Tree or Three?

An elementary pronunciation course

THIS PACK
CONTAINS BOOK
AND 3 AUDIO CDS



Second edition



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Ann Baker



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ABOUT THIS BOOK

Who can use this book?

Tree or Three? is for beginner or elementary students who want to improve their English pronunciation. This book is for students working on their own, but teachers can also use many of the exercises in class. This symbol: means that an exercise is suitable for pairs. This symbol:

What do I need?

You need a CD player. Every time you see this symbol: you have to listen to the CD. You will also see a number. This tells you which track number to find on your CD player. Intonation is shown with arrows:

It is also useful to have a small mirror. You can use the mirror to compare the shape of your mouth with the mouth pictures in each unit.

Do I need to know any special vocabulary before I start?

Here is a list of some important vocabulary that will help you use the book. Check the words in a dictionary now and write a translation into your language below:

consonant	tooth	
lips	teeth	
mirror	throat	
nose	tongue	
pronunciation	voice	
sentence	vowel	
sound	weak	
strong		

What do I have to do?

Each unit contains different exercises. Here is a list of some things you have to do: listen to words and sentences on the CD repeat words or sentences that you hear on the CD tick words or sentences that you hear on the CD underline words or letters circle words or letters match words that have the same sound decide if information is true or false

Where can I check my answers to exercises?

For some exercises you will hear the answers on the CD after you speak. For other exercises you will see this symbol: This means you have to check your answers in the Key at the back of the book (see page 108–129).

Should I do all the units in the book?

You can look through the book and do any units that you feel are important for you. If you want to check your pronunciation, it is a good idea to do all the units in the order that they appear in the book.

INTRODUCTION FOR TEACHERS

Level

This book is written for beginner–elementary students, but previous editions have also been used by students at other levels. *Ship or Sheep?* is written for intermediate level.

Class/Student working alone

Minimal pairs

In this book, these are pairs of words/sentences which differ by only one sound, e.g. *Have you got a pen?/Have you got a pan?* These sometimes help students to hear – and then pronounce – sounds that are difficult for them. You may want to extend students' class practice of particular minimal pairs by inventing games or playing the following:

- 'Card games' Make cards for all the minimal pairs in units 1–6. Shuffle
 the cards and deal them face down all around the table. Turn over any
 two cards and read the words aloud. If they aren't minimal pairs turn
 them face down again and the next person plays. Collect as many pairs
 as you can in a time limit, e.g. ten minutes.
- 'Fingers' For each pair, say words rapidly at random, e.g. *tree tree three three three three*. Students show with one or two fingers if they hear sound 1 or sound 2. Students practise in pairs and then back to back.

Website support

More information and support for this book can be found at: http://www.cambridge.org/elt/treeorthree/

THANKS AND ACKNOWLEDGEMENTS

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UNIT 1 /s/ sun



- Listen to /s/.
 - Look at the mouth picture.
 - Listen to /s/ and repeat. You do not need your voice, just air.
- 2 Listen to the words and repeat:



1 bus



2 glass



3 horse



4 house



5 bicycle



6 sofa



7 pencil



8 box



9 star



10 mouse



11 spoon



12 desk



3



Listen to the questions and say the answers.

EXAMPLE:

What's number 1? Answer: It's a bus.



Pairwork

Ask a partner: 'What's number 1?', 'What's number 2? ...'

4



Look at the picture and listen to the conversation.

SARAH: What's this, Sam?

SARAH: And what's this? SAM: It's a house.

SARAH: What's this? A bus?

SAM: Yes.

SARAH: And what's this? A horse? SAM: No, Sarah. It's a mouse!



5 8 A5

Listen to the conversation again. Underline every /s/ sound.

EXAMPLE: Sarah: What's this, Sam?

Sam: It's a bicycle.

A6

Now listen to Sarah again. You are Sam. Practise the conversation.

EXAMPLE: Sarah: What's this, Sam?

Answer: It's a bicycle.

Pairwork

Practise with a partner: You are Sarah. Your partner is Sam.

7 A7

Look at the pictures and listen to the sentences. Say new sentences.

EXAMPLE:

It's a cup





ship



shop



hat



cat













8 - A8

Listen to the words. Put a tick ✓ if you can hear /s/ in the word. Put a cross X if you cannot hear /s/ in the word.

Example:

pencil	1	picture	X
bicycle	A	sofa	×
hat	×	answer	V
unit	×	listen	
plate	7	conversation	

UNIT 2 /z/ z00



First say /s/ (see page 1). Now listen to /z/. Look at the mouth picture.



Listen to /s/ and /z/ and repeat.

Put your fingers on your throat.

You do not need your voice to say /s/. You need your voice to say /z/.



Say /s/. What can you feel? Say /z/. What can you feel? /s/ is unvoiced. /z/ is voiced.



Listen to the words and repeat:

	UND 1	SOUND		
	/s/ Sue	/z/ zoo		
	bus	buzz	076	
	sip	zip	30000	
£10-	price	prize		

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Look at that Sue!



Look at that zoo!



b) Listen to that bus.



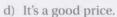
Listen to that buzz!



c) Can I have a sip, please?



Can I have a zip, please?





It's a good prize.



Look at the cartoon and listen to the conversation.







Which words have /z/? Underline them.

Pairwork Practise the conversation

with a partner.

A14

Look at the pictures and listen to the questions.

Answer: Yes, it is. or No, it isn't. It's a _____.

EXAMPLE:

Picture 1: Is this a horse? Answer: No, it isn't. It's a cat.

1 horse cat

2 hat

plate



the sun

4 book



book

5 cup



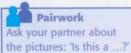


spoon

7 box



house



A15

Look at the pictures and listen to the beginning of some sentences. Finish the sentences.

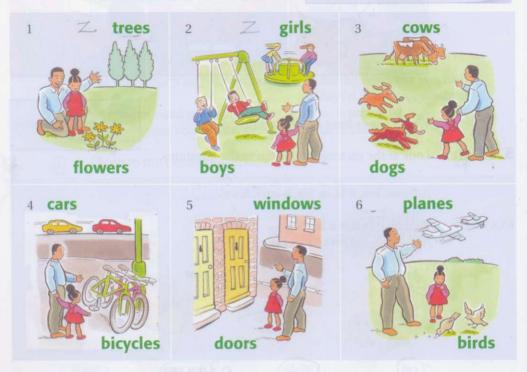
EXAMPLE:

Picture 1: These are flowers ...

Answer: ... and those are trees.

Tip box

We say 'these' to talk about things which are near to us. We say 'those' to talk about things which are not very near.



7 8 A16

Listen to the words. Put them in the correct column.

isn't sun pens is buzz bicycle this flowers those bus boys listen

EXAMPLE:

sun isn't penz those this this bus fullen flowers

that is a

701

UNIT 3 /ə/ banana (1)



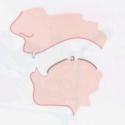
A17

Listen to /ə/. Look at the mouth picture.

Listen to /ə/ and repeat. A17

Tip box

Sometimes people say ၁၁၁၁ when they get up very early in the morning!







Look at the shopping list and listen to the words.

Part of each word is in bold. These parts are 1-o-n-g and strong. They are stressed.

Notice that /ə/ is never stressed. It is short and weak.

Shopp	ping list
pepper pepper	butter
lal lal bananas	chocolate
pizza	yoghurt
carrots	newspaper 200

Tip box

/a/ is the most common vowel sound in English. It is very short and weak and it helps to create the rhythm of English.



Now listen to the shopping list again and repeat.

Remember /ə/ is short and weak!

4

Look at the picture. Say what we need to buy.

EXAMPLE: We need to buy a pizza, some butter and ...







Listen to each group of words. Circle the word without /ə/. We give the answer to Group 1.

Group 1	Group 2	Group 3	Group 4	Group 5
listen	horse	doctor	teacher	answer
banana	butter	question	hat	mother
cup	flower	window	pizza	shop

a lawana

chocolate

UNIT 4 $/\theta$ / three



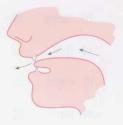
A20

Listen to θ .

Look at the mouth picture.



Listen to θ and repeat.



You do not need your voice, just air.

 $/\theta$ / is unvoiced.

2



Listen to the words and repeat:

		OUND 1	SOUND 2	
		/s/ mouse	/θ/ mouth	T HIMMAN
posters les	2+4=6	sum	thumb	
		sick	thick	
		sink	think	

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Is that a mouse?

Is that a mouth?

b) Look at this sum.

Look at this thumb.

c) It's sick.

It's thick.

d) It's sinking.

It's thinking.



Listen to the words and repeat:

1st	first	6th	sixth
2nd	second	7th	seventh
3rd	third	8th	eighth
4th	fourth	9th	ninth
5th	fifth	10th	tenth

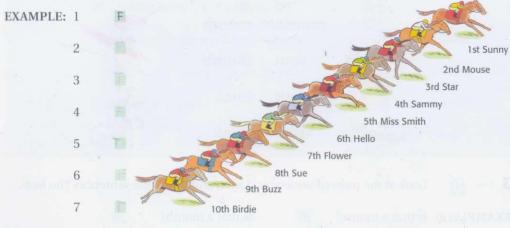
5 Look at the pairs of words. Tick ✓ the words you hear.

EXAMPLE: a) seven seventh
b) three third
c) five fifth
d) eight eighth

e) ten tenth

6 Look at the picture and listen to some sentences.

Write T if the sentence is true. Write F if the sentence is false. Then check your answers.

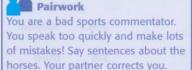


Imagine you work for a TV station. You are a sports commentator. Look at the picture of the horses again and say a sentence about each horse.

EXAMPLE:

Sunny is first. Mouse is second ...





UNIT 5 /ð/ feather



First say θ (see page 9).

Now listen to /ð/.

Look at the mouth picture.

Listen to θ and δ and repeat.



Put your fingers on your throat.

You do not need your voice to say $/\theta$ /. You need your voice to say /ð/.

Say $/\theta$ /. What can you feel? Say /ð/. What can you feel? $/\theta$ / is unvoiced. /ð/ is voiced.

Listen to the words and repeat: A28

> mother grandmother

father

grandfather brother

3

Look at the photograph of Sue's Family. Listen to Sue talking about her family.

Match the words with the people in the photograph.

Sue

Sue's mother

Sue's father

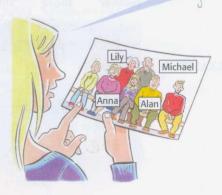
Sue's big brother, James

Sue's little brother, Peter

Sue's grandmother

Sue's grandfather

This is my family. I'm in the middle, between my mother and my father. My big brother, James, is next to my father. My little brother, Peter, is next to my mother. And my grandmother and grandfather are here, behind us.



4

Read what Sue says again. <u>Underline</u> every /ð/ sound.

EXAMPLE:

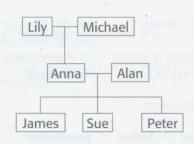
This is a picture of my family ...

Now read the text aloud. Remember /ð/!

5



Look at Sue's family tree. Listen to some questions and answer, then listen to the answer given on the recording.



Pairwork

Draw your family tree. Then talk about your family. 'My mother's name is ...' etc.

EXAMPLE:

Who is Sue's mother?

Answer: Anna is Sue's mother.

6 8 A31

Listen to the words. Put them in the correct column.

mouth	fourth	these	father	thumb
feather	those	think	this	the

EXAMPLE:

mouth

/0/

these

/ð/

UNIT 6 /ix/ sheep



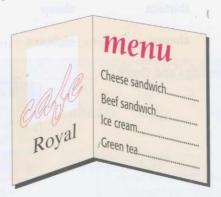
Listen to /iː/.

Look at the mouth picture.

Listen to /i:/ and repeat. /iː/ is a l-o-n-g sound

2

Listen to the things on the menu and repeat:

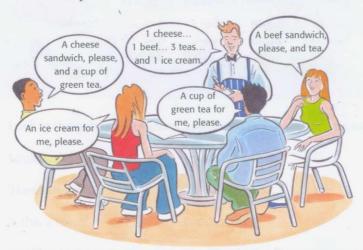


Tip box

When you see I after a sound, it means it is a l-o-n-g sound



Look at the picture and listen to the conversation.





Listen to the conversation again. Underline every /iː/ sound.



A cheese sandwich, please, and a cup of green tea. **EXAMPLE:**

5

A35

Numbers and letters

Listen to the numbers and repeat:

3 13 4 14 5 15 6 16 7 17 8 18 9 19

6 A36

Listen to the letters and repeat:

b c d e g p t v

7 Now spell these words:

cup thirteen sheep tea seventeen cheese eighteen coffee

A37

Listen to the spellings and check.

Tip box

To spell a word with two of the same letters together, we can say 'double'. E.g. book – 'B, double O, K' coffee – 'C, O, double F, double E'.

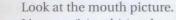
Pairwork

You spell the words. Your partner writes them down and says them. You decide if the spelling and pronunciation are correct.

First say /i:/ (see page 13).

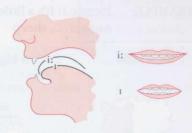


Now listen to /1/.





Listen to /i:/ and /ı/ and repeat. Say /i:/. Is it a l-o-n-g sound or a short sound? Say /1/. Is it a l-o-n-g sound or a short sound?



Tip box

When you see I after a sound, it means it is a l-o-n-g sound



Listen to the words and repeat:

3.0				
		SOUND 2		
OK	/iː/ sheep	/1/	4 4	
The state of the s	sneep	snip		
(0)	bean	bin		
The contract the experience			WALLEY CONTRACTOR OF THE PARTY	
-86-28	meal	mill	AL.	
Anna Anna	heel	hill		
, → MW				

3 Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Look at the sheep.



·Look at the ship.

b) These are beans.



These are bins.

c) Is this a meal?



Is this a mill?

d) She likes high heels.

She likes high hills.

4

Look at the pictures and listen to the beginning of the sentences. Finish the sentences.

