

ENGLISH PHONETICS

Theory and Practices

Dwi Astuti Wahyu Nurhayati



ENGLISH PHONETICS: THEORY AND PRACTICES

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PREFACE

This *English Phonetics* book in the form of summary and completed with exercises is designed for students of the English Department or any learners who want to study English phonetics.

It is a six-month course, and it is hoped, may help the students to improve their speech as well as the future teachers to correct their students' mistake in pronouncing English, so that in the next or future they will be able to practice, pronounce their English correctly.

As English phonetics covers the production, transmission, and reception of speech sounds, this book only discuss the study of the production of speech sounds.

It is based on Daniel Jones *An Outline of English Phonetics* as standard English Pronunciation and some American English intonation added by Kelly materials. The terminology is based on Jones' book. The Materials are also taken partly from: Ann Baker, Gerald Kelly, A. Kusuma, Marianne Celce Murcia: all of them are professors of Phonetics, and partly from other references like website.

My sincere thanks are due to all of them mentioned above.

I gratefully acknowledge my indebtedness to my lectures, among others Mr. A.Kusuma, Wisasongko, Soekamto, University of Jember.

Dwi Astuti Wahyu Nurhayati
Tulungagung, 1st November 2018

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CHAPTER I

PHONETICS

a. The Definition of Phonetics: Phonetic is the study of speech-sounds the production, transmission and reception (Kusuma, 1990: 1).

Phonetic teaches us to understand the way in which the sounds of a language are formed, and helps us to detect and correct the mistakes made by ourselves and by other. In Phonetics we only consider the language consists of speech-sounds.

Speech-sounds are certain acoustic effects voluntary produced by the organs of speech; they are the result of definite actions performed by these organs.

They are combined into syllables.

A group of syllables pronounced in one expulse of breathe group. In writing, breathe group separated by punctuation marks.

Phonetics is the science of human speech sounds: it studies the defining characteristics of all human vocal voice and concentrates its attention on those sounds which occurs in world's language. It looks speech sounds from three distinct but interdependent viewpoints.

b. Interdependent viewpoints:

1. Articulatory phonetics: It studies the vocal organs, though the use of which we articulate the speech sounds.

2. Acoustic phonetics; It studies the sounds ‘waves, which is the physical way in which sounds are transmitted through the air from one person to another

3. Auditory phonetics: It studies the way in which human beings perceive sounds through the medium of ear.

As phonetics studies about the speech sounds, it bases the analysis on terms below:

1) Speech sounds are described in accordance to which of the articulators produce the sounds

2) Speech sounds are described in accordance to the manner of the articulator when it is producing the speech sounds, and

3) Sounds are described in accordance to the presence of the vibration of the vocal cords that will produce voiced and voiceless sounds.

c. The Difficulties of Pronunciation

The student of spoken English or any other spoken language is faced at the out test with difficulties of five kinds in the matter of pronunciation. They are as follows:

1. We must learn to recognize readily and with certainty the various speech sounds occurring in the language when we hears them pronounced; we must moreover learn to remember the acoustic qualities of those sounds.

2. It sometimes happens that a student can pronounce isolated sounds correctly, know what sequence of sound to use in a given word or sentence and knows the necessary details in regard to length, stress and pitch, but he stumbles over the sound

sequence he does not ‘catenate’ properly. (Jones,1983: 2).

d. Phonemics

Before studying further about phonetics, we have a certain definition fixed. Both phonetics and phonemics study about the human speech sounds, but phonemics is taken up with the sounds as the significant features out of all ways of producing them just as the phonetics suggest. It can be illustrated the distinction between the phonetically and phonological (term usually used for phonemics) features of language very clearly by looking at some of the sounds which occur in English from both point of view. It can be taken two sounds which are phonetically quite distinct, but phonologically they are of one single basic entity shown through versions of articulation. The sound /l/ in the word leap and peel are articulated very differently in most of English dialects. The former is sometimes called as the clear /l/ articulated with the tip of the tongue touching the gum behind the tooth ridge, with another part of the tongue being raised simultaneously next to the front of the mouth. If we say leap very slowly, spending a long time on /l/, this articulation can be clearly felt. The second kind of /l/, sometimes called /ɫ/ and distinguished by slightly different symbol in transcription, is in a very different place, however: the tip of the tongue stays behind the front teeth for the sound, but the part of which is raised towards the roof of the mouth is now much further back. From the phonetic point of view, there are two quite distinct sound for /l/ in English, and once we have learned to listen for the difference, we can distinguish one from the other.

If we now consider the sound from the point of view of phonology, we then reach a different conclusion- the two sounds are seen as fundamentally the same ones, since they have a single job to do. The reason is that the language organizes these sounds so that they have the same function in helping to communicate

CHAPTER 2

TYPES OF PRONUNCIATION

There are no two persons of the same nationality who pronounce their own language exactly alike. English pronunciation of Manchester is different from that Exeter, Edinburgh, or London. American speech too is very different.

A standard pronunciation would also be useful to the foreign learner of English. Our basis is the standard pronunciation, i.e. the way an educated Englishman pronounces the language; Professor Jones calls this Received Pronunciation (1983: 11).

Good Speech and bad speech

“Good speech” way is defined as a way of speaking which is clearly intelligible to all ordinary people.

“Bad Speech” is a way of talking which is difficult for most people to understand (1983:12).

a. Phonetic Transcription

As there is such a great difference, particularly in English, between the pronunciation and the spelling. We use special symbols to represent the former. A teacher of English should be able to read and write these symbols. For this student it is

mostly sufficient if they can read them, as they need the phonetic symbols mainly in order to understand the pronunciation given in the dictionary. The symbols used in this book are found in the “English Pronouncing Dictionary” by (Jones, 1983: XV1).

| Phonetic Symbol | Ordinary Spelling of Key Word | Phonetic Transcription of Key Word |
|-----------------|--------------------------------|------------------------------------|
| ɑ: | father, large, heart | 'fɑ:ðə → a pɑ:ʃənz |
| ɒ | fly, but, cut, hut | flaɪ |
| æ | hat, cat, nat, mat | hæt sət, |
| ʌ | cup | kʌp |
| b | boat | bəʊt |
| d | day | deɪ |
| ð | then | ðen |
| e | get, set, let, beg | get |
| eɪ | day | deɪ |
| ɛə | fair | fɛə |
| ɜ: | bird, birth, hurt, shirt | bɜ:d |
| e | above, china | ə'baʊv, 'tʃaɪnə |
| f | foot | fʊt |
| g | go | gəʊ |
| h | hard | hɑ:d |
| i: | see | si: |
| ɪ | it | ɪt |
| j | yes | jes |
| k | cold | keʊld |
| l | leaf, feel | li:f, fi:l |
| m | make | meɪk |
| n | no | nu |
| ŋ | long | lɒŋ |
| o | November | nə'vembe |
| əʊ | go | gəʊ |
| ɔ: | saw, short | sɔ: |
| ɒ | hot, shot | hɒt |
| p | pay | peɪ |
| r | red | red |
| s | sun | sʌn |
| ʃ | show | ʃəʊ |
| t | tea | ti: |
| θ | thin, thank, think | θɪn |
| u: | food - foot | fu:d |
| u | good, full, good would, should | gʊd |
| v | vain | veɪn |
| w | wine | wəɪn |
| z | zeal | zi:l |
| ʒ | measure | 'meɪʒə |

The transcription used is the “Broad Transcription” which uses the minimum number of symbols. It is based on the English spoken by educated people, in the public schools and universities, and in broadcasting.

When making transcription of texts, some points should be remembered:

1. Capitals are not sounds, so they do not occur in phonetics.
2. Length is indicated by : after the symbols
3. Stress is indicated by placed before the stressed syllable
4. The end of a breath group is indicated by //:
5. Transcriptions of words are placed between []. So as it distinguishes them from the normal spelling.

In English speech we distinguish various styles of pronunciation, e.g. that of actors on the stage, or the pronunciation of public speakers. For our purpose, the most practical style in the so-called slower colloquial style.

b. Phonology

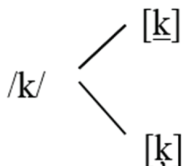
1. The Definition of Phonology: Phonology is the description of the system and patterns of sounds that occur in a language. Phonology deals with the phonemes and sequences of phonemes.

2. The Definition of Phoneme: A phoneme is a class of sounds. A phoneme is one of set of abstracts unit that can be used for writing language down in systematic and unambiguous way. E.g. town-down /taun/-/daun/.

A transcription based on the principle one symbols per phoneme is called a phonemic transcription or linguistically broad transcription.

A broad transcription is one that uses simple set symbols.

3. The Definition of Allophone: An allophone denotes a particular member (principal or subsidiary) of a phoneme, e.g.



A transcription which provides special signs for allophones (special members of phonemes) is called an allophonic transcription or linguistically narrow transcription.

A narrow transcription is one that shows more phonetic detail.

CHAPTER III

THE ORGAN OF SPEECH

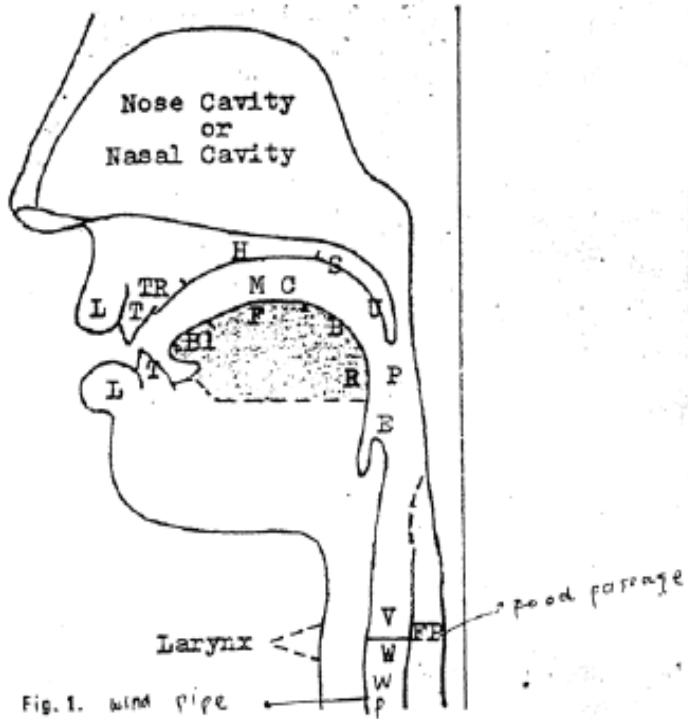


Fig. 1. wind pipe

(Jones, 1983: 14)

In the mouth cavity or oral Cavity, it is found:

1. The lips (L)
2. The teeth (T)
3. The roof of the mouth or the palate
4. The tongue

The palate consists of:

1. The teeth-ridge or alveolar ridge (TR)
2. The hard palate (H)
3. The soft palate (S)
4. The uvula [*'ju:vjule*] (U)

The tongue consists of:

1. The blade of the tongue (BL) the tip of point is included
2. The front of the tongue (F) (opposite of hard palate)
3. The back of the tongue (B) (opposite the soft palate)
4. The root of the tongue

The pharynx (P) is the cavity situated in the throat immediately behind the mouth,

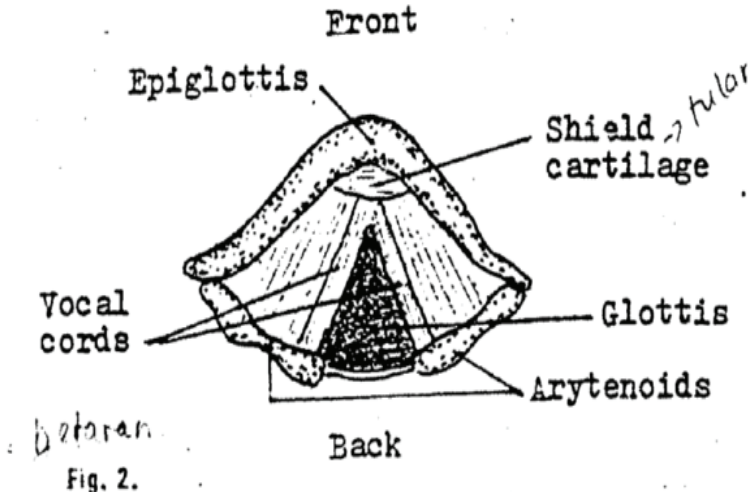
The larynx is the upper part of the wind pipe (W)

The epiglottis (E) is contracted to protect the larynx during the action of swallowing.

The food-passage (FP).

The larynx consist of cartilage and muscle

1. Ring cartilage or cricoid
2. Shield cartilage the thyroid
3. Arytenoids (*æri'ti:noidz*) can move easily
4. Vocal cords resemble two lips (V) they are fastened to the shield cartilage in front and to the arytenoids at the back.
5. The glottis is the opening between the vocal cords.



Position of the glottis (Jones, 1983: 19):

I. The glottis is very wide open. The vocal cords are very wide apart. Position for ordinary breathing. The air goes freely through the larynx.

II. The glottis is wide open. The vocal cords are wide apart. Position for breathed or voiceless sounds. The air goes freely through the larynx.

III. The glottis is open, but not wide open. The vocal cords are not far apart. Position for aspiration (h-sounds). The air strikes the walls of the larynx and the vocal cords, a rushing sound is heard (Friction).

IV. The glottis is nearly closed. The vocal cords are close together. Position for voiced sounds. The air is passing through the glottis and makes the vocal cords vibrate.

V. The glottis is closed. The vocal cords are very close together. Position for the glottal stop. The air is compressed

underneath the vocal cords and afterwards released.

Breathed or voiceless sounds are speech-sounds in which the airstreams passes freely through the glottis without making the vocal cords vibrate.

Voiced sounds are speech-sounds in which the air stream when passing the glottis makes the vocal cords vibrates.

Voiced are: all vowels are some consonants; e.g. [b], [z], [l], etc.

The position of the vocal cords causes the difference between voiced and voiceless sounds. A voiced sound sometimes becomes voiceless or breathed under the influence of another voiceless sound, we say the voiced sounds is devoiced or devoiced. In English, the nose passage is usually closed in speaking most sounds being produced in the mouth; such sounds are called oral sounds.

The position of the soft palate (uvula) causes the difference between oral and nasal sounds.

The nasal sounds are only [m], [n], and [ŋ]. The vowel is nasalized when it becomes a nasal consonant.

CHAPTER 4

VOWELS AND CONSONANTS

According to what happens after the air has passed the larynx, we distinguish between vowel and consonant (Jones, 1983: 23).

a. The Definition of Vowels: Vowels are speech-sounds in which the air stream can pass freely through and out of the mouth. (e.g. (a:), (i:), (u:), (o:),n etc.)

b. The Definition of Consonant: Consonant are speech-sounds in which the air stream after having passed the larynx is either stopped for a moment and release (e.g. [P], [t], [k], [b], [d], [g]), or it can be driven through such a narrow opening that we hear friction. (e.g. [f], [r], [s]. etc.).

According to what we hear we can say: A vowel is musical sounds A consonant is speech noise.

According to their function we can say: Vowels are syllable bearers.

The main different between vowel and consonant is the difference is sonority or carrying -power; vowel makes a stronger impression on the ear than consonant so as we say in phonetics, it has a greater sonority.

Vowel likes are consonant that are more sonorous than common consonants; e.g. [l], [m], [n], [ŋ], [r] in “bottle” [botl] (1983: 25).

A semi vowel is a gliding sounds from a close vowel to a vowel of greater prominence.

A diphthong is a sounds made by gliding from one vowel position into another. E.g. [ai] in ‘fine’.

A glide sound produced when the organ of speech passes from the position for one sounds to the position for the next sounds.

The different between a glide and a speech-sound is that the speech-sounds is produced voluntarily whereas a glide is the automatic result of the action of the organ speech.

A digraph is a combination of two letters pronounced as one sounds such as:

1. A vocalic digraph e.g. [I:] in sea
2. A consonantal digraph e.g. [e] in thin

a. Vowels and its position

Vowels are always voiced and in English they are all oral. Their place of articulation can more or less be fixed by considering the position of the tongue in relation to the palate; moreover the position of the lips has some influence.

Vowels produced with the tongue raised towards the roof of the mouth as much as possible without causing a friction are called close vowels. As the distance between tongue and palate increase we speak of half-close, half-open and open vowels; with the latter group the tongue is a low in the mouth as possible.

When the front part of the tongue is raised we have front vowels. When the back of the tongue is raised towards the back palate the result is a back vowel. And when the middle of the

tongue is raised we speak of central vowel.

The cardinal vowels may be shown in a diagram as follows:



Fig. 3.
Approximate
Tongue-positions of the Front
Cardinal Vowels, i, e, ε, ε̄, a.



Fig. 4.
Approximate
Tongue-positions of the Back
Cardinal Vowels, u, ū, o, ō, a.

(Jones, 1983: 32)

With regard to the position of the lips we distinguish unrounded vowels (for which the lips are spread or in the neutral position) a rounded vowels (for which the lips are slightly rounded). In English, only the back vowels are rounded

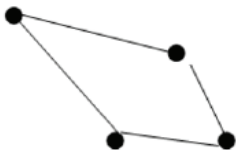


Fig. 5.(Jones, 1983: 36)
Relative tongue position of cardinal vowels.

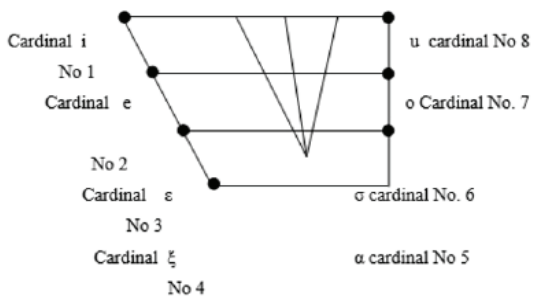


Fig 14.
Conventionalized diagram illustrating the
Tongue positions of the cardinal vowels (Jones 1983: 35)

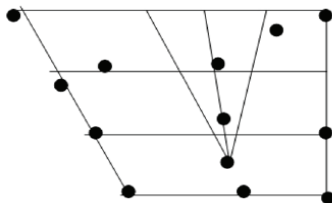


Fig 15
Diagram illustrating the formation of
The pure vowels of RP (Jones, 1983: 36)

Some phoneticians, for instance Sweet, also consider the tension of muscular of the tongue, and therefore they distinguish ‘tense’ and ‘lax’ vowels, in some cases this distinction may be of some practical use.

Some vowels are called free vowels. E.g. English [i:] in ‘sea’, [ɑ:] in ‘father’, [σ:] in ‘call’, [u:] in ‘fool’ and [ə:] in ‘bird’. Free vowels are a vowel that can be lengthened without losing its character.

A checked vowel is a vowel that cannot be lengthened for some time without losing its character. English checked vowels are [i, e, æ, ɒ, u, ʌ, ə].

b. Diphthongs

Diphthongs are the result of a movement of the tongue during the production of the sounds. Thus, for [ai], in ‘time’ the tongue starts in the position for [a], i.e. open front, and moves towards the position for [i], i.e. close front.

When there is a considerable difference in the position of the two elements the diphthong is called full (or wide, according to Jones) diphthong.

When there is only a slight difference in position, we speak of a half diphthong (or narrow diphthong, according to Jones).

In English diphthongs of first element is more prominent than the second element so that the prominence decreases (‘falls’); therefore we call these sounds falling diphthongs.

In other languages, for instance in French, the second element is more prominent; hence the name rising diphthongs.

Compare the diphthongs in language in English ‘fine’ and ‘house’ with the French words ‘dieu’ and ‘oui’.

c. Consonants

A voiced consonant is a consonant produced with vibration of the vocal cords.

A breathed or voiceless consonant is a consonant produced without vibration of the vocal cords.

When a consonant is produced with a strong air stream we have a strong consonant.

In English we may say that voiced consonant are always weak and breathed consonant are nearly always strong.

Weak breathed consonants are sometimes called mediae.

When we consider the place of articulation we can divide the consonant as follows:

Bilabial: articulated by the two lips.

Labio-dental: articulated by the lower lips against the upper teeth.

Dental: articulated by the tip of the tongue against the upper teeth.

Alveolar: articulated by the tip or bladed of the tongue against the teeth-ridge.

Post-alveolar: articulated by the tip of the tongue against the back part of the teeth ridge.

Palate-alveolar: articulated by the blade of the tongue against the teeth-ridge with raising of the main body of the tongue towards the palate.

Palatal: articulated by the front of the tongue against the hard palate.

Velar: articulated by the back of the tongue against the central and forward part of the soft palate.

Glottal or **laryngeal** : articulated in the glottis

The manner of the articulation

Plosive: formed by completed closure of the air passage, the air is compressed and on release of the closure issues suddenly, making an explosive sound or plosion. [p, d]

Affricate: formed as plosive consonant, but with slower separation of the articulating organs so that the corresponding fricative is audible as the separation takes place. [tʃ]

Nasal: formed by complete closure in the mouth, the soft palate being lowered so that the air is free to pass out through the nose. [m, n]

Lateral: formed by placing an obstacle in the centre of the air-channel, but leaving free passage of the air on one or both sides of the obstacle. (unilateral, bilateral) [l]

Rolled: formed by a rapid succession of taps of some elastic organs. (rolled) [r]

Flapped: formed by single taps of some elastic organs. (flapped) [ɾ]

Fricative: formed by narrowing the air-passage to such an extent that the air in escaping produces audible friction. [f, z]

a voiced gliding sounds in which the speech organs start by producing weakly articulated vowel of comparatively small inherent sonority and immediately change to another sound of equal or greater prominence. [w] (Jones, 1983: 45-47).

Consonant which can be held on continuously without change of quality or sometimes classed together as continuatives or continuants; they include nasal, lateral, rolled, and fricative consonant.

Nasal, lateral and rolled consonant are sometimes classed together under the not very satisfactory name liquids.

[b] is a voiced bilabial plosive consonant.

CHAPTER 5

PROMINENCE, SONORITY, SYLLABLE

Some sound are more sonorous, have a greater carrying power, than other. This sonority depends mostly on the shape of the resonance-chamber, i.e. the mouth and/or nose cavity. Therefore open vowels are more sonorous than close vowels. Because the mouth-cavity larger. The vowel likes are more sonorous than the breathed ones, owing the ‘voice’. Thus we may give the degrees of sonority as follows (Jones,1983: 54):

1. Open vowels and diphthongs (ou: Ame /gou/, əu: BE gəu/, boy , my: mai/
2. Close Vowels
3. Vowellikes and semi-vowels
4. Voiced consonant
5. Breathed consonant

Prominence depends not only on sonority, but also on the length, the stress and the intonation of the sounds of the sounds of a syllable. Therefore we may now improve on our definition that the syllable sound of syllable is the most prominent sound. In every syllable we can observe a variation of prominence. The degrees of prominence in the word ‘filled’ [fild] are respectively

1,4,3,2.

The maximum point of prominence is called the peak, the minimum point the valley of prominence. Thus, in a word such as *ability* the variations of prominence may be indicated as follows:

As you see, there are four peaks of sonority, formed by the syllabic sounds [ə], [i], [i], [i]. Therefore the word *ability* has four syllables, for the rule is that “there are as many syllables in word as there are peaks of prominence”.

In the word ‘*noble*’ we find:

There are two peaks of prominence, so ‘*noble*’ consist of two syllables, the syllabic sounds being the diphthong [ə u] and the vowel-like [l]. As soon as the prominence rises, a new syllable begins. It is sometimes difficult to decide whether the valley generally belongs to the following syllable. After checked vowel it is often difficult to decide this. It would be hard to say whether [d] in ‘*ladder*’ [l æ d ə] belongs to the first or to the second syllable.

The words ‘*gluttony*’, ‘*muttony*’, ‘*flannelly*’ are often used (e.g. by Jones) to demonstrate the difference between prominence and sonority; the transcriptions are (glʌtni), (mʌtni) and (flænli). The final [i] sounds being close vowels are more sonorous than the preceding nasal [n] or lateral [l]. However [n] and [l] are more prominent than [i], owing to their length. Therefore the syllabic sound of the second syllable of [glʌtni] is not [i], but [n] in this case the prominence depends on the length, not on the sonority of the sounds. Cases like these are rare; however, usually the most sonorous sounds also the most prominent sounds of a word. And therefore we have used the diagram of sonority also to indicate the prominence. In narrow transcription the syllabic sounds is indicated by placing [,] under

the symbol.

The diphthong must necessarily consist of one syllable. The term consonantal vowel is sometimes used to denote the less prominent part of diphthong. Thus the English diphthong [ai] consist of ‘an [a] followed by consonantal [i].

When a vowel glide contains a peak of prominence (i.e. a rise followed by a fall), it is called a triphthong. [ɔ̃ a ẽ] , a careless way of pronouncing ‘why’ (normally [wai]) is a triphthong.

CHAPTER 6

THE ENGLISH VOWELS

a. The Types of Vowels: English has twelve pure vowels: five free vowels and seven checked vowels. They are all voiced and all oral (Jones, 1983: 63).

The vowels [i:], [i:], [e:], [æ:], are front vowels. The vowels [ɑ:], [ə:], [ə:], [u:], and [ə:] are central vowels.

The back vowels except [ɑ:] are rounded, the others are unrounded .

English Vowel [i:]

Description: An unrounded close front vowel, the lips are spread or neutral, and the opening between the jaws is narrow to medium.



Lip-position of
English long i:.

Spellings: ee - - tree, cheese, canteen, see.

e - - complete, be, these.

ea - - leaf, reason, sea, easy.

ie - - piece, field, siege, shield.

ei - - seize, receive.

ey - - key

i - - machine, police, prestige, suite, magazine.

Unusual spellings are: ay-quay, eo-people, eau-beauchamp
[bi:t [əm]

[f] following – feel, meal, field, eels

English Vowel [i]

Description: an unrounded half-close front vowel.

The lips are spread or neutral and the opening between the jaws is narrow to medium.



Spelling : - - i : sit, fifth, with, rich, wind (nuon)

y : city, rhythm, symbol,

e : pretty, needed, wicked, except, careless, houses

ie : ladies, cities

a : village, private

Unusual Spelling: ‘build’ [bild], ‘Sunday’ [sandi], and ‘business’ [bizniz], ‘women’ [wimin], ‘minute’ [minit], ‘England’ [inglønd].

[£] following–will, hill, milk, built, film. It also occurs in prefixes such as be-(believe), re-(regret), de-(decided), en-(engage), ex- (examine), when they are unstressed.

It is found in suffixes such as–less (hopeless),-ness (goodness), -age (luggage), and –ate (separate) only in adjectives, the verbs –ate are pronounced [eit], when these suffixes are unstressed.

Compare [i:]–[i] feel-fill, seen-sin, bead-bid, least-list, reach-rich, week-wick, sheep-ship, feet-fit.

English Vowel [e]

Description: an unrounded half-close front vowel (as you see in the diagram it is really between half-close and half open). The lips are spread or neutral and the opening between the jaws is medium.



Fig. 7.

Lip-position of Cardinal e.

Spellings: e – set, bed, went, seven, ten.

ea – dead, head, breath.

a – many, thames, any, ate, pall mall, (a street in London)

ai or ay – only in said and says

Unusual spellings : ‘bury’ [beri], ‘goeffrey’ [‘dʒefri], ‘leicester’ [leste], ‘friend-again’ [ə’gen] or [ə’gein].

[ɛ] following – well, sell, else, health, held.

Compare [i] – [e] sit-set, tin-ten, will-well, disk-desk, knit-net, rid-red, fill-fell, rich-wretch.

English Vowel [æ]

Description : an unrounded between half-open and open front vowels.

The lips are spread or neutral, and the opening between the jaws is medium to wide

Spellings : a - - sat, hand, lamp, rash, marry, cat, man.

ai - - plait, plaid,

[ɛ] Following – alphabet, shall (accented form), pall mall, balcony, scalp.

Compare [e], [æ] – pet-pat, peck-pack, said-sad, ten-tan, lend-land, bed-bad, merry-marry, beg-bag.

English Vowel [ɑ]

Description: an unrounded open back vowel (although its position is between central and back. Unlike the other back vowels it is unrounded). The lips are neutral, and the opening between the jaws is medium to wide.



Fig. 10.
Lip-position of Cardinal ɑ.

Spelling: a --- pass, after, bath, tomato, father, branch, camouflage,

ar – part, car, march, garden, far, charm,

ear – heart, hearth.

Er - - clerk, derby, sergeant,

Al - - calm, palm, half, calf,

Au - - aunt, laugh, draught.

Unusual spelling: ‘reservoir’ [rezevwa:] (French borrowing), memoir

[£] following – snarl, gnarled, charless.

It should be noted than be American English the words; ‘staff, pass, class, grass, after, raft, past, ask, can’t, dance, chance, bath’ are pronounced [æ]. This was the pronunciation in 17th century English, when many people immigrated to America. In England the pronunciation changed after wards, but in America the original pronunciation was maintained.

Compare [æ] – [ɑ] had – hard, pack – park, ant – aunt, have – half, match – March, hat-heart

English Vowel [ə]



Fig. 11.

Lip-position of Cardinal ə.

Description: a rounded open back vowel

The lips are rounded, and the opening between the jaws is medium wide.

Spellings: o -- dock, dog, holiday, gone, sorry, stop, foreign, hot.

a-- was, what, swan, want, watch, quality, (preceded by [w])

au-- because, sausage, laurel, Austria, Australia, cauliflower

ou-- cough, through, Gloucester, (glost ∂)

ow-- knowledge

Unusual Spellings: ‘yacht’ [j ∂ t]

[ɛ] following – doll, involve, revolver, solve. In the American pronunciation [ə] becomes a short (α) sound.

Compare [α :] – [ə] large – lodge, cart – cot, calf – cough, impossible, heart – hot, barks – box.

English Vowel [ə]



Fig. 11.

Lip-position of Cardinal ə .

Description: a rounded between half open and open back vowel.

The lips are rounded and the opening between the jaws is medium to fairly wide.

Spelling:

Or : cord, horse, sword, born, Gordon, form, nor

Aw : saw, lawn, jaw, yawn, law

Au : Daughter, fault, cause.

Ou : Bought, ought, thought.

a : all, talk, salt, water, war, quart.

Ore : before, more.

Oor : door, floor

Oar : oar, board

Our : four, court

Note: ‘broad’, ‘sure’, [sə:], or [suə]

[£] **following** – all, ball, bald, walled, halt, false.

Compare [ə] – [e:] cod – cord, don – dawn, stock - stork



English Vowel [u]

Description: a rounded above half – close back vowel

The lips are rounded, and the opening between the jaws is

medium.

Spelling : u – put, full, sugar, push, butcher, cushion

o – wolf, women, bosom

oo – good, book, wool.

Note : ‘worsted’ [wʊstɪd]

‘worchester’ [wʊstɛ]

[ʃ] following – full, pull, wool, wolf

Compare: [u] – [ə:] could – cord, wood – ward



English Vowel [u:]

Description: a rounded close back vowel

The lips are rounded and the opening between the jaws is narrow to medium.

Spellings: oo – fool, soon, moon, spoon. (When not followed by (r) or (k)

o – do, who, move, lose, prove, to, tomb.

Ou – group, soup, wound, (n) through, routine, you, youth, route, douche.

u – rude, june, susan

ew, ue, ui, oe – chew, blue, juice, shoe, canoe, manoeuvre.

Note: in many cases of the spelling u, ew, ue, ui, oe [u:] is preceded by (j), e.g. “music, duke, neuter, new, few, hue, argue, nuisance, beauty,; in some words, both [u:] and (ju:) are heard, e.g. enthusiasm, suti.

[ʌ] following – cool, rule, schools, fooled, Indonesians have a tendency to pronounce [u:] too much like [o:] and they often protrude their lips, which is wrong: the lips are rounded not protruded.

Compare: [u] – [u:] pull – pool, full - fool

English Vowel [ʌ]



Description: a half – open vowel, with a position between central and back. The lips are spread and the opening between the jaws is wide (rather wide).

Spellings:

u - - sun, cut, dull, shut, but, mustard.

Note : that [u] is heard in : “bull”, many people make the mistake of pronouncing

o -- son, come, among, one, done, month, colour, monkey, mother, nothing, Monday, onion, London, compass, constable, front, monger, ton, tongue, wonder, dove, glove, govern, oven, borough, thorough, worry.

ou -- country, southern, couple, young, courage, cousin, rough, double, enough, trouble, tough, hiccough (hikap)

oo -- blood, flood,

oe -- does,

[ɛ] following: dull, result, pulse, bulge, bulb.

Compare [æ] – [ʌ] cat – cut, lamp – lump, match – much.

[ɑ:] – [ʌ] cart – cut, barn – burn, march – much

[ə] – [ʌ] cot – cut, fond – fund, wander – wonder.

[ə] – [ʌ] curt – cut, fern – fun, turf – tough.

English Vowel [ə:]



Description: a central vowel (position between open and close)

The lips are spread and the opening jaws are narrow.

Spelling :

Er, ir, ur, yr, when stressed and final of followed by a consonant ‘her, serve err, bird, first, girl, fur, burn, myrtle.

ear followed by consonant earth, heard, earn, peral.

Or when preceded by w “word, work, world, worse”.

Our journey, courtesy, journal, scourge, adjourn

Ur,urr turn, church, nurse, purr.

Other spelling : attorney, connoisseur, amateur, chauffeur, colonel,

[ɛ] following – earl, curl, world, girls.

Attention should be paid to the lips which are unrounded. When r follow in the spelling many people have a tendency to curl back (‘invert’) the tip of the tongue. This is actually the pronunciation of the sound in America, but it should be avoided in English. It may help to tell the student to press the tongue against the lower teeth so that it remains flat in the mouth.

Compare [ə:] – [ʌ] hurt – hut, turn – ton, fren – fun

Bird – bud, search – such.



Description: a central vowel (sometimes lower than [ɛ]:)

The lips are spread and the opening between the jaws is

narrow.

Spelling:

Actually there are three varieties of this vowel. Sometimes indicates as [ə1, ə2, ə3]. It is sufficient to know that [ə1] is the usual sound that occurs in unstressed syllables in most languages. It is always very short.

[ə1] is the sound of

a – along, attempt, admit, gentleman, Thomas, salad, breakfast, malady.

ar – particularly, forward, standard.

e – pavement

er – modern, concert, manners, underground,

i – horrible

o – method, protect, melody, lemon

or - effort

oar - cupboard

u - chorus, minimum

ou - famous

The article the (before consonants) and a e.g. “the table, a window”

[ə2] is a vowel which has a higher and more retracted tongue – position than [ə1]. It is a member of the English phoneme /ə/ frequently heard when the adjoining consonant is [k or g] e.g. condemn, to go, back again, the ground, hypocrite, suffocate.

[ə3] is an opener and more retracted tongue position than [ə1]; it is also pronounced less short.

It is used in final position, where as [ə1] and [ə2] never occur in final position.

e.g. “China, villa, collar, over, manner, bitter, actor, father, honour, centre, borough, picture, thorough.

Many English speakers actually use [ʌ] in such words, pronouncing, [ˈtʃaɪnʌ, ˈvɪlʌ, ˈkɒlʌ], etc.

In many cases it should not be pronounced at all, e.g. preferable, sufficient, difficult, [ˈpreɪfərəbl], [ˈsɪfɪnt], [ˈdɪfɪklt], or [ˈdɪfɪkt].

However it may not be omitted, e.g.

1. Between two nasal consonant, e.g. ‘woman’, ‘german’ [ˈwʊmən], [dʒɜ:mən].
2. When preceded by a nasal consonant + plosive and followed by another nasal consonant, e.g. in ‘London’, Hampton, incumbent, [ˈlʌndən, [ˈhæmptən], [ɪnˈkʌbənt].

CHAPTER 7

THE ENGLISH DIPHTHONGS

a. The Definition of Diphthong: A Diphthong is an independent vowel-glide not containing either a peak or valley of prominence (Jones, 1983: 98).

By independent we mean that this glide is produced voluntarily and is not, like other glides the automatic result of the movement of the organs of speech. It is a gliding sound. But the prominence rises or falls gradually; if there were a peak of prominence it would not be a single sound but two vowels belonging to different syllables as in the case in ruin.

b. Types of Diphthongs: English has nine diphthongs (Jones, 1983: 98) as follows:

[ei], and [əu] are half diphthong, [ai], [au] and [əi] are full diphthongs, and [iə], [ɛə], [əə] and [uə] are centring diphthong or murmur diphthong.

1. English Diphthong [ei]

A half diphthong

Spelling :

a - - ape, late, make, lady, waste, bass

ai - - rail, aim, rain, sail, plain.
ay - - day, may, say, play, pray
ei - - eight, veil, weigh, rein,
ey - - they, whey
ea - - great, steak, break

Note : ‘halfpenny’ [heipni], ‘gauge’ [geidʒ], gaol [dʒeɪl].

