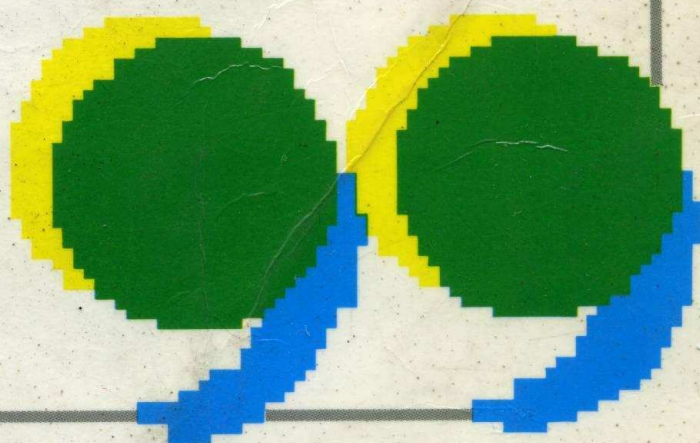


J. D. O'Connor
Clare Fletcher

SOUNDS ENGLISH

A PRONUNCIATION
PRACTICE
BOOK



Longman 

/s/ so

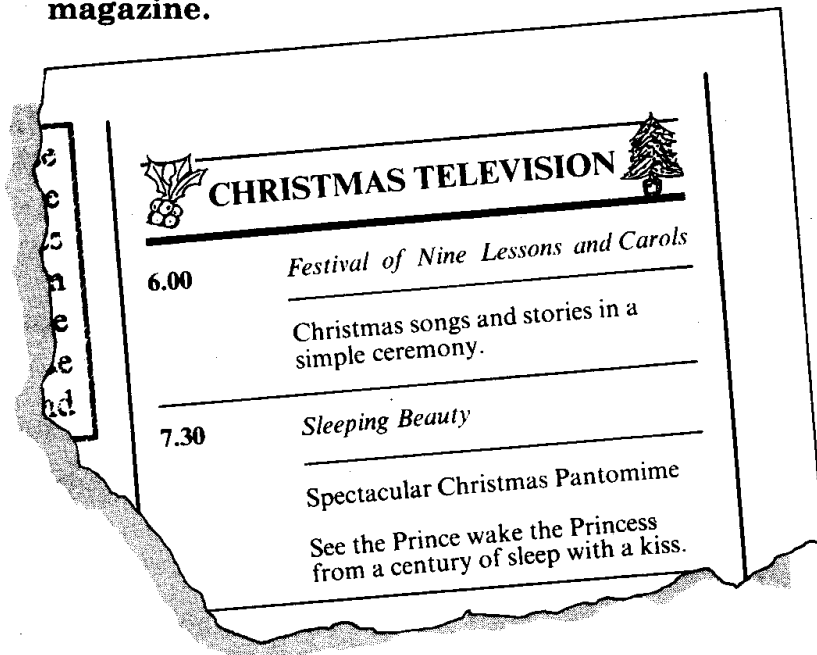
/ʃ/ shop

T A S K 1 Distinguish between /s/ and /ʃ/**1.1** Listen, and practise the difference.

see	she	sock	shock
sell	shell	saw	shore
said	shed	sew	show
save	shave	Sue	shoe
mess	mesh	sort	short
Paris	parish	puss	push
ass	ash	rust	rushed
fist	fished	crust	crushed

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 She's always giving me socks/shocks.
- 2 The sack/shack is full of rubbish.
- 3 That seat/sheet is dirty.
- 4 They're sifting/shifting the flour.
- 5 We took a sip/ship.
- 6 Could you sign/shine this please?

T A S K 2 Say /s/**2.1** Listen, and read out these extracts from a magazine.**S P E L L I N G**

/s/ so

ALL **s** at the
beginning
of words:
see, side

ALL **ss** cross,
fussy

(Exceptions:
scissors, possess)

ALL **s** + consonant:
stay,
last

MOST **ce** centre
ci science
cy cycle,
juicy

SOME **s** in the
middle
of words:
basic,
mason

SOME **se** at the
end of
words:
mouse,
cease

SOME **s** at the
end of
words:
bus, gas

ALL **plural and**
3rd person
singular s
after voiceless
sound: cats,
writes

/ʃ/ shop

See page 31.



2.2 Listen, and read out these menus.

menus
SIMPLE SUPPER MENUS: NO 6
Celery soup
Sausages and roast potatoes

SIMPLE SUPPER MENUS: NO 7
Asparagus soup
Sardines on toast

SIMPLE SUPPER MENUS: NO 17
Scrambled eggs on toast
Sponge pudding

SIMPLE SUPPER MENUS: NO 16
Sweetcorn and bacon in cider
Rice pudding

SIMPLE SUPPER MENUS: NO 76
Spaghetti with tomato sauce
Strawberry ice cream



2.3 Discussion. Which menu in 2.2 do you think is:

easiest to make?

healthiest?

cheapest?

tastiest?

most expensive?

most suitable for children?

T A S K 3 Say /j/



3a Listen, and read out Sheila's shopping list.

sugar

shoes

fish and chips

shoe polish

English dictionary

shirt

sheets

washing powder

instant mashed potato

cushion



- 3b** Listen, and read the names of some shops, below. Which shop should Sheila go to for each of the things on her shopping list in 3a?

FASHION for MEN	ELECTRICITY SHOWROOM
SHORES SHOE SHOP	SEAFOOD RESTAURANT
SUNSHINE GROCERY STORE	SOFT FURNISHING and BEDDING Co.
SHEPHERDS BOOKSHOP	




GW

- 3c** Play the memory game. Each person chooses something from the shopping list in 3a, and remembers what other people said. Notice the intonation of the list.

Example:

1ST PERSON: Sheila went shopping and she bought a sheet.

2ND PERSON: Sheila went shopping and she bought a sheet and some sugar.

3RD PERSON: Sheila went shopping and she bought a sheet, some sugar, and


4TH PERSON:


T A S K 4 Say /s/ and /ʃ/



- 4.1** Listen, and practise this conversation.

A: Good morning. Welcome to Supervacation Travel Agency. Can I help you?

B: Yes, I hope so. I'm interested in a short holiday soon. I'd like some information.

A: Yes, certainly. What sort of holiday interests you?

B: Somewhere with some sunshine.

A: What about a luxury cruise?

B: What exactly happens on a luxury cruise?

A: Well, a cruise is a holiday on a ship. The ship itself is very luxurious; it's like staying in a luxury hotel. The ship sails to various places. Passengers get off and see the sights.

B: I'm not sure. What other holidays can you suggest?

A: Here's a Supervacation brochure. It gives information about lots of holidays. See what suits you best. Then we'll fix it.

B: Thanks for the information. I expect I'll see you soon.

GW

4.2 Class survey

Ask other students. What sort of holiday do they enjoy best? Has anybody been on a luxury cruise? Who has had the longest, and shortest, holidays? Which are the cheapest places to stay?

F U R T H E R P R A C T I C E

/s/ Unit 6:1, 2, 4 pages 40, 42; Unit 20:5 page 84 /ʃ/ Unit 3:2, 4 pages 31, 33

T A S K 1 Distinguish between /ʃ/ and /tʃ/**1.1 Listen, and practise the difference.**

ship	chip	washing	watching
sherry	cherry	cash	catch
shoes	choose	mash	match
sheep	cheap	wish	which, witch
share	chair	crush	crutch
shops	chops	dishes	ditches

**1.2 Listen to the words on the cassette.**
Write the words you hear.**1.3 Listen to the sentences on the cassette.**
For each one, write the word you hear.

- 1 Small shops/chops are often expensive.
- 2 The dishes/ditches need cleaning.
- 3 I couldn't mash/match these things up.
- 4 She enjoys washing/watching the children.

T A S K 2 Say /ʃ/

Below are some extracts from advertisements. With a partner work out which pieces go together. (Then you can listen to the cassette to check.)

PW

Improve your education

with Bishops special shoe polish

Feel fresh after your shave –

Advertise in *Musicians' Weekly*

Make your shoes shine

the freshest fish in town

Are you a musician with ambition?

with the *Shorter English Dictionary* – new edition

It's new! It's smashing!

use FRESH aftershave lotion

Straight from the ship to the shop –

CRASH – the new instant mashed potato

S P E L L I N G

/ʃ/ shop

*Common:*ALL **sh** shop,
wish,
bishop*Endings with*
ti + vowel or
ci + voweleducation,
initial,
musician,
delicious*Less common:***ch** in words of
French origin:
machine,
champagne
s insurance

/tʃ/ chin

MOST **ch** chin,
richALL **tch** match,
butcher,
kitchenALL **t + ure**
future,
nature,
picture

T A S K 3 Say /tʃ/**3.1** Listen, and say these phrases, with /tʃ/ after /t/. Link the words together, to help you say /tʃ/ correctly.

It's quite <u>cheap</u>	Don't <u>cheat</u>
a white <u>chair</u>	a great <u>chance</u>
a hot <u>cheese</u> sandwich	a fat <u>child</u>

**3.2** Listen, and say these phrases. Be careful to say /tʃ/. (It may help to think of a small 't' before the 'ch'.)

It's very cheap.	You cheat!
a grey chair	no chance
a cheese sandwich	a pretty child

**3.3a** Listen, and practise the conversation.

A: Which flat shall we choose?
 B: Well, the one in Churchill Square had a lovely kitchen. But the one in Church Street was cheaper.
 A: Yes, Church Street was much cheaper. Never mind the kitchen. Let's choose the cheap one!

**3.3b** Make similar conversations using the notes below.

HOTELS - in South Beach Road - near the beach
 next to the church - cheap

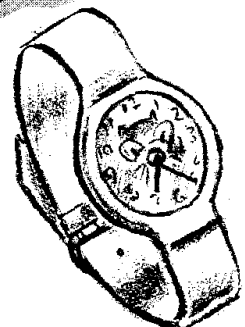
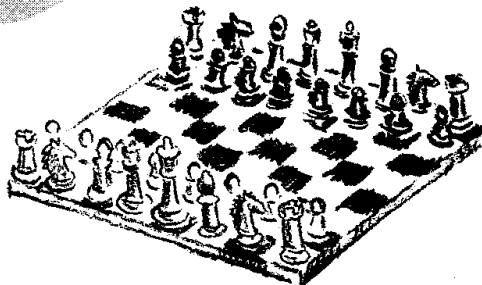


EMPLOYERS - Mr Chandos - charming
 - Mr Champion - rich

PRESENT FOR A CHILD - watch - teach him to tell the time
 - chess set - enjoyable



FLIGHTS - Channel Airways - more choice
 - charter company - cheap



T A S K 4 Say /ʃ/ and /tʃ/

GW

- 4.1** How much do you enjoy the things in the chart below –
 1 very much? 2 not much? 3 not at all?
 Fill in the chart for yourself, then ask three other people.

	You			
playing chess				
watching TV				
washing up				
going to a football match				
cooking chips				
eating chips				
lying in the sunshine				
shopping				

Now tell the rest of the class what you found.

e.g. Maria doesn't like watching TV much. Jean and David like watching TV, but they don't like washing up.



- 4.2a** Listen, and practise this conversation in a shop. Notice the shop assistant's polite, rising intonation.

A: Can I help you?

B: Yes, I'm looking for some cheap shoes.

A: The ones on that shelf are quite cheap.

B: No thank you. They're too shiny.

A: Would you like to choose some from this shelf, then?

B: Right I've chosen these.

A: Would you like to pay cash or by cheque?

B: Cash, please.

PW

- 4.2b** Make similar conversations. B can choose things from below.

**

some cheap shirts
 some cheap sheets
 some cheap shorts

They're too short.
 I don't like the shade.
 I don't like the shape.

cash
 cheque

FURTHER PRACTICE

/ʃ/ Unit 2:3, 4 pages 29–30

/tʃ/ Unit 4:2, 4, 5 pages 34–36

/tʃ/ chin /dʒ/ judge

/ʒ/ pleasure

T A S K 1 Distinguish between /tʃ/ and /dʒ/



1.1 Listen, and practise the difference.

chin	gin	rich	ridge
cheer	jeer	search	surge
choke	joke	H	age
chain	Jane	larch	large



1.2 Listen to the words on the cassette. Write the words you hear.



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 Look out. He's choking/joking.
- 2 The audience cheered/jeered at her speech.
- 3 It's not a little fir tree, it's a larch/large tree.
- 4 What happened to your chin/gin?

T A S K 2 Say /tʃ/



2a Listen, and practise this conversation.

- A: Can you play chess?
 B: Yes, I enjoy chess very much. I was a chess champion when I was a child.
 A: And are you still a champion chess player?
 B: No, things have changed. In my last match I was beaten by a seven-year-old child. I think she's a future champion!



2b Listen to these sentences with question tags. The speaker isn't sure. She's asking the other person to confirm.

You can play chess, ~~can't~~ you?

You were a chess champion, ~~were~~ n't you?

Now say these sentences, adding question tags.

You're still a champion chess player,
 You were beaten by a seven-year-old child,
 You think she's a future champion,

T A S K 3 Say /dʒ/



3a Listen, and practise this conversation.

- A: Hello, Janice Jones speaking.
 B: Hello, Janice. This is John Johnson. Is Jenny in?
 A: No, she's not. Can I take a message?
 B: Yes, please. Tell her that I've got her luggage. Could she collect it?

S P E L L I N G

/tʃ/ chin

MOST ch chin, rich
ALL tch match, butcher, kitchen
ALL t + ure future, nature, picture

/dʒ/ judge

ALL j jam, job
ALL g before e general, manage, agent
ALL dge judge
SOME g before i ginger, imagine

/ʒ/ pleasure

SOME s before endings with u or i measure, usual, vision
ge endings in words of French origin: beige, garage

3b Read the message below, which Janice wrote.

Jenny
John rang. Please collect your luggage.
Janice

3c Below are two more notes. With a partner, make up a conversation which took place before each note was written.

Jane
Your mother left a message. Please buy a large cabbage and some orange juice.
Jack

Jennifer
I've just heard from Josephine. She can't meet you tonight, as arranged. She's had a car accident. She's not injured, but the car engine is damaged.
Gerald

T A S K 4 Say /3/



4a Listen, and practise this conversation.

A: Did you watch *Treasure Island* on television yesterday?

B: No, I watched a programme called *Leisure Time*.



4b Make similar conversations about these television programmes.

**

Measure for Measure

Reading for Pleasure

Casualty

The Color Purple and the Colour Beige

Vision of the Future

T A S K 5 Say /tʃ/ and /dʒ/ and /ʒ/**5a** Listen, and practise this telephone conversation.

- A: Leisure and Pleasure General Stores. Can I help you?
 B: Good morning. There's something wrong with my television. Could you arrange to repair it?
 A: How long have you had the television?
 B: I bought it in January.
 A: What's the problem?
 B: The picture keeps jumping.
 A: Just a moment. Our engineer is free on Tuesday, after lunch.
 B: Could you manage something sooner? I want to watch television before Tuesday.
 A: I'll put it down as an urgent repair. The engineer usually calls in at lunchtime. I'll try and catch him then.



**

5b Make similar conversations, using the information from the report sheet below.

Leisure and Pleasure General Stores REPORT SHEET ON REPAIRS REQUESTED			
Item	Problem	Month of purchase	Urgent
TV	Picture keeps jumping	January	Yes - owner wants to watch it!
car	engine makes an unusual noise	July	Yes - owner is making a long journey next week
watch	got damaged - dropped on kitchen floor	June	Yes - owner is a teacher; needs a watch
fridge	it flashes when touched	July	Yes - switched off now; fridge is full of food
washing machine	nothing happens when switched on	January	Yes - owner has 5 children!

FURTHER PRACTICE

/tʃ/ Unit 3:3, 4 pages 32-33 /dʒ/ Unit 5:3, 4 pages 38-39

T A S K 1 Distinguish between /j/ and /dʒ/



1.1 Listen, and practise the difference.

yet	jet	yam	jam
use (<i>n</i>)	juice	yolk, yoke	joke
yak	Jack	year	jeer
yeti	jetty	yes	Jess



**1.2 Listen to the words on the cassette.
Write the words you hear.**



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 He's cooking something odd, with yam/jam in it.
2 All the yolks/jokes were bad.
3 The years/jeers have gone by.
4 She says she saw a yeti/jetty when she was on holiday.

T A S K 2 Say /j/



2.1 Listen, and read out the titles of these television programmes.

EUROVISION SONG CONTEST

Unrevised and copyrighted
 since 1900, the book is
 media, it is a sister to
 the book of the 1900's.
 The book is a sister to
 the book of the 1900's.

THE YOUNG ONES

They "do not" have a
"variable" guarantee in contract
"that" not in the contract
in the contract, they are not
in the contract, they are not

NEW YORK, NEW YORK

[illegible]

YELLOW SUBMARINE

Each ...
The ...
"e"y

A YORKSHIRE VET

When, at last, comes to New York to find her brother

NEW YEAR CELEBRATIONS

Playwright Howard S. Gardner is the author of *Gifted Children* (1983) and *Gifted Children: How to Spot Them and How to Help Them* (1985).

ABSTRACT

**a documentary about
trade unions**

60-70000-1

**a documentary about
computers for young people**

5505-10-1000

European Youth Orchestra

UNIVERSITY CHALLENGE

(a quiz programme for students)

SPELLING

/j/ yes

ALL y at the
beginning
of words:
yellow, you

Before SOME u
at the
beginning
of words:
university,
use

Before SOME /u:/
after some
consonants:
 beautiful,
 *due, few,
 argue,
 Kew,
 queue,
 music,
 *new, pure,
 *tune

*In words marked *,
/j/ is
omitted by
American
speakers.*

Exception: Europe

/dʒ/ judge

ALLj jam, job

ALL g before e:
general,
manage

ALL dge judge

SOME g before i
ginger,
imagine

**2.2a Listen, and practise this conversation.**

- A: How do English universities choose students?
 B: You usually apply to four universities. The universities may interview you. They usually refuse to take students who fail their end-of-year exams.
 A: Have you applied for university yet?
 B: Yes, and I heard from York University yesterday. I've got an interview next week.

**2.2b Listen, and practise correcting incorrect statements. Notice how the voice falls to emphasise the correct information.**

- You usually apply to **three** universities.
 No, you usually apply to **four** universities.
 The universities **must** interview you.
 No, the universities **may** interview you.

**

Now correct these statements.

- B has not applied for university.
 B has heard from Sussex University.
 B heard from the university today.
 B has got an interview tomorrow.

T A S K 3 Say /dʒ/**3.1a Listen, and say these jobs.**

judge jockey general baggage-handler
 carriage-cleaner messenger

3.1b Look at the list of workplaces below. Match each job with a workplace.

e.g. A judge might work in a courtroom.

airport racecourse Army headquarters courtroom
 office railway station

3.2a These dates are days of celebration in some countries. Can you say what and where?

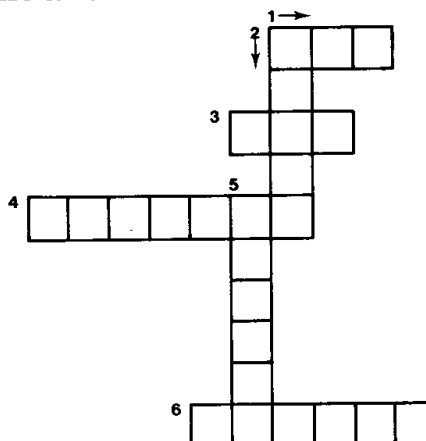
6 January 4 July 14 July 1 January 21 June
 (answers on page 121)

3.2b What do you think of when you think of these days and months?

e.g. 'When I think of July 4th, I think of fireworks.'
 'When I think of June, I think of weddings.'