EXAMPLE:

Picture 1: It's a little ...

Answer: ... sheep



5 Look at the pictures of the babies. Match the pictures with the adjectives.





Listen to the adjectives and repeat. Two adjectives have the sound /1/. Which ones? Now say a sentence about each picture.

Pairwork

You point at a picture. Your partner says a sentence about it. Talk about all the pictures.

EXAMPLE:

Picture 1: It's a little baby.

A44

Listen to the words and repeat:

sandwiches sixes horses boxes faces glasses houses noses buses

Do the all the words above end with /i:s/ or /ız/?

Look at the pictures and listen to the sentences. Say new sentences.

EXAMPLE: 1 This is a box.



Answer: These are boxes.



2 horse





3 glass



4 bus



'5 face



6 nose



7 house



8 sandwich



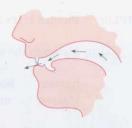


UNIT 8 /f/ fish >

Listen to /f/.

Look at the mouth picture.

Listen to /f/ and repeat.



You do not need your voice, just air. /f/ is unvoiced.

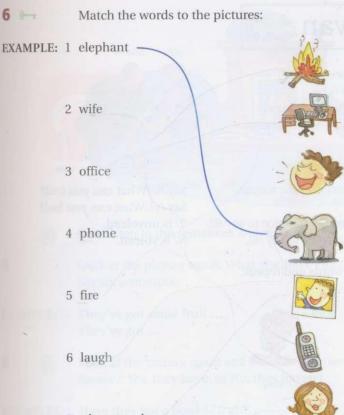
2 Listen to the words and repeat:



- 1 There's a on the floor.
- 2 There's a next to the flowers.
- 3 There's some on the table.
- 4 There's a on Fred's head.
- 5 The four are in front of the fire.
- Now listen and check your answers.
- 4 Listen to the sentences again and repeat.
- Look at the picture again for 30 seconds. Now cover the picture. What can you remember?



You describe the picture from memory. Your partner looks at the picture and corrects you.



7 photograph



Now listen to the words. <u>Underline</u> every /f/ sound.

EXAMPLE:

elephant

Look at the words again. How many ways can you spell /f/?



Pairwork

You spell the words. Your partner writes them down and says them. You decide if the pronunciation is correct.



UNIT 9 /v/ van

1

First say /f/ (see page 18).

A50

Now listen to /v/.
Look at the mouth picture.

A51

Listen to /f/ and /v/ and repeat.



Put your fingers on your throat.

You do not need your voice to say /f/. You need your voice to say /v/. Say /f/. What can you feel? Say /v/. What can you feel? /f/ is unvoiced. /v/ is voiced.

2



Listen to the words and repeat:





Vicky



seven



12

vase

twelve

Look at the sentences. <u>Underline</u> words with /f/ and <u>circle</u> words with /v/
The first sentence is done for you:

Fred and Flora are visitors.

They are visiting Vincent and Vicky.

What have Vincent and Vicky got?

They've got a phone ...

... and they've got some flowers.



A53

Now listen to the sentences and repeat.

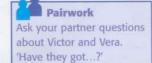
Look at the picture again. What else have Vincent and Vicky got? Say six sentences.

EXAMPLE: They've got some fruit ... They've got ...

5 Look at the picture again and listen to the questions. Answer: Yes, they have. or No, they haven't.

EXAMPLES:1 Have they got a bowl of fruit? Answer: Yes, they have.

> 2 Have they got five fish? Answer: No. they haven't.



Look at the pairs of words. Listen and tick ✓ the words that you hear.

EXAMPLE: a) ferry very fan b) van leave c) leaf vine d) fine e) view few

UNIT 10 /w/ window





Listen to /w/. Look at the mouth picture. Listen to /w/ and repeat.



Put your fingers on your throat. You need your voice to say /w/.

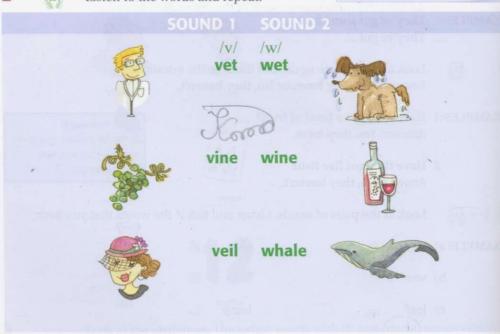
Say /w/. What can you feel?? /w/ is voiced.

Tip box

People sometimes say 'Wow!' when they are surprised

2

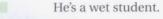
Listen to the words and repeat:





Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) He's a vet student.



There's a little wine here.

c) That's a veil.

b) There's a little vine here.

That's a whale.



Look at the picture, listen and repeat: What's the weather like today?

It's warm in the north ...



It's windy in the east...

It's wet in the west...

And it's snowy in the south!



Look at the picture again. Listen to some questions and answer:

'It's wet' or 'It's warm' or 'It's windy' or 'It's snowy'

EXAMPLE:

1: What's the weather like in the north today? Answer: It's warm.

Look at the cartoon and listen to the conversation:

Groupwork Ask other students about the

weather in their countries or home towns: 'What's the weather like in ...?'



7 8 A61

Listen to the conversation again. <u>Underline</u> every /w/ sound.

EXAMPLE:

What's the time? It's quarter past twelve. Groupwork

You are the man selling newspapers. Act out the conversation with other students.

Look at the clocks. What's the time?

EXAMPLE:

1. It's twelve o'clock

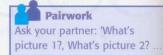


UNIT 11 /ə/ banana (2) *

Say /ə/ (see page 7) Tip box Remember: /ə/ is the most common vowel sound in English. It is never l-o-n-g or strong. It is always short and weak. 28 A62 Listen to the words. Put a tick ✓ if you can hear /ə/ in the word. Put a cross X if you cannot hear /ə/ in the word. EXAMPLE: flower / coffee X newspaper fruit the chocolate answer glass vase Look at the pictures, listen to the sentences and repeat. Notice that /ə/ is never stressed, it is always weak. It's a glass of water EXAMPLE: 1 2 It's a cup of coffee It's a bowl of fruit 3 It's a vase of flowers 4 5 It's a newspaper It's a piece of chocolate

Look at the pictures again. Cover the sentences with a piece of paper. Say a sentence about each picture.

Remember /ə/ is weak!





Look at the cartoon and listen to the conversation.









Listen to the conversation again. Every time you hear /ə/ write /ə/.



Pairwork

You are Anna. Your partner is Peter. Practise the conversation. Remember /ə/ is weak!

EXAMPLE:

Anna: What's the time, Peter?

A65

Look at the pictures and listen to some questions. Answer: Yes, I have.' or 'No. I haven't.

EXAMPLE: 1 Have you got a mobile phone? Answer: Yes, I have. / No, I haven't.

























10



students: 'Have you got a ...?





Groupwork Ask the questions to other

Tip box

In the question 'have' is weak but in the answer 'have' is strong. This is because is it at the end of the sentence.

UNIT 12 /m/ mouth

Listen to /m/.

Look at the mouth picture.

Listen to /m/ and repeat.



Put your fingers on your throat. You need your voice to say /m/. Say /m/. What can you feel? /m/ is voiced.

Listen to the words and repeat.

Tip box

People sometimes say 'Mmm' when they eat tasty food.

supermarket

farm

museum

swimming pool

home

cinema

Look at the pictures and listen to the sentences. Write T if the sentence is true. Write F if the sentence is false. Then check your answers.

EXAMPLE: 1



There are three men in the supermarket.



There are two families in the cinema.



There is one woman at the farm.



The swimming pool is empty.



You can use your camera in the museum.



The woman is making dinner at home.

Look at the pictures again. Say correct sentences about each picture.

EXAMPLE: 1 There are two men and one woman in the supermarket.



Say sentences about the pictures. Your partner says 'true' or 'false' and corrects you when your sentence is false.

Listen to some words. Put a tick ✓ if you can hear /m/ in the word. Put a cross X if you cannot hear /m/ in the word.

Then check your answers.

Listen again and write the word in the space next to your answer

EXAMPLE:

1	✓ woman	2 xanswer	3
4	I	5	6
7	B		9 🖺

UNIT 13 /n/ nose



A70

Listen to /n/.

Look at the mouth picture.

A70

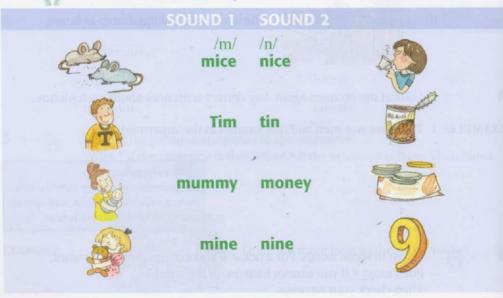
Listen to /n/ and repeat.



Put your fingers on your throat. You need your voice to say /n/.

Say /n/. What can you feel? /n/ is voiced.

Listen to the words and repeat: A71



Look at the pairs of sentences. Tick ✓ the sentences you hear.

EXAMPLE: a) These are mice.

These are nice.

b) That's my little Tim.

That's my little tin.

c) That's her mummy.

That's her money.

d) It's mine.

It's nine.



Listen to the numbers and repeat:

19 21 29



Look at the clocks. Listen to the sentences and repeat:



Nine o'clock in the morning.



One o'clock in the afternoon.



Ten o'clock in the evening.

Tip box

am = 'in the morning' pm = 'in the afternoon'

Any time after 6pm = 'in the evening'

Now look at these clocks. What's the time?

EXAMPLE: 1



It's four o'clock in the morning.







Point at the clocks and ask your partner: What's the time?'



Look at the cartoon and listen to the conversation.







Now listen to a similar conversation. Repeat each line.



Pairwork

Practise similar conversations with your partner. Invite your partner to different places: the cinema, the mountains, the supermarket, the moon!

UNIT 14 /ŋ/ ring

A7

Listen to /ŋ/.

Look at the mouth picture.

A77

Listen to /ŋ/ and repeat.



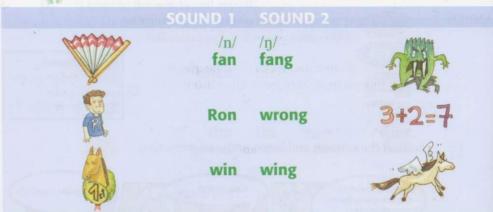
Put your fingers on your **throat**.
You need your voice to say /ŋ/.

Say $/\eta$ /. What can you feel? $/\eta$ / is **voiced**.

2



Listen to the words and repeat:



3 8 A79

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) He's got two large fans.

He's got two large fangs.

b) It's Ron.

It's wrong.

c) It has two wins.

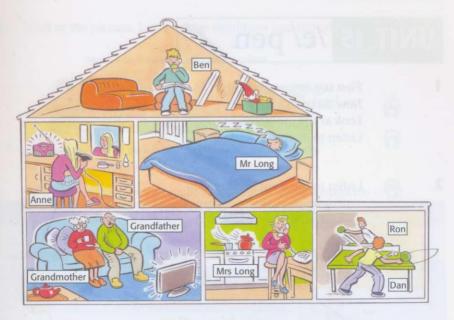
It has two wings.

4



Listen to the words and phrases and repeat:

reading a book watching television talking on the phone
playing table tennis cooking a meal brushing her hair
sleeping eating an apple drinking tea



Look at the picture and listen to some questions. Answer the questions using phrases from Exercise 4. Then listen to the answer given on the recording.

Pairwork

Tip box

last item.

Ask your partner questions about the Long family: 'What's doing?'

Look at the arrows. 'wh'

questions (what, where,

when, who or how) normally go down at the end. Other

questions normally go up at

the end. Lists go up on all

the items, but down on the

EXAMPLE:

1: What's Ben doing?

Answer: He's reading a book and eating

an apple.



Look at Mrs Long. She's on the phone to her friend, Tina.

Now listen to their conversation.

TINA: Morning! How are you?

MRS LONG: Oh, hi Tina! I'm fine, thanks.

TINA: What are you doing?

MRS LONG: I'm cooking lunch.

TINA: And what are the children doing?

MRS LONG: Well, Ron and Dan are playing table tennis, Ben is reading

and Anne is washing her hair.

TINA: And is your husband washing the car this morning?

MRS LONG: No, he isn't! He's sleeping! What are you doing, Tina?

TINA: I'm talking to you on the phone!

Now listen to Tina again. You are Mrs Long. Practise the conversation.

EXAMPLE:

Tina: Morning! How are you?

Answer: Oh, hi Tina! I'm fine thanks.



Pairwork

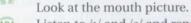
Practise with a partner. You are Tina. Your partner is Mrs Long.

UNIT 15 /e/ pen

First say /ı/ (see page 15)

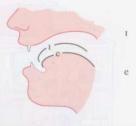


Now listen to /e/.





Listen to /1/ and /e/ and repeat.





Listen to the words and repeat:

/8 8/			
	SOUND 1	SOUND 2	
	/ɪ/ pin	/e/	
0	Pill	pen	
n T			The state of the s
	bin	Ben	Ba
			m
SEANS II	tin	ten	400
	- gabru fi	naloge apellum	
100 T			100
The contraction of the contracti	bill	bell	
		their nontrepolic	or restall world





Look at the pairs of sentences below. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Have you got a pin?

Have you got a pen?

b) That's my bin.

That's my Ben.

c) That tin is very small.

That ten is very small.

d) Can I have the bill?

Can I have the bell?



Listen to the words and repeat:

Ben Emma

Fred

Jennie

very clever

best (



Look at the picture. Listen to the sentences and repeat.

Ben, Jennie, Emma and Fred are very clever.



Ben is a very good student. Jennie is better than Ben.

Emma is better than Jennie. Fred is the best student.

6



Now look at the pictures again and listen to some sentences.

Write T if the sentence is true, Write F if the sentence is false. Then check your answers.

Example:



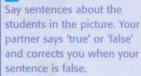
4



1 F







Pairwork



Listen to the letters and repeat:

Now spell these words out loud:

left	lesson	boxes	next
liston	men	money	funns



Listen to the spellings and check.



