

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ  
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
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## НОРМАТИВНАЯ ФОНЕТИКА АНГЛИЙСКОГО ЯЗЫКА

*Утверждено Редакционно-издательским советом университета  
в качестве методических указаний по английскому языку*

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**НОРМАТИВНАЯ ФОНЕТИКА АНГЛИЙСКОГО ЯЗЫКА:** метод. указания по англ. яз. / сост. *В.И. Стычкова*. - Самара: Самар. госуд. аэрокосм. ун-т, 2008. – 100 с.

Содержат нормативный курс фонетики английского языка, направлены на овладение произношением как процессом, фонетически оформляя спонтанную речь говорящего. Тренировочный материал представляет собой упражнения с инструкциями и анализом артикуляции. В качестве высшей ступени тренировки и автоматизации произношения в издание помещены фонетически отработанные диалоги, прозаические и стихотворные тексты.

Предназначается для студентов 1 курса дополнительной квалификации "Переводчик в сфере профессиональной коммуникации", изучающих курс "Нормативная фонетика английского языка".

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# Introduction

“Practical Guide to English Pronunciation” is a comprehensive course for intermediate students of English. The book is intended to build learners’ awareness and concern for pronunciation. Throughout “Practical Guide to English Pronunciation” the emphasis is put on linking work on pronunciation with work on developing listening and speaking skills, so students are provided with both receptive and productive practice. The aim is not to produce the ideal standard of English pronunciation, but to concentrate on what is important in making sounds which will be readily understood and accepted.

“Practical Guide to English Pronunciation” consists of 10 modules, each containing three sections

. Section A aims to cover the sounds of English and their main spelling, alternatives are included for those areas of pronunciation which are especially susceptible to variation across different varieties of English. Section B focuses on pronunciation units which are bigger than individual sounds: syllables, word stress and sentence stress. Section C deals with pronunciation features which emerge in the context of conversation; these include discourse organization and tones. Appendix contains additional jazz chants and poems to be recited in class.

The course is accompanied by a recording of all the practice material on a CD. The book and the recording are both designed for use in class and by students working alone.

# Module 1

## Letters and sounds

Consonants: [p – b]

To make the sound [p]: Close your lips hard. Push air forward in your mouth. Open your lips quickly with a small air explosion.

To make the sound [b]: Follow the instructions above, use your voice.

**Ex.1** Listen and repeat.

[ p ]

pen



pocket



passport



pin



pepper pot



a piece of pork pie



an apple, please



[ b ]

bird



bread



butterfly



rubber



web



globe



busy as a bee




**Ex.2** Listen and repeat the words paying special attention to sounds [p – b].





**Ex.3** Practise saying the tongue twisters.

 Peg's as pretty as a picture.


 Peter Piper picked a peck of pickled pepper,  
A peck of pickled pepper Peter Piper picked.  
If Peter Piper picked a peck of pickled pepper,  
Where's the peck of pickled pepper Peter Piper picked?



 Barbara's as busy as a bee.

 Ben's a bag of bones.

 Bell has a bee in her bonnet.

 Bob lives at the back of beyond.



**Ex.4** Read the conversation to the end, then write the letter "p" or "b" in each gap. Listen and check your answers. Practise pronouncing it. (A11)

Sid: Where are the ..p..ears?  
 Joe: ....ears?!! Did you say ...ears?  
 Sid: No, ...ears. You know, fruit!  
 Joe: Oh, I see, ...ears, with a P! They are in the ...ack.  
 Sid: What, in the ...ack of the truck?  
 Joe: No, in the ...ack, you know, with a P!  
 Sid: Oh, I see. A ...ack with a P! Would you like one?  
 Joe: No, I'll have a ...each, please.  
 Sid: A beach?!!

**Ex.5** Listen to the recording, in one word of each group, the 'b' or 'p' is not pronounced. Underline the word. (A12)

EXAMPLE                      double      doubt      Dublin

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1. lamb    label    lab     | 5. recipe    repeat    receipt       |
| 2. crab    robbed    climb  | 6. possibly    psychology    special |
| 3. cup    cupboard    copy  | 7. Cambridge    combine    combing   |
| 4. photo    potato    paper |                                      |

**Ex.6** Listen and tick (✓) the sentence you hear, A or B. (A13)

|   | A                            | B                            |
|---|------------------------------|------------------------------|
| 1 | There's a bear in that tree. | There's a pear in that tree. |
| 2 | He had the beach to himself. | He had the peach to himself. |
| 3 | They burned it.              | They've earned it.           |
| 4 | Say 'boil'.                  | Save oil.                    |
| 5 | This is a nicer pear.        | This is a nice affair.       |
| 6 | Would you like a copy?       | Would you like coffee?       |

**Ex.7** Practise the dialogue. Pay special attention to sounds [p] and [b].

(Mr and Mrs Tupman are at the airport. They have just got off the plane from Paris.)

Official:              Passports, please!  
 Mr Tupman:        I think I've lost the passports, Poppy.  
 Mrs Tupman:        How stupid of you, Bob! Didn't you put them in your pocket?



Mr Tupman: (emptying his pockets) Here's a pen... a pencil... my pipe... a postcard... an envelope... a stamp... a pin...

Mrs Tupman: Oh, stop taking these things out of your pockets. Perhaps you put them in the basket or in the bag.

Mr Tupman: (emptying the bag) Here's a newspaper... a hairbrush... a bear... a ball... a blouse with black buttons... some beer cans... a bottle of perfume... a book about birds...

Mrs Tupman: Oh, stop pulling things out of the bag, Bobby. These people are getting impatient.



Mr Tupman: Well, help me, Poppy.

Mrs Tupman: We've lost our passports. Maybe we dropped them on the plane.

Official: Then let the other passengers past, please.

Mr Tupman: Poppy, why don't you help? You aren't being very helpful. Put the things in the bag.

Official: Your

name, please?

Mr. Tupman: Tupman.

Official: Please go upstairs with this policeman, Mr Tupman.

Vowels: [ɪ – i:]

To make the sound [ɪ]: Open your mouth very little. The front of your tongue goes up. It is a short sound.

To make the sound [i:]: Follow the instructions above, but make it a long sound.

**Ex 8.** Listen and repeat the words with a minimal pair [ɪ – i:].



sheep

-

ship



bean

-

bin



seat

-

sit



leek

-

lick



cheek

-

chick



**Ex. 9** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [i:]. You can move horizontally or vertically only.

Start




|       |        |        |         |       |          |
|-------|--------|--------|---------|-------|----------|
| leave | minute | film   | reach   | teach | meet     |
| dream | miss   | cream  | jeans   | begin | cheat    |
| east  | big    | tea    | live    | heat  | peak     |
| beach | sing   | peace  | ill     | leaf  | interest |
| seat  | please | team   | picture | beat  | been     |
| risk  | window | indian | bring   | quick | clean    |




Finish

**Ex. 10** *Practise saying the tongue twisters.*


 Big cities are hidden in thick mist.

[ i: ]

 If I give you a lift, will you sit still?

 Leave me in peace, please.

[ i ]

 Steve is eager to please the teacher, but the teacher has every reason to be displeased.

 He speaks Chinese and Japanese with equal ease.

**Ex. 11** *Practise the dialogue. Pay special attention to sounds [ i ] and [ i: ].*

In a Restaurant

Peter: Oh, Tim's already in.

Tim: Yes, I am in for six minutes only.

Edith: Oh, I thought you were ill and not coming.

Tim: No, I'm ok; it's so interesting to see you all.

Jean: What would you like to eat?

Edith: Leek soup, I think.

Jean: Tim? Peter?

Would you like veal or beef?

Peter: Mmmm, veal, please.

Tim: Veal with peas...and cream. And cheesecake for sweet.

Edith: And don't forget tea, with milk, please.



## Introducing syllables

A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound (for example, eye [ai]). A syllable can also have consonant sounds (C) before the V, after the V or before *and* after the V (for example, my [maɪ] – CV, egg [eg] – VC, ten [ten] – CVC). Letters are not the same as sounds, this may affect the syllable structure (for example, 'car' ≠ [ka:] – CV, not CVC).

**Ex. 12** Look at these one-syllable words. Write their syllable structure, as in the example.

EXAMPLE high – CV

rice – CVC

1. bought \_\_\_\_\_

6. laugh \_\_\_\_\_

2. eyes \_\_\_\_\_

7. two \_\_\_\_\_

3. key \_\_\_\_\_

8. youth \_\_\_\_\_

4. day \_\_\_\_\_

9. weigh \_\_\_\_\_

5. through \_\_\_\_\_

10. rhyme \_\_\_\_\_

**Ex. 13** Listen to these tongue twisters. How many syllables are there in each? Write the number. Then listen again and repeat. (B4)

EXAMPLE She sells sea shells on the sea shore = *8 syllables*

1. Walter walked towards the waiter. = \_\_\_\_\_

2. Betty bought a better bit of butter. = \_\_\_\_\_

3. The fat cat sat on the vet's wet hat. = \_\_\_\_\_

---

## Pronouncing punctuation

Reading aloud is good pronunciation practice. It is very important to 'pronounce the punctuation'. In speech there are pauses where, in writing, there are punctuation marks. Pauses can change the meaning of what we say. For example,

Was that the question he asked?

'Was that the question?' he asked.

**Ex. 14** Read this weather forecast aloud, pausing where necessary.

And for Friday, well, another wintry day in all parts of the region. Temperatures near freezing in many places, and along the coast, the wind will make it feel very cold indeed, Inland, some snow on the hills, and there may be fog in the valleys. If you're out and about driving, watch out for the icy roads! And for the weekend? Well, we're not expecting much change, I'm afraid. And that's all from me. Goodnight.



**Ex. 15** The sentences below are really two sentences, but the punctuation is missing. The two sentences are divided **before** or **after** the underlined expression. Listen and draw one line / to show where sentences are divided. (C10)

EXAMPLE They're leaving / soon it'll be quieter.

1. There was nothing inside it was empty.
2. We walked carefully downstairs it was dark.
3. I watched him silently he opened the drawer.
4. The rain didn't stop the next day it just carried on.
5. The weather was hot at the weekend it was 40 degrees.
6. I saw her clearly she was hungry.
7. It was cold last night the roads were icy.

## Module 2

### Letters and sounds

Consonants: [t – d]

To make the sound [t]: Put the front of your tongue behind your top teeth. Push air forward in your mouth. Then move your tongue away.

To make the sound [d]: Follow the instructions above, use your voice.

**Ex.1** Listen and repeat.

[ t ]

tin



tennis



tomato



telephone



student



tell the time



top of the top



[ d ]

date



dog



daughter



dancing



address



goodbye



bad cold



**Ex.2** Listen and repeat the words paying special attention to sounds [ t - d ].





tore - door



tarts - darts



cart - card



write - ride



train - drain



trunk - drunk



**Ex. 3** Put the pair of words from the box below into the sentences. Listen and check. Repeat the sentences. (A22)

|             |            |                           |            |
|-------------|------------|---------------------------|------------|
| build/built | wide/white | <del>weighed/weight</del> | heard/hurt |
|             | down/town  | try/dry                   | send/sent  |

**EXAMPLE**

Last year, Tom weighed more than Sam, but now they both have the same weight.






1. It wasn't \_\_\_\_\_ in a day; it takes ages to \_\_\_\_\_ a cathedral like that.
2. When you're out in the mountains, you have to \_\_\_\_\_ to stay \_\_\_\_\_.
3. He \_\_\_\_\_ it to the wrong address, so he had to \_\_\_\_\_ another copy.
4. It \_\_\_\_\_ my ears when I \_\_\_\_\_ that noise.
5. The \_\_\_\_\_ sofa is too \_\_\_\_\_ to go through that door.
6. We went \_\_\_\_\_ the hill and into the \_\_\_\_\_.

**Ex. 4** Underline the word which does not have the sound [ t ].

**EXAMPLE** asked castle letter first

1. eight Thames whistle walked
2. Thomas needed time liked
3. listen winter eaten after
4. ended wished left hoped
5. whiter greater soften written

**Ex. 5** Practise saying the tongue twisters.

-  Tell Tom to come to ten tomorrow.
-  Tom teaches art to technical students.
-  Put two and two together.
-  The kid's as good as gold.
-  Don't disturb.



**Ex. 6** Talk about the pictures, as in the example



EXAMPLE studied all night/listened to the radio.  
*He studied all night, didn't he? – No, he didn't. He listened to the radio.*

**NOTE!** – ed endings can be pronounced differently. Compare:

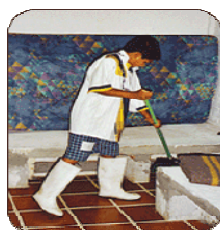
|          |          |           |
|----------|----------|-----------|
| ed = [d] | ed = [t] | ed = [ɪd] |
| played   | walked   | waited    |
| cleaned  | danced   | painted   |



combed her hair/  
brushed it



cried a lot/  
laughed a lot



painted the room/  
cleaned it



emptied the glass/  
filled it





closed a door/  
opened it



walked away/  
waited for a long time



washed the TV/  
watched it



pulled the car/  
pushed it



landed at noon/  
departed



whispered/  
shouted



danced all night/  
played cards



rained all day/  
snowed

Vowels: [ e – æ ]

To make the sound [e]: Open your mouth a little. The back of your tongue goes a little down. It is a short sound.

To make the sound [æ]: Open your mouth wide. The back of your tongue goes down as well as your lower jaw.

**Ex 7.** Listen and repeat the words paying special attention to sounds [ e – æ ] and [ ɪ - e – æ ].



X – axe



men – man



said – sad





beg - bag



bin -



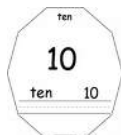
Ben -



ban



tin -



ten -



tan



pin -



pen -



pan

**Ex. 8** Change the vowel sound from [e] to [i:] in these words. Write the new words, as in the example.

EXAMPLE met - *meat*

- |                |                |
|----------------|----------------|
| 1. check _____ | 6. sweat _____ |
| 2. red _____   | 7. well _____  |
| 3. bet _____   | 8. set _____   |
| 4. men _____   | 9. fed _____   |
| 5. fell _____  | 10. led _____  |

**Ex. 9** Practise saying the tongue twisters.

 Well said!




 Get better.



 Very well then...


 Better late than never but still better never late.

 Every day in every way the weather is getting better and better.

 Can you imagine that?



 Ann chatters like a magpie.

 A black cat sat on a mat and ate a fat rat.

## Syllables with consonants at the beginning and at the end

**Ex. 10** Add one consonant sound (C) from the box to the start of each word to make a new one. Be careful: think of sounds, not spelling!