3.3 Food and drink puzzle: all the answers contain the sound /dʒ/.

- 1 Fruit boiled with sugar until it is thick.
- 2 The liquid part of fruit
- 3 An alcoholic drink
- 4 A green vegetable
- 5 A hot-tasting root used in cooking
- 6 A juicy fruit



(solution on page 121)

T A S K 4 Say /j/ and /dʒ/



4.1 Listen, and say these phrases.

a yellow jumper
a European judge
a young journalist
a useful journey

a bridge in Yorkshire
a large university
a damaged yacht
a strange youth



4.2a Listen, and practise this conversation.

- A: Can I help you?
B: Yes, I'm looking for John Yardley.
A: John Yardley? Sorry, I don't know anyone here called John Yardley.
B: That's strange. He's the computer manager. I've arranged an appointment.
A: I think you've made a mistake. The computer manager is Jennifer Young.
B: Oh! This is the office of Youth and Computers, isn't it?
A: No. This is the General Workers Union Youth and Computers is next door.



4.2b Listen to these alternative questions. Notice the intonation. Then ask and answer the questions.

Is B looking for John Yardley or Jennifer Young?

B mentions a job. Is it sales director or computer manager?

Does B want Youth and Computers or the General Workers Union?

Are they in the office of Youth and Computers or the General Workers Union?

Is the office of Youth and Computers opposite or next door?

FURTHER PRACTICE

/dʒ/ Unit 4:3, 4, 5 pages 34–36

T A S K 1 Distinguish between /s/ and /z/**1.1** Listen, and practise the difference.

Sue	zoo	rice	rise
said	Zed	loose	lose
seal	zeal	race	raise
lacy	lazy	advice	advise
fussy	fuzzy	once	ones
sip	zip	lice	lies

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 We're hoping for peace/peas.
- 2 The price/prize was wonderful.
- 3 It was full of lice/lies.
- 4 Be careful, don't sip/zip it too fast.
- 5 She heard a bus/buzz.
- 6 He only has a few pence/pens left.

T A S K 2 Say /s/**2a** Listen, and practise this weather forecast.

Temperatures are expected to fall to minus six degrees in the south. Northern areas will have severe frost, with snow on the hills. It may also snow near the south coast. Roads will be icy - drive slowly, and don't get too close to other cars. Watch out for patches of freezing fog. Don't drive too fast - it's dangerous in these conditions.


Frost


Freezing
fog


Sun


Snow

 Ice or
Icy
roads

S P E L L I N G

/s/ so

See page 28.

/z/ zoo

ALL **z** zoo, freezeSOME **s** in the
middle
of words:
music,
pleasantSOME **se** at the
end of
words:
choose,
easeSOME **s** at the
end of
words:
was,
hasALL plural and
3rd person
singular **s**
after voiced
sound: dogs,
adds**2b** Look at the following maps, and say the weather forecast for tonight and tomorrow.

TONIGHT



TOMORROW



T A S K 3 Say /z/ in the middle and at the end of words



3.1 Listen, and say these pairs of words with /z/.

easy	Isaac	rising	Caesar	razor
ease	eyes	rise	seize	raise
fuzzy	fizzy	freezer	lazy	crazy
fuzz	fizz	freeze	laze	craze



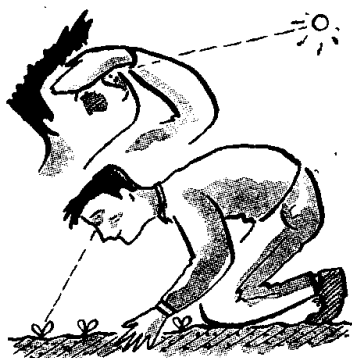
3.2 Listen, and say these clues. Match them with words from 3.1.

It's used for shaving.
The sun does this in the east.
Used for seeing.
Julius was a famous one.
Doesn't like hard work.

Turn water into ice.
The opposite of 'release'.
The opposite of 'sane'.
The opposite of 'difficult'.



3.3 Listen, and practise.



Advice for gardeners

This season, I advise you to do two easy things: use your eyes, and go down on your knees!

First, use your eyes: look at weather conditions. Clear skies often bring freezing winds. Cover your plants, or you will lose them.

Second, go down on your knees, so you can really see your plants. See if there are signs of disease on the leaves. If there are, remove the diseased ones.

3.4 Test your memory. Go back and read the advice for gardeners in 3.3 again. Then cover the text. Which words follow each of these verbs?

cover go down on remove use

T A S K 4 Say /s/ and /z/



4a Listen, and practise this conversation.

- A: Have a cigarette!
 B: No thanks. I've stopped smoking.
 A: How do you stay so slim? Most people put on weight when they stop smoking.
 B: That's because people often eat sweets instead of smoking.
 A: I eat sweets as well! Perhaps that's why you are slimmer than me.
 B: I'm reading a book called 'Be fit, stay slim'. It tells you to eat lots of potatoes, and wholemeal bread, and baked beans.
 A: I thought potatoes and all those things were fattening.
 B: No, it's sweet things that are fattening. We should eat less fat and less sugar. The book advises eating lots of fruit.
 A: That's easy in the summer. But it's not so easy in winter.
 B: It's possible in winter too. You can freeze some things – frozen raspberries are very good. Anyway this book gives some suggested menus. Breakfast: cereal, two slices of toast, tea or coffee. Lunch: a cheese sandwich, and two small peaches.
 A: It doesn't sound much. What's for supper?
 B: Vegetable soup, beans on toast, and a small ice cream. I love beans on toast. It's so easy to make.



4b Listen, and practise these questions and answers.

Does B **want** a cigarette? No, he **doesn't**. He's **stopped smoking**.

Has B **put on weight**? No, he **hasn't**. He's **still slim**.

Does A **eat sweets**? Yes, she **does**.



Now ask and answer these questions.

- | | |
|-----------------------------|------------------------------|
| Does B like beans on toast? | Are frozen raspberries good? |
| Does B eat snacks? | Are potatoes fattening? |
| Does A eat sweets? | Should we eat more fat? |



4c Ask people about food and about smoking.

- Do they like sweet things/wholemeal bread, etc.?
 What sort of food do they like best?
 If they smoke, have they ever tried to stop? What happened?
 If they used to smoke, how did they stop?

FURTHER PRACTICE

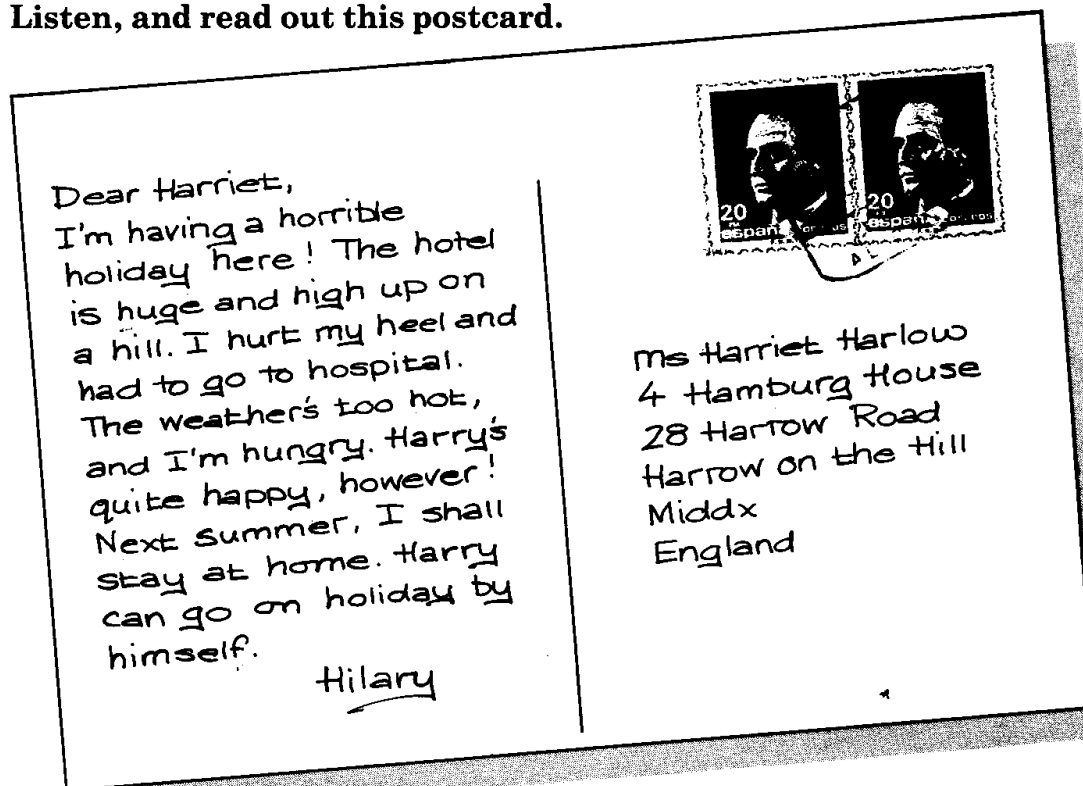
/s/ Unit 2:2 page 28–29 /s/z/ Unit 16:1, 3, 5 pages 70–72


T A S K 1 Distinguish between /h/ and no /h/**1.1** Listen, and practise the difference.

hand	and	harm	arm
hall	all	hill	ill
here, hear	ear	his	is
high	I, eye	hold	old
hate	eight	hat	at
heart	art	hair	air

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 My heart/art is the most important thing for me.
- 2 The hair/air is very thin.
- 3 It's near the hedge/edge.
- 4 We must heat/eat up the potatoes.

T A S K 2 Say /h/**2a** Listen, and read out this postcard.

-  **2b** Listen, and notice the falling intonation on these Wh-questions. Then ask and answer the questions.

How was Hilary's holiday?

Where was the hotel?

Why did Hilary go to hospital?

What was the weather like?


How was Harry?

What will happen next summer?

T A S K 3 Say /h/ in the right places


-  **3.1** Listen, and say these phrases.

hurry up	at home
hold on	over here
help out	an old house
half an hour	an early holiday
heart attack	an air hostess
Holiday Inn	I can hear you

-  **3.2a** Listen, and say these words. Notice which words have /h/ in the middle.

anyhow anyone behind beyond

-  **3.2b** Listen to the words on the cassette. For each one, decide whether it contains /h/ in the middle.

-  **3.3** Listen, and practise these conversations in a hospital emergency department. Notice the falling intonation of the doctor's Wh-questions.

A: How can I help you?

B: I've hurt my hand.

A: How did it happen?

B: I was opening a tin. It was hard to open, and I was in a hurry. When it was half open, the tin-opener slipped. I cut my hand. There was blood everywhere. It was horrible.

A: How can I help you?

B: It's my son, Anton. He's got earache. He's had it for days.

A: Let's have a look Ah yes, he's got something in his ear. I'll have to get it out.

- A: How can I help you?
 B: I've hurt my eye.
 A: How did it happen?
 B: I was hammering a nail. The end of the hammer flew off, and hit me in the eye.

- A: How can I help you?
 B: I've hurt my ankle. I think it's broken.
 A: Let's see. Does that hurt?
 B: Ow! Yes, it hurts awfully.
 A: How did it happen?
 B: My husband left his umbrella in the hall. The handle got hooked round my ankle, and I fell over. My ankle hurt so much, I could hardly get up.
 A: How did you get to the hospital? Did your husband bring you?
 B: No, my husband was out. I had to have an ambulance.

- A: How can I help you?
 B: I've got a headache.
 A: This is a hospital emergency department. A headache isn't an emergency. Go and take an aspirin.
 B: But I fell off a horse. I hit my head. That's why I've got a headache. I think I ought to have an X-ray.



3.4a Look at the doctor's notes below.

	Henry Amis - cut hand when opening tin
	Anton Hardy - something in ear
	Harriet Adler - hit in eye by hammer
	Anne Herring - hurt ankle on husband's umbrella
	Andrew Hall - fell off horse

The notes contain the important information. When the doctor **says** what happened, the words containing important information are **stressed**. Other words fit in between.



3.4b Listen, and practise the example. Notice the rhythm.

Henry Amis **cut** his **hand** when he was opening a **tin**.

Now say what happened to each person mentioned in the doctor's notes.

/p/ pen

/b/ bad

T A S K 1 Distinguish between /p/ and /b/**1.1** Listen, and practise the difference.

pit	bit	rope	robe
pat	bat	tripe	tribe
port	bought	tap	tab
pull	bull	cup	cub
pride	bride	rip	rib

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

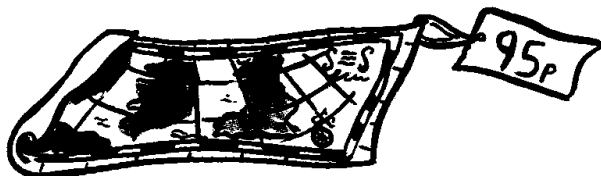
- 1 Have you got a pet/bet?
- 2 There's a pin/bin in the corner.
- 3 She saw some pears/bears in the garden.
- 4 The peach/beach was dirty.
- 5 Have you seen the plays/blaze?
- 6 The rope/robe is too short.
- 7 What does 'tripe/tribe' mean?
- 8 The doctor looked at the rip/rib.

T A S K 2 Say /p/**2.1** Listen, and say these questions and answers.

How much is that pullover?
Twelve pounds seventy-five pence.



How much are those peaches?
Fifteen pence each.

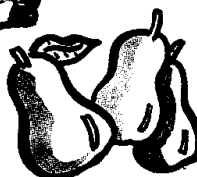
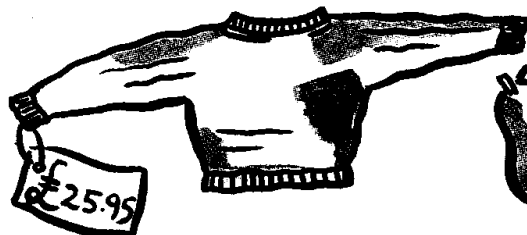


How much is that map?
Ninety-five pence.



How much are those stamps?
Twenty-two pence.

Now ask and answer questions about the following things.



25p





2.2a Listen and practise this conversation in a shop. Notice the intonation marked. B is making definite statements, with a fall.

A: Can I help you?

B: I hope so. I have a complaint. I bought a pullover in your shop. It was a beautiful pullover, and very expensive.

A: What happened?

B: It was a present for a friend abroad. You said you could pack it, and post it for me. I was very pleased.

A: What's the problem?

B: The parcel was damaged in the post. The paper came off. The pullover was spoilt.

A: Oh dear. I'm sorry the pullover was spoilt. But it happened in the post. So the Post Office are responsible.

B: The Post Office said that the parcel wasn't properly packed. You are responsible.

A: We are very experienced at packing parcels. Lots of people send our pullovers as presents. We wrap up hundreds of pullovers. I'm sure our parcel was properly packed.

B: I'd like to speak to the department manager, please



2.2b With a partner, make up B's conversation with the manager.

T A S K 3 Say /b/



Listen to this quiz. Then ask a partner.



HEALTH QUIZ

- a) Do you go to bed before ten?
- b) Do you eat brown bread?
- c) Do you put little or no butter on your bread?

- d) Do you belong to a sports club?
- e) Do you sleep on a hard bed?

4 or 5 YESes – Bravo! 3 YESes – Not bad, but could be better!
1 or 0 YESes – Be careful!

T A S K 4 Say /p/ and /b/**4.1 Listen, and practise this conversation in a travel agent's.**

- A: Good morning. I'd like to book a cheap spring holiday. What package holidays are available?
 B: There's a splendid holiday in Paris.
 A: I expect Paris is expensive!
 B: There is a cheap period between November and February. You can compare our prices with other companies. Ours are cheaper.
 A: But I don't want to go in February. I'd prefer April.
 B: Well, April in Paris is beautiful. But it's very popular. Most package tours in April are fully booked.
 A: Yes, I remember my neighbour went to Paris in April. She belongs to a travel club. It was beautiful. But the airport was very busy. What other places are available in April?
 B: Here's a brochure, with all the places and prices.
 A: Right, I'll probably be back tomorrow. Goodbye.

4.2a Look at the picture. Say what you can see.

e.g. There's some bread. There are five plates.

**4.2b Say where the things are. Use words like 'between', 'behind', 'beside', 'below', 'on top of', 'at the back'.**

e.g. There's a bottle of beer at the back.
 The pans are on top of the cupboard.
 The plates are below the pans.

FURTHER PRACTICE

/p/ Unit 13:1, 5, 6 pages 61–63 /b/ Unit 14:1, 2, 5 pages 64–66

T A S K 1 Distinguish between /t/ and /d/**1.1** Listen, and practise the difference.

two	do	sight	side
ten	den	heart	hard
ton	done	plate	played
town	down	bat	bad
train	drain	set	said

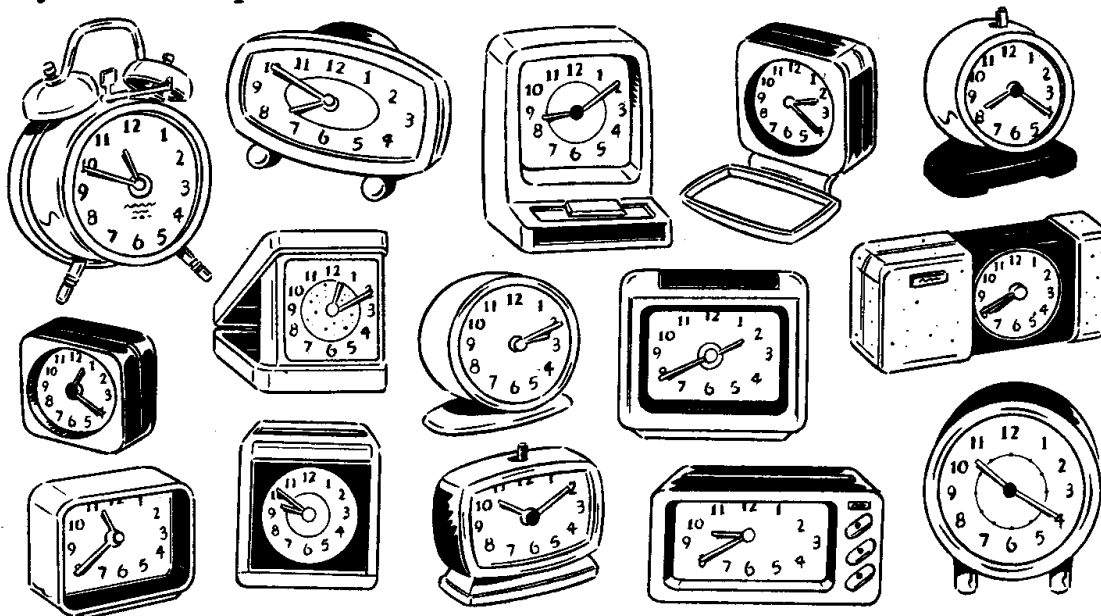
**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 There was something wrong with the trains/drains.
- 2 She tied/dyed the scarf.
- 3 They saw a trunk/drunken lying on the ground.
- 4 He writes/rides very well.
- 5 This cart/card has just arrived.
- 6 My brother hit/hid the ball.
- 7 He has never made a bet/bed.

