

Key to phonetic symbols

Vowels		Consonants	
Symbol	Examples	Symbols	Examples
/ɑ/	stop, father	/b/	back, about
/æ/	apple, hat	/d/	dance, need
/aw/	out, town	/dʒ/	job, age
/ay/	ice, drive	/ð/	this, other
/ɛ/	end, red	/f/	four, off
/ey/	train, say	/g/	give, big
/ɪ/	if, big	/h/	hat, behind
/iy/	jeans, see	/k/	car, week
/ow/	phone, no	/l/	late, call
/ɔ/	call, * short	/m/	make, lamp
/ɔy/	join, boy	/n/	near, sun
/ʊ/	book, put	/ŋ/	long, working
/uw/	soon, too	/p/	pay, keep
/ə/	up, cut, ago	/r/	rain, there
/ər/	word, first, answer	/s/	same, nice
		/ʃ/	should, push
		/t/	talk, light
		/tʃ/	chair, watch
		/v/	very, live
		/w/	walk, swim
		/y/	yes, you
		/z/	zoo, easy
		/ʒ/	television, usual
		/θ/	thanks, bath

*Many Americans and Canadians say this word with the vowel /ɑ/.

Authors' acknowledgments

We would like to thank:

Jane Mairs, Sue André, and Janet Battiste for their meticulous editing and for their professionalism and patience in guiding the manuscript to its present form.

Jeanne McCarten, Lindsay White, and Alison Silver, who similarly guided the British edition of this book and whose influence still remains in these pages, and Mary Vaughn, who initiated this North American edition.

The many people who commented on the material and the principles on which it is based, in particular Michael McCarthy, David Brazil, and Richard Cauldwell.


Jim Rader, Marjorie Fuchs, and the anonymous reviewer, for their valuable comments and suggestions.

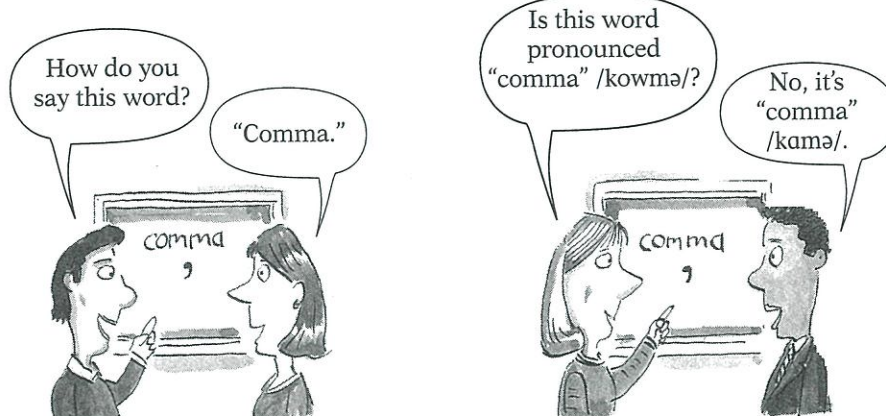
Introduction

Asking about pronunciation

Here are some ways of asking how to pronounce words correctly.

Asking about the pronunciation of written words

-  **1** Listen to these conversations.




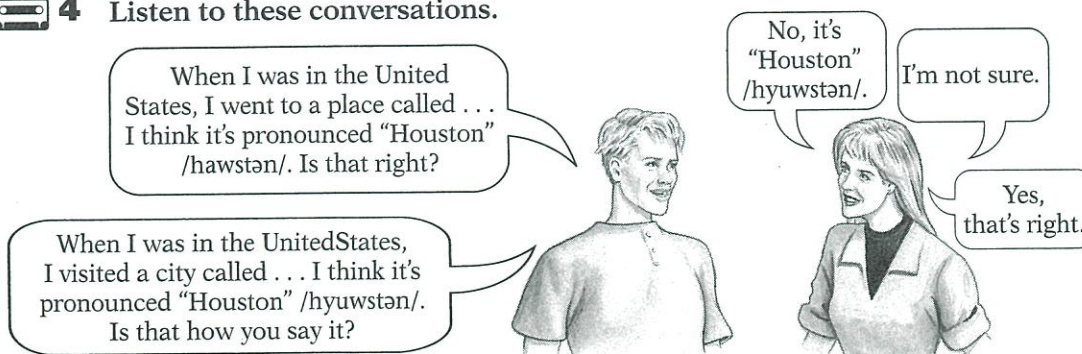
- 2** Work in pairs. Ask about the pronunciation of these words.

temperature	commercial	chocolate
accidentally	vegetables	psychologist

-  **3** Listen and check your pronunciation of the words.

Asking if your pronunciation is correct

-  **4** Listen to these conversations.



- 5 Work in pairs. Use the phrases in the conversations to ask about the pronunciation of these cities in the United States.

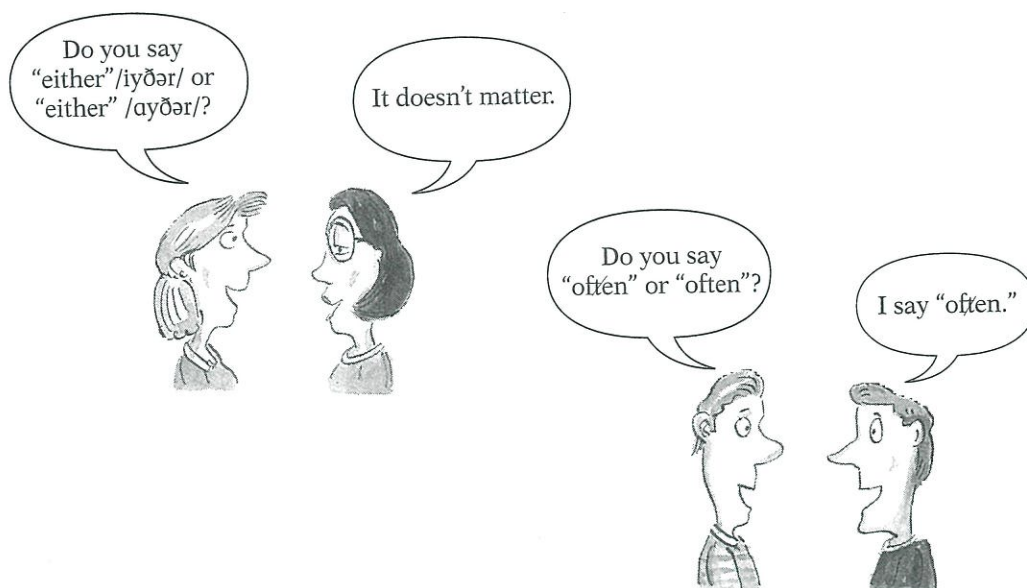
Chicago	Los Angeles	Miami	Seattle
Phoenix	Minneapolis	Hartford	



- 6 Listen and check your pronunciation of the names.

Asking which pronunciation is correct

- 7 Listen to these conversations.



- 8 Are there words that you are not sure how to pronounce? Ask your teacher about them in the same way.

PART 1 Vowels

Unit 1

The vowels /æ/ (hat), /ɪ/ (big), and /ɛ/ (red)

-  **1** Repeat these words. Notice the sound /æ/ in each.


back map plan class match

- 2** Underline the vowels pronounced /æ/ in this conversation.

A: Where were you standing?
B: At the gas station.
A: Where was the man?
B: He ran out of the bank.
A: Did he have anything in his hand?
B: A black bag.
A: Thank you, ma'am.



-  **3** Listen and check your answers.


-  **4** Listen again. Repeat the conversation one line at a time. Then work in pairs and say the conversation together.

-  **5** Repeat these words. Notice the sound /ɪ/ in each.

miss if pick still fish

- 6** Underline the vowels pronounced /ɪ/ in this conversation.

A: This one?
B: It's too big.
A: Let's give her this one, then.
B: Still too big.
A: Will this fit?
B: Yes, I think so. She's pretty thin.

 **7** Listen and check your answers.

 **8** Listen again. Repeat the conversation one line at a time. Then work in pairs and say the conversation together.

 **9** Repeat these words. Notice the sound /ε/ in each.

yes red tell best help

10 Underline the vowels pronounced /ε/ in this conversation.

A: And can you get some red peppers?


