twice  Three times

Conversation 3  Once  Twice  Three times

■ In each conversation, what is the problem?

Conversation 1  Color  Size  Style

Conversation 2  Color  Size  Style

Conversation 3  Color  Size  Style

■ How is the problem solved?

Conversation 1  The customer tries a larger size  
 The customer chooses a different color  
 The customer chooses a different style

Conversation 2  The store clerk orders the color the customer wants  
 The problem is not solved  
 The customer chooses a different style

Conversation 3  The problem is not solved  
 The customer chooses a different style  
 The customer tries a smaller size

## Listening Clinic Two: Joined Sounds

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

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

Listen and check. Now say the sentences.

## Try It Out!

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

Store Clerk: Can I help you?

Customer: Yes, can I try these pants on please?

Store Clerk: Sure, go ahead.... How are they?

Customer: They're a bit ..... Do you have .....

Store Clerk: Yes we do. Here, try these.

Customer: Mmm.

Store Clerk: How are they?

Customer: .....

Store Clerk: Good. How would you like to pay?

Customer: ..... are they?

Store Clerk: \$159.

Customer: Can you give me a discount?

Store Clerk: .....

Customer: .....

Store Clerk: .....



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

Write a new shopping dialogue with your partner.

When you finish, practice saying it.

Act out your conversation to another pair.

## In Your Own Time

Turn to page 96 and complete the word list. Use your dictionary if you want to.

Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 83 and 84.

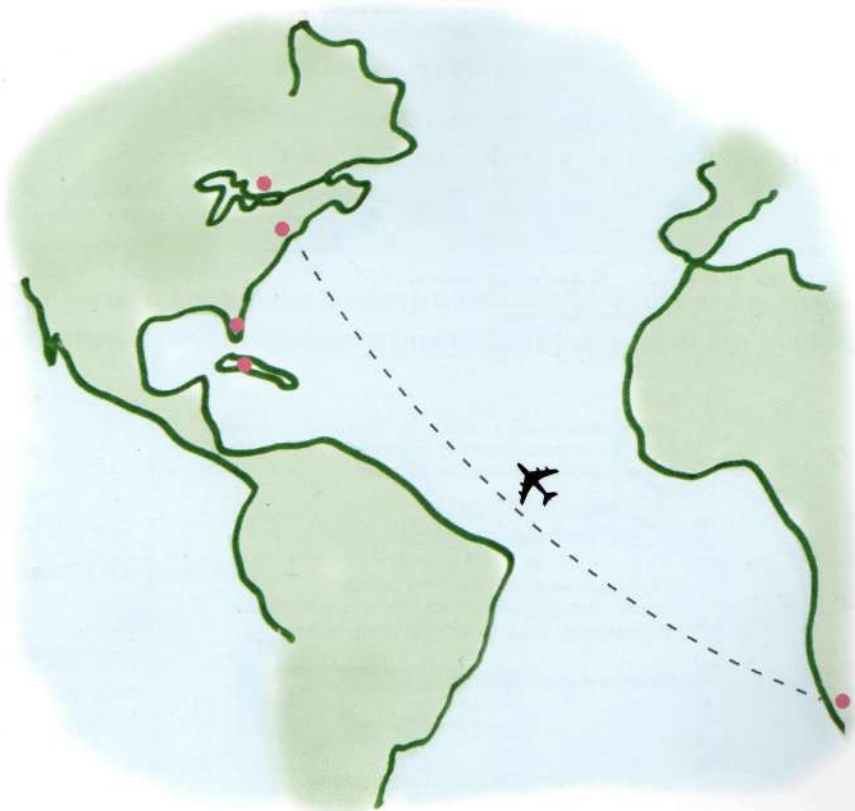


## Let's Start!

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

Question	Me	Partner A	Partner B
<p>■ Have you ever flown anywhere? (If <i>yes</i>, where to? If <i>no</i>, where would you most like to fly to?)</p>	.....	.....	.....
■ How did you get the ticket?	.....	.....	.....
■ Do you like flying?	.....	.....	.....
OR			
■ Do you like the idea of flying?	.....	.....	.....

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



Work with your partner. Match each booking form to a boarding pass.

**Cedar Valley College  
Travel Management Services**

---

AIRLINE TRAVEL ARRANGEMENTS

Name of applicant: \_\_\_\_\_

ID number: FC213

Type of airfare:  
 State contract    Non-refundable  
 Non-contract, fully refundable

Departure (city and state): New York, New York

Arrival (city and state): Miami, Florida

Departure date: November 6

Approximate time OR flight number of departure: 11 a.m.

Return date: November 11

Approximate time OR flight number of return: 2 p.m.

Remarks: \_\_\_\_\_

Purpose of travel:  
 Business    Visiting    Conference

**FLIGHTS REQUEST**

---

Departure City: Capetown

Arrival City: New York

Type of trip:  Round Trip    One Way

Class:  First    Business    Economy

Preferred Airline: South Atlantic

Departure Date & Time: Month 10  
 Day 27  
 Time of Day 14:00

Return Date & Time: Month \_\_\_\_\_  
 Day \_\_\_\_\_  
 Time of Day \_\_\_\_\_

Total Number of Travelers: 1

Number of Children under 12: 0

Name: **Required** Ann Khumalo

E-Mail Address: **Required** khumalo@ananzinet.za

Phone Number: **Recommended** \_\_\_\_\_

Fax: \_\_\_\_\_

[Go to the homepage](#)   [View 12-Month Calendar](#)

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**ereservenet.ca**

---

Round Trip    One Way    Other

Leaving From: Toronto  
 Going To: Havana  
 Departing Date: October 26 Time: Anytime

Leaving From: Havana  
 Going To: Toronto  
 Departing Date: November 10 Time: Anytime

**Notes:**

- Reservations require a minimum of 5 days advance purchase.
- Do not enter states, provinces, countries in the "Leaving from" and "Going to" fields.

2 Adults (Age 12 and Up)  
1 Children (Age 2 to 11)

Please choose up to 3 preferred airlines.  
 To select multiple airlines: Hold ctrl or on a Macintosh the apple key, and click with left mouse button.

Preferred Airlines: Blue Sky Air  
Air Cuba  
South Atlantic Airlines

Class    First    Business    Economy

# South Atlantic Airlines

## BOARDING PASS

Khumalo/annms

Date : 26/10                      Seat : No. 26E  
 Flight : No. SL002              Gate : No. 11  
 Destination : New York        Boarding : 14:05

Y-Class

South Atlantic Airlines

## BOARDING PASS

Khumalo/annms

Date : 26/10  
 Flight : No. SL002  
 Destination : New York  
 Seat : No. 26E  
 Gate : No. 11  
 Boarding : 14:05

Y-Class

# Blue Sky Air

## BOARDING PASS

**DR NIGEL WHITE**      Flight: BK1118  
 From: MIAMI              Gate: 14  
 To: NEW YORK            Seat: 16A  
 Boarding: 1:35 PM      Nov 11  
                                     Business

Reservations 1-800-619-61xx  
 Request Bookings On-line www.blueskyair.biz

# Blue Sky Air

## BOARDING PASS

**DR NIGEL WHITE**  
 From: MIAMI  
 To: NEW YORK  
 Boarding: 1:35 PM  
 Flight: BK1118  
 Gate: 14  
 Seat: 16A  
 Nov 11  
 Business



# Air Martinez

## BOARDING PASS

From: Toronto              Flight: AM0602  
 To: Havana                Gate: 08  
                                     Seat: 47B  
 Date: Oct 26  
 Boarding: 09:20        Famosa/Yaisel/Ms  
                                     Economy

Your routeway to the Caribbean



# Air Martinez

From: Toronto  
 To: Havana  
 Flight: AM0602  
 Gate: 08  
 Seat: 47B  
 Date: Oct 26  
 Boarding: 09:20  
 Famosa/Yaisel/Ms

## BOARDING PASS

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

Information

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

Any Booking Form

Any Boarding Pass

Check your answers with your partner. Which information is on both?

## Let's Listen!

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

2    3    4

Check your answer with your partner.

## Listen Again

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

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



Check your answers with your partner.

## Listening Clinic One: Lost Sounds and Joined Sounds

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

**Example** My twenty-first birthday → My twenty-firs birthday

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

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

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

A: Okay, Tuesday business-class, night-flight Paris, depart 1:30am, arrive 4:30 local time, \$2,642.

B: \$2,642. Is there any discount if I pay cash?

A: That's the discount price.

B: Is that your best price?

A: That's the best I can give you. Would you like to make a booking?

B: No thanks. I'll call you back later.

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

## Practice!

Work with your partner. Student A: You are a travel agent. Student B: You are a customer.

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

Take turns to be the travel agent and the customer.

Travel Agent: Okay [ ] day, [ ] class, flight 817 to [ ] .

Depart at [ ] . Arrive at [ ] local time. \$ [ ] .

Customer: \$ [ ] . Is there any discount if I pay cash?

Travel Agent: That's the discount price.

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

Travel Agent: I can give you a discount of [ ] % . That's the best I can do.

Would you like to make a booking?

Customer: [ Yes. Thanks.

[ No thanks. I'll call you back later.

## Now Listen Back

Listen to the conversations again. Answer the questions.

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

.....

2. Does the customer make a booking?

.....

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

.....

Check your answers with your partner.

## Listening Clinic Two: Lost Sounds and Joined Sounds

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

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

Listen and check. Now say the sentences.

## Try It Out!

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

**Customers:** Choose two destinations from the list.

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

**Travel agents:** Talk to four travel agents. Buy a ticket for each destination. Try to get the cheapest price.

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

Destination	Best price from teacher
■ London	.....
■ Manila	.....
■ Singapore	.....
■ Tehran	.....
■ Shanghai	.....
■ Rome	.....



### Winners:

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

## In Your Own Time

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

## Let's Start!

Work with your partner. Ask and answer the questions.

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



## Before You Listen

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

a: "Hi. It's Susie. I'm going out now. Could you call me?"

b: "Keiko calling. I'm at 232-872-090. Where are you? I'm waiting for you at the library."

c: "Hi. Ali here. Call me at 487-963-1112."



d: "Karen says she's ill. Call me back. I'm at 248-432-386."

e: "Hi. Give me a call, okay?"

f: "Hello. This is James. Can we change the time for tonight? I'm going to be late. My number is 309-983-363."

## Let's Listen!

Listen and answer the question.

Where is Matt exactly? .....

Check your answer with your partner.



## Listen Again

Listen to the messages again. Complete the table.

Message	From	Contact No.	Details
1	.....	.....	meet at hotel coffee shop, 7 p.m.
2	Derek, National Airlines	.....	.....
3	.....	090-419-7768	.....
4	.....	090-872-435-611	.....

Check your answers with your partner.

## Listening Clinic One: Stressing Important Information

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

### Example

I can't meet you until 8:30.

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

1. Hello it's Marcus. I'm a bit late. Can we meet in the coffee shop in your hotel? Around 8:00? I'm with Jane. She really wants to meet you.
2. Hi, Lesley here. Could you get back to me? It's about Tom. He's not feeling very well.
3. This is Russell from Sunny Tours. Could you call our office on 482 754 336 to confirm your booking?
4. This is Karen calling. Look, I'm sorry, but I won't be able to make it tonight. Perhaps we could meet the same time, same day next week?
5. Hello Barry. It's Rick. I'm waiting in the lobby. Could you hurry up?
6. Hi James. Susie says she's waiting outside the library. Where are you?

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

## Practice!

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

Otto: Whitney will be late. About an hour.

Tom: Not feeling well. Sorry, can't make it today. See you next week?

Jeremy Ho: Confirming your ticket for Seoul next week. Please make payment.

Mei Lun: Downstairs in the coffee shop. Hurry up. Going to go home soon.

1

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

2

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

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

## Now Listen Back

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

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



Check your answers with your partner.

## Listening Clinic Two: Stressing Important Information

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

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

Listen and check. Now say the sentences.

## Try It Out!

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



From: Matt  
To: .....

Message:  
.....  
.....  
.....  
.....  
.....  
.....

From: Matt  
To: .....

Message:  
.....  
.....  
.....  
.....  
.....  
.....

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

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

## In Your Own Time

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

# Unit 8

# Now here's the sports news

## Let's Start!

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

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

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

## Words

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

- | Result                        | Sport           |
|-------------------------------|-----------------|
| gold, with a lift of 230 kg ● | ● golf          |
| 91 to 89 ●                    | ● tennis        |
| 2-1 ●                         | ● weightlifting |
| 12-2 ●                        | ● soccer        |
| a win by three strokes ●      | ● basketball    |
| 7-5, 4-6, 6-1 ●               | ● baseball      |

## Before You Listen

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

- | Beginning                           | End   |
|-------------------------------------|---|
| In baseball, Taiwan ●               | ● defeated Ludmilla Lasarova 6-4, 4-6, 7-5. |
| And today in soccer ●               | ● Iran won seven gold medals.               |
| In basketball, the Knicks ●         | ● Union Perla beat Bintang City 3-1.        |
| And in tennis, Isabel Kwok ●        | ● outhit South Korea 12-2.                  |
| <i>In the Asian Weightlifting</i> ● | ● <i>overcame the Titans 81-67.</i>         |
| <i>Championships today</i>          |   |

## Let's Listen!

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

- |  |                                  |                                     |  |                                       |
|--|----------------------------------|-------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> track and field | <input type="checkbox"/> golf    | <input type="checkbox"/> swimming   | <input type="checkbox"/> soccer        | <input type="checkbox"/> tennis       |
| <input type="checkbox"/> baseball        | <input type="checkbox"/> fishing | <input type="checkbox"/> cycling    | <input type="checkbox"/> rugby         | <input type="checkbox"/> motorcycling |
| <input type="checkbox"/> snowboarding    | <input type="checkbox"/> archery | <input type="checkbox"/> basketball | <input type="checkbox"/> weightlifting | <input type="checkbox"/> windsurfing  |

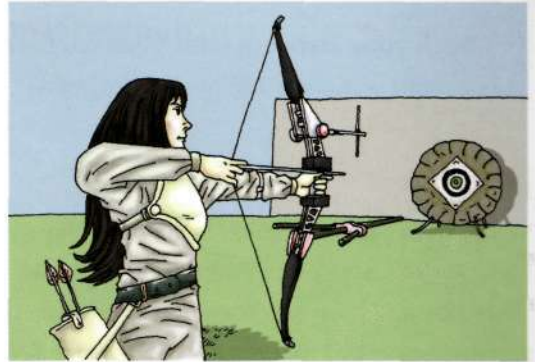
Check your answers with your partner.

## Listen Again

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

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

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



Tony Chow vs Todd Toddsen	.....
Isabel Kwok vs Natasia Wolfsen	.....

Check your answers with your partner.