T A S K 2 Say /t/**Listen, and repeat.**

Could you tell me the time, please?
It's ten to two.

Now ask and answer about these times. Remember to make the word 'to' very weak and quick.



T A S K 3 Say /d/**3a** Read these notes, which were made during a phone call.

Mr Dickens phoned - Dickens Decorators Ltd.
 Goods ordered - delayed. Delivered Friday.

The notes contain the important information. When we say what happened, the words containing important information are stressed. Other words fit in between.

**3b** Listen and practise this example. Notice the rhythm.

'Mr Dickens phoned from Dickens Decorators Limited. The goods you ordered have been delayed. They will be delivered on Friday.'

Now say in full each of the messages below.

Diana
 David phoned -
 Shoulder bad -
 Gone to doctor.
 Donald

Douglas
 Duncan Dudley's deputy
 phoned. Duncan on
 holiday - Devon,
 Monday - Friday.
 Enid

T A S K 4 Say /t/ and /d/**4.1a** Listen, and practise this conversation in a library.

- A: Good afternoon. I've just joined the library. How many books can I take out?
 B: You can take two books, and keep them for ten days. After that, if you have finished them, you return them. If you haven't finished, you can renew them.
 A: How do I do that? Must I visit the library?
 B: No, you can telephone. Tell us the titles of the books, and the date they are due for return.
 A: Splendid. Can you tell me where to find Thomas Hardy's books? I'm studying Victorian writers. I've read two of Thomas Hardy's books - *Tess of the D'Urbervilles*, and *Far from the Madding Crowd*. Today I want *A Tale of Two Cities*, or *David Copperfield*.
 B: Actually *A Tale of Two Cities* and *David Copperfield* are by Charles Dickens.



4.1b Listen to these alternative questions. Notice the intonation. Then ask and answer the questions.

PW

Can he take out ~~two~~ books or ~~ten~~ books?

Can he keep them for ~~two~~ days or ~~ten~~ days?

To renew books, must he write or telephone?

Is he studying ~~Victorian~~ writers or ~~twentieth-century~~ writers?

Has he read ~~two~~ books by Thomas Hardy or ~~ten~~ books?

Is *A Tale of Two Cities* by Thomas Hardy or Charles Dickens?



4.2 Listen, and practise this conversation.

A: What's the matter?

B: I've hurt my toe.

A: How did it happen?

B: Somebody trod on it.

A: Put it in cold water.

That will make it better.

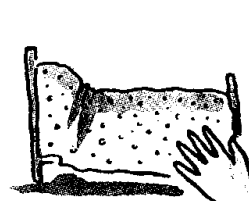
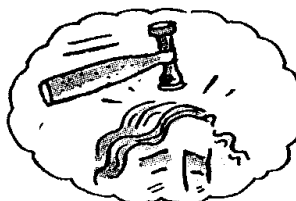


PW

Now make similar conversations about these situations.

B's problems:

A's suggestions:



FURTHER PRACTICE

/t/ Unit 17:1, 2 page 73

/d/ Unit 17:1, 3, 4 pages 73-74

/k/ cat

/g/ get

T A S K 1 Distinguish between /k/ and /g/**1.1** Listen, and practise the difference.

could	good	leak	league
cot	got	pick	pig
coat	goat	lock	log
cave	gave	ankle	angle
clue	glue	crow	grow

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 One of the cards/guards is missing.
- 2 What a beautiful curl/girl!
- 3 My cold/gold has gone.
- 4 Sarah's class/glass is quite big.
- 5 There's no clue/glue.
- 6 I could see her back/bag in the crowded train.
- 7 He cut through the lock/log.

T A S K 2 Say /k/**2a** Listen, and practise this conversation.

- A: How many cups of tea and coffee do you drink each day?
 B: I'll count them. I drink two cups of coffee at breakfast. In the morning break, I drink another cup of coffee. In the tea break at three o'clock, I have a cup of tea and a biscuit. When I get in from work, I drink a couple of cups of tea. And later in the evening, I drink another cup of coffee.
 A: So that's four cups of coffee, and three cups of tea.
 B: Yes. And if I'm working late, I have a couple of cups of coffee to keep me awake.

**2b** Say how many cups of tea and coffee you drink. Ask other people.
Tell the rest of the class.

e.g. Maria doesn't drink coffee, but she drinks a lot of tea. Sebastian drinks one cup of tea, and about four cups of coffee.



T A S K 3 Say /g/**3a** Listen, and practise this conversation.

- A: I want to improve my English. Is it a good idea to go to a language school in August?
 B: I went to an English summer school a year ago. It was at the Gold School of English.
 A: Was it good?
 B: Yes, very good. There were grammar lessons. And regular progress tests. And we also played games. That was great.
 A: What sort of games?
 B: Guessing games, for example. A simple game is the Bag Game. One group has a big bag, and the other group guesses what's in the bag. It's a good game at the beginning, to get to know each other.
 A: Did you get to know the other students well?
 B: Yes. It wasn't a big group. I've forgotten exactly how many. We got on very well together.

**3b** Listen to some questions about the conversation. Notice that the voice rises in the Yes/No questions, and falls in the Wh-questions.

**

When did B go to an English summer school?

What was the school called?

Did they study grammar?

What else did they do?

How do you play the Bag Game?

Did B get on with the other students?

Now ask and answer the questions.

T A S K 4 Say /k/ and /g/**4.1a** Listen, and practise these sentences.**Problems**

My car's broken down.
 Cats keep coming into my garden.
 My cousin has broken his leg.
 I've broken a glass in the kitchen.
 There's a cow in my garden.
 I've been bitten by a dog.
 I've forgotten Carol's address.
 I can't keep awake.
 My garden looks a mess.

Solutions

Call an ambulance.
 Cut the grass.
 Drink a cup of coffee.
 Call a mechanic.
 Look it up in the phone book.
 Get a dog.
 Pick it up carefully.
 Go to the doctor.
 Take a photograph.

PW

4.1b Match each problem in 4.1a with a solution.

GW

e.g. A: My car's broken down.

B: Call a mechanic.



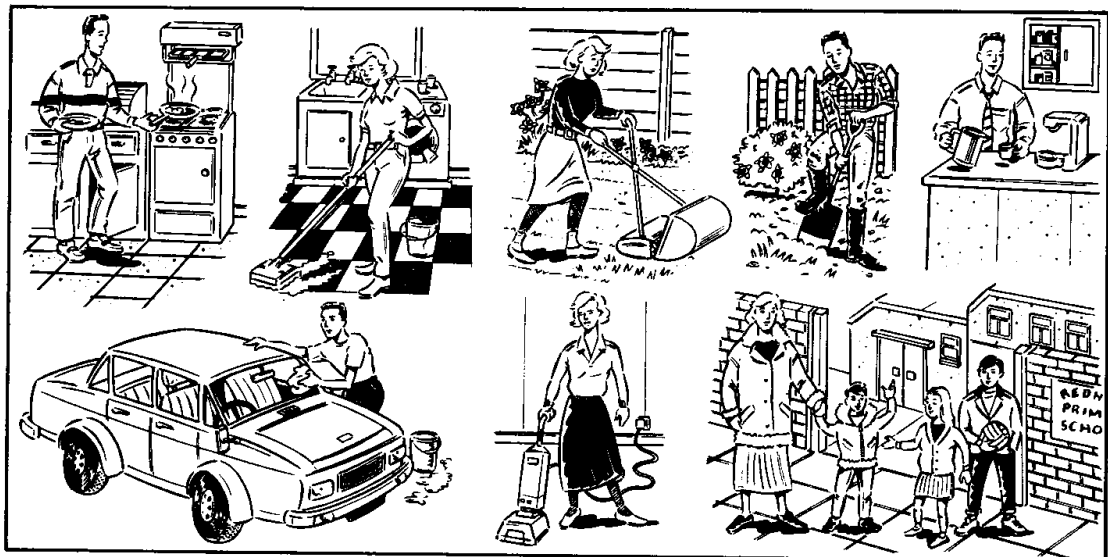
4.2a Listen, and practise this conversation between a husband and wife.

- A: I can't do all the housework and all the cooking. You've got to do more.
 B: You don't do all the housework and all the cooking. I cook the breakfast.
 A: And I clean the kitchen.
 B: I take the dog for a walk.
 A: I take the kids to school.
 B: I do the gardening.
 A: No you don't. I cut the grass.
 B: I dig the garden.
 A: Once a year, in August.
 B: I make you a cup of coffee every evening.
 A: I cook the supper.
 B: I clean the car.
 A: I pick up your things.
 B: OK. Let's change over. I'll pick up my own things. And you can clean the car.
 A: You can cook supper.
 B: You can make the coffee.
 A: You can cut the grass.
 B: You can dig the garden.
 A: Once a year, in August. You can take the kids to school.
 B: You can take the dog for a walk.
 A: You can clean the kitchen.
 B: And we'll give up cooked breakfasts.



4.2b Do you do the household tasks mentioned in the conversation, or others? Which tasks do you like, or dislike? Make a list. Then tell other students. Try to find your ideal partner – someone who likes the jobs you dislike.

4.2c Discussion. Are some tasks 'women's jobs' or 'men's jobs'? Who usually does what in your country?



T A S K 1 Distinguish between /l/ and /r/**1.1** Listen, and practise the difference.

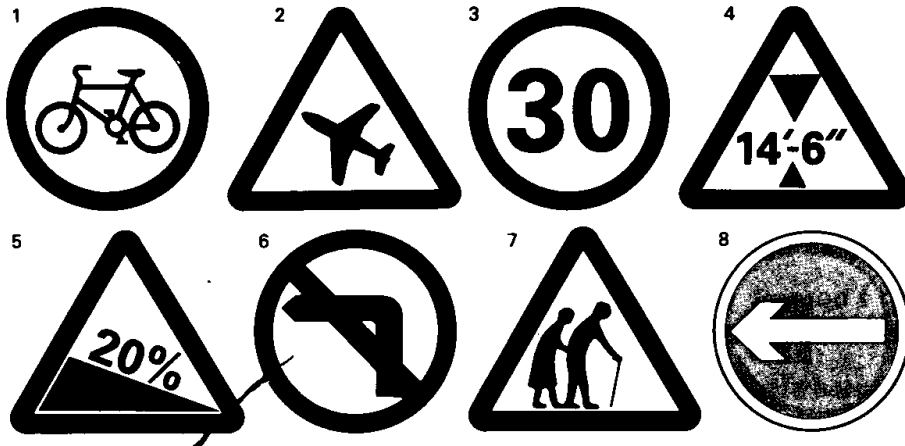
lip	rip	list	wrist
lap	rap, wrap	belly	berry
light	right	collect	correct
law	raw	alive	arrive
lead	read	long	wrong

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 The water goes through a lead/red pipe.
- 2 Let go of my list/wrist.
- 3 She weighed the packet, and found the weight was light/right.
- 4 The examiner is collecting/correcting the exam papers today.
- 5 He dialled a long/wrong number.
- 6 Mr Lyon/Ryan is here.

T A S K 2 Say /l/**2.1a** Listen, and say these warnings from road signs.

Turn left	Elderly people
No left turn	Height limit
Speed limit	Steep hill
No cycling	– use low gear
Low flying planes	

2.1b Match each warning with one of the pictures below.

**2.2a Listen, and practise this commentary on a guided tour.**

Ladies and gentlemen, on your left you will see Lumley Castle. This belongs to Lord and Lady Lumley, who live here with their family. All the land on the left of the road belongs to the Lumleys. They have a famous collection of wild animals, including lions, so please do not leave the coach until we are safely inside the car park. We are lucky; Lord Lumley is allowing us to leave the grounds and go inside this beautiful stately home. Most people can only look at the castle from outside. The time now is quarter to eleven. Please return to the coach by quarter past twelve. Don't be late, or we'll miss lunch.

**2.2b Listen to these echo questions. B is not sure what A said. His voice begins low, and rises.**

A: Lumley Castle is on your left.

B: Where is Lumley Castle?

A: Lord and Lady Lumley have a collection of wild animals.

B: What have they got?



Now make echo questions about these sentences.

**

The castle belongs to Lord and Lady Lumley. (Who?)

The Lumley family live in the castle. (Where? or Who?)

We are going inside the castle. (Where?)

The time is quarter to eleven. (What?)

T A S K 3 Say /r/**3.1 Listen, and practise this telephone conversation.**

A: Is that Richmond Travel Agency?

B: No, this is British Rail Enquiries.

A: Sorry. Wrong number.



Now make similar conversations about these places.

Radio Rentals

Robin's Record Shop

Rent-A-Car

Refrigerator Retailers

the Regency Restaurant

the Royal Free Hospital

the Electricity Company

the Rates Office

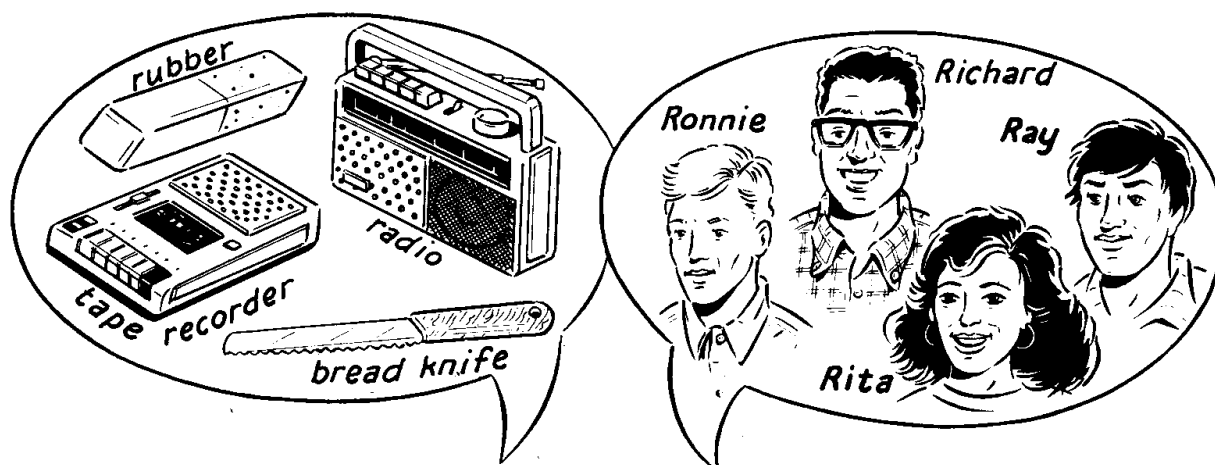
**3.2 Listen, and practise.**

A: Can I borrow your ruler?

B: Sorry, Ruth borrowed it yesterday, and she hasn't returned it.



Now make similar conversations about the things and people on page 57.



T A S K 4 Say /l/ and /r/



4.1 Listen and practise this conversation in a shop.

- A: I'm looking for a raincoat, please.
 B: Yes, of course. They're over here, on the left. There's been rather a rush today. Now, what about this blue one?
 A: No, the blue is too bright.
 B: But blue suits you.
 A: Really? I think I look terrible in blue. I'd rather have a brown raincoat. There was one in the front window that was rather attractive.
 B: I'm sorry, that's the only brown one left, and it's a very large size. Do you like yellow? This yellow one is the right size.
 A: No, not yellow. Have you only got blue and yellow?
 B: I'm afraid so. This year the fashionable colours are brown, cream, blue and yellow. The brown and cream raincoats have all been sold already, so there's only blue or yellow left.
 A: Right! I think I'll try the shop across the road.



4.2a Listen, and repeat these sentences with question tags. The speaker is certain, and expects the other person to agree.

- She's looking for a raincoat, isn't she?
 The blue raincoat is too bright, isn't it?
 Blue suits her, doesn't it?

4.2b Say the following sentences, adding a question tag.

- She looks terrible in blue,
 The brown raincoat is very large,
 It's the only one left,
 The yellow raincoat is the right size,
 Brown is fashionable this year,
 The brown and cream raincoats have all been sold,

FURTHER PRACTICE

/l/ Unit 12:1, 2, 4, 6 pages 58–60 /r/ Unit 12:5, 6 pages 59–60

/l/ leg
/r/ ring

/n/ no

T A S K 1 Distinguish between /l/ and /n/ and /r/



1.1 Listen, and practise the difference.

low	no	lip	nip
light	night	life	knife
let	net	Kelly	Kenny
Lee	knee	collect	connect



1.2 Listen to the words on the cassette. Write the words you hear.



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 There are low/no sounds in the background.
- 2 She lost her life/knife.
- 3 This light/night seems to be lasting a long time.
- 4 Mrs Kelly/Kenny would like to speak to you.
- 5 They've collected/connected the television.



1.4 Listen, and practise the difference.

low	no	row	collect	connect	correct
light	night	right	Kelly	Kenny	Kerry
lap	nap	rap, wrap	belly	Benny	berry
lip	nip	rip			

T A S K 2 Say /l/



2a Listen to the questions. Match up the questions with the answers. Then practise them.



What's your favourite colour?
What time do you usually get up?
Have you ever been to London?
Where do you live?
How long have you lived there?
What languages do you speak?
Do you like getting up early?
What sort of food do you like best?
What's your favourite sport?

No, not at all.
Italian.
Cycling.
Only English.
Eight o'clock.
In Love Lane.
Yellow.
Eleven years.
Yes, lots of times.

- PW** 2b Ask a partner the questions in 2a. Then tell the class about your partner.

e.g. Hiroko's favourite colour is blue.
She usually gets up at seven o'clock. *etc.*

T A S K 3 Say /n/



Listen, and practise this conversation. Notice that the words in *italics* are strongly stressed.

- A: We're *nearly* there. I've just seen a signpost. It's only nine miles to Newcastle.
B: I'm glad it's *nearly* the end of the journey. The engine is making a *terrible* noise.
A: Oh, it *always* makes a noise. I *never* take any notice. Nothing *ever* happens.
B: You mean, nothing has happened *yet*!

T A S K 4 Say /l/ and /n/



4a Listen, and practise.

- A: I loved my junior school. I used to get there early in the morning, and leave as late as possible in the afternoon. When I was eleven, I went to a new school. I liked it a lot, but not as much as the old school.
B: I didn't like my junior school. I was usually naughty in class. The teachers didn't like me. They were pleased when I left. I was pleased too.
C: I liked some lessons. I was lazy, and I only worked in lessons I liked. I liked languages, and I liked acting in plays. But I didn't like science, so I didn't listen. I was always last in science.

- GW** 4b Say what you felt about your junior school. Try to use phrases from the texts in 4a.

T A S K 5 Say /r/



Listen, and practise this conversation at a hotel reception desk.

- A: Good evening. My name is Bridget Rees. I've got a room reserved.
B: Oh Ms Rees. We thought you were coming tomorrow. We have reserved a room for you tomorrow night.
A: Tomorrow night? But I wrote to you. I made the arrangements by phone. Then I wrote and confirmed the reservation.
B: Don't worry. I'm sure there is a room free tonight. Yes, Room 3 is free. Would you sign the register, and I'll ring for the porter. He'll carry your cases to your room.

T A S K 6 Say /l/ and /n/ and /r/**6a** Listen, and practise this extract from a radio arts programme.

ANNOUNCER: The Leeds Opera Company has just produced an opera by the Italian composer Carino. Carino wrote the opera in 1803, and it was performed in Rome and London. Then it was lost. It was only found last year, locked up in a drawer in an old London library.