B: How many?

A: Ten or twelve.

B: Anything else?

A: Some bread. Do you need any money?

B: No, I'll pay by check.

 **11** Listen and check your answers.

 **12** Listen again. Repeat the conversation one line at a time. Then work in pairs and say the conversation together.

13 Write the words in the box in the spaces next to the pictures.

a map a television a sweater a credit card stamps
a tennis racket a camera a blanket a fishing rod
some cash a flashlight a tent matches a hat
your address book scissors a backpack some string
something to drink an interesting magazine



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____



7. _____



14. _____



8. _____



15. _____



9. _____



16. _____



10. _____



17. _____



11. _____



18. _____



12. _____



19. _____



13. _____



20. _____



14 Repeat the words and check your answers.

15 Work in pairs. Discuss with your partner the three most important things to have when ...

1. you are lost in a city
2. you are on vacation
3. your car breaks down
4. you are lost in the woods

Choose words from the box in **13**.

16 Report your answers to the rest of the class.

Unit 2

The vowels /ɑ/ (father), /ə/ (bus), and /ʊ/ (book)

 1 Repeat these words.

just push
stop lunch
pull block

watch* good
looks stuck
shut stopped

blood book
car start
cook cut

* Some Americans and Canadians use the vowel /ɒ/ in this word.

2 Match the words in each box that have the same vowel sound.

 3 Repeat the words and check your answers.

4 Complete these conversations using the pairs of matching words in 1.

1. A: Is Molly here?

B: No. She just went out to lunch.

2. A: Do you like it?

B: Yes, it _____.



3. A: Does the bus _____ here?

B: No, on the next _____.

4. A: Can't you _____ the door?

B: No, it's _____.



5. A: Is that _____?
B: Yeah, I _____ my finger.



6. A: What time is it?
B: Sorry, my _____ has _____.

7. A: What are you reading?
B: It's a _____.

8. A: I can't open the door.
B: _____ it. Don't _____ it!

9. A: What's the matter?
B: The _____ won't _____.



 **5** Listen and check your answers.

 **6** Listen again. Repeat the conversations one line at a time. Then work in pairs and say the conversations together.

 **7** Repeat the words on the left.

- | | | |
|----------------|-------------------------|-------|
| 1. common | <u>a common problem</u> | _____ |
| 2. good | <u>a good book</u> | _____ |
| 3. comfortable | _____ | _____ |
| 4. hard | _____ | _____ |
| 5. funny | _____ | _____ |

Work in pairs. Think of two things that these adjectives can describe. Write the answers in the spaces.

8 Report your answers to the rest of the class.

Unit 3

/ɪ/ and /ɛ/; /æ/ and /ə/

Focus on /ɪ/ and /ɛ/

 1 Repeat these words.


A
/ɪ/

bill	pin
fill	tin
lift	spill
disk	bitter

B
/ɛ/


bell	pen
fell	ten
left	spell
desk	better

2 Work in pairs. Say a word from one of the boxes. Your partner will tell you if it comes from box A or box B.

 3 Listen to these sentences. Do they contain words from box A or box B? Write the word you hear in the space.

1. They fell in the hole.
2. Can I have the _____, please?
3. I _____ the books at the library.
4. It was too expensive to buy _____.
5. Put the file on this _____.
6. Is this tea _____?
7. I found a _____ on the floor.
8. You don't _____ orange juice like that.

Focus on /æ/ and /ə/

 4 The words in these phrases contain the sounds /æ/ and /ə/ in four different patterns. (Ignore the words *a* and *an*.) Listen.

An angry customer. = /æ/ + /ə/
 Run faster! = /ə/ + /æ/
 Enough money. = /ə/ + /ə/
 A happy man. = /æ/ + /æ/



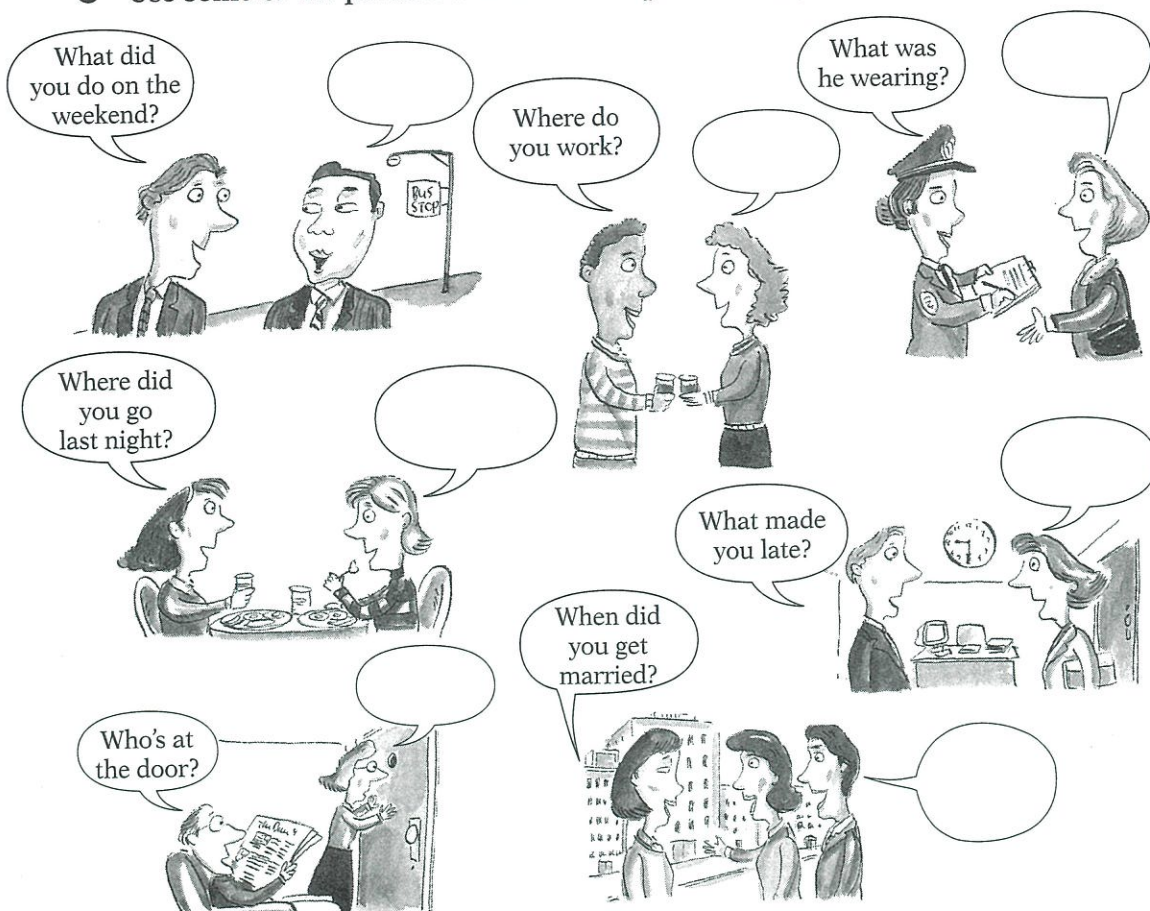
Now listen to more phrases with /æ/ and /ə/ and write each one in the correct column in the table.

/æ/ + /ə/	/ə/ + /æ/	/ə/ + /ə/	/æ/ + /æ/
		someplace sunny	a black jacket



5 Listen again. Repeat the phrases and check your answers.

6 Use some of the phrases from 4 to complete these conversations.



7 Work in pairs and say the conversations together.

Unit 4

The vowels /iy/ (see), /ey/ (train), /ɔ/ (call), /ow/ (no), and /uw/ (two)



1 Repeat these words. Notice the sound of the underlined vowels.

/iy/	/ey/	/ɔ/	/ow/	/uw/
tree	day	saw*	know	blue
jeans	rain	morning	phone	June
beach	late	walk*	coat	suit
leave	gave	door	drove	pool

*Many Americans and Canadians use the vowel /a/ in these words.

2 Work in pairs to complete the table. How many of these vowel sounds are there in the words in each row? Write the number of times each vowel occurs.