[ɛ] following – male, pail, failed, sails.

Compare : [e] – [ei] bat – bate, fell – fail, chess – chase, west – waist.

2. English Diphthong [əʊ]

A full diphthong

Spelling :

O -- so, old, home, both, folk, post, roll

oa -- oak, road, toast, soap, roast, (but not when r follows : ‘roar’ [rəʊ], and not in ‘broad’ [brɔ:d]).

oe -- toe, doe, sloe, foe, hoe, joe.

ou -- soul, though, shoulder, dough, poultry, mould.

ow -- know, blow, grow, row.

Note :

[əʊ] in mauve, brooch, beau, sew, shew and show, don’t, won’t

[ɛ] following – hole, roll, old, moult, poles.

Compare [əʊ] – [ə:] foe – fur, own – earn, goal – girl, oath – earth, coat – curt.

[əʊ] – [ə:] so – saw, pose – pause, bold – bald, load – lord,

boat – bought, choke – chalk, bone – born, coal – call

3. English Diphthong [ai]

A full diphthong

Spelling :

i -- time, write, bite, climb.

y -- cry, dry, by

igh -- high, light, fight, might.

Eigh -- height.

ie -- die, lie, pie, tried, cries, (when final or in inflected forms)

ye -- dye

ei -- eider, either, neither, (the America pronounce the last two word with [i:])

ai -- aisle

Note :

[ai] – [ei] die – day, my – may, mile – mail.

4. English Diphthong [au]

A full diphthong

Spelling :

ou -- house, sound, out, mouse.

ow -- cow, town, allow, now

Note : ‘Macleod’ [mə’klaud]

[£] Following – cowl, foul, owls

5. English Diphthong [ɔi]

A full diphthong

Spelling :

Oi -- noise, voice, boil, point, oil

oy -- boy, toy, joy, royal

Note : ‘buoy’ [boy]

6. English Diphthong [ie]

A centring diphthong

Spelling :

eer -- deer, beer

aer -- dear, clear, berad, shears, tera,

ere -- here

eir -- weird

ier -- fierce, bier

ea -- idea

ia -- ian

eo -- theological

eu -- museum

Note : ‘hero’ [‘hiərəu], ‘year’ [jie] or [jə:]

[ɛ] following - real

With the centring diphthongs most of which end in r in the spelling. There is a tendency to pronounce this r or to invert the tip of the tongue ; this is American. In English the mouth is slightly open at the end of ‘dear’, here, gear.

7. English Diphthong [ɛə]

A centring diphthong

Spelling :

are -- care, rare, share, mare, tare

air -- air, fair, pair, chair, stair

ear -- bear, pear, wear, tear

note : with [ɛə], 'heir, there, their, scarce, mary, sarah, aorist.

8. English Diphthong [əə]

A Centring diphthong

Spelling :

Ore -- before, more, shore.

oor -- door, floor.

oar -- boar, coarse

our -- four, course.

However in the pronunciation of many English people this diphthong is replaced by English vowel [ə:]

9. English Diphthong [uə]

A centring diphthong

Spelling :

oor -- poor, moor, boor

ure -- pure, cure, sure, endure, (in stressed syllable)

ur -- curious, during, duration, security, spurious.

Ewer -- sewer

Our -- tour, dour, gourd, and in French names.

Note : [uə] usually occurs in jewel, fluent, truant.

Many speakers pronounce [əə] instead of [uə] especially in common words as ‘poor, cure, pure, sure, curious.

For the words ‘your’, [joə] is seldom heard now.

Diphthong + [ə]

All the diphthongal glides may be followed by [ə] within the word.

1. Either as an inseparable part of the word.

e.g. ‘Noah, fire, choir, iron, hire, our, society, sour, tower’ [nəuə, faɪə, kwaiə, aiən, haiə, auə, sə’saiəti, sauə, tauə]

2. Or as a suffix (morpheme) appended to the root,

e.g. ‘greyer, player, slower, mower, higher, drier, employer, [greiə, pləiə, sləuə, məuə, haiə, draiə, im’ploiə]

3. Or, sometimes, as a separable element internal in a composite form

e.g. nowadays [‘nauədeies]

44 20145 17100

English Diphthongs for practice:

pay, day, table, game, change, maid, lady ;
so, home, roll, post, only, don't, know, road;



Fig. 37. Lip-position of the beginning of the English diphthong ai. Jones 1983



Fig. 38. Lip-position of the end of the English diphthong ai. Jones 1983

time, night, child, find, fly, tried, my, eye;

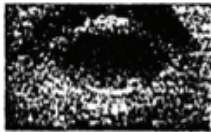


Fig. 39. Lip-position of the beginning of my English diphthong au. Jones



Fig. 40. Lip-position of the end of my English diphthong au. Jones

pound, town, cow, mouth, now, loud, shout, how;
oil, noise, boy, employs, royal, point, coin ;
pier, beer, tear (n.), dear, cheer, near, here;



Fig. 41. Lip-position of the beginning of my English diphthong ia. Jones

air, pair, bear, tear (v.), care, chair, fair;
pour, tore, more, roar, shore, your, wore ;
poor, sure, cure, pure, endure, curious, tour.

CHAPTER 8

LENGTH, GRADATION, LEVELLING

a. The Definition of Length: The length of the vowels depends partly on their character, partly on the following sounds. Prof. Jones uses the terms long and short vowels instead of “free” and “checked” vowels.

Diphthong are always long.

Vowel are longer when final, or followed by a voiced consonant. Thus [e] in bed is longer then in bet , [ə] in pod is longer than in pot.

They are shorter when a nasal or [l] is followed by a voiceless consonant. e.g. [ə:] in “fault” is shorter than [ə:] in “fall”, “bolt” is shorter than bold.

b. The Definition Gradation: Gradation is the phenomenon that some words have a strong and a weak form. Here is a list of the most important cases of gradation.

| Spelling | Strong Forms | Weak Forms |
|-------------|---|--|
| a | [eɪ] : rare in spoken English but often heard in American | [ə] |
| am | [æM] | [əm] or [m] |
| an | [æn] | [ən] or [n] |
| and | [ænd] | [ənd] or [nd] |
| [ən] or [n] | | |
| are | [ɑ:] before vowels [ɑ;r] | [ə] (before vowels [ər] or sometimes [r]) |
| as | [æz] | [əz] |
| at | [æt] | [ət] |
| Be | [bi:] | [bin] |
| Been | [bi:n], [bin] | [bin] |
| But | [bʌt] | [bət] |
| Can (aux) | [kæn] | [kən], rarely [kn], [kŋ] |
| Could | [kud] | [kəd] |
| Do | [du:] | [du], [də], [d] |
| Does | [dʌz] | [dəz] |
| For | [fɔ:], (Before vowels [fɔ:r] or [fɔr]) | [fə] before vowels [fər] |
| From | [frɒm] | [frəm], [frm] |
| Had (aux) | [hæd] | [həd], [əd], [d] |
| Has (aux) | [hæz] | [həz], [əz], [z], [s] |
| Have (aux) | [hæv], | [həv], [əv], [v] |
| He | [hi:] | [i:], [hi], [i] |
| Her | [hɜ:] before vowels [hɜ;r] | [ə:], [hə], [ə] (before vowels [ɜ:r], [hər], [ɜr]) |
| Him | [him] | [im] |
| His | [hiz] | [iz] |
| Is | [iz] | [z], [s], (see [s] and [z]) |
| Me | [mi:] | [mi] |
| Must | [mʌst] | [məst], [məs] |

| | | |
|--------|---------------------------------|---|
| Not | [nɒt] | [nt] e.g. in “can’t, don’t, disn’t) |
| Of | [əv] | [əv], [v], occasionally [ə] |
| Or | [ə:] before vowels [ɔ:r] | [ə] before vowels [ər] |
| Shall | [ʃæl] | [ʃəl], [ʃl] |
| She | [ʃi:], | [ʃi] |
| Should | [ʃud] | [ʃəd], [ʃd] |
| Sir | [sə:] before vowels [sə:r] | [sə] before vowels [sər] |
| Some | [sʌm] | [səm], [sm] |
| Than | [ðæn] | [ðən], [ðn] |
| That | [ðæt] | [ðæt] |
| The | [ði:] | [ði], [ðə], [ð] |
| Them | [ðəm] | [ðəm], [ðm] |
| There | [ðeə] (before vowels [ðeər] | [ðə], (before vowels [ðər, [ðr]] |
| To | [tu:] | [tu], [tə] |
| Us | [ʌs] | [əs], [s] |
| Was | [wəz] | [wəz] |
| We | [wi:] | [wi] |
| Were | [wə:] (before vowels [wə:r] | [wə] (before vowels [wər] |
| Who | [hu:] | [u:], [hu], [u] |
| Will | [wil] | [l] occasionally [əl] |
| Would | [wud] | [wəd], [əd], [d] |
| You | [ju:] | [ju], very colloquially sometimes [jə] |
| Your | [jə:] (before vowels [jə:r]) | [jə] before vowels [jər] |

(Jones, 1983: 130-132)

S is pronounced [z] after a voiced sound, e.g. he is [hi:z],
[s] after a voiceless sound, e.g. “it is” [its]

“I am”, you are”, “he is”, etc are pronounced [aim], [jə:],

[hi:z].

c. Leveling is the process by which diphthong, or diphthongs become free vowels

e.g.

1. fire [faiə] → [fa:ə] → [fa:]

2. hour [auə] → [a:ə] → [a:]

CHAPTER 9

THE ENGLISH CONSONANT

The English plosive consonant

Types of plosive consonants: English has six plosive consonant: [p, b, t, d, k, g], which form three pairs: the bilabial [p, b], the alveolar [t, d] and the velar [k, g] (Jones, 1983: 138).

[p, t, k] are aspirated .

The aspiration is strong when initial [p, t, k] are followed by a free vowel. E.g. “peter, time, care”.

It is less strong though still audible, before checked vowel, e.g. “ten, tip, cat”.

When the plosives are not initial, very little or no aspiration is heard, e.g. “spider, letter, making”.

Final [p, t, k] are not aspirated, but they are pronounced with a strong airstream, e.g. cap, cab, “bed and bet”, “back and bag”.

The double sound is indicated by lengthening [k], [d], [t], as in “bookcase, red, deer, that time”. If we did not lengthen the sound, “red deer” would sound like “red ear”. In the transcription we write two symbols, thus for “red deer” we transcribe [red

diə]. This phenomenon is called incomplete plosion.

When a plosive is followed immediately by a nasal consonant the air does not escape in the usual way, we call this nasal plosion. E.g. “sudden, eaten, not now”.

When a plosive is followed by [l], it is called lateral plosion, such in “little, cattle, at last”.

P

[p] is a voiceless bilabial plosive.

It is silent in the initial groups pn, pt, ps, “pneumatic, ptarmigan, psalm” so that we pronounce [nju'mætɪk], [ˈtɑ:mɪgən], [sɑ:m], also in “raspberry” [rɑ:zbri] and “cupboard” [kʌbəd].

It is spelt gh in the word “hiccough” [ˈhɪcʌp]. With no audible release – captain, topcoat, top boy, top girl, ripe cheese.

Followed by nasal consonant – topmost, happen, half penny, cheap meat.

Followed by lateral consonant – apple, couple, please, up late.

b

[b] is a voiced bilabial plosive

It is silent in the final combination mb “lamb, tomb,” and in some words “debt, doubt, subtle”.

With no audible release – obtain, bob goes, subconscious, rubbed.

Followed by nasal consonant – submerge, ribbon, robe mistress.

Followed by lateral consonant – bubble, blow, rub lightly.

Compare : [p] – [b] post – boast, peach – beach, rapid
– rabid, simple – symbol, cup – cub,
Rope – robe.

t

[t] is a voiceless alveolar plosive

This phoneme has many subsidiary members.

1. A dental [t] before [ə] and [ð], as in “eight” [eitθ], “look at this” [‘luk ət ‘ðis]
2. A post alveolar [t] before [r] as in “rest-room” [‘rest rum], “at Rome” [ət ‘rəum].
3. A nasally exploded [t] before nasal consonants, as in “mutton” [‘mʌtn], “that” [‘ðæt ‘maen]
4. A laterally exploded [t] before [l] as in “bottle” [‘bɒtl], “at last [ət ‘la:st].
5. A [t] without plosion when it is followed by [t, d, t, or dʒ] as in “that time” [ðæt ‘taim], “not done” [‘not ðʌn], “that church” [‘ðæt ‘tʃɜ:tʃ], “that gentleman” [‘ðæt ‘dʒentlmən].

It is spelled ed in the past tenses and participles of verbs ending in a voiceless consonant. E.g. “missed, lacked, jumped”.

It is spelled th in “Thames, Mathilda, Easter, thyme”.

It is silent in the endings “-stle and –sten”. E.g. “castle, fasten, listen, and in Christmas, chestnut, often”.

d

[d] is a voiced alveolar plosive

The chief subsidiary members of the English phoneme /d/ are.

1. A dental [d] when [ə] or [ð] follows, as in “width” [widə], “add them” [‘æd ðəm]
2. A post alveolar [d] before [r] as in “he would write” [hi:əd ‘rait]
3. With nasal plosion when [m] or [n] follows as in “admire” [əd’ maiə]
4. A laterally exploded [d] as in “middle” [‘midl]
5. A [d] without plosion when it is followed by [t, d, t, or dʒ] as in “bet-time” [‘bedtaim]

It is spelled ed in the past tenses and participle of verbs ending in a voiced consonant, e.g. ‘begged, killed, raised’.

Compare :

[t] – [d] town – down, latter – ladder, written – ridden, metal – medal, sat – sad, wrote – road, rated – raded.

[t] – [ð] tin – thin, taught – thought, eater – ether, tent – tenth.

[d] – [ð] dough – though, day – they, den – then, breed – breathe.

[k]

[k] is a voiceless velar plosive.

This phoneme has many subsidiary members.

1. [k] is influenced by the following vowel. Thus sound

“keep” [ki:p] is more forward than the sound “cut” [kʌt], owing to fact that [i:] is front vowel, and [ʌ] is back vowel.

2. It has nasal plosion in “bacon” [ˈbeɪkŋ] or [[beɪkŋ], “faulkner” [ˈfɔ:knə].

3. It is more or less rounded before [w], as in “queen” [kwi:n] “quite” [kwaɪt].

It is spelled :

1. k

2. c before a, o, u, or a consonant letter or finally, e.g. ‘cat, cord, cut, fact, electric”.

3. ch in “Character, chemist, Christmas, ache,”

4. qu in “conquer, liquor, antique” but usually qu is pronounced [kw] as in “quarter, quit”.

x is mostly pronounced [ks]

It is often dropped in “asked” [ɑ:st], with no audible release – black pool, locked, black board, thick dust, dark grey.

Followed by lateral consonant – buckle, clean, close, blackleg.

[g]

[g] is a voiced velar plosive.

It is spelled g, as this is also the spelling for (dʒ), many mistakes are made.

It is pronounced [g] before a,u,o or a consonant letter or when final, e.g. “game, go, good, gum, green, big”.

/g/ phoneme is also used in some word spelt with ge and gi,

e.g. “get, give, girl, finger, gear, giddy, gild, Gillespie gi’lespi.

It is also pronounced before –er, -est, as in “longer, stronger, linger, finger, youngest, etc. but not when –er denotes the agent, or the performer ad an action, e.g. “singer” [siŋe].

The prefix –ex is pronounced [igz-] when followed by a stressed vowel, as in “exact, axamine, examination, exhaust, axhibit”.

But exc- is pronounced [iks] in “except, excite”, [eks] in “exhibition, exercise”.

With no audible release – rugby, begged, big, game, begpipes, big chin.

Followed by nasal consonant – dogma, big man, ignore, drag-net, organ – grinder.

Followed by lateral consonant – bugle, struggle, glow, wriggling.

Compare P:

[k] – [g] cap – gap, coat – goat, decree – degree, clue – glue, pick – pig, lacked – lagged, ankle – angle, bicker – bigger, duck – dug.

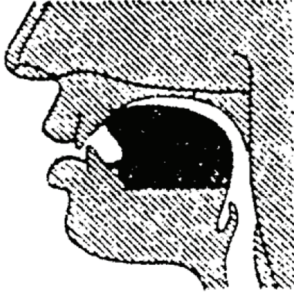
The English Affricate Consonant.

The fricative produced in same place as the plosive we use the name homorganic fricative. An affricate must be considered a single sound. Consisting of a plosive followed by its homorganic fricative.

English has six affricates, viz. [tʃ], [dʒ], [tʁ], [dʁ], [ts], [dz].

[tʃ]

[tʃ] is a voiceless palate – alveolar affricate.



Spelling :

ch chain, chair, charm, chin, orchard, each,
much.

tch watch, sketch, ditch.

t in the unstressed ending –ture “furniture, nature”,
“question” is pronounced [ˈkwɛstʃən].

[dʒ]

[dʒ] is a voiced palate – alveolar affricate.

Spelling:

j jam, jump, joy, june, james.

g before e, i, and y. e.g, “gem,

giant, page, pigeon, religion, gymnastic”.

For the exceptions, see [g].

Word initial - gin, jest, jar, jaunty, jew, jerk,
joist, jeer.

Word medial - ledger, margin, fragile, major,
(intervocalic) urgent, adjacent, agenda,
(consonant preceding) – danger, soldier, Belgian, object,
stringent.

Word final - ridge, edge, large, dodge, age,
judge, hudge.

(consonant preceding) hinge, sponge, change.

Compare :

[tʃ] – [dʒ] chin – gin, chest – jest, choose – jews,
choke – joke, cheer – jeer, larch – large.

[tr]

[tr] is a voiceless post – alveolar affricate.

Word initial - tree, trsick, trend, trod, true,
truck, try.

Word medial - attract, poetry, petro, pastry,
poultry, country, mattress, entrance (n) [ˈentrəns], entrance (v)
[inˈtrɑ:ns].

[dr]

[dr] is a voiced post – alveolar affricate.

Word initial - dream, drip, drop, drum, draft, drove,
drought, dreary.

Word medial - address, adroit, hindrance, Andrew,
sundry

Compare :

[tr] – [dr] trip – drip, trench – drench, tram – dram,
trunk – drunk, try – dry.

[tr] – [tʃ] trees – cheese, trip – chip, trap – chap, true –
chew, train – chain.

[dr] – [dʒ] drill – gill, dressed – jest, draw – jaw,
drew – jew.

[ts] [dz]

[ts] is a voiceless blade – alveolar affricate. And its voiced counterpart [dz].

They are very rare in English, occurring only in foreign names and words. E.g. “tsetse” [‘tsetsi], “tsana” [‘tsa:nə].

There exist also sequence consisting of [t] followed by [s], and [d + z] in some cases. E.g. in “outside, outset, cats, curtsey, reads, fields, woods, bird’s-eye”, and in borrowed foreign word such as “piazza” [pi’ædzə].

The English Fricative Consonant.

English has ten fricative consonant, e.g. [f], and [v], [θ] and [ð], [s] and [z], [ʃ] and [ʒ], [r], [h]. in all these sounds there is a narrowing of the mouth passage, so that the air escapes with an audible friction.

[f]

[f] is a voiceless labio-dental fricative.

Spelling :

f “far, fine, fool, faithful”.

ph “photography, philosophy”

gh “enough, rough, tough, cough, through,
[i’nʌf, rʌf, tʌf,kəf, trəf]”, “laugh and draught” the

vowels is [ɑ:].

Note :

“lieutenant” [lef^ətenənt], in the royal navy it is pronounced [lu:tenənt]

Word initial - feet, fit, fat, father, fool, fail, photo.

Word medial - affair, defend, offer, suffer, tougher, loafer, selfish.

Word final - leaf, laugh, cough, stuff, roof.

In word initial cluster - fry, fly, sphere, few.

In word final clusters - fifth (s), raft (s), triumph (s), wolf (s).

[v]

[v] is a voiced labio-dental fricative.

Spelling : v

ph in one word “nephew”

word initial - veal, vat, vast, vain, voice.

Word medial - ever, nephew, over, silver, cover, event, canvas.

Word final - leave, give, have, move, of

In word initial cluster – view.

In word final cluster - loaves, loved, oven (s), solve (s,d).

Compare : [f] – [v] fine – vine, fat – vat, few – view,
surface – service, leaf – leave, proof – prove, safes – saves.

[θ]

[θ] is a voiceless dental fricative.

It is always spelt th.

Word initial - thief, thick, thought, thumb,

Word medial - ether, ethics, method, author,
anthem, atheist, athletic, worthless.

Word final - heath, smith, breath, path, cloth,
earth, fourth, oarth.

In word initial cluster - three, throw, thew.

In word final clusters - earthed, mouth ('s), depth (s),
fifth (s).

[ð]

[ð] is a voiced dental fricative.

It is one of the sounds of th.

Word initial - there, this, then, though,
thy, they.

Word medial - breathing, leather,
gather, father, mother, northerly, either, southern, although,
worthly,

Word final - seethe, with, soothe, breathe.

In word final clusters - rhythm, clothes, southern (s),
width.

Compare :

[θ] – [ð] thigh – thy, wreath – wreathe

[θ] – [s] thick – sick, thought - sort

[θ] - [t] thick – tick, thought – taught, three – tree, both – boat, heath – heat, fourth – fouth.

[ð] – [z] seethe – seas, clothe – close (v), breathe – breeze.

[ð] – [d] then – den, though – dough, other – udder, seethe – seed.

[s]

[s] is a voiceless blade alveolar fricative.

It is spelt s and it is difficult to give rules for this letter. In many cases It is pronounced [z], but initial s is always [s].

Word initial - sat, sample, soon, soli, sign,

Word medial - pieces, losses, essay, axes, concert, escape, pencil, excite, whisper, useless, wrestler

Word final - niece, pass, goose, famous, ice, mouse, scarce, close, (n), paradise, , , case, refuse, (n), house, else, course.

In word initial clusters :

Spare, stain, scarce, smoke, snake, slow, sphere, swear, sue, splice, spray, stray, stew, scream, square.

In word final clusters :

Gasp, (s,ed), rest (s), ask (s,ed), pencil (s), listen (s), license, muscle (s), glimpse (d), help, acts, cats, fault,

Inflectional : s (in plural, the genitive, and the third person singular of the present tenses) is pronounced [s] when the final consonant of the stem is voiceless, e.g. “cats, bits, books, Disk’s, Pat’s, Jack’s, hates, hits, kicks, cough’

c is pronounced [s] when followed by e, i, y, as in “cell, circus, tendency”.

s is silent, in “isle, island, aisle, corps, rendezvous, viscount”..

[z]

[z] is voiced blade alveolar fricative.

It is the sounds of the letter z, e.g. “zone, zeal, razor”.

s is pronounced [z] when not initial (see [s]). It is also the sound of the final sounds of inflectional s (see [s]) when the final sounds of the stem is voiced, e.g. “trees, dogs, ideas, John’s, falls, gives, adds”.

This pronunciation of the inflectional ending s is very important.

Word initial - zeal, zinc, zoo, zone, zero.

Word medial -- easy, hesitate, bazaar, bosom, lazy, thousand, husband.

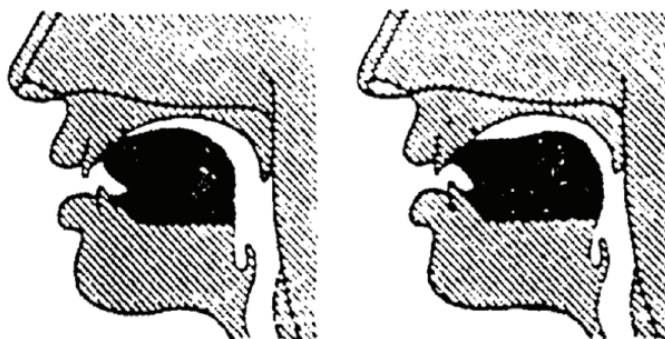
Word final - fees, is says, as, was, does, gaze, rose, cows, noise, ears.

In word final clusters – ribs, heads, legs, limbs, hands,
rings, holes, caves, holds, films, bulbs,
valves, clothes.

Compare :

[s] – [z] seal – zeal, decease – disease, passing – parsing,
fussy – fuzzy, peace – peas, loose – lose, ice – eyes, use (n) – use
(v), place – plays, false – falls.

[ʃ]



[ʃ] is a voiceless palate alveolar fricative.

The main difference with [s] is in the form of the tongue for [s] the tongue slopes down so that there is a rather wide opening between the body of the tongue and the palate ; for [ʃ] the body of the tongue is raised. Hence the name palate alveolar. The lips are slightly protruded, whereas they are spread for [s].

Spelling:

sh -- shoe, fish.

-si- -- mansion, Persia, Asia.
-ci- -- special, provincial.
-sci- -- conscious
-ti- -- nation, partial, station.
also -- pressure, permission,
ch in French words, such as “champagne [ʃæm'peɪn],
“machine”, “moustache” [mə'stɑ:ʃ].

Word initial - sheet, shed, shop, sugar, shout,
Word medial - asia, bishop, ashore, mission, cushion,
machine, rashly
Word final - dish, cash, wash, push, finish,
In word initial cluster -- shrink
In word final cluster -- fashion (s,ed), patient (s), mention
(s,ed), pushed.

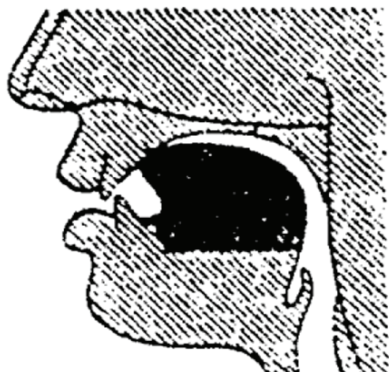
[3]

[3] is a voiced palate – alveolar fricative.

Spelling :

s in measure, leisure, pleasure, closure, treasure.

-si- after a stressed vowel, e.g. “occasion, Indonesian,
although” some people say [zi] instead [3]. It occurs in French
words like “rouge” [ru:ʒ], “garage” (n) [ˈgærd:ʒ] and in “usual,
azure”.



[r] is voiced post – alveolar fricative.

The tip of the tongue is very close to the back part of the teethridge, the tongue slopes down, but is slightly hollowed. The opening between the jaws is unimportant, [r] can be protruded with the mouth wide open.

The Scots use a rolled [r] with the tip of the tongue vibrating against the teethridge. [r] is spelt r and is only pronounced when followed by a vowel in the same breath-group or word, e.g. “red, rose, rotten, right, write, run”

No [r] is pronounced at the end of a word in English. But in American pronunciation we hear the sound described above. So “here” is pronounced [hiə] however, when such a word is followed by another word beginning with a vowel sound, [r] usually pronounced; so we say [hiər ai æm] for “here I am”. This [r] is called inserted [r].. sometimes [r] as added to a word ending in [ə] when the following word begins with vowel, even though there is no r in the spelling.

This [r] sound is called intrusive [r], e.g. “the idea of it”, [ði ai’diər əv it].

Word initial -- reed, rag, raw, rude,
road, royal, rear.

Word medial, intervocalic -- mirror, very sorry,
arrow, hurry, furry, arrive, dairy.

Word final ([r] – link with following word beginning with
a vowel) – far away, poor old man, once for all, here at
last, there are two.

In consonant clusters -- price, tree, cream, afraid, throw,
shrink, sprint, street, scream, bright, dress, grey.

Compare :

[r] – [l] raft – laughed, red – led, rush – lush, right – light,
pray – play, prate – pilot, crash – clash.

[h]

[h] is voiceless glottal fricative.

The glottis has an opening intermediate between that for
voiced and for voiceless sounds, there is no vibration and the
airstream is strong. It is more convenient, however to call it a
voiceless consonant, though some English speakers pronounce
a voiced [h] between vowels, e.g. “behave, perhaps, boyhood”.

It is silent in “hour, heir, honest, honour”, and the words
derived from them. In conversation [h] is often dropped in
unstressed pronouns and auxiliaries , e.g. “he, her, him, have”.

The spelling is wh in “who, whole” and the derivatives
“whose, wholesome” etc. initial [h] is followed by [ju:] as in
“huge, human, hugh, hew, hue”, in this case [h] is strong.
The transcription is [hj]. Many foreigners drop [h] altogether,
addressing “hugh” as [ju:] whereas the first sound is a very
strong [h].

“Ah” is pronounced [ɑ] and “Oh” is pronounced [əu].

Word initial -- heat, hen, ham, hot, horse,
who, hate, hoe, high, how, hair.

Word medial -- ahead, behave, perhaps,
behind, anyhow, manhood, abhor.

Compare :

[h] + vowel – initial vowel

Heat – eat, hill – ill, hedge – edge, hate – eight, hold – old,
hear – ear.

The English Nasal Consonant :

English has three nasal consonant, viz. [m], [n], [ŋ]. They are always voiced, and the back palate is lowered. Leaving the nose-passage open. The mouth – passage is closed.

[m]

[m] is bilabial nasal.

The phoneme has subsidiary member, the labio – dental nasal, which is often heard before [f] or [v], e.g. “comfort, triumph, Dumville, information”. It is partially devoiced after [s], as in “small”. It is syllabic in words like “rhythm, plasm, chasm [kasm]”. It is silent in initial mn, eg. “mnemonic” [ni:’monik].

Word initial -- meal,, mat, march, move,
make.

Word medial -- lemon, salmon, emong,
hamlet.

Word final -- seem, lamb, harm, tomb,

game.

[n]

[n] is an alveolar nasal.

The phoneme has subsidiary members. A dental nasal when followed by [θ] or [ð], e.g. “enthusiasm” in there”

When followed by [r] ,e.g. “enroll”. When preceded by [s] it is partially devoiced, e.g. “sneeze”. It is syllabic in the ending en “listen, happen, kitten”.

It is silent in “autumn”.

Word initial -- neat, not, know, gnat, nurse.

Word medial -- dinner, many, monitor, answer,.

Word final -- mean, pen, gone, soon, learn.

[ŋ]

[ŋ] is a velar nasal.

It is never syllabic. It is spelt : ng when final, e.g. “king, thing, hang”. Medial ng in words derived from a word ending ng followed by –er and –ing , e.g. “singer, singing, hanging”.

N when followed by k or g e.g. “thank, anger, anchor, stronger”. The prefix con- when followed by [k] or [g], is pronounced before an unstressed syllable, e.g. “conquer, congress”. Before unstressed syllable [n] is pronounced. E.g. “congratulate” [kən'grætjuleit].

The prefixes en-, in, and un, are pronounced with [n], e.g. “en” courage” in’crease, un’comfortable. Many foreigners pronounce [ŋ] here, which wrong.

Word medial - singer, hanger, longing.

Word medial + g- finger, anger, language.

Word medial + k- anchor, monkey, uncle,

Word final - sing, hang, wrong, tongue.

Word final + k - sink (s), ranks (s).

Word final syllabic - bacon, taken, blacken

Compare :

[ŋ] – [n] sing – sin, rang – ran, hanged – hand, sung – sun

[ŋ] – [ŋk] thing – think, rang – rank, sung – sunk,
singing – sinking.

The English lateral consonant.

[l]



Fig. 53. Tongue-position of 'clear' l (l^1).



Fig. 54. Tongue-position of 'dark' l (l^2).
Jones 1983



Fig. 55. Tongue-position of intermediate l (l^0).

[l] is a voiced alveolar lateral.

The mouth-passage is closed by the tip of the tongue

against the teeth ridge. But as one or both sides hang down, the airstream passes along the side or sides. The terms unilateral and bilateral were discussed.

The /l/ phoneme has many subsidiary members. The clear [l] is used before vowels end before [j:] it occurs in “light, loss, love, lake, clear, fling, allude”. The dark [ɫ] which marked [ɫ] in narrow transcription has the same tongue position but the back of the tongue is raised. It is hard finally and before consonant (except [j], as in “dull, fall, feel, hell, little, held, colt, people”)

[l] is syllabic in many cases as in “able, single, syllable,” and of course dark [ɫ] is pronounced here. It is silent in –alm, alk, alf, “palm, calm, walk, half, calf”. In –olm, olk “holmes, folk”.

Note : “should [ʃud], would [wud], could [kud], Lincoln [ˈlɪnkən], halves [ha:vs] colonel [ˈkə:nəl:]”.

a. Clear [l]

Word initial - leave, let, lock, look, loud.

In word initial clusters - blow, glad, slow

Word final intervocalic - feel it, all over.

b. Voiceless [l̥]

Play, clean, hopeless.

c. Dark [ɫ]

Word final, after vowel - feel, fill, fell, canal, bull, dull, pearl, pole, oil.

After vowel, before consonant -help, bulb, cold, milk, salt, solve, health, bills, elbow, almost, illness, silver,

wealthy.

Syllabic [ɫ] - apple, table, middle, quarrel, final, special, usual, pistol, eagle, doubled, tables, measles, finally..

The English semi vowel.

According to Jones definition (1983: 206), semi vowels are independent vowels glides. In which the organs start in the position for one vowel and move immediately to the position for another more prominent, vowel.

As length is one of the qualities of prominence the extreme shortness of the semi vowels causes them to have little or no prominence, so that they are generally classed with the consonant. They are normally voiced.

[w]

[w] is a labio velar semi vowel.

The back of the tongue is raised for [u]. the lip are rounded; hence the term labio - velar. From this position the tongue moves to words the following vowel.

Spelling :

W - writer

Wh - what

U after q - quite, quarter. For exception see [k].

Note :

“one [wʌn], once [wʌns], choir [kwaie], suite [swi:t]”

W is silent in the combination wr “write, wrist”, and

wh “who, whom, whose, whole”. It is not pronounced in derivations from words ending in final w. Thus “drawing” is pronounced [ˈdrɔ:ɪn] because draw is [drɔ].

There is a voiceless [w] sound which is pronounced [hw] when the spelling is wh as “which, what, why,”. It is becoming more and more general in England, and is taught at many schools. The phonetic symbol is [m]. This sound is not semi-vowel, but a voiceless labio – velar fricative.

[j]

[j] is a palate semi vowel.

The front of the tongue approaches the front palate. The distance to the palate depends on the following vowel; if this is [i:] as in “yield” the tongue is very close to the palate, but for open vowels the distance is greater as in [ɑ:] or [ə], in “yard”, and “yacht” [jət].

Spelling :

y - yes, you

i and e before [ə]- familiar, million, onion, simultaneous,
u, ew, eu, eau, ui pronounced [ju:].

Word initial - yield, yes, yard, young, year.

Consonant + [j] - pew, tune, cure, enthusiasm, pursue, refuse, help you, beauty, duty, music, view, endure, argue, failure, behavior, senior.

CHAPTER 10

SIMILITUDE, ASSIMILATION

a. The Definition of Similitude: Similitude is the substitution of one member by another member under the influence of a neighbouring sound. Thus [k] of “key” [ki:] differs slightly from “come” [kʌm] owing to the difference between the front vowel [i:] and the back vowel [ʌ] (Jones, 1983 : 217).

When m,n,l,r,w, j are immediately preceded by a voiceless consonant, they are partly devoiced. Examples : “small [sməl], sneeze [sni:z], place [pleis], cream [kri:m], quite [kwait].

Lip rounded varieties or [k] and [g] before [w], as in “queen [kwi:n], language [ˈlæŋwidʒ].

b. The Definition of Assimilation is the changing of a sound A in to a second B under the influence of third sound
c.

c. Types of Assimilation are as follows (Jones, 1983: 219):

1. Historical Assimilation is the change of [sj] in to [ʃ] under the influence of the alveolar sounds [s] or [t].

Examples :

“sure, sugar, [ʃuə], [ˈʃugə], formerly [sju:r], [ˈsju:ɡər]

Many unstressed endings such as -tion, -tial, -cial, -cian, and consonant letter +sion or -sure, in “nation [neiʃn] (formerly ˈnɛ:sjən], essential [iˈsenʃl], formerly [ˈeːssenjel], musician [mjuˈziʃn], official [əˈfiəl] formerly [øˈfisjəl].

When the ending is stressed there is no assimilation, so that “mature” is pronounced [məˈtʃuə], and endure is [end:juə].

2. Contextual assimilation is when a word is sometimes pronounced differently in a compound or in sentence, e.g. “dinner is ready”, [dinə z ˈredi], who is there [ˈhu: z ˈðeə].

3. Progressive Assimilation is the assimilation caused by the preceding sound, e.g. “dogs [d gz], [s → [z], bacon [beikŋ] [n] → [r], it is ready [it s ˈredi] [z] → [s].

4. Regressive Assimilation is the assimilation caused by the following sound, e.g “newspaper [ˈnju:speipə] [z] → [s], horse shoe [ˈhø:ʃu:] [s] → [ʃ].

