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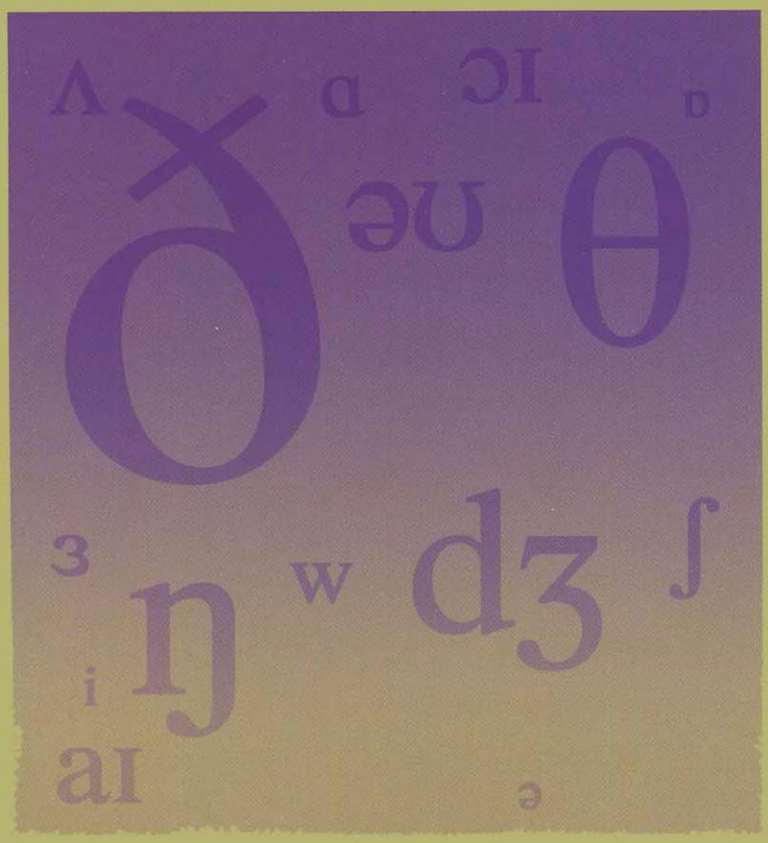
English Pronunciation in Use

Elementary

Self-study and classroom use



Jonathan Marks

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Pronunciation in Use Elementary

Tài liệu IELTS 0 - 7.5+ NEW

TẢI LUÔN

Hướng dẫn làm các dạng bài IELTS

XEM NGAY

MỚI NHẤT

A. GIỚI THIỆU CHUNG

Đối tượng sử dụng

- Người học từ band 1 đến band 4

Thời gian học recommend

- Tổng thời gian: 4 tháng
- Thời gian học hằng ngày: 2h/ngày

B. NỘI DUNG SÁCH

Sách **English Pronunciation in Use Elementary** gồm 168 trang, sách sẽ giúp bạn học cách phát âm tiếng Anh một cách thành thạo nhất, xen kẽ đó sách còn cung cấp cho các bạn một số từ vựng thông dụng.

Các từ vựng sẽ hay gặp ở một số task trong bài thi IELTS chẳng hạn như cách dùng từ mới đó như thế nào, áp dụng vào bài tập ra sao và dùng như thế nào để đạt điểm tốt nhất ở IELTS Speaking.

C. SÁCH HỌC KÈM

- Vocabulary in Use Elementary
- English Unlimited A1+A2
- Mindset for IELTS Foundation

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TẢI NGAY BỘ SÁCH ĐI KÈM

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To the student

The *English Pronunciation in Use Elementary* course – book and CDs, or book and cassettes – is to help you with your English pronunciation.

What will I need?

You will need a cassette or CD player to listen to the recordings. The symbol A1 shows the track numbers of the recordings. It will be useful if you can record your own voice, so that you can listen to your own pronunciation and hear your progress.

When you are studying individual sounds it is sometimes useful to have a mirror, so that you can see the shape of your mouth and compare it with the diagrams in the book.

How is *English Pronunciation in Use Elementary* organised?

There are 50 two-page units in the book. Each unit is about a different pronunciation point. Section A (Units 1 to 27) is about how to say and spell individual sounds, and groups of sounds together. Section B (Units 28 to 32) is about joining sounds to make words. Section C (Units 33 to 43) is about pronunciation in phrases and sentences. Section D (Units 44 to 50) is about pronunciation in conversation. The left-hand page of each unit has explanations and examples, and the right-hand page has exercises (except Units 49 and 50).

After these units is Section E, where you will find:
E1 Chart of phonemic symbols – with example words for every symbol.
E2 Guide for speakers of specific languages – Speakers of different languages have different problems with English pronunciation, and this guide shows which units in the book may be especially helpful for them.
E3 Sound pairs – If you have problems with hearing the difference between pairs of sounds, you can find extra practice here.
E4 From spelling to sound – In English, the same sound can often be spelled in different ways. Here you will find the most common spellings of each sound.
E5 The alphabet – exercises to help you say the letters of the alphabet, and understand them when you hear them.
E6 Pronouncing numbers – exercises to help you pronounce different kinds of numbers, and understand them when you hear them.
E7 Pronouncing geographical names – how to pronounce the names of countries, continents, etc.
E8 Homophones – words that are spelled differently but sound the same.

Why not have a look at Section E now, before you start the book?

At the end of the book there is a Key with answers to all the exercises.

The CDs or cassettes contain all the recordings for the left- and right-hand pages of the units, and Section E.

How should I use the course?

You can simply study the units from 1 to 50, or you can alternate units from different sections. For example, you could do Unit 1, then Unit 28, then Unit 33, then Unit 44, then Unit 2, and so on.

If you want to focus your work more closely, you can look at the *Guide for speakers of specific languages* in Section E2. This tells you which units are most important for speakers of different languages.

In Section A, if you have problems hearing the difference between individual sounds, go to the *Sound pair* indicated (in Section E3).

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When you are working with the recordings, you should replay a track as often as you need to. When you are doing an exercise you may also need to pause the recording after each sentence to give yourself time to think or write your answer. When you are asked to repeat single words, there is a space on the recording for you to do this, but when you are repeating whole sentences you will need to pause the recording to give yourself enough time to repeat.

Will *English Pronunciation in Use Elementary* only help me with my speaking? What about listening?

Pronunciation is important for both speaking and listening, and this course will also help you with your listening. Some pronunciation points are especially important for listening, and these are indicated like this:

What type of English pronunciation is used in *English Pronunciation in Use Elementary*?

As a model for you to copy when you speak, we have used only one type of pronunciation, a standard British type. But in the listening exercises you will hear a wider variety of accents, including some non-native speakers.

Recordings

CD A: Units 1–12
CD B: Units 13–27
CD C: Units 28–43
CD D: Units 44–50, Sections E1, E4–E8
CD E: Section E3 Sound pairs

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To the teacher

English Pronunciation in Use Elementary has been written so that it can be used for self-study, but it will work equally well in the classroom. The advantages of working on pronunciation in the classroom include the following points.

- Learners can get guidance and immediate feedback from the teacher.
- Learners can practise the dialogues and other exercises in pairs.
- You can direct learners with particular pronunciation difficulties to do specific units on their own or in small groups, if appropriate.

In order to make the material accessible to learners, terminology has been kept as simple as possible. The remainder of this Introduction describes how the course is organised, and it is followed by a *Map of the contents* using standard terminology.

English Pronunciation in Use Elementary progresses from individual sounds, through sequences of sounds, and stress in words, to intonation patterns in phrases and sentences. Of course, as soon as learners begin to speak English, they need to begin to develop control of all these features in parallel, but the step-by-step, incremental approach adopted here is designed to facilitate a clear progression and a clear focus on one thing at a time. Nevertheless, learners do not necessarily have to work their way through all the units in each section in sequence; they can alternate units from different sections.

Section A Sounds and spelling

Unit 1 deals with some general issues of pronunciation and spelling. Units 2 to 23 introduce the phonemes (sounds) of English, first the vowels and then the consonants. Generally, two sounds are introduced in each unit, though some units have one or three. They are paired on the basis of similarity of spelling, similarity of articulation and potential for confusion. Guidance is given as to the most frequent spellings of each phoneme, and practice is given in some significant contrasts between phonemes.

One phoneme not specifically focused on in Section A is the weak vowel /ə/, the *schwa*; the emphasis is on pronouncing vowel sounds (and consonants, too) in stressed syllables, where accuracy and clarity are most important, and the *schwa* is treated as a feature of unstressed syllables rather than a sound with the same status as the other vowel phonemes.

Units 24 to 27 deal with consonant clusters.

Section B Syllables and words

Section B introduces the concept of syllables, the distinction between strong and weak syllables, and stress patterns in words.

Section C Phrases, sentences and grammar

Section C moves the focus from individual words to phrases and sentences, and highlights links between pronunciation and various aspects of grammar which are learned at elementary level.

Section D Conversation

Finally, Section D deals with aspects of intonation in the context of sentences and longer stretches of language such as dialogues, stories and conversation. It also covers some characteristic intonation patterns of common lexical phrases.

Intonation is very variable, and the intonation patterns attached to phrases and grammatical structures in these units are certainly not the only ones possible. However, they are very commonly – characteristically, even – used in these contexts, and the associations between intonation and contexts should help to make the intonation patterns memorable.

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Section E Reference

Section E contains various kinds of further reference and practice material. The *Guide for speakers of specific languages* and *Sound pairs* can be used to prioritise certain pronunciation points and to reject others, depending on learners' particular needs.

What model of pronunciation?

As a model for learners to copy when they speak, I have used a standard southern British accent. This can be regarded as a provisional target, but learners will vary as to how closely they will want or need to achieve it. Some features of pronunciation are important for listening, but less essential for learners to imitate, and these are labelled as such. Nevertheless, attempting to reproduce these features should help learners in their ability to understand speech which contains them, and they may want to make the effort of incorporating them in their own English. In the listening exercises, a wider variety of accents can be heard, including some non-native speakers; it is important that learners at this level begin to get exposure to a variety of accents.

Recordings

CD A: Units 1–12
CD B: Units 13–27
CD C: Units 28–43
CD D: Units 44–50, Sections E1, E4–E8
CD E: Section E3 Sound pairs

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3 Vowels /uː/ /ʊ/
4 Vowels /ɑː/ /ʌ/
5 Vowels /ɒ/ /ɔː/
6 Vowels /e/ /æ/
7 Vowels /ɜː/
8 Vowels /ɪə/ /eə/
9 Vowels /eɪ/ /aɪ/ /ɔɪ/
10 Vowels /əʊ/ /aʊ/
11 Consonants /p/ /b/
12 Consonants /t/ /d/
13 Consonants /k/ /g/
14 Consonants /f/ /v/
15 Consonants /θ/ /ð/
16 Consonants /s/ /z/
17 Consonants /ʃ/ /ʒ/
18 Consonants /tʃ/ /dʒ/
19 Consonants /m/ /n/ /ŋ/
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21 Consonants /l/
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25 Initial clusters
26 Final clusters
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Section B Syllables and words

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29 Strong and weak vowels
30 Stress in two-syllable words
31 Stress in longer words
32 Stress in compound words

Section C Phrases, sentences and grammar

33 Chunking text and reading aloud
34 Consonant-to-vowel linking
35 Linking /j/ /w/
36 Rhythm
37 Strong and weak forms in phrases and sentences: pronouns
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39 Strong and weak forms in phrases and sentences: articles, comparatives, 'there'
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41 Contractions
42 Pronouncing *–s* endings in noun plurals and present simple
43 Pronouncing regular past tense endings

Section D Conversation

44 Intonation: fall-rise and fall for old and new information
45 Intonation: storytelling
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48 Intonation: emphatic stress
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50 Intonation: typical patterns in functional language 2

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1 How many letters, how many sounds?
Spelling and pronunciation

A

All sections with this symbol 🎧 are on the recording. Listen to them while you read this page.

A2a There are 26 **letters** in the English alphabet.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A2b There are five **vowel** letters. A E I O U

A2c And there are 21 **consonant** letters. B C D F G H J K L M N P Q R S T V W X Y Z

A2d But there are more than 40 vowel and consonant **sounds** in English.
In some words, the number of letters is the same as the number of sounds.

best 4 letters, 4 sounds

b	e	s	t
1	2	3	4

dentist 7 letters, 7 sounds

d	e	n	t	i	s	t
1	2	3	4	5	6	7

B

But sometimes the number of sounds is different from the number of letters.

A3a In **green**, **ee** is one sound, and in **happy**, **pp** is one sound.
green 5 letters, 4 sounds

g	r	e	e	n
1	2	3		4

h	a	p	p	y
1	2	3		4

A3b In **bread**, **ea** is one sound.
bread 5 letters, 4 sounds

b	r	e	a	d
1	2	3		4

A3c In some words there are silent letters (letters with no sound). In **listen**, **t** is silent.
listen 6 letters, 5 sounds.

l	i	s	t	e	n
1	2	3	-	4	5

A3d In some words, one letter is two sounds. The **x** in **six** is two sounds like **k + s**.
six 3 letters, 4 sounds

s	i	x	
1	2	3	4

C

We sometimes write the same sound differently in different words. For example, the **e** in **red** sounds like the **ea** in **bread**.

A4a Sometimes two words have the same pronunciation but different spellings. (See Section E8 *Homophones*.)
know – no
A: Do you **know**? B: **No**, I don't.

A4b And sometimes two words have the same spelling but different pronunciations.
read (infinitive and present tense) – read (past tense)
A: Do you want to **read** the newspaper?
B: No, thanks, I **read** it this morning.

A4c Because there are more sounds than letters, we use symbols for pronunciation.

/best/ best /ˈdentɪst/ dentist /griːn/ green /ˈhæpi/ happy /ˈkɒfi/ coffee /ˈlɪsən/ listen
/θriː/ three /sɪks/ six /sɒks/ socks /bred/ bread /nəʊ/ no /nəʊ/ know /red/ red
/red/ read (past tense) /riːd/ read (infinitive and present tense)

The symbol ˈ (look at the beginning of the symbols for *dentist*, *happy*, *coffee*, *listen*) comes before stressed syllables (see Section B *Syllables and words*).

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

1.1 Write the number of letters and the number of sounds in these words.

	letters	sounds
green	5	4
1 all		
2 back		
3 could		
4 knee		
5 sixty		
6 thing		
7 who		
8 address		

A5 Check with the Key (on page 138). Then listen and repeat.

1.2 Some pronunciation symbols are easy. Write these words in their normal spelling.

EXAMPLE /best/ best

1 /bɪg/ ..... 2 /dres/ ..... 3 /frend/ ..... 4 /gɪv/ .....
5 /help/ ..... 6 /nekst/ ..... 7 /ˈveri/ ..... 8 /wel/ .....

A6 Check with the Key. Then listen and repeat.

1.3 All five words in each group have the same vowel letter – a, e, i, o or u – but one has a different vowel sound. Circle the word with the different vowel sound in each group.

EXAMPLE

on	top	stop	one	gone
1 give	time	sit	think	rich
2 apple	bad	wash	catch	bank
3 much	bus	sun	push	up
4 many	maths	man	hat	flat

A7 Check with the Key. Then listen and repeat.

1.4 Write words that **rhyme** (the end part of the word sounds the same).

EXAMPLE

red	be d
1 key	tr_ _
2 blue	sh_ _
3 not	w_ _ _
4 one	r_ _
5 date	w_ _ _
6 lie	w_ _
7 so	sh_ _
8 beer	n_ _ _

A8 Check with the Key. Then listen and repeat.

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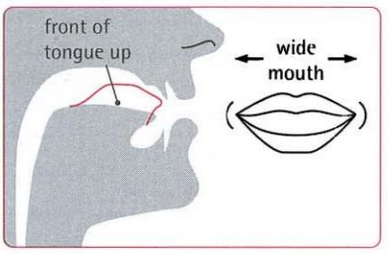
TẢI NGAY BỘ SÁCH ĐI KÈM

2 Pizza for dinner
/iː/ and /ɪ/

A How to make the sound /iː/



A9a • /iː/ is a long sound. Look at the diagram. Listen and then say the sound. Make your mouth wide, like a smile. Your tongue touches the sides of your teeth. Target sound: /iː/

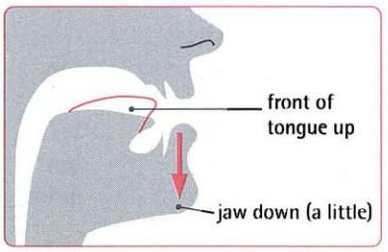
B Sound and spelling

A9b • /iː/ is usually spelled **ee** or **ea**. Listen and say these words.
see agree eat seat team

A9c • Listen and say these other words with /iː/.
ie field piece
e these metre secret evening equal Peter museum European Chinese Japanese complete
ey key
i ski kilo litre pizza police machine magazine
eo people

A9d • Now listen and say these sentences. You will need to pause the recording to give yourself enough time to repeat.
1 Can you see the sea?
2 A piece of pizza, please.
3 Peter's in the team.
4 A kilo of peaches and a litre of cream.
5 Please can you teach me to speak Portuguese?

C How to make the sound /ɪ/



A10a • /ɪ/ is a short sound. Look at the diagram. Listen and then say the sound. Make your mouth a bit less wide than for /iː/. Your tongue is a bit further back in your mouth than for /iː/. Target sound: /ɪ/

D Sound and spelling

A10b • /ɪ/ is usually spelled **i**. Listen and say these words.
if listen miss dinner swim

A10c • Listen and say these other words with /ɪ/.
busy business building system

A10d • Now listen and say these phrases.
1 fifty-six
2 dinner in the kitchen
3 a cinema ticket
4 a picture of a building
5 big business

A10e **Note:** Eight letters of the alphabet have the sound /iː/. Listen and repeat.
B C D E G P T V

A10f **Note:** Units 2 to 10 focus on vowel sounds in stressed syllables (see Section B *Syllables and words*). Vowel sounds in unstressed syllables often have the weak vowel /ə/. Listen and repeat.
agree equal kitchen museum Peter picture pizza

A10g **Note:** There is sometimes an /i/ sound at the end of a word in an unstressed syllable (see Section B *Syllables and words*), e.g. happy, coffee, busy. This sound is like /iː/ but shorter. Listen and repeat.
happy coffee busy sixty

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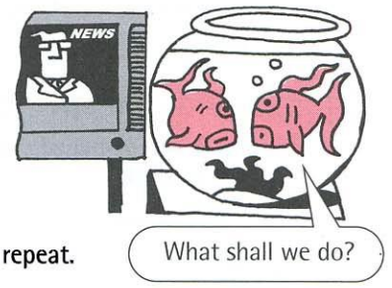
Exercises

2.1 Put these /iː/ words in the dialogues.

email evening police ~~secret~~ Steve TV

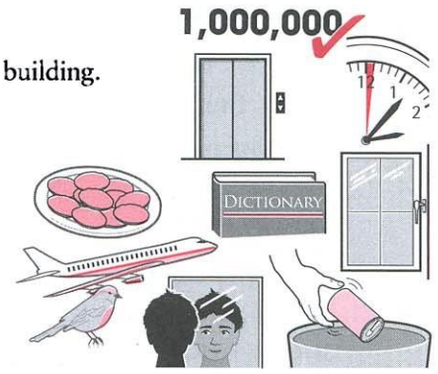
1 A: What shall we do this .....?
B: Let's stay at home and watch .....
2 A: Let me read that .....
B: No – it's a ....secret.... !
3 A: You know my friend .....?
B: Yes.
A: Well, he's got a new job. He's joined the .....!



A11 Listen to check your answers. Check with the Key. Then listen and repeat.

2.2 Find the /ɪ/ words from these clues.

EXAMPLE A thousand thousand is a ....million.... .
1 You can use a ..... to go up and down in a building.
2 There are sixty seconds in a ..... .
3 A ..... is a book of words to help you with your English.
4 It's too warm in here – open the ..... .
5 Would you like a ..... with your coffee?
6 Birds and planes have ..... .
7 You can see yourself in a ..... .
8 Don't drop ..... – put it in a bin!



A12 Listen to check your answers. Check with the Key. Then listen and repeat.

2.3 Circle all the /iː/ sounds and underline all the /ɪ/ sounds.

big busy dinner give green in listen meet office people pizza
please repeat six tea three

A13 Listen to check your answers. Check with the Key. Then listen and repeat.

2.4 Match the beginnings and endings of the sentences.

EXAMPLE Let's have pizza ....for dinner.... .
1 We're always busy .....
2 Would you like tea .....
3 Give me that big .....
4 There were only three .....
5 Listen and .....
6 Let's meet at .....

a repeat.
b people in the museum.
c six o'clock.
d in the office.
e or coffee?
f green book, please.
g ~~for dinner.~~

A14 Check with the Key. Then listen and repeat.

2.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

A15
1 *leave / live* (⇒ sound pair 1)
2 *knee / near* (⇒ sound pair 2)
3 *litter / letter* (⇒ sound pair 3)

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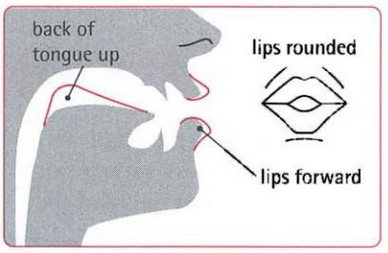
TẢI NGAY BỘ SÁCH ĐI KÈM

3 A spoonful of sugar
/uː/ and /ʊ/

A How to make the sound /uː/



A16a • /uː/ is a long sound. Look at the diagram. Listen and then say the sound. Make your lips into a tunnel shape. Your tongue is a long way back in your mouth. Target sound: /uː/

B Sound and spelling

A16b • /uː/ is often spelled **oo, ou, oe, u, ue** or **ew**. Listen and say these words.

too group shoe blue

A16c • When the spelling is **u** or **ew**, there is often a /j/ sound before the /uː/. Listen and say these words.

music new

A16d • There are also other spellings of /uː/. Listen and say these other words with /uː/.

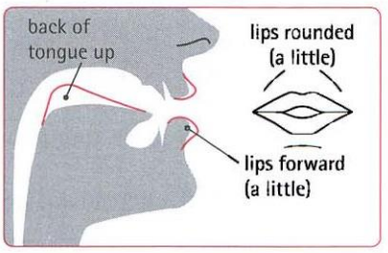
two fruit juice

A16e • Now listen and say these phrases.

1 me too
2 work in groups
3 new shoes
4 red and blue
5 listen to the music
6 forty-two
7 fruit juice

⚠ Note: /juː/ is the name of the letter U in the alphabet.

C How to make the sound /ʊ/



A17a • /ʊ/ is a short sound. Look at the diagram. Listen and then say the sound. Your tongue is not so far back as for /uː/. Target sound: /ʊ/

D Sound and spelling

A17b • /ʊ/ is often spelled **u, oo** or **ou**. Listen and say these words.

full sugar book foot would

A17c • Listen and say this other word with /ʊ/.

woman

A17d • Now listen and say these phrases.

1 My bag's full.
2 Where's my book?
3 my left foot
4 a kilo of sugar
5 Who's that woman?

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

3.1 Circle the words with /uː/. (There are nine.)

food four June look news room school soup spoon sugar town Tuesday two

A18 Listen to check your answers. Check with the Key. Then listen and repeat.

3.2 Put the /uː/ words from Exercise 3.1 in the sentences.

1 Do you like fast ....food.... ?
2 Are you coming to .....?
3 It's ..... the second of .....
4 Let's watch the .....
5 .... is over there.
6 Here's a ..... for your .....

A19 Listen to check your answers. Check with the Key. Then listen and repeat.

3.3 Circle the words with /ʊ/. (There are six.)

book cookery cough could good looking lunch soon sugar thought through

A20 Listen to check your answers. Check with the Key. Then listen and repeat.

3.4 Put the /ʊ/ words from Exercise 3.3 in the sentences.

1 Do you take .....?
2 ..... you help me? I'm ..... for a ....cookery.... ..... .

A21 Listen to check your answers. Check with the Key. Then listen and repeat.

3.5 Circle the words that have /uː/ or /ʊ/, then put them in the correct column.

1 Is it really true?
2 You're standing on my foot!
3 Are you a good cook?
4 Where's my toothbrush?
5 Do you push or pull to open this door?
6 I'll be ready soon.
7 Here's your ticket – don't lose it!
8 Go through that door over there.
9 My keys! Where did I put them?

/uː/	/ʊ/
true	foot

A22 Listen to check your answers. Check with the Key. Then listen and repeat.

3.6 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

A23
1 *pool / pull* (⇒ sound pair 4)
2 *look / luck* (⇒ sound pair 5)
3 *soup / soap* (⇒ sound pair 6)

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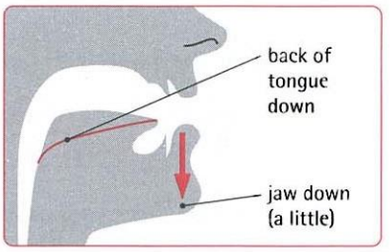
TẢI NGAY BỘ SÁCH ĐI KÈM

4 Father and mother /ɑː/ and /ʌ/

A How to make the sound /ɑː/



A24a • /ɑː/ is a long sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: /ɑː/

B Sound and spelling

A24b • /ɑː/ is usually spelled **a** or **ar**. Listen and say these words.
after afternoon ask answer bath bathroom can't class dance fast
father glass tomato bar car card far park star start

A24c • Listen and say these other words with /ɑː/.
aunt laugh heart half (The letter **l** in **half** is silent.)

A24d • Listen and say these sentences.
1 How far's the car park?
2 We went to a large bar full of film stars.
3 We're starting in half an hour.

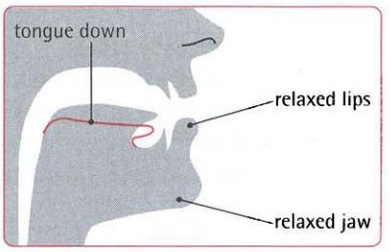
A24e Important for listening
• In words with a letter **r** after the /ɑː/ sound, most Americans and some British people pronounce the **r**. Listen to the same sentences, this time with the letter **rs** pronounced.

A24f
• Some people, especially in the north of England, pronounce the letters **a** or **au** as /æ/ in some of these words. Listen.
after afternoon ask answer aunt bath bathroom class dance fast glass laugh

A24g Listen to these sentences, first with /ɑː/, then with /æ/.
1 See you tomorrow afternoon.
2 I'll ask my aunt.
3 We were laughing and dancing in the classroom.
4 I left my glasses in the bathroom.

⚠ **Note:** The name of the letter R is pronounced /ɑː/ or /ɑːr/.
Note: The word *are* is often pronounced /ɑː/ or /ɑːr/. (See Unit 40.)

C How to make the sound /ʌ/



A25a • /ʌ/ is a short sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: /ʌ/

D Sound and spelling

A25b • /ʌ/ is usually spelled **u**, but sometimes **ou** or **o**. Listen and say these words.
bus colour come cup front London luck Monday month mother
much nothing number run study sun uncle under

⚠ **Note:** The words *son* and *sun* have the same pronunciation.
Note: The number *one* is pronounced /wʌn/.