[p] [s] [f] [b] [t] [k] [f] [k]

EXAMPLE red - *bread* (red [red] + b = bread [bred])

1. lie \_\_\_\_\_
2. lock \_\_\_\_\_
3. rain \_\_\_\_\_
4. key \_\_\_\_\_
5. lime \_\_\_\_\_
6. late \_\_\_\_\_
7. route \_\_\_\_\_

**Ex. 11** Listen and tick the sentence or phrase you hear, A or B. (B19)

|    | <b>A</b>              | <b>B</b>               |
|----|-----------------------|------------------------|
| 1. | that slow bus         | That's a low bus.      |
| 2. | an ice-cream          | a nicer cream          |
| 3. | that spot             | That's a pot           |
| 4. | that street           | That's a treat.        |
| 5. | She loves the States. | She loves the estates. |
| 6. | small stream          | a smaller stream       |
| 7. | slow speech           | a slower speech        |
| 8. | straight street       | a straighter street    |

**Ex. 12** Remove a consonant sound from the end of each word to make a new one, as in the example.

EXAMPLE went - *when* (if you remove the last sound from went [went], you get when [wen].)

1. field \_\_\_\_\_
2. change \_\_\_\_\_
3. six \_\_\_\_\_
4. build \_\_\_\_\_
5. shelf \_\_\_\_\_
6. wealth \_\_\_\_\_
7. guest \_\_\_\_\_
8. wild \_\_\_\_\_

**Ex. 13** Think of a computer which people speak into and it writes what they say. This computer wrote down these sentences wrongly. The mistakes are underlined and one of the correct words is given at the end in brackets. Write the correct answers as in the example.

EXAMPLE She dozen turn much (earn) – *She doesn't earn much.*

1. I thing cold car are better. (think) \_\_\_\_\_
2. The bang caught to be open by now. (ought) \_\_\_\_\_
3. I thing call the time. (all) \_\_\_\_\_
4. These big cars whole date people. (hold) \_\_\_\_\_
5. Did he fill mother kinds of movies too? (other) \_\_\_\_\_
6. Three people have sick size. (eyes) \_\_\_\_\_
7. If you took aspirin, your head wooden take. (ache) \_\_\_\_\_

---

## Grouping words

When you are speaking, you often have to pause to think or just breathe. Put the pause in the break between two groups of words.

I bought a nice new jacket / with a zip down the front / and a lot of  
pockets.

There is no rule where to divide words into groups, but it must make sense. If the word groups don't make sense, it is very hard to understand.

I bought a nice new / jacket with a zip down the / front and a lot of  
pockets.

**Ex. 14** Look at the two ways of dividing the sentences below. For each pair of sentences, cross out the one where the grouping does not make sense.

1. a) I bought a ticket and got / on the train.  
b) I bought a ticket / and got on the train.
2. a) It was a small car / with a red stripe along the side.  
b) It was a small car with a red / stripe along the side.
3. a) Do you want chicken and chips / or fish and salad?  
b) Do you want chicken / and chips or fish and salad?
4. a) Derek can wear the most / expensive suit but he never looks smart.  
b) Derek can wear the most expensive suit / but he never looks smart.

**Ex. 15** Listen and draw lines (/) showing where the speaker divides the words into groups. (C14)

I remember we had this school uniform and it was like all dark brown a dark brown skirt and jacket and a white blouse and we had to have black shoes and the skirt had to be below the knees and we all hated this uniform so we tried to change it things like you know use a belt to bring the skirt higher or ehh... whatever and we weren't allowed to have earrings but we wore them anyway outside the school and then took them off when we walked in...



# Module 3

## Letters and sounds

Consonants: [k – g]

To make the sound [k]: Touch the back of your palate with the back of your tongue. Push air forward in your mouth. Move your tongue away and release air.

To make the sound [g]: Follow the instructions above, use your voice.

**Ex.1** Listen and repeat.

[ k ]

car



carpet



cuckoo



scarf



pocket



school bus



cup of coffee



[ g ]

gate



good



garden



guest book



gun



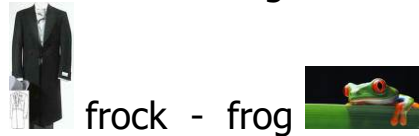
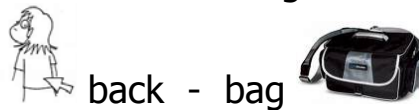
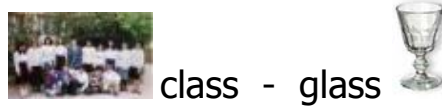
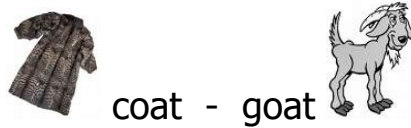
bag



guitar



**Ex.2** Listen and repeat the words paying special attention to sounds [ k - g ].



**Ex.3** Add the [ k ] or [ g ] sound to the beginning of these words and write the new words, as in the example.

EXAMPLE eight *gate*

- |                |               |
|----------------|---------------|
| 1. up _____    | 6. lime _____ |
| 2. aim _____   | 7. air _____  |
| 3. ache _____  | 8. all _____  |
| 4. round _____ | 9. rate _____ |
| 5. old _____   | 10. ill _____ |

**Ex.4** Complete the second line to rhyme with the first line, using a word from the box. Then listen and repeat. (A41)

rocks cake ache ~~locker~~ key bigger queue kitchen six ask

EXAMPLE He dressed for soccer,  
And closed his *locker*.






1. Kelly Collins couldn't figure,  
How to make the plants grow \_\_\_\_\_.
2. I'd like five bricks,  
No, make it \_\_\_\_\_ !
3. Mister Quinn ate so much steak,



He came home with a stomach \_\_\_\_\_.

4. I saw a fox,  
Behind those \_\_\_\_\_.
5. Clara saw a friend she knew,  
Standing quietly in the \_\_\_\_\_.

**Ex.5** Practise saying the tongue twisters.

-  Kiki cannot take a joke.
-  Come back as quick as you can.
-  Chris came to ask if you'd come to play cricket.
-  We agreed to go there together.
-  I've got to get going.



**Ex.6** Complete this conversation using words from the box. Then listen and check.

lock log Loch

Sid: Hey! There's a monster!  
Joe: That's just a \_\_\_\_\_.  
Sid: Yes, it's \_\_\_\_\_ Ness.  
Joe: No, not \_\_\_\_\_. I mean \_\_\_\_\_, you know, from a tree!  
Sid: I've never seen a tree with a \_\_\_\_\_.  
Joe: No, not a \_\_\_\_\_, that you open with a key; a \_\_\_\_\_ with a 'g'!

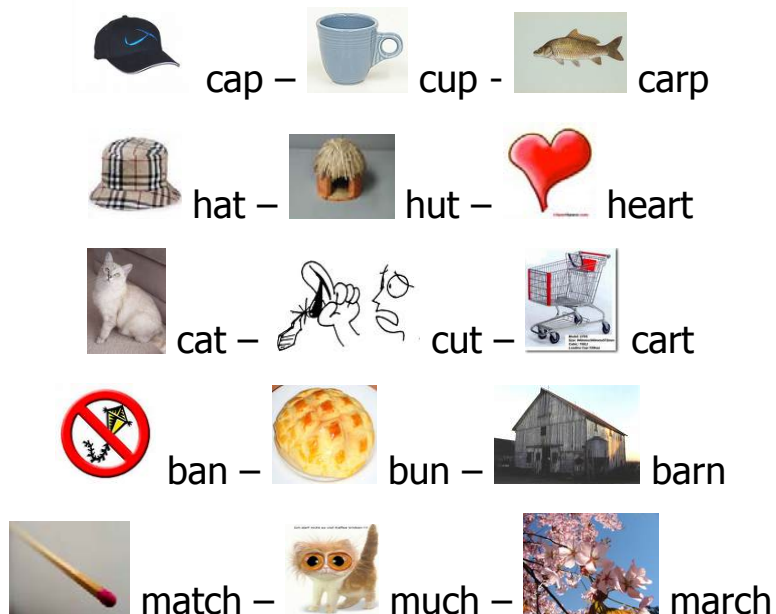


Vowels: [ʌ - a:]


To make the sound [ʌ]: Open your mouth a little. Your lips and jaw should be in relaxed position. Your tongue goes back a little. It is a short sound.


To make the sound [a:]: Open your mouth wider. The back of your tongue goes down and back as well as your lower jaw. It is a long sound.

**Ex 7.** Listen and repeat the words paying special attention to sounds [æ - ʌ - a:].



**Ex 8.** Practise saying the tongue twisters.

 Cars aren't passing fancies.

 I hardly like the remark, Papa.

 Come! Come! Come now!

 Here's a bus coming! Hurry up!!!

 Don't trouble trouble until trouble troubles you.

[a:]

[ʌ]

**NB!** Listen to the sound [a:] with R pronounced, as in North America (A 63):

*far bar heart march card star start charm chart*

In South East England, the letter A followed by S, F, TH, N is often pronounced [a:]:

*ask fast after path bath dance aunt*

In North America, the single letter O is pronounced [a:]:

*God strong lock top*

**Ex.9** *Listen to these sentences. Is the accent from North America or South East England? Write Am or Eng, as in the example. (A67)*

EXAMPLE He asked her to dance. Eng

1. We started in March. \_\_\_\_\_
2. It's a fast car. \_\_\_\_\_
3. My heart's strong. \_\_\_\_\_
4. Where's the bar? \_\_\_\_\_
5. It stops and starts. \_\_\_\_\_
6. A glass of beer. \_\_\_\_\_
7. Was his hair dark or fair? \_\_\_\_\_

**Ex.10** *Play this lengthening game. Choose any words from the list below.*

EXAMPLE

Student A: *My uncle went to Argentina and spent a lot of money. He bought a bottle of rum.*

Student B: *My uncle went to Argentina and spent a lot of money. He bought a bottle of rum and a guitar.*

Each student adds something to the list, and you must remember what the other students have said.

*Practise saying the words before you start:*

- |                    |                     |
|--------------------|---------------------|
| a cup              | a rubber duck       |
| a bus              | a scarf             |
| some nuts          | a glass             |
| comfortable gloves | a carpet            |
| a brush            | a car               |
| a dozen buns       | coloured sunglasses |

## Endings adding a syllable

**-s endings** (plural, third person singular, possessive) / **-ed endings** (past tense)

Normally an ending does not add up an extra syllable to the word (hat [hæt] CVC – hats [hæts] CVCC or play [pleɪ] CCV – played [pleɪd] CCVC).

But sometimes endings *are* another syllable (fax [fæks] is one syllable, but faxes [fæksɪz] is two syllables or hate [heit] is one syllable, but hated [heitɪd] is two syllables)

**Ex.11** Write the third person forms of the verbs from the box in the correct part of the table below. Then listen, check and repeat. (B28)

watch—sing go get dance kiss come wash see close push pull

|                       |                |
|-----------------------|----------------|
| <b>1 syllable O</b>   | <i>sings</i>   |
| <b>2 syllables Oo</b> | <i>watches</i> |

**Ex.12** Write the past tense of the verbs from the box in the correct part of the table. Then listen, check and repeat. (B33)

hate—walk need wash wait waste help taste phone dance end ask

|                       |               |
|-----------------------|---------------|
| <b>1 syllable O</b>   | <i>walked</i> |
| <b>2 syllables Oo</b> | <i>hated</i>  |

**NB!** With –s endings we sometimes get a lot of consonant sounds together at the end syllables, for example, *facts* [fæktz]. Many speakers of English make it simpler and do not pronounce one of the consonants, for example, they may pronounce *facts* like *fax* [fæks].

**Ex.13** These speakers are not pronouncing all the consonants at the end of some words. What are they saying? Write the sentences.



(sounds like [hæns] up.



My favourite [sʌbdʒəks] chemistry.



There are many [kaɪnz] of whales.



The [wɪnz] very strong today.

**Ex.14** Complete each sentence with the past tense of a verb from the box to follow a pattern. In each sentence, the first sound of the verb is the same as the first sound in the person's name. Then listen, check and repeat. (B34)

—play watch add phone count mix cook start shout paint

| OOO                      | OoOoOo                        |
|--------------------------|-------------------------------|
| Paul ___played___ games. | Peter ___painted___ pictures. |
| Ken _____ lunch.         | Karen _____ money.            |
| Fred _____ friends.      | Stella _____ singing.         |
| Marge _____ drinks.      | Alice _____ sugar.            |
| Will _____ films.        | Sheila _____ loudly.          |

**Ex. 15** Match the beginnings and ends of these rhymes.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <u>The people queued</u></li> <li>2. The things you missed</li> <li>3. The man controlled</li> <li>4. She saw the child</li> <li>5. The boat that crossed</li> <li>6. The man who drowned</li> <li>7. The snow we rolled</li> <li>8. Her voice was soft</li> <li>9. The points we scored</li> <li>10. We never planned</li> </ol> | <ol style="list-style-type: none"> <li>a) was never found</li> <li>b) are on the board</li> <li>c) and then she smiled</li> <li>d) to build on sand</li> <li>e) are on the list</li> <li>f) until she coughed</li> <li>g) the nation's gold</li> <li>h) <u>to buy the food</u></li> <li>i) was nearly lost</li> <li>j) was hard and cold.</li> </ol> |
|---|--|

## Keeping your speaking turn

In a dialogue sometimes you need time to think your answer over, in this case you have to show that you want to continue talking, that you are still in the conversation, otherwise your interlocutor might think that you are not going to answer. Traditionally we make the word before the pause longer (in transcription we use the lines of six dots ::: to show such pauses).

A: What did you think of the music?

B: Well, it was::: interesting.

We often say noises like *ehm* to keep our speaking turn while we are thinking of what to say or doing something else. In the example below, the speaker says it to keep his speaking turn while he looks at his watch.

A: What's the time?

B: Let's see, it's ehm::: nearly seven.

**Ex.16** *In all of these conversations, the second speaker is doing something else at the same time as speaking. Guess which of these things the second speaker is doing and write it. Then listen and check. (C19)*

doing a mental calculation   looking in a wallet   ~~writing the numbers down~~  
checking in a personal diary   looking in a business book

EXAMPLE

A: My phone number's 0673786.

B: Just a moment, so that's ::: 0:::6:::7:::3:::7:::9:::

A: No, 8. It's 3786.

B: Ah, ok, 8:::6.

*the second speaker is writing the numbers down*

1. A: Hi! I have an appointment to see Ms. Jones.

B: Yes, so you must be Mr.::: Mr.Gleason?

A: Yeah, that's right.

2. A: It's just over 50 pounds.

B: Right, so that's ehm::: about 70 dollars.