	/iy/	/ey/	/ɔ/*	/ow/	/uw/
1. slow, choose, law, boat, famous		1	1	2	1
2. clean, complain, piece, great, fruit					
3. coast, water, waiter, lost, most					
4. neighbor, daughter, receive, thought, group					
5. food, improve, home, feel, fall					
6. date, speak, delay, break, change					

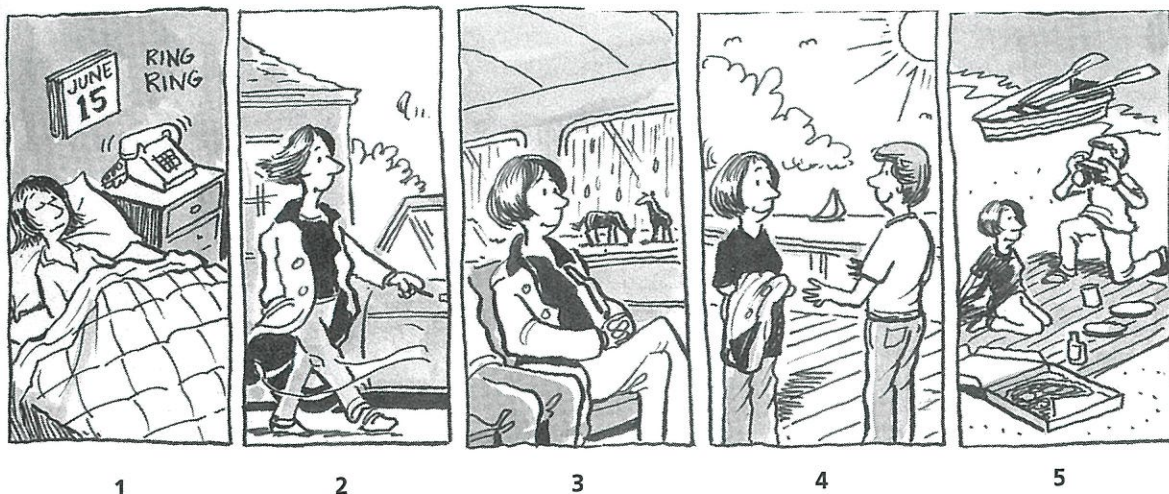
*Many Americans and Canadians pronounce the words in this column with the vowel /a/.



3 Repeat the words and check your answers.



4 Cover up the story on page 11. Look at the pictures and listen to the story. Say "Stop!" when you hear a mistake, and say what is wrong.



One morning last April, Susan was still sleeping when the doorbell rang. It was her friend Dave inviting her to go to the beach for a picnic. Later that morning, Susan left her house and walked to the station to catch the bus. She was wearing a T-shirt and shorts, since it was quite warm. As she sat on the bus, she looked out the door. She saw some sheep in a field. It was starting to snow.

Before long, the snow stopped and the sun came out. Susan arrived at the pool and met Steve. They walked down to the beach and had their picnic next to a tree. They had coffee and cake, and Steve painted a picture. They had a really nice evening.

- 5** Work in pairs. Read the story and discuss the mistakes. Correct them like this:


April is wrong. It should be *June*.
Doorbell is wrong. It should be *phone*.

- 6** Cover up the story and retell it using the pictures.

Unit

/æ/ and /ɑ/; /ɪ/ and /iɪ/

Focus on /æ/ and /ɑ/

 **1** Repeat these words. Notice the sound of the underlined vowels.

/æ/

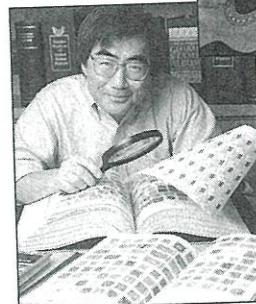
cat
camping
stamps
hats
Sanish

/ɑ/

jogs
hobby
hospital
farm
guitar

2 Find someone in your class who ...

1. has a cat
2. jogs
3. speaks Spanish
4. likes to go camping
5. can play the guitar
6. collects stamps
7. grew up on a farm
8. wears hats
9. has an unusual hobby
10. has never stayed in a hospital



Ask questions like these:

Do you have a cat?
Do you like to go camping?
Did you grow up on a farm?

Write the name of the person who fits the description in the space.


3 Report your answers to the rest of the class. For example:

Nadia has a cat.

Focus on /ɪ/ and /iː/

-  **4** Repeat these words. Notice the sound of the underlined vowels.

<u>I</u> ndia	<u>r</u> iver	<u>ch</u> ease	<u>Ch</u> inese	<u>g</u> reen
<u>f</u> ourteen	<u>k</u> nee	<u>m</u> usician	<u>Br</u> itish	<u>t</u> eacher
<u>m</u> ilk	<u>p</u> ink	<u>ch</u> icken	<u>s</u> wimming	<u>f</u> inger
<u>E</u> gypt	<u>s</u> kiing	<u>t</u> ea	<u>s</u> tream	a <u>m</u> illion

-  **5** Listen to the words again. If the underlined vowel is pronounced /ɪ/ (as in *big*), circle the vowel. If the vowel is pronounced /iː/ (as in *see*), do nothing.

Complete these sentences:

Spellings for the sound /iː/ usually include the letter _____. (Exception: *ski*)

The sound /ɪ/ is usually spelled with the letter _____.

- 6** Work in pairs. From the words in the box, find two . . .

1. things to eat
2. jobs
3. countries
4. numbers
5. colors
6. sports
7. parts of the body
8. nationalities
9. things containing water
10. things to drink

- 7** Compare answers with the rest of the class. For example:

Two things to eat are cheese and chicken.

Unit

/ə/, /ʊ/, and /uw/; /ɑ/ and /ɔ/

Focus on /ə/, /ʊ/, and /uw/

- 1 All the words in the box include the letter *u*. How is it pronounced? Write the words in the table.

include
customer
full
supermarket
June
uncle
pull
Sunday
flu
put
push
number

/ə/ cup	/ʊ/ good	/uw/ two

- 2 Repeat the words and check your answers.
- 3 Work in pairs. Draw arrows to connect the sentences. Make five 2-line conversations.

- Where should I put your luggage?
- But I bought a new tube on Tuesday.
- You'll be too hot in the sun.
- My brother. Would you like me to introduce you?
- Thanks. It's from a really good cookbook.
- There isn't much toothpaste left.
- In the trunk. I just have one suitcase.
- I think I'll put on my wool suit.
- Who's that in the blue uniform?
- That onion soup was wonderful.



- 4 Repeat the conversations one line at a time and check your answers. Then work in pairs and say the conversations together.

- 5 Underline all the /ə/, /ʊ/, and /uw/ sounds in the sentences. How many of each can you find? Add the words to the table in 1.

Focus on /ɑ/ and /ɔ/

- 6 Some words are pronounced differently in different parts of North America. For example, the words in the box are pronounced with the vowel /ɔ/ (as in *short*, *dog*, or *call*) by most people from New York, but they are pronounced with /ɑ/ (as in *father* or *hot*) by most people from California.



Listen to these words, first pronounced by someone from New York and then by someone from California.

saw	bought	caught	lost	called	dog	walk	long
office	talked	mall	coffee	daughter	cough	awful	
wrong	Boston	lawn	softball	exhausted			



- 7 Listen to these people talking about their weekend. Focus on the underlined vowels. Where do you think each speaker comes from – New York or California? Put a check in the correct column.

	New York	California
1. I took my <u>dog</u> for a <u>long</u> <u>walk</u> in the park.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. I <u>saw</u> an <u>awful</u> movie.	<input type="checkbox"/>	<input type="checkbox"/>
3. I went to the <u>mall</u> and <u>bought</u> a picture for my <u>office</u> .	<input type="checkbox"/>	<input type="checkbox"/>
4. Oh, I went to the <u>mall</u> , too. I <u>bought</u> a new <u>coffee</u> pot.	<input type="checkbox"/>	<input type="checkbox"/>
5. I <u>caught</u> a cold with a bad <u>cough</u> , so I just stayed home.	<input type="checkbox"/>	<input type="checkbox"/>
6. I <u>taught</u> my <u>daughter</u> how to ride a bike.	<input type="checkbox"/>	<input type="checkbox"/>
7. I took the <u>wrong</u> bus and got <u>lost</u> yesterday.	<input type="checkbox"/>	<input type="checkbox"/>
8. I <u>called</u> my friend in <u>Boston</u> . We <u>talked</u> for <u>almost</u> an hour.	<input type="checkbox"/>	<input type="checkbox"/>
9. Yesterday I played <u>softball</u> , then I did <u>laundry</u> , and then I mowed the <u>lawn</u> . I'm still <u>exhausted</u> .	<input type="checkbox"/>	<input type="checkbox"/>

- 8 Work in pairs. Talk about a busy weekend that you had. Use some of the words in the box in 6. Use the vowel that your teacher uses in these words. Which vowel does your teacher use? Where is your teacher from?

