

SCHOLASTIC

# Phonetic Colour Chart

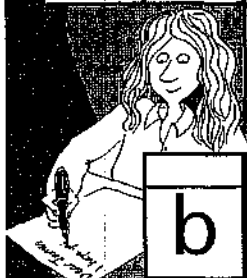
FOUNDED WITH MARY ELIZABETH MAGNUZZI, AN INVENTOR OF SCHOLASTIC INC.



eɪ	aɪ	ɔɪ	əʊ	aʊ	ɪə	eə	ʊə
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æ	e	ɪ	ə	ʌ	ɒ	ʊ
---	---	---	---	---	---	---

ð	ʒ	dʒ	j	ŋ
---	---	----	---	---



ɪː	ʒː	ɑː	ɔː	uː
----	----	----	----	----

θ	ʃ	tʃ
---	---	----



b	d	g	v	z	l	r	w	m	n
---	---	---	---	---	---	---	---	---	---

h	p	t	k	f	s
---	---	---	---	---	---



Double Vowels

Short Vowels

Long Vowels

Voiced Consonants

Voiceless Consonants

Colour Key



# Letter boxes

- 1 Listen and say the alphabet rap.

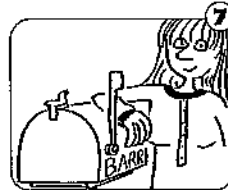
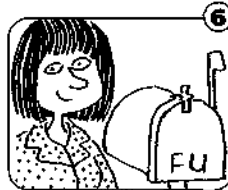
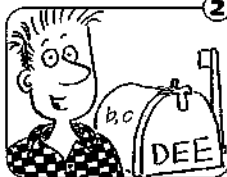
How do you say the ABC?  
a b c d and e  
f g h i j - you see!  
k l m n o and p  
q r s t u and v  
w x y z or zee!

That's how you  
say the A B C!



**NOTE:** In British English the last letter of the alphabet is pronounced zed.  
In American English the last letter of the alphabet is pronounced zee.

- 2 Listen to the names of the people.



- 3 Write the letters of the alphabet in the correct letter boxes to match the sound of the names. (One letter can go in two boxes!)

- 4 Listen and check your answers to exercise 3.

- 5 Fill the gaps in these sentences with the words from the box. Use the sound-alike letter clues to help you.

queue see you tea  
eye are why be oh



- Who are ..... (U)?
- We'd like two cups of ..... (T), please.
- My ..... (I) is all red. It hurts a lot.
- 'Are they English?'  
'Yes, they ..... (R).'
- ..... (Y) is she here?
- There's a long ..... (Q) in front of the cinema. Look at all those people!
- 'I cut my hand.'  
'..... (O) dear!'
- Hurry up! I don't want to ..... (B) late.



## Web page sorting

- 1 Listen and repeat the names. Pay attention to the stress (the heavy part) in each name.

- 2 Choose the correct answers.

- Where is the stress in the name Freddy? ☒ Oo ☐ oO
- Where is the stress in the name Foster? ☐ Oo ☐ oO
- Where is the stress in the name Louise? ☐ Oo ☐ oO
- Where is the stress in the name Lestranger? ☐ Oo ☐ oO



- 3 Listen to these words. Circle the correct stress pattern, Oo or oO.



1 cartoons

Oo ☒ oO

2 pizzas

Oo ☐ oO

3 swimming

Oo ☐ oO

4 dolphin

Oo ☐ oO

5 thrillers

Oo ☐ oO

6 lacrosse

Oo ☐ oO

7 Brazil

Oo ☐ oO

8 kebabs

Oo ☐ oO

9 Milan

Oo ☐ oO

10 Poland

Oo ☐ oO

11 Paris

Oo ☐ oO

12 giraffe

Oo ☐ oO

- 4 Complete Freddy and Louise's web pages 1-6 with the words from exercise 3, according to the stress patterns. Freddy's favourites all have the stress pattern Oo and Louise's favourites all have the stress pattern oO.

**Freddy Foster's Favourites web page**

1 Fast Food: pizzas

2 Country: .....

3 City: .....

4 Sport: .....

5 Films: .....

6 Animal: .....

Other things Freddy likes: .....

**LOUISE LESTRANGE'S FAVOURITES WEB PAGE**

1 Fast Food: .....

2 Country: .....

3 City: .....

4 Sport: .....

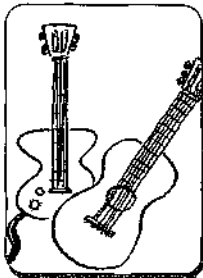
5 Films: .....

6 Animal: .....

Other things Louise likes: guitars

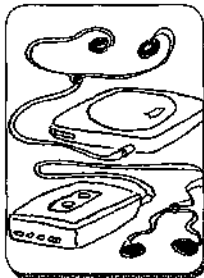


- 1 Listen and choose the correct stress, *Oo* or *oO*. Then add the words to the end of Freddy and Louise's web pages in exercise 4.



1 guitars

Oo oO



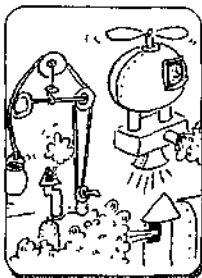
2 Walkmans

Oo oO



3 cola

Oo oO



4 machines

Oo oO



5 football

Oo oO



6 hotels

Oo oO



7 shampoo

Oo oO



8 skateboards

Oo oO



9 Berlin

Oo oO



10 Athens

Oo oO



11 balloons

Oo oO



12 sardines

Oo oO

- 6 Practise saying the words in exercise 5 with the correct stress.

- 7 Find some more two-syllable words. Mark your words *Oo* or *oO*. Use a dictionary or ask your teacher to help you.

*O o* - mother, *O o* - table, *O o* - English, *o O* - cassette



## Zoo time

- 1 Listen and repeat the names of the zoos. Pay attention to the stress (the heavy part) in each name.



- 2 Choose the correct answers.

1 Where is the stress in the name Heidelberg?

Ooo    oOo    ooO

2 Where is the stress in the name Vienna?

Ooo    oOo    ooO

3 Where is the stress in the name Montreal?

Ooo    oOo    ooO



- 3 Listen to these animal names. Circle the correct stress pattern, Ooo, oOo or ooO.



1 koala    Ooo    oOo    ooO



2 kangaroo    Ooo    oOo    ooO



3 buffalo    Ooo    oOo    ooO



4 octopus    Ooo    oOo    ooO



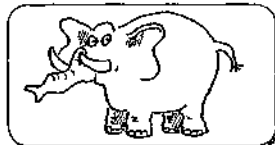
5 flamingo    Ooo    oOo    ooO



6 polar bear    Ooo    oOo    ooO



7 antelope    Ooo    oOo    ooO



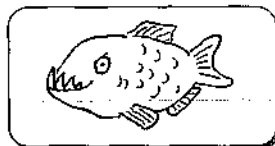
8 elephant    Ooo    oOo    ooO



9 chimpanzee    Ooo    oOo    ooO



10 gorilla    Ooo    oOo    ooO



11 piranha    Ooo    oOo    ooO



12 crocodile    Ooo    oOo    ooO

- 4 Put the animals into the correct zoo according to the stress patterns. Which zoo has the most animals? Which has the least?

1 Heidelberg

.....

.....

.....

.....

.....

2 Vienna

koala

.....

.....

.....

.....

.....

3 Montreal

.....

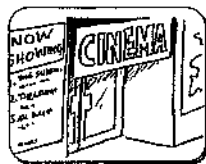
.....

.....

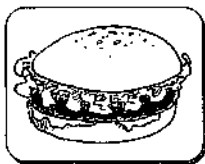
.....

.....

- 5 Listen and mark the words Ooo, oOo or ooO.



1 cinema



2 hamburger



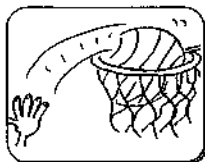
3 magazine



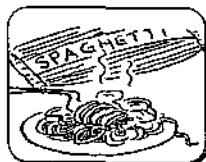
4 DVD



5 chewing gum



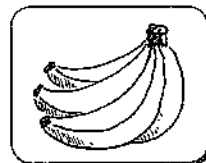
6 basketball



7 spaghetti



8 lemonade



9 bananas



10 margarine



11 lollipop



12 rollerblades

- 6 Practise saying the words in exercise 5 with the correct stress.

- 7 Find some more three-syllable words. Mark your words Ooo, oOo or ooO. Use a dictionary or ask your teacher to help you.

O o o - telephone, o O o - computer, o o O - submarine



## Sound like Tarzan

- 10 Schwa /ə/ is the most common vowel sound in English. Listen to Tarzan saying it.

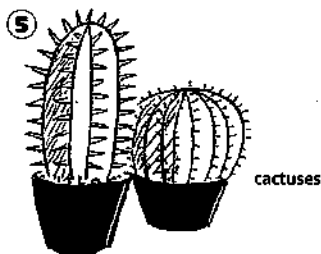
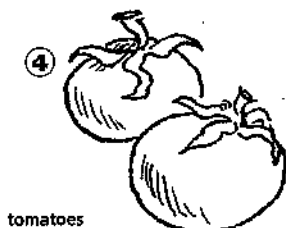
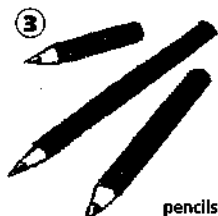
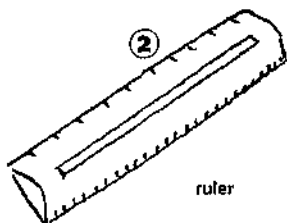
/ə/  
/ə/  
/ə/

- 2 Read the instructions and practise making the schwa sound /ə/ like Tarzan.

- 1 Relax your face and open your mouth a little.
- 2 Imagine someone pushes you gently in the stomach.
- 3 Make the sound as small and as short as you can! (The sound /ɜ:/ is a long schwa.)



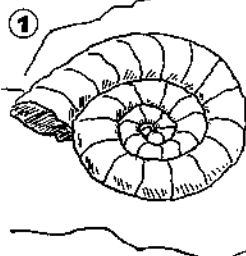
- 11 Listen and mark the stress in these words like this . Listen again and underline the schwa sounds in the words.



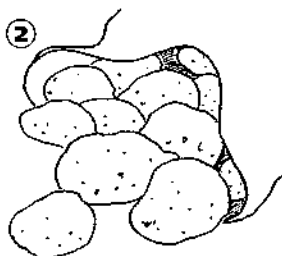
- 4 Practise saying the words in exercise 3 aloud. Pay attention to the stresses and the schwas.
- 5 Chose the correct answers to complete the rules.

- 1 Schwa comes in stressed / unstressed parts of words.
- 2 Schwa is a strong / weak sound.
- 3 There is / isn't a special spelling for the sound schwa.
- 4 Schwa can / cannot replace all the written vowels - a, e, i, o, and u.
- 5 Schwa is / isn't a typical sound in English.

- 6 <sup>1 12</sup> Listen to these words twice. First mark the stresses like this ○. Then underline the schwa sounds.



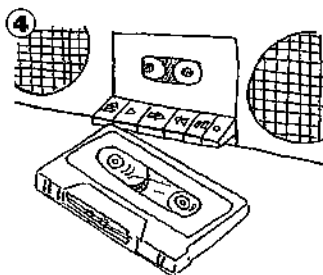
fossil



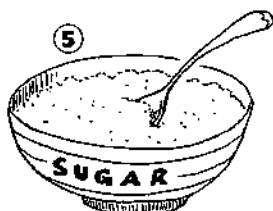
potatoes



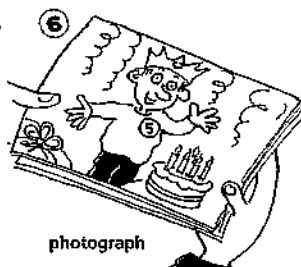
teacher



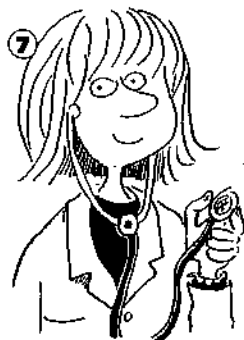
cassette



sugar



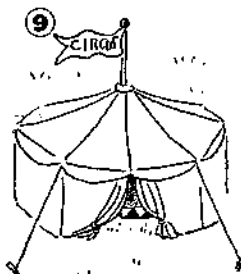
photograph



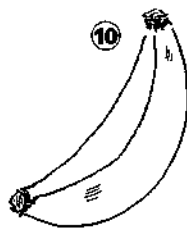
doctor



acrobats



circus



banana

- 7 Practise saying the words in exercise 6 aloud. Pay attention to the stresses and the schwas.



## Different habits

- 1 Listen and repeat the names. Pay attention to the /s/, /z/ and /ɪz/ sounds.



1 Chris /s/

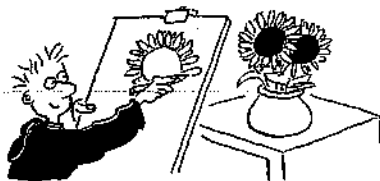


2 James /z/



3 Mercedes /ɪz/

- 2 Listen and repeat the headless sentences. Pay attention to the sound of the -s and -es verb endings. Is it /s/, /z/ or /ɪz/?



- 1 James reads a lot of magazines.
- 2 catches the bus to school every morning.
- 3 dances a lot.
- 4 draws a lot.
- 5 eats a lot of fruit.
- 6 goes out on Friday nights.
- 7 laughs a lot.
- 8 loves art lessons.
- 9 phones a friend every day.
- 10 plays a lot of tennis.
- 11 revises a lot before exams.
- 12 sleeps eight hours every night.
- 13 swims a lot.
- 14 wakes up at seven o'clock every morning.
- 15 washes the dog every weekend.

- 3 Complete the headless sentences in exercise 2 with Chris, James or Mercedes to match the sound of the verb endings.

1 James reads a lot of magazines.

- 4 15 are some more Present Simple verbs. How do you pronounce the ending? Is it /s/, /z/ or /ɪz/? Listen and tick the correct box each time.

	/s/	/z/	/ɪz/
1 drinks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 kisses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 sends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 watches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 writes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- 5 Write more sentences about Chris, James and Mercedes with the verbs from exercise 4. The pronunciation of the verb endings must match the names.

Chris drinks cola every day.

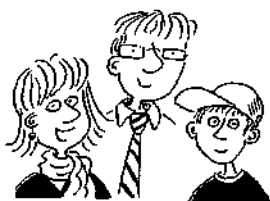
- 6 Read your sentences aloud to your classmates. Pay attention to the pronunciation of the -s and -es verb endings.





# The picnic

**16** Listen and repeat the three family names. Pay attention to the /s/, /z/ and /ɪz/ sounds.



1 The Potts family /s/

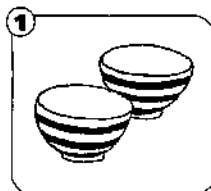


2 The Deeds family /z/



3 The Aziz family /ɪz/

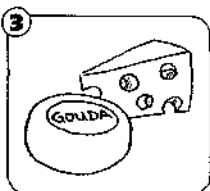
**17** Listen and repeat the words. Pay attention to the sound of the plural endings. Are they /s/, /z/ or /ɪz/?



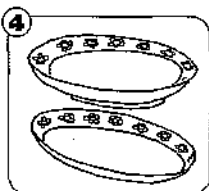
1 bowls



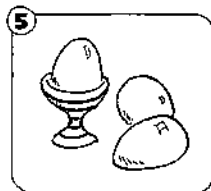
2 cups



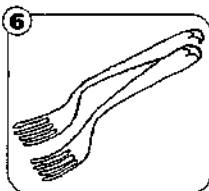
3 cheeses



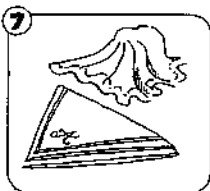
4 dishes



5 eggs



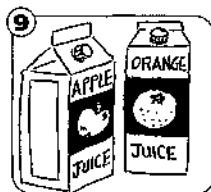
6 forks



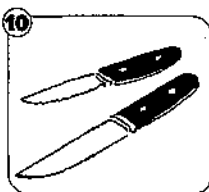
7 handkerchiefs



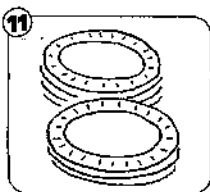
8 herbs



9 juices



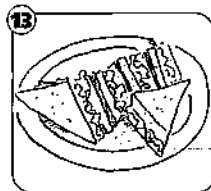
10 knives



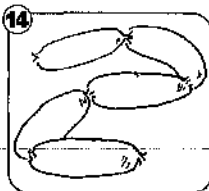
11 plates



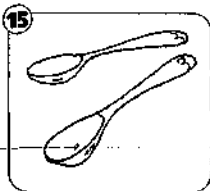
12 salads



13 sandwiches



14 sausages

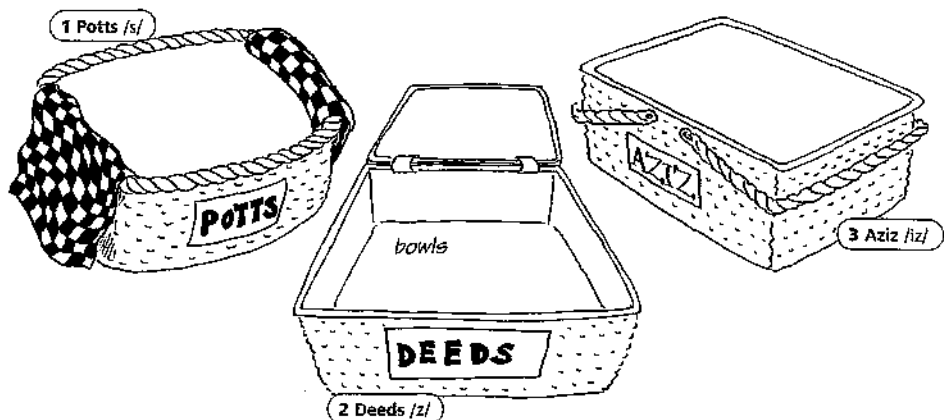


15 spoons



16 tomatoes

- What does each family take to the picnic? Write the words from exercise 2 in the correct picnic basket. The sound of the -s and -es plural endings must match the family names.



- Which family is taking the most things to the picnic? Which family is taking the fewest?

- Here are some more plural words. Do they end in /s/, /z/ or /iz/? Listen and tick the correct box each time.

	/s/	/z/	/iz/		/s/	/z/	/iz/
1 boxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 oranges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 brushes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9 pubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 buses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10 sandals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 cats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11 scarves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12 shirts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 dogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13 shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 gloves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14 watches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Write some sentences using the words in exercise 5.

Mr Potts likes cats.

Mrs Deeds plays cards.

Delia Deeds loves dogs.

Ali Aziz has got a lot of watches.

- Read your sentences aloud to your classmates. Pay attention to the pronunciation of the -s and -es plural endings.

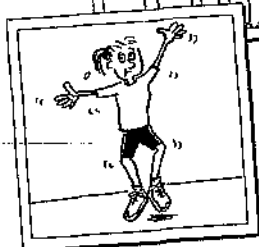
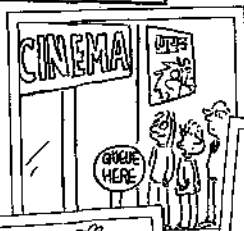


## What did they do?

- 1 Listen and repeat the names. Pay attention to the /t/, /d/ and /ɪd/ sounds.



- 2 Listen to the headless sentences. Pay attention to the sound of the -d and -ed verb endings. Are they /t/, /d/ or /ɪd/ ?



- 1 ..... *Pat* ..... cooked a nice breakfast this morning.
- 2 ..... decided to become a vegetarian last year.
- 3 ..... enjoyed going to a rock concert on Saturday.
- 4 ..... kissed someone at a party last night.
- 5 ..... laughed at some funny stories last week.
- 6 ..... lived in France for a year.
- 7 ..... painted a great picture last month.
- 8 ..... phoned a friend at lunchtime.
- 9 ..... waited an hour in front of the cinema for tickets.
- 10 ..... watched a good programme on TV yesterday.
- 11 ..... climbed up a mountain on Saturday.
- 12 ..... started aerobics classes last month.
- 13 ..... travelled around Spain last summer.
- 14 ..... wanted a new computer for Christmas.
- 15 ..... washed all the dishes after lunch last Sunday.

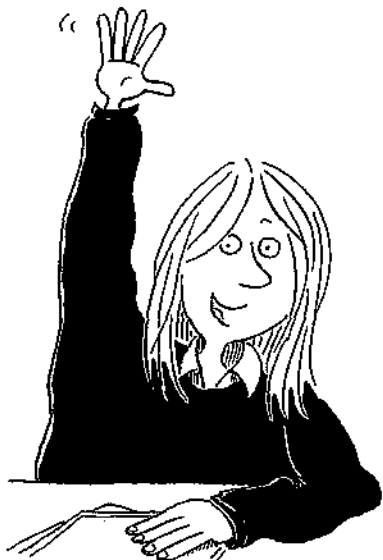


- 3 Complete the headless sentences in exercise 2 with the names from exercise 1 to match the sound of the -d and -ed verb endings.

1 Pat cooked a nice breakfast this morning.

- 4 Here are some more Past Simple -ed verbs. Do they end in /t/, /d/ or /ɪd/? Listen and tick the correct box each time.

	/t/	/d/	/ɪd/
1 asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 arranged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 invited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 mended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 stopped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- 5 Write some more sentences about Pat, Bud and Astrid with the verbs from exercise 4. The -d and -ed verb endings must match the names.

Pat asked the teacher a question.

.....

.....

.....

.....

.....

- 6 Read your sentences aloud to your classmates. Pay attention to the pronunciation of the -d and -ed verb endings.



## How did they feel?

- 1 Listen and repeat the names. Pay attention to the /t/, /d/ and /ɪd/ sounds.



- 2 Listen to the pronunciation of the -ed adjective endings. Are they /t/, /d/ or /ɪd/?

	/t/	/d/	/ɪd/		/t/	/d/	/ɪd/
1 surprised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6 disappointed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 shocked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 annoyed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 disgusted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 frightened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 embarrassed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9 bored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10 excited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3 Are these sentences correct or incorrect? The names must match the sound of the -ed adjective endings.

1 Rod was surprised when I came to see him without phoning.

correct

2 David was shocked when his girlfriend suddenly left him.

incorrect

3 Pete was bored when his mother took him shopping.

4 Pete was depressed when he failed an exam.

5 David was embarrassed when his mother kissed him.



6 Pete was disgusted when he found a worm in the apple he was eating.

7 David was disappointed when his team didn't win the football match.

8 Rod was annoyed when his brother took his Walkman without asking.

9 Pete was frightened when he was in the house alone one night.

10 Rod was excited when he went on holiday to America.



4 **1 24** Listen to the sentences from exercise 3 and check your answers.

5 Rewrite the incorrect sentences with the correct names.

2 Pete was shocked when his girlfriend suddenly left him.

6 **1 25** Here are some more -ed adjectives. Do they end in /t/, /d/ or /ɪd/? Listen and then complete the boxes.



1 confused



2 exhausted



3 scared



4 interested



5 stressed



6 amazed



7 relaxed



8 worried

/t/

.....

.....

.....

.....

/d/

confused

.....

.....

.....

.....

/ɪd/

.....

.....

.....

.....

7 Write some more sentences about Pete, Rod and David with the adjectives from exercise 6. The pronunciation of the adjective endings must match the names.

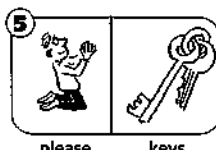
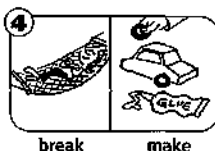
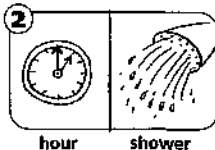
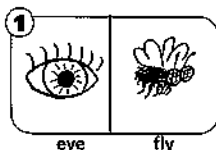
David was exhausted after staying up all night.

8 Read your sentences aloud to your classmates. Pay attention to the pronunciation of the adjective endings.

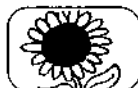
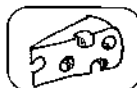


## Time for a rhyme

- 1 Listen to the pairs of rhyming words. Then practise saying them.



- 2 Listen to these words. Match each word with a rhyming pair in exercise 1.



- 3 Complete each crazy two-line poem with a group of three rhyming words from exercises 1 and 2. Look at the pictures to help you.



- There's a fly in my eye,  
I think I'll cry!
- After my ..... in an .....  
I'll smell like a .....
- Where's my second .....?  
I know I've got .....
- Stop singing. Take a .....!  
You ..... my head .....
- Give me some money to buy some .....  
And give me the car .....
- There are ..... or .....  
People at the .....

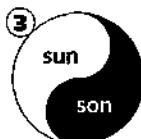


- 4 Practise saying the crazy two-line poems in exercise 3 aloud.



## Sound-alike pairs

1 Listen to the sound-alike pairs.



2 Complete the pairs of sentences with the sound-alike pairs from exercise 1. (Be careful to put each word in the correct sentence!)

- 1 a I have one son and two daughters.  
b The sun is very hot today!

- 4 a She can't .....  
b The ..... is very blue today.



- 2 a She's got ..... cats.  
b I like Picasso, .....

- 5 a Is that ..... car?  
b ..... American!



- 3 a Speak louder, I can't ..... you.  
b Come .....!



- 6 a ..... the toilet?  
b She ..... jeans every day.