Here on the programme tonight is a leading singer from the Leeds Opera Company, Gillian Reed. Gillian, tell us what the opera is about.

GILLIAN: It's the story of a rich man, played by the famous tenor Roger Knight. One night he is alone, and he hears a knock at the door. The door is closed and locked, but suddenly he sees a girl inside the room. It is a girl he once loved. He left her because he wanted to marry a rich woman, and the girl killed herself. Now her spirit returns. The tenor is terrified. This is a really frightening moment. The lights are low, and there is a glow around the spirit. – But I'm not going to tell you the rest of the story. You'll have to come to Leeds and see the opera.

**6b** Listen, and practise these questions and answers.

Did Carino write an opera? Yes, he did. He wrote one in 1803.

Was it performed? Yes, it was. In Rome and London.



Now ask and answer questions about the opera. Use these points (and your own ideas):

lost? found recently? in a library? locked up? just been produced?

**6c** Below are some events from the story of Carino's opera. They are in the wrong order. With a partner, decide the right order. Tell the story.

He left the girl.

Her spirit returned to the man.

The man was terrified.

He wanted to marry a rich woman.

The girl killed herself.

A rich man loved a girl.

**6d** How do you think the story ends? Discuss in a group, and tell the rest of the class.**FURTHER PRACTICE**

/l/r/ Unit 11 page 55 /n/ Unit 15:1, 3, 4, 6, 7 pages 67–69

T A S K 1 Distinguish between /v/ and /f/ and /p/**1.1 Listen, and practise the difference.**

van	fan	leave	leaf
very	ferry	save	safe
veil	fail	alive	a life
veal	feel	believe	belief
vine	fine	prove	proof
vole	foal		

**1.2 Listen to the words on the cassette.**
Write the words you hear.**1.3 Listen to the sentences on the cassette.**
For each one, write the word you hear.

- 1 We saw a vole/foal by the river.
- 2 She bought an expensive van/fan.
- 3 He had a view/few.
- 4 The vines/fines are quite high.
- 5 The USA has vast/fast motorways.

**1.4 Listen, and practise the difference.**

faint	paint	fit	pit
fail	pale	farm	palm
fast	past	feel	peel
foot	put	fat	pat
fray	pray	coffee	copy
fair	pair, pear	fort	port

**1.5 Listen to the words on the cassette.**
Write the words you hear.**1.6 Listen to the sentences on the cassette.**
For each one, write the word you hear.

- 1 The notice on the door said 'FULL/PULL'.
- 2 She enjoyed the fair/pear.
- 3 They sold their figs/pigs at the market.
- 4 The fees/peas are very expensive.
- 5 There's a fan/pan on the table.
- 6 Colchester was a Roman fort/port.

T A S K 2 Say /v/**Listen, and practise this news story.**

This evening, police stopped a van containing seven men. Five of the men were carrying knives. In the van were several very valuable paintings. The driver said a friend gave him the paintings when he had to leave his large house. He couldn't remember where the friend lived. The police didn't believe him. They drove the van to the police station. The seven men are still there.

T A S K 3 Say /f/**Listen, and practise this conversation.**

A: It's Philippa's fourth birthday on Friday.

B: That's funny. Philippa is fifteen.

A: Yes, she's fifteen. But it's her fourth birthday. She was born on February 29th. So she only has a birthday every four years.

T A S K 4 Say /v/ and /f/

4a Listen to two people talking about their lives.
Practise what they say.

A: My father's job involves travelling. We have to move quite often. We've lived in five different places in the last seven years. I love it. I've got friends I can visit in all five places. But my mother hates moving. She hates leaving her friends. She says she leaves part of herself behind, every time she moves.

B: I work in an office in the capital, but live in a village. Well, just outside the village, in fact. In an old farmhouse. I grow flowers and vegetables. I like the fresh air, and the people are very friendly. I love the country. But the travelling is difficult. The traffic is awful. I often leave home before seven, and don't arrive at the office till half past eight.

**4b** Discuss your feelings about the following.

- a) moving house frequently
- b) living in a city or living in a village
- c) living near your work or travelling to work

T A S K 5 Say /f/ and /p/**5.1** Quiz. In pairs, ask and answer these questions.

- | | |
|------------------------|--|
| 1 Is a dolphin a fish? | 4 Do tigers come from Africa? |
| 2 Are potatoes fruit? | 5 Which country produces most coffee? |
| 3 Can penguins fly? | 6 Who were the first people to fly the Atlantic? |
| | (answers on page 122) |



5.2 Listen, and practise this conversation in a group of four. Notice the intonation in the 'Before' – sentences: the voice rises in the first part of the sentence, and falls in the last part.

- A: Which is the most useful machine in your office?
- B: The personal computer. I can put facts and figures into the computer, and find them again fast. Before we had the computer, I could never find the right piece of paper.
- C: The photocopier. I can type a draft, correct it, then make copies on the photocopier. Before we had the photocopier, it was awfully difficult to make perfect copies.
- D: The coffee machine. I can have a cup of coffee whenever I feel like it. Before we had the coffee machine, I had to fetch coffee from the café next door.
- B: I preferred it when you had to go to the café. Now there are coffee cups all over the office.
- C: And yesterday I had just made forty-four perfect copies, and you poured a cup of coffee all over them.

Which of the machines do the following people need?

Frank wants four copies of a paper.

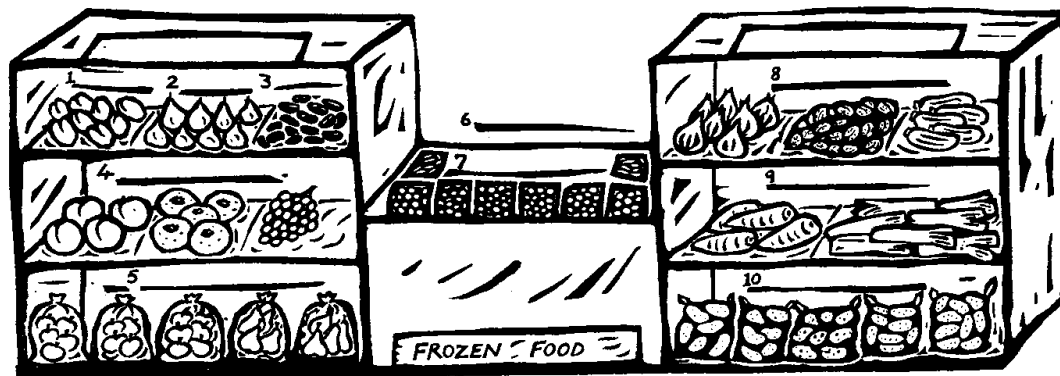
Fred is thirsty.

Felicity wants facts and figures fast.

T A S K 6 Say /v/ and /f/ and /p/



Listen to a supervisor in a supermarket. She is telling someone where to put some fruit and vegetables. Listen and label the picture below.



Now describe where the things are.

FURTHER PRACTICE

/v/ Unit 14:1, 3, 5 page 64–66 /p/ Unit 8:1, 2, 4 page 46–48.

/b/ bad
/w/ wet

/v/ voice

T A S K 1 Distinguish between /b/ and /v/ and /w/



1.1 Listen, and practise the difference.

best	vest	berry	very
boat	vote	bolts	volts
bowl	vole	ban	van
bat	vat	bet	vet



1.2 Listen to the words on the cassette. Write the words you hear.



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 I haven't got a boat/vote.
- 2 There's a grey bowl/vole over there.
- 3 How many bolts/volts are there?
- 4 I think there's a ban/van.
- 5 Have you got a bet/vet?



1.4 Listen, and practise the difference.

vet	wet	via	wire
vest	west	vine	wine
veil	wail, whale	v	we
verse	worse	veal	wheel



1.5 Listen to the words on the cassette. Write the words you hear.



1.6 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 This veal/wheel is no good.
- 2 The vest/west is over there.
- 3 The country's vines/wines are famous.
- 4 You don't see many veils/whales in this area.
- 5 He never wrote a verse/worse play.

T A S K 2 Say /b/



2a Listen, and say what happened to this person.

My brother had a bad time last winter.
In September, his bicycle was stolen.
In October, he lost his job.
In November, his bungalow was burgled.
In December, nobody remembered his birthday.
In February, he broke his elbow.

2b Test your memory. Cover the sentences in 2a. Can you say what happened in each month?

T A S K 3 Say /v/**Listen, and practise this conversation.**

- A: Good evening. I saw your advertisement about a television for sale. I'm interested in a second-hand television. Is it still available?
- B: Yes, it is. It's a lovely television. I've only had it seven months. But I'm moving, and a large television isn't very convenient. Come and have a look. It's over here.
- A: Yes, it looks very nice. Your advertisement said £77.
- B: Yes, £77, including delivery.
- A: I've got a van, so I don't need it delivered. I'll give you £70.
- B: OK. You can have it.

T A S K 4 Say /w/**4a Listen, and repeat these statements.**

William went for a walk.
 William heard something wonderful last week.
 Winnie went to work at the same time all week.
 Winnie had lunch at a wine bar.
 William went away on holiday.
 Winnie went out through the window.
 William wants wet weather next week.

**** 4b Now make Wh-questions about the statements in 4a. Make sure your voice falls in the questions.**

e.g. William went for a walk. (Where?)

Where did he ~~go~~?

William heard something wonderful last week. (What? When?)

Winnie went to work at the same time all week. (What time?)

Winnie had lunch at a wine bar. (Which? When? What?)

William went away on holiday. (When? Where?)

Winnie went out through the window. (Why? Which?)

When?)

William wants wet weather next week. (Why?)

T A S K 5 Say /b/ and /v/ and /w/**5.1a Listen, and practise.**

Bob is very worried about his friends. Barbara weighs 70 kilos, and is very unfit. Ben has a violent temper, and he's always in trouble. Vera's job is boring, and she always feels tired. And he never sees Wendy because she is so busy.

5.1b Match the names and the descriptions below.

e.g. Bob's very worried.

Bob	Barbara	Ben	Vera	Wendy
overweight	bored and weary	very worried	always violent	
very busy				

**5.2a Listen, and practise this conversation.**

- A: What can I give my brother for his birthday?
 B: What does he do for a living?
 A: He's a van driver.
 B: Give him some driving gloves.
 A: He doesn't wear gloves when he drives, not even in winter.
 B: What does he do as a hobby?
 A: In warm weather, he goes swimming. And he plays golf.
 B: Give him some golf clubs.
 A: He's already got a bag full of golf clubs. His golf bag is so heavy he can hardly move it.
 A: What does he do in the winter?
 B: He belongs to a football club. But he spends more time drinking beer in the bar than playing football.
 A: That solves your problem. Give him a big bottle of beer!

**5.2b Look at the list of presents below. Which things would be good presents for A's brother. Explain why, or why not.**

driving gloves golf clubs a golf bag a football a bottle of beer
 a bottle of wine a book about vegetables a record of violin music
 a watch a whistle a beach ball swimming trunks

**5.2c Discuss what presents to give to other students, or your family or friends. Choose from the list in 5.2b, or think of other things with /b/, /v/, or /w/.**

e.g. My friend Brenda swims very well. I would give her a bikini.

FURTHER PRACTICE

/b/ Unit 8:1, 3, 4 pages 46–48 /v/ Unit 13:1, 2, 4, 6 pages 61–63

/n/ no, pin
 /ŋ/ thing
 /m/ me, thumb

T A S K 1 Distinguish between /n/ and /ŋ/



1.1 Listen, and practise the difference.

sin	sing	sinner	singer
ran	rang	win	wing
ton	tongue	thin	thing
son, sun	sung	ban	bang



1.2 Listen to the words on the cassette. Write the words you hear.



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 Stop sinning/singing.
- 2 He ran/rang home.
- 3 I think they will ban/bang it.
- 4 She's a terrible sinner/singer.

T A S K 2 Say /m/



Listen, and practise this conversation.

- A: We must make sure the front bedroom is warm.
 B: Why?
 A: Don't you remember? My mother and father are coming tomorrow.
 B: What time?
 A: I'm going to meet them at the airport at four. Can you come?
 B: No, I won't be home from work in time. But I'll be home in time to say 'Welcome'.

T A S K 3 Say /n/



Listen, and practise this extract from the radio news.

Here is the weather forecast for today, the ninth of November.

In the north, there will be rain and snow in the morning.

In the afternoon there will be sunny intervals. Central districts will have rain and snow showers, with a little sun. The south will have sunny intervals and occasional rain. Tomorrow, there will be rain again, but the next day we shall have more sun.

And now here are the main points of the news again

T A S K 4 Say /m/ and /n/**4a** Listen, and practise this conversation.

A: I want to watch television at ten to seven.

B: What's on?

A: An American programme, about a family on a farm.

B: Is that the programme where the mother got married again?

A: Yes, and the son ran away from home last summer. His mother imagined he came home again, but it was only a dream.

B: Well, I want to watch the nine o'clock news.

A: OK. No problem. My programme ends at half past seven.

**4b** Listen, and practise correcting incorrect statements. Notice how the voice falls to emphasise the correct information.

The television programme begins at ten to nine.

No, the television programme begins at ten to seven.

It is an Australian programme.

No, it is an American programme.



Now correct these statements.

**

The programme is about animals on a farm.

The father got married again.

The son ran away from school.

He ran away last autumn.

He came home again.

The programme ends at twenty past seven.

B wants to watch *News at Ten*.

T A S K 5 Say /ŋ/**Listen, and practise this conversation from a TV programme.**

A: Good evening. My guest tonight is the young singer, Kay King.

B: Good evening.

A: Kay, what were you doing earlier today?

B: I was recording a song called 'Bells are Ringing'.

A: Did the recording go well?

B: Yes. Sometimes everything goes wrong, but today nothing went wrong. I think 'Bells are Ringing' is going to be the top song, this spring.

T A S K 6 Say /n/ and /ŋ/**6.1** Listen, and practise this television announcement.

Britain has won the European Golden Song Contest, for the ninth time. The winning song is 'Bells are Ringing', sung by Kay King. Last year's winners, Sweden, came second. Their new song is called 'Bing Bang Bong'. Runners-up were Denmark, with the song 'It's Spring Again, I'm Young Again'.

**6.2** Listen, and practise this conversation.

A: We're feeling anxious.

B: We're feeling angry.

A: We didn't sleep last night. The gate was banging all night.

B: And the children from next door keep ringing the doorbell and running away.

A: And the telephone keeps ringing.

B: And when we answer it, it's a wrong number.

A: And now the television has gone wrong.

B: That's why we're feeling angry.

A: And anxious.

T A S K 7 Say /m/ and /n/ and /ŋ/

Fill in this questionnaire from a magazine. Then ask two other people, and fill in their answers.

KNOW YOURSELF – Which of these things make you anxious?			
	You		
Answering the telephone			
Getting a wrong number			
Getting up late in the morning			
Not knowing the time			
Learning English			
Listening to English songs			
Coming home alone			
Going shopping			
Watching the news on television			

FURTHER PRACTICE

/n/ Unit 12:3, 4, 6 pages 59–60

/θ/ thin
/ð/ this

/s/ so
/z/ zoo

T A S K 1 Distinguish between /θ/, /s/, /ð/ and /z/



1.1 Listen, and practise the difference.

thick	sick	path	pass
think	sink	mouth	mouse
theme	seem	moth	moss
thumb	sum	worth	worse
thing	sing	tenth	tense



1.2 Listen to the words on the cassette. Write the words you hear.



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 Be careful! He's thinking/sinking.
- 2 What's the matter? Your thumb/sum doesn't look right.
- 3 There's a path/pass high up in the mountains.
- 4 Every mouth/mouse is different.
- 5 That moth/moss was shown in a television programme.



1.4 Listen, and practise the difference.

breathe	breeze	then	Zen
teething	teasing	though	zone
clothing	closing	this	zip
bathe	bays	these	zero



1.5 Listen to the words on the cassette. Write the words you hear.

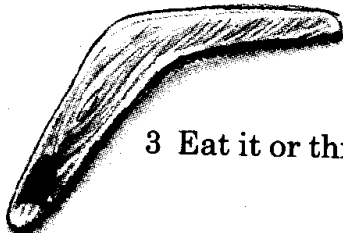
T A S K 2 Say /θ/



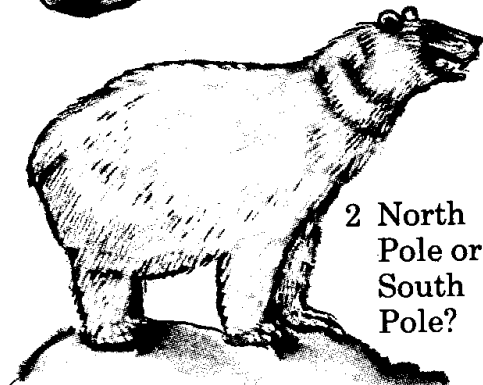
Quiz. In pairs, make questions and answers. e.g.



1 Would you wear a thimble on your finger or thumb?



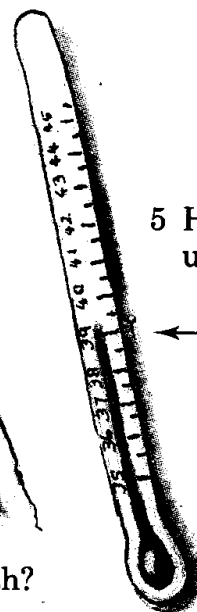
3 Eat it or throw it?



2 North Pole or South Pole?



4 3rd or 4th month?



5 Healthy or unhealthy?

39

T A S K 3 Say /θ/ and /s/**3a** Listen, and practise this conversation.

- A: I think there's something wrong with me.
 B: What's the matter?
 A: I've got a sore throat.
 B: That doesn't sound very serious.
 A: My throat has been sore for three days. And I'm thirsty.
 B: Well the weather is hot. I expect that's why you feel thirsty.
 A: You're not very sympathetic. I'm thinking of going to the Health Centre. If there's anything seriously wrong with my throat, Doctor Thorne will see to me.
 B: I don't think it's worth it. Doctor Thorne will be less sympathetic than me.

**3b** Listen, and practise correcting incorrect statements. Notice how the voice falls to emphasise the correct word.

- A has a sore thumb. No, A has a sore throat.
 B is very sympathetic. No, B isn't very sympathetic.

**Now correct the following incorrect statements.**

**

- His thumb has been sore for three days.
 He feels hungry.
 The weather is thundery.
 A is thinking of going to the swimming bath.
 B thinks Doctor Thorne will be sympathetic.

T A S K 4 Say /ð/**Listen, and practise this conversation.**

- A: Good morning, Mr Motherwell. What can I do for you this morning?
 B: Good morning, Doctor Wetherley. It's my breathing. I get this pain when I breathe in.
 A: I'll listen to your chest. Breathe in, and breathe out. And again, breathe in, and breathe out. Keep breathing deeply.
 B: Is there anything wrong with my chest, doctor?
 A: No, I don't think so. Your breathing sounds fine. Have you got a pillow with feathers in it?
 B: No.
 A: Or any leather clothes?
 B: I've got a new leather jacket.
 A: That may be the problem. Leather affects some people like that. Get rid of your leather jacket, and I think that pain will go.

T A S K 5 Say /ð/ and /z/**5.1** These are some photographs of Susan and Jonathan's wedding.

Some of their friends are talking about the photographs. Listen, and repeat what they say.