A25c • Listen and say these sentences.
1 Good luck with your exam next month!
2 Take the number one bus.
3 I said 'Come on Monday', not 'Come on Sunday'.
4 My brother's studying in London.

A25d Important for listening
Some people, especially in the north of England, say /ʊ/ instead of /ʌ/. Listen to the same sentences, this time with /ʊ/.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

4.1 Listen and write the words in the correct column.

A26

~~artist~~ garden March part ~~square~~ talk warm watch

words with /ɑː/	words with other vowel sounds
artist	square

Check with the Key. Then listen again and repeat.

4.2 Listen and write the words in the correct column.

A27

~~business~~ ~~country~~ fun home lots money mother push

words with /ʌ/	words with other vowel sounds
country	business

Check with the Key. Then listen again and repeat.

4.3 Complete the sentences with one /ɑː/ word and one /ʌ/ word.

~~butter~~ carpet dark hard husband love Prague son

1 The butter's too .....
2 I'd ..... to buy that .....!
3 Their .....'s got ..... hair.
4 I first met my ..... in .....

A28 Listen to check your answers. Check with the Key. Then listen again and repeat.

4.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for more practice.

A29

1 *heart / hat* (⇒ sound pair 7)
2 *far / four* (⇒ sound pair 8)
3 *cat /cut* (⇒ sound pair 9)
4 *look / luck* (⇒ sound pair 5)
5 *luck / lock* (⇒ sound pair 10)
6 *butter / better* (⇒ sound pair 18)

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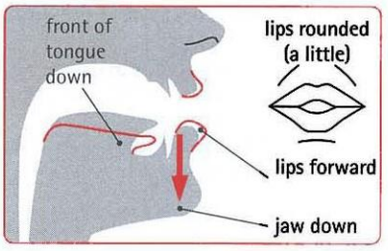
TẢI NGAY BỘ SÁCH ĐI KÈM

5 A dog in the corner
/ɒ/ and /ɔː/

A How to make the sound /ɒ/



A30a • /ɒ/ is a short sound. Look at the diagram. Listen and say the sound. Round your lips a little. The front of your tongue is low and towards the back of your mouth. Target sound: /ɒ/

B Sound and spelling

A30b • /ɒ/ is usually spelled **o**, and sometimes **a**. Listen and repeat.

bottle box chocolate clock coffee copy cost cross doctor dog gone
got holiday hospital hot job lock long lost lot not off often
possible shop song sorry stop top wrong
quality want wash wasn't watch what

⚠ Note: The word *cough* is pronounced /kɒf/.
Note: The word *was* is sometimes pronounced with /ɒ/. (See Unit 40.)

A30c • Now listen and say these sentences.

1 Have you got a lot of shopping?
2 John's gone to the shops.
3 How much did your holiday cost?
4 She said the coffee wasn't very good, but I thought it was.

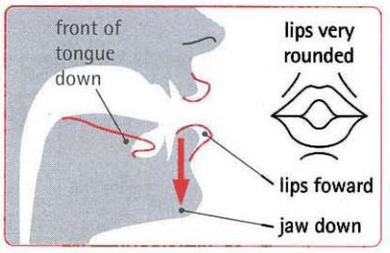
A30d

Important for listening

Most Americans pronounce these words differently. Listen.

1 Have you got a lot of shopping?
2 John's gone to the shops.
3 How much did your holiday cost?
4 She said the coffee wasn't very good, but I thought it was.

C How to make the sound /ɔː/



A31a • /ɔː/ is a long sound. Look at the diagram. Listen and say the sound. Round your lips more than for /ɒ/. Target sound: /ɔː/

D Sound and spelling

A31b • /ɔː/ has different spellings. Listen and say these words.

a	all	ball	call	fall	tall		**ar**	quarter	warm	
	wall	water					**or**	born	corner	forty	horse
al	talk	walk						short	sort		
au	autumn						**oor**	door	floor		
aw	saw						**ore**	before	more		
augh	caught	daughter	taught				**our**	four			
ough	bought	thought									

A31c • Now listen and say these phrases.

1 quarter past four
2 born in autumn
3 have some more
4 walking on water
5 the fourth door on the fourth floor

A31d

Important for listening

When there is a letter r after /ɔː/, most Americans, Scots and Irish, and some other English speakers pronounce this r. Listen.

1 quarter past four
2 born in autumn
3 have some more
4 walking on water
5 the fourth door on the fourth floor

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

5.1 Write these words.

EXAMPLE /boks/ box

1 /klɒk/ ..... 3 /wɒnt/ ..... 5 /ˈsɒri/ .....
2 /gɒn/ ..... 4 /ˈwɒntɪd/ ..... 6 /wɒt/ .....

A32 Listen to check your answers. Check with the Key. Then listen again and repeat.

5.2 Listen and complete the dialogues with these /ɒ/ words.

A33

box chocolates clock doctor gone got holiday on stopped
~~what~~ what

1 A: What time is it?
B: I don't know. The .....'s .....
2 A: ..... have you .....?
B: A ..... of .....
3 A: Where's the .....?
B: He's ....

Check with the Key. Then listen again and repeat.

What time is it?

5.3 Write the underlined verbs in the past tense.

EXAMPLE
We buy everything at the supermarket. → We bought everything at the supermarket.
1 I think about you every day. → I ..... about you every day.
2 We always walk home from school. → We always ..... home from school.
3 I catch the first bus in the morning. → I ..... the first bus in the morning.
4 My daughter teaches English. → My daughter ..... English.

A34 Check with the Key. Then listen and repeat.

5.4 Write the names of the things in the picture. (They all have /ɒ/ or /ɔː/.)

EXAMPLE 1 bottle

Check with the Key.

5.5 Listen and write the missing /ɒ/ and /ɔː/ words.

A35 This is our kitchen. On the table there's a big ..... full of shopping, a ..... of wine and some ..... and pepper. There's a ..... on the ..... and the ..... 's asleep in the corner behind the .....

Check with the Key. Then listen and speak together with the recording.

5.6 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for more practice.

A36

1 *not / note* (⇒ sound pair 11)
2 *luck / lock* (⇒ sound pair 10)
3 *coat / caught* (⇒ sound pair 12)
4 *shot / short* (⇒ sound pair 13)
5 *walk / work* (⇒ sound pair 14)

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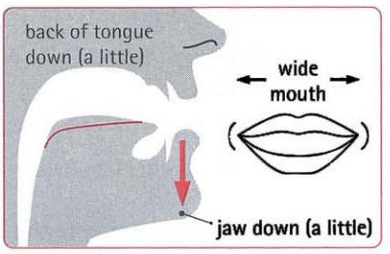
TẢI NGAY BỘ SÁCH ĐI KÈM

6 Bread and jam
/e/ and /æ/

A How to make the sound /e/

A37a • /e/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth quite wide. Target sound: /e/



B Sound and spelling

A37b • /e/ is usually spelled **e**, but sometimes **ea**, **ie**, **a** or **ai**. Listen and repeat.

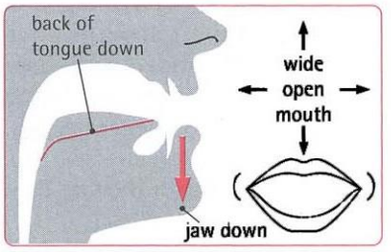
e	check leg letter red sentence
ea	bread head read (past tense)
ie	friend
a	any many
ai	again said

A37c • Listen and say these sentences.

1 Tell me again.
2 Send me a cheque.
3 Correct these sentences.
4 Twenty to twelve.
5 Help your friend.

C How to make the sound /æ/

A38a • /æ/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth wide. Target sound: /æ/



D Sound and spelling

A38b • /æ/ is usually spelled **a**. Listen and repeat.

back camera factory hat jam manager map plan traffic

A38c • Listen and say these sentences.

1 Thanks for the cash.
2 I ran to the bank.
3 Where's my black jacket?
4 That man works in a jam factory.
5 Let me carry your bags.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

6.1 Write these words.

EXAMPLE /mæp/ map

1 /hænd/ .....
2 /best/ .....
3 /eg/ .....
4 /mæn/ .....
5 /men/ .....
6 /'meni/ .....
7 /hæv/ .....
8 /nekst/ .....

A39 Check with the Key. Then listen and repeat.

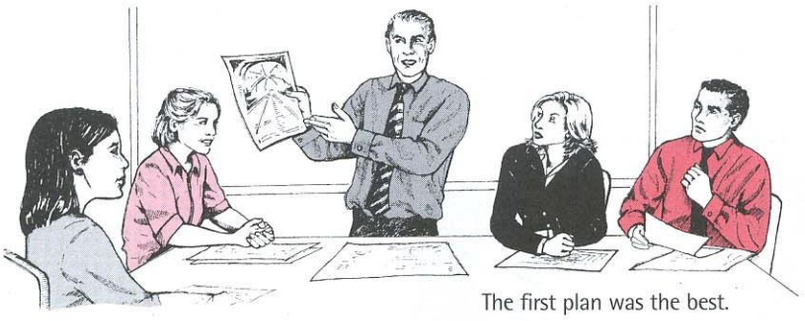
6.2 Seven of these numbers have /e/. Which are they?

3 7✓ 8 10 11 12 13 17 18 20 70 80 100

seven

A40 Check with the Key. Then listen and repeat.

6.3 Match the phrases to make sentences with an /æ/ and an /e/.



The first plan was the best.

1 The first plan was the best.
2 He said .....
3 How many .....
4 I haven't got .....
5 I'll be back .....
6 My friends live .....

a any milk.
b again tomorrow.
c in a flat over there.
d stamps do you need?
e ~~was the best.~~
f 'Thank you.'

A41 Check with the Key. Then listen and repeat.

6.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for more practice.

A42
1 *men / man* (⇒ sound pair 15)
2 *cat / cut* (⇒ sound pair 9)
3 *had / hard* (⇒ sound pair 7)
4 *pepper / paper* (⇒ sound pair 16)
5 *head / heard* (⇒ sound pair 17)
6 *set / sit* (⇒ sound pair 3)
7 *better / butter* (⇒ sound pair 18)

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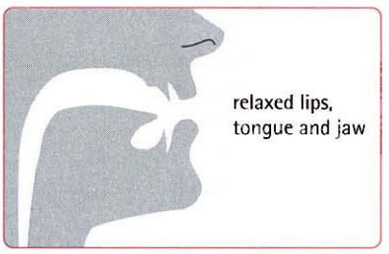
TẢI NGAY BỘ SÁCH ĐI KÈM

7 My birthday's on Thursday /ɜː/

A How to make the sound /ɜː/

A43a • /ɜː/ is a long sound. Look at the diagram. Listen and say the sound. To make this sound, your mouth and your tongue should be very relaxed. Target sound: /ɜː/



⚠ Note: /ɜː/ is a sound English speakers often make when they aren't sure what to say, and we often write it 'er'. Listen.

A43b

A: What date is it today?
B: Er, I think it's the tenth.

B Sound and spelling

A43c • /ɜː/ is spelled **ir, or, ur, our, ear** or **er**. Listen and say these words.

ir	bird first birthday circle thirty
or	word work world worse worst
ur	turn Thursday
our	journey
ear	early earth heard learn
er	service Germany prefer dessert weren't verb university

⚠ Note: The words *her, hers* and *were* are often pronounced with /ɜː/. (See Units 38 and 40.)

A43d • Now listen and say these sentences.

My birthday's on Thursday the thirty-first and hers is a week later.

1 My birthday's on Thursday the thirty-first, and hers is a week later.
2 When would you prefer, Tuesday or Thursday?
3 That was the worst journey in the world!
4 Have you ever heard this word?
5 A: The cakes weren't very good.
B: I thought they were.
6 She went to university to learn German.

A43e

Important for listening

Notice that there's always an **r** in the spelling of /ɜː/. Most Americans, Scots and Irish, and some other English speakers pronounce these **rs** (see Unit 22). Listen.

1 My birthday's on Thursday the thirty-first, and hers is a week later.
2 When would you prefer, Tuesday or Thursday?
3 That was the worst journey in the world!
4 Have you ever heard this word?
5 A: The cakes weren't very good.
B: I thought they were.
6 She went to university to learn German.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

7.1 Listen and put the words in the correct groups.

A44

beard car chair church curtains dirty door floor four girl horse
large March near nurse pair parked purse shirt shorts stars surfer
third warm wearing

words with /ɜː/	words with /ɔː/	words with /ɑː/	words with other sounds
1 church	1 door	1 car	1 beard
2	2	2	2 .....
3	3	3	3 .....
4	4	4	4 .....
5	5	5	5 .....
6	6		
7			
8			
9			

Check with the Key. Then listen again and repeat.

7.2 Look at the picture and complete the sentences, using the words from Exercise 7.1.

1 The ....nurse.... is sitting on a ..... next to the .....
2 The boy's ..... a ..... of ..... and a ....
3 There's a man with a ..... standing ..... the .....
4 The girl's ..... is on the ..... next to the bed.
5 It's ..... in the room.
6 The date is the ..... of .....
7 There's a picture of a ....., and a picture of ....
8 There are flowers on the .....
9 Through the windows, you can see a ....., with a .... outside. There are some ..... in the sky.

A45 Listen to check your answers. Check with the Key. Then listen again and repeat.

7.3 Listen and write the numbers you hear.

A46

EXAMPLE ....42....

1	3	5	7 .....
2	4	6	8 .....

Check with the Key. Then listen again and repeat.

7.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

A47

1 *shirts / shorts* (⇒ sound pair 14)
2 *first / fast* (⇒ sound pair 19)
3 *bird / beard* (⇒ sound pair 20)
4 *heard / head* (⇒ sound pair 17)

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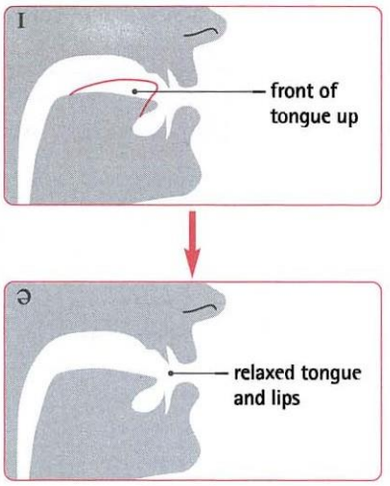
TẢI NGAY BỘ SÁCH ĐI KÈM

8 Here and there
/ɪə/ and /eə/

A How to make the sound /ɪə/

A48a • /ɪə/ is a long sound. It moves from /ɪ/ to /ə/. Look at the diagram. Listen and say the sound. Target sound: /ɪə/



⚠ **Note:** When you say the sound /ɪə/ by itself, you say the word *ear*.

B Sound and spelling

A48b • /ɪə/ is spelled in different ways. Listen and repeat.

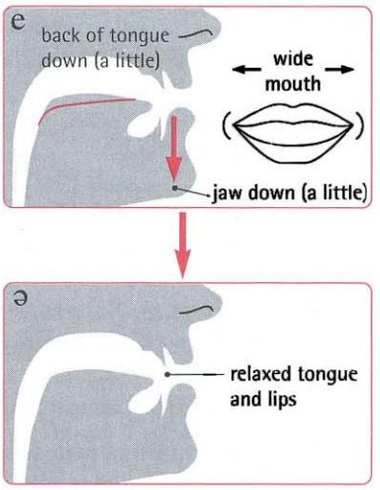
ea	real					
ear	ear	beard	clear	hear	nearly	year
eer	beer	cheers				
ere	here	we're				

A48c • Listen and say these sentences.

1 We're here!
2 Have a beer – cheers!
3 Is there a bank near here?
4 The meaning isn't really clear.

C How to make the sound /eə/

A49a • /eə/ is a long sound. It moves from /e/ to /ə/. Look at the diagram. Listen and say the sound. Target sound: /eə/



⚠ **Note:** When you say the sound /eə/ by itself, you say the word *air*.

D Sound and spelling

A49b • /eə/ is spelled in different ways. Listen and repeat.

are	care	square			
air	air	chair	fair	hair	stair
ear	wear				
ere	where				
aer	aeroplane				

A49c • Listen and say these sentences.

A: Look at that aeroplane!
B: Where?
A: Up there, in the air, of course!

A49d

Important for listening

Sometimes you hear an /r/ sound after /ɪə/ or /eə/. Listen.

with /r/	ear	nearly	air	where
without /r/	ear	nearly	air	where

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

8.1 Read this note and find four /ɪə/ words and four /eə/ words.

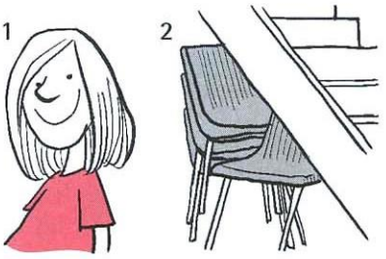
> Dear Mary,
> I'm really pleased you can come to the theatre with us tonight.
> We've got seats upstairs, near the front. See you there!
> Sarah

/ɪə/ 1 Dear ..... 2 ..... 3 ..... 4 .....
/eə/ 1 Mary ..... 2 ..... 3 ..... 4 .....

A50 Listen to check your answers. Check with the Key. Then listen and repeat.

8.2 Complete these sentences with /ɪə/ and /eə/ words.

1 She's got ...fair... h..... .
2 The ch..... are under the st..... .
3 How many y..... have you lived h..... ?
4 There's a man with a b..... sitting in the s..... .
5 Speak up! I can't h..... you.
6 It's a cl..... day – you can see for miles.



A51 Listen to check your answers. Check with the Key. Then listen and repeat.

8.3 Listen. Can you hear an /r/ sound after the /ɪə/ or /eə/ in the underlined words? Circle the correct answer.
A52

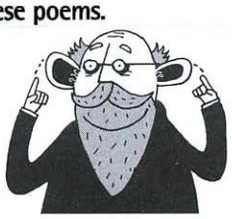
EXAMPLE

See you next <u>year</u>.	/r/	no /r/
1 See you next <u>year</u>.	/r/	no /r/
2 <u>We're</u> from England – what about you?	/r/	no /r/
3 Bye – take <u>care</u>!	/r/	no /r/
4 Bye – take <u>care</u>!	/r/	no /r/
5 <u>Where</u> shall we meet?	/r/	no /r/
6 <u>Where</u> shall we meet?	/r/	no /r/

Check with the Key.

8.4 Listen and repeat these poems.

A53a
I've had these ears
a hundred years.
Well, no, not really
but very, very nearly!



A53b
When nobody's there
I don't care what I wear,
and I sit on the stair
with my feet on a chair.

8.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

A54
1 *near / knee* (⇒ sound pair 2)
2 *bird / beard* (⇒ sound pair 20)
3 *wear / way* (⇒ sound pair 21)

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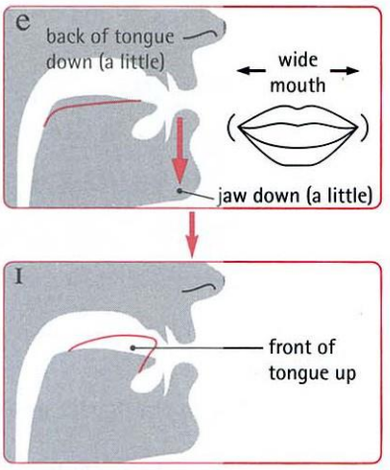
TẢI NGAY BỘ SÁCH ĐI KÈM

9 Have a great time!
/eɪ/, /aɪ/ and /ɔɪ/

A How to make the sound /eɪ/

A55a • /eɪ/ is a long sound. It moves from /e/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /eɪ/

⚠ Note: When you say the sound /eɪ/ by itself, you say the letter A.



B Sound and spelling

A55b • /eɪ/ is spelled in different ways. Listen and repeat.

a	age	came	plane	table
ai	rain	wait		
ay	day	play	say	
ey	grey			
ea	break	great		
eigh	eight	weight		

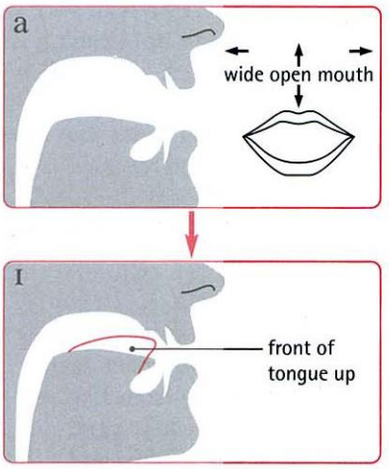
A55c • Listen and say these sentences.

1 They came a day later.
2 It was a grey day in May.
3 Is this the way to the station?
4 Wait at the gate – I'll be there at eight.

C How to make the sound /aɪ/

A56a • /aɪ/ is a long sound. It moves from /a/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /aɪ/

⚠ Note: When you say the sound /aɪ/ by itself, you say the word *I* or *eye*, or the letter I.



D Sound and spelling

A56b • /aɪ/ is spelled in different ways. Listen and repeat.

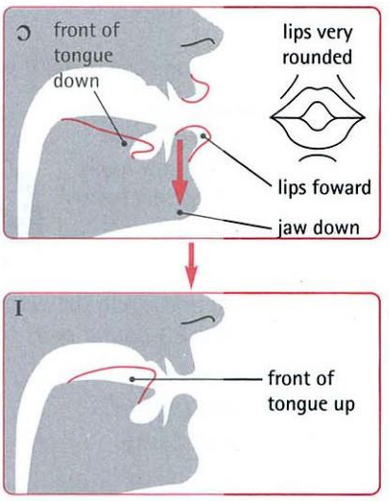
i	like	time	white	
ie	die			
y	dry	July	why	
igh	high	night	right	
uy	buy			

A56c • Listen and say these sentences.

1 Do you like dry wine?
2 Why don't you try?
3 July will be fine.
4 Drive on the right.

E How to make the sound /ɔɪ/

A57a • /ɔɪ/ is a long sound. It moves from /ɔ/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /ɔɪ/



F Sound and spelling

A57b • /ɔɪ/ is usually spelled **oi** or **oy**. Listen and repeat.

oi	coin	point	voice
oy	boy	enjoy	toy

A57c • Listen and say these sentences.

1 I can hear a boy's voice.
2 Those are coins, not toys!

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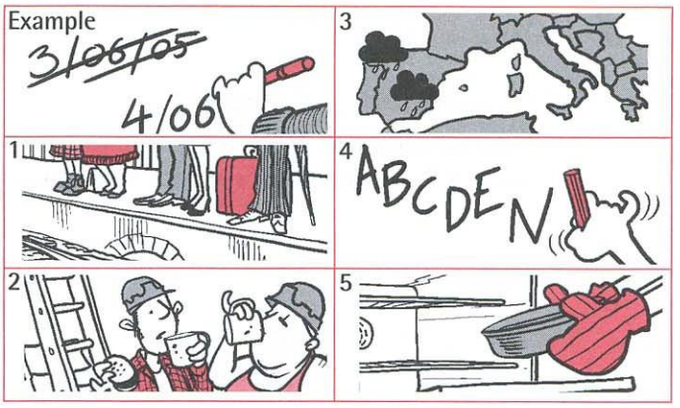
TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

9.1 Complete the titles of these pictures. All the missing words have /eɪ/.

EXAMPLE Ch.ang.ing the d.ate

1 W.....ing for the tr.....
2 T.....ing a br.....
3 R.....ing in Sp.....
4 M.....ing a m.....
5 B.....ing a c.....



A58 Listen to check your answers. Check with the Key. Then listen and repeat.

9.2 These verbs are in the past tense. Write the infinitive. They all have /aɪ/.

EXAMPLE drove .....drive.....

1 wrote .....
2 tried .....
3 found .....
4 bought .....
5 flew .....

A59 Listen to check your answers. Check with the Key. Then listen and repeat.

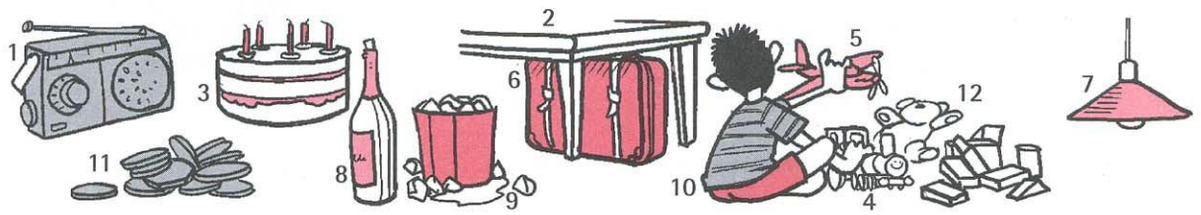
9.3 Complete these sentences. All the missing words have /eɪ/ or /aɪ/.

bye day dry eight flight great miles ~~night~~ right time way white wine

1 The plane left in the evening and arrived the next morning. It was a .....night..... .....
2 It's best to drink .... with fish.
3 Fourteen kilometres is about ....
4 There was no rain yesterday. It was a ....
5 I think I'm lost – is this the .... to the beach?
6 We've had a .... , thanks. ..... !

A60 Listen to check your answers. Check with the Key. Then listen and repeat.

9.4 Look at the pictures and find six things with /eɪ/, three things with /aɪ/ and three things with /ɔɪ/.



/eɪ/ 1 .....radio..... 2 t..... 3 c..... 4 t..... 5 p..... 6 s.....
/aɪ/ 7 l..... 8 w..... 9 i.....
/ɔɪ/ 10 b..... 11 c..... 12 t.....

A61 Listen to check your answers. Check with the Key. Then listen and repeat.

9.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

A62
1 *gate / get* (⇒ sound pair 16)
2 *way / wear* (⇒ sound pair 21)
3 *my / May* (⇒ sound pair 22)

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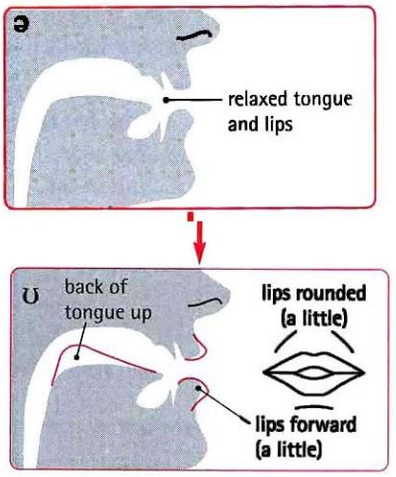
TẢI NGAY BỘ SÁCH ĐI KÈM

10 Old town
/əʊ/ and /aʊ/

A How to make the sound /əʊ/

A63a • /əʊ/ is a long sound. It moves from /ə/ to /ʊ/. Look at the diagram. Listen and say the sound. Target sound: /əʊ/



⚠ Note: When you say the sound /əʊ/ by itself, you say the letter O.