## Listening Clinic One: Showing New Information

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

### Example

↑  
And in swimming today...

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

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

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

## Practice!

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

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

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

## Now Listen Back

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

Winner	Kind of Victory	
Taiwan	Easy	Close
Senegal	Easy	Close
Trailblazers	Easy	Close
Takeshi Ohta	Easy	Close
Kenny Tracy	Easy	Close
Tony Chow	Easy	Close
Isabel Kwok	Easy	Close

## Listening Clinic Two: Showing New Information

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

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

Listen and check. Now say the sentences.

## Try It Out!

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

	Sport	Result	Details
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....

Now work with a new partner.

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



Write your partner's sports and results here:

	Sport	Result	Details
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....

## In Your Own Time

Turn to page 98 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 85 and 86.



## Let's Start!

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

If you're lost will you...	Yes	No	My Partner
■ ask someone the way?	.....	.....	.....
■ ask a police officer the way?	.....	.....	.....
■ buy a map?	.....	.....	.....
■ call a friend on the phone?	.....	.....	.....
■ keep walking until you find it?	.....	.....	.....
■ give up and go home?	.....	.....	.....
■ get in a taxi?	.....	.....	.....

## Before You Listen

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

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

- 1 A: Excuse me, ..... if there's a bank .....?  
B: I ..... so.
- 2 A: I ..... you can help me. I'm ..... a post office.  
B: Yes, it's ..... Next to the pet store.
- 3 A: Sorry, but do you  
know where ..... ?  
B: ..... I don't know.

Now say the dialogues together.



## Let's Listen!

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

Does the person get directions?

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

## Listen Again

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

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

Check your answers with your partner.

## Listening Clinic One: Shared Sounds

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

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

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

A: Excuse me, do you know where the police station is?

B: The police station? Mm... It's on the next street.

A: The next street? Down here?

B: Yes, turn left, and left again. Why, is there a problem, or have you lost something?

A: I've lost my bicycle. I left it outside the post office. I think someone stole it.

B: Oh dear!

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

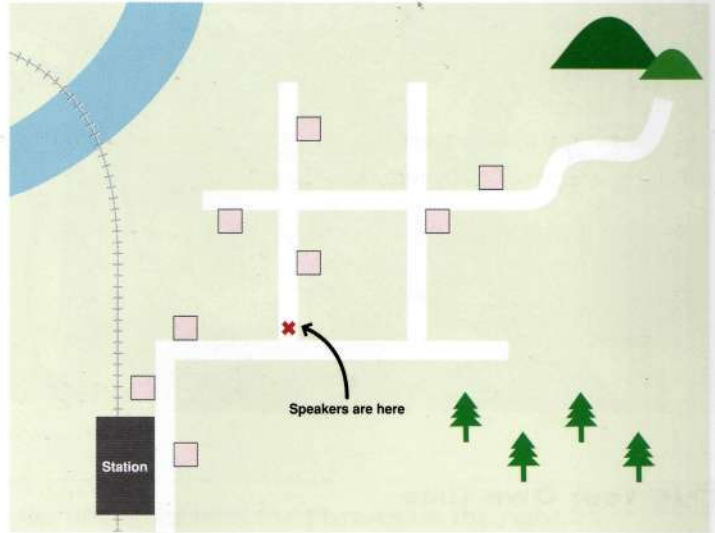
## Practice!

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

## Now Listen Back

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

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



## Listening Clinic Two: Shared Sounds

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

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

Listen and check. Now say the sentences.

### Try It Out!

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



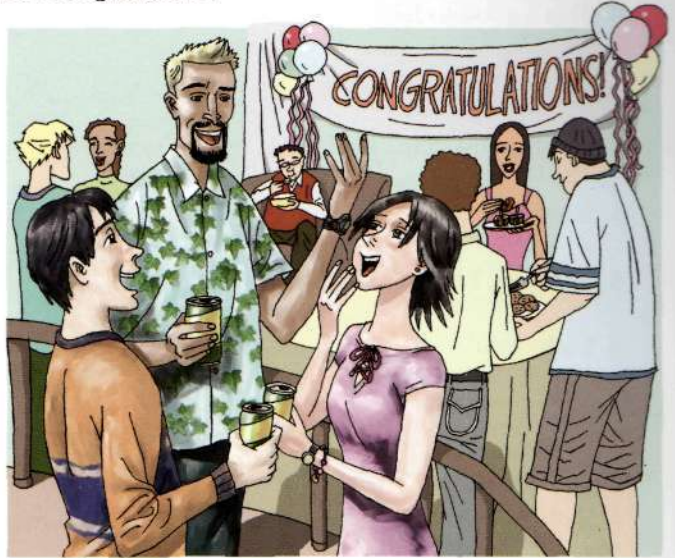
### In Your Own Time

Turn to pages 98 and 99 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 86 and 87.

## Let's Start!

Work with your partner. Ask and answer the questions.

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



## Before You Listen

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

A: Dan, .....

B: Josh! What a surprise.

A: .....

B: Great thanks. And you?

A: ..... Can I get you a drink?

B: Yes, do you have tomato juice?

A: Yes, just a second. One tomato juice coming up. Here you are.

B: Thanks.

- How are you doing?
- Pretty good.
- I haven't seen you for ages!

A: Hello Li Ping. How are you?

B: ..... You look tired.

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

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

B: That's good to hear.

A: .....

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

A: How nice. ....

B: Australia. I had a great time.

A: Lucky you!

A: Hello Jeanette. ....

B: Hello Shoaib. ....

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

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

B: Are you in training again?

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

B: Wow!

- Where did you go?
- Oh, fine. And you?
- What have you been doing recently?

- How about you?
- How's your day been?
- Not so bad.

**Now say the dialogues together.**

### Let's Listen!

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

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

**Compare your answer with your partner.**

## Listen Again

Listen to the conversations again. Answer the questions.

1. What does Hannah want to drink? .....
2. What has Susie been doing today? .....
3. Why is James tired? .....
4. Who recommends the prawn dish? .....
5. Who wants to try the prawn dish but can't? .....
6. Who ate the prawn dish? .....

## Listening Clinic One: Helping Sounds

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

### Examples

She isn't here. → She-y-isn't here.

I want to open my presents. → I want to-w-open my presents.

Austria is in Europe. → Austria-r-is in Europe.

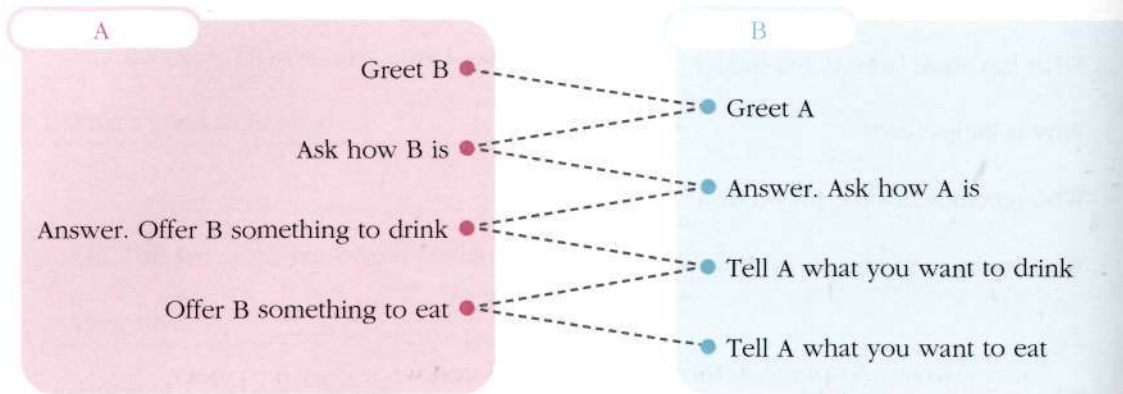
Listen to the dialogue. A *helping sound* may appear between the vowels in bold. Decide if the sound is *w*, *r* or *y*.

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

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

## Practice!

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



## Now Listen Back

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

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

Why? .....

Compare your answer with your partner. Do you agree?

## Listening Clinic Two: Helping Sounds

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

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

Listen and check. Now say the sentences.



## Try It Out!

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

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

Today, you: 1. ....

2. ....

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

Now exchange papers with another person in the class.

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



## In Your Own Time

Turn to page 99 and complete the word list. Use your dictionary if you want to.

Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 87 and 88.

# Unit 11

# Family life

## Let's Start!

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



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

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

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

## Before You Listen

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



..... ■ Do you think you will get married in the future?

- yes       no       not sure

..... ■ What's the best age to get married?

- early twenties       late twenties       mid thirties       much later in life

..... ■ How old do you want your future husband or wife to be?

- a lot younger than you       about the same age as you  
 a bit older than you       a lot older than you

..... ■ Where do you want your future husband or wife to be from?

- your country       Asia       America       Europe       it doesn't matter

..... ■ What's the best reason for getting married?

- for love       for money       to have children

..... ■ How many kids do you want?

- none       just one       two or three       four or more

..... ■ What kind of wedding do you want?

- small, just family       family and close friends only       a big wedding with lots of guests

..... ■ Do you want to live with your parents or in-laws after you get married?

- no way!       I don't mind       yes, I'd like that       it depends on my partner

Compare your answers with your partner.

## Let's Listen!

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

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

## Listen Again

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

Conversation 1 ●

Conversation 2 ●

Conversation 3 ●

Conversation 4 ●

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

Check your answers with your partner.

### Listening Clinic One: Contrasting Information

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

**Examples**

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

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

A: So you want to have a small family, right?

B: No a big one. Lots and lots of kids.

A: Sounds good. And all girls?

B: Oh no. All boys!

A: But girls are sweeter, less trouble.

B: But boys are cheaper than girls.

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

## Practice!

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

A

■ want a big family?

■ marry/mid twenties?

■ want lots of kids?

■ want a small wedding?

■ marry for love?

B

■ small family

■ mid thirties

■ don't want any

■ really big one

■ for money



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

## Now Listen Back

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

Conversation 1

Good

Poor

Conversation 2

Good

Poor

Conversation 3

Good

Poor

Conversation 4

Good

Poor

## Listening Clinic Two: Contrasting Information

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

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

Listen and check. Now say the sentences.

## Try It Out!

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



Topic \ Name			
get married? yes/no:			
get married at (age):			
partner's nationality:			
partner's age:			
reason for marriage:			
kind of wedding:			
number of kids:			

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

Example: A: *Kenji, you want to get married in your early thirties, right?*

B: *No, in my early fifties!*

A: *Why?*

B: *I want to be free and single for as long as possible.*

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

## In Your Own Time

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

## Let's Start!

Work on your own. Check (✓) your answers and complete the questionnaire.

■ When did you last go to the doctor?

- last week       last month       last year       other

■ Why did you go to the doctor?

- something not very important       something serious  
 something strange       something private

■ What treatment did the doctor suggest?

- rest  
 medicine  
 hospital  
 nothing

■ What is your doctor like?

- kind and friendly  
 kind but strict  
 strict and unfriendly



Compare your answers with your partner.

## Before You Listen

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

### Dialogue 1

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

Dialogue 2

- ..... No. Keep your leg clean and get lots of rest.  
..... Thank you doctor. Goodbye.  
..... Oh, that's a shame. Can I walk on it though?  
..... 1 You have an infection in the cut. I want you to wash your leg three times  
..... a day and put this cream on. Keep it covered with a bandage.  
..... Can I go swimming?  
..... Yes, you can walk, but take things easy. Don't worry. You'll be better soon.  
..... Goodbye, Mr. Contreras.

**Let's Listen!**

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

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

How ill is the patient?

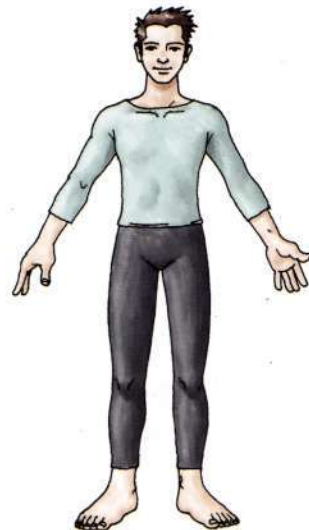
- not ill at all
- a little ill, but not seriously
- quite ill
- seriously ill

**Check your answers with your partner.**

**Listen Again**

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

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



**Check your answers with your partner. Draw lines from the boxes you checked to the part of the body.**



## Listening Clinic One: Requests and Commands

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

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

### Example

Request: Can I sit down? 

Command: Sit down please. 

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

A: Could you open your mouth? Say *aab*.

B: *Aab*.

A: Does this hurt?

B: Yes. Am I going to die?

A: You have a mouth infection. I want you to take this medicine three times a day and stay in bed.

B: Can I take walks in the garden?

Find one request. Find two commands.

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

## Practice!

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

**Doctor: Check the patient. (Your voice can go down on questions).**

Here are some questions to ask. Make two more of your own.

- Can you lift up your arms?
- Can you jump up and down?
- Can you breathe in... breathe out?
- Can you ...?
- Can you ...?

**Patient: Ask questions. (Your voice can go up on questions).**

Here are some questions to ask. Make two more of your own.

- Can I work?
- Can I eat?
- Can I go outside?
- Can I ...?
- Can I ...?

Take turns to be the doctor and the patient.

## Now Listen Back

Listen to the conversation again. Check (✓) the advice that the doctor gives to the patient and then answer the two questions.

Advice Doctor Gives:

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> drink lots of water   | <input type="checkbox"/> stay in bed   | <input type="checkbox"/> take some medicine | <input type="checkbox"/> go to hospital    |
| <input type="checkbox"/> get lots of fresh air | <input type="checkbox"/> eat carefully | <input type="checkbox"/> take more exercise | <input type="checkbox"/> have an operation |

Which advice is the patient unhappy about?

Why? Choose from the list.

- because she likes exercise
- because she only likes fast food
- because she is only in the city for a few days
- because she doesn't like staying in bed very much?

Does the doctor know the patient well?                      Yes                      No

Check your answers with your partner.

## Listening Clinic Two: Requests and Commands

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

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

Listen and check. Now say the sentences.

### **Try It Out!**

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

Practice your roleplay  
a few times.

Act out your conversation  
to another pair.



### **In Your Own Time**

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

## Let's Start!

Work with your partner.

Look at the Room Service menu.

Find the following:

- two snacks      ■ two meals
- two hot drinks    ■ two cold drinks
- a dessert

Which would you order if:

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

How do you order room service?

- by phone       by email       ask a waiter

Where do you eat?

- in a restaurant     in your room     in a cafe

## Before You Listen

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

### Expression

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

## Room Service Menu

Our room service is available 24 hours a day. To place an order, please push 6 on your phone.