3. A: Let's meet on Thursday.

B: Let's see, Thursday::: Thursday::: yes, Thursday, that's fine.

4. A: Can you change this ten for two fives?

B: I think so, let's see, ehm::: yeah, sure. Here you are.

**Ex.17** *Listen to these sentences. Does the person want to keep the speaking turn (write ...) or has he/she finished (write .)? (C20)*

EXAMPLE I like all kinds of music really, you know, ehm::: rock and roll...

1. I don't really have much time to ehm::: to listen to music
2. Yeah, I love Brazilian music, people like Gal Costa
3. She plays quite a lot of instruments, piano, guitar
4. Dad's really into classical music, you know, specially Mozart
5. I started the piano when I was, let's see, ehm::: fifteen

# Module 4

## Letters and sounds

Consonants: [s – z]

To make the sound [s]: Touch your side teeth with the sides of your tongue. Put your tongue forward. Do not use your voice.

To make the sound [z]: Follow the instructions above, use your voice.

**Ex.1** Listen and repeat.

[ s ]

sun



sand



sleep



six



Sue



bus



piece



[ z ]

zoo



zero



lazy



blouse



scissors



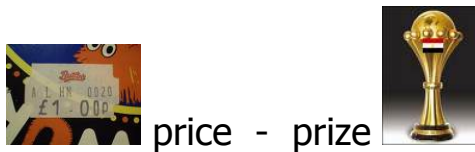
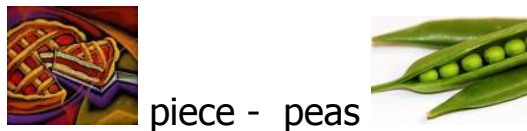
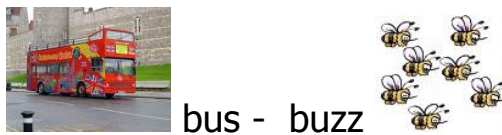
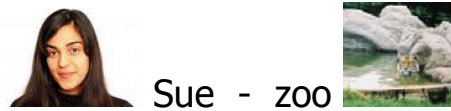
wise








Times



**Ex.2** Listen and repeat the words paying special attention to sounds [s - z].



**Ex.3** Practise saying the tongue twisters.

-  It's nice of you to say so, sir.
-  I'm so sorry to be such a nuisance.
-  Is it as easy as that?
-  Rose always dramatizes things.
-  My reasons are as follows...



**Ex.4** Listen to the sentences. Look at the words **in bold**. Underline the words in **bold** which contain the sound [s] and circle the ones which contain the sound [z]. Listen again and repeat. (A17)



EXAMPLE: You can have my tent. It's no **use** to me. I never **use** it.

1. I am not going to **advise** you. You never take my **advice**.
2. Your tooth is **loose**. You'll **lose** it if you are not careful.
3. The shop's very **close** to home, and it doesn't **close** till late.
4. I can't **excuse** people who drop litter. There's no **excuse** for it.

**Ex.5** Find a way from Start to Finish. You may not pass a square if the word contains the sound [z]. You can move horizontally or vertically only.

Start



|         |         |        |         |        |         |
|---------|---------|--------|---------|--------|---------|
| sports  | squares | prize  | since   | six    | sports  |
| streets | wise    | sells  | sits    | exact  | escapes |
| rice    | rise    | sense  | science | lose   | lost    |
| oasis   | desert  | smokes | songs   | crisps | box     |
| place   | face    | snacks | seas    | voice  | boxes   |
| plays   | phase   | nose   | smiles  | focus  | concert |



Finish

**Ex.6** Practise the dialogue. Pay special attention to sounds [s] and [z].

Mrs. Smith: This parcel smells, Mrs. Jones.

Mrs. Jones: Something 's written on it.

Mrs. Smith: What does it say?

Mrs. Jones: It says: This parcel contains six mice.

Mrs. Smith: Pooh!

Mrs. Jones: Listen! What's in this sack?

Mrs. Smith: It's making a strange hissing noise.

Mrs. Jones: Mrs. Smith! It's a sack of snakes!

Mrs. Smith: So it is! And what's in this box, Mrs. Jones?

Mrs. Jones: It's making a buzzing sound.

Mrs. Smith: These are bees!

Mrs. Jones: A parcel of mice! And a sack of snakes! And a box of bees!  
This is very surprising.

Mrs. Smith: It's amazing. This isn't a post office, Mrs. Jones. It's a zoo!



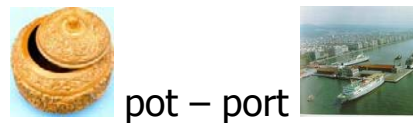
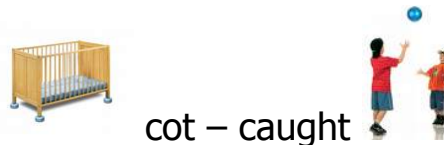
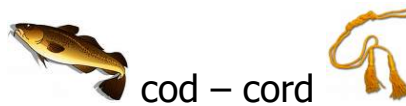


Vowels: [ɒ – ɔ:]







To make the sound [ɒ]: Round your lips a little. The front of your tongue goes down together with your lower jaw. It is a short sound.

To make the sound [ɔ:]: Follow the instructions above. Make it a long sound this time.

**Ex 7.** *Listen and repeat the words paying special attention to sounds [ɒ – ɔ:]*



**Ex 8.** *Practise saying the tongue twisters.*

-  What a lot of nonsense!
-  Rod wants his coffee strong.
-  A cup of coffee hot in a proper copper coffee-pot.
  
-  Call me at a quarter to four.
-  It's all your fault.
-  Cora adores small talk.



**Ex 9.** Find 14 words in the puzzle and write them in the correct part of the table. The words are written horizontally or vertically.

|                         |                   |                    |
|-------------------------|-------------------|--------------------|
| p f s h o p b k d m p r | Words with<br>[ɒ] | Words with<br>[ɔ:] |
| l t o m k a a s a w c k |                   |                    |
| o g s w k r l o n y n w |                   |                    |
| g m t a f e l n o o d r |                   |                    |
| i p u r c s o g g p w o |                   |                    |
| s m w w j o p n z r k l |                   |                    |
| t f a u n u j l s o k l |                   |                    |
| i l n t u s l e u c w m |                   |                    |
| c a t t a i l w p k h e |                   |                    |
| s w r m o r e l s o r t |                   |                    |
| a w a m h g q w h a t t |                   |                    |
| c o c o u r s e y q x g |                   |                    |

**Ex 10.** Read the words and circle the one with the different vowel sound. Then listen and check. (A77)

EXAMPLE soap hope sold soup

1. come gone long want
2. what hot most salt
3. drove love woke hole
4. snow low cow show
5. both cloth clothes road
6. word wash boss cost
7. post lost coast rose

**Ex 11.** Listen to the following sentences, you will hear them twice, once in American English (A), once in British English (B). Write the order A-B or B-A. (A78)

EXAMPLE The coffee's hot. A-B

1. The lock's at the top. \_\_\_\_\_
2. The song's long. \_\_\_\_\_
3. Stop the clock. \_\_\_\_\_
4. The dog's gone. \_\_\_\_\_
5. He's often wrong. \_\_\_\_\_

**Ex 12.** Listen to these sentences. Is the accent from Britain or from America? Write B or A. (A93)

EXAMPLE The girl's first birthday. A

1. It's hard work, of course. \_\_\_\_\_
2. Are you sure? \_\_\_\_\_
3. Law and order. \_\_\_\_\_
4. I walk to work. \_\_\_\_\_
5. I saw the bird fall. \_\_\_\_\_
6. He was born on Thursday the thirty-first. \_\_\_\_\_
7. She taught German. \_\_\_\_\_
8. I learned to surf in Brazil. \_\_\_\_\_
9. 'Caught' and 'court' sound the same in my accent. \_\_\_\_\_

## Introducing word stress

If a word has more than one syllable, you give stress to one of the syllables. To do that, you make it longer, you make it louder and you make it higher. We can show stress with circles: each circle is a syllable and the bigger circle shows which syllable has the stress. For example, Saturday (Ooo).

**Ex 13.** Write the full words in the correct column, according to the their stress pattern.

~~Mon~~ Tues Thu Sat today tomorrow Apr Jul Aug Sept Oct Nov  
 holiday 2<sup>nd</sup> 11<sup>th</sup> 13 30 13<sup>th</sup> 30<sup>th</sup> 17 70 afternoon

| Oo     | oO | Ooo | oOo | ooO |
|--------|----|-----|-----|-----|
| Monday |    |     |     |     |

**Ex 14.** Write one word from ex. 13 in each sentence below. The word must have the stress pattern shown. Then say the sentences.

1. I'm going to have a party on \_\_\_\_\_ (Ooo).
2. My grandfather is \_\_\_\_\_ (Ooo) years old.
3. I often sleep for an hour in the \_\_\_\_\_ (ooO).
4. My birthday is on the \_\_\_\_\_ (oOo) of March.
5. In Europe, the weather is warm in \_\_\_\_\_ (oO).
6. I left school when I was \_\_\_\_\_ (ooO).
7. Good night. See you \_\_\_\_\_ (oOo).
8. How long is your summer \_\_\_\_\_ (Ooo)?

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

**Ex 15.** Listen and circle the number you hear. (B8)

1. 100 dollars! It only cost 17/70 last year!
2. He was the 14<sup>th</sup>/40<sup>th</sup> president of my country.
3. The maximum number of people is 15/50.
4. She was born in 1916/1960.
5. He was 13/30 on his last birthday.
6. She'll be 18/80 in March.

**NB!** Most two-syllable nouns and adjectives have stress on the first syllable (for example, driver (Oo), famous (Oo)), and most two-syllable verbs have stress on the second syllable (for example, remove (oO), become (oO)). However, there are a number of exceptions to this general rule (machine (oO), happen (Oo)). Some words are both nouns and verbs. For example, record is a noun if you put stress on the first syllable, and a verb if you put stress on the second syllable.

**Ex 16.** Listen and circle the word with a different stress pattern from the others. (B40)

EXAMPLE money (machine) mountain message

1. answer agree allow attract
2. middle minute mission mistake
3. compare correct copy collect
4. garden granny guitar grammar
5. complete common careful crazy
6. pronounce provide promise prefer
7. shampoo shoulder shower shopping
8. reason remove receive review

**Ex 17.** Read the sentences and decide what stress pattern the words **in bold** have. Then listen, check and repeat. (B41)

EXAMPLE I got my first **record** as a **present** when I was eleven.  
record - Oo, present - Oo

1. You've **progressed** well this year, but I'd like to see even more **progress**. (progressed - \_\_\_\_\_, progress - \_\_\_\_\_)
2. We **import** too much petrol and the country's **export** figures are going down. (import - \_\_\_\_\_, export - \_\_\_\_\_)
3. It started as a student **protest**, but now the army has **rebelled** against the government. (protest - \_\_\_\_\_, rebelled - \_\_\_\_\_)
4. In the **desert**, there is a big **contrast** between temperatures in the day and at night. (desert - \_\_\_\_\_, contrast - \_\_\_\_\_)
5. These companies **produce** household **objects**, such as fridges and washing machines. (produce - \_\_\_\_\_, objects - \_\_\_\_\_)

## Understanding small talk

Every language has its own 'throw-away' words, in English the most popular are 'I mean', 'sort of', 'like', 'you know'. Listen to this conversation. Notice that the speakers say these words very fast, often in a low voice. (C25).

A: Ugh! This coffee is really horrible!

B: Yeah, I know. Machine coffee, I mean, why do we drink the stuff?

A: It's sort of like... someone puts the contents of an ashtray in water and ehm... like, heats it up or something, you know...

B: Yeah, that's what it tastes like, ... and ... I mean, have you tried the ehm... the tea?

A: Oh, yeah, the tea! That's even worse!

B: I mean, the plastic cups don't help, do they?

A: No, I know, ... plastic cups!... we like even had champagne in plastic cups, you know, at what's - her - name's leaving party...

B: Jenny. Jenny Glen. Yeah, I remember that, last January it was... I kind of liked Jenny. I wonder what she's doing now...



**Ex 18.** You will hear four people speaking. What are their favourite 'throw-away' words? Write them after the name. (C28)

Frank: I mean

Debbie: \_\_\_\_\_

Kimberly: \_\_\_\_\_

Greg: \_\_\_\_\_

**NB!** The same expressions which people use as 'throw-away' words do have meaning in other contexts. Listen and notice the difference in pronunciation (C26):

Tell me everything you know.

'Blue Mountain' is a kind of coffee.

We like to go away at weekends.

I mean the one on the right.

She tells me everything, you know.

'Blue Mountain' coffee is kind of nice.

We like go to the beach or whatever.

I mean, what's the point of buying one shoe?

**Ex 19.** Listen to the sentences and say whether the underlined words have meaning or if it is just a 'throw-away' word. (C29)

1. I don't think these are the men you know
2. I've taught you everything you know
3. Do you know the place I mean it's just over there
4. She's not the one I mean she's too tall
5. They're like wild animals
6. This is like Arctic weather

# Module 5

## Letters and sounds

Consonants: [ʃ - ʒ - tʃ - dʒ]

To make the sound [ʃ]: The end of your tongue being curved back behind tooth ridge, push the air through gap.

To make the sound [ʒ]: Follow the instructions above, use your voice.

To make the sound [tʃ]: Your tongue touches tooth ridge and stops the air. Then the tongue moves behind tooth ridge and releases the air.

To make the sound [dʒ]: Follow the instructions above, use your voice.

**Ex.1** Listen and repeat.

shoe



ship



[ʃ]  
ash



shirt



push



washing machine



cash



television



garage



[ʒ]

Peugeot



treasure



casual clothes



measuring tape



chair



chips



[tʃ]  
watch



chicken



cheese



March



kitchen



job



June



[dʒ]  
jaw



jeep



village



juice



jam jars



**Ex.2** Listen and repeat the words paying special attention to sounds [ʃ - tʃ - dʒ].



ships – chips



shop – chop



wash – watch



choke – joke



sheep



cheap



jeep



sherry



cherry



Jerry



**Ex.3** Practise saying the tongue twisters.

- She was shaking in her shoes.
- She sells sea-shells on the sea-shore and the shells she sells are sea-shells, I'm sure.
- His pleasure and joy knew no measure.
- Fetch some chalk, Cherry.
- Charlie Chesterton chattered in church.
- Meet John Jones junior.
- A journalist made a journey over Japan.