Pairwork

You spell the words. Your partner writes them down and says them. You decide if the pronunciation is correct.

9 8-x A92



Listen to each group of words. Circle the word without /e/. The answer to Group 1 has been done for you.

Group 1	Group 2	Group 3	Group 4	Group 5
red	better	cinema	pen	exercise
apple	egg	bell	man	second
clever	banana	television	men	tea

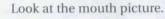
UNIT 16 /æ/ man



First say /e/ (see page 32)

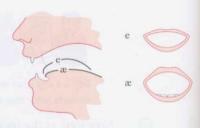


Now listen to /æ/.





Listen to /e/ and /æ/ and repeat.



2



Listen to the letters or words and repeat:

/æ/ Anne X axe pan



Look at the pairs of sentences . Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Her name is Miss N. Smith.



Her name is Miss Anne Smith.



b) That's a very big X.

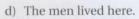


That's a very big axe.

c) Have you got a pen?



Have you got a pan?



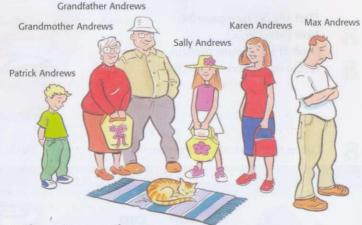


The man lived here.



Look at the picture. Listen to the sentences and repeat.

The Andrews Family



Max Andrews is very unhappy. Karen Andrews is very happy. Sally Andrews is carrying a bag. Grandfather Andrews is wearing a hat. Patrick Andrews is looking at the cat. The cat is sleeping on the mat.

5 8 A97

Listen to the sentences in Exercise 4 again. <u>Underline</u> every /æ/ sound.

EXAMPLE:

Max Andrews is very unhappy.

Now look at the picture in Exercise 4 again but cover the sentences with your hand. What can you see in the picture?.



You describe the picture. Your partner looks at the sentences and corrects you.

EXAMPLE:

Sally Andrews is carrying a bag.

8 A98

EXAMPLE:

Listen to the words. Put them in the correct column.

pen	apple	and	second	pan	cle	ver
men	better	grand	lfather	man	ten	cap

/e/ /a	e/
pen aq	pple

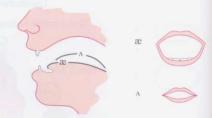
UNIT 17 /л/ cup

First say /æ/ (see page 34)

Now listen to /A/.

Look at the mouth picture.

B3 Listen to /æ/ and /ʌ/ and repeat.



2 Listen to the words and repeat:

SOUND 1	SOUND 2	
/æ/ cap	cup	4
hat	hut	
cat	cut	290
fan	fun	

EXAMPLE: a) Is this your cap? ✓ Is this your cup?

b) Look at that little hat. Look at that little hut.

c) That's a very bad cat. That's a very bad cut.

d) It's a fan shop. It's a fun shop.

4

B6

Listen to the names and repeat:

Boys' names	Girls' names	Surnames
Sam	Anne	Love
Dan	Karen	Young
Jack	Patsy	London
Andrew	Sally	Mundy
Patrick	Hannah	

5 8 B6

Look at and listen to the names again. Every time you hear $/\Lambda$ write $/\Lambda$.

EXAMPLE:

-/A/ Love

6 B7

Listen to the words and repeat:

son mother brother husband uncle cousin grandson grandmother

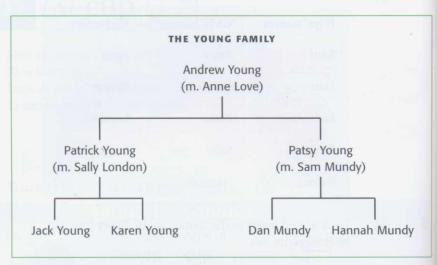
7 8- B7

Listen to the words in Exercise 6 again. <u>Underline</u> every /A/ sound.

EXAMPLE:

son

Now look at this family tree:



Choose the correct word to finish these sentences:

EXAMPLE:	1	Patsy Young is Dan Mundy's mother	grandmother/mother.
	2	Sam Mundy is Patsy Young's	husband/brother.
	3	Dan Mundy is Sam Mundy's	son/brother.
	4	Dan Mundy is Hannah Mundy's	uncle/brother.
	5	Anne Love is Dan Mundy's	mother/grandmother.
	6	Dan Mundy is Andrew Young's	grandson/son.
	7	Patrick Young is Dan Mundy's	brother/uncle.
	8	Jack and Karen Young are Dan's	uncles/cousins.
	9	Sally London has just one	son/grandson.
	10	Karen Young has just one	brother/cousin.





Pairwork

You read the beginning of the sentences in Exercise 8. Your partner looks at the family tree and finishes your sentences.

UNIT 18 /ax/ heart



B9

Listen to /aː/.

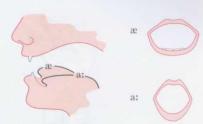
Look at the mouth picture.

B9

Listen to /aː/ and repeat. Say /a:/. Is it a l-o-n-g sound or a short sound?



When you see : after a sound, it means it is a l-o-n-g sound.





Listen to the words and repeat:

SOUND 1	SOUND 2	
/æ/ cat	/ɑː/ cart	
hat	heart	

3 B B11

Listen to pairs of sentences. Write S if the sentences are the same. Write D if the sentences are different.

I've got a little cart.) EXAMPLE: a) D (I've got a little cat.

- b)
- c)
- d)

4

B12

Listen to the words and repeat:

SOUND 1 SOUND 2

20

/A/ /aː/
cut cart





hut heart





Listen to pairs of sentences. Write S if the sentences are the same. Write D if the sentences are different.

EXAMPLE: a) S (Look at that heart. Look at that heart.)

- b)
- c)
- d)



B14

Listen to the words and repeat:

bananas glasses tomatoes plants cars grass garden are aren't

7 9- B14

Listen to the words again. <u>Underline</u> every /a:/ sound.

EXAMPLE: bananas

B15

8

Look at the picture and listen to some questions.

Answer: Yes, they are. or No, they aren't.

EXAMPLE: 1: Are the

1: Are the plants on the table? Answer: No, they aren't.



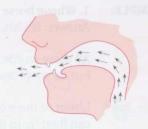


UNIT 19 /h/ hat

Listen to /h/. B16

Look at the mouth picture.

Listen to /h/ and repeat.



Put your fingers on your throat. Say /h/. What can you feel? You do not need your voice to say /h/. /h/ is unvoiced.

Listen to the words and repeat: B17

/h/ hold old art heart hill hear ear

Look at the pictures, listen and repeat:



4

B19

Look at the pictures in Exercise 3 again and listen to some questions. Answer: It's his. or It's hers.

EXAMPLE:

1. Whose horse is this? Answer: It's his.

5

All these words have 'h' in the spelling, but do we pronounce it?

8 B20

Listen to the words. Put a tick ✓ if you can hear /h/ in the word. Put a cross ✗ if you cannot hear /h/ in the word.

Pairwork

Ask your partner questions about the things in the pictures: 'Whose is this?' Then ask questions about things in your classroom: 'Whose pen is this?', 'Whose book is that?'

EXAMPLE:

hotel

honest

X

what who

somewhere

happy

when

hour

hello

Now check your answers.

6



Now listen again to the words with 'silent h' from exercise 5. Repeat them.



Pairwork

Say the words with a 'silent h' to your partner. Your partner writes them and says them. You decide if the spelling and pronunciation are correct.

UNIT 20 /p/ clock

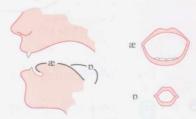


B22

Listen to /p/.

Look at the mouth picture.

Listen to /p/ and repeat.





Listen to the words and repeat:

	D 1			
	/æ/ cat	/p/ cot		
	Pat	pot	-	
5	ack	sock		
	rack	rock		

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) I want a white cat, please.

I want a white cot, please.

b) That Pat is very old.

That pot is very old.

c) There's a sack on the floor.

There's a sock on the floor.

d) Put it on the rack.

Put it on the rock.



Listen to the words and repeat:

Sound 1	Sound 2	Sound 3	Sound 4
hat	hot	hut	heart
cat	cot	cut	cart

Now match the sounds to the correct symbol.

EXAMPLE: Sound 1 Sound 2 Sound 3 Sound 4

/g:/ /æ/ /p/ /A/
(Unit 18) (Unit 16) (this Unit) (Unit 17)

Which sound is a l-o-n-g sound?

5 Look at the picture.

Then read the questions and match them to the answers.



EXAMPLE: a) What have they got in the first shop?

A lot of boxes.

b) What have they got in the second shop?

A lot of clocks.

c) What have they got in the third shop?

A lot of pots.

d) What have they got in the fourth shop?

A lot of watches.

Now listen to the questions and answer, then listen to the answer given in the recording.

EXAMPLE:

a): What have they got in the first shop?

Answer: A lot of clocks.

Ask your partner questions a)-d).

6 B27

Listen to a conversation in the fourth shop.

CUSTOMER: Have you got any boxes?

SHOP ASSISTANT: Yes, We've got a lot of boxes.

CUSTOMER: I want a very strong box, please.

7 Barry Listen to the conversation again. <u>Underline</u> every /p/ sound.

EXAMPLE: Have you got any boxes?

Pairwork Pairwork

You are a shop assistant. Your partner is a customer. Practise four conversations: one conversation in each shop.

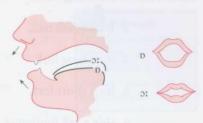
UNIT 21 /oː/ ball

First say /p/ (see page 43).

Now listen to /ɔ:/

Look at the mouth picture. Listen to /p/ and /o:/ and repeat. Say /p/. Is it a l-o-n-g sound or a short sound? Say /ɔ:/. Is it a l-o-n-g sound or a

short sound?



Tip box

Remember, when you see: after a sound, it means it is a I-o-n-g sound.

B30

Listen to the words and repeat:

Million - He	SOUND 1	SOUND 2
	Don Don	Dawn
	pot	port
	fox	forks
	spots	sports

3 9 B31

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Is your name Don?

Is your name Dawn?

b) That's a very big pot.

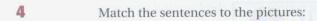
That's a very big port.

c) We don't want the fox in here.

We don't want the forks in here.

d) What a lot of spots!

What a lot of sports!



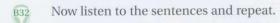
EXAMPLE: 1 It's a large ball.-

- 2 It's a small ball.
- 3 It's a long fork.
- 4 It's a short fork.

tall

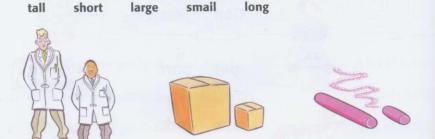
- 5 He's a tall footballer.
- 6 He's a short footballer.

short



Look at the pictures. Say two sentences for each picture. Use these words:

smail



EXAMPLE: 1 It's a tall doctor. It's a short doctor.

6 Read the sentences and match them to the pictures:



- 1 It's a shop with four tall doctors in it.
- 2 It's a hut with four small foxes in it.
- 3 It's a long wall with a small door in it.
- 4 It's a bath with a lot of hot water in it.



Now listen to the sentences. <u>Underline</u> every /ɔː/ sound.

EXAMPLE:

It's a shop with four tall doctors in it.

Now try to draw a picture of ...

... a long box with a lot of small balls in it.

... a large house with four small windows and a door.

... a tall glass with a little water in it.



Read the sentences in Exercises 6 and 7 to your partner. Your partner listens and draws pictures.



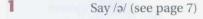
Listen to the words. Put them in the correct column.

door	watch	water	1	floor	sock
stop	call	rock	box	ball	

EXAM	PLE:

watch	Loor

UNIT 22 /ə/ banana (3)



Listen to the words and repeat:





sister



father



grandmother



brother



grandfather



Tip box

Remember: /ə/ is the most common vowel sound in English. It is never I-o-n-g or strong. It is always short and weak.



Now listen to the phrases and repeat:

mother and father



/a/ /a/ brother and sister



grandmother and grandfather



Tip box

We usually say mother like this: /mʌðə/ But the pronunciation changes when the next word begins with a vowel. We have to say /r/ at the end of mother: maðərənd ... - See Unit 26.

- Look at the picture. Sue is showing her photo album to Anna. Anna is asking questions about the photos. Listen to Anna's questions and repeat:
 - 1 Is that your mother?
 - 2 Is that your mother and father?
 - 3 Is that your grandmother?
 - 4 Is that your grandmother and grandfather?
 - 5 Is that your brother?
 - 6 Is that your brother and sister?



Look at Sue's photos. You are Anna. Ask a question about each photo.

EXAMPLE: 1 Is that your brother?



3





5









9



10



6

Listen to these sentences:

Question: Can you sing? Answer: Yes, I can.

In the question 'can' is pronounced /kən/

In the answer 'can' is pronounced /kæn/

Ask your group to show you photos of their families. Ask questions about the photos.

Groupwork

This is the weak form.

This is the **strong** form. We use the strong form of 'can' when it is at the end of the sentence.





Look at the pictures and listen to the questions. Practise answering with: Yes, I can.

Remember to say /kæn/ in the answer!

EXAMPLE:

1 Can you see?

Answer: Yes, I can.





Pairwork

Ask your partner the questions. Remember to say the weak form /kən/ in the question! Your partner says the strong form /kæn/ in the answer.

UNIT 23 /31/ girl

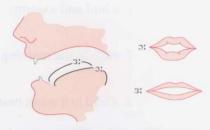


First say /ɔː/ (see page 45).

Now listen to /3:/.

Look at the mouth picture.

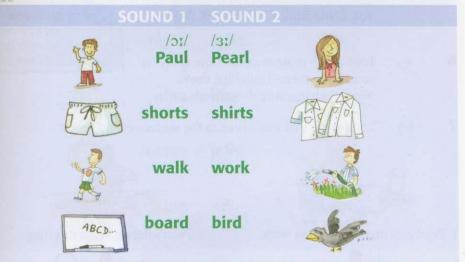
Listen to /ɔː/ and /ɜː/ and repeat. Say /ɔː/. Is it a l-o-n-g sound or a short sound? Say /3:/. Is it a l-o-n-g sound or a short sound?