Unit

/ey/ and /ε/; /ow/ and /ɔ/

Focus on /ey/ and /ε/

- 1 Look at the words in the box. Underline the vowels pronounced /ey/ (as in day and rain), and circle the vowels pronounced /ε/ (as in red).

potato	dentist	Mexico	November	seven
eight	painter	radio	train	Asia
sweater	Spain	yellow	table	gray
helicopter	South America	bed	embassy	head
bread	television	dress	brain	station

- 2 Repeat the words and check your answers.
- 3 Work with a partner. Potato and bread are both things to eat. Find more pairs using the words in the box in 1.
- 4 Compare answers with the rest of the class.

Focus on /ow/ and /ɔ/

- 5 Repeat these words. Notice the sound of the underlined vowels.

/ow/

clo <u>th</u> es	sno <u>w</u> ing	smo <u>k</u> e
o <u>ld</u>	ho <u>l</u> e	clo <u>s</u> ed
pho <u>n</u> e	co <u>l</u> d	wardro <u>b</u> e

/ɔ/

co <u>r</u> ner	fa <u>ll</u> *	dra <u>w</u> ing*
wa <u>lk</u> ing*	da <u>u</u> ghter*	ba <u>l</u> d*
fl <u>o</u> or	wa <u>r</u> mly	wardro <u>b</u> e

*Many Americans and Canadians pronounce these words with the vowel /a/.

6 Use as many of the words in **5** as you can to describe the pictures.



7 What other words that contain the sounds /ow/ or /ɔ/ can you use to describe the pictures?



/ər/ (word); vowels followed by r (car, short, chair, near)

- 1 When /r/ comes after /ə/, it changes the way /ə/ sounds.



Repeat these words. They all have the sound /ər/.

learn first worst nervous work return earn
dirty girl early curly sir vertical

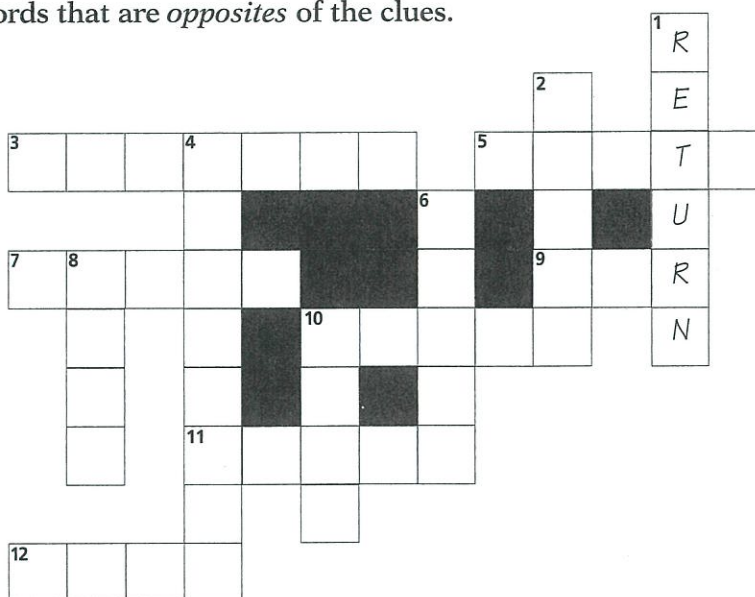
- 2 Work in pairs. Fill in the crossword puzzle with words from the box in 1. The answers are words that are *opposites* of the clues.

Across

- 3 calm
5 clean
7 teach
9 ma'am or miss
10 best
11 straight
12 boy

Down

- 1 leave
2 last
4 horizontal
6 late
8 spend
10 relax




- 3 Compare answers with the rest of the class.



- 4 Repeat these words. Do not touch the roof of your mouth for /r/.

/ər/	/ɑr/	/ɔr/	/ɛr/	/ɪr/
word	hard	bored	hair	here
bird	farm	form	air	ear
heard	heart	court	care	year
burn	barn	warm	wear	clearly

-  **5** Listen to these words. Do you hear the word in column A or the one in column B? Put a check in the correct box.

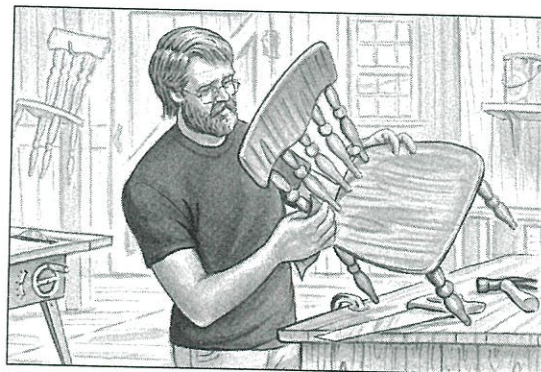
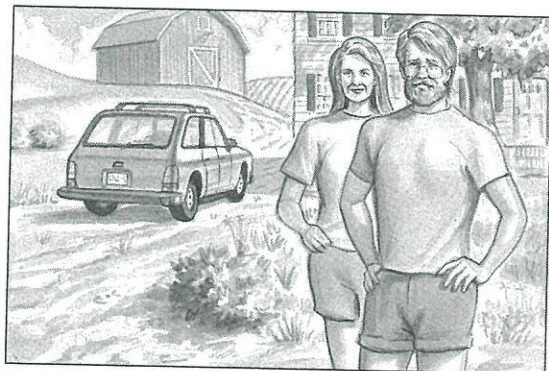
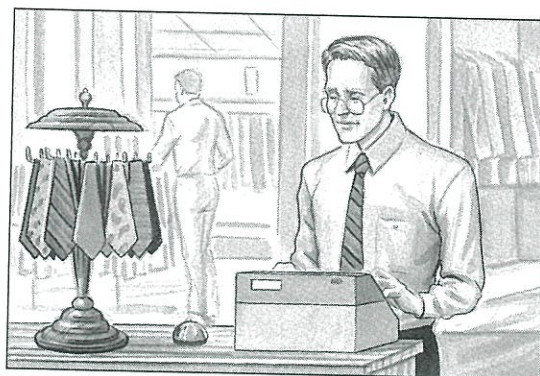
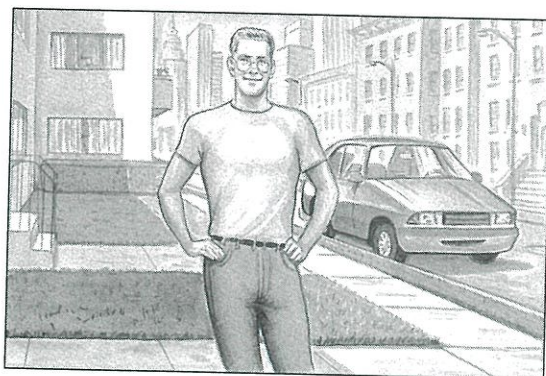
A		B		A		B		A		B	
1. hurt	<input type="checkbox"/>	heart	<input type="checkbox"/>	5. bird	<input type="checkbox"/>	bored	<input type="checkbox"/>	9. heart	<input type="checkbox"/>	hot	<input type="checkbox"/>
2. shirts	<input type="checkbox"/>	shorts	<input type="checkbox"/>	6. burn	<input type="checkbox"/>	barn	<input type="checkbox"/>	10. farm	<input type="checkbox"/>	form	<input type="checkbox"/>
3. bird	<input type="checkbox"/>	bud	<input type="checkbox"/>	7. shirt	<input type="checkbox"/>	shut	<input type="checkbox"/>	11. ear	<input type="checkbox"/>	air	<input type="checkbox"/>
4. work	<input type="checkbox"/>	walk	<input type="checkbox"/>	8. her	<input type="checkbox"/>	hair	<input type="checkbox"/>	12. court	<input type="checkbox"/>	caught	<input type="checkbox"/>

- 6** In each line, four of the words have the same vowel sound, and one has a different vowel sound. This is the *odd one out*. Work in pairs and try to find the odd one out in each line.