5. Elision is the disappearance of a sound historical elisions of sounds, e.g.(Jones,1983: 230)

[p] - cupboard [[ˈkʌbəd[

[d] - wind mill [ˈwinmil]

[ə] - history [ˈhistri], university [ju:niˈvə:sti], secretary [ˈsekretri].

[k] - take care[ˈteɪ ˈkeə]

[t] - sit down [si 'daun]
Similitude is not expressed in the board transcription.

There are some other connected speeches according to Kelly (2000: 109) as follows:

Assimilation

It describes how sounds modify each other when they meet, usually across word boundaries, but within words too. If it is considered the words that and book, and look at the phonemes involved, we get /ðæt/ and /bʊk/. If then we place the words into a sentence (for example, Could you pas me that book, please? we notice that /t/ phoneme at the end of that does not sound like it does in the word said on its own. The phoneme /t/ is an alveolar sound, which is formed when the tongue blade forms a temporary closure against the alveolar ridge. If you try saying the sentence a few times over, you will notice that the tongue doesn't actually get there at the end o the word. Rather than having our tongue make the unnecessarily long journey all the way to the alveolar ridge, we employ an economy of effort, and get our articulators (in this the lips) ready for the next sound, /b/. The modified sound retains its original voice quality, and so we say that the /t/ assimilates to a/p/, both sounds being unvoiced. As a result, we get Could you pas me /ðæt/ and /bʊk, please? This is not to say that we give the /p/ its full plosive manner of articulation either, as we would if we were to say the non-word /ðæp/ on its own, merely that our lips are in the position to make a /p/. The best description is that in readying our articulators for the next sound, certain sounds either absorbed, or modified into others. There is another possibility: the /t/ at the end is /that could also become a glottal stop, where the glottis (the opening between the vocal cords inside the larynx) closes momentarily.

Other examples involving the same sounds as above are:

Can you see that boy over there?

Where has the cat been all night?

Who's cute baby, then?

Some rules for assimilation

1. The phonemes /t/,/d/ and /n/ often become bilabial before bilabial consonants /p/, /b/, /m/:

He's a rather fat boy. (/t/ assimilates to /p/)

She's got an apartment in Manhattan. (/t/ assimilates to /p/)

He's a very good boy (/d/ assimilates to /b/)

There are ten men in the class, and two women. (/n/ assimilates to /m/)

2. /t/ assimilates to /k/ before /k/ or /g/. /d/ assimilates to /g/ before /k/ or /g/:

Where has that cat been all night? (/t/ assimilates to /k/)

Can you see that girl over there? (/t/ assimilates to /k/)

It was a very good concert. (/d/ assimilates to /g/)

She's a very good girl. (/d/ assimilates to /g/)

3. /n/ can assimilate to /ŋ/ before /g/ or /k/:

I've been going out too much lately.

He's bringing his own car.

4. /s/ can assimilate to /ʃ/ before /ʃ/:

I really love this shiny one over here.

5. /z/ can assimilate to /ʒ/ before /ʃ/:

We found this lovely little cheese shop in Paris.

The above examples are cases of anticipatory assimilation, where one sound changes to another because of the

sound which follows. Here are some cases of coalescent assimilation, where two sounds combine to form a different one:

6. /t/ and /j/ coalesce to form /tʃ/:

You went to France last year, didn't you?

7. /d/ and /j/ coalesce to form /dʒ/:

Would you like a cup of tea?

He further mentions about elision (2000: 110)

Elision

The term of elision describes the disappearance of a sound. For example, in the utterance He leaves next week speakers would generally elide (leave out) the /t/ in next saying /neks wi:k/. Again here, the reason is an economy of effort, and in some instances the difficulty of putting certain consonant sounds together while maintaining a regular speech rhythm and speed.

Some rules for elision

1. The most common elisions in English are /t/ and /d/, when they appear within a consonant cluster.

We arrived the next day. (/t/ elided between /ks/ and /d/)

When we reached Paris, we stopped for lunch. (/t/ elided between /tʃ/ and /p/ and between /p/ and /f/)

We bought a lovely carved statuette. (/d/ elided between /v/ and /st/)

2. Complex consonant clusters are simplified.

She acts like she owns the place! (ækts/ can be simplified to / æks/)

Teachers use authentic texts to teach from. (/teksts/ can be

simplified to /teks/)

George the Sixth's throne (/sIkθs θr/ simplified to (/ slks θr/)

3. /ə/ can disappear in unstressed syllables.

I think we should call the police. (/ə/ can disappear in the first syllable of police)

I'll love you forever, promise. Well, perhaps. (/ə/ can disappear)

It's a question of collective responsibility. (/ə/ can disappear)

Are you coming tonight? (/ə/ can disappear)

That's an interesting idea. (/ə/ is not pronounced by many speakers, reducing the number of syllables in the word.)

Have we got any vegetables? (/ə/ is not pronounced by most speakers, reducing the number of syllables in the word)

4. /v/ can disappear in of, before consonants.

My birthday's on the 11th of November.

It's a complete waste of time.

That's the least of my worries.

Then it can be discussed further about Linking and Intrusion (2000: 111)

Linking and Intrusion

When two vowel sounds meet, speakers often link them in various ways.

Linking /r/

Some accents of English are described as rhotic /r əʊtIk/, which means that when the letter r appears in the written word after a vowel (as in car or carve), the /r/ phoneme is used in the pronunciation of the word (as in /kɑ:r/ and /ka:rv/). Examples are most dialects of American English, Irish English and certain British regional accents. Other accents are non-rhotic, and do not pronounce the /r/, so we get /ka:/ and /ka:v/. RP (Received Pronunciation) is non-rhotic. When, however, there is a written r at the end of a word and it occurs between two vowel sounds, speakers with non-rhotic accents often use the phoneme /r/ to link the preceding vowel to a following one:

Her English is excellent. (/r/ is pronounced)

Her German is absolutely awful, though! (/r/ is not pronounced)

My brother lives in London. (/r/ is not pronounced)

My brother always phones at the wrong time. (/r/ is pronounced)

Intrusive /r/

Where two vowels sound meet and there is no written letter r, speakers with non-rhotic accents will still often introduce the /r/ phoneme in order to ease the transition. This happens when the first word ends in /ə/, /ɑ:/, or /ɔ:/. Speakers with rhotic accents tend not to do this:

Princess Diana was a victim of media exploitation. /əre/

The media are to blame. /əra:/

It's a question of law and order. /ɔ:rən/

I saw it happen. / ɔ:rɪ/

Some speakers also let an /r/ intrude within words like drawing (pronouncing it as /'drɔ:ɪŋ/ and gnawing.

Linking /j/

When a word ends in /i:/, or a diphthong which finishes with /I /, speakers often introduce a /j/ to ease the transition to a following vowel sound:

I agree, wholeheartedly. /a Ije/

I think, therefore I am

I am, therefore I ought to be. (G. Kelly) /aijæm/ /aij ɔ: t/

They are, aren't they? (linking /j/, and linking /r/) /ðeija:ra:nt/

This happens because in order to form /i:/ and /I /, the mouth is in more or less the same position as it is for the start of the semi-vowel /j/.

Linking /w/

When a word ends in /u:/, or a diphthong which finishes with /ʊ/, speakers often introduce a/w/ to ease the transition to a following vowel sound:

Go on! Go in! /gəʊwan/ /gəʊw I n/

Are you inside, or are you outside? /ju:w I n/ /ju:wəʊt/

Who is? /hu:w I z/

You are. /ju:wɑ:/

This happens because in order to form /u:/ and /ʊ/, the

mouth is in more or less the same position as it is for the semi vowel /w/.

Juncture

Try saying the sentence I scream, you scream, we all scream for ice-cream.

Although the phonemes involved in the underlined words are the same, subtle differences help us tell the deed from the dessert. The same subtle differences in the use of phonemes are also found in the underlined words in the following two sentences.

The clock keeps ticking. /ki:ps t I k I ŋ/

The kids keep sticking things on the wall. /ki:p st k ŋ/

The differences in the pronunciation of the underlined words, despite the fact that phonemes are the same, are differences of juncture. A deeper analysis of such examples would show differences in the length of vowel sounds, variations in degrees of syllables stress, differently timed articulation of the consonant sounds and allophonic variations too. So, while the phonemes may be the same, listeners have no difficulty (most of the time) in telling where the join is, and context clearly plays a role here. Other examples showing the same phenomenon are:

That's my train.

It might rain.

The great apes.

The grey tapes.

In the pair

Can I have some more ice?

Can I have some more rice?

The linking /r/ could lead to confusion over juncture, but again context and subtle differences in articulation help us to judge which one we have heard. Students may not have the necessary background knowledge needed in order to make the distinction.

Consonants often seem to be attracted across word boundaries:

You'll need an egg, an olive and an anchovy. (. a negg, a nolive, and a nanchovy)

Put it on. (pu ti ton)

The negg, nolive and nanchovy are obviously non words, but occasionally the coincidence of sounds can lead to examples where listeners may hear an unintended word:

It's no joke. (snow)

It's tough. (stuff)

A famous example concerns a misheard lyric from Jimi Hendrix song 'Purple Haze,' where the line 'Scuse me, while I kiss the sky was heard as 'Scuse me, while I kiss this guy. Assimilation also plays a role here, in the assimilation of the/k/ in the sky to a/g/.

Contractions

Contractions occur where two words combine to the extent that the two are pronounced as one word, or one syllable. These

have (for the most part) become conventionalized in written language. Common examples are as follows:

I'm /a I m/, you're, he's, she's, we're....

I'm not /a I m n ɔ t/, you aren't, we aren't ...

Can't/ kɑ:nt/, won't..

Would've/wʊdəv/, could've...

Couldn't/kʊdnt/, wouldn't...

There are restrictions, however. It can be said You're not and You aren't. We can say I'm not, but Iamn't is unusual, and seen as incorrect. Examples like would've and could've are often understood by children learning written English as being a contraction of would of and could of, (the weak form of of being the same as the weak (and contracted) form of have). For a significant number, this misinterpretation persists into adulthood and is such a common error that it is sometimes to be found on the lyric sheets of pop music CDs.

CHAPTER I I

STRESS

a. The Definition of Stress: Stress is the degree of force with which a sound or syllable is uttered . (Jones, 1983: 245)

We distinguish three degrees of stress :

b. Degrees of Stress (Jones, 1983: 247)

1. Strong stress (or Primary stress), which is marked by placing [ˈ] before the stressed syllable.

2. Medium stress (or secondary stress) with is indicated by (ˌ) before the syllable.

3. Weak stress which is not marked at all.

c. Another subdivision of the various kinds of stresses is (Jones, 1983: 248) :

1. Word stress : the distribution of stresses in a word.

2. Sentence stress : the usual distribution of stresses in a sentence.

3. Contrasting stress : unusual stress to express a contrast.

4. Rhythmical stress : unusual stress for the sake of the rhythm of the sentence.

1. Word – stress

In general we may say that in words of more than one syllable ; this is the usual stress in French, but not in English.

Strong stress falls on the ending :

1. –ee of personal names : refugee [reju'dʒi:], legatee, trustee. (But in Yankee and committee the last syllable but one is stressed).
2. –ee, -oo, -soon, of nouns : volunteer, profiteer, bamboo, monsoon, balloon.
3. –ette, esque : cigarette, picturesque,.
4. –ose, and –ese of adjectives : morose, Chinese, Javanese.

As you may have noticed most of these word are of French origin which has influenced the stress.

The strong stress falls on the syllable before the ending.

1. –ic, -ical of the adjectives : tropic, critic, fanatic, political. But nouns in –ic have the stress on the first syllable politic, lunatic, Catholic, (also used as an adjective) heretic.
2. –ish of verbs : finish, perish. But adjectives in –ish, have the stress of the word from which they were formed. “womanish – from woman”, “bluish – from blue”.
3. –ity : prosperity, calamity, opportunity.
4. [-ʃəl], [ʃən], [-ʒən], [-ʃəs] in various. Spelling : partial, social, ocean, session, decision, anxious, vivious, conscious.
- 5.–graphy: -logy, -meter: geography, geology,

thermometer. But “kilometer.

When the prefix has a distinct meaning of its own it is usually stressed so that the words has two strong stressed : anti, “antisocial”, arch “archbishop”, dis “disembark”, ex “ex-king”, in-, iil-, im-, ir-, “incorrigible, illogical, imperceptible, irreverent”, un- “unknown”, under “unserrate”.

Out has strong stress when it is the first syllable of a noun or an adjective: outcast, outlook, outside; when it occurs in a verb it is unstressed: to outrun, to outnumber, over- in a noun is stressed (also in adjectives or adverb): over sensitive, overripe, (over mean to much,). With a verb it has secondary stress: to overdo, to overestimate.

In English there are number of cases as of variable stress, i.e. the stress depends on the part of speech to which the word belongs. The following word have strong stress on the first syllable when they are used as nouns and on the second as verbs: accent, escort, export, import, increase, insult, perfume, permit, produce, progress, protest, rebel, subject, record, transfer, transport.

Even some words with the same spelling are not, or no longer connected in meaning. A desert – to desert, an object – to object, a present – to present, refuse – to refuse.

2. Sentence – stress.

The stress in a sentence depends on the importance of the various words. Nouns adjective, demonstrative, and interrogative, pronouns, verb of full meaning, adverb are often stressed. On the other hand articles preposition, conjunctions, and auxiliary verbs are mostly weak – stressed; this explains why so many of them have weak forms. When auxiliaries are final, however, they are stressed and they are stressed and then they have their strong forms.

3. Contrasting stress.

Sometimes normal stress is changed for the sake of contrast. Thus the usual stress of “grandfather” is [ˈgrændfa: ðe]. But to express the contrast with “grandmother” we hear “it was not grandfather, it is grandmother”

Other reason may also cause a change of stress. when we say “what do you mena?” under normal circumstances, [wət dju ˈmi:n]. but when we are surprised or irritated, we say [wət ˈdu ju mi:n].

4. Rythmical stress

The rhythm of the word or sentence also influences the stress. Thus “Chinese” is usually stressed [tʃaiˈni:z], but in “a Chinese merchant” the stress will be [ˈtʃaini:z ˈme:tʃant] for the sake of rhythm. Other examples :

Prin’cess - ‘princess, ‘Margaret.

In the after’noon - ‘afternoon, ‘tea

She is seven’teen - ‘seventeen ‘girls

When both adjective and noun are stressed we speak of even stress, when one of them has strong stress we speak of uneven stress. Uneven stress (usually compounds) : walking – stick, ‘tetable, ‘leadpencil, mother-in-law. Even stress (in group consisting of an ‘kind, ‘man, a ‘little, ‘boy, this ‘new book.

We have uneven stress with a gerund, even stress with a present participle, e.g. a ‘dancing-master, a ‘dancing ‘mastre. Even stress occurs in names of buildings, parks, squares, bridges, roads, as in ‘windsor ‘castle, ‘green ‘park, ‘berkeley ‘square, westminster ‘bridge, ‘Bromptown ‘road. Street is not stressed, however so we say oxford street.

Single- stressed compound : appletree, day-break,

bookbinding, bystander, Buckinghamshire, dinning-room, door – handle, fireplace, flowerpot, footpassenger,

Compound nouns : ‘blacksmith, greenhouse, greengrocer, schoolmaster, tea party, birthday, dinner-table, gasengine.

Compound adjectives : ‘red ‘hot, home-made, good-looking, old- fashioned, absent minded, ‘bad-tempered, well-bred.

Nouns (compounded of a verb and an adverb) : make-up, ‘setback, ‘set-up, ‘get-way.

Word and Sentence Stress

Word stress: words which consist of three identifiable syllables, and one of the syllables in each word will sound louder than the others: so we get QUALify, baNAna and underSTAND. (The syllables indicated in capitals are the stressed syllables). Each stressed syllable, in a word in isolation, also has a change in the pitch or the level of the speaker’s voice, and the vowel sound in that syllable is lengthened. (Kelly, 2000: 67)

Stress can fall on the first, middle or last syllables of words, as is shown here:

| Ooo | oOo | ooO |
|------------|------------|------------|
| SYLlabus | enGAGEment | usheRETTE |
| SUBStitute | baNAna | kangaROO |
| TECHnical | phoNETic | underSTAND |

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group are stressed on the second syllable, and those in the third group are stressed on the third syllable.

Unstressed

In order for one syllable to be perceived as stressed, the

syllables around it need to be unstressed. For stressed syllables, three features were identified: loudness, pitch change and a longer syllable. Unstress may be described as the absence of these.

Have another look at the groups of words in the previous table. In the word syllabus, we said that the first syllable was stressed. This logically implies that the final two are unstressed. Also, in the word banana, the first and the third syllables are unstressed, and the middle one is stressed. The same applies to the other words in the table.

The idea, as we will see later, is a little simplified here, but the basic contrast between stressed and unstressed syllables is a useful concept to hold on to, and for many classroom situations, this level of detail is enough to help students towards more successful pronunciation.

On the subject of unstressed syllables, however, there are various things to notice. We considered the phoneme known as ‘schwa’ (the phonemic transcription is /ə/). This sound can be heard in the first syllable of about, in the second syllable paper, and also in the third syllable of intricate. The table below shows the incidences of /ə /with the corresponding written vowels underlined.

| Ooo | oOo | ooO |
|------------|------------|------------|
| SYLlabus | enGAGEment | usheRETTE |
| SUBStitute | baNAna | kangaROO |
| TECHNical | phoNETic | underSTAND |

Rules of Word Stress

It makes sense to use such information to help students to discover patterns which are applicable and relevant to the language they are learning at a particular time, but always bear

in mind that they are rules of thumb only.

Core Vocabulary: Many ‘everyday’ nouns and adjectives of two-syllable length are stressed on the first syllable. Examples are: **SIS**ter, **BRO**ther, **MO**ther, **WA**ter, **PA**per, **TA**ble, **CO**ffee, **LO**vely etc.

Prefixes and Suffixes: These are not usually stressed in English.

Consider: **Q**uitely, **o**RIGINally, **de**FECtive, and so on. (Note the exceptions, though among prefixes, like **BI**cycle and **DIS**locate.)

Compound words: Words formed from a combination of two words tend to be stressed on the first element. Examples are: **POST**man, **NEWS**paper, **TEA**pot and **CROSS**word.

Words having a dual role: In the case of words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable (in line with the ‘core vocabulary’ rule above) and the verb on the last syllable (in line with the ‘prefix rule’). Examples are **IM**port (n), **im**PORT (v); **RE**bel (n), **re**BEL (v) and **IN**crease (n), **in**CREASE (v).

Level of Stress

Different commentators have outlined up to five different

level of stress in a single word: Daniel Jones in *An outline of English Phonetics* cites the word *opportunity*, which has five levels of stress as seen below. '1' indicates the greatest level of stress, and the '5' the least.

2 4 1 5 3
/ɒpə'tju:n I ti:/

Jones qualifies this, however, by saying that he thought that this viewpoint needed 'modification', and that here stress was affected by 'subtle degrees of vowel and consonant length, and intonation' (1960: 247). While Jones' example seems somewhat excessive for our purposes, the existence of different levels of stress is well documented and evidenced.

Many commentators settle on three-level distinction between primary stress, secondary stress and unstress, as seen in the following examples.

o . O ..
opportunity

O . o
telephone

O . o
substitute

However, in practical terms a two-level stress division (stressed or unstressed) is usually adequate for teaching purposes. Many people (including many teachers) will have difficulty in perceiving more than two levels of stress with any confidence. Two levels of stress are enough to attune learners' ears and attention to how stress acts within words and utterances.

Sentence stress and tonic syllables

The use of stress in speech helps us both deliver and understand meaning in longer utterances and it is closely linked with intonation. Although we will inevitably mention intonation, in this case we will concentrate on which syllables are stressed and why. Consider the following example:

He LIVES in the HOUSE on the CORner.

(Capitals have not been used where they would usually occur (i.e. on he) in order to preserve the distinction between stressed and unstressed syllables.) The above examples conveys three different ideas: he resides in a particular dwelling; that dwelling is what the people involved in the conversation would consider to be a house, as opposed to a flat or a bungalow; the precise location of the house is at the junction of two or more streets, this junction being either familiar or obvious to the hearer. This gives us three **content words** (*lives, house, and corner*), which convey the most important ideas in the sentence. The rest of the utterances consist of **function words**, which we need in order to make our language hold together.

The example is rather stylized, however, and glosses over what actually happens when the sentence is said in context. In order to arrive at an understanding of this, we need initially to go back to word stress.

The word corner has two syllables, the first one being stressed, and the second one unstressed, as follows: *CORner*.

If I ask you Where is John's house?, and it happens to be at a junction of two or more streets, that junction being either known to us both or obvious to us both, you might answer like this: It's on the *CORner*.

The first syllable of corner in this sentence is the tonic syllable. It is indicated by underlining. Corner is the most

important word in the sentence as it effectively answers the questions Where? The tonic syllable is the most stressed syllable in an utterance – it is generally longer, louder, and carries the main pitch movement in an utterance (in this example, the pitch of the falls on it).

If on the other hand, one friend asks another to confirm where John’s house is, the question might be *Where did you say John lives?* In this case, a possible answer is as follows:

he LIVES in the house on the CORner

Here, lives is given some stress, and so it is written in capitals. Lives in this sentence is the onset syllable, in that it establishes a pitch that stays more or less level right through to cor- (which is still our tonic syllable), on which it drops. That the word house is not stressed here tell us that this is shared knowledge between the speakers, and it is not necessary to point this out. It is possible to detect a small degree of stress on house, but relative to lives and cor-, it is noticeably less prominent.

The new information that is being shared between speakers determiners what is he tonic syllable. Look at this example:

John lives in the block of flats on the corner, doesn’t he?
NO, he LIVES in the HOUSE on the corner.

Here, lives is again an onset syllable, but the tonic syllable is now house, reflecting the importance of this word within the utterance. No is also a tonic syllable, and is followed by a pause. While the first syllable of corner is stressed when the word is said on its own, here it is not given any stress, as it is knowledge already shared between the speakers.

The following example shows a similar effect:

John’s buying the house on the corner, isn’t he?
he Already LIVES in the house in the corner.

With regard to sentence stress we can outline a three-stage process which enables us to say, the same thing in different ways:

1. When we say words of more than one syllable in isolation we will stress one of the syllables.
2. When words are arranged together in a sentence or utterance, certain syllables will be stressed in order to convey the most important new information. This may cancel out normal word stress.
3. Intonation is used to give further subtleties of meaning to the syllables we have chosen to stress.

In other word it can be said that speakers make certain assumptions with regard to what is old and new information, and express these by means of stress (and intonation) patterns. Hearers confirm or deny these assumptions through their reactions.

Sentence stress and weak forms

Kelly (2000:73) defines that there are a large number of words in English which can have a ‘full’ form and a ‘weak’ form. For example, compare the use of the word can and from in the following sentences:

She can / kən/ swim faster than I can /kæn/. (The first can is the weak form, and the second can is the full form.)

She’s from/frəm/ Scotland. Where are you from/fr ɒm/? (The first from is the weak form, and the second from is the full form.)

As these words can be pronounced differently, it is important that learners are taught the possible forms of these words when they are introduced. These words are most often the function words, filling in between content words and making sentences ‘work’, grammatically.

Receptive exercises can be used to attune students' mind to the idea, and the work towards recognition of the different forms. Productive exercises can also be used to help students towards their target of pronunciation. The most frequently cited examples of these words are as outlined in the following table:

| Grammatical category | Word | Full form | Weak form | Example of weak form |
|--------------------------|--------|-----------|------------|----------------------|
| Verbs | am | æ | m | |
| | are | ɑ: | ə | |
| | is | Iz | əz/z/s | |
| | was | w ɔ z | w əz | |
| | were | w ɜ: | w ə | |
| | do | du: | d ə | |
| | does | dʌz | d əz | |
| | have | hæv | əv/v | |
| | has | hæz | həz/əz/z/s | |
| | had | hæd | həd/əd/d | |
| | can | kæn | k ən | |
| | could | kʊd | k əd | |
| | would | wʊd | w əd/ əd | |
| | should | ʃʊd | ʃ əd/ʃd | |
| Personal pronouns | you | ju: | jə | |
| | your | jɔ: | jə | |
| | he | hi: | h I/ I | |
| | him | h I m | I m | |
| | she | ʃi: | ʃ I | |
| | her | h ɜ: | hə/ə | |
| | us | ʌs | əs | |
| | them | ðem | ð əm | |
| Preposition | to | tu: | t ə | |
| | at | æt | ə t | |
| | of | ɒ v | ə v | |

| | | | | |
|------------------------------|------|------|-----------|--|
| | for | fɔ: | fə | |
| | from | fr m | fr əm | |
| Conjunctions | and | ænd | ə n/ ə nd | |
| | but | bʌt | b ət | |
| | than | ðæn | ð ən | |
| Articles | a | e I | ə | |
| | an | æn | ən | |
| | the | ði: | ðə | |
| Indefinite adjectives | any | eni: | ə ni:/ni: | |
| | some | sʌm | s əm | |
| | such | sʌtʃ | s ətʃ | |

It is better when we learn weak forms that in certain position, the full form is necessary. Also, at times, speakers may wish to emphasize function words for particular reasons:

CHAPTER 12

INTONATION

a. The Definition of Intonation: Intonation may be defined as the variations which take place in the pitch of the voice in the connected speech, i.e. the variations in the pitch of the musical note produced by the vibration of the vocal cords (Jones, 1983: 275). Kelly also (2000: 86) defines that Intonation refers to the way the voice goes up and down in pitch when we are speaking.

An intonation is thus quite a different thing from stress. There are however important relations between stress and intonation in English as indeed in all stress language. The effect of prominence is often produced by certain combination of the two.

b. Types of Intonation are as follows:

A rising intonation is when the pitch of the voice rises.

A falling intonation is when falls, and

A level intonation is when it remains on one note for an appreciable time.

1. Statement:

I saw him.

That's a good idea.

2. Command:

falling.

Use your pencil

sit down

3. Question:

(a) Yes-no

Can she come later ?

Are you married ?

(b) Information

How is he today ?

Where did you grow up ?

Compare: It's time to leave now.

It's time to leave now.

4. Statement:

(a) Non-final phrases or clauses

Appendix A

STRESS EXERCISES

Exercise 1

Key pattern : OO

Come here / look out / what for ? / no more / where to ? / inside / on top / speak up / sit down / downstairs / say “yes” / try hard / go slow / wash up / break down / ask John / hold tight / not now / where from ? / which one ? / in time / please do / no, thanks / run fast / yes, please / no use / all right / work hard / who’s that ? / not quite / quite right / just then / half way / arm-chair / write soon / no good / read this .

Exercise 2

Key pattern : OoO

Try again / not enough / look inside / not so fast / show me yours / do it now / run away / lend a hand / cut the bread / make the tea / go to sleep / have a drink / what is that ? / drive a car / break it up / what’s it for ? / practice hard / sing a song / write it down / draw a line / that’s a lie / take it home / have a go / having lunch / who’ re you ? / ill in bed / where’s he from ? / hurry up / move along / light the fire / fast asleep / change your shoes / cold as ice / where’s your hat ? / time for bed / here’ some tea / half an hour / can’t be done / quite unknown / ring me up / long ago / just in time.

Exercise 3

Key pattern : oOo

I think so / I thought so / I’d like to / I’d love to / to please them / a handful / to try it / a pity / of course not / he couldn’t / as

well as / for ever / they may be / the paper / at breakfast / she had to / it's early / with pleasure / she's ready / I'm sorry / I've read it / just listen / but why not ? / a lot of / without me / in daytime / a nuisance / in winter / the answer / I'd rather / it's broken.

Exercise 4

Key pattern : oOoo

I 'think it is / I'd like you to / to 'practise it / a 'bucketful / it's 'possible / we 'oughtn't to / to / he 'wanted it / to 'borrow it / he 'wants us to / they 'knew it was / they' ve ' finished it / a ' little one / a 'pocketful / a ' lot of it / he 'thinks he can / I 'thought it was / I've 'heard of it / it used to be / they 'must have been / get 'rid of it / let's 'give her some / we 'asked them to / he 'lent me one / he's 'used to it / be 'nice to her / a 'friend of mine / it's'beautiful / be'cause of it / she's 'polished them / she 'came with us / we 'spoke to them / I 'studied it / there 'isn't one / live 'paid for it / a 'pair of them.

Exercise 5

Key pattern : OooO

'writing it 'now / 'send him a'way / 'reading a'loud / 'terribly 'slow / 'give him a 'book / 'what is the 'time ? / 'sing us a song / 'top of the'class / 'running a'way / 'quick off the 'mark / 'hardly e'nough / ' throw it a 'way / ' are you a 'wake ? / 'send me a 'card / 'give me a 'ring / 'playing a ' game / 'meet me to 'nihgt / 'where have they 'gone ? / 'what s it 'for ? / 'where have you 'been ? / 'pouring with 'rain / 'what have you 'done ? / 'show me the ' way / ' gone for a 'walk / 'killed in the 'war / 'come for a 'swim / 'heavy as 'lead / 'give him some 'food / 'time and a'gain / 'no one is 'in / 'nearly as 'good / 'cutting the 'grass / 'beautiful 'girl / 'not before 'tea / 'handsome young 'man

/ 'chopping some 'wood / 'leave it a'long / 'ready for 'lunch /
'when you have 'time / 'not before 'then ? / 'wait till I 'come /
'falling a'sleep / 'just for a 'while / 'what can you 'see ? / 'what
did you 'do ? / 'get into 'bed / 'top of the 'hill / 'leave it be'hind
/ 'do it a'gain / 'write it in 'ink / 'quarter past 'nine / 'now we're
a 'long / 'quarter to 'ten / 'see you to'night / 'lots to be 'done /
'out of the 'way / 'carefully 'read / 'switch off the 'light.

Exercise 6

Key pattern : oOooo

Live 'eaten them all / a beautiful one / in 'terrogate them / I
'think it will be / I 'promised him it / to 'satisfy them / I 'thought
it had been / a 'tablespoonful / he 'wanted us to / a 'penny or two
/ in 'spite of it all / he 'ought to have had / a'long time ago / an
'exercise book / I've 'written to them / the 'middle of it / we 'know
what it is / I 'asked if I could / to 'polish it with / a 'quarter of
them / I 'gave it to her / it's 'necessany / a 'arty-member / we
'had to do it / the 'railway station.

Exercise 7

Key pattern : oOoo

I 'think he 'might / I 'want to 'know / a 'nother time / to
'do it 'well / it's 'quite all 'right / I 'think it 'is / he 'thought it
'was / I 'thought he 'could / she 'tied it 'up / it's 'very 'good / a
'rubber 'band / it's 'hard to 'say / but 'hurry 'up / she 'took it
'off / a 'glass of 'wine / they 'put them 'on / a 'nother day / she's
'most up'set / to 'intro'duce / they 'mustn't 'know / he 'locked
the door / a 'waste of 'time / it's 'much too 'big / it's 'not for
'sale / to 'intro'duce / he 'wants to 'learn / they 've 'gone a'way
/ it's 'all for 'you / I'd 'love to 'help / a 'cross the 'road.

Exercise 8

Key pattern : oOoo

I 'wanted to 'know / I 'think that he 'might / I 'll 'finish it 'now / a 'spoonful of 'salt / she 'asked me to 'go / we 'wanted to 'see / a 'walk in the 'park / I 'thought he had 'gone / a 'plateful of 'soup / he 'told me he 'would / the 'best in the 'class / an 'excellent 'meal / I'll 'see to it 'now / it's 'warmer in 'doors / he 'left it out 'side / it 'used to be 'mine / a 'hole in your 'sock / he 'borrowed a 'pound / he 'can't pay it 'back / she's 'gone to the 'shop / I 've 'finished my 'lunch / in 'spite of the 'rain / the 'house is for 'sale / you 'drank it all 'up / she 'wasn't gone 'long / he 's 'started to 'rain / he 'drank it all 'up / the 'engine won't 'start / I'm 'glad you have 'come.

Exercise 9

Key pattern : oOoo

'finishing to'day / 'doing it a'lone / 'carry it a'way / 'put it on the 'floor / 'clean it with a 'brush / 'dirty under'neath / 'tell me all you 'know / 'follow my ad'vice / 'mind how you be'have / 'try to do it 'now / 'send them out to 'play / 'half of them have 'left / 'get in touch at 'once / 'just in time to 'see / 'up above the 'clouds / 'sitting all a'lone / 'waiting for the 'train / 'hoping that he'll 'come / 'ask him what he 'wants / 'have a ciga'rette / 'have another 'cake / 'what about a 'drink ? / 'bring along your 'friend / 'come and have a 'meal / 'how is Uncle 'George ? / 'why has no-one 'come ? / 'hang it up to 'dry / 'let me take your 'hat / 'put it on the 'shelf / 'don't be such a'fool.

Exercise 10

Key pattern : oOoo

I 'think it will be 'fine / I 'wanted you to 'know / to 'finish

with it 'now / a 'bucketful of 'ice / there 'isn't any 'need / you
'ought to go to 'bed / the 'hospital was 'bombed / he 'waited half
an 'hour / im'possible to 'say / you 'only have to 'try / it 'doesn't
make much 'sense / the 'middle of the ;road / be'ginning with
/ we 'thanked him very 'much / I'll 'show it to her 'then / the
'bottom of the 'class / I 'didn't know the way / we 'promise to
be 'good / I'ii 'try to be in 'time / it's 'difficult to 'learn / they've
'cleared it all a'way / he's 'eaten all the 'cream / I'll 'see him in
a 'week / he 'doesn't go to 'school / I've 'heard of it be'fore /
you're 'wanted on the 'phone / I 'haven't any 'ink / she 'isn't on
the 'phone / it's 'absolutely 'true / the 'children are in 'bed / so
'don't forget to 'write.

Exercise 11

Key pattern : oOoo

I 'think he 'wants to / I 'want to 'meet him / I 'like it
'better / a'nother 'spoonful to / he's 'want a'nother / I 'think he
'ought to / he's 'playing 'football / you 'mustn't 'leave her / he
'left on 'Monday / she 'has to 'practise / I'm 'not of'fended /
per'haps they 'didn't / with 'out your 'hat on / I 'couldn't 'help
it / we 'never 'noticed / you 'need a 'haircut / it 'doesn't 'matter
/ I'll 'have to 'leave you / we'll 'have a 'party / it's 'time for
'supper / a 'great ac'casion / a 'pretty 'picture / ac'centu'ation /
he 'hasn't 'got one / I 'don't be'lieve you / we 'leave to'morrow
/ a 'glass of 'cider / an 'awful 'nuisance / she 'wrote a 'litter /
a'nother 'sanwich / sup'pose he 'saw me / a 'streak of 'lightning
/ a 'clap of 'thunder / a 'piece of 'chocolate / a 'cup of 'cocoa /
she's 'gone out 'shopping.

Exercise 12

Key pattern : oOoo

He 'started to 'talk to me / I 'think that he 'wants us to / he 'wanted to 'write to her / they've 'practised it 'perfectly / a 'gallon of 'paraffin / I'ii 'borrow a'nother one / it 'wasn't ap'propriate / you'll get on 'Saturday / they've 'all gone on 'holiday / it's 'very un'fortunate / per'haps you'll have 'heard of it / it's 'not the right 'attitude / I 'asked for it 'specially / a 'letter from 'germany / I 'don't want to 'frighten her / she 'wants a ther'mometer / it's 'not what I 'asked you for / it 'wants a new 'battery / they've 'bought a new 'wireless set / she's 'sewing the 'button on / sympony / we a 'bicycle / some 'carrots and 'cabbages it's 'just what I 'thought it was / let's 'open the 'other one / he's Shelley's con't temporary / it's 'quite incon'ceivable / I'll 'take it a'way again / re'peat it a'gain for me / the 'clock on the 'mantelpiece / the 'soup isn't 'hot enough / the 'price has gone ;up again / he 'hasn't yet 'paid for it.

Exercise 13

Key pattern : oOoo

I 'wanted you to 'write about it / it's 'not the one I 'borrowed from you / they 'shouldn't need their 'mackintoshes / I 'didn't think it 'interesting to 'read about it / she 'doesn't want to 'talk about me / re'member what your 'teacher tells you / you 'won't foget to 'thank him for it / I 'took it to a 'wactch-repairer / he 'needn't be so 'rude about us / the 'doctor didn't see the patient / she 'bought some new py'jamas for him / but 'where's the glass you're 'drinking out of? / this 'isn't quite the 'moment for it / to 'satisfy the 'school inspector / per'haps you did not 'realize it / I'd 'like it with some 'soda-water / you'll 'need a rather 'bigger sauce pan / I 'think he did it 'beautifully / a 'teaspoonful of 'salad dressing.