B Sound and spelling

A63b • /əʊ/ is spelled in different ways. Listen and repeat.

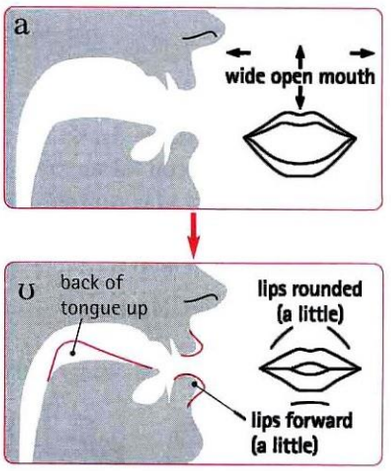
o	no	cold	post	close	drove	home	phone	
ow	know	low	show	slow				
oa	boat							
oe	toe							

A63c • Listen and say these sentences.

1 I don't know.
2 My toes are cold.
3 She phoned me in October.
4 They showed us their home.

C How to make the sound /aʊ/

A64a • /aʊ/ is a long sound. It moves from /a/ to /ʊ/. Look at the diagram. Listen and say the sound. Target sound: /aʊ/



D Sound and spelling

A64b • /aʊ/ is usually spelled **ow** or **ou**. Listen and repeat.

ow	how	now	vowel	
ou	loud	mouth	sound	

A64c • Listen and say these phrases.

1 a thousand pounds
2 loud vowel sounds
3 round the house
4 Countdown – three, two, one, now!

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

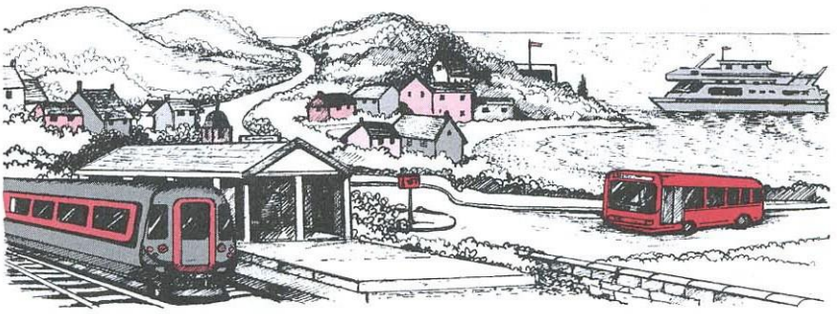
10.1 Circle the word with a different vowel sound.

EXAMPLE

	houses	soup	about	mountains
1	stone	gone	closed	coast
2	brown	flower	snow	town
3	old	over	lost	no
4	coach	boat	some	road

A65 Listen to check your answers. Check with the Key. Then listen and repeat.

10.2 Complete the text with some of the words from Exercise 10.1. All the missing words have /əʊ/ or /aʊ/.



It's an ....old.... ....town.... on the ..... . The ..... are built with .... You can get there by train, ... or ..... . In winter there's a lot of ..... and sometimes the .... the ..... is ..... .

A66 Listen to check your answers. Check with the Key. Then listen and repeat.

10.3 Listen and repeat these poems.

A67a **A pound**
I found a pound
down on the ground
and said, 'It's mine, I've got it.'
I looked around
and heard no sound
and put it in my pocket.

A67b **A letter**
A letter came
in the post
from the coast
– the one that I wanted the most.
It said, 'Don't be slow,
walk through the snow
and phone me when you are close.'

10.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

A68
1 *coast / cost* (⇒ sound pair 11)
2 *boat / boot* (⇒ sound pair 6)
3 *woke / walk* (⇒ sound pair 12)

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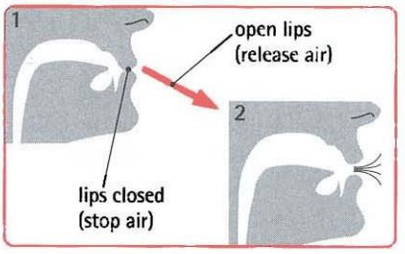
TẢI NGAY BỘ SÁCH ĐI KÈM

11 Pack your bags
/p/ and /b/

A How to make the sound /p/



A69a • Look at the diagrams. Listen and say the sound.
1 Stop the air behind your lips.
2 Open your lips to release the air. If you hold a piece of paper in front of your mouth when you open your lips, the paper moves. Target sound: /pə/

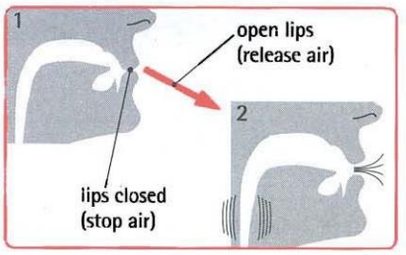
B Sound and spelling

A69b • /p/ is spelled **p** or **pp**. Listen and say these words:
p pen push stop
pp happy stopping

A69c Note: **p** is silent at the beginning of a few words. Listen and repeat. psychology
Note: The word *cupboard* is pronounced /ˈkʌbəd/ – don't pronounce the **p**.
Note: **ph** is usually pronounced /f/: **ph**one, **ph**oto, autogra**ph**.
Note: /piː/ is the name of the letter P in the alphabet. People often say /piː/ for *pence*: 'It costs 75p.'

A69d • Listen and say these phrases.
1 a piece of paper 2 Push or pull? 3 a deep sleep 4 a cheap trip round Europe

C How to make the sound /b/



A70a • Look at the diagrams. Listen and say the sound.
1 Stop the air behind your lips.
2 Open your lips to release the air.

/b/ is different from /p/ in two ways:
1 If you hold a piece of paper in front of your mouth when you open your lips, the paper does not move.
2 There is voicing (vibration from the throat).
Target sound: /bə/

A70b • Listen and say the two sounds. /pə/ /bə/

D Sound and spelling

A70c • /b/ is spelled **b** or **bb**. Listen and say these words.
big best rob robber verb

A70d Note: **b** is silent at the end of a few words. Listen and repeat. climb comb thumb bomb
Note: /biː/ is the name of the letter B in the alphabet.

A70e • Listen and say these phrases and sentences.
1 big business
2 When was the baby born?
3 It's better to bake your own bread than to buy it.
4 What's that big building between the bank and the library?

A70f • Now listen and say these sentences with /p/ and /b/.
1 Pamela's got a new job.
2 Paul's got big problems with his neighbours.
3 Can you remember Pete's phone number?
4 Pack your bags and bring your passport.

A70g Important for listening
Sometimes you don't hear /p/ or /b/ clearly at the end of a word. Listen.
1 Stop! Sto(p)!
2 Don't drop that! Don't dro(p) that!
3 Hey, Bob! Hey, Bo(b)!
4 the worldwide web the worldwide we(b)

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

11.1 Write the words. Choose from the words in the box.

back	beard	bill	black	bomb	book	boot	boots	bought	bread	
build	but	butter	buy	pack	paper	part	party	pay	pepper	pie
piece	pool	pull	purse	put						

1 /bɪl/	bill	8 /pæk/	.....	15 /bæk/	.....
2 /piːs/	.....	9 /bɒm/	.....	16 /buːts/	.....
3 /baɪ/	.....	10 /ˈpepə/	.....	17 /puːl/	.....
4 /pɜːs/	.....	11 /ˈbʌtə/	.....	18 /bɪəd/	.....
5 /blæk/	.....	12 /pɑːt/	.....	19 /pʊt/	.....
6 /peɪ/	.....	13 /bʊk/	.....	20 /bɔːt/	.....
7 /bʌt/	.....	14 /ˈpɑːti/	.....		

A71 Listen to check your answers. Check with the Key. Then listen and repeat.

11.2 Complete the words with **p** or **b**.

1 Can you hel**p** me _aint the _edroom wardro_e?
2 Brian's _lond, and he's got a _ig _eard.
3 We're going to the _ub. It's my _rother's _irthday.
4 Where did I _ut my _lack _oots?
5 We asked the waiter to _ring the _ill, and it was dou_le what we expected!

Can you help me paint the bedroom wardrobe?

A72 Listen to check your answers. Check with the Key. Then listen and repeat.

11.3 Listen and fill the gaps.

A73

EXAMPLE
Are you going to the ...shop... ?
1 We'll have to change that ..... .
2 Looking for a ..... ?
3 It isn't on the ..... .
4 Shall we give him a ..... ?
5 Do we have to walk ..... that hill?
6 ..... the bus – I want to get off!
7 I ..... you have a good time!
8 ..... yourself!

Check with the Key. Then listen and repeat.

11.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

A74
1 *pears / bears* (⇒ sound pair 23)
2 *pear / fair* (⇒ sound pair 24)
3 *copies / coffees* (⇒ sound pair 24)

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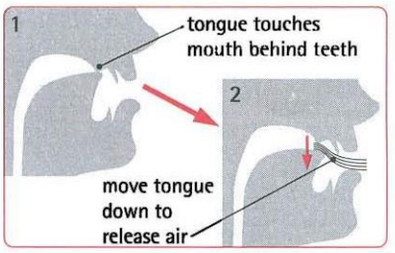
TẢI NGAY BỘ SÁCH ĐI KÈM

12 Twenty days
/t/ and /d/

A How to make the sound /t/



A75a • Look at the diagrams. Listen and say the sound.
1 Stop the air with your tongue behind your teeth.
2 Move your tongue down to release the air. If you hold a piece of paper in front of your mouth when you move your tongue down, the paper moves. Target sound: /tə/

B Sound and spelling

A75b • /t/ is usually spelled **t** or **tt**. Listen and say these words.
t tea till ten top two twenty water bit complete eat eight light suit
tt better bottle

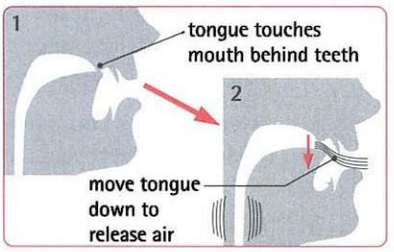
A75c • /t/ is sometimes spelled **ed** in past tenses. Listen and say these words.
ed stopped washed

A75d • /t/ is spelled **th** in a few names. Listen and say these words.
th Thailand Thames Thomas

A75e Note: The letter **t** is silent in a few words. Listen and say these words. listen castle

⚠ Note: /tiː/ is the name of the letter T in the alphabet. /tiː/ is also the word *tea*.

C How to make the sound /d/



A76a • Look at the diagrams. Listen and say the sound.
1 Stop the air with your tongue behind your teeth.
2 Move your tongue down to release the air.

/d/ is different from /t/ in two ways:
1 If you hold a piece of paper in front of your mouth when you move your tongue down, the paper does not move.
2 There is voicing (vibration from the throat).
Target sound: /də/

A76b • Listen and say the two sounds. /tə/ /də/

D Sound and spelling

A76c • /d/ is spelled **d** or **dd**. Listen and say these words.
d day deep do door did food good head ready
dd add address ladder middle

⚠ Note: /diː/ is the name of the letter D in the alphabet.

A76d • **Sometimes you don't hear the /t/ or /d/ clearly at the end of a word. Listen to the difference.**

Important for listening

1 something to eat — something to ea(t)
2 turn on the light — turn on the ligh(t)
3 the end of the road — the end of the roa(d)
4 writing on the board — writing on the boar(d)

A76e **The vowel sound is longer before /d/ than before /t/. Listen.**
roa(d) wro(te) boar(d) bough(t)

A76f • **You often don't hear a /t/ or /d/ when it's between other consonant sounds, so *facts* sounds like *fax* and *next week* sounds like *necks week*. Listen.**
A: Tell me all the fac(t)s. B: I'll tell you nex(t) week.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

12.1 Listen and complete the sentences.

A77

EXAMPLE What shall we do ....next.... week?

1 2001 was the ..... time I went to Britain.
2 I ..... some money in the street.
3 I worked hard ..... week.
4 Do you know a ..... place to eat near here?
5 I live in ..... Road.
6 Is this the ..... house?
7 Do you want some ..... ?
8 Do you like my new ..... ?

Check with the Key. Then listen again and repeat.

12.2 Listen and write the numbers of the words.

A78

send	sent	wide ....1....	white .....
said	set	road	wrote .....

Check with the Key. Then listen again and repeat.

12.3 Listen and complete the sentences.

A79

1 They ..... us emails every day.
2 I ..... all my money on CDs.
3 When it stopped snowing we went for a walk across the ..... fields.
4 People ..... houses next to the beach.

Check with the Key. Then listen again and repeat.

12.4 Listen and repeat these poems.

A80a

Too many twos
Tom and Tim were twins.
Tom said to Tim, 'Can I talk to you?'
Tim said to Tom, 'Ssh, wait a minute ...
One two is two
Two twos are four
Three twos are six
Four twos are eight
Five twos are ten ...'
Tom said to Tim, 'And what are two fives?'
Tim said to Tom, 'Two fives? Don't ask me!'

A80b

A difficult daughter
Doctor Dixon said to his daughter Daria,
'Don't go down town after dark – it's dangerous.'
Daria said, 'Don't worry, Dad, I won't. You know I never do.'
Next day when he came home for dinner, he said,
'Daria, dear, you didn't go down town after dark, did you?'
and she said, 'No, Dad, I didn't.'
But she did.
I don't know the details, but she definitely did.

12.5 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

A81

1 *what / watch* (⇒ sound pair 25)
2 *wide / white* (⇒ sound pair 26)
3 *dry / try* (⇒ sound pair 26)
4 *riding / writing* (⇒ sound pair 26)
5 *taught / thought* (⇒ sound pair 27)

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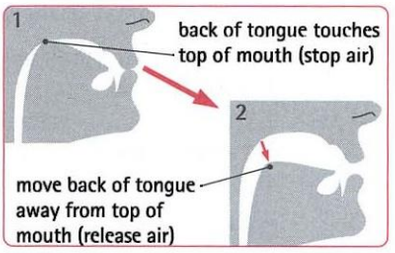
TẢI NGAY BỘ SÁCH ĐI KÈM

13 Cats and dogs
/k/ and /g/

A How to make the sound /k/



B2a • Look at the diagrams. Listen and say the sound.
1 Stop the air with the back of your tongue against the top of your mouth.
2 Move your tongue to release the air. If you hold a piece of paper in front of your mouth when you release the air, the paper moves. Target sound: /kə/

B Sound and spelling

B2b • /k/ is usually spelled **c**, **k** or **ck**, and sometimes **ch**. Listen and say these words.

c	car	cat	careful	clean	close	colour	fact	
k	keep	key	kind	kitchen	desk	like	talk	walk
ck	back	black	check	pocket	tick			
ch	school	stomach	chemist	architect				

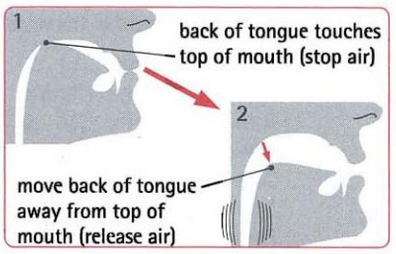
B2c • /kw/ is often spelled **qu**. Listen and say these words. quick quiet quarter

B2d • /ks/ is often spelled **x**. Listen and say these words. fax six taxi

⚠ **Note:** The letter **k** is silent in a few words, e.g. *know, knee, knife.*

B2e • Listen and say these sentences.
1 Look in the kitchen cupboard. 2 Keep your keys in your pocket.

C How to make the sound /g/



B3a • Look at the diagrams. Listen and say the sound.
1 Stop the air with the back of your tongue against the top of your mouth.
2 Move your tongue to release the air.

/g/ is different from /k/ in two ways:
1 If you hold a piece of paper in front of your mouth when you release the air, the paper does not move.
2 There is voicing (vibration from the throat). Target sound: /gə/

B3b • Listen and say the two sounds. /kə/ /gə/

D Sound and spelling

B3c • /g/ is usually spelled **g** or **gg**. Listen and say these words.
garden girl glass go gold ago hungry bag leg egg bigger

B3d • /gz/ is sometimes spelled **x**. Listen and say these words. exam exactly

⚠ **Note:** The letter **g** is silent in some words, e.g. *foreigner, sign, high, bought.*
Note: There is usually no /g/ sound in words like *sing, sings, singing, singer* (see Unit 19).

B3e **Note:** Some words have a silent **u** after **g**. Listen and say these words. guess guest dialogue

• Now listen and say these sentences.
B3f 1 Can you guess the beginning of the dialogue? 2 Are you going jogging again?

B3g

Important for listening

You often don't hear /k/ or /g/ clearly in the middle or at the end of a word. Listen.

1 I li(k)ed the film – the a(c)ting was perfe(c)t.
2 Do you li(ke) fo(lk) musi(c)?
3 It was a dar(k) night.
4 What's your do(g) called?

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

13.1 Write the words. Choose from the words in the box.

ache again ago back bag big bigger bike black called cake
carry classical coffee cold comb come copy gave get give great
grey guess guest keys kiss walk work

1 /gɪv/	give	8 /eɪk/		15 /bæg/	
2 /bɪg/		9 /gest/		16 /ˈbɪgə/	
3 /get/		10 /bæk/		17 /kəʊld/	
4 /kəʊm/		11 /ˈkɒfi/		18 /ˈkæri/	
5 /kiːz/		12 /əˈgen/		19 /wɜːk/	
6 /keɪk/		13 /wɔːk/		20 /greɪ/	
7 /kɪs/		14 /kɔːld/			

B4 Listen to check your answers. Check with the Key. Then listen and repeat.

13.2 Complete the words. They all have /k/ or /g/ sounds.

1 Can I carry your ba_s?
2 Give me a bi_ _iss.
3 You _ave me _old _offee a_ain.
4 A _rey _at with _reen eyes wal_ed into the _arden.
5 The _uests would li_e e_ _s for brea_fast.

Can I carry your bags?

B5 Listen to check your answers.
Check with the Key. Then listen and repeat.

13.3 Listen and fill the gaps.

B6 **Example**
It's time to go ..back.. .
1 Shall we ..... ?
2 I came by ..... .
3 When you go out, ... the ..... .
4 I'm going to buy a new ..... tomorrow.
5 A: You don't .... in your tea, do you?
B: I do, in ..... .
6 It's only seven o'clock and it's already ..... .
7 Listen and ..... .
8 Mark your answer with a ..... .

Listen to check your answers. Check with the Key. Then listen and repeat.

13.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B7 1 *back / bag* (⇒ sound pair 28)
2 *cold / gold* (⇒ sound pair 28)

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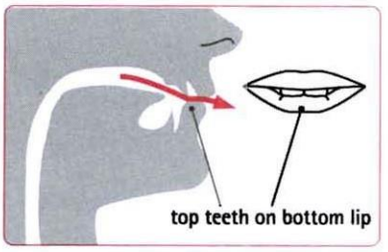
TẢI NGAY BỘ SÁCH ĐI KÈM

14 November the first
/f/ and /v/

A How to make the sound /f/

B8a • Look at the diagram. Listen and say the sound. There is no voicing (vibration from the throat), and you can feel the air on your hand in front of your mouth. Target sound: /fffff/



B Sound and spelling

B8b • /f/ is usually spelled **f** or **ff**, and sometimes **ph** or **gh**. Listen and say these words.

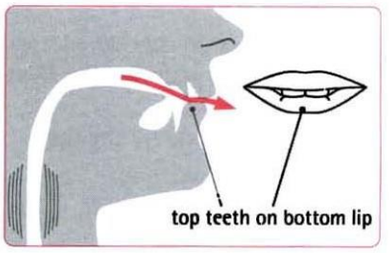
f	feel	first	café	after	leaf
ff	off	coffee			
ph	phone	autograph			
gh	laugh				

B8c • Listen and say these phrases and sentences.

1 forty-five
2 a family photo
3 I'm feeling fine.
4 the fourteenth of February
5 When I asked for her autograph she just laughed.

C How to make the sound /v/

B9a • Look at the diagram. Listen and say the sound. There is voicing (vibration from the throat), and you can feel less air on your hand in front of your mouth then when you say /f/. Target sound: /vvvvv/



B9b • Listen and say the two sounds.

/fffff/ /vvvvv/

D Sound and spelling

B9c • /v/ is usually spelled **v**. Listen and say these words.

very travel every have leave

⚠ **Note:** In the name *Stephen*, **ph** is pronounced /v/.

B9d • Listen and say these phrases and sentences.

1 We're leaving at five past seven.
2 a visa for a seven-day visit
3 Stephen lives in a village.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

14.1 Write these words.

EXAMPLE
/fəʊn/ .....phone.....

1 /faɪv/ .....
2 /ˈvɪzɪt/ .....
3 /fɜːst/ .....
4 /friː/ .....
5 /liːv/ .....
6 /ˈfəʊtəʊ/ .....

B10 Listen to check your answers. Check with the Key. Then listen and repeat.

14.2 Complete the titles of the pictures using these words.

few voices fast seventh ~~fine~~ forks vegetables lift five floor view driving knives

1 A .....fine..... .....

4 ....

2 ..... too .....

5 A ....

3 ..... and .....

6 The ..... to the ....

B11 Listen to check your answers. Check with the Key. Then listen and repeat.

14.3 Listen and repeat these poems.

B12a

November the first
November the first
Five leaves left
One leaf falls
Four leaves left.

B12b

The traveller
'A visitor? Having fun?
A fine day for travelling,'
he said.
'A café? A phone? Here?
I'm afraid not,'
he laughed.
'You'll find one in the village.
Far? No, not very far.
The ferry over the river.
Then a few more miles –
five, or seven, or eleven …'

14.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B13
1 *few / view* (⇒ sound pair 29)
2 *leaf / leave* (⇒ sound pair 29)
3 *copy / coffee* (⇒ sound pair 24)

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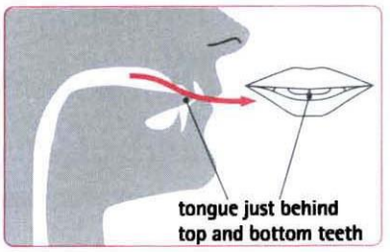
TẢI NGAY BỘ SÁCH ĐI KÈM

15 Both together /θ/ and /ð/

A How to make the sound /θ/

B14a • Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. There is no voicing (vibration from the throat). Target sound: /θθθθθ/



B Sound and spelling

B14b • /θ/ is spelled th. Listen and say these words.

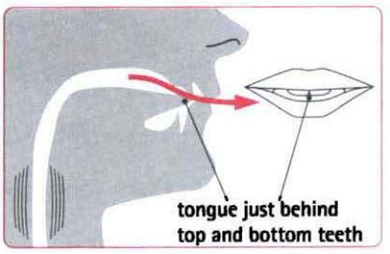
thin **th**anks **th**irty **th**eatre **th**umb **Th**ursday **th**irsty **th**ree
bo**th** mon**th** mou**th** no**rth** sou**th**
birt**h**day

B14c • Listen and say these sentences.

1 I **th**ought April the twelf**th** was a Tuesday, but it's a **Th**ursday.
2 A: I've got **th**ree birt**h**days this mon**th**.
B: **Th**ree birt**h**days? What do you mean?
A: My wife's, my son's and my daughter's!
3 It's **th**irteen degrees in the nor**th**, and **th**irty in the sou**th**.
4 A: One **th**ird is **th**irty-**th**ree per cent, isn't it?
B: **Th**irty-**th**ree and a **th**ird per cent, to be exact.

C How to make the sound /ð/

B15a • Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. /ð/ is different from /θ/ because there is voicing (vibration from the throat). Target sound: /ððððð/



B15b • Listen and say the two sounds.

/θθθθθ/ /ððððð/

D Sound and spelling

B15c • /ð/ is spelled th. Listen and say these words.

this **th**at **th**ese **th**ose **th**en **th**ey fa**th**er mo**th**er bro**th**er o**th**er toge**th**er
wea**th**er wi**th**out brea**th**e wi**th**

B15d • Listen and say these sentences.

1 A: Can I have one of **th**ose, please?
B: **Th**ese?
A: No, **th**e o**th**ers, over **th**ere.
2 A: Two coffees, please.
B: **Wi**th milk?
A: One **wi**th, and one **wi**thout.

⚠ Note: th is usually pronounced /θ/ or /ð/, but sometimes /t/: Thailand Thames Thomas

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

15.1 Write these words.

EXAMPLE
/ðæt/ ....that....

1 /mʌnθ/ .....
2 /ðen/ .....
3 /θɪn/ .....
4 /ðeɪ/ .....
5 /wɪð/ .....
6 /ˈbɜːθdeɪ/ .....

B16 Listen to check your answers. Check with the Key. Then listen and repeat.

15.2 Listen. Which words have /θ/, and which words have /ð/?

B17

1 What are you thinking about?
2 Can I have another?
3 Are you good at maths?
4 Where's the bathroom?
5 What are those things over there?
6 Is the plural of 'tooth' 'teeth'?
7 Is today the fourth or the fifth?

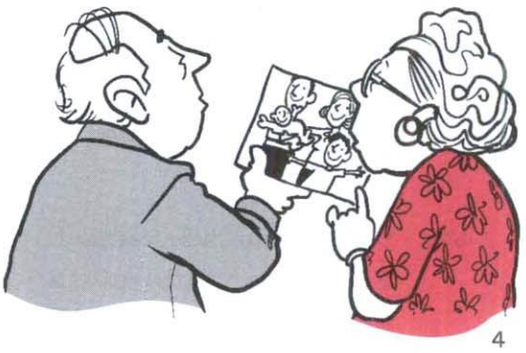
words with /θ/	words with /ð/
....thinking....	.....
.....	.....
.....	.....
.....	.....
.....	
.....	
.....	
.....	

Listen to check your answers. Check with the Key. Then listen and repeat.

15.3 Listen and complete the sentences.

B18

1 The ....weather.... will be fine for ..... next .....
days. ..... , on ..... , ... 'll be some rain in the ..... .
The ..... will be dry and sunny, but only about ..... degrees.
2 A: I'm thinking of going to the ..... tonight.
B: Me too! Let's ..... go
..... !
3 A: Are you ..... ?
B: No, ...
4 A: ..... are my ..... and
..... , about .....
years ago. And ..... is my older
..... – he was about
..... years old.
B: And ..... baby – is
..... you?
A: Yes, ... 's me, ...
my ..... in my .....!



Check with the Key. Then listen again and repeat.

15.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B19

1 *thing / sing* (⇒ sound pair 30)
2 *three / tree* (⇒ sound pair 27)

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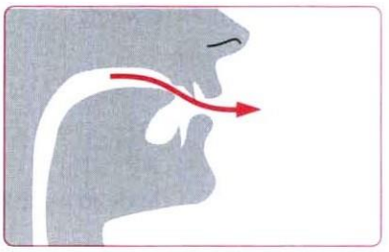
TẢI NGAY BỘ SÁCH ĐI KÈM

16 It's the wrong size, isn't it? /s/ and /z/

A How to make the sound /s/



B20a • Look at the diagram. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat). Target sound: /sssss/

B Sound and spelling

B20b • /s/ is usually spelled s, ss or c, and sometimes sc. Listen and say these words.

s	sit sister bus
ss	class glasses
c	city circle pencil place police pronounce
sc	science scissors

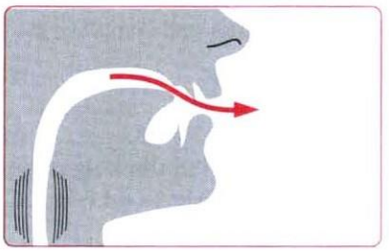
B20c • The letter x is usually pronounced /ks/. Listen and say these words.

six next

B20d • Listen and say these phrases and sentences.