- | | |
|---|------------------------------------|
| 1. work, Thursday, early, clearly, prefer | 4. chair, large, care, pair, their |
| 2. park, heard, hard, farm, heart | 5. story, warm, word, four, door |
| 3. here, near, wear, year, hear | |

-  **7** Repeat the words and check your answers.

- 8** Here are some photographs of Ernie. The two pictures on top show Ernie fourteen years ago, at home and at work. The two pictures on the bottom show Ernie now. What things have changed?



Unit 9

/p/ (pay), /b/ (back), /t/ (talk),
/d/ (dance), /k/ (car),
and /g/ (give)

- 1** To make the sounds underlined in these words, part of the mouth is completely closed and then the air behind it is suddenly released.



Repeat these words.

/p/	/b/	/t/	/d/	/k/	/g/
pay	back	talk	dance	keep	guess
paper	business	tennis	different	color	going
repeat	baby	return	address	occur	again

- 2** When these sounds occur at the end of a word, the air is often *not* released.

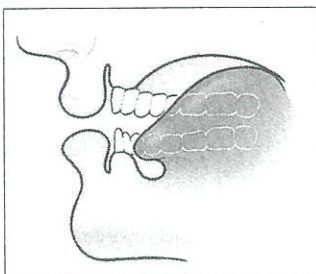


Repeat these words.

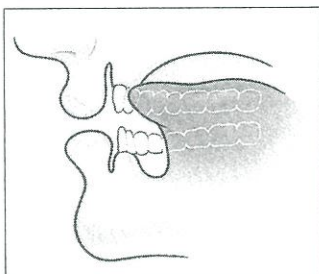
pipe job tight dead cook dog

- 3** The pictures show how these six consonants are made. Look at the position of the tongue and lips in each picture. Which sounds are shown in **a**, **b**, and **c**? Each picture shows *two* sounds.

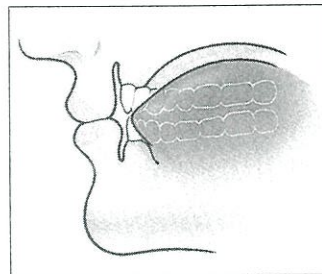
a.



b.



c.



Now place your hand on your throat as you say the two sounds shown in each picture. How are the two sounds different?

- 4 Todd, Debbie, Kate, Gabe, Pat, and Barbara are thinking about the presents they would like for their birthdays. Todd wants things that begin with the sound /t/, Debbie with the sound /d/, Kate with the sound /k/, and so on. What presents do they each want? Make sentences like these:

Todd wants a tennis racket.
Barbara wants some boots.



Who wants the most presents? Who wants the fewest presents? Can you suggest some other presents they might like?

- 5 The difference between the consonants /p/ and /b/, /t/ and /d/, and /k/ and /g/ at the end of a word can be hard to hear. The main difference is in the length of the vowel sound before the consonant. Vowels are *shorter* before final consonants pronounced without the voice (like /t/), and *longer* before final consonants pronounced using the voice (like /d/).



Repeat these words.

A

write	bet
seat	rope
white	cap
hit	back

B

ride	bed
seed	robe
wide	cab
hid	bag



- 6 Listen to these words. Do you hear a word from box A or box B? Write A or B in the space.

1. _____

3. _____

5. _____

7. _____

2. _____

4. _____

6. _____

8. _____

- 7 Work in pairs. Say a word from one of the boxes. Your partner will tell you if it comes from box A or box B.



8 Listen to these sentences. Do they contain words from box A or box B (in 5)? Write the word you hear in the space.

1. We bought a _____ table.
2. She's learning to _____.
3. Where can I get a _____ around here?
4. The _____ is behind the door.
5. I put it in the _____.
6. Who made the _____?
7. We need one more _____.
8. The boy _____ the ball.



9 Repeat these words.

A

deep dangerous good
beautiful boring bad
colorful comfortable
quiet patient terrible
big dark

B

dentist doctor garden
bed cave camera
cook party pain
tiger television town
teacher dinner

10 Work in pairs. Add words from box A to words from box B to find ...


1. something that is frightening (for example, a deep cave)
2. something that is expensive
3. someone who does a good job
4. someone who does not do a good job
5. something you like
6. something you don't like

11 Report your answers to the rest of the class.

Unit 10


/t/ and /d/; /p/ and /b/

Focus on /t/ and /d/

-  **1** Listen to these words. They all contain both the sound /t/ and the sound /d/. If the sound /t/ comes first, write *t*. If the sound /d/ comes first, write *d*. For example, if you heard the word a*d*mit you would write *d*; if you heard the word o*d*uside you would write *t*.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

- 2** Sometimes the letters *t* and *d* are pronounced the same in North American English – like a very quick /d/ (called a *flap* or a *tap*). This happens when *t* or *d* comes after a vowel or /r/ sound and before an unstressed vowel.

-  The words in each of these pairs usually sound the same. Listen.

latter = ladder
liter = leader
putting = pudding

-  **3** Repeat these words. The letters pronounced as a flap are underlined.

shortest tightest wetest driest sadest

- 4** Underline the letters *t* and *d* in these words that are pronounced as a flap.

hottest colest smartest olest dullest harest
tallest most exciting most beautiful city

-  **5** Listen and check your answers.

-  **6** Listen again. Repeat the words.

- 7** Work in pairs. Ask and answer these questions. Take notes on your partner's answers.

1. What's the coldest place you've ever been?
2. What's the hottest place you've ever been?
3. What's the most exciting city you've ever been to?
4. What's the most beautiful place you've ever been to?
5. What's the hardest course you've ever taken?
6. What's the duller course you've ever taken?
7. Who's the oldest person you know?
8. Who's the tallest person you know?
9. Who's the smartest person you know?

- 8** Report your partner's answers to the rest of the class. For example:

The coldest place Mario's ever been is . . .


Focus on /p/ and /b/

- 9** Work in pairs. Match the words on the left with the words on the right to describe what you see in the picture.

a pile of
a book of
a basket of
a piece of
a box of
a bar of
a bag of
a pair of
a bottle of
a bunch of
a plate of
a bowl of



pie
perfume
pajamas
stamps
pencils
soup
pears
potato chips
bricks
pasta
soap
grapes

-  **10** Repeat and check your answers.

- 11** Can you think of any other ways of completing the phrases on the left in **9**?
The words you add should contain either the sound /p/ or the sound /b/.

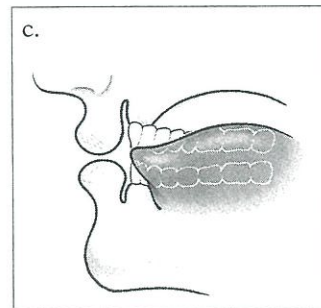
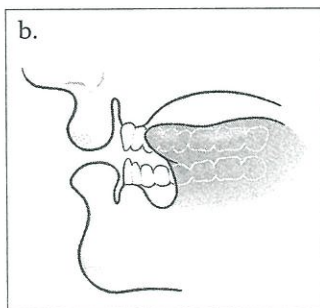
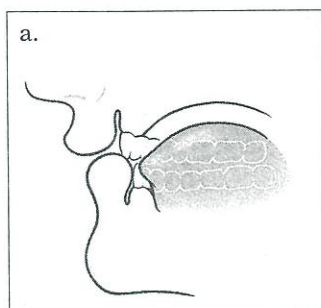
Unit


/s/ (same), /z/ (zoo), /f/ (four),
/v/ (very), /θ/ (thanks),
and /ð/ (this)

-  **1** To make the sounds underlined in these words, air is pushed through a narrow opening in the mouth. Repeat these words.