Exercise 14

Key pattern : oOoo

‘show him up to his ‘room / ‘throw it into the ‘fire / ‘walking along the ‘road / ‘that’s to be left a’lone / ‘ready to go a’way / ‘standing behind the ‘door / ‘show me what you have ‘done / ‘why did you a’way ? / ‘tell her not to be ‘late / ‘sew it on to my ‘coat / ‘opposite the ho’tel / ‘sing me another ‘song / ‘what’s the name of the ‘book ? / ‘multiply it by ‘there / ‘suffering from a ‘cold / ‘polish it with a ‘cloth / ‘bury it in the ‘ground / ‘fill it up to the ‘top / ‘finish it if you ‘can.

Exercise 15

Key pattern : oOoo

I ‘think he ‘wants to ‘go / it ‘isn’t ‘quite the ‘same / it’s ‘not the ‘one ‘want / the ‘train is ‘very ‘late / I ‘haven’t been be’fore / I ‘can’tt be’lieve it’s ‘true / there ‘isn’t ‘time to ‘change / I ‘hope you ‘under’stand / he ‘hasn’t ‘got a ‘change / I’m ‘sorry ‘I for’got / a ‘letter ‘in the ‘post / the ‘concert ‘starts at ‘eight / on ‘Friday ‘afternoon / they ‘played a ‘game of ‘bridge / he ‘goes to ‘work on ‘foot / he ‘travels ‘home by ‘train / I’m ‘sure my ‘husband ‘knows / she ‘has to ‘stay in ‘bed / a’fraid my ‘wife is ‘ill / he ‘fire is ‘nearly ‘out / it’s ‘time to ‘light the ‘fire / I’d ‘like a’piece of ‘bread / it’s all the ‘same to ‘me / ex’cuse my ‘being ‘late / I ‘didn’t ‘know the ‘way / the ‘roads are ‘very ‘dark / I ‘couldn’t ‘see the ‘house / per’haps you’d ‘care to ‘wait / I’ii ‘see them ‘both at ‘once / he ‘practised ‘every ‘day / it ‘doesn’t ‘matter ‘much / I ‘can’t af’ford a ‘car / a ‘spoonfull ‘every ‘hour.

Exercise 16

Key pattern : oOoo

I ‘think that he ‘wants us to go / it ‘isn’t the same as be’fore

/ I 'didn't ex'pect to be 'asked / we 'shan't be in 'time for the
'play / you'd 'best be as 'quick as you 'can / I 've 'written the
'leter in 'french / it 'doesn't much 'matter to 'me / she's 'gone
'for a 'walk in the 'park / it's 'time we were 'having our 'lunch /
I've 'taken my 'coat to be 'cleaned / the 'office is 'open at 'nine
/ I'm 'looking for 'paper and 'string / this 'shop doesn't 'sell
what I 'want / this 'evelope 'hasn't a 'stamp / we 'don't want to
'trouble you know / you 'shouldn't have 'left it to 'her / she'll
'never re'member a 'thing / per'haps you can 'ring her to'night /
she's 'sure to for'get what to do / and 'tell her to 'leave it a'lone.

Appendix B

INTONATION EXERCISES

The Daily News

Mr Green went to the newsagent's and bought his morning newspaper.

'Good morning, Joe, " Mr Green said.

'Good morning, Mr Green, ' joe answered. 'The Daily News ?'

'Yes, please, 'Mr Green said, 'Is There any news today ?'

'No, there isn't any news today,' answered. 'There was another murder yesterday. Some thieves robbed a bank. and some workmen went on strike at a factory.'

"Is that all, Joe?"Mr Green asked.

'That's all, Mr Green. The same things happen every day. Only the names and addresses change.'

'Will it rain tomorrow, Joe ?' Mr Green asked.

'Yes, it will, Mr Green,'Joe answered. ,the paper says "Rain Tomorrow".'

'The weather doesn't change,'Mr Green said. 'You're right, Mr Green,'joe answered,'Rain yesterday, rain today, and rain tomorrow,'Mr Green picked up his newspaper and looked at it. 'Why do we read newspapers, joe?'he asked.

'It passes the time,'joe answered, ,and it keeps me in business.'

Answer these questions

- A. 1. Didn't Mr Green go to the newsagent's ?
2. Did he buy a newspaper ?
 3. Did he buy any cigarettes ?
 4. Is there any news today ?
 5. Was there another murder yesterday ?
 6. Didn't some workmen go on strike ?
 7. Don't the same things happen every day ?
 8. Will it rain tomorrow ?
 9. Will the weather change ?
 10. Didn't it rain yesterday ?
- B. 11. Who went to the newsagent's ?
12. Who sells newspapers ?
 13. Who want the Daily News ?
 14. Who robbed a bank ?
 15. Who went on strike ?
- C. 16. Did Mr Green go to the newsagent's or to the chemist's ?
17. Did he buy a newspaper or some cigarettes ?
 18. Does Me Green read the Daily News or the Daily Tribune ?
 19. Was there a murder yesterday or the day before yesterday ?
 20. Does Mr Green sell newspapers Or does Joe Sell them ?
- D. 21. Where did Mr Green go ?
22. What did he buy ?

23. What is the name of the newspaper ?
24. When did the workmen go on strike ?
25. What does the newspaper say about the weather ?
26. Why do we read newspapers ?

Appendix C

PHONETIC TRANSCRIPTION

1. An Appointment

- Hallo ! Rather Luck running in to tou. I tried to get you on the phone, but you weren't There.

+when was that ?

- Oh, about half an hour ago.

+Oh, yes, I'd left by then. Did you want me something special ?

- Are you doing anything in particular this evening ?

+I don't think so. Why ?

- Well, the point is this, I had a lie From Davidson this morning. He says he could see me tomorrow , and I thught it might be as well if we went over the points again to see that I've got it all straight.

+All right. Will you come round ?

- No, I'd rather you came round to me, if you don't mind. I may be wanted on the phone.

+All right. What time ?

2. On The Phone

- Curzon two four nine seven.

+Curzon two four nine seven ?

- Can I have an appointment with Mr Jeffreys ?

This is J.W Barnes speaking.

+Oh, yes, Mr. Barnes. Good morning. I'll just get the book. Are you there?

- Yes

- + When would you like to come, Mr. Barnes?
- As soon as possible.
+ I'm afraid there is no time tomorrow. Mr. Jeffreys is very busy just now. Is it urgent? If it is, perhaps we could fit you in somewhere and do something for you.
- No, it isn't as urgent as that. Is the day after possible?
+ What time would you like to come?
- As late as possible in the afternoon.
+ I'm sorry; that afternoon is full too. Friday afternoon at five, would that do?
- Yes, that'll do.
+ Shall I send you a card to conform it?
- No, don't bother, thanks. I've made a note. Friday, five. Thank you.
+ Thank you. Good bye.
- Good bye.

3. Commission

- + I'm going round to see Thomson. I'll be back in about an hour.
- Oh, you might take my letters to the post.
+ Where are they?
- I'll get them. Have you got any stamps?
+ How many do you want?
- There, please. I'll have to owe you for them.
+ All right. It doesn't matter.
- Oh, I say, I was forgetting. I really ought to put in postal order for Jim. Could you possibly go round by the post office and get one for five shillings and put it in the

envelope?

+ Yes; all right.

- Here are the letters. I've left Jim's open.

+ Thanks. By the way, how are we off for cigarettes?

Appendix D

Minimal Pairs

A type of pair practice can easily be constructed using worksheets with minimal pair sentences. Student A begins by reading his or her sentences aloud while B marks the correct word. After five sentences they change the roles, so that students practice both as the speaker and the listener.

| STUDENT A | STUDENT B |
|--|--|
| I. Read sentences 1-5 to your partner. | Circle the word that your partner reads. |
| 1. He gave me a hug. | 1. He gave me a _____ |
| 2. Hand me the pin. | 2. Hand me the _____ |
| 3. This room is full of cats. | 3. This room is full of _____ |
| 4. It's very withered. | 4. It's very _____ |
| 5. The men will come soon. | 5. The _____ will come soon. |
| II. Circle the word that your partner reads. | II. Read sentences 6-10 to your partner. |
| 6. I'd like to see that _____ | 6. I'd like to see that chick. |
| (a) chick | 7. That's my lock. |
| (b) check | 8. They spun around. |
| 7. That's my _____ | 9. I fell over the rock. |
| (a) luck | 10. They left weights at the gym. |
| (b) lock | |
| 8. They _____ around. | |
| (a) spun | |
| (b) spin | |
| 9. I fell over the _____ | |
| (a) rock | |
| (b) rack | |
| 10. They _____ weights at the gym. | |
| (a) lift | |
| (b) left | |

Appendix E

Pronunciation Exercise

Section A

Vocabulary

First learn the words you will need to study how to make the sounds in this section.

Your mouth

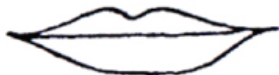
1. This is your mouth



2. Open your mouth



3. Close your mouth



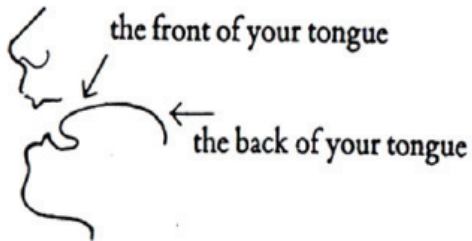
4. Open your mouth a little



5. Open your mouth a little more



Your tongue



Moving your tongue

Put your tongue forward.



Put your tongue back.



Put your tongue up.



Put your tongue down.



Put your tongue forward and up.



Put your tongue down and back.

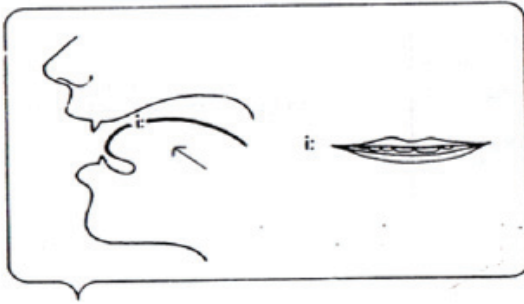


Practise i:
eat, easy, he, we, she

Practise a:
ask, answer, arm, car

Unit 1

i: (sheep)



Open your mouth very little to make the sound i:
i: is a long sound

Practice 1 Listen and repeat

bean



Bean

heel



heel

meal



meal



Peel



sheep



Cheap



seat



Eat



leek

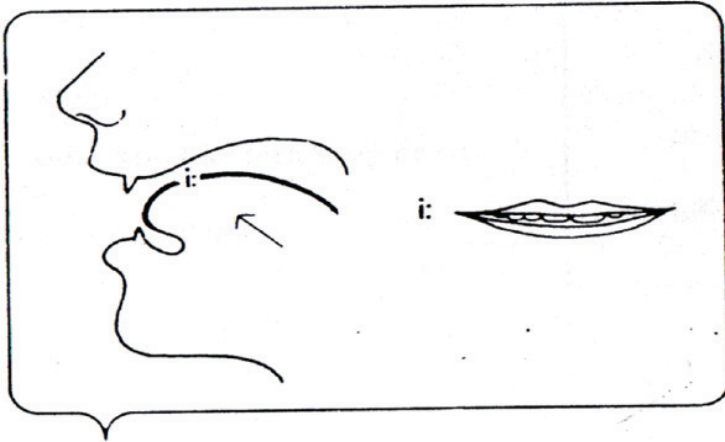


cheeks

Practice 2 Listen and repeat

| | | |
|---------|-------|--------|
| Edith | see | eating |
| Evening | tea | Peter |
| Easy | pea | meat |
| Jean | three | |
| Cheese | | |

Unit 2 I ship



First practice the sound i: (see page 3)

Then open your mouth a little more.

i: is a long sound

I is a short sound

Practice 1 Listen and repeat

Sound 1

sheep



Sheep

sound 2



ship

bean



Been



bin

eat



Eat



it

scat



Seat

sit

leek



Leek



lick

checks



Cheeks



chicks

Test

Tick the words you recognize in the sentences you hear:

1. a) sheep; b) ship
2. a) bean; b) bin
3. a) cheeks; b) chicks
4. a) cheap; b) chip
5. a) heel; b) hill
6. a) peel; b) pill

Practice 2

Listen and repeat:

| | | |
|-------------|------------|-------|
| It's | Tim | fifty |
| Isn't | film | sixty |
| Ill | minutes | |
| Indians | beginning | |
| Interesting | Mrs. Smith | |

Dialogue An interesting film

Bill : Is Tim in?

Lyn : Is he coming to the pictures?

Mrs. Smith : Tim's ill

Bill : Here he is ! hello, Tim.

Tim : Hello, Bill.

Lyn : Are you ill, Tim?

Tim : Is it an interesting film?

Lyn : It's 'Big Jim and the Indians'.

Bill : And it begins in six minutes

Mrs. Smith : If you're ill, Tim...

Tim : Quick! Or we'll miss the beginning of
the film!

Stress Numbers

Listen and repeat:

| | | | | |
|----|-------|----------------|-------|----|
| 30 | Three | thirteenthirty | 3 | 13 |
| 14 | Four | fourteen | forty | 4 |
| | 40 | | | |
| 15 | Five | fifteen | fifty | 5 |
| | 50 | | | |

| | | | | |
|----|-------|-----------|---------|---|
| | Six | sixteen | sixty | 6 |
| 16 | 60 | | | |
| | Seven | seventeen | seventy | 7 |
| 70 | | | | |
| | Eight | eighteen | eighty | 8 |
| 18 | 80 | | | |
| | Nine | nineteen | ninety | 9 |
| 19 | 90 | | | |

Game Mini bingo

Play in a group of five people.

One person calls out the numbers above in any order.

The others each choose one of the boxes A, B, C or D below.

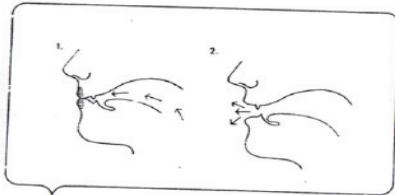
Cross out each number in your box as it is called (or put a small piece of paper on top of each number as it is called).

The first person to cross out all his number wins.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|----------|----------|---|----|----|----|----|---|--|----|---|----|----|----|----|----|---|----|---|---|----|----|----|----|---|----|---|----|---|----|---|----|---|----|----|---|----|----|
| A | B | C | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"><tr><td>13</td><td>3</td><td>80</td></tr><tr><td>7</td><td>19</td><td>50</td></tr><tr><td>17</td><td>90</td><td>8</td></tr></table> | 13 | 3 | 80 | 7 | 19 | 50 | 17 | 90 | 8 | <table border="1"><tr><td>60</td><td>4</td><td>16</td></tr><tr><td>20</td><td>30</td><td>13</td></tr><tr><td>70</td><td>5</td><td>90</td></tr></table> | 60 | 4 | 16 | 20 | 30 | 13 | 70 | 5 | 90 | <table border="1"><tr><td>5</td><td>15</td><td>16</td></tr><tr><td>70</td><td>90</td><td>3</td></tr><tr><td>40</td><td>7</td><td>18</td></tr></table> | 5 | 15 | 16 | 70 | 90 | 3 | 40 | 7 | 18 | <table border="1"><tr><td>60</td><td>6</td><td>15</td></tr><tr><td>8</td><td>14</td><td>17</td></tr><tr><td>9</td><td>90</td><td>80</td></tr></table> | 60 | 6 | 15 | 8 | 14 | 17 | 9 | 90 | 80 |
| 13 | 3 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 19 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 90 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | 4 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 30 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70 | 5 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70 | 90 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 | 7 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | 6 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 14 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 90 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Unit 3 e pen

p pen



First practice the sound I (see page 6)

Then open your mouth a little more

e is a short sound

Practice 1 Listen and repeat:

Sound 1 Sound 2



Pin



pen



Bin



Ben



Tin



ten



Pig



peg



Bill



bell



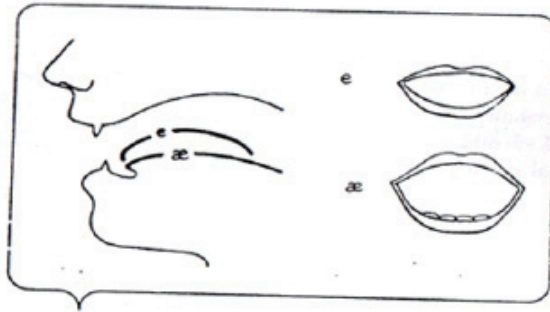
Chicks



cheques

Unit 4 æ man

æ man



First practice the sound e (see page 9)

Then open your mouth a little more

First practice the sound e (see page 9)

Then open your mouth a little more

Practice 1 Listen and repeat:

Sound 1

sound 2



X



axe



Pen



pan



Men



man



Said



sad



Beg



bag



Bread



Brad

Test Tick the words you recognize in the sentences you hear:

1. a) pen; b) pan
2. a) men; b) man
3. a) said; b) sad
4. a) gem; b) jam
5. a) pet; b) pat
6. a) bed; b) bad

Dialogue A bad hijacker

Hostess Bradley : Alice! Perhaps that passenger is a hijacker!

Hostess Allen : Which passenger, Anne? That sad man with the camera? He's wearing black slacks and a jacket

Hostess Bradley : No. that fat lady with the big black handbag in her left hand

Hostess Allen : Is she standing next to the lavatory?

Hostess Bradley : Yes. She's traveling to Amsterdam.

Hostess Allen : You're mad, Anne, I don't understand

Hostess Bradley : You see, when she went into the lavatory she didn't have the handbag in her hand, and now she's...

Fat lady : (clapping her hands) EVERYBODY STAND!

I'm a hijacker. And in this handbag I have a ...

Handbag : BANG!

Stress In English some words are stressed at the end:

perhaps

below

about

Some words are stressed in the middle : beginning

conversation

But most words are stressed at the beginning:

| | | | |
|--------|-----------|----------|---------------|
| camera | handbag | pictures | c r i c k e t |
| bat | | | |
| family | sandwich | waiting | aeroplane |
| apple | practice | airport | hijacker |
| jacket | passenger | woman | |

Conversation Practice this conversation about the passengers in the picture below. They are in the airport waiting to get on the aeroplane.

Example:

Student A : Perhaps that passenger is a hijacker

Student B : Do you mean the man with the black slacks?

Student A : No. the woman with the black handbag.

Black slacks red hat

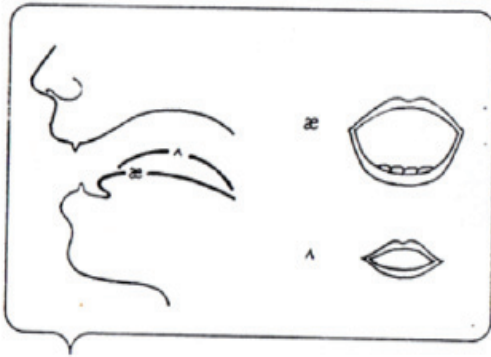
Cat

Cricket bat black handbag

Jacket family

Sandwich apple camera

Unit 5 ^ cup



First practice the sound æ (see page 12)

Then put your tongue back a little

ʌ is a very short sound

Practice 1 Listen and repeat

Sound 1 sound 2



Cap



cup



Hat



hut



Sack



suck



Ban



bun



Bag



bug



Hag



hug

Test Tick the words you recognize in the sentences you hear:

- | | | |
|----|----------------|---------------------|
| 1. | a) cap; b) cup | 4. a) mad; b) mud |
| 2. | a) hat; b) hut | 5. a) hang; b) hung |
| 3. | a) bag; b) bug | 6. a) ran; b) run |

Practice 2 Listen and repeat:

| | | |
|---------------|--------|-----------|
| Ugly | must | love |
| Untrue | much | lovely |
| Unhappy lunch | honey | |
| Understand | Sunny | worry |
| Shut up | cousin | company |
| Just once | Russ | wonderful |

Dialogue I love you

Russ : Honey, why are you sad?

(Janet says nothing)

Russ : Honey, why are you so unhappy? I don't understand.

Janet : You don't love me, Russ!

Russ : But, honey, I love you very much.

Janet : That's untrue. You love my cousin, Sunny. You think she's lovely and I'm ugly.

Russ : Janet, just once last month I took Sunny out for lunch. You mustn't worry. I like your company much better than Sunny's.

Janet : Oh, shut up, Russ.

Russ : But, honey, I think you're wonderful. You mustn't...

Janet : Oh, SHUT UP!

Intonation Making a list

Listen and repeat:

He bought a cup and some nuts

He bought a cup, some nuts and some honey

He bought a cup, some nuts, some honey, and a brush

Game My uncle went to London

Practice this game first with the class, then in groups of five or six people. Choose any words from the list below.

Example:

Student A : My uncle went to London and he spent a lot of money.

He bought a bus.

Student B : My uncle went to London and he spent a lot of money.

He bought a bus and a dozen buns.

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

Practice saying the words before you start:

| | |
|-------------------|--------------------|
| A cup | some butter |
| A cupboard | some honey |
| A bus | one union |
| A bottle of rum | a brush |
| A hundred buttons | a rubber duck |
| Some nuts | a dozen buns |
| A tongue | an ugly monkey |
| A blood sausage | a lovely butterfly |

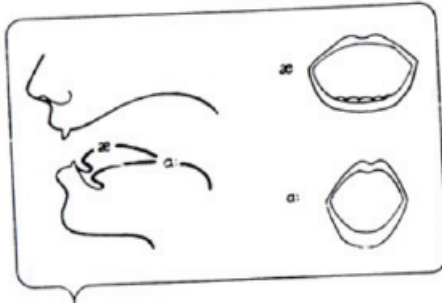
Some comfortable gloves

some coloured sunglasses

Unit 6

a: heart

a: heart



Put your tongue down and back

a: is a long sound

Practice 1 Listen and repeat:

Sound 1 sound 2



Cap



carp



Hut



heart



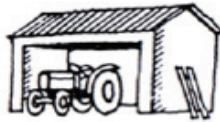
Cut



cart



Bun



barn



Much



march



Cluck



clerk

Test Tick the words you recognize in the sentences you hear:

1. a) hat; b) hut; c) heart
2. a) cat; b) cut; c) cart
3. a) cap; b) cup; c) carp
4. a) bun; b) barn

5. a) come; b) calm
 6. a) Patty's; b) parties

Practice 3 Listen and repeat

| | | | |
|--|--|--|--|
| Ah! Arnold so they are! can't garden | marvelous bar far car star | guitar Barbara Margaret Charles | Smart Martin Martha Dark Laugh Photograph |
|--|--|--|--|

Dialogue At a party

| | | |
|----------|---|--|
| Margaret | : | Where's your glass, Barbara? |
| Barbara | : | It's on the bar. |
| Martin | : | Barbara! Margaret! Come into the garden! |
| | | Martha and Charles are dancing in the dark. |
| Margaret | : | In the garden? What a laugh! |
| Barbara | : | So they are! They're dancing on the grass! |
| Margaret | : | They're dancing under the stars! |
| Martin | : | And Arnold's playing his guitar. |
| Barbara | : | Doesn't Martha look smart! |
| Margaret | : | Look at Charles! What marvelous dancer! |
| Barbara | : | Ah! Let's take a photograph of Martha and Charles. |
| Martin | : | We can't. it's too dark.. |

Intonation Listen and repeat

- What a fast car!
 What a funny dancer!
 What a marvelous photograph!
 What fantastic guitar!

Conversation Practice the conversation about the pictures below:

A: Look at that car!

B: What a fast car!

dark dirty

fast marvelous

| | | | | | |
|------|-------|-------|-------|-------|--------|
| eat | eggs | mat | sit | cups | grass |
| seat | any | ham | fish | buns | garden |
| tea | ready | apple | chips | lunch | tart |

Reading Lunch on the grass

Ben : Is lunch ready?

Anne : Yes, Let's eat lunch in the garden.

Ben : Shall we sit on this seat?

Anne : Let's sit on this mat on the grass.

Ben : Is it fish and chips for lunch?

Anne : No, It's ham and eggs.

Ben : Have you any buns and ham?

Anne : Yes, and cups of tea and apple tart.

Unit 8 o'clock

o clock



First practice the sound æ (see page 12).

Then put your tongue slightly back and bring your lips slight forward
o is a short sound.

Practice 1 Listen and repeat:

Hat



hot



cat



cot



Pat



pot



Sack



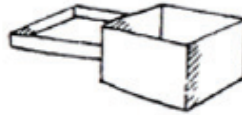
Sock



tap



Top



Backs

box



Test Tick the words you recognize in the sentences you hear:

1. a) cat; b) cot
2. a) sack; b) sock
3. a) tap; b) top
4. a) Tammy; b) Tommy
5. a) baddie; b) body
6. a) black; b) block

Practice 2 Listen and repeat:

off

often

on

‘On wash’

a long job got

bottle

want

what’s wrong

Mrs. Bloggs sorry

holiday

horrible

washing

popular

Dialogue TV advertisement for ‘On wash’

Voice A : What’s wrong with you, Mrs Bloggs?

Mrs Bloggs : What’s wrong with me? I want a holiday

from this horrible

job of washing socks!

Voice B : Buy a bottle of ‘Onwash’, Mts Bloggs!

Voice C : ‘Onwash’ is so soft and strong.

Voice D : You don’t want lots of hot water with ‘Onwash’.

Voice A : It’s not a long job with ‘Onwash’.

Voice B : Use ‘Onwash’ often.

Voice C : You won’t be sorry when you’ve got ‘Onwash’.

Voice D : E everybody wants ‘Onwash’.

Everybody : ‘Onwash’ is so popular!

| Intonation | A suggestion sounds polite and friendly: | A command sounds less friendly: |
|------------|--|--|
| | Have a holiday , Mrs Bloggs. | Have a holiday , Mrs Bloggs. |
| | Stop washing , Mrs Bloggs. | Stop washing , Mrs Bloggs. |
| | Don’t drop that pot , Mrs Bloggs. | Don’t drop that pot , Mrs Bloggs. |
| | Put it on the box , Mrs Bloggs. | Put it on the box , Mrs Bloggs. |

Competition Friendly or unfriendly?

Divide the class into two teams.

The teacher reads the following sentences.

Students take turns to decide if he’s friendly or unfriendly.

Score a point for each correct answer.

Put these socks in the **box**.

Put it on top of the **clock**.

Make the coffee **hot**.

Go to the **hospital**.

See a **doctor**.

Don’t was thse **socks**.

Don’t borrow Tom’s **watch**.

Don’t go to the wrong **office**.

Don’t go to the wrong **restaurant**.

Buy some **binoculars**.

Unit 9 o: ball



First practice the sounds o (see page 24)

Then put the back of your tongue up a *little*.

O: is a long sound.

Practice 1 Listen and repeat:

sound 1

sound 2



don

dawn





cod cord



cot



caught



pot



port



fox



forks



spots



sports

Test Tick the words you recognize in the sentences you hear:

1. a) spots; b) sports
2. a) pots; b) ports
3. a) cod; b) cord
4. a) shot; b) short
5. a) Rot; b) roared
6. a) what a; b) water

Practice 2 Listen and repeat:

| | | |
|------------|---------------|----------|
| or | Paul | awful |
| score | towards | airport |
| four | audience | reporter |
| all | forward | forty |
| always | George | walking |
| footballer | 'the Roarers' | York |

Dialogue Sports report from Channel 4

| | | |
|-------------|---|---|
| Announcer | : | This morning the Roarers football team arrived back from York. Paul Short is our sports reporter, and he was at the airport. |
| Paul Short | : | |
| George Ball | : | Good morning. This is Paul Short. All the footballers are walking towards me. Here's George Ball, the goalkeeper. Good morning, George. |
| Paul Short | : | Good morning. Are you a reporter? |
| George Ball | : | Yes, I'm from Channel 4. Please tell our audience about the football match with York. |
| Paul Short | : | Well, it was awful. We lost. And the score was four, forty-four. But it wasn't my fault. |
| George Ball | : | Whose fault was it? |
| Paul Short | : | The forwards. |
| George Ball | : | The forwards? |

| | |
|--|--|
| | Yes. The forwards. They were always falling down or losing the ball! |
|--|--|

Intonation Surprise

A : Mr. Short always play football in the morning.

B : In the morning?

C : Mr. Short?

D : Football?

E : Always?

In this conversation B, C, D and E are all surprised by what A says. B is surprised that he plays in the morning. C is surprised that Mr. Short plays. D. is surprised that he plays football. E is surprised that he always plays.

Practice in pair. B must sound surprised about the part of the sentence in italics.

Example:

I saw Audrey at airport.

A : I saw Audrey at the airport.

B : At the airport?

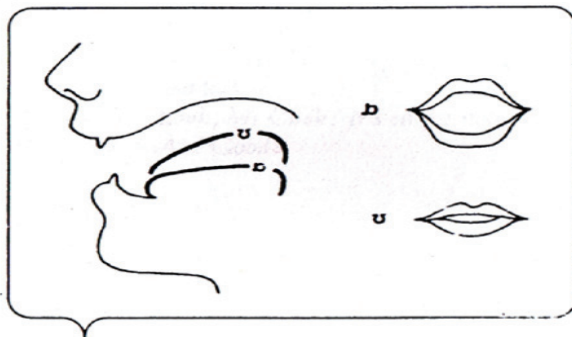
A: Yes. At the airport.

1. I've put the ball in the drawer.
2. It's too warm to go walking.
3. Dawn wrote a report in shorthand.
4. George has bought forty-five forks
5. I'm going to buy a horse.
6. You ought to get up at four in the morning.
7. I saw George when I was in New York.

8. It's your fault.

Unit 10 book

u book



First practice the sound o (see page 24).

Then put the back of your tongue forward and up a little.

Ū is a short sound.

Practice 1 Listen and repeat:

sound 1



pot

put



cock

cook



God



good



Lock

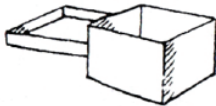
look



Rock



rook



Box



books

Test Tick the words you recognize in the sentences you hear:

1. a) cock; b) cook
2. a) lock; b) look
3. a) god; b) good
4. a) cod; b) could
5. a) poss; b) puss
6. a) brockhurst; b) brookhurst

Practice 2 Listen and repeat:

| | | |
|-------|-------------|---------------|
| put | full | cookery books |
| look | woman | shouldn't you |
| good | bedroom | didn't you |
| foot | living-room | Mr. Cook |
| could | bookshelf | |

Dialogue A lost book

| | | |
|-----------|---|---|
| Mr. Cook | : | Woman! Could you tell me where you're put my book? |
| Mrs. Cook | : | Isn't it on the bookshelf? |
| Mr. Cook | : | No. The bookshelf is full of your cookery books. |
| Mrs. Cook | : | Then you should look in the bedroom, shouldn't you? |
| Mr. Cook | : | I've looked. You took that book and put it somewhere, didn't you? |
| Mrs. Cook | : | The living-room? |
| Mr. Cook | : | No. I've looked. I'm going put all my books in a box and look it! |
| Mrs. Cook | : | Look, Mr. Cook! It's on the floor next to your foot. |
| Mr. Cook | : | Ah! Good! |

Intonation Question tags

Listen and repeat:

Should you? **could** you? **would** he?

 She couldn't **cook**, **could** she?

 He wouldn't **look**, **would** he?

Practice in pairs:

Example: She couldn't cook.

A: She couldn't cook, could she?

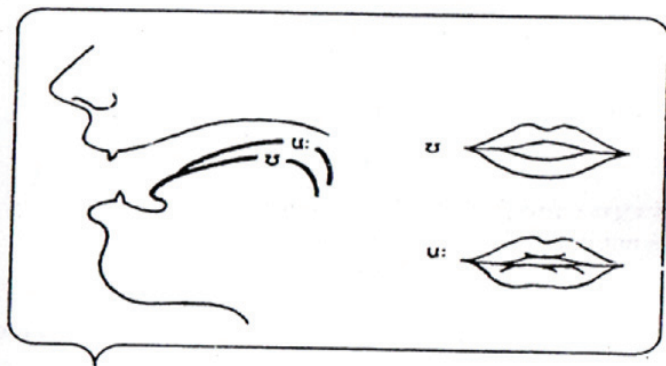
B: No, she couldn't.

1. He couldn't play football.
2. You couldn't cook a cake without sugar.
3. You wouldn't like to meet a bull.

4. You wouldn't like to meet a wolf.
5. He shouldn't put good books on the cooker.
6. He shouldn't look at that woman.
7. You couldn't cook a book.
8. They shouldn't read these books.

Unit 11 u: boot

u: boot



First practice the sound u again (see page 31)

U is a short sound.

Then put your tongue up and back.

U: is a long sound

Practice 1 Listen and repeat:

sound 1

sound 2



look

Luke



pull

pool



full

fool



foot



boot

Test Tick the words you recognize in the sentences you hear:

1. a) look; b) Luke
2. a) full; b) fool
3. a) pull; b) pool
4. a) fullish; b) foolish

Practice 2 Listen and repeat

| | | |
|-------------|-------------|-----------|
| Sue | June | soup |
| Prue | unit | stupid |
| shoe | afternoon | nuisance |
| threw | excuse me | Miss Luke |
| twenty-two | chewing gum | |
| It was YOU! | rude | |

Dialogue In a good school

Miss Luke: Good afternoon, girls.

Girl : Good afternoon, Miss Luke.

Miss Luke: This afternoon we're 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 their chewing gum on the floor? Was it you, Prue?

Prue : No, Miss Luke. It was June

Miss Like: 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're being very rude. You two nuisances can stay in school this afternoon instead of going to the swimming pool.

Stress Read this conversation. Make the stressed words louder.

- A : Excuse me.
B : Yes?
A : Could you tell me where I can get some good shoelaces?
B : Yes. There's a shop next to the supermarket that sells very good shoelace. I'm going there too.

Conversation Practice in pairs. Use the words below.

Excuse me.

Yes?

Could you tell me where I can get some good 1

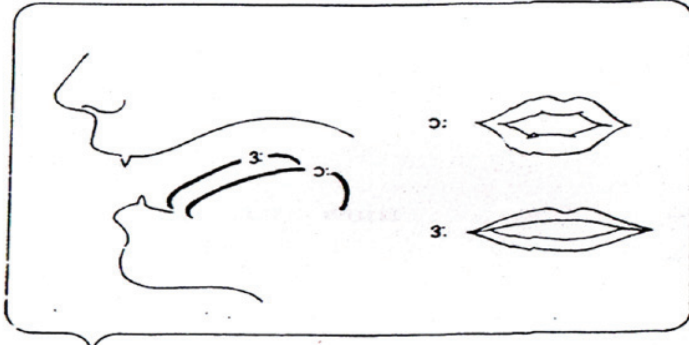
Yes. There's a shop next to the 2 That sells very good 1 I'm going there too.

Practice these words first:

| | |
|-------------------------------|---------------------------------|
| ¹ shoelaces | ² supermarket |
| toothpaste | swimming pool |
| football boots | fruit shop |
| chewing gum | tool shop |
| fruit juice | wool shop |
| cookery books | newspaper stand |

Unit 12 3: girl

3: girl



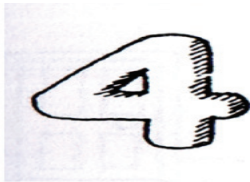
First practice the sound o: (see page 27).

Then put your tongue forward and up a little.

3: is a long sound.

Practice 1 Listen and repeat :

sound 1



four

sound 2



fur



torn

turn





Paul



Pearl



warm



worm



ward

Two words

word



walker



worker

Practice 2 Listen and repeat :

| sound 1 | sound 2 |
|---------|---------|
| ten | turn |
| Ben | burn |
| Bed | bird |
| Head | heard |

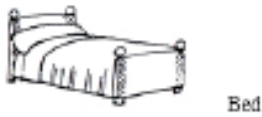
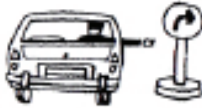
| | |
|--------|---------|
| West | worst |
| kennel | colonel |

sound 1

sound 2



turn



Test Tick the words you recognize in the sentences you hear :

1. a) bed; b) bud; c) bird
2. a) Ben's; b) buns; c) burns
3. a) ward; b) word
4. a) walk; b) work
5. a) short; b) shirt
6. a) or; b) er

Practice 4 Listen and repeat :

| | | | |
|----------|---------|---------|---------------------|
| er | Herbert | | |
| sir | Sherman | worst | skirts |
| early | Turner | thirsty | shirts |
| world | weren't | dirty | nurse |
| Thursday | colonel | Burton | Curse these nurses! |

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 works early. |
| Sir Herbert | : | She ander.....Nurse Turner weren't at works on Thursday, were they? |
| Colonel Burton | : | No, they weren't. |
| Sir Herbert | : | Nurse Sherman is the worst nurse in the ward, isn't she? |

| | | |
|----------------|---|--|
| Colonel Burton | : | No, she isn't. She's the worst nurse in the world! |
|----------------|---|--|

Intonation Listen and repeat :

were we ?

were you?

were they ?

