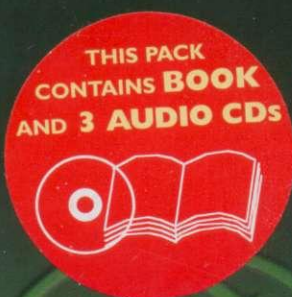


CAMBRIDGE

Tree **or** Three?

**An elementary
pronunciation course**

Second edition



NEW

Ann Baker

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ABOUT THIS BOOK

Who can use this book?

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

What do I need?

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

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

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

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

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

What do I have to do?

Each unit contains different exercises. Here is a list of some things you have to do:

listen to words and sentences on the CD

repeat words or sentences that you hear on the CD

tick words or sentences that you hear on the CD

underline words or letters

circle words or letters

match words that have the same sound

decide if information is **true** or **false**

Where can I check my answers to exercises?

For some exercises you will hear the answers on the CD after you speak.

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

Should I do all the units in the book?

You can look through the book and do any units that you feel are important for you.

If you want to check your pronunciation, it is a good idea to do all the units in the order that they appear in the book.

INTRODUCTION FOR TEACHERS

Level

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

Class/Student working alone

The instructions are written for a student working alone, but can be used for classroom teaching as well. See the symbols in the section *About this book*, especially  and .

Minimal pairs

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

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

Website support

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

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Designed and typeset by Hart McLeod

UNIT 1 /s/ sun



1

A2

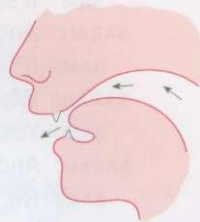
Listen to /s/.

Look at the mouth picture.

A2

Listen to /s/ and repeat.

You do not need your voice, just air.



2

A3

Listen to the words and repeat:

1 bus



2 glass



3 horse



4 house



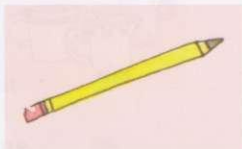
5 bicycle



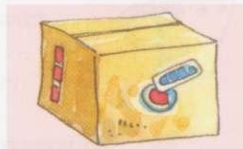
6 sofa



7 pencil



8 box



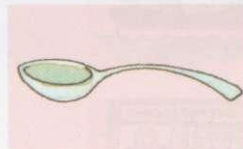
9 star



10 mouse



11 spoon



12 desk



3

A4

Listen to the questions and say the answers.

EXAMPLE:

What's number 1?

Answer: It's a bus.

**Pairwork**

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

4

A5

Look at the picture and listen to the conversation.

SARAH: What's this, Sam?

SAM: It's a bicycle.

SARAH: And what's this?

SAM: It's a house.

SARAH: What's this? A bus?

SAM: Yes.

SARAH: And what's this? A horse?

SAM: No, Sarah. It's a mouse!



5

A5

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

EXAMPLE:

Sarah: What's this, Sam?

Sam: It's a bicycle.

6

A6

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

EXAMPLE:

Sarah: What's this, Sam?

Answer: It's a bicycle.



Pairwork

Practise with a partner:

You are Sarah. Your partner is Sam.

7

A7

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

EXAMPLE:

It's a cup



Answer: They're cups.



ship



shop



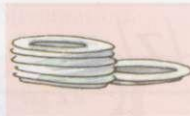
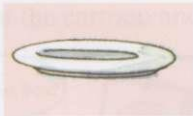
hat



cat



plate



book



fork



desk



8 A8

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

Example:

pencil ✓

picture ✗

bicycle ✓

sofa ✗

hat ✗

answer ✓

unit ✗

listen ✓

plate ✗

conversation ✓

a) pencil

bicycle

UNIT 2 /z/ zoo



1

A9

First say /s/ (see page 1).

Now listen to /z/.

Look at the mouth picture.

A10

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

Put your fingers on your **throat**.

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

You need your voice to say /z/.

Say /s/. What can you feel?

Say /z/. What can you feel?

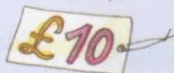
/s/ is **unvoiced**./z/ is **voiced**.

2

A11

Listen to the words and repeat:

SOUND 1 SOUND 2

/s/
Sue/z/
zoo**bus****buzz****sip****zip****price****prize**

3

A12

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

EXAMPLE: a) Look at that Sue!



Look at that zoo!



b) Listen to that bus.



Listen to that buzz!



c) Can I have a sip, please?



Can I have a zip, please?



d) It's a good price.



It's a good prize.



4

A13

Look at the cartoon and listen to the conversation.



8

Which words have /z/? Underline them.**Pairwork**

Practise the conversation with a partner.

5

A14

Look at the pictures and listen to the questions.

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

EXAMPLE:

Picture 1: Is this a horse?

Answer: No, it isn't. It's a cat.

1 horse



cat

2 hat



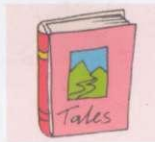
plate

3 star



the sun

4 book



book

5 cup



glass

6 spoon



spoon

7 box



house

**Pairwork**

Ask your partner about the pictures: 'Is this a ...?'

6

A15

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

EXAMPLE: Picture 1: These are flowers ...

Answer: ... and those are trees.

Tip box

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

1 <i>/z/</i> trees flowers	2 <i>/z/</i> girls boys	3 cows dogs
4 cars bicycles	5 windows doors	6 planes birds

7

A16

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

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

EXAMPLE:

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

these are books this is a book
these are leaves that is a house

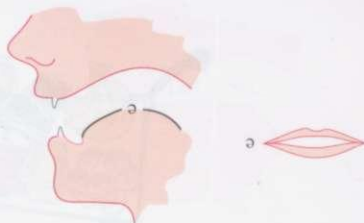
UNIT 3 /ə/ banana (1)



- 1**  Listen to /ə/.
Look at the mouth picture.
 Listen to /ə/ and repeat.

Tip box

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



- 2**  Look at the shopping list and listen to the words.
Part of each word is in **bold**. These parts are l-o-n-g and strong. They are **stressed**.
Notice that /ə/ is never stressed. It is short and weak.

Shopping list

/ə/
pepper

/ə/
butter

/ə/ /ə/
bananas

/ə/
chocolate

/ə/
pizza

/ə/
yoghurt

/ə/
carrots

/ə/
newspaper

Tip box

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

- 3**  Now listen to the shopping list again and repeat.

Remember /ə/ is short and weak!

4

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

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

**Pairwork**

Write your own shopping list. Read your list to your partner: 'I need to buy ...'

5

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

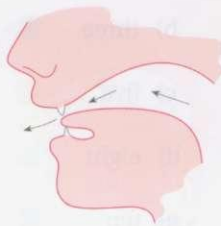
Group 1	Group 2	Group 3	Group 4	Group 5
listen	horse	doctor	teacher	answer
banana	butter	question	hat	mother
cup	flower	window	pizza	shop

a banana
 some bananas
 a pizza
 some chocolate

UNIT 4 /θ/ three



- 1 Listen to /θ/.
Look at the mouth picture.
 Listen to /θ/ and repeat.



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

- 2 Listen to the words and repeat:

SOUND 1		SOUND 2	
	/s/ mouse	/θ/ mouth	
$2+4=6$	sum	thumb	
	sick	thick	
	sink	think	

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

EXAMPLE: a) Is that a mouse?	☒	Is that a mouth?	☐
b) Look at this sum.	☐	Look at this thumb.	☐
c) It's sick.	☐	It's thick.	☐
d) It's sinking.	☐	It's thinking.	☐

- 4 Listen to the words and repeat:

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

5  A24 Look at the pairs of words. Tick ✓ the words you hear.

- EXAMPLE: a) seven ☐ seventh ☒
- b) three ☐ third ☐
- c) five ☒ fifth ☐
- d) eight ☐ eighth ☒
- e) ten ☐ tenth ☒

6  A25 Look at the picture and listen to some sentences.

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

EXAMPLE: 1 ☐ F

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐



7

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

EXAMPLE:

Sunny is first. Mouse is second ...



 Pairwork

You are a bad sports commentator. You speak too quickly and make lots of mistakes! Say sentences about the horses. Your partner corrects you.

UNIT 5 /ð/ feather



1

A26

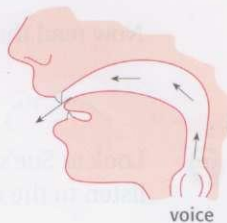
First say /θ/ (see page 9).

A27

Now listen to /ð/.

Look at the mouth picture.

Listen to /θ/ and /ð/ and repeat.



A26

Put your fingers on your **throat**.

A27

You do not need your voice to say /θ/.

You need your voice to say /ð/.

Say /θ/. What can you feel?

Say /ð/. What can you feel?

/θ/ is **unvoiced**.

/ð/ is **voiced**.

2

A28

Listen to the words and repeat:

mother grandmother father grandfather brother

3

A29

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

A29

Match the words with the people in the photograph.

Sue

Sue's mother

Sue's father

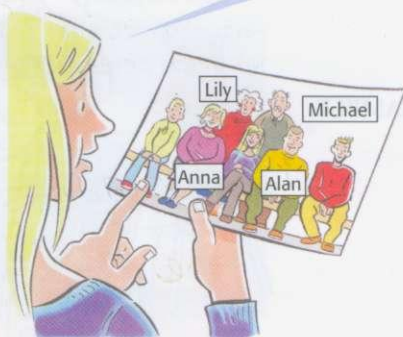
Sue's big brother, James

Sue's little brother, Peter

Sue's grandmother

Sue's grandfather

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

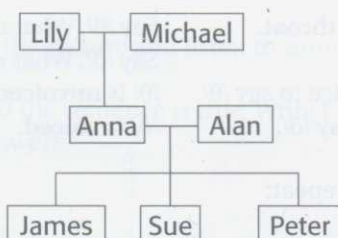


4  Read what Sue says again. Underline every /ð/ sound.

EXAMPLE: This is a picture of my family ...

Now read the text aloud. Remember /ð/!

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



Pairwork

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

EXAMPLE: Who is Sue's mother?

Answer: Anna is Sue's mother.

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

mouth	fourth	these	father	thumb
feather	those	think	this	the

EXAMPLE:

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

UNIT 6 /i:/ sheep



1

A32

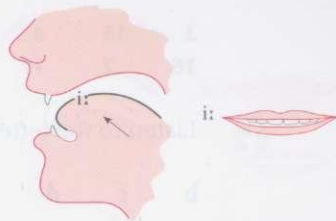
Listen to /i:/.

Look at the mouth picture.

A32

Listen to /i:/ and repeat.

/i:/ is a l-o-n-g sound



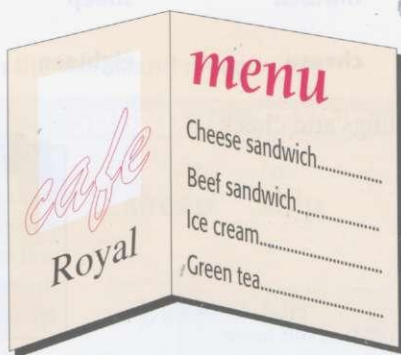
2

A33

Listen to the things on the menu and repeat:

Tip box

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



3

A34

Look at the picture and listen to the conversation.



4

A34

Listen to the conversation again.
Underline every /i:/ sound.



Groupwork

Practise the conversation with other students.

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

5 A35 Numbers and letters

Listen to the numbers and repeat:

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

6 A36 Listen to the letters and repeat:

b c d e g p t v

7 Now spell these words:

cup	thirteen	sheep	tea
seventeen	cheese	eighteen	coffee

A37 Listen to the spellings and check.

Tip box

To spell a word with two of the same letters together, we can say 'double'.

E.g. book – 'B, double O, K'

coffee – 'C, O, double F, double E'.

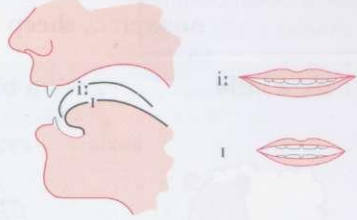
**Pairwork**

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

UNIT 7 /ɪ/ ship



- 1**
- A38** First say /i:/ (see page 13).
Now listen to /ɪ/.
Look at the mouth picture.
- A39** Listen to /i:/ and /ɪ/ and repeat.
Say /i:/. Is it a l-o-n-g sound or a short sound?
Say /ɪ/. Is it a l-o-n-g sound or a short sound?