### Lighter Fare

- House Salad  
-romaine lettuce, turkey, tomato and a selection of cheeses
- Mexican Potato Skins  
-covered in bacon, cheese, sour cream and green onions
- Smoked Salmon
- Woodland Mushrooms  
-stuffed with fresh crab meat
- Dim Sum Selection  
-a taste of the Orient

### Sandwiches

- All-American Cheeseburger
- Club House
- Egg and Cucumber
- Falafel  
-deep-fried chick peas with vegetables and sesame sauce in pita bread

### Childrens Selection

- Hot Dog
- Macaroni and Cheese
- Peanut Butter and Jelly Sandwich

### Entrees

- New York Sirloin Steak  
-served as you like it
- Baby Lamb Chops
- Mixed Grill of Fresh Fish

### Sweet Tooth

- Key Lime Pie
- Vanilla Ice Cream
- Fresh Fruit Basket  
-fruit in season

### Beverages

- Coffee (regular or decaffeinated)
- Latte
- Capucino
- Espresso
- Pot of Tea (serves 3 cups)  
-choice of orange pekoe, darjeeling, jasmine
- Hot Chocolate
- Milk
- Cola
- Fresh Orange Juice
- Mineral Water
- For alcoholic drinks, please see our wine list

*Lemon Grove Inn*

## Let's Listen!

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

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

Check your answers with your partner.

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

Conversation

1 ●

2 ●

3 ●

Conversation

● 4

● 5

● 6

Check your answers with your partner.

## Listen Again

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

Order	Conversation		
	1	2	3
a basket of fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
champagne and smoked salmon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a mixed pizza and a glass of fruit juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
some cat food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dim sum and a pot of jasmine tea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a club sandwich and a cup of coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a bowl of salad and a piece of toast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with your partner.

## Listening Clinic One: Shared Sounds and Lost Sounds

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

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

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

A: Hello, is that Room Service?

B: Yes sir. How can I help you?

A: Erm, could you bring up some champagne and smoked salmon to Room 405 please?

B: Yes, certainly, sir. That's champagne and smoked salmon for Room 405.

What kind of champagne would you like, sir?

A: Just your house style.

B: Very well, sir.

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

## Practice!

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

Guest: Hello, is that Room Service?

Room Service: Yes . How can I help you?

Guest: Erm, could you bring me up and to Room please.

Room Service: Certainly, That's and for Room .

(What kind of would you like, ?)

Guest: .

Room Service: Very well, .

## Now Listen Back

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

	How do the hotel guests feel when Room Service arrives?	Do the hotel guests get their order?
Conversation 4: (man)	surprised    not surprised	yes    no
(woman)	surprised    not surprised	yes    no
Conversation 5	surprised    not surprised	yes    no
Conversation 6	surprised    not surprised	yes    no

## Listening Clinic Two: Shared Sounds and Lost Sounds

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

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

Listen and check. Now say the sentences.

## Try It Out!

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

Room Service Menu	
Snacks .....	Drink .....
.....	.....
Main Dishes .....	Desserts .....
.....	.....
<i>Lemon Grove Inn</i>	

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

Guests: Try to find the most delicious food. Place an order.

Room Service: Try to sell as many meals as you can!

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

## In Your Own Time

Turn to pages 101 and complete the word list. Use your dictionary if you want to.

Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 90 and 91.

## Let's Start!

When you enter a foreign country, what two government offices do you have to pass through? Circle two from this list:

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

Work with your partner. Discuss the questions.

What are the officials in these departments checking for?

.....

Are the officials in these departments always polite?

.....

Have you ever met government officials who were rude?

.....

Have you ever met government officials who were friendly?

.....



## Before You Listen

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

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



## Let's Listen!

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

		Man	Woman
Purpose of trip	sightseeing	<input type="checkbox"/>	<input type="checkbox"/>
	business	<input type="checkbox"/>	<input type="checkbox"/>
	work	<input type="checkbox"/>	<input type="checkbox"/>
	vacation	<input type="checkbox"/>	<input type="checkbox"/>
	visit relatives	<input type="checkbox"/>	<input type="checkbox"/>
Amount of money	\$600	<input type="checkbox"/>	<input type="checkbox"/>
	\$2,000	<input type="checkbox"/>	<input type="checkbox"/>
	\$6,000	<input type="checkbox"/>	<input type="checkbox"/>
	travelers checks	<input type="checkbox"/>	<input type="checkbox"/>
	credit card	<input type="checkbox"/>	<input type="checkbox"/>
Can stay for	a week	<input type="checkbox"/>	<input type="checkbox"/>
	fourteen days	<input type="checkbox"/>	<input type="checkbox"/>
	a month	<input type="checkbox"/>	<input type="checkbox"/>
	two months	<input type="checkbox"/>	<input type="checkbox"/>
	a year	<input type="checkbox"/>	<input type="checkbox"/>

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

M	W		M	W	
<input type="checkbox"/>	<input type="checkbox"/>	fruit	<input type="checkbox"/>	<input type="checkbox"/>	meat products
<input type="checkbox"/>	<input type="checkbox"/>	cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	guns
<input type="checkbox"/>	<input type="checkbox"/>	tobacco	<input type="checkbox"/>	<input type="checkbox"/>	explosives
<input type="checkbox"/>	<input type="checkbox"/>	ivory	<input type="checkbox"/>	<input type="checkbox"/>	diamonds
<input type="checkbox"/>	<input type="checkbox"/>	alcohol	<input type="checkbox"/>	<input type="checkbox"/>	drugs

Check your answers with your partner.

## Listen Again

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

	Man	Woman
at Immigration	3 4 5 6	3 4 5 6
at Customs	3 4 5 6	3 4 5 6

## Listening Clinic One: Sound Polite, Sound Rude

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

### Example

Polite: Could you open your bag?

Rude: Could you open your bag?

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

### Dialogue 1

A: Wait by the line. What is the purpose of your trip?

B: Sightseeing.

A: How long do you intend to stay?

### Dialogue 2

A: Stop by the line. What's the purpose of your trip?

B: Sightseeing actually.

A: How long do you intend to stay?

Check your answers with your partner.

Dialogue 1

Dialogue 2

Which immigration officer sounds polite?

Which immigration officer sounds rude?

Now say dialogues together.

## Practice!

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

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

## Now Listen Back

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

	Official	Traveler
Conversation 1	rude friendly	uncomfortable relaxed
Conversation 2	rude friendly	uncomfortable relaxed
Conversation 3	rude friendly	uncomfortable relaxed
Conversation 4	rude friendly	uncomfortable relaxed

## Listening Clinic Two: Sound Polite, Sound Rude

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

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

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

## Try It Out!

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

Immigration Officers:

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

Travelers:

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



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

**Now go back to your group and compare:**

Immigration Officers: How many travelers did you like?

Travelers: Which immigration officer did you like?

## In Your Own Time

**Turn to page 101 and complete the word list. Use your dictionary if you want to.**

**Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on pages 91 and 92.**

## Let's Start!

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

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

## Compare your ideas with your partner:

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

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

## Before You Listen

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

- It's a kind of metal. It's yellow and shiny. It's valuable. You can find it under the ground and sometimes in rivers and streams. It is often used to make jewelry. It's .....
- It's a kind of animal. It's very small and furry. Many children keep them as a pet. It's a .....
- It's a tool. We use it to see things that are very far away. It's a ..... or .....
- It's made of paper. It shows you where places are. It's very useful when you are traveling. It's a .....

## Let's Listen!

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

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

## Listen Again

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

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

## Listening Clinic One: A Final Look (1)

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

Stressing Information

Joined Sounds

Helping Sounds

Shared Sounds

Lost Sounds

Weak Vowels

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

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

## Practice!

Work in a group of three. Look back at the list of items from *Let's Start!*

**Student A:** Choose one of the items and talk about it. Do not say the name of the item.

**Students B and C:** Listen and try to guess what Student A is talking about.

Take turns to be Student A, B and C.

## Now Listen Back

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

Pet hamster: .....

Old map: .....

Gold nugget: .....

Binoculars: .....

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

## Listening Clinic Two: A Final Look (2)

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

Stressing Information

Joined Sounds

Helping Sounds

Shared Sounds

Lost Sounds

Weak Vowels

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

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

## Try It Out!

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

a What it is called:

.....

b How it works:

.....

.....

c Give some examples:

.....

.....

d Which unit it is in:

.....



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

If you name the point from just *d*, you get three points.

If you name the point from *d* and *c*, you get two points.

If you name the point from *d*, *c* and *b*, you get just one point.

**How many points can you get?**

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

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

## In Your Own Time

Turn to page 102 and complete the word list. Use your dictionary if you want to.

Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 93.



# **SUPPLEMENTARY MATERIAL**

## 1

# Bye, buy

## Introducing letters and sounds

## A

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

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



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

## B

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/.

## C

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.



## D

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



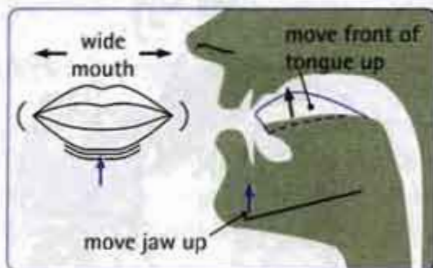
**Note:** To find out which sounds are usually easy or difficult for speakers of your language, see Section D3 *Guide for speakers of specific languages*.

# Plane, plan

## The vowel sounds /eɪ/ and /æ/

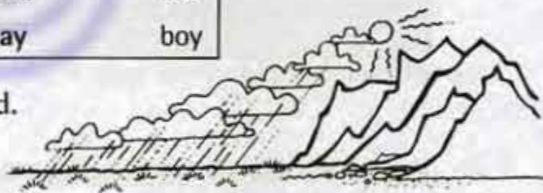
When you say the letters of the alphabet, A has the long vowel sound /eɪ/. You hear this sound in the word *plane*. But the letter A is also pronounced as the short vowel sound /æ/, as in the word *plan*.

- A**
- A5a** • Listen to the sound /eɪ/ on its own. Look at the mouth diagram to see how to make this long vowel sound.
- A5b** • Listen to the target sound /eɪ/ in the words below and compare it with the words on each side.



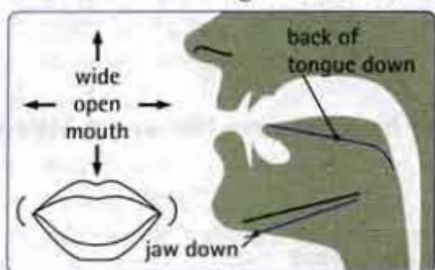
target /eɪ/		
meat	mate	met
come	came	calm
white	wait	wet
buy	bay	boy

- A5c** • Listen and repeat these examples of the target sound.
- play    played    plate  
grey    grade    great  
aim    age    eight



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

- B**
- A6a** • Listen to the sound /æ/. Look at the mouth diagram to see how to make this short vowel sound.
- A6b** • Listen to the target sound /æ/ in the words and compare it with the words on each side.



target /æ/		
mud	mad	made
sing	sang	sung
pen	pan	pain
hot	hat	heart

- A6c** • Listen and repeat these examples of the target sound.
- bank    bag    back  
can    cash    catch  
ham    has    hat



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

Important  
for listening

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 /ɑ:/. (For more about /ɑ:/ see Unit 14.)

### C Spelling

	frequently
/eɪ/	A-E ( <i>mate</i> ), AY ( <i>say</i> ), EY ( <i>grey</i> ), EI ( <i>eight</i> ), AI ( <i>wait</i> ), EA ( <i>great</i> )
/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 <i>arm</i> : see Unit 14.

# 3

## Back, pack

### The consonant sounds /b/ and /p/

A

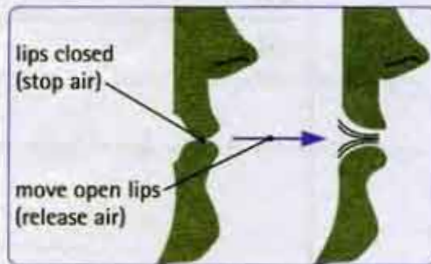
When you say the alphabet, the letters B and P have the sounds /bi:/ and /pi:/. In words, they have the consonant sounds /b/ and /p/.

• Look at the mouth diagram to see how to make these sounds:

A9a

• 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.



B

A9b

• Now listen to the sound /b/ on its own.

A9c

• 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

A9d

• Listen and repeat these examples of the target sound.

buy    bird    bread  
 rubber    about    able  
 job    web    globe



"Bernie brought a big breakfast back to bed."

C

A10a

• Listen to the sound /p/ on its own.

A10b

• 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

A10c

• Listen and repeat these examples of the target sound.

park    please    price  
 open    apple    spring  
 tape    help    jump



"Pat put purple paint in the pool."

D

### Spelling

	frequently	notes
/b/	B ( <i>job</i> ) BB ( <i>rubber</i> )	B is sometimes silent ( <i>comb</i> ).
/p/	P ( <i>open</i> ) PP ( <i>apple</i> )	PH pronounced /f/ ( <i>phone</i> ). P is sometimes silent ( <i>psychology</i> ).

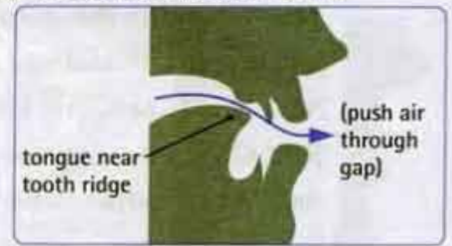
# 4

## Rice, rise

### The consonant sounds /s/ and /z/

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

- A14a** • 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.



**B** **A14b** • Now listen to the sound /s/ on its own.

- A14c** • Listen to the target sound /s/ in the words below and compare it with the words on each side.

target /s/

zoo	Sue	zoo
rise	rice	rise
shave	save	shave
thing	sing	thing



"It's six or seven years since Sydney's sister sang that song."

- A14d** • Listen and repeat these examples of the target sound.
- sad city science scream  
glasses concert lost  
bus place class

**C** **A15a** • Listen to the sound /z/ on its own.

- A15b** • Listen to the target sound /z/ in the words below and compare it with the words on each side.

target /z/

Sue	zoo	Sue
place	plays	place
breathe	breeze	breathe
beige	bays	beige



"Zebras in zoos are like dolphins in pools."

- A15c** • Listen and repeat these examples of the target sound.
- zoo zero  
lazy easy scissors exact  
size wise times

## D Spelling

	frequently	sometimes	notes
/s/	S ( <i>sad</i> ), SS ( <i>class</i> ) C ( <i>place</i> )	SC ( <i>science</i> )	X can spell /ks/ ( <i>mix</i> ). S is not always pronounced /s/ ( <i>sugar, rise, plays</i> ).
/z/	Z ( <i>zero</i> ), S ( <i>nose</i> )	ZZ ( <i>buzz</i> ) SS ( <i>scissors</i> )	X spells /gz/ ( <i>exact</i> ). -SE at the end of a word is usually pronounced /z/ ( <i>rise</i> ).