**Ex.4** Do the following crossword puzzle. Each answer contains the sound [tʃ] or [dʒ].

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 |   |   | 4 |   |   |   |   | 6 |
|   | X | X | E | X | X | X | X |   |
|   | X | 2 |   |   | X | 3 |   |   |
| 4 |   |   |   | X | X |   | X |   |
|   | X | 5 |   |   |   |   | X |   |
|   | X |   | X | X | X | 6 | 5 |   |
|   | X | 7 |   | C | H | X |   | X |

ACROSS: 1. Famous English prime minister. 2. We eat bread, butter and ... 3. We buy jam in a ... 4. You'll get fat if you eat too much ...olate. 5. A game for two people. 6. You can see in the dark with a ...ch. 7. This isn't ... a difficult puzzle.

DOWN: 1. A young hen is a ... 2. This book belongs to Jock. It's ...'.. book. 3. The dangerous bridge is ... outside the village. 4. HRCAE are letters of this word. It means get with your hand. 5. Tell me a j..e. 6. George's jeep was ... than the other jeep.

**Ex.5** Complete the conversation using words from the box. (A55)

Sid: It's fish and \_\_\_\_\_ for lunch, Joe!

Joe: \_\_\_\_\_?! I can't eat \_\_\_\_\_, they are too big!

Sid: I said \_\_\_\_\_, you know, fried potatoes!

Joe: Oh, I see, \_\_\_\_\_ with a CH, not \_\_\_\_\_ with an SH.

Sid: That's right. You are a genius, Joe!

Joe: Was the fish expensive, Sid?

Sid: No, it was \_\_\_\_\_.

Joe: \_\_\_\_\_?! You bought a \_\_\_\_\_?

Sid: No, \_\_\_\_\_, opposite of expensive.

Joe: Oh, I see, \_\_\_\_\_ with a CH, not \_\_\_\_\_ with a J!

**ships chips Jeep cheap**

**NB!** If a word ends with [tʃ] or [dʒ], and the next word begins with the same sound, you say the sound twice. If you say Dutch cheese with only one [tʃ], it sounds like Dutch ease.

**Ex.6** *The speaker made such a mistake in these sentences, write what they meant to say. Listen to the correct and incorrect pairs of sentences. Repeat, making the difference clear. (A56)*

EXAMPLE Does she tea Chinese in the school? teach Chinese

1. I don't know which air to sit on. \_\_\_\_\_
2. Everyone at the match ears when the team scores. \_\_\_\_\_
3. I never what chat shows on the TV. \_\_\_\_\_
4. The actor on stay joked with the audience. \_\_\_\_\_
5. Foxes sometimes come to the farm and cat chickens. \_\_\_\_\_
6. Do you want to chain jackets before we go out? \_\_\_\_\_

Vowels: [ʊ – u:]





To make the sound [ʊ]: Round your lips a little and put them forward. The back of your tongue goes up together with your lower jaw. It is a short sound.

To make the sound [u:]: Round the lips a little more. Make it a long sound this time.

**Ex 7.** *Listen and repeat the words paying special attention to sounds [ʊ – u:]*

|   |             |   |
|---|-------------|---|
|  | look – Luke |  |
|  | pull – pool |  |
|  | full – fool |  |
|  | foot – boot |  |

**Ex.8** Practise saying the tongue twisters.

-  Soon the cool moon will shine on the gloomy pool.
-  Ruth can't say boo to a goose.
-  Mind where you put your foot.
-  Where can I look for a book?



**Ex.9** Complete these sentences with words from the box. The vowel sound is given. Listen, check and repeat (A88).

brother wood moon juice won month June would  
full ~~boet~~ Cup ~~put~~ son good

EXAMPLE

Two things you can put [ʊ] on a foot are a shoe and a boot [u:].

1. The \_\_\_\_\_ [ʌ] after \_\_\_\_\_ [u:] is July.
2. My mother's other \_\_\_\_\_ [ʌ] is my \_\_\_\_\_ [ʌ].
3. Brazil \_\_\_\_\_ [ʌ] the World \_\_\_\_\_ [ʌ] in 2002.
4. Fruit \_\_\_\_\_ [u:] is \_\_\_\_\_ [ʊ] for you.
5. There is a \_\_\_\_\_ [ʊ] \_\_\_\_\_ [u:] once a month.
6. You pronounce \_\_\_\_\_ [ʊ] exactly the same as \_\_\_\_\_ [ʊ].

**Ex.10** Circle the word with the different vowel sound.

EXAMPLE foot look blood push

1. soon book boot room
2. rude luck run but
3. shoes does true blue
4. pull full put rule
5. group could would should
6. done move love son
7. south young couple won

**NB!** Many words which have [j] before [u:] in British English don't in American English. Compare: news [njʊ:z] – news [nu:z], tune [tjʊ:n] - tune [tu:n].

**Ex.11** Practise this dialogue. Pay special attention to sounds [ʊ – u:].

Miss Luke: Good afternoon, girls.

Girls: Good afternoon, Miss Luke.

Miss Luke: This afternoon we are going to learn how to cook soup.

Open your books at unit twenty-two.

Prue: Excuse me, Miss Luke.

Miss Luke: Yes, Prue?

Prue: There's some chewing gum on your shoe.

Miss Luke: Who threw the chewing gum on the floor? Was it you, Prue?

Prue: No, Miss Luke. It was June.

Miss Luke: Who?

Prue: June Cook.

June: It wasn't me, stupid. It was Sue.

Sue: It was you!

June: It wasn't me, you, stupid fool.

My mouth's full of chewing gum. Look, Miss Luke!

Sue: Stop pulling my hair, June. It was you.

June: YOU!

Sue: YOU!

Miss Luke: Excuse me, you are being very rude.

You two nuisances can stay in school this afternoon instead of going to the swimming pool.



## Stress in Compound Words

Compound words are made from two small words put together, for example *book+shop=bookshop*. (They are not always written as one word, for example, *shoe shop*). In most compound words, the stress is on the first part. Look at these examples:

Oo *bookshop*    *bus stop*

Ooo *traffic light*    *bus station*

Oooo *travel agent*    *art gallery*

**Ex.12** Listen. Write the words **in bold** in the correct columns. (B44)

There is a good **shopping centre**. You can find almost **anything** there. There are **bookshops**, **shoe shops**, a **travel agent's**, a **post office**, a **hairstylist's**, a **supermarket**, **everything**... And there are a few **snack bars** if you want a **hamburger** or **something**. Oh, and there is a **sports centre** too, with a **swimming pool** and a **playground** for the kids. But be careful with your **handbag**; I had my **credit card** stolen there once!

| Oo               | Ooo             | Oooo                   |
|------------------|-----------------|------------------------|
| <i>bookshops</i> | <i>anything</i> | <i>shopping centre</i> |

If the compound word is not a noun, we often put stress on the second part as well.

OO *first class half price hand made*

OOo *bad-tempered old-fashioned short-sighted*

OoO *overnight second hand*

**Ex.13** Listen to the sentences. In each of them one of the compound words in **bold** has stress on the first part (Oo) and the other has stress on the second part as well (OO). Circle the word which has two stresses. (B45)

EXAMPLE They did the **photocopies** **overnight**.

1. I got this **motorbike** **second hand**.
2. Using a **typewriter** is so **old-fashioned**.
3. These **earrings** were **hand made**.
4. I'm **short-sighted**, like my **grandmother**.
5. All the **sunglasses** are **half price**.
6. The **waiting room** is for **first class** only.

It is very easy to confuse compound words with just an adjective and a noun or a verb and a noun. You have to make the pronunciation different. Compare:

*We keep these plants in a **greenhouse** during winter. – Mr. Olsen lives in a small, **green house** near the river.*

*I saw her **bus** pass. – I saw her **bus pass**.*



## Quoting speech

It is very important to quote somebody phonetically correct. Listen to two people having a conversation about a neighbour's son. Notice how they pronounce the quote marks ( ' ' ). (C34)

A: I said to Terry, I said, 'Can you open the door for me?' and he says, 'Open it yourself!' Can you believe it!

B: I know. The boy's so rude! I said to his father, I said, 'You should do something about the boy', and do you know what he said to me? He said, 'It's none of your business.'

A: Oh, he's just as bad as Terry. 'Like father like son' as they say!

The speakers show the quotes by putting a short pause before and after. Also, their voice is higher on the quotes. Listen and compare these lines. Notice how you can hear quote marks. (C35)

Do you know what he said to me? – 'Do you know what?' he said to me.

I said to his father, 'I said you should do something'. – I said to his father, I said, 'You should do something.'

**Ex.14** Listen to pairs of sentences. Which do you hear first and which second? Write 1 or 2 after each sentence. (C37)

EXAMPLE a. 'You're an idiot, that's what,' she said. 2  
b. 'You're an idiot', that's what she said. 1

1. a) What she said was good. \_\_\_\_  
b) What she said was, 'Good!' \_\_\_\_
2. a) He said, 'Linda was married'. \_\_\_\_  
b) He said Linda was married. \_\_\_\_
3. a) That's the thing she said. \_\_\_\_  
b) 'That's the thing', she said. \_\_\_\_
4. a) He wrote a letter to the president. \_\_\_\_  
b) He wrote, 'A letter to the president'. \_\_\_\_
5. a) I don't know what I thought. \_\_\_\_  
b) 'I don't know what', I thought. \_\_\_\_
6. a) She says, 'What she thinks is right'. \_\_\_\_  
b) She says what she thinks is right. \_\_\_\_
7. a) 'Who', wrote Julius Caesar. \_\_\_\_

b) Who wrote Julius Caesar? \_\_\_\_

8. a) Who said 'Martin'? \_\_\_\_

b) 'Who?', said Martin \_\_\_\_

**Ex.15**      *The speaker is telling some gossip. Put the quote marks in the text. Then listen and check your answer. Try saying it yourself. (C38)*

*So I say to Claire 'where's David, Claire?' and she says oh, he's staying at home to do his homework, and of course I thought oh no, he's not! Because I saw him, you see, going into the café with Lorraine and I said hi David! And he went completely red, and Lorraine said we're doing a school project together, and I thought oh yes, I know what kind of project that is!*



# Module 6

## Letters and sounds

Consonants: [f – v – w]

To make the sound [f]: Touch your top teeth with your bottom lip. Blow out air between your lip and your teeth.

To make the sound [v]: Follow the instructions above, use your voice.

To make the sound [w]: Round your lips and put them forward, your lips should be hard and stiff, let the air stream out while relaxing your lips. It is a short sound.

**Ex.1** Listen and repeat.

[f]

leaf



coffee



fin



photo



feet



knife



laugh



[v]

van



visa



river



wave



vacuum cleaner



twelve



Venice



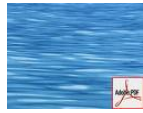


[ w ]

wheel



water



square



wise



wheat



window



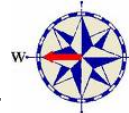
**Ex.2** Listen and repeat the words paying special attention to sounds [f - v - w].



leaf - leave



vest - west



vet - wet



Feel -



veal -



wheel



Fine -



vine -



wine



Fail -









veil -




whale

**Ex.3** Practise saying the tongue twisters.

-  I feel fit as a fiddle.
-  Fight fire with fire.
-  They've arrived at five.
-  I've never forgiven Vera.
-  We'll walk whatever the weather.
-  Walter always knows what's what.



 We wonder, whether the wether will weather the weather, or whether the weather the wether will kill?

**Ex.4** Find 12 words beginning or ending with [f] or [v]. The words are written horizontally or vertically.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| D | C | L | A | U | G | H | I |
| R | O | W | S | A | V | E | F |
| I | U | I | L | F | I | V | E |
| V | G | F | I | H | A | V | E |
| E | H | E | V | G | O | L | F |
| O | F | F | E | S | A | F | E |

**Ex.5** Complete the conversation using words from the box. (A37)

SID: My wife's left me.  
JOE: Your \_\_\_\_\_ left you? How many \_\_\_\_\_ did you have, Sid?  
SID: One wife. And now she has left me.  
JOE: Oh, I see, \_\_\_\_\_ with an F, not \_\_\_\_\_ with a V!  
SID: That's right! Yes, she took the \_\_\_\_\_ and drove off.  
JOE: What did she want the \_\_\_\_\_ for?  
SID: I said \_\_\_\_\_, you know, a kind of vehicle.  
JOE: Oh, I see: \_\_\_\_\_ with a V, not \_\_\_\_\_ with an F!

**Ex.6** Add one of these sounds to the start of these words to make other words: [f], [v] or [w]. Think of sounds, not spelling.

1. air \_\_\_\_\_
2. ear \_\_\_\_\_
3. eel \_\_\_\_\_
4. eyes \_\_\_\_\_
5. or \_\_\_\_\_
6. old \_\_\_\_\_
7. eat \_\_\_\_\_
8. aid \_\_\_\_\_
9. all \_\_\_\_\_
- 10.

**Ex 7.** Practise this dialogue.

A walk in the woods

Gwen: Did you meet Victor on Wednesday, Wendy?

Wendy: Yes, we went for a walk in the woods near the railway.

Gwen: Wasn't it cold on Wednesday?

Wendy: Yes. It was very cold and wet. We wore warm clothes and walked quickly to keep warm.

Gwen: It's lovely and quiet in the woods.

Wendy: Yes. Further away from the railway it was very quiet, and there were wild squirrels everywhere. We counted twenty squirrels.

Gwen: How wonderful! Twenty squirrels! And did you take lunch with you?

Wendy: Yes. About twelve we had veal sandwiches and sweet white wine, and we watched the squirrels. It was a very nice walk.



---

Vowels: [ɜ:]

To make the sound [ɜ:]: Round your lips. Put your tongue forward and up a little. It is a long sound.

**Ex 8.** Listen and repeat the words paying special attention to the sound [ɜ:].



four – fur



warm – worm



walk – work



bed – bird



kennel – colonel





shut – shirt



bun – burn



gull – girl



**Ex.9** Practise saying the tongue twisters.



Certainly, sir.



Repeat the verse, word for word.



What a hurly-burly girl Urse is!



The girl heard the nurse work.



**Ex.10** Practise the dialogue.

The worst nurse

Sir Herbert: Nurse!  
 Colonel Burton: Nurse! I'm thirsty!  
 Sir Herbert: Nurse! My head hurts!  
 Colonel Burton: NURSE!  
 Sir Herbert: Curse these nurses!  
 Colonel Burton: Nurse Sherman always wears such dirty shirts.  
 Sir Herbert: And such short skirts.  
 Colonel Burton: She never arrives at work early.  
 Sir Herbert: She and ... er... Nurse Turner weren't at work on Thursday, were they?  
 Colonel Burton: No, they weren't.  
 Sir Herbert: Nurse Sherman is the worst nurse in the hospital, isn't she?  
 Colonel Burton: No, she isn't. She's the worst nurse in the world!!!