Tip box

Remember, when you see : after a sound, it means it is a l-o-n-g sound.

Listen to the words and repeat: B42



B43

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Is your name Paul?

Is your name Pearl?

b) I want white shorts, please.

I want white shirts, please.

c) He walks in the garden.

He works in the garden.

d) It's a blackboard.

It's a blackbird.

4 Read the phrases and match them to the pictures:

1 a bird and a worm

2 early in the morning

3 a bird in a warm nest



8 B44

Now listen to the phrases. <u>Underline</u> every /3:/ sound.

EXAMPLE: a

a bird and a worm

5 Read this proverb. What do you think it means?

THE EARLY BIRD CATCHES THE WORM

Groupwork

Do you have a proverb with a

similar meaning in your language? Tell your group.

Look at the proverb again. How many /3:/ sounds are there? <u>Underline</u> them. Now practise saying the proverb.

7 Look at the pictures. Listen to the sentences and repeat:



1 Pearl gets up early to go to work.



3 She puts on a shirt and a long skirt.



5 Pearl arrives at work at eight thirty.



2 Pearl's thirsty in the morning.



4 She walks to work at seven thirty.



6 She's the first person at work.

Now look at the pictures again but cover the sentences. What does Pearl do every morning?

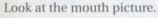
UNIT 24 /l/ letter



First say /n/ (see page 28).



Now listen to /l/.





Listen to /n/ and /l/ and repeat.



Put your fingers on your throat. You need your voice to say /n/ and /l/. Say /n/ and /l/. What can you feel? /n/ and /l/are voiced.

B48

Listen to the words and repeat:

SO	UND 1 SO	UND	
* D.	night ligh	institutional particular	
9	nine line		
	Jennie jell	у	
	bin bill	Billes	5

3 B B49

Look at the pairs of sentences. Tick ✓ the sentences you hear.

EXAMPLE: a) It's a lovely night.

It's a lovely light.

b) Draw a nine.

Draw a line.

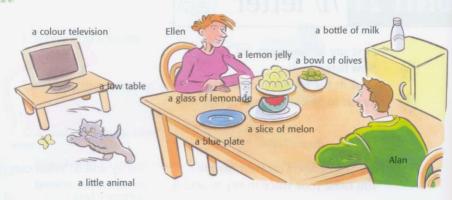
c) He loves Jennie.

He loves jelly.

d) Where is the bin?

Where is the bill?

Look at the picture. Listen to the words and repeat:



5 B51a Listen to Ellen talking to Alan.

ELLEN: Would you like some lunch, Alan?

ALAN: Yes please, Ellen. ELLEN: A slice of melon?

ALAN: Yes please!

ELLEN: And a glass of lemonade?

ALAN: Yes please!

ELLEN: And some lemon jelly?

ALAN: Not now, Ellen. Maybe later!

Tip box

Look at the arrows. Ellen asks questions by making her voice go up at the end of the sentence. Practise this in the next exercise.

Practise the conversation. You are Ellen. Your partner is Alan.

6

Now listen to the conversation again. Repeat each line.

All these words have 'I' in the spelling, but do we pronounce it?



Listen to the words. Put a tick ✓ if you can hear /l/ in the word. Put a cross X if you cannot hear /l/ in the word.

EXAMPLE:

vellow

melon

television

bottle

lovely

talk

should

Now check your answers.

Now listen again to the words with 'silent l' from exercise 7. Repeat them.



Pairwork

Say the words with a 'silent I' to your partner. Your partner writes them and says them. You decide if the spelling and pronunciation are correct.

UNIT 25 /r/ rain



1

First say /l/ (see page 53).

B54

Now listen to /r/.
Look at the mouth picture.

B55

Listen to /l/ and /r/ and repeat.



Put your fingers on your throat. You need your voice to say /l/ and /r/. Say /l/ and /r/. What can you feel? /l/ and /r/ are **voiced**.

2



Listen to the words and repeat:

	JND 1	SOUND	
5+193+332	long	/r/ wrong	4+4=9X
	light	right	3+3=61
6000	jelly	Jerry	
	glass	grass	- Allins

3 lm B57

Look at the pairs of sentences. Tick ✓ the sentences you hear.

EXAMPLE: a) It's a long sum.

1

It's a wrong sum.

b) It's light.

- THE ST
- It's right.

c) Mary likes jelly.

- Mary likes Jerry.
- d) There's a flower in the glass.
- There's a flower in the grass.

Tip box

Remember, sometimes we have 'silent letters' in English, e.g. the 'w' in 'wrong' is silent: /rɒŋ/.

4 Look at the picture. Listen to the questions and answer.



EXAMPLE:

1: Who's throwing a ball along the street? Answer: Ros is.

- 1 Who's throwing a ball along the street?
- 2 Who's dropping fruit along the street?
- 3 Who's watering trees along the street?
- 4 Who's driving a truck along the street?
- 5 Who's practising football along the street?
- 6 Who's drawing a line along the street?

Tip box

Look at the arrows. We ask 'wh' questions (who, what, where, when, how) by making the voice go down at the end of the sentence.



Now look at the picture again but cover the questions with a piece of paper. Say what you can see.

EXAMPLE:

Lara is drawing a line and Ros is throwing a ball.

5

Look at some words from this unit:

grass street truck Fred draw wrong tree road fruit Patrick

Underline the letter 'r' in all the words.

EXAMPLE:

grass

8 ×

What comes after 'r'? A **vowel** sound or a **consonant** sound?

Tip box

We always pronounce the letter 'r' when it comes before a **vowel** sound. When 'r' comes before a consonant sound, it sometimes becomes a 'silent r' – See Unit 26.

Tip box

In some English pronunciation

bird = /ba:d/. This is a 'silent r'.

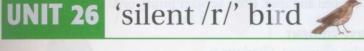
In other English pronunciation (e.g. American and Scottish),

(e.g. Australian and most British) 'r' is always silent before a consonant sound:

'r' is always pronounced.

bird = /b3:rd/.

UNIT 26 'silent /r/' bird



Look at the words: 2 a bird a horse a carpet a garden a card

Underline the letter 'r' in all the words.

EXAMPLE: horse

What comes after 'r'? A vowel sound or a consonant sound?

Listen to a British person saying these words. B59

> large thirsty dirty

Is the letter 'r' pronounced or silent?

Now listen to an American person saying these words.

> large thirsty dirty warm

Is the letter 'r' pronounced or silent?

Now listen to some sentences describing the pictures in Exercise 1. Write B if the speaker is British. Write A if the speaker is American. The answers for Picture 1 and Picture 2 have been done for you.

Picture 1: It's a warm horse. Picture 2: It's a thirsty bird.

Picture 3: She's a thirsty girl. Picture 4: What a large carpet!

Picture 5: It's a very dirty garden! Picture 6: It's a large card.

Now say the sentences. Do you prefer 'silent r' or pronounced /r/?

6

Listen to the text and read. Is the speaker British or American?

THE WORST STUDENT

It's Thursday afternoon. Charlotte is learning English and she's working hard. She's learning thirteen words. But Charlotte doesn't understand the first word! She's the worst student in the world!



Tip box

Read the text. Every time you see r it comes before a **consonant**. This means you can choose: 'silent r' or pronounced /r/.

Do you understand these thirteen words?

fourteen arm thirty yesterday forty dark worse exercise north party hers forget important

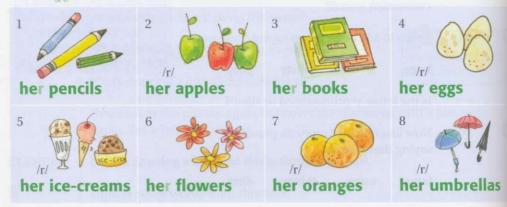
Say which words you understand and which words you do not understand.

EXAMPLE: I understand the word 'arm'.

I don't understand the word 'north'.

Groupwork
Tell other students which
words you understand.

7 Look at the pictures. Listen to the phrases and repeat:



Now look at the pictures again. Say a sentence about each picture.

REMEMBER: Sometimes you can choose 'silent r': r

Sometimes you must pronounce 'r': /r/

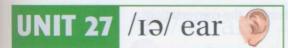
EXAMPLES: Picture 1: I can see four pencils.

/r/

Picture 2: I can see four apples.

Tip box

Remember, we have to pronounce the letter 'r' when it comes before a **vowel** sound e.g her apples. See Unit 25.



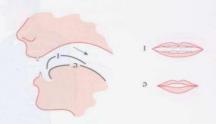
First say /i:/ (see page 13) and then /ə/ (see page 7).



Now listen to /19/.



Look at the mouth picture. Listen to /19/ and repeat.



Tip box

/19/ is a diphthong. A diphthong is a 'double vowel': two vowels together.



Listen to the words and repeat:

/12/ ear beard bead bee beer

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) A sheep's got two 'E's.

- A sheep's got two ears.

b) He's got a bead.

- He's got a beard.
- c) That's a very big bee.

That's a very big beer.





Look at the picture and listen to the conversation:



MR PEARSON: So, do you come here every year, Mr Lear?

MR LEAR: Oh yes, every year! I live near here, so it's very easy for me.

Pairwork

You are Mr Pearson. Your

partner is Mr Lear. Practise the conversation.

MR PEARSON: Well, I don't live very near so I can't be here every year.



Listen to the conversation again. <u>Underline</u> every /19/ sound.

EXAMPLE:

Mr Pearson: So, do you come here

every year, Mr Lear?

6

B68

Listen to each group of words. (Circle) the

word with /19/.

The answer to Group 1 has been done for you.

Group 1	Group 2	Group 3	Group 4	Group 5	
ice-cream	tea	clear	clean	idea	
week	year	there	hear	chair	
tear	bird	hill	Pearl	work	

UNIT 28 /eə/ chair



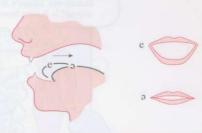
First say /e/ (see page 32) and then /ə/ (see page 7).



Now listen to /eə/.



Look at the mouth picture. Listen to /eə/ and repeat.



Tip box

/ea/ is a diphthong. A diphthong is a 'double vowel': two vowels together.

B70

Listen to the words and repeat:

SOUND 1	SOUND 2		
cheer	/eə/ chair		
		0.0	
pier	pear		
here	hair		
ar clear	Claire		
	cheer pier here	cheer chair pier pear here hair	cheer chair pier pear here hair

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear. 3 8 B71

EXAMPLE: a) Three cheers! Three chairs. That's a big pear. b) That's a big pier. It's hair - on the floor. c) It's here - on the floor. Your name isn't Claire. d) Your name isn't clear.

4



Look at the cartoon and listen to the conversation.



5 8- B72

Listen to the conversation in Exercise 4 again.

<u>Underline</u> every /eə/ sound and circle every /ıə/ sound.

EXAMPLE: Excuse me. Where's the airport? Is it near here?



Pairwork

Practise the conversation. Then have similar conversations about **the hairdresser's** and **the square**: 'Where's the hairdresser's?, 'Where's the square?' ...

6 B73

Look at the picture and listen to some questions. Practise answering with:

Yes, there's a on the chair. or No, There isn't a on the chair.

EXAMPLE:

1: Is there a pen on the chair?

Answer: Yes, there's a pen on the chair.



Pairwork

Ask your partner similar questions about the picture: 'Is there a on the chair?'





Listen to the words. Put them in the correct column.

idea	chair	dear	beer	pair	
where	Mary	here	disap	pear	square

/eı/

/ea/

EXAMPLE:

idea chair

UNIT 29 /U/ book

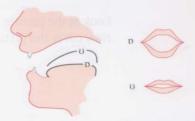
First say /p/ (see page 43)

Now listen to /u/.

Look at the mouth picture.

B76

Listen to /p/ and /u/ and repeat.



B77

Listen to the words and repeat:

STATE OF THE PARTY	SOUND 1	SOUND	
G	/p/ lock	/ʊ/ look	6
	box	books	
	rock	rook	

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) I want a lock.

I want a look.

b) Give me the box, please.

Give me the books, please.

c) Look! A rock!

Look! A rook!

Look at the picture. Listen to the words and sentences and repeat:



Water is falling on the cook's foot.

5 8-x B79

Listen to the words and sentences again. <u>Underline</u> every /o/ sound.

EXAMPLE:

cookery books

Look at the picture again for 30 seconds. Now cover the picture. What can you remember?



airwork

You describe the picture from memory. Your partner looks at the picture and corrects you.

6 Look at the pictures. Say a sentence for each picture. Use 'push' and 'pull'.

EXAMPLE:

Picture 1 Look! He's pushing it. Picture 2 Look! He's pulling it.





Pairwork

You point at a picture. Your partner says a sentence about it. You decide if the pronunciation is correct.

Listen to the words. Put a tick \checkmark if you can hear $\frac{1}{0}$ in the word. Put a cross \checkmark if you cannot hear $\frac{1}{0}$ in the word.

EXAMPLE: could shirt wood full would port foot sock good

UNIT 30 /ux/ moon D

First say /u/ (see page 63).

B81

Now listen to /u:/. Look at the mouth picture.

B82

Listen to /u/ and /u:/ and repeat. Say /u/. Is it a l-o-n-g sound or a short sound? Say /u:/. Is it a l-o-n-g sound or a short sound?

Remember, when you see: after a sound, it means it is

a l-o-n-g sound.

B83

Listen to the words and repeat:



/U/ /u:/ pull



Tip box





look Luke



8 B84

Listen to pairs of sentences. Write S if the sentences are the same. Write D if the sentences are different.

pool

EXAMPLE: a) D (It says 'pull' on this door. It says 'pool' on this door.)

- d)



Listen to the words.