We weren't **early** **were** we?

Practice in pairs.

Example: We weren't early.

A : WE weren't early, were we?

B : No, weren't.

Example: You weren't early.

A : You weren't early, were you?

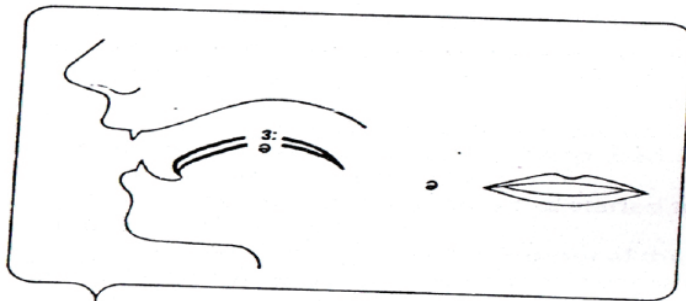
B : No, I wasn't.

1. We weren't the worst.
2. You weren't first.
3. These girls weren't German.
4. The curtains weren't dirty.
5. We weren't learning Turkish
6. These birds weren't hers.
7. These girls weren't walking to work.

8. You weren't thirsty

Unit 13 a camera

ə a camera



First make the sound 3: (see page 37).

This is a long sound.

Then make it very short. This in ə

ə is a very short sound.

Practice 3 Weak forms

| | |
|--------------------------------|----------------------------------|
| Was she dreaming? | Yes, she was. |
| This is the sound . | This is the strong form of 'was' |
| This is the weak form of 'was' | This is a different sound. |

Listen and repeat:

Listen and repeat:

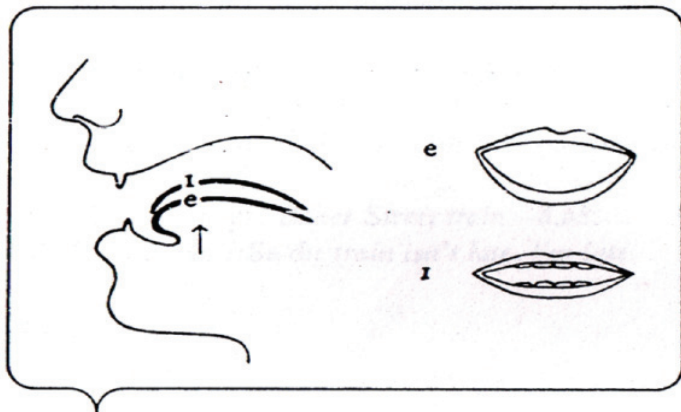
| | |
|---|-------------------------|
| W <i>ð</i> s she thinking about South America? | Yes, she was . |
| W <i>ð</i> s her brothers and sisters asleep? | Yes, they were . |
| D <i>ð</i> they like reading? | Yes, they do . |
| H <i>ð</i> ve you read about South America? | Yes, I have |
| D <i>ð</i> s your friend like reading? | Yes, he does |
| <i>ð</i> m I talking to myself? | Yes, I am . |
| <i>ð</i> we working hard? | Yes, we are . |
| H <i>ð</i> s your friend been to South America? | Yes, he has . |
| C <i>ð</i> n you swim | Yes, I can . |

Test Tick the words you recognize in the sentences you hear :

1. a) has; b) h s
2. a) can; b) c n
3. a) was; b) w s
4. a) does; b) d s
5. a) am; b) m
6. a) them; b) th m

Unit 15 eI tail

eI tail



This has two sounds: e and I (see pages 9 and 6)

First make the sound e.

Now make it longer: eee.

Then add I. This is very short.

eeI

Practice 1 Listen and repeat

| sound 1 | sound 2 |
|---------|---------|
| pen | pain |
| shed | shade |
| tell | tail |
| wet | wait |
| test | taste |
| pepper | paper |

sound 1

sound 2



pen



pain



shed shade



tell



tail



wet



wait



test



taste



pepper



paper

Test Tick the words you recognize in the sentences you hear:

1. a) pen; b) pain
2. a) shed; b) shade
3. a) pepper; b) paper
4. a) let; b) late
5. a) letter; b) later
6. a) get; b) gate

Practice 2 Listen and repeat:

hey! made late
say afraid waiting
Mr. Grey train eight-eight
may timetable station
they ages Baker Street
today changed April
railway

Dialogue At the railway station (Mr. Grey is waiting at the railway station for a train)

| | | |
|----------|---|--|
| Mr. Grey | : | Hey, this train's late! I've been waiting here for ages. |
| Porter | : | Which train, sir? |
| Mr. Grey | : | The 8.18 to Baker Street. |
| Porter | : | The 8.18? I'm afraid you've made a mistake, sir. |
| Mr. Grey | : | A mistake? My timetable says: Baker Street train - 8.18. |
| Porter | : | Oh o, sir. The Baker Street train leaves 8.08. |
| Mr. Grey | : | At 8.08? |
| Porter | : | You see, sir, they changed the timetable at the end of April. It's the first of May today. |
| Mr. Grey | : | Changed it? May I see the new timetable? What does it say? |
| Porter | : | It says: Baker Street train – 8.08. |
| Mr. Grey | : | Hm! So the train isn't late. I'm late. |

Intonation Surprise

I'm afraid you've made a mistake, sir.

A mistake?

Listen and repeat:

The eight By plane?
Today Going away?
To Spain She's eighty-eight?

Practice in pairs.

Example:

It's the eighth of April.

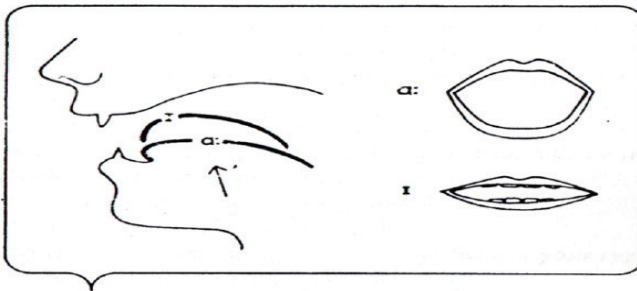
A : It's the eight of April.

B : The eighth?

1. It's the eighth of May.
2. Yes. It's Mrs. Grey's birthday today.
3. Yes. She's eighty-eight.
4. Yes. And she's going away for a holiday.
5. That's right. And she's going by plane.
6. Well, it's a bit dangerous at her age, but she wants to go to Spain.
7. That's right. Why don't you go with her?

Unit 16 ai fine

ai **fine**



This has two sounds: a: and i

First practice the sound a: (see page 19)

This is a long sound

Now add I (see page 6)

This is a short sound

Practice 1 Listen and repeat:

sound 1



bar

sound 2



buy



star

sty



darn



dine



lark

like



cart



kite



heart



height

Test Tick the words you recognize in the sentences you hear:

1. a) cart; b) kite
2. a) darning; b) dining
3. a) star; b) sty
4. a) laugh; b) life
5. a) hard; b) hide
6. a) Pa; b) pie

Practice 2 Listen and repeat

| | | | |
|-------|-------------|-------|------------|
| I'm | Myra | ice | tonight |
| 'Bye | Violet | nice | all right |
| time | riding | like | type |
| mind | climbing | Mike | typist |
| Miles | ninety-nine | Nigel | typewriter |

Dialogue Mike, Myra and Violet

(Myra and Violet are typists in the library.)

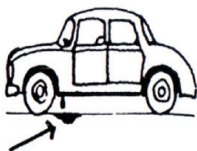
| | | |
|--------|---|---|
| Myra | : | (smiling) Hello, Mike! |
| Mike | : | Hello, Myra. Hello, Violet! You're looking nice, Violet. (silence) |
| Mike | : | Would you like some ice-cream, Violet? |
| Violet | : | No, thanks, Mike. I'm busy typing. Talk to me some other time. I have ninety-nine pages to type by Friday. |
| Mike | : | Never mind. Do you like riding, Violet? |
| Violet | : | Sometimes. |
| Mike | : | Would you like to come riding with me tonight, Violet? |
| Violet | : | No tonight, Mike. I'm going for a drive with Nigel. |
| Mike | : | What about Friday? |
| Violet | : | I'm going climbing with Miles. |
| Mike | : | Hm! Oh, all right. 'Bye! |
| Myra | : | Violet, he's put something behind your typewriter. |
| Violet | : | Is it something nice, Myra? |
| Myra | : | No. it's spider. |

Practice 1 Listen and repeat:

sound 1



all



ball



corn



tear

sound 2

oil

boil

coin



toy





jaw



joy

Test Tick the words you recognize in the sentences you hear:

- | | |
|---------------------------|--------------------|
| 1. a) corn; b) coin | 4. a) aw; b) oi |
| 2. a) bawling; b) boiling | 5. a) bore; b) boy |
| 3. a) all, b) oil | 6. a) all; b) oil |

Practice 2 Listen and repeat:

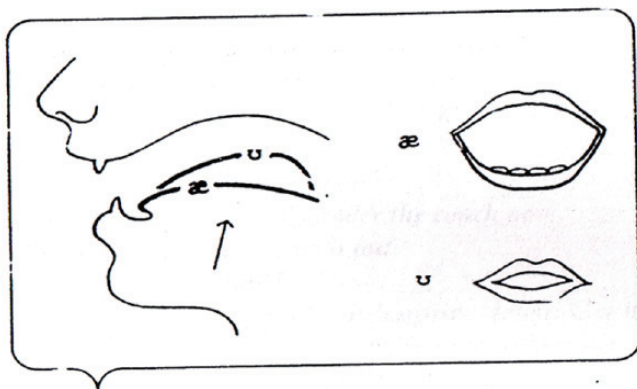
| | | |
|-----------|----------|-------------|
| toy | annoying | Joyce |
| enjoy | boiling | voice |
| noisiest | pointing | Rolls Royce |
| destroyed | spoilt | boyfriend |

Dialogue Joyce's Rolls Royce

(Joyce takes her Rolls Royce to the garage)

| | | |
|------------|---|--|
| Garage boy | : | What a terrible noise. |
| Joyce | : | Eh? |
| Garage boy | : | (raising his voice) WHAT A TERRIBLE NOISE! This is the noisiest Rolls Royce I've ever heard. |
| Joyce | : | (pointing) It's out of oil. |
| Garage boy | : | Out of oil? And look! The water's boiling. Madam, a Rolls Royce isn't a toy. Perhaps you've spoilt the motor or even destroyed it. |
| Joyce | : | How annoying! While you're changing the oil, I'll go and visit my boyfriend, Roy. |

Unit 19 au house



This has two sounds.

First practice the sound æ (see page 12)

Now add u (see page 31). This is very short au.

Practice 1 Listen and repeat:

sound 1

sound 2



car



cow



bar



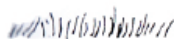
bow



bra



brow



grass



grouse



arch



cuch

Test Tick the words you recognize in the sentences you hear:

1. a) car; b) cow
2. a) grass; b) grouse
3. a) bra; b) brow
4. a) ha; b) how
5. a) ah; b) ow!
6. a) tarn; b) town

Practice 2 Listen and repeat

Ow! Groundout our
now Brown mouse ours
town lounge house our house
found loudly shouting
round upside-down couch

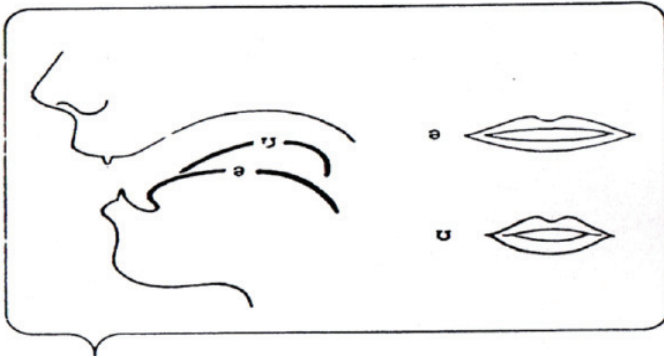
Dialogue A mouse in the house

| | | |
|------------|---|---|
| Mrs. Brown | : | (shouting loudly) I'VE FOUND A MOUSE! |
| Mr. Brown | : | Ow! You're shouting too loudly. Sit down and don't shout. |
| Mrs. Brown | : | (sitting down) I've found a mouse in the house. |
| Mr. Brown | : | A brown mouse? |
| Mrs. Brown | : | Yes. A little round mouse. It's running around in the lounge. |
| Mr. Brown | : | An the ground? |
| Mrs. Brown | : | Yes. It's under the couch now. |

| | | |
|------------|---|---|
| Mr. Brown | : | Well, get it out. |
| Mrs. Brown | : | How? |
| Mr. Brown | : | Turn the couch upside-down. Get it out somehow. We don't want a mouse in our house. Ours is the cleanest house in the town! |

Unit 20 əu phone

əʊ phone



This has two sounds: ə and u (see pages 42 and 31)

First say ə.

Now make it longer: əəə.

Then add u. This is very short.

əəəu.

Practice 1 Listen and repeat:

sound 1

sound 2



burn bone



fern phone



Bert beat



Work weeks



Flirt float

Practice 2 Listen and repeat:

sound 1

sound 2



caught

coat



nought

note



bought boat



jaw

Joe



ball

bowl



Test Tick the words you recognize in the sentences you hear:

1. a) cork; b) coke
2. a) fern; b) phone
3. a) or; b) Oh!
4. a) ball; b) bowl
5. a) burn; b) bone
6. a) walk; b) work c) woke

Practice 3 Listen and repeat:

| | | | |
|--------|-------|---------|--------|
| Oh! | know | don't | joking |
| no | throw | Joan | woke |
| Joe | snow | groans | coat |
| go | over | closed | OK |
| ago | nose | Jones | |
| window | hello | October | |

Dialogue Snow in October

(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 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!

Practice 4 Listen and repeat:

old hole bowl

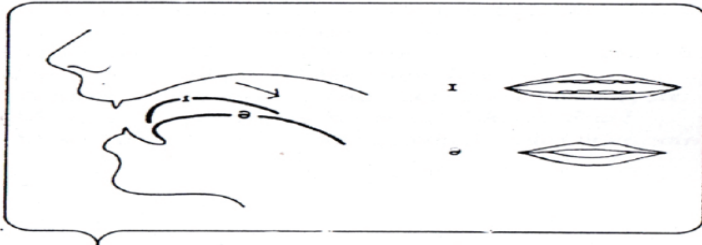
cold hold stole

sold told gold

In this list five words rhyme with 'old', and two words rhyme with 'hole'. Which words are they?

Unit 22 Ið beer

iə beer



This has two sounds: I and ə (see pages 6 and 42)

First make the sound I.

Now add ə.

Practice 1 Listen and repeat :

sound 1

sound 2



E



ear



Bee



beer



Tea



tear



Pea



pier



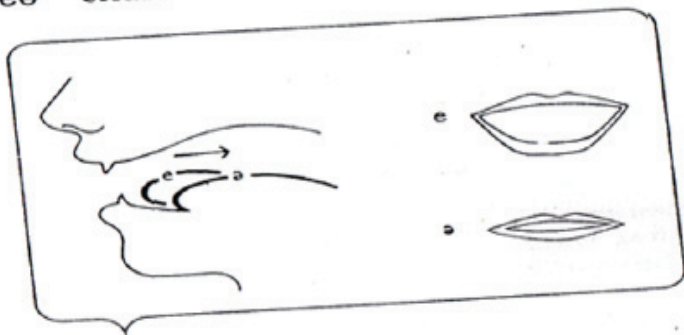
Bead



beard

Unit 23 eə chair

eə chair



This has two sounds.

First practice the sound e (see page 9).

Now make it longer.

Now add ə (see page 4)

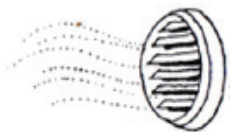
Practice 1 Listen and repeat

sound 1



ear

sound 2



air



beer



bear



pier



pear



hear



hair



tear



tear



Cheers!



Chairs

Test Tick the words you recognize in the sentences you hear:

1. a) cheers; b) chairs
2. a) beer; b) bear
3. a) pier; b) pear
- 4 a) here; b) hair
5. a) dear; b) Dare
6. a) clear; b) Claire

Practice 2 Listen and repeat

| | | |
|--------|-------------|-------------------------|
| Claire | there | nowhere |
| pair | they're | anywhere |
| chair | wearing | every where |
| square | Mary | upstairs and downstairs |
| where | hairbrushes | carefully |

Dialogue A pair of hairbrushes

Mary : I've lost two small hairbrushes, Claire. They're a pair.

Claire : Have you looked carefully everywhere?

Mary : Yes. They 're nowhere here.

Claire : Have you looked upstairs?
Mary : Yes. I've looked everywhere upstairs and downstairs. They aren't anywhere.
Claire : Hm! Are they square, Mary?
Mary : Yes. They're square hairbrushes. Have you seen them anywhere
Claire : Well, you're wearing one of them in your hair!
Mary : Oh! Then where's the other one?
Claire : It's over there under the chair.

Joining words

'r' not pronounced

Listen and repeat :

Claire

a pair

a square chair

it's there

They 're here

I've looked everywhere for them

'r' not pronounced

Listen and repeat :

Claire an Mary

a pair of shoes

a square envelope

There it is

They're under a table

I've looked everywhere in the house

Section B

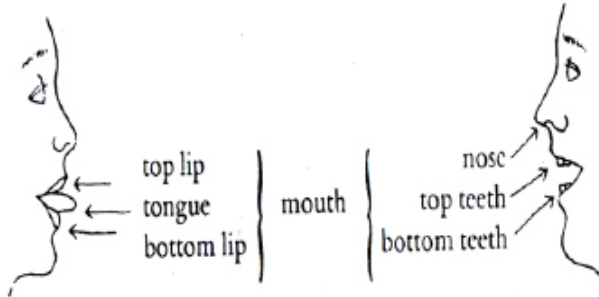
Vocabulary

First learn the words you will need in order to study how to make the sounds in this section:

Your mouth

Your mouth

Your mouth



Practice:

- | | | |
|---------------|--------------|------------------|
| 1. Touch your | to lip | with your finger |
| | to teeth | |
| | bottom lip | |
| | bottom teeth | |
| | tongue | |
| | nose | |

2. Open your lips

Close your lips

Close your lips hard

2 Open your lips.

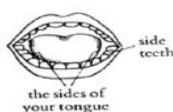
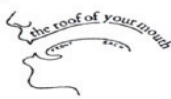
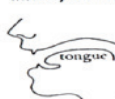
Close your lips.

Close your lips hard.



Inside your mouth

Inside your mouth



Practice

- | | | |
|--|---|------------------|
| 1. Touch your | your top teeth your bottom teeth the roof of your mouth | with your tongue |
| 2. Touch your side teeth with the sides of your tongue | | |
| 3. Touch the front of the roof of your mouth with the front of your tongue | Touch the back of the roof of your mouth with the back of your tongue | |



Air

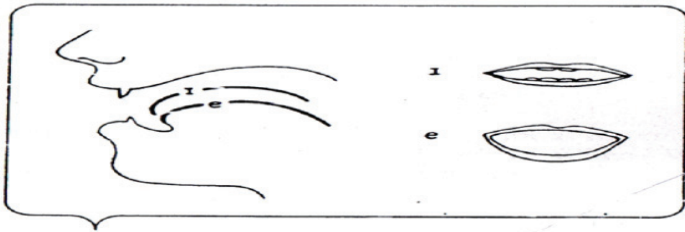
1. Hold piece of paper in front of your mouth When you blow out air the paper moves Air is coming through your mouth
2. Close your mouth Push air forward in your mouth

Voice

- Put your hand on the front of your neck When you sing you can feel your voice. You are using your voice. The sound from your voice is coming through your mouth.

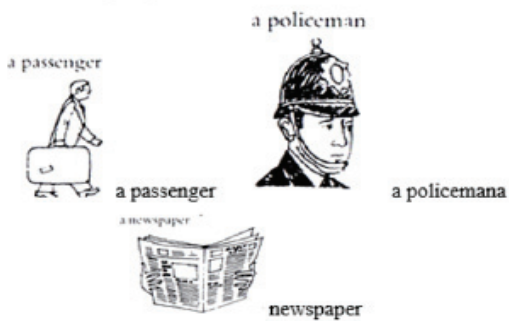
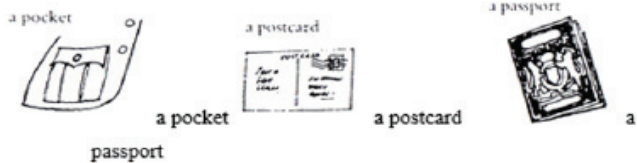
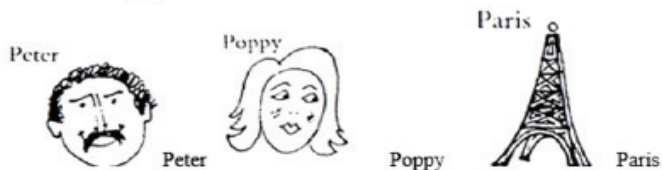
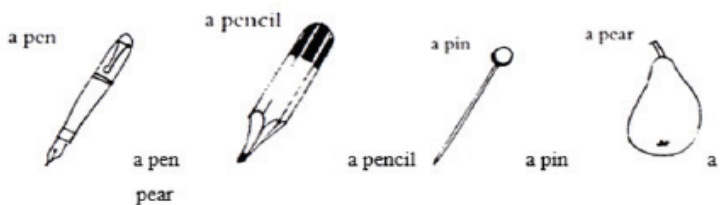


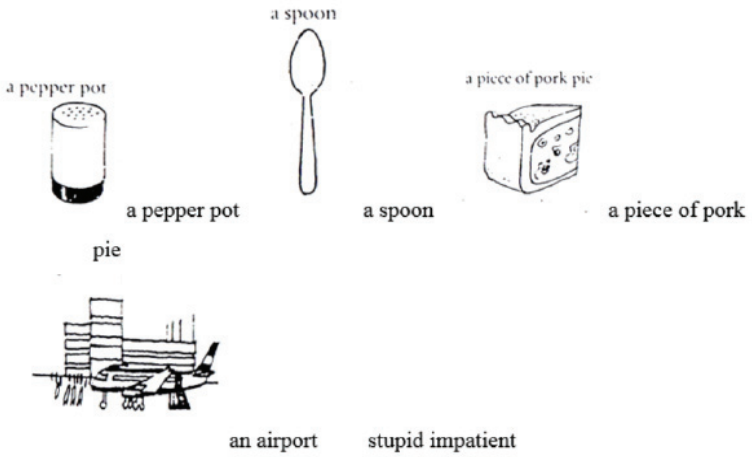
Unit 24 p pen
e pen



1. Close your lips hard
Push air forward in your mouth.
2. Then open your lips quickly.

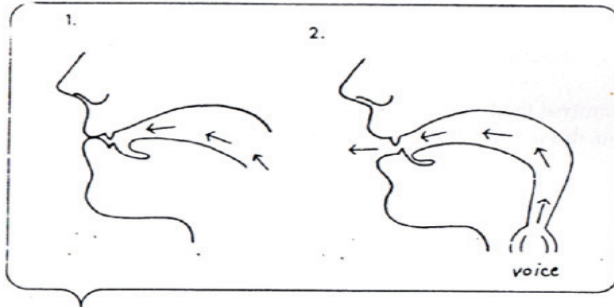
Practice 1 Listen and repeat





Unit 25 b baby

; b baby



First practice p (see page 74)
Use your voice to make b.

Practice 1 Listen and repeat

sound 1

sound 2



pin



bin



pen Ben



pear

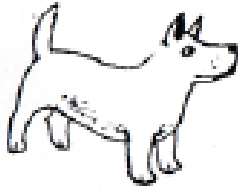


bear



cap cab





pup pub



Poppy Bobby



Test Tick the words you recognize in the sentences you hear:

1. a) pin; b) bin
2. a) Poppy; b) Bobby
3. a) pup; b) pub
4. a) pig; b) big
5. a) pack; b) back
6. a) peach; b) beach

Practice 2 Listen and repeat:

| | | | |
|-----------|----------|----------|-----------|
| Barbara | Ruby | black | brown |
| birthday | about | blue | brother |
| beautiful | remember | blouse | hairbrush |
| butterfly | somebody | terribly | Bob |

Dialogue Happy birthday

Bob : Hello, Barbara.

Barbara : Hello, Bob. It's my birthday today.

Bob : Oh, yes! Your birthday! Happy birthday, Barbara!

Barbara : Thanks, Bob. Somebody gave me this blouse for my birthday.

Bob : What a beautiful blouse! It's got brown and blue butterflies on it.

Barbara : And big black buttons.

Bob : Did Ruby buy it for you?

Barbara : Yes. And my brother gave me a hairbrush and a book about baby birds

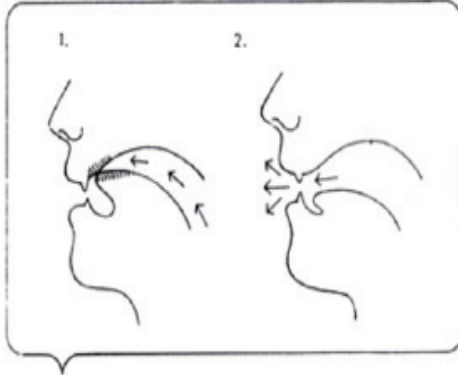
Bob : I didn't remember your birthday, Barbara. I'm terribly sorry.

Barbara : Well, you can buy me a big bottle of perfume, Bob!

Bob : I've got a better idea. We'll get into a cab and go to a pub, and I'll buy you a bottle of beer!

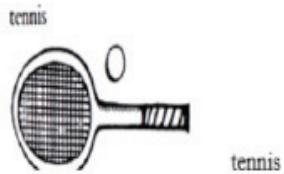
Unit 26 t tin

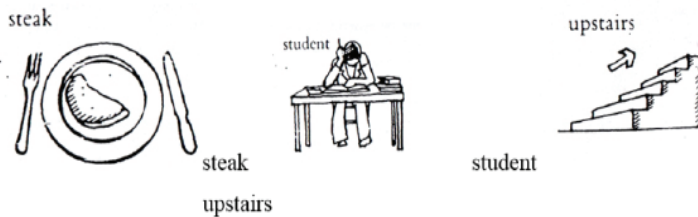
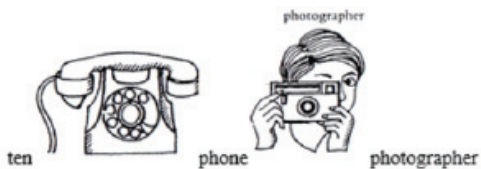
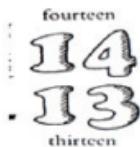
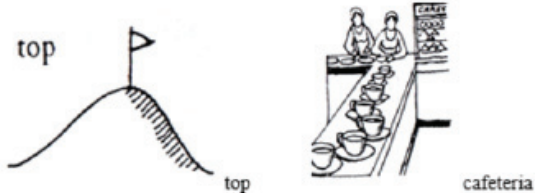
t tin



1. Put the front of your tongue behind your top teeth. Push air forward in your mouth
2. Then move your tongue away

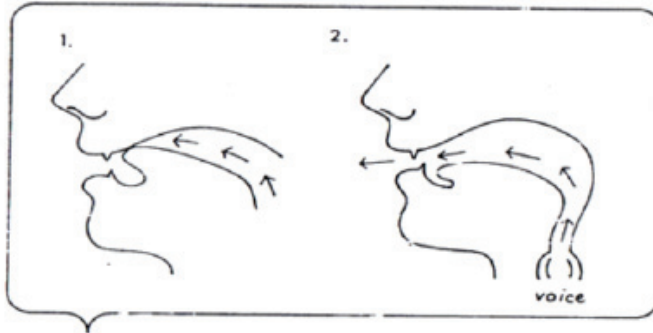
Practice 1 Listen and repeat





Unit 27 d door

d door



First practice t (see page 82)

Use your voice to make d.

Practice 1 Listen and repeat

sound 1



tore

sound 2



door



tarts



darts



cart



card



write

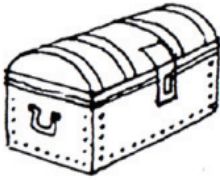


ride



train drain





trunk



drunk

Departed at noon

whispered it

danced all night

rained all day

Landed

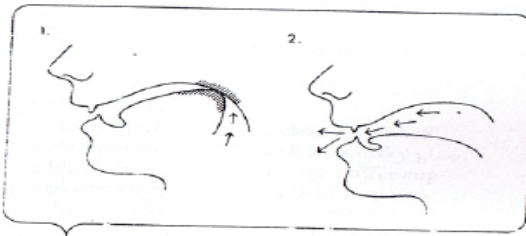
shouted it

played cards

snowed

Unit 28 k key

k key



1. Touch the back of the roof of your mouth with the back of your tongue. Push air forward in your mouth.
2. Then move your tongue away.

Pratice 1 Listen and repeat :

car



carpet



cuckoo



cup of coffee



American



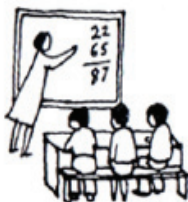
ticket



pocket



school



scarf



scooter



sky



of course
because

| | | |
|---------------|----------|-------------------|
| Car | carpet | cuckoo |
| Cup of coffee | American | ticket |
| Pocket | School | scarf |
| Scooter | sky | of course because |

Practice 2 Listen and repeat

K is usually quieter here :

Like look milk plastic

Talk work ask

Practice 3 Listen and repeat

K is usually very quiet here :

Black dog electric book shelf
looked

Take two picture asked
talked

Cake for exactly worked

Practice 4 Listen and repeat :

Clark six cakes quiet

Clover next forks quick

| | | | |
|---------|-----------|--------|-----------|
| Clever | exciting | clocks | quickly |
| Cream | expensive | likes | question |
| Cricket | excuse me | talks | thank you |

Dialogue The cuckoo clock

Mrs Cook : Would you like some cream in your coffee, Mrs Clark ?

Mrs Clark : No thank you. But I'd like a little milk.

Mrs Cook : Would you like some chocolate cakes ?

Mrs Clark : Thank you.

Mrs Cook : Take two. Here's cake fork, and here's a . . .

Mrs Clark : Excuse me, Mrs Cook. But what's next to your bookshelf? Is it a clock?

Mrs Cook : Yes. It's an American cuckoo clock.

Mrs Clark : Is it plastic ?

Mrs Cook : Oh, no, Mrs Clark. It's a very expensive clock. It's an electric clock.

Mrs Clark : Well, it's exactly six o'clock now, and it's very quiet.

Doesn't it say 'cuckoo' ?

Mrs Cook : Of course, Mrs Clark. Look !

Clock : Cuckoo ! Cuckoo ! Cuckoo ! Cuckoo ! Cuckoo ! Cuckoo !

Mrs Clark : How exciting ! What a clever clock !

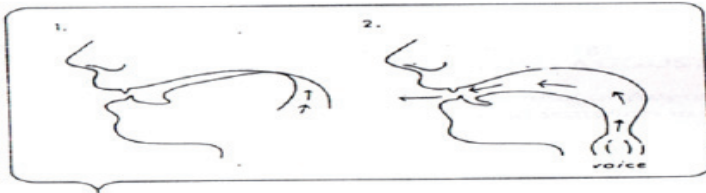
Clock : Cuckoo !

Stress Listen and repeat :

- | | |
|----------------------|-----------------------------|
| 1. a clean shelf | a clean bookshelf |
| 2. a clean glass | a clean whisky glass |
| 3. a black cup | a black coffee cup |
| 4. a plastic ring | a plastic key ring |
| 5. a dirty bottle | a dirty coke bottle |
| 6. an electric clock | an electric cuckoo clock |
| 7. an expensive cake | an expensive chocolate cake |

Unit 29 G Girl

g girl



First practice k (see page 90)

Use your voice to make g.

Practice 1 Listen and repeat :

Sound 1



Cold

sound 2



gold



Coat



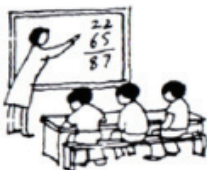
goat



Curl



girl



Class



glass



Back



bag



Clock



clog

Test Tick the words you recognize in the sentences you hear :

1. a) cold ; b) gold
2. a) back ; b) bag
3. a) clock ; b) clog
4. a) curl ; b) gril
5. a) Frock ; b) frog
6. a) clue ; b) glue

Practice 2 Listen and repeat :

| | | | |
|-----------|--------|--------|----------|
| Give | guests | August | Greek |
| Beginning | garden | guitar | Margaret |
| Get | gun | dog | telegram |
| Together | good | Craig | glad |
| Again | go | Greg | England |

Dialogue Guests in August

Craig : I've just a telegram from Margaret and Greg.

Carol : Are they coming to England again ?

Craig : Yes. At the beginning of August.

Carol : Good. We can all get together of again.

Craig : I'm glad they're coming an August. We can take dog and go for walks together

Carol : Yes. And we can give a garden party.

Craig : And Margaret can play her guitar in the garden and sing Greek songs again.

Carol : Yes. August is a good time to come to England.

Stress This is the telegram from Margaret and Greg :

ARRIVING ENGLAND BEGINNING AUGUST

And this is what it means :

We're arriving in England at the beginning of August.

This is much longer, but try to say both sentences in the same.

Length of time. Listen and repeat :

Arriving England beginning August

We're arriving in England at the beginning of August.

Now try these :

1. Glad coming August

We're glad you're coming in August.

2. Bring gun, golf clubs

Bring your gun and your golf clubs.

3. Bring guitar

Bring your guitar

4. Lost guitar. Send cash

I've lost my guitar. Could you send me some cash ?

5. Forget guitar. Bring gun

Forget about your guitar but bring your gun.

Unit 30 S Sun

S sun



Touch your side teeth with the sides of your tongue.
Put your tongue forward.
Do not use your voice.

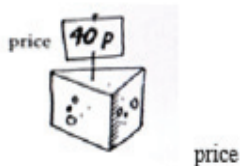
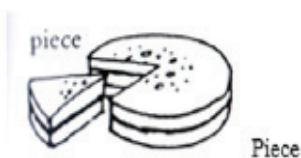
Practice 1 Listen and repeat



Sue



bus



Practice 2 Listen and repeat

| | | | | |
|----------|----------|-------------|-----------|-------|
| Sit | sensible | interesting | sleep | six |
| Sam | outside | instead | spend | yes |
| Sand | seaside | just | swim | Alice |
| Saturday | | star | skiing | |
| Sunday | | it's | expensive | |
| Sailing | | let's | exciting | |

Dialogue It's expensive

Sam : Let's go to the seaside on Saturday.

Alice : Yes! Let's go sailing water-skiing. That's exciting.

Sam : It's expensive too. Let's just sit in the sun and go swimming instead.

Alice : Let's stay in the Six Star Hotel and spend Sunday there too.

Sam : Be sensible, Alice. It's too expensive. Let's sleep outside instead.

Alice : Yes. Let's sleep on the sand. That's more exciting.

Reading Practise reading aloud :

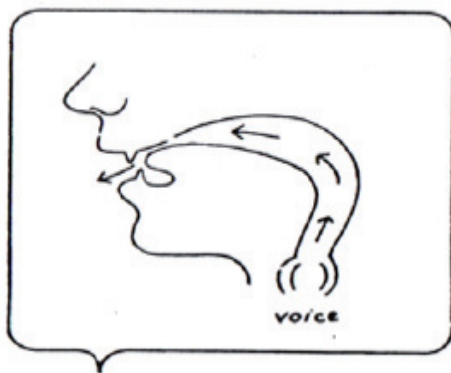
The smile of snake

She speaks slowly, and smokes special, expensive cigarettes. As she steps upstairs, her long skirt sweeps over her silver slippers. She is small and smart and sweet – smelling. Her skin is like snow.

'You have stolen my heart!' I once said stupidly, and she smiled. But when she smiled, she smiled the smile of a snake.

Unit 31 Z Zoo

Z ZOO



First practice s (see page 97).

Use your voice to make z.