3 Circle the correct sound-alike word in each sentence.

- |   |                                       |
|---|---------------------------------------|
| 1 I'll see you in an <u>our</u> / <u>hour</u> | 5 How can a cat wash it's / its ears? |
| 2 There's something in my eye / I.            | 6 I know / no you!                    |
| 3 I read / red a good book yesterday.         | 7 Who's there / their father?         |
| 4 Can you write / right your name here?       | 8 I've got a knew / new mobile phone. |

4 Listen and say the sound-alike words in exercise 3.

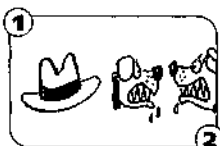
5 Complete the sentences with the sound-alike words you didn't use in exercise 3.

- |                                       |   |
|---------------------------------------|---|
| 1 That's <u>our</u> house.            | 5 ..... my birthday today.  |
| 2 She's wearing a bright ..... dress. | 6 ..... thanks, I don't want a cola.                              |
| 3 ..... like dancing.                 | 7 I ..... the answers to all the questions in the test yesterday. |
| 4 It's on the ..... , not the left!   | 8 ..... 's someone on the phone for you.                          |

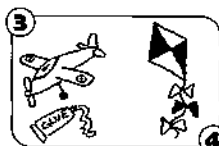


## Magic letters e and i

- 130 When we put e at the end of a word ending in consonant + vowel + consonant we don't pronounce the e, but it often changes the vowel in a magical way. Listen to these sounds and words.



/æ/ hat → /ei/ hate



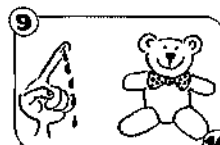
/ɪ/ kit → /aɪ/ kite



/e/ pet → /i:/ Pete



/ɒ/ rob → /aʊ/ robe



/ʌ/ cut → /ju:/ cute



- 2 Listen to the words in exercise 1 again and choose the correct rule.

- 1 The magic e makes the short vowels change into the alphabet letter sounds a, e, i, o and u. ☐  
 2 The magic e makes the vowels change from long vowels into short vowel sounds. ☐

- 31 Look at the words and mark them S (short vowel) or A (alphabet letter sound). Then listen and check your answers.

1 angry ...S...	3 bottle .....	5 home .....	7 make .....	9 these .....
2 big .....	4 computer .....	6 letter .....	8 sun .....	10 time .....

- 4132 The letter i often changes short vowels in the same way. Listen to the words.

1 hat /æ/ → hating /ei/	3 bit /ɪ/ → biting /aɪ/
2 not /ɒ/ → notice /aʊ/	4 cub /ʌ/ → cubic /ju:/

- 5 Read the rules and then write the -er -est or -ing form of the words.



Magic e and i change short vowels into long vowels.

2

To keep the vowel short when we add -er -est or -ing to words ending in consonant + short vowel + consonant we must double the final consonant (x 2) before adding -er -est or -ing.



- 1 cut + -ing ..... cutting .....  
 2 swim + -ing .....  
 3 shop + -ing .....  
 4 forget + -ing .....  
 5 clap + -ing .....  
 6 sad + -er .....  
 7 hot + -est .....  
 8 slim + -er .....  
 9 run + -er .....  
 10 travel + -er .....

- 6133 Listen and practise the pairs of words in exercise 5.



## Silent letter clover

- 1 Look at the clover leaves. Which words below them have got silent letters? Listen and cross out the silent letters. Be careful – some words haven't got silent letters!



thumby  
lamb  
bomb  
comb



answer  
write  
who  
whole



knife  
knock  
know  
knit



spaghetti  
ghost  
hello  
honest



guess  
guitar  
biscuit  
building



castle  
listen  
Christmas  
whistle



fruit  
business  
friend  
suit



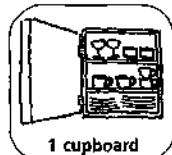
half  
would  
should  
shoulder



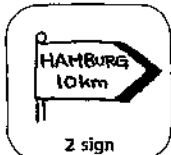
A four-leafed clover is lucky. Most clover has only three leaves.

- 2 How many lucky clover leaves are there with four words with silent letters?
- 3 Say the words in exercise 1. Take care not to sound the silent letters.
- 4 Read the silly sentences and cross out the silent letters. Then practise them. How fast can you say them? Take care not to sound the silent letters.
- 1 She was ~~com~~bing her hair when a ~~bo~~mb killed her pet ~~lam~~b and she hurt her ~~thum~~b.
  - 2 He ~~kn~~ew she was ~~kn~~itting when he took his ~~kn~~ife and ~~kn~~ocked on the door.
  - 3 Who can ~~w~~rite the ~~wh~~ole ~~ans~~wer?
  - 4 To be ~~h~~onest, I've never seen a ~~gh~~ost eat spaghetti.
  - 5 I ~~g~~uess I ~~l~~eft my ~~g~~uitar and my ~~b~~iscuits in the ~~bu~~ilding.
  - 6 Listen! Someone's ~~w~~histling a Christmas carol in the ~~ca~~stle.
  - 7 I wore a ~~s~~uit to see my ~~f~~riend in the ~~fr~~uit ~~bu~~ssiness.

- 5 Listen to the words (1-5). Then match them with the silent letters below (a-e).



1 cupboard



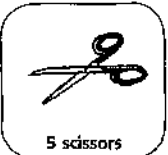
2 sign



3 autumn



4 island



5 scissors

a silent n

b silent c

c silent g

d silent p

e silent s

- 6 Practise saying the words in exercise 5. Take care not to sound the silent letters.
- 7 Do you know any other words with silent letters? What are they? Make a list.  
silent c: muscle
- 8 Write some silly sentences with your words and practise saying them aloud.

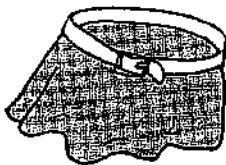


## Clothes words

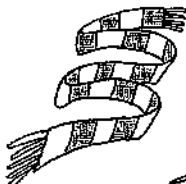
- 1 Listen to the clothes words and pay attention to the sound of the underlined letters.



1 /i:/ jeans



2 /ɜ:/ skirt



3 /ɑ:/ scarf



4 /ɔ:/ shorts



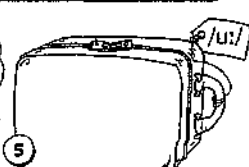
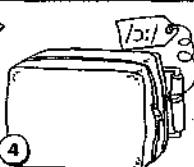
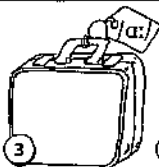
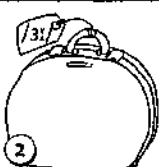
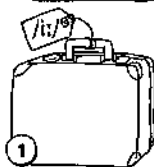
5 /u:/ shoes

- 2 Listen and say the sounds. Make them long.

- 3 Practise saying the clothes words in exercise 1. Pay attention to the vowel sounds.

- 4 Listen to the words in the box. Put the words into the suitcases, according to the sound (not the spelling!) of the underlined letters.

cheap call sleep door word car soon true third banana you learn



- 5 Can you think of at least 5 more words with these sounds in them? (One word for each sound.) Use a dictionary or ask your teacher to check the sounds. Add them to the suitcases in exercise 4.

- 6 Match a word from the box with each word in phonetic code.

bead bird bored far four fur he hard heard tea two who

1 /bɔ:d/  
bored

4 /bɜ:d/

7 /fɑ:/

10 /hɜ:d/

2 /bɔ:d/

5 /fɜ:/

8 /hɜ:/

11 /tu:/

3 /hɜ:d/

6 /fɑ:/

9 /hu:/

12 /tɜ:/



## Food words

- 1 Listen to the food words and pay attention to the sounds of the underlined letters.



1 /æ/ jam



2 /e/ eggs



3 /ɪ/ fish



4 /ə/ lemons



5 /ʌ/ nuts



6 /ɔ/ oranges



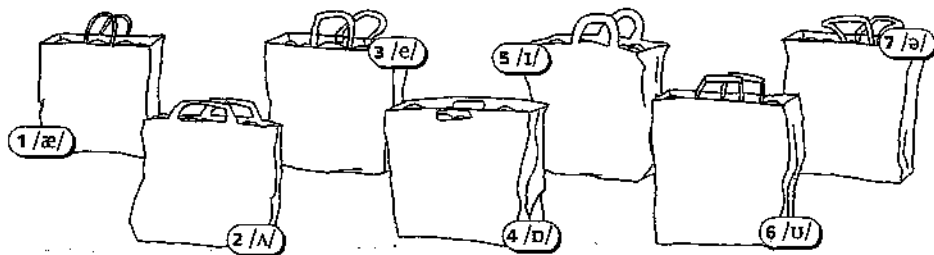
7 /ʊ/ cookbook

- 2 Listen and say the sounds. Make them short.

- 3 Practise saying the food words in exercise 1. Pay attention to the vowel sounds.

- 4 Listen to the words in the box. Put the words into the shopping bags, according to the sound (not the spelling!) of the underlined letters.

again many bank bread foot want cup ticket young wonderful dinner could



- 5 Can you think of at least 7 more words with these sounds in them? (One word for each sound.) Use a dictionary or ask your teacher to check the sounds. Add them to the shopping bags in exercise 4.

- 6 Match a word from the box with each word in phonetic code.

bell better ~~bull~~ butter fat foot had head hit hot not nut

1 /bʊl/  
bull

4 /bʌtə/  
butter

7 /hed/  
head

10 /hɪt/  
hit

2 /bɛl/  
bell

5 /fʊt/  
foot

8 /hæd/  
had

11 /nɒt/  
not

3 /betə/  
better

6 /fæt/  
fat

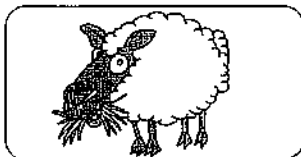
9 /hɒt/  
hot

12 /nʌt/  
nut



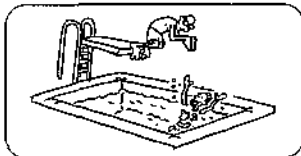
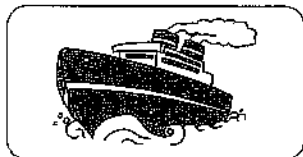
## Sheep or ship?

- 1 Listen to the pairs of words. Pay attention to the sound of the underlined letters.



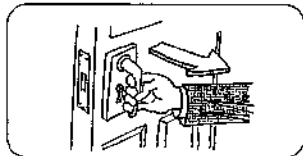
1 /i:/ sheep

2 /ɪ/ ship



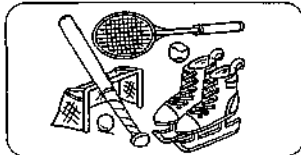
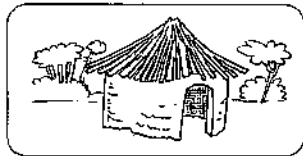
3 /u:/ pool

4 /ɔ/ pull



5 /ɑ:/ heart

6 /ʌ/ hut



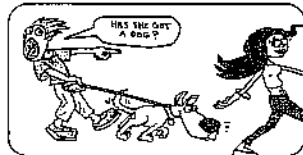
7 /ɔ:/ sports

8 /ɒ/ spots



9 /ɜ:/ hers

10 /ə/ has



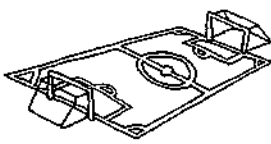
- 2 Listen and say the sounds.

- 3 Practise saying the pairs of words in exercise 1. Pay attention to the vowel sounds.

- 4 Listen to the sentences and circle the correct word each time.

- |   |  |
|---|--|
| 1 Where's that <u>s</u> heep / <u>sh</u> ip?                        | 6 Can I have some white <u>b</u> eans / <u>bi</u> ns?            |
| 2 Does that sign say ' <u>p</u> ool' / ' <u>p</u> ull'?             | 7 <u>L</u> uke / <u>L</u> ook, is that your <u>s</u> ister?      |
| 3 That <u>h</u> ea <u>r</u> t / <u>h</u> u <u>t</u> is big and red. | 8 I've got two <u>b</u> arns / <u>b</u> uns.                     |
| 4 I don't like <u>s</u> po <u>r</u> ts / <u>s</u> po <u>t</u> s.    | 9 I like Spanish <u>p</u> o <u>r</u> ts / <u>p</u> o <u>t</u> s. |
| 5 Did you say ' <u>h</u> er <u>s</u> ' / ' <u>h</u> a <u>s</u> '?   | 10 Is that word ' <u>u</u> rn' / ' <u>a</u> n'?                  |

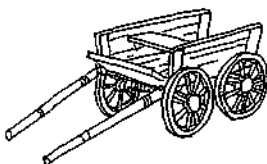
5 1/45 You will hear three words each time. Circle the word you hear twice.



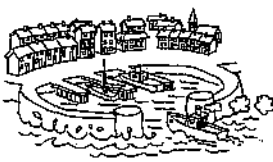
1 peach pitch



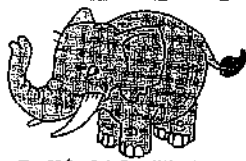
2 fool full



3 cart cut



4 port pot



5 earn an

THERE'S AN ELEPHANT

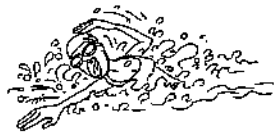
6 Practise saying the words in exercise 5. Pay attention to the vowel sounds.

7 Work in pairs. Take turns to say different words from exercises 1 and 5. Your partner must listen and say long or short each time. Tell your partner when he/she is correct.



## Sports sounds

- 1 Listen to the sports words and pay attention to the sound of the underlined letters.

1 /h/ horse-riding2 /p/ press-ups3 /t/ tennis4 /k/ climbing5 /f/ football6 /s/ swimming

- 2 Listen and make the sounds. Don't use your voice.

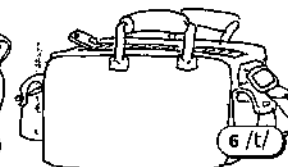
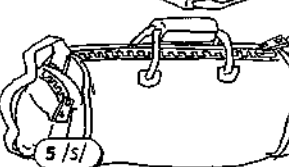
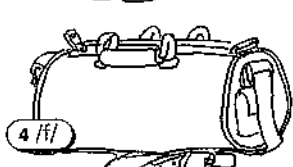
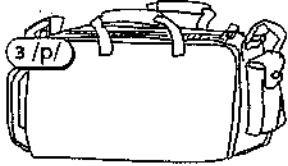
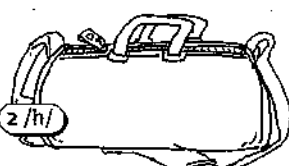
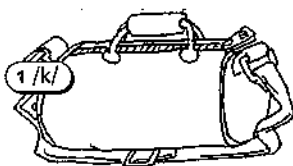
- 3 Practise saying the sports words in exercise 1. Pay attention to the underlined sounds.



Put your hand on your voice box when you say these sounds. Your voice box mustn't vibrate for voiceless sounds.

- 4 Listen to the words in the box. Put the words into the sports bags according to the sound (not the spelling!) of the underlined letters.

phone key cinema back hello Miss coffee time shopping better behind chemist



- 5 Can you think of at least 6 more words with these different sounds in them? (One word for each sound.) Use a dictionary or ask your teacher to check the sounds. Add them to the sports bags in exercise 4.



## Job sounds

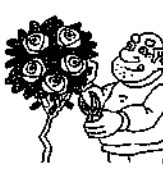
- 1 Listen to the job words and pay attention to the sound of the underlined letters.



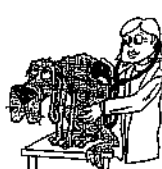
1 /b/ bodyguard



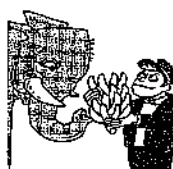
2 /d/ doctor



3 /g/ gardener



4 /v/ vet



5 /z/ zookeeper



6 /l/ lifeguard



7 /r/ rapper



8 /w/ waiter



9 /m/ mechanic



10 /n/ nurse

- 2 Listen and say the sounds. Use your voice.

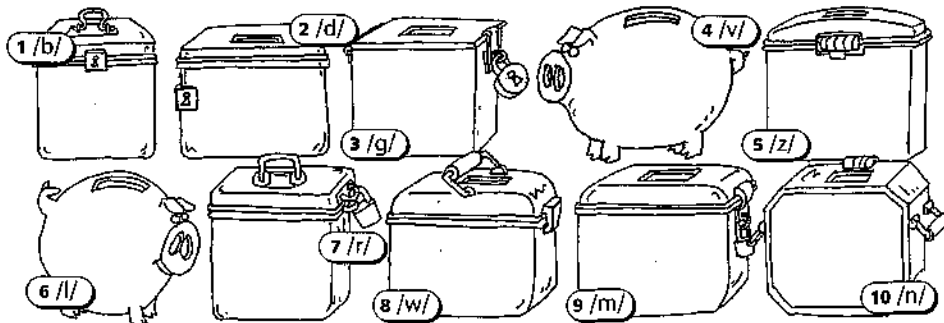
- 3 Practise saying the job words in exercise 1. Pay attention to the underlined letters.

- 4 Listen to the words in the box. Put the words into the money boxes, according to the sound (not the spelling!) of the underlined letters.



Put your hand on your voice box when you say these sounds. It vibrates when you use your voice.

clever football egg saddest carry rubber busy  
make one club bad swimmer colour runner water

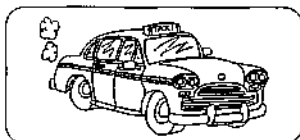


- 5 Can you think of at least 10 more words with these different sounds in them? (One word for each sound.) Use a dictionary or ask your teacher to check the sounds. Add them to the money boxes in exercise 4.



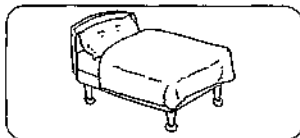
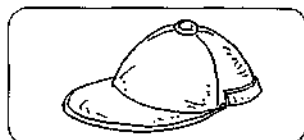
# Cab or cap?

**1** **152** Listen to the pairs of words. Pay attention to the sounds of the underlined letters.



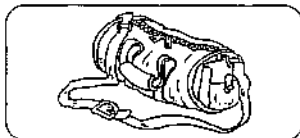
1 /b/ cab

2 /p/ cap



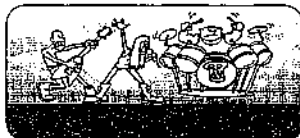
3 /d/ bed

4 /t/ bet



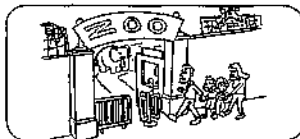
5 /g/ bag

6 /k/ back



7 /v/ live

8 /f/ life



9 /z/ zoo

10 /s/ sue



**2** **153** Listen and say the sounds.

Put your hand on your voice box when you say these sounds. The sounds /b/ /d/ /g/ /v/ and /z/ are voiced. Use your voice to make them. Feel your voice box vibrate when you say them. The sounds /p/ /t/ /k/ /f/ and /s/ are voiceless. Don't use your voice to make them. Your voice box doesn't vibrate to make these sounds.



**3** Practise saying the pairs of words in exercise 1. Pay attention to the underlined letters.

**4** **154** Listen to these sentences. Circle the words you hear.

1 What's wrong with your bag / back?

6 Have you seen my goat / coat?

2 Let's get a cab / cap!

7 There are lots of wild bears / pears here.

3 Do you want a bed / bet?

8 This drain / train is very smelly.

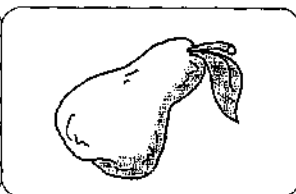
4 That's live / life!

9 Do you like my new van / fan?

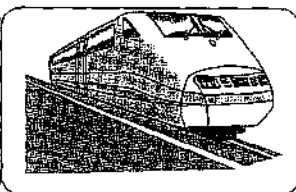
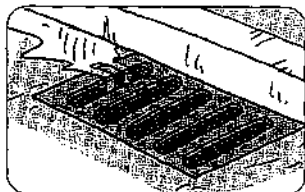
5 Her T-shirt has 'Zoo' / 'Sue' on it.

10 What's the prize / price?

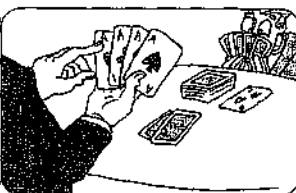
**5** **1 55** You will hear three words each time. Circle the word you hear twice.



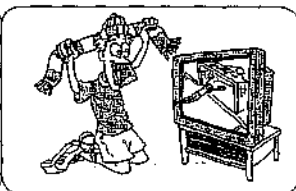
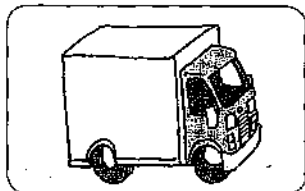
1 bear      pear



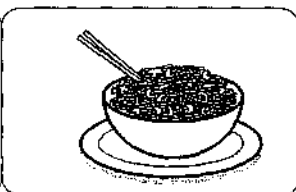
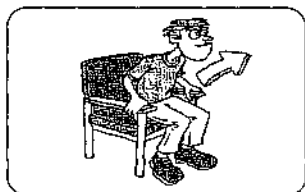
2 grain      train



3 guard      card



4 van      fan



5 ridge      rice

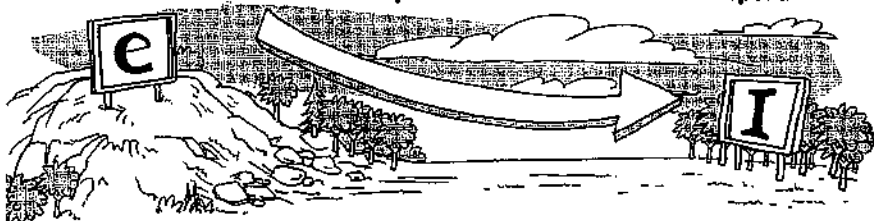
**6** Practise saying the words in exercise 5. Pay attention to the underlined letters.

**7** Work in pairs. Take turns to say different words from exercises 1 and 5. Your partner must listen and say *voiced* or *voiceless* each time. Tell your partner when he/she is correct.

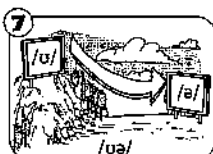
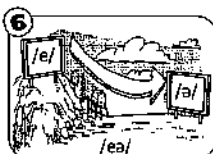
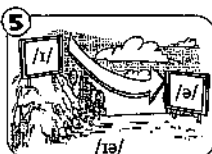
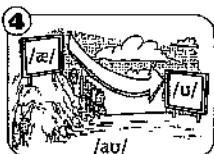
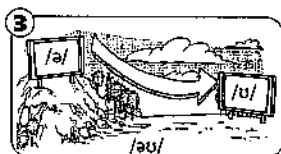
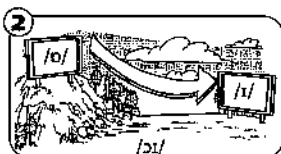
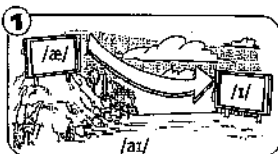


## Phonetic hang-gliding

1. 156 Look to the left and say the symbol on top of the hill. Then look to the right and say the symbol on the right. Do this twice. Keep the sounds short. Listen and repeat.



2. 157 Now glide between the two sounds twice. Start on the left and finish on the right. Listen and repeat. Notice how the two sounds /e/ and /ɪ/ combine to form the diphthong /eɪ/.
3. 158 Do the same with these symbols. First say them twice with short sounds on the left and right, then do two glides from left to right.



4. 159 Listen to the sentences and practise saying them aloud. Make sure you glide on the underlined diphthongs.

1 /eɪ/ It's a gray and rainy day.

5 /aʊ/ What a nice brown cow!

2 /aɪ/ Is this my apple pie?

6 /ɪə/ Look here - in my ear!

3 /ɔɪ/ That's Roy's new toy.

7 /eə/ Her hair is long and fair.

4 /əʊ/ Look at Jog's big toe!

8 /ʊə/ Mr Moore is very poor.

5. 160 Listen to the words and circle the correct diphthong.

1 join /eɪ/ /aɪ/ /ɔɪ/

5 near /eə/ /ʊə/ /ɪə/

2 town /əʊ/ /aʊ/ /aɪ/

6 flown /əʊ/ /aʊ/ /aɪ/

3 bear /eɪ/ /aɪ/ /eə/

7 choir /eɪ/ /aɪ/ /ɔɪ/

4 tour /əʊ/ /ʊə/ /aʊ/

8 our /əʊ/ /aʊ/ /aɪ/

6. Practise saying the words in exercise 5 aloud. Make sure you glide on the underlined diphthongs.



## A fancy dress party

- 1 Look at the picture. Then listen to the sounds and words. Pay attention to the sound of the underlined letters.

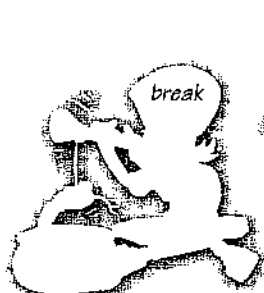


- 2 Practise saying the sounds and words in exercise 1. Pay attention to the underlined letters.