1 summer in the city
2 Have you seen my glasses?
3 So, I'll see you in the same place next Saturday.
4 I saw your sister on the bus yesterday.
5 My science lessons were the most interesting.

C How to make the sound /z/



B21a • Look at the diagram. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. /z/ is different from /s/ because there is voicing (vibration from the throat). Target sound: /zzzzz/

B21b • Listen and say the two sounds.

/sssss/ /zzzzz/

D Sound and spelling

B21c • /z/ is usually spelled s or z, and sometimes ss or zz. Listen and say these words.

s	gives sisters easy husband roses
z	zoo zero size
ss	scissors
zz	jazz

B21d • Listen and say these sentences.

1 What time does the zoo close?
2 A: My favourite music is jazz.
B: Really? Well, it's always interesting, but it isn't always easy to listen to.
3 Roses are my favourite flowers.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

16.1 Write these words.

EXAMPLE /saɪz/ size

1 /seɪ/ .....
2 /sæt/ .....
3 /liːvz/ .....
4 /iːst/ .....
5 /taɪmz/ .....
6 /ˈglɑːsɪz/ .....

B22 Listen to check your answers. Check with the Key. Then listen and repeat.

16.2
1 Which two days of the week have /s/? ....
2 Which three days of the week have /z/? ....
3 Which three months of the year have /s/? August ....

B23 Listen to check your answers. Check with the Key. Then listen and repeat.

16.3 Listen and write the /s/ and /z/ sounds in each word.

B24 EXAMPLES sit /s/ easy /z/ places /s/ /z/

1 these	/ /	5 isn't	/ /	9 certainly	/ /
2 size	/ / / /	6 pronounce	/ /	10 words	/ /
3 style	/ /	7 dress	/ /	11 suits	/ / / /
4 please	/ /	8 it's	/ /		

Listen to check your answers. Check with the Key. Then listen and repeat.

16.4 Fill the gaps with the words from Exercise 16.3.

1 A: Do you like this dress ? B: The .... you, but ..... the wrong ....., ... it?
2 A: Can you .... for me, ... ?
B: Yes, ...

B25 Listen to check your answers. Check with the Key. Then listen and repeat.

16.5 Listen and repeat this poem.

B26 **One day**

Mondays to Fridays –
Gets up.
Walks to the station.
Waits for the train.
Gets off at the fourth stop.
Walks to the office.
Sits in the office.
Has lunch.
Sits in the office
Walks to the station.
Comes home.
Thinks: 'One day …'

Saturdays and Sundays –
Gets up. Late.
Does the washing.
Goes shopping.
Comes home.
Watches TV.
Goes out.
Eats out.
Comes home.
Watches TV.
Thinks: 'One day …'

One day –
Gets up. Early.
Goes to the station.
Waits for the train.
Doesn't get off at the fourth stop.
Doesn't get off at the fifth stop.
Stays on the train.
Where does it go?
Watches through the windows.

16.6 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B27
1 *place / plays* (⇒ sound pair 31)
2 *zoo / Sue* (⇒ Sound pair 31)
3 *so / show* (⇒ sound pair 32)
4 *sing / thing* (⇒ sound pair 30)

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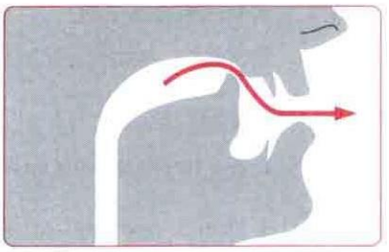
TẢI NGAY BỘ SÁCH ĐI KÈM

17 Fresh fish, usually
/ʃ/ and /ʒ/

A How to make the sound /ʃ/



B28a • Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat). Target sound: /ʃʃʃʃʃ/

B Sound and spelling

B28b • /ʃ/ is usually spelled **sh**. Listen and say these words.

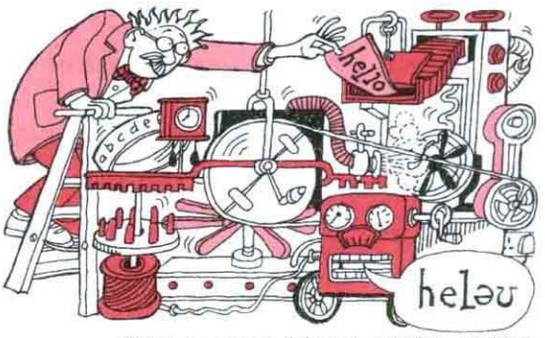
shop fa**sh**ion ca**sh** fre**sh** wa**sh** mu**sh**room

B28c • But /ʃ/ is sometimes spelled in different ways. Listen and say these words.

c	o**c**ean
ch	ma**ch**ine
ci	deli**ci**ous spe**ci**al
s	**s**ugar **s**ure
ss	Ru**ss**ia
ti	inter**ti**onal

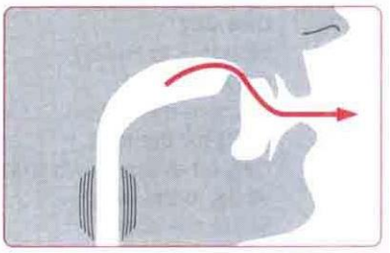
B28d • Listen and say these sentences.

1 This is a very spe**ci**al pronunci**ati**on ma**ch**ine.
2 All our food is fre**sh**, and we serve deli**ci**ous inter**ni**onal spe**ci**alities.
3 A: You didn't put **s**ugar in my tea, did you?
B: No.
A: Are you **s**ure?



This is a very special pronunciation machine.

C How to make the sound /ʒ/



B29a • Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. /ʒ/ is different from /ʃ/ because there is voicing (vibration from the throat). Target sound: /ʒʒʒʒʒ/

B29b • Listen and say the two sounds.

/ʃʃʃʃʃ/ /ʒʒʒʒʒ/

D Sound and spelling

B29c • There are not many words with /ʒ/. It is usually spelled **si** or **s**. Listen and say these words.

tele**vi**sion A**si**a u**s**ually

B29d • Listen and say these sentences.

A: Do you like sport?
B: Yes … but only on tele**vi**sion, u**s**ually!

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

17.1 Write these words.

EXAMPLE
/'ʃʊgə/ ....sugar....
1 /fɪʃ/ .....
2 /'steɪʃn/ .....
3 /'fɪnɪʃ/ .....
4 /ʃaʊt/ .....
5 /ʃɔːt/ .....
6 /dɪʃ/ .....

B30 Listen to check your answers. Check with the Key. Then listen and repeat.

17.2 Listen and complete the text.
B31

Recipe

Take your ....cash....
Go to the ..... .
Buy some ....
and some ....
Take them home.
..... them.
Cook them for a ..... time.
Put them in a ..... .
Eat them.
..... , '..... !'

Check with the Key. Then listen and repeat.

17.3 Listen and complete the sentences.
B32

1 Yes, we're an ..... business. We're based in ..... , but we fly to anywhere in ..... and the Pacific ..... .
2 A: Why are you ..... at that ..... ?
B: It's eaten my ..... !

Check with the Key. Then listen and repeat.

17.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B33
1 *shoe / Sue* (⇒ sound pair 32)
2 *shoes / choose* (⇒ sound pair 33)

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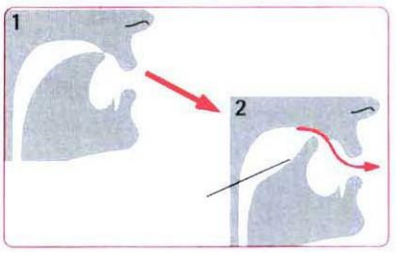
TẢI NGAY BỘ SÁCH ĐI KÈM

18 Chips and juice
/tʃ/ and /dʒ/

A How to make the sound /tʃ/



B34a • Look at the diagram. Listen and say the sound. There is no voicing (vibration from the throat). /tʃ/ is like /t/ + /ʃ/ together. Target sound: /tʃə/

B Sound and spelling

B34b • /tʃ/ is usually spelled **ch**, **t**, or **tch**. Listen and say these words.

ch	chips	choose	March	which
t	future	question		
tch	catch	watch	kitchen	

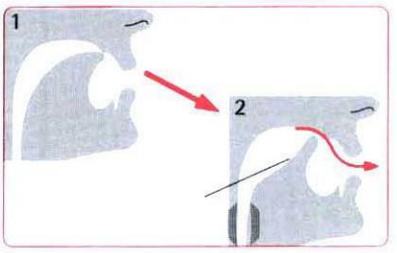
⚠ **Note:** The name of the letter H is /eɪtʃ/. Listen and repeat.

B34c B34d **Note:** In the word *Czech*, cz is pronounced /tʃ/, and ch is pronounced /k/. The words *check*, *cheque* and *Czech* all sound the same: /tʃek/. Listen and repeat. (See Section E8 *Homophones*.)

B34e • Listen and say these sentences.

1 Which questions did you choose in the exam?
2 The picture in the kitchen is by a Czech artist.

C How to make the sound /dʒ/



B35a • Look at the diagram. Listen and say the sound. There is voicing (vibration from the throat). /dʒ/ is like /d/ + /ʒ/ together. Target sound: /dʒə/

B35b • Listen and say the two sounds.

/tʃə/ /dʒə/

D Sound and spelling

B35c • /dʒ/ is usually spelled **j**, **g**, **ge** or **dge**. Listen and say these words.

j	jam	jacket	jeans	job	jet
g	general				
ge	age	large			
dge	fridge				

⚠ **Note:** The name of the letter G is /dʒiː/, and the name of the letter J is /dʒeɪ/. Listen and repeat.

B35d

B35e • Listen and say these sentences.

1 Who's that wearing a large orange jacket?
2 There's some juice in the fridge.
3 Languages are a bridge between people.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

18.1 Write these words.

EXAMPLE /dʒæm/ jam

1 /wɒtʃ/ .....
2 /dʒɒb/ .....
3 /tʃɪps/ .....
4 /lɑːdʒ/ .....
5 /dʒuːs/ .....
6 /dʒæz/ .....
7 /tʃeə/ .....
8 /eɪdʒ .....

B36 Listen to check your answers. Check with the Key. Then listen and repeat.

18.2 Listen and circle the odd one out.

B37 EXAMPLE

larger	generally	guess	fridge
1 village	get	Germany	page
2 coach	check	Christmas	temperature
3 June	vegetable	give	cabbage
4 station	Russian	picture	information

Listen to check your answers. Check with the Key. Then listen and repeat.

18.3 Listen and repeat these sentences.

B38
1 I went to a small Russian village.
2 Cabbage is my favourite vegetable.
3 I was in Germany at Christmas.
4 Look at this page of information.
5 I'm going to the coach station.
6 Can you check the temperature, please?

18.4 Listen and put these words into two groups.

B39

teacher lounge bridge chair large chicken cheap juice Dutch
language chips orange cheese dangerous

words with /tʃ/
teacher
.....
.....
.....
.....

words with /dʒ/
.....
.....
.....
.....

Listen to check your answers. Check with the Key. Then listen and repeat.

18.5 Fill the gaps with words from Exercise 18.4.

1 Something to drink: orange .....
2 Something to eat, from a European country: .....
3 A .....
4 Someone who teaches English or Chinese: a .....
5 A hot meal: ..... and .....
6 A .....
7 A big room to sit and relax in: a .....

3

6

B40 Listen to check your answers. Check with the Key. Then listen and repeat.

18.6 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B41
1 *watch / wash* (⇒ sound pair 33)
2 *shoes / choose* (⇒ sound pair 33)
3 *what's / watch* (⇒ sound pair 25)
4 *coach / coats* (⇒ sound pair 25)

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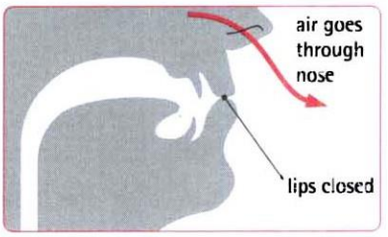
TẢI NGAY BỘ SÁCH ĐI KÈM

19 My hungry uncle
/m/, /n/ and /ŋ/

A How to make the sound /m/

B42a • When you say /m/, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. Your lips are together, and there is voicing. Target sound: /mmmmm/



B Sound and spelling

B42b • /m/ is usually spelled **m** or **mm**, but sometimes **mb** or **mn**. Listen and say these words.

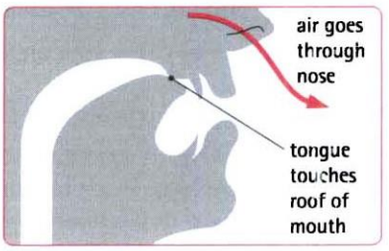
m me more lemon swim film some sometimes
mm summer **mb** comb **mn** autumn

B42c • Listen and say these phrases.

1 sometimes in summer 2 more for you, most for me 3 in the middle of the film

C How to make the sound /n/

B43a • When you say /n/, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. Your tongue is pressed against the roof of your mouth behind the teeth, and there is voicing. Target sound: /nnnnn/



D Sound and spelling

B43b • /n/ is usually spelled **n**, but sometimes **nn** or **kn**. Listen and say these words.

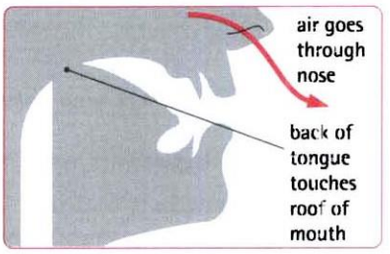
n new now sun one gone
nn dinner sunny
kn knew know knife

B43c • Listen and say these phrases.

1 a sunny afternoon 2 sun and moon 3 nine months

E How to make the sound /ŋ/

B44a • When you say /ŋ/, the air comes through your nose, not your mouth. Look at the diagram. Listen and say the sound. The back of your tongue is pressed against the roof of your mouth, and there is voicing. Target sound: /ŋŋŋŋŋ/



B44b • Listen and say the three sounds. /mmmm/ /nnnnn/ /ŋŋŋŋ/

F Sound and spelling

• /ŋ/ is usually spelled **ng**.
The letter **n** is pronounced /ŋ/ if there is a /k/ or /g/ after it.
ng is sometimes /ŋ/ (e.g. **singer**) and sometimes /ŋg/ (e.g. **finger**).
nk is always pronounced /ŋk/.

B44c • Listen and say these words.

/ŋ/ evening long sing singer thing
/ŋk/ bank thanks think uncle
/ŋg/ angry finger hungry longer single

B44d • Listen and say these phrases.

1 thinking about things 2 a long evening singing songs 3 a hungry man is an angry man

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

19.1 Write these words.

EXAMPLE
/mɔː/ ....more....

1 /muːn/ .....
2 /rɒŋ/ .....
3 /drɪŋk/ .....
4 /ˈʌŋkl/ .....
5 /naɪvz/ .....
6 /kəʊm/ .....
7 /θɪŋ/ .....
8 /ˈstrɒŋgə/ .....

B45 Listen to check your answers. Check with the Key. Then listen and repeat.

19.2 Write the words. Two are with /n/ and three with /ŋ/.

words with /n/	words with /ŋ/
....knee....	.....
.....	.....
	.....

B46 Listen to check your answers. Check with the Key. Then listen and repeat.

19.3 Complete the titles of the pictures using these words.

room nine wrong single ~~warm~~ uncle languages evening hungry answer

1 A ....warm.... 2 A ..... 3 My ..... 4 A ..... 5 .....
....

B47 Listen to check your answers. Check with the Key. Then listen and repeat.

19.4 Look at the picture and complete the sentences.

1 The woman's ....listening.... to the radio and ..... .
2 The phone's ..... .
3 The cat's ..... .
4 It's ..... .

B48 Listen to check your answers. Check with the Key. Then listen and repeat.

19.5

Listen and circle the word you hear. Check with the Key.
If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B49
1 *ran / rang* (⇒ sound pair 34)
2 *thing / think* (⇒ sound pair 34)
3 *might / night* (⇒ sound pair 35)
4 *some / sung* (⇒ sound pair 35)
5 *some / sun* (⇒ sound pair 35)

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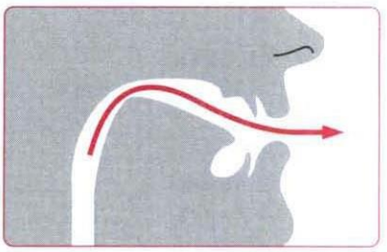
TẢI NGAY BỘ SÁCH ĐI KÈM

20 How many hours? /h/

A How to make the sound /h/



B50a • Look at the diagram. Listen and say the sound. The air comes through a small gap at the back of the mouth. There is no voicing. Target sound: /hə/

B Sound and spelling

B50b • /h/ is usually spelled **h**, but it is spelled **wh** in a few words. Listen and say these words.

h hat here help hot how behind
wh who whose whole

B50c • A few words begin with a silent letter **h**. Listen and say these words.

hour honest

B50d • Listen and say these sentences.

1 **Hi, hello, how** are you?
2 **Whose hat** is this?
3 It's **hot** in **here**.
4 We **had** a **whole** month's **holiday**.
5 Can you **help** me for **half** an hour?
6 **Who's who**?

B50e

Important for listening

Sometimes you don't hear an /h/ sound at the beginning of *he, him, her, hers, his, had, have, has.* (See Units 37–40.) Listen.

1 Is he there?
2 Have you seen him?
3 Has he got time?
4 Do you know her?
5 He went to visit his family.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

20.1 Write these words.

EXAMPLE
/hed/ ....head....

1 /hæt/ .....
2 /haʊ/ .....
3 /həʊm/ .....
4 /hɑːf/ .....
5 /haɪ/ .....
6 /huː/ .....

B51 Listen to check your answers. Check with the Key. Then listen and repeat.

20.2 Listen and complete the dialogue.

B52 A: Excuse me, can you tell me ....how.... to get to the castle?
B: Yes. Go past the ..... and the ..... , then there's a road .... those ..... . You go up a ..... , and the castle's at the top.
A: Thanks for your ..... !

Check with the Key. Then listen and repeat.

20.3 Complete the titles of the pictures using these words.

half hand home perhaps who happy happen hours helping how
hi house holiday how history

1 A ....helping.... .....

2 A ....

3 ..... many ..... ?

4 .... ?

5 ..... a .....

6 ..... did it ..... ?

7 ..... ! ..... 's at ..... ?

B53 Listen to check your answers. Check with the Key. Then listen and repeat.

20.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B54 1 *hear / ear* (⇒ sound pair 37)
2 *high / eye* (⇒ sound pair 37)

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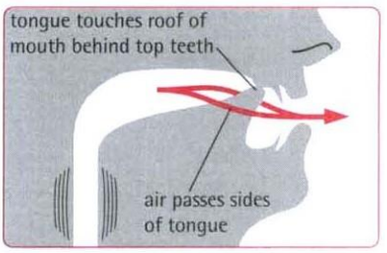
TẢI NGAY BỘ SÁCH ĐI KÈM

21 That's life!
/l/

A How to make the sound /l/

B55a • Look at the diagram. Listen and say the sound. The tip of your tongue touches the roof of your mouth just behind the top teeth, the air passes the sides of the tongue, and there is voicing. (If you prepare to say /l/ but breathe in instead of out, you feel cold air on the sides of your tongue.) Target sound: /llll/



B Sound and spelling

B55b • /l/ is spelled l or ll. Listen and say these words.

l learn leave language lovely alone feel help English
ll tall well yellow

B55c • /l/ is long at the end of some words. Listen and say these words.

people simple uncle little

B55d • In some words, the letter l is silent. Listen and say these words.

half talk could

B55e • Listen and say these sentences.

1 When shall we leave?
2 Are you alone?
3 How do you feel?
4 Can I help you?
5 Look at those lovely little yellow flowers.
6 Learning a language can be difficult for some people.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

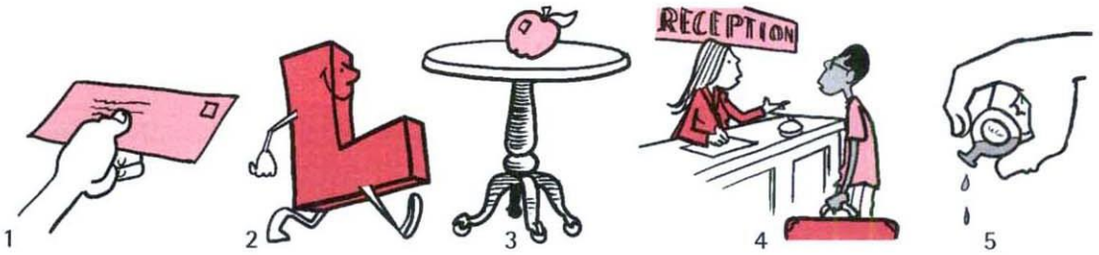
21.1 Write these words.

EXAMPLE
/fiːl/ ....feel....
1 /leɪt/ .....
2 /laɪt/ .....
3 /lɑːdʒ/ .....
4 /kəʊld/ .....
5 /ˈteɪbl/ .....
6 /ˈæpl/ .....
7 /ˈlɜːnɪŋ/ .....
8 /bɪˈləʊ/ .....

B56 Listen to check your answers. Check with the Key. Then listen and repeat.

21.2 Look at the pictures and complete the sentences using these words.

hello double middle bottle ~~letter~~ litter table alphabet single letter little apple



1 2 3 4 5

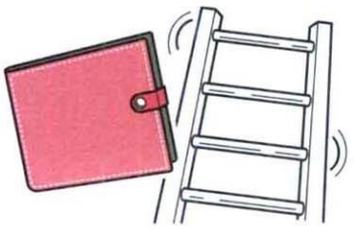
1 Did you say the ....letter.... box or the ..... bin?
2 ..... . My name's L. I'm the twelfth ..... of the ..... .
3 There's an ..... in the ..... of the ..... .
4 Would you like a ..... room or a ..... ?
5 What's in that .... ?

B57 Listen to check your answers. Check with the Key. Then listen and repeat.

21.3 Listen and complete the story.

B58

Monday	My bus was ....late.... .
Tuesday	I ..... my wallet.
Wednesday	I ..... off a ladder.
Thursday	I caught a ..... .
Friday	I .... at work.
That's ..... !	



Check with the Key. Then listen and repeat.

21.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B59
1 *light / right* (⇒ sound pair 36)
2 *collect / correct* (⇒ sound pair 36)

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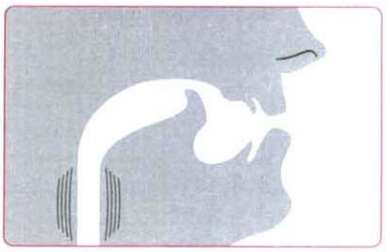
TẢI NGAY BỘ SÁCH ĐI KÈM

22 What terrible weather! /r/

A How to make the sound /r/



B60a • Look at the diagram. Listen and say the sound. The tip of your tongue points backwards towards the roof of the mouth, there is some contact between the tongue and the teeth at the sides of the mouth, and there is voicing. Target sound: /rrrrr/

B Sound and spelling

B60b • /r/ is usually spelled r or rr, and sometimes wr. Listen and say these words.

r	red	ready	really	right	road	room
rr	ferry	sorry				
wr	wrap	wrist	write	written	wrote	

B60c • Listen and say these phrases and sentences.

1 What are you reading?
2 I'm really sorry – your room isn't ready.
3 I don't know if I'm right or wrong.
4 Too much writing makes my wrist ache.
5 travelling by ferry
6 wrapping presents for Christmas

Important for listening

B60d • Some English speakers use different /r/ sounds. Listen to some other speakers saying the same examples, and notice the different /r/ sounds they use.

B60e • Where there's a letter r in a word, most people in England, Wales and Australia only pronounce it if there's a vowel sound after it, in the same word or the next word. Listen.

four	no /r/
forty	no /r/
four days	no /r/
four eggs	/r/ is pronounced
four hours	/r/ is pronounced

B60f • But most people in America, Scotland, Ireland and the south-west of England always pronounce /r/ where there's a letter r in the spelling. Listen.

four	/r/ is pronounced
forty	/r/ is pronounced
four days	/r/ is pronounced
four eggs	/r/ is pronounced
four hours	/r/ is pronounced

⚠ **Note:** The name of the letter R in the alphabet is /ɑː/ – or /ɑːr/ for those speakers who always pronounce the letter r. Listen. B60g

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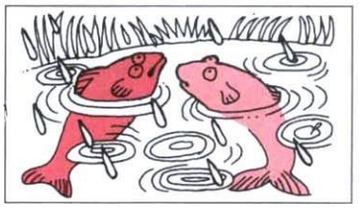
TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

22.1 Put these words in the correct places, in their normal spelling.

/ruːm/ /ˈɪərɪŋ/ /ɔːlˈredi/ /ˈrekɔːdz/ /reɪn/ /əˈraɪv/ /raʊnd/ /ˈbɒrəʊd/ /əˈdres/
/ˈrʌnɪŋ/ /ˈrʌbɪʃ/ /ˈhʌri/ /rɒk/ /ˈterɪbl/ /ˈrɪəli/ /reɪs/ /raɪt/ /ˈwʌri/ /ˈredi/ /əˈfreɪd/



1 Hey, look! I found these old ....rock.... .... in a .... bin!
2 .... again – what .... weather!
3 Are you .... sure this is the .... ?
4 Stop .... the .... ! We've got to get .... to go out.
5 A: Oh, no, I've lost an .... .
B: I'm .... Anna .... it!
6 A: .... up!
B: Why? It isn't a .... .
A: We're .... late!
B: Don't .... , they'll wait till we .... .

B61 Listen to check your answers. Check with the Key. Then listen and repeat.

22.2 B62 Look at the words with **r** in the spelling. Listen and put a tick (✓) by them if the **r** is pronounced, and a cross (✗) if the **r** is not pronounced.

1 A: Where ✓ did you park the car?
B: I'm not sure. I think it was just around the corner.
2 A: Have you ever heard of square oranges?
B: No, never!
3 A: Can you play the guitar?
B: I can play the guitar and sing.
4 A: Are we far away from the road?
B: Well, it's rather hard to say ...

Check with the Key. Then listen and repeat.