Practice 1 Listen and repeat :

Sounds 1 sounds 2



Sue



zoo



Said

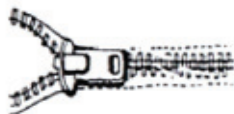


Z

sip



Sip



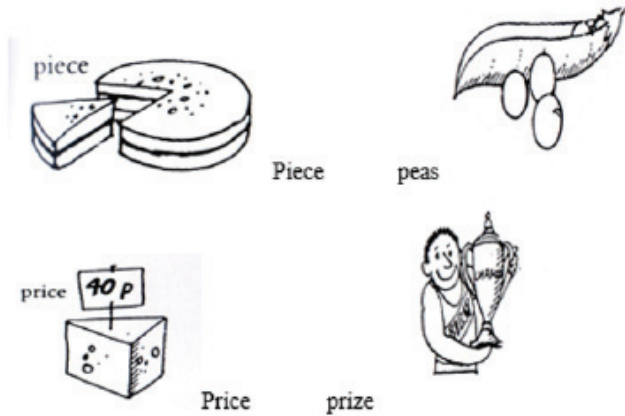
zip



Bus



buzz



Test Tick the words you recognize in the sentences you hear :

1. a) bus ; b) buzz
2. a) sip; b) zip
3. a) price; b) prize
4. a) pence; b) pens
5. a) police ; b) please
6. a) Sackville; b) Zackville

Practice 2 Listen and repeat

| | | |
|------------|-------|-------------|
| Zzz ! | Mrs | hisses |
| Zoo | these | smells |
| Buzzing | bees | something's |
| Surprising | is | contains |
| Amazing | does | Jones |
| Surprises | says | isn't |
| Buzzes | noise | |

Dialogue Surprises in the post office

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.

Sack : (hisses) Sssssssss!

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.

Box : (buzzes) Zzzzzzzzzzz!

Mrs Smith : These are bees !

Mrs Smith : A parcel of mice ! And a sack of snakes ! And a box of bees ! this is very surprising

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

Drills Example : I love dogs.

Answer : Susan loves dogs too

1. I answer questions.
2. I listen to jazz records.
3. I climb mountains.
4. I need some scissors.

5. I buy expensive clothes.

6. I have six cousins.

7. I wear sun – glasses.

8. I always lose things.

Example : Does Sam always buy one rose ?

Answer : No. he buys lots of roses.

1. Does Sam own just one horse ?

2. Does Sam win just one prize ?

3. Does Susan need only one dress ?

4. Does your cousin use only one glass ?

5. Does Susan wash just one blouse ?

6. Does Sam Pass just one house ?

7. Does this student finish just one exercise ?

8. Does Sam kiss only one nurse ?

Unit 32 f Shoe

f shoe



First practice s (see page 97).

Then put your tongue up and back a little to make f.

Practise 1 Listen and repeat:

Sound 1

sound 2



Sea she





Sue



shoe



Sip



ship



Ass

ash

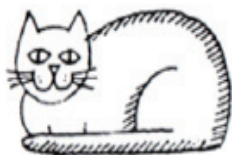




Rus



rush



Puss



push

Test Tick the words you recognize in the sentences you hear :

1. a) Sue's ; b) shoes
2. a) ass ; b) ash
3. a) puss ; b) push
4. a) sack ; b) shack
5. a) seats ; b) sheets
6. a) save ; b) shave

Practice 2 Listen and repeat :

| | | | |
|-----------|--------|---------|---------------|
| Sheets | Shaw | washing | Swedish |
| Shall | shake | machine | English |
| Shop | show | special | shrunk |
| Shut | shirts | Marsh | finished |
| Shouldn't | sure | wish | demonstration |

Dialogue A special washing machine

Mrs Marsh : Does this shop sell washing machines?

Mr Shaw : Yes. This is the newest washing machine, madam.

Mrs Marsh : Is it Swedish ?

Mr Shaw : No, madam. It's English.

Mrs Marsh : Please show me how it washes.

Mr Show : Shall I give a demonstration ? Here are some sheet and shirts.

You put them in the machine. You shut the door. And you push

this button.

Mrs Mars : The machine shouldn't shake like that, should it ?

Mr Shaw : Washing machines always shake, madam. Ah ! it's finished now

Mrs Marsh : But the sheets have shrunk, and so have the shirts.

Mr Shaw : Do you wish to buy this machine, madam ?

Mrs Mars : I'm not sure.

Joining Listen and repeat :

| | | |
|---------------|-------------------|-----------------|
| Sounds | English Shops | ★Irish sheets |
| | Danish ships | ★Polish shirts |
| | Scottish sheep | ★Finnish shorts |
| | ★Swedish shampoo | ★Turkish sugar |
| | ★French champagne | ★Spanish shoes |

Conversation customer : Does this shop sell ★Swedish shampoo ?

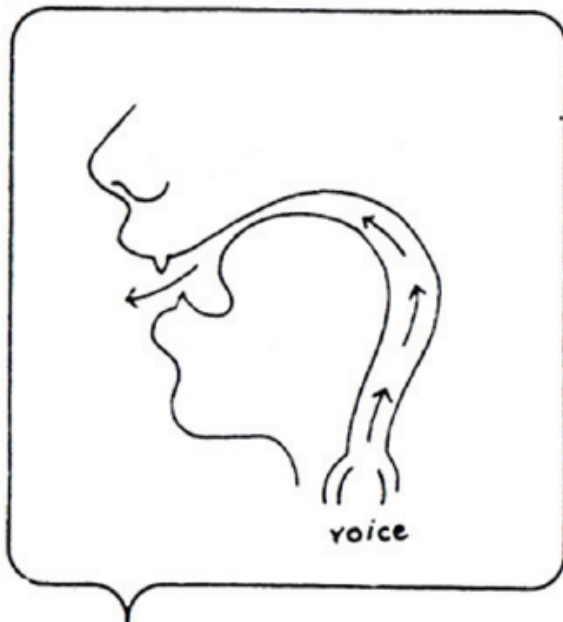
Shop assistant : Yes. We have some special Swedish shampoo on

This shelf

Practice this conversation. Use the ★list above.

Unit 33 3 Television

3 television



First practice | (see page 103).

Use your voice to make 3.

Practice 1 Listen and repeat :

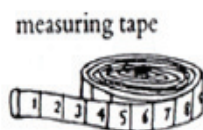


television

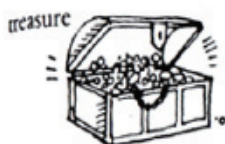


garage

Peugeot



measuring tape



treasure

casual clothes



Asia

an unusual collision



Television

garage

measuring tape

Reassure

casual clothes

Asia

An unusual collision

Reading Television programmes : Channel O

7.00 – children’s film : ‘Treasure Island’

7.15 – News comment : An Unusual Collision

7.30 – Fashion : Casual Clothes

7.45 – Travel film : Across Asia in a Peugeot

8.15 – Do – it – yourself : How to Measure a New garage

8.30 – Variety show. It's a Pleasure

Conversation Talk about the television programmers.

Example :

A : What are you going to watch on television tonight ?

B : Treasure Island.

Drill

When somebody says "Thank you" for doing something, we sometimes say, 'It's a pleasure'. Practice this answer.

Example :

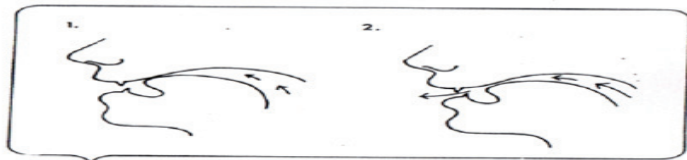
A : Thank you for lending me your television.

B : It's pleasure.

1. Thank you for mending my television.
2. Thanks for lending me your measuring tape.
3. Thanks for lending me 'Treasure Island'.
4. Thank you for letting me use your garage.
5. Thanks for letting me drive your Peugeot.
6. Thanks for letting us watch your television.

Unit 34 t f cherry

t f cherry



First practice t and f (see pages 82 and 103).

1. Begin to make it.
2. Then slowly move your tongue from the roof of your mouth.

Practice 1 Listen and repeat

Sound 1



Ships

Sound 2



Chips

sheep



Sheep Cheap

cheap



Sherry Cherry



Shop Chop



Cash Catch



Wash



watch

Test Tick the words you recognize in the sentences you hear :

1. a) shop ; b) chop
2. a) sherry ; b) cherry
3. a) washing ; b) watching
4. a) ships ; b) chips
5. a) shin ; b) chin
6. a) shoes ; b) choose

Practice 2 Listen and repeat :

| | | |
|----------|---------------------|-------------|
| Children | Butcher's shop | Mrs. Church |
| Cheque | Chump chops | Much |
| Cheshire | Shoulder chops | Which |
| Cheaper | A delicious chicken | |
| Choose | Children's lunch | |

Dialogue At the butcher's shop

- Butcher : Good morning, Mrs. Church
- Mrs. Church : Good morning, Mr. Cheshire, I'd like some chops for the children's lunch
- Butcher : Chump chops or shoulder chops, Mrs. Church ?
- Mrs. Church : I'll have four shoulder chops, and I want a small chicken.
- Butcher : Would you like to choose a chicken, Mrs. Church ?
- Mrs. Church : Which one is cheaper ?

Butcher : This one's the cheapest. It's a delicious chicken.

Mrs. Church : How much is all that ? I haven't got cash. Can I pay by cheque ?

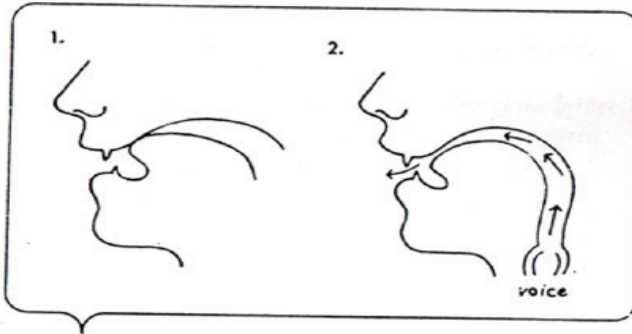
Butcher : Of course, Mrs. Church.

Recipe Cheese-topped chops

4 chops sherry Cheddar cheese

Unit 35 dʒ jam

dʒ jam



First practice tʃ (see page 108)

Use your voice make dʒ

Practice 1 Listen and repeat

Sound 1

cheap



Cheap Jeep



Choke



Chin Gin



Cherry Jerry

Sound 2



Joke

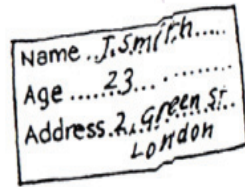




Larch Large



H age



Test Tick the words you recognize in the sentences you hear :

1. a) choking ; b) joking
2. a) larch ; b) large
3. a) cheap ; b) jeep
4. a) chain ; b) Jane
5. a) chilly ; b) Jilly
6. a) cheered ; b) jeered

Practice 2 Listen and repeat :

| | | |
|---------|-----------|------------------|
| Gin | Dangerous | Village |
| Jeep | Manager | Bridge |
| January | Agency | Edge |
| Just | Injured | Large |
| Joke | Passenger | George Churchill |

Jail Damaged Ginger-haired chap

Dialogue George Churchill

Jerry : Just outside this village there's a very dangerous bridge.

John : Yes. Charles told me two jeeps crashed on it in January. What happened ?

Jerry : Well George Churchill was the driver of the large jeep, and he was driving very dangerously. He'd been drinking gin.

John : George Churchill ? Do I know George Churchill?

Jerry : Yes. That ginger-haired chap. He's the manager of the travel agency in Chester.

John : Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured ?

Jerry : Oh, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.

John : Were both the jeeps damaged ?

Jerry : Oh, yes.

John : And what happened to George ?

Jerry : George ? He's telling jokes in jail now, I suppose !

Joining When two sounds t or dʒ come together, you must say both

Sounds sounds. Listen and repeat :

| | | |
|-----------------|-----------------|----------------|
| Orange juice | Rich child | Which job |
| Village jail | Watch chain | College chess |
| Large gentlemen | Which chair | Large cherries |
| Huge jam-jar | How much cheese | Teach German |

Crossword Every answer has the sound t or dʒ

Clues

Across :

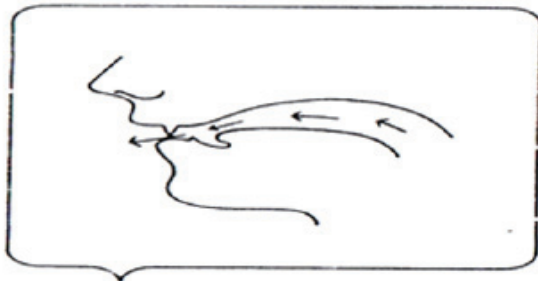
1. Famous English prime minister.
2. We eat bread, butter and ...
3. We buy jam in a ...
4. You'll get fat if eat too much ... olate.
5. A game for two people.
6. You can see in the dark with a ... ch.
7. This isn't ... a difficult puzzle.

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.

Unit 36 f fan

f fan



Touch your top teeth with your bottom lip.
Blow out air between your lip and your teeth.

Practice 1 Listen and repeat :

Sound 1



Pin Fin

Sound 2



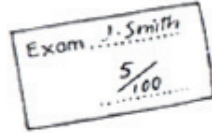
peel

Peel Feel





Pail Fail



Pine Fine



Snip Sniff



Harp Half



Test Tick the words you recognize in the sentences you hear :

1. a) pin ; b) fin
2. a) peel ; b) feel
3. a) snipping ; b) sniffing
4. a) heel ; b) feel
5. a) hat ; b) fat
6. a) pole ; b) hole ; c) foal

Practice 3 Listen and repeat :

| | | | |
|------------|------------|-------------|--------------|
| Fill in | Full front | Comfortable | Photograph |
| Finished | Friendly | After | Photographer |
| Feels fine | Office | Mr. Puffin | Myself |
| Five | Sofa | Difficult | Soft |
| For | Profile | If | Phillip |
| Form | Telephone | Wife | Phillippa |
| February | Beautiful | laugh | |

Dialogue At the photographer's

Phillip : *I want a photograph of myself and my wife.*

Photographer : *Please fill in this form, sir.
Would you prefer a full front photograph or a profile?*

Phillip : *A full front, don't you think, Phillippa?*

Phillippa : *Yes. A full front photograph.*

Photographer : *Please sit on this sofa. Is it comfortable, Mrs. Puffin ?*

Phillippa : *Yes. It feels fine.*

Photographer : *Mr. Puffin, please give a friendly laugh.*

Phillip : *That's difficult. If you say something funny I can laugh.*

Photographer : *And, Mrs. Puffin, please look soft and beautiful.*

Phillip : *(laughs)*

Phillippa : *Is it finished ?*

Photographer : *Yes.*

Phillip : *Will the photograph be ready for the first of February ?*

Photographer : *Yes. Please phone my office after five days, Mr. Puffin.*

Intonation Listen and repeat :

If Fred laughs, he looks funny.

If Grandfather flies, he frightened.

Jumbled If Fred laughs, he isn't free.

Sentences If Phillipa laughs, he gets frightened

If Grandfather flies, she looks beautiful.

If you want to eat fish, you're first.

If you telephone information, it gets full of fat.

If you fry food, they're helpful.

If a man has a wife, he looks funny.

If you finish before the others, you need a knife

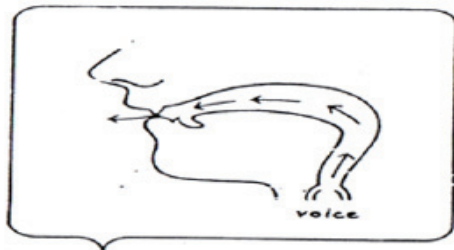
and fork.

Example :

If Fred laughs, he looks funny.

Unit 36 v van

v van



First practice f (see page 116).

Use your voice to make v.

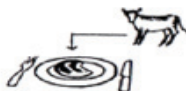
Practice 1 Listen and repeat :

Sound 1



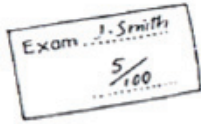
Feel Veal

Sound 2



Fine Vine





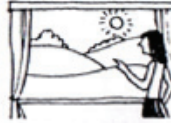
Fail

Veil



Few

View



Leaf

Leave



Half Halve



Test Tick the words you recognize in the sentences you hear :

1. a) few ; b) view
2. a) half ; b) halve
3. a) fast ; b) vast
4. a) boat ; b) vote
5. a) bolts ; b) volts
6. a) fowls ; b) bowels ; c) vowels

Practice 3 Listen and repeat :

| | | |
|---------|----------|--------|
| Vera | Living | Have |
| Very | November | Five |
| Village | Leaving | Love |
| Valley | Driving | Lovely |
| Van | Lived | Leaves |
| Victor | arrived | |

Dialogue At the photographer's

- Vera : Has your family lived here for very long ?
Victor : Five and a half years. We arrived on the first of February.
Vera : What a fine view you have !
Victor : Yes. I love living here.
Vera : Look ! You can see the village down in the valley.
Victor : Yes. It's a lovely view.

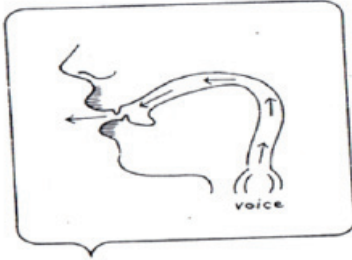
Reading This is a photograph of a fat farmer arriving at a village in the valley. He's driving a van. It's fine day, but it's November, and the leaves have fallen from the vine in the front of the photograph.

Conversation Ask somebody these question about the photograph:

1. Who's driving the van ?
2. How many leaves have fallen from the vine ?
3. Where do the villagers live ?
4. IS the van leaving or arriving ?
5. Is it a vine a fit tree in the front of the photograph ?
6. Are there four or five fit trees near the village ?

Unit 38 w window

w window

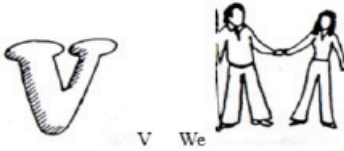


First practice u : (see page 34). Make your lips round and hard for w.
w is a short sound.

Practice 1 Listen and repeat :

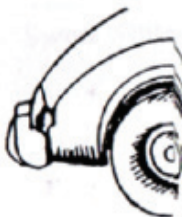
Sound 1

Sound 2





Veal Wheel



Vest



West



Vet



Wet



Vine



Wine



Veil



Whale

Test Tick the words you recognize in the sentences you hear :

1. a) vine ; b) wine
2. a) V ; b) we
3. a) veal ; b) wheel
4. a) verse ; b) worse
5. a) veils ; b) whales
6. a) viper ; b) wiper

Practice 2 Listen and repeat :

| | | | |
|-------------|------------|------------|-----------|
| When | Walk | Were | Twelve |
| Well | Warm | Where | Twenty |
| Wet weather | Wonderful | Wore | Quiet |
| Wendy went | Woods | Away | Quickly |
| Which Why | Railway | Sweet | |
| What was | Wild | Everywhere | Gwen |
| Watched | White wine | Sandwiches | Squirrels |

Dialogue A walk in the woods

Gwen : Did you see 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.

Intonation Listen and repeat :

| | |
|------------------------------------|---------------------------|
| Where was it quiet ? | In the woods . |
| What did they drink ? | Sweet white wine . |
| Why did they walk quickly ? | To keep warm . |

Jumbled Ask somebody these question about the dialogue :

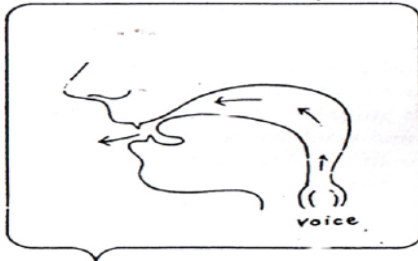
Answers

| | |
|-----------------------------------|-------------------------|
| Where was it <i>quiet</i> ? | The <i>squirrels</i> . |
| What did they <i>watch</i> ? | In the <i>woods</i> . |
| What did they <i>drink</i> ? | To keep <i>warm</i> . |
| Where were the <i>squirrels</i> ? | Twelve <i>o'clock</i> . |

Why did they walk *quickly*? In the *woods*.
Why did they eat for *lunch*? They went for a
walk.
What time did they have *lunch*? Veal *sandwiches*.
What did Victor and Wendy do on *Wednesday*? *Sweet*
white *wine*.

Unit 39 j yellow

j yellow



First practice i: (see page 3)

Very quickly move your tongue to make the next sound.

Do not touch the roof of your mouth with your tongue.

Practice 1 Listen and repeat :

Sound 1



Joke

Sound 2



Yolk



Jack



Yak



Jam



Yam



Jess



Yes



Jeers years



Test Tick the words you recognize in the sentences you hear :

1. a) joke ; b) yolk
2. a) jam ; b) yam
3. a) Jess ; b) yes
4. a) jeers ; b) years
5. a) juice ; b) use
6. a) jet ; b) yet

Practice 2 Listen and repeat :

| | | | |
|-----------|-------------|---------|-----------|
| Yes | Millionaire | Tubes | Few |
| Yesterday | You | Stupid | Knew |
| Yellow | University | Student | New York |
| Years | Excuse me | Stew | Music |
| York | Tutor | Hugh | Beautiful |
| Europe | Tunes | Huge | Produces |

Onion Tuba Young

Dialogue A walk in the woods

Jim : Excuse me. Did you use to live in York?

Jack : Yes.

Jim : Did you use to be a tutor at the University?

Jack : Yes. For a few years.

Jim : Do you remember Hugh Young? He was a music student.

Jack : Hugh Young? Did he use to have a huge yellow jeep?

Jim : Yes. And he used to play beautiful tunes on the tuba.

Jack : Yes. I know Hugh. He used to be a very stupid student. Do you have any news of Hugh?

Jim : Yes. He's a millionaire now in New York.

Jack : A millionaire? Playing the tuba ?

Jim : Oh, no. he produces jam in tubes, and tins of sausages and onion stew, and sells them in Europe. I read about Hugh in the newspaper yesterday.

Jack : Oh! Well, he wasn't so stupid.

Conversation Practice in pairs :

Example :

Wash yourself

A : When you were very young, did you use to wash yourself?

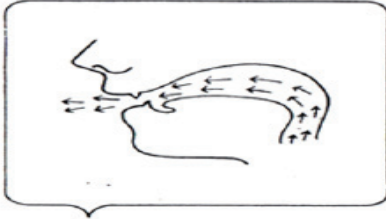
B : Yes I did. / No, I didn't.

1. dress yourself

2. feed yourself
3. be beautiful
4. be stupid
5. like music

Unit 40 h hat

h hat



Push a lot of air out very quickly.

Do not touch the roof of you mouth with your tongue.

Practice 1 Listen and repeat :

Sound 1



Ill Hill

Sound 2



Eel Heel



And hand



Old hold



Ear hear



Eye high



Test Tick the words you recognize in the sentences you hear :

1. a) eels ; b) heels
2. a) and ; b) hand
3. a) eye ; b) high
4. a) art ; b) heart
5. a) ow ; b) how
6. a) air ; b) hair

Practice 2 Listen and repeat :

| | | |
|--------------|----------|---------|
| Hit | Having | Horse |
| Hilda | Happened | Heard |
| Mrs. Higgins | Hospital | Hope |
| Hello | Horrible | Perhaps |
| Helen | How | Behind |
| Husband | House | Unhappy |

Dialogue A horrible accident

Helen : Hello, Ellen

Ellen : Hello, Helen. Have you heard? There's been a horrible accident.

Helen : Oh. Dear! What's happened?

Ellen : Hilda Higgins' husband has had an accident on his horse.

Helen : How awful! Is he injured?

Ellen : Yes. An ambulance has taken him hospital.

Helen : How did it happen?

Ellen : He was hit by an express train. It was on the crossing just behind his house.

Helen : How horrible!

Ellen : He's having an important operation hospital now. Poor Hilda! She's so unhappy.

Helen : Perhaps he'll be all right.

Ellen : I hope so.

Intonation Listen and repeat :

Oh **dear!** How horrible !

How **awful!** How terrible!

Conversation Practice in pairs :

Example :

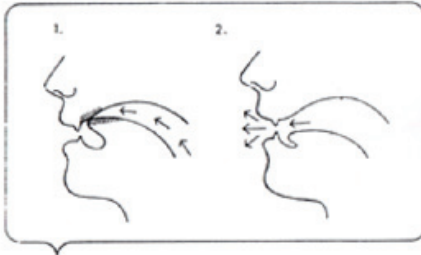
A : Harold has had an accident.

B : How awful!

1. A helicopter has hit Allen's house.
2. Harry has a hole in his head.
3. Andrew spent all his holiday in hospital.
4. Hilda hit herself with a heavy hammer.
5. Ellen's husband is ill in hospital.
6. I've hurt my hand and I can't hold anything.

Unit 41 θ thin

t tin



Put your tongue between your teeth.

Blow out air between your tongue and your top teeth.

Practice 1 Listen and repeat :

Sound 1



Mouse

Sound 2



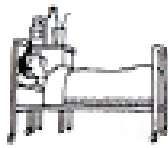
Mouth

$$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$$

Sum



Thumb



Sick Thick



Sink Thank



Pass Path



Practice 2 Listen and repeat :

Sound 1

Sound 2



Free Three

3

1st



First Thirst



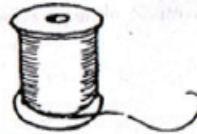
Fin



Thin



Fred



Thread



Half



Hearth

Test Tick the words you recognize in the sentences you hear :

1. a) sink ; b) think
2. a) mouse ; b) mouth
3. a) tin ; b) thin
4. a) taught ; b) thought
5. a) moss ; b) moth
6. a) fought ; b) thought

Practice 4 Listen and repeat :

| | | |
|--------------|---------------|------------|
| Thank you | Ether | Judith |
| Thought | Author | Worth |
| Thousand | Nothing | Mrs. Smith |
| Thirsty | Something | Smiths' |
| Thursday | Birthday | Edith |
| Thirty-three | Mathematician | Moths |

Dialogue Gossips

- Judith : Edith Smith is only thirty.
- Ethel : Is she? I thought she was thirty-three.
- Judith : Edith's birthday was last Thursday
- Ethel : Was it? I thought it was last month.
- Judith : The Smiths' house is worth thirty thousand pounds.
- Ethel : Is it? I thought it was worth three thousand.
- Judith : Mr. Smith is the author of a book about moths.
- Ethel : Is he? I thought he was a mathematician.
- Judith : I'm so thirsty.

Ethel : Are you? I thought you drank something at the Smiths'.

Judith : No, Edith gave me nothing to drink.

Ethel : Shall I buy you a drink?

Judith : Thank you.

Stress Listen and repeat :

Is she? I thought she was thirty-three.

Was it? I thought it was last month.

Is it? I thought it was worth three thousand.

Are you? I thought you drank something.

Jumbled Do this in pairs.

Sentences

Example :

A : Judith is at the theatre.

B : Is she? I thought she was at the Smiths'.

A : Judith is at the theatre.

Mr. Smith is thirty-three.

It's Edith's birthday today.

I'm so thirsty.

The Smiths' house is north.

Mrs. Smith is thirty.

The Smiths' house is worth £ 30,000.

B : Are you? I thought you drank something.

Is she? I thought she was at the Smiths'.

Is he? I thought he was thirty.

Is she? I thought she was thirty-three.

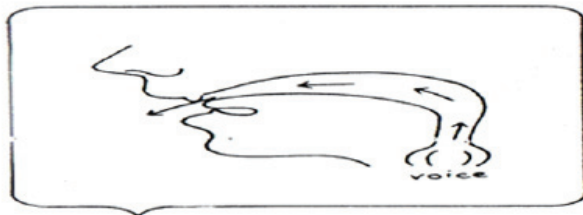
Is it? I thought it was last month.

Is it? I thought it was worth £ 3,000.

Is it? I thought it was south.

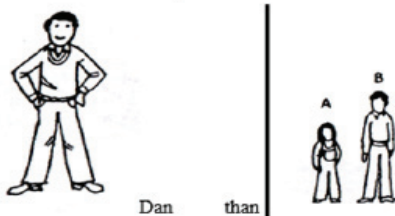
Unit 42 ð the feather

ð the feather



First practice ð (see page 133). Use your voice to make ð.

Practice 1 Listen and repeat :





Day they



Dare there

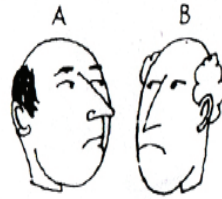


Doze those



Ida

either



Practice 2 Listen and repeat :

Practice these questions and answers :

- What's this? This is the zoo.
What are those? Those are zebras.
What's that? That's a zebu.
What's this? This is Z.
What's that? That's zero.
What are these? These are zips.
Who's that That's Zack.

Test Tick the words you recognize in the sentences you hear :

1. a) Ida ; b) either
2. a) day ; b) they
3. a) dares ; b) there's
4. a) size ; b) scythe
5. a) bays ; b) bathe
6. a) boos ; b) booth

Practice 4 Listen and repeat :

The Together Another
This Feathers Smoother
That Leather Rather
Clothes Miss Brothers

Dialogue The hat in the window

Miss Brother : I want to buy the hat in the window.
Assistant : There are three hats together in the window, madam.
Do you want the one with the feathers?
Miss Brother : No. the other one.
Assistant: The small one for three pounds?
Miss Brother : No. not that one either. That one over there. The leather one.
Assistant : Ah! The leather one
Now this is another leather hat, madam. It's better than the one in the window. It's a smoother leather..
Miss Brother : I'd rather have the one in the window. It goes with my clothes.
Assistant : Certainly, madam, but we don't take anything out of the window until o'clock on Thursday.

Stress Listen and repeat :

Which hat do **you** think is **better** than the **others**?
I think the **one** with the **feathers** is better than the **others**.

Conversation

Talk about the three hats using the word from the list below :

A : Which hat do you think is better than the others?

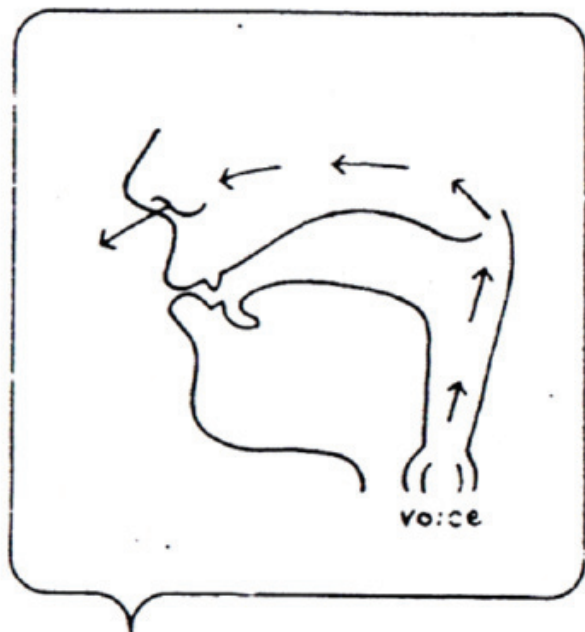
one with the **feathers**

B : I think the **leather** hat is than the others.

hat for three pounds

Unit 43 m mouth

m mouth



Close your lips.
Use your voice.
m comes through your nose.

Practice 1 Listen and repeat :

| | | | |
|-------|-----------|------|-------------|
| Mm! | Tomorrow | Him | Smith |
| Me | Summer | Tim | Small |
| Met | Family | Time | Smart |
| May | Crumpets | Come | Mum |
| Make | Cambridge | Some | Home-made |
| Maybe | Remember | Home | Tom Mitcham |

Dialogue Mum's crumpets

Jim : Mum, may Tom Mitcham come home with me for tea tomorrow?

Mrs. Smith : Of course, Jim. Have I met Tom before?

Jim : You met him in the summer. He's very small and smart.

Mrs. Smith : Oh, yes. I remember Tom. Does his family come from Cambridge?

Jim : Yes. Oh, Mum! Will you make some home-made crumpets tomorrow?

Mrs. Smith : Mm...maybe. If I have time.

Jim : I told Tom about your crumpets, Mum. That's why he's coming for tea tomorrow!

Intonation ‘Mm’ has many meanings.

Practice these :

Mmm means ‘What did you say?’

Mm means ‘yes’.

Mmmmm means ‘How nice!’.

Now listen to this conversation and say which meaning ‘Mm’ has in B’s answers.

A : Would you like some home-made crumpets?

B : Mm?

A : Would you like some crumpets?

B : Mm?

A : Here you are.

B : (eating) Mm!

A : I’m glad you like them. I made them myself. Would you like to try them marmalade?

B : Mm?

A : Marmalade. They’re marvelous with marmalade. Would you like some?

B : Mm.

A : Here you are.

B : (eating) Mm!

Practice 1 Listen and repeat :

Sound 1



Me

1.61 km = 1 m.

Mile



Mine



Tim

Sound 2



knee



Nile



nine



tin



Comb



cone

John Smith

name



mane

Test Tick the words you recognize in the sentences you hear :

1. a) combs ; b) cones
2. a) mine ; b) nine
3. a) name ; b) mane
4. a) some ; b) sun
5. a) warm ; b) warn
6. a) money ; b) mummy

Practice 2 Listen and repeat :

| | | |
|---------|-------------|------------------|
| Noise | Apartment | North end Avenue |
| Morning | Unfurnished | Central London |
| Rent | Inexpensive | Ninety-nine |
| Agency | Month | 11.15 |

| | | |
|--------|---------------|-----------|
| Oven | Station | Garden |
| Often | Accommodation | Kitchen |
| Seven | Television | Mr. Mason |
| Eleven | Prison | Certainly |

Dialogue At an accommodation agency

Mr. Mason : Good morning. I went an apartment in central London.

Manager : Certainly, sir. How much rent did you want to pay?

Mr. Mason : No more than £ 27 a month.

Manager : £ 27 a month? We don't often have apartments as inexpensive as that. We have one apartment for £ 29 a month in Northend Avenue. It's down near the station.

Mr. Mason : Is it furnished?

Manager : No. it's unfurnished. The kitchen has no oven. It's forbidden to use the garden. No friends in the apartment after eleven in the evening. No noise and no television after 11.15. No...

Mr. Mason : No thank you! I want an apartment, not a prison.

Game Mini bingo

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 7 | 11 | 9 | 10 | 13 | 17 | 15 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 |
| 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |

Play in a group of five people.

One person calls out the numbers above in any order.

The others each choose one of the boxes A, B, C or D below.

Cross out each number in your box as it is called (or put a small piece of paper on top of each number as it is called).

The first to cross out all his numbers wins.

A

| | | |
|----|----|----|
| 9 | 20 | 99 |
| 15 | 79 | 71 |
| 97 | 19 | 10 |

B

| | | |
|----|----|----|
| I | 79 | II |
| 13 | 9 | 7 |
| 99 | 27 | 10 |

C

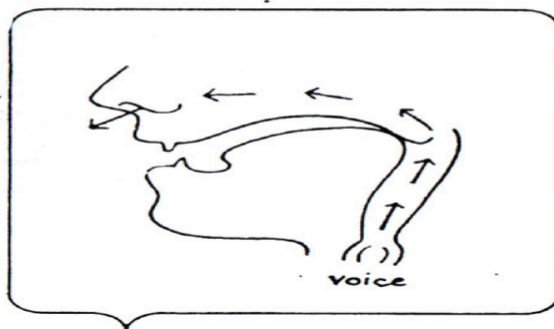
| | | |
|----|----|----|
| 77 | 79 | 99 |
| 18 | 19 | 97 |
| II | 91 | 29 |

D

| | | |
|----|----|----|
| I | 79 | 9 |
| 17 | 19 | 18 |
| 99 | 21 | 70 |

Unit 45 n ring

ŋ ring



Touch the back of the roof of your mouth with the back of your tongue.

Use your voice n comes through your nose.

Practice 1 Listen and repeat

Sound 1

Sound 2



Win Wing



Thin thing



Ban bang



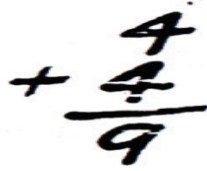
Ran rang



Run rung



Ron wrong



Test Tick the words you recognize in the sentences you hear :

1. a) Ron ; b) wrong
2. a) ran ; b) rang
3. a) sink ; b) sings
4. a) win ; b) wink ; c) wing
5. a) ban ; b) bank ; c) bang
6. a) sinners ; b) sinkers ; c) singers

Practice 3 Listen and repeat

| | | |
|-----------|-----------|---------------|
| Pink | Mr King | running |
| Think | Mr Pring | Ringing |
| Drink | Morning | Singing |
| Finger | Something | Bringing |
| Angrily | Standing | Banging |
| Happening | Hanging | Strong string |

Dialogue Noisy neighbours

Mr Pring : (Angrily). Bang ! Bang ! Bang !
What are the Kings doing at seven o'clock on Sunday morning?

Mrs Pring : Well, Mr King is singing.

Mr Pring: Yes, but what's the banging noise ?

Mrs Pring : (looking out of the window) He's standing on a ladder and banging some nails into the wall with a hammer. Now he's hanging some strong string on the nails.

Mr Pring : And what's Mrs King doing ?

Mrs Pring : She's bringing something pink for Mr King to drink. Now she's putting it under the ladder, and . . . Ohh !

Mr Pring : What's happening ?