- 3 <sup>1 62</sup> Listen to the words in the box. Put the words into the correct character according to the sound (not the spelling!) of the underlined letters.

ear    toilet    break    boat    bear    cry    careful    yellow  
out    train    here    poor    day    their    eight



1 /eɪ/ snake charmer



2 /aɪ/ Viking



3 /ɔɪ/ Superboy



4 /əʊ/ Roman



5 /aʊ/ clown



6 /eə/ werewolf



7 /tə/ Musketeer



8 /ʊə/ tourist

- 4 Match a word from the box with each word in phonetic code.

beer    boy    buy    near    ~~no~~ now    pay    poor    pair    toe    tour    toy

1 /neɪ/

4 /bɔɪ/

7 /bɔɪ/

10 /peɪ/

2 /naʊ/

5 /brɪ/

8 /tʊə/

11 /pʊə/

3 /nɪə/

6 /bɔɪ/

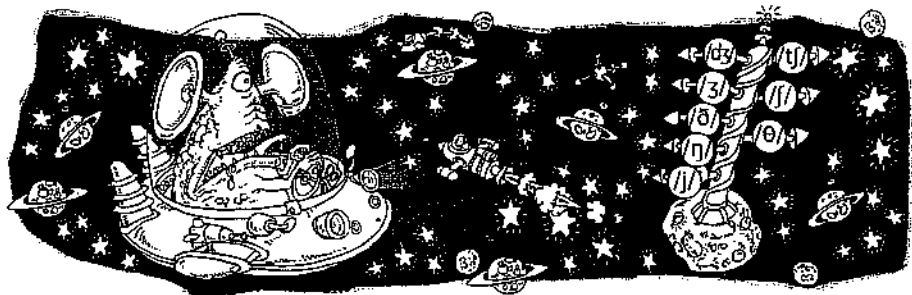
9 /taʊ/

12 /peɪ/



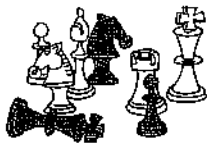
## Phonos the alien

- 1 Phonos comes from the planet **Phonetica**. They use strange phonetic symbols there. Listen to the sounds and then read the sentences (1-2) and choose the correct answers.



- The sounds /dʒ/ /ʒ/ /ð/ /ŋ/ and /ʃ/ (on the left) are voiced / voiceless.
- The sounds /tʃ/ /tʃ/ and /θ/ (on the right) are voiced / voiceless.

- 2 Listen to the sounds and the words. Pay attention to the sound of underlined letters.

1 /dʒ/ jam2 /tʃ/ chess3 /ʒ/ television4 /f/ shop5 /ð/ mother6 /θ/ theatre7 /ŋ/ sing8 /j/ young

- 3 Practise saying the words in exercise 2. Pay attention to the underlined letters.

- 4 Match a word from the box with each word in phonetic code.

chat cheap garage jeep jet sheep shot that thin thing wash watch wing with yacht yet

1 /tʃi:p/  
cheap

2 /ʃi:p/  
.....

3 /dʒi:p/  
.....

4 /dʒet/  
.....

5 /jet/  
.....

6 /'gærə:ʒ/  
.....

7 /jot/  
.....

8 /ʃot/  
.....

9 /θɪŋ/  
.....

10 /θɪn/  
.....

11 /wɒtʃ/  
.....

12 /wɒʃ/  
.....

13 /wɪð/  
.....

14 /wɪŋ/  
.....

15 /ðæt/  
.....

16 /tʃæt/  
.....



## Sam the spy

- 1 Sam the Spy likes to send messages in phonetic code. Can you decode the names of countries from his Phonetic Code Book? Match the words in the box with the words in phonetic code.

Argentina	Australia	Austria	Brazil
England	France	Germany	Greece
Hungary	Italy	Poland	Turkey

- |               |               |                   |
|---------------|---------------|-------------------|
| 1 /'ɪŋɡlənd/  | 5 /dʒɑːrməni/ | 9 /'tʃaɪk/        |
| England       |               |                   |
| 2 /'pəʊlənd/  | 6 /frɑːns/    | 10 /'hʌŋɡəri/     |
|               |               |                   |
| 3 /'ɒstriə/   | 7 /ɡriːs/     | 11 /ɑːdʒən'tiːnə/ |
|               |               |                   |
| 4 /ɒst'reɪʃə/ | 8 /'ɪtəli/    | 12 /brə'zi/       |
|               |               |                   |



- 2 Now read the Phonetic Code sentences about Sam the Spy and finish decoding them into English. (Try saying them aloud!)

1 /səm ðə spaɪ ɪz 'twenti ɪz əʊd/ Sam the spy is twenty

2 /hiː kʌmz frəm ɒst'reɪʃə/ He from

3 /hiː lɪvz ɪn ə haʊs ɪn 'sɪdni/ a Sydney.

4 /hiːz θɪn ənd hiːz ɡɒt red heə/ and he's

5 /hiː ɪn'dʒɔɪz 'wɒtɪŋ 'telɪvɪʒən  
'pleɪɪŋ kɑːdz ənd 'rɪdɪŋ buks/ enjoys  
playing and

6 /hiː lʌvz 'drɪŋkɪŋ dʒuːs/ loves

7 /hiːz 'veri puː/ very

8 /hiː lʌks 'ɪtɪŋ fɪ/ eating

9 /hiːz ɡɒt ə 'ɡɜːlfrend/ got

10 /hɜː neɪmz 'sɑːndrə ðə spaɪ/ name's Sandra



1 Listen to the sentences in exercise 2 and practise saying them aloud. Look at the phonetics as you say each sentence.

2 Look at this page of phonetic code from Sam's notebook. They are all questions. Can you decode them?

天

Guten tag

也

Hola

夫

又

Hi

者而

畫

之

Bonjour

觀地

- /wɒts ja neɪm/  
What's your name?
- /haʊ aʊld ə ju/  
.....
- /wɒtʃ ˈlæŋwɪdʒɪz dʒə spɪk/  
.....
- /weə ɪgˈzæktli dʒə lɪv/  
.....
- /kæn je dɪsˈkrəʊb jəself/  
.....
- /wɒt dʒə lɑːk ˈduːɪŋ ɪn je fɪiː tʌɪm/  
.....
- /wɒts ja ˈfeɪvərɪt fʊd/  
.....
- /wɒts ja ˈfeɪvərɪt drɪŋk/  
.....
- /hʌs mʌtʃ ˈmʌni hæv je gɒt ɒn je/  
.....
- /hæv je gɒt ə ˈgæzlfrɛnd ɔːr ə ˈbɔːfrɛnd/  
.....

3 Now answer the questions in exercise 4. Then translate your answers into phonetic code if you can!

1 My name's ... /maɪ neɪmz .../



## Who killed Sir Benjamin Blue?

- 1 Last night someone killed Sir Benjamin Blue in his country house. But who? There were six people in the house at the time.



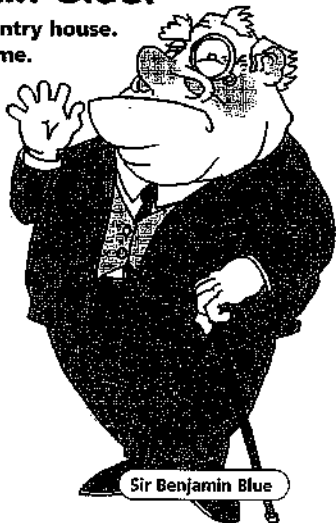
1 Dr White



2 Lady Mauve



3 Lord Fawn



Sir Benjamin Blue



4 Mrs Turquoise



5 Ms Pink



6 Professor Black

- 2 Inspector Brown is investigating the case. Here are his notes of where people were and what they had with them at the time of the murder. Listen.



poison? sword? pistol? spanner? rope? paper knife?



### Suspect

Dr White

Lady Mauve

Lord Fawn

Mrs Turquoise

Ms Pink

Professor Black

### Place

garage

kitchen

nursery

hall

library

rose garden

### Murder Weapon

pistol

spanner

rope

paper knife

poison

sword

### garage



### kitchen



### nursery



### hall



### library



### rose garden





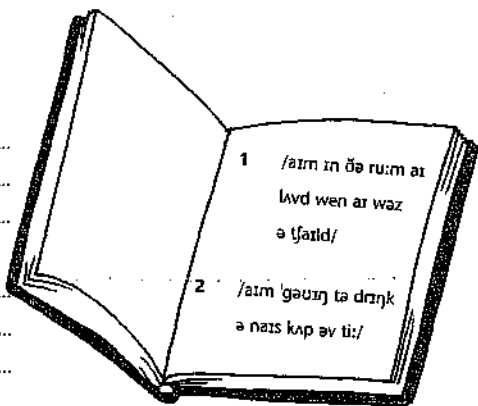
- 3 Unfortunately Inspector Brown's notes are all mixed up. Can you sort them out?

Suspect	Place	Murder Weapon
Dr White	1 ..... <i>library</i> ..... /ˈlaɪbrəri/	2 ..... /ˈpeɪpə naɪf/
Lady Mauve	3 ..... /reuzˈgɑːdn/	4 ..... /rəʊp/
Lord Fawn	5 ..... /hɔːl/	6 ..... /sɔːd/
Mrs Turquoise	7 ..... /ˈnɜːsəri/	8 ..... /ˈpɔɪzən/
Ms Pink	9 ..... /ˈkɪtʃən/	10 ..... /ˈpɪstəl/
Professor Black	11 ..... /ˈɡærɑːʒ/	12 ..... /ˈspænə/



- 4 Now read what Sir Benjamin Blue wrote in his diary just before he died. It's in phonetic code. Can you decode it?

- 1 .....  
.....  
.....
- 2 .....  
.....  
.....



- 5 Can you solve the crime? Complete Inspector Brown's notes. Look at exercises 3 and 4 to help you.

- 1 Where was Sir Benjamin when he died? Sir Benjamin was in the .....
- 2 Who was the murderer? The murderer was .....
- 3 What did the murderer use? The murder weapon was .....



# Furniture and furnishing crossword

1 Match the words in the box with the phonetic code. Listen and check.

1 /'teɪbəl/

table

6 /'kʌbəd/

11 /benʃ/

2 /'færəpleɪs/

7 /'kʊkə/

12 /'bʊkʃelvz/

3 /'frɪdʒ/

8 /'saʊfə/

13 /'wɔːdrəʊb/

4 /'tʃeəz/

9 /læmp/

14 /stʊl/

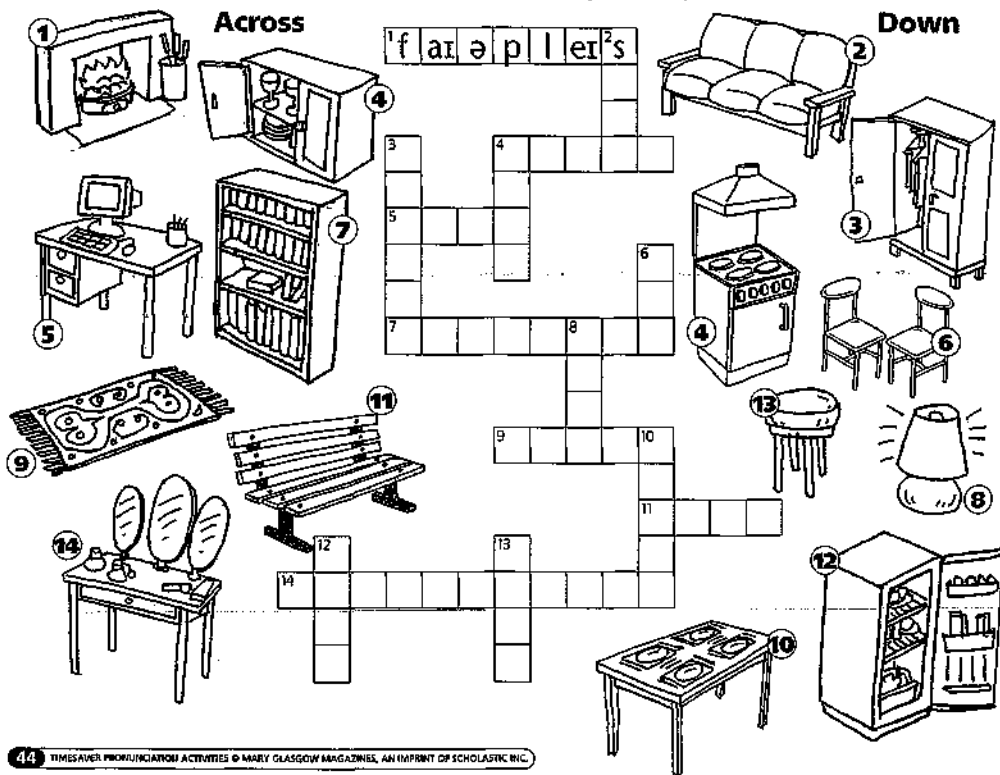
5 /desk/

10 /'kɑːpɪt/

15 /'dresɪŋ, 'teɪbəl/

bench  
bookshelves  
carpet  
cooker  
cupboard  
chairs  
desk  
dressing table  
fireplace  
fridge  
lamp  
sofa  
stool  
table  
wardrobe

2 Look at the picture clues and complete the crossword with the phonetic symbols for the words. Put only one vowel, consonant or diphthong symbol in each square. Don't include stress marks ( ' ) or secondary stress ( , ).

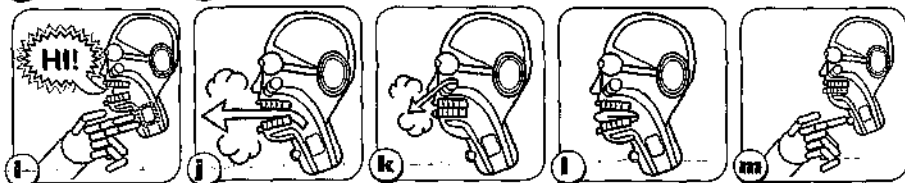
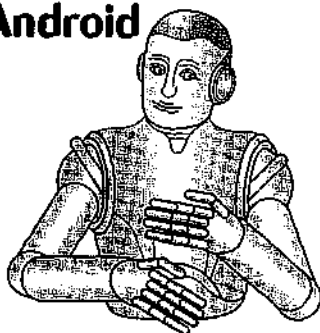




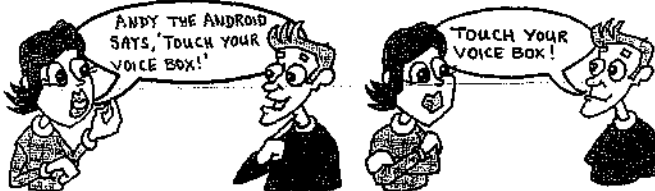
# Andy the Pronunciation Android

- 1 Andy the Pronunciation Android is very good at pronouncing English. Match the instructions (1-13) with the pictures of Andy (a-m).

- 1 Open your mouth a little. ....a.....
- 2 Don't use your voice. Whisper! .....
- 3 Make your lips round. ....c.....
- 4 Bite your lower lip with your top teeth. ....f.....
- 5 Open your mouth wide. ....h.....
- 6 Push air through your mouth. ....i.....
- 7 Push air through your nose. ....j.....
- 8 Put your tongue between your teeth. ....k.....
- 9 Relax your face. ....l.....
- 10 Spread your lips. Smile! ....m.....
- 11 Touch your voice box. ....n.....
- 12 Use your voice! Make sounds and feel your voice box vibrate! ....o.....
- 13 Close your lips tight. ....p.....



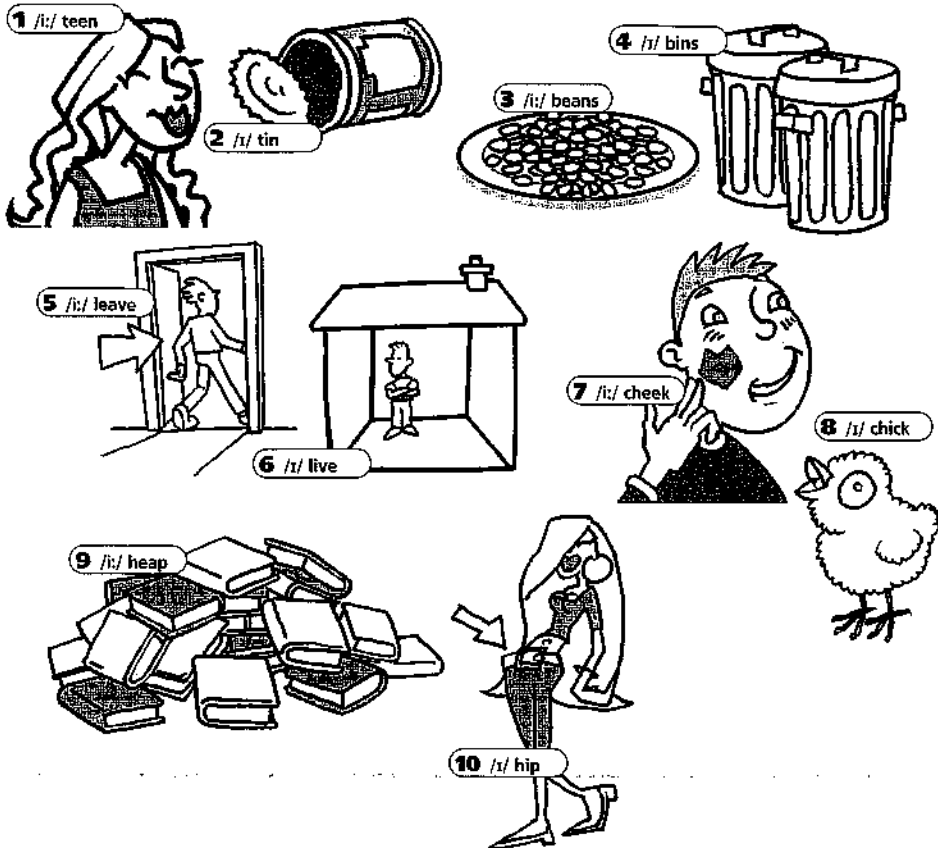
- 2 Listen and check your answers.
- 3 Work in pairs. Student A does one of Andy's actions and Student B points to the correct picture. Then change roles.
- 4 Listen and do the actions only when the instruction starts with the phrase *Andy the Android says ...*.
- 5 Work in pairs. Take it in turns to give instructions and do actions. Only do the action if your partner starts the instruction with *Andy the Android says ...*.





## Shapes dictation

- 1 Listen to the pairs of words. The vowel sound /i:/ is long but the vowel sound /ɪ/ is short. Can you hear the difference?



- 2 Practise saying the pairs of words in exercise 1. Make the vowel sound /i:/ very long. Make the vowel sound /ɪ/ very short.

- 3 Listen to these sentences and circle the correct word.

- 1 That's not for teens / tins.
- 2 Look at her cheeks / chicks.
- 3 What large heaps / hips!
- 4 Let's leave / live here.
- 5 We've got five beans / bins.

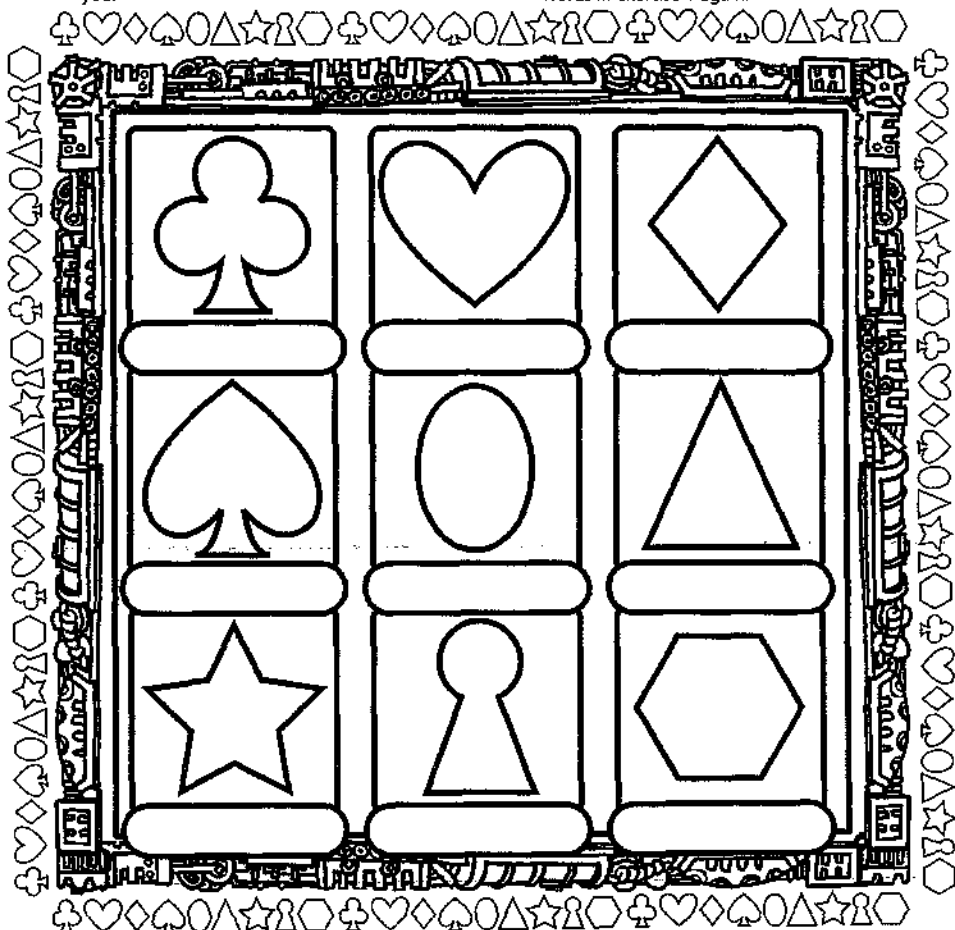
- 6 They are nice teens / tins.
- 7 Don't touch my heaps / hips!
- 8 They're my cheeks / chicks.
- 9 He's got two heaps / hips.
- 10 The beans / bins are over there.

- 4 Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and say *long* or *short* each time. Tell your partner when he/she is correct.



**5 Your teacher will give you two Shape Dictation Grid pages. Read the instructions and play the game.**

- 1 Mark one of the Shape Dictation Grids *Send* and the other *Receive*.
  - 2 On your *Send* page write nine words from exercise 1 in the nine shapes. (You can use some words twice if you want!) Put one word in each shape.
  - 3 Now work in pairs. DON'T show your *Send* page to your partner. Ask and answer about your Shape Dictation Grids. Use the dialogue to help you.
- A: What's in your shape 1?**  
**B: 'cheek'. What's in your shape 2?**  
**A: 'live'. What have you got in shape 2?**  
**B: 'leave'. What have you got in shape 2?**
- 4 Complete your *Receive* page with your partner's answers. Write the words in the correct shapes.
  - 5 When you finish, compare your *Send* and *Receive* pages. Could you send and receive all the words correctly? If not, practise saying the problem words in exercise 1 again.

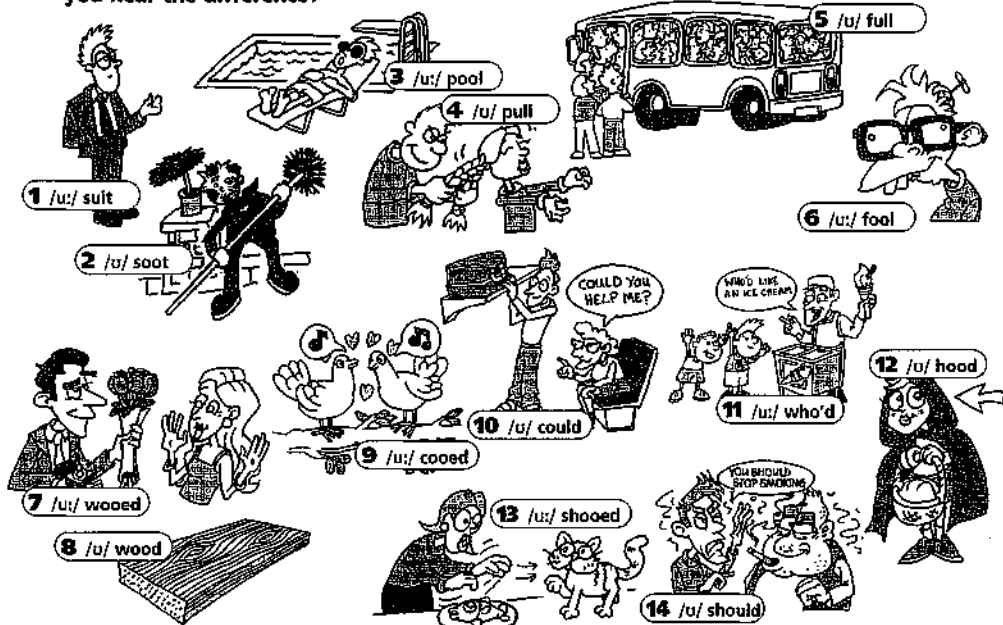


**Send Receive**



## Sound bingo

- 1 Listen to the pairs of words. The sound /u:/ is long. The sound /ʊ/ is short. Can you hear the difference?



- 2 Complete these pairs of sentences with pairs of words from exercise 1.

- |  |  |
|--|--|
| 1 a Who wants to swim in the <u>pool</u> ?       | 5 a Alfonso ..... Freda for many years before she agreed to marry him. |
| b Don't push the door, <u>pull</u> it!           | b Their country house was made of .....                                |
| 2 a He ..... the dogs away from the injured cat. | 6 a After cleaning the fireplace his hands were black with .....       |
| b You ..... do more exercise to lose weight.     | b He wore a new grey ..... to the wedding.                             |
| 3 a ..... you open the window? It's hot in here. | 7 a The executioner wore a black ..... over his head.                  |
| b The dove ..... at him from the birdcage.       | b ..... like some pizza? Peter? Sue? Anyone?                           |
| 4 a He doesn't know anything, he's a .....       |  |
| b I'm ..... I can't eat another thing.           |  |

- 3 Practise saying the pairs of words in exercise 1. Make the vowel sound /u:/ very long. Make the vowel sound /ʊ/ very short.

- 4 Listen to the pairs of words. Circle the word you hear twice each time.