22.3 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

B63
1 *light / right* (⇒ sound pair 36)
2 *long / wrong* (⇒ sound pair 36)
3 *collect / correct* (⇒ sound pair 36)

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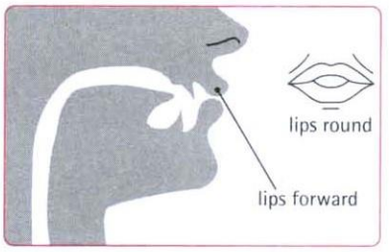
TẢI NGAY BỘ SÁCH ĐI KÈM

23 What's the news? /w/ and /j/

A How to make the sound /w/



B64a • Look at the diagram. Listen and say the sound. /w/ is like a very short /uː/ sound. Target sound: /wə/

B Sound and spelling

B64b • The sound /w/ is usually spelled **w**, and sometimes **wh**, and there are some words with other spellings of /w/. Listen and say these words.

w week wet way warm well weather windy away always twelve swim
wh what white which where
one language question quiet square

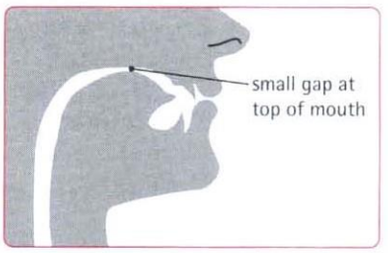
⚠ Note: **qu** is often pronounced /kw/.

B64c Note: /w/ is not pronounced in some words. Listen and repeat.
answer two who whole write wrong

B64d • Listen and say these phrases and sentences.

1 swimming in warm water
2 twenty-one words
3 What's the answer?
4 quarter to twelve on Wednesday
5 twenty-two languages
6 the wrong word
7 the whole world
8 question and answer
9 Where will you be waiting?

C How to make the sound /j/



B65a • Look at the diagram. Listen and say the sound. /j/ is like a very short /iː/ sound. Target sound: /jə/

D Sound and spelling

B65b • The sound /j/ is usually spelled **y**, but has different spellings in some words.

/juː/ is often spelled **u** or **ew**. Listen and say these words.

y yes yesterday year young
/juː/ usual student university new view interview beautiful queue
Europe /ˈjʊərəp/

B65c • Listen and say these phrases and sentences.

1 a young university student
2 a beautiful view
3 waiting in a queue for an interview
4 the European Union
5 I usually walk to work but I used the car yesterday.

B65d

Important for listening

• American speakers don't pronounce /j/ in some words like *new* and *student*. Listen.

with /j/: Are you a new student? /njuː ˈstjuːdənt/

without /j/: Are you a new student? /nuː ˈstuːdənt/

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

23.1 Write these words.

EXAMPLE

/'jʌŋgə/ ....younger....

1 /nju:z/ .....
2 /fju:/ .....
3 /jet/ .....
4 /'wi:kend/ .....
5 /tju:nz/ .....
6 /wen/ .....
7 /'mju:zɪk/ .....
8 /west/ .....
9 /'jeləʊ/ .....
10 /jɪə/ .....

B66 Listen to check your answers. Check with the Key. Then listen and repeat.

23.2 Complete the dialogues using these words.

away few music quarter tunes weather Wednesday weekend west
wet ~~when~~ where where windy yes yesterday yet young

1 A: ....When....'s your interview?
B: It's on ....., at ..... past one.
A: Good luck!

2 A: Are you going ..... for the ..... ?
B: ..... .
A: ..... ?
B: I don't know ..... .

3 A: Hi! ..... are you?
B: We're in ..... Wales.
A: What's the ..... like?
B: ..... was ..... and .....,
but today's beautiful.

4 A: Can you read ..... ?
B: No, but I remember a ....
from when I was ..... .

B67 Listen to check your answers. Check with the Key. Then listen and repeat.

23.3 Match the questions and answers in the interview.

Questions	*Answers*
What? A wallet	In the town square.
What colour?	Yellow.
With?	Twelve.
Where?	I was waiting in a queue. They were quick. They ran away.
When?	Yesterday.
What time?	Money, keys, cards – the usual things.
Who?	Two young men.
What happened?	~~A wallet.~~

Well, we'll see what we can do.

B68 Listen to check your answers. Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

24 Sunglasses or umbrella?
Consonant groups in the middle of words

A B69 Some words have one consonant sound in the middle. Listen.

paper
pepper (pp is 2 letters but only 1 sound)
weather (th is 2 letters but only 1 sound)
listen (st is 2 letters but only 1 sound – t is silent)

B B70a Some words have groups of two or three consonant sounds in the middle. Listen.

colder (ld is 2 sounds)
computer (mp is 2 sounds)
classroom (ssr is 2 sounds)
sixteen (xt is 3 sounds /kst/)

B70b Listen and repeat these words with two consonant sounds in the middle. Be careful – don't put a vowel sound between the consonants.

alphabet
asking
bookshop
building
dancing
lovely
remember
timetable

B70c Listen and repeat these words with three consonant sounds in the middle.

children
complete
country
downstairs
expensive
friendly
sunglasses
umbrella

B70d

Important for listening

Sometimes we don't pronounce all the consonant sounds clearly. Listen.

Se(p)tember	goo(d)bye
Chris(t)mas	brea(k)fast
pi(c)nic	foo(t)ball
pos(t)card	sho(p)keeper

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TẢI NGAY BỘ SÁCH ĐI KÈM

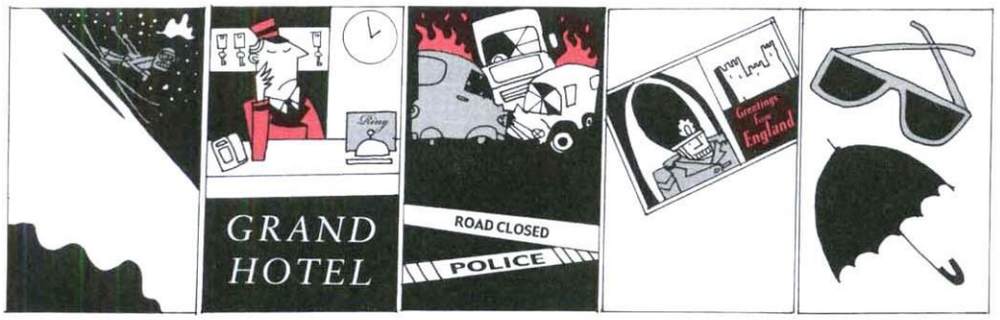
Exercises

24.1 Complete the words.

1 The day after Monday is Tues day.
2 37 + 13 = fi_ _y
3 The opposite of cheap is e_ _ e_ _ive.
4 A very short distance: a ce_ _imetre.
5 Something to write with: a pe_ _il.
6 The last month of the year is Dece_ _er.
7 The month after August is Se_ _ember.
8 The room where you sleep is the be_ _oom.
9 The tenth month of the year is O_ _ober.
10 An important test is an e_am.

B71 Listen to check your answers. Check with the Key. Then listen and repeat.

24.2 Complete the words.



1 In winter we go skiing in the _ _ _nt _ _ _ _.
2 The hotel _ _ _ _pt_ _ _ is open 24 hours a day.
3 The road was closed yesterday because of an _cc_ _ _ _ _.
4 Don't forget to send me a _ _ stc _ _ _ from England.
5 Shall I take my _ _ngl_ _ _ _ _ or my _mbr_ _ _ _ ?

B72 Listen to check your answers. Check with the Key. Then listen and repeat.

24.3 Underline the consonant groups in the middle of words in the dialogues.

1 A: How's your English?
B: I think I need to practise more – I have problems with making sentences, and tenses, and pronunciation, and listening, and answering questions, and conversation, and I make too many mistakes ...
A: Don't worry, it's not so bad! You're almost an expert!

2 A: Where's my passport?
B: I don't know. In your suitcase, maybe?
A: Where's my suitcase?
B: Upstairs, in the wardrobe.
A: Right. And where's the envelope that was on the kitchen table?
B: In the wastepaper basket – was it important?

B73 Listen to check your answers. Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

25 Train in the rain
Consonant groups at the beginning of words

A B74 Some words have one consonant sound at the beginning. Listen.

late
rain
white (**wh** is 2 letters but only 1 sound)

Some words have groups of two or three consonant sounds at the beginning. Listen and repeat these words. Be careful – don't put a vowel sound between the consonants.

B B75a Two consonant sounds at the beginning:

plate
train
quite (**qu** is pronounced /kw/)

B75b Three consonant sounds at the beginning:

spring
street
square (**squ** is pronounced /skw/)

B75c Here are some more examples. Listen and repeat.

1 **br**ead — Pass me some **br**ead.
2 **pr**ice — What's the **pr**ice?
3 **bl**ess — *(sneeze)* **Bl**ess you!
4 **cl**ass — How many are there in your **cl**ass?
5 **gl**ass — Where are my **gl**asses?
6 **cr**eam — Do you like ice **cr**eam?
7 **qu**iet — Isn't it **qu**iet?
8 **sp**ell — How do you **sp**ell it?
9 **st**and — Where shall I **st**and?
10 **sw**im — Can you **sw**im?
11 **str**anger — I'm a **str**anger here.
12 **str**ess — a job with a lot of **str**ess

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

25.1 Listen and circle the word you hear.

B76

1 dress	address
2 rain	train
3 miles	smiles
4 cool	school
5 sleep	asleep
6 rain	train
7 dress	address
8 sleep	asleep
9 miles	smiles
10 cool	school
11 win	twin
12 win	twin

Check with the Key. Then listen again and repeat the sentences.

25.2 Make as many words as you can with sounds from boxes 1+2, 1+2+3 or 2+3.

	box 1	box 2	box 3
	g r	eɪ	t
1	p l r t	eɪ	n t
2	f t s r θ	iː	t
3	s l n	əʊ	z p
4	f l r	aɪ	t

EXAMPLE *grey, great, gate, eight*

B77 Check with the Key. Then listen and repeat.

25.3 Complete the words. They all have two consonant sounds and two consonant letters.

1 I don't like travelling by p l ane.
2 The sky's _ _ue today.
3 What would you like to _ _ink?
4 Is it the _ _elfth today?
5 Is this seat _ _ee?
6 It's five o'_ _ock.
7 How many languages can you _ _eak?
8 Don't sit on that dirty _ _oor.

B78 Listen to check your answers. Check with the Key. Then listen and repeat.

I don't like travelling by plane.

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TẢI NGAY BỘ SÁCH ĐI KÈM

26 Pink and orange
Consonant groups at the end of words

A

B79a Some words have one consonant sound at the end. Listen.

stop
sick (ck is 2 letters but only 1 sound /k/)

B79b Some words have groups of two or three consonant sounds at the end. Listen.

stops (ps is 2 sounds)
stamp (mp is 2 sounds)
six (x is 1 letter but 2 sounds /ks/)
stamps (mps is 3 sounds)
sixth (xth is 3 sounds /ksθ/

B

B80 Listen and repeat these words with two consonant sounds at the end. Be careful – don't put a vowel sound between the consonants.

arrived
ask
build
dance
find
finished
help
stops
stamp
six

C

B81a Listen and repeat these words with three consonant sounds at the end. Be careful – don't put a vowel sound between the consonants.

asks
builds
crisps
danced
helps
sixth
stamps

B81b Sometimes we don't pronounce all the consonant sounds clearly. Listen.

Important for listening

sto(p)s	hel(p)	frien(d)s
as(k)	stam(p)	wan(t)s
stam(p)s	hel(p)ed	buil(d)s

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

26.1 Listen and circle the word you hear.

B82

1	cold	colder	6	old	older
2	cold	colder	7	sent	centre
3	dance	dancer	8	sent	centre
4	dance	dancer	9	fast	faster
5	old	older	10	fast	faster

Check with the Key. Then listen and repeat.

26.2 Listen and complete the sentences with words from Exercise 26.1.

B83

1 Yesterday was ....cold.... , but today's .... .
2 My wife's a good .... but I can't .... at all.
3 I'm .... than you, but not too .... to learn English.
4 I .... my daughter to buy some things in the shopping .... .
5 The bus is .... but the train's .... .

Check with the Key. Then listen and repeat.

26.3 Underline the consonant groups at the ends of words in the dialogues.

1

2

1 A: Have you seen that film? B: No, I haven't.
2 A: Be there at six. B: Is that when it starts?
3 A: Have you been to France? B: Yes, once.
4 A: How do you say 'Hello' in French? B: I can't speak French.
5 A: Have some of these biscuits. B: No, thanks, I don't like them.
6 A: I found some money in the street today. B: How much? A: Fifty pence.
7 A: What's for lunch? B: Fish and chips.
8 A: I only slept six hours last night. B: I didn't sleep at all!
9 A: What colour are your new gloves? B: Pink and orange!

B84 Check with the Key. Then listen and repeat.

26.4 Complete each phrase with one of the words in the box.

boots physics west silence
thousands isn't banks last

Example
first and ....last....

1 maths and ....
2 it wasn't and it ....
3 hundreds and ....
4 socks and ....
5 shops and ....
6 sound and ....
7 from east to ....

B85 Listen to check your answers. Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

27 Last week
Consonant groups across words

A B86 Sometimes a word ends with a consonant or a consonant group, and the next word starts with a consonant or consonant group, and you pronounce the consonants together as a group. Listen and repeat.

this_time
a plane_ticket
a pop_star
an English_class
the next_word
orange_juice
this_morning
time_to go
an old_castle

A pop star An old castle

B87 Important for listening

Sometimes you don't hear all the consonants clearly. Listen and repeat.

stop_the game	sto(p) the game
last_week	las(t) week
back_to work	ba(ck) to work
and_then ...	an(d) then ...
put your bag_down	put your ba(g) down

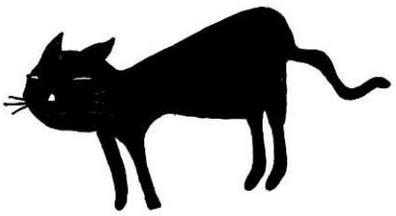
B B88 Sometimes the sound of one of the consonants changes. Listen and repeat.

ten	ten_boys	(n sounds like m)
	ten_girls	(n sounds like /ŋ/)
good	goodbye	(d sounds like b)
	good_goal!	(d sounds like g)

Good goal!

C B89 If the same consonant sound comes at the end of one word and the beginning of the next word, you usually hear it only once, but longer than normal. Listen and repeat.

ten_nights
this_summer
some_money
enough_food
stop_playing
a good_day
a black_cat
call_later



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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

27.1 Listen and complete the sentences.

B90

EXAMPLE

Were you at the ...last... meeting?

1 See you ..... week.
2 Have a ..... time.
3 Have a ..... holiday.
4 ..... me a call.
5 ..... me an email.
6 ..... me how you are.
7 ..... me a letter.
8 ..... me a present.

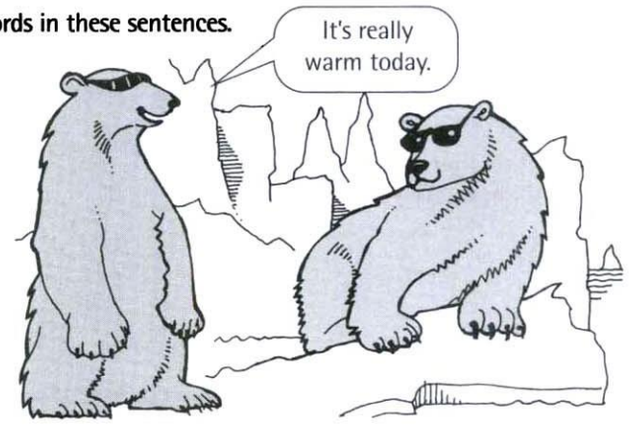
Check with the Key. Then listen again and repeat.

27.2 Underline the consonant groups across words in these sentences.

EXAMPLE

This is the last time.

1 It's really warm today.
2 Try this sentence.
3 I don't know what to do.
4 Look through all the photos.
5 Check the answer.
6 I'd like to ask you something.
7 Is this the right place?
8 I haven't listened to this CD yet.
9 The meeting's on Monday.
10 The potatoes aren't cooked yet.



B91 Listen to check your answers. Check with the Key. Then listen and repeat.

27.3 Complete the phrases with the words from the box. You will need to use some of them more than once.

this	young	cheap	white	big	next	black	last	old	small

...this... month	..... month	..... month
a/an ..... town	a/an ..... town	a/an ..... town
a/an ..... cat	a/an ..... cat	a/an ..... cat
a/an ..... cat	a/an ..... cat	a/an ..... cat
..... clothes	..... clothes	..... clothes
..... clothes	..... clothes	..... clothes

B92 Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

28 One house, two houses
Syllables

A

C2a Listen to these three lists of words. The words in list 1 have three parts – we say they have three **syllables**. The words in list 2 have two syllables, and the words in list 3 have one syllable.

1	2	3
in-ter-net	six-ty	six
un-der-line	un-der	line
un-der-lined	u-nit	lines
al-pha-bet	hou-ses	house
con-so-nant	go-ing	goes

C2b Some words have more than three syllables: *television* has four syllables, for example, and *geographical* has five syllables. Listen.

te-le-vi-sion
ge-o-gra-phi-cal

C2c The simplest type of syllable is just a vowel sound, like /uː/. People often say the vowel sound /uː/ (usually written *Ooh*) when they are pleased or surprised. Listen.

Ooh, that's nice!
Ooh, thank you very much!

Ooh, thank you very much!

C2d Some syllables have one or more consonant sounds before the vowel. Listen.

/s/ + /uː/ = /suː/ This is the name *Sue*.
/bl/ + /uː/ = /bluː/ blue

C2e Some syllables have one or more consonants after the vowel. Listen.

/iː/ + /t/ = /iːt/ eat
/iː/ + /st/ = /iːst/ east

C2f Some syllables have consonants before and after the vowel. Listen.

/nj/ + /uː/ + /z/ = /njuːz/ news
/f/ + /iː/ + /ldz/ = /fiːldz/ fields
/str/ + /iː/ + /t/ = /striːt/ street

B

C3a Usually, the number of syllables in a word is the number of vowel <u>sounds</u> – not the number of vowel <u>letters</u>. Listen.

worked	(2 vowel letters but only 1 vowel sound /wɜːkt/, so only 1 syllable)
different	(3 vowel letters but only 2 vowel sounds /ˈdɪfrənt/, so only 2 syllables)
interesting	(4 vowel letters but only 3 vowel sounds /ˈɪntrəstɪŋ/, so only 3 syllables)

C3b Sometimes the sound /l/ can be a syllable with no vowel sound. Listen.

bottle	(2 syllables /ˈbɒ/ + /tl/)
syllable	(3 syllables /ˈsɪ/ + /lə/ + /bl/)
It'll be ready soon.	(2 syllables /ɪt/ + /l/)

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

28.1 How many syllables are there in these words? Write the number of syllables next to the word.

eyes [1] why ☐ white ☐ write ☐ writing ☐ glass ☐ glasses ☐
university ☐ business ☐ information ☐

C4a Listen to check your answers. Check with the Key.

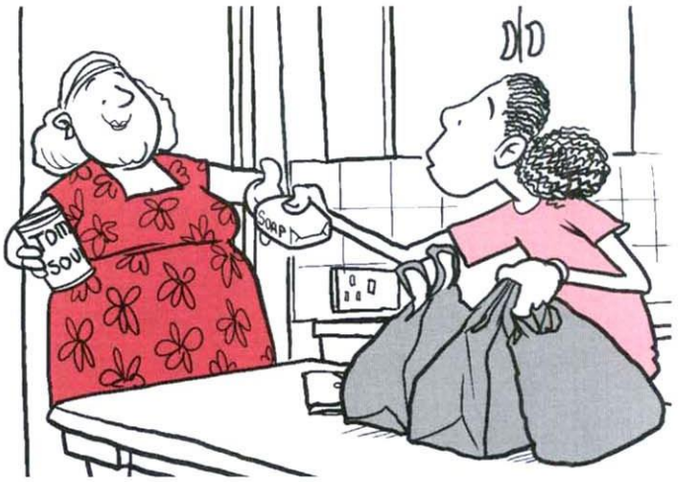
C4b Then listen and repeat these sentences.

1 I've got blue eyes.
2 I don't know why.
3 Black coffee or white?
4 Will you write to me?
5 What are you writing?
6 Is this your glass?
7 I don't wear glasses.
8 Where's the university?
9 Business is business.
10 There's the information office.

28.2
1 Which day of the week has three syllables?
2 How many syllables do the other days of the week have?
3 Which numbers between 1 and 20 have three syllables?
4 Which letter of the alphabet has more than one syllable?
5 Which months have only one syllable?

C5 Listen to check your answers. Check with the Key. Then listen and repeat.

28.3 Read this story and mark all the words that have two or three syllables.



I remember(3) once on my first visit(2) to England( ), soon after( ) I started( ) learning( ) English( ), my landlady( ) went shopping( ) and she came back with a big bag full of things, but she forgot( ) to buy some soup – she needed( ) a tin of tomato( ) soup. So I said, 'I'll go to the shop and buy it for you,' because( ) I wanted( ) to be helpful( ) and it was a chance to practise( ) my English( ) a bit. So I went to the little( ) shop round the corner( ) and asked the shopkeeper( ) for tomato( ) soup. But he seemed surprised( ), he didn't( ) understand( ), and I repeated( ) again( ) and again( ) 'soup, tomato( ) soup' until( ) he gave me some red soap, and I realised( ) I'd confused( ) 'soup' and 'soap' and I was asking( ) for 'tomato( ) soap'. I felt terrible( ), I wanted( ) to run out of the shop, but my landlady( ) wanted( ) her soup, so I said, 'Thank you. And tomato( ) soup, please' – this time with the correct( ) pronunciation – and he gave me the soup. I paid and went back to the house and said to the landlady( ), pronouncing( ) very( ) carefully( ), 'Here's your soup, and I bought you this soap as a present( ),' and she said, 'Ooh, thank you very much, that's very( ) nice of you!'

C6 Listen to check your answers. Check with the Key. Then listen and practise reading the story aloud.

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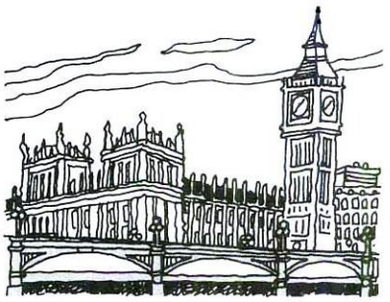
TẢI NGAY BỘ SÁCH ĐI KÈM

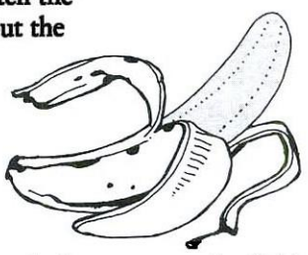
29 Wait a minute – where's the waiter?
Strong and weak vowels

A

C7a **The word *London* has two vowel sounds that are written the same – London – but pronounced differently. The first o has a clear, strong sound, but the second o has a weak sound. Listen carefully to the difference.**
London



C7b **The word *banana* has three vowel sounds which are written the same – banana. The second a has a clear, strong sound, but the first a and the third a have a weak sound. Listen.**
banana



Stressed syllables (see Units 30–32) have strong vowel sounds, but unstressed syllables often have weak sounds.

The weak sound in London and banana is /ə/.
London /ˈlʌndən/
banana /bəˈnɑːnə/

C8a

Important for listening

Sometimes it's difficult to hear /ə/. Listen.

London
I have to go to London tomorrow.
banana
Would you like a banana?

This is very important for listening, because it makes it difficult to recognise words. When you speak English, you don't need to pronounce weak sounds as weakly as this, but it's important to make a clear difference between stressed (strong) and unstressed (weak) syllables.

C8b Listen to the other weak vowels in these two sentences.

W S W S W S W W S W
I have to go to London tomorrow.
have – go – Lon – morr are strong, and the others are weak.

W W S W W S W
Would you like a banana?
like – na are strong, and the others are weak.

B

Sometimes different words sound the same because of the weak vowels. Look at these three sentences.
Where's the waiter?
Is this the way to the school?
Can you wait a minute?

waiter, way to and wait a sound the same: /ˈweɪtə/.

C9 **Listen to the three sentences and repeat.**

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

29.1 In the words below, * represents the weak vowel /ə/. Write the words with their full spelling.

EXAMPLE
lett* letter

1 Brit*n .....
2 t*day .....
3 *meric* .....
4 p*lice .....
5 *noth* .....
6 *gain .....
7 mount*n .....

C10a Listen to check your answers. Check with the Key.

C10b Then listen and repeat these phrases.

1 Great Brit*n
2 arriving t*day
3 going to *meric*
4 call th* p*lice
5 have *noth*
6 say it *gain
7 climb the mount*n

29.2 Look at the sentences below and find words and phrases in list 1 and list 2 with the same pronunciation.

EXAMPLE
Where's the waiter? – Can you wait a minute?

Where's the waiter?

list 1
~~Where's the waiter?~~
Not at all.
Look in the cellar.
It takes a long time.
Smoking isn't allowed.
I'd like to live in a newer house.

list 2
I heard a loud noise.
You'll see a tall building on your left.
My father knew a lot about music.
~~Can you wait a minute?~~
I'm trying to sell a house.
Walk along the beach.

C11 Listen to check your answers. Check with the Key. Then listen and repeat.

29.3 Write these words.

EXAMPLE
/prə'naʊns/ pronounce

1 /ə'merɪkə/ .....
2 /'sentəns/ .....
3 /'dɪfrənt/ .....
4 /'maʊntən/ .....
5 /tə'deɪ/ .....
6 /'letə/ .....
7 /pə'liːs/ .....
8 /ə'gen/ .....

C12 Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

30 Single or return?
Stress in two-syllable words

A C13a In a two-syllable word, one syllable is stronger than the other. This is the **stressed** syllable. In the word *answer* the first syllable is stressed. (We also say: 'The **stress** is on the first syllable.') Listen.

answer

C13b In the word *again* the second syllable is stressed. (The stress is on the second syllable.) Listen.

again

C13c Two-syllable words often have stress on the first syllable, and the vowel sound in the unstressed syllable is often the weak sound /ə/. Listen and repeat.

brother butter father finger finish glasses listen mother number second sister water woman

C13d Sometimes there's no vowel sound in the unstressed syllable. Listen and repeat.

apple people simple table travel

C13e Some two-syllable words are stressed on the second syllable. Listen and repeat.

agree alone arrive asleep awake
because begin behind
complete
decide
exam explain express
perhaps pronounce
repeat return

B We can show stressed syllables like this O, and unstressed syllables like this o. So words like *answer*, *brother*, *butter* look like this Oo, and words like *again*, *because*, *decide* look like this oO.

Dictionaries usually show stress with this sign ˈ in front of the stressed syllable.

answer /ˈɑːnsə/
again /əˈgen/

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

30.1 Listen and circle the word with different stress.

C14

EXAMPLE

	oO	oO	oO	Oo				
	exam	excuse	explain	extra				
1	actor	after	afraid	also	4	coffee	colour	concert	correct
2	before	belong	better	between	5	English	enjoy	evening	every
3	paper	pencil	picture	police				

Check your answers with the Key. Listen and underline the stressed syllables. Then listen again and repeat.