A	В	C
cooking	soup	good food
football	fruit	good schools
good books	blue shoes	cooking in the afternoon
sugar	swimming pools	looking at the moon

5 B85

Listen to the words in Exercise 4 again. Write 'A', 'B', or 'C' to complete these sentences:

Column contains the sound /u:/.

Column contains the sounds /u:/ and /o/.

Column contains the sound /v/.

Now practise saying the words in columns A, B and C.

6



Listen to the conversation and repeat:

JUNE: Do you like music?

SUE: Yes, I do. JUNE: I like music too.





Practise the conversation. Ask about music first and then everything in Exercise 4, Columns A, B and C. e.g: 'Do you like cooking?'



Listen to the words. Put them in the correct column.

good	school	look	moon	pool
cook	tool	afternoon	foot	tooth

	/ʊ/	/uː/
EXAMPLE:	good	school

UNIT 31 /t/ tin

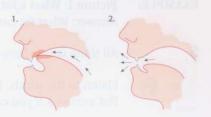
B88

Listen to /t/.

Look at the mouth picture.

B88

Listen to /t/ and repeat.



You do not need your voice, just air.

/t/ is unvoiced.

2 B89 Listen to the words and repeat:



a telephone



a television



a teacup



a table



a letter



a teaspoon



a toy



a computer

Look at the pictures again. Use the word 'pretty' or the word 'dirty' to describe each picture.

EXAMPLES:

Picture 1: What a pretty telephone! Picture 2: What a dirty television!

3



Listen to the words and repeat:















4 a hot plate



5 a sweet biscuit



6 a quiet student







Pairwork

You point at a picture. Your

partner says a sentence about

it. Talk about all the pictures.

wet hats















4

Look at the pictures in Exercise 3 again and listen to some sentences. Say new sentences.

EXAMPLE:

Picture 1: What a fat cat!

Answer: What fat cats!

5

All these words have 't' in the spelling, but do we pronounce it?

8- B92

Listen to the words. Put a tick ✓ if you can hear /t/ in the word.

Put a cross ✗ if you cannot hear /t/ in the word.

EXAMPLE:

time

listen

rest

guitar

castle

night

doctor

whistle

often

Now check your answers.

Tip box

'Often' can be pronounced in two ways: with /t/ or with 'silent t'



Now listen again to the words with 'silent t' from exercise 5. Repeat them.



Pairwork

Say the words with a 'silent t' to your partner. Your partner writes them and says them. You decide if the spelling and pronunciation are correct.

UNIT 32 /d/ door



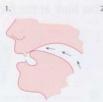
First say /t/ (see page 67).



Now listen to /d/.



Look at the mouth picture. Listen to /t/ and /d/ and repeat.





Put your fingers on your throat.

You do not need your voice to say /t/. You need your voice to say /d/.

Say /t/. What can you feel? Say /d/. What can you feel? /t/ is unvoiced. /d/ is voiced.

C4

Listen to the words and repeat:

	SOUND 1	SOUND 2	
· · · · · · · · · · · · · · · · · · ·	tennis	/d/ Dennis	
	write	ride	
	cart	card	K R
The state of the s	white	wide	

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Do you like tennis?



Do you like Dennis?

b) He can write well.



He can ride well.

c) That's a nice cart.



That's a nice card.



It's a wide tie.



UNIT 33 /au/ house



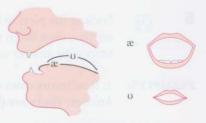
First say /æ/ (see page 34) and then /u/ (see page 63).

C10

Now listen to /au/. Look at the mouth picture.

C10

Listen to /au/ and repeat.



Tip box

/ao/ is a diphthong. A diphthong is a 'double vowel': two vowels together.

C11

Listen to the words and repeat:

/a:/ /au/



can't count



Listen to pairs of sentences. Write S if the sentences are the same. Write D if the sentences are different.

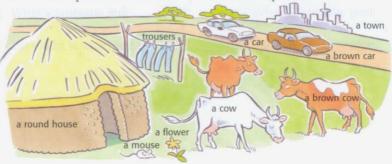
EXAMPLE: a) 5 (He's got a new car. He's got a new car.)

b)

c)

d)

Look at the picture. Listen to the words and repeat:



5 8 - C13

Listen to the words again. <u>Underline</u> every /au/ sound.

EXAMPLE:

C14

a round house

6

Look at the picture in Exercise 4 again. Listen to the questions below and answer, then listen to the answer given on the recording.

Start your answer with: 'There are....' or 'There is.....'

EXAMPLES:

1: How many cows are there?

Answer: There are three cows.

2: How many flowers are there? Answer: There is one flower.

- 1 How many cows are there?
- 2 How many flowers are there?
- 3 How many brown cows are there?
- 4 How many round houses are there?
- 5 How many pairs of trousers are there?
- 6 How many towns are there?
- 7 How many brown cars are there?
- 8 How many mice are there?

Tip box

We say: 'one mouse' (singular) and 'two mice' (plural). We do **not** say two mouses.

Pairwork
Ask the questions to your partner.

Look at the picture in Exercise 4 again for 30 seconds. Now cover the picture. What can you remember? Say what you remember and try to draw the picture!



Pairwork

You describe the picture from memory. Your partner looks at the picture and corrects you.

UNIT 34 /ອບ/ phone 🎻



First say /ə/ (see page 7) and then /u/ (see page 63).

C15

Now listen to /əu/.

Look at the mouth picture. Listen to /ou/ and repeat.



Tip box

/au/ is a diphthong. A diphthong is a 'double vowel': two vowels together.

Listen to the words and repeat:

	SOUND 1	SOUND 2
	/31/	/əʊ/
	Bert	boat
N		A STATE OF THE STA
	Pearl	pole
		bd Mesa ingu court, Ill
47 LA	girl	TO THE PARTY OF TH
M		goal
I I		the postalities of the party
(4)	Pat's skirt	Pat's coat
		\$ 2
II		

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) That's my Bert.



That's my boat.

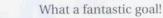


b) There are two Pearls here.



There are two poles here.

c) What a fantastic girl!



Pat's coat is very nice.

d) Pat's skirt is very nice.

4 Listen to the words and repeat:



5 Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Do you like sawing? Do you like sewing?

b) It's a large court. It's a large coat.

c) It snores all night.

d) I like all doctors.

6 Look at the picture. Listen to the words and sentences and repeat:



It's a cold morning.

It's snowing.

Joe is going for a walk with his dog, Polo.

Listen to the conversation: ZOE: Hello Joe! JOE: Hello Zoe! ZOE: Where are you going? Are you going home? JOE: No. I'm going to the mobile phone shop. ZOE: Oh! Tip box JOE: Where are you going? Are you The name Zoe is pronounced going home? /·zəui/. Sometimes it is written ZOE: No. I'm going to the post office. like this: Zoë. Listen to the conversation in Exercise 7 again. Underline every /əu/ sound. Zoe: Hello Joe! You are Zoe. Your partner is EXAMPLE: Joe. Practise the conversation. Joe: Hello Zoe! C22 Listen to the words. Put a tick ✓ if you can hear /əu/ in the word. Put a cross X if you cannot hear /ou/ in the word. EXAMPLE: 1 know 2 brown 3 car 4 don't 5 October 6 work 7 nose 8 ball 9 mouse 10 joke

UNIT 35 linking /s/ this skirt



1 First say /s/ (see page 1)

2 Listen to the words and repeat:



5 C24

Now listen to the phrases and repeat:

this seat this suit this street this spoon
whose seat whose supper his seat Sam's supper

Tip box

The /s/ sound at the end of the first word and the /s/ sound at the start of the second word **link** together. This means we only say one /s/: this suit = /ðɪsuɪt/.

Listen to the conversation:

SUE: Do you like this seat, Sally?

SALLY: Yes. It's a nice seat, Sue.

SUE: Whose seat is it? SALLY: It's Sam's seat.





You are Sue. Your

زبان امید

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partner is Sally. Practise similar conversations. Talk about all the pictures in Exercise 2.

6

Luke

Listen to the conversation again and repeat each line. Remember 'linking s'!







Emma







Ben

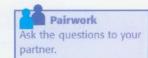
C26

Look at the pictures. Listen to the questions below and answer, then listen to the answer given on the recording.

EXAMPLE: 1: Who's sewing?

Answer: Emma's sewing.

- 1 Who's sewing?
- 2 Who's speaking to Sarah?
- 3 Who's sleeping?
- 4 Who's standing at the bus stop?
- 5 Who's swimming?
- 6 Who's studying?



UNIT 36 /ʃ/ shoe

C27

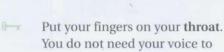
First say /s/ (see page 1).

Now listen to /ʃ/.

Look at the mouth picture.

C28

Listen to /s/ and /ʃ/ and repeat.



say/s/ and/s/.

Say /s/ and /ʃ/. What can you feel?

/s/ and /ʃ/ are unvoiced.

Tip box

We sometimes say /ʃ/ 'Shhh!' when we want people to stop making noise.

Listen to the words and repeat:

sea shoe Sue sheet seat sack shack



Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Sea's very quiet today.

She's very quiet today.

b) There are two Sues here.

There are two shoes here.

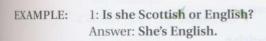
d) What a dirty sack!

c) It's a clean seat.

It's a clean sheet.

What a dirty shack!



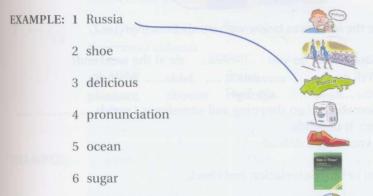


- 1 Is she Scottish or English?
- 3 Is she Welsh or Russian?
- 2 Is she Danish or Swedish? 4 Is she Polish or Turkish?

answer, then listen to the answer given on the recording.

Pairwork Ask the questions to your partner.

Match the words to the pictures:



Now listen to the words in Exercise 6. <u>Underline</u> every $/\int/$ sound. 7 8 C33

Look at the words again. How many ways can you spell /ʃ/?

7 fashion

Russia

EXAMPLE:

Tip box /ʃ/ is usually spelt 'sh' ... but not always!

UNIT 37 /3/ television



1

C34

First say /ʃ/ (see page 78).

Now listen to /3/.

Look at the mouth picture.

Listen to /ʃ/ and /ʒ/ and repeat.



8-x

Put your fingers on your throat.

Say /ʃ/. What can you feel? Say /ʒ/. What can you feel?

You do not need your voice to say $/\int$ /. You need your voice to say /3/.

/ʃ/ is unvoiced.

2



Listen to the words and repeat:

usually television decision



3

Complete the sentences below with words from exercise 2.

SUE: Sarah, what do yousually.... do at the weekend?

SARAH: Well, I watch What do

you do, Sue?

SUE: Sometimes I go shopping and sometimes I watch ...

too. It depends.

SARAH: I know. It's a difficult!



Now listen to the conversation and check.

4

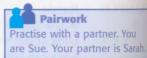


Now listen to Sue again. You are Sarah. Practise the conversation.

EXAMPLE:

Sue: Sarah, what do you usually do at the weekend?

Answer: Well, I usually watch television. What do you usually do, Sue?



Look at Sue's calendar.



Now read the questions and match them to the answers

- 1 What does Sue usually do on Saturdays?
- 2 What does she usually do on Fridays?
- 3 What does she usually do on Sundays?
- 4 What does she usually do on Tuesdays?
- 5 What does she usually do on Thursdays?

She usually goes to the gym.

She usually visits her grandparents.

She usually watches television.

She usually plays tennis.

She usually goes shopping.

Now listen to the questions in Exercise 5 and answer them, then listen to

the answer given on the recording

Answer: She usually goes shopping.

1: What does Sue usually do on Saturdays?

Groupwork

Ask people in your group about their typical week: 'What do you usually do on ...?'

7 8 C39

EXAMPLE:

Listen to the words. Put them in the correct column.

glass	shirt	measure	street	shopping
pleasure	shower	garage	push	horse

111

EXAMPLE:

/s/

shirt glass

Remember: /s/ and /ʃ/ are unvoiced, but /3/ is voiced.

UNIT 38 /t s/ chair

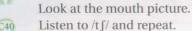


1

First say /t (see page 67) and then $/\int$ (see page 78).



Now listen to $/t \int/$.





/tʃ/ is unvoiced.

2 Listen to the words and repeat:

200				
	Sometiment So	UND 1	SOUND 2	
		ships	/t ʃ/ chips	
	BUTCHEE35HOP	shop	chop	
	and the	sheep	cheap	- Control of
		wash	watch	

3 8 C42

Look at the pairs of sentences. Listen and tick \checkmark the sentences you hear.

EXAMPLE: a) Those are very large ships.

Those are very large chips.

b) I don't like shopping.

I don't like chopping.

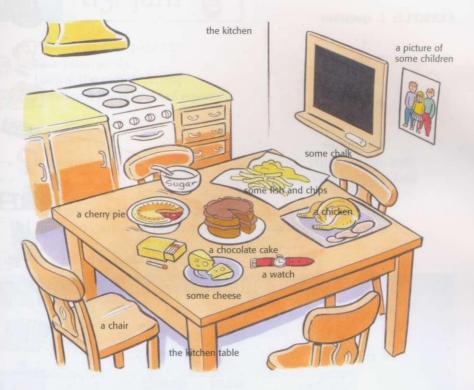
c) That's a sheep farm.

That's a cheap farm.

d) She's washing the television.

She's watching the television.

Look at the picture. Listen to the words and phrases and repeat:



5 Look at the picture in Exercise 4 again.

What can you see on the kitchen table? What can you see near the kitchen table?

EXAMPLES: There's a watch on the kitchen table.

There's a chair near the kitchen table.

6 Look at the picture in Exercise 4 again for 30 seconds.

Now cover the picture. What can you remember?