That's his father.
 It was nice weather.
 That's her brother.
 She's got two brothers.
 That's the other brother
 over there.

His brother is very handsome.
 His mother's carrying roses.
 She always wears beautiful clothes.
 They seem to be enjoying
 themselves.

**5.2a** Listen and repeat the sentence below. The speaker is certain of what she says. She expects the others to agree with her. Her voice falls on the question tag.

His brother is very handsome, isn't he?

**5.2b** Listen and repeat the sentence below. Here, the speaker is not certain. He is asking for confirmation. His voice rises on the question tag.

That's his father, isn't it?

**5.2c** Listen to the speakers on the cassette. They are saying the statements in 5.1, with question tags. For each one, decide whether the speaker is certain, or not certain.**5.3** Say the statements in 5.1, adding a question tag. For each one, choose whether you are certain or not certain. Your partner must decide whether you are certain or not certain.**FURTHER PRACTICE**

/θ/ð/ Unit 17 page 73; Unit 18 page 76

/s/ Unit 2:1, 2, 4 pages 28–30; Unit 6:1, 2, 4 page 40, 42

/z/ Unit 6:1, 3, 4 pages 40–42

/θ/ thin
/ð/ this

/t/ tea
/d/ did

T A S K 1 Distinguish between /θ/, /t/, /ð/ and /d/



1.1 Listen, and practise the difference.

thin	tin	heath	heat
thank	tank	sheath	sheet
thick	tick	fourth	fort
three	tree	path	part
theme	team	north	nought



1.2 Listen to the words on the cassette. Write the words you hear.



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 I never knew what she thought/taught.
- 2 The theme/team was very popular.
- 3 We kept it in a thin/tin box.
- 4 Which path/part are you going to take?
- 5 I don't like the heath/heat.



1.4 Listen, and practise the difference.

there	dare	breathe	breed
then	den	worthy	wordy
than	Dan	lather	ladder
though	dough		



1.5 Listen to the words on the cassette. Write the words you hear.

T A S K 2 Say /θ/ and /t/



Listen, and practise this conversation.

- A: You forgot Theo's birthday on Tuesday!
 B: Oh no! I knew his birthday was this month, but I thought it was the tenth.
 A: No, it's the fourth.
 B: Did he have a birthday party?
 A: Yes, he had thirteen friends to tea.
 B: Goodness! I didn't think three-year-olds had as many as thirteen friends.

T A S K 3 Say /d/ at the end of words**3.1** Listen, and say these adjectives ending in /ə/.

afraid bad boiled good hard loud old red

Now use them to fill the gaps in these phrases

a _____ accident _____ white and blue

an _____ friend a _____ apple

a _____ friend _____ of the dark.

a _____ explosion a _____ egg

**3.2** Listen, and say these nouns ending in /d/.

bed side Head end

Now use them to fill the gaps in these phrases.

the _____ of the line the _____ of Department

the _____ of the road _____ and breakfast

T A S K 4 Say /d/ and /ð/**4a** Listen to someone talking about their childhood. In the text below, circle the words with /d/ and underline the words with /ð/. The first three are done for you. Then practise the text.

One day when I was in the third class, we had to write a story. I told a true story about my father. He wanted to clean the windows. He borrowed a ladder. He tried to put it against the wall, but the end of the ladder went through the window. My teacher said it was a very good story. I had to read it aloud to the other students.

Three years later, my brother was in that class. He wrote the same story, about my father and the ladder. *He* had to read it aloud, too.

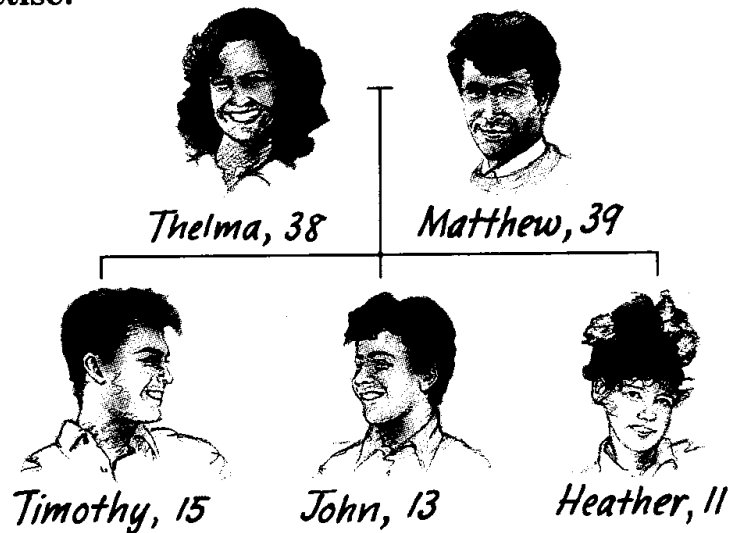
**4b** Listen to these sentences. Notice how the voice rises at the end of the non-final phrases.

One day, when I was in the third class, we had to write a story.

Three years later, my brother was in that class.

4c Make up your own sentences, beginning with the following phrases, or others. Make sure your voice rises at the end of the phrase.

Yesterday, Three days ago, When my father was a boy,
The other day, Early this morning, When I was three years old,

T A S K 5 Say /θ/ and /ð/**5.1** Listen, and practise.**THE
BLYTHE
FAMILY**

John Blythe is thirteen. His brother Timothy is fifteen. Their sister Heather is eleven. Their mother and father come from Northern Ireland, but the children were all born in London. Their mother is called Thelma and she is 38. Their father's name is Matthew, and he is 39.

**5.2a** Listen to Judith Smith on the cassette. Look at her family tree, below. Write in the names and ages of the people in her family.**THE
SMITH
FAMILY****5.2b** Make true sentences about Judith and her family.**5.3** Describe your family (brothers, sisters, mother, father), or a family you know.**FURTHER PRACTICE**

/θ/ð/ Unit 16 page 70; Unit 18 page 76 /t/d/ Unit 9 page 49

/θ/ thin
/ð/ this

/f/ fine
/v/ voice

T A S K 1 Distinguish between /θ/ and /f/



1.1 Listen, and practise the difference.

three	free	hearth	half
thirst	first	Ruth	roof
thread	Fred	death	deaf
thrill	frill	thaw	four



1.2 Listen to the words on the cassette. Write the words you hear.



1.3 Listen to the sentences on the cassette. For each one, write the word you hear.

- 1 Did you say 'thin'/'fin'?
- 2 They had problems with the thaw/four.
- 3 We thought/fought about that for a long time.
- 4 There are three/free gifts for you.

T A S K 2 Say /θ/



2a Listen, and practise this conversation.

A: Everything went wrong on Thursday.

B: What happened?

A: I woke up with toothache. I rang the dentist three times, but there was no reply. The fourth time, I got through. He gave me an appointment at three thirty. I thought it would be soothing to have a bath. But I tripped getting out of the bath. I hit my mouth on the tap, and broke three teeth.

B: Did that cure your toothache?

A: No, I had three broken teeth *and* toothache.



2b Listen, and notice the intonation of these alternative questions. Then ask and answer the questions.

PW

Which day did everything go wrong for A – ~~Tuesday~~ or Thursday?

Did he wake up with ~~toothache~~ or a headache?

Did he ring the dentist ~~three~~ times or four times?

Was his dentist's appointment at three o'clock or ~~three thirty~~?

When he tripped, did he break both ~~legs~~ or three teeth?

T A S K 3 Say /θ/ and /f/**3a** Listen, and read out this extract from a holiday brochure.

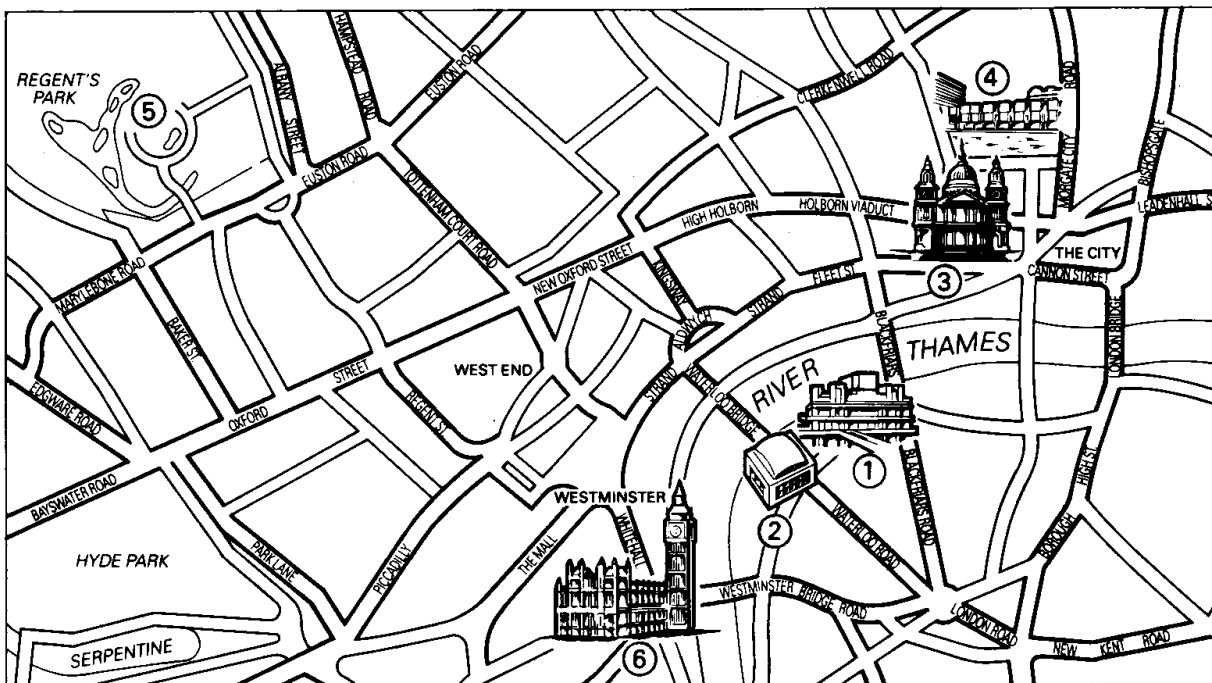
FREEMAN'S HOLIDAYS
FABULOUS LONDON HOLIDAY
 Information for your stay in London

Three free visits are included in the price of the holiday:

Wednesday 3rd September St Paul's Cathedral – in the City of London
Thursday 4th September Hampstead Heath – in the north-west of London
Friday 5th September Open Air Theatre – in Regent's Park

Most theatres and cinemas are in the West End. A few important theatres and concert halls are in other parts of London. The National Theatre and the Festival Hall are on the South Bank, almost opposite the Houses of Parliament. In the City, the financial centre of London, there is the Barbican Centre. This includes a fine concert hall, and the Royal Shakespeare Company's theatre.

PW

3b Use the information in the brochure above to identify the places marked 1 to 6 on the map below.

T A S K 4 Say /ð/**4.1 Listen, and practise this conversation.**

- A: Did you have good weather on holiday?
 B: The weather was OK, but everything else was awful.
 A: What was the matter?
 B: My younger brother was ill. My mother stayed in all the time, to look after him. My father wouldn't leave my mother. So neither my mother nor my father went out at all. I went out with my elder brother, but we got tired of being together all the time.
 A: Is your younger brother all right now?
 B: Yes, my brother is all right, but my mother is very tired.

**4.2a Listen, and repeat the questions and answers below. Notice B's voice falls and rises in the first part of the sentence. He is partly saying 'Yes', but is going to continue, 'but'**

- A: Did you have good weather on holiday?
 B: The weather was OK, but everything else was awful.
 A: Is your younger brother all right now?
 B: Yes, my brother is all right, but my mother is very tired.

**4.2b With a partner, take the part of B. Answer these questions.**

**

- A: Were your brothers ill?
 A: Did you all look after your brother?
 A: Did your father and brother stay with your mother?

T A S K 5 Say /ð/ and /v/**5a Listen, and practise this conversation.**

- A: Which vase would you like?
 B: That one over there, please.
 A: This one?
 B: No, that very small one, over there in the corner.

**5b Make similar conversations using the phrases below.**

**

- | | |
|------------------------|----------------------------------|
| that lovely one | the other one |
| this one in the corner | the one over in the other corner |
| that valuable one | the five-pound one |

FURTHER PRACTICE

/θ/ð/ Unit 16 page 70; Unit 17 page 73 /v/f/ Unit 13 page 61
 /v/ Unit 14:1, 3, 5 pages 64–66

Some words and syllables are pronounced more strongly than others: they are **stressed**. (In this unit, stressed syllables are marked in **bold** type.) In unstressed words and syllables, the sound /ə/ is often used.

T A S K 1 Say /ə/ in unstressed syllables



1.1a Listen, and repeat. Make the stressed syllables strong, and the unstressed syllables weak and quick.

Try again. Come along.

Paul's a **postman**. Martha's a **teacher**.

Michael's a **policeman**. Barbara's a **pilot**.

A **coloured picture**.

In all the unstressed syllables above, the sound /ə/ is used. Notice that /ə/ can be spelled in many ways.

1.1b Look again at the phrases in 1.1a. Find words where /ə/ is spelled a, e, o, u.



1.2 Listen to these phrases, and mark the stressed syllables. Then practise the phrases; be careful to use /ə/ in the unstressed syllables.

Go away. Come again.

Susan's a singer. Jill's a photographer.

John and Michael are policemen. Brian's a bus conductor.

A big adventure.

T A S K 2 Say /ə/ in weak forms

Many common words have a weak form, with /ə/, when unstressed:



2.1 'and' The following words often appear in a phrase with 'and'. For each word, say a phrase.

e.g. knife and fork

1 knife 2 black 3 ladies 4 fish 5 bacon 6 here 7 up

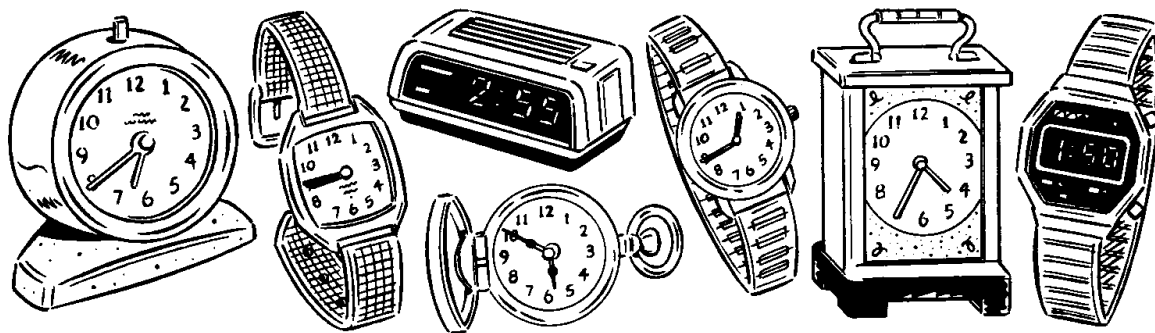
Now listen to the phrases on the cassette to check. Can you think of some more phrases with 'and'?



2.2 'to' Listen, and repeat.

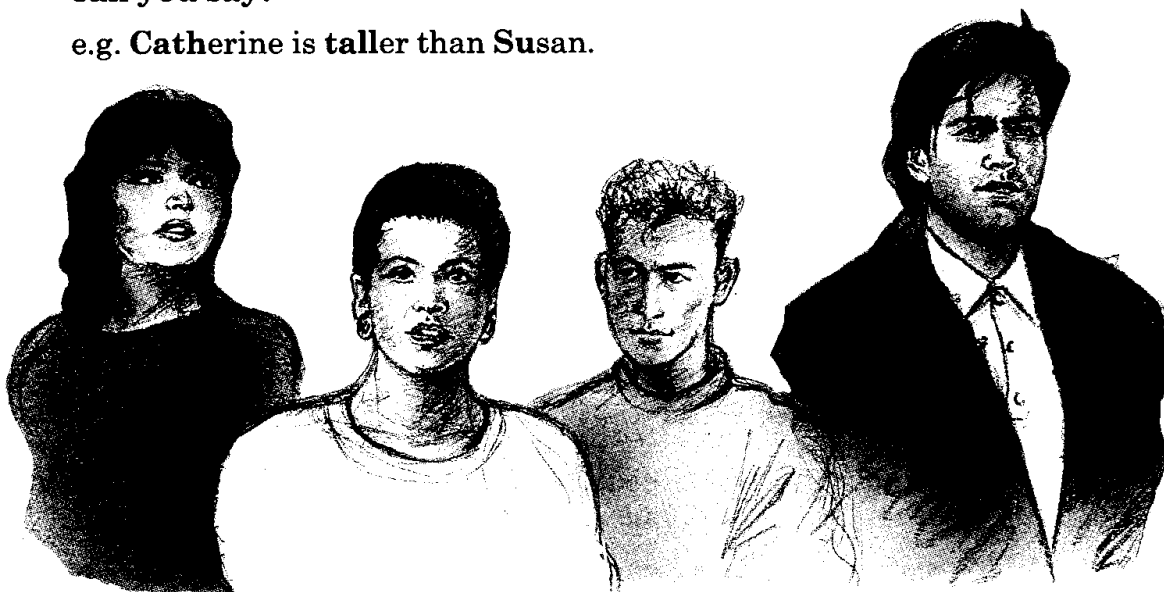
11.50 'It's **ten** to **twelve**.' 3.45 'It's **quarter** to **four**.'

Now say the times shown below.



2.3a 'than' Compare the people shown below. How many true things can you say?

e.g. Catherine is taller than Susan.



Catherine, 22 yrs,
175 cm, 63 kilos

Susan, 24 yrs,
160 cm, 70 kilos

Alan, 20 yrs,
163 cm, 60 kilos

Brian, 28 yrs,
183 cm, 90 kilos

2.3b Make similar sentences about people in your class, or in your family.



2.4a 'of' Listen, and repeat.

a bottle of wine a cup of tea a glass of wine,
a bag of potatoes a tin of beans a packet of sweets
a box of chocolates a jug of water

2.4b Make similar phrases using these words.

beer sugar coffee matches tomatoes milk chocolate



2.5a 'can' Listen, and repeat.

I can swim quite well.
I can speak French and German.
I can swim but I can't play tennis.

**2.5b** In pairs, say which of these things you can do.

type speak Chinese/German/French, etc. play chess
 play tennis/football, etc. play the guitar/piano, etc.
 drive ride a bicycle ride a horse ski cook
 (think of other things too)

2.5c Tell other students about your partner.

e.g. Jean can speak French and German.

Maria can swim very well but she can't play tennis.

T A S K 3 Say /ə/ in weak forms and unstressed syllables**3.1** Listen, and notice the words with the sound /ə/ marked in *italics*. Practise the conversation.

A: What *shall* we have for supper?

B: Would you like bacon *and* eggs?

A: No, not bacon *and* eggs tonight. What else *have* we got?

B: There *are* some potatoes, *and* lots of tomatoes. We could have baked potatoes, *and* a tomato salad.

A: I *had* a baked potato yesterday.

B: Well then, you *can* buy some fish *and* chips, from the shop at the end of the road.

A: OK. Shall we have a bottle of wine?

B: No, just a jug of water.

**3.2** Listen, and notice the words with the sound /ə/ marked in *italics*. Mark other words which contain the sound /ə/.

A: My sister is coming to see me tomorrow. I'd like to take her to the theatre. I wonder what's on.