**Stress In Longer Words**

**Ex.11** Use the beginnings and endings to make longer words from the words below.

EXAMPLE child *childhood, childish, childishness, childless*

1. believe \_\_\_\_\_
2. enjoy \_\_\_\_\_
3. care \_\_\_\_\_
4. friend \_\_\_\_\_
5. happy \_\_\_\_\_
6. help \_\_\_\_\_

**Ex.12** Write the words from the box in the correct part of the table according to their stress pattern.

population telecommunication nation identification relation  
 communication pronunciation scientific clinic romantic  
 pessimistic investigation public discussion

|                |                   |
|----------------|-------------------|
| <b>Oo</b>      |                   |
| <b>oOo</b>     |                   |
| <b>ooOo</b>    | <i>population</i> |
| <b>oooOo</b>   |                   |
| <b>ooooOo</b>  |                   |
| <b>oooooOo</b> |                   |

**Ex.13** Fill the gaps with the word from the box which has the stress pattern given. Listen and check. (B53)

biology mathematics history geography sociology chemistry

My favourite subjects at school were sciences, especially Ooo chemistry and oOoo \_\_\_\_\_. I've always been good with numbers, so I was good at oOo \_\_\_\_\_. I didn't really like the social science subjects, like ooOoo \_\_\_\_\_ and Oo \_\_\_\_\_, and that's strange because when I went to university I did Ooo \_\_\_\_\_.

**Ex.14** Write in the word which is missing from the 'family'. Listen, check and repeat. (B54)

EXAMPLE society, sociology (ooOoo), sociological

1. civil, civilize, \_\_\_\_\_ (oooOo)

2. \_\_\_\_\_ (oOoo), biologist, biological
3. personal, \_\_\_\_\_ (ooOoo), personalize
4. legal, legalize, \_\_\_\_\_ (oooOo)
5. \_\_\_\_\_ (Oo), authority, authorize

## **Emphatic Constructions**

Most sentences have a definite intonation pattern, but in a live conversation, speakers can choose to put the stress in any place. This is like underlining words in writing; we do this to put emphasis on words.

**Ex.15** *Read this conversation. Which words the speaker will 'underline' for emphasis and underline them in the text. You are told which lines have no underlining. Listen and check (C41)*

A: I won't pass. (no underline)

B: You will pass.

A: You'll pass.

B: I don't know. (no underline)

A: You won't fail.

B: I might fail.

A: I will fail.

B: The exam's not hard. (no underline)

A: It's very hard.

B: But not too hard.

A: Too hard for me.

B: But you're very clever! (no underline)

A: You're the clever one.

B: Yes, I suppose you're right.



The speaker may emphasize the new information in the sentence. Listen to these two short conversations. A's question shows that she doesn't know anything about where B comes from. C's question shows that she knows he comes from India, so when B says 'South India', he underlines 'South' because this is added information. (C44)

A: Where are you from?

B: South India.

C: Which part of India are you from?

B: South India.

**Ex.16** *The answers to the pairs of questions are the same, but the speaker puts stress on a different word in each answer. Read the questions and underline the words the speaker will put stress on. Then listen and check. (C46)*

## EXAMPLE:

- a) What's your name?      b) What's your full name, Ms Vettori?  
Clara Vettori.                      Clara Vettori.

- |   |  |
|---|--|
| 1. a) Do you live in Milan?<br>Near Milan, yes.                     | b) Do you live near Milan?<br>Near Milan, yes.                           |
| 2. a) What do you do?<br>I'm a graphic designer.                    | b) What kind of designer are you?<br>I'm a graphic designer.             |
| 3. a) Do you have your own home?<br>Yes, a very nice flat.          | b) Do you have a nice flat?<br>Yes, a very nice flat.                    |
| 4. a) What do you do in the evenings?<br>Well, I'm learning French. | b) Do you speak French?<br>Well, I'm learning French.                    |
| 5. a) Do you know London?<br>Yes, I lived there for a year.         | b) You lived in London, didn't you?<br>Yes, I lived there for a year.    |
| 6. a) Do you have brothers or sisters?<br>Yes, two brothers.        | b) You have brothers, don't you?<br>Yes, two brothers.                   |
| 7. a) What kind of music do you like?<br>I like jazz and classical. | b) Which do you prefer, jazz or classical?<br>I like jazz and classical. |

**Ex.17**      *The sentences in the contexts are the same, but with different pronunciation. You will hear each sentence twice, once for context **a** and once for context **b**. Listen and decide which you hear first. (C51)*

## EXAMPLE

- |   |  |
|---|--|
| a) I think that's my bag.<br>She's not completely sure that it's her bag.   | b) I think that's my bag.<br>Another person is picking up her bag                    |
| 1. a) Is that your phone?<br>He can hear an electronic sound from someone's pocket.   | b) Is that your phone?<br>He can see somebody's mobile phone on the seat.            |
| 2. a) Is your seat 29 F?<br>She's not sure she heard the number correctly.  | b) Is your seat 29 F?<br>She's not sure she heard the letter correctly.              |
| 3. a) Is there a bank in this terminal?<br>He knows there is a bank in the other terminal but not if there is one in this terminal. | b) Is there a bank in this terminal?<br>He's looking for a bank.                     |
| 4. a) Where's the women's toilet?<br>She's looking for the toilet.  | b) Where's the women's toilet?<br>She can see the men's toilet, but not the women's. |

The word we choose to underline can change the meaning of our sentence. Listen to these sentences in two different ways and see the different meanings in the pictures. (C54)

Do you want the hamburger with chips, or salad?

Do you want the hamburger with chips or salad?





Would you like chicken with vegetables,  
or Russian salad?



Would you like chicken with vegetables  
or Russian salad?



**Ex.18** Listen. Which choice is the waiter offering first: a or b? Write a-b or b-a. (C57)

1. Would you like peaches or strawberries with cream?



2. Would you like tea with lemon or milk?



3. Would you like sausage or bacon and eggs?





# Module 7















## Letters and sounds

Consonants: [ə – ð]


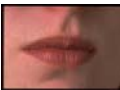


To make the sound [ə]: Put your tongue between your teeth. Blow the air out between your tongue and your top teeth

To make the sound [ð]: Follow the instructions above, use your voice.

**Ex.1** Listen and repeat.

|   |   |  |  |   |
|---|---|--|--|---|
|   |   | [ə]  |  |   |
| earth   | thanks  | birthday   | maths  | athlete   |
|    |    |     |    |    |
|   | author  | thought  |  |   |
|   |  |   |  |   |
|   |   | [ð]  |  |   |
| weather   | clothes   | breathe  | sunbathe   | together  |
|  |  |   |  |  |
|   | feather   | mother and father  |  |   |
|   |  |  |  |   |

**Ex.2** Listen and repeat the words paying special attention to sounds [ə – ð].

|   |       |   |       |  |
|---|-------|---|-------|--|
|  | mouse | - | mouth |  |
|  | sum   | - | thumb |  |



**Ex.3** Practise saying the tongue twisters.



A thousand thanks to you both.



I have a thousand and one things to ask you.



I can think of six thin things,  
Six thin things. Can you?  
Yes, I can think of six thin things  
And of six thick things, too.



This fish and that fish  
This fish has a thin fin,  
That fish has a fat fin,  
This fish is a fish  
That has a thinner fin than that fish.



**Ex.4** Think of a computer which people speak into and it writes what they say. This computer wrote these sentences down wrongly. Correct the underlined mistakes.

EXAMPLE It's free o'clock. three

1. A bat is more relaxing than a shower. \_\_\_\_\_
2. The train went true the tunnel. \_\_\_\_\_
3. Don't walk on the ice; it's very fin. \_\_\_\_\_
4. You need a sick coat in winter. \_\_\_\_\_
5. I don't know; I haven't fought about it. \_\_\_\_\_
6. It's a matter of life and deaf. \_\_\_\_\_

**Ex.5** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [ə]. You can move horizontally or vertically only.

Start



|          |          |        |         |         |        |
|----------|----------|--------|---------|---------|--------|
| north    | northern | either | weather | breathe | those  |
| south    | bath     | bathe  | thought | breath  | youth  |
| southern | third    | their  | through | though  | thumb  |
| Thailand | cloth    | path   | fifth   | with    | worth  |
| month    | clothes  | these  | brother | that    | teeth  |
| throw    | thing    | author | other   | they    | wealth |



Finish

**Ex.6** Complete the rhyme using words from the box. Then listen and check (A82).

|          |                    |                    |         |         |
|----------|--------------------|--------------------|---------|---------|
| Earth    | Heather            | <del>brother</del> | neither | mothers |
| brothers | <del>another</del> | together           | birth   | either  |

Arthur had a brother  
 And he didn't want another.  
 And of the brothers, \_\_\_\_\_  
 Wanted sisters \_\_\_\_\_.  
 The last thing on this \_\_\_\_\_

They wanted was a \_\_\_\_\_.  
 So Arthur's mother \_\_\_\_\_  
 Got them both \_\_\_\_\_.  
 And told them all good \_\_\_\_\_  
 Should learn to share their \_\_\_\_\_.

Vowels: [ə]

To make the sound [ə]: This is a neutral sound, your tongue and lips should be relaxed.

In words with two or more syllables, at least one syllable is weak (not stressed). In weak syllables English speakers pronounce the neutral sound [ə].

**Ex 7.** Listen and repeat the phrases which have the neutral sound.



a photograph of Barbara

ə photəgrəf əf Barbərə

a glass of water



ə glass əf wətə

a pair of binoculars



ə pɛə əf bɪnɒkjələs

a photograph of her  
mother and father



ə fɒtəgrəf əf hɜ  
mɒthə ənd fɑðə

a book about  
South America



ə bʊk əbʊt  
saʊθ əmɛrɪcə

Listen to these examples and repeat them. The weak vowels in the unstressed syllables in **bold** are pronounced [ə] (A29)

Weak A: **a**way **ba**nana w**o**man sug**a**r

Weak E: garden **e**n pap**e**r und**e**r

Weak O: p**o**lice doct**o**r c**o**rrect

Weak U: s**u**pp**o**rt fig**u**re col**o**ur

**Ex 8.** Listen to the phrases and sentences, in each of them there are two vowels which are **not** neutral. Underline them. (A32)

EXAMPLE an apple and a banana

1. from Canada to China
2. The parrot was asleep.
3. The cinema was open.
4. the photographer's assistant
5. a question and an answer
6. a woman and her husband
7. a pasta salad

Weak vowels in unstressed syllables can also be pronounced as [ɪ]. Listen to these examples and repeat them (A30).

Weak A: or**a**nge cabb**a**ge

Weak E: d**a**nces w**a**nted b**e**gin w**o**men

Weak I: mus**i**c walk**i**ng

Weak U: lett**u**ce min**u**te

**Ex 9.** Write the words in the correct part of the table. Then listen and check. (A33)

orange woman return collect market begin visit asleep salad teaches  
needed letter sofa peaches quarter women

| vowel in weak syllable = [ə] | vowel in weak syllable = [ɪ] |
|------------------------------|------------------------------|
| woman                        | orange                       |

**Ex 10.** Listen and underline the word you hear. (A34)

1. What time did the *woman/women* arrive?
2. Where's Kate's *dress/address*?
3. The team *manager's/manages* well.
4. The German *teacher's/teaches* English.
5. The *weight's/waiter's* heavy.
6. The woman *dancer's/dances* fast.
7. The *officer's/office's* here.
8. Take that *away/way*.
9. What a nice *driver/drive!*
10. The *racer's/races* finished.

## Introducing sentence stress

Individual words have a stress pattern, that is a pattern of strong and weak syllables. Sentences also have a stress pattern, and this is sentences stress. Compare (B9):

| word       | Ooo<br>sentence | word      | oOo<br>sentence | word       | ooO<br>sentence |
|------------|-----------------|-----------|-----------------|------------|-----------------|
| photograph | Answer me!      | September | Excuse me!      | afternoon  | Do you smoke?   |
| Canada     | Doesn't he?     | tomorrow  | I think so.     | Japanese   | One of these?   |
| Cabbages   | Copy it!        | remember  | He told her.    | Portuguese | He's arrived.   |

**Ex 11.** Write these sentences in the correct column. Listen, check and repeat. (B13)

|                   |                  |                    |                    |
|-------------------|------------------|--------------------|--------------------|
| The bus was late. | Come and look.   | Close the window.  | What do you want?  |
| The water's cold. | Give me a call.  | What did she say?  | Phone and tell me. |
| Nice to see you.  | Where's the car? | It's cold and wet. | What's the time?   |

| OooO | oOoO                     | OoO | OoOo |
|------|--------------------------|-----|------|
|      | <i>The bus was late.</i> |     |      |

There's normally a space between stressed syllables in a sentence. Unstressed syllables can be put into that space. The space stays more or less the same length, this is called the rhythm. Listen (B11):

- OOO                    **Don't tell Mike.**  
 OoOoOo              **Go and speak to Mary.**  
 OooOooOoo         **Hurry and give it to Jonathan.**

In some situations, for example, emergencies, all of the words in a sentence are important, so we stress all of them.

- O    Help! Quick!  
 OO   Look out! Stand still!  
 OOO   Don't turn round! Don't look now!

**Ex 12.** Match each sentence with a sentence from the box with the same rhythm. Listen, check and repeat. (B57)

|             |      |              |                 |                     |        |
|-------------|------|--------------|-----------------|---------------------|--------|
| Don't move! | Run! | Don't worry! | Go straight on! | <del>Go away!</del> | Sorry! |
|-------------|------|--------------|-----------------|---------------------|--------|

- EXAMPLE    **OoO**    Don't be late!    Go away!
- Oo** Silence! \_\_\_\_\_
  - OOO** Don't look down! \_\_\_\_\_
  - O** Wait! \_\_\_\_\_
  - OO** Get back! \_\_\_\_\_
  - OOo** Keep quiet! \_\_\_\_\_

**Ex 13.** Listen and complete these chants. Practise saying them (B58)

1. Don't sleep! \_\_\_\_\_ awake!  
Get dressed! Don't \_\_\_\_\_ late!
2. \_\_\_\_\_ still! Stay there!  
Don't move! \_\_\_\_\_ care!
3. Say please! Don't \_\_\_\_\_ rude!  
Sit \_\_\_\_\_! Eat your food!