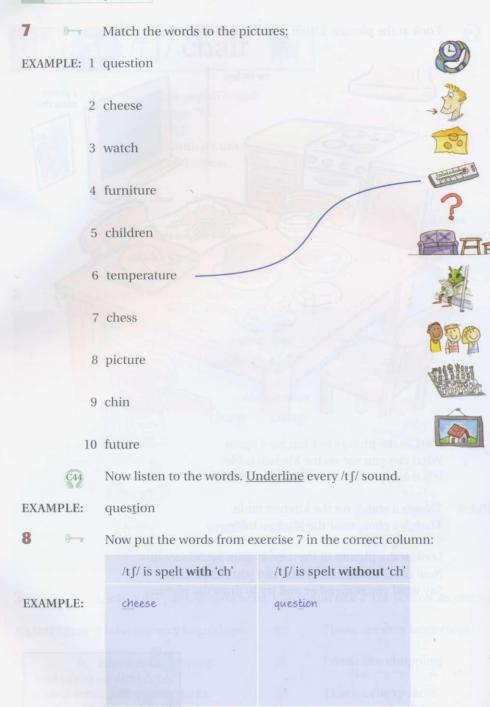
Say what you remember and try to draw the picture!





Pairwork

You describe the picture from memory. Your partner looks at the picture and corrects you.



Tip box/tʃ/ is **usually** spelt 'ch' ... but not always!

UNIT 39 /d₃/ jam

First say $t \int (\text{see page } 82)$. Now listen to /d3/.

Look at the mouth picture.

Listen to /t ʃ/ and /dʒ/ and repeat.

Put your fingers on your throat.

Say /t s/. What can you feel? Say /d3/. What can you feel?

You do not need your voice to say /t ʃ/. You need your voice to say /d3/.

/tʃ/ is unvoiced. /dʒ/ is voiced.

C47

Listen to the words and repeat:

	SOUND 1	SOUND 2	2
7	/t∫/ cherry	/dʒ/ Jerry	
(Control of the cont	cheap	jeep	
	choke	joke	
	cheer	jeer	

0 C48

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Is your name Cherry?

Is your name Jerry?

b) I want a cheap type of car.

I want a jeep type of car.

c) I'm choking.

I'm joking.

d) The crowd is cheering.

The crowd is jeering.

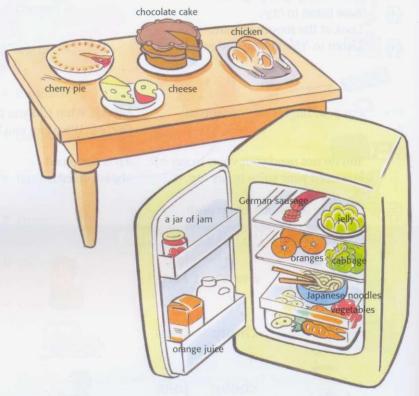
4



Look at the picture. Listen to the phrases and repeat:

In the fridge

On the kitchen table

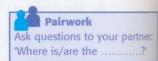


- 5 8- C49
- Listen to the phrases in Exercise 4 again. Complete the sentences below with /tʃ/ or /dʒ/.
- 1 Everything in the fridge contains the sound
- 2 Everything on the kitchen table contains the sound
- 6 650

Look at the picture in Exercise 4 again. Listen to some questions and answer, then listen to the answer given on the recording.

EXAMPLES: 1: Where are the oranges?
Answer: In the fridge.

2: Where's the chicken? Answer: On the kitchen table.





Read and listen to the radio advertisement:

A new shopping centre has opened in the city centre! You can buy Scottish jam and Irish cheese in 'The Farm House' or cheap fish and chips in 'Joe's Diner'. In 'Jerry's Place' you can also find delicious Japanese sushi.

Oh and don't forget to visit 'Vegetable World' for the best fresh cabbage, spinach and carrots in town!

Come to 'The Chessington Centre' tomorrow!



Listen to the advertisement again. Put the words in red in the correct column.

EXAMPLE:

/ʃ/ (Unit 36)	/tʃ/ (Unit 38)	/dʒ/ (this Unit)
shopping	cheese	jam

Now try reading the advertisement aloud. If possible, record yourself and listen. Can you hear the difference between /ʃ/, /tʃ/ and /dʒ/?

UNIT 40 /j/ yoga 🚴

Listen to /j/.

Look at the mouth picture.

Listen to /j/ and repeat.



Put your fingers on your **throat**. You need your voice to say /j/. Say /j/. What can you feel? /j/ is voiced.

Tip box

The sound /j/ always comes before a vowel sound: you = /ju:/, music = /mju:zɪk/.

2 C53 Listen to the words and repeat:



Listen to pairs of sentences. Write S if the sentences are the same.

Write D if the sentences are different.

EXAMPLE: a) D (Jess, I love you! Yes, I love you!)

- b)
- c)
- d)



Look at the picture of four friends. They are all very different. Now listen to some information about the four friends (Yasmin /j/, William /w/, Jemma /d₃/, and Hugo /h/) and repeat:



Look at the picture again. Who is Yasmin? Who is William? Who is Jemma? Who is Hugo?

Write the names next to the people in the picture.

5 C56a

Listen to an interview with Yasmin:

INTERVIEWER: What's your name? YASMIN: My name's Yasmin.

INTERVIEWER: And what do you do, Yasmin? YASMIN: I'm a university student.

INTERVIEWER: What do you like?

YASMIN: Well, I like yoga and listening to music.

INTERVIEWER: And what do you hate?

YASMIN: Oh, I hate yoghurt and onions!

C56

Now listen to the interviewer again. You are Yasmin. Practise the conversation.

EXAMPLE:

Interviewer: What's your name? Answer: My name's Yasmin.



Pairwork

Practise with a partner. You are the interviewer. Your partner is Yasmin. Then practise similar interviews with William, Jemma and Hugo.

7 8-x C57

Listen to each group of words. Circle the word without /j/.

The answer to Group 1 has been done for you.

Group 1	Group 2	Group 3	Group 4	Group 5
use	July	hello	Japan	new
year	onion	view	few	beautiful
one	uniform	student	music	jam

UNIT 41 /ei/ paper

First say /e/ (see page 32) and then /1/ (see page 15).

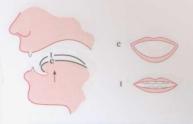


Now listen to /ei/.

Look at the mouth picture.



Listen to /ei/ and repeat.



Tip box

/eɪ/ is a diphthong. A diphthong is a 'double vowel': two vowels together.



Listen to the words and repeat:

THE REAL PROPERTY.	SOUND 1	SOUND 2
	/e/ pepper	1
	sell	sail
	pen	pain
1	shed	shade

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Pass me the pepper, please.
Pass me the paper, please.

b) He's selling his boat.

He's sailing his boat.

c) I've got a bad pen.

I've got a bad pain.

d) It's cool in the shed.

It's cool in the shade.

4 0

Look at the picture. Listen to the words and sentences and repeat:



It's raining today.

James is making a cake.

Sadie and Katy are playing a game.

5 C62

Look at the picture in Exercise 4 again. Listen to the questions below and answer, then listen to the answer given on the recording.

EXAMPLE:

1: What's James making? Answer: A cake.

- 1 What's James making?
- 2 What's Sadie playing with?
- 3 What's Katy playing with?
- 4 What's the baby playing with?
- 5 What's the date today?
- 6 Spell the baby's name.
- 7 Is the baby playing with pepper?



Listen to the letters and repeat:

a h j k

7 Now spell these words out loud:

cake joke Jack hook jeep that Katy high



Listen to the spellings and check.





You spell the words. Your partner writes them down and says them. You decide if the spelling and pronunciation are correct.

UNIT 42 /oi/ boy 💍

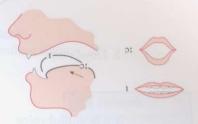


First say /o:/ (see page 45) and then /ı/ (see page 15).

Now listen to /ɔɪ/.

Look at the mouth picture.

Listen to /ɔɪ/ and repeat.



Tip box

/or/ is a diphthong. A diphthong is a 'double vowel': two vowels together.

C66

Listen to the words and repeat:

	3	/iː/ bee	boy	
	30	tea	toy	
	G	G	Joy	
minyl consults		eel	oil	

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Those bees are very noisy.

Those boys are very noisy.

b) Let's go to the teashop.

Let's go to the toyshop.

c) Her name's Miss G. Smith.

Her name's Miss Joy Smith.

d) The eel is black.

The oil is black.

4 9		Match the phrases on the left to the pictures on the right:
EXAMPLE:	1	noisy boys
	2	Lloyd's toys
	3	a beautiful voice
	4	boiling water
	5	Joy's coins
	6	enjoying oysters
	7	engine oil
C68		Now listen to the phrases and repeat.
5		Look at these short conversations. Complete them with phrases from Exercise 4.
	1	A: What do you need to make a cup of tea? B: You need a tea bag and some boiling water
	2	A: That music is very loud. B: Yes, they're very
	3	B: Maybe it needs some
	4	A: She's a very good singer. B: Yes, she has a
	5	A: Are these your toys? B: No, they're



Now listen and check your answers.

C69b

Now listen to the first part of each conversation in Exercise 5 again. Say the second part of each conversation.

EXAMPLE: 1. A: What do you need to make a cup of tea? (You) B: You need a tea bag and some boiling water.



Pairwork

Practise with a partner. Your partner says the first part (A). You say the second part (B).

UNIT 43 /ai/ kite

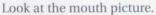


1

First say /ɑː/ (see page 39) and then /ɪ/ (see page 15).

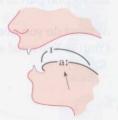


Now listen to /aɪ/.





Listen to /aɪ/ and repeat.



ar O

1

Tip box

/ai/ is a **diphthong**. A diphthong is a 'double vowel': two vowels together.

2



Listen to the letters and words and repeat:

SOUND 1	SOUND 2
R /aː/	/aɪ/
bark	bike
cart	kite
guard	guide

3 8 C72

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) His name's Mr. R. Smith.



His name's Mr. I. Smith.

b) What a noisy bark!

What a noisy bike!

c) That boy had a cart.

That boy had a kite.

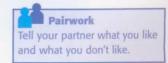
d) My uncle is a guard.

My uncle is a guide.



Look at the phrases in Exercise 4 again. Say what you like and what you don't like:

EXAMPLE: I like driving but I don't like riding.



6



Listen to the conversation:

MIKE: What are you doing tonight, Clive?

CLIVE: I'm going ice-skating.
MIKE: Have a nice time!
CLIVE: Thanks. Bye!

MIKE: Bye!





Listen to the conversation in Exercise 6 again. <u>Underline</u> every /aɪ/ sound.

EXAMPLE:

Mike: What are you doing tonight, Clive?





Listen to the words. Put them in the correct column.

garden	heart	height	start	right
fight	March	bite	artist	inside

TV	A	R.A	D		TO.
EX	17	IVI	r	L	E.

/a:/	/aɪ/
garden	height

1

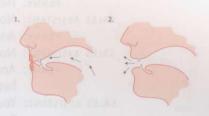
C76

Listen to /p/.

Look at the mouth picture.

C76

Listen to /p/ and repeat.



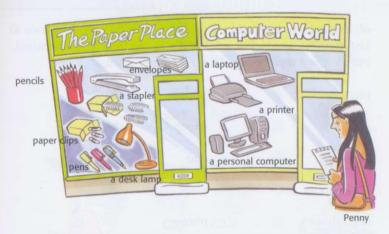
Put your fingers on your **throat**. You do not need your voice, just air. Say /p/. What can you feel? /p/ is unvoiced.

2 677

Look at the picture. Listen to the words and repeat:

The Paper Place

Computer World



Penny starts university next week. Read her 'To do' list. Think how she will ask for each of these things at Computer World.

To do

- · repair my laptop
- buy a new printer
- · buy a red pen
- buy some staples and some paper clips

100 UNIT 44 /p/ pen

Now listen to a conversation in Computer World. Complete the sentences with words from Exercise 2.

PENNY: Hello, can I buy this ... printer, please?

SALES ASSISTANT: No problem!

PENNY: And can you repair my?

SALES ASSISTANT: No problem!

PENNY: And can I buy, staples and

ere?

SALES ASSISTANT: You can buy pens, and paperclips in The

Paper, next door.

PENNY: Thank you.

SALES ASSISTANT: No problem!

5 Listen to the conversation again and repeat each line.



Pairwork

You are Penny. Your partner is the Sales Assistant. Practise the conversation.

8 679

All these words have 'p' in the spelling, but do we pronounce it? Listen to the words. Put a tick \checkmark if you can hear /p/ in the word. Put a cross \checkmark if you cannot hear /p/ in the word.

photo

EXAMPLE:

picture

X

pepper

sheep

elephant

cup

Christopher

headphones

plate

caupitotics

phone

potato

Now check your answers.

7



Now listen again to the words spelt with 'ph' in Exercise 6. Repeat them.

Tip box

When you see 'ph' in a word, it is pronounced /f/: elephant = /elɪfənt/philosophy = /fɪlosəfi:/.



Pairwork

Say the words with 'ph' to your partner. Your partner writes them and says them. You decide if the spelling and pronunciation are correct.

UNIT 45 /b/ book

1

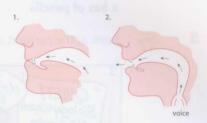
First say /p/ (see page 99).



Now listen to /b/.

C8 L

Look at the mouth picture. Listen to /p/ and /b/ and repeat.



Put your fingers on your throat.

Say /p/. What can you feel? Say /b/. What can you feel?

You do not need your voice to say /p/. You need your voice to say /b/. /p/ is unvoiced.
/b/ is voiced.

2 C83

Listen to the words and repeat:

SOUND 1	SOUND	
/p/	/b/	
pin	bin	
pear	bear	
pea	bee	
сар	cab	

3 8 684

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Have you got a pin?

/ Have you got a bin?

b) There's a pear in the tree.

There's a bear in the tree.

c) I don't like peas.

I don't like bees.

d) I want to get a cap.

I want to get a cab.