B: Look in the newspaper. In the section called Entertainments.

A: Oh, yes. Look, at the Players Theatre. There's a comedy, with Amanda Morgan, and Michael Allen.

B: I've heard of Amanda Morgan, but who's Michael Allen?

A: He was in that television series about a hospital. He played the doctor who came from Canada.

B: Oh yes, I remember. Tomorrow is a good night to go to the theatre. On Mondays, you can get two seats for the price of one.

A: That's good. Usually, when I go to the theatre, I sit at the back. It's not as comfortable, but it's cheaper. But tomorrow we can afford better seats, at the front.

Now practise the conversation.

T A S K 1 Distinguish between /i:/ and /I/**1.1** Listen, and practise the difference.

green	grin	feet	fit
bead	bid	cheek	chick
reason	risen	deep	dip
meal	mill	each	itch

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 The beans/bins were quite cheap.
- 2 I'm going to leave/live with my brother.
- 3 Did you feel/fill it?
- 4 The peach/pitch was bad.
- 5 He beat/bit the dog.
- 6 The children were badly beaten/bitten.

T A S K 2 Say /i:/**2.1** Listen, and read out these notices.**S P E L L I N G**

/i:/ see

Common:

ALL ee sleep

MOST ea read, eat
e ('long e')
be,
these*Less common:*i machine,
police

ie field, piece

ei receive

ey key

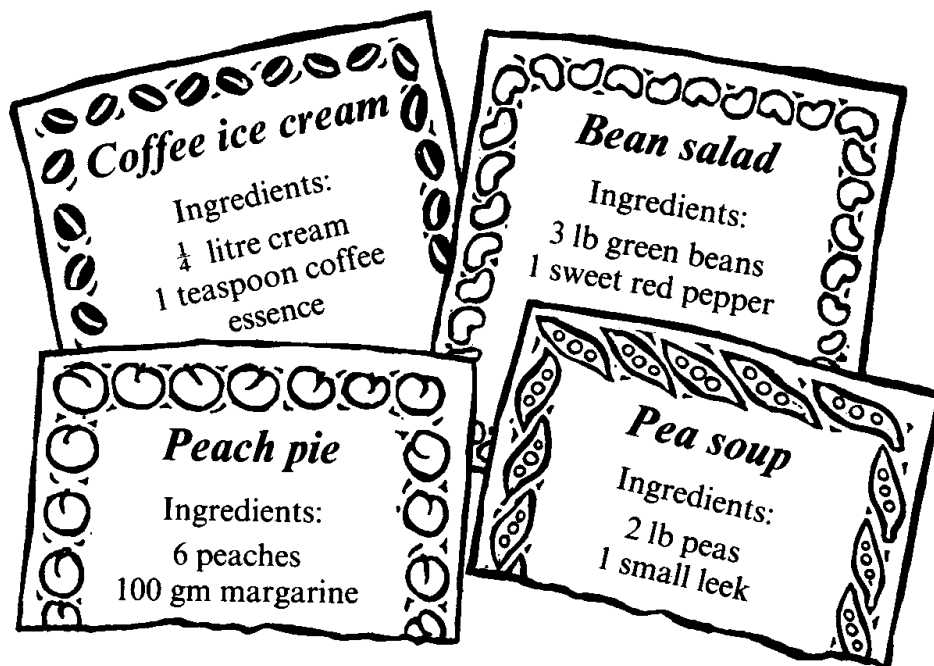
NOTE:*ei comes in the
middle of words.**At the end of
words the spelling
is ey.***SPELLING****RULE:**i before e
except after c*Exception:*
people

/I/ if

See page 22.

**2.2a Listen, and practise this conversation in a shop.**

- A: Have you got any cream cheese?
 B: Yes, how much cheese do you need?
 A: 250 grams please. I'm going to make a cheesecake.

2.2b Make similar conversations with details from these recipes.**T A S K 3 Say /ɪ/****3.1a Listen, and practise this conversation at a station.**

- A: Excuse me, when's the next train to Liverpool?
 B: Six fifty.
 A: Which platform?
 B: Platform six.

3.1b Make similar conversations with details from this notice.

DESTINATION	TIME	PLATFORM
BRISTOL	6.15	16
HITCHIN	6.50	6
ILMINSTER	7.50	15
WINCHESTER	10.50	6

**3.2a Listen, and practise this message for a doctor.**

Hello, my name is Gillian Timpson. Please tell Dr Phillips that my daughter Nicola is ill. She's got little red spots, which itch terribly. And she's got a high temperature. If she drinks anything, she's sick. I think she needs a home visit. Our address is 56 Hill Road.

**3.2b The receptionist who took the message told Dr Phillips some wrong things. Listen, and repeat each one.**

Mrs Simpson called.	She won't drink anything.
Her son Nicolas is ill.	She needs to go to hospital.
She's got big red spots.	They live at 66 Mill Road.

**3.2c Correct the wrong messages. Make sure your voice falls to emphasise the correct information.**

**

e.g. A: Mrs Simpson called. B: No, Mrs Timpson called.

T A S K 4 Say /i:/ and /I/**4.1 Listen, and practise this conversation between two doctors.**

A: Have you been busy this evening?
 B: Pretty busy. My first patient was Jim Beaton. He had twisted his knee. He slipped on a banana skin in the street. I think he just needs to rest his knee. He's very fit.
 A: My first patient was Mrs Neale. She keeps being sick, and it's just because she eats too much.
 B: A lot of patients don't really need treatment. They feel ill because they do silly things. We can give them pills to treat some illnesses, but they need to keep fit and eat sensibly.

**4.2a Listen, and repeat these things, which come from: a hospital, a supermarket, a restaurant, a factory, a railway station.**

The machine in the corner needs cleaning.
 Could you put clean sheets on Mrs Reed's bed, please?
 Get the six fifteen train from platform three.
 We need some more tinned peaches, and baked beans.
 I'd like coffee with cream, and then the bill, please.

4.2b Say which instruction came from which place.**FURTHER PRACTICE**

/I/ Unit 1:1, 2, 4 pages 22–27

/æ/ hand

/e/ egg

T A S K 1 Distinguish between /æ/ and /e/**1.1 Listen, and practise the difference.**

had	head	mat	met
bag	beg	pack	peck
land	lend	marry	merry
can	Ken	pat	pet
pan	pen	cattle	kettle

**1.2 Listen to the words on the cassette. Write the words you hear.****1.3 Listen to the sentences on the cassette. For each one, write the word you hear.**

- 1 You have been using my pan/pen, haven't you?
- 2 He lost his bat/bet.
- 3 I can see a band/bend ahead.
- 4 We heard the cattle/kettle from a long way away.

T A S K 2 Say /æ/**2.1 Listen, and practise this telephone conversation. Notice the telephonist's polite, rising intonation.**

A: Cavendish Manufacturing Company. Can I help you?

B: I'd like to speak to the Managing Director, please.

A: The Managing Director? That's Anna Cavendish.
I'll put you through.

**2.2a Listen, and say the names on this noticeboard.****CAVENDISH MANUFACTURING COMPANY**

Managing Director

Anna Cavendish

Marketing Manager

Barry Jackson

Development Manager

Andrew Maxwell

Architect

Pamela Andrews

S P E L L I N G

/æ/ hand

Common:

a ('short a'):
sat, marry,
hand, ran

Exception:
ai plait

/e/ egg

Common:

e ('short e'):
egg, editor,
bet, went

Less common:
ea dead, breath

Exceptions:

ie friend
a any, ate,
says, said
u bury
ei leisure

**2.2b Make telephone conversations like the one in 2.1, asking for different people each time.**

T A S K 3 Say /e/**3.1 Listen, and practise.**

Only ten per cent of *Kensington Express* readers take regular exercise. In a recent survey, readers answered questions about diet and exercise. Ten per cent felt that they were healthy or very healthy. Seventy per cent said that exercise is important for good health. But only ten per cent took regular exercise – twice a week or more. Twenty per cent said that they felt they got enough exercise. The rest admitted that they should take more exercise.

**3.2a Listen to people asking and answering questions. Notice the intonation. The voice rises in the questions, and falls in the answers.**

Do you feel you are **healthy**?

Yes, I do. I lead a **very healthy** life.

Do you **think** exercise is important for **good health**?

No, I don't. Too **much** exercise can be **dangerous**.

**3.2b Ask and answer the questions on this questionnaire.**

HEALTH QUESTIONNAIRE

Do you:

- a get regular exercise?
- b eat fresh fruit every day?
- c eat plenty of vegetables?
- d go to bed before ten?
- e remember to brush your teeth at bedtime?

5 YESes – Excellent!

4 YESes – Very good!

3 YESes – Not bad, but could be better!

2 or less – Oh dear! Not very healthy!

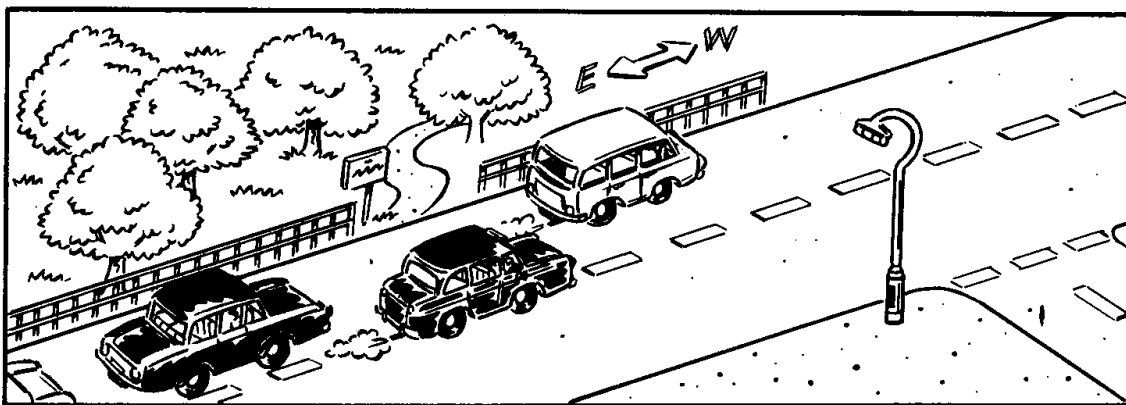
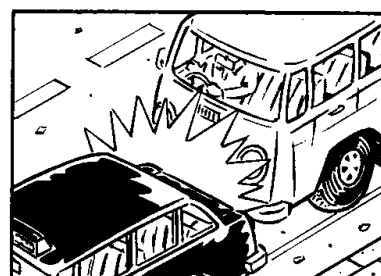
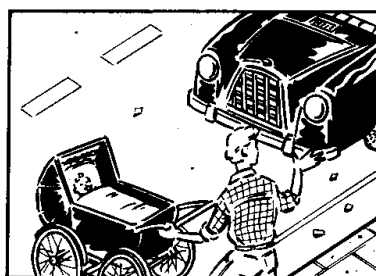
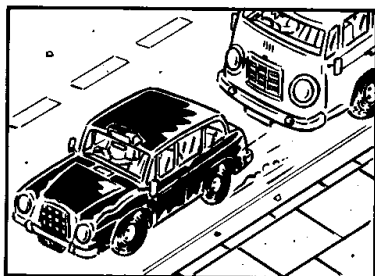
**3.3 Discussion. What sort of exercise do people in the group take? What is regarded as healthy food in your community?**

T A S K 4 Say /æ/ and /e/**4a** Listen, and practise this conversation about a car accident.

- A: I'm a reporter from the *Hendon Standard*. Were you present when the accident happened?
 B: Yes, I was standing at the end of Elm Avenue, by the park.
 A: What happened?
 B: There was a red van travelling west, and several cars and vans behind it.
 A: Was the red van going fast?
 B: No. The driver kept glancing at a map on his lap. Then a black taxi started to pass the red van.
 A: Was that the cause of the accident?
 B: It wasn't the taxi that caused the accident. It was the red van. The van driver suddenly turned, and crashed into the taxi.
 A: What happened then?
 B: The taxi smashed into a lamppost. The taxi driver wasn't badly hurt, but he was very angry.

4b Look at the picture below, showing the scene of the accident described in 4a. Label the picture. Then say what happened.

e.g. It was in Elm Avenue, near the park. A red van

**4c** Look at the pictures below, which show another accident. Say what happened.**FURTHER PRACTICE**

/æ/ Unit 25:1, 3, 4 page 97–99

/e/ Unit 1:1, 3, 4 page 22–27

T A S K 1 Distinguish between /ʌ/ and /æ/**1.1** Listen, and practise the difference.

bug	bag	hut	hat
mud	mad	truck	track
puddle	paddle	much	match
fun	fan	drunk	drank
sung	sang	cup	cap
butter	batter	uncle	ankle

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 I like my fish cooked in butter/batter.
- 2 He's worried about his uncle/ankle.
- 3 Put the rug/rag on the floor.
- 4 Here's a cup/cap for you.
- 5 I've lost the truck/track.
- 6 Does my hut/hat look nice?

T A S K 2 Say /ʌ/**2a** Listen, and practise this conversation.

- A: Uncle Cuthbert has just rung up.
 B: Is he coming for lunch?
 A: No, he's in trouble. There's been a flood.
 B: But the flood was on Monday.
 A: Now his truck is stuck in the mud.
 B: He could come by bus.
 A: No, the bus is stuck behind the truck. Nothing can move.

PW

**

2b Ask and answer. Try to use falling intonation on these Wh-questions.Who has just rung **up**?Why can't Uncle Cuthbert come to **lunch**?When was the **flood**?Where is the **bus**?**S P E L L I N G**

/ʌ/ up

*Common:***u** ('short u'):cup, uncle,
us, funny*Less common:***o** one, mother**ou** young,
trouble**ough** enough,
rough**oo** blood, flood*Exception:*

does

/æ/ hand

*Common:***a** ('short a'):sat, marry,
hand, ran*Exception:*

plait

T A S K 3 Say /æ/**3a** Listen to six people saying what they did on Saturday.

I swam the English Channel.
 I got married.
 I rang my grandmother.
 I crashed my car.
 I sang in a concert.
 I sat at home.

3b Look at the pictures. Say who did what.

e.g. Ann Appleby got married.



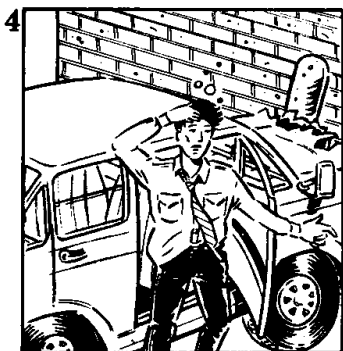
Ann Appleby



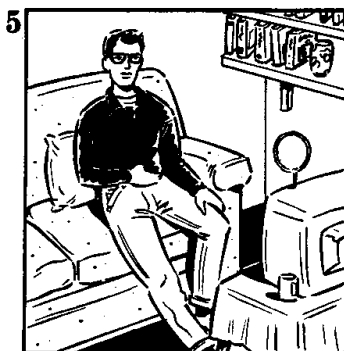
Angela Lang



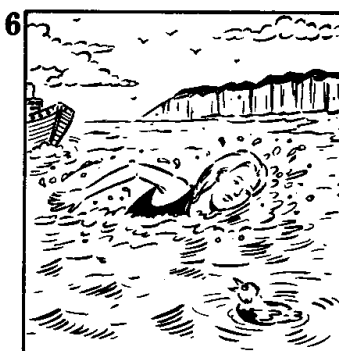
Harry Angus



Andrew Maxwell



Gavin Banks



Sally Paston

**3c** The sentences below are incorrect. Listen, and repeat each one. Then say it with the correct facts.

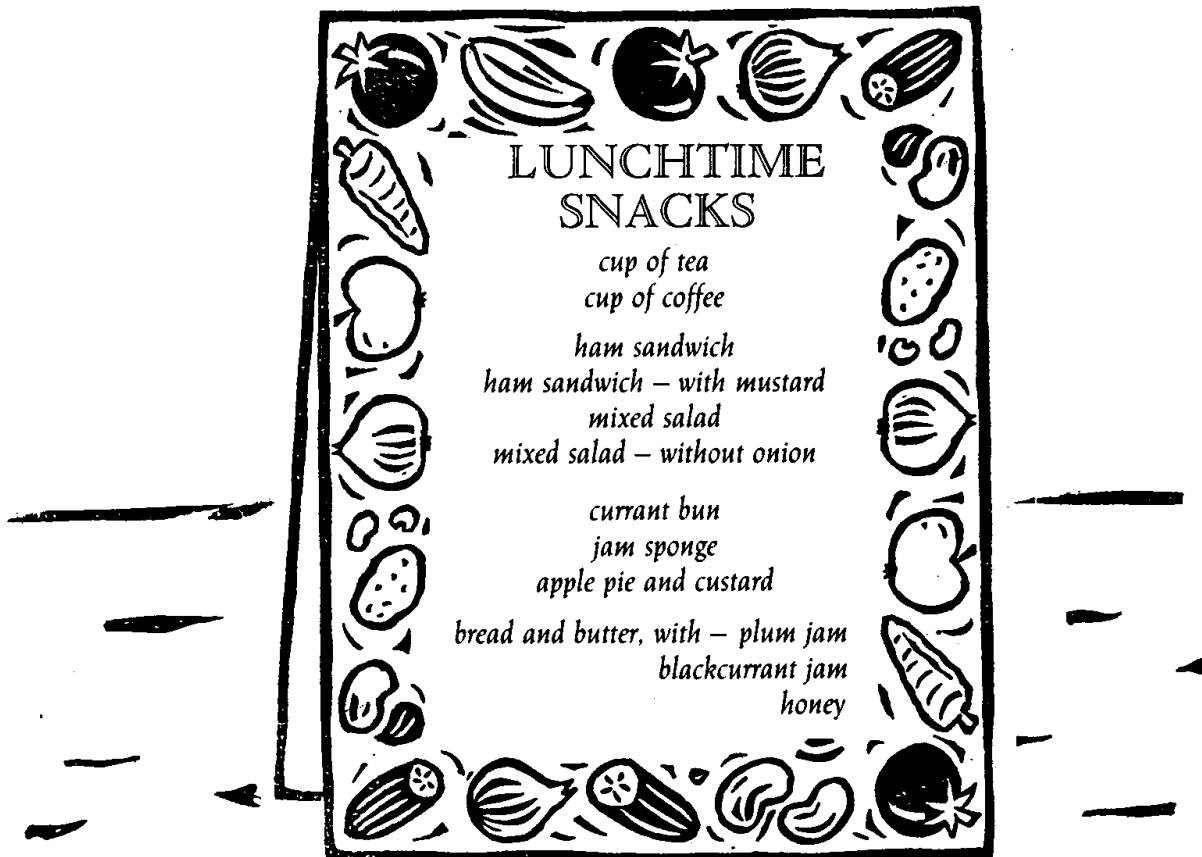
**

Sally Paston sang in a concert on Saturday.
 Harry Angus got married on Saturday.
 Ann Appleby sat at home on Saturday.
 Gavin Banks swam the English Channel on Saturday.
 Angela Lang crashed her car on Saturday.
 Andrew Maxwell rang his grandmother on Saturday.

T A S K 4 Say /ʌ/ and /æ/**4.1** Listen, and say these phrases.

a Russian stamp
a lovely hat
a sudden bang
a dozen apples

a black cupboard
a flat cover
an African hut
a damp rug

**4.2a** Listen, and say what is on this menu.**4.2b** Listen, to someone saying what they would like. Notice the listing intonation.

e.g. 'I'd like a cup of tea, a mixed salad without onion,
and some bread and butter with plum jam.'