Tip box

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

- 2** **A40** Listen to the words and repeat:

SOUND 1 SOUND 2



/i:/
sheep

/ɪ/
ship



bean bin



meal mill



heel hill



- 3** **A41** Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Look at the sheep. ☒ Look at the ship. ☐

b) These are beans. ☐ These are bins. ☐

c) Is this a meal? ☐ Is this a mill? ☐

d) She likes high heels. ☐ She likes high hills. ☐

4

A42

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

EXAMPLE: Picture 1: It's a little ...

Answer: ... sheep

1 It's a little



2 It's a big



3 It's a big



4 It's a little



5 It's a big



6 It's a little



7 It's a little



8 It's a big



5

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

EXAMPLE: 1



big

2



heavy

3



hungry

4



happy

5



little

6



thirsty

7



sleepy

8



dirty

A43

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

EXAMPLE: Picture 1: It's a little baby.

6

A44

Listen to the words and repeat:

horses boxes sandwiches faces sixes
glasses noses buses houses

8

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

7

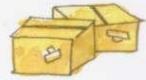
A45

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

EXAMPLE: 1 This is a box.



Answer: These are boxes.



2 horse



3 glass



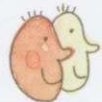
4 bus



5 face



6 nose



7 house



8 sandwich



Pairwork

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

UNIT 8 /f/ fish



1

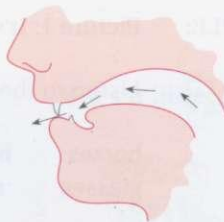
A46

Listen to /f/.

Look at the mouth picture.

A46

Listen to /f/ and repeat.



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

2

A47

Listen to the words and repeat:



3

- 1 There's a and a on the floor.
- 2 There's a next to the flowers.
- 3 There's some on the table.
- 4 There's a on Fred's head.
- 5 The four are in front of the fire.

A48

Now listen and check your answers.

4

Listen to the sentences again and repeat.

5

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

**Pairwork**

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

6

Match the words to the pictures:

EXAMPLE: 1 elephant

2 wife

3 office

4 phone

5 fire

6 laugh

7 photograph



A49

Now listen to the words. Underline every /f/ sound.

EXAMPLE: elephant

8

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

**Pairwork**

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

UNIT 9 /v/ van



1

A50

First say /f/ (see page 18).

Now listen to /v/.

A51

Look at the mouth picture.

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



key

Put your fingers on your **throat**.

key

You do not need your voice to say /f/.

You need your voice to say /v/.

Say /f/. What can you feel?

Say /v/. What can you feel?

/f/ is **unvoiced**./v/ is **voiced**.

2

A52

Listen to the words and repeat:



Vincent



Vicky



five



seven



vase



twelve

3

key

Look at the sentences. Underline words with /f/ and circle words with /v/.

The first sentence is done for you:

Fred and Flora are visitors.

They are visiting Vincent and Vicky.

What have Vincent and Vicky got?

They've got a phone ...

... and they've got some flowers.



A53

Now listen to the sentences and repeat.

4

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

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

5

A54

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

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

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



Pairwork

Ask your partner questions
about Victor and Vera.
'Have they got...?'

6

A55

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

EXAMPLE: a) ferry ☐

very ☒

b) van ☐

fan ☐

c) leaf ☐

leave ☒

d) fine ☐

vine ☐

e) view ☒

few ☐

UNIT 10 /w/ window



1

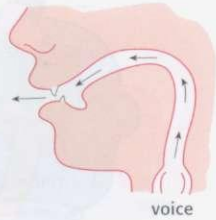
A56

Listen to /w/.

Look at the mouth picture.

A56

Listen to /w/ and repeat.



A57

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

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

Tip box

People sometimes say 'Wow!' when they are surprised

2

A57

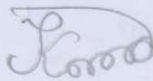
Listen to the words and repeat:

SOUND 1 SOUND 2



/v/
vet

/w/
wet

**vine****wine****veil****whale**

3

A58

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

EXAMPLE: a) He's a vet student. ☐He's a wet student. ☒b) There's a little vine here. ☐There's a little wine here. ☐c) That's a veil. ☐That's a whale. ☐

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

It's warm in the north ...



It's windy in the east...

It's wet in the west...

And it's snowy in the south!

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

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

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



Groupwork

Ask other students about the weather in their countries or home towns: 'What's the weather like in ...?'

- 6  Look at the cartoon and listen to the conversation:



- 7  Listen to the conversation again. Underline every /w/ sound.

EXAMPLE: What's the time?
It's quarter past twelve.

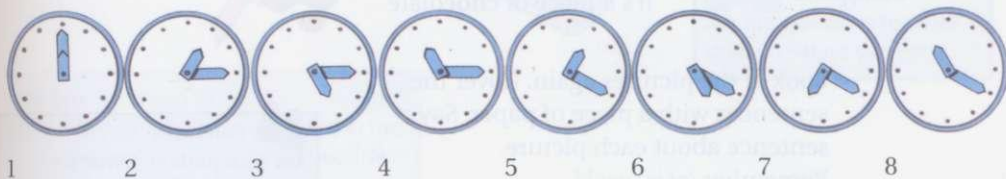


Groupwork

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

- 8  Look at the clocks. What's the time?

EXAMPLE: 1. It's twelve o'clock



UNIT 11 /ə/ banana (2)



1 Say /ə/ (see page 7)

Tip box

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

2 A62

Listen to the words.

Put a tick ✓ if you can hear /ə/ in the word.

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

EXAMPLE: flower ✓

coffee ✗

newspaper

fruit

the

chocolate

answer

glass

a

vase

3 A63

Look at the pictures, listen to the sentences and repeat.

Notice that /ə/ is never **stressed**, it is always weak.

EXAMPLE: 1

/ə/ /ə/ /ə/
It's a **glass** of water



2

/ə/ /ə/
It's a **cup** of coffee



3

/ə/ /ə/
It's a **bowl** of fruit



4

/ə/ /ə/ /ə/
It's a **vase** of flowers



5

/ə/ /ə/
It's a **newspaper**



6

/ə/ /ə/ /ə/
It's a **piece** of chocolate



Look at the pictures again. Cover the sentences with a piece of paper. Say a sentence about each picture. Remember /ə/ is weak!



Pairwork

Ask your partner: 'What's picture 1?, What's picture 2? ...'

4 Look at the cartoon and listen to the conversation.



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

EXAMPLE: Anna: What's the time, Peter?

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

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

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



2



3



4



5



6



7



8



9



10



11



12



Tip box

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

 **Groupwork**
Ask the questions to other students: 'Have you got a ...?'

UNIT 12 /m/ mouth



1

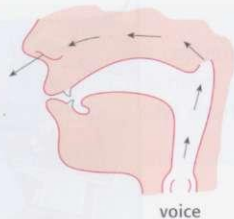
A66

Listen to /m/.

Look at the mouth picture.

A66

Listen to /m/ and repeat.



A67

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

Say /m/. What can you feel?
/m/ is **voiced**.

2

A67

Listen to the words and repeat.

Tip box

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

supermarket

swimming pool

farm

home

museum

cinema

3

A68

Look at the pictures and listen to the sentences.

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

EXAMPLE: 1



There are three men in the supermarket.

F

2



There are two families in the cinema.

3



There is one woman at the farm.

4



The swimming pool is empty.

5



You can use your camera in the museum.

6



The woman is making dinner at home.

4



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

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

**Pairwork**

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

5



A69

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

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

Then check your answers.

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

EXAMPLE:

1 ✓ woman

2 ✗ answer

3 7

4 8

5 9

6 10

7 11

8 12

9 13

UNIT 13 /n/ nose



1

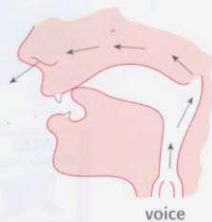
A70

Listen to /n/.

Look at the mouth picture.

A70

Listen to /n/ and repeat.



8

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

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

2

A71

Listen to the words and repeat:

SOUND 1 SOUND 2



/m/
mice

/n/
nice



Tim **tin**



mummy **money**



mine **nine**



3

8

A72

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

EXAMPLE: a) These are mice. ☐These are nice. ☒b) That's my little Tim. ☐That's my little tin. ☐c) That's her mummy. ☐That's her money. ☐d) It's mine. ☐It's nine. ☐

4

A73

Listen to the numbers and repeat:

1 9 10 15 16 18 19 21 29

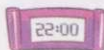
- 5 A74 Look at the clocks. Listen to the sentences and repeat:



Nine o'clock in the morning.



One o'clock in the afternoon.



Ten o'clock in the evening.

Tip box

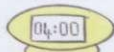
am = 'in the morning'

pm = 'in the afternoon'

Any time after 6pm = 'in the evening'

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

EXAMPLE: 1



It's four o'clock in the morning.

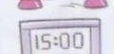
2



3



4



Pairwork

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

- 7 A75 Look at the cartoon and listen to the conversation.



- 8 A76 Now listen to a similar conversation. Repeat each line.



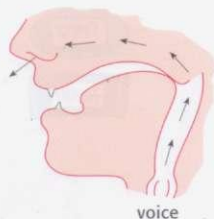
Pairwork

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

UNIT 14 /ŋ/ ring



- 1  Listen to /ŋ/.
 Look at the mouth picture.
 Listen to /ŋ/ and repeat.



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

Say /ŋ/. What can you feel?
 /ŋ/ is **voiced**.

- 2  Listen to the words and repeat:

SOUND 1 SOUND 2



/n/
fan

/ŋ/
fang



Ron

wrong

3+2=7



win

wing



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

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

He's got two large fangs. ☒

b) It's Ron. ☐

It's wrong. ☒

c) It has two wins. ☒

It has two wings. ☐

- 4  Listen to the words and phrases and repeat:

reading a book

watching television

talking on the phone

playing table tennis

cooking a meal

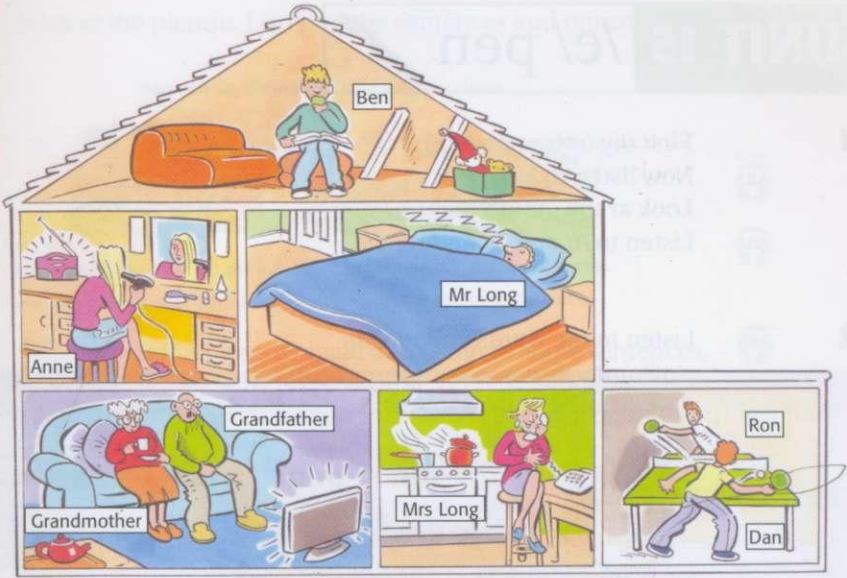
brushing her hair

sleeping

eating an apple

drinking tea

5



A81

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

EXAMPLE:

1: What's Ben doing?

Answer: He's reading a book and eating an apple.

**Pairwork**

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

6

A82a

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

TINA: Morning! How are you?

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

TINA: What are you doing?

MRS LONG: I'm cooking lunch.

TINA: And what are the children doing?

MRS LONG: Well, Ron and Dan are playing table tennis, Ben is reading and Anne is washing her hair.

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

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

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

Tip box

Look at the arrows. 'wh' questions (what, where, when, who or how) normally go down at the end. Other questions normally go up at the end. Lists go up on all the items, but down on the last item.

7

A82b

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

EXAMPLE:

Tina: Morning! How are you?

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

**Pairwork**

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

UNIT 15 /e/ pen



1

A83

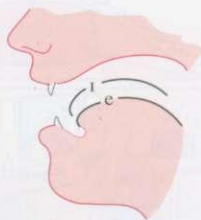
First say /ɪ/ (see page 15)

Now listen to /e/.