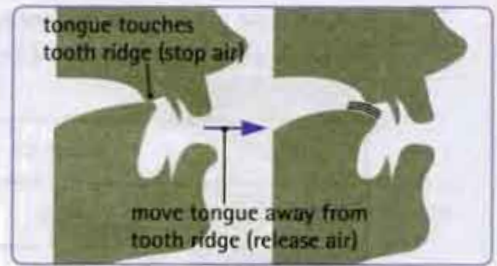
- E** **!** Pronunciation may be connected to grammar:
- |                           |                      |                     |                     |
|---------------------------|----------------------|---------------------|---------------------|
| close /kləʊs/ = adjective | close /kləʊz/ = verb | use /ju:s/ = noun   | use /ju:z/ = verb   |
|                           |                      | house /haʊs/ = noun | house /haʊz/ = verb |

# 5

## Down town

### The consonant sounds /d/ and /t/

- A** **A19a** • 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.



- B** **A19b** • Now listen to the sound /d/ on its own.

- A19c** • Listen to the target sound /d/ in the words below and compare it with the words on each side.

target /d/

town	down	town
they	day	they
page	paid	page
wrote	road	wrote



"David's daughter didn't dance but David's dad did."

- A19d** • Listen and repeat these examples of the target sound.

dog dead dream  
address advice sudden  
third food mind

- C** **A20a** • Listen to the sound /t/ on its own.

- A20b** • Listen to the target sound /t/ in the words below and compare it with the words on each side.

target /t/

die	tie	die
hard	heart	hard
three	tree	three
each	eat	each



"Betty bought a tub of butter."

- A20c** • Listen and repeat these examples of the target sound.

talk Thomas train twelve  
butter until hated  
night worked west

Important for listening

- 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* /ˈraɪtə/ sounds like *rider* /ˈraɪdə/.
- 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* /fæktz/ sounds like *fax* /fæks/.

## D

### Spelling

	frequently	sometimes	rarely	notes
/d/	D ( <i>dog</i> ), DD ( <i>address</i> )			
/t/	T ( <i>tie</i> ) TT ( <i>butter</i> )	(E)D past tense ending	TH ( <i>Thomas</i> )	T can be silent ( <i>listen</i> ).

# 6

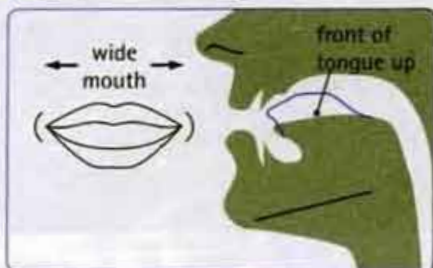
## Meet, met

### The vowel sounds /i:/ and /e/

When you say the letters of the alphabet, E has the long vowel sound /i:/. 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*.

**A** A24a • Listen to the sound /i:/. Look at the mouth diagram to see how to make this long vowel sound.

A24b • Listen to the target sound /i:/ in the words below and compare it with the words on each side.



target /i:/		
met	meat	mate
list	least	last
bay	bee	beer
bit	beat	bet



"Steve keeps the cheese in the freezer."

A24c • Listen and repeat these examples of the target sound.

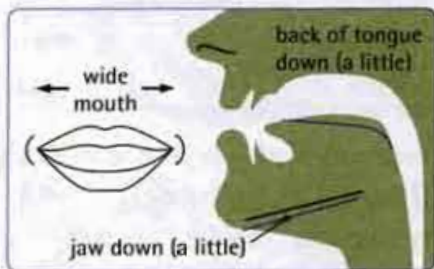
key keys keeps  
pea peas piece  
scene seas seat

Important for listening

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

**B** A25a • Listen to the sound /e/. Look at the mouth diagram to see how to make this short vowel sound.

A25b • Listen to the target sound /e/ in the words below and compare it with the words on each side.



target /e/		
man	men	mean
heard	head	had
mate	met	meat
sit	set	sat



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

A25c • Listen and repeat these examples of the target sound.

rest death red  
friend said many  
check shelf leg

### C Spelling

	frequently	sometimes	notes
/i:/	EE ( <i>feet</i> ), EA ( <i>eat</i> ) E-E ( <i>scene</i> )	E ( <i>me</i> ) IE ( <i>piece</i> )	Many other vowel sounds are spelt EA, though /i:/ is the most common.
/e/	E ( <i>men</i> )	EA ( <i>death</i> ), IE ( <i>friend</i> ) A ( <i>many</i> ), AI ( <i>said</i> )	If E is followed by R, the vowel is not /e/, but /ɜ:(r)/ for example in <i>serve</i> . (See Unit 19.)

# 7

## Carrot, cabbage

### Unstressed vowels /ə/ and /ɪ/

A

In words with two or more syllables, at least one syllable is weak (does not have stress).

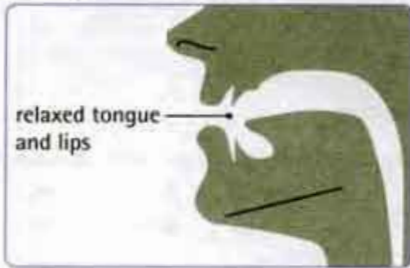
- Listen to these words which have two syllables, and the second syllable is weak.  
carrot      cabbage

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/.

B

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



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



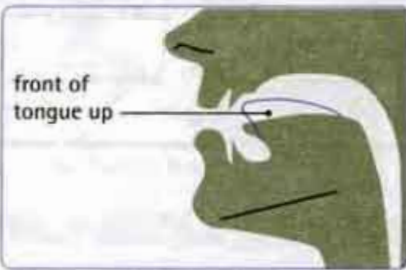
"I ate an apple and a banana in a cinema in Canada."

Important for listening

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

C

- 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."

D

### 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.



# 8

## Few, view

### The consonant sounds /f/ and /v/

A

A35a

- 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.



B

A35b

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

A35c

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

target /f/

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



"Frank found four frogs laughing on the floor."

A35d

- Listen and repeat these examples of the target sound.

photo fly freeze  
offer selfish gift  
knife stuff laugh

C

A36a

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

A36b

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

target /v/

ferry	very	ferry
best	vest	best
wet	vet	wet
than	van	than



"Vera drove to Venice in a van."

A36c

- Listen and repeat these examples of the target sound.

visa vote voice  
river wives loved  
wave twelve of

D

### Spelling

	frequently	sometimes	notes
/f/	F ( <i>fell</i> ) FF ( <i>offer</i> ) PH ( <i>photo</i> ) GH ( <i>laugh</i> )		The vowel is shorter before /f/ than /v/, for example in <i>leaf</i> and <i>leave</i> . If you have difficulty making the difference, exaggerate the length of the vowel in <i>leave</i> .
/v/	V ( <i>never</i> )	F ( <i>of</i> )	

# 9

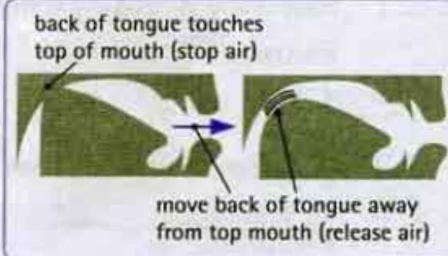
## Gate, Kate

### The consonant sounds /g/ and /k/

A

A39a

- 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.



B

A39b

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

A39c

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

target /g/

Kate	gate	Kate
back	bag	back
wood	good	wood
loch*	log	loch

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



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

A39d

- Listen and repeat these examples of the target sound.

ghost guess green  
bigger ago angry  
dog egg league

C

A40a

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

A40b

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

target /k/

gap	cap	gap
dogs	docks	dogs
missed	mixed	missed
water	quarter	water



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

A40c

- Listen and repeat these examples of the target sound.

keep club quick  
school soccer taxi  
milk comic ache

D

### Spelling

	frequently	sometimes	notes	
/g/	G ( <i>go</i> ) GG ( <i>bigger</i> )	GH ( <i>ghost</i> ) GU ( <i>guest</i> )	G can be silent ( <i>sign, foreign</i> ). The vowel sound is a bit longer before /g/ than before /k/ in pairs like <i>bag</i> and <i>back</i> .	
	beginning	middle	end	notes
/k/	C ( <i>can</i> ) K ( <i>king</i> )	CC ( <i>soccer</i> ) CK ( <i>locker</i> )	K ( <i>milk</i> ) CK ( <i>black</i> ) C ( <i>comic</i> ) CH ( <i>ache</i> )	QU spells the sound /kw/, e.g. <i>quick</i> /kwɪk/. X spells the sound /ks/, e.g. ( <i>six</i> ) /sɪks/. In some words beginning with K, the K is silent, e.g. <i>know, knife</i> .

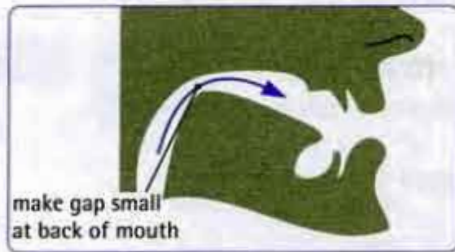
# 10

## Hear, we're, year

### The sounds /h/, /w/ and /j/

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

- A**
- A44a • Listen to the sound /h/. Look at the mouth diagram to see how to make this sound.
  - A44b • Listen to the target sound /h/ in the words below and compare it with the words on each side.
  - A44c • Then listen and repeat the examples of the target sound.



target /h/

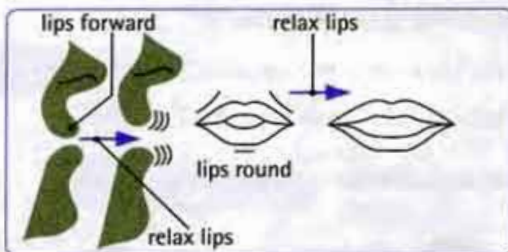
old	hold	old
art	heart	art
force	horse	force
sheet	heat	sheet

**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* /heə/ sounds the same as *air* /eə/.

- B**
- A45a • Listen to the sound /w/. Look at the mouth diagram to see how to make this sound.
  - A45b • Listen to the target sound /w/ in the words below and compare it with the words on each side.
  - A45c • Then listen and repeat the examples of the target sound.

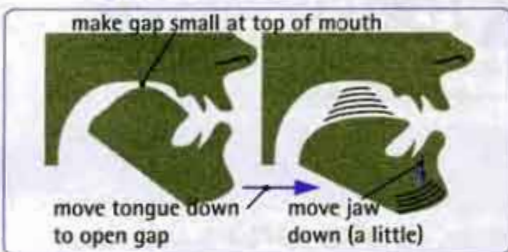


target /w/

vest	west	vest
of air	aware	of air
good	would	good
Gwyn	win	Gwyn

**Examples**  
 wage what one  
 language quick square  
 "Wendy went away twice a week."

- C**
- A46a • Listen to the sound /j/. Look at the mouth diagram to see how to make this sound.
  - A46b • Listen to the target sound /j/ in the words below and compare it with the words on each side.
  - A46c • Then listen and repeat the examples of the target sound.



target /j/

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

**Examples**  
 year used euro  
 few cure view  
 "We didn't use euros in Europe a few years ago."

Important for listening

In American, the /j/ is dropped from words like *new*, *student*, *tune*, so for example *newspaper* /'nju:spetə/ sounds like *noose paper* /'nu:spetə/.

## D Spelling

	frequently	rarely	notes
/h/	H ( <i>hill</i> )	WH ( <i>who</i> )	H is often silent ( <i>hour, honest</i> ).
/w/	W ( <i>will</i> ), WH ( <i>when</i> )	O ( <i>one, once</i> )	The letters QU usually spell /kw/ ( <i>quite</i> ).
/j/	Y ( <i>you</i> ), I ( <i>view</i> ), E ( <i>few</i> ), U ( <i>cute</i> )		

# 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*.

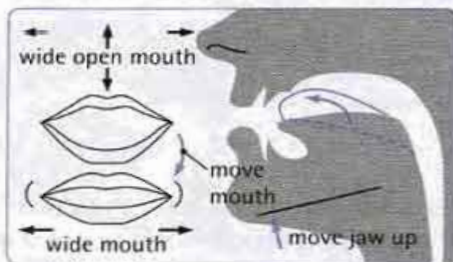
A

A48a

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

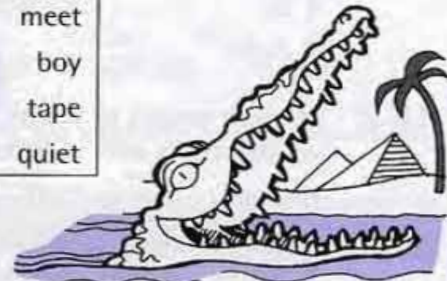
A48b

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



target /aɪ/

mate	might	meet
bay	buy	boy
tip	type	tape
quit	quite	quiet



"Nile crocodiles have the widest smiles."

A48c

- Listen and repeat these examples of the target sound.

why wide wife  
buy buys bike  
fly flies flight

Important  
for listening

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

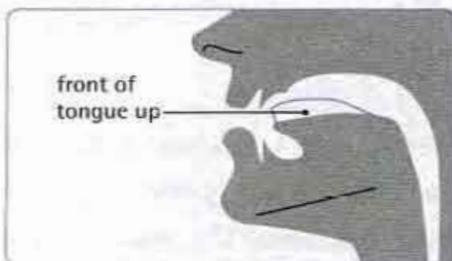
B

A49a

- Listen to the sound /ɪ/. Look at the mouth diagram to see how to make this short vowel sound.

A49b

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



target /ɪ/

peak	pick	pack
wheel	will	while
set	sit	sat
feet	fit	fat



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

A49c

- Listen and repeat these examples of the target sound.

king kid kit  
pink pig pick  
fill fish fit

C

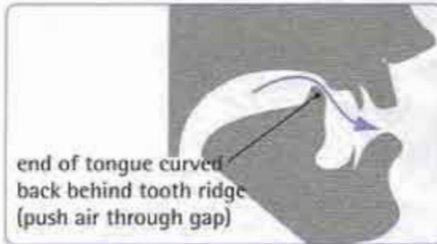
## Spelling

	frequently	sometimes	notes
/aɪ/	I-E ( <i>smile</i> ), IE ( <i>die</i> ) Y ( <i>cry</i> )	IGH ( <i>high</i> ), UY ( <i>buy</i> )	These spellings are <i>not always</i> pronounced /aɪ/ ( <i>fridge, city, friend</i> ).
/ɪ/	I ( <i>win</i> )	Y ( <i>gym</i> )	The sound /ɪ/ is also a weak vowel (see Unit 7), and can have various spellings in an unstressed syllable ( <i>needed, cities, village</i> ). 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.)