Now choose, and say what you would like.

**4.2c** In a group, each person says what they would like. One person makes a list, then orders the food and drink for the whole group.**FURTHER PRACTICE**

/æ/ Unit 24:1, 2, 4 page 94, 96

/p/ hot

/ɔ:/ saw

T A S K 1 Distinguish between /p/ and /ɔ:/**1.1** Listen, and practise the difference.

not	nought	spot	sport
stock	stalk	cod	cord
pot	port	cock	cork
cot	court	fox	forks

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 They couldn't find the fox/forks
- 2 The pot/port was very old.
- 3 We saw the spot/sport.
- 4 The cod/cord isn't very good.
- 5 The cock/cork has been stolen.

T A S K 2 Say /p/**2a** Listen, and say the things Johnny has to do.**S P E L L I N G**

/p/ hot

Common:

ALL o + final

consonant:

dog

ALL ock clock

ALL o + double

consonant:

bottle

*Less common:*a (after w, wh,
qu):watch, what,
quantity*Exceptions:*

au because,

sausage

ow knowledge

/ɔ:/ saw

Common:

MOST or horse

MOST oar board

ALL aw saw,
lawn

MOST au

daughter

Less common:

a all, water

ar (after w, qu):

warm,

quarter

oor door, floor

our four, court

ough + consonant:

bought

- 2b** Play the memory game. Each person chooses something from 2a, and remembers what other people said. Notice the listing intonation.

Example:

1ST PERSON: Johnny has **got** to **buy** some **coffee**.

2ND PERSON: Johnny has **got** to **buy** some **coffee**, and **wash** the **floor**.

3RD PERSON: Johnny has **got** to **buy** some **coffee**, **wash** the **floor**, and **wind** the **clock**.

4TH PERSON:

T A S K 3 Say /ɔ:/



- 3.1** The past tense of these verbs contains the sound /ɔ:/.

bring buy catch fight teach think wear

Listen, and say the past tenses.



- 3.2a** Listen, and say these sentences.

The milkman brings four pints of milk every morning.

George buys a small Ford car every year.

Paul catches the ball.

My cat fights the dog next door.

Mr Morland teaches Law to forty-four students.

Gordon thinks Mr Morland's Law class is boring.

George wears a short-sleeved shirt.

- 3.2b** Now change the sentences into the past.

e.g. Yesterday morning the milkman brought four pints of milk.

T A S K 4 Say /p/ and /ɔ:/



- 4.1** Listen, and say these phrases.

hot water

knock at the door

stop talking

a bottle of port

four o'clock

a tall bottle

a small shop

talk to the doctor



4.2 Listen, and practise this interview for a job.

A: Why do you want a job with the *Northern Record*?

B: I'd like to become a sports reporter. I always read the *Northern Record*. I saw your job advertisement. So I filled in an application form.

A: What other jobs have you done?

B: I've got a job in a sports shop, at the moment. Last August, I was a hotel porter. It was a holiday job, in a seaside resort.

A: Are you interested in sport?

B: Yes, I like watching football; I always watch my local football team when they play at the Sports Centre. I also watch sport on television quite often. And I go jogging every morning.

A: Right. Now, I'll tell you what this job involves



4.3 Listen, and practise this conversation.

A: Sorry to bother you, but I'm lost! I'm looking for the office of the local newspaper, the *Northern Record*.

B: It's opposite the Town Hall. Go along this road. At the crossroads, turn left. Then there's a department store called Potters. Opposite Potters, there's a small street. Walk up there, and you'll see the Town Hall on the right. The *Northern Record* office is opposite.

A: Is it a long way?

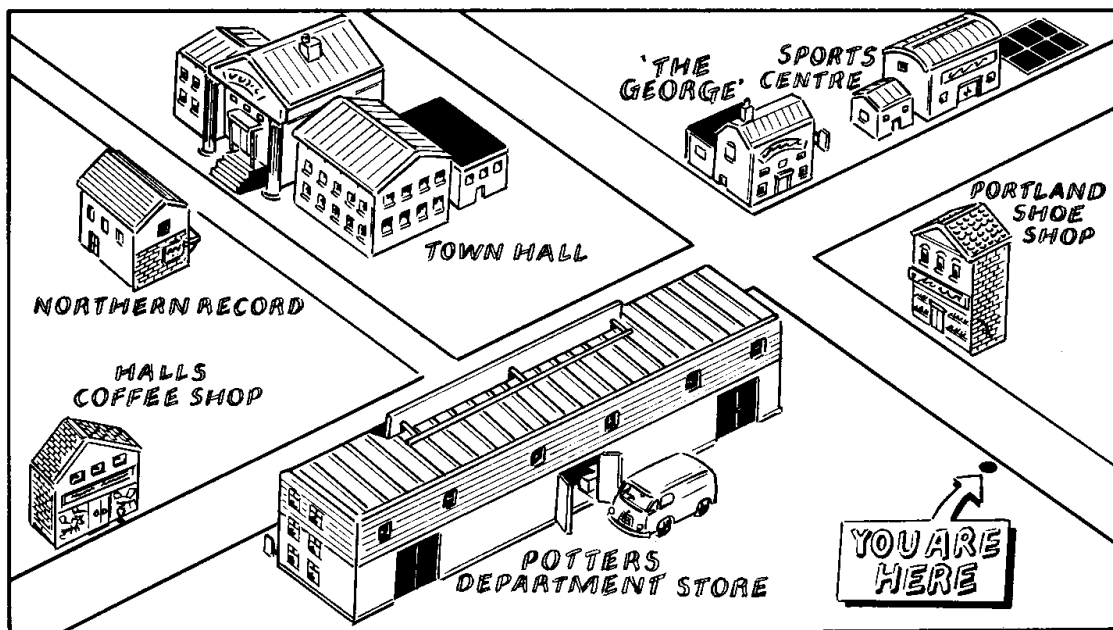
B: No, it's not far to walk.

A: Thank you very much.

B: Not at all.



4.4 Look at the map below. Ask and give directions, as in 4.3.



FURTHER PRACTICE

/p:/ Unit 27:1, 3, 4 pages 103–105

T A S K 1 Distinguish between /əʊ/ and /ɔ:/**1.1** Listen, and practise the difference.

low	law	toe	tore
Joe	jaw	tone	torn
yoke, yolk	York	snow	snore
boat	bought	hole	hall
cold	called	sew, sow	saw
bowl	ball	show	shore

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 The hole/hall is enormous.
- 2 I think your bowl/ball is in the kitchen.
- 3 The coal/call was delayed.
- 4 We're going to the show/shore next week.

T A S K 2 Say /əʊ/**2.1a** Listen to this airline pilot, and practise what he says.

Hello, this is Captain Oates speaking. Below us is the coast of Italy. We are very close to Rome – the road below us goes from Rome to the coast. We shall fly over the city before landing. Please obey the NO SMOKING notices.

2.1b Complete this extract from an airline magazine, and read it aloud.

One of the most popular destinations is the Holy City, _____. Overseas Airways planes approach _____ from the _____ of Italy, and fly _____ the city before landing.

S P E L L I N G**/əʊ/ home***Common:*

ALL o at the end of words:

so, ago

MOST o with final e:
home,
toe

SOME o in the middle of words:
cold,
both

MOST oa boat,
coast

Less common:

ow low

ou shoulder

/ɔ:/ saw*Common:*

MOST or horse
MOST oar board

ALL aw saw,
lawn

MOST au
daughter

Less common:

a all, water

ar (after w, qu):
warm,

quarter

oor door, floor

our four, court

ough + consonant:
bought

**2.2a Listen, and practise this conversation.**

- A: Could you go and post this letter, please?
 B: I can't go out. It's snowing, and I've got a cold.
 A: Blow your nose, and put your coat on. You'll be OK.
 B: I'll get frozen.
 A: Only if you go slowly. Walk quickly.
 B: I can't walk quickly. The ground is frozen. It's like the South Pole.
 A: Oh, stop moaning. I'll go.

**2.2b Listen again to some of B's statements. He is making strong, definite statements, and his voice falls.**

It's ~~snow~~ing.

I'll get ~~froz~~en.

Now say the following statements, with a strong falling intonation.

I don't know where the post office is.
 I've got a cold.
 I haven't got a coat.
 It's too cold.
 The ground is frozen.

T A S K 3 Say /ɔ:/**Listen, and practise this conversation.**

- A: Hello, you're Gloria, aren't you? Mr Walker's small daughter?
 B: Yes, I'm Gloria Walker. But I'm not small any more. I'm four and three-quarters.
 A: Yes, you are quite tall, for four and three-quarters.
 B: I'm taller than my friend Gordon, and he's five and a quarter.
 A: Does Gordon live next door?
 B: No. We live at number forty, and he lives at forty-four.

T A S K 4 Say /əʊ/ and /ɔ:/**4.1 Listen, and say these phrases.**

roast pork	North Pole
an open door	an awful joke
a stone wall	a small hotel
a cold hall	an important notice



4.2a Listen to the conversations on the cassette. You will hear a hotel receptionist talking to guests. As you listen, tick the correct information on the forms below.

REGISTRATION FORM	
NAME	Pauline Gordon/Paul O'Gordon
ADDRESS	4 Teencourt Road/14 Court Road Lower Wenlow/Lower Wenlaw Cornwall
ROOM	404/44

REGISTRATION FORM	
NAME	Joe Norton/Joan Orton
ADDRESS	40 Newhole Street/14 Newhall Street Coldwater/Caldwater North Yorkshire
ROOM	14/40



4.2b Practise the conversations in 4.2a. Then copy the registration form. In pairs, make your own conversations; make up a name and address from the columns below. The receptionist should fill in the form during the conversation, repeating the information.

Gordon Golding	14	Holywell Lane	Coldwater	Cornwall
Gloria Rolls	4	Hall Road	Portland	North Yorkshire
Joan Walker	44	Lower Falls Road	Golders Green	London NW4
Joe Gordon	404	Court Road	Stonewater	West Yorkshire

FURTHER PRACTICE

/c:/ Unit 26:1, 3, 4 page 100-102

/u:/ food

/ʊ/ put

T A S K 1 Distinguish between /u:/ and /ʊ/**1.1 Listen, and practise the difference.**

fool	full	boot	foot
pool	pull	food	good
Luke	look	tool	wool

**1.2 Listen to the words on the cassette.**
Write the words you hear.**1.3 Listen to these quotations*. Which sound is in the words underlined – /u:/ or /ʊ/?**

A good book is the precious life blood of a master spirit (*Milton*)

No sun – no moon!

No morn – no noon..... November! (*Hood*)

A fool and his money are soon parted. (*proverb*)

I could not love thee (Dear) so much,
Lov'd I not honour more. (*Lovelace*)

Beauty is truth, truth beauty. (*Keats*)

I like work I can sit and look at it for hours.
(*Jerome K. Jerome*)

I was a stranger and you took me in. (*The Bible*)

* page 124 tells you where the quotations come from.

T A S K 2 Say /u:/**2.1a Listen, and say these places.**

a supermarket a shoe shop a school
a chemist's a café a newsagent's
a tool shop

**2.1b Listen, and say these sentences.**

'Use a ruler.'

'I'd like some boots for the winter, and some shoes for school.'

'Have you got any "Beauty-tooth" toothpaste?'

'Could I have some fruit juice?'

'A newspaper and some chewing gum, please.'

'Excuse me, where are the fruit and vegetables?'

S P E L L I N G

/u:/ food

Common:

MANY oo food

u ('long
u')

music

u (with
final e):
June,
blue

MOST ew chew

Less common:

o do, move, shoe

ou soup, through

ui juice

Exception:

eau beautiful

/ʊ/ put

Common:

SOME oo good,
book

u put

Less common:

ou could

o woman

**2.1c Match each of the sentences in 2.1b with one of the places in 2.1a**

e.g. 'Use a ruler' comes from a school.

T A S K 3 Say /ʊ/**3a Listen, and practise these conversations in a library. Notice how the librarian's voice rises; she repeats the customer's enquiry, while she thinks what to say.**

A: Can I help you?

B: Yes, please. I'm looking for a book about woodwork.

A: A **book** about ~~wood~~work? What about *Woodwork for Beginners* by Peter Bull? It's full of good ideas.

B: Thank you. I'll look at it.

A: Can I help you?

B: I hope so. I'm looking for a book about knitting.

A: A **book** about ~~kn~~itting? Here's a very good book called *Good Looking Woollens*, by Michael Foot. You could look at that.

B: Yes, that looks good.

**3b Make similar conversations using the information given. The customer wants a book about the following.**

knitting wedding cakes football (for a schoolboy)
the history of cooking

The librarian suggests one of these books.

Football Annual by the Football Association

Teach Yourself Football by Jack Woolmer

Pullovers for All by Catherine Hooker

Sugar Decoration for Cakes by Ann Pullen

Everywoman Guide to Craft and Cookery by Sally Booker

Cooks of the World by Kumud Patel

T A S K 4 Say /u:/ and /ʊ/**4.1 Listen, and say these phrases.**

a foolish book

a rude cook

blue wool

good food

a wooden spoon

a full pool

**4.2a Listen, and practise this extract from a radio programme.**

JUDITH BROOKES: In the Food Programme studio today, we have two cooks, Julian Woolf and Susan Fuller. They are going to choose Christmas presents for a new cook. Julian Woolf, your kitchen is full of useful tools. If you could choose just two things for a new cook, what would you choose?

JULIAN WOOLF: I'd choose a fruit juice maker. You just put the fruit in and it produces fruit juice. It's super. And secondly, I'd choose a really good butcher's knife. Every cook could do with a good knife.

SUSAN FULLER: I'd choose a good cookery book, full of beautiful pictures. He could look at the book, and it would give him good ideas. And secondly, I'd choose a computer.

**4.2b Listen to the next part of the conversation. Notice the interviewer's rising intonation on the question.**

SUSAN FULLER: I'd choose a computer.

JUDITH BROOKES: A computer?

SUSAN FULLER: Yes, it would be useful, to keep a record of recipes and menus.

**4.2c In groups, each person should choose something from the list below to give to a new cook. Think of a reason for your choice. Then make conversations like the one above.**

a corkscrew a big, blue, butcher's apron a pudding basin
a wooden spoon a soufflé dish an ice cream scoop

**4.3 Look at the recipe below. With a partner arrange the instructions in the correct order. Say the complete recipe. (Then you can listen to it on the cassette, to check.)**

Julian Woolf's Winter Soup

Cut the roots into small cubes.

When it's cool, put the soup through a sieve.

Put them in a pan full of water.

You can make this soup with any root vegetables – potatoes, carrots, parsnips.

Cook them until they are soft.

T A S K 1 Distinguish between /ɜ:/ and /ɑ:/**1.1** Listen, and practise the difference.

firm	farm	dirt	dart
burn	barn	hurt	heart
stir	star	birth	bath
heard	hard	purse	pass

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 He works for a firm/farm in the north.
- 2 I've lost my purse/pass.
- 3 The first/fast train leaves at seven o'clock.
- 4 She noticed the dirt/dart in the corner.

T A S K 2 Say /ɜ:/**2.1a** Listen, and practise this conversation:

- A: I'd like to reserve a seat on the ten thirty flight to Birmingham, on Thursday. My name is Vernon.
 B: Thursday May 21st? Certainly, sir. There's a seat in the third row.
 A: That's fine. And I'm returning on May 23rd.
 B: The first flight leaves Birmingham at eight thirty.
 A: That's a bit early.
 B: Or there's twelve thirty, or four thirty.
 A: Four thirty's too late. Twelve thirty, please.
 B: On the twelve thirty flight on May 23rd, there's only a seat free in row thirteen.
 A: Row thirteen*? No, thanks. I'll go at eight thirty.

* Some people believe 13 is an unlucky number.

S P E L L I N G**/ɜ:/ bird***Common:*

ALL er, ir, ur
 + consonant
 or stressed at
 the end of
 words:
 her, verb,
 prefer, fir,
 girl, first,
 fur, turn,
 church

Less common:

w + or word,
 work
our journey,
 courtesy
ear learn,
 earth

/ɑ:/ car*Common:*

MOST ar artist,
 car,
 park
SOME a father,
 half

Less common:

ear heart
er sergeant,
 clerk
au aunt, laugh

PW

**

2.1b Ask and answer questions. Try to use a falling intonation on these Wh-questions.

Where is Mr Vernon *going*?

When is he *travelling*?

Which row is his *seat* in?

What *date* is he *returning*?

What *time*?

Why *doesn't* he want a seat on the *twelve-thirty* flight?



2.2 Listen, and practise this conversation between a driving instructor and a learner driver.

A: Take the third turning on the right. Then stop by the church. I'd like you to reverse round that corner.

B: Yes, I certainly need to practise reversing.
(*stops and reverses*)

A: Not bad. But you weren't close enough to the kerb. Turn the steering wheel further to the left.

B: OK. Last lesson I turned it too much, and I was too close to the kerb.
(*tries again*) Oh dear, that was worse.

A: We'll return to reversing later. Now drive on. Turn right by the big fir tree.

B: I need to learn how to do an emergency stop.

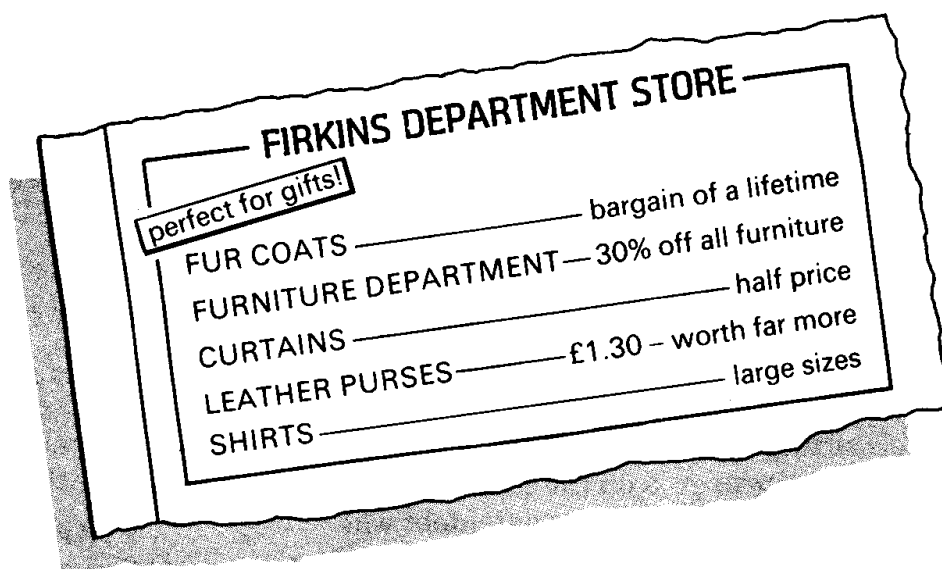
A: Yes, when we've gone a bit further. Take the first turning – mind that little girl! Well done, that was a perfect emergency stop.

T A S K 3 Say /ɑ:/



Listen, and read out this newspaper advertisement.