There are some kinds of words which are not normally stressed. Listen to these examples. (B59)

|          |          |          |                          |
|----------|----------|----------|--------------------------|
| <b>O</b> | <b>o</b> | <b>O</b> |                          |
| What's   | your     | name?    | pronouns (your)          |
| Tom      | was      | right.   | the verb <i>be</i> (was) |
| Dogs     | can      | swim.    | auxiliary verbs (can)    |
| Close    | the      | door!    | articles (the)           |
| Wait     | and      | see.     | conjunctions (and)       |
| Go       | to       | bed.     | prepositions (to)        |

**Ex 14.** Put one of the unstressed words from the box in the middle of each phrase or sentence below. Then say the phrases or sentences with this stress pattern: *OoO*.

or my a it can some of are

1. Bring \_\_\_\_\_ here!
2. Mel's \_\_\_\_\_ nurse.
3. Whales \_\_\_\_\_ big.
4. Jane \_\_\_\_\_ drive.
5. Lots \_\_\_\_\_ eggs.
6. Pass \_\_\_\_\_ fail?
7. Have \_\_\_\_\_ bread.
8. Where's \_\_\_\_\_ bike?

**Ex 15.** Listen to the sentences. How many unstressed words are there between the stressed ones in each sentence? Write 0,1,2 or 3. (B61)

EXAMPLE Drink ... milk (3).

1. Eat ... cheese. ( )
2. That ... man. ( )
3. What ... name? ( )
4. What ... for? ( )
5. Go ... shops. ( )
6. Go ... home. ( )
7. Turn ... right. ( )

## Introducing tones.

Every sentence in the English language has a melody, or tone. According to the meaning of what you say, your voice can go up (/) or down(\). Listen to the following conversation, paying special attention to the tone of every sentence (C63).

Sid: Shhhh! \  
Joe: What? \  
Sid: Bear! \  
Joe: Bear? /  
Sid: Bear! \  
Joe: Where? \  
Sid: There! \  
Joe: Far? /  
Sid: No! \  
Joe: Near? /  
Sid: Yeah! \  
Joe: Run? /  
Sid: Run! \



**Ex 16.** *The responses to the pairs of sentences **a** and **b** below are the same, but the speaker uses a different tone. Listen and draw a line in the box to show if the voice goes up or down. (C65)*

### EXAMPLE

a) Let's go for the weekend.

Where?

b) Let's go to Llantisiliogogoch.

Where?

1. a) I know who stole your glasses.

Who?

b) It was Mickey Mumpkin.

Who?

2. a) I've got some bad news for you.

What?

b) I'm afraid your house has burnt down.

What!

3. a) Excuse me, can you help us?

Yes?

b) Can you take a photo of us  
with this camera?

Yes.

4. a) We're going for a picnic if you want to come.

When?

b) At midnight tonight.

When?



**Ex 17.** You will hear just the responses from ex.16. Listen and decide if it is the response to a) or b). (C66)

EXAMPLE b 1. \_\_\_\_, 2. \_\_\_\_\_. 3. \_\_\_\_\_. 4. \_\_\_\_\_.

In conversation we often refer back to something we said before. This is 'old' information, and the voice normally goes up in the end. We also tell the listener things we haven't mentioned before. This is 'new' information, and the voice normally goes down at the end.

**Ex 18.** The responses to the pairs of sentences a) and b) below are the same, but the speaker uses a different tone in each response. Draw lines to show if you think the voice will go up or down. Then listen and check. (C80)

EXAMPLE

a) The train's cheap.

The bus was cheaper.

b) Why did you take the bus?

The bus was cheaper.

1. a) Was the movie good?

The book was better.

b) Why did you read the book?

The book was better.

2. a) What time's lunch?

Lunch is at two.

b) Let's go swimming at two.

Lunch is at two.

3. a) I'd like a leather one.

They are all leather.

b) Why are they so expensive?

They are all leather.

4. a) Let's go tomorrow.

It's closed tomorrow.

b) When is it closed?

It's closed tomorrow.

5. a) Where's menswear?

Menswear is upstairs.

b) What's upstairs?

Menswear is upstairs.

6. a) The fish is expensive.

The steak's more expensive.

b) Why didn't you have steak?

The steak's more expensive.

7. a) What happens if one of them breaks?

They all have a guarantee.

b) This one has a guarantee.

They all have a guarantee.

# Module 8

## Letters and sounds

Consonants: [m – n – ŋ]

To make the sound [m]: Stop the gap with the lips, so air goes through nose.

To make the sound [n]: Stop the gap with tongue and tooth ridge, so air goes through nose.

To make the sound [ŋ]: Stop the gap with back of your tongue and top mouth, so air goes through nose.

**Ex.1** Listen and repeat.

[ m ]

mouth



mouse



marmalade



jump



autumn



smoke



comb



[ n ]

nose



night



snow



win



dinner



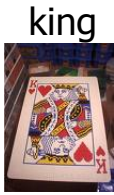
listen



open



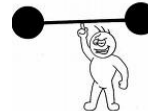
[ŋ]



ring



strong



[www.aaa.com](http://www.aaa.com)

**Ex.2** Listen and repeat the words paying special attention to sounds [m - n - ŋ].



me - knee



mine - nine



comb - cone



win -



wing - wink



sin -



sing - sink







ban -









bang - bank



**Ex.3** Practise saying the tongue twisters.

-  No nonsense now.
-  Nick is no genius.
-  Any news? - No news. - No news is good news.
-  No offence intended. - No offence taken.



-  I'm melting!
-  Must Mother make a mountain out of a molehill?
-  Everything's going wrong.
-  Stop fidgeting, it's annoying!
-  Anything damaging in sitting and smoking?
-  Some Englishmen are murdering King's English.



**Ex.4** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [ŋ]. You can move horizontally or vertically only.

Start



|          |        |        |        |         |        |
|----------|--------|--------|--------|---------|--------|
| sing     | think  | thick  | strong | wrong   | rung   |
| sign     | uncle  | unless | drug   | strange | comb   |
| thanks   | angry  | signal | drank  | English | finger |
| anxious  | angel  | single | monkey | money   | young  |
| language | tongue | skiing | skin   | came    | ink    |
| lounge   | danger | band   | dream  | swim    | wing   |



Finish

**Ex.5** Complete the conversation using the words from the box. Listen and check (A73).

SID: Hey, Joe, your coat is very worn.  
 JOE: No, it isn't \_\_\_\_\_. I always feel cold in this coat.  
 SID: No, not \_\_\_\_\_! I said \_\_\_\_\_, with an N!  
 JOE: Oh, \_\_\_\_\_ with an N!  
 SID: Yes, the cloth is \_\_\_\_\_.  
 JOE: What do you mean "the cloth is \_\_\_\_\_"?  
 SID: No, \_\_\_\_\_ with an N at the end, not \_\_\_\_\_ with a G at the end!

**Ex.6** Listen and circle the word you hear. (A74)

1. My friend likes Robin Banks / robbing banks.
2. Tom ran / rang yesterday.
3. She had a swing / swim in the garden.
4. The son warned / sun warmed me.
5. The people were singing / sinking fast.

Vowels: Diphthongs [eɪ], [aɪ], [əʊ]

**Ex.7** Listen and repeat.






[eɪ]

|   |   |   |   |   |
|---|---|---|---|---|
| bay   | plate   | eight   | grey  | play  |
|  |  |  |  |  |

[aɪ]


|   |   |   |   |   |
|---|---|---|---|---|
| bike  | fly   | ice-cream   | wine  | kite  |
|  |  |  |  |  |

[əʊ]

|   |   |   |  |   |
|---|---|---|--|---|
| boat  | coast   | bowl  | toast  | comb  |
|  |  |  |  |  |

**Ex.8** Practise saying the tongue twisters.


 At five on Fridays my wife likes to go for a drive.

 I had the time of my life at the Whites.

 Haste makes waste.

 They waited and waited for a train, but it was late.

 Oh, no, don't go home alone.

 No smoking!



**Ex.9** These words all contain the vowel sound [æ]. Make another word with the same consonant sounds, but changing the vowel sound to [eɪ].

EXAMPLE pan   pain  

1. at \_\_\_\_\_
2. mad \_\_\_\_\_
3. man \_\_\_\_\_
4. plan \_\_\_\_\_
5. tap \_\_\_\_\_
6. ran \_\_\_\_\_
7. hat \_\_\_\_\_

**Ex.10** Reverse the sounds in the following words as in the example.

EXAMPLE The word *knife* contains the three sounds [n], [aɪ], [f], if you reverse the sounds, you get the word *fine*.

knife   fine  

1. mile \_\_\_\_\_
2. file \_\_\_\_\_
3. dice \_\_\_\_\_
4. sign \_\_\_\_\_
5. lights \_\_\_\_\_
6. might \_\_\_\_\_

**Ex.11** Practise the dialogue.

(Joe Jones is sleeping, but Joan woke up a few minutes ago.)

Joan: Joe! Joe! JOE! Hello!

Joe: (groans) Oh! What is it, Joan?

Joan: Look out of the window.

Joe: No. My eyes are closed,  
and I'm going to go to sleep again.

Joan: Don't go to sleep, Joe. Look at the  
snow!

Joe: Snow? But it's only October.  
I know there's no snow.

Joan: Come over to the window, Joe.

Joe: You're joking, Joan. There's no snow.

Joan: OK. I'll put my coat on and go out and make a snowball and throw it  
at your nose, Joe Jones!



## Pronouncing the verb 'to be' and auxiliary verbs

You don't normally stress 'to be' in the middle of the sentence. Listen to this rhyme. (B 67a)

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

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

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

**Ex.12** Tick  the sentences where 'is' is a separate syllable. Then listen, check and repeat. (B71)

### EXAMPLE

- a. Lunch is ready!                       b. Dinner is ready!
- |                             |                           |
|-----------------------------|---------------------------|
| 1. a. The house is cold.    | b. The room is cold.      |
| 2. a. The taxi is here.     | b. The bus is here.       |
| 3. a. The beach is crowded. | b. The park is crowded.   |
| 4. a. The steak is good.    | b. The fish is good.      |
| 5. a. The meaning is clear. | b. The message is clear.  |
| 6. a. The smell is awful!   | b. The noise is awful!    |
| 7. Juice is good for you.   | b. Fruit is good for you. |

Auxiliary verbs are not normally stressed in questions. The most common stress pattern for wh-questions is **OooO**. Listen to these examples. (B74)

### **OooO**

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

**Ex.13** Write the questions in this conversation and give the stress patterns. Then listen and check. (B79)

EXAMPLE

A: What do you do? OooO

B: I'm a doctor.

1. A: \_\_\_\_\_? \_\_\_\_\_

B: I live in Kingston, Jamaica.

2. A: \_\_\_\_\_? \_\_\_\_\_

B: I work in the University Hospital.

3. A: \_\_\_\_\_? \_\_\_\_\_

B: Yes, I'm married. My husband is a teacher.

4. A: \_\_\_\_\_? \_\_\_\_\_

B: He teaches History and Geography.

5. A: \_\_\_\_\_? \_\_\_\_\_

B: At the Grove Road Secondary School.

6. A: \_\_\_\_\_? \_\_\_\_\_

B: I met him when I was in holiday in Florida.

7. A: \_\_\_\_\_? \_\_\_\_\_

B: We got married in 1999.

Auxiliaries are stressed in negative contractions and at the end of sentences. Listen to these examples. (B76)

Yes, I do.

I don't know.

Yes, I will.

We won't say.

Yes, I have.

I haven't done it.

Yes, I can.

I can't help.



## **Tones in asking for information**

Questions can be pronounced with the voice going up at the end or going down at the end. You can hear the difference in this conversation. Two people are fixing a place to meet. Listen to the way A pronounces his three questions (C67).

A: Where? (A's voice goes down at the end)

B: Here.

A: Where? (A's voice goes up at the end)

B: Here.

A: Here? (A's voice goes up at the end)

B: Yes, here.

A's first question is an 'open' question. The answer could be any place; he has no idea. A's question 2 and 3 are 'check' questions. He thinks that he knows the answer and he just wants to check. The voice usually goes down at the end of 'open' questions and up at the end of 'check' question.

**Ex.14** Listen to the dialogue below, are the questions in it open or check? Draw a down or an up line. (C72)

A: What's your name?

B: Sonia.

A: And where were you born?

B: Surinam.

A: Is that in South America?

B: Yes, that's right.

A: And how long have you lived here?

B: Five years.

A: I see. Are you married?

B: No, I'm not.

A: And what do you do?

B: I'm a boxer.

A: You're a boxer?

**Ex.15** Listen to the questions below. Draw a down or an up line to mark an open or a check question. (C74)

EXAMPLE

Are you a student? /

1. Have you been to America?
2. What do you study?
3. What time is it?
4. Are you over eighteen?
5. Can you drive?
6. Where is he going?
7. Do you like it?

**Ex.16** Look at the questions in bold below. Underline the word you think the speaker will emphasize. Then listen and check (C76).

EXAMPLE

a. So, your sister's a teacher?

**Where does she work?**

b. Oh, so she doesn't work here?

**Where does she work?**

1. a. So, you're married?

**Do you have any children?**

b. I have two daughters.

**Do you have any children?**

2. a. So, French is your second language?

**What's your first language?**

b. My first language is Urdu.

**What's your first language?**

3. a. So, you work Mondays to Saturdays?

**What do you do on Sundays?**

b. So, your favourite day is Sunday?

**What do you do on Sundays?**

4. a. I know how he did it, but...

**Why did he do it?**

b. *She* was going to do it, so...

**Why did he do it?**

5. a. My glasses aren't here, so...

**Where are my glasses?**

b. Here are your glasses, but...

**Where are my glasses?**

# Module 9

## Letters and sounds

Consonants: [j], [h]

To make the sound [j]: Make a small gap at the top of mouth, move the tongue down to open the gap. Move the lower jaw down a little.

To make the sound [h]: Push the air out very quickly. Do not touch the top of your mouth with the back of your tongue.

**Ex.1** Listen and repeat.

[j]

yolk



yak



yam



Europe



university



view



music



**NB!** In American English, the [j] is dropped from words like *new, student, tune*, so for example *newspaper* [ˈnjuːspeɪpə] sound like *noose paper* [ˈnuːspeɪpə].

[h]

hill



heel



hand



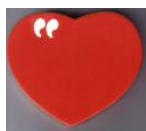
horse



house



heart



hair



**NB!** Many speakers, mostly in Great Britain, do not pronounce the H, so *hair* [heə] sounds the same as *air* [eə].


**Ex.2** Practise saying the tongue twisters.

 Yes, your face is familiar.

 I'm a year Daniel's senior.

 He is hard of hearing.

 Hilda is head over heels in love with him.

 With my hand on my heart I hoped to look holy.