A84

Look at the mouth picture.

Listen to /ɪ/ and /e/ and repeat.



ɪ

e



2

A85

Listen to the words and repeat:

SOUND 1

SOUND 2

/ɪ/
pin/e/
pen**bin****Ben****tin****ten****bill****bell**

3

A86

Look at the pairs of sentences below.

Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Have you got a pin?



Have you got a pen?



b) That's my bin.



That's my Ben.



c) That tin is very small.



That ten is very small.



d) Can I have the bill?



Can I have the bell?



4

A87

Listen to the words and repeat:

Ben**Emma****clever****better****Fred****Jennie****very clever****best**

5



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

Ben, Jennie, Emma and Fred are very clever.



Ben is a very good student.

Emma is better than Jennie.

Jennie is better than Ben.

Fred is the best student.

6



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

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

Example:

1 F

4

2

5

3



Pairwork

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

7



Listen to the letters and repeat:

f s x l m n

8

Now spell these words out loud:

left

lesson

boxes

next

listen

men

money

funny



Listen to the spellings and check.



Pairwork

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

9



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

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

UNIT 16 /æ/ man



1

A93

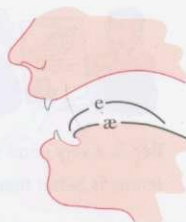
First say /e/ (see page 32)

Now listen to /æ/.

A94

Look at the mouth picture.

Listen to /e/ and /æ/ and repeat.



e



æ



2

A95

Listen to the letters or words and repeat:

SOUND 1 SOUND 2

N

/e/

N

/æ/

Anne



X

X

axe



pen

pan



men

man



3

A96

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

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

Her name is
Miss Anne Smith. ☒

b) That's a very big X. ☐

That's a very big axe. ☒

c) Have you got a pen? ☐

Have you got a pan? ☐

d) The men lived here. ☐

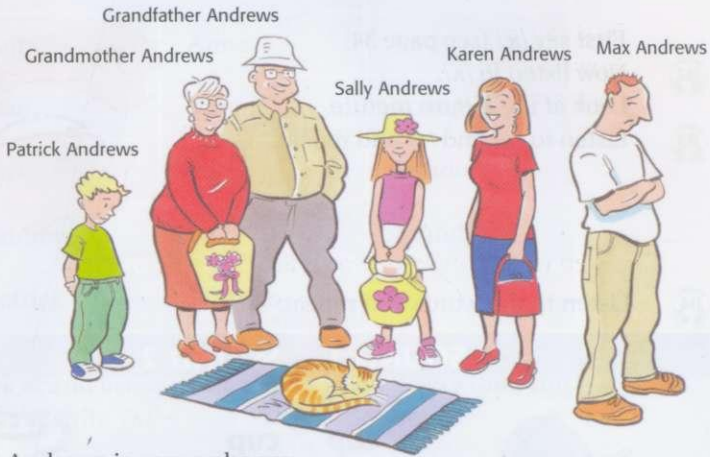
The man lived here. ☒

4

A97

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

The Andrews Family



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

5 A97

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

EXAMPLE: Max Andrews is very unhappy.

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

EXAMPLE: Sally Andrews is carrying a bag.

7 A98

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

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



Pairwork

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

EXAMPLE:

/e/	/æ/
pen	apple

UNIT 17 /ʌ/ cup



1

B2

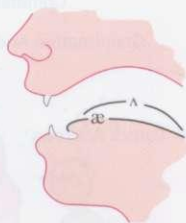
First say /æ/ (see page 34)

Now listen to /ʌ/.

B3

Look at the mouth picture.

Listen to /æ/ and /ʌ/ and repeat.



æ

ʌ



2

B4

Listen to the words and repeat:

SOUND 1 SOUND 2

/æ/
cap/ʌ/
cup

hat hut



cat cut



fan fun



3

B5

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

EXAMPLE: a) Is this your cap?



Is this your cup?



b) Look at that little hat.



Look at that little hut.



c) That's a very bad cat.



That's a very bad cut.



d) It's a fan shop.



It's a fun shop.



4

B6

Listen to the names and repeat:

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

5

B6

Look at and listen to the names again. Every time you hear /Λ/ write /Λ/.

EXAMPLE:

/Λ/

Love

6

B7

Listen to the words and repeat:

son mother brother husband
uncle cousin grandson grandmother

7

B7

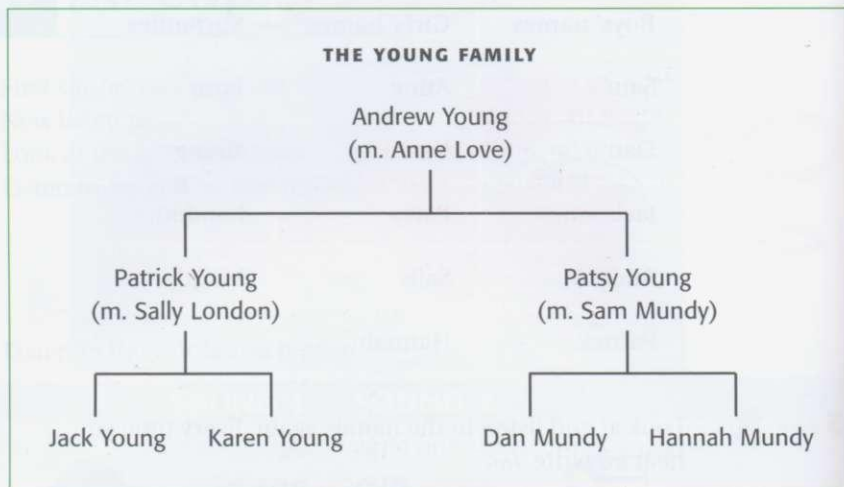
Listen to the words in Exercise 6 again. Underline every /Λ/ sound.

EXAMPLE:

son

8

Now look at this family tree:



Choose the correct word to finish these sentences:

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



Now listen, check and repeat the sentences.

**Pairwork**

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

UNIT 18 /ɑ:/ heart



1

B9

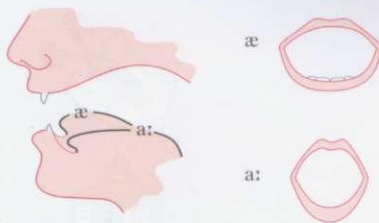
Listen to /ɑ:/.

Look at the mouth picture.

B9

Listen to /ɑ:/ and repeat.

Say /ɑ:/. Is it a l-o-n-g sound or a short sound?



Tip box

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

2

B10

Listen to the words and repeat:

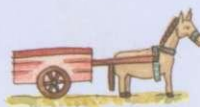
SOUND 1

SOUND 2



/æ/
cat

/ɑ:/
cart



hat

heart



3

B11

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

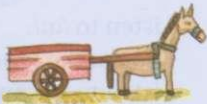
EXAMPLE: a) ☒ (I've got a little cat. I've got a little cart.)

b) ☐

c) ☐

d) ☐

4  Listen to the words and repeat:

SOUND 1	SOUND 2
	/ʌ/ cut /ɑ:/ cart
	hut heart
	
	

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

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

b) ☐c) ☐d) ☐6  Listen to the words and repeat:

bananas glasses tomatoes plants cars
 grass garden are aren't

7  Listen to the words again. Underline every /ɑ:/ sound.

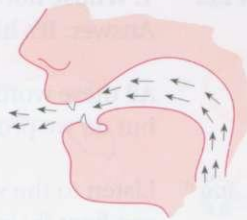
EXAMPLE: bananas

8  Look at the picture and listen to some questions.
 Answer: Yes, they are.
 or No, they aren't.EXAMPLE: 1: Are the plants on the table?
 Answer: No, they aren't.**Pairwork**

Ask your partner questions about the picture: 'Are the on the grass?', 'Are the on the table?'

UNIT 19 /h/ hat

- 1  Listen to /h/.
Look at the mouth picture.
 Listen to /h/ and repeat.



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

- 2  Listen to the words and repeat:

SOUND 1 SOUND 2



old

/h/
hold



art

heart



ill

hill



ear

hear



- 3  Look at the pictures, listen and repeat:

1 a horse

an elephant



2 a helicopter

an apple



3 a hat

an umbrella



4 a handbag

an orange



4



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

EXAMPLE:

1. Whose horse is this?

Answer: It's his.

5

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



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

EXAMPLE:

hotel ✓

honest X

what ☐who ☐somewhere ☐happy ☐when ☐hour ☐hello ☐

Now check your answers.

6



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

**Pairwork**

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

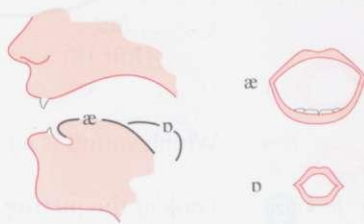
**Pairwork**

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

UNIT 20 /b/ clock



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



- 2  Listen to the words and repeat:

SOUND 1	SOUND 2
 /æ/ cat	/ɒ/ cot
 Pat	pot
 sack	sock
 rack	rock
	
	
	
	

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

EXAMPLE: a) I want a white cat, please. ☐	I want a white cot, please. ☐
b) That Pat is very old. ☐	That pot is very old. ☐
c) There's a sack on the floor. ☐	There's a sock on the floor. ☐
d) Put it on the rack. ☐	Put it on the rock. ☐

- 4  Listen to the words and repeat:

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



Now match the sounds to the correct symbol.

EXAMPLE:

Sound 1

Sound 2

Sound 3

Sound 4

/ɑ:/

(Unit 18)

/æ/

(Unit 16)

/ɒ/

(this Unit)

/ʌ/

(Unit 17)



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

5



Look at the picture.

Then read the questions and match them to the answers.



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

A lot of boxes.

b) What have they got in the second shop?

A lot of clocks.

c) What have they got in the third shop?

A lot of pots.

d) What have they got in the fourth shop?

A lot of watches.

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

EXAMPLE:

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

Answer: A lot of clocks.



Pairwork

Ask your partner questions a)–d).

6



Listen to a conversation in the fourth shop.

CUSTOMER: Have you got any boxes?

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

CUSTOMER: I want a very strong box, please.

7



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

EXAMPLE:

Have you got any boxes?



Pairwork

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

UNIT 21 /ɔ:/ ball



1 First say /ɒ/ (see page 43).

B28

Now listen to /ɔ:/

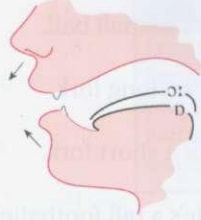
Look at the mouth picture.

B29

Listen to /ɒ/ and /ɔ:/ and repeat.

Say /ɒ/. Is it a l-o-n-g sound or a short sound?

Say /ɔ:/. Is it a l-o-n-g sound or a short sound?



Tip box

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

2 Listen to the words and repeat:

B30

SOUND 1 SOUND 2



/ɒ/
Don

/ɔ:/
Dawn



pot

port



fox

forks



spots

sports



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

B31

EXAMPLE: a) Is your name Don?



Is your name Dawn?



b) That's a very big pot.



That's a very big port.



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



We don't want the forks in here.



d) What a lot of spots!



What a lot of sports!



4

Match the sentences to the pictures:

EXAMPLE: 1 It's a large ball.

2 It's a small ball.

3 It's a long fork.

4 It's a short fork.

5 He's a tall footballer.

6 He's a short footballer.



B32

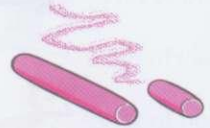
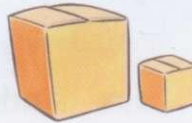
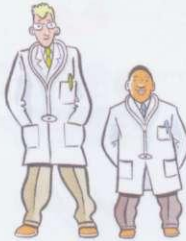
Now listen to the sentences and repeat.

5



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

tall short large small long



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

6

Read the sentences and match them to the pictures:



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

2 It's a hut with four small foxes in it.

3 It's a long wall with a small door in it.

4 It's a bath with a lot of hot water in it.

B33

Now listen to the sentences. Underline every /ɔ:/ sound.

EXAMPLE:

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

7

Now try to draw a picture of ...