# Sheep, jeep, cheap

## The consonant sounds /ʃ/, /dʒ/ and /tʃ/

- A** A52a • 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 /ʒ/, as in *television*, but this sound is not common in English.
- A52b • Listen to the target sound /ʃ/ in the words below and compare it with the words on each side.
- A52c • Then listen and repeat the examples.



target /ʃ/

sort	short	sort
suit	shoot	suit
catch	cash	catch
choose	shoes	choose

Examples

should shirt sugar  
fashion nation ocean  
wish push English

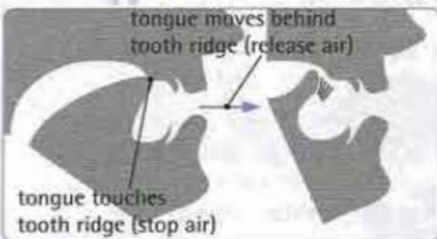
"Sharon shouldn't wash her shoes in the shower!"

- B** A53a • 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 /tʃ/ and /dʒ/.

- C** A53b • Now listen to the sound /dʒ/ on its own.

- A53c • Listen to the target sound /dʒ/ in the words below and compare it with the words on each side.

- A53d • Then listen and repeat the examples.



target /dʒ/

cheap	jeep	cheap
tune	June	tune
use	juice	use
draw	jaw	draw

Examples

job general June  
danger agenda object  
edge age village

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

- D** A54a • Listen to the sound /tʃ/ on its own.

- A54b • Listen to the target sound /tʃ/ in the words below and compare it with the words on each side.

- A54c • Then listen and repeat the examples.

target /tʃ/

jeep	cheap	jeep
share	chair	share
trips	chips	trips
what's	watch	what's

Examples

chair cheese chicken  
kitchen future question  
rich which March

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

### E

## Spelling

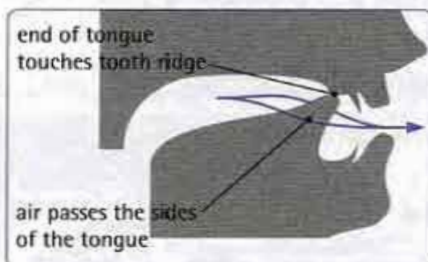
	beginning	middle	end
/ʃ/	SH ( <i>shoe</i> ), S ( <i>sugar</i> )	SH ( <i>fashion</i> ), SS ( <i>Russia</i> ) TI ( <i>nation</i> ), C ( <i>ocean</i> )	SH ( <i>finish</i> )
/dʒ/	J ( <i>jaw</i> ), G ( <i>general</i> )	G ( <i>page</i> ), J ( <i>major</i> )	GE ( <i>rage</i> ), DGE ( <i>ledge</i> )
/tʃ/	CH ( <i>chair</i> )	CH ( <i>teacher</i> ), T ( <i>future</i> )	TCH ( <i>watch</i> )

# 13

## Flies, fries

### The consonant sounds /l/ and /r/

- A**
- A58a • 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.
  - A58b • Listen to the target sound /l/ in the words below and compare it with the words on each side.



target /l/

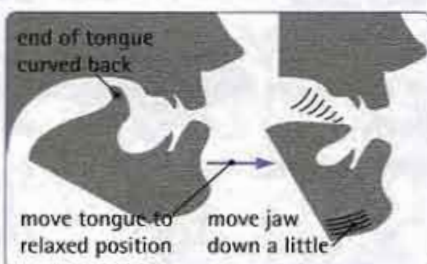
fries	flies	fries
rent	lent	rent
correct	collect	correct
code	cold	code



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

- A58c • Listen and repeat these examples of the target sound.  
leave litre life  
slow caller help  
fill final whistle

- B**
- A59a • Listen to the sound /r/. Look at the mouth diagram to see how to make this sound. Notice that you can make it into a long continuous sound, and there is voice from the throat. But when you finish the sound, the jaw opens a little and the tongue goes straight again.
  - A59b • Listen to the target sound /r/ in the words below and compare it with the words on each side.



target /r/

late	rate	late
play	pray	play
chain	train	chain
jaw	draw	jaw



"The rabbits raced right around the ring."

- A59c • Listen and repeat these examples of the target sound.  
right wrote rhyme  
carrot sorry dress  
far away war and peace

Important for listening

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

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

**C** Spelling

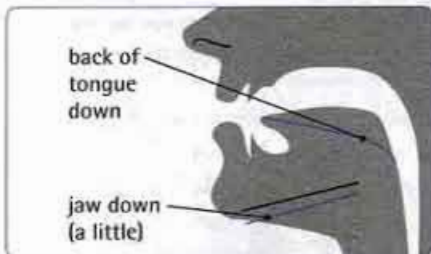
	frequently	sometimes	notes
/l/	L (leg), LL (call)		L can be silent (half, calm, talk, could).
/r/	R (run), RR (carrot)	WR (wrong), RH (rhyme)	

# Car, care

## The vowel sounds /ɑ:(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* /ɑ:/ or *care* /eə/.

- A**
- A62a • Listen to the sound /ɑ:/. Look at the mouth diagram to see how to make this long vowel sound.
  - A62b • Listen to the target sound /ɑ:/ in the words below and compare it with the words on each side.
  - A62c • Then listen and repeat the examples of the target sound.



target /ɑ:/		
fur	far	four
bore	bar	bear
hurt	heart	hate
much	march	match

### Examples

calm    card    cart  
star    starve    start  
harm    halve    half

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

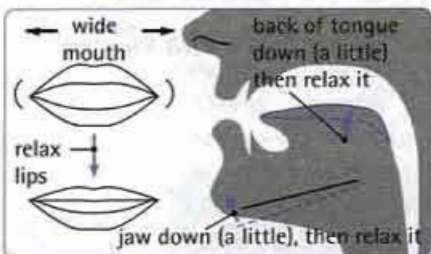
**!** Note: Sometimes we get the sound /ɑ:/ before L too.

A63

Important  
for listening

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

- B**
- A64a • Listen to the sound /eə/. Look at the mouth diagram to see how to make this sound.
  - A64b • Listen to the target sound /eə/ in the words below and compare it with the words on each side.
  - A64c • Then listen and repeat the examples of the target sound.



target /eə/		
bar	bear	beer
shy	share	sure
dead	dared	died
stars	stairs	stays

### Examples

square    squares  
where    where's  
fair    fairly

"Sarah and Mary share their pears fairly."

A65

Important  
for listening

Different accents: Listen to the sound with the R pronounced, as in North America:  
*bear share dared stairs square where cared fairly*

## C Spelling

	frequently	sometimes
/ɑ:/	AR ( <i>car</i> ) AL ( <i>half</i> )	EAR, ( <i>heart</i> ) A ( <i>ask, path, aunt</i> ): South East English accent
/eə/	ARE ( <i>care</i> ), AIR ( <i>fair</i> ) EAR ( <i>bear</i> ), ERE ( <i>where</i> )	

## Some, sun, sung

## The consonant sounds /m/, /n/ and /ŋ/

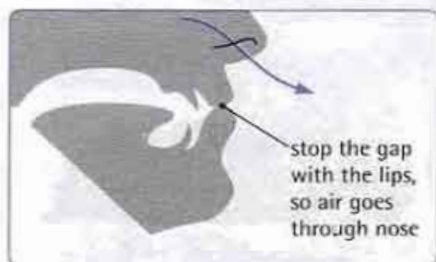
The consonant sounds /m/, /n/ and /ŋ/ are made by stopping the flow of air out of the mouth so that it goes through the nose instead. The three sounds are different because the air is stopped by different parts of the mouth. You can feel this when you say the words *some, sun, sung*.

- A** A69a • 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.

- A69b • Listen to the target sound /m/ in the words below and compare it with the words on each side.

- A69c • Then listen and repeat the examples of the target sound.



target /m/

nice	mice	nice
sun	some	sun
swing	swim	swing
hang	ham	hang

## Examples

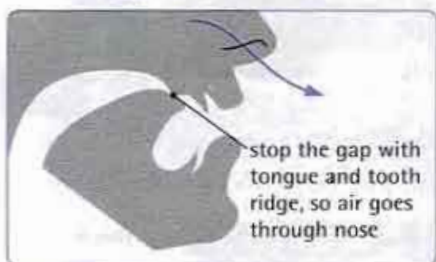
miss more make  
smoke jump harmed  
comb autumn film

"Mum made me move my models."

- B** A70a • Listen to the sound /n/. Look at the mouth diagram to see how to make this sound.

- A70b • Listen to the target sound /n/ in the words below and compare it with the words on each side.

- A70c • Then listen and repeat the examples of the target sound.



target /n/

might	night	might
warm	warn	warm
wing	win	wing
rang	ran	rang

## Examples

now new know  
snow dinner against  
gone open listen

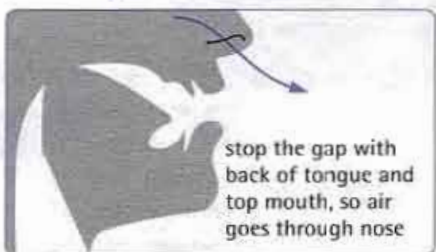
"There was no one on the moon on the ninth of June."

- C** A71a • 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/.

- A71b • Listen to the target sound /ŋ/ in the words below and compare it with the words on each side.

- A71c • Then listen and repeat the examples of the target sound.



target /ŋ/

some	sung	some
Kim	king	Kim
thin	thing	thin

## Examples

sing singer sink  
bang bank banks  
thing think finger

"Young King Kong was stronger than strong."

- D** 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/.

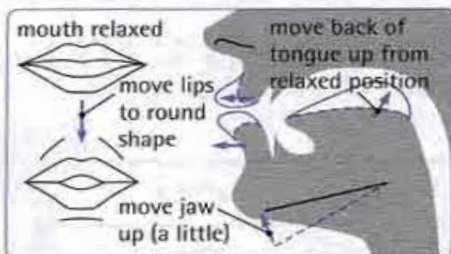


# Note, not

## The vowel sounds /əʊ/ and /ɒ/

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 /ɒ/, as in the word *not*.

- A**
- A75a • Listen to the sound /əʊ/. Look at the mouth diagram to see how to make this long vowel sound.
- A75b • Listen to the target sound /əʊ/ in the words below and compare it with the words on each side.



target /əʊ/

bought	boat	boot
blouse	blows	blues
cost	coast	cast
ball	bowl	bull

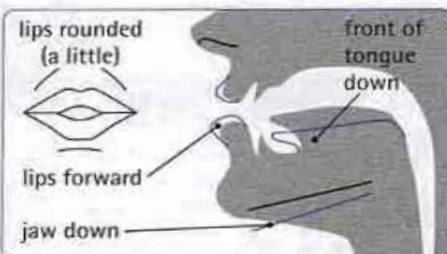


- A75c • Listen and repeat these examples of the target sound.

toe toes toast  
comb code coat  
roll rose rope

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

- B**
- A76a • Listen to the sound /ɒ/. Look at the mouth diagram to see how to make this short vowel sound.
- A76b • Listen to the target sound /ɒ/ in the words below and compare it with the words on each side.



target /ɒ/

won't	want	went
luck	lock	lack
get	got	goat
fund	fond	phoned



- A76c • Listen and repeat these examples of the target sound.

wrong rob rock  
gone God got  
doll dog dock

"John wants to watch Walter wash the dog."

Important  
for listening

In North America, the sound /ɒ/ is replaced by /ɑ:/. 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:  
*part – pot, heart – hot, shark – shock, barks – box.*

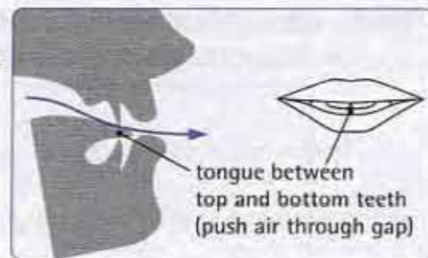
### C Spelling

	frequently	sometimes	notes
/əʊ/	O ( <i>old</i> ), O-E ( <i>stone</i> ) OW ( <i>show</i> ), OA ( <i>coat</i> ) OE ( <i>toe</i> )		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.)
/ɒ/	O ( <i>dog</i> )	A ( <i>wash</i> )	

## Arthur's mother

## The consonant sounds /θ/ and /ð/

- A** **A80a** • 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.



- B** **A80b** • Now listen to the sound /θ/ on its own.  
**A80c** • Listen to the target sound /θ/ in the words below and compare it with the words on each side.

target /θ/

sick	thick	sick
boat	both	boat
free	three	free

- A80d** • Listen and repeat these examples of the target sound.  
 thank think thought  
 healthy birthday maths  
 earth length fourth



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

- C** **A81a** • Listen to the sound /ð/ on its own.  
**A81b** • Listen to the target sound /ð/ in the words below and compare it with the words on each side.

target /ð/

breed	breathe	breed
den	then	den
van	than	van

- A81c** • Listen and repeat these examples of the target sound.  
 these though they  
 other weather clothes  
 breathe with sunbathe



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

Important for listening

- Many native speakers of English pronounce TH as /t/, /t/ or /s/ instead of /θ/, and /d/, /v/ or /z/ instead of /ð/. For example, some Irish speakers pronounce *thick* /θɪk/ as *tick* /tɪk/.
- Some London speakers pronounce *three* /θri:/ as *free* /fri:/. Some Nigerian speakers pronounce *then* /ðen/ as *den* /den/.