**Ex.3** Add one of the sounds [h] or [j] to the start of the words to make other words, as in the example. Think of sounds, not spelling.

EXAMPLE air hair

- |                |              |              |
|----------------|--------------|--------------|
| 1. ear _____   | 4. all _____ | 7. eat _____ |
| 2. or _____    | 5. ill _____ | 8. eye _____ |
| 3. eight _____ | 6. art _____ | 9. old _____ |

**Ex.4** Each sentence contains several examples of sounds [j] and [h]. Count these sounds in the following questions as in the example.

EXAMPLE Harry had the habit of helping hitch-hikers. (6)

1. We didn't use euros in Europe a few years ago.
2. Haley's horse hurried ahead.
3. A fusion of Cuban and European music.
4. Your uniform used to be yellow.
5. The hen hid behind the hen house.
6. The New York University students' union.

**Ex.5** In these groups of words, three of the words begin with the same consonant sound and one of the words begin with the different sound. Underline the one with the different sound.

- |          |        |         |            |
|----------|--------|---------|------------|
| 1. hour  | half   | home    | high       |
| 2. union | used   | under   | university |
| 3. when  | who    | where   | which      |
| 4. year  | euro   | uniform | untie      |
| 5. how   | honest | healthy | happy      |

Vowels: Diphthongs [au], [ɔɪ]

**Ex.6** Listen and repeat.

[au]

house



ground



town



cow



mountain



mouse



couch



[ɔɪ]

boy



oil



toy



coin



point



boil



Rolls Royce



**Ex.7** Listen and repeat the words paying special attention to sounds [au], [ɔɪ].



all - oil



ball - boil



corn - coin



tore - toy

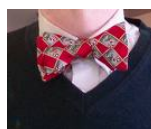




car - cow



bar - bow



grass - grouse



**Ex.8** Listen and repeat the phrases paying special attention to the sound [ɔ].

- a loud voice
- a spoilt boy
- an awful noise
- a noisy toy
- an annoying voice



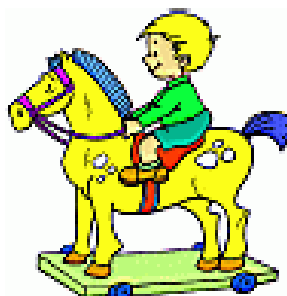
*Practise in pairs.*

EXAMPLE

A: That voice is very loud, isn't it?

B: Yes, that's a loud voice.

1. That boy is very spoilt.
2. That noise is really awful.
3. That toy is very noisy.
4. That boy is very noisy.
5. That voice is very annoying.

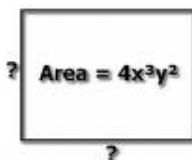


**Ex.9** Listen and repeat the sentences paying special attention to the sound [au]. Match the sentences with the pictures.

1. Put it down.
2. Take it out.
3. Throw it out.
4. Turn it down.
5. Work it out.



b)



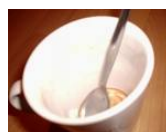
c)



d)



e)






**Ex.10** Practise saying the tongue twisters.

Count Brown out.

How, how, brown owl!

Why d'you frown down

-  At the mouse on the ground?
-  What's the boiling point of oil?
-  Joy is at the boiling point!!!

**Ex.11** Listen to the text. Find the words which have the sound [au] or [ɔ] and write them in the correct part of the table.

|  |                 |                |
|--|-----------------|----------------|
| I enjoy living down town. Well, it's very noisy, of course. The traffic is loud, and the young people often shout when they come out of clubs. But there are lots of good points, too. There's a big choice of shops, and it's easy to get around. | Words with [au] | Words with [ɔ] |
|  |                 |                |

**Ex.12** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [au]. You can move horizontally or vertically only.

Start

|         |         |        |       |        |       |
|---------|---------|--------|-------|--------|-------|
| house   | sound   | group  | about | mouth  | cow   |
| soup    | out     | brown  | mouse | bought | south |
| could   | couple  | grow   | low   | would  | cloud |
| know    | snow    | touch  | ought | down   | count |
| thought | should  | slow   | blow  | pound  | young |
| soul    | country | though | throw | town   | round |

Finish

## Pronouncing short words

Short words like articles (a, the), conjunctions (and, or) and prepositions (to, of) are usually unstressed. Listen to this chant. Every line has the stress pattern **oOoO**. They have this rhythm because the first and the third words are unstressed. These words are: *some, and, a, of, for, the, to, or, as.* (B80)

### *Shopping list*

*Some milk and eggs,  
A tin of peas,  
A snack for lunch,  
Some fruit and cheese.*

*The loaf of bread,  
A jar of jam,  
Some juice to drink,  
A piece of ham.*

*Some pears or grapes,  
Some beans and rice,  
A can of beer  
As cold as ice!*



**NB!** In fast speech, the consonant sound after the vowel in short words may not be pronounced. In this case, *and* sounds like *an* (an apple and an orange and an onion), and *of* sounds like *a* (a bit of this and a bit of that).

**Ex.13** *In the sentences below both of the words in bold are possible and they sound similar in fast speech. Listen and underline the one you hear. (B83)*

1. I had a salad **as/and** a main course.
2. Give her **an/some** eggs if she's hungry.
3. She went to look **at/for** the fruit.
4. She gave me a basket **of/for** bread.
5. Get some pasta **and/or** rice.
6. I like **the/to** cook.
7. She ordered **a/the** soup.
8. Have **some/an** orange juice.
9. He invited me **at/for** lunch.
10. He made this jar **for/of** jam himself.

**Ex.14** *Listen and fill the gaps. Then listen again, check and repeat. Make sure you keep the same rhythm: oOoO.*

#### EXAMPLE

a glass of milk

1. \_\_\_ time \_\_\_ lunch
2. \_\_\_ egg \_\_\_ chips



3. \_\_\_ bag \_\_\_ nuts
4. \_\_\_ drink \_\_\_ eat
5. \_\_\_ cook \_\_\_ rice
6. \_\_\_ fast \_\_\_ that
7. \_\_\_ meal \_\_\_ two
8. \_\_\_ box \_\_\_ food
9. \_\_\_ fish \_\_\_ meat

## Agreeing/disagreeing tones

When we agree with the other person, our voice often goes down at the end, we tell our opinion, showing confidence. Listen to this conversation, notice that the voices go down at the end of each line. (C87)

A: Football's so boring, isn't it?  
 B: Yeah, I know. I hate it.  
 A: I mean, it's just 22 people running after a ball.  
 B: Yeah, how can that be interesting?  
 A: No, golf's much more fun, isn't it?

When we disagree, our voice often goes up at the end, so our opinion sounds unfinished and less strong. Listen to the rest of the

conversation, notice how voices go up at the end of each line. (C88)

B: Well...  
 A: You like gold, don't you?  
 B: It's alright I suppose...  
 A: You don't sound very sure.  
 B: Well, I guess I'm not really a sporting person, you know.

We can say the same sentence, but change the meaning by the way we say it. Listen to these two examples. Speaker 1 is telling his opinion clearly. Speaker 2 is leaving something unsaid. You feel he is going to continue with *but...* (C89)

1. I think there are good. (That's my opinion.)
2. I think they are good... (They are not too bad, but there's a reason why I don't like them.)

**Ex.15** Listen to the following sentences. Are these the speaker's real opinions, or can you 'hear' a 'but'? Write a (.) or (, but...) after each line. (C91)

EXAMPLE I like tennis \_\_\_\_, *but...*

1. It's nice. \_\_\_\_\_
2. We're quite good. \_\_\_\_\_

3. Yes, it is. \_\_\_\_\_
4. I don't know. \_\_\_\_\_
5. Yes. \_\_\_\_\_
6. He does. \_\_\_\_\_
7. She likes you. \_\_\_\_\_
8. They're friendly. \_\_\_\_\_
9. Not bad. \_\_\_\_\_

**Ex.16** Complete each sentence with an ending from the box. Then decide if they are opinions or check questions and write (opinion) or (check) after each line. Then listen and check. (C93)

is it? isn't it? is she? isn't he? ~~are you?~~ aren't they?  
 was it? wasn't he? don't you? doesn't it? have you?

EXAMPLE You aren't hungry, are you? (check)

1. How's your headache? It isn't getting worse, \_\_\_\_\_
2. Those flowers are lovely, \_\_\_\_\_
3. You haven't seen my glasses anywhere, \_\_\_\_\_
4. Torsen's a great player, \_\_\_\_\_
5. I'm not sure. He was from Brazil, \_\_\_\_\_
6. I can't quite remember. You need 40 pounds to win, \_\_\_\_\_
7. Tennis is so boring, \_\_\_\_\_
8. She isn't a very good swimmer, \_\_\_\_\_
9. I'm not so sure. It starts at nine, \_\_\_\_\_
10. It wasn't a very interesting game, \_\_\_\_\_

# Module 10

## Letters and sounds

Consonants: [ l ], [ r ]

To make the sound [l]: Touch the tooth ridge with the end of the tongue. Push the air along the sides of the tongue.

To make the sound [r]: Curve the end of the tongue back. Move the tongue to relaxed position, moving the lower jaw down a little.

**Ex.1** Listen and repeat.

[ l ]

lip



litre



cold



fly



fall



bicycle



needle



[ r ]

rain



road



rabbit



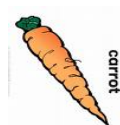
ring



train



carrot



dress



**NB!** In South East English and many other accents, you only pronounce [r] if there is a vowel sound after it. For example, in *far* [fa:] and *car* [ka:], you do not hear it, but in *far away* [fa:rəweɪ] and *car engine* [ka:rendʒɪn], you pronounce it because it is followed by a vowel sound. In the American accent the [r] is pronounced.

**Ex.2** Listen and repeat the words paying special attention to sounds [r] and [l].



long – wrong  $4+4=9$



light – right  $4+4=8$



load – road










fly – fry



glass – grass



**Ex.3** Practise saying the tongue twisters.

-  It's Lola herself as large as life.
-  Lu's absolutely lovely.
-  Larry is pulling my leg.
-  Very true.
-  Rack your brains.
-  Rora arrived on the stroke of three.
-  Rod has brains and character.



**Ex.4** Add the sound [l] or [r] to the beginning of the words and write the new ones. Think of sounds, not spelling.

EXAMPLE: ache lake

1. eight \_\_\_\_\_
2. owes \_\_\_\_\_
3. air \_\_\_\_\_
4. earn \_\_\_\_\_
5. end \_\_\_\_\_
6. eye \_\_\_\_\_
7. egg \_\_\_\_\_
8. each \_\_\_\_\_

**Ex.5** Underline the word in which the letter L or R is silent.

1. cold calm collect film
2. court correct curry diary
3. hurry hairy hungry hair
4. shoulder should sailor slow
5. follow fold folk file
6. artist arrow arrive around

Vowels: Diphthongs [ɪə], [ɛə], [uə]

**Ex.6** Listen and repeat.

[ɪə]

beard



ear



deer



clear



Cheers!



Austria



year

|         |          |           |
|---------|----------|-----------|
| January | February | March     |
| April   | May      | June      |
| July    | August   | September |
| October | November | December  |

[ɛə]

pair



square



hairbrush



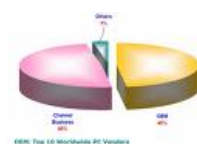
where



stairs



share



fair



[uə]

poor



moor



cure



Europe



Urals



plural



pure



**Ex.7**

*Listen and repeat the words paying special attention to sounds [iə], [ɛə].*



ear – air (fan)



beer – bear



pier – pear



hear – hair







tear – tear



Cheers! – chairs



**Ex.8** *Practise saying the tongue twisters.*

-  This periodical appears once a year.
-  Can you hear clearly from here?
-  Mary wears her hair long.
-  It's late to tear your hair.

[iə]

 Curiosity is incurable.

 I'll surely speak more fluently after a tour to Europe.

[ɛə]

[iə]

## Joining words

In speech words are not separated, they are joined together. Sometimes it is difficult to say where one word finishes and the next word begins. For example, *pets enter* sounds the same as *pet centre* because the consonant [s] could be at the end of the first word or at the start of the second one. Listen to the examples. The phrases on the left sound the same as the phrases on the right. (B85)

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

Normally, we know from a context what a word is. For example, these two sentences sound the same, but we know the first one is wrong because it has no sense.

It snow good.  
It's no good.

**Ex.9** *What two words do you get if you move the consonant from the end of one word to the beginning of the next or vice versa? Complete the table. Think of sounds, not spelling.*

EXAMPLE cats eyes ⇔ cat size

1. \_\_\_\_\_ able ⇔ fell table
2. known you ⇔ no \_\_\_\_\_
3. cooks \_\_\_\_\_ ⇔ cook steak
4. seen you ⇔ \_\_\_\_\_ new
5. faced \_\_\_\_\_ ⇔ face told
6. an ocean ⇔ a \_\_\_\_\_
7. stop \_\_\_\_\_ ⇔ stopped earning
8. escaped error ⇔ \_\_\_\_\_ terror
9. \_\_\_\_\_ cheer ⇔ meant year
10. learn chess ⇔ \_\_\_\_\_ 'yes'



**Ex.10** Think of a computer which people speak into and it writes what they say. This computer wrote the sentences below incorrectly. Correct the phrases that are wrong using the phrases in the box.

phoned your    joined us    felt rain    no news is    stopped using  
ships take    ~~'s no good~~    heard you lie

EXAMPLE It ~~snow good~~; I can't fix it. 's no good

1. Known uses good news, as they say. \_\_\_\_\_
2. Have you phone jaw parents this week? \_\_\_\_\_
3. I've never her July before. \_\_\_\_\_
4. I think I fell train; let's go inside. \_\_\_\_\_
5. These ship steak cars across the river. \_\_\_\_\_
6. They join does for dinner. \_\_\_\_\_
7. We stop choosing the typewriter when we got the computer. \_\_\_\_\_

## Using high tones

We usually use high tones when we give an opinion about something with a very strong adjective (for example, *excellent*) to show our strong feeling. If we use weaker adjectives (like *nice*), our voice does not usually go high. Listen and compare the voices of the man and woman telling their friend about their holiday. (C95)

Liz: So, how was your trip?

Claire: Oh, it was nice.

Paul: What do you mean, nice? It was brilliant!

Liz: Good hotel?

Claire: Quite pleasant, yes.

Paul: Pleasant? It was excellent! Superb!

Liz: How about the food?

Claire: It was OK.

Paul: OK? It was absolutely delicious!

Liz: And the scenery?

Claire: Quite pretty.

Paul: It was amazing! Beautiful!