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

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

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

**Pairwork**

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

8 B34

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

door watch water floor sock
stop call rock box ball

/ɒ/	/ɔ:/
watch	door

EXAMPLE:

UNIT 22 /ə/ banana (3)

1 Say /ə/ (see page 7)

2  Listen to the words and repeat:

/ə/  mother

/ə/  sister

/ə/  father

/ə/  grandmother

/ə/  brother

/ə/  grandfather

Tip box

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

3  Now listen to the phrases and repeat:

/ə/ /ə/ /ə/  mother and father

/ə/ /ə/ /ə/  brother and sister

/ə/ /ə/ /ə/  grandmother and grandfather

Tip box

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

4

B37

Look at the picture. Sue is showing her photo album to Anna.
Anna is asking questions about the photos.
Listen to Anna's questions and repeat:

- 1 Is that your mother?
- 2 Is that your mother and father?
- 3 Is that your grandmother?
- 4 Is that your grandmother and grandfather?
- 5 Is that your brother?
- 6 Is that your brother and sister?



5



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

EXAMPLE: 1 Is that your brother?

1



2



3



4



5



6



7



8



9



10



Groupwork

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

6

B38

Listen to these sentences:

Question: Can you sing?

Answer: Yes, I can.

In the question 'can' is pronounced /kən/

This is the weak form.

In the answer 'can' is pronounced /kæn/

This is the **strong** form.

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

7

B39

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

Remember to say /kæn/ in the answer!

EXAMPLE: 1 Can you see?
Answer: Yes, I can.

1



see

2



walk

3



run

4



sing

5



read

6



swim

7



dance

8



use a computer

9



talk



Pairwork

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

UNIT 23 /ɜ:/ girl



1

B40

First say /ɔ:/ (see page 45).

Now listen to /ɜ:/.

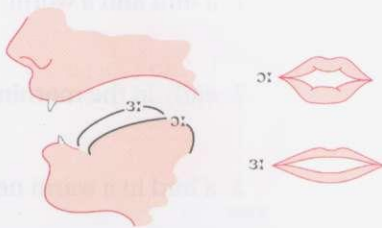
B40

Look at the mouth picture.

Listen to /ɔ:/ and /ɜ:/ and repeat.

Say /ɔ:/. Is it a l-o-n-g sound or a short sound?

Say /ɜ:/. Is it a l-o-n-g sound or a short sound?



Tip box

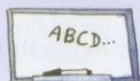
Remember, when you see
: after a sound, it means it
is a l-o-n-g sound.

2

B42

Listen to the words and repeat:

SOUND 1 SOUND 2

/ɔ:/
Paul/ɜ:/
Pearl**shorts****shirts****walk****work****board****bird**

3

B43

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

EXAMPLE: a) Is your name Paul?



Is your name Pearl?



b) I want white shorts, please.



I want white shirts, please.



c) He walks in the garden.



He works in the garden.



d) It's a blackboard.



It's a blackbird.



4

Read the phrases and match them to the pictures:

1 a bird and a worm

2 early in the morning

3 a bird in a warm nest

Now listen to the phrases. Underline every /3:/ sound.EXAMPLE: a bird and a worm

5

Read this proverb. What do you think it means?

THE EARLY BIRD CATCHES THE WORM

**Groupwork**

Do you have a proverb with a similar meaning in your language? Tell your group.

6

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

7



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



1 Pearl gets up early to go to work.



2 Pearl's thirsty in the morning.



3 She puts on a shirt and a long skirt.



4 She walks to work at seven thirty.



5 Pearl arrives at work at eight thirty.



6 She's the first person at work.

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

UNIT 24 /l/ letter



1 First say /n/ (see page 28).

B46

Now listen to /l/.

Look at the mouth picture.

B47

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



B48

Put your fingers on your **throat**.

You need your voice to say /n/ and /l/.

Say /n/ and /l/. What can you feel?

/n/ and /l/ are **voiced**.

2 Listen to the words and repeat:

B48

SOUND 1 SOUND



/n/
night

/l/
light



nine

line



Jennie

jelly



bin

bill



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

B49

EXAMPLE: a) It's a lovely night. ☐

It's a lovely light. ☒

b) Draw a nine. ☐

Draw a line. ☐

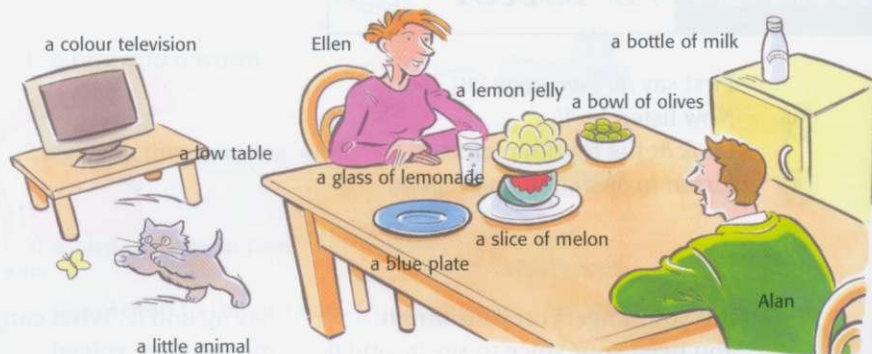
c) He loves Jennie. ☐

He loves jelly. ☐

d) Where is the bin? ☐

Where is the bill? ☐

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



- 5  Listen to Ellen talking to Alan.

ELLEN: Would you like some lunch, Alan?

ALAN: Yes please, Ellen.

ELLEN: A slice of melon?

ALAN: Yes please!

ELLEN: And a glass of lemonade?

ALAN: Yes please!

ELLEN: And some lemon jelly?

ALAN: Not now, Ellen. Maybe later!

Tip box

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

- 6  Now listen to the conversation again. Repeat each line.



Pairwork

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

- 7 All these words have 'l' in the spelling, but do we pronounce it?



B53

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

EXAMPLE: yellow	✓	melon	■
talk	✗	could	■
television	■	bottle	■
lovely	■	should	■
half	■	folk	■

Now check your answers.

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



Pairwork

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

UNIT 25 /r/ rain



1

B54

First say /l/ (see page 53).

Now listen to /r/.

B55

Look at the mouth picture.

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



Key

Put your fingers on your **throat**.

You need your voice to say /l/ and /r/.

Say /l/ and /r/. What can you feel?

/l/ and /r/ are **voiced**.

2

B56

Listen to the words and repeat:

SOUND 1

SOUND 2

5+193+332

/l/
long/r/
wrong

4+4=9X

**light****right**

3+3=6✓

**jelly****Jerry****glass****grass**

3

B57

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

EXAMPLE: a) It's a long sum.



It's a wrong sum.

b) It's light.



It's right.

c) Mary likes jelly.



Mary likes Jerry.

d) There's a flower in the glass.



There's a flower in the grass.

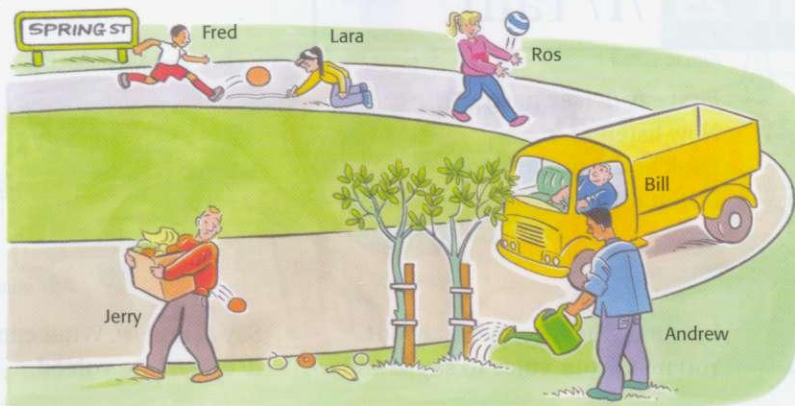
Tip box

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

4

B58

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



EXAMPLE: 1: Who's throwing a ball along the street?

Answer: Ros is.

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

Tip box

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

**Pairwork**

Ask the questions to your partner.

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

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

5

Look at some words from this unit:

grass	street	truck	Fred	draw
wrong	tree	road	fruit	Patrick

Underline the letter 'r' in all the words.

EXAMPLE: grass



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

Tip box

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

UNIT 26 'silent /r/' bird



1 Look at the words:

1

a horse



2

a bird



3

a girl



4

a carpet



5

a garden



6

a card



Underline the letter 'r' in all the words.

EXAMPLE: horse



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

2



Listen to a British person saying these words.

large warm thirsty dirty



Is the letter 'r' pronounced or silent?

3



Now listen to an American person saying these words.

large warm thirsty dirty



Is the letter 'r' pronounced or silent?

4



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

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

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

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

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

Tip box

In some English pronunciation (e.g. Australian and most British) 'r' is always silent before a **consonant** sound: bird = /bɜ:d/. This is a 'silent r'. In other English pronunciation (e.g. American and Scottish), 'r' is always pronounced. bird = /bɜ:rd/.

5  B62

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

THE WORST STUDENT

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

**Tip box**

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

6

Do you understand these thirteen words?

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

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

EXAMPLE:

I understand the word 'arm'.

I don't understand the word 'north'.

**Groupwork**

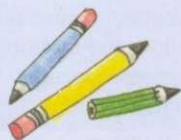
Tell other students which words you understand.

7

B63

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

1

**her pencils**

2



/r/

her apples

3

**her books**

4



/r/

her eggs

5



/r/

her ice-creams

6

**her flowers**

7



/r/

her oranges

8



/r/

her umbrellas

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

REMEMBER: Sometimes you can choose 'silent r': r
Sometimes you must pronounce 'r': /r/

EXAMPLES: Picture 1: I can see four pencils.

/r/

Picture 2: I can see four apples.

Tip box

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

UNIT 27 /ɪə/ ear



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

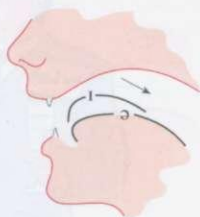
B64

Now listen to /ɪə/.

Look at the mouth picture.

B64

Listen to /ɪə/ and repeat.

**Tip box**

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

2 Listen to the words and repeat:

B65

SOUND 1 SOUND 2

E

/i:/

E

/ɪə/

ear**bead****beard****bee****beer**

3 B66 Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

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



A sheep's got two ears.



b) He's got a bead.



He's got a beard.



c) That's a very big bee.



That's a very big beer.



4



Look at the picture and listen to the conversation:



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

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

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

5

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

EXAMPLE:

Mr Pearson: So, do you come here
every year, Mr Lear?**Pairwork**

You are Mr Pearson. Your partner is Mr Lear. Practise the conversation.

6

Listen to each group of words. Circle the word **with** /ɪə/.

The answer to Group 1 has been done for you.

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

UNIT 28 /eə/ chair

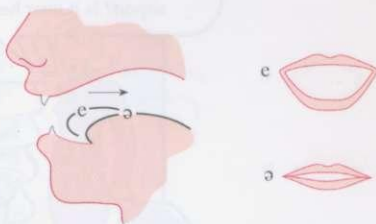


1

First say /e/ (see page 32)
and then /ə/ (see page 7).
Now listen to /eə/.
Look at the mouth picture.
Listen to /eə/ and repeat.

B69

B69



Tip box

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

2

B70

Listen to the words and repeat:

SOUND 1 SOUND 2



/ɪə/
cheer

/eə/
chair



pier

pear



here

hair



clear

clear

Claire



3

B71

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

EXAMPLE: a) Three cheers!



Three chairs.



b) That's a big pier.



That's a big pear.



c) It's here – on the floor.



It's hair – on the floor.



d) Your name isn't clear.



Your name isn't Claire.



4

B72

Look at the cartoon and listen to the conversation.



5

B72

Listen to the conversation in Exercise 4 again.
Underline every /eə/ sound and circle every /ɪə/ sound.

EXAMPLE:

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

**Pairwork**

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

6

B73

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

Yes, there's a on the chair.

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

EXAMPLE:

1: Is there a pen on the chair?