30.2 Make words from these parts and write them in the correct column.

a **turn** **re** **long** **ing** **er** **sleep**

words with first-syllable stress	words with second-syllable stress
longer	

C15 Check your answers with the Key. Then listen and repeat.

30.3 All these phrases have five syllables. O is a stressed syllable and o is an unstressed syllable. Put the phrases in the correct place.

~~teacher or student?~~	the same or different?
single or return?	behind or in front?
asleep or awake?	perhaps or maybe?
finish or begin?	reading or writing?

OooOo 1 teacher or student?
2 .....

OoooO 1 .....
2 .....

oOoOo 1 .....
2 .....

oOooO 1 .....
2 .....

C16 Listen to check your answers. Check with the Key. Then listen and repeat.

30.4 Put the stress mark ˈ in the correct place and write the word.

EXAMPLE

/əraɪv/ → /əˈraɪv/ arrive

1 /sɪstə/ .....
2 /rɪlæks/ .....
3 /piːpl/ .....
4 /fɪnɪʃ/ .....
5 /kəmpliːt/ .....
6 /teɪbl/ .....
7 /prənaʊns/ .....

C17 Listen to check your answers. Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

31 Begin at the beginning
Stress in longer words

A

C18 Some words have more than two syllables. In every word, one syllable is stressed. Listen and repeat. O is the stressed syllable and oo the unstressed syllables.

Ooo exercise	syllable	There are three syllables in the word *exercise*.
oOo computer	example	*Computer* is an example of a three-syllable word.
ooO understand	Japanese	I can't understand Japanese.
Oooo supermarket		Do you like small shops or supermarkets?
oOoo photography		Are you interested in photography?
ooOo information	mathematics	I'd like some information about mathematics courses.
oOooo vocabulary		Will you help me with my vocabulary?
ooOoo university		Which university did you go to?
oooOo communication		Email is very helpful for communication.

B

C19a When you add syllables to words, the stress often stays on the same syllable. Listen and repeat.

begin → beginning
decide → decided
possible → impossible
sentence → sentences
interest → interesting

C19b But sometimes a different syllable is stressed. Listen and repeat.

electric → electricity
pronounce → pronunciation
photograph → photography
explain → explanation

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

31.1 Write these words.

EXAMPLE /bɪ'gɪnɪŋ/ beginning
1 /'ɪntəvjuː/ .....
2 /mjuː'ziːəm/ .....
3 /mægə'ziːn/ .....
4 /'defɪnətli/ .....
5 /ə'merɪkən/ .....
6 /pɒlɪ'tɪʃən/ .....
7 /næʃə'nælətɪ/ .....
8 /fə'tɒgrəfi/ .....

C20 Listen to check your answers. Check with the Key. Then listen and repeat.

31.2 Listen and write the words in the correct column.

C21a

adjective alphabet cinema eleven furniture grandmother important reception remember tomorrow

Ooo	oOo
adjective	.....
.....	.....
.....	.....
.....	.....
.....	.....

C21b Check your answers with the Key. Then listen and repeat.

31.3 Complete the sentences. Choose words with the correct stress from the box. You do not need all the words.

afternoon bicycle conversation ~~delicious~~ discussion exercises expensive holiday morning normally often Saturday seventeen seventy sixty Sunday Sweden Switzerland telephone today yesterday

1 We had a oOo delicious meal on Ooo .....
2 We Ooo ..... go on Ooo ..... by car, but this time we're going by Ooo .....
3 I did ten grammar Oooo ..... Ooo .....
4 Is Ooo ..... an oOo ..... country?
5 My son's ooO ..... and my father's Ooo .....
6 I had a long Ooo ..... ooOo ..... this ooO .....

C22 Listen to check your answers. Check with the Key. Then listen and repeat.

31.4 Six months of the year have three or four syllables. Write them on the correct line.

Oooo ....
oOo September ....

C23 Listen to check your answers. Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

32 Where's my checklist?
Stress in compound words

A

We can often put two words together to make a **compound**, e.g. class + room → classroom. We write some compounds as one word, some as two words, and some with a hyphen (-).

class + room → classroom
car + park → car park
second + hand → second-hand

C24 The stress is normally on the first part of the compound. Listen and repeat.

Oo **airport** **bathroom** **bus stop** **car park** **classroom** **football** **girlfriend**
Ooo **bus station** **dining room** **hairdresser** **newspaper** **post office** **sunglasses**
Oooo **photocopy** **railway station** **shop assistant**
oOoo **police station**
oOooo **computer programme**

B

C25a Some compound nouns have stress on both parts if the first part is an adjective. Listen and repeat.

OoO **single room**

C25b Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part. Listen and repeat.

OO **glass jar**
OoO **plastic bag**
oOoO **tomato soup**

C25c Some compound nouns have stress on both parts if the first part tells us where the second part is. Listen and repeat.

OO **car door** **front door** **ground floor**
OoOo **city centre** **kitchen window**

C25d When a compound is an adjective, there is often stress on both parts. Listen and repeat.

OO **first-class** **half-price** **home-made**
OoO **second-hand**

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

32.1 Listen and circle the compound with different stress. In the example, both words are stressed in *back door*, but in the others, the first word is stressed.
C26

EXAMPLE
computer screen back door alarm clock bank manager
1 toothache night club crossroads half-price
2 motorbike waiting room second class traffic lights
3 mobile phone credit card swimming pool check-in desk
4 travel agent city centre tourist visa supermarket

32.2 Make five compounds from these parts.

first part: ear wine hand birthday boy
second part: friend bar present bag rings

....

Now use the compounds to complete the dialogue.

A: Oh no, I can't find my .....!
B: Have you looked in your .....?
A: Of course!
B: Maybe you left them in that ..... last night?
A: Oh no, maybe I did!
B: Are they important?
A: Yes – they were a ..... from my .....!

C27 Listen to check your answers. Check with the Key. Listen again and circle the stressed part of each compound. Then listen again and repeat.

32.3 Listen to the poem. The compounds are underlined. Circle the stressed part of each compound.
C28

Checklist
Have I ...
... set the alarm clock?
... and put it on the bedside table?
... put my plane ticket in my trouser pocket?
... packed my toothbrush?
... put my suitcase by the bedroom door?
... switched the CD player off?
... phoned the taxi driver to say 'Be here at six'?
Have I ...
Have I ...
... Where's my checklist?!

Check your answers with the Key. Then listen again and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

33 Phrases and pauses
Reading aloud

A

When you listen to English, perhaps you think it's difficult to understand because it's too fast. And perhaps you would like to speak faster. But when people speak English – or any other language – they don't speak fast and non-stop. They speak in short phrases, and they stop, or pause, between the phrases.

B

First, read this story, and make sure you understand it.

> **Lots of people get arrested for dangerous driving, of course. But how old is the oldest? Who's the world record holder? Well, I read about a man who was a hundred and four! He went through red lights, crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.**

C29a Now listen to the story, reading at the same time, and notice the pauses between the lines.

> **Lots of people get arrested for dangerous driving,**
> **of course.**
> **But how old is the oldest?**
> **Who's the world record holder?**
> **Well,**
> **I read about a man**
> **who was a hundred and four!**
> **He went through red lights,**
> **crashed into parked cars**
> **and drove along the pavement.**
> **And how old was his car?**
> **Only thirty.**

C29b It's OK – or even better – to pause more often, because it gives you more time to think of what to say next, and it makes listening easier. Listen to this version – the words are the same, but there are more pauses.

> **Lots of people**
> **get arrested**
> **for dangerous driving,**
> **of course.**
> **But**
> **how old**
> **is the oldest?**
> **Who's the world record holder?**
> **Well,**
> **I read about a man**
> **who was**
> **a hundred and four!**
> **He went through red lights,**
> **crashed into parked cars**
> **and drove along the pavement.**
> **And how old was his car?**
> **Only thirty.**

C29b It's also important to stress the most important words. Listen again, and this time notice the stress on the words in **bold**.

> **Lots** of people
> get a**rres**ted
> for **dan**gerous **driv**ing,
> of **course**.
> **But**
> **how old**
> is the **old**est?
> **Who's** the **world rec**ord holder?
> **Well,**
> **I** read about a **man**
> who was
> a **hun**dred and **four**!
> He **went** through **red lights**,
> **crashed** into **parked cars**
> and **drove** along the **pave**ment.
> And **how old** was his **car**?
> **Only thirty**.

Practise reading this story, phrase by phrase, paying attention to the pauses and the stresses.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

33.1 Listen to this story and mark the pauses like this: / .

C30 **A few years ago / I read in a newspaper / that the staff at a library ...**

> **A few years ago I read in a newspaper that the staff at a library in a small town in the west of England had noticed that the number of visitors to the library was going down and down, and the number of books they were borrowing was going down even faster. They couldn't understand this, so they decided to do some research to find out the reason. They interviewed people and asked them to fill in questionnaires and so on. And guess what they discovered. The reason was simply that everybody had read all the books already!**

Check with the Key.

C30 Listen again and mark the main stresses by underlining them.

A few years ago / I read in a newspaper / that the staff at a library ...

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

33.2 Listen to this story and mark the pauses.

C31

> **This seems unbelievable but it's a true story in fact. A farmer was working in the fields with his tractor. The tractor crashed and he fell out and landed on the ground unconscious. As he fell, his mobile phone fell out of his pocket. Soon after, a bird that was flying around the fields saw the phone and started pecking it with its beak. Amazingly it dialled the number 999 and soon the emergency services arrived to help the farmer.**

Check with the Key.

C31 Listen again and mark the main stresses.

Check with the Key and practise reading the story yourself. You could also practise reading together with the recording.

Tip: You might find it helpful to rewrite the stories with each phrase on a separate line, like this:
A few years ago
I read in a newspaper
that the staff at a library ...

Note: When we write, we mark some of the main pauses with commas, like this:
This seems unbelievable, but it's a true story, in fact.

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TẢI NGAY BỘ SÁCH ĐI KÈM

34 Speak it, write it, read it
Linking words together 1

A

When we write there are spaces between all the words, but when we speak we link a lot of the words together, so it sounds like this: *whenwespeakwelinkalotofthewordstogether*.

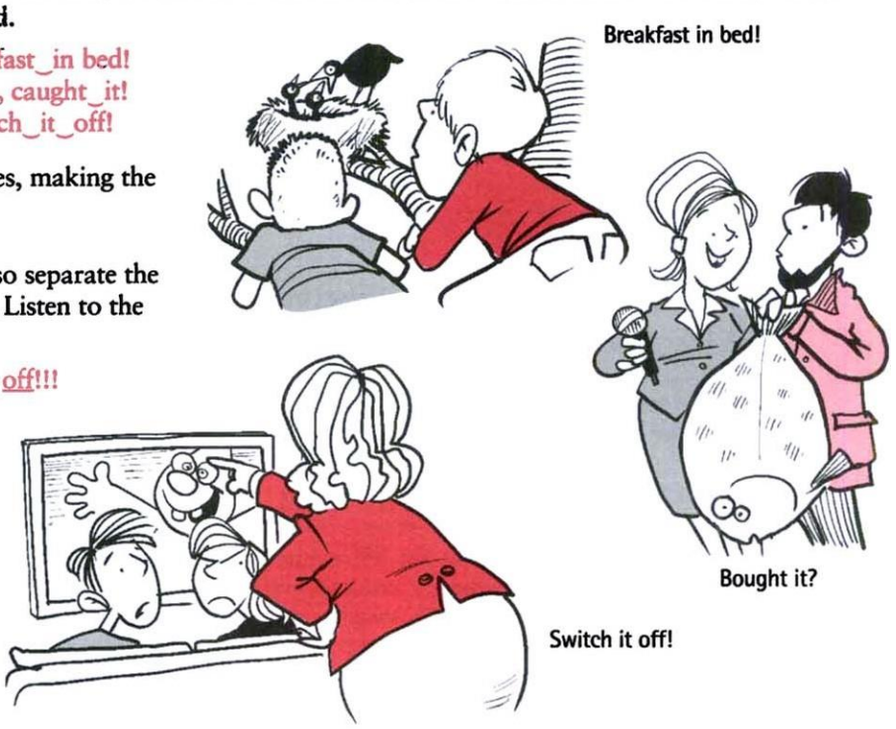
C32a Listen and notice how a consonant sound at the end of a word is linked to a vowel sound at the start of the next word.

Look_at that! Breakfast_in bed!
A: Bought_it? B: No, caught_it!
That's_enough! Switch_it_off!

Now say the sentences, making the same links.

C32b Of course, we can also separate the words if we want to. Listen to the difference.

I said switch ... it ... off!!!



B

Listen and repeat these poems.

C33a **English**
Speak_it
Write_it
Read_it
You know
you really
need_it!

C33b **Don't forget**
First you close_it
Then you lock_it
And put the key back_in your pocket.

C33c **Busy**
Work_all day
Run_away
Boss_and me
Can't_agree
Fill_a cup
Drink_it_up
Wait_a while
Walk_a mile
Meet_at_eight
Don't be late!

C34a Important for listening

- The letter **h** at the beginning of *he*, *his*, *her* and *him* is often not pronounced (see Unit 37) so the first sound in these words is often a vowel sound. Listen.

  Can we go back? My husband's forgotten_(h)is passport.
  A: Where's the boss? B: I don't know, I haven't seen_(h)er.

C34b

- Where there's a /t/ sound before a vowel, some people don't pronounce the /t/ clearly. Listen.

  switch_i(t) off drink_i(t) up can'(t) agree

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

34.1 Mark where you think there will be links between consonants and vowels.

1 Choose the correct answer and tick it.
2 Which page is it on?
3 How do you spell it?
4 How do you pronounce it?
5 What does it mean?
6 I can't understand this.
7 Look it up in your dictionary.
8 It isn't easy to speak English.
9 Listen – which language is that?
10 Don't worry if you make a mistake.

C35 Listen to check your answers. Check with the Key. Then listen and repeat.

34.2 Complete the sentences with the correct forms of the verbs.

EXAMPLE A: How did you feel?
B: I ....felt.... (feel) all right.

1 A: What do you think of yoga?
B: I don't know, I've never ..... (try) it.
2 A: What happened to my favourite cup?
B: It ..... (fall) off the table.
3 A: Which film shall we go to?
B: I don't mind. I've ..... (see) all of them before.
4 A: You look pleased.
B: Yes, I've ..... (find) a new job.
5 A: What did you do last night?
B: I just ..... (stay) at home.
6 A: Where did you buy that hat?
B: I ..... (make) it myself!
7 A: Does your dog like biscuits?
B: I don't know, I've never ..... (ask) it.
8 A: How did you get here?
B: I ..... (swim) across the river.

Where did you buy that hat?

C36 Listen to check your answers. Check with the Key. Then listen and repeat. Be sure to link the final consonant of the verb with the vowel at the beginning of the next word.

34.3 Circle the /r/ sounds that you think will be pronounced. (See Unit 22.)

1 Where are you going?
2 Where shall we go?
3 Where did I put my scissors?
4 I don't know where I put my scissors.
5 Have another biscuit.
6 Have another apple.
7 They're all coming with us.
8 They're coming with us.
9 Are you sure?
10 Are you sure about that?

C37 Listen to check your answers. Check with the Key. Then listen and repeat. If there's an /r/ sound before a vowel, link the /r/ and the vowel.

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TẢI NGAY BỘ SÁCH ĐI KÈM

35 Me and you, you and me
Linking words together 2

A

We use the sounds /j/ and /w/ to link a vowel sound at the end of a word with a vowel sound at the beginning of the next word.

C38a If the first word ends with a vowel sound like /ɪ/ or /iː/, and the next word starts with any vowel sound, we use /j/ to link the words. Listen.

me_ʲand you
three_ʲor four
the_ʲend

C38b If the first word ends with a vowel sound like /ʊ/ or /uː/, and the next word starts with any vowel sound, we use /w/ to link the words. Listen.

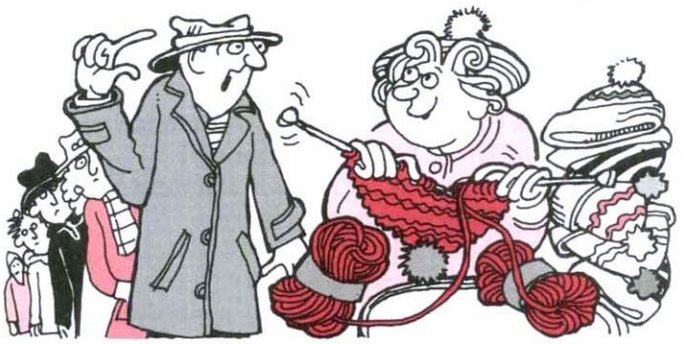
you_ʷand me
two_ʷor three
go_ʷoutside

B

Listen and repeat these poems.

C39a **Asking the way**
Yes.
Go_ʷout of the building.
Go_ʷalong the street.
Go_ʷover the bridge.
Go_ʷacross the street.
Go_ʷup the hill.
Take the_ʲeighth street on your left.
And the_ʲeleventh on your right.
Then ...
... I'm not sure –
You'll have to_ʷask again.

C39b **Hats**
I'll do_ʷone for you
I'll give you_ʷone too
a nice one
a new_ʷone
a yellow_ʷand blue_ʷone.



C40 The letter **h** at the beginning of *he*, *his*, *her* and *him* is often not pronounced (see Unit 37), so the first sound in these words is often a vowel sound. Listen.

important for listening

He can't come out tonight. He's got to do_ʷ(h)is homework.
A: I'm afraid the boss is busy. B: When can I see_ʲ(h)er?

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

35.1 Listen and complete the dialogues. Then mark the /j/ and /w/ links.

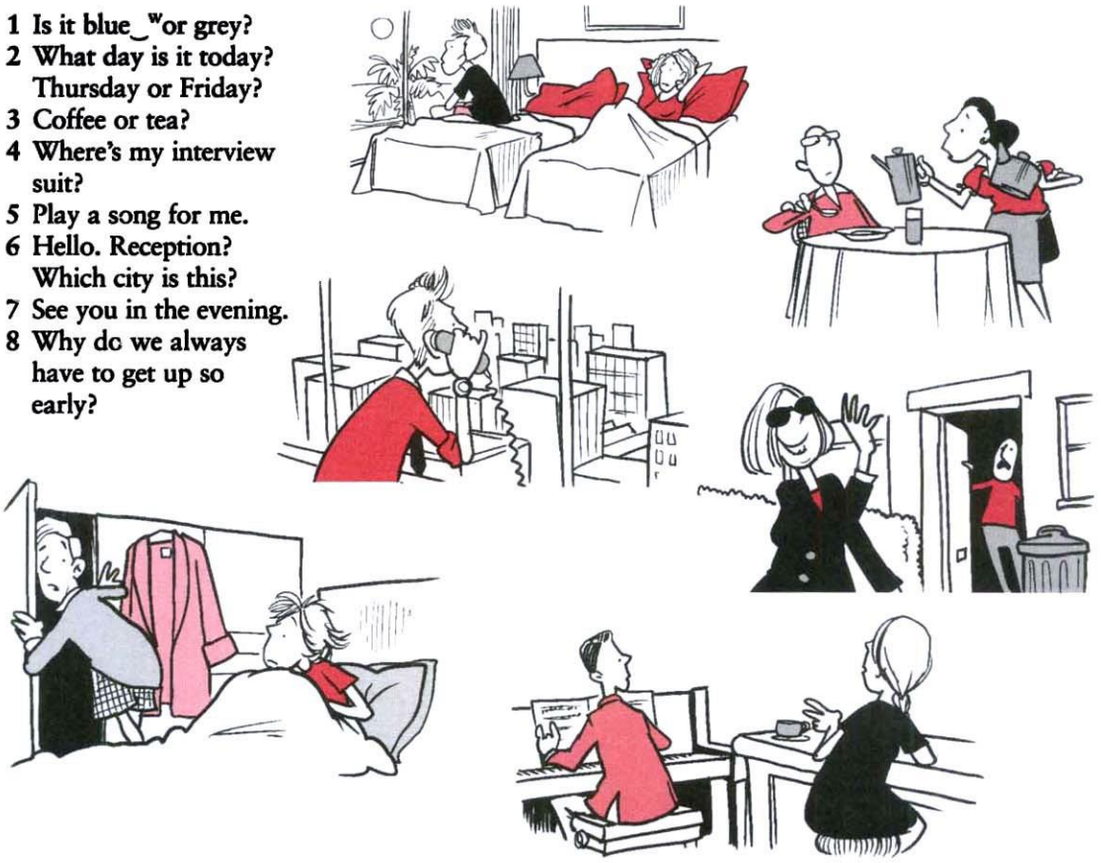
C41

1 A: ....Do you often.... go swimming? B: Not really, I ..... or twice a month.
2 A: What's ..... letter in the alphabet? B: Maybe it's G or H .....?
3 A: When do ..... holiday? B: We ..... July or August.
4 A: What's your .....? B: Twenty-eight, Sea Avenue.
5 A: Try ..... soon. B: OK, I'll send you my answer .....
6 A: Look! There's ..... the mountains. B: Really? I can't .....

Check with the Key. Then listen and repeat.

35.2 Mark where you think there will be /j/ and /w/ links between words.

1 Is it blue‿ʷor grey?
2 What day is it today? Thursday or Friday?
3 Coffee or tea?
4 Where's my interview suit?
5 Play a song for me.
6 Hello. Reception? Which city is this?
7 See you in the evening.
8 Why do we always have to get up so early?



C42 Listen to check your answers. Check with the Key. Then listen and repeat.

35.3 Complete the answers to the questions and mark all the /j/ and /w/ links in the dialogues.

1 A: Are you the new assistant? B: Yes, I .....
2 A: Is he in the same class as you? B: No, he .....
3 A: Am I late? B: No, you ..... Come in.
4 A: Is she coming with us? B: Yes, she .....
5 A: These chairs aren't very comfortable, are they? B: No, they .....

C43 Listen to check your answers. Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

36 Take me to the show, Jo
Rhythm

A C44 **Stressed and unstressed syllables in words make different rhythms. Listen.**

Oo answer
oO belong
Ooo interview
oOo banana

B **Phrases have a rhythm of stressed and unstressed syllables, like words.**

C45a **Listen and repeat these words and phrases with this rhythm: Ooo**

interview
telephone
talk to me
told you so
doesn't it?

C45b **Listen and repeat these words and phrases with this rhythm: oOo**

important
discussion
I told you
I'd like to
pronounce it

C45c **Listen and repeat these words and phrases with this rhythm: ooOo**

photographic
information
forty-seven
what about it?
never tried it

C45d **Listen and repeat these phrases with this rhythm: OooO**

time to get up
making mistakes
tell me again
give me your hand
twenty years old

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

36.1 Read the phrases. Then listen and write 1 if the phrase has the pattern OoOo, and 2 if it has the pattern OooO.

C46a

what's the matter? 1	what shall we do? 2	stand in the queue
what about you?	see you later	tell the others
feeling better	nothing to do	come for dinner
anyone there?	round the corner	ready to go
on the TV	two and a half	go and find it
asking for more	what's the problem?	now and again
one pound forty	leave it to me	half a kilo
sixty-seven	breakfast's ready	quarter to four

C46b Check with the Key. Then listen and repeat.

36.2 Listen to this chant with this rhythm: oooOO. Write in the missing words.

C47

Pass me the ....jam...., Pam
Wait in the queue, Sue
See you ....., Jen
Leave it to me, Lee
What would you ....., Mike?
When shall we meet, Pete?
Over the ....., Bill
Where have you gone, John?
Soon as you ....., Van
Almost forgot, Scott
Lend me your ....., Ben
Where shall we go, Flo?
Get a new ....., Bob
How do you feel, Neil?
What have you ....., Dot?

Check with the Key. Then listen again and repeat.

36.3 Listen to this chant with this rhythm: ooooOO. Write in the missing words.

C48

Take me to the ....show...., Jo
Thank you for the food, Jude
See you in the ....., Mark
Really like the hat, Pat
See you on the ....., Jane
When will you be back, Jack?
Always on the ....., Joan
When did you arrive, Clive?
Have a glass of ....., Bruce.

Check with the Key. Then listen again and repeat.

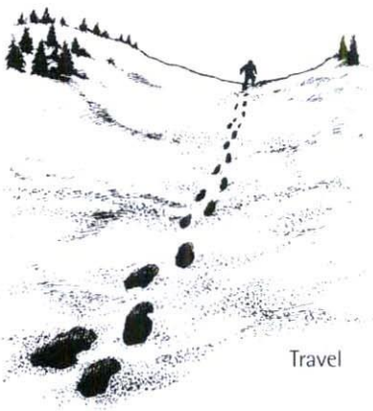
36.4 Listen and repeat these poems. Be careful to say them with the right rhythm.

C49a **Too late**
Before I go –
I told you so
I told you,
but you still don't know.

C49b **Meeting**
Really can't wait
It's never too late
Quarter to eight?
That would be great.

C49c **Travel**
Heavy, light
The left and the right
I follow my feet
Through the day and the night.

C49d **Concentration**
Central station
Information
Trying to make a reservation
Not too keen on conversation
Don't want any complications.



Travel

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TẢI NGAY BỘ SÁCH ĐI KÈM

37 Hey, wait for me!
Strong and weak forms 1: Pronouns

A

Some words have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Most pronouns have strong and weak forms.

	weak	strong
you	/jə/	/juː/
me	/mɪ/	/miː/
he	/ɪ/	/hiː/
she	/ʃɪ/	/ʃiː/
him	/ɪm/	/hɪm/
her	/ə/ or /hə/*	/hɜː/*
we	/wɪ/	/wiː/
us	/əs/	/ʌs/
them	/ðəm/	/ðem/

* The r at the end of *her* is pronounced before a vowel (see Unit 22).
Give her_a chance.

B

C50 Listen to the difference, and repeat.

A: Will you be at the meeting on Friday? (**you** is weak)
B: Yes. Will you be there? (**you** is strong)

Can you help me carry this suitcase? (**me** is weak)

Hey, wait for me! (**me** is strong)

A: Is he there? (**he** is weak)
B: Who?
A: The boss.
B: No. Everybody else is working, but he's gone home! (**he** is strong)

A: She doesn't smoke or drink! (**she** is strong)
B: Ah, that's what she told you! (**she** is weak)

A: Look – it's him! (**him** is strong)
B: Where? I can't see him. (**him** is weak)

A: Do you know that woman?
B: Her? No, I don't recognise her. (first **her** is strong, second **her** is weak)

A: I'm afraid we can't stay any longer. (**we** is weak)
B: What do you mean, 'we'? I've got plenty of time. (**we** is strong)

A: They told us to go this way. (**us** is weak)
B: Well, they didn't tell us! (**us** is strong)

When I said, 'Give them a drink' I didn't mean them, I meant the people. (first **them** is weak, second **them** is strong)

She doesn't smoke or drink.

They told us to go this way.