## D

## Spelling

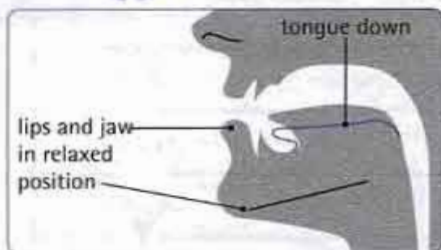
	always	notes
/θ/	TH ( <i>three</i> )	In a few names of places and people, TH is pronounced as /t/ ( <i>Thailand, Thomas</i> ).
/ð/	TH ( <i>then</i> )	

## Sun, full, June

## The vowel sounds /ʌ/, /ʊ/ and /u:/

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

- A** A84a • Listen to the sound /ʌ/. Look at the mouth diagram to see how to make this short vowel sound.  
 A84b • Listen to the target sound /ʌ/ in the words below and compare it with the words on each side.  
 A84c • Then listen and repeat the examples of the target sound.



target /ʌ/

shoot	shut	shirt
match	much	March
look	luck	lock

## Examples

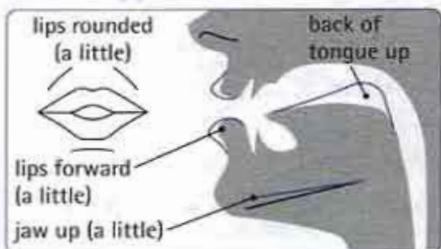
come blood cut  
 young does must

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

Important  
 for listening

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

- B** A85a • Listen to the sound /ʊ/. Look at the mouth diagram to see how to make this short vowel sound.  
 A85b • Listen to the target sound /ʊ/ in the words below and compare it with the words on each side.  
 A85c • Then listen and repeat the examples of the target sound.



target /ʊ/

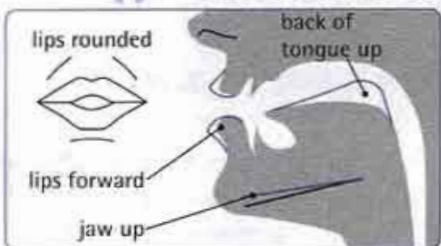
luck	look	Luke
pool	pull	Paul

## Examples

full good foot  
 wolf would put

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

- C** A86a • Listen to the sound /u:/. Look at the mouth diagram to see how to make this long vowel sound.  
 A86b • Listen to the target sound /u:/. in the words below and compare it with the words on each side.  
 A86c • Then listen and repeat the examples of the target sound.



target /u:./

full	fool	fall
road	rude	rod
but	boot	boat

## Examples

shoe shoes shoot  
 new lose soup

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

Important  
 for listening

Many words which have /j/ before /u:/ in British English don't in American English. Compare: *news* /nju:z/ - *news* /nu:z/, *tune* /tju:n/ - *tune* /tu:n/.

- D** Notes on spelling: If there is an R after the letter U (and the R does not have a vowel after it), U has a different pronunciation. (See Unit 19.)

# Shirt, short

## The vowel sounds /ɜ:(r)/ and /ɔ:(r)/

A

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*.

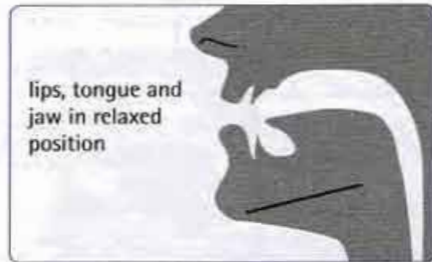
B

A90a

• Listen to the sound /ɜ:/. Look at the mouth diagram to see how to make this long vowel sound.

A90b

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



target /ɜ:/		
short	shirt	shut
where	were	we're
born	burn	bone
hard	heard	head



"The girl heard the nurse work."

A90c

• Listen and repeat these examples of the target language.

were word worst  
burn bird birth  
her heard hurt

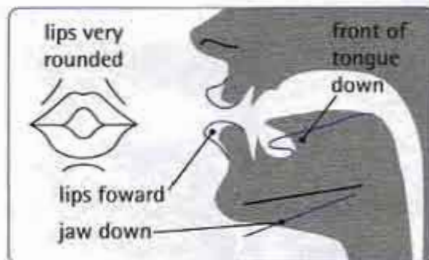
C

A91a

• Listen to the sound /ɔ:/. Look at the mouth diagram to see how to make this long vowel sound.

A91b

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



target /ɔ:/		
shot	short	shirt
work	walk	woke
far	four	fair
boil	ball	bowl



"Laura's daughter bought a horse and called it Laura."

A91c

• Listen and repeat the examples of the target sound.

bore bored bought  
call cause caught  
war wall walk

A92

Important for listening

- 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 /ɑ:/ instead of /ɔ:/. Listen: *ball caught law talk bought*.

D

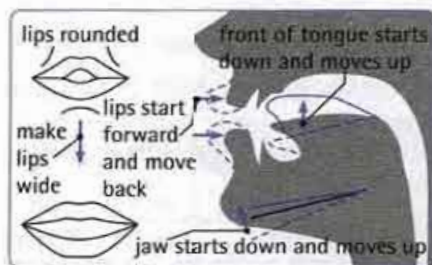
### Spelling

	I / E / O / U + R	other spellings
/ɜ:/:	IR ( <i>girl</i> ), ER ( <i>her</i> ), UR ( <i>hurt</i> )	OR ( <i>word</i> ), EAR ( <i>heard</i> )
/ɔ:/:	OR ( <i>form</i> )	A ( <i>call</i> ), AR ( <i>war</i> ), AU ( <i>cause</i> ), AW ( <i>saw</i> ), AL ( <i>walk</i> ), AUGH ( <i>taught</i> ), OUGH ( <i>thought</i> ), OUR ( <i>four</i> )

# Toy, town

## The vowel sounds /ɔɪ/ and /aʊ/

- A**
- A95a • Listen to the sound /ɔɪ/. Look at the mouth diagram to see how to make this long vowel sound.
  - A95b • Listen to the target sound /ɔɪ/ in the words below and compare it with the words on each side.



target /ɔɪ/

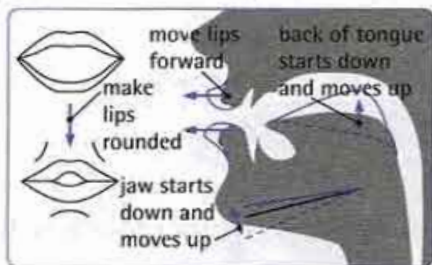
buy	boy	bay
pint	point	paint
all	oil	I'll



"Roy enjoys noisy toys."

- A95c • Listen and repeat these examples of the target sound.  
 toy noise voice  
 boil coin choice  
 employ enjoyed

- B**
- A96a • Listen to the sound /aʊ/. Look at the mouth diagram to see how to make this long vowel sound.
  - A96b • Listen to the target sound /aʊ/ in the words below and compare it with the words on each side.



target /aʊ/

fond	found	phoned
know	now	new
car	cow	care



"Mrs Brown counted cows coming down the mountain."

- A96c • Listen and repeat these examples of the target sound.  
 how houses house  
 now sound south  
 town ground count

Important for listening

- When the vowel sound /ɔɪ/ is before L, e.g. *oil, boil, soil*, many speakers put the vowel /ə/ between them. You may find it easier to say it this way.
- When the vowel sound /aʊ/ is before R or L, many speakers put the vowel /ə/ 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*

**C**

### Spelling

	frequently	notes
/ɔɪ/	OY ( <i>boy</i> ), OI ( <i>coin</i> )	
/aʊ/	OW ( <i>cow</i> ), OU ( <i>loud</i> )	Various different vowel sounds are spelt OW or OU.

# Eye, my, mine

## Introducing syllables

A

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).

CV	VC	CVC
go /gəʊ/ my /maɪ/ know /nəʊ/ weigh /weɪ/	if /ɪf/ egg /eg/ ice /aɪs/ eight /eɪt/	ten /ten/ nose /nəʊz/ mouth /maʊθ/ knife /naɪf/



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

B

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 /kɑː/ hair /heə/

C

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 /tʃɒk.lət/. (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 /tʃɒk.lət/    different /dɪf.rənt/    interesting /ɪn.trəs.tɪŋ/  
general /dʒen.rəl/    comfortable /kʌmf.tə.bəl/    secretary /sek.rə.tɪ/

D

The first syllable in these words has the same three sounds, but in the opposite order: kitchen /'kɪtʃ.ɪn/ – chicken /tʃɪk.ɪn/.

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



Richard checked the chicken in the kitchen.



Note: You can find more about syllables in Units 24 to 27.

# Saturday September 13th

## Introducing word stress

**A**

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. **S**aturday
- Make it louder. **Sat**urday
- Make it higher. **Sat**urday

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

**B5** Listen to the conversation and listen to the stress patterns of the words in bold type.

- A: When do you **begin** your **holiday**?  
 o O      O o o
- B: On the **thirtieth** of **August**.  
 O o o      O o
- A: That's next **Saturday**!  
 O o o
- B: We're leaving in the **afternoon**.  
 o o O
- A: And when are you coming back?
- B: Saturday **September** the **thirteenth**.  
 o O o      o O
- A: **Thirtieth**?  
 O o o
- B: No, **thirteenth**!  
 o O



**B**

**B6** Different words have different stress patterns (patterns of stressed and unstressed syllables). Listen to these two- and three-syllable words.

- |     |  |     |                                  |
|-----|--|-----|----------------------------------|
| Oo  | April, <b>thirty</b> , morning, Sunday                   | oOo | September, tomorrow, eleventh    |
| oO  | July, midday, <b>thirteen</b> , today, <b>thirteenth</b> | ooO | afternoon, seventeen, twenty-one |
| Ooo | Saturday, <b>thirtieth</b> , yesterday, holiday, seventy |     |                                  |

**!** Note: The stress pattern of numbers with *-teen* is sometimes different when the word is in a sentence. For example, the normal stress pattern of *nineteen* is *oO*, but when it is followed by a noun, e.g. *the nineteen nineties*, *nineteen people*, the pattern is *Oo*.

**!** Note: *January* and *February* may be pronounced with the stress patterns *Ooo* or *Oooo*.

**C**

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

- |              |        |
|--------------|--------|
| <b>B7</b> oO | Oo     |
| thirteen     | thirty |
| fourteen     | forty  |
| sixteen      | sixty  |
| eighteen     | eighty |
| nineteen     | ninety |

**!** Note: You can find more about word stress in Units 28 to 31.

# Remember, he told her

## Introducing sentence stress

- A** **B9** 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.

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

- B** **B10** 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    What do you **do**?    Where do you **live**?    Give me a **call**.  
 ooOo    Are you **coming**?    Do you **like** it?    Is he **happy**?

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

- C** 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.

**B11** OOO            Don't tell **Mike**.  
 OoOoOo        Go and **spea**k to **Mary**.  
 OooOooOoo    Hurry and **give** it to **Jonathan**.

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

ooO    He **can** talk.

oOO    He **can't** talk.



**!** Note: You can find more about sentence stress in Units 32 to 40.



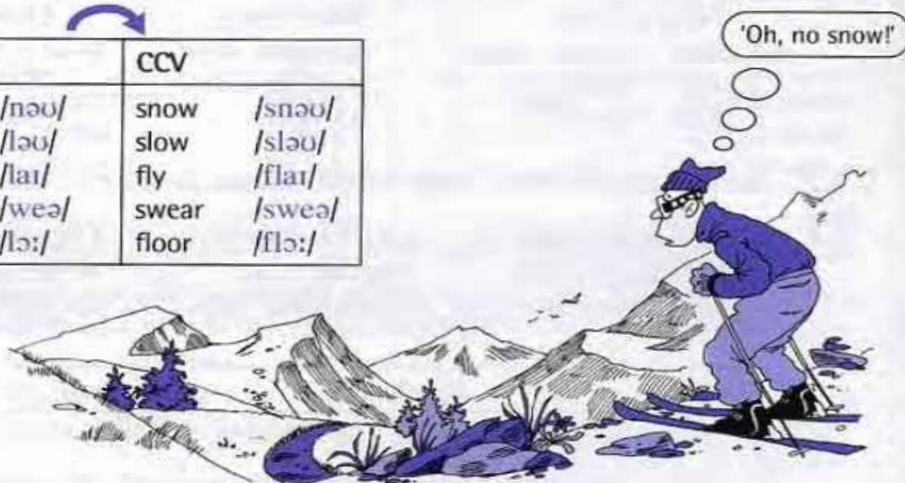
## Oh, no snow!

## Consonants at the start of syllables

A

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.

V	CV	CCV
oh /əʊ/	no /nəʊ/	snow /sneʊ/
oh /əʊ/	low /ləʊ/	slow /sləʊ/
eye /aɪ/	lie /laɪ/	fly /flaɪ/
air /eə/	where /weə/	swear /sweə/
or /ɔ:/	law /lə:/	floor /flɔ:/



B

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: /t/, /k/, /l/, /m/, /p/, /t/, /w/, /j/.
- if the first C is any sound other than /s/, the second C can only be one of these: /l/, /r/, /w/, /j/.

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.

- B16** /s/ + C: spell stairs sleep small snack swim  
 C + /l/, /r/, /w/ or /j/: blue fly dress ground quick swim view tune  
 /s/ + CC: spring strange square scream

C

When there are two or more Cs at the beginning of a syllable, many learners add a V before the first C or between the Cs. Be careful!

- If you add a V before the first C, you may get a different word. For example, if you add a vowel before *sleep*, it may become *asleep*.
- If you add a V between the Cs, you may get a different word. For example, if you add a vowel between /s/ and /p/ in *sport*, it becomes *support*.

Listen to the difference.

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

English Pronunciation in Use

# Go – goal – gold

## Consonants at the end of syllables

**A** 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.



Go!



Goal!



Gold!

**B** 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.

B20

VCC	VC
belt /bɛlt/	bell /bɛl/
change /tʃeɪndʒ/	chain /tʃeɪn/
range /reɪndʒ/	rain /reɪn/
help /hɛlp/	hell /hɛl/
film /fɪlm/	fill /fɪl/
tenth /tɛnθ/	ten /tɛn/
learnt /lɜːnt/	learn /lɜːn/
wolf /wɒlf/	wool /wʊl/
hold /həʊld/	hole /həʊl/

**C** 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' → table 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).

**D** 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.

B21

Listen to these examples.

help	helper
sent	centre
cook	cooker
mix	mixer
past	pasta

# Paul's calls, Max's faxes

## Syllables: plural and other -s endings

## A

The noun *call* /kɔ:l/ is one syllable and the plural *calls* /kɔ:lz/ 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.

B23 Listen to the examples of -s endings in these rhymes.

Claire's chairs.

Bob's jobs.

Di's pies.

Rose knows.

Pat's hats.

## B

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

B24 The plural and other endings *are* another syllable when the original word ends in one of the sounds below. Listen to the examples and rhymes.

/s/ Chris's kisses, the nurse's purses, Max's faxes

/ʃ/ Trish's wishes

/z/ Rose's roses

/tʃ/ The witch's watches

/dʒ/ George's fridges



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

## C

Important  
for listening

With -s endings, we sometimes get a lot of consonant sounds together at the end of syllables, for example, *facts* /fæ:ktɪs/. 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.

B25

She never sends birthday cards. (sounds like: She never /senz/ birthday cards)

The lifts broken. (sounds like: The /lɪf/s/ broken)

It tastes funny. (sounds like: It /teɪs/ funny)

That's what he expects. (sound like: That's what he /ɪk'speks/)

## D

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.

B26

**noun**

Jane's nose

Nick's weights

**singular**

My friend spends a lot.

Our guest came late.

**verb**

Jane knows

Nick waits

**plural**

My friends spend a lot.

Our guests came late.