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

**Pairwork**

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



7

B74

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

idea	chair	dear	beer	pair
where	Mary	here	disappear	square

/ɪə/

/eə/

EXAMPLE:

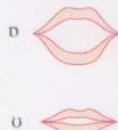
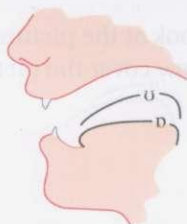
idea

chair

UNIT 29 /ʊ/ book



- 1 First say /ɒ/ (see page 43)
 Now listen to /ʊ/.
 Look at the mouth picture.
 Listen to /ɒ/ and /ʊ/ and repeat.
- 2 Listen to the words and repeat:



SOUND 1 SOUND 2



/ɒ/
lock

/ʊ/
look



box

books



rock

rook



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

- EXAMPLE: a) I want a lock. ☒ I want a look. ☐
- b) Give me the box, please. ☐ Give me the books, please. ☐
- c) Look! A rock! ☐ Look! A rook! ☐

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

The cooking pot is full.

The cook is putting sugar in the cooking pot.



cookery books

a box of wood

Water is falling on the cook's foot.

5  B79Listen to the words and sentences again. Underline every /u/ sound.EXAMPLE: cookery books

Look at the picture again for 30 seconds.

Now cover the picture. What can you remember?

**Pairwork**

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

6

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

EXAMPLE: Picture 1 Look! He's pushing it.

Picture 2 Look! He's pulling it.

**Pairwork**

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

7  B80Listen to the words. Put a tick ✓ if you can hear /u/ in the word.
Put a cross ✗ if you cannot hear /u/ in the word.

EXAMPLE: could ✓ shirt ✗

wood ☐ girl ☐ full ☐ would ☐

port ☐ foot ☐ sock ☐ good ☐

UNIT 30 /u:/ moon



1 First say /ʊ/ (see page 63).

B81

Now listen to /u:/.

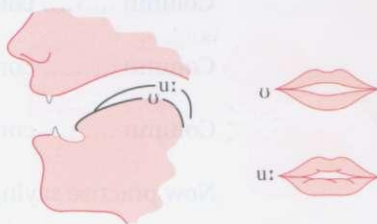
Look at the mouth picture.

B82

Listen to /ʊ/ and /u:/ and repeat.

Say /ʊ/. Is it a l-o-n-g sound or a short sound?

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



Tip box

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

2 Listen to the words and repeat:

B83

SOUND 1 SOUND 2



/ʊ/
pull

/u:/
pool



look

Luke



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

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

b) ☐

c) ☐

d) ☐

4 Listen to the words.

B85

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

5  B85

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

Column contains the sound /u:/.

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

Column contains the sound /ʊ/.

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

6 B86

Listen to the conversation and repeat:

JUNE: Do you like music?

SUE: Yes, I do.

JUNE: I like music too.



Pairwork

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

7  

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

good school look moon pool
cook tool afternoon foot tooth

UNIT 31 /t/ tin



1

B88

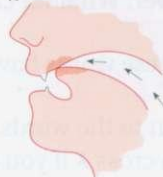
Listen to /t/.

Look at the mouth picture.

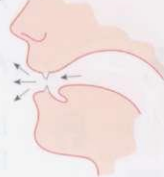
B88

Listen to /t/ and repeat.

1.



2.



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

2

B89

Listen to the words and repeat:



a telephone



a television



a teacup



a table



a letter



a teaspoon



a toy



a computer

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

EXAMPLES: Picture 1: What a pretty telephone!

Picture 2: What a dirty television!



Pairwork

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

3

B90

Listen to the words and repeat:

1 a fat cat



fat cats



2 a wet hat



wet hats



3 a white shirt



white shirts



4 a hot plate



hot plates



5 a sweet biscuit



sweet biscuits



6 a quiet student



quiet students



4



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

EXAMPLE:

Picture 1: **What a fat cat!**Answer: **What fat cats!**

5

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



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

EXAMPLE:

time



listen



rest



guitar



castle



night



doctor



whistle



often



Now check your answers.

Tip box

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

6



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

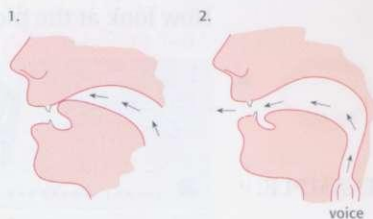
**Pairwork**

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

UNIT 32 /d/ door



- 1 First say /t/ (see page 67).
 C2 Now listen to /d/.
 Look at the mouth picture.
 C3 Listen to /t/ and /d/ and repeat.



Put your fingers on your **throat**.

Say /t/. What can you feel?

Say /d/. What can you feel?

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

/t/ is **unvoiced**.

You need your voice to say /d/.

/d/ is **voiced**.

- 2 C4 Listen to the words and repeat:

SOUND 1 SOUND 2



/t/
tennis

/d/
Dennis



write

ride



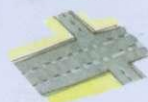
cart

card



white

wide



- 3 C5 Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Do you like tennis?



Do you like Dennis?



b) He can write well.



He can ride well.



c) That's a nice cart.



That's a nice card.



d) It's a white tie.



It's a wide tie.



4



Listen to the words and repeat:

**cold wide old hard**

Now look at the pictures. Choose the correct word from the list above:

EXAMPLE:

1

**a bed**

2

**a wind**

3

**an friend**

4

**a road**

5



Look at the pictures again and listen to some questions.

Answer: 'Yes, I do.' or 'No, I don't.'

EXAMPLE:

Picture 1: Do you like hard beds?

Answer: No, I don't.

**Groupwork**

Ask other students about the pictures in Exercise 4: 'Do you like ...?'

6

Look at the pictures and choose the right word:

red bad good wide old cold

1

**a dog**

2

**a day**

3

**a desk**

4

**a doctor**

5

**an door**

6

**a dress**

Now listen and check your answers.

7



Listen to the phrases in Exercise 6 again and repeat.

8



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

EXAMPLE:

heart



hard



hat



had



town



down



coat



code



try



dry



train



drain

**Tip box**The /d/ at the end of the first word and the /d/ at the start of the second word **link** together. This means we only say the second /d/ /bædɪŋ/.

UNIT 33 /au/ house



- 1 First say /æ/ (see page 34) and then /ʊ/ (see page 63).

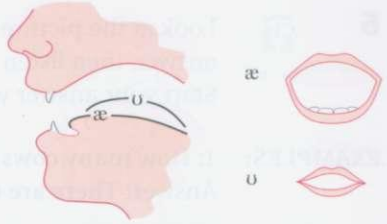
C10

Now listen to /au/.

Look at the mouth picture.

C10

Listen to /au/ and repeat.

**Tip box**

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

- 2 Listen to the words and repeat:

C11

SOUND 1 SOUND 2

/ɑ:/
car/au/
cow**can't****count**

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

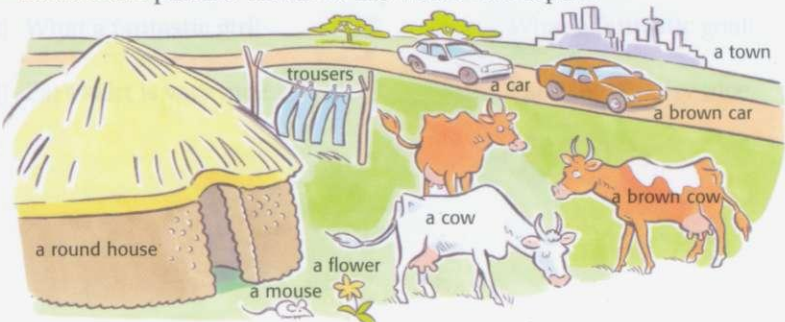
C12

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

b) ☐c) ☐d) ☐

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

C13



5  **C13** Listen to the words again. Underline every /aʊ/ sound.

EXAMPLE: a round house

6  **C14** Look at the picture in Exercise 4 again. Listen to the questions below and answer, then listen to the answer given on the recording. Start your answer with: 'There are....' or 'There is....'

EXAMPLES: 1: How many cows are there?
Answer: There are three cows.

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

Tip box

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

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



Pairwork

Ask the questions to your partner.

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



Pairwork

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

UNIT 34 /əʊ/ phone



1

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

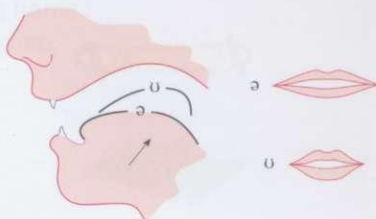
C15

Now listen to /əʊ/.

Look at the mouth picture.

C15

Listen to /əʊ/ and repeat.



Tip box

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

2

C16

Listen to the words and repeat:

SOUND 1

SOUND 2



/ɜ:/
Bert

/əʊ/
boat



Pearl

pole



girl

goal



Pat's skirt

Pat's coat



3

C17

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

EXAMPLE: a) That's my Bert.



That's my boat.



b) There are two Pearls here.



There are two poles here.



c) What a fantastic girl!



What a fantastic goal!



d) Pat's skirt is very nice.



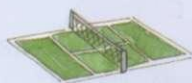
Pat's coat is very nice.



4 C18 Listen to the words and repeat:

SOUND 1 SOUND 2


/sɔ:/
saw

/əʊ/
sew


court

coat



snore

snow



all doctors

old doctors



5 C19 Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Do you like sawing? ☐

Do you like sewing? ☒

b) It's a large court. ☐

It's a large coat. ☐

c) It snores all night. ☐

It snows all night. ☐

d) I like all doctors. ☐

I like old doctors. ☐

6 C20 Look at the picture. Listen to the words and sentences and repeat:



It's a cold morning.

It's snowing.

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

7 Listen to the conversation:

ZOE: Hello Joe!

JOE: Hello Zoe!

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

JOE: No. I'm going to the mobile phone shop.

ZOE: Oh!

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

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

Tip box

The name Zoe is pronounced /ˈzəʊi/. Sometimes it is written like this: Zoë.

8 Listen to the conversation in Exercise 7 again. Underline every /əʊ/ sound.EXAMPLE: Zoe: Hello Joe!Joe: Hello Zoe!**Pairwork**

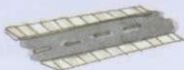
You are Zoe. Your partner is Joe. Practise the conversation.

9 Listen to the words. Put a tick ✓ if you can hear /əʊ/ in the word. Put a cross ✗ if you cannot hear /əʊ/ in the word.EXAMPLE: 1 know ☒2 brown ☒3 car ☐4 don't ☐5 October ☐6 work ☐7 nose ☐8 ball ☐9 mouse ☐10 joke ☐

UNIT 35 linking /s/ this skirt



- 1** First say /s/ (see page 1)
- 2**  Listen to the words and repeat:

1  seat	2  suit	3  skirt	4  stick
5  spoon	6  street	7  stamp	8  slipper

- 3**  Now listen to the phrases and repeat:
- | | | | |
|-------------------|---------------------|--------------------|---------------------|
| this seat | this suit | this street | this spoon |
| whose seat | whose supper | his seat | Sam's supper |

Tip box

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

4

C25

Listen to the conversation:

SUE: Do you like this seat, Sally?

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

SUE: Whose seat is it?

SALLY: It's Sam's seat.

**Pairwork**

You are Sue. Your partner is Sally. Practise similar conversations. Talk about all the pictures in Exercise 2.

5

C25

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

6

**Luke****Emma****Ben****Paul****Pete****Kate**

C26

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

EXAMPLE:

1: Who's sewing?

Answer: Emma's sewing.

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

**Pairwork**

Ask the questions to your partner.

UNIT 36 /ʃ/ shoe



1



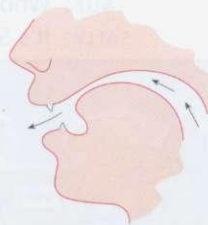
First say /s/ (see page 1).

Now listen to /ʃ/.



Look at the mouth picture.

Listen to /s/ and /ʃ/ and repeat.

Put your fingers on your **throat**.

You do not need your voice to say /s/ and /ʃ/.

Say /s/ and /ʃ/. What can you feel?

/s/ and /ʃ/ are **unvoiced**.**Tip box**

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

2



Listen to the words and repeat:

SOUND 1 SOUND 2

/s/
sea/ʃ/
she**Sue****shoe****seat****sheet****sack****shack**

3



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

EXAMPLE: a) Sea's very quiet today.



She's very quiet today.



b) There are two Sues here.



There are two shoes here.



c) It's a clean seat.



It's a clean sheet.



d) What a dirty sack!



What a dirty shack!



4  Look at the pictures. Listen to the words and repeat:

1 	2 	3 	4 
England Scottish English	Sweden Danish Swedish	Russia Welsh Russian	Turkey Polish Turkish

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

EXAMPLE: 1: Is she **Scottish** or **English**?