When I said, 'Give them a drink', I didn't mean them, I meant the people.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

37.1 Listen and mark the underlined words *w* (weak) or *s* (strong).

C51

1 A: Are you (w) going to talk to him (w)? B: No, I think he should talk to me first.
2 A: Shall I phone her? B: Yes, I think you should.
3 A: You see those people over there? Do you know them? B: I know her, but I don't know him.
4 A: What are you going to give him? B: I think I'll give him a shirt. What about you?
5 Let him come in and ask him what he wants.
6 She says she'll bring her money tomorrow.
7 I'm tired … shall we go now?
8 Everybody's leaving. What about us? Shall we go, too?
9 Tell us when you're ready.
10 A: Who broke that window? B: He did! C: No, I didn't, she did!

Check with the Key. Then listen again and repeat.

37.2 Listen and complete the sentences.

C52

EXAMPLE
What ....did she.... say?
1 What ..... think about it?
2 Where ..... tonight?
3 ..... ready ..... now.
4 Where .....?
5 ..... come in.
6 ..... feeling all right?
7 Tell .....
8 I ..... phone number but not .....

Check with the Key. Then listen again and repeat.

37.3 Listen and repeat this poem. Be careful to speak with the correct rhythm. Stress the words in **bold**, and use weak forms of the pronouns between them.

C53

Comings and goings

	What	did she	**say?**
Don't	**send**	her	**away**
	Give	her a	**chance**
	Ask	her to	**dance**
	Give	us a	**drink**
	What	do you	**think?**
	Ask	them to	**wait**
	Tell	them it's	**late**
	What	shall we	**do?**
Shall we	**wait**	here for	**you?**
	Please	don't	**delay**
Tell me,	**what**	do you	**say?**

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TẢI NGAY BỘ SÁCH ĐI KÈM

38 And what's his name?
Strong and weak forms 2: Possessives, conjunctions, prepositions

A

Many possessives, conjunctions and prepositions have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

	weak	strong
your	/jə/ *	/jɔː/ *
his	/ɪz/	/hɪz/
their	/ðə/ *	/ðeə/ *
and	/n/ or /ən/	/ænd/
but	/bət/	/bʌt/
some	/səm/	/sʌm/
that	/ðət/	/ðæt/
at	/ət/	/æt/
for	/fə/ *	/fɔː/ *
from	/frəm/	/frɒm/
of	/əv/	/ɒv/
to **	/tə/	/tʊ/

* The r at the end of these words is pronounced before a vowel (see Unit 22).
What's your_address?
What was their_answer?
Come in for_a minute.

**to is pronounced /tuː/ before a vowel sound.
to_a party

B

C54 Listen to the difference, and repeat.

Give me your hand! (**your** is weak)

A: Your turn! (**your** is strong)
B: No, it's your turn! (**your** is strong)

A: That's our new neighbour.
B: And what's his name? (**and** and **his** are weak)
A: No, her! (**her** is strong)
B: Oh, sorry. What's her name? (**her** is strong)

A: She must be rich – look at her car! (**her** is weak)
B: I think that's his car, actually! (**his** is strong)

A: They've sold their old house, I see. (**their** is weak)
B: They've sold their house, yes, but they haven't bought another one yet. (**their** is strong)

A: Would you like some ice cream or some cake? (**some** is weak)
B: I'd like some ice cream and some cake, please! (**and** is strong, **some** is weak)

A: Do you like those sweets? (**do** and **you** are weak)
B: Well, some of them are good. (**some** is strong, **of** and **them** are weak)

The shop's closed from one to two. (**from** and **to** are weak)

There's a bus to the village at six, but there's no bus back from there tonight. (**to** and **from** are strong, **at** is weak)

Your turn!

She must be rich – look at her car!

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

38.1 Listen and mark the underlined words *w* (weak) or *s* (strong).

C55

1 They went out and (w) left their children at home.
2 Don't sit there – that's his seat.
3 Is this the train to London or from London?
4 I didn't say at five o'clock, I said about five o'clock.
5 What are you going to do?
6 His first name's Jack, but I don't know his second name.
7 Would you like some more tea?
8 Bring your umbrella – it's going to rain.
9 Excuse me – is this your umbrella?
10 Can you go and buy some bread and milk, please?
11 You've bought some flowers – who are they for?
12 I bought them for you!

Check with the Key. Then listen again and repeat.

38.2 Read and listen to these poems. Then listen again and repeat. Be careful to speak with the correct rhythm.

Use the weak form of *and*.

C56a **You and me**
you and me
cake and tea
bread and cheese
twos and threes
this and that
thin and fat
left and right
day and night
now and then
where and when

Use the weak form of *of*.

C56b **Relaxing**
a cup of tea
a new CD
a bottle of wine
and plenty of time

Use the weak form of *but*.

C56c **Making plans**
A walk? But it's too late.
To the town? But it's too far.
Some sightseeing? But it's too dark.
A restaurant? But it's too expensive.
A game of chess? But it's so boring.
Read a book? But my eyes are so tired.
Study some English? But it's so difficult.
But let's do something. OK, what?

Use the weak form of *at*.

C56d **I remember it well**
We met at a conference.
Or maybe at a party.
A party at a hotel.
Or perhaps at someone's house.
It was at lunchtime.
No, it was late at night.
Yes, and you were sitting at a table.
Or maybe standing at a window.
You looked at me and smiled.
No, you looked at me and laughed at me.
Yes, I remember it well.

Use the weak form of *your*.

C56e **A change of plan**
Eat your sandwich.
Drink your tea.
Comb your hair.
Brush your teeth.
Put your shoes on.
Pack your bag.
Get your keys.
Ready?
What do you mean, you've changed your mind?

Making plans

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TẢI NGAY BỘ SÁCH ĐI KÈM

39 There's a spider

Strong and weak forms 3: Articles, comparatives, 'there'

A

C57a Some words have two different pronunciations – a strong form and a weak form. We normally use the weak forms of the words *a* and *an*. We say /ə/ before consonant sounds and /ən/ before vowel sounds. Listen and repeat.

a cup of coffee, please
a piece of cake, please
a lot of visitors
a Thursday morning in November
an invitation to a party
an umbrella in the rain

C57b Notice that some words begin with the vowel letter **u** but the consonant sound /j/, so we say *a* before them. Listen and repeat.

a university
a useful present

B

C58 In comparatives, we use the weak forms of *than* /ðən/ and *as* /əz/, and we pronounce the ending *-er* as the weak vowel /ə/. Listen and repeat.

The new computer's better than the old one.
The old computer wasn't as good as the new one.

C

C59a In the expressions *there's* and *there are* we normally use the weak form /ðə/. We pronounce *there's* as /ðəz/ and *there are* as /ðərə/. Listen and repeat.

There's a bridge over the river.
There are ten millimetres in a centimetre.

C59b But when we use the word *there* to talk about a place, we use the strong form /ðeə/. Listen and repeat.

A: Where are my glasses? B: Over there!

Over there!

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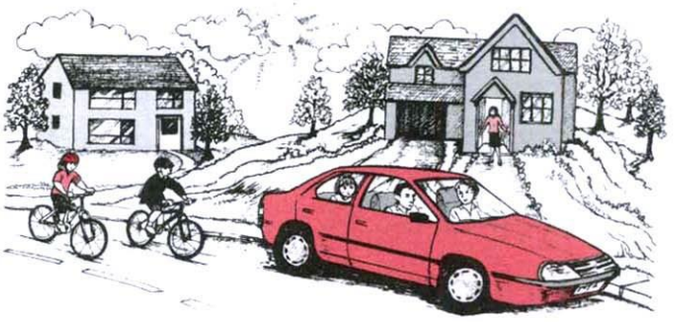
TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises



39.1 Listen and circle the mistakes in the picture (there are five mistakes).

C60a

C60b Check with the Key. Then listen again and repeat.

39.2 Listen and circle all the /ə/ sounds.

C61

There's a cat on the mat.
There's a fish in a dish.
There's a dog in the fog,
and a mouse in the house.

There's a film on TV.
You can sit on my knee.
There are two cups of tea.
One for you, one for me.

Check with the Key.
Then listen again and repeat.

39.3 Complete the sentences using the words in the box. You will need to use some of them more than once.

tall there there's there are older longer as than

1 Tessa's taller ....than.... Terry, but she isn't .... Ted.
Ted's .... Tessa, but he isn't ..... old ..... Terry.

2 A: What's the longest tunnel in the world?
B: The Channel Tunnel, between England and France?
A: No, ... a ..... one ..... that.
B: Is ....., really?
A: Yes, ... is, in Japan.

3 A: How many dollars are ..... in a pound?
B: I think .... about one and a half ... or maybe .... one and a half pounds in a dollar?

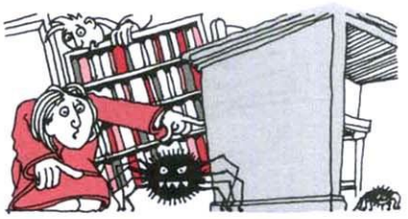
C62 Listen to check your answers. Check with the Key. Then listen again and repeat.

39.4 Listen and mark the underlined words *w* (weak) or *s* (strong).

C63

A: What are you doing there?
B: There's a spider in the room.
A: Is there? Where?
B: There, look!
A: No, there isn't!
B: Yes, there is!
A: Well, actually, there are two – one there and one there!

Check with the Key. Then listen and repeat.



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TẢI NGAY BỘ SÁCH ĐI KÈM

40 Who was that?
Strong and weak forms 4: Auxiliary verbs

A

We often use the weak forms of these verbs:

am is are was were have has do does can could

C64 Listen and repeat.

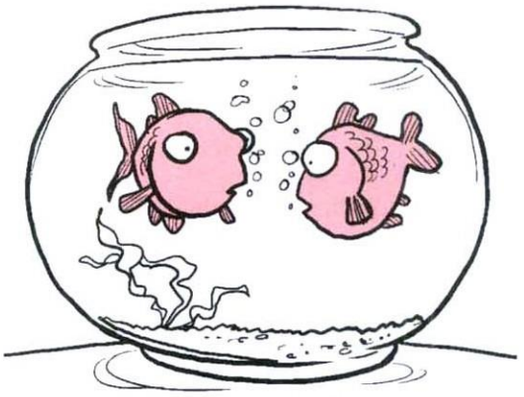
1 I'm ready.
2 It's raining again.
3 Are you coming?
4 You're coming, aren't you?
5 Who was that?
6 The shops were all closed.
7 What have you got in your hand?
8 Has the programme started?
9 What do you want for Christmas?
10 Where does your sister live?
11 You can stay here if you like.
12 Could you spell your name for me, please?

B C65 But if one of these verbs is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Listen and repeat.

1 A: Are you ready? B: Yes, I am.
2 A: It isn't raining, is it? B: Yes, it is.
3 A: I'm not very good at English. B: Of course you are!
4 A: Is your father a teacher? B: He was, but he's retired now.
5 A: How many people are there in your class … ten? B: There were ten, but one left last week.
6 A: Have we met before? B: I don't think we have.
7 A: Has it started? B: Yes, come on, it has!
8 A: I don't like this music. B: Oh, I do.
9 A: Does the supermarket open on Sundays? B: I think it does.
10 A: I can't open this door. B: Let me try. Maybe I can.
11 A: Can you play tennis? B: Not now. I could when I was younger.

For more about *I'm*, *you're* and *it's*, see Unit 41.

Is your father a teacher?



Have we met before?

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

40.1 Listen, and notice the weak forms underlined.

C66a

> It was winter. It was late. It was dark. It was snowing. I was walking along a street. There was nobody else in the town. I could see a light in a window. I could hear someone shouting, 'You're too late! We were here, all the time. We were waiting for you, but now it's too late!' Then I woke up. It was a dream!

C66b Listen again and repeat.

40.2 Listen and mark the underlined words *w* (weak) or *s* (strong).

C67

A: I'm better than you!
B: No, you aren't!
A: I am. I've got more toys than you!
B: No, you haven't!
A: Yes, I have! And I can speak twenty languages!
B: You can't! Nobody can speak twenty languages!
A: I can. And I could walk when I was three weeks old!
B: You couldn't! That's impossible!
A: I could! You don't know – you weren't there!
B: I was! I'm older than you!
A: No, you aren't!
B: Yes, I am! I'm eight. How old are you?
A: I'm eight hundred.
B: What do you mean? Nobody can be eight hundred years old!
A: Don't argue!
B: I'm not arguing!
A: Yes, you are!

Check with the Key. Then listen again and repeat.

40.3 Mark the underlined words *w* if you think they will be weak and *s* if you think they will be strong.

1 I could speak English when I was twelve.
2 I wasn't very well yesterday, but I am today.
3 A: Are these your gloves? B: Yes, they are. Thanks!
4 A: I don't think you were at the lesson last week, were you? B: I was!
5 A: I didn't think the singers in the band were very good. B: Oh, I thought they were!
6 A: Have you got a pen? B: Just a minute, I think I have, somewhere.
7 A: Has the lesson started? B: Yes, it has, but you can go in.
8 A: Where does he live? B: Near the old town hall. Do you know where that is? A: Yes, I do.

C68 Listen and check your answers. Check with the Key. Then listen again and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

41 They're here!
Contractions

A C69 **Listen and look at the spellings of the weak forms (see Units 37–40).**

These weak forms written with an apostrophe ' are called contractions.

full / strong form	contraction / weak form
is	's
is not	isn't

Contractions show the way we normally speak. In the sentence *It's raining again!*, the most important word is *raining*; the word *is* is unstressed and we use the contraction *it's*. But in the sentence *Yes, it is!*, the word *is* is the most important word, and we use the full form, not the contraction.

B C70 **Listen and look at the spellings of the weak forms.**

full / strong form	contraction / weak form
are	're

In the sentence *They're here!*, the most important word is *here*, and *They're* is unstressed and contracted to /ðeə/ or /ðə/. But in the sentence *They are*, the most important word is *are*, so we use the full form, not the contraction.

⚠ **Note:** We use the contraction 's for is or has.
It's raining. 's = is
Where's he gone? 's = has

Here are some other common contractions.

full / strong form	contraction / weak form
cannot	can't
have	've
had / would	'd

full / strong form	contraction / weak form
I am	I'm
let us	let's
will	'll

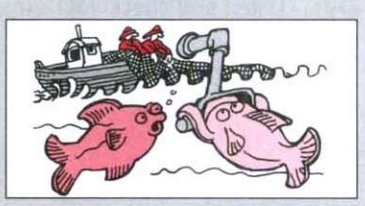
We use these contractions in many types of informal writing, as well as in speech.

C71 Important for listening and reading

In some types of texts, like cartoons and pop songs, you can find other contractions, like these. Listen.

1 One of these days I'm gonna leave this town.
2 I just wanna have a good time.
3 Nice place, this, innit?
4 A: Why dontcha wanna come with us? B: 'Cos I hate shopping!
5 Rock 'n' roll will never die.
6 Tell 'im to come now!
7 A: Can you see 'em? B: Not yet.

2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going to	gonna	and	'n'
want to	wanna	them	'em
isn't it?	innit	him	'im
don't you?	dontcha	do you	d'you
because	'cos		

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

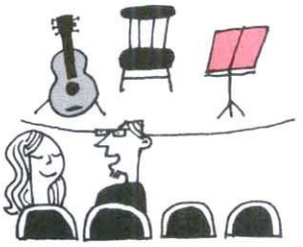
41.1 C72 Listen and underline what you hear – the contraction or the full form.

1 A: Why haven't you done the shopping?
B: *I've / I have* done the shopping. *It's / It is* on the kitchen table.
2 A: The *weather's / weather is* better than last year, isn't it?
B: It certainly *'s / is*.
3 A: Right then, *I'm / I am* going. Are you coming with us?
B: No, *I'll / I will* see you later.
4 A: *What's / What is* the time?
B: *It's / It is* twenty to seven.
5 A: They aren't ready yet.
B: *We're / We are* ready!
6 A: *I'd / I would* love to go somewhere warm for a change.
B: *I'd / I would*, too!
7 A: *I'm / I am* afraid they *haven't / have not* arrived yet.
B: *They've / They have. They're / They are* here now!
8 A: *Let's / Let us* go.
B: I don't think the *concert's / concert has* finished yet, has it?
A: *It's / It has*, actually.

Check with the Key. Then listen and repeat.

3

5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41.2 C73 Listen, and write the sentences you hear in normal spelling.

Example
You hear: 'Are you gonna be with us at the weekend?' and you write: 'Are you going to be with us at the weekend?'

1 .....
2 .....
3 .....
4 .....
5 .....

Check with the Key.

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TẢI NGAY BỘ SÁCH ĐI KÈM

42 It's George's birthday
Pronouncing -s endings

A

We use *-s* (or *-es*) endings in four different ways.

- in plural nouns: Why have you got three **phones** on your desk?
- in verbs: She **phones** him every day.
- in possessives: Have you got **Maria's** phone number?
- in the contractions of *is* and *has*: The **phone's** ringing. The **film's** started.

C74a When we add an *-s* (or *-es*) ending to a word, the number of syllables in the word sometimes stays the same. Listen.

day I'm staying for a **day**. (1 syllable)
days I'm staying for two **days**. (1 syllable)

C74b But sometimes we add an extra syllable to the pronunciation. Listen.

match Have you got a **match**? (1 syllable)
matches Have you got any **matches**? (2 syllables)

B

C75a Listen and notice the number of syllables in the words on the left.

	number of syllables	
go	1	It's time to go.
goes	1	Hit the ball and watch where it goes.
finish	2	When does the course finish?
finishes	3	Do you know when the course finishes?
George	1	Have you met George?
George's	2	It's George's birthday.
train	1	We're waiting for the train.
train's	1	The train's late again.
box	1	Open the box.
boxes	2	Open the boxes.
boss	1	That's the boss.
boss's	2	That's the boss's office.
glove	1	Is this your glove?
gloves	1	Are these your gloves?
page	1	Which is the right page?
pages	2	This book's got 120 pages.

The rule is that we add an extra syllable if the last sound in the word is one of these:

/s/ /z/ /ʃ/ /ʒ/ /tʃ/ /dʒ/

If the last sound is a vowel, or any other consonant, the number of syllables stays the same.

⚠ **Note:** We don't contract *is* or *has* after /s/ /z/ /ʃ/ /ʒ/ /tʃ/ /dʒ/. Listen.

C75b The food's good. The service is good.
The game's started. The match has started.

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TẢI NGAY BỘ SÁCH ĐI KÈM

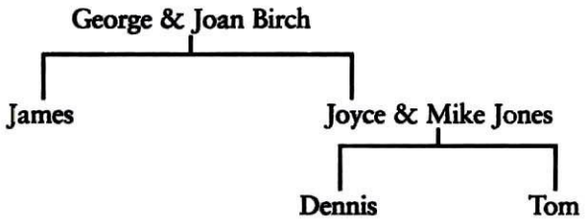
Exercises

42.1 Complete these sentences with the correct forms of the verbs and nouns.

1 Let's see who ....finishes.... (finish) these ..... (exercise) first.
2 The bar ..... (close) when the last customer ..... (leave).
3 Don't make ..... (promise) you can't keep.
4 Nobody ..... (use) a typewriter nowadays, do they?
5 My dad's so tall that when he ..... (reach) his hand up he ..... (touch) the ceiling.

C76 Listen to check your answers. Check with the Key. Then listen again and repeat.

42.2 Look at the family tree and complete the sentences.



EXAMPLE Joyce ....is.... George's daughter. → Joyce is George's daughter.
1 Joyce and Mike ..... Dennis.....
2 Tom ..... Dennis.....
3 James and Joyce ..... Mr and Mrs Birch.....
4 Dennis ..... George.....
5 Joyce ..... Mike Jones.....

C77 Listen to check your answers. Check with the Key. Then listen again and repeat.

42.3 Look at the picture and answer the questions below.

EXAMPLE Whose is the hat? ....Joyce's....
1 Whose is the camera? .....
2 Whose are the skis? .....
3 Whose is the map? .....
4 Whose is the jacket? .....
5 Whose are the shoes? .....
6 Whose is the suitcase? .....

C78a Listen to check your answers.

Now complete the sentences.

EXAMPLE The hat ....is Joyce's....
7 The camera .....
8 The jacket .....
9 The shoes .....
10 The skis .....
11 The suitcase .....
12 The map .....

C78b Listen to check your answers. Check with the Key. Then listen and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

43 I looked everywhere
Pronouncing past tenses

A

To make the past tense of a regular verb, you add the ending *-ed*:

look → looked explain → explained

or just *-d* if there is already a letter e at the end of the infinitive:

live → lived

Normally, the number of syllables stays the same.

look	(1 syllable)	looked	(1 syllable)
explain	(2 syllables)	explained	(2 syllables)
live	(1 syllable)	lived	(1 syllable)

C79 Listen.

Look at this!
I looked everywhere.
Can you explain this for me, please?
I explained it but they didn't understand.
Where do you live?
We lived in the country.

If it's difficult for you to say the *-ed* ending without adding an extra syllable, you can imagine the *-ed* is at the start of the next word. For example, say *I looked everywhere* like this:

I look teverywhere
and say *I explained it* like this:
I explain dit

B

But if the infinitive of the verb ends with /d/ or /t/, the *-ed* or *-d* ending adds an extra syllable:

wait → waited
hate → hated

wait	(1 syllable)	waited	(2 syllables)
hate	(1 syllable)	hated	(2 syllables)

C80 Listen.

Wait here, please.
We waited half an hour.
I hate waiting.
I hated school.

C81

Important for listening

Sometimes you don't hear the *-ed* ending clearly. This happens when the next word starts with a consonant. Listen.

I look(ed) there.
We liv(ed) near the park.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

43.1 C82 Listen and mark the verbs with a tick (✓) if you can hear the *-ed* ending clearly, and a cross (✗) if you can't.

1 I watched an interesting film. ☑
2 I watched the news. ☐
3 I walked to the end of the road. ☐
4 The car stopped in the middle of the road. ☐
5 I phoned the police. ☐
6 They helped me a lot. ☐
7 They asked a lot of questions. ☐
8 It rained all day. ☐

Check with the Key. Then listen again and repeat.

43.2 C83 Listen and circle the word you hear.

1 They *play* / *played* very well.
2 We *clean* / *cleaned* all the rooms.
3 We always *cook* / *cooked* a big meal for the whole family.
4 I *need* / *needed* some help with the housework.
5 I *listen* / *listened* to the radio.
6 I *want* / *wanted* to have a word with you.
7 They *arrive* / *arrived* early in the morning.
8 I never *miss* / *missed* the lesson.

Check with the Key. Then listen again and repeat.

43.3 C84 Listen and complete these sentences with the verb form you hear – present or past.

1 We usually ....finished.... before the others.
2 You ..... my name wrong.
3 I ..... a bit of onion to the recipe.
4 I ..... those people but they always ..... too long.
5 I ..... the music in the film.
6 We ..... for hours and hours.
7 I ..... your house on my way to work.
8 They ..... by the sea.

Check with the Key. Then listen again and repeat.

43.4 C85 Listen to this poem.

I wanted to go to the Friday night show.
It started at eight – didn't want to be late.
I walked into town, found the place and sat down.
First in the queue, and nothing to do.
I waited for hours. It rained – a few showers.
A friend passed and asked me, 'Why are you here?
Come down to the pub and we'll have a few beers.'
I remembered just then that Thursday was when
he went for a drink, and I started to think …
Thursday?

Listen again and repeat. Speak with the same rhythm as the recording.

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TẢI NGAY BỘ SÁCH ĐI KÈM

44 Not half past two, half past three
Intonation for old and new information

A D2a We often use different intonation for old information and new information. Sometimes we repeat the old information with the same words but different intonation. Listen.

A: What time are we meeting? Did you say half past two?

B: No, not half past two, half past three.

(*Two* is old information; *three* is new information.)

A: Edinburgh's one of my favourite places in England.

B: But Edinburgh isn't in England, it's in Scotland!

(*Edinburgh* and *England* are old information; *Scotland* is new information.)

B D2b Sometimes we only say the old information. Listen.

A: Edinburgh's one of my favourite places in England.

B: But Edinburgh isn't in England!

C D2c Sometimes we say the old information in different words. Listen.

A: Look – that wine costs £100!

B: Yes, it's expensive, but everything in this shop's expensive!

(*Expensive* is the same information as *costs £100*.)

D D2d Sometimes we only talk about part of the old information. Listen.

A: I thought that film was really good.

B: Well, I thought the music was good.

(The *music* is part of the *film*.)

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

44.1 Listen and mark the intonation of the words in **bold**.

D3

1 A: How about meeting on Tuesday or Thursday at one o'clock?
B: I can come on **Tuesday**, but not before **two** o'clock.
2 A: Let's go to the beach and have a swim.
B: Well, I'll come to the **beach** with you, but I'll probably just do some **sunbathing**.
3 A: Which shop are you talking about? Is it on the corner?
B: Well, it isn't on the **corner**, exactly, but it's very **near** there.
4 A: When I was at school I was good at maths and physics.
B: I was good at **maths**, but my best subject was **music**.

Check with the Key. Then listen again and repeat.

44.2 Listen and mark the intonation of the words in **bold**.

D4

1 A: Maybe we could have dinner on Thursday or Friday?
B: Well, I'm free on **Thursday**.
2 A: Let's have a quick drink at the pub and then go somewhere to eat.
B: Well, I've got time to go to the **pub** for half an hour.
3 A: Are the shops open in the evenings and on Sundays?
B: Well, I know they're open in the **evenings**.
4 A: My favourite school subjects were history and geography.
B: Really? I liked **geography** ...

Check with the Key. Then listen again and repeat.

44.3 Listen and mark the intonation of the words in **bold**.

D5

1 A: It's freezing today!
B: It's pretty **cold**, yes, but it's good weather for walking, so let's **go**!
2 A: Did you go to university in Europe?
B: I didn't **study** there, no, I just travelled **around**.
3 A: Did you come on the ferry?
B: No, I like travelling by **sea**, but it takes too **long**.
4 A: We've got plenty of time – we're leaving at four.
B: That's the **departure** time, yes, but we have to be there by **three**.

Check with the Key. Then listen again and repeat.

44.4 Listen and mark the intonation of the words in **bold**.

D6

1 A: Are the shops open at the weekend?
B: I know they're open on **Saturdays**.
2 A: What did you think of the band?
B: The **singer** was good.
3 A: Have you been sightseeing yet?
B: We've been to the **castle** – that's all we had **time** for today.
4 A: Can I have something non-alcoholic?
B: We've got some **orange juice** ... or some **mineral water** ...

Check with the Key. Then listen again and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

45 And suddenly ...
Intonation in storytelling

A

D7a In storytelling, we often use the past continuous tense for background information and the past simple for main events, and we often use different intonation patterns with these two tenses. Listen and notice the different intonation in the first and second half of each sentence.

1 I was walking along the street one day, and I saw a wallet on the pavement.
2 I was waiting for the bus yesterday, and I heard an explosion.
3 I was lying in bed last night, and I heard a knock at the door.
4 I was watching the news one night, and I saw myself in the shopping centre.