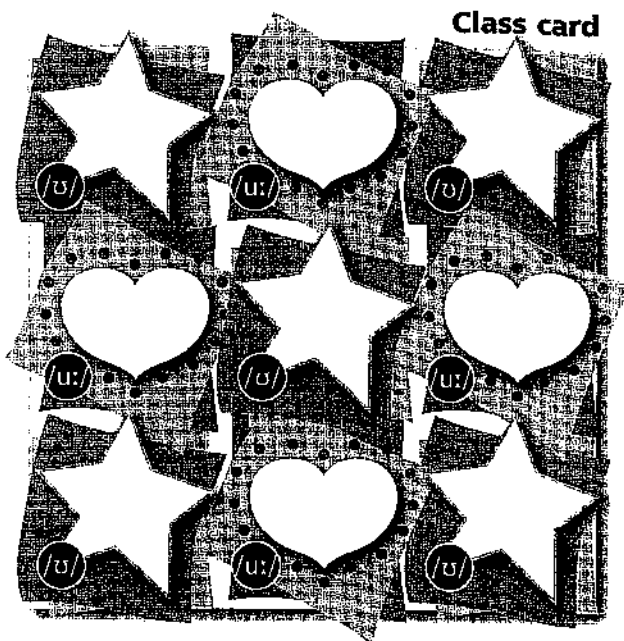
- |               |                |                  |                |
|---------------|----------------|------------------|----------------|
| 1 suit / soot | 3 fool / full  | 5 cooed / could  | 7 who'd / hood |
| 2 pool / pull | 4 wooed / wood | 6 shoed / should |                |

- 5 Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and say *long* or *short* each time. Tell your partner when he/she is correct.

## 5 Read the instructions and play the games.

### Class Sound Bingo

- 1 On your Class Bingo card write nine words from exercise 1 in the spaces to match the sound symbols. Put one word in each space.
- 2 Listen to the CD and tick the words you hear. When you have ticked all the words on your card, shout 'Bingo!' The first student in the class who shouts 'Bingo!' (and who has ticked the correct words) is the winner.



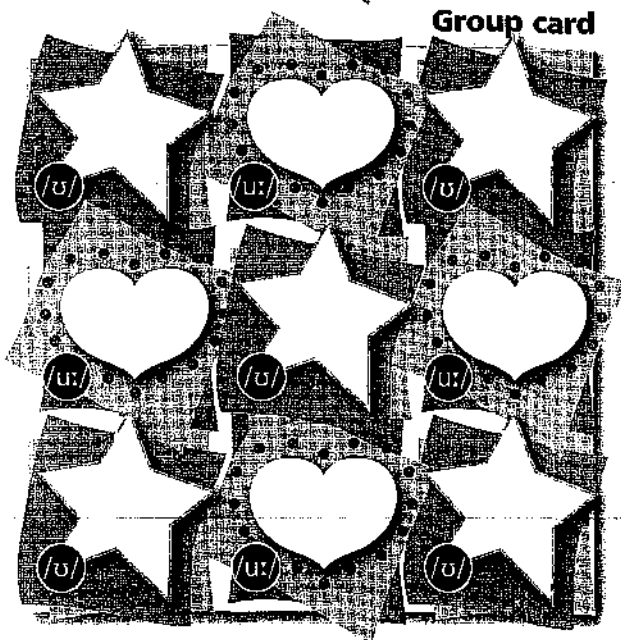
### Group Sound Bingo

- 1 Prepare to play Sound Bingo in groups of four, Students A, B, C and D.

Student A: write all the words from exercise 1 in a numbered list from 1-14. DON'T show the list to the other students in your group.

Students B, C and D: Individually complete your Group Bingo card with nine different words from exercise 1. Write the words in the spaces to match the sound symbols. Put one word in each space.

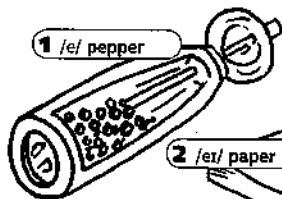
- 2 Play the game.  
Student A: call out the words on your list, slowly and clearly, one by one.  
Students B, C and D: Listen and tick the words you hear. When you have ticked all the words on your card, shout 'Bingo!' The first student in the group who shouts 'Bingo!' (and who has ticked the correct words) is the winner.
- 3 When you finish, compare student A's list and Student B's, C's and D's Group Sound Bingo cards. Did you say and hear all the words correctly? If not, practise saying the problem words in exercise 1 again.
- 4 Change roles and play the game again.





## Edit the words

- 1 Listen to the pairs of words. In the words on the left in each pair, the vowel sound is /e/. In the words on the right it is /ei/. Can you hear the difference?



2 /ei/ paper

4 /ei/ pain



6 /ei/ lane

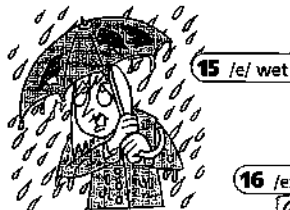
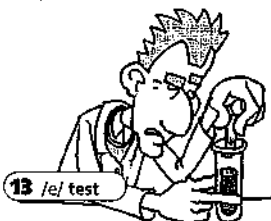
8 /ei/ shade



11 /e/ men

10 /ei/ sail

12 /ei/ Maine

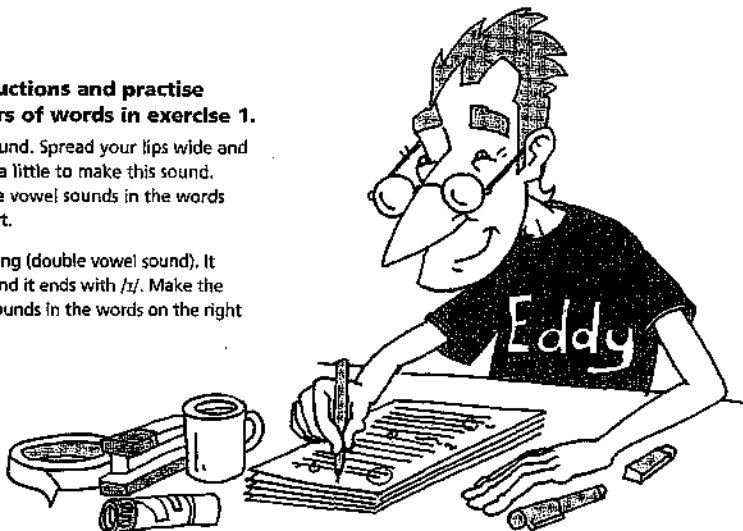


16 /ei/ wait



**2 Read the instructions and practise saying the pairs of words in exercise 1.**

- 1 /e/ is a short sound. Spread your lips wide and open your jaw a little to make this sound. Make the single vowel sounds in the words on the left short.
- 2 /eɪ/ is a diphthong (double vowel sound). It starts with /e/ and it ends with /ɪ/. Make the double vowel sounds in the words on the right long.



**3 Listen to these sentences and circle the word you hear each time.**

- |  |  |
|--|--|
| 1 I bought some <b>pepper</b> / paper.       | 5 She's <b>selling</b> / sailing her boat. |
| 2 He's got a <b>pen</b> / pain.              | 6 She likes <b>men</b> / Maine.            |
| 3 That <b>Len</b> / lane is really nice.     | 7 I'm going to <b>test</b> / taste it.     |
| 4 I like sitting in the <b>shed</b> / shade. | 8 The sign has 'Wet' / 'Wait' on it.       |

**4 Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and say *single vowel* or *double vowel* each time. Tell your partner when he/she is correct.**

**5 Eddy the editor marks the words in the books he edits in different ways. Match the instructions (1-10) with the marks he makes (a-j). Then listen and check your answers.**

- |  |                      |                |
|--|----------------------|----------------|
| 1 Box the word dictionary.                           | <u>dictionary</u>    | a dictionary ? |
| 2 Circle the word dictionary.                        | .....dictionary..... | b "dictionary" |
| 3 Cross out the word dictionary.                     | .....dictionary..... | c dictionary   |
| 4 Put a question mark after the word dictionary.     | .....dictionary..... | d dictionary   |
| 5 Put a tick next to the word dictionary.            | .....dictionary..... | e dictionary   |
| 6 Put an asterisk next to the word dictionary.       | .....dictionary..... | f dictionary   |
| 7 Put an exclamation mark after the word dictionary. | .....dictionary..... | g dictionary*  |
| 8 Put the word dictionary in quotation marks.        | .....dictionary..... | h dictionary!  |
| 9 Rewrite the word dictionary in capital letters.    | .....DICTIONARY..... | i DICTIONARY   |
| 10 Underline the word dictionary.                    | .....dictionary..... | j dictionary ✓ |



**6 Your teacher will give you two Edit the words grids. Read the instructions and play the game.**

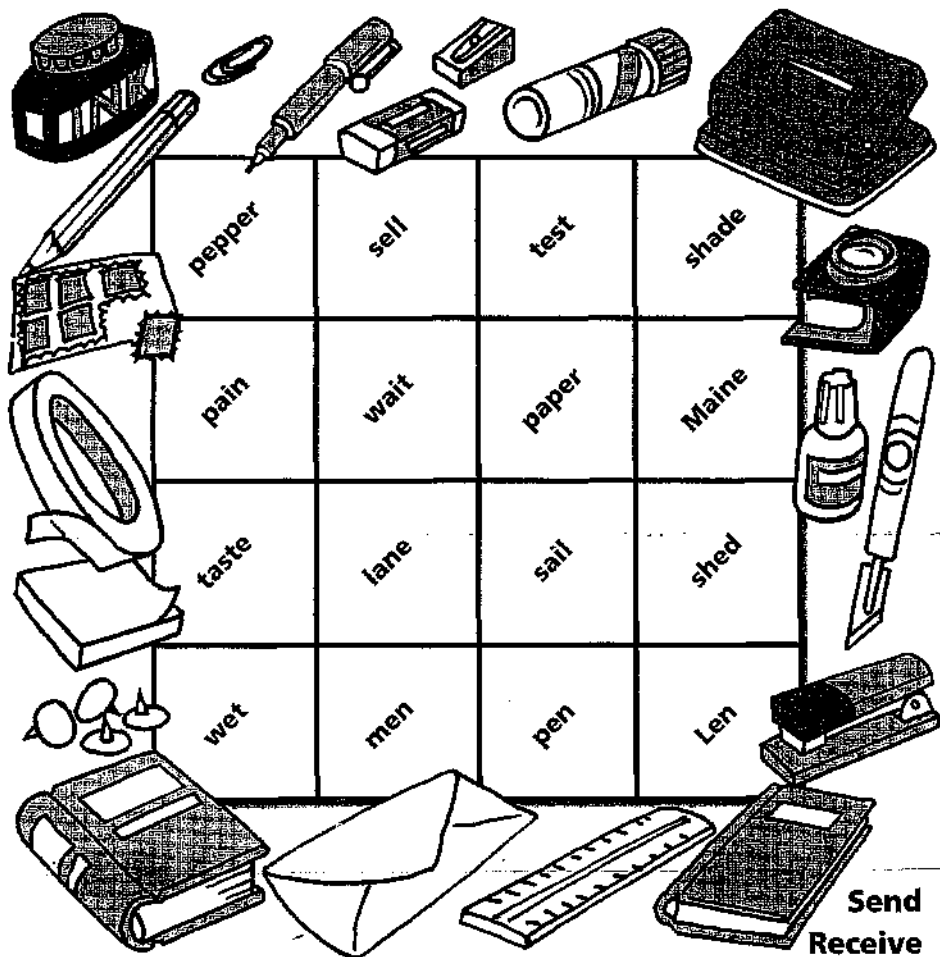
- 1 Mark one of the Edit the words grids *Send* and the other *Receive*.
- 2 Mark ten of the words on your *Send* grid in different ways using Eddy the Editor's marks from exercise 5. Only use each mark once.
- 3 Now work in pairs. DON'T show your *Send* page to your partner. Give instructions to your partner to mark ten of the words on his/her *Receive* grid with Eddy the Editor's marks. Use this dialogue to help you.

**A:** Box the word *pepper*.

**B:** OK. Underline the word *Len*.

**A:** Right. Now rewrite the word *Maine* in capital letters.

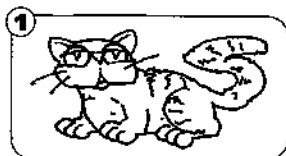
- 4 Follow your partner's instructions carefully and mark the words on your *Receive* page.
- 5 When you finish, compare your *Send* and *Receive* pages. Could you send and receive all the instructions correctly? If not, practise saying the problem words in exercise 1 again.



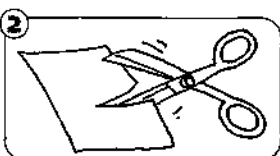


## Picasso's paints

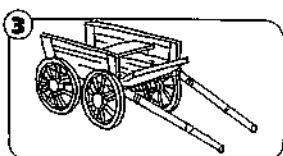
- 1** **2** **10** Listen to these trios of words. In the words on the left the vowel sound is /æ/. In the words in the middle the vowel sound is /ʌ/. In the words on the right the vowel sound is /ɑ:/. Can you hear the difference?



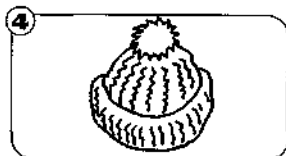
/æ/ cat



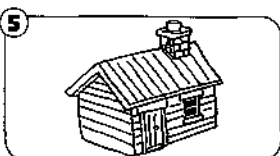
/ʌ/ cut



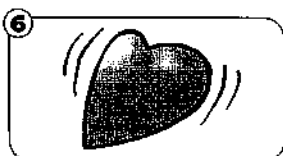
/ɑ:/ cart



/æ/ hat



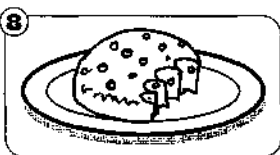
/ʌ/ hut



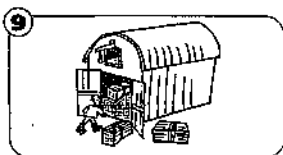
/ɑ:/ heart



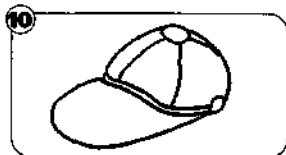
/æ/ ban



/ʌ/ bun



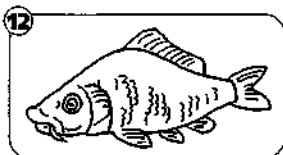
/ɑ:/ barn



/æ/ cap



/ʌ/ cup



/ɑ:/ carp

- 2** Read the instructions and practise saying the trios of words in exercise 1.

- 1 /æ/ is a short sound. Spread your lips wide and open your jaw to make this sound (like eating an apple). Make the words very short.
- 2 /ʌ/ is a short sound. Keep your jaw open but relax your lips to make this sound. Make the words very short.
- 3 /ɑ:/ is a long sound. Relax your lips and open your jaw to make this sound. Make the words very long.

- 3** **2** **11** Listen to these sentences and circle the word you hear each time.

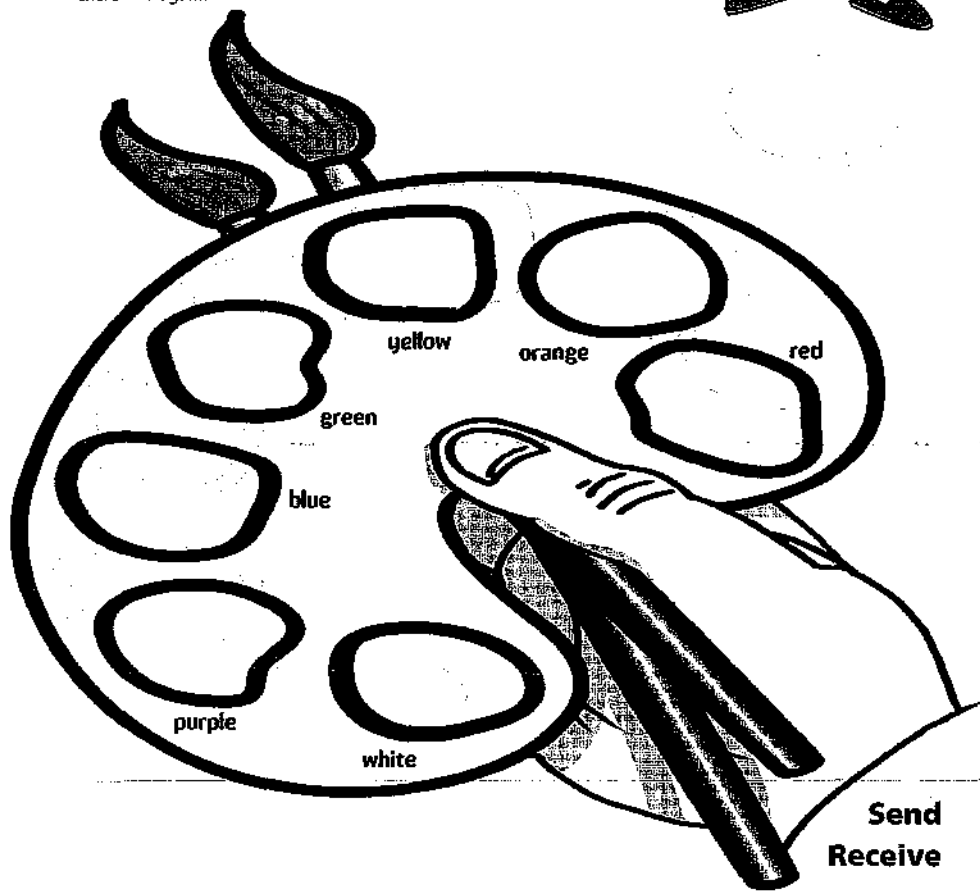
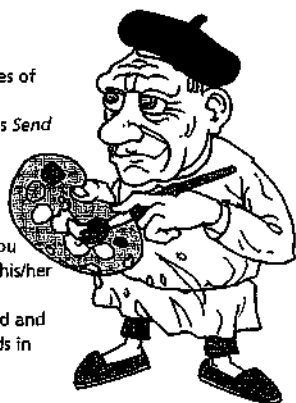
- 1 She's got a big hat / heart.
- 2 Is this your bun / barn?
- 3 There's a big cap / carp over there!
- 4 I like your hat / hut.
- 5 His cat's / cart's very old.
- 6 These are all my sports caps / cups.

- 4** Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and point to the word each time. Tell your partner when he/she is correct.



**2 Your teacher will give you two Picasso's paints pages.  
Read the instructions and play the game.**

- 1 Mark one Picasso's paints page *Send* and the other *Receive*.
- 2 Now work in pairs. Draw seven things from exercise 1 in the seven circles of paint on your *Send* page. DON'T show your *Send* page to your partner.
- 3 Take it in turns to guess what is in the different paints on your partner's *Send* page. Use the dialogue to help you.  
A: *Is there a cap in your red paint?*  
B: *No there isn't. Is there a cap in your red paint?*  
A: *Yes, there is.*
- 4 Complete your *Receive* page with your partner's answers. Draw what you hear in the different paints. Who can guess and draw all the words on his/her partner's palette correctly first?
- 5 When you finish, compare your *Send* and *Receive* pages. Could you send and receive all the words correctly? If not, practise saying the problem words in exercise 1 again.

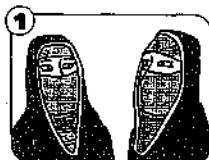


**Send  
Receive**



## Street map dictation

- 1 Listen to the pairs of words. In the words on the left the first sound is /v/. In the words on the right the first sound is /w/. Can you hear the difference?



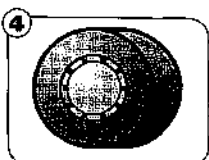
/v/ veils



/w/ Wales



/v/ veal



/w/ wheel



/v/ vest



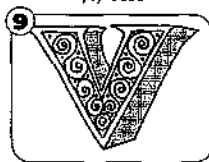
/w/ west



/v/ vine



/w/ wine



/v/ V



/w/ we



/v/ vet



/w/ wet

- 2 Read the instructions and practise saying the pairs of words in exercise 1.

- 1 /v/ is a voiced consonant. Bite your bottom lip with your top teeth and push air out to make this sound.
- 2 /w/ is a short form of the long vowel sound /u:/. Put a pencil in your mouth and put your lips round it. Take the pencil out and keep your lips round. Push air out to make this sound.

- 3 Listen to the sentences. Then tick the correct answer, a or b, each time.

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| 1 Do you like veils / Wales?             | <input type="checkbox"/> | 4 Are you interested in the vest / west?          | <input type="checkbox"/> |
| a No, but I like hats.                   | <input type="checkbox"/> | a No, I want to buy a shirt.                      | <input type="checkbox"/> |
| b No, but I like Scotland.               | <input type="checkbox"/> | b No, in the east. I love Asia.                   | <input type="checkbox"/> |
| 2 Tell me about that vine / wine.        | <input type="checkbox"/> | 5 You're not listening. I said 'vet' / 'wet'.     | <input type="checkbox"/> |
| a We planted it in the garden last year. | <input type="checkbox"/> | a Oh, I thought you said she was a doctor.        | <input type="checkbox"/> |
| b It's cold, white, sweet and German.    | <input type="checkbox"/> | b Oh, I thought you said it was cold, but dry.    | <input type="checkbox"/> |
| 3 Is this your veal / wheel?             | <input type="checkbox"/> | 6 I can't read your writing - is this 'V' / 'we'? | <input type="checkbox"/> |
| a No. I'm having fish.                   | <input type="checkbox"/> | a No, it's 'U'.                                   | <input type="checkbox"/> |
| b No. It's for Kate's car.               | <input type="checkbox"/> | b No, it's 'me'.                                  | <input type="checkbox"/> |

- 4 Work in pairs. Take turns to start different dialogues from exercise 3. Your partner must listen and reply each time. Tell your partner when he/she is correct.

- 5 Listen to these silly sentences and practise reading them aloud.

- |   |   |
|---|---|
| 1 We want some lovely winter weather!         | 4 Wally won't wash Vinnie the whale.              |
| 2 Why was Victor visiting Wanda on Wednesday? | 5 Vera loves videoing Wayne on Valentine's day.   |
| 3 Will's Venezuelan waistcoat was wonderful.  | 6 Vanessa and Val revised very well last weekend. |



**6 Look at the street map of Letterton. Read the instructions and play the game.**

- 1 Work in pairs. One of you is Student A, the other is Student B.

Student A: Anna, Bob, Cathy, Donna, Eric, and Frank live in flats. Put the first letters of their names where you want in the numbered flats (the circles) on the map. (Write only one letter in each place!) DON'T show your map to your partner.

Student B: Gary, Harry, Izzy, Jessie, Keith, and Lily live in houses. Put the first letters of their names where you want in the numbered houses (the squares) on the map. (Write only one letter in each place!) DON'T show your map to your partner.

- 2 Get together with your partner.

Student A: You must find the houses where Gary, Harry, Izzy, Jessie, Kevin and Lily live.  
Student B: You must find the flats where Anna, Bob, Cathy, and Donna, Eric and Frank live.

- 3 Take it is turns to ask and answer about your Letterton Street maps. Use the dialogue to help you.

**A:** Where does Gary live?

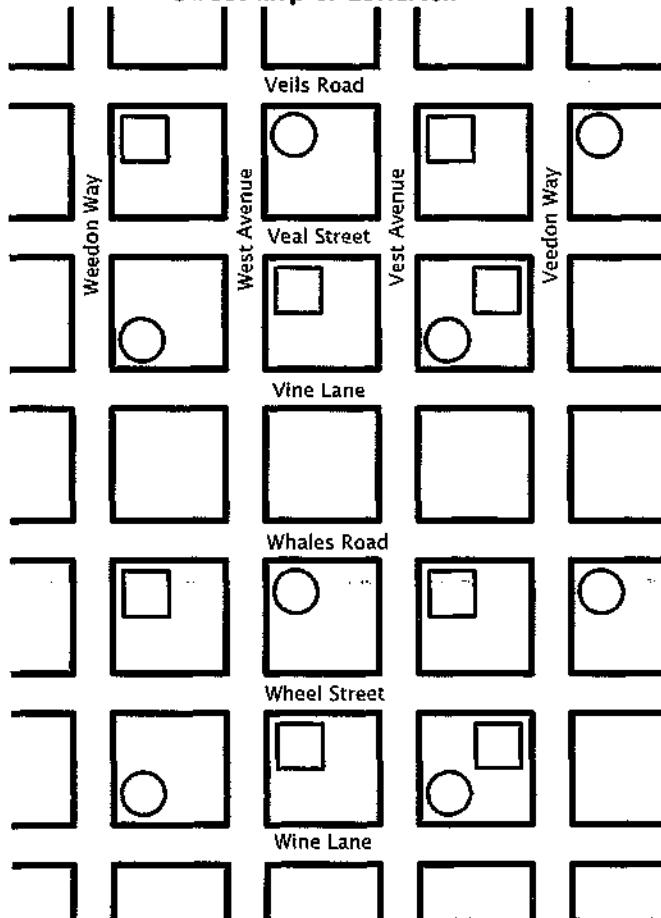
**B:** In a house on the corner of West Avenue and Wales Road. Where does Anna live?

**A:** In a flat on the corner of Veils Road and Veedon Way.

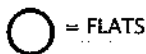
- 4 Complete your map with your partner's answers. Write the letters in the correct flats or houses.

- 5 When you finish, compare your maps. Could you send and receive all the addresses correctly? If not, practise the problem words in exercise 1 again.

**Street map of Letterton**



KEY



= FLATS

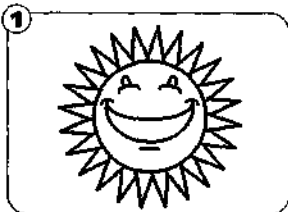


= HOUSES

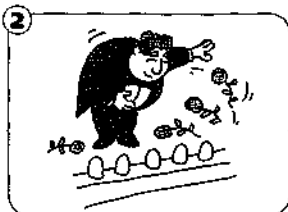


## Find Pharaoh's jewels

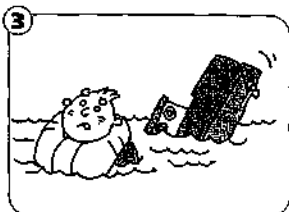
- 1 Listen to these trios of words. In the words on the left the final sound is /n/. In the words in the middle the final sound is /ŋ/. In the words on the right the final sound is /ŋk/. Can you hear the difference?