Mrs Pring : The ladder's falling.

Mr Pring: What's Mr King doing ?

Mrs Pring : He's hanging from the string. He's holding the string in his fingers and he's shouting to Mrs King.

Mr Pring : And is she helping him ?

Mrs Pring : No. she's running to our house.

No she's ringing our bell.

Mr Pring : I'm not going to answer it. I'm sleeping.

Conversation Talk about these pictures.

Example :

Mrs Pring

What's Mrs Pring doing ?

She's looking out of the window.

1

2

Mr King

Mr King

3

4

Mrs King

Mr King

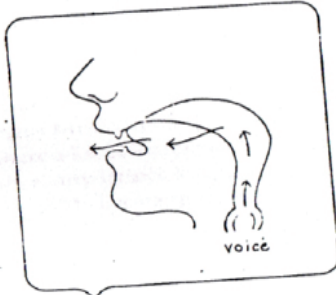
5

6

Mrs King

Mr Pring

Unit 46 I letter Part I
I letter Part I



First practice n (see page 145).

To make I, the air goes over the sides of your tongue and out of your mouth.

Practice I Listen and repeat :

Sound 1



No

Sound 2



low



Night



light



Nine

line



Jenny



Jelly



Bin



bill



Ten



tell

Test Tick the words you recognize in the sentences you hear :

1. a) night ; b) light
2. a) no ; b) low
3. a) Jenny ; b) jelly
- 4 a) knot ; b) lot
5. a) snow ; b) slow
6. a) snacks ; b) slacks

Practice 2 Look at the picture. Then answer the questions.

Mr lee

Who's late for lunch ?

What's Mr Lee looking at ?

Is there a lot of lemonade left or only a little ?

Why is Mr Lee complaining ?

Mr Allen

Who's lovely ?

Who's early for lunch ?
What's Mr Allen saying to Lily ?
Is Mr Allen looking marvelous ?
What's Mr Allen having for lunch ?

Practice 3 Look at the picture. Then answer the questions.

What colour are the olives
How many slices of melon does Mr Allen want ?
Where are the black olives ?
Where's the lemonade ?

Dialogue Early For Lunch

Mr Allen : Hello Lily. You're looking lovely today.
Waitress : Hello, Mr Allen. You're early for lunch. It's only eleven o'clock.
Mr Allen : When I come later there's usually nothing left.
Waitress : What would you like ?
Mr Allen : Leg of lamb, please.
Waitress : And would you like a plate of salad?
It's lettuce with black olives.
Mr Allen : Marvelous ! I love olives.
Waitress : And would you like a glass of lemonade?
Mr Allen : Yes please, Lily. And a slice of melon and some yellow jelly.

Unit 47 I ball Part 2



In these words I has a slightly different sound:

| | | |
|-------|----------------|-----------|
| Bill | Help | Uncle |
| Paul | Myself | Bicycle |
| Tell | Holding | Careful |
| Fall | Difficult | Beautiful |
| Pull | Salesman | Sensible |
| I'll | A spoilt child | Special |
| Small | Always | Little |
| | Fault | Gentleman |

Dialogue A spoilt little boy in a bicycle shop

- Paul : What a beautiful bicycle ?
- Uncle Bill : Paul ! Be careful !
- Salesman : Excuse me, sir. This child is too small to ride this bicycle. It's a very difficult bicycle to . . .
- Uncle Bill : Be careful, Paul !
- Paul : You always tell me to be careful. Don't help me. I won't fall.
- Salesman : But, sir. This is a very special bicycle. It's . . .
- Paul : Don't pull the bicycle, Uncle Bill. I'll do it my self.
- Uncle Bill : Be sensible, Paul. This gentleman says it's a . . .
- (Paul falls)
- Paul : It was Uncle Bill's fault. He was holding the bicycle.

Intonation Listen and repeat

- What a tall gentleman !
- What a wonderful apple !

Conversation Example : gentleman.

- A : Look at that gentleman.
- B : What a tall gentleman !

Tall

1 needle

2 candle

3 apple

small

little

Horrible

4 child

5 bottle

6 table

Miserable

Beautiful

Wonderful

7 hospital

8 pencil

9 bicycle

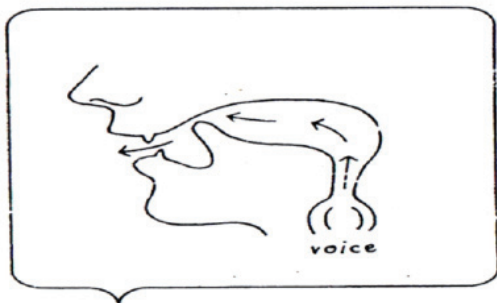
comfortable

unusual

uncomfortable

Unit 48 r rain Part I

r rain Part I



Turn the tip of your tongue up as in the picture.

Do not touch the roof of your mouth with your tongue.

The sides of your tongue should touch your back teeth.

Practice 1 Listen and repeat :

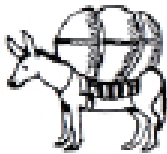
Sound 1



Long Wrong



Light



Load



Jelly J



Fly

Sound 2

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$



Road



any



Fry



Glass



grass

Test Tick the word you recognize in the sentences you hear :

1. a) long ; b) wrong 4. a) collect ; b) correct
2. a) jelly ; b) Jerry 5. a) lane ; b) rain
3. a) glass ; b) grass 6. a) flea ; b) free

Practice 2 Listen and repeat

| | | | |
|------------|---------------|-------------|----------|
| Ruth | Very | Pretty | Grown up |
| Rita | Jerry | Proud | Greece |
| Rosemary | Paris | France | Drives |
| Mrs Reed | Married | waitress | |
| Restaurant | Parent | Countries | |
| Russia | America | Austria | |
| | Everywhere in | Interesting | |
| | Europe | secretary | |

Practice 3 Listen and repeat

| | | |
|------------|-----------|-------------|
| Railway | Laura | Cleverest |
| Really | Lorry | Electrician |
| Roland | Library | Children |
| Mrs Randal | Librarian | Australia |

Dialogue A proud parent

Mrs Randal : Are all the children grown up now, Ruth?

Mrs Reed : Oh, yes. Laura is the cleverest one. She's a librarian in the public library.

Mrs Randal : Very interesting. And what about Rita?

Mrs Reed : She's a secretary at the railway station.

Mrs Randal : And what about Rosemary ? She was always a very pretty child.

Mrs Reed : Rosemary is a waitress in a restaurant in Paris. She's married to an electrician.

Mrs Randal : And what about Jerry and Roland?

Mrs Reed : Jerry drives a lorry. He drives everywhere in Europe.

Mrs Randal : Really ? Which countries does he driver to ?

Mrs Reed : France and Austria and Greece and Russia.

Mrs Randal : And does Roland drive a lorry too?

Mrs Reed : Oh, no. Roland is a pilot.

Mrs Randal : Really ? which countries does he fly to ?

Mrs Reed : Austria and America

Conversation Ask somebody these questions about Mrs Reed's children.

Example : Laura train driver (librarian)

A : Is Laura a train driver ?

B : No, she isn't. She's a librarian.

1. Jerry electrician (lorry driver)
2. Rosemary secretary (waitress)
3. Roland photographer (pilot)
4. Rita waitress (secretary)
5. Laura lorry driver (librarian)

Unit 49 r girl Part 2

| | | |
|-----------|-----------|-------------|
| New York | later | quarter |
| Depart | weather | airport |
| Afternoon | announcer | order |
| Passenger | sir | earlier |
| Forbidden | are | departure |
| Wonderful | beer | forecaster |
| German | dear | supermarket |
| Upstairs | four | Dr Darling |
| Marvelous | more | Mr.Martin |
| Emergency | there | |
| Storm | sure | |
| worse | | |

The letter 'r' is silent in these words.

When there is not nowel following it, 'r' is silent.

Dialogue In this dialogue every letter 'r' is silent.

In the airport

Announcer : The 2.30 plane New York will depart later this afternoon at four forty-four. Passengers on this flight are forbidden to leave the airport.

Dr Darling : Wonderful ! I'm going to the bar to order some more German beer.

Mr Martin : Where's the bar ?

Dr Darling : It's upstairs. There's a bookshop too. And a supermarket. This is a marvelous airport !

Mr Martin : Oh dear ! I wanted to get to New York earlier. Ah ! Here's an air hostess. Excuse me. I don't understand. Has there bee an emergency ?

Air hostess : Oh, no, sir. There's just a storm ,and the weather forecast says it will get worse. So the plane will leave a little later this afternoon.

Mr Martin : Are you sure ?

Air hostess : Oh, yes, sir. Our departure time is at four forty-four.

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Dialogue Snow in October

(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 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!

Practice 4 Listen and repeat:

old hole bowl

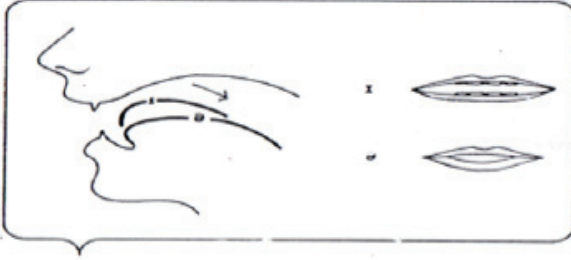
cold hold stole

sold told gold

In this list five words rhyme with 'old', and two words rhyme with 'hole'. Which words are they?

Unit 22 Iə beer

Iə beer



This has two sounds: I and ə (see pages 6 and 42)

First make the sound I.

Now add ə.

Practice 1 Listen and repeat :

sound 1



E

sound 2



ear



Bee



beer



Tea



tear



Pea



pier



Bead



beard

Unit 23 eə chair

eə chair



This has two sounds.

First practice the sound e (see page 9).

Now make it longer.

Now add ə (see page 4)

Practice 1 Listen and repeat

sound 1



ear

sound 2



air



beer



bear



pier



pear



hear



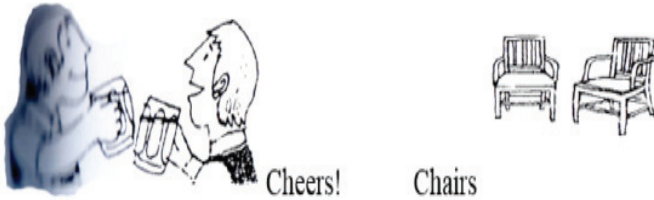
hair



tear



tear



Test Tick the words you recognize in the sentences you hear:

1. a) cheers; b) chairs
2. a) beer; b) bear
3. a) pier; b) pear
4. a) here; b) hair
5. a) dear; b) Dare
6. a) clear; b) Claire

Practice 2 Listen and repeat

| | | |
|--------|-------------|----------------------------|
| Claire | there | nowhere |
| pair | they're | anywhere |
| chair | wearing | every where |
| square | Mary | upstairs and downstairs |
| where | hairbrushes | carefully |

Dialogue A pair of hairbrushes

Mary : I've lost two small hairbrushes, Claire. They're a pair.

Claire : Have you looked carefully everywhere?

Mary : Yes. They 're nowhere here.

Claire : Have you looked upstairs?

Mary : Yes. I've looked everywhere upstairs and downstairs. They aren't anywhere.

Claire : Hm! Are they square, Mary?

Mary : Yes. They're square hairbrushes. Have you seen them anywhere

Claire : Well, you're wearing one of them in your hair!

Mary : Oh! Then where's the other one?

Claire : It's over there under the chair.

Joining words

'r' not pronounced

Listen and repeat :

Claire

a pair

a square chair

it's there

They 're here

I've looked everywhere for them

'r' not pronounced

Listen and repeat :

Claire an Mary

a pair of shoes

a square envelope

There it is

They're under a table

I've looked everywhere in the house

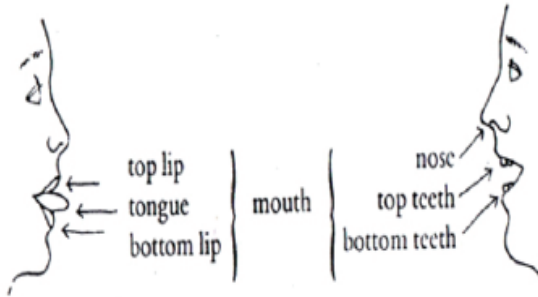
Section B

Vocabulary

First learn the words you will need in order to study how to make the sounds in this section:

Your mouth

Your mouth



Practice:

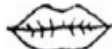
- | | | |
|---------------|--------------|------------------|
| 1. Touch your | to lip | with your finger |
| | to teeth | |
| | bottom lip | |
| | bottom teeth | |
| | tongue | |
| | nose | |

2. Open your lips

Close your lips

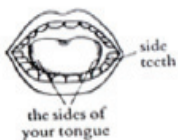
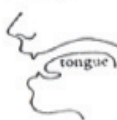
Close your lips hard

2 Open your lips. Close your lips. Close your lips hard.



Inside your mouth

Inside your mouth



Practice

1. Touch your

| |
|------------------------|
| your top teeth |
| your bottom teeth |
| the roof of your mouth |

 with your tongue
2. Touch your side teeth with the sides of your tongue
3. Touch the front of the roof of your mouth with the front of your tongue Touch the back of the roof of your mouth with the back of your tongue

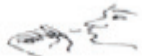


Air

- | | | |
|---|---------------------------------------|----------------------------------|
| 1. Hold piece of paper in front of your mouth | When you blow out air the paper moves | Air is coming through your mouth |
| 2. Close your mouth | Push air forward in your mouth | |

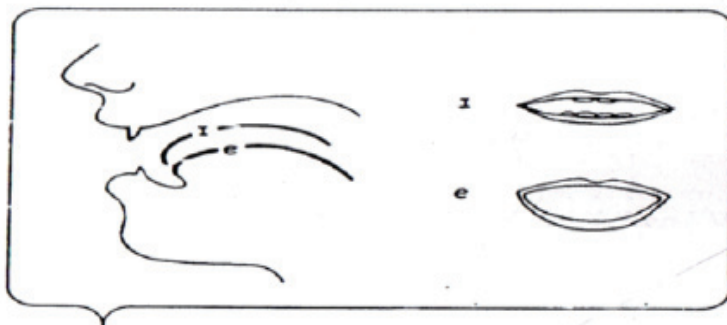
Voice

- | | | |
|---|--|---|
| Put your hand on the front of your neck | When you sing you can feel your voice. You are using your voice. | The sound from your voice is coming through your mouth. |
|---|--|---|



Unit 24 p pen

e pen



1. Close your lips hard
Push air forward in your mouth.
2. Then open your lips quickly.

Practice 1 Listen and repeat

a pen



a pen

a pencil



a pencil



a pin

a pear



a pear

Peter



Peter

Poppy



Poppy

Paris



Paris

a pocket



a pocket

a postcard



a postcard

a passport



a passport

a policeman

a passenger



a passenger



a policemana

a newspaper



newspaper

a spoon



a spoon

a pepper pot



a pepper pot

a piece of pork pie



a piece of pork pie

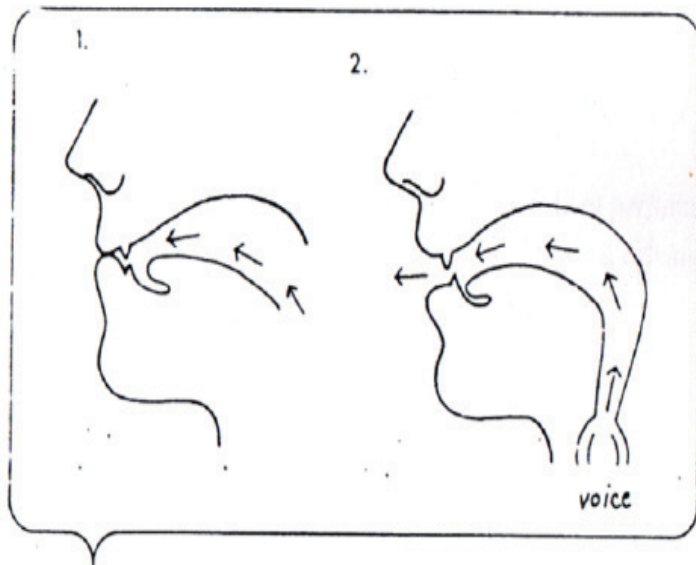


an airport

stupid impatient

Unit 25 b baby

i b baby



First practice p (see page 74)

Use your voice to make b.

Practice 1 Listen and repeat
sound 1



pin

sound 2



bin



pen Ben



pear



bear



cap cab





pup

pub



Poppy

Bobby



Test Tick the words you recognize in the sentences you hear:

1. a) pin; b) bin
2. a) Poppy; b) Bobby
3. a) pup; b) pub
4. a) pig; b) big
5. a) pack; b) back
6. a) peach; b) beach

Practice 2 Listen and repeat:

Barbara Ruby
birthday about

black
blue

brown
brother

| | | | |
|-----------|----------|----------|-----------|
| beautiful | remember | blouse | hairbrush |
| butterfly | somebody | terribly | Bob |

Dialogue Happy birthday

Bob : Hello, Barbara.

Barbara : Hello, Bob. It's my birthday today.

Bob : Oh, yes! Your birthday! Happy birthday, Barbara!

Barbara : Thanks, Bob. Somebody gave me this blouse for my birthday.

Bob : What a beautiful blouse! It's got brown and blue butterflies on it.

Barbara : And big black buttons.

Bob : Did Ruby buy it for you?

Barbara : Yes. And my brother gave me a hairbrush and a book about baby birds.

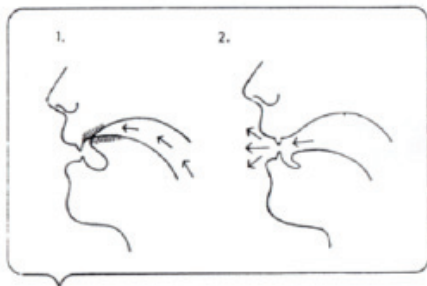
Bob : I didn't remember your birthday, Barbara. I'm terribly sorry.

Barbara : Well, you can buy me a big bottle of perfume, Bob!

Bob : I've got a better idea. We'll get into a cab and go to a pub, and I'll buy you a bottle of beer!

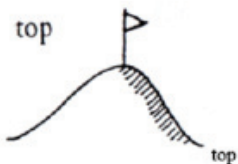
Unit 26 t tin

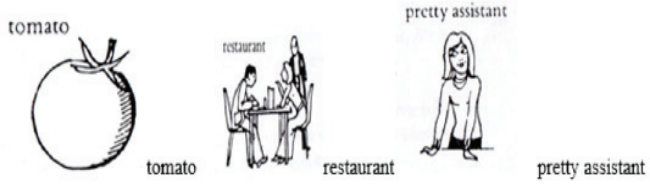
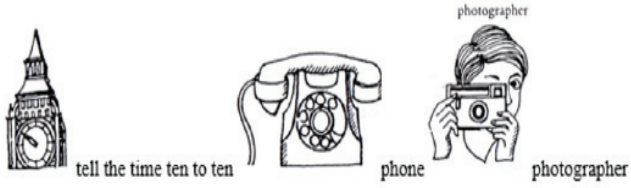
t tin



1. Put the front of your tongue behind your top teeth. Push air forward in your mouth
2. Then move your tongue away

Practice 1 Listen and repeat







larts



darts



cart



card



write



ride



train drain





trunk



drunk

Departed at noon

whispered it

danced all night

rained all day

Landed

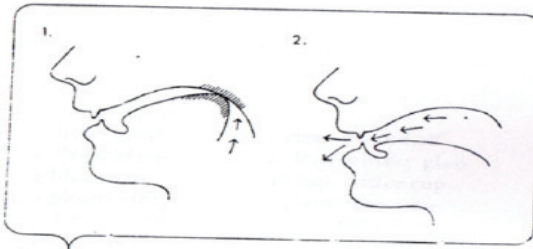
shouted it

played cards

snowed

Unit 28 k key

k key



1. Touch the back af the roof of your mouth wich the back of your tongne.
Push air forward in your mouth.
2. Then move your tongue away.

Pratice 1 Listen and repeat :

car



carpet



cuckoo



cup of coffee



American



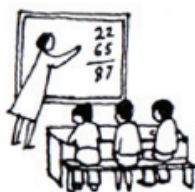
ticket



pocket



school



scarf



scooter



sky



of course
because

Car

Cup of coffee

carpet

American

cuckoo

ticket

| | | |
|---------|--------|-------------------|
| Pocket | School | scarf |
| Scooter | sky | of course because |

Practice 2 Listen and repeat

K is usually quieter here :

Like look milk plastic

Talk work ask

Practice 3 Listen and repeat

K is usually very quiet here :

Black dog electric book shelf looked

Take two picture asked talked

Cake for exactly worked

Practice 4 Listen and repeat :

Clark six cakes quiet

Clover next forks quick

Clever exciting clocks quickly

Cream expensive likes question

Cricket excuse me talks thank you

Dialogue The cuckoo clock

Mrs Cook : Would you like some cream in your coffee,
Mrs Clark ?

Mrs Clark : No thank you. But I'd like a little milk.

Mrs Cook : Would you like some chocolate cakes ?

Mrs Clark : Thank you.

Mrs Cook : Take two. Here's cake fork, and here's a . . .

.

Mrs Clark : Excuse me, Mrs Cook. But what's next to your bookshelf? Is it a clock?

Mrs Cook : Yes. It's an American cuckoo clock.

Mrs Clark : Is it plastic ?

Mrs Cook : Oh, no, Mrs Clark. It's a very expensive clock. It's an electric clock.

Mrs Clark : Well, it's exactly six o'clock now, and it's very quiet.

Doesn't it say 'cuckoo' ?

Mrs Cook : Of course, Mrs Clark. Look !

Clock : Cuckoo ! Cuckoo ! Cuckoo ! Cuckoo ! Cuckoo ! Cuckoo !

Mrs Clark : How exciting ! What a clever clock !

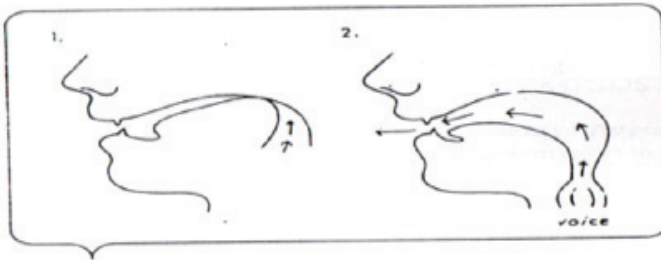
Clock : Cuckoo !

Stress Listen and repeat :

- | | |
|----------------------|-----------------------------|
| 1. a clean shelf | a clean bookshelf |
| 2. a clean glass | a clean whisky glass |
| 3. a black cup | a black coffee cup |
| 4. a plastic ring | a plastic key ring |
| 5. a dirty bottle | a dirty coke bottle |
| 6. an electric clock | an electric cuckoo clock |
| 7. an expensive cake | an expensive chocolate cake |

Unit 29 G Girl

g girl



First practice k (see page 90)

Use your voice to make g.

Practice 1 Listen and repeat :

Sound 1



Cold

sound 2



gold



Coat



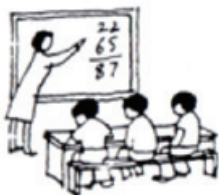
goat



Curl



girl



Class



glass



Back



bag



Clock



clog

Test Tick the words you recognize in the sentences you hear :

1. a) cold ; b) gold
2. a) back ; b) bag
3. a) clock ; b) clog

4. a) curl ; b) gril
5. a) Frock ; b) frog
6. a) clue ; b) glue

Practice 2 Listen and repeat :

| | | | |
|-----------|--------|--------|----------|
| Give | guests | August | Greek |
| Beginning | garden | guitar | Margaret |
| Get | gun | dog | telegram |
| Together | good | Craig | glad |
| Again | go | Greg | England |

Dialogue Guests in August

Craig : I've just a telegram from Margaret and Greg.

Carol : Are they coming to England again ?

Craig : Yes. At the beginning of August.

Carol : Good. We can all get together of again.

Craig : I'm glad they're coming an August. We can take dog and go for walks together

Carol : Yes. And we can give a garden party.

Craig : And Margaret can play her guitar in the garden and sing Greek songs again.

Carol : Yes. August is a good time to come to England.

Stress This is the telegram from Margaret and Greg :

ARRIVING ENGLAND BEGINNING AUGUST

And this is what it means :

We're arriving in England at the beginning of august.

This is much longer, but try to say both sentences in the same.

Length of time. Listen and repeat :

Arriving England beginning August

We're arriving in England at the beginning of August.

Now try these :

1. Glad coming August

We're glad you're coming in August.

2. Bring gun, golf clubs

Bring your gun and your golf clubs.

3. Bring guitar

Bring your guitar

4. Lost guitar. Send cash

I've lost my guitar. Could you send me some cash ?

5. Forget guitar. Bring gun

Forget about your guitar but bring your gun.

Unit 30 S Sun

s sun



Touch your side teeth with the sides of your tongue.
Put your tongue forward.
Do not use your voice.

Practice 1 Listen and repeat



Sue

Sue

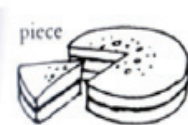


bus

bus



said



piece

Piece



sip

sip



price

price

Practice 2 Listen and repeat

| | | | | |
|----------|------------|-------------|-------|-------|
| Sit | sensitible | interesting | sleep | six |
| Sam | outside | instead | spend | yes |
| Sand | seaside | just | swim | Alice |
| Saturday | star | skiing | | |
| Sunday | it's | expensive | | |
| Sailing | let's | exciting | | |

Dialogue It's expensive

Sam : Let's go to the seaside on Saturday.

Alice : Yes! Let's go sailing water-skiing. That's exciting.

Sam : It's expensive too. Let's just sit in the sun and go swimming instead.

Alice : Let's stay in the Six Star Hotel and spend Sunday there too.

Sam : Be sensible, Alice. It's too expensive. Let's sleep outside instead.

Alice : Yes. Let's sleep on the sand. That's more exciting.

Reading Practise reading aloud :

The smile of snake

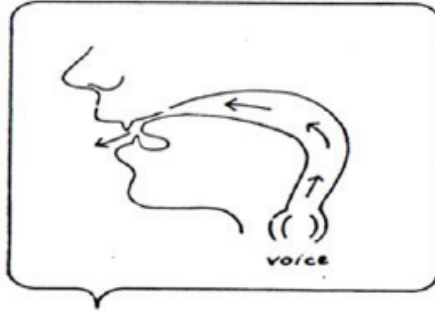
She speaks slowly, and smokes special, expensive cigarettes. As she steps upstairs, her long skirt sweeps over her silver slippers. She is small and smart and sweet – smelling. Her skin is like snow.

'You have stolen my heart!' I once said stupidly, and she

smiled. But when she smiled, she smiled the smile of a snake.

Unit 31 Z Zoo

Z ZOO



First practice s (see page 97).

Use your voice to make z.

Practice 1 Listen and repeat :

Sounds 1 sounds 2



Sue



zoo



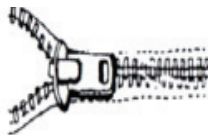
Said



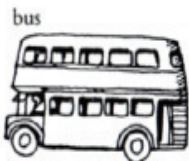
Z



Sip



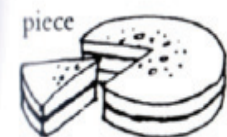
zip



Bus



buzz



Piece



peas



Price



prize

Test Tick the words you recognize in the sentences you hear :

1. a) bus ; b) buzz
2. a) sip; b) zip
3. a) price; b) prize
4. a) pence; b) pens
5. a) police ; b) please
6. a) Sackville; b) Zackville

Practice 2 Listen and repeat

| | | |
|------------|-------|-------------|
| Zzz ! | Mrs | hisses |
| Zoo | these | smells |
| Buzzing | bees | something's |
| Surprising | is | contains |
| Amazing | does | Jones |
| Surprises | says | isn't |
| Buzzes | noise | |

Dialogue Surprises in the post office

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.

Sack : (hisses) Ssssssssss!

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.

Box : (buzzes) Zzzzzzzzzzz!

Mrs Smith : These are bees !

Mrs Smith : A parcel of mice ! And a sack of snakes ! And a box of bees ! this is very surprising

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

Jones. It's a zoo !

Drills Example : I love dogs.

Answer : Susan loves dogs too

1. I answer questions.
2. I listen to jazz records.
3. I climb mountains.
4. I need some scissors.
5. I buy expensive clothes.
6. I have six cousins.
7. I wear sun – glasses.
8. I always lose things.

Example : Does Sam always buy one rose ?

Answer : No. he buys lots of roses.

1. Does Sam own just one horse ?
2. Does Sam win just one prize ?
3. Does Susan need only one dress ?
4. Does your cousin use only one glass ?
5. Does Susan wash just one blouse ?
6. Does Sam Pass just one house ?
7. Does this student finish just one exercise ?
8. Does Sam kiss only one nurse ?

Unit 32 ʃ Shoe

ʃ - shoe



First practice s (see page 97).

Then put your tongue up and back a little to make ʃ.

Practice1 Listen and repeat :

Sound 1

sound 2



Sea

she



Sue



Sue



shoe



sip

Sip ship



Ass

ash



Russ

rush



Puss

push



Test Tick the words you recognize in the sentences you hear :

1. a) Sue's ; b) shoes
2. a) ass ; b) ash
3. a) puss ; b) push
4. a) sack ; b) shack

5. a) seats ; b) sheets

6. a) save ; b) shave

Practice 2 Listen and repeat :

| | | | |
|-----------|--------|---------|---------------|
| Sheets | Shaw | washing | Swedish |
| Shall | shake | machine | English |
| Shop | show | special | shrunk |
| Shut | shirts | Marsh | finished |
| Shouldn't | sure | wish | demonstration |

Dialogue A special washing machine

Mrs Marsh : Does this shop sell washing machines?

Mr Shaw : Yes. This is the newest washing machine, madam.

Mrs Marsh : Is it Swedish ?

Mr Shaw : No, madam. It's English.

Mrs Marsh : Please show me how it washes.

Mr Show : Shall I give a demonstration ? Here are some sheet and shirts.

You put them in the machine. You shut the door. And you push this button.

Mrs Mars : The machine shouldn't shake like that, should it ?

Mr Shaw : Washing machines always shake, madam. Ah ! it's finished now

Mrs Marsh : But the sheets have shrunk, and so have the shirts.

Mr Shaw : Do you wish to buy this machine, madam ?

Mrs Mars : I'm not sure.

Joining Listen and repeat :

| | |
|-----------------------------|----------------|
| Sounds English Shops | Irish sheets |
| Danish ships | Polish shirts |
| Scottish sheep | Finnish shorts |
| Swedish shampoo | Turkish sugar |
| French champagne | Spanish shoes |

Conversation customer : Does this shop sell Swedish shampoo ?

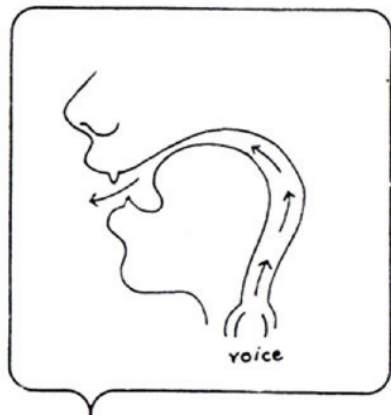
Shop assistant : Yes. We have some special Swedish shampoo on

This shelf

Practice this conversation. Use the list above.

Unit 33 3 Television

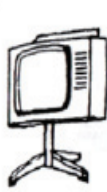
3 television



First practice J (see page 103).

Use your voice to make 3.

Practice 1 Listen and repeat :

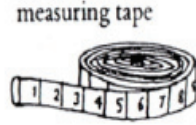


television

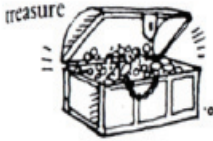


garage

Peugeot



measuring tape



treasure



casual clothes



Asia

an unusual collision



Television

garage

measuring tape

Reassure

casual clothes

Asia

An unusual collision

Reading Television programmes : Channel O

7.00 – children’s film : ‘Treasure Island’

7.15 – News comment : An Unusual Collision

7.30 – Fashion : Casual Clothes

7.45 – Travel film : Across Asia in a Peugeot

8.15 – Do – it – yourself : How to Measure a New garage

8.30 – Variety show. It’s a Pleasure

Conversation Talk about the television programmers.

Example :

A : What are you going to watch on television tonight?

B : Treasure Island.

Drill When somebody says “Thank you” for doing something, we sometimes say, ‘It’s a pleasure’. Practice this answer.

Example :

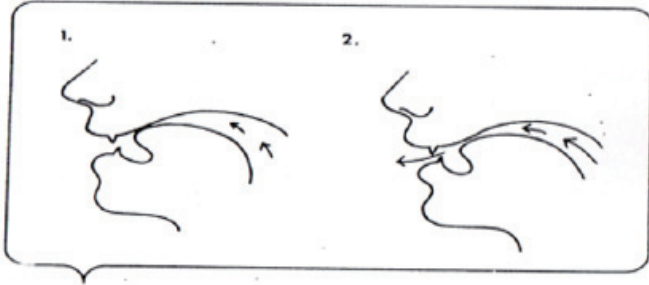
A : Thank you for lending me your television.

B : It’s pleasure.

1. Thank you for mending my television.
2. Thanks for lending me your measuring tape.
3. Thanks for lending me ‘Treasure Island’.
4. Thank you for letting me use your garage.
5. Thanks for letting me drive your Peugeot.
6. Thanks for letting us watch your television.

Unit 34 tʃ cherry

tʃ cherry



First practice t and ʃ (see pages 82 and 103).

1. Begin to make it.
2. Then slowly move your tongue from the roof of your mouth.

Practice 1 Listen and repeat

Sound 1



Ships

sheep



Sheep

Sound 2



Chips

cheap



Cheap



Sherry Cherry



Shop Chop



Cash Catch



Wash



watch

Test Tick the words you recognize in the sentences you hear :

1. a) shop ; b) chop
2. a) sherry ; b) cherry
3. a) washing ; b) watching
4. a) ships ; b) chips
5. a) shin ; b) chin
6. a) shoes ; b) choose

Practice 2 Listen and repeat :

| | | |
|----------|---------------------|-------------|
| Children | Butcher's shop | Mrs. Church |
| Cheque | Chump chops | Much |
| Cheshire | Shoulder chops | Which |
| Cheaper | A delicious chicken | |
| Choose | Children's lunch | |

Dialogue At the butcher's shop

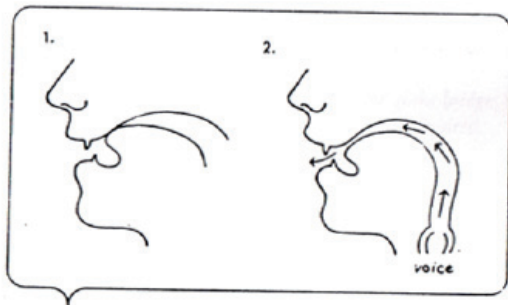
| | |
|-------------|---|
| Butcher | :Good morning, Mrs. Church |
| Mrs. Church | :Good morning, Mr. Cheshire, I'd like some chops for the children's lunch |
| Butcher | :Chump chops or shoulder chops, Mrs. Church ? |
| Mrs. Church | :I'll have four shoulder chops, and I want a small chicken. |
| Butcher | :Would you like to choose a chicken, Mrs. Church ? |
| Mrs. Church | :Which one is cheaper ? |
| Butcher | :This one's the cheapest. It's a delicious chicken. |
| Mrs. Church | :How much is all that ? I haven't got cash. Can I pay by cheque ? |
| Butcher | :Of course, Mrs. Church. |

Recipe Cheese-topped chops

4 chops sherry Cheddar cheese

Unit 35 d3 jam

d3 jam



First practice tʃ (see page 108)

Use your voice make d3

Practice 1 Listen and repeat

Sound 1

cheap



Cheap Jeep

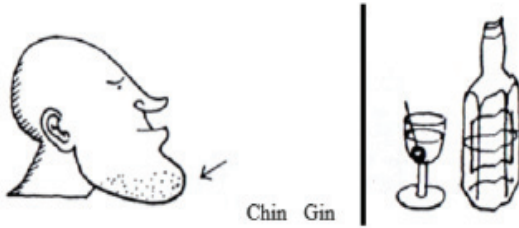
Sound 2



Choke



Joke



Chin Gin



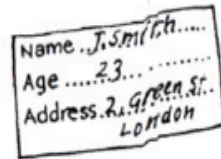
Cherry Jerry



Larch Large



H age



Test Tick the words you recognize in the sentences you hear :

1. a) choking ; b) joking
2. a) larch ; b) large
3. a) cheap ; b) jeep
4. a) chain ; b) Jane

5. a) chilly ; b) Jilly

6. a) cheered ; b) jeered

Practice 2 Listen and repeat :

| | | |
|---------|-----------|--------------------|
| Gin | Dangerous | Village |
| Jeep | Manager | Bridge |
| January | Agency | Edge |
| Just | Injured | Large |
| Joke | Passenger | George Churchill |
| Jail | Damaged | Ginger-haired chap |

Dialogue George Churchill

Jerry : Just outside this village there's a very dangerous bridge.