Answer: **She's English.**

1 Is she **Scottish** or **English**?

3 Is she **Welsh** or **Russian**?

2 Is she **Danish** or **Swedish**?

4 Is she **Polish** or **Turkish**?



Pairwork

Ask the questions to your partner.

6 Match the words to the pictures:

EXAMPLE: 1 Russia

2 shoe

3 delicious

4 pronunciation

5 ocean

6 sugar

7 fashion



7  Now listen to the words in Exercise 6. Underline every /f/ sound.

EXAMPLE: Russia



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

Tip box

/f/ is **usually** spelt 'sh' ... but not always!

UNIT 37 /3/ television



1

C34

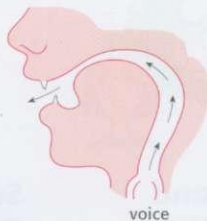
First say /f/ (see page 78).

Now listen to /3/.

Look at the mouth picture.

C35

Listen to /f/ and /3/ and repeat.



8

Put your fingers on your **throat**.

Say /f/. What can you feel?

8

Say /3/. What can you feel?

You do not need your voice to say /f/.

/f/ is **unvoiced**.

You need your voice to say /3/.

/3/ is **voiced**.

2

C36

Listen to the words and repeat:

usually**television****decision**

3

Complete the sentences below with words from exercise 2.

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

SARAH: Well, I watch What do you do, Sue?

SUE: Sometimes I go shopping and sometimes I watch too. It depends.

SARAH: I know. It's a difficult

C37a

Now listen to the conversation and check.

4

C37b

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

EXAMPLE:

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

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



Pairwork

Practise with a partner. You are Sue. Your partner is Sarah.

5

Look at Sue's calendar.



Now read the questions and match them to the answers

- | | |
|--|--------------------------------------|
| 1 What does Sue usually do on Saturdays? | She usually goes to the gym. |
| 2 What does she usually do on Fridays? | She usually visits her grandparents. |
| 3 What does she usually do on Sundays? | She usually watches television. |
| 4 What does she usually do on Tuesdays? | She usually plays tennis. |
| 5 What does she usually do on Thursdays? | She usually goes shopping. |

6

C38

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

EXAMPLE:

1: What does Sue usually do on Saturdays?

Answer: She usually goes shopping.

**Groupwork**

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

7

C39

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

glass	shirt	measure	street	shopping
pleasure	shower	garage	push	horse

/s/

/ʃ/

/z/

glass

shirt

measure

EXAMPLE:

Tip box

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

UNIT 38 /tʃ/ chair



1

First say /t/ (see page 67) and then /ʃ/ (see page 78).

C40

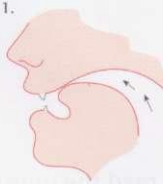
Now listen to /tʃ/.

C40

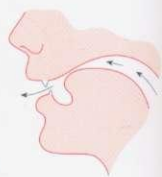
Look at the mouth picture.

Listen to /tʃ/ and repeat.

1.



2.


Tip box

/tʃ/ is unvoiced.

2

C41

Listen to the words and repeat:

SOUND 1

SOUND 2


 /ʃ/
ships

 /tʃ/
chips


shop

chop



sheep

cheap



wash

watch



3

C42

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

EXAMPLE: a) Those are very large ships.

Those are very large chips.

b) I don't like shopping.

I don't like chopping.

c) That's a sheep farm.

That's a cheap farm.

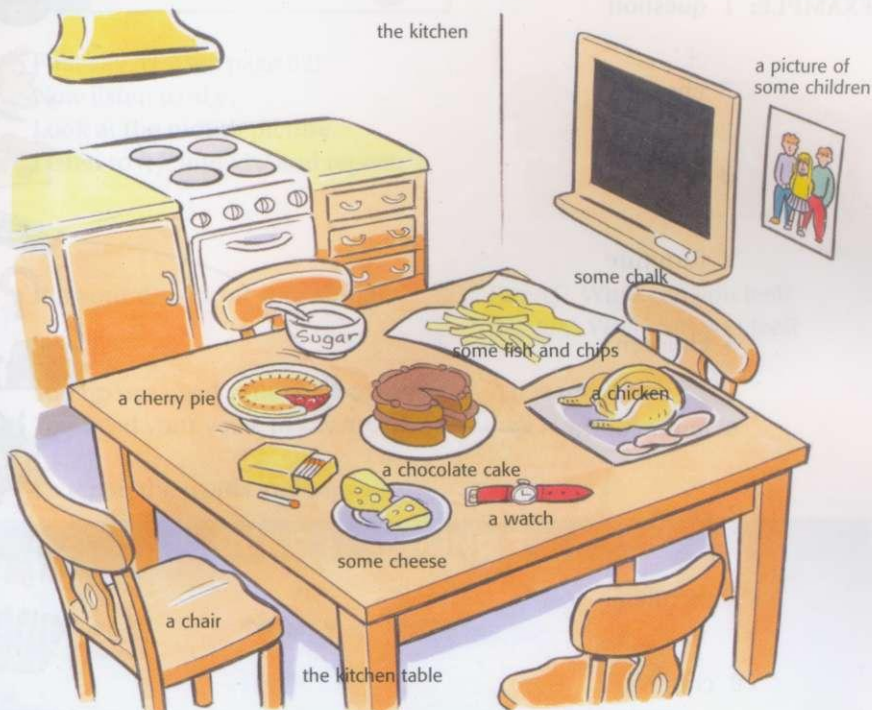
d) She's washing the television.

She's watching the television.

4

C43

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



5

Look at the picture in Exercise 4 again.
What can you see *on* the kitchen table?
What can you see *near* the kitchen table?

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

6

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



Pairwork

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

7

Match the words to the pictures:

EXAMPLE: 1 question

2 cheese

3 watch

4 furniture

5 children

6 temperature

7 chess

8 picture

9 chin

10 future



Now listen to the words. Underline every /tʃ/ sound.

EXAMPLE: question

8

Now put the words from exercise 7 in the correct column:

EXAMPLE:

/tʃ/ is spelt **with** 'ch'

cheese

/tʃ/ is spelt **without** 'ch'

question

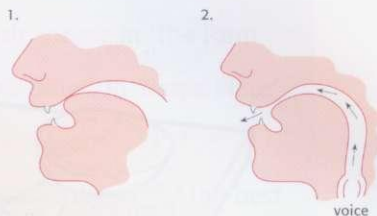
Tip box

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

UNIT 39 /dʒ/ jam



First say /tʃ/ (see page 82).
Now listen to /dʒ/.
Look at the mouth picture.
Listen to /tʃ/ and /dʒ/ and repeat.



Put your fingers on your **throat**.

Say /tʃ/. What can you feel?
Say /dʒ/. What can you feel?

You do not need your voice to say /tʃ/. /tʃ/ is **unvoiced**.
You need your voice to say /dʒ/. /dʒ/ is **voiced**.

Listen to the words and repeat:

SOUND 1 SOUND 2



/tʃ/ /dʒ/
cherry Jerry



cheap jeep



choke joke



cheer jeer



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

- EXAMPLE: a) Is your name Cherry? ☐ Is your name Jerry? ☒
- b) I want a cheap type of car. ☐ I want a jeep type of car. ☐
- c) I'm choking. ☐ I'm joking. ☐
- d) The crowd is cheering. ☐ The crowd is jeering. ☐

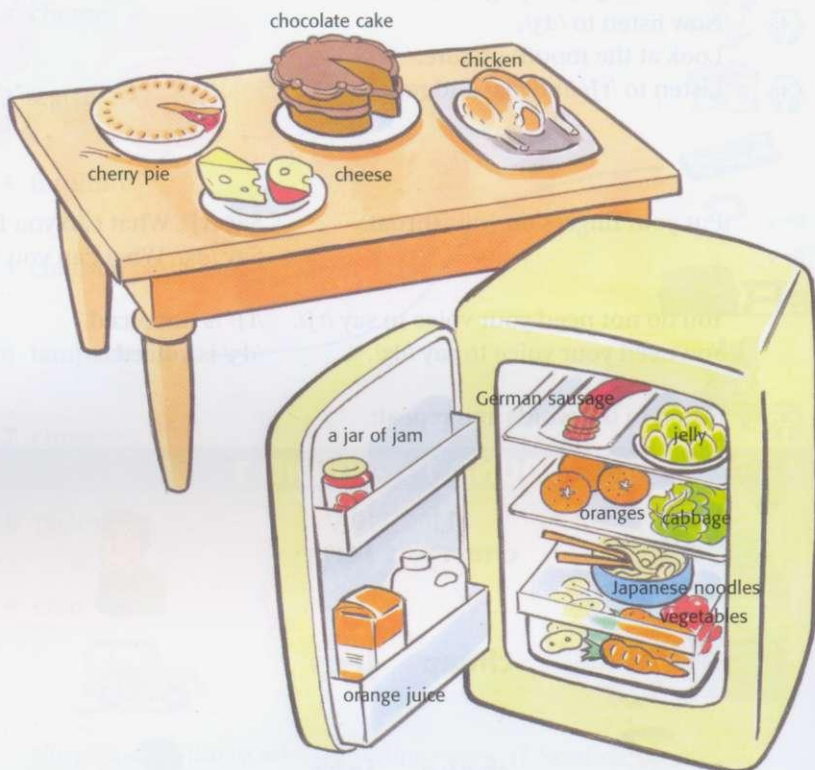
4



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

In the fridge

On the kitchen table



5



Listen to the phrases in Exercise 4 again.
Complete the sentences below with /tʃ/ or /dʒ/.

- 1 Everything in the fridge contains the sound
- 2 Everything on the kitchen table contains the sound

6



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

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

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



Pairwork

Ask questions to your partner:
'Where is/are the?'

7 Read and listen to the radio advertisement:

A new **shopping** centre has opened in the city centre!

You can buy **Scottish jam** and **Irish cheese** in 'The Farm House' or **cheap fish** and **chips** in 'Joe's Diner'. In 'Jerry's Place' you can also find **delicious Japanese sushi**.

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

Come to 'The **Chessington** Centre' tomorrow!

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

	/f/ (Unit 36)	/tʃ/ (Unit 38)	/dʒ/ (this Unit)
EXAMPLE:	shopping	cheese	jam

Now try reading the advertisement aloud.

If possible, record yourself and listen.

Can you hear the difference between /f/, /tʃ/ and /dʒ/?

UNIT 40 /j/ yoga



1

C52

Listen to /j/.

Look at the mouth picture.

C52

Listen to /j/ and repeat.



8

Put your fingers on your throat.

You need your voice to say /j/.

Say /j/. What can you feel?

/j/ is voiced.

Tip box

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

2

C53

Listen to the words and repeat:

SOUND 1

SOUND 2

/dʒ/
Jess/j/
yes

jam

yam



3

8

C54

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

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

b) ☐c) ☐d) ☐

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



Look at the picture again. Who is Yasmin? Who is William? Who is Jemma? Who is Hugo?
Write the names next to the people in the picture.

Listen to an interview with Yasmin:

INTERVIEWER: What's your name?

YASMIN: My name's Yasmin.

INTERVIEWER: And what do you do, Yasmin?

YASMIN: I'm a university student.

INTERVIEWER: What do you like?

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

INTERVIEWER: And what do you hate?

YASMIN: Oh, I hate yoghurt and onions!

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

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



Pairwork

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

7



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

The answer to Group 1 has been done for you.

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

UNIT 41 /eɪ/ paper

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

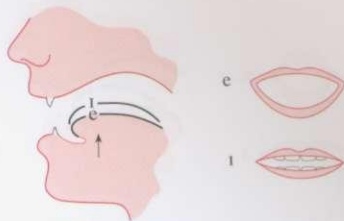
C58

Now listen to /eɪ/.

C58

Look at the mouth picture.

Listen to /eɪ/ and repeat.



Tip box

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

2 Listen to the words and repeat:

C59

SOUND 1 SOUND 2



/e/
pepper

/eɪ/
paper



sell

sail



pen

pain



shed

shade



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

EXAMPLE: a) Pass me the pepper, please.



Pass me the paper, please.



b) He's selling his boat.



He's sailing his boat.



c) I've got a bad pen.



I've got a bad pain.



d) It's cool in the shed.