People often say a strong adjective with a flat voice to mean the opposite. For example, you could say *'brilliant'* with a flat voice after something bad happens. Listen and compare the pronunciation of this word in these two conversations. In the first one, the person really means it, in the second she doesn't. (C96)



1. A: We've won a holiday for two in Jamaica!

B: Brilliant! 

2. A: Our flight has been cancelled!

B: Brilliant! 

**Ex.11** Listen to the following conversation. What do Sue and Jim think about the people they are speaking about? Write the names in the correct column. (C97)

| people they like | people they don't like |
|------------------|------------------------|
|                  | Jeremy                 |

Sue: Jeremy is going to stay at the same hotel as us.

Jim: Oh great!

Jim: Ann's invited us to the party.

Sue: Fantastic!

Jim: Kathleen's coming to stay with us for a few days.

Sue: That'll be fun!


Sue: Gail and Tim want to come on holiday with us.

Jim: That'll be nice!


**Ex.12** The responses to the pairs of sentences **a** and **b** below are the same, but the speaker pronounces them differently. Draw lines to show if you think the voice will go high or be flat. Then listen and check. (C99)

### EXAMPLE

a. – We had to stay in a five-star hotel.

- How awful for you! 

b. – We had to spend two days in the airport.

- How awful for you! 

1. a. – Forget the beach; it's raining again!

- Brilliant!

b. - They say we don't have to pay; it's free!

- Brilliant!

2. a. – I got an A in the exam!

- Well done!

b. – I've crashed the car again!

- Well done!

3. a. – I can count to three in German.

- Amazing!

b. - I learnt how to fly a plane while we were on holiday.

- Amazing!

4. a. – We could pick fresh fruit off the trees in the garden.

- Delicious!

b. – We had a tiny bit of cheese on a dry, old piece of bread.

- Delicious!

5. a. – Frank says he'll take us to the airport.

- Excellent!

b. – The car's broken down and there are no taxis.

- Excellent!

# Appendix

## **JAZZ CHANTS**

### Banker's Wife's Blues

Where does John live? – He lives near the bank.  
Where does he work? – He works at the bank.  
When does he work? – He works all day and he works all night at  
the bank, at the bank, at the great big bank.  
Where does he study? – He studies at the bank.  
Where does he sleep? – He sleeps at the bank.  
Why does he spend all day,  
all night, all day, all night  
at the bank, at the bank? – Because he loves his bank more than his wife  
and he loves his money more than his life.

### Late again

Are you ready, are you ready, are you ready to go?  
Not quite, not quite, just a minute, don't rush me!  
Hurry up! Hurry up! Hurry up! Hurry up!  
I'll be ready in a minute, in a minute, in a minute! I can't  
find my keys! I can't find my keys!  
Come on, let's go! Come on, let's go!  
I can't find my socks! I can't find my socks!  
Come on, let's go, let's go, let's go!  
I can't find my shoes! I can't find my shoes!  
Come on, let's go, let's go, let's go! Your keys are in your hands, your socks  
are in your shoes, your shoes are on the floor, let's go, let's go!

### Warning!

Watch out! Watch out! Watch out! Watch out! Watch out! There's a hole in  
the floor!  
- What?  
A hole!  
- Where?

In the floor!

- A hole in the floor?

Yes, a hole in the floor. A great big hole in the floor!

- Well, I don't see any hole in the floor. I don't see any hole.

It's there!

- Where?

Right there!

- Right here?

Yes, right there!

- Are you sure?

Sure I'm sure, it's big as a house!

- Big?

It's huge!

- Huge?

It's huge. A huge hole, a great big hole, a great big hole in the floor.

- I think you're kidding, you're teasing me. There's no hole in the...

### Easy solutions

Gee, I'm hungry – Have a sandwich.

Gee, I'm angry – Calm down.

Gee, I'm sleepy – Take a nap.

Gee, it's chilly in here – Put on a sweater.

Gee, it's hot in here – Open a window.

I've got the hiccups – Drink some water.

My nose itches – Scratch it.

My feet hurt – Sit down for a while.

My shoes are tight – Take them off.

I have a toothache – Go to the dentist.

I have a headache – Take some aspirin.

I'm lonely – Call up a friend.

I'm bored – Go to a movie.

### Big Bill Bell

He's here – Who's here?

Bill's here! – Bill who?

Bill Bell! – Bill Bell? Who's he?

You know him! – I do?

Of course, you do, he's a friend of yours! – He is?

Of course, he is, Big Bill, Big Bill Bell. – Oh, you mean Bill, big Bill!

That's right, that's him, you know him very well. – Sure I do, Big Bill Bell,  
Big Bill Bell, I know

him very well.

### Wake up!

Wake up! Wake up! – What time is it?  
Wake up! Wake up? – What time is it?  
It's time to get up! - What time is it?  
It's time to get up! - What time is it?  
Come on, get up! – I don't wanna get up!  
Come on, get up! – I don't wanna get up!  
You have to get up! – I don't wanna get up!  
You must get up! – I don't wanna get up!  
You've got to get up! – I don't wanna get up!  
Come on, get up! - I don't wanna get up!  
Get up, get up! You're gonna be late! – Late for what?  
Late for work! – Late for work? It's Sunday!

### Poems

#### **I LOVE RAIN (BY ROSEMARY GARLAND)**

I love rain,  
Yes, wet, wet rain.  
I peep outside and shout:  
Hip-hip Hurray, another wet day –  
It's time that I went out.  
All the others stay indoors  
Until it stop again.  
But ducks and me  
We love to be  
Paddling in the rain.

#### **THOSE EVENING BELLS (BY THOMAS MOORE)**

Those evening bells, those evening bells!  
How many a tale their music tells,  
Of love and home and that sweet time  
When last I heard their soothing chime.

Those joyous hours are passed away;  
And many a heart that then was gay,

Within the tomb now darkly dwells  
And hears no more those evening bells.

And so 'twill be when I am gone;  
That tuneful peal will still ring on,  
While other bards shall walk these dells,  
And sing your praise, sweet evening bells!

**SHAKE HANDS**  
**(by Alfred Edward Housman)**

Shake hands, we shall never be friends; all's over.  
I only vex you the more I try,  
All's wrong that ever I've done or said  
And nought to help it in this dull head.  
Shake hands, here's luck, good-bye.  
But if you come to a road where danger,  
Or guilt, or anguish, or shame's to share  
Be good to the lad that loves you true  
And the soul that was born to die for you  
And whistle and I'll be there.

**CLASSIFYING**  
**(by Judith Nichols)**

Phillip and Annie wear glasses  
And so do Jim and Sue,  
But Jim and Sue have freckles  
And Tracey and Sammy, too.  
Phillip and Jim are in boy's group  
But Phillip is tall like Sam,  
Whilst Jim is small like Tracey and Sue  
And Clare and Bill and Fran.  
Sue is in Guides and Records,  
But Clare is in Guides and Football,  
Whilst Helen fits in most things  
Except she's a girl and quite tall.  
Jenny is curly and blonde and short,  
Whilst Sally is curly but dark;  
Jenny likes netball, writing and maths,  
But Sally likes no kind of work.  
Phillip and Sam are both jolly,  
Fran's best for a quiet chat.  
Now I have freckles, like joking,  
Am tall, curly, dark, in Guides, football  
And play penny whistles and the piano...

HOW DO I FIT INTO ALL THAT?

**WHEN I WAS IN LOVE**  
**(by Alfred Edward Housman)**

Oh, when I was in love with you  
Then I was clean and brave.  
And miles around the wonder grew  
How well did I behave.  
And now the fancy passes by  
And nothing will remain.  
And miles around they'll say that I  
Am quite myself again.

**MONDAY'S CHILD**

Monday's Child is full of grace.  
Tuesday's Child is fair or face.  
Wednesday's Child is loving and giving.  
Thursday's Child works hard for a living.  
Friday's Child is full of woe.  
Saturday Child has far to go.  
And the child that's born on the Sabbath day  
Is bonny and blithe and good and gay.

**IT WAS LONG AGO**  
**(by Eleanor Farjoon)**

I'll tell you, shall I, something I remember.  
Something that still means a great deal to me.  
It was long ago.  
A dusty road in summer I remember,  
A mountain, and an old house, and a tree  
That stood, you know, behind the house.  
And an old woman I remember  
In a red shawl with a grey cat on her knee  
Humming under a tree.  
She seemed the oldest thing I can remember  
But then perhaps I was not more than three.  
It was long ago.  
I dragged on the dusty road, and I remember  
How the old woman looked over the fence at me  
And seemed to know how it felt to be three,

And called out, I remember:  
"Do you like bilberries and cream for tea?"  
I went under the tree.  
And while she hummed and the cat purred  
I remember how she filled a saucer with berries and cream for me  
So long ago.  
Such berries and such cream as I remember  
I never had seen before and never see today, you know.  
And that is almost all I can remember,  
The house, the mountain, the grey cat on her knee,  
Her red shawl and the tree.  
And the taste of the berries, the feel of the sun I remember,  
And the smell of everything that used to be so long ago.  
Till the heat on the road outside again I remember,  
And how the long dusty road seemed to have for me no end, you know.  
That is the farthest thing I can remember  
It won't mean much to you. It does to me.  
Then I grew up, you see.

**WHAT HAS HAPPENED TO LULU?  
(by Charles Causley)**

What has happened to Lulu, mother?  
What has happened to Lu?  
There's nothing in her bed but an old rag doll  
And by its side a shoe.  
Why is her window wide, mother,  
The curtain flapping free?  
And only a circle on the dusty shelf  
Where her money-box used to be?  
Why do you turn your head, mother?  
And why do the tear drops fall?  
And why do you crumple that note on the fire  
And say it is nothing at all?  
I woke to voices late last night,  
I heard an engine roar.  
Why do you tell me the things I heard were a dream and nothing more?  
I heard somebody cry, mother,  
In anger or in pain.  
And now I ask you why, mother,  
You say it was a gust of rain?  
Why do you wander about as though you don't know what to do?  
What has happened to Lulu, mother?  
What has happened to Lu?

**FIRE AND ICE**  
**(by Robert Frost)**

Some say the world will end in fire,  
Some say in ice.  
From what I've tasted of desire  
I hold with those who favour fire.  
But if it had to perish twice  
I think I know enough of hate  
To say that for destruction  
Ice is also great.  
And would suffice

**LET'S TALK ABOUT IT**  
**(by Ulrich Shuffer)**

I know that you think that you know what is good for me.  
But I also think that I know what is good for me.  
I know you mean well, but I also mean well for myself.  
And in the end I have to live my life.  
Can we talk about it?  
And come up with something better than either your or my opinion?

**A TRADITIONAL RHYME**

One fine day in the middle of the night  
Two dead men got up to fight  
Back to back they faced each other,  
Drew their swords and shot each other.  
A paralyzed donkey passing by  
Kicked a blind man in the eye,  
Knocked him through a nine-inch wall  
Into a dry ditch – and drowned them all

**THE DAFFODILS**  
**(by William Wordsworth)**



I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd –  
A host of golden daffodils.  
Beside the lake, beneath the trees  
Fluttering and dancing in the breeze.  
Continuous as the stars that shine  
And twinkle on the Milky Way,  
They stretched in never-ending line  
Along the margin of a bay.  
Ten thousand saw I at a glance  
Tossing their heads in sprightly dance.  
The waves beside them danced, but they  
Outdid the sparkling waves in glee.  
A poet could not but be gay  
In such a jocund company!  
I gazed, and gazed and little thought:  
What wealth the show to me had brought.  
For oft, when on my couch I lie  
In vacant or in pensive mood  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills  
And dances with the daffodils.

**GROWING PAIN**  
**(by Vernon Scannel)**

The boy was barely five years old,  
We sent him to the little school  
And left him there  
To learn the names of flowers in jam jars on the sill,  
And learn to do as he was told.  
He seemed quite happy there  
Until three weeks afterwards  
The darkness whimpered in his room.  
I went upstairs, switched on his light  
And found him wide awake, distraught,  
Sheets mangled and his eiderdown  
Untidy carpet on the floor.  
I said: "Why can't you sleep? A pain?"  
He snuffled, gave a little moan,  
And then he spoke a single word:

"Jessica." The sound was blurred.

"Jessica? What do you mean?"

"A girl at school called Jessica,

She hurts" – he touched himself between the heart and stomach

"She has been aching here and I can see her."

Nothing I have read or heard

Instructed me in what to do.

I covered him and stroked his head.

"The pain will go, in time" – I said.

### **I KNOW AN OLD LADY (FOLK SONG)**

I know an old lady who swallowed a fly,

I don't know why she swallowed a fly.

Perhaps, she'll die.

I know an old lady who swallowed a spider

That wriggled and jiggled and tickled inside her.

She swallowed the spider to catch the fly,

But I don't know why she swallowed the fly.

Perhaps, she'll die.

I know an old lady who swallowed a bird –

How absurd to swallow a bird.

She swallowed the bird to catch the spider

That wriggled and jiggled and tickled inside her.

She swallowed the spider to catch the fly,

But I don't know why she swallowed the fly.

Perhaps, she'll die.

I know an old lady who swallowed a cat –

Fancy that – to swallow a cat.

She swallowed the cat to catch the bird,

She swallowed the bird to catch the spider

That wriggled and jiggled and tickled inside her.

She swallowed the spider to catch the fly,

But I don't know why she swallowed the fly.

Perhaps, she'll die.

I know an old lady who swallowed a dog –

What a hog – to swallow a dog.

She swallowed the dog to catch the cat,

She swallowed the cat to catch the bird,  
She swallowed the bird to catch the spider  
That wriggled and jiggled and tickled inside her.  
She swallowed the spider to catch the fly,  
But I don't know why she swallowed the fly.  
Perhaps, she'll die.

I know an old lady who swallowed a goat,  
She just opened her throat and swallowed the goat.  
She swallowed the goat to catch the dog,  
She swallowed the dog to catch the cat,  
She swallowed the cat to catch the bird,  
She swallowed the bird to catch the spider  
That wriggled and jiggled and tickled inside her.  
She swallowed the spider to catch the fly,  
But I don't know why she swallowed the fly.  
Perhaps, she'll die.

I know an old lady who swallowed a cow,  
I don't know how she swallowed the cow.  
She swallowed the cow to catch the goat,  
She swallowed the goat to catch the dog,  
She swallowed the dog to catch the cat,  
She swallowed the cat to catch the bird,  
She swallowed the bird to catch the spider  
That wriggled and jiggled and tickled inside her.  
She swallowed the spider to catch the fly,  
But I don't know why she swallowed the fly.  
Perhaps, she'll die.

- I know an old lady who swallowed a horse.
- Is she dead?
- OF COURSE!

Учебное издание

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