/s/	/z/	/f/	/v/	/θ/	/ð/
same	zoo	few	voice	thanks	this
second	zero	phone	very	thought	that
sister	easy	perfect	never	Thursday	those
house	noise	enough	five	nothing	breathe
science	amuse	February	invite	fourth	other

- 2** The pictures show how the sounds are made. Which two sounds are shown in a, b, and c?




-  **3** Listen to these words. Do you hear the word in column A or the one in column B? Put a check in the correct box.

A		B		A		B	
1. fat	<input type="checkbox"/>	that	<input type="checkbox"/>	8. closing	<input type="checkbox"/>	clothing	<input type="checkbox"/>
2. sing	<input type="checkbox"/>	thing	<input type="checkbox"/>	9. there	<input type="checkbox"/>	fair	<input type="checkbox"/>
3. say	<input type="checkbox"/>	they	<input type="checkbox"/>	10. Sue	<input type="checkbox"/>	zoo	<input type="checkbox"/>
4. some	<input type="checkbox"/>	thumb	<input type="checkbox"/>	11. few	<input type="checkbox"/>	view	<input type="checkbox"/>
5. first	<input type="checkbox"/>	thirst	<input type="checkbox"/>	12. prices	<input type="checkbox"/>	prizes	<input type="checkbox"/>
6. breeze	<input type="checkbox"/>	breathe	<input type="checkbox"/>	13. ice	<input type="checkbox"/>	eyes	<input type="checkbox"/>
7. pass	<input type="checkbox"/>	path	<input type="checkbox"/>	14. leaf	<input type="checkbox"/>	leave	<input type="checkbox"/>

- 4** Work with a partner. Look at each pair of words in **3**. Your partner should say one of the words *silently* to you. Tell your partner which word you think was said. For items 10 to 14, your partner should say one of the words in each pair *aloud*. Can you explain why you need to say these words aloud?

- 5** Work in pairs. Discuss with your partner how to say these numbers.

1st	77	2nd	3rd	443
5th	4,000	2/16/57	12/15/2006	
14th	XXXV	XLVI	MMM	

-  **6** Repeat and check your answers.

- 7** Work in pairs. First say the dates on the right. For example, for the first one say:

July fourth

Then match the U.S. holidays or events on the left with the dates on the right.

- | | |
|----------------------------|-------|
| 1. New Year's Day | 7/4 |
| 2. Valentine's Day | 3/20 |
| 3. the first day of spring | 10/12 |
| 4. the first day of fall | 10/31 |
| 5. Independence Day | 1/1 |
| 6. Christmas | 9/22 |
| 7. Halloween | 11/11 |
| 8. Columbus Day | 2/14 |
| 9. St. Patrick's Day | 12/25 |
| 10. Veterans Day | 3/17 |



- 8** Compare answers with the rest of the class. For example:

New Year's Day is January first.

Unit 12

/θ/ and /ð/; /f/, /v/,
/p/, and /b/

Focus on /θ/ and /ð/

1 Repeat these sentences.

1. Three thirty.
2. It's through there.
3. Are they brothers?
4. The twenty-third.
5. When does it get there?
6. Is that Tom and Matthew over there?
7. When is Thanksgiving?
8. Thanks.

2 Work in pairs. Write the sentences in 1 in the spaces in these conversations. Then say the conversations together.

1. A: Where's the bathroom?

B: _____

A: _____

B: You're welcome.



2. A: _____

B: It's the fourth Thursday in November.

A: What date is that this year?

B: _____

3. A: What time's the train to Fort Worth?

B: _____

A: _____

B: Four twenty-three.

4. A: _____


B: Yes, they're always together.

A: _____

B: I think so.



Focus on /f/, /v/, /p/, and /b/

-  **3** Listen to these words. Do you hear the word in column A or the one in column B? Put a check in the correct box.

A		B		A		B	
1. boat	<input type="checkbox"/>	vote	<input type="checkbox"/>	6. pool	<input type="checkbox"/>	fool	<input type="checkbox"/>
2. past	<input type="checkbox"/>	fast	<input type="checkbox"/>	7. cup	<input type="checkbox"/>	cuff	<input type="checkbox"/>
3. blood	<input type="checkbox"/>	flood	<input type="checkbox"/>	8. best	<input type="checkbox"/>	vest	<input type="checkbox"/>
4. bet	<input type="checkbox"/>	vet	<input type="checkbox"/>	9. cheap	<input type="checkbox"/>	chief	<input type="checkbox"/>
5. bill	<input type="checkbox"/>	fill	<input type="checkbox"/>	10. curb	<input type="checkbox"/>	curve	<input type="checkbox"/>

- 4** Work in pairs. Your partner should say one of the words in each pair *silently* to you. Try to decide which one is being said. Take turns being listener and speaker.

-  **5** Repeat these words.

the telephone the bicycle the elevator television photography
the microscope the automobile the printing press vaccination
frozen food movies the ballpoint pen the VCR the airplane
the personal computer vitamins the microwave oven the zipper

- 6** The pictures below show *some* of the things in **5**. Which are they? Write the words in the spaces.



1. _____



6. _____



2. _____



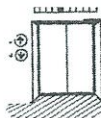
7. _____



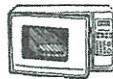
3. _____



8. _____



4. _____



9. _____



5. _____



10. _____

- 7** Work in pairs. When do you think the items in **5** were invented or discovered? Write the name of the item in the space next to the year.

Here are some phrases to help you:

I think . . . was invented in
When was . . . discovered?


Inventions and Discoveries

1450	_____	
1590	_____	
1796	_____	
1841	_____	
1857	_____	
1876	_____	
1884	_____	
1891	_____	and _____
1893	_____	
1903	_____	
1912	_____	
1924	_____	
1926	_____	
1944	_____	
1947	_____	
1975	_____	and _____

- 8** Compare answers with the rest of the class.

Unit 13

/ʃ/ (should), /tʃ/ (chair),
/ʒ/ (television), and /dʒ/ (job)

-  **1** To make the sounds underlined in these words, the tongue is touching (/tʃ/ and /dʒ/) or almost touching (/ʃ/ and /ʒ/) the roof of the mouth. Repeat these words.

/ʃ/	/tʃ/	/ʒ/	/dʒ/
shopping	check	television	June
vacation	kitchen	pleasure	jewelry
dishes	furniture	garage	agency
cash	beach	usually	college

- 2** Work in pairs to ask and answer questions like this:

A: Where would you usually catch a train?
B: At a train station.

Where would you usually . . .


1. catch a train?
2. arrange a vacation?
3. buy a couch?
4. wash dishes?
5. keep cheese?
6. study a foreign language?
7. cash a check?
8. find seashells?
9. buy a gold chain?
10. keep a car?

At a furniture store.
At a bank.
At a college.
In the garage.
At a jewelry store.
In the kitchen.
At the beach.
At a travel agency.
At a train station.
In the refrigerator.



-  **3** Repeat these words.

peaches sugar orange juice jam chicken cherries
spinach french fries champagne fish mushrooms
cabbage cheeseburger fresh vegetables milkshake
cheese chocolate sausage chips

-  **4** Listen to this doctor talking to her patient. The patient has said that he feels tired all the time, and the doctor is now asking him about his diet. In the box in **3**, put a check next to the foods and drinks that you hear them talking about.
- 5** Work in pairs. Write a diet sheet for the patient in the conversation. List things he should eat or drink and things he should not eat or drink. Include words from the box in **3**.

Unit 14

/w/ (walk), /y/ (yes),
/l/ (late), and /r/ (rain)

 **1** Repeat these words.

/w/
walk
windy
would
when
twenty

/y/
you
year
yesterday
museum
view

/l/
late
alone
call
clock
little


/r/
rain
right
remember
restaurant
friend

2 Underline all the /w/ sounds in this conversation. Can you find any w letters that are not pronounced /w/?

A: What's the weather like?
B: Awful. It's wet and windy.
A: Should we go for a walk anyway?
B: Let's wait twenty minutes.