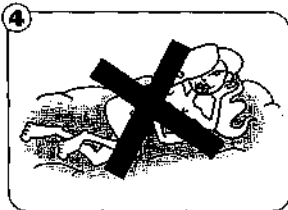
/n/ sun



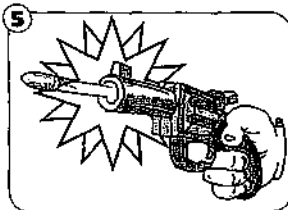
/ŋ/ sung



/ŋk/ sunk



/n/ ban



/ŋ/ bang



/ŋk/ bank



/n/ ran



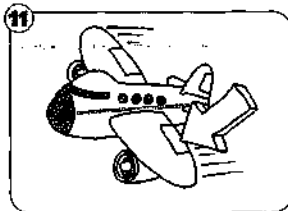
/ŋ/ rang



/ŋk/ rank



/n/ win



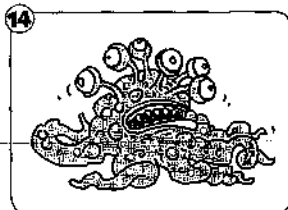
/ŋ/ wing



/ŋk/ wink



/n/ thin



/ŋ/ thing



/ŋk/ think



**2 Read the instructions and practise saying the trios of words in exercise 1.**

- Put your tongue up to touch the top of your mouth and push air through your nose to make the sound /n/.
- Put your tongue back as if you are going to make the sound /k/. With your tongue in this position try to say /n/. The sound that comes out will be /ŋ/.
- First make the sound /ŋ/, then add /k/ at the end. This is the sound /ŋk/.

**3 Listen to the words and circle the correct pictures.**

1				6			
2				7			
3				8			
4				9			
5				10			

**4 Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and point to the correct picture each time. Tell your partner when he/she is correct.**

**5 Your teacher will give you two Dead Pharaoh Grid pages. Read the instructions and play the game.**

- Mark one of the Dead Pharaoh grids *Send* and the other *Receive*.
- You have eight jewels to put in the coffin, on the body or next to it. Draw them where you want on your *Send* page.  
Your jewels look like this on the picture. =
- Work in pairs. DON'T show your *Send* page to your partner. You must find your partner's jewels. Take it in turns to say the co-ordinates (word and number) for different squares on the grid. For example, *ban 3* = the square in the 2nd row and 3rd column. Use the dialogue to help you.  
**A:** Is there a jewel in *sun 8*?  
**B:** *Sun 8?* Yes, there is. Is there a jewel in *sun 6*?  
**A:** *Sun 6?* No, there isn't.
- Complete your *Receive* page with your partner's answers. Mark the correct squares with a X or a O.  
X = there is a jewel on this square  
O = there is nothing on this square  
Who can be first to find all their partner's jewels?
- When you finish, compare your *Send* and *Receive* pages. Could you send and receive all the co-ordinates correctly? If not, practise saying the problem words in exercise 1 again.





## Monster maze

- 1 Listen to these pairs of words. In the words on the left the first sound is a vowel. In the words on the right the first sound is /h/. Can you hear the difference?

1



no h owl

/h/ howl

2



3



no h air

/h/ hair

4



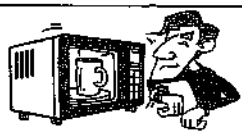
5



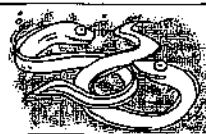
no h eat

/h/ heat

6



7



no h eels

/h/ heels

8



9



no h eye

/h/ high

10



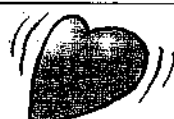
11



no h art

/h/ heart

12



- 2 Read the instructions and practise saying the pairs of words in exercise 1.
- 1 There is no /h/ sound at the start of the words beginning with a vowel.
  - 2 /h/ is a voiceless consonant. Open your mouth and push air out to make this sound.

- 3 Listen to the pairs of words. Circle the word you hear each time.

1 That's a loud owl / howl.

4 I've never liked eels / heels.

2 What nice air / hair!

5 Did you say 'eye' / 'high'?

3 Can you eat / heat it up?

6 She's a famous art / heart specialist.

- 4 Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and say *without* 'h' or *with* 'h' each time. Tell your partner when he/she is correct.



- 5 Help the hero Theseus go through the maze and find the monster he must fight. Listen and follow the directions. Mark the route on the map. Which monster does he meet?



Theseus



The Minotaur



The Sphinx



a Basilisk

A Gorgon, The Minotaur, The Sphinx, a Basilisk, a Cyclops and a Harpy are waiting in the maze. A Centaur, a Triton, a Manticore, a Furies, a Gryphon and Cerberus are there, too. Are you ready?



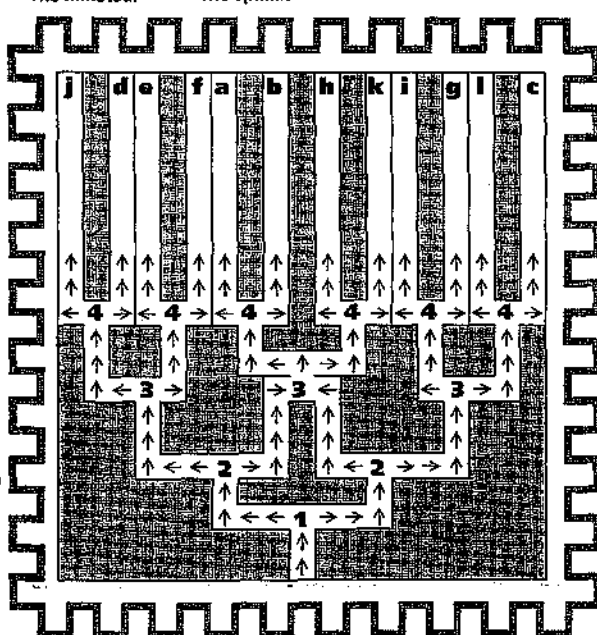
a Cyclops



a Harpy



Cerberus



a Furies



a Centaur



a Manticore



a Gorgon



a Triton



a Gryphon

- 6 Your teacher will give you a Monster Maze. Read the instructions and play the game.

- 1 Work in pairs. Choose 4 magic words from exercise 1. Write them below. DON'T show your partner your Magic Word List.
- 2 Decide which monster you are sending your partner to meet. Write its name below, but DON'T show your partner.
- 3 Take it in turns to give Monster Maze directions, using your 4 magic words. Listen and mark the route your partner tells you.
- 4 When you finish, compare your Monster Mazes and Magic Words. Could you send and receive the instructions correctly? If not, practise saying the words in exercise 1 again.

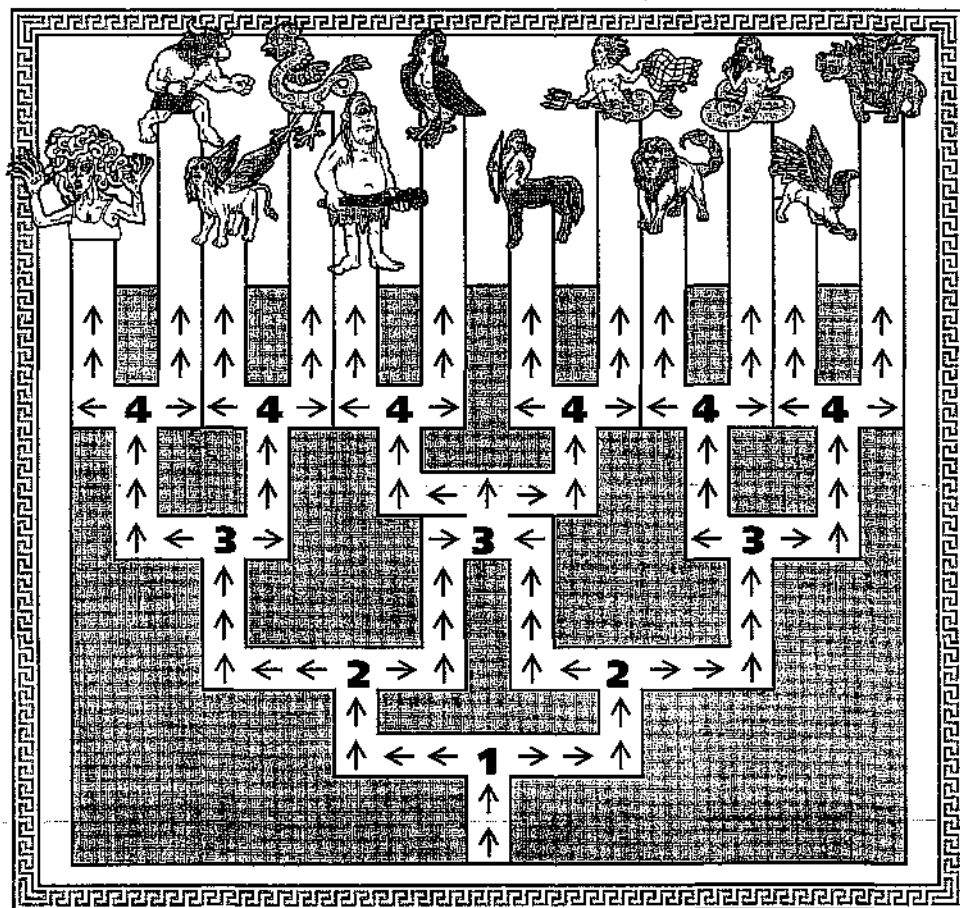
Magic Words:

- 1 .....
- 2 .....
- 3 .....
- 4 .....

The monster:



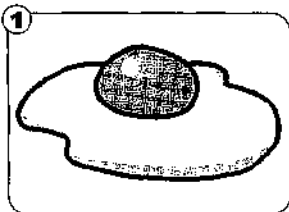
- 1 Walk into the maze. Go to point 1. Listen to the magic word. If you hear a vowel at the beginning go left, if you hear an 'h' at the beginning go right.  
(Say your Magic Word 1)
- 2 Now go to point 2 in front of you. Listen to the magic word. If you hear a vowel at the beginning go left, if you hear an 'h' at the beginning go right.  
(Say your Magic Word 2)
- 3 Now go to point 3 in front of you. Listen to the magic word. If you hear a vowel at the beginning go left, if you hear an 'h' at the beginning go right.  
(Say your Magic Word 3)
- 4 Now go to point 4 in front of you. Listen to the magic word. If you hear a vowel at the beginning go left, if you hear an 'h' at the beginning go right.  
(Say your Magic Word 4)
- 5 Which monster do you meet?





## Get the goblins

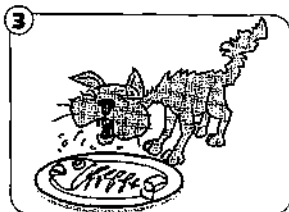
- 1 Listen to these trios of words. In the words in column 1 the first sound is /f/. In the words in column 2 the first sound is /dʒ/. In the words in column 3 the first sound is /tʃ/. Can you hear the difference?



/f/ yolk



/dʒ/ joke



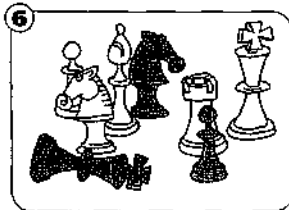
/tʃ/ choke



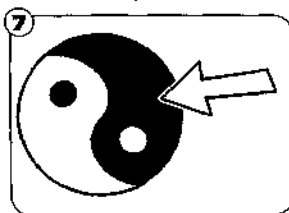
/j/ yes



/dʒ/ Jess



/tʃ/ chess



/j/ yin



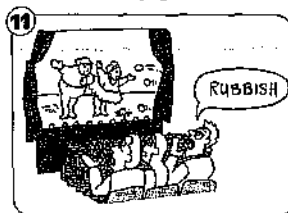
/dʒ/ gin



/tʃ/ chin



/f/ years



/dʒ/ jeers



/tʃ/ cheers



/f/ use



/dʒ/ Jews



/tʃ/ choose



**2 Read the instructions and practise saying the trios of words in exercise 1.**

- 1 Spread your lips to make the sound /f/. With your mouth in this position make a short sound at the start of each word. (Don't touch the top of your mouth with your tongue!) This is the sound /f/.
- 2 /dʒ/ is a short voiced consonant. First make the sound /d/. Then add the sound /ʒ/ as in 'television'.
- 3 /tʃ/ is a short voiceless consonant. First make the sound /t/. Then add the sound /ʃ/ as in 'she'.



**Princess Ella**

**Magic Mirror**



**The Goblins**

**2 Listen and circle the word you hear each time.**

- |                       |                          |
|-----------------------|--------------------------|
| 1 yolk / joke / choke | 4 years / jeers / cheers |
| 2 yes / Jess / chess  | 5 use / Jews / choose    |
| 3 yin / gin / chin    |                          |

**3 Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and point to the picture each time. Tell your partner when he/she is correct.**

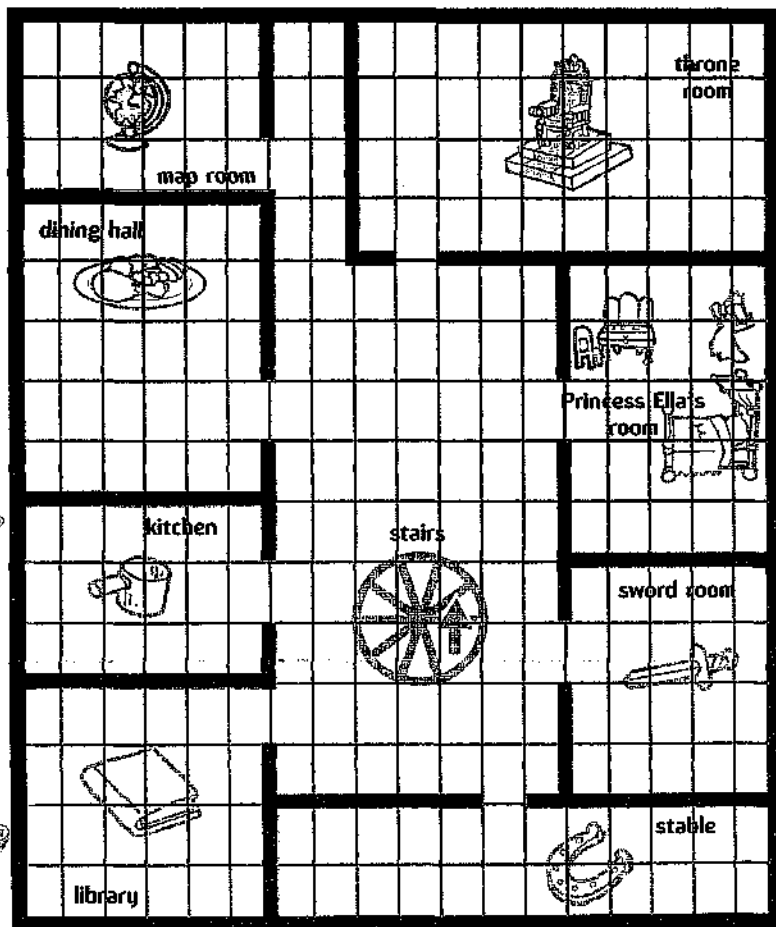
**4 Your teacher will give you two Elf Palace Map pages. Read the instructions and play the game.**

- 1 Mark one of the Elf Palace Map pages *Send* and the other *Receive*. Some goblins want to kidnap Ella the Elf Princess from her Palace. They have cloaks that make them invisible, but Ella can see them in her magic mirror.
- 2 You have 7 goblins. Draw them where you want on your *Send* page. Your goblins look like this on the map.
- 3 Now work in pairs. DON'T show your *Send* page to your partner. You must find your partner's goblins. Take it is turns to say the co-ordinates (word and number) for different squares on the map. For example, years 6 = the square in the 4th row and 6th column.  
When your partner says a square where there is a goblin, you must say *Hit!* When your partner says a square where there is no goblin, you must say *Miss!* Use the dialogue to help you.  
**A: Is there a goblin in yolk 18.**  
**B: Yolk 18? Hit! Is there a goblin in gin 7?**  
**A: Gin 7? No, there isn't. Miss!**
- 4 Complete your *Receive* page with your partner's answers. Mark the correct squares with a X or a O.  
X = there is a dead goblin on this square  
O = there is nothing on this square  
Who can be first to get all their partner's goblins?
- 5 When you finish, compare your *Send* and *Receive* pages. Could you send and receive all the co-ordinates correctly? If not, practise saying the problem words in exercise 1 again.



# Elf Palace Map

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

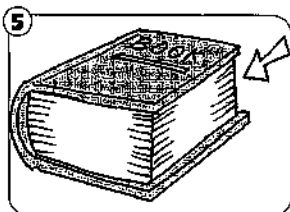
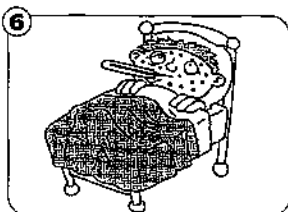


**Send Receive**



# Thought bubble dictation

- 1 Listen to the trios of words and circle the correct answers.

/ð/ den/θ/ then/z/ Zen/t/ tick/θ/ thick/s/ sick

- The underlined sounds in den, then and Zen are voiced / voiceless.
- The underlined sounds in tick, thick and sick are voiced / voiceless.
- For the sounds in 1 and 4 / 2 and 5 / 3 and 6 you put your tongue between your teeth.
- For the sounds in 1 and 4 / 2 and 5 / 3 and 6 your tongue touches the top of your mouth.
- For the sounds in 1 and 4 / 2 and 5 / 3 and 6 your tongue is curled up in your mouth.

- 2 Practise saying the trios of words in exercise 1. Pay attention to the voiced and voiceless sounds, and to where you put your tongue.

- 3 Listen and circle the word you hear twice each time.

1 den / then

3 then / Zen

5 tick / thick

7 thick / sick

2 den / Zen

4 Zen / den

6 tick / sick

8 thick / tick

- 4 Work in pairs. Take turns to say different words from exercise 1. Your partner must listen and point to the picture each time. Tell your partner when he/she is correct.

- 5 Listen and practise saying the words and phrases. Pay attention to the underlined sounds.

1 his/her dog4 having dinner7 doing judo2 his/her sister5 leather clothes8 his/her tenth birthday3 his/her brother6 getting thinner9 swimming on Thursday



**6** **2/25** Your teacher will give you two Thought Bubble Grid pages. Listen and practise saying the names from the grid.

- 1 Mark one of the Thought bubble dictation grids *Send* and the other *Receive*.
- 2 On your *Send* page write the nine phrases from exercise 5 in the nine thought bubbles. Put one phrase in each bubble.
- 3 Now work in groups of three with two speakers (A and B) and one sound police officer (C). DON'T show your *Send* page to your speaking partner. Ask and answer about your Thought bubble dictation grids. Use the dialogue to help you.  
 A: *What's Cathy thinking about in your grid?*  
 B: *'her brother'. What's Cathy thinking about in your grid?*  
 A: *'having dinner'. What have you got in Zack's thought bubble?*  
 B: *'swimming on Thursday'. What have you got in Zack's thought bubble?*
- 4 Complete your *Receive* page with your speaking partner's answers. Write the words in the correct shapes.
- 5 Student C is the Sound Police Officer. Listen to your classmates carefully. Every time one of your classmates says one of the six sounds correctly, you put a tick next to his or her name in the table. The sounds are: /d/, /θ/, /z/, /t/, /b/, /s/.
- 6 When you finish, check with the Sound Police Officer. Who said most of the sounds correctly? If you made mistakes, practise saying the problem words in exercise 1 again.
- 7 Play the game again with a different person as the Sound Police Officer.



**Sound Police Officer's Table:**

Student	Name	Correct sounds (total = ....)
A		
B		

**Send**  
**Receive**



# Number fun

- 1 Listen to these pairs of numbers and complete the stress rules (1-2) below.

1 thirty	thirteen	5 seventy	seventeen
2 forty	fourteen	6 eighty	eighteen
3 fifty	fifteen	7 ninety	nineteen
4 sixty	sixteen		

- The stress in -ty numbers is usually Oo / oO.
- The stress in -teen numbers is usually Oo / oO.



- 2 Listen to the sentences and circle the numbers you hear.

- Bob Brown lives at number 90 / 19 Hill Road.
- Today Emily Jones is 80 / 18.
- Let's meet at 4.50 / 4.15.
- What's the answer to question 30 / 13?
- And the winning ticket is blue number 60 / 16.
- That's £3.40 / £3.14.
- My lucky number is 70 / 17.
- You're in room 30 / 13.

- 3 Work in pairs. Take it in turns to say the sentences in exercise 2 aloud, choosing one of the numbers. Listen and point each time to the numbers you hear. Your partner must say if you are correct or not.

- 4 Listen to sentences 1-5 and complete the stress rule.

- That's seventeen euros, please.
- There were thirteen people at the party.
- Wait a minute...eighteen, nineteen, twenty!
- Is that house number fifteen or sixteen?
- He's fourteen years old.

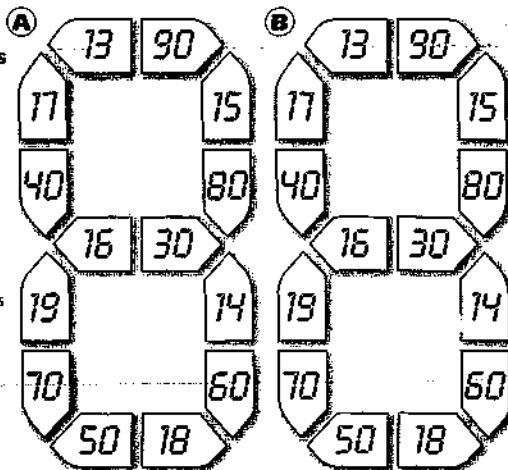
When we count, compare, or put a noun after a -teen number, the stress in the -teen number is oO / Oo.

- 5 Listen and practise saying the sentences in exercise 4. Pay attention to the stress of the -teen words.

- 6 Listen to the numbers. Colour the shapes in puzzle A of the numbers that you hear. What other number do the coloured shapes show?

- 7 Read the instructions and complete puzzle B.

- Work out the -ty and -teen numbered shapes that make another number in the puzzle. Write them down in a list.
- Work in pairs. Student A: Dictate the numbers on your list to student B. Student B: Colour the shapes in puzzle B with the numbers you hear. What number does the puzzle show?
- Then Student B dictates the numbers and A listens and colours the shapes in the puzzle. What number does the puzzle show?



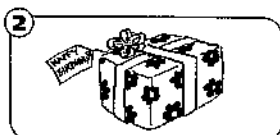


## Can I present you with a present?

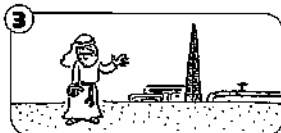
- 1** **2** **30** Read the sentences and mark the underlined words V (verb) or N (noun). Then listen and pay attention to the stress in the underlined words.



1 I am here to present the school prizes.

☐


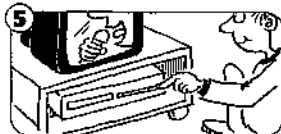
2 I got a lovely birthday present from Aunt Jane.

☐


3 Many Arab countries export oil.

☐


4 Whisky is an important Scottish export.

☐


5 Can you record that programme for me?

☐

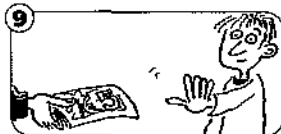

6 He broke the 100 metres world record last year.

☐


7 Don't desert me! I need you.

☐


8 The Sahara desert is in North Africa.

☐


9 Please don't refuse my help.

☐


10 There's a bin for refuse outside the door.

☐


11 I object! I really can't agree with this plan.

☐


12 That's a strange object. What is it?

☐

**2** Complete the stress rules.

1 In two syllable verbs the stress is usually Do / oO.

2 In two syllable nouns the stress is usually Oo / oO.

**3** Practise saying the sentences in exercise 1 with the correct stress on the underlined words.

**4** **2** **31** Listen to these words and mark them V (verb) or N (noun), depending on the stress.

1 record .....

3 export .....

5 object .....

2 desert .....

4 present .....

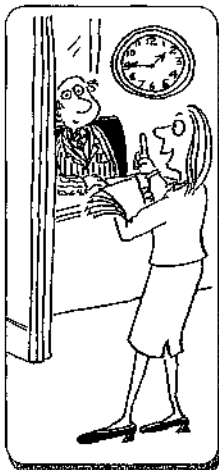
6 refuse .....

**5** Work in pairs. Take turns to say different words from exercise 4. Your partner must listen and say *noun* or *verb* each time. Tell your partner when he/she is correct.



# Steve Strong and Walter Weak (1)

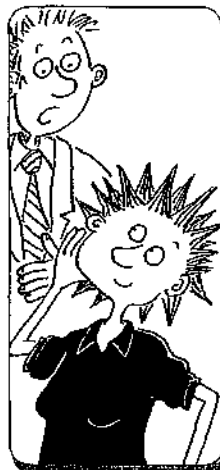
- 1 Listen to the dialogues. Pay attention to the underlined verbs.



- 1 A: Can I see you at two?  
B: Yes, you can.



- 2 C: Has he got a tattoo?  
D: Yes, he has.



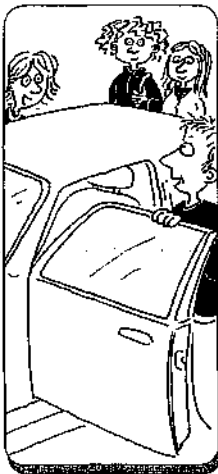
- 3 E: Have you dyed your hair blue?  
F: Yes, I have.



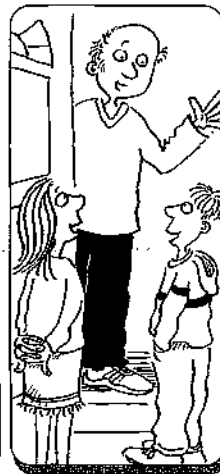
- 4 G: Does he work at the zoo?  
H: Yes, he does.