4 6

Listen to the words and repeat:

a black pen a box of pencils a blue pen a rubber a bottle of water a book a bag

5 C86a

Look at the cartoon and listen to the conversation:



6 C86b

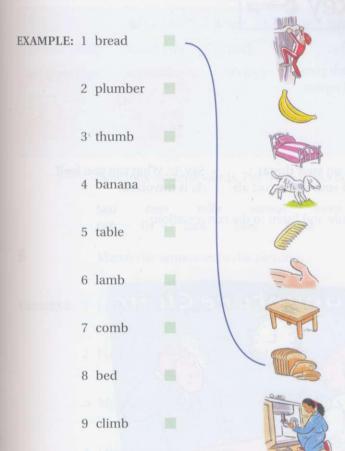
Now listen to Bruce again. You are Penny. Practise the conversation.

EXAMPLE:

Bruce: Penny, what do I need for the biology exam? You: You need a black pen, a blue pen, some pencils and a rubber.



Match the words to the pictures:





All the words have 'b' in the spelling, but do we pronounce it? Now listen to the words. Put a tick ✓ if you can hear /b/ in the word. Put a cross X if you cannot hear /b/ in the word.

EXAMPLE:

bread ✓ plumber X



Now listen again to the words with 'silent b' in Exercise 7. Repeat them.



Pairwork

Say the words with a 'silent b' to your partner. Your partner writes them and says them. You decide if the spelling and pronunciation are correct.

UNIT 46 /k/ key 🗪

C89

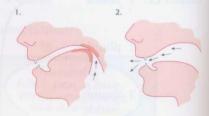
Listen to /k/.

Look at the mouth picture.

C89

C90

Listen to /k/ and repeat.



Put your fingers on your throat. You do not need your voice, just air. Say /k/. What can you feel? /k/ is unvoiced.

2

Look at the picture and listen to the conversation:



DOCTOR CLARK: Mr. Collins, how can I help you?

MR. COLLINS: Good morning, Doctor Clark. Can you cure my headache?

DOCTOR CLARK: Oh yes, I can cure it with acupuncture. Come back to the

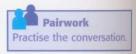
clinic at six o'clock.

MR. COLLINS: Thank you, Doctor Clark. DOCTOR CLARK: Take care, Mr. Collins!

3 8- 090

Listen to the conversation again. Underline every /k/ sound.

EXAMPLE: Mr. Collins. How can I help you?



4

Look at these different ways to spell /k/:

'k'	'ck'	'ch'	'X' (the sound /ks/)
thank you	ba <u>ck</u>	a <u>ch</u> e	si <u>x</u>
ta <u>k</u> e care	o'clo <u>ck</u>		
	thank you	than <u>k</u> you ba <u>ck</u> ta <u>k</u> e care o'clo <u>ck</u>	than <u>k</u> you ba <u>ck</u> a <u>ch</u> e

Now look at some words. Put them in the correct columns above:

taxi coat milk school keep cat fix lock king black

Match the sentences to the pictures:

Pairwork

Say the words from Exercise 4 to your partner. Your partner writes them. Check the spelling together.

EXAMPLE: 1 I can't walk because my knee hurts.

- 2 I need a knife to cut the bread.
- 3 My grandmother loves knitting.
- 4 I don't know the answer.
- 5 This doorknob is stuck.
- 6 There's a big knot in my shoelace.







Now listen to the sentences. Each sentence has a word with a 'silent k'. <u>Underline</u> it.

EXAMPLE: 1 I can't walk because my knee hurts.

Now check your answers.

6 8 692

Now listen again to the words with 'silent k' in Exercise 5. Repeat them.



Pairwork

Say the words with a 'silent k' to your partner. Your partner writes them and says them. You decide if the spelling and pronunciation are correct.

UNIT 47 /g/ girl





First say /k/ (see page 104). Now listen to /g/.



Look at the mouth picture. Listen to /k/ and /g/ and repeat.





Put your fingers on your throat.

Say /k/. What can you feel? Say /g/. What can you feel?

You do not need your voice to say /k/. You need your voice to say /g/.

/k/ is unvoiced. /g/ is voiced.

2



Listen to the words and repeat:

/k/ /g/ class glass coat goat curl girl back bag





Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.



EXAMPLE: a) That's a very small class.



That's a very small glass.

b) I've got a white coat.



I've got a white goat.

c) What a lovely little curl!



What a lovely little girl!

d) There's something on your back.



There's something on your bag.



Look at the pictures in Exercise 4 again. Describe what Gabby likes and what Gabby doesn't like:

wigs

Gabby likes dogs. **EXAMPLE:** Gabby doesn't like frogs.

clocks

frogs

C98

All the words below have the letter 'g', but do we pronounce it? Listen to the words. Put a tick ✓ if you can hear /g/ in the word. Put a cross X if you cannot hear /g/ in the word.

EXAMPLE: eight X ghost guess angry sign foreign glue fight

Now check your answers.

Now listen again to the words with 'silent g' in Exercise 6. Repeat them.





Exercise 5

SARAH: What's this, Sam? SAM: It's a bicycle. SARAH: And what's this? SAM: It's a house.

SARAH: What's this? A bus?

SAM: Yes.

SARAH: And what's this? A horse? SAM: No, Sarah. It's a mouse!

Exercise 8

pencil ✓ picture ✗ bicycle ✓ sofa ✓ hat ✗
answer ✓ unit ✗ listen ✓ plate ✗ conversation ✓

Unit 2

Exercise 1

When you say /s/ you cannot feel any movement in your throat: /s/ is unvoiced. When you say /z/ you can feel movement (vibrations) in your throat: /z/ is voiced.

Exercise 3

a) Look at that zoo!

b) Listen to that bus!

c) Can I have a sip, please?

d) It's a good prize.

Exercise 4

VISITOR: Is this a box?

ARTIST: No, it isn't! It's a house.

VISITOR: Is this a house?

ARTIST: Yes, it is.

VISITOR: It isn't a house. It's a box!

/s/			/z/		
sun	bicycle	this	isn't	pens is	buzz
bus	listen		flowers	those	boys

Exercise 5

Group 1	Group 2	Group 3	Group 4	Group 5
listen	horse	doctor	teacher	answer
banana	butter	question	hat	mother
cup	flower	window	pizza	shop

Unit 4

Exercise 3

- a) Is that a mouse?
- b) Look at this sum.
- c) It's thick.
- d) It's thinking.

Exercise 5

Severiti tille 1110 orbitis	seventh	third	five	eighth	tenth
-----------------------------	---------	-------	------	--------	-------

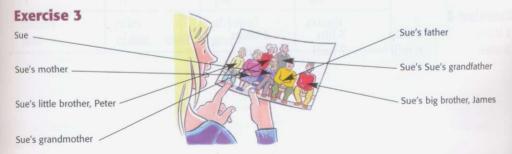
Exercise 6

- Mouse is first.
 - Birdie is tenth.
- Sammy is fourth. T
- Hello is third.
- Buzz is ninth. T
- Miss Smith is eighth. F
- Flower is seventh. T

Unit 5

Exercise 1

When you say θ you cannot feel any movement in your throat: θ is unvoiced. When you say /ð/ you can feel movement (vibrations) in your throat: /ð/ is voiced.



110 KEY

Exercise 4

This is my family. I'm in the middle, between my mother and my father. My big brother, James, is next to my father. My little brother, Peter, is next to my mother. And my grandmother and grandfather are here, behind us.

Exercise 5

Anna is Sue's mother.
Alan is Sue's father.
James is Sue's big brother.
Lily is Sue's grandmother.
Peter is Sue's little brother.
Michael is Sue's grandfather.

Exercise 6

/θ/		/ð/	
mouth	fourth	these	father feather
thumb	think	those	this the

Unit 6

Exercise 4

FRIEND 1: A cheese sandwich, please, and a cup of green tea.

FRIEND 2: A beef sandwich, please, and tea.

FRIEND 3: A cup of green tea for me, please.

FRIEND 4: An ice cream for me, please.

WAITER 1: 1 cheese... 1 beef... 3 teas... and 1 ice cream

Unit 7

Exercise 3

- a) Look at the sheep.
- b) These are bins.
- c) Is this a mill?
- d) She likes high heels.

1 sheep	2 ship	3 bin	4 bean
5 meal	6 mill	7 heel	8 hill

'big' and 'little' have the sound /1/: /bɪg/ /lɪtl/



Exercise 6

All the words in this exercise end with /ız/.

Unit 8

Exercise 6



You can spell /f/ in these ways:

'f'	'ff'	ʻph'	'gh'
wi <u>f</u> e fire	o <u>ff</u> ice	ele <u>ph</u> ant <u>ph</u> one <u>ph</u> otograph	laug <u>h</u>

Here are more examples of words with these spellings:

'f'	'ff'	'ph'	'gh'
friend	offer	physical	cough
leaf	coffee stuff	graph	

Exercise 1

When you say f you cannot feel any movement in your throat: f is unvoiced. When you say f you can feel movement (vibrations) in your throat: f is voiced.

Exercise 3

Fred and Flora are visitors

They are visiting Vincent and Vicky
What have Vincent and Vicky got?

They've got a phone? ... and they've got some flowers.

Exercise 6

a) very b) van c) leave d) fine e) view

Unit 10

Exercise 1

When you say /w/ you can feel movement (vibrations) in your throat: /w/ is voiced.

Exercise 3

- a) He's a wet student
- b) There's a little vine here.
- c) That's a whale.

Exercise 5

1 It's warm. 2 It's wet. 3 It's windy. 4 It's snowy.

Exercise 7

PEDESTRIAN 1: What's the time?

MAN SELLING NEWSPAPERS: It's quarter past twelve.

PEDESTRIAN 2: Excuse me! What's the time?

MAN SELLING NEWSPAPERS: It's twenty past twelve.

PEDESTRIAN 3: What's the time please?

MAN SELLING NEWSPAPERS: It's quarter to one.

PEDESTRIAN 4: Excuse me! What time is it?

MAN SELLING NEWSPAPERS: I'm sorry. I don't have a watch!

- 1 It's twelve o'clock.
- 2 It's quarter past one.
- 3 It's quarter past five.
- 4 It's quarter past eleven.
- 5 It's twenty past one.
- 6 It's twenty past five.
- 7 It's twenty past seven.
- 8 It's twenty past eleven.

Exercise 2

flower \(\sigma \) coffee \(\times \) newspaper \(\sigma \) fruit \(\times \) the \(\sigma \)

chocolate \(\sigma \) answer \(\sigma \) glass \(\times \) a \(\sigma \) vase \(\times \)

Exercise 5

ANNA: What's the time, Peter?

/a/

/a/ /a/ /a/

PETER: It's twelve o'clock.

ANNA: Oh, and Peter, have you got a ruler?

PETER: Yes, I have. Here you are, Anna.

ANNA: Thanks. Have you got a calculator, too?

PETER: No, I haven't, Anna! Ask Emma.

Unit 12

Exercise 1

When you say /m/ you can feel movement (vibrations) in your throat: /m/ is voiced.

Exercise 3

1 F 2 F 3 T 4 F 5 F 6 T

Exercise 4

- 1 There are two men and one woman in the supermarket.
- 2 There are three families in the cinema.
- 3 There is one woman at the farm.
- 4 The swimming pool is full.
- 5 You cannot use your camera in the museum.
- 6 The woman is making dinner at home.

Exercise 5

1 woman ✓ 2 answer ×

3 mouse

4 banana 🗶

5 thumb

6 phone

7 camera 🗸

8 elephant X

9 warm

Exercise 1

When you say /n/ you can feel movement (vibrations) in your throat: /n/ is voiced.

Exercise 3

- a) These are nice.
- b) That's my little tin.
- c) That's her mummy.
- d) It's mine.

Exercise 6

- 1 It's four o'clock in the morning.
- 2 It's nine o'clock in the evening.
- 3 It's ten o'clock in the morning.
- 4 It's three o'clock in the afternoon.

Unit 14

Exercise 1

When you say /ŋ/ you can feel movement (vibrations) in your throat: /ŋ/ is voiced.

Exercise 3

- a) He's got two large fangs.
- b) It's wrong.
- c) It has two wins.

Exercise 5

- 1 He's reading a book and eating an apple.
- 2 She's brushing her hair.
- 3 He's sleeping.
- 4 She's watching television and drinking tea.
- 5 He's watching television.
- 6 She's talking on the phone and cooking a meal.
- 7 They're playing table tennis.

Unit 15

- a) Have you got a pen?
- b) That's my Ben.
- c) That ten is very small.
- d) Can I have the bill?

1 Ben is the best student.

2 Jennie is better than Ben.

3 Emma is better than Fred.

Jennie is better than Emma.

Fred is the best student.

Exercise 9

Group 1	Group 2	Group 3	Group 4	Group 5	
red	better	cinema	pen	exercise	
apple	egg	bell	man	second	
clever	banana	television	men	tea	

T

T

Unit 16

Exercise 3

- a) Her name is Miss Anne Smith.
- b) That's a very big X.
- c) Have you got a pen?
- d) The man lived here

Exercise 5

Max Andrews is very unhappy.

Karen Andrews is very happy.

Sally Andrews is carrying a bag.

Grandfather Andrews is wearing a hat.

Patrick Andrews is looking at the cat.

The cat is sleeping on the mat.

/e/	/æ/
pen second	apple and pan
clever men	grandfather
better ten	man cap

116 KEY

Unit 17

Exercise 3

- a) Is this your cap?
- b) Look at that little hut.
- c) That's a very bad cut.
- d) It's a fun shop.

Exercise 5

Love Young London Mundy

Exercise 7

son mother brother husband uncle cousin grandson grandmother

Unit 18

Exercise 3

a) D I've got a little cat.
b) S That's a lovely heart.
c) D That's a lovely heart.
d) S I've got a little cat.
I've got a little cat.
I've got a little cat.