 **3** Listen and check your answers.

 **4** Listen again. Repeat the conversation one line at a time. Then work in pairs and say the conversation together.


5 Underline all the /y/ sounds in this conversation. Can you find any /y/ sounds that are not written with the letter y?

A: I had an interview yesterday.
B: At the university?
A: Yes, in the music department.
B: Do you know if you got the job?
A: No, I don't know yet.



 **6** Listen and check your answers.

7 Listen again. Repeat the conversation one line at a time. Then work in pairs and say the conversation together.

-  **8** Underline all the /l/ sounds in this conversation. Can you find any l letters that are not pronounced /l/?

A: Would you like to have lunch?
B: It's a little early.
A: It's almost twelve o'clock.
B: Let's wait till twelve thirty.
A: Well, OK. But no later, or I'll be late for class.




-  **9** Listen and check your answers.


-  **10** Listen again. Repeat the conversation one line at a time. Then work in pairs and say the conversation together.


- 11** Underline all the /r/ sounds in this conversation.

A: Did you remember to call Ray?
B: I tried three times on Friday.
A: He was probably at the library.
B: You're probably right. I'll try again tomorrow.



-  **12** Listen and check your answers.

-  **13** Listen again. Repeat the conversation one line at a time. Then work in pairs and say the conversation together.

-  **14** Listen to this conversation while you look at the table on the next page. Will is asking Laura about her vacation. When you hear the answers to the questions on the left, write the answers in column A. Use words from the boxes on the right.



	A	B	
Where?	<i>Florida</i>		Florida, New York, Washington, Italy, France
With whom?			with family, alone, with a friend, with a tour group
Hotel?	<i>small</i>		clean, comfortable, swimming pool, large, small, old, quiet, luxurious, uncomfortable, dirty, terrible
Things to do?			swimming, walking, windsurfing, relaxing, driving, restaurants, museums
Weather?			cool, warm, cloudy, rainy, wet, windy, really hot, cold, beautiful, wonderful, terrible, lousy

- 15** Choose words and phrases from the boxes on the right to describe an imaginary vacation. Write these words and phrases in column B. Then work in pairs and talk about your vacation with your partner. For example:

Where did you go for vacation?	I went to Italy.
Who did you go with?	I went with my family.
What did you do there?	I went to a lot of museums and restaurants.

Unit 15

/w/ and /v/; /l/ and /r/


Focus on /w/ and /v/

-  **1** Cover the sentences on the left. Listen to the five sentences. How many /v/ sounds do you hear in each? Write your answer in the space.

1. I only have twelve. _____
2. She works hard every day. _____
3. We had to drive up on the sidewalk to avoid him. _____
4. I lost my wallet, traveler's checks, and visa. _____
5. We're having visitors over the weekend. _____

- 2** Uncover the sentences and check your answers.

-  **3** Listen again. Repeat the sentences.

-  **4** Cover these sentences and listen. How many /w/ sounds do you hear in each sentence? Write your answer in the space.

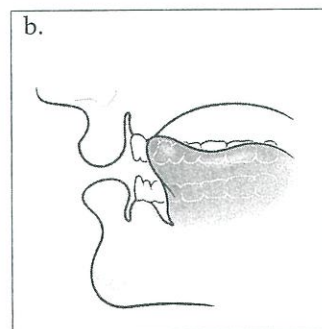
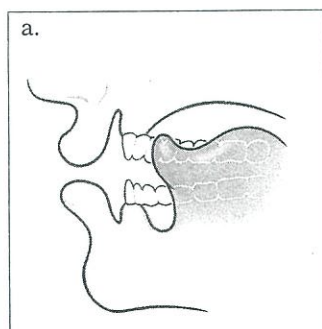
1. What's this one over here? _____
2. Was everything made of wood? _____
3. It's quite warm for November. _____
4. They're having a quiet wedding next Wednesday. _____
5. It was very wet last week, wasn't it? _____

- 5** Uncover the sentences and check your answers.

-  **6** Listen again. Repeat the sentences.

Focus on /l/ and /r/

- 7** The pictures on page 35 show how the sounds /l/ and /r/ are made. Which sound is shown in **a**? Which sound is shown in **b**?



 **8** Repeat these words.

/l/

light left turn lane
allowed unload only
school hill children
slippery carefully
parking lot

/r/

road right turn rains
narrower crossing
straight street traffic circle
trucks pedestrians
railroad cars

9 Work in pairs to decide what these road signs mean. Put a check in the correct box.

1.



- ☐ No left turns are allowed.
- ☒ No right turns are allowed.
- ☐ Don't turn right if the light is red.

2.



- ☐ The road curves to the left.
- ☐ All cars should keep to the right.
- ☐ The road is slippery when it rains.

3.



- ☐ Do not go around other cars.
- ☐ The road will get narrower on the right.
- ☐ There is a bridge ahead.

4.



- ☐ This lane is for trucks only.
- ☐ Trucks may unload goods here.
- ☐ You are coming to a hill.

5.



- ☐ Schoolchildren cross the street here.
- ☐ This is a shopping street.
- ☐ Pedestrians only.

6.



- ☐ You are coming to a railroad crossing.
- ☐ You are coming to a traffic circle.
- ☐ Two roads cross here.

7.



- ☐ This is a one-way street.
- ☐ Be careful: Watch out for falling rocks.
- ☐ Keep right.

8.



- ☐ Go straight at the sign.
- ☐ At the sign, let other traffic go first.
- ☐ There is a parking lot ahead.

9.



- ☐ Go straight. You cannot turn from this lane.
- ☐ No right turns are allowed.
- ☐ Traffic will enter from the right.

10.



- ☐ You are coming to a traffic light.
- ☐ Warning: Drive carefully.
- ☐ The traffic light is broken.

10 Compare answers with the rest of the class.

Unit 16

/m/ (make), /n/ (near),
and /ŋ/ (long)

- 1 To make the sounds underlined in these words, part of the mouth is completely closed by the lips or tongue, and air is allowed to pass through the nose.



Repeat these words.

/m/
music
home
climb
museum
sometimes

/n/
never
mine
once
doesn't
mountain

/ŋ/
long
nothing
think
finger
singing

- 2 Write the sentences from the box next to the pictures to describe what Sam is doing in each.

He's ironing.
He's washing dishes.
He's painting.
He's shopping.

He's cooking.
He's jogging
He's gardening.
He's doing laundry.

He's listening to music.
He's cleaning the bathroom.
He's vacuuming the living room.



1. _____



2. _____



3. _____



4. _____



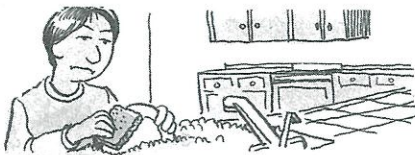
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



3 Repeat the sentences and check your answers.

- 4** How good is your memory? Work in pairs. Study the pictures in **2** for one minute and then close your book. Try to remember what Sam likes doing and what he doesn't like doing. Report to your partner like this:

He likes cooking.

He doesn't like washing dishes.

Your partner will check your answers.

- 5** Write the names of three classmates in the spaces at the top of the columns. Interview them to find out what they do on weekends.

Ask questions like these:

Do you ever go jogging?

No, never.

Yes, sometimes.

How often do you watch television?

Every weekend.

I never watch television.

Write *E* if the person answers "every weekend," *O* if the person answers "often," *S* for "sometimes," or *N* for "never."

	Name	Name	Name
go jogging			
watch television			
go dancing			
listen to music			
go shopping			
clean your house			
work in the garden			
go to museums			
go swimming			
go mountain climbing			
stay home and do nothing			

- 6** Report your answers to the rest of the class. For example:

Kumiko goes jogging every weekend.

Juan sometimes goes to museums.

Discuss which activities were the most popular. Were there differences between what men did and what women did on weekends? Were there activities that none of the people you interviewed did?

PART 3 Consonant clusters


A CONSONANT CLUSTER occurs when two or more CONSONANT SOUNDS come together. For example, the word *spell* begins with the consonant cluster /sp/, and the word *thinks* ends with the consonant cluster /ŋks/.

Unit 17

Consonant letters and consonant sounds

- 1** Underline the parts of the words where there are two or more CONSONANT LETTERS together. Then complete the first column with the number of consonant letters you have underlined.