John : Yes. Charles told me two jeeps crashed on it in January. What happened ?

Jerry : Well George Churchill was the driver of the large jeep, and he was driving very dangerously. He'd been drinking gin.

John : George Churchill ? Do I know George Churchill?

Jerry : Yes. That ginger-haired chap. He's the manager of the travel agency in Chester.

John : Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured ?

Jerry : Oh, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.

John : Were both the jeeps damaged ?
Jerry : Oh, yes.
John : And what happened to George ?
Jerry : George ? He's telling jokes in jail now, I suppose !

Joining When two sounds t or dʒ come together, you must say both

Sounds sounds. Listen and repeat :

| | | |
|-----------------|-----------------|----------------|
| Orange juice | Rich child | Which job |
| Village jail | Watch chain | College chess |
| Large gentlemen | Which chair | Large cherries |
| Huge jam-jar | How much cheese | Teach German |

Crossword Every answer has the sound t or dʒ

Clues

Across :

1. Famous English prime minister.
2. We eat bread, butter and ...
3. We buy jam in a ...
4. You'll get fat if 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.

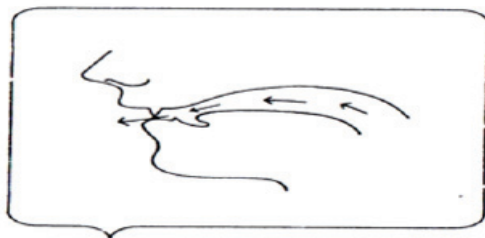
Down :

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.

Unit 36 f fan

f fan



Touch your top teeth with your bottom lip.
Blow out air between your lip and your teeth.

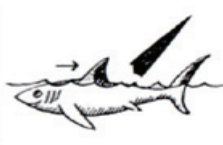
Practice 1 Listen and repeat :

Sound 1



Pin

Sound 2



Fin



Peel



Feel



Pail Fail



Pine Fine



Snip Sniff



Harp Half



Test Tick the words you recognize in the sentences you hear :

1. a) pin ; b) fin
2. a) peel ; b) feel
3. a) snipping ; b) sniffing

4. a) heel ; b) feel
5. a) hat ; b) fat
6. a) pole ; b) hole ; c) foal

Practice 3 Listen and repeat :

| | | | |
|------------|------------|-------------|--------------|
| Fill in | Full front | Comfortable | Photograph |
| Finished | Friendly | After | Photographer |
| Feels fine | Office | Mr. Puffin | Myself |
| Five | Sofa | Difficult | Soft |
| For | Profile | If Phillip | |
| Form | Telephone | Wife | Phillippa |
| February | Beautiful | laugh | |

Dialogue At the photographer's

Phillip : I want a photograph of myself and my wife.

Photographer : Please fill in this form, sir.

Would you prefer a full front photograph or a profile?

Phillip : A full front, don't you think, Phillippa ?

Phillippa : Yes. A full front photograph.

Photographer: Please sit on this sofa. Is it comfortable, Mrs. Puffin ?

Phillippa : Yes. It feels fine.

Photographer : Mr. Puffin, please give a friendly laugh.

Phillip: That's difficult. If you say something funny I can laugh.

Photographer : And, Mrs. Puffin, please look soft and beautiful.

Phillip : (laughs)

Phillippa : Is it finished ?

Photographer : Yes.

Phillip : Will the photograph be ready for the first of February ?

Photographer : Yes. Please phone my office after five days, Mr. Puffin.

Intonation Listen and repeat :

If Fred **laughs**, he looks **funny**.

If Grandfather **flies**, he **frightened**.

Jumbled If Fred laughs, he isn't free.

Sentences If Phillipa laughs, he gets frightened

If Grandfather flies, she looks beautiful.

If you want to eat fish, you're first.

If you telephone information, it gets full of fat.

If you fry food, they're helpful.

If a man has a wife, he looks funny.

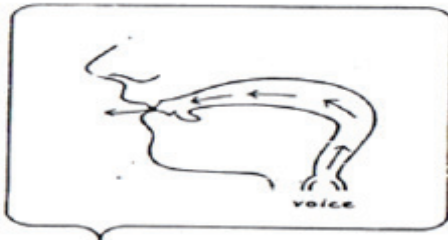
If you finish before the others, you need a knife and fork.

Example :

If Fred laughs, he looks funny.

Unit 36 v van

v van



First practice f (see page 116).
Use your voice to make v.

Practice 1 Listen and repeat :

Sound 1

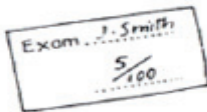


Feel Veal

Sound 2



Fine Vine



Fail Veil





Few



View



Leaf



Leave



Half



Halve

Test Tick the words you recognize in the sentences you hear :

1. a) few ; b) view
2. a) half ; b) halve
3. a) fast ; b) vast
4. a) boat ; b) vote
5. a) bolts ; b) volts
6. a) fowls ; b) bowels ; c) vowels

Practice 3 Listen and repeat :

| | | |
|---------|----------|--------|
| Vera | Living | Have |
| Very | November | Five |
| Village | Leaving | Love |
| Valley | Driving | Lovely |
| Van | Lived | Leaves |
| Victor | arrived | |

Dialogue At the photographer's

- Vera : Has your family lived here for very long ?
Victor : Five and a half years. We arrived on the first of February.
Vera : What a fine view you have !
Victor : Yes. I love living here.
Vera : Look ! You can see the village down in the valley.
Victor : Yes. It's a lovely view.

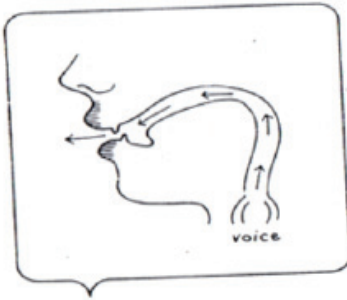
Reading This is a photograph of a fat farmer arriving at a village in the valley. He's driving a van. It's fine day, but it's November, and the leaves have fallen from the vine in the front of the photograph.

Conversation Ask somebody these question about the photograph:

1. Who's driving the van ?
2. How many leaves have fallen from the vine ?
3. Where do the villagers live ?
4. IS the van leaving or arriving ?
5. Is it a vine a fit tree in the front of the photograph ?
6. Are there four or five fit trees near the village ?

Unit 38 w window

w window



First practice u : (see page 34). Make your lips round and hard for w.
w is a short sound.

Practice 1 Listen and repeat :

Sound 1

Sound 2



V We



Veal Wheel





Vest West



Vet



Wet



Vine Wine



Veil



Whale

Test Tick the words you recognize in the sentences you hear :

1. a) vine ; b) wine
2. a) V ; b) we
3. a) veal ; b) wheel
4. a) verse ; b) worse
5. a) veils ; b) whales
6. a) viper ; b) wiper

Practice 2 Listen and repeat :

When Walk Were Twelve
Well Warm Where Twenty
Wet weather Wonderful Wore Quiet
Wendy went Woods Away Quickly
Which Why Railway Sweet
What was Wild Everywhere Gwen
Watched White wine Sandwiches Squirrels

Dialogue A walk in the woods

Gwen : Did you see 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.

Intonation Listen and repeat :

Where was it quiet ? In the woods.

What did they drink ? Sweet white wine.

Why did they walk quickly ? To keep warm.

Jumbled Ask somebody these question about the dialogue:

Answers Where was it *quiet*? The squirrels.

What did they *watch*? In the woods.

What did they *drink*? To keep warm.

Where were the *squirrels*? Twelve o'clock.

Why did they walk *quickly*? In the woods.

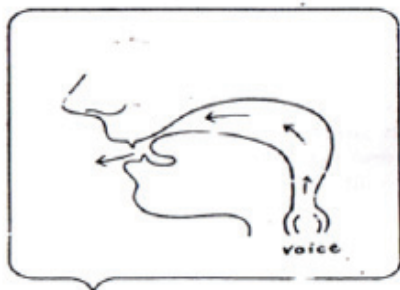
Why did they eat for *lunch*? They went for a walk.

What time did they have *lunch*? Veal sandwiches.

What did Victor and Wendy do on *Wednesday*? S w e e t white wine.

Unit 39 j yellow

j yellow



First practice i: (see page 3)

Very quickly move your tongue to make the next sound.

Do not touch the roof of your mouth with your tongue.

Practice 1 Listen and repeat :

Sound 1



Joke

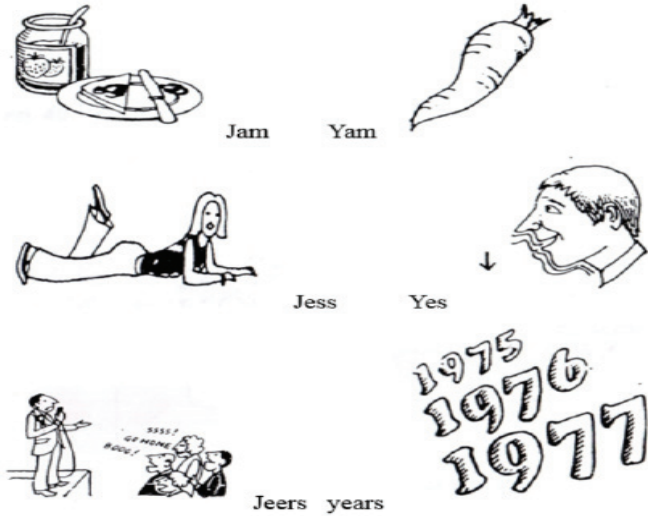
Sound 2



Jack



Yak



Test Tick the words you recognize in the sentences you hear :

1. a) joke ; b) yolk
2. a) jam ; b) yam
3. a) Jess ; b) yes
4. a) jeers ; b) years
5. a) juice ; b) use
6. a) jet ; b) yet

Practice 2 Listen and repeat :

| | | | |
|-----------|-------------|---------|----------|
| Yes | Millionaire | Tubes | Few |
| Yesterday | You | Stupid | Knew |
| Yellow | University | Student | New York |
| Years | Excuse me | Stew | Music |

York Tutor Hugh Beautiful
Europe Tunes Huge Produces
Onion Tuba Young

Dialogue A walk in the woods

Jim : Excuse me. Did you use to live in York?

Jack : Yes.

Jim : Did you use to be a tutor at the University?

Jack : Yes. For a few years.

Jim : Do you remember Hugh Young? He was a music student.

Jack : Hugh Young? Did he use to have a huge yellow jeep?

Jim : Yes. And he used to play beautiful tunes on the tuba.

Jack : Yes. I know Hugh. He used to be a very stupid student. Do you have any news of Hugh?

Jim : Yes. He's a millionaire now in New York.

Jack : A millionaire? Playing the tuba ?

Jim : Oh, no. he produces jam in tubes, and tins of sausages and onion stew, and sells them in Europe.

I read about Hugh in the newspaper yesterday.

Jack : Oh! Well, he wasn't so stupid.

Conversation Practice in pairs :

Example :

Wash yourself

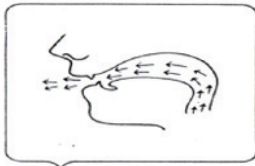
A : When you were very young, did you use to wash yourself?

B : Yes I did. / No, I didn't.

1. dress yourself
2. feed yourself
3. be beautiful
4. be stupid
5. like music

Unit 40 h hat

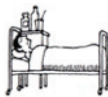
h hat



Push a lot of air out very quickly.
Do not touch the roof of you mouth with your tongue.

Practice 1 Listen and repeat :

Sound 1



Ill Hill

Sound 2



Eel Heel



And hand





Old hold



Ear hear



Eye high



Test Tick the words you recognize in the sentences you hear :

1. a) eels ; b) heels
2. a) and ; b) hand
3. a) eye ; b) high
4. a) art ; b) heart
5. a) ow ; b) how
6. a) air ; b) hair

Practice 2 Listen and repeat :

| | | |
|-------|----------|-------|
| Hit | Having | Horse |
| Hilda | Happened | Heard |

| | | |
|--------------|----------|---------|
| Mrs. Higgins | Hospital | Hope |
| Hello | Horrible | Perhaps |
| Helen | How | Behind |
| Husband | House | Unhappy |

Dialogue A horrible accident

Helen : Hello, Ellen

Ellen : Hello, Helen. Have you heard? There's been a horrible accident.

Helen : Oh. Dear! What's happened?

Ellen : Hilda Higgins' husband has had an accident on his horse.

Helen : How awful! Is he injured?

Ellen : Yes. An ambulance has taken him hospital.

Helen : How did it happen?

Ellen : He was hit by an express train. It was on the crossing just behind his house.

Helen : How horrible!

Ellen : He's having an important operation hospital now. Poor Hilda! She's so unhappy.

Helen : Perhaps he'll be all right.

Ellen : I hope so.

Intonation Listen and repeat :

Oh dear! How horrible !

How awful! How terrible!

Conversation Practice in pairs :

Example :

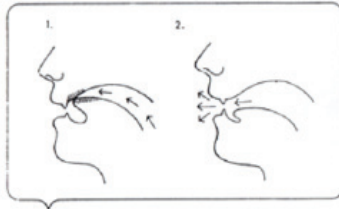
A : Harold has had an accident.

B : How awful!

1. A helicopter has hit Allen's house.
2. Harry has a hole in his head.
3. Andrew spent all his holiday in hospital.
4. Hilda hit herself with a heavy hammer.
5. Ellen's husband is ill in hospital.
6. I've hurt my hand and I can't hold anything.

Unit 41 θ thin

t tin



Put your tongue between your teeth.
Blow out air between your tongue and your top teeth.

Practice 1 Listen and repeat :

Sound 1



Mouse

Sound 2



Mouth

$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$

Sum



Thumb



Sick Thick



Sink Think



Pass



Path

Practice 2 Listen and repeat :

Sound 1

Sound 2



Free Three

3

1st

First Thirst





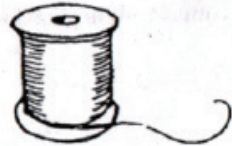
Fin



Thin



Fred



Thread



Half



Hearth

Test Tick the words you recognize in the sentences you hear :

1. a) sink ; b) think
2. a) mouse ; b) mouth
3. a) tin ; b) thin
4. a) taught ; b) thought
5. a) moss ; b) moth
6. a) fought ; b) thought

| | | |
|-------------------|---------------------|------------|
| Practice 4 | Listen and repeat : | |
| Thank you | Ether | Judith |
| Thought | Author | Worth |
| Thousand | Nothing | Mrs. Smith |
| Thirsty | Something | Smiths’ |
| Thursday | Birthday | Edith |
| Thirty-three | Mathematician | Moths |

Dialogue Gossips

| | | |
|--------|---|--|
| Judith | : | Edith Smith is only thirty. |
| Ethel | : | Is she? I thought she was thirty-three. |
| Judith | : | Edith’s birthday was last Thursday |
| Ethel | : | Was it? I thought it was last month. |
| Judith | : | The Smiths’ house is worth thirty thousand pounds. |
| Ethel | : | Is it? I thought it was worth three thousand. |
| Judith | : | Mr. Smith is the author of a book about moths. |
| Ethel | : | Is he? I thought he was a mathematician. |
| Judith | : | I’m so thirsty. |
| Ethel | : | Are you? I thought you drank something at the Smiths’. |
| Judith | : | No, Edith gave me nothing to drink. |
| Ethel | : | Shall I buy you a drink? |
| Judith | : | Thank you. |

Stress Listen and repeat :

Is she? I thought she was thirty-**three**.

Was it? I thought it was last **month**.

Is it? I thought it was worth **three** thousand.

Are you? I thought you **drank** something.

Jumbled Do this in pairs.

Sentences

Example :

A : Judith is at the theatre.

B : Is she? I thought she was at the Smiths'.

A : Judith is at the theatre.

Mr. Smith is thirty-three.

It's Edith's birthday today.

I'm so thirsty.

The Smiths' house is north.

Mrs. Smith is thirty.

The Smiths' house is worth £ 30,000.

B : Are you? I thought you drank something.

Is she? I thought she was at the Smiths'.

Is he? I thought he was thirty.

Is she? I thought she was thirty-three.

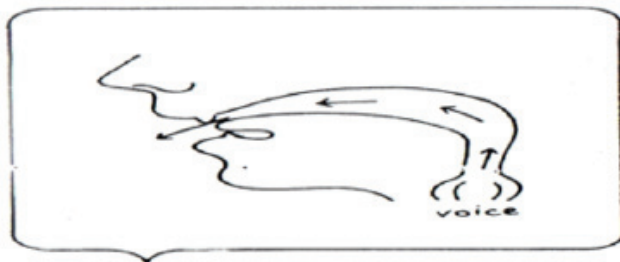
Is it? I thought it was last month.

Is it? I thought it was worth £ 3,000.

Is it? I thought it was south.

Unit 42 δ the feather

δ the feather



First practice θ (see page 133). Use your voice to make δ .

Practice 1 Listen and repeat :



Dan than



Day they





Dare there



Doze those



Ida

either



Practice 2 Listen and repeat :
Practice these questions and answers :
What's this? This is the zoo.
What are those? Those are zebras.
What's that? That's a zebu.
What's this? This is Z.
What's that? That's zero.
What are these? These are zips.
Who's that That's Zack.

Test Tick the words you recognize in the sentences
you hear :

1. a) Ida ; b) either
2. a) day ; b) they
3. a) dares ; b) there's
4. a) size ; b) scythe
5. a) bays ; b) bathe
6. a) boos ; b) booth

Practice 4 Listen and repeat :

| | | |
|---------|----------|----------|
| The | Together | Another |
| This | Feathers | Smoother |
| That | Leather | Rather |
| Clothes | Miss | Brothers |

Dialogue The hat in the window

| | | |
|--------------|---|--|
| Miss Brother | : | <i>I want to buy the hat in the window.</i> |
| Assistant | : | <i>There are three hats together in the window, madam. Do you want the one with the feathers?</i> |
| Miss Brother | : | <i>No. the other one.</i> |
| Assistant | : | <i>The small one for three pounds?</i> |
| Miss Brother | : | <i>No. not that one either. That one over there. The leather one.</i> |
| Assistant | : | <i>Ah! The leather one Now this is another leather hat, madam. It's better than the one in the window. It's a smoother leather..</i> |
| Miss Brother | : | <i>I'd rather have the one in the window. It goes with my clothes.</i> |
| Assistant | : | <i>Certainly, madam, but we don't take anything out of the window until o'clock on Thursday.</i> |

Stress Listen and repeat :

Which hat do you think is better than the others?

I think the one with the feathers is better than the others.

Conversation

Talk about the three hats using the word from the list below :

A : Which hat do you think is better than the others?

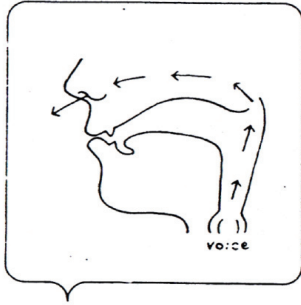
one with the **feathers**

B : I think the **leather hat** Is than the others.

hat for three pounds

Unit 43 m mouth

m mouth



Close your lips.

Use your voice.

m comes through your nose.

Practice 1 Listen and repeat :

| | | | |
|-------|-----------|------|-------------|
| Mm! | Tomorrow | Him | Smith |
| Me | Summer | Tim | Small |
| Met | Family | Time | Smart |
| May | Crumpets | Come | Mum |
| Make | Cambridge | Some | Home-made |
| Maybe | Remember | Home | Tom Mitcham |

Dialogue Mum's crumpets

Jim: *Mum, may Tom Mitcham come home with me for tea tomorrow?*

Mrs. Smith: *Of course, Jim. Have I met Tom before?*

Jim: *You met him in the summer. He's very small and smart.*

Mrs. Smith: *Oh, yes. I remember Tom. Does his family come from Cambridge?*

Jim: *Yes. Oh, Mum! Will you make some home-made crumpets tomorrow?*

Mrs. Smith: *Mm...maybe. If I have time.*

Jim: *I told Tom about your crumpets, Mum. That's why he's coming for tea tomorrow!*

Intonation 'Mm' has many meanings.

Practice these :

Mmm means 'What did you say?'

Mm means 'yes'.

Mmmmm means 'How nice!'.

Now listen to this conversation and say which meaning 'Mm' has in B's answers.

A : Would you like some home-made crumpets?

B : Mm?

A : Would you like some crumpets?

B : Mm?

A : Here you are.

B : (eating) Mm!

A : I'm glad you like them. I made them myself. Would you like to try them marmalade?

B : Mm?

A : Marmalade. They're marvelous with marmalade. Would you like some?

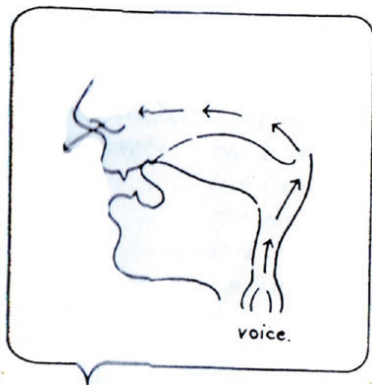
B : Mm.

A : Here you are.

B : (eating) Mm!

Unit 44 n nose

n nose



Put your tongue on the roof your mouth.
Touch your side teeth with the side of your tongue.
Use your voice n comes through your nose.

Practice 1

Listen and repeat :

Sound 1



Me

Sound 2



knee

1.61 km = 1 m.

Mile



Nile



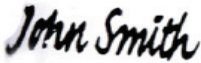
Mine nine



Tim tin



Comb cone



name

mane

Test Tick the words you recognize in the sentences you hear :

1. a) combs ; b) cones
2. a) mine ; b) nine
3. a) name ; b) mane
4. a) some ; b) sun
5. a) warm ; b) warn
6. a) money ; b) mummy

Practice 2 Listen and repeat :

| | | |
|---------|---------------|------------------|
| Noise | Apartment | North end Avenue |
| Morning | Unfurnished | Central London |
| Rent | Inexpensive | Ninety-nine |
| Agency | Month | 11.15 |
| Oven | Station | Garden |
| Often | Accommodation | Kitchen |
| Seven | Television | Mr. Mason |
| Eleven | Prison | Certainly |

Dialogue At an accommodation agency

Mr. Mason: Good morning. I went an apartment in central London.

Manager : Certainly, sir. How much rent did you want to pay?

Mr. Mason: No more than £ 27 a month.

Manager : £ 27 a month? We don't often have apartments as inexpensive as that. We have one apartment for £ 29 a month in Northend Avenue. It's down near the station.

Mr. Mason: Is it furnished?

Manager : No. it's unfurnished. The kitchen has no oven. It's forbidden to use the garden. No friends in the apartment after eleven in the evening. No noise and no television after 11.15. No...

Mr. Mason: No thank you! I want an apartment, not a prison.

Game Mini bingo

1 7 11 9 10 13 17 15 18 19
20 21 22 23 24 25 26 27 28 29
70 71 72 73 74 75 76 77 78 79
90 91 92 93 94 95 96 97 98 99

Play in a group of five people.

One person calls out the numbers above in any order.

The others each choose one of the boxes A, B, C or D below.

Cross out each number in your box as it is called (or put a small piece of paper on top of each number as it is called).

The first to cross out all his numbers wins.

A

| | | |
|----|----|----|
| 9 | 20 | 99 |
| 15 | 79 | 71 |
| 97 | 19 | 10 |

B

| | | |
|----|----|----|
| I | 79 | II |
| 13 | 9 | 7 |
| 99 | 27 | 10 |

C

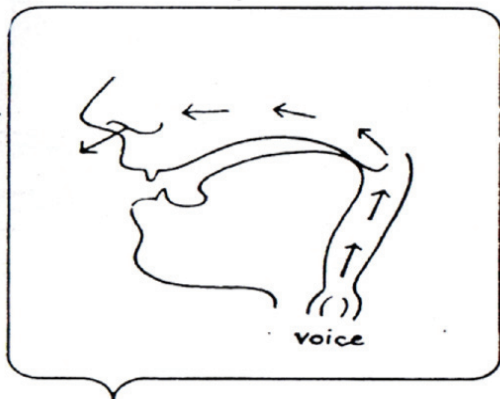
| | | |
|----|----|----|
| 77 | 79 | 99 |
| 18 | 19 | 97 |
| II | 91 | 29 |

D

| | | |
|----|----|----|
| I | 79 | 9 |
| 17 | 19 | 18 |
| 99 | 21 | 70 |

Unit 45 n ring

n ring



Touch the back of the roof of your mouth with the back of your tongue.

Use your voice n comes through your nose.

Practice 1 Listen and repeat

Sound 1



Win

Sound 2



Wing



Thin thing





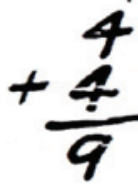
Ban bang



Ran rang



Run rung



Ron wrong

Test Tick the words you recognize in the sentences you hear :

1. a) Ron ; b) wrong
2. a) ran ; b) rang
3. a) sink ; b) sings
4. a) win ; b) wink ; c) wing

5. a) ban ; b) bank ; c) bang
6. a) sinners ; b) sinkers ; c) singers

Practice 3 Listen and repeat

| | | |
|---------|---------------|----------|
| Pink | Mr King | running |
| Think | Mr Pring | Ringing |
| Drink | Morning | Singing |
| Finger | Something | Bringing |
| Angrily | Standing | Banging |
| | Happening | Hanging |
| | Strong string | |

Dialogue Noisy neighbours

Mr Pring: (Angrily). Bang ! Bang ! Bang ! What are the Kings doing at seven o'clock on Sunday morning ?

Mrs Pring: Well, Mr King is singing.

Mr Pring: Yes, but what's the banging noise ?

Mrs Pring: (looking out of the window) He's standing on a ladder and banging some nails into the wall with a hammer. Now he's hanging some strong string on the nails.

Mr Pring: And what's Mrs King doing ?

Mrs Pring: She's bringing something pink for Mr King to drink. Now she's putting it under the ladder, and . . . Ohh!

Mr Pring: What's happening ?

Mrs Pring: The ladder's falling.

Mr Pring: What's Mr King doing ?

Mrs Pring: He's hanging from the string. He's holding the string in his fingers and he's shouting to Mrs King.

Mr Pring: And is she helping him ?

Mrs Pring: No. she's running to our house.

No she's ringing our bell.

Mr Pring: I'm not going to answer it. I'm sleeping.

Conversation Talk about these pictures.

Example :

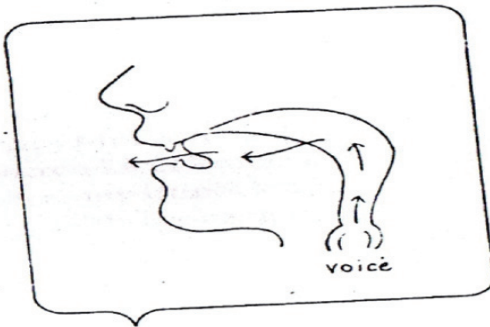
Mrs Pring

What's Mrs Pring doing ?

She's looking out of the window.

| | |
|---------------|--------------|
| 1 | 2 |
| Mr King 3 | Mr King 4 |
| Mrs King 5 | Mr King 6 |
| Mrs King | Mr Pring |

Unit 46 I letter Part I
I letter Part I



First practice n (see page 145).

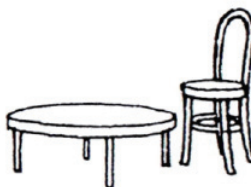
To make I, the air goes over the sides of your tongue and out of your mouth.

Sound 1



No

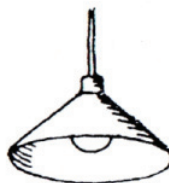
Sound 2



low



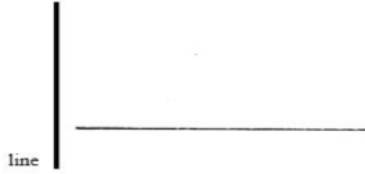
Night



light

9

Nine



line



Jenny



Jelly



Bin



bill

10

Ten



tell

Test Tick the words you recognize in the sentences you heart :

1. a) night ; b) light
2. a) no ; b) low
3. a) Jenny ; b) jelly
4. a) knot ; b) lot
5. a) snow ; b) slow
6. a) snacks ; b) slacks

Practice 2 Look at the picture. Then answer the questions.

Mr Lee

Who's late for lunch ?

What's Mr Lee looking at ?

Is there a lot of lemonade left or only a little ?

Why is Mr Lee complaining ?

Mr Allen

Who's lovely ?

Who's early for lunch ?

What's Mr Allen saying to Lily ?

Is Mr Allen looking marvelous ?

What's Mr Allen having for lunch ?

Practice 3 Look at the picture. Then answer the questions.

What colour are the olives

How many slices of melon does Mr Allen want ?

Where are the black olives ?

Where's the lemonade ?

Dialogue Early For Lunch

Mr Allen: Hello Lily. You're looking lovely today.

Waitress : Hello, Mr Allen. You're early for lunch. It's only eleven o'clock.

Mr Allen: When I come later there's usually nothing left.

Waitress : What would you like ?

Mr Allen: Leg of lamb, please.

Waitress : And would you like a plate of salad ?

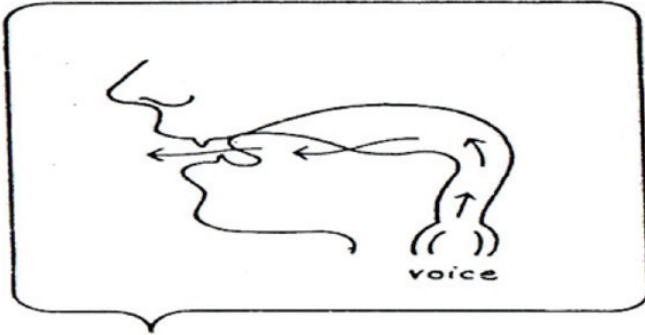
It's lettuce with black olives.

Mr Allen: Marvelous ! I love olives.

Waitress : And would you like a glass of lemonade ?

Mr Allen: Yes please, lily. And a slice of melon and some yellow jelly.

Unit 47 I ball Part 2



In these words I has a slightly different sound:

| | | |
|-------|----------------|-----------|
| Bill | Help | Uncle |
| Paul | Myself | Bicycle |
| Tell | Holding | Careful |
| Fall | Difficult | Beautiful |
| Pull | Salesman | Sensible |
| I'll | A spoilt child | Special |
| Small | Always | Little |
| | Fault | gentleman |

Dialogue A spoilt little boy in a bicycle shop

Paul: *What a beautiful bicycle ?*

Uncle Bill: *Paul ! Be careful !*

Salesman: *Excuse me, sir. This child is too small to ride this bicycle. It's a very difficult bicycle to . . .*

Uncle Bill: *Be careful, Paul !*

Paul: *You always tell me to be careful. Don't help me. I won't fall.*

Salesman: *But, sir. This is a very special bicycle. It's*

Paul: *Don't pull the bicycle, Uncle Bill. I'll do it myself.*

Uncle Bill : *Be sensible, Paul. This gentleman says it's a . . . (Paul falls)*

Paul: *It was Uncle Bill's fault. He was holding the bicycle.*

Intonation Listen and repeat

What a tall gentleman !

What a wonderful apple !

Conversation Example : gentleman.

A : Look at that gentleman.

B : What a tall gentleman !

Tall

1 needle

2 candle

3 apple

small

little

Horrible

4 child

5 bottle

6 table

Miserable

Beautiful

Wonderful

7 hospital

8 pencil

9 bicycle

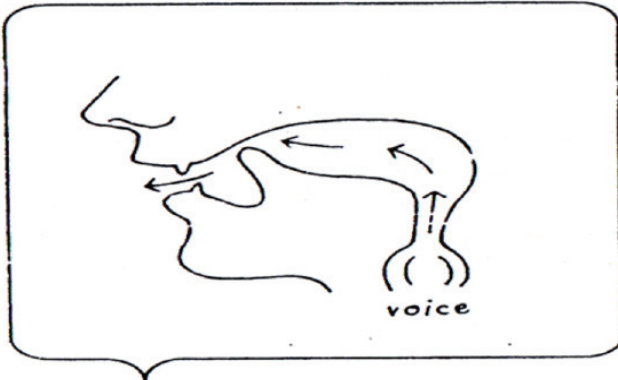
comfortable

unusual

uncomfortable

Unit 48 r rain Part I

r rain Part I



Turn the tip of your tongue up as in the picture.

Do not touch the roof of your mount with your tongue.

The sides of your tongue should touch your back teeth.

Practice 1

Listen and repeat :

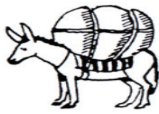
Sound 1



Long Wrong



Light



Load



Jelly J



Fly

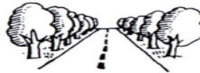


Glass

Sound 2

$$\begin{array}{r} 4 \\ + 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$



Road



erry



Fry



grass

Test Tick the word you recognize in the sentences you hear :

1. a) long ; b) wrong
2. a) jelly ; b) Jerry
3. a) collect ; b) correct
4. a) lane ; b) rain
5. a) collect ; b) correct

3. a) glass ; b) grass 6. a) flea ; b) free

Practice 2 Listen and repeat

| | | | |
|------------|-----------|-------------|----------|
| Ruth | Very | Pretty | Grown up |
| Rita | Jerry | Proud | Greece |
| Rosemary | Paris | France | Drives |
| Mrs Reed | Married | waitress | |
| Restaurant | Parent | Countries | |
| Russia | America | Austria | |
| Everywhere | in | Interesting | |
| Europe | secretary | | |

Practice 3 Listen and repeat

| | | |
|------------|-----------|-------------|
| Railway | Laura | Cleverest |
| Really | Lorry | Electrician |
| Roland | Library | Children |
| Mrs Randal | Librarian | Australia |

Dialogue A proud parent

Mrs Randal : Are all the children grown up now, Ruth?

Mrs Reed : Oh, yes. Laura is the cleverest one. She's a librarian in the public library.

Mrs Randal : Very interesting. And what about Rita?

Mrs Reed : She's a secretary at the railway station.

Mrs Randal : And what about Rosemary ? She was always a very pretty child.

Mrs Reed : Rosemary is a waitress in a restaurant in Paris. She's married to an electrician.

Mrs Randal : And what about Jerry and Roland ?

Mrs Reed : Jerry drives a lorry. He drives everywhere in Europe.

Mrs Randal : Really ? Which countries does he driver to ?

Mrs Reed : France and Austria and Greece and Russia.

Mrs Randal : And does Roland drive a lorry too ?

Mrs Reed : Oh, no. Roland is a pilot.

Mrs Randal : Really ? which countries does he fly to ?

Mrs Reed : Austria and America

Conversation Ask somebody these questions about Mrs Reed's children.

Example : Laura train driver (librarian)

A : Is Laura a train driver ?

B : No, she isn't. She's a librarian.

1. Jerry electrician (lorry driver)
2. Rosemary secretary (waitress)

3. Roland photographer (pilot)
4. Rita waitress (secretary)
5. Laura lorry driver (librarian)

Unit 49 r girl Part 2

| | | |
|-----------|-----------|-------------|
| New York | later | quarter |
| Depart | weather | airport |
| Afternoon | announcer | order |
| Passenger | sir | earlier |
| Forbidden | are | departure |
| Wonderful | beer | forecaster |
| German | dear | supermarket |
| Upstairs | four | Dr Darling |
| Marvelous | more | Mr.Martin |
| Emergency | there | |
| Storm | sure | |
| worse | | |

The letter 'r' is silent in these words.

When there is not novel following it, 'r' is silent.

Dialogue In this dialogue every letter 'r' is silent.

In the airport

Announcer : The 2.30 plane New York will depart later this afternoon at four forty-four. Passengers on this flight are forbidden to leave the airport.

Dr Darling : Wonderful ! I'm going to the bar to order some more German beer.

Mr Martin : Where's the bar ?

Dr Darling : It's upstairs. There's a bookshop too.
And a supermarket. This is a marvelous airport !

Mr Martin : Oh dear ! I wanted to get to New York
earlier. Ah ! Here's an air hostess. Excuse me. I don't
understand. Has there bee an emergency ?

Air hostess : Oh, no, sir. There's just a storm ,and the
weather forecast says it will get worse. So the plane will
leave a little later this afternoon.

Mr Martin : Are you sure ?

Air hostess : Oh, yes, sir. Our departure time is at
four forty-four.

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