- 5 I: Do you hate having flu?  
J: Yes, I do.



- 6 K: Are your friends coming too?  
L: Yes, they are.



- 7 M: Were you waiting for Sue?  
N: Yes, we were.



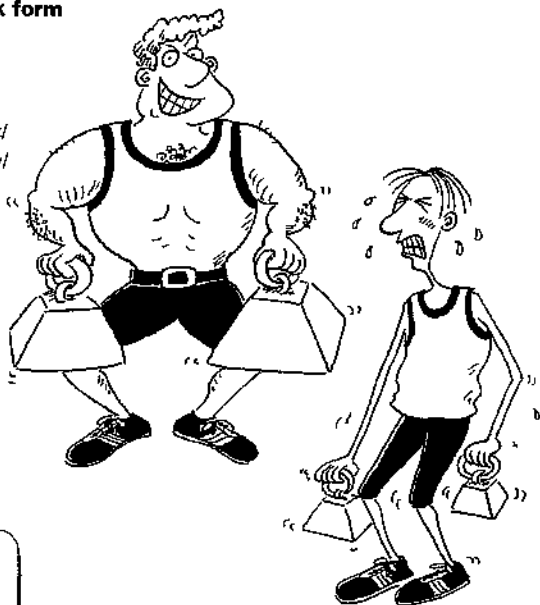
- 8 O: Was that phone call for you?  
P: Yes, it was.

- 2 Complete the rules.

- 1 When verbs start a long sentence and do not have a stress they usually sound **weak** / **strong**.  
2 When verbs end a short sentence and have a stress they usually sound **weak** / **strong**.

**33** Listen to the strong and weak form of the verbs. Practise saying them.

	strong	weak
1 can	/kæn/	/kən/
2 has	/hæz/	/həz/ or /əz/
3 have	/hæv/	/həv/ or /əv/
4 does	/dʌz/	/dəz/
5 do	/duː/	/də/
6 are	/ɑː/	/ə/
7 were	/wɜː/	/wə/
8 was	/wɒz/	/wəz/



**34** Work in pairs. Practise reading the dialogues in exercise 1 aloud. Pay attention to the strong and weak forms of the verbs.

**TIP**

When people speak quickly they often use weak form verbs. If you know how they sound, it can help your listening.

**34** Verbs often sound weak in the middle of sentences, too. You will hear each sentence twice, once with a strong verb and once with a weak verb. Listen and complete the table with **strong** or **weak**.

	1st time	2nd time
1 What <u>can</u> I do?	strong	weak
2 Why <u>has</u> it happened?	.....	.....
3 What <u>have</u> you done?	.....	.....
4 How <u>does</u> it work?	.....	.....
5 Where <u>do</u> you live?	.....	.....
6 What <u>are</u> you saying?	.....	.....
7 Where <u>were</u> you last night?	.....	.....
8 What <u>was</u> his name?	.....	.....

**TIP**

If you use strong form verbs when you speak, it will slow you down, and people may think you are rude or feeling angry. We use strong verb forms when we want to emphasise words.

**6** Work in pairs. Take turns to read a sentence from exercise 5 aloud, sometimes with a strong verb, sometimes with a weak verb. Listen to your partner and say each time **strong** or **weak**.



## Steve Strong and Walter Weak (2)

- 1 Listen to the dialogues. Pay attention to the underlined prepositions.



1 A: Where's that from?  
B: It's from the garden shed.



2 C: What's that made of?  
D: It's made of bread.



3 E: Who did you talk to?  
F: I talked to Fred.



4 G: What are you looking at?  
H: I'm looking at your bed.



5 I: What's that for?  
J: It's for my head.

- 2 Complete the rules.

- When prepositions come at the end of a question and have a stress they usually sound **weak / strong**.
- When prepositions come in the middle of a sentence and do not have a stress they usually sound **weak / strong**.

- 3 Listen to the strong and weak form of the prepositions. Practise saying them.

	strong	weak
1 from	/frɒm/	/frəm/
2 of	/ɒv/	/əv/
3 to	/tu:/	/tə/

	strong	weak
4 at	/æt/	/ət/
5 for	/fɔ:/	/fə/ or /fər/

- 4 Work in pairs. Practise reading the dialogues in exercise 1 aloud. Pay attention to the strong and weak pronunciation of the prepositions.

- 5 Listen to the sentences. Pay attention to the weak form of the prepositions.

- 6 Now listen to some foreign students saying the same sentences. Do they pronounce the prepositions correctly with weak forms? Mark them correct or incorrect.

TIP

If you use strong form prepositions in the middle of sentences when you speak, it will slow you down.

TIP

When people speak quickly they often use weak form prepositions. If you know how they sound, it can help your listening.

Correct

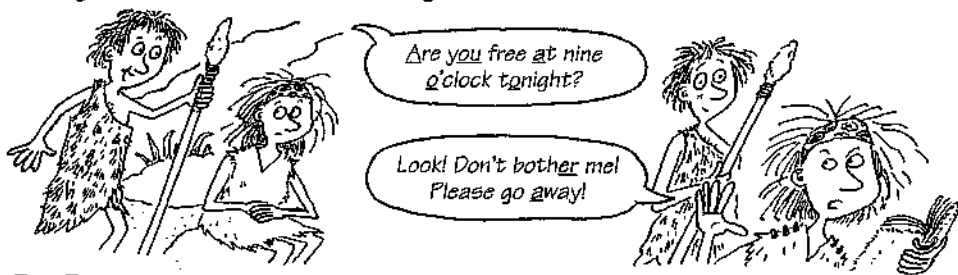
Incorrect

- |                                  |       |         |
|----------------------------------|-------|---------|
| 1 He's from Greece.              | ..... | ..... ✓ |
| 2 He's the president of France.  | ..... | .....   |
| 3 It's ten to nine.              | ..... | .....   |
| 4 Let's meet at my house.        | ..... | .....   |
| 5 Is that for Anna?              | ..... | .....   |
| 6 Do you come from Poland?       | ..... | .....   |
| 7 Did you speak to your teacher? | ..... | .....   |
| 8 Are you here for the summer?   | ..... | .....   |



## Are you free tonight?

- 1 Listen to the conversation between Calvin the cave boy and Carla the cave girl. One of the sounds they use /ə/ is called 'schwa'. Schwa is a very common sound in English. It is underlined in the dialogue.



- 2 Listen to these sentences. Pay attention to the stressed words and the underlined words with the weak vowel sound schwa /ə/.

- I've got an appointment at the hairdresser's at ten.
- I'm meeting Sue for coffee at eleven.
- I'm going for lunch with Aunt Jane at one.
- I'm going to the swimming pool with Joe at three.
- I'm seeing the dentist at seven for a check up.

- 3 Match up the sentence halves to make rules for sentence stress and schwa in sentences.

- |  |  |
|--|--|
| 1 Content words (giving important information in a sentence like <i>what? where? when? who? why?</i> ) | a can have the sound /ə/ in them on unstressed syllables.            |
| 2 Words like articles and prepositions (which don't give important information in a sentence)          | b are stressed.  |
| 3 Content words with more than one syllable  | c are often pronounced with the sound /ə/ when people speak quickly. |

- 4 Say the sentences in exercise 2. Pay attention to the stresses and the schwas.

- 5 Listen to the sentences. Mark the stresses like this ○. Underline the schwa sounds.

- He's staying at home tonight to revise for the test tomorrow.
- She's going skating with Peter this Saturday.
- We're meeting at nine o'clock in front of the cinema.
- They're having a party at their house on Friday.
- I'm away on holiday from the first to the fifteenth of August.

- 6 Practise saying the sentences in exercise 5 aloud. Pay attention to the stresses and the schwas.



## The rhythm of the band

### 1 Listen to the poem and mark the stresses.

Old Mr Sand is a one-man band.

You hear him everywhere.

Use the word stress of each instrument

To match it with its pair.

### 2 Complete the sentences about the poem below.

1 Lines 1 and 3 have **three / four** sentence stresses (or 'beats').

2 Lines 2 and 4 have **three / four** sentence stresses (or 'beats').

### 3 Say the poem in exercise 1 aloud rhythmically. Clap your hands or snap your fingers on the beats.

### 4 Listen to the names of Mr Sand's instruments and put them in the correct place in the table according to the word stress. Then listen and check your answers.

Word stress	Instrument 1	Instrument 2
O	.....	.....
Oo	.....	.....
oO	guitar	.....
Ooo	.....	.....
oOo	.....	.....
ooO	.....	.....
oOoo	.....	.....



1 guitar



2 cymbals



3 drum



4 flute



5 accordion



6 harmonica



7 maracas



8 piano



9 saxophone



10 tambourine



11 triangle



12 trombone



13 trumpet



14 violin

### 5 Now listen and say the whole poem rhythmically with the instrument names.

Old Mr Sand is a one-man band.

You hear him everywhere.

Use the word stress of each instrument

To match it with its pair.

O and O.

Oo go with Oo.

oO is like oO.

Ooo matches with Ooo.

oOo are paired with oOo.

ooO has its pair ooO.

oOoo together with oOoo.

That's the rhythm of the band.

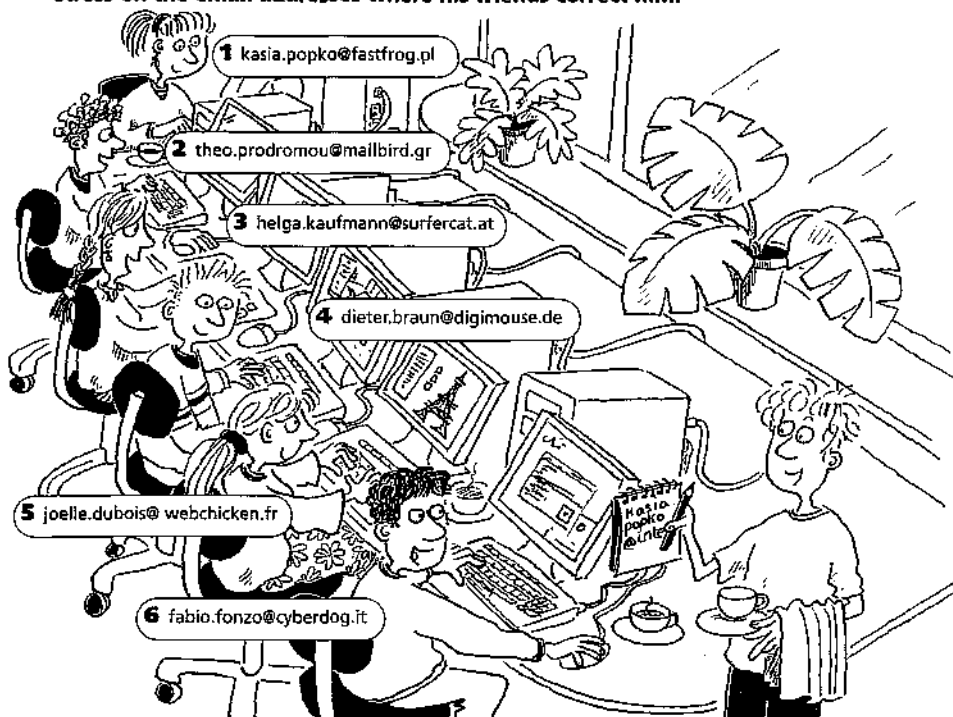
Clap or snap it with your hand.

The rhythm of the one-man band.



## Internet café

- 1 Ian the Internet café waiter is checking the email addresses of his friends in the café. He made lots of mistakes when he wrote them earlier. Listen and underline the stress on the email addresses where his friends correct him.



### 2 Read the rules and play the game.

- 1 Work in groups and sit in a circle round a desk. On a piece of paper invent an email address for yourself.
- 2 Keep a copy of your address and pass the piece of paper to your right.
- 3 On the new piece of paper in front of you write a completely false email address above the real one.
- 4 Now ask the person on your left their email address using one false part.
- 5 Your partner must correct you putting the stress in the right place on their real address.
- 6 Take it in turns to answer the person on your right and ask the person on your left. Change the false piece of the address using corrective stress each time.

john.bull@superbull.uk

fred.smith@fastfrog.us  
john.bull@superbull.uk

Is your email address  
john.bull@superfrog.uk?

No, it's john.bull@superbull.uk



## Tasteless Terry

- 1 Listen to the three sentences. Pay attention to the tune - or 'Intonation' - each time. Where does the voice go up? → Where does it go down? → Choose the correct intonation pattern each time.

1 a I'd like a shirt, please. ☐

b I'd like a shirt, please. ☐

2 a I'd like a shirt and a tie, please. ☐

b I'd like a shirt and a tie, please. ☐

3 a I'd like a shirt, a tie and a jacket, please. ☐

b I'd like a shirt, a tie and a jacket, please. ☐

- 2 Complete the list intonation rule.

When we list things the intonation goes **up** / **down** on the last thing in the list but **up** / **down** on all the things before the last.

- 3 Listen and say the sentences in exercise 1. Pay attention to the intonation.

- 4 Listen to some people playing the Tasteless Terry game. Mark the correct intonation over the underlined words.

Student 1: Tasteless Terry's wearing a red shirt.

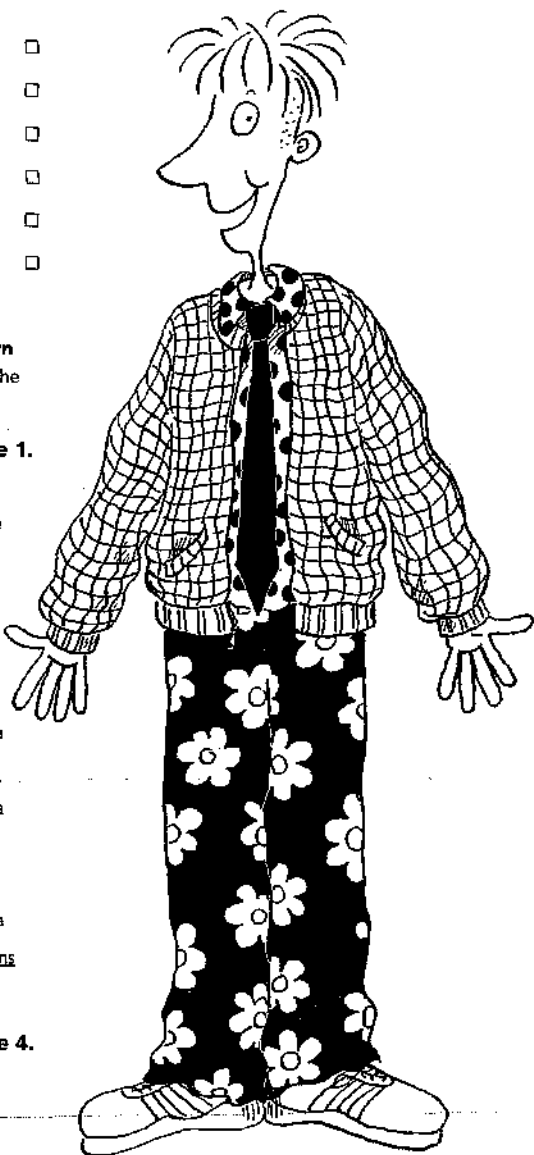
Student 2: Tasteless Terry's wearing a red shirt and a green tie.

Student 3: Tasteless Terry's wearing a red shirt, a green tie and a brown jacket.

Student 4: Tasteless Terry's wearing a red shirt, a green tie, a brown jacket and purple jeans.

Student 5: Tasteless Terry's wearing a red shirt, a green tie, a brown jacket, purple jeans and pink trainers.

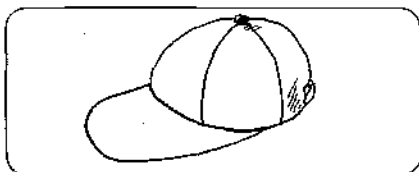
- 5 Listen and say the sentences in exercise 4. Pay attention to the intonation.



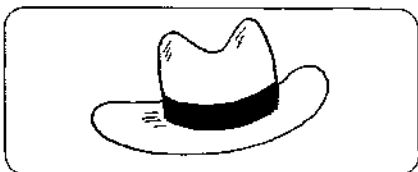


**2** Listen and repeat the words.

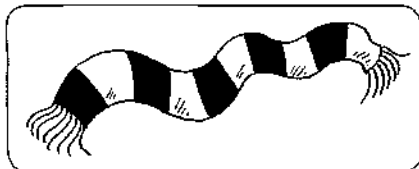
black blue brown green grey orange pink purple red white yellow



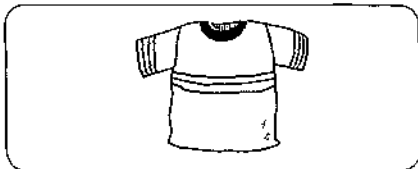
cap



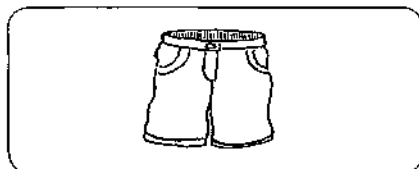
hat



scarf



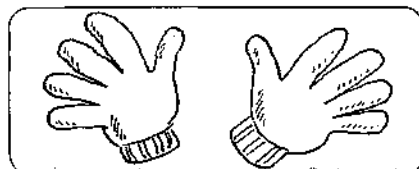
T-shirt



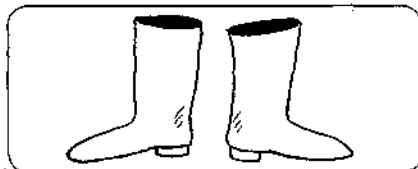
shorts



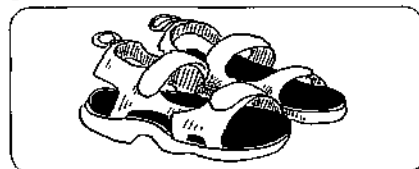
trousers



gloves



boots



sandals



socks

**7** Work in groups. Read the rules and then use the words in exercise 6 to play the Tasteless Terry game. Pay attention to the intonation.

- Student 1 says a sentence similar to the first sentence in exercise 4.
- Student 2 repeats the sentence and adds a new piece of clothing.
- Continue round the group taking it in turns to add a new piece of clothing at the end of the sentence. What's the longest sentence you can remember?
- Repeat the game. This time, students who forget or make a mistake are out of the game. The winner is the student who doesn't forget or make a mistake.



## Job hunting

- 2** Listen to the phone conversation. Pay attention to the intonation in the questions and the answers.



- Harry:** Hello. Can I help you?  
**Steve:** Yes. Is that Henderson's Holiday Camp?  
**Harry:** Yes, it is. Are you ringing about the job advertisement?  
**Steve:** Yes, I am. I'm Steve Somerville by the way.  
**Harry:** Right, Steve, and I'm Harry Henderson. Have you got any relevant experience?  
**Steve:** Yes, I have. I worked washing dishes in my uncle's restaurant last summer.  
**Harry:** Good. That sounds perfect. Can you come for an interview today?  
**Steve:** Yes, I can. Is that at 10 Green Street?  
**Harry:** That's right. Shall we say at three o'clock?  
**Steve:** Yes, Thanks. Goodbye, Mr Henderson.  
**Harry:** Goodbye.

- 2** Complete the intonation rules.

1 In Yes/No questions the intonation goes **up / down** at the end.

2 In statements the intonation goes **up / down** at the end.

- 3** Listen to the mini-dialogues and mark the intonation on the questions and the statements.

1 A: Are you here for the summer job?

B: Yes, I am.

5 A: Did you phone earlier?

B: Yes, I did.

2 A: Please come in.

B: Thank you.

6 A: Is your name Eric Everton?

B: No, it isn't.

3 B: Am I late?

A: Was your appointment for three?

7 A: I'm Steve Somerville.

B: Is that S-O-M-E-R-V-I-L-L-E?

4 A: Do sit down.

B: Thanks.

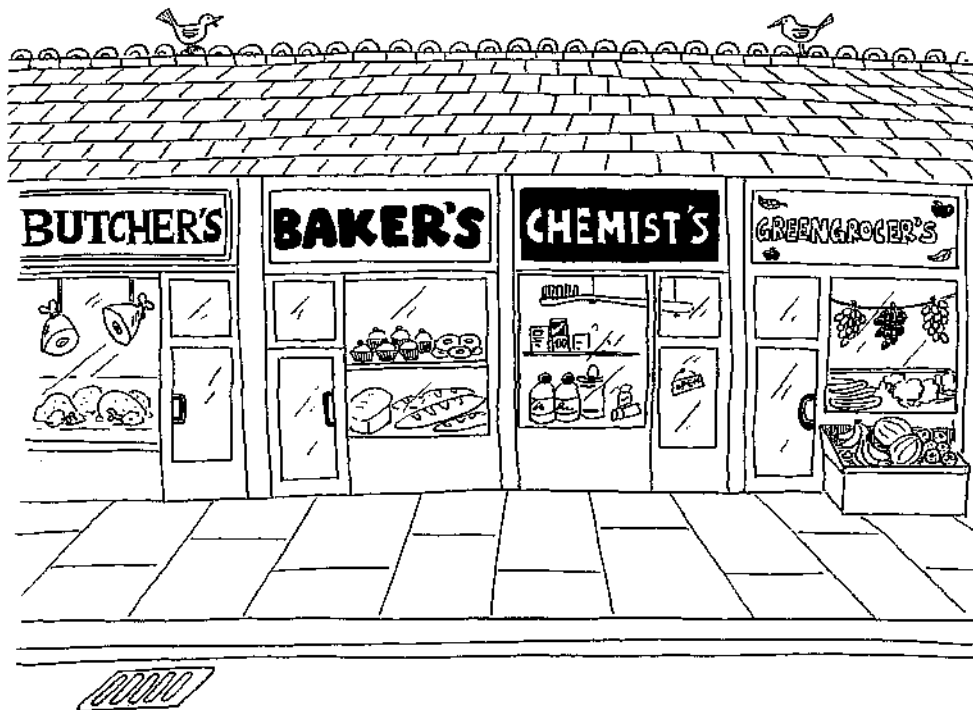
8 A: Can you start next week?

B: Yes, of course.

- 4** Work in pairs. Read the mini-dialogues in exercise 3 aloud paying attention to the intonation.



# High Street shopping



## 1 Listen to the intonation in the questions.

### A Wh- questions

- 1 Where are you?
- 2 What have you bought?
- 3 Who's with you?
- 4 When are you coming home?

### B Yes/No questions

- 5 Are you in the butcher's?
- 6 Have you bought some sausages?
- 7 Is Jenny with you?
- 8 Are you coming home at eleven o'clock?

## 2 Complete the question intonation rules.

- 1 In Wh- questions the intonation usually goes **up** / **down** at the end.
- 2 In Yes/No questions the intonation usually goes **up** / **down** at the end.

## 3 Practise saying the questions in exercise 1 with the correct intonation.



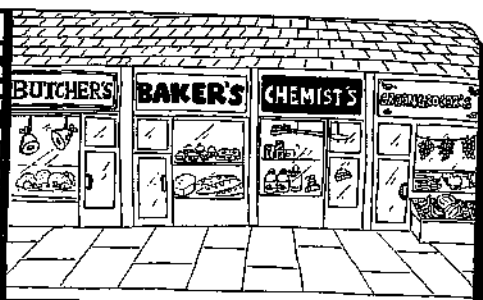
- 4 Imagine you are shopping and complete the Questionnaire. Don't show it to your classmates!

- 5 Listen and practise the dialogues with a partner. Pay attention to the question intonation.

**Cathy:** Are you in the butcher's?  
**Peter:** Yes, I am.  
**Cathy:** Have you bought any sausages?  
**Peter:** Yes, I have.  
**Cathy:** Is Jenny with you?  
**Peter:** Yes, she is.  
**Cathy:** Is Billy with you?  
**Peter:** Yes, he is.  
**Cathy:** Are you coming home at eleven o'clock?  
**Peter:** Yes, I am.

**Cathy:** Are you in the butcher's?  
**Nora:** No, I'm not.  
**Cathy:** Have you bought any sausages?  
**Nora:** No, I haven't.  
**Cathy:** Is Jenny with you?  
**Nora:** No, she isn't.  
**Cathy:** Is Billy with you?  
**Nora:** No, he isn't.  
**Cathy:** Are you coming home at eleven o'clock?  
**Nora:** No, I'm not.

# SHOPPING QUESTIONNAIRE



- 1 Which shop are you in now? (choose 1 answer)

☐ the butcher's    ☐ the baker's  
☐ the chemist's    ☐ the greengrocer's

- 2 What have you bought? (choose 5 things)

☐ hamburgers    ☐ sausages  
☐ bread    ☐ cakes  
☐ cheese    ☐ biscuits  
☐ carrots    ☐ potatoes  
☐ toothpaste    ☐ shampoo

- 3 Who's with you? (choose 1 answer)

☐ Jenny    ☐ Tommy  
☐ Billy    ☐ Rosie  
☐ Sally

- 4 When are you coming home? (choose 1 answer)

☐ 11 o'clock    ☐ 12 o'clock  
☐ 1 o'clock    ☐ 2 o'clock

- 6 Take it in turns to ask Yes/No questions to find out about your partner's Shopping Questionnaire information. Use the dialogues in exercise 5 to help you. Write the answers in the grid. Who can complete it first?

Where?
What/bought? 1
2
3
4
5
Who/with/you?
When/coming home?

- 7 Now change partners. Ask Wh-questions to find out quickly about your new partner's conversation with his/her previous partner. Pay attention to the Wh- question intonation.