Exercise 5

a) S Look at that heart.
b) D That's a very bad cut.
c) D Look at that hut.
d) S That's a very bad cut.
That's a very bad cut.
That's a very bad cut.

Exercise 7

ban<u>a</u>nas gl<u>a</u>sses tom<u>a</u>toes pl<u>a</u>nts c<u>a</u>rs gr<u>a</u>ss garden <u>are</u> <u>are</u>n't

Exercise 8

- 1 No they aren't.
- 2 Yes they are.
- 3 Yes they are.
- 4 No they aren't.
- 5 Yes they are.
- 6 No they aren't.
- 7 Yes they are.

Unit 19

Exercise 1

When you say /h/ you cannot feel movement (vibrations) in your throat: /h/ is unvoiced.

1 It's his. 2 It's hers. 3 It's his. 4 It's hers. 5 It's hers. 6 It's his. 7 It's hers. 8 It's hers.

Exercise 5

hotel ✓ honest X what X who ✓ somewhere X happy ✓ when X hour X hello ✓

Unit 20

Exercise 3

- a) I want a white cot, please.
- b) That pot is very old.
- c) There's a sock on the floor.
- d) Put it on the rack.

Exercise 4

Sound 1: /æ/ Sound 2: /p/ Sound 3: /n/ Sound 4: /a:/ /a:/ is a l-o-n-g sound.

Exercise 5

a) A lot of clocks. b) A lot of pots. c) A lot of watches. d) A lot of boxes.

Exercise 7

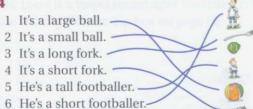
CUSTOMER: Have you <u>got</u> any <u>boxes?</u>
SHOP ASSISTANT: Yes, We've <u>got</u> a <u>lot</u> of <u>boxes</u>.

CUSTOMER: I <u>want</u> a very str<u>o</u>ng <u>box</u>, please.

Unit 21

Exercise 3

- a) Is your name Dawn?
- b) That's a very big pot.
- c) We don't want the forks in here.
- d) What a lot of spots!



118 KEY

Exercise 5

- 1 It's a tall doctor. It's a short doctor.
- 2 It's a large box. It's a small box.
- 3 It's a long piece of chalk. It's a short piece of chalk.

Exercise 6

It's a shop with four tall doctors in it. It's a hut with four small foxes in it. It's a long wall with a small door in it. It's a bath with a lot of hot water in it.









Exercise 8

/p/			/31/		
watch	sock	stop	door	water	floor
rock	box		call	ball	

Unit 22

Exercise 5

- 1 Is that your brother?
- 2 Is that your brother and sister?
- 3 Is that your grandmother?
- 4 Is that your grandmother and grandfather?
- 5 Is that your father?
- 6 Is that your brother and father?
- 7 Is that your sister?
- 8 Is that your sister and grandfather?
- 9 Is that your grandfather?
- 10 Is that your grandfather and father?

Unit 23

Exercise 3

- a) Is your name Paul?
- b) I want white shirts, please.
- c) He walks in the garden.
- d) It's a blackbird.

Exercise 4

a bird and a worm - early in the morning a bird in a warm nest



This proverb means if you start something early and do not waste time, you will probably be more successful.

Exercise 6

The early bird catches the worm.

Unit 24

Exercise 1

Put your fingers on your throat:

When you say /n/ and /l/ you can feel movement (vibrations) in your throat: /n/ and /l/ are voiced.

Exercise 3

- a) It's a lovely light.
- b) Draw a line.
- c) He loves Jennie.
- d) Where is the bin?

Exercise 7

yellow ✓ talk X television ✓ lovely ✓ half X melon ✓ could X bottle ✓ should X folk X

Unit 25

Exercise 1

When you say /l/ and /r/ you can feel movement (vibrations) in your throat: /l/ and /r/ are voiced.

Exercise 3

- a) It's a long sum.
- b) It's right.
- c) Mary likes jelly.
- d) There's a flower in the grass.

Exercise 5

In these words, there is a **vowel** sound after the letter 'r'. This means we have to pronounce the letter 'r'. See the Tip box on page 56.

Unit 26

Exercise 1

In these words, there is a **consonant** sound after the letter 'r'. This means the letter 'r' is not always pronounced. See the Tip box on page 57.

120 KEY

Exercise 2

The letter 'r' is silent. This is common in Australian and most British English.

Exercise 3

The letter 'r' is pronounced. This is common in American and Scottish English.

Exercise 4

1 B 2 A 3 B 4 B 5 A 6 B

Exercise 5

The speaker is British.

Unit 27

Exercise 3

- a) A sheep's got two ears.
- b) He's got a beard.
- c) That's a very big beer.

Exercise 5

MR. PEARSON: So, do you come here every year, Mr. Lear?

MR. LEAR: Oh yes, every <u>year</u>! I live n<u>ear</u> h<u>ere</u>, so it's very easy for me.

MR. PEARSON: Well, I don't live very n<u>ear</u> so I can't be h<u>ere</u> every <u>year</u>.

Exercise 6

Group 1	Group 2	Group 3	Group 4	Group 5
ice-cream	tea	clear	clean	idea
week	year	there	hear	chair
tear	bird	hill	Pearl	work

Unit 28

Exercise 3

- a) Three cheers!
- b) That's a big pear.
- c) It's here on the floor.
- d) Your name isn't Claire.



/iə/		/eə/		
idea	dear beer	chair	pair where	
here	disappear	Mary	square	

Unit 29

Exercise 3

- a) I want a lock.
- b) Give me the books, please.
- d) Look! A rook!

Exercise 5



Water is falling on the cook's foot.

Exercise 7

could 🗸	shirt X	wood 🗸	girl X	full 🗸
would 🗸	port X	foot 🗸	sock X	good 🗸

Unit 30

Exercise 3

- a) D It says 'pull' on this door.
- b) S Here's the pen. Look! It's on the table.
- c) S It says 'pull' on this door.
- d) D Look! Here's the pen. It's on the table.

It says 'pool' on this door.

Here's the pen. Look! It's on the table.

It says 'pull' on this door.

Luke! Here's the pen. It's on the table.

Exercise 5

Column B contains the sound /uː/
Column C contains the sounds /uː/ and /u/.
Column A contains the sound /u/.

/u/	/u:/
good look cook	school moon pool
foot	tool afternoon tooth

Unit 31

Exercise 5

time ✓ listen X rest ✓ guitar ✓ castle X
night ✓ doctor ✓ whistle X often X (but see Tip box on page 68)

Unit 32

Exercise 1

When you say /t/ you cannot feel any movement in your throat: /t/ is unvoiced. When you say /d/ you can feel movement (vibrations) in your throat: /d/ is voiced.

Exercise 3

- a) Do you like tennis?
- b) He can ride well.
- c) That's a nice card.
- d) It's a white tie.

Exercise 4

- 1 a hard bed
- 2 a cold wind
- 3 an old friend
- 4 a wide road

Exercise 8

heart town dry had code train

Unit 33

Exercise 3

a) S He's got a new car.
b) D These children can't.
c) D He's got a new car.
d) S These children count.
d) He's got a new car.
d) He's got a new car.
d) He's got a new car.
d) He's got a new cow.
d) These children count.



Unit 34

Exercise 3

- a) That's my boat.
- b) There are two poles here.
- c) What a fantastic goal!.
- d) Pat's skirt is very nice.

Exercise 5

- a) Do you like sewing?
- b) It's a large coat.
- c) It snores all night.
- d) I like all doctors.

Exercise 8

ZOE: Hello Joe!
JOE: Hello Zoe!

ZOE: Where are you <u>going?</u> Are you <u>going home?</u>
JOE: No. I'm <u>going</u> to the mobile phone shop.

ZOE: Oh!

JOE: Where are you going? Are you going home?

ZOE: No. I'm going to the post office.

Exercise 9

know / brown X car X don't / October / work X nose / ball X mouse X joke /

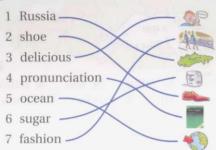
Unit 36

Exercise 1

When you say /s/ and /f/ you cannot feel any movement in your throat:

- a) She's very quiet today.
- b) There are two shoes here.
- c) It's a clean seat.
- d) What a dirty shack!

Exercise 6



Exercise 7

Russia	shoe	delicious	pronuncia <u>ti</u> on	o <u>ce</u> an	sugar	fa <u>sh</u> ion
	and the same of th	VII. 2010	all and the second second			

The underlined letters show that you can spell $/\int$ in six different ways! But don't worry: the most common is 'sh'. For example: fish, finish, short, shirt

Unit 37

Exercise 1

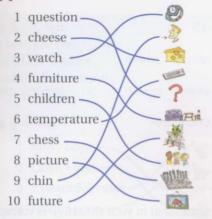
When you say $/\int$ / you cannot feel any movement in your throat: $/\int$ / is unvoiced. When you say /3/ you can feel movement (vibrations) in your throat: /3/ is voiced.

Exercise 7

/s/	/ʃ/ is enode phone or /ʃ/	/3/
glass street	shirt shopping	measure
horse	shower push	pleasure garage

Unit 38

- a) Those are very large chips
- b) I don't like shopping.
- c) That's a sheep farm.
- d) She's watching the television.



question cheese watch furniture children temperature chess picture chin future

Exercise 8

/t∫/ is spelt with 'ch'	/t∫/ is spelt without 'ch'
cheese watch	question furniture
children chess chin	temperature picture future

Unit 39

Exercise 1

When you say /t f/ you cannot feel any movement in your throat: /t f/ is unvoiced. When you say /d3/ you can feel movement (vibrations) in your throat: /d3/ is voiced.

Exercise 3

- a) Is your name Jerry?
- b) I want a cheap type of car.
- c) I'm joking.
- d) The crowd is jeering.

Exercise 5

- 1 Everything in the fridge contains the sound /d3/.
- 2 Everything on the kitchen table contains the sound /t ʃ/.

- 1 Where are the oranges? In the fridge.
- 2 Where's the chicken? On the kitchen table.
- 3 Where are the Japanese noodles? In the fridge.
- Where's the cherry pie? On the kitchen table.
- 5 Where's the cabbage? In the fridge.
- 6 Where are the vegetables? In the fridge.
- 7 Where's the chocolate cake? On the kitchen table.

/ ʃ /	/tʃ/	/d ₃ /
shopping Scottish	cheese cheap	jam Joe's
Irish fish sushi	chips spinach	Jerry's Japanese
delicious fresh	Chessington	vegetable cabbage

Unit 40

Exercise 1

When you say /j/ you can feel movement (vibrations) in your throat: /j/ is voiced.

Exercise 3

a)	D	Jess, I love you!	Yes, I love you!
b)	S	Do you want a jam sandwich?	Do you want a jam sandwich?
c)	S	Yes, I love you!	Yes, I love you!
d)	D	Do you want a jam sandwich?	Do you want a yam sandwich?

Exercise 4

William



Exercise 7

Group 1	Group 2	Group 3	Group 4	Group 5
use	July	hello	Japan	new
year	onion	view	few	beautiful
one	uniform	student	music	jam

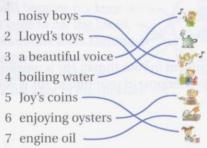
Unit 41

- a) Pass me the pepper, please.
- b) He's sailing his boat.
- c) I've got a bad pain.
- d) It's cool in the shade.

Exercise 3

- a) Those bees are very noisy.
- b) Let's go to the toyshop.
- c) Her name's Miss G. Smith.
- d) The oil is black.

Exercise 4



Unit 43

Exercise 3

- a) His name's Mr. I. Smith
- b) What a noisy bike!
- c) That boy had a cart.
- d) My uncle is a guide.

Exercise 7

MIKE: What are you doing tonight, Clive?

CLIVE: I'm going ice-skating.
MIKE: Have a nice time!

CLIVE: Thanks. Bye!

MIKE: Bye!

/a:/	/aɪ/
garden heart start	height right fight
March artist	bite inside

Exercise 1

When you say /p/ you cannot feel movement in your throat: /p/ is unvoiced.

Exercise 6

picture / photo / pepper / sheep / elephant / cup / Christopher / plate / headphones / phone / potato /

Unit 45

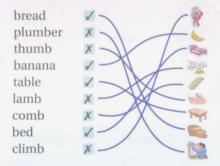
Exercise 1

When you say /p/ you cannot feel any movement in your throat: /p/ is unvoiced. When you say /b/ you can feel movement (vibrations) in your throat: /b/ is voiced.

Exercise 3

- a) Have you got a pin?
- b) There's a pear in the tree.
- c) I don't like bees.
- d) I want to get a cab.

Exercise 7



Unit 46

Exercise 1

When you say /k/ you cannot feel movement in your throat: /k/ is unvoiced.

Exercise 3

DR CLARK: Mr. Collins, how can I help you?

MR. COLLINS: Good morning, Doctor Clark. Can you cure my headache?

DR CLARK: Oh yes, I can cure it with acupuncture. Come back to the clinic at six

o'clock.

MR. COLLINS: Thank you, Doctor Clark.
DR CLARK: Take care, Mr. Collins!

زبان امید

KEY 129

Exercise 4

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'c'	'k'	'ck'	'ch'	'x'
coat cat	milk keep	lock black	school	Taxi fix
	king			

Exercise 5

- 1 I can't walk because my knee hurts.
- 2 I need a knife to cut the bread.
- 3 My grandmother loves knitting.
- 4 I don't know the answer.
- 5 This doorknob is stuck.
- 6 There's a big knot in my shoelace.



Unit 47

Exercise 1

When you say /k/ you cannot feel any movement in your throat: /k/ is unvoiced. When you say /g/ you can feel movement (vibrations) in your throat: /g/ is voiced.

Exercise 3

- a) That's a very small class.
- b) I've got a white coat.
- c) What a lovely little girl!
- d) There's something on your bag.

Exercise 6

eight X ghost ✓ guess ✓ angry ✓ sign X gate ✓ foreign X glue ✓ fight X