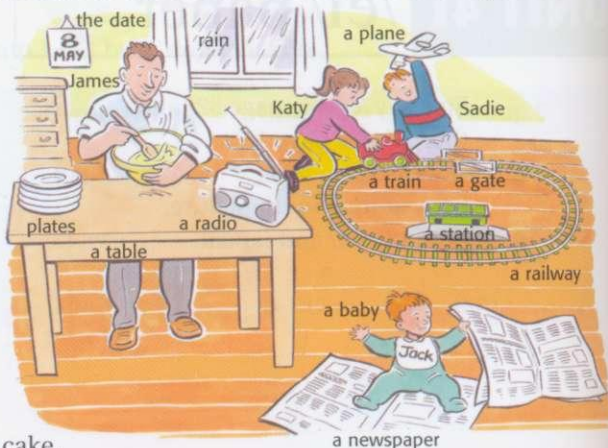
It's cool in the shade.



4



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



It's raining today.

James is making a cake.

Sadie and Katy are playing a game.

5



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

EXAMPLE:

1: What's James making?

Answer: A cake.

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



Pairwork

Ask the questions to your partner.

6



Listen to the letters and repeat:

a h j k

7

Now spell these words out loud:

cake joke Jack hook
jeep that Katy high



Pairwork

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



Listen to the spellings and check.

UNIT 42 /ɔɪ/ boy



1 First say /ɔɪ/ (see page 45) and then /ɪ/ (see page 15).

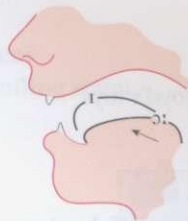
C65

Now listen to /ɔɪ/.

Look at the mouth picture.

C65

Listen to /ɔɪ/ and repeat.



Tip box

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

2 Listen to the words and repeat:

C66

SOUND 1 SOUND 2



/i:/
bee

/ɔɪ/
boy



tea

toy



G

Joy



eel

oil



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

EXAMPLE: a) Those bees are very noisy. ☒

Those boys are very noisy. ☐

b) Let's go to the teashop. ☐

Let's go to the toyshop. ☐

c) Her name's Miss G. Smith. ☐

Her name's Miss Joy Smith. ☐

d) The eel is black. ☐

The oil is black. ☐

4

Match the phrases on the left to the pictures on the right:

EXAMPLE: 1 noisy boys



2 Lloyd's toys



3 a beautiful voice



4 boiling water



5 Joy's coins



6 enjoying oysters



7 engine oil



C68

Now listen to the phrases and repeat.

5

Look at these short conversations. Complete them with phrases from Exercise 4.

1 A: What do you need to make a cup of tea?

B: You need a tea bag and some boiling water

2 A: That music is very loud.

B: Yes, they're very

3 A: My car is making a strange noise.

B: Maybe it needs some

4 A: She's a very good singer.

B: Yes, she has a

5 A: Are these your toys?

B: No, they're

C69a

Now listen and check your answers.

6

C69b

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

EXAMPLE: 1. A: What do you need to make a cup of tea?

(You) B: You need a tea bag and some boiling water.

**Pairwork**

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

UNIT 43 /aɪ/ kite



1

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

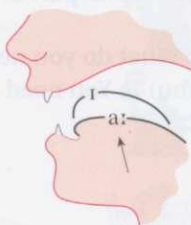
C70

Now listen to /aɪ/.

C70

Look at the mouth picture.

Listen to /aɪ/ and repeat.



a:

ɪ

Tip box

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

2

C71

Listen to the letters and words and repeat:

SOUND 1 SOUND 2

R

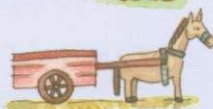
/ɑ:/
R/aɪ/
I

I



bark

bike



cart

kite



guard

guide



3

C72

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

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



His name's Mr. I. Smith.



b) What a noisy bark!



What a noisy bike!



c) That boy had a cart.



That boy had a kite.



d) My uncle is a guard.



My uncle is a guide.



4 Listen to the phrases and repeat:

1  smiling	2  sunshine	3  driving
4  this exercise	5  climbing	6  riding
7  saying goodbye	8  flies	9  white mice
10  typing	11  ice cream	12  writing
13  ice-skating	14  flying kites	15  saying goodnight

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

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



Pairwork

Tell your partner what you like
and what you don't like.

6



Listen to the conversation:

MIKE: What are you doing tonight, Clive?

CLIVE: I'm going ice-skating.

MIKE: Have a nice time!

CLIVE: Thanks. Bye!

MIKE: Bye!



7

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

EXAMPLE:

Mike: What are you doing tonight, Clive?**Pairwork**

You are Mike. Your partner is Clive. Practise the conversation.

8



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

garden heart height start right
fight March bite artist inside

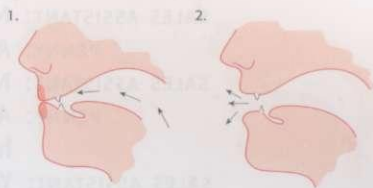
EXAMPLE:

/ɑ:/	/aɪ/
garden	height

UNIT 44 /p/ pen



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

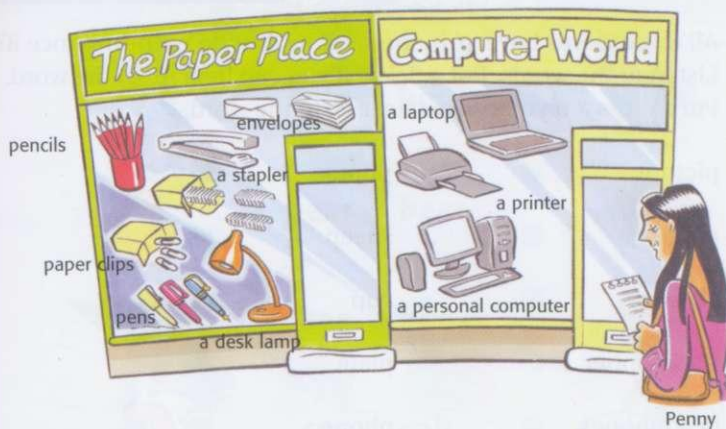


-  Put your fingers on your **throat**. Say /p/. What can you feel?
 You do not need your voice, just air. /p/ is **unvoiced**.

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

The Paper Place

Computer World



Penny

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

To do

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

4



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

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

SALES ASSISTANT: No problem!

PENNY: And can you repair my?

SALES ASSISTANT: No problem!

PENNY: And can I buy, staples and here?

SALES ASSISTANT: You can buy pens, and paperclips in The Paper, next door.

PENNY: Thank you.

SALES ASSISTANT: No problem!

5



Listen to the conversation again and repeat each line.

**Pairwork**

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

6



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

EXAMPLE:

picture



photo



pepper



sheep



elephant



cup



Christopher



plate



headphones



phone



potato



Now check your answers.

7



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

Tip box

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

**Pairwork**

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

UNIT 45 /b/ book



1 First say /p/ (see page 99).



Now listen to /b/.



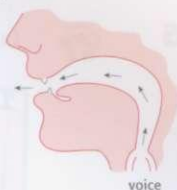
Look at the mouth picture.

Listen to /p/ and /b/ and repeat.

1.



2.



Put your fingers on your **throat**.



Say /p/. What can you feel?

Say /b/. What can you feel?

You do not need your voice to say /p/.

/p/ is **unvoiced**.

You need your voice to say /b/.

/b/ is **voiced**.

2 Listen to the words and repeat:



SOUND 1

SOUND 2

/p/

/b/

pin

bin



pear

bear



pea

bee



cap

cab



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

EXAMPLE: a) Have you got a pin?



Have you got a bin?



b) There's a pear in the tree.



There's a bear in the tree.



c) I don't like peas.



I don't like bees.



d) I want to get a cap.



I want to get a cab.



4



Listen to the words and repeat:

a black pen

a blue pen

a bottle of water

a box of pencils

a rubber

a book

a bag

5



Look at the cartoon and listen to the conversation:



6



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

EXAMPLE:

Bruce: Penny, what do I need for the biology exam?

You: You need a black pen, a blue pen, some pencils and a rubber.

**Pairwork**

Practise with a partner. You are Bruce. Your partner is Penny.

7

Match the words to the pictures:

EXAMPLE: 1 bread ☐2 plumber ☐3 thumb ☐4 banana ☐5 table ☐6 lamb ☐7 comb ☐8 bed ☐9 climb ☐

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

Now listen to the words. Put a tick ✓ if you can hear /b/ in the word.

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

EXAMPLE: bread



plumber



8

C88

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

**Pairwork**

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

UNIT 46 /k/ key

1



Listen to /k/.

Look at the mouth picture.

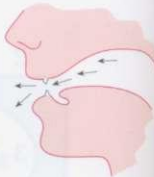


Listen to /k/ and repeat.

1.



2.

Put your fingers on your **throat**.You do not need your **voice**, just **air**.

Say /k/. What can you feel?

/k/ is **unvoiced**.

2



Look at the picture and listen to the conversation:



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

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

DOCTOR CLARK: Oh yes, I can cure it with acupuncture. Come back to the clinic at six o'clock.

MR. COLLINS: Thank you, Doctor Clark.

DOCTOR CLARK: Take care, Mr. Collins!

3



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

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

Practise the conversation.

4

Look at these different ways to spell /k/:

'c'	'k'	'ck'	'ch'	'x' (the sound /ks/)
Doctor <u>C</u> lark	than <u>k</u> you	ba <u>ck</u>	a <u>ch</u> e	si <u>x</u>
a <u>c</u> upunct <u>u</u> re	ta <u>k</u> e care	o' <u>ck</u> lock		
<u>c</u> linic				
<u>c</u> ure				



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

taxi coat milk school keep
cat fix lock king black

**Pairwork**

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

5

Match the sentences to the pictures:

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

2 I need a knife to cut the bread.

3 My grandmother loves knitting.

4 I don't know the answer.

5 This doorknob is stuck.

6 There's a big knot in my shoelace.



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

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

Now check your answers.



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

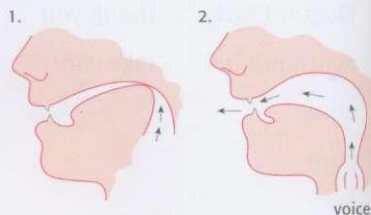
**Pairwork**

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

UNIT 47 /g/ girl



- 1**  First say /k/ (see page 104).
Now listen to /g/.
 Look at the mouth picture.
Listen to /k/ and /g/ and repeat.



 Put your fingers on your **throat**.

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

You do not need your voice to say /k/. /k/ is **unvoiced**.
You need your voice to say /g/. /g/ is **voiced**.

- 2**  Listen to the words and repeat:

SOUND 1 SOUND 2



/k/ **class** /g/ **glass**



coat **goat**



curl **girl**



back **bag**



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

EXAMPLE: a) That's a very small class. ☒ That's a very small glass. ☐

b) I've got a white coat. ☐ I've got a white goat. ☐

c) What a lovely little curl! ☐ What a lovely little girl! ☐

d) There's something on your back. ☐ There's something on your bag. ☐

4

C97

Listen to the words and repeat:

1  dog	2  egg	3  fig	4  frog	5  wig
6  dogs	7  eggs	8  cakes	9  figs	10  books
11  frogs	12  clocks	13  wigs		

5

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

EXAMPLE:

Gabby likes dogs.

Gabby doesn't like frogs.

6

C98

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

EXAMPLE:

eight

✗

ghost

✓

guess

■

angry

■

sign

■

gate

■

foreign

■

glue

■

fight

■

Now check your answers.

7

C99

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

**Pairwork**

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

KEY

Unit 1

Exercise 5

SARAH: What's this, Sam?

SAM: It's a bicycle.

SARAH: And what's this?

SAM: It's a house.

SARAH: What's this? A bus?

SAM: Yes.

SARAH: And what's this? A horse?

SAM: No, Sarah. It's a mouse!

Exercise 8

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

Unit 2

Exercise 1

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

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

Exercise 3

- Look at that zoo!
- Listen to that bus!
- Can I have a sip, please?
- It's a good prize.

Exercise 4

VISITOR: Is this a box?

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

VISITOR: Is this a house?

ARTIST: Yes, it is.