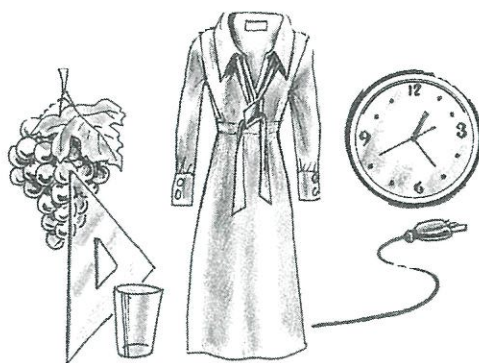
	Number of consonant letters	Number of consonant sounds		Number of consonant letters	Number of consonant sounds
1. <u>blood</u>	2	2	7. right		
2. <u>against</u>	3	3	8. next		
3. <u>ticket</u>	2	1	9. there		
4. school			10. walk		
5. dollar			11. film		
6. chair			12. street		

-  **2** Now listen to the words. Complete the second column with the number of consonant sounds you hear in the part of the word you have underlined.

What do you notice about the number of consonant letters and sounds?

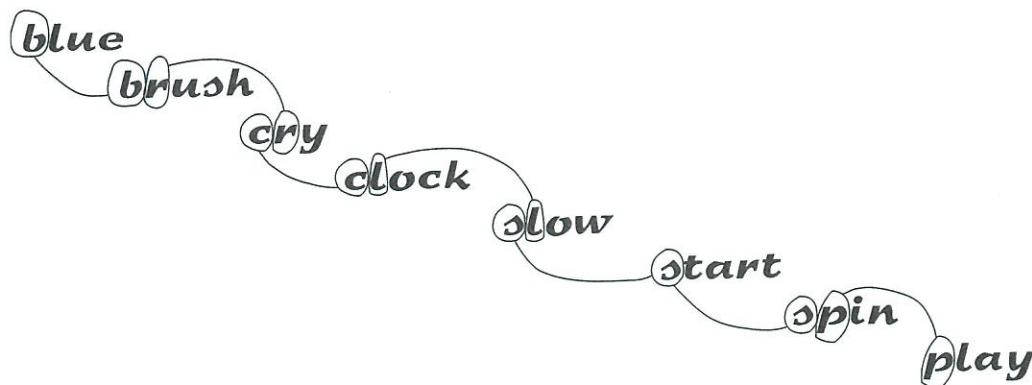
- 3** Work in pairs and complete this table with words that begin with these consonant clusters. If no word in English begins with the cluster, write X. For example, the word *clock* begins with the consonant cluster /k/; there is no word in English that begins with the consonant cluster /km/; the word *cry* begins with the consonant cluster /kr/.

The pictures may help you to complete some of the boxes.



	/l/	/m/	/r/
/k/	<i>clock</i>	X	<i>cry</i>
/d/			
/g/			
/p/			
/s/			
/t/			

- 4** In pairs, tell each other the words you have written. Underline any words you find difficult to say.
- 5** Compare answers with the rest of the class.
- 6** Look at this word chain.




Each word begins with a consonant cluster. *One* of the consonant sounds is the same as in the consonant cluster beginning the previous word. Go around the class and make similar word chains.

If you give a wrong word or can't think of a word, you are out of the chain. Don't repeat words.

Unit 18

Consonant clusters at the beginnings of words

-  **1** Repeat these words. Pay special attention to the pronunciation of the underlined parts of the words.

A. blue
black
blood
blanket
blouse

C. cloudy
clean
clock
clothes
clearly

E. quite
quietly
quicker
quarter
question

G. practice
proud
pronunciation
pretty
programs

B. bring
bread
bridge
brother
break

D. cry
cream
cross
Christmas
crowd

F. please
place
plenty
played
plastic

- 2** Work in pairs. *Fifteen* of the words in **1** are hidden in the box below. Can you find them? Look across and down. Circle the words.

C	A	B	R	O	T	H	E	R	E
O	C	L	O	C	K	T	R	I	P
P	L	A	S	T	I	C	A	L	L
R	E	N	T	I	P	R	Q	E	A
A	A	K	E	C	L	O	U	D	Y
C	R	E	A	M	A	W	I	D	E
T	L	T	R	I	C	D	C	E	D
I	Y	O	B	R	E	A	K	A	P
C	E	Q	U	A	R	T	E	R	E
E	W	O	R	D	S	C	R	Y	N

- 3** Compare answers with the rest of the class.

 **4** Repeat these words. Pay special attention to the pronunciation of the underlined parts of the words.

H. sleepy
slowly
slim
slippery
slippers

J. spend
speaking
sports
special
spring

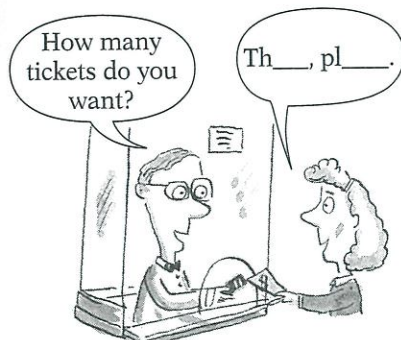
L. dress
drive
drop
drums
dream

I. start
stop
still
station
street

K. try
trip
trains
trouble
trumpet

M. three
through
throw
thrillers
throat

5 Complete these conversations with words from groups A to M.



What did you buy at the mall?

A cl____ and some new sl____.



Should we take the bus?

No, let's dr____. It's qu____.



Where should we meet?

At the br____ by the st____.



Oh, no, I missed it.

Don't worry. There are pl____ more tr____ tonight.



He can't understand my English.

Tr____ sp____ more sl____.

What do you like best on TV?

Sp____ pr____ and thr____.



What instruments do you play?


The tr____ and the dr____.



6 Work in pairs and say the conversations together.

Unit 19

More on consonant clusters at the beginnings of words

-  **1** Listen to these sentences. each one contains a word from either box A or box B. Write the word you hear in the space.

A

clock	brought
grow	plane
drive	true
play	stay
spend	sport

B

lock	bought
go	pain
dive	two
pay	say
send	support

1. Is the clock broken?
2. They'll _____ much higher than that.
3. I learned to _____ last summer.
4. Should we _____ now or later?
5. How much money did you _____?
6. How many have you _____?
7. The _____ was terrible.
8. Are you sure it's _____?
9. Did you _____ two weeks or three?
10. He's been a good _____.










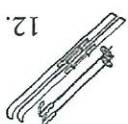






- 2** Work in pairs. Say the sentences in **1** to your partner. Complete them with a word either from box A or from box B. Your partner should try to decide which box the word is from.

- 3** Write the words in the box in the spaces next to the pictures on page 45.

skis	a frying pan	a plate	a clock	a ski suit	gloves
a scarf	a sleeping bag	a flashlight	a dress	a sweater	
flippers	slippers	a credit card	a swimsuit	bug spray	

5 Listen to Stephanie and Brandon talking about what to pack for a ski trip. Put a check in the box next to each item in 3 that you hear mentioned.

4 Repeat the words and check your answers.

- | | | | |
|--|--------------------------------|---|--------------------------------|
| 8.  | <input type="checkbox"/> _____ | 16.  | <input type="checkbox"/> _____ |
| 7.  | <input type="checkbox"/> _____ | 15.  | <input type="checkbox"/> _____ |
| 6.  | <input type="checkbox"/> _____ | 14.  | <input type="checkbox"/> _____ |
| 5.  | <input type="checkbox"/> _____ | 13.  | <input type="checkbox"/> _____ |
| 4.  | <input type="checkbox"/> _____ | 12.  | <input type="checkbox"/> _____ |
| 3.  | <input type="checkbox"/> _____ | 11.  | <input type="checkbox"/> _____ |
| 2.  | <input type="checkbox"/> _____ | 10.  | <input type="checkbox"/> _____ |
| 1.  | <input type="checkbox"/> _____ | 9.  | <input type="checkbox"/> _____ |

- 6** Work in pairs. Have similar conversations about: (1) a camping trip and (2) a vacation at the beach. Use words from the box in **3**.

Here are some phrases to help you:

Should I take ... ?

Yes, take that/those.

What about ... ?

No, you won't need ...

Do you think I'll need ... ?

Don't forget to take ...

You might need ...

You might want to take ...