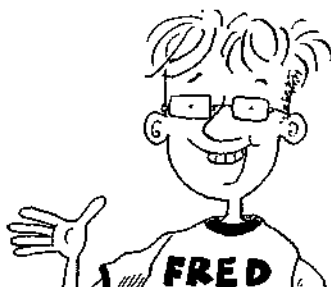
- 1 Where was your partner? .....
- 2 What five things had he/she bought? .....
- 3 Who was with him/her? .....
- 4 When was he/she coming home? .....



## Fred Sure and Rita Unsure

- 1** **254** Fred is very sure of himself. He always knows the answer before he asks the question. Listen to these sentences. Pay attention to the tune - or 'intonation' - each time. Does Fred's voice go up or down at the end? Choose the correct intonation pattern.

- 1 a You're from Poland, aren't you? ↗ ☐  
 b You're from Poland, aren't you? ↘ ☐
- 2 a You name's Jacek, isn't it? ↗ ☐  
 b You name's Jacek, isn't it? ↘ ☐
- 3 a You live in Warsaw, don't you? ↗ ☐  
 b You live in Warsaw, don't you? ↘ ☐



- 2** Listen and say the sentences in exercise 1. Pay attention to the intonation.

- 3** **255** Rita isn't very sure of herself. She never remembers things and often has to ask the same question many times. Listen to these sentences. Pay attention to the tune - or 'intonation' - each time. Does Rita's voice go up or down at the end? Choose the correct intonation pattern then practise saying the sentences.



- 1 a You're from Poland, aren't you? ↗ ☐  
 b You're from Poland, aren't you? ↘ ☐
- 2 a You name's Jacek, isn't it? ↗ ☐  
 b You name's Jacek, isn't it? ↘ ☐
- 3 a You live in Warsaw, don't you? ↗ ☐  
 b You live in Warsaw, don't you? ↘ ☐

- 4** Complete the rules.

- |   |   |
|---|---|
| <p>1 When you are sure, the intonation goes up / down _____ in the question tag. You simply want someone to agree with you.</p> | <p>2 When you aren't sure, the intonation goes up / down _____ in the question tag. You are really asking a question.</p> |
|---|---|

- 5** **256** Listen to some people saying question tag sentences. Mark the intonation **R** if it rises like Rita's, or **F** if it falls like Fred's.

- |   |  |
|---|--|
| <p>1 You like pizza, don't you? <span style="float: right;">R _____</span></p> <p>2 You don't like fish, do you? <span style="float: right;">F _____</span></p> <p>3 You're 16, aren't you? <span style="float: right;">F _____</span></p> <p>4 You aren't ill, are you? <span style="float: right;">F _____</span></p> | <p>5 You've got a motorbike, haven't you? <span style="float: right;">F _____</span></p> <p>6 You haven't got a computer, have you? <span style="float: right;">F _____</span></p> <p>7 You can swim, can't you? <span style="float: right;">F _____</span></p> <p>8 You can't speak French, can you? <span style="float: right;">F _____</span></p> |
|---|--|

- 6** Listen and practise the sentences in exercise 5. Pay attention to the intonation.

- 7** Work in pairs. Take it in turns to say a sentence from exercise 5. Take care with the intonation of the question tag. Your partner must listen to the intonation and say if you are sure or unsure.



## Polite Polly and Rude Rupert

- 1 Listen to the Polite Polly asking her parents to do things for her. Then listen to Rude Rupert asking his parents to do the same things for him.



**Polite Polly**

1 Can you make me a sandwich, please?

2 Could you help me with my homework?

3 Would you mind letting me use the computer?



**Rude Rupert**

### 2 Answer the questions.

- |   |  |
|---|--|
| 1 Do you think Polly's parents will be happy to help her? | 2 Do you think Rupert's parents will be happy to help him? |
| a Yes, probably.  | a Yes, probably.   |
| b No, probably not.                                       | b No, probably not.  |

### 3 Complete the intonation and stress rules for polite and rude requests.

- |  |   |
|--|---|
| 1 If you start high, go down at the end, and don't put heavy stresses on all the words in a request, you will sound polite and pleasant / rude and angry | 2 If you start low, go up at the end, and put heavy stresses on all the words in a request you will sound polite and pleasant / rude and angry. |
|--|---|

e.g. Could you open the window?

e.g. Could you open the window?

### 4 Now listen to Mum and Dad asking Polly and Rupert to do things. Mark each request P (polite) or R (rude).

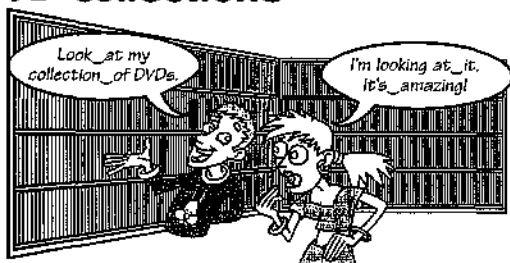
- |  |  |
|--|--|
| 1 Would you mind turning that radio down? <u>R</u> | 5 Could you play with that ball outside? ..... |
| 2 Can you tidy your bedroom, please? .....         | 6 Would you mind changing channels? .....      |
| 3 Could you get off the phone soon? .....          | 7 Could you keep the noise down? .....         |
| 4 Can you clear the table, please? .....           | 8 Would you mind closing your door? .....      |

### 5 Work in pairs. Take turns to read a request from exercise 4 aloud. Listen and say each time if the intonation and stress sounds polite or rude.



## DVD collections

- 1** **2 59** When people speak quickly they link the consonant sound at the end of one word with the vowel sound at the start of the next word. Listen.



- 2** **2 60** Listen and mark the links in these DVD titles.

- |   |                     |                           |
|---|---------------------|---------------------------|
| 1 The Lord of the Rings                 | 3 Gangs of New York | 5 Artificial Intelligence |
| 2 Twenty Thousand Leagues under the Sea | 4 Charley's Angels  | 6 Wyatt Earp              |

- 3** **2 61** Listen to this dialogue and read the information.



Sometimes we don't pronounce the letters *t* or *d* when they come at the end of a word and the next word starts with a consonant sound.

- 4** **2 62** Listen and cross out the unpronounced *t* and *d* sounds in these film titles.

- |                                   |                         |                     |
|-----------------------------------|-------------------------|---------------------|
| 1 The Lost World                  | 3 Dr Jekyll and Mr Hyde | 5 David Copperfield |
| 2 Around the World in Eighty Days | 4 The Secret Garden     | 6 The Last Samurai  |

- 5** **2 63** Listen to the dialogue and read the information.

- We add in a linking /j/ when the vowel /i:/ ends one word and the next word starts with a vowel sound. For example: The /j/ Exorcist
- We add in a linking /w/ when a rounded vowel (/u:/ /au:/) ends one word and the next word starts with a vowel sound. For example: Romeo /w/ and Juliet.



- 6** **2 64** Listen and add linking /j/ and /w/ in these film titles.

- |                       |                                     |                     |
|-----------------------|-------------------------------------|---------------------|
| 1 The Elephant Man    | 3 Much Ado About Nothing            | 5 The Invisible Man |
| 2 Catch Me If You Can | 4 Charlie and the Chocolate Factory | 6 Mickey Blue Eyes  |

**TIP**

People will understand you if you don't use linking when you speak, but linking helps you to speak faster and more smoothly. It is very important to understand linking in order to improve your listening skills.

- 7** Work in pairs. Take turns to read DVD titles from exercises 2, 4 and 6 aloud, sometimes with linking and sometimes with no linking. Listen and say each time if your partner is using linking or not.



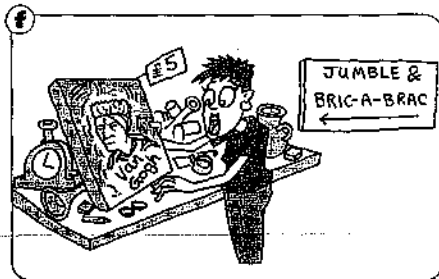
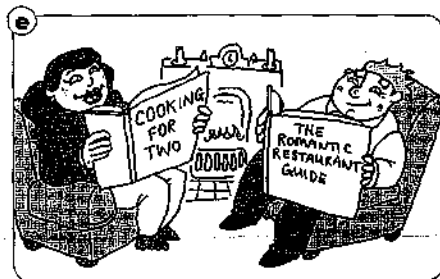
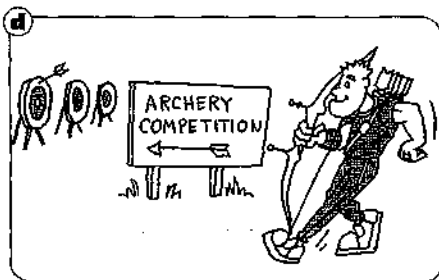
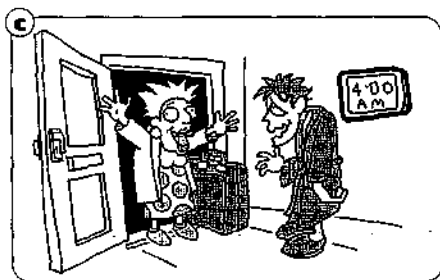
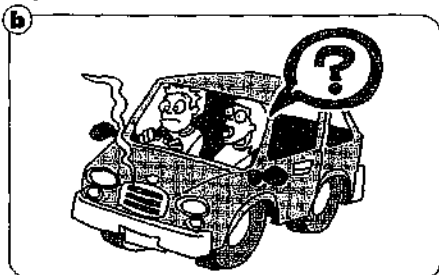
# Have we run out of petrol?

**1 Match the meanings in the box with the phrasal verbs in bold in the sentences below.**

- 1 Have we run out of petrol? *used all of the*
- 2 You've put off the wedding again! .....
- 3 They get on with each other very well. ....
- 4 She turned up at four o'clock. ....
- 5 I came across it in a jumble sale. ....
- 6 He goes in for every competition. ....

arrived unexpectedly  
enters  
found  
like and agree with  
used all of the  
postponed

**2 Match the sentences 1-6 in exercise 1 with the pictures (a-f).**





**3** **2 65** Read the information. Then listen and mark the links in the sentences in exercise 1.

When people speak quickly, they link the consonant sound at the end of one word with the vowel sound at the start of the next word. For example: run\_out\_of.

**4** Match the meanings in the box with the phrasal verbs in bold in the sentences below.

- The number of students in each class **went down** last term. .... *fell* .....
- She **turned down** Andy's invitation. ....
- They **called the concert off**. ....
- The firemen **put the fire out**. ....
- We **went through** some bad times last December! ....
- He **made the whole thing up**. ....

experienced  
~~fell~~  
invented  
rejected  
cancelled  
extinguished

**5** **2 66** Read the information and then listen and cross out the unpronounced t and d sounds in the sentences in exercise 4.

Sometimes we don't pronounce the letters t or d when they come at the end of a word and the next word starts with a consonant. For example: went~~d~~ down

**6** Match the meanings in the box with the phrasal verbs in bold in the sentences below.

- Prices **go up** all the time. .... *rise* .....
- I **go away** to the countryside every weekend. ....
- I **ran into** my uncle at the party. ....
- Look! That boy on the motorbike's **getting away**! ....
- I **wouldn't go into** the old library at night! ....
- Go on **trying** and you'll do it in the end. ....

disappear  
continue  
~~rise~~  
met (by chance)  
enter  
escaping

**7** **2 67** Read the information and then listen and mark the extra /j/ and /w/ sounds in the sentences in exercise 6.

- We add in a linking /j/ when a spread vowel ( /i:/ /j/ /ɔ:/ /e:/ or /a:/ ) ends one word and the next word starts with a vowel sound. For example: away /j/ on holiday
- We add in a linking /w/ when a rounded vowel ( /u:/ or /əʊ/ ) ends one word and the next word starts with a vowel sound. For example: go /w/ up

**TIP**

People will understand you if you don't use linking when you speak, but linking helps you to speak faster and more smoothly. It is very important to understand linking in order to improve your listening skills.

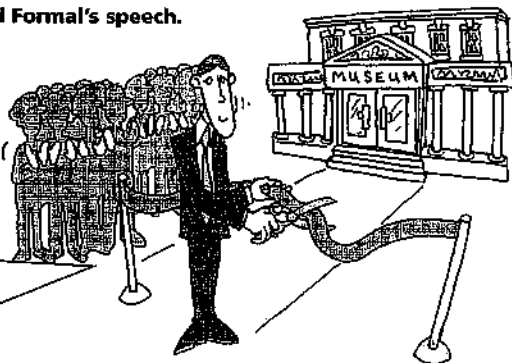
**8** Work in pairs. Take turns to read the sentences from exercises 1, 4 and 6 aloud, sometimes with linking and sometimes with no linking. Listen and say each time if your partner is using linking or not.



## Fred Formal and Ian Informal

- 1 In formal speech and writing we don't use contractions. Listen and complete Fred Formal's speech.

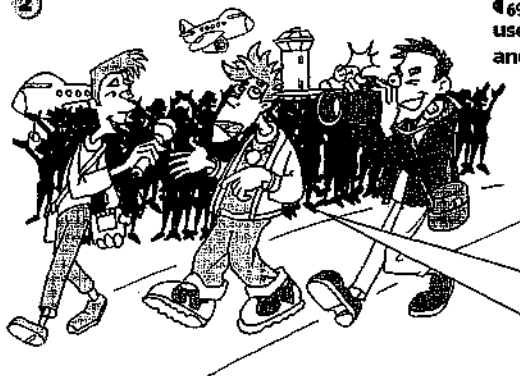
1 ..... like to say thank you to the Mayor of Newton for inviting me today. 2 ..... here of course to open this new museum. 3 ..... visited many museums in my life and I 4 ..... remember a better one. 5 ..... with great pleasure therefore that I declare this museum open.



2

- 2 In informal speech and writing we usually use contractions. Listen to Ian Informal's speech and write the contractions in the gaps below.

1 ..... like to say thanks to all my fans for coming to see me at the airport. 2 ..... here to give a concert in London. 3 ..... visited Britain once before, fifteen years ago, but I was very young and I 4 ..... remember much about it. 5 ..... going to be a great concert!



- 3 Listen and write the sentences with contractions.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1 You should not smoke. ....         | 6 Do not worry. ....             |
| 2 There is a zoo near our town. .... | 7 They had met years ago. ....   |
| 3 It will be ready tomorrow. ....    | 8 You must not panic. ....       |
| 4 I did not like it. ....            | 9 Who would like ice cream? .... |
| 5 Who is that? ....                  | 10 She has not arrived yet. .... |



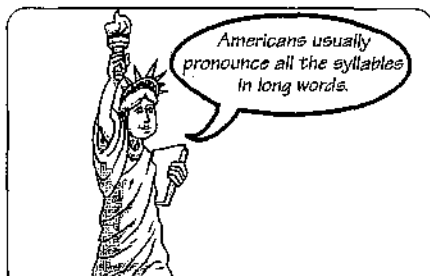
People will understand you if you don't use contractions when you speak, but contractions help you to speak faster and more smoothly. It is very important to understand contractions in order to improve your listening skills.

- 4 Work in pairs. Take turns to read sentences from exercise 3 aloud, sometimes with contractions and sometimes without contractions. Listen and say each time if your partner is using contractions or not.



## How many syllables?

- 1 (2/71) 'Syllables' are the parts of a word when you say it. The word syll-a-ble, for example, has got three parts. Read the information and then listen to the words. Can you hear the difference?



1 Dictionary has 4 syllables in American English.



2 Dictionary has 3 syllables in British English.

- 2 (2/72) Listen to these words in British English. Cross out the silent syllables.

1 uncomfortable    3 medicine    5 miserable    7 restaurant    9 mathematical  
2 camera    4 history    6 mystery    8 documentary    10 literature

- 3 (2/73) Listen to the words in exercise 2 in American English. Can you hear how all the syllables are sounded?

- 4 (2/74) Read and match the pictures with the sentences. Then listen and mark the pronunciation A (American) or B (British). Use the underlined words to help you decide.



- |   |       |  |     |
|---|-------|--|-----|
| 1 This jacket is very <u>uncomfortable</u> .    | (A) B | 6 She likes <u>mystery</u> stories.        | A B |
| 2 Is that my <u>camera</u> ?                    | A B   | 7 What a lovely Polish <u>restaurant</u> ! | A B |
| 3 I'd like some cough <u>medicine</u> , please. | A B   | 8 This is a great <u>documentary</u> .     | A B |
| 4 He's studying French <u>history</u> .         | A B   | 9 He was a <u>mathematical</u> genius.     | A B |
| 5 Don't be so <u>miserable</u> !                | A B   | 10 I love Greek <u>literature</u> .        | A B |

- 5 Work in pairs. Take turns to read a sentence from exercise 4 aloud, sometimes with American pronunciation and sometimes with British pronunciation. Listen to the syllables in the underlined word and say each time if your partner is using American or British English.



## Are you bored?

- 1** **2/75** Americans often pronounce the letter *r* when in Standard British English it is silent. Listen to Amy and Brett saying these words. Can you hear the difference?



**1** fur

**2** four

**3** bored

**4** card

**5** thirsty

**6** star

I'm Amy. I'm from the United States.



**NOTE:** Irish and Scottish speakers also use sounded *r*.

- 2** **2/76** Listen to different people saying these words, once with silent *r* and once with sounded *r*. Mark the order you hear the words: 1 = first, 2 = second.

	silent <i>r</i>	sounded <i>r</i>
<b>1</b> fur		
<b>2</b> four		
<b>3</b> star		

	silent <i>r</i>	sounded <i>r</i>
<b>4</b> bored		
<b>5</b> card		
<b>6</b> thirsty		

- 3** **2/77** Listen to people saying these sentences. Mark them A (American) or B (British). Use the sound of *r* in the underlined words to decide.

- |   |            |   |            |
|---|------------|---|------------|
| <b>1</b> Is that a real fox <u>fur</u> ?                | <b>A</b> B | <b>6</b> She's <u>thirsty</u> .               | A <b>B</b> |
| <b>2</b> Let's meet at <u>four</u> .                    | A <b>B</b> | <b>7</b> This is a fake <u>fur</u> coat.      | A <b>B</b> |
| <b>3</b> Look at that <u>star</u> !                     | A <b>B</b> | <b>8</b> She's an old Hollywood <u>star</u> . | A <b>B</b> |
| <b>4</b> He's <u>bored</u> .                            | A <b>B</b> | <b>9</b> This is my business <u>card</u> .    | A <b>B</b> |
| <b>5</b> I'd like some Christmas <u>cards</u> , please. | A <b>B</b> | <b>10</b> My nephew's <u>four</u> today.      | A <b>B</b> |

- 4** **2/78** Work in pairs. Take turns to read a sentence from exercise 3 aloud, sometimes with sounded *r*, sometimes with silent *r*. Listen and say each time if your partner is using American or British pronunciation.

- 5** **2/78** In British English we sound the final *r* in a word when the next word in the sentence starts with a vowel sound (a, e, i, o, u). Listen to these silly sentences. Pay attention to the linking *r* sounds.

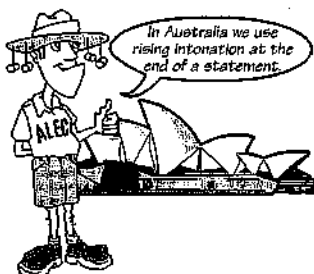
- |   |   |
|---|---|
| <b>1</b> Carla's here in Krakow for a fortnight.          | <b>4</b> Poor Uncle Fred has got sore ears.                     |
| <b>2</b> Arthur English wants to buy four elephants.      | <b>5</b> My guitar is under Ernest's rubber octopus.            |
| <b>3</b> Would you like a pear or a banana for elevenses? | <b>6</b> Dear Aunt Agatha, where are all your paper aeroplanes? |

- 6** Practise saying the silly sentences in exercise 5 aloud. Take care with the linking *r* sounds.



# I'm Australian?

- 1 (2/79) Intonation is the 'music' of a sentence. There is rising intonation and falling intonation. Listen to Alec and Belinda talking about intonation in Australia and Britain.



- 2 (2/80) Listen and mark the intonation in these sentences.

- |                    |   |   |
|--------------------|---|---|
| 1 I'm Alec.        | → | → |
| 2 I'm Australian.  | → | → |
| 3 I'm from Sydney. | → | → |

- |                    |   |   |
|--------------------|---|---|
| 4 I'm Belinda.     | → | → |
| 5 I'm British.     | → | → |
| 6 I'm from London. | → | → |

NOTE: People from Wales also use rising intonation for statements.

- 3 (2/81) Listen to these statements. Are the speakers British or Australian? Mark the intonation rising or falling to help you decide.

	Australian	British		Australian	British
1 I'm sixteen.			5 Frank's my brother.		
2 I'm a student.			6 I'm on holiday here.		
3 I like swimming.			7 Here's ten dollars.		
4 It's very hot today.			8 They're waiting for us.		

- 4 Work in pairs. Take turns to read a sentence from exercise 3 aloud, paying attention to the intonation at the end. Listen and say each time if your partner is using Australian or British Intonation.

- 5 (2/82) Read the information and then listen and mark these sentences ? (question/surprise) or . (statement).

Question/  
Surprise      Statement

- |                             |  |
|-----------------------------|--|
| 1 You're English            |  |
| 2 He's a student            |  |
| 3 She likes computers       |  |
| 4 This is what's for dinner |  |
| 5 Gary's her boyfriend      |  |
| 6 You're on holiday here    |  |
| 7 That cost six euros       |  |
| 8 They're arriving tomorrow |  |

Sometimes in modern British English, people use statement word order with rising intonation to ask a question or show surprise.

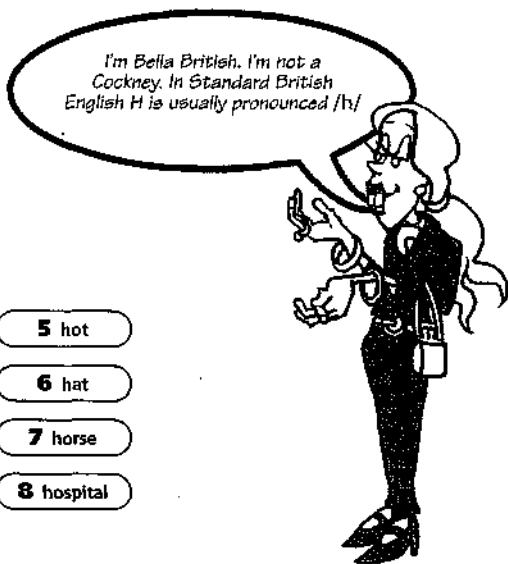


- 6 Work in pairs. Take turns to read a sentence from exercise 5 aloud, paying attention to the intonation at the end. Listen and say each time if your partner is asking a question/showing surprise or making a statement.



## 'Elp me 'Arry

- 1 Read the information and then listen to Carl and Bella saying the words (1-8). Can you hear the difference?



1 help

5 hot

2 hungry

6 hat

3 home

7 horse

4 happy

8 hospital

NOTE: In Standard British English words like *hour*, *honest*, and *hair* have a silent 'h'.

- 2 Listen to different people saying these words, once with /h/ and once without /h/. Mark the order you hear the words: 1 = first, 2 = second.

	with /h/	without /h/
1 help	2	1
2 hungry		
3 home		
4 happy		

	with /h/	without /h/
5 hot		
6 hat		
7 horse		
8 hospital		

- 3 Listen to these sentences. Mark them C (Cockney) or SB (Standard British English). Use the pronunciation of *h* in the underlined words to decide.

1 Help me, Harry! C SB5 It's very hot in here. C SB2 Are you hungry? C SB6 Have you got a new hat? C SB3 His home is in Helsinki. C SB7 Horses aren't horrible. C SB4 I'm so happy in Holland. C SB8 He's in hospital. C SB

- 4 Work in pairs. Take turns reading sentences from exercise 3 aloud, paying attention to the pronunciation of *h*. Listen and say each time if your partner is using Cockney or Standard British English pronunciation.



## What's dis?

- 1 <sup>2</sup>86 Read the information and then listen to Jimmy and Emily saying the words (1-8). Can you hear the difference?

I'm Jimmy from Jamaica. Jamaican people say the letters 'TH' as a /t/ or /d/ sound.



1 this

5 thirsty

2 that

6 think

3 mother

7 nothing

4 with

8 south

I'm Emily. I'm English. In standard British English these letters are pronounced with the tongue between the teeth as /θ/ or /ð/.



NOTE: People from Ireland also use /t/ or /d/ for th.

- 2 <sup>2</sup>87 Listen to different people saying these words - once with /d/ or /t/ and once with /θ/ or /θ/. Mark the order you hear the words: 1 = first, 2 = second.

	/θ/	/d/
1 this	2	1
2 that		
3 mother		
4 with		

	/θ/	/t/
5 thirsty		
6 think		
7 nothing		
8 south		

- 3 <sup>2</sup>88 Listen to these sentences. Mark them J (Jamaican) or E (English). Use the pronunciation of th in the underlined words to decide.

1 What's this? J E5 Are you thirsty? J E2 That's nice! J E6 I think you're right. J E3 She's my mother. J E7 I hope nothing's wrong. J E4 Who's with you? J E8 I live in the South. J E

- 4 Work in pairs. Take turns to read a sentence from exercise 3 aloud, paying attention to the pronunciation of th. Listen and say each time if your partner is using Jamaican or Standard British English pronunciation.