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

Exercise 7

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

Unit 3

Exercise 5

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

Unit 4

Exercise 3

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

Exercise 5

seventh third five eighth tenth

Exercise 6

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

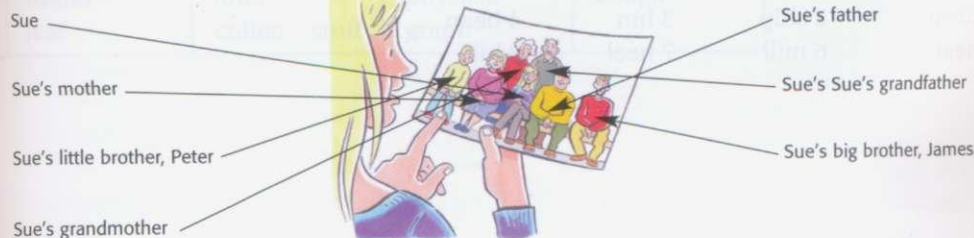
Unit 5

Exercise 1

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

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

Exercise 3



Exercise 4

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

Exercise 5

Anna is Sue's mother.

Alan is Sue's father.

James is Sue's big brother.

Lily is Sue's grandmother.

Peter is Sue's little brother.

Michael is Sue's grandfather.

Exercise 6

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

Unit 6

Exercise 4

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

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

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

FRIEND 4: An ice cream for me, please.

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

Unit 7

Exercise 3

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

Exercise 4

1 sheep

2 ship

3 bin

4 bean

5 meal

6 mill

7 heel

8 hill

Exercise 5

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

1 big	
2 heavy	
3 hungry	
4 happy	
5 little	
6 thirsty	
7 sleepy	
8 dirty	

Exercise 6

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

Unit 8

Exercise 6

1 elephant	
2 wife	
3 office	
4 phone	
5 fire	
6 laugh	
7 photograph	

You can spell /f/ in these ways:

'f'	'ff'	'ph'	'gh'
wife	office	elephant	laugh
fire		phone	
		photograph	

Here are more examples of words with these spellings:

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

Unit 9

Exercise 1

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

Exercise 3

Fred and Flora are visitors.

They are visiting Vincent and Vicky.

What have Vincent and Vicky got?

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

Exercise 6

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

Unit 10

Exercise 1

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

Exercise 3

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

Exercise 5

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

Exercise 7

PEDESTRIAN 1: What's the time?

MAN SELLING NEWSPAPERS: It's quarter past twelve.

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

MAN SELLING NEWSPAPERS: It's twenty past twelve.

PEDESTRIAN 3: What's the time please?

MAN SELLING NEWSPAPERS: It's quarter to one.

PEDESTRIAN 4: Excuse me! What time is it?

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

Exercise 8

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

Unit 11

Exercise 2

flower ☒ coffee ☒ newspaper ☒ fruit ☒ the ☒
 chocolate ☒ answer ☒ glass ☒ a ☒ vase ☒

Exercise 5

ANNA: What's the time, Peter?
 PETER: It's twelve o'clock.
 ANNA: Oh, and Peter, have you got a ruler?
 PETER: Yes, I have. Here you are, Anna.
 ANNA: Thanks. Have you got a calculator, too?
 PETER: No, I haven't, Anna! Ask Emma.

Unit 12

Exercise 1

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

Exercise 3

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

Exercise 4

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

Exercise 5

- woman ☒
- answer ☒
- mouse ☒
- banana ☒
- thumb ☒
- phone ☒
- camera ☒
- elephant ☒
- warm ☒

Unit 13

Exercise 1

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

Exercise 3

- These are nice.
- That's my little tin.
- That's her mummy.
- It's mine.

Exercise 6

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

Unit 14

Exercise 1

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

Exercise 3

- He's got two large fangs.
- It's wrong.
- It has two wins.

Exercise 5

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

Unit 15

Exercise 3

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

Exercise 6

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

F
T
F
F
T

Exercise 9

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

Unit 16

Exercise 3

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

Exercise 5

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

Exercise 7

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

Unit 17

Exercise 3

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

Exercise 5

/ʌ/	/ʌ/	/ʌ/	/ʌ/
Love	Young	London	Mundy

Exercise 7

son	mother	brother	husband
uncle	cousin	grandson	grandmother

Unit 18

Exercise 3

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

Exercise 5

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

Exercise 7

bananas	glasses	tomatoes	plants	cars	grass
garden	are	aren't			

Exercise 8

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

Unit 19

Exercise 1

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

Exercise 4

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

Exercise 5

- hotel ✓ honest ✗ what ✗ who ✓ somewhere ✗
happy ✓ when ✗ hour ✗ hello ✓

Unit 20**Exercise 3**

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

Exercise 4

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

Exercise 5

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

Exercise 7

CUSTOMER: Have you got any boxes?

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

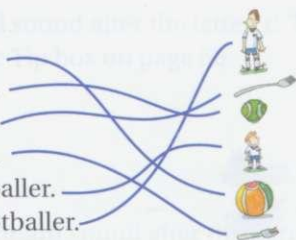
CUSTOMER: I want a very strong box, please.

Unit 21**Exercise 3**

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

Exercise 4

- 1 It's a large ball.
2 It's a small ball.
3 It's a long fork.
4 It's a short fork.
5 He's a tall footballer.
6 He's a short footballer.



Exercise 5

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

Exercise 6

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



Exercise 8

/d/	/ɔ:/
watch sock stop	door water floor
rock box	call ball

Unit 22

Exercise 5

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

Unit 23

Exercise 3

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

Exercise 4

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



Exercise 5

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

Exercise 6

The early bird catches the worm.

Unit 24

Exercise 1

Put your fingers on your throat:

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

/n/ and /l/ are voiced.

Exercise 3

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

Exercise 7

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

Unit 25

Exercise 1

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

/l/ and /r/ are voiced.

Exercise 3

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

Exercise 5

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

Unit 26

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Exercise 5

The speaker is British.

Unit 27

Exercise 3

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

Exercise 5

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

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

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

Exercise 6

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

Unit 28

Exercise 3

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

Exercise 5



Exercise 7

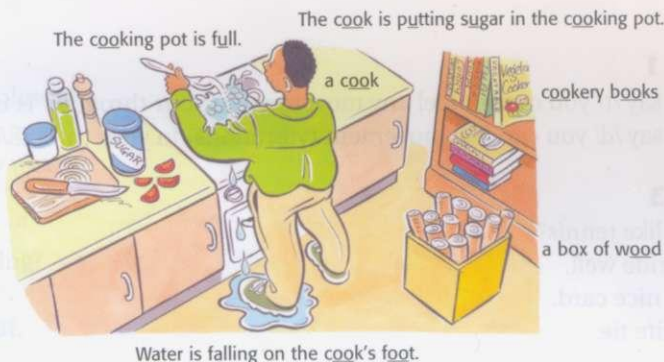
/iə/	/eə/
idea dear beer	chair pair where
here disappear	Mary square

Unit 29

Exercise 3

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

Exercise 5



Exercise 7

- could ✓ shirt ✗ wood ✓ girl ✗ full ✓
would ✓ port ✗ foot ✓ sock ✗ good ✓

Unit 30

Exercise 3

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

Exercise 5

Column B contains the sound /u:/

Column C contains the sounds /u:/ and /ʊ/.

Column A contains the sound /ʊ/.

Exercise 7

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

Unit 31

Exercise 5

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

Unit 32

Exercise 1

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

Exercise 3

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

Exercise 4

- a hard bed
- a cold wind
- an old friend
- a wide road

Exercise 8

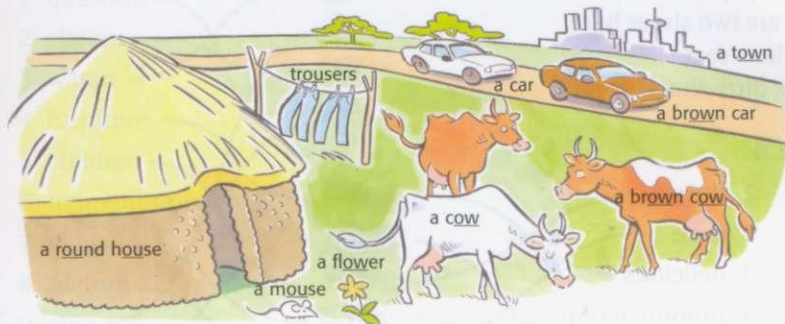
heart town dry had code train

Unit 33

Exercise 3

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

Exercise 5



Unit 34

Exercise 3

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

Exercise 5

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

Exercise 8

ZOE: Hello Joe!

JOE: Hello Zoe!

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

JOE: No. I'm going to the mobile phone shop.

ZOE: Oh!

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

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

Exercise 9

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

Unit 36

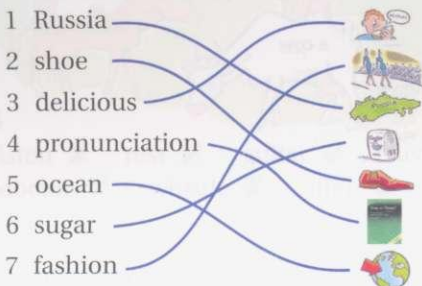
Exercise 1

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

Exercise 3

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

Exercise 6



Exercise 7

Russia shoe delicious pronunciation ocean sugar fashion

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

Unit 37

Exercise 1

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

Exercise 7

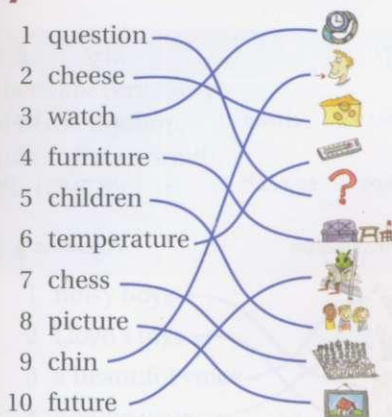
/s/	/ʃ/	/ʒ/
glass street	shirt shopping	measure
horse	shower push	pleasure garage

Unit 38

Exercise 3

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

Exercise 7



question cheese watch furniture children temperature chess picture chin future

Exercise 8

/tʃ/ is spelt with 'ch'	/tʃ/ is spelt without 'ch'
cheese watch	question furniture
children chess chin	temperature picture future

Unit 39

Exercise 1

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

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

Exercise 3

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

Exercise 5

- Everything in the fridge contains the sound /dʒ/.
- Everything on the kitchen table contains the sound /tʃ/.

Exercise 6

- Where are the oranges? In the fridge.
- Where's the chicken? On the kitchen table.
- Where are the Japanese noodles? In the fridge.
- Where's the cherry pie? On the kitchen table.
- Where's the cabbage? In the fridge.
- Where are the *vegetables*? In the fridge.
- Where's the chocolate *cake*? On the kitchen table.

Exercise 8

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

Unit 40

Exercise 1

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

Exercise 3

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

Exercise 4



Exercise 7

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

Unit 41

Exercise 3

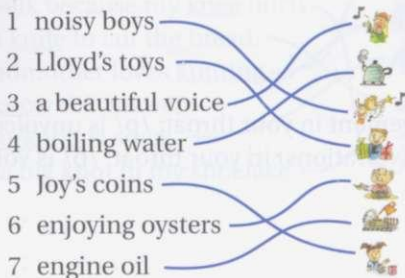
- Pass me the pepper, please.
- He's sailing his boat.
- I've got a bad pain.
- It's cool in the shade.

Unit 42

Exercise 3

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

Exercise 4



Unit 43

Exercise 3

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

Exercise 7

MIKE: What are you doing tonight, Clive?

CLIVE: I'm going ice-skating.

MIKE: Have a nice time!

CLIVE: Thanks. Bye!

MIKE: Bye!

Exercise 8

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

Unit 44

Exercise 1

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

Exercise 6

picture ✓ photo ✗ pepper ✓ sheep ✓ elephant ✗ cup ✓
Christopher ✗ plate ✓ headphones ✗ phone ✗ potato ✓

Unit 45

Exercise 1

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

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

Exercise 3

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

Exercise 7

bread	✓	
plumber	✗	
thumb	✗	
banana	✓	
table	✓	
lamb	✗	
comb	✗	
bed	✓	
climb	✗	

Unit 46

Exercise 1

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

Exercise 3

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

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

DR CLARK: Oh yes, I can cure it with acupuncture. Come back to the clinic at xi o'clock.

MR. COLLINS: Thank you, Doctor Clark.

DR CLARK: Take care, Mr. Collins!

Exercise 4

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

Exercise 5

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



Unit 47

Exercise 1

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

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

Exercise 3

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

Exercise 6

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