# Pete played, Rita rested

## Syllables: adding past tense endings

A

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

B30

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



B

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

hate /heɪt/ = one syllable

hated /heɪtɪd/ = two syllables

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

B31

O O	OoOo (-ed = extra syllable)
Pete played.	Rita rested.
Dan danced.	Colin counted.
Will watched.	Wendy waited.
Liz laughed.	Sheila shouted.
Clare cleaned.	Myra mended.
Steve stopped.	Stacey started.

C

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

Present

Past

B32

You never cook a meal.

You never cooked a meal.

I sometimes watch a movie.

I sometimes watched a movie.

We often phone our parents.

We often phoned our parents.



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



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

# REcord, reCORD

## Stress in two-syllable words

A

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.

nouns and adjectives Oo	verbs oO
art – artist	move – remove
drive – driver	like – dislike
friend – friendly	build – rebuild
fame – famous	come – become

B

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.

- B36 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.

C

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.

- B37 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.

D

- B38 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*.

# Second hand, bookshop

## Stress in compound words

## A

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.

- B42 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*.

## B

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

- B43 OO first class, half price, hand made  
 Ooo bad-tempered, old-fashioned, short-sighted  
 OoO overnight, second hand

## C

Sometimes a compound word looks the same as

- a normal adjective and noun,
- a normal noun and verb.

But the pronunciation is different. Compare:

Oo compound word	OO adjective and noun
We keep these plants in a greenhouse during the winter months.	Mr Olsen lives in a small, green house next to the river.
OO compound word	OO noun and verb
I saw her bus pass.	I saw her bus pass.

1



2



# Unforgettable

## Stress in longer words 1

A

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.

	for	get		
	for	get	ful	
	for	get	ful	ness
	for	gett	a	ble
un	for	gett	a	ble

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

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

B

B47

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

ed	u	cate	
ed	u	ca	tion

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

e	lec	tric	
e	lec	tri	cian

dec	o	rate	
dec	o	ra	tion

mu	sic		
mu	si		cian

co	mmu	ni	cate	
co	mmu	ni	ca	tion



Note: *-tion* and *-cian* are pronounced /ʃən/.

C

B48

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

scientist	scient <b>ific</b>
economy	econ <b>omic</b>
atom	at <b>omic</b>
artist	art <b>istic</b>



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 /ɒ/, but in *atomic*, it is pronounced /ɪ/; the A in *atom* is pronounced /æ/, but in *atomic* it is /ə/.



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

# Public, publicity

## Stress in longer words 2

A

B50

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.

pub	lic		
pub	lic	i	ty

na	tion	al		
na	tio	nal	i	ty

pho	to	graph	
pho	tog	raph	y

cli	mate			
cli	ma	tol	o	gy

as	tro-		
a	stron	o	my

chem	ist	
chem	i	stry



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

B

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.



B51 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/ 0o. The first part of the word *geography* may be pronounced as one or two syllables: /'dʒɒgrəfi/ 0oo or /dʒi:'ɒgrəfi/ o0oo. Many speakers do not pronounce the second syllable in *mathematics*, so it sounds like this: /mæθ'mætɪks/ o0o.

C



B52 If we combine the various endings in this unit and Unit 30, we can get 'families' of words with moving stress patterns. Listen to these examples.

photograph	photography	photographic	
economy	economics	economical	
national	nationality	nationalise	nationalisation
civil	civility	civilise	civilisation



## DON'T LOOK NOW!

## Sentences with all the words stressed

## A

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.

- B55 O Help! Quick! Smile!  
 Oo Quiet! Sorry!  
 OO Look out! Take care! Wake up! Don't move! Come back! Stand still! Sit down!  
 OoO Don't forget! Hurry up! Go away! Stay awake! Don't be late!  
 OOo Keep quiet! Don't worry!  
 OOO Don't look now! Go straight on! Don't turn round!  
 oOoo Emergency!

## B

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

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



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

## C

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

- B56 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!



# THAT could be the MAN

## Unstressed words

A

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.

B59

O	o	O
What's	your	name?
Tom	was	right.
Dogs	can	swim.
Close	the	door!
Wait	and	see.
Go	to	bed!

B

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.

Important  
for listening

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.

B60

OO	That man.
OoO	That's the man.
OooO	That was the man.
OoooO	That could be the man.



Note: Speakers can choose to put stress on words which are normally unstressed. They do this for emphasis or contrast. (See Unit 49.)

# I'll ASK her (Alaska)

## Pronouns and contractions

A

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.

B

Important  
for listening

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.

B63

oOo

I met him.

You know her.

They saw you.

She phoned me.

He likes them.

We found it.

oOoO

I met his wife.

They read my book.

He knows their son.

We called their friends.

She hates her job.

You need our help.



**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.

C

Important  
for listening

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.

B64

oOo

I'll ask her.

/æ'læskə/

(like *Alaska*)

I'm coming.

/æm'kʌmɪŋ/

(like *am coming*)

He's finished.

/hɪz'fɪnɪʃt/

(like *his finished*)

They're hungry.

/ðe'hʌŋgrɪ/

(like *the hungry*)

We've seen him.

/wɪv'si:nɪm/

(like *wiv seen im*)

She's angry.

/ʃi'zæŋgrɪ/

(like *shiz angry*)

**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.)

# She was FIRST

## Pronouncing the verb *be*

**A** You don't normally put stress on *are* in the middle of a sentence. Listen to this rhyme.

**B67a** Roses are red,  
Violets are blue,  
Flowers are nice,  
And so are you!

**!** **Note:** Many speakers pronounce *are* just as the weak vowel sound /ə/, but if the following word begins with a vowel sound, the /r/ is pronounced too, for example *People are angry*. (See Unit 39.)

**B** **B67b** The word *is* (and 's) is not usually spoken as a separate syllable; it is usually joined to the syllable before, for example *Snow is/s white*. But if the word before ends with letters like S, CE, GE and CH, it is a new syllable, for example *Grass is green*. (See Unit 24.) Listen to the examples.

<i>is</i> and 's – not a separate syllable	<i>is</i> and 's – a separate syllable
Snow is white.	Grass is green.
Your hair is dirty.	Your face is dirty.
The road is closed.	The bridge is closed.
The clock is broken.	My watch is broken.

**!** **Note:** After a pronoun, *am*, *is* and *are* are usually written as a contraction ('m, 's, 're). (See Unit 34.)

**C** In the middle of a sentence, *was* and *were* are also usually unstressed. Listen to the chant.

**B68** She was first.  
You were last.  
It was hard.  
She was fast.  
You were slow.  
She was strong.  
I was tired.  
It was long.



**D** The verb *be* is normally unstressed at the start of a sentence too. Listen to this chant.

**B69** 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?



Important  
for listening

Note that the vowel is very weak in fast speech (see Unit 7, which looks at weak vowels).

*am* = /əm/; *is* = /ɪz/; *are* = /ə/; *were* = /wə/; *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.)

# WHAT do you THINK?

## Auxiliary verbs

A

OooO is a very common rhythm in questions beginning with *Wh-* words (*when, where, what, etc.*) followed by auxiliary verbs.

<i>Wh-</i> word (stressed)	auxiliary (unstressed)	pronoun (unstressed)	main verb (stressed)
What	do	you	think?
O	o	o	O

B74

Important  
for listening

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*.

OooO  
**What** do you **think**?  
**Where** do you **live**?  
**What** does she **mean**?  
**Where** does he **work**?  
**What** did he **say**?  
**Why** did you **go**?

B

B75

Important  
for listening

Other auxiliaries are also usually unstressed in questions. Listen. Note that the speaker does not pronounce the first letters of the auxiliaries *will, have* and *has*.

**What** will he **do**?                      **Where** has she **been**?  
**What** have I **done**?                    **What** can you **see**?

C

B76

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.)

D

B77

Important  
for listening

In very fast speech, some speakers pronounce many of these questions with only three syllables. Listen.

OooO  
**What** do you **want**?                    /wɒdjə'wɒnt/                    (sounds like: What dya want?)  
**What** does he **do**?                    /wɒtsɪ'du:/                    (sounds like: What si do?)  
**Where** have you **been**?                /weəvjə'bi:n/                    (sounds like: Whereve ya bin?)  
**Where** did he **go**?                    /weərdɪ'gəʊ/                    (sounds like: Where di go?)

## A PIECE OF CHEESE

Pronouncing short words (*a, of, or*)

A

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*.

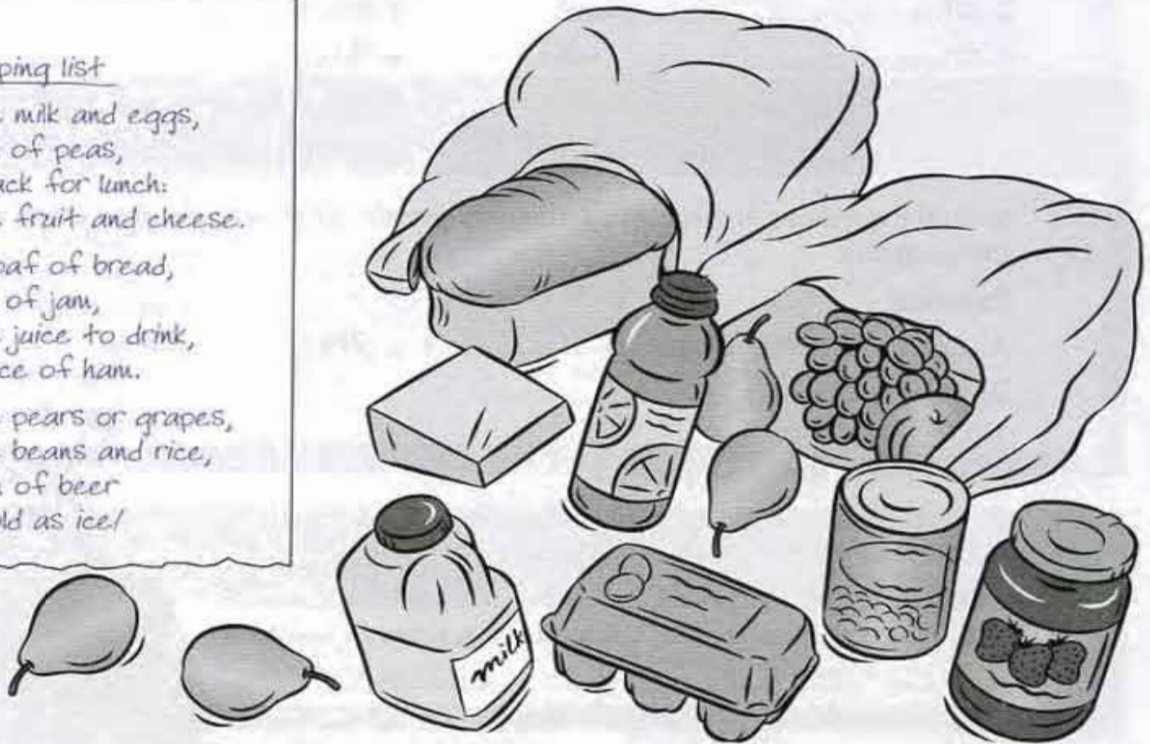
B80

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!



B

Important  
for listening

Listen again to the chant in A. Notice that the vowels in all the unstressed syllables are pronounced the same. This sound is written as /ə/ in the phonemic alphabet (see Unit 7). Also, in fast speech, the consonant sounds after the vowel in these words may not be pronounced. In this case, *and* sounds like *an*, and *of* sounds like *a*. Listen to these examples.

B81

*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*.

C

The vowel sound in *to* and *the* is different if the following word begins with a vowel. In this case, *to* changes from /tə/ to /tu/, and *the* changes from /ðə/ to /ði/. Listen to the difference.

B82

We need water to drink and food to eat.  
I'll have the fish, and the apple pie for dessert.

# Pets enter, pet centre

## Joining words 1

A

Important  
for listening

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.

B85

pets enter	pet centre
stopped aching	stop taking
ice-cream	I scream
known aim	no name
called Annie	call Danny
clocks tops	clock stops
missed a night	Mr Knight



**Note:** The spelling may be different in the two phrases which sound the same. For example, the consonant sound /s/ is spelt S in *pets*, but C in *centre*. The consonant sound /t/ is spelt D at the end of *stopped*, but T in *taking*.



**Note:** The /h/ is often dropped from the beginning of pronouns, so that *thanked him* sounds like *thank Tim*.

B

Important  
for listening

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.*

C

Important  
for listening

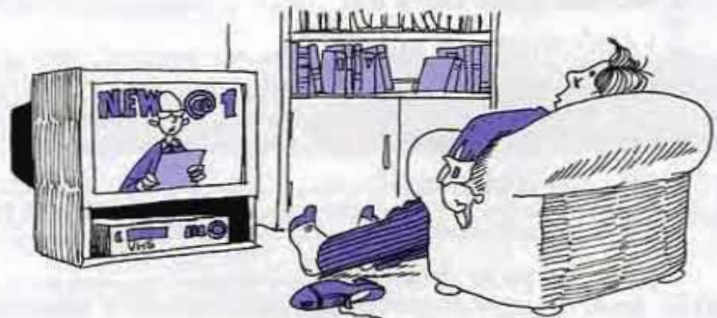
In fluent speech, people join words together. When one word ends with a consonant and the next word begins with a vowel, imagine that the consonant is at the beginning of the next word. For example, say the first line of the chant below as if the words were divided like this:

/gʌ tə pə teɪ/.

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.

B86

Got \_ up \_ at \_ eight,  
Got \_ on \_ a bus,  
Went \_ into work,  
Worked \_ until two,  
Went \_ out for lunch,  
Worked \_ until six,  
Back \_ on the bus,  
Switched \_ on the box\*,  
Slept \_ in \_ a chair.  
(\*box = television)



# After eight, after rate

## Joining words 2

## A

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: /eɪbi:si:/ (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.

- B88 URL /ju: wɑ: reɪl/  
 AIM /eɪ jaɪ jem/  
 BORN /bɔ: jɔ: wɑ: ren/

The same three sounds, /r/, /j/ and /w/, are also added between whole words to separate vowel sounds.

## B

Important  
for listening

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 /ɑ:ftə/. 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* /ɑ:ftə reɪt/. 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.

## B89

R not pronounced	R pronounced	sounds like ...
her card	her ace	<i>her race</i>
under sixteen	under age	<i>under rage</i>
after nine	after eight	<i>after rate</i>
four legs	four eyes	<i>four rise</i>
clear skies	clear air	<i>clear rare</i>



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 /sɔ: ræɪlɪs/.



'I saw her race.'



'I saw her ace.'

## C

Important  
for listening

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/ (Y).
- If the first word ends in a vowel sound like /u:/ or /ɔ:/ 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.




