BARKERS DEPARTMENT STORE
 ————— Marvellous bargains! —————
 CARPETS – half price
 CHRISTMAS CARDS – large and small
 OXFORD MARMALADE – 30p a jar
 GARDEN CHAIRS – with and without arms
 CARDBOARD PLATES – ideal for parties
 ARTISTS' MATERIALS
 TOY FARM – includes farmhouse, barn and animals

T A S K 4 Say /ɜ:/ and /ɑ:/**4.1** Listen, and read out this newspaper advertisement.**4.2a** Listen, and repeat these sentences.

Margaret Irwin is moving into a new flat soon.
 Martha Kirby is going on holiday to Siberia.
 Marcus Irving is having a party at the weekend.
 Shirley Parkes is a commercial artist.
 Carl Parker's son is five next week.
 John Darling is tall and fat.

**4.2b** Look at the articles advertised in the sales at Barkers and Firkins Department Stores in 3 and 4.1. Discuss which articles would be suitable for each of the people above.

e.g. Margaret Irwin could buy furniture for her new flat, at Firkins.

**4.3a** Listen to a news story about an accident.**4.3b** The sentences below come from the news story in 4.3a.
Put them in the right order, and practise telling the story.

His father drove him to the hospital Emergency Department.
 Bernard had some fireworks.
 A nurse cleaned the dirt off the burn.
 Bernard Parker, aged thirteen, had a birthday party yesterday.
 He was badly hurt.
 But the party turned into a tragedy.
 The very first firework went off in Bernard's face.
 Then he was transferred to the Burns Unit, for surgery.

T A S K 1 Distinguish between /ei/ and /e/**1.1** Listen, and practise the difference.

pain	pen	paper	pepper
tail	tell	late	let
main	men	wait	wet
fail	fell	gate	get
age	edge	taste	test
shade	shed	date	debt

**1.2** Listen to the words on the cassette.
Write the words you hear.**1.3** Listen to the sentences on the cassette.
For each one, write the word you hear.

- 1 He's sitting in the shade/shed.
- 2 The paper/pepper is on the table.
- 3 I can't remember what the date/debt was.
- 4 Please taste/test this wine.
- 5 They're sailing/selling their boat next week.

T A S K 2 Say /ei/**2.1a** Listen, and read out the names of these people coming for an interview.

memo

Interview Times

8.30 James Gray	11.00 Phillip Lane
9.00 John Day	11.30 Kay Waite
9.30 Graham Lay	12.00 Tracey Capes
10.00 May Frazer	12.30 Kate Mace
10.30 Jane Hayes	

S P E L L I N G

/ei/ page

Common:

a ('long a'):

radio, favourite

a (with final e):

page

MOST **ai** rain,

paid

ALL **ay** day,

away

Less common:

ea great, break**ei** eight, veil**ey** they, grey

NOTE:

ai and **ei** come at the beginning and in the middle of words. At the end of words, the spelling is **ay** and **ey**.

/e/ egg

Common:

e ('short e')

egg, editor,

bet, went

Less common:

ea dead, breath

Exceptions:

ie friend**a** any, ate,

says, said

u bury**ei** leisure



2.1b Listen to someone correcting mistakes. Notice how the voice falls and rises on the incorrect information, then falls to emphasise the correct information.

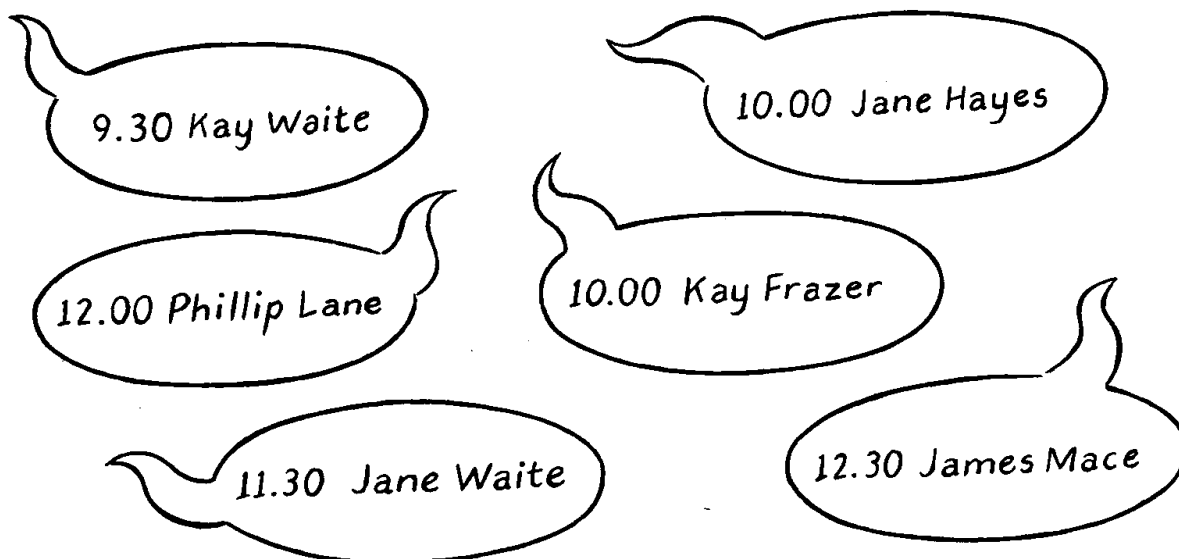
A: 8.30, John Day.

B: No, the person at 8.30 isn't John Day. It's James Gray.

A: 10.00, Jay Frazer

B: No, it isn't Jay Frazer, it's May Frazer.

2.1c Below are some more mistakes. Correct them, using the information in the list in 2.1a.



2.1d Make some more mistakes about the times or names in 2.1a. Your partner must correct the mistakes.



2.2a Listen, and practise this conversation at a newsagent's.

CUSTOMER: Hello. My name is Jameson. I live at 28 Daisy Way. We have our newspapers delivered.

NEWSAGENT: Yes sir. How can I help you?

CUSTOMER: This week, the papers have been late every day. And on Wednesday, we didn't get any papers at all.

NEWSAGENT: Which papers do you have?

CUSTOMER: *The Daily Telegraph* and the *Daily Mail*.

NEWSAGENT: Oh yes. I can explain. The *Daily Mail* came late. There was a breakdown at the printers. And *The Daily Telegraph* is on strike.

CUSTOMER: That's very strange. Well, can I take the *Daily Mail* now?

NEWSAGENT: I'm afraid we're still waiting for it.

CUSTOMER: Will you send it, when it arrives?

NEWSAGENT: Yes, I'll send it straight away.

**2.2b Listen, and practise the intonation of these alternative questions.**Is the customer's name *James* or *Jameson*?Does he live in *Daisy Way* or *Daisy Lane*?Is the problem about *magazines* or *newspapers*?He didn't get any newspapers one day. Was it *Wednesday* or *Thursday*?Does he have *The Daily Telegraph* or *The Times*?Does he have the *Daily Express* or the *Daily Mail*?**2.2c Ask and answer the questions using the information in 2.2a.**e.g. A: Is the customer's name *James* or *Jameson*?B: His name's *Jameson*.**T A S K 3 Say /ei/ and /e/****3a Listen, and practise these conversations at an airport information desk.**

A: Excuse me, I'm waiting for someone from Spain.

Which plane is it?

B: Flight BA 287.

A: When is it due?

B: 8.28.

A: Is it on time?

B: No, I'm afraid it's late.

C: Excuse me, I'm waiting for someone from Belgium. Which plane is it?

B: Flight BA 280.

C: When is it due?

B: 8.10.

C: Is it on time?

B: Yes, it is.

3b Make similar conversations, using information from the airport arrivals information board.

ARRIVALS			
FLIGHT NO	FROM	TIME DUE	
BA 280	Belgium	8.10	on time
BA 282	Edinburgh	8.17	delayed
BA 286	Denmark	8.25	on time
BA 287	Spain	8.28	delayed
BA 289	Norway	8.38	delayed

FURTHER PRACTICE

/e/ Unit 1:3, 4 page 24–27; Unit 24:3, 4 page 95–96

T A S K 1 Distinguish between /eə/ and /ɪə/**1.1 Listen, and practise the difference.**

hair	here, hear	dare	dear, deer
bear	beer	chair	cheer
air	ear	Clare	clear
fair, fare	fear	stare	steer
rare	rear	spare	spear
pear	pier	rarely	really

**1.2 Listen to the words on the cassette. Write the words you hear.****1.3 Listen to the sentences on the cassette. For each one, write the word you hear.**

- 1 They gave her three chairs/cheers.
- 2 The bear/beer was awful.
- 3 The pear/pier is rotten.
- 4 He is rarely/really unhappy.
- 5 The driver of that car is staring/steering at us.

T A S K 2 Say /eə/**2.1 Listen, and practise the conversation. Listen carefully to the intonation.**

A: Excuse me, I'm looking for Miss O'Dare. Do you know where she is?

B: She's gone to Trafalgar Square.

A: Do you know where, exactly?

B: To the Headquarters of the Dairy Council.

A: Why has she gone there?

B: She has got a dairy. It's called Mary's Dairy.

A: I thought she was a hairdresser.

B: Oh you mean Clare O'Dare. She's upstairs. It's her sister Mary who's gone to Trafalgar Square.

S P E L L I N G

/eə/ there

Common:

ALL air chair

MANY are care
ary Mary*Less common:*

ear pear

Exceptions:

ere where, there

eir their

/ɪə/ near

Common:

ALL eer beer

MANY ere here

MANY ear dear

Less common:

ier fierce

eir weird

ea idea, real



2.2a Listen, and say these names of shops.

CAREYS FRUIT and VEGETABLES

O'DARES FASHION and SPORTSWEAR

HAIR CARE BY CLARE

BLAIR'S CHAIR REPAIRS

FAIR DEAL GROCERY

FAIRFIELD CAR SPARES

MARY'S DAIRY



2.2b Sarah went shopping. Listen, and say the things she said.

'I'd like some pears.'

'Where's the milk, please?'

'Could I have my hair cut?'

'This chair's broken.'

'Is there any oil?'

'I need a new spare tyre.'

'Oh, I couldn't wear that!'



2.2c Match the things Sarah said with the shops in 2.2a.

e.g. She said 'I'd like some pears' in Carey's Fruit and Vegetables.

T A S K 3 Say /ɪə/



3a Listen, and read out this letter.

LEARY BEER COMPANY
'Brewers of real beer for 70 years'
21 Clearwater Avenue,
Bere Regis

Mr A. J. Pierce,
Pierce's Detective Agency,
14 Steerforth Street,
Bere Regis

Dear Mr Pierce,

We have a serious problem here at Leary's. Barrels of beer keep disappearing from the cellar. I fear we have a thief here. It is clear to me that your experience would be valuable in solving these mysterious disappearances.

Yours sincerely,

P. G. Leary

P. G. Leary

3b Use information from the letter in 3a to complete the conversation below. Practise the conversation.

MR PIERCE: Pierce's Detective Agency. Can I help you?

MR LEARY: Good morning. My name is _____,
from the _____ Company.
I fear we have a _____ problem.

MR PIERCE: Oh dear. What appears to be happening?

MR LEARY: Barrels of _____ are _____ from the
cellar.

MR PIERCE: Has beer ever disappeared before?

MR LEARY: No. The Leary Beer Company has been brewing
_____ for _____
_____, and no beer has ever _____
before this _____. It appears that we have a thief
_____. It is clear that we need someone with your
_____ to solve these _____
_____.

T A S K 4 Say /eə/ and /ɪə/



4a Listen, and practise the conversation.

- A: I've brought my car in for repair.
B: OK, leave it here, and we'll take care of it. What's the trouble?
A: There are various things. Some are serious, some not so serious. The gear box is really bad. It won't go into top gear.
B: Yes, that does sound serious.
A: The steering wheel is stiff. And the radio aerial doesn't work.
B: You may need a new aerial. They wear out quickly.
A: But it's only three years old.
B: You can't get spare parts. So if one part wears out, you have to have a new aerial.
A: I see. And would you repair the spare wheel? The air comes out.



4b Listen and notice the falling intonation of these Wh-questions. Then ask and answer the questions.



Which four things in the car need repairing?

What is the **problem** with **each thing**?

Which do you **think** is **most serious**?

Which is **least serious**?

/aɪ/ five
/aʊ/ now

/ɔɪ/ boy

T A S K 1 Say /aɪ/



1.1a Listen, and say these words.

Notice which words contain /aɪ/.

List A: white kitchen pint ripe apple
ice sharp fried

List B: pie glass knife cream table
wine rice fruit

1.1b Put a word from List A with a word from List B to make a phrase connected with cooking, eating or drinking.

e.g. white wine



1.2a Listen, and say these sums:

$5 \times 5 = 25$ Five times five makes twenty-five.
 $9 \div 3 = 3$ Nine divided by three makes three.
 $90 - 5 = 85$ Ninety minus five makes eighty-five.

1.2b Say these sums, with the answers!

$5 \times 9 =$ $99 \div 9 =$
 $35 \div 5 =$ $19 - 5 =$
 $19 - 10 =$ $9 \times 10 =$

T A S K 2 Say /ɔɪ/



2.1 Listen, and practise this conversation:

A: Could I make an appointment with Doctor Boyle?
B: I'm afraid all Dr Boyle's appointments are taken today.
A: How annoying! I like Dr Boyle.
B: Sorry to disappoint you. Now, you've got a choice. You could make an appointment to see Dr Boyle tomorrow, or see Dr Lloyd today.
A: My employer has given me time off to go to the doctor. I'd better see Dr Lloyd today.

S P E L L I N G

/aɪ/ five

Common:

i ('long i'):

blind, sign,
island, pint

i (with final e):

write, five,
die, arrive

y (stressed):

apply, try, dye

igh high, light

Exceptions:

eye

ei either,
neither

uy buy, guy

/ɔɪ/ boy

ALL oi boil,
rejoice

ALL oy toy,
enjoy

NOTE:

oi comes at the
beginning and in
the middle of
words. At the end
of words the
spelling is oy.

/aʊ/ now

MANY ou house,
out,
ground

MANY ow brown,
how,
towel



2.2a Listen, and repeat these sentences with question tags. The speaker is certain, and expects the other person to agree.

Doctor Boyle is very good, ~~isn't~~ he?

Most people want to see Doctor Boyle, ~~don't~~ they?

All his appointments are ~~taken~~, ~~aren't~~ they?

2.2b Say the following sentences, adding a question tag.

It's annoying,

A is disappointed,

You could see Dr Boyle tomorrow,

You could see Dr Lloyd today,

A is going to make an appointment with Dr Lloyd today,



2.3 Look at the recipe below. With a partner, arrange the instructions in the correct order. Say the complete recipe. (Then you can listen to it on the cassette, to check.)



Baked Potatoes

Wrap in foil to keep moist.

Boil for 20 minutes.

Scrub to remove soil.

Brush each potato with a little oil.

Bake in a hot oven for 40 minutes.

Remove from boiling water and drain.

T A S K 3 Say /au/



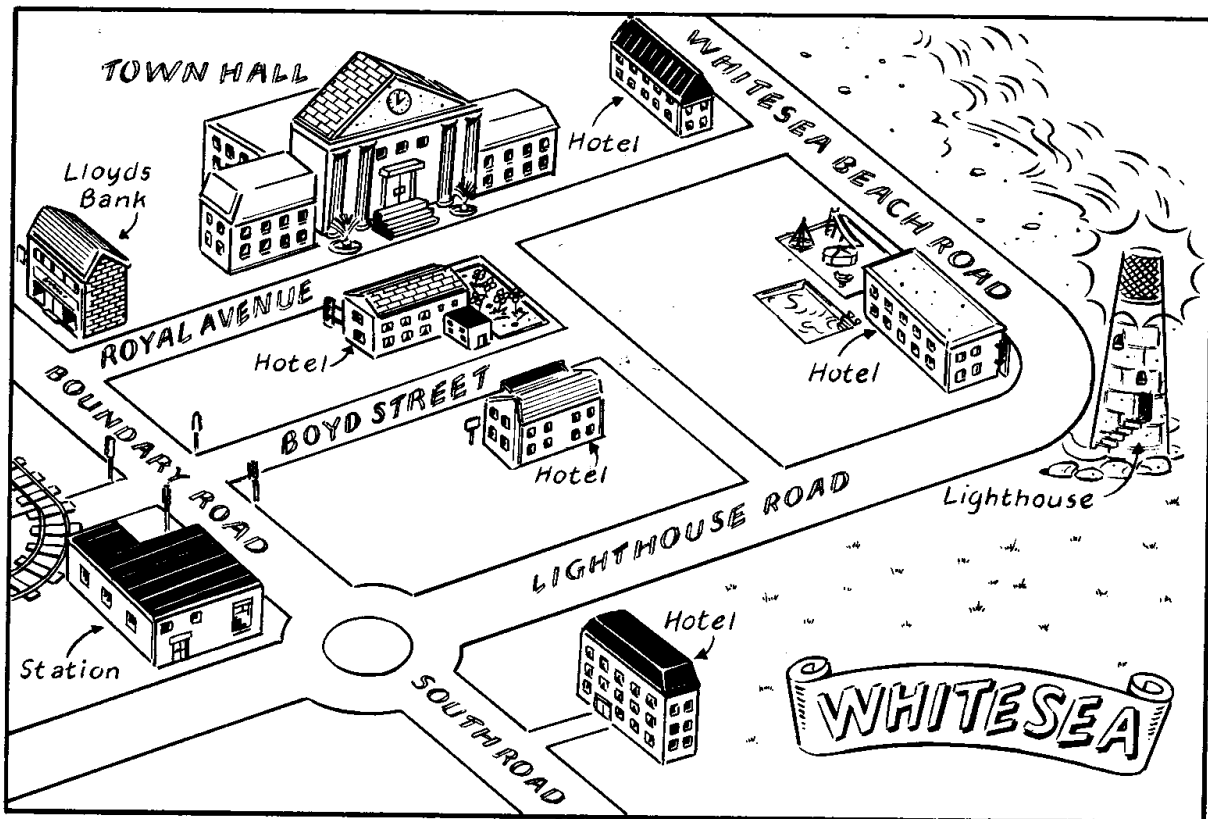
Listen, and read out three extracts from hotel brochures.

South Beach Hotel is right on the seafront, close to the Lighthouse. It has its own paddling pool and children's playground. There is a discount for children sharing their parent's room.

Just outside the town, to the south, is Loudwater House. This beautiful old house has been the home of the Townsend family for four hundred years. Now John and Mary Townsend have turned it into an outstanding Country House Hotel.



Fountains Hotel is opposite the Town Hall. It takes its name from the fountains in front of the Town Hall. It has a beautiful flower garden, and an underground car park. There is a telephone in every room with direct dialling facilities.

T A S K 4 Say /aɪ/ and /ɔɪ/ and /aʊ/**PW****4.1a** Look at the map of Whitesea, below. With a partner, identify the three hotels described in Task 3.**4.1b** Look at the map. For each of the hotels, give directions from the station.**4.2a** Listen, and read out the descriptions below. All these people are looking for a hotel in Whitesea.

Joyce White is going to Whitesea for a meeting. She will arrive by train at about nine o'clock in the evening.

Roy and Eileen Rowntree have three children. The children are pretty noisy, and like to spend most of their holiday outside. They all enjoy swimming.

Nigel Powell is going to Whitesea on business for four days.

Simon and Jane Lloyd enjoy comfort and good food. They are interested in history and flowers.

GW**4.2b** Look again at the descriptions of hotels in Task 3. Discuss which hotel is most suitable for each person.