# Answers

## Pronunciation Puzzles

### 1 Letter boxes

- 3 Mrs Jay: A, H, J, K; Mr Dee: B, C, D, E, G, P, T, V, Z (in US English); Miss Penn: F, L, M, N, S, X, Z (in UK English); Mr Hyde: I, Y; Mr Coe: O; Mrs Fu: Q, U, W; Ms Barr: R

- 5 1 you, 2 tea, 3 eye, 4 are, 5 Why, 6 queue, 7 Oh, 8 be

### 2 Web page sorting

- 2 2 Foster - Oo; 3 Louise - oO; 4 Lestrangle - oO

- 3 1 cartoons - oO; 2 pizzas - Oo; 3 swimming - Oo;  
4 dolphin - Oo; 5 thrillers - Oo; 6 lacrosse - oO;  
7 Brazil - oO; 8 kebabs - oO; 9 Milan - oO; 10 Poland - Oo;  
11 Paris - Oo; 12 giraffe - oO

- 4 Freddy Foster: 2 Country: Poland; 3 City: Paris;  
4 Sport: swimming; 5 Films: thrillers; 6 Animals: dolphins

Louise Lestrangle: 1 Fast Food: kebabs; 2 Country: Brazil;  
3 City: Milan; 4 Sport: lacrosse; 5 Films: cartoons;  
6 Animals: giraffes

- 5 1 guitars - oO; 2 Walkmans - Oo; 3 cola - Oo;  
4 machines - oO; 5 football - Oo; 6 hotels - oO;  
7 shampoo - oO; 8 skateboards - Oo; 9 Berlin - oO;  
10 Athens - Oo; 11 balloons - oO; 12 sardines - oO  
Other things Freddy likes: Walkmans, cola, football,  
skateboards, Athens  
Other things Louise likes: hotels, shampoo, Berlin,  
balloons, sardines

### 3 Zoo time

- 2 2 Vienna - oOo; 3 Montreal - ooO

- 3 1 koala - oOo; 2 kangaroo - ooO; 3 buffalo - Ooo;  
4 octopus - Ooo; 5 flamingo - oOo; 6 polar bear - ooO;  
7 antelope - Ooo; 8 elephant - Ooo; 9 chimpanzee - ooO;  
10 gorilla - oOo; 11 piranha - oOo; 12 crocodile - Ooo

- 4 1 Heidelberg: buffalo, octopus, antelope, elephant,  
crocodile; 2 Vienna: koala, flamingo, gorilla, piranha;  
3 Montreal: kangaroo, polar bear, chimpanzee

- 5 1 cinema - Ooo; 2 hamburger - Ooo; 3 magazine - ooO;  
4 DVD - ooO; 5 chewing gum - Ooo; 6 basketball - Ooo;  
7 spaghetti - oOo; 8 lemonade - ooO; 9 bananas - oOo;  
10 margarine - ooO; 11 lollipop - Ooo; 12 rollerblades - Ooo

### 4 Sound like Tarzan

- 3 1 balloons; 2 ruler; 3 pencils; 4 tomatoes; 5 cactuses

- 5 1 unstressed; 2 weak; 3 isn't; 4 can; 5 is

- 6 1 fossil; 2 potatoes; 3 teacher; 4 cassette; 5 sugar;  
6 photograph; 7 doctor; 8 acrobats; 9 circus; 10 banana

### 5 Different habits

- 3 2 Mercedes; 3 Mercedes; 4 James; 5 Chris; 6 James; 7 Chris;  
8 James; 9 James; 10 James; 11 Mercedes; 12 Chris;  
13 James; 14 Chris; 15 Mercedes

- 4 1 drinks /s/; 2 kisses /tʃ/; 3 lives /z/; 4 sends /z/;  
5 watches /tʃ/; 6 writes /s/

**Pronunciation rule for -s/es 3rd person singular, Present Simple verb endings**

When the final sound of the infinitive verb is one of the 'hissing' sounds - /s/, /z/, /ʃ/, /tʃ/, /dʒ/ or /ʒ/ - we pronounce the -s/es ending /ɪz/ e.g. kisses, revises, washes, catches, judges, etc.

When the final sound of the infinitive verb is another voiceless consonant sound - /p/, /t/, /k/, /f/, /θ/ - we pronounce the -s/es ending /s/ e.g. sleeps, eats, wakes, laughs, etc.

When the final sound of the infinitive verb is another voiced consonant - /b/, /d/, /g/, /v/, /ð/, /m/, /n/, /l/, /r/ - or a vowel sound, we pronounce the -s/es ending /z/ e.g. robs, reads, hugs, loves, brings, swims, phones, sells, draws, enjoys, goes, plays, etc.

### 6 The picnic

- 3 1 The Potts family's basket: cups, forks, handkerchiefs, plates  
2 The Deeds family's basket: bowls, eggs, herbs, knives, salads, spoons, tomatoes  
3 The Aziz family's basket: cheeses, dishes, juices, sandwiches, sausages

- 4 The Deeds family is taking the most (7 things).  
The Potts family is taking the fewest (4 things).

- 5 1 boxes /tʃ/; 2 brushes /tʃ/; 3 buses /tʃ/; 4 cats /s/;  
5 cards /tʃ/; 6 dogs /tʃ/; 7 gloves /tʃ/; 8 oranges /tʃ/;  
9 pubs /tʃ/; 10 sandals /tʃ/; 11 scarves /tʃ/; 12 shirts /tʃ/;  
13 shoes /tʃ/; 14 watches /tʃ/

**Pronunciation rule for -s/es noun plurals**

When the final sound of the singular noun is one of the 'hissing' sounds - /s/, /z/, /ʃ/, /tʃ/, /dʒ/ or /ʒ/ - we pronounce the -s/es ending /ɪz/ e.g. juices, roses, brushes, sandwiches, sausages, etc.

When the final sound of the singular noun is another voiceless consonant sound - /p/, /t/, /k/, /f/, /θ/ - we pronounce the -s/es ending /s/ e.g. cups, plates, forks, handkerchiefs, etc.

When the final sound of the singular is another voiced consonant sound - /b/, /d/, /g/, /v/, /ð/, /m/, /n/, /l/, /r/ - or a vowel sound, we pronounce the -s/es ending /z/ e.g. herbs, cards, eggs, knives, plums, spoons, bowls, tomatoes, shoes, pears, etc.

### 7 What did they do?

- 3 2 Astrid; 3 Bud; 4 Pat; 5 Pat; 6 Bud; 7 Astrid; 8 Bud;  
9 Astrid; 10 Pat; 11 Bud; 12 Astrid; 13 Bud; 14 Astrid; 15 Pat

- 4 2 arranged /d/; 3 invited /d/; 4 mended /d/;  
5 organised /d/; 6 stopped /t/

**Pronunciation rule for -d/-ed regular Past Simple verb endings**  
 When the final sound of the infinitive verb is /t/ or /d/ - we pronounce the -d/-ed ending /t/ e.g. painted, decided, etc.  
 When the final sound of the infinitive verb is a voiceless consonant sound other than /t/ - /p/, /k/, /f/, /s/, /θ/, /ʃ/, /tʃ/ - we pronounce the -d/-ed ending /t/ e.g. stopped, cooked, laughed, kissed, washed, watched, etc.  
 When the final sound of the infinitive verb is a voiced consonant sound other than /d/ - /b/, /g/, /v/, /z/, /ð/, /ʒ/, /dʒ/, /m/, /n/, /l/, /r/ - or a vowel sound, we pronounce the -d/-ed ending /d/ e.g. robbed, hugged, loved, organised, loathed, arranged, climbed, phoned, travelled, enjoyed, played, etc.

## 8 How did they feel?

- 2 1 surprised /d/; 2 shocked /t/; 3 disgusted /d/;  
 4 embarrassed /t/; 5 depressed /t/; 6 disappointed /d/;  
 7 annoyed /d/; 8 frightened /d/; 9 bored /d/; 10 excited /t/
- 5 3 Rod was bored when his mother took him shopping.  
 5 Pete was embarrassed when his mother kissed him.  
 6 David was disgusted when he found a worm in the apple he was eating.  
 9 Rod was frightened when he was in the house alone one night.  
 10 David was excited when he went on holiday to America.
- 6 1 /t/ stressed, relaxed; 2 /d/ confused, scared, amazed, worried; 3 /t/ exhausted, interested

## Pronunciation rule for -d/-ed adjective endings

When the final sound of the infinitive verb is /t/ or /d/ - we pronounce the -d/-ed adjective ending /d/ e.g. excited, disgusted, etc.

When the final sound of the infinitive verb is a voiceless consonant sound other than /t/ - /p/, /k/, /f/, /s/, /θ/, /ʃ/, /tʃ/ - we pronounce the -d/-ed adjective ending /t/ e.g. shocked, embarrassed, etc.

Note: There are some exceptions to this rule, where the -ed adjective ending is pronounced /t/ - e.g. crooked, naked, wicked.

When the final sound of the infinitive verb is a voiced consonant sound other than /d/ - /b/, /g/, /v/, /z/, /ð/, /ʒ/, /dʒ/, /m/, /n/, /l/, /r/ - or a vowel sound, we pronounce the -d/-ed adjective ending /d/ e.g. surprised, frightened and annoyed, bored, scared, worried, etc.

Note: There are some exceptions to this rule, where the -ed adjective ending is pronounced /t/ - e.g. aged, beloved, jagged, ragged, rugged.

## 9 Time for a rhyme

- 2 2 cry - 1; 3 cheese - 5; 4 more - 6; 5 flower - 2; 6 ache - 4
- 3 2 shower, hour, flower; 3 new shoe, two; 4 break, make, ache; 5 cheese, keys, please; 6 four, more, door

## 10 Sound-alike pairs

- 2 2 a two, b too; 3 a hear, b here; 4 a see, b sea;  
 5 a your, b you're; 6 a Where's, b wears
- 3 2 eye; 3 read; 4 write; 5 its; 6 know; 7 their; 8 new
- 5 2 red; 3 I; 4 right; 5 it's; 6 No; 7 knew; 8 There

## 11 Magic letters e and i

- 2 Rule 1 is correct.
- 3 1 angry S; 2 big S; 3 bottle S; 4 computer A; 5 home A;  
 6 letter S; 7 make A; 8 sun S; 9 these A; 10 time A
- 5 2 swimming; 3 shopping; 4 forgetting; 5 clapping;  
 6 sadder; 7 hottest; 8 slimmer; 9 runner; 10 traveller

## 12 Silent letter clover

- 2 There are 6 lucky clover leaves (B, W, K, U, T and I). H and L are not lucky clovers. The h in hello is not silent and the l in shoulder is not silent.
- 4 2 He knew she was knitting when he took his knife and knocked on the door. 3 Who can write the whole answer?  
 4 To be honest, I've never seen a ghost eat spaghetti.  
 5 I guess I left my guitar and my biscuits in the building.  
 6 Listen! Someone's whistling a Christmas carol in the castle. 7 I wore a suit to see my friend in the fruit business.

- 5 1 d; 2 c; 3 a; 4 e; 5 b

- 7 Other words with silent letters: silent b: plumber, climb; silent g: designer; silent gh: daughter, right, bought; silent h: yoghurt; silent n: column; silent o: leopard; silent p: psychologist, pneumatic; silent t: fasten; silent u: guest; silent w: wrist, wrong, two

## 2 Fun With Phonetics

### 1 Clothes words

- 4 /i:/ cheap, sleep; /ɜ:/ word, third, learn; /ɑ:/ car, banana;  
 /ɔ:/ call, door; /u:/ soon, true, you

- 7 2 bird; 3 hard; 4 bead; 5 fur; 6 four; 7 far; 8 he; 9 who;  
 10 heard; 11 two; 12 tea

### 2 Food words

- 4 1 /æ/ bank; 2 /e/ bread, many; 3 /i/ ticket;  
 4 /ə/ again, dinner; 5 /ʌ/ cup, wonderful, young;  
 6 /ə/ want; 7 /u/ foot, could

- 6 2 bell; 3 better; 4 butter; 5 foot; 6 fat; 7 head; 8 had;  
 9 hot; 10 hit; 11 not; 12 nut

### 3 Sheep or ship?

- 4 1 sheep; 2 pull; 3 hut; 4 sports; 5 hers; 6 bins; 7 Luke;  
 8 barns; 9 pots; 10 an
- 5 1 pitch; 2 fool; 3 cut; 4 port; 5 earn

## 4 Sports sounds

- 4 1 /k/ key, back, chemist; 2 /h/ hello, behind; 3 /p/ shopping;  
4 /f/ phone, coffee; 5 /s/ cinema, Miss; 6 /t/ time, better

## 5 Job sounds

- 5 1 /b/ rubber, club; 2 /d/ saddest, bad; 3 /g/ egg; 4 /v/ clever;  
5 /z/ busy; 6 /l/ football, colour; 7 /t/ cany; 8 /w/ one, water;  
9 /m/ swimmer, make; 10 /n/ runner

## 6 Cab or cap?

- 4 1 back; 2 cab; 3 bet; 4 live; 5 Zoo; 6 goat; 7 pears; 8 drain;  
9 fan; 10 price

- 5 1 pear; 2 drain; 3 guard; 4 fan; 5 rise

## 7 Phonetic hang-gliding

- 5 1 /ɔ:/; 2 /a:/; 3 /eə/; 4 /uə/; 5 /ɪə/; 6 /əʊ/; 7 /aɪ/; 8 /aʊ/

## 8 A fancy dress party

- 3 1 /eɪ/ break, train, day, eight; 2 /aɪ/ cry; 3 /ɔɪ/ toilet;  
4 /aʊ/ boat, yellow; 5 /aʊ/ out; 6 /eə/ careful, bear, their;  
7 /ɪə/ ear, here; 8 /uə/ poor

- 4 2 now; 3 near; 4 buy; 5 beer; 6 boy; 7 toy; 8 tour; 9 toe;  
10 pay; 11 poor; 12 pear

## 9 Phonos the alien

- 1 1 The sounds /dʒ/ /ʒ/ /β/ /ŋ/ and /ʃ/ (on the left) are  
voiced; 2 The sounds /tʃ/ /j/ and /θ/ (on the right) are  
voiceless.

- 4 2 sheep; 3 jeep; 4 jet; 5 yet; 6 garage; 7 yacht; 8 shot;  
9 thing; 10 thin; 11 watch; 12 wash; 13 with; 14 wing;  
15 that; 16 chat

## 10 Sam the spy

- 1 2 Poland; 3 Austria; 4 Australia; 5 Germany; 6 France;  
7 Greece; 8 Italy; 9 Turkey; 10 Hungary; 11 Argentina;  
12 Brazil

- 3 1 Sam the spy is twenty years old. 2 He comes from  
Australia. 3 He lives in a house in Sydney. 4 He's thin and  
he's got red hair. 5 He enjoys watching television, playing  
cards and reading books. 6 He loves drinking juice.  
7 He's very poor. 8 He likes eating fish. 9 He's got a  
girlfriend. 10 Her name's Sandra the spy.

- 4 2 How old are you? 3 Which languages do you speak?  
4 Where exactly do you live? 5 Can you describe yourself?  
6 What do you like doing in your free time? 7 What's your  
favourite food? 8 What's your favourite drink?  
9 How much money have you got on you? 10 Have you  
got a girlfriend or boyfriend?

## 11 Who killed Sir Benjamin Blue?

- 3 2 paper knife; 3 rose garden; 4 rope; 5 hall; 6 sword;  
7 nursery; 8 poison; 9 kitchen; 10 pistol; 11 garage;  
12 spanner

- 4 1 I'm in the room I loved when I was a child.  
2 I'm going to drink a nice cup of tea.

- 5 1 the nursery; 2 Mrs Turquoise; 3 Poison

## 12 Furniture and furnishing crossword

- 2 1 fireplace; 3 fridge; 4 chairs; 5 desk; 6 cupboard; 7 cooker;  
8 sofa; 9 lamp; 10 carpet; 11 bench; 12 bookshelves;  
13 wardrobe; 14 stool; 15 dressing table

## 3 Across

- 4 kabad; 5 desk; 7 bukfelv; 9 kapt; 11 bent; 14 dressing table  
Down  
2 saufa; 3 wordraub; 4 kuka; 6 tfeaz; 8 lamp; 10 teibal;  
12 frds; 13 stu!

## Speak Out

### 1 Andy the Pronunciation Android

- 2 2 h; 3 d; 4 f; 5 c; 6 j; 7 k; 8 l; 9 b; 10 e; 11 m; 12 i; 13 g

### 2 Shapes dictation

- 3 1 teens; 2 chicks; 3 heaps; 4 live; 5 beans; 6 tins; 7 heaps;  
8 chicks; 9 hips; 10 bins

### 3 Sound bingo

- 2 2 a shoeed, b should; 3 a could, b cooed; 4 a fool, b full;  
5 a wooed, b wood; 6 a soot, b suit;  
7 a hood, b who'd (who would)

- 4 1 suit; 2 pool; 3 full; 4 wooed; 5 could; 6 should; 7 who'd

### 4 Edit the words

- 3 1 paper; 2 pen; 3 lane; 4 shed; 5 sailing; 6 men; 7 test;  
8 Wait

- 5 2 f; 3 c; 4 a; 5 j; 6 g; 7 h; 8 b; 9 i; 10 d

### 5 Picasso's paints

- 3 1 heart; 2 bun; 3 cap; 4 hut; 5 cart; 6 cups

### 6 Street map dictation

- 3 1 a; 2 b; 3 b; 4 a; 5 b; 6 a

### 7 Find Pharaoh's jewels

- 3 1 sun; 2 bang; 3 rank; 4 win; 5 thing; 6 sunk; 7 bang;  
8 rang; 9 wing; 10 think

### 8 Monster maze

- 3 1 howl; 2 air; 3 heat; 4 eels; 5 high; 6 heart

- 5 The Minotaur

## 9 Get the goblins

- 3 1 choke; 2 yes; 3 gin; 4 years; 5 Jews

## 10 Thought bubble dictation

- 1 1 The underlined sounds in den, then and Zen are voiced.  
2 The underlined sounds in tick, thick and sick are voiceless.  
3 For the sounds in 2 and 5 you put your tongue between your teeth.  
4 For the sounds in 1 and 4 your tongue touches the top of your mouth.  
5 For the sounds in 3 and 6 your tongue is curled up in your mouth.

- 3 1 den; 2 Zen; 3 then; 4 den; 5 thick; 6 tick; 7 sick; 8 tick

Listen In

## 1 Number fun

- 1 1 Oo; 2 oO

- 2 1 90; 2 18; 3 4.50; 4 30; 5 16; 6 £3.40; 7 17; 8 13

- 4 Oo

- 6 The number is 4.

## 2 Can I present you with a present?

- 1 1 V; 2 N; 3 V; 4 N; 5 V; 6 N; 7 V; 8 N; 9 V; 10 N; 11 V; 12 N

- 2 1 oO; 2 Oo

- 4 1 V; 2 N; 3 V; 4 N; 5 N; 6 V

## 3 Steve Strong and Walter Weak (1)

- 2 1 weak; 2 strong

- 5 1 strong, weak; 2 weak, strong; 3 strong, weak; 4 strong, weak; 5 weak, strong; 6 strong, weak; 7 weak, strong; 8 strong, weak

## 4 Steve Strong and Walter Weak (2)

- 2 1 strong; 2 weak

- 6 1 I; 2 C; 3 C; 4 I; 5 I; 6 C; 7 I; 8 C

## 5 Are you free tonight?

- 3 1 b; 2 c; 3 a

- 5 2 She's going skating with Peter this Saturday.  
3 We're meeting at nine o'clock in front of the cinema.  
4 They're having a party at their house on Friday.  
5 I'm away on holiday from the first to the fifteenth of August.

## 6 The rhythm of the band

- 1 1 Old Mr Sand is a one-man band.  
2 You hear him everywhere.  
3 Use the word stress of each instrument  
4 To match it with its pair.

- 2 1 four; 2 three

4 Word stress	instrument 1	instrument 2
O	drum	flute
Oo	cymbals	trumpet
oO	guitar	trombone
Ooo	saxophone	triangle
oOo	maracas	piano
ooO	tambourine	violin
oOoo	accordion	harmonica

## 7 Internet café

- 1 1 kasia.popko@fastfrog.pl  
2 theo.prodromou@mailbird.gr  
3 heiga.kaufmann@surfercat.at  
4 dieter.braun@digimouse.de  
5 joelle.dubois@webchicken.fr  
6 fabio.fonzo@cyberdog.it

## 8 Tasteless Terry

- 1 1 b; 2 a; 3 a

- 2 down; up

- 4 A: Tasteless Terry's wearing a red shirt. (down intonation over 'shirt')  
B: Tasteless Terry's wearing a red shirt, and a green tie. (up intonation over 'shirt', down intonation over 'tie')  
C: Tasteless Terry's wearing a red shirt, a green tie and a brown jacket. (up intonation over 'shirt', up intonation over 'tie', down intonation over 'jacket')  
D: Tasteless Terry's wearing a red shirt, a green tie, a brown jacket and purple jeans. (up intonation over 'shirt', up intonation over 'tie', up intonation over 'jacket', down intonation over 'jeans')  
E: Tasteless Terry's wearing a red shirt, a green tie, a brown jacket, purple jeans and pink trainers. (up intonation over 'shirt', up intonation over 'tie', up intonation over 'jacket', up intonation over 'jeans', down intonation over 'trainers')

## 9 Job hunting

- 2 1 up; 2 down

- 3 1 A: up, B: down; 2 A: down, B: down; 3 B: up, A: up;  
4 A: down, B: down; 5 A: up, B: down; 6 A: up, B: down;  
7 A: down, B: up; 8 A: up, B: down.

## 10 High Street shopping

- 2 1 down; 2 up

## 11 Fred Sure and Rita Unsure

- 1 1 b; 2 b; 3 b

- 3 1 a; 2 a; 3 a

- 4 1 down; 2 up

- 5 2 F; 3 R; 4 R; 5 F; 6 F; 7 F; 8 R

**12 Polite Polly and Rude Rupert**

2 1 a Yes, probably; 2 b No, probably not.

3 1 polite and pleasant; 2 rude and angry

4 2 P; 3 P; 4 R; 5 R; 6 P; 7 P; 8 R

**Linking and Accents****1 DVD Collections**

- 2 1 The Lord of the Rings  
2 Twenty Thousand Leagues under the Sea  
3 Gangs of New York  
4 Charley's Angels  
5 Artificial Intelligence  
6 Wyatt Earp

- 4 1 The Lost World  
2 Around the World in Eighty Days  
3 Dr Jekyll and Mr Hyde  
4 The Secret Garden  
5 David Copperfield  
6 The Last Samurai

- 6 1 The f/ Elephant Man  
2 Catch Me f/i If You Can  
3 Much Ado f/w About Nothing  
4 Charlie f/ and the Chocolate Factory  
5 The f/ Invisible Man  
6 Mickey Blue f/w Eyes

**2 Have we run out of petrol?**

1 2 postponed; 3 like and agree with; 4 arrived unexpectedly;  
5 found; 6 enters

2 1 b; 2 a; 3 e; 4 c; 5 f; 6 d

- 3 1 Have we run out of petrol?  
2 You've put off the wedding again!  
3 They get on with each other very well.  
4 She turned up at four o'clock in the morning.  
5 I came across it in a jumble sale.  
6 He goes in for every competition.

4 2 rejected; 3 cancelled; 4 extinguished; 5 experienced;  
6 invented

- 5 1 The number of students in each class went down last term.  
2 She turned down Andy's invitation.  
3 They called the concert off.  
4 The firemen put the fire out!  
5 We went through some bad times last December!  
6 He made the whole thing up.

6 1 rise; 2 disappear; 3 met (by chance); 4 escaping; 5 enter;  
6 continue

- 7 1 Prices go f/w up all the time.  
2 I go f/w away to the country f/ every weekend.  
3 I ran into my f/ uncle at the party.

4 Look! That boy f/ on the motorbike's getting away!  
5 I wouldn't go f/w into the f/ old library f/ at night!  
6 Go f/w on trying and you'll do f/w in the f/ end.

**3 Fred Formal and Ian Informal**

1 1 I would; 2 I am; 3 I have; 4 cannot; 5 It is

2 1 I'd; 2 I'm; 3 I've; 4 don't; 5 It's

- 3 1 You shouldn't smoke.  
2 There's a zoo near our town.  
3 It'll be ready tomorrow.  
4 I didn't like it.  
5 Who's that?  
6 Don't worry.  
7 They'd met years ago.  
8 You mustn't panic.  
9 Who'd like ice cream?  
10 She hasn't arrived yet.

**4 How many syllables?**

2 1 uncomm(ou)table - 4; 2 cam(e)ra - 2; 3 med(i)cine - 2;  
4 hist(ory) - 2; 5 mis(e)rable - 3; 6 myst(ery) - 2;  
7 rest(au)rant - 2; 8 docum(en)ary - 4;  
9 math(e)matical - 4; 10 lit(e)rature - 3

4 2 B; 3 A; 4 B; 5 B; 6 A; 7 B; 8 B; 9 A; 10 A

**5 Are you bored?**

2 1 2; 1; 2 2; 1; 3 1; 2; 4 2; 1; 5 1; 2; 6 1, 2

3 2 B; 3 A; 4 B; 5 B; 6 A; 7 B; 8 B; 9 A; 10 A

**6 I'm Australian?**

- 2 1 I'm Alec. (up arrow)  
2 I'm Australian. (up arrow)  
3 I'm from Sydney. (up arrow)  
4 I'm Belinda. (down arrow)  
5 I'm British. (down arrow)  
6 I'm from London. (down arrow)

3 1 Rising (Australian); 2 Falling (British);  
3 Rising (Australian); 4 Falling (British);  
5 Falling (British); 6 Rising (Australian);  
7 Rising (Australian); 8 Falling (British)

5 1 Statement; 2 Question; 3 Statement; 4 Question;  
5 Statement; 6 Statement; 7 Question; 8 Question

**7 'Elp me 'Arry**

2 2 1, 2; 3 1, 2; 4 1, 2; 5 2, 1; 6 2, 1; 7 1, 2; 8 2, 1

3 2 SB; 3 SB; 4 C; 5 SB; 6 C; 7 C; 8 SB

**8 What's dis?**

2 2 1, 2; 3 1, 2; 4 1, 2; 5 1, 2; 6 2, 1; 7 2, 1; 8 1, 2

3 2 J; 3 E; 4 E; 5 J; 6 E; 7 J; 8 E



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