## B90

























no /j/ or /w/ pronounced	/j/ or /w/ pronounced	sounds like ...
every toe /evri tɔ:/	every ear /evri <small>j</small> ɪə/	<i>every year</i>
he saves /hi seɪvz/	he earns /hi <small>j</small> ɜ:nz/	<i>he yearns</i>
you drank /ju: dræŋk/	you ache /ju: <small>w</small> eɪk/	<i>you wake</i>
you hurt /ju: hɜ:t/		



## Introduction to phonemic symbols

### The phonemic alphabet

<i>/æ/</i>  apple	<i>/ɛ/</i>  egg	<i>/ɪ/</i>  insect	<i>/ɔ/</i>  orange	<i>/ʌ/</i>  umbrella	<i>/ɒ/</i>  book
<i>/ɑ:/</i>  arm	<i>/ɜ:/</i>  earth	<i>/i:/</i>  eagle	<i>/ɔ:/</i>  organ	<i>/u:/</i>  two	
<i>/eə/</i>  aeroplane	<i>/ɪə/</i>  ear	<i>/aɪ/</i>  eye	<i>/eɪ/</i>  eight	<i>/ɔɪ/</i>  coin	
<i>/əʊ/</i>  oval	<i>/aʊ/</i>  owl	<i>/ə/</i>  banana			

<i>/b/</i>  bird	<i>/tʃ/</i>  chair	<i>/d/</i>  dog	<i>/f/</i>  fish	<i>/g/</i>  girl	<i>/h/</i>  heart
<i>/dʒ/</i>  jar	<i>/k/</i>  key	<i>/l/</i>  leaf	<i>/m/</i>  monkey	<i>/n/</i>  nine	<i>/ŋ/</i>  ring
<i>/p/</i>  pear	<i>/r/</i>  rose	<i>/s/</i>  sofa	<i>/ʃ/</i>  sheep	<i>/t/</i>  television	<i>/t/</i>  table
<i>/ɒ/</i>  mother	<i>/θ/</i>  thirteen	<i>/v/</i>  volcano	<i>/w/</i>  web	<i>/j/</i>  yacht	<i>/z/</i>  zebra

# 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'.

## p7 Sound pair 1: /æ/ and /e/

For more on these sounds, see Units 2, 6.

Listen to the words in the box.

man – men	had – head
gas – guess	sad – said

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 / merry*
- 12 Talk to the *man / men*.

visited	
understood	
recorded	

## D8 Sound pair 2: /æ/ and /ʌ/

For more on these sounds, see Units 2, 18.

Listen to the words in the box.

ran – run	cat – cut
match – much	sang – sung

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 / sang* in public.

visited	
understood	
recorded	

D9

## Sound pair 3: /æ/ and /ɑː/

For more on these sounds, see Units 2, 14.

Listen to the words in the box.

hat – heart	had – hard
match – March	pack – park

(Note: In accents where the R is pronounced, these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word or phrase you hear.

- 8 *cat / cart*  
 9 *match / March*  
 10 *had a / harder* problem  
 11 He always *packs / parks* slowly.  
 12 She put her hand on her *hat / heart*.

visited	
understood	
recorded	

D10

## Sound pair 4: /eɪ/ and /e/

For more on these sounds, see Units 2, 6.

Listen to the words in the box.

main – men	weight – wet
late – let	pain – pen

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

- 8 *gate / get*  
 9 *paper / pepper*  
 10 *waste / west*  
 11 What would happen if we *fail / fell*?  
 12 I've got a *pain / pen* in my hand.

visited	
understood	
recorded	

D11

## Sound pair 5: /eɪ/ and /eə/

For more on these sounds, see Units 2, 14.

Listen to the words in the box.

way – wear	pays – pears
they – there	stays – stairs

(Note: In accents where the R is pronounced, these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word or phrase you hear.

- 8 *they / their*  
 9 *stays / stairs*  
 10 *hey / hair*  
 11 I don't want to *pay / a pear*.  
 12 There's *no way / nowhere* to go.

visited	
understood	
recorded	

D12

## Sound pair 6: /eə/ and /ɑː/

For more on these sounds, see Unit 14.

Listen to the words in the box.

fare – far	stairs – stars
bear – bar	care – car

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*.

visited	
understood	
recorded	

D13

## Sound pair 7: /ɑː/ and /ɔː/

For more on these sounds, see Units 14, 19.

Listen to the words in the box.

farm – form	part – port
bar – bore	star – store

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*.

visited	
understood	
recorded	

D14

## Sound pair 8: /eə/ and /ɪə/

For more on these sounds, see Units 6, 14.

Listen to the words in the box.

hair – here	fair – fear
chairs – cheers	bear – beer

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*.

visited	
understood	
recorded	

## D15 Sound pair 9: /ʌ/ and /ɑː/

For more on these sounds, see Units 14, 18.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

- 8 *hut / heart*  
 9 *much / March*  
 10 *duck / dark*  
 11 *cut / cart*  
 12 Try to *come / calm* down.

come – calm	much – March
duck – dark	cut – cart

visited	
understood	
recorded	

## D16 Sound pair 10: /ɪ/ and /iː/

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*?

hit – heat	rich – reach
chip – cheap	live – leave

visited	
understood	
recorded	

## D17 Sound pair 11: /iː/ 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 *he / here*?

knee – near	be – beer
he – here	tea – tear

visited	
understood	
recorded	

## D18 Sound pair 12: /e/ and /ɜ:/

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.

head – heard	west – worst
bed – bird	feather – further

visited	
understood	
recorded	

## D19 Sound pair 13: /ɪ/ and /e/

For more on these sounds, see Units 6, 11.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

- 8 *miss / mess*
- 9 *bill / bell*
- 10 *will / well*
- 11 Who dropped the *litter / letter*?
- 12 You should take the *lift / left*.

did – dead	lift – left
sit – set	bill – bell

visited	
understood	
recorded	

## D20 Sound pair 14: /ɒ/ and /əʊ/

For more on these sounds, see Unit 16.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

- 8 *not / note*
- 9 *rob / robe*
- 10 *goat / got*
- 11 They *want / won't* sleep.
- 12 The *cost / coast* is clear.

want – won't	cost – coast
not – note	shone – shown

visited	
understood	
recorded	

D21

**Sound pair 15: /ɒ/ and /ʌ/**

For more on these sounds, see Units 16, 18.

Listen to the words in the box.

lock – luck	shot – shut
gone – gun	not – nut

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?*

visited	
understood	
recorded	

D22

**Sound pair 16: /əʊ/ and /u:/**

For more on these sounds, see Units 16, 18.

Listen to the words in the box.

show – shoe	toe – two
blow – blue	soap – soup

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.

visited	
understood	
recorded	

D23

**Sound pair 17: /əʊ/ and /ɔ:/**

For more on these sounds, see Units 16, 19.

Listen to the words in the box.

coat – caught	low – law
boat – bought	woke – walk

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.

visited	
understood	
recorded	

D24

## Sound pair 18: /əʊ/ and /aʊ/

For more on these sounds, see Units 16, 20.

Listen to the words in the box.

no – now	blows – blouse
phoned – found	tone – town

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.

visited	
understood	
recorded	

D25

## Sound pair 19: /ʊ/ and /u:/

For more on these sounds, see Unit 18.

Listen to the words in the box.

full – fool	pull – pool
look – Luke	

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.

visited	
understood	
recorded	

D26

## Sound pair 20: /ʌ/ and /ʊ/

For more on these sounds, see Unit 18.

Listen to the words in the box.

luck – look	bucks – books
-------------	---------------

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*

visited	
understood	
recorded	



## D27 Sound pair 21: /ʌ/ and /ɜ:/

For more on these sounds, see Units 18, 19.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word or phrase you hear.

- 8 *but / Bert*
- 9 *hut / hurt*
- 10 *under / earned a*
- 11 *suffer / surfer*
- 12 It looks like the butcher's *shut / shirt*.

shut – shirt	suffer – surfer
such – search	ton – turn

visited	
understood	
recorded	

## D28 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*.

won – when	study – steady
butter – better	nut – net

visited	
understood	
recorded	

## D29 Sound pair 23: /ɔ:/ 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*.

short – shot	order – odder
sport – spot	port – pot

visited	
understood	
recorded	

D30

## Sound pair 24: /ɜ:/ and /ɪə/

For more on these sounds, see Units 6, 19.

Listen to the words in the box.

bird – beard	her – hear
were – we're	fur – fear

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*.

visited	
understood	
recorded	

D31

## Sound pair 25: /ɜ:/ and /eə/

For more on these sounds, see Units 14, 19.

Listen to the words in the box.

her – hair	fur – fair
were – where	bird – bared

(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*.

visited	
understood	
recorded	

D32

## Sound pair 26: /ɜ:/ and /ɔ:/

For more on these sounds, see Unit 19.

Listen to the words in the box.

worked – walked	shirt – short
burn – born	bird – bored

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

- 8 *bird / bored*  
 9 *sir / saw*  
 10 *shirt / short*  
 11 You weren't *first / forced* to do it.  
 12 We *worked / walked* all day.

visited	
understood	
recorded	

D33

**Sound pair 27: /ɜ:/ and /ɑ:/**

For more on these sounds, see Units 14, 19.

Listen to the words in the box.

hurt – heart	heard – hard
further – father	firm – farm

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*.

visited	
understood	
recorded	

D34

**Sound pair 28: /b/ and /p/**

For more on these sounds, see Unit 3.

Listen to the words in the box.

bill – pill	cubs – cups
back – pack	big – pig

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.

visited	
understood	
recorded	

D35

**Sound pair 29: /b/ and /v/**

For more on these sounds, see Units 3, 8.

Listen to the words in the box.

best – vest	bet – vet
cupboard – covered	

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word or phrase you hear.

8 *bet / vet*9 *They've ached / They baked* all day.10 *summer beach / some of each*11 *Say 'boil' / Save oil*.12 *I brushed it / I've rushed it*.

visited	
understood	
recorded	

D36

## Sound pair 30: /p/ and /f/

For more on these sounds, see Units 3, 8.

Listen to the words in the box.

pull – full	copy – coffee
wipe – wife	supper – suffer

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

Listen. Circle the word or phrase you hear.

8 *pool / fool*9 *pine / fine*10 He was driving *past / fast*.11 *a nicer pear / a nice affair*12 a change of *pace / face*

visited	
understood	
recorded	

D37

## Sound pair 31: /s/ and /z/

For more on these sounds, see Unit 4.

Listen to the words in the box.

place – plays	Sue – zoo
rice – rise	east – eased

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.

visited	
understood	
recorded	

D38

## Sound pair 32: /s/ and /ʃ/

For more on these sounds, see Units 4, 12.

Listen to the words in the box.

same – shame	self – shelf
fist – fished	sell – shell

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*.

visited	
understood	
recorded	

## D39 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.

sink – think	worse – worth
bays – bathe	closed – clothed

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?

visited	
understood	
recorded	

## D40 Sound pair 34: /d/ and /t/

For more on these sounds, see Unit 5.

Listen to the words in the box.

hard – heart	road – wrote
dune – tune	die – tie

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.

visited	
understood	
recorded	

## D41 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.

tree – three	boat – both
breed – breathe	dough – though

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.

visited	
understood	
recorded	

## D42 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.

art – arch	what – watch
paid – page	head – hedge

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.

visited	
understood	
recorded	

## D43 Sound pair 37: /f/ and /v/

For more on these sounds, see Unit 8.

Listen to the words in the box.

leaf – leave	half – halve
safer – saver	ferry – very

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*

visited	
understood	
recorded	

## D44 Sound pair 38: /v/ and /w/

For more on these sounds, see Units 8, 10.

Listen to the words in the box.

vet – wet	veil – whale
invite – in white	verse – worse

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*

visited	
understood	
recorded	

**D45** 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.

fin – thin	deaf – death
loaves – loathes	van – than

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*.

visited	
understood	
recorded	

**D46** Sound pair 40: /g/ and /k/

For more on these sounds, see Unit 9.

Listen to the words in the box.

goat – coat	glass – class
dog – dock	pig – pick

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*?

visited	
understood	
recorded	

**D47** Sound pair 41: /h/ and / /

For more on this sound, see Unit 10.

Listen to the words in the box.

hill – ill	hold – old
hear – ear	hall – all

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

8 *hate / eight*

9 *heart / art*

10 You can smell it in the *hair / air*.

11 She lost her *hearing / earring*.

12 They aren't *heating / eating* it properly.

visited	
understood	
recorded	

D48

## Sound pair 42: /j/ and /dʒ/

For more on these sounds, see Units 10, 12.

Listen to the words in the box.

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word or phrase you hear.

8 yet / jet

9 until you lie / until July

10 I don't see the yoke / joke.

11 Did you see yours / Jaws?

12 What's the use / juice?

use – juice	your – jaw
yoke – joke	yet – jet

visited	
understood	
recorded	

D49

## Sound pairs 43: /h/ and /ʃ/, /h/ and /f/

For more on these sounds, see Units 8, 10, 12.

Listen to the words in the box.

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

8 I think the holder's / shoulder's broken.

9 You have to hold / fold it there.

10 I can't sleep with this heat / sheet.

11 I don't think it's hair / fair.

12 The boss hired / fired me.

hip – ship	hot – shot
horse – force	hate – fate

visited	
understood	
recorded	

D50

## 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.

cheap – sheep	chair – share
watch – wash	witch – wish

visited	
understood	
recorded	



## D51 Sound pair 45: /tʃ/ and /dʒ/

For more on these sounds, see Unit 12.

Listen to the words in the box.

chin – gin	rich – ridge
chain – Jane	H – age

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

Listen. Circle the word you hear.

8 chose / Joe's

9 cheap / jeep

10 I dreamt of enormous riches / ridges.

11 Hair-loss starts with H / age.

12 I don't think it's in tune / June.

visited	
understood	
recorded	

## D52 Sound pairs 46: /ts/ and /tʃ/, /dz/ and /dʒ/

For more on these sounds, see Unit 12.

Listen to the words in the box.

cats – catch	mats – match
raids – rage	aids – age

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.

visited	
understood	
recorded	

## D53 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.

trees – cheese	train – chain
draw – jaw	drunk – junk

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.

visited	
understood	
recorded	

D54

## Sound pair 48: /n/, /ŋ/ and /ŋk/

For more on these sounds, see Unit 15.

Listen to the words in the box.

thin – thing	sinner – singer
thing – think	singing – sinking

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*.

visited	
understood	
recorded	

D55

## Sound pairs 49: /m/ and /n/, /m/ and /ŋ/

For more on these sounds, see Unit 15.

Listen to the words in the box.

some – sun	smack – snack
game – gain	some – sung

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.

visited	
understood	
recorded	

D56

## Sound pair 50: /l/ and /r/

For more on these sounds, see Unit 13.

Listen to the words in the box.

light – write	lock – rock
alive – arrive	flight – fright

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.

visited	
understood	
recorded	