D7b Listen and repeat.

street one day – along the street one day – I was walking along the street one day
bus yesterday – waiting for the bus yesterday – I was waiting for the bus yesterday
bed last night – lying in bed last night – I was lying in bed last night
news one night – watching the news one night – I was watching the news one night

a wallet – a wallet on the pavement – and I saw a wallet on the pavement
plosion – an explosion – and I heard an explosion
the door – a knock at the door – and I heard a knock at the door
myself in the shopping centre – and I saw myself in the shopping centre

D7c Listen and speak together with the recording.

1 I was walking along the street one day, and I saw a wallet on the pavement.
2 I was waiting for the bus yesterday, and I heard an explosion.
3 I was lying in bed last night, and I heard a knock at the door.
4 I was watching the news one night, and I saw myself in the shopping centre.

B

D8a We also often use the type of intonation with other kinds of background information. Listen and repeat.

on Tuesday, I think
as usual
and suddenly
round about midnight

D8b Listen and repeat. Then speak together with the recording.

1 I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement.
2 I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.
3 I was lying in bed last night, round about midnight, and I heard a knock at the door.
4 I was watching the news one night, and suddenly I saw myself in the shopping centre.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

45.1 Listen and notice the intonation.

D9

I was doing my **shopping** one day, as **usual**, and I was walking past the **antique** shop, and I saw a beautiful old **vase** in the window, with red and blue and yellow **flowers** on it. And I stood there **looking** at this vase and thinking I'd really like to **buy** it, and I went **in** and **looked** at it and asked about the **price**, but of course it was much too **expensive**. And I did the rest of my **shopping** and went back **home**. And a few days **later** I walked past the same **shop** and noticed that the vase wasn't **there**, and I thought that was the **end** of it. **Anyway**, a couple of weeks **later** it was my **birthday** and I had a little **party** for a few of my **friends**, and they arrived with a huge **parcel** and said, 'Happy **birthday**! We've got a really special **present** for you!' So I **opened** it and guess **what**, it was the **vase** from the **antique** shop!

45.2 Listen and repeat.

D10

I was doing my **shopping** one day,
as **usual**,
and I was walking past the **antique** shop,
and I saw a beautiful old **vase** in the window,
with red and blue and yellow **flowers** on it.
And I stood there **looking** at this vase
and thinking
I'd really like to **buy** it,
and I went **in**
and **looked** at it
and asked about the **price**,
but of course it was much too **expensive**.
And I did the rest of my **shopping**
and went back **home**.
And a few days **later**
I walked past the same **shop**
and noticed that the vase wasn't **there**,
and I thought that was the **end** of it.
Anyway,
a couple of weeks **later**
it was my **birthday**
and I had a little **party**
for a few of my **friends**,
and they arrived with a huge **parcel** and said,
'Happy **birthday**!
We've got a really special **present** for you!'
So I **opened** it
and guess **what**,
it was the **vase**
from the **antique** shop!

As usual

I'd really like to buy it.

Much too expensive

A few days later

A couple of weeks later

Happy Birthday!

Don't look at Exercises 45.1 or 45.2. Tell the story with the help of the pictures. (It doesn't have to be exactly the same story!)

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TẢI NGAY BỘ SÁCH ĐI KÈM

46 Really? That's amazing!
Being a good listener

A

D11a Listen and repeat these phrases – be careful with the intonation.

you see
you know
as usual
of course

Well
Anyway

suddenly
then

D11b Listen and notice the intonation where it is marked in the text. Important new parts of the story often have this intonation: ↘

Less important parts, or things we know about already, often have this intonation: ↗ or ↘↗.

I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement. Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you see, so I put it in my bag and forgot about it. And I went to work, as usual, and did the shopping, you know, and went home, and then I remembered the wallet. Anyway, I took it out of my bag and had a look inside, and there was some money, and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know him! It was an old friend from school, you see, and the last time I saw him was years ago. Well, I looked in the wallet and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomorrow.

Listen again and repeat.

B

D12a Listen and repeat these phrases – be careful with the intonation.

Oh?
Really?
Was it?
Did you?

Sorry?
What did you say?
Yes.

What did you do?
What happened?

That's great!
That's amazing!
That's terrible!

D12b This time, A is telling the story and B is listening. Listen and notice the intonation in B's sentences.

A: I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement.
B: Sorry? What did you say?
A: I saw a wallet on the pavement.
B: Oh? What did you do?
A: Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you see, so I put it in my bag and forgot about it. And I went to work, as usual, and did the shopping, you know…
B: Yes?
A: … and went home, and then I remembered the wallet. Anyway, I took it out of my bag and had a look inside, and there was some money, and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know him!
B: Really?
A: It was an old friend from school, you see, and the last time I saw him was years ago.
B: Was it?
A: Yes. Well, I looked in the wallet and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomorrow.
B: That's great!

Listen again and say B's part, together with the recording.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

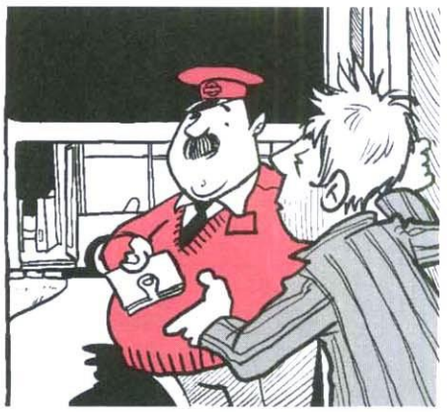
46.1 Fill the gaps with the phrases in the box.

That's amazing!	Did you?	What happened?	That's terrible!	Yes?
What did you do?	Sorry?			

1 A: I was lying in bed last night, round about midnight, and I heard a knock at the door.
B: Oh? .....?
A: Well, I went downstairs ...
2 A: I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.
B: .....?
A: Yes, and I thought, What's that!?
3 A: I was watching the news one night, and suddenly I saw myself in the shopping centre.
B: .....?
A: I said I saw myself, on TV!
B: .....!
4 A: I left my wallet on the bus today!
B: Oh, no! .....!
5 A: Today was awful!
B: Why? .....?
A: Well, first the bus was late, then ...
6 A: I was walking by the river one day last week, down near the bridge, you know?
B: .....
A: And I heard a sort of loud noise in the water ...

D13 Listen to check your answers. Check with the Key. Then listen again and repeat.

46.2 Fill the gaps with phrases from B on page 100 opposite.



A: I was lying in bed last night, round about midnight, and I heard a knock at the door.
B: Oh? .....?
A: Yes, and I thought, 'That's unusual.'
B: .....?
A: Well, I went downstairs, and looked through the window, and it was dark, of course, but I could see a bus in the street, with its lights off and no passengers, and a man standing at my door, with a sort of official-looking cap on his head.
B: .....?
A: A cap, you know, like bus drivers wear.
B: Oh, I see. .....?
A: Well, I opened the door, and he said, 'Mr Johnson?', and I said, 'Yes?' And he said, 'Here's your wallet. I finished work at midnight and I found it on my bus.' What do you think about that?
B: .....!

D14 Listen to check your answers. (Different answers are possible. There is one possible version on the recording and in the Key.) Read B's part together with the recording. Then read A's part together with the recording.

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TẢI NGAY BỘ SÁCH ĐI KÈM

47 I know when it is, but not where

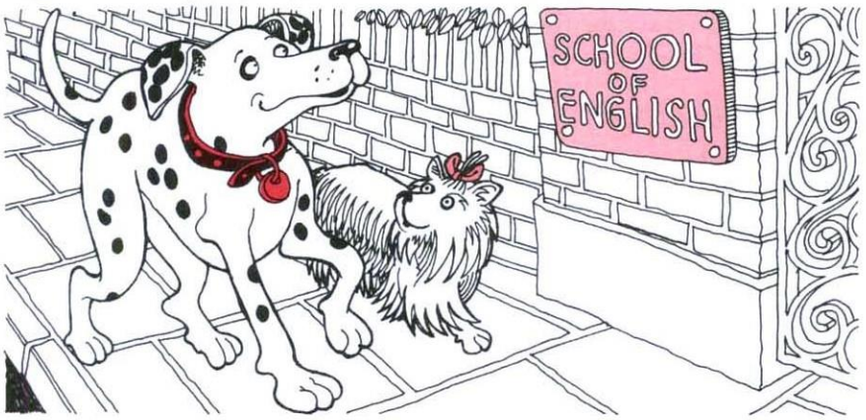
Important words in conversation 1

A D15 **When we speak, we can show which words are especially important by giving them a lot of stress. Listen to these two dialogues, and notice the stress and the intonation on the words in bold.**

A: How good's your English?
B: Well, I can speak English quite well, but I can't write it very well.

A: Do you know any foreign languages?
B: Well, I can speak English, but that's the only foreign language I know.

Repeat the dialogues – copy the stress and intonation of the words in bold.



How good's your English?

B D16 **Sometimes we use stress to correct what someone says, or to make it more exact. Listen.**

A: Is your house number thirty-two?
B: No, it's the next one, number thirty-four.

A: Is your house number thirty-two?
B: No, not thirty-two, it's number forty-two.

Repeat the dialogues.

Is your house number 32?

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

47.1 (D17) Listen to each dialogue twice. The first time you listen, underline the two main stressed words in B's part. The second time you listen, mark the intonation on the stressed words.

EXAMPLE (first time you listen) A: Have you got the details of the next meeting?
B: I know it's on Monday, but I don't know what time.
(second time you listen) A: Have you got the details of the next meeting?
B: I know it's on Monday, but I don't know what time.

1 A: How was the match?
B: The first half was quite good, but the second half was really good.
2 A: How was the match?
B: The first half was quite good, but the second half was terrible.
3 A: Can I come and discuss this tomorrow?
B: I won't be here tomorrow, but my colleague will be.
4 A: Can I come and discuss this tomorrow?
B: I won't be here tomorrow, but I'll be back on Thursday.
5 A: Have you seen that film? B: I've seen it, but I can't remember much about it.
6 A: Have you seen that film? B: I haven't seen it, but I'd like to.
7 A: Are you having trouble? B: I know what this word means, but I don't know how to pronounce it.
8 A: Are you having trouble? B: I know what this word means, but I don't know any of the others!
9 A: What did you think? B: I liked the film, but I didn't really understand it.
10 A: What did you think? B: I liked the film, but the seats were so uncomfortable!
11 A: I'd like to go to Britain to study for a month or two – or maybe even a year!
B: I'd like to go to Britain for a month, but not for a year.
12 A: I'd like to go to Britain to study for a month or two – or maybe even a year!
B: I'd like to go to Britain, but I'd rather go to America.

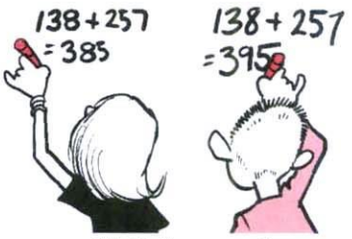
How was the match?

Check your answers with the Key. Then listen again and repeat.

47.2 (D18) Listen and underline the stressed word or words in B's part of each dialogue. Then listen again and mark the intonation on the stressed words.

EXAMPLE A: You're June Smith, aren't you?
B: No, I'm Jane Smith.

1 A: What's the answer – three hundred and eighty-five?
B: No – three hundred and ninety-five.
2 A: After you. B: No – after you.
3 A: You went to the disco with Steve last night, didn't you?
B: I didn't go with him – I met him there.
4 A: Do you live in London? B: Well, not really in London, just outside.
5 A: You said go over the bridge. B: No, I said go under the bridge.
6 A: Were there really fifty people at your birthday party? B: Well, nearly fifty, I think.
7 A: What's 'Thank you' in Italian? B: I can't speak Italian.
8 A: How many times have you been to England? B: I've never been to England.
9 A: Was the course expensive? B: Well, my school paid for the course, but the travel cost quite a lot.
10 A: How much should I bring – fifty pounds? B: You'll need at least fifty.



What's the answer?

Check your answers with the Key. Then listen again and repeat.

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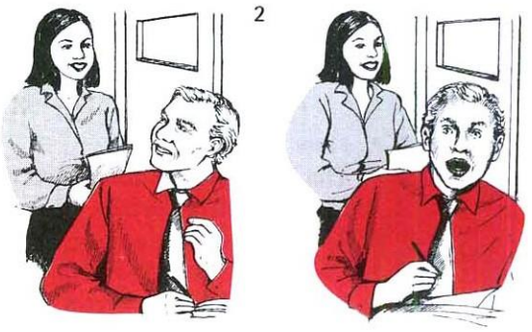
TẢI NGAY BỘ SÁCH ĐI KÈM

48 Finished? I've just started!
Important words in conversation 2

A D19a D19b If we want to give special emphasis to words, for example if we are very surprised, we sometimes use a lot of stress, and our voices go especially high. Listen to these two dialogues.

1 A: When will that report be finished?
B: I've just **started** it, so it'll be finished this afternoon.

2 A: Have you finished that report?
B: **Finished**?! I've just **started** it!!



D19c In both dialogues, the word *started* is stressed, but in the second dialogue it is specially emphasised. Listen and repeat the sentence *I've just started it* from both dialogues.

I've just **started** it.
I've just **started** it!!

D19d In the second dialogue, the word *finished* is also specially emphasised. Listen and repeat.

Finished?!

D19e Listen to the different intonation on *finished* and *started*, and repeat.

Finished?! **started**!!

D19f Now repeat the whole answer from the second dialogue.

Finished?! I've just **started** it!!

B D20 Listen to two people arguing. Notice the intonation they use, especially on the words in **bold**.

A: You're late! We said two o'clock!
B: We **didn't** – we said **half** past two!
A: We said **two**! You're **always** late!
B: Last time **you** were late! Remember?
A: Was I?

Listen again and repeat the dialogue.

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

48.1 D21 Listen and underline the specially emphasised words in B's replies. Then listen again and mark the intonation on the stressed words.

EXAMPLE A: Is that your car?
B: That? You must be joking!

1 A: Do you like westerns?
B: Me? I can't stand westerns!
2 A: It's stopped raining.
B: Really? I don't believe it!
3 A: Is it the first time you've been here?
B: The first – and probably the last!
4 A: You know the city pretty well, don't you?
B: Me? I've never been here before!
5 A: What are twelve elevens?
B: Don't ask me! I'm hopeless with numbers!
6 A: It's two pounds fifty for a cup of coffee.
B: Two fifty? That's ridiculous!
7 A: Were the shops busy today?
B: Busy? They were almost empty!
8 A: Do you like rap music?
B: Like it? I think it's awful!

Is that your car?

Is it the first time you've been here?

Check with the Key. Then listen again and repeat.

48.2 D22 Listen to the telephone conversation between John Watt and Will Knott.
Watt is pronounced like *what*. *Knott* is pronounced like *not*.
Will is a short form of *William* and is pronounced like the verb *will*.

John Watt: **Hello**. Are you **there**?
Will Knott: **Yes**. Who's **that**?
John Watt: **Watt**.
Will Knott: What's your **name**?
John Watt: **Watt's** my name.
Will Knott: **What**?
John Watt: My name's John **Watt**.
Will Knott: John **what**?
John Watt: **Yes**, that's **right**. Are you **Jones**?
Will Knott: No, I'm **Knott**.
John Watt: Well, tell me your **name**, then.
Will Knott: Will **Knott**.
John Watt: **Why** not?
Will Knott: My name's **Knott**.
John Watt: Not **what**?
Will Knott: Not **Watt, Knott**.
John Watt: **What**?!

Listen again and repeat the dialogue, using the same stress and intonation, especially on the words in **bold**.

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TẢI NGAY BỘ SÁCH ĐI KÈM

49 No, thanks, I'm just looking
Intonation in phrases and sentences 1

Exercises

Intonation varies a lot. You don't always hear the same intonation in the same phrases. But these exercises will help you to notice and practise some of the most common patterns. You should do Units 44 to 48 before Units 49 and 50.

49.1 Listen, notice the intonation and repeat.

D23a

A: Ready?
B: Nearly. Warm?
A: No.
B: Cold?
A: No.
B: Raining?
A: Slightly. Umbrella?
B: Thanks. Hat?
A: Here.
B: Thanks.
A: Ready?
B: Yes. You?
A: Yes.
B: Right.

D23b The next version is longer, but the intonation is the same. Listen and repeat.

A: Are you ready?
B: I'm nearly ready. Is it warm?
A: No, not really.
B: Is it cold?
A: No, not really.
B: Is it raining?
A: Slightly. Do you want your umbrella?
B: Yes, thanks. Where's my hat?
A: Here it is.
B: Thanks.
A: Are you ready?
B: Yes. Are you ready?
A: Yes.
B: Right.

49.2 Listen and mark the intonation on the stressed words ↘, ↗ or ↘↗.

D24

1 A: Can I help you?
  B: No, thanks, I'm just looking.
2 B: I'll take this, please.
  A: Sure. Anything else?
  B: No, thanks, that's all.
3 A: That's fifteen forty altogether.
  B: Here you are.
4 A: Here's your change.
  B: Thank you.
5 A: See you.
  B: Bye.

Can I help you?

Check with the Key. Then listen again and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

49.3 Listen and mark the intonation on the **stressed** words ↘, ↗ or ↗↘.

D25

A: Excuse **me**.
B: **Yes**?
A: Can you tell me the way to the **station, please**?
B: **Yes**, you just go along this **road**, cross the **bridge** over the **river** and there's a big **park** on your **left**, you **know**? **Well**, you go through the **park** and the **station**'s just on the other **side**.
A: Is it **far**?
B: **No**, not **very** far.
A: **OK**, so I go along this **road**, cross the **bridge** and through the **park – right**?
B: That's **right**.
A: Thanks very **much**.
B: You're **welcome**. **Bye**.
A: **Bye**.

Check with the Key. Then listen again and repeat.

49.4 Listen and mark the intonation on the **stressed** words ↘, ↗ or ↗↘.

D26

A: All **right**?
B: **Yes**.
A: Not **nervous**?
B: A **bit**.
A: Don't **worry**. It'll be **fine**.
B: I **hope** so.
A: **Right**. Let's **start**. Are you **ready**?
B: I **think** so.
A: **OK**. The first question is … What's your **name**?
B: My **name**? … It's … Jack **Johnson**.
A: That's **right**! Well **done**! **Difficult**?
B: **Well**, not **too** bad.
A: **Right**. The **second** question is … What's 37,548 × 7,726?
B: **What**!

Check with the Key. Then listen again and repeat.

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TẢI NGAY BỘ SÁCH ĐI KÈM

50 Fine, thanks

Intonation in phrases and sentences 2

Exercises

You should do Units 44 to 48 before Units 49 and 50.

50.1 Listen and repeat.

D27a

hi	Hi there!
hello	
are	How are you?
fine	
thanks	Fine, thanks.
you	And you?
bad	Not too bad.
hurry	I'm in a hurry.
see you	
bye	

D27b

A: Hi there!
B: Hello! How are you?
A: Fine, thanks. And you?
B: Not too bad. I'm in a hurry. See you.
A: Bye.

50.2 Listen to the intonation and put the words and phrases in the box into the correct column.

D28a

it was! usually is it? of course! maybe really? I think so did you? definitely sometimes

it was!	usually	

D28b Check with the Key. Then listen and repeat.

D28c Listen to the dialogues and repeat.

1 A: Do you think there's life on Mars? B: Maybe.
2 A: This house is two hundred years old. B: Is it?
3 A: Can I borrow your pen? B: Of course!
4 A: Is it hot here in July? B: Usually.
5 A: That was a good meal, wasn't it? B: It was!
6 A: My great-grandfather was a famous artist. B: Really?
7 A: Is this the way to the beach? B: I think so.
8 A: I found some money this morning. B: Did you?
9 A: Do you think it's going to rain? B: Definitely.
10 A: Do you read books in English? B: Sometimes.

Do you think there's life on Mars?

D28d Now listen and answer, using the same phrases. Different answers are possible.

1 Could you help me, please?
2 Do you go out on Friday nights?
3 Today's the longest day of the year.
4 They show some really good films at that cinema.
5 Are you going to Ireland again this year?
6 Do they speak English in Malta?
7 Can you buy stamps in that shop?
8 That was a long trip, wasn't it?
9 Do you have to speak English at work?
10 I won't a prize in the lottery last week.

Could you help me, please?

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TẢI NGAY BỘ SÁCH ĐI KÈM

50.3 Listen to the intonation and put the words and phrases in the box into the correct column.

D29a

~~That's great!~~ ~~That's strange.~~ That's fantastic! That's interesting. That's good news! That's kind of you! That's a good idea. That's marvellous!

That's great!	That's strange.
.....	.....
.....	.....
	.....
	.....

D29b Check with the Key. Then listen and repeat.

D29c Now listen and answer, using the same phrases. Different answers are possible.

1 I've passed my exam!
2 I'm sure I left my glasses here but I can't see them anywhere.
3 I'll help you carry those bags.
4 They've got lots of English books at the new megastore.
5 Let's go for a beer.
6 Look – it's the middle of the afternoon, and all the lights in the house are on.
7 Would you like to come and stay for the weekend?
8 Where's Peggy? She said she was definitely coming.
9 I'm going to Canada for the summer!
10 This road was built by the Romans.

50.4 Listen and repeat.

D30a

thanks	**Fine, thanks.**
please	Can I have some **more, please**?
actually	I **like** it, **actually**.
Dave?	Are you **there, Dave**?
if you **like**	Have some **more**, if you **like**.
in **fact**	**Yes**, I **can**, in **fact**.
probably	About six o'**clock, probably**.
I'm **afraid**	**No**, I **can't**, I'm **afraid**.
I **think**	About **twenty**, I **think**.
usually	**Coffee, usually**.
when you're **ready**	We can **go**, when you're **ready**.
unfortunately	No, it was **cancelled, unfortunately**.

D30b Listen and use some of the sentences to answer. Different answers are possible.

1 How are you?
2 How many people are coming to the party?
3 This music's awful, isn't it?
4 Was the concert good?
5 This cake's delicious.
6 What time will you be home?
7 Do you drink tea or coffee for breakfast?
8 Can you come a bit earlier next week?
9 Can you speak Hungarian?
10 How old is she?

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TẢI NGAY BỘ SÁCH ĐI KÈM

E1 Chart of phonemic symbols

You can listen to these words on the recording.

D31a **Short vowels**

ɪ swim building
e red bread friend any said
æ can map
ʌ son sun
ɒ clock hot
ʊ full book
ə about excellent letter doctor sugar Saturday
i happy

D31b **Long vowels**

iː tree seat field secret kilo
ɑː can't bar half
ɔː wall talk saw daughter bought warm more door
uː too group blue
ɜː bird work turn learn verb

D31c **Diphthongs**

ɪə real hear beer here
eə care hair wear where
eɪ came rain say great weight
aɪ time dry high buy
ɔɪ point toy
əʊ cold home slow boat
aʊ now sound

D31d **Consonants**

b baby job
d do reading add
f foot café off phone
g go bigger bag
h hand who
j yes
k cold talking black
l leave yellow fill
m more summer comb
n now dinner gone know
p pen stopping help
r red sorry write
s sister glass place scissors
t ten better eight washed
v view every five
w well away white
z zero roses scissors jazz
ʃ shop washing cash machine sure national
ʒ television usually
tʃ choose which future
dʒ jeans larger fridge
ŋ thing bank singer
θ thank north
ð then mother with

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TẢI NGAY BỘ SÁCH ĐI KÈM

E2 Guide for speakers of specific languages

If your language is one of these, it would probably be useful for you to do these *Sound pairs* (see Section E3).

Arabic

3, 11, 13, 16, 23, 25, 27, 28, 29, 33, 34, 37

Chinese

1, 4, 7, 9, 10, 11, 13, 15, 23, 26, 27, 28, 29, 30, 31, 33, 36, 37

Dravidian languages e.g. Tamil

1, 4, 7, 11, 12, 13, 17, 23, 24, 26, 27, 28, 31, 34

Dutch

1, 3, 4, 5, 8, 10, 12, 14, 15, 26, 28, 29, 30, 31, 32, 33

Farsi

1, 4, 11, 13, 15, 17, 20, 27, 34

French

1, 4, 7, 9, 10, 12, 15, 16, 23, 26, 27, 28, 29, 30, 31, 33, 37

German

10, 12, 15, 21, 23, 26, 28, 29, 30, 31

Greek

1, 2, 4, 7, 9, 11, 12, 13, 15, 17, 31, 32, 33, 34, 37

Italian

1, 9, 11, 12, 13, 15, 16, 23, 26, 27, 28, 29, 31

Japanese

9, 12, 20, 25, 30, 32, 34, 35, 36

Korean

1, 4, 11, 12, 13, 14, 15, 17, 23, 24, 26, 27, 28, 29, 30, 31, 32, 36

Malay / Indonesian

1, 4, 13, 15, 23, 24, 26, 27, 28, 29, 31, 32, 33

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TẢI NGAY BỘ SÁCH ĐI KÈM

Polish
1, 7, 12, 14, 15, 23, 25, 26, 27, 28, 30, 31, 32, 33, 34, 37

Portuguese
1, 4, 7, 9, 13, 15, 23, 25, 26, 27, 28, 30, 31, 34, 35

Russian
1, 7, 11, 12, 13, 14, 15, 17, 20, 23, 26, 28, 30, 32, 34, 37

Scandinavian languages
1, 6, 10, 15, 27, 30, 31

South Asian languages e.g. Hindi, Urdu, Bengali, Gujarati
8, 12, 15, 16, 18, 23, 24, 26, 27, 28, 32

Spanish
1, 4, 7, 9, 11, 13, 14, 17, 20, 23, 26, 27, 28, 33, 34, 35, 37

Swahili
1, 3, 4, 7, 9, 11, 12, 13, 15, 16, 23, 26, 27, 28, 30, 32, 36, 37

Thai
7, 12, 21, 24, 25, 26, 27, 28, 30, 31, 36

Turkish
2, 4, 12, 15, 21, 23, 26, 27, 34, 35

West African languages
1, 4, 7, 9, 11, 12, 13, 15, 17, 18, 23, 26, 27, 28, 29, 31, 34, 36

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

E3 Sound pairs

If you have problems with hearing the difference between pairs of sounds, you can find extra listening practice in this section. Listen to the sounds and words on the recording, do the exercises and then check your answers with the Key. Note that the recordings for the *Sound pairs* are on CD E.

Sound pair 1 /iː/ and /ɪ/
Sound pair 2 /iː/ and /ɪə/
Sound pair 3 /ɪ/ and /e/
Sound pair 4 /uː/ and /ʊ/
Sound pair 5 /ʊ/ and /ʌ/
Sound pair 6 /uː/ and /əʊ/
Sound pair 7 /æ/ and /ɑː/
Sound pair 8 /ɑː/ and /ɔː/
Sound pair 9 /æ/ and /ʌ/
Sound pair 10 /ʌ/ and /ɒ/
Sound pair 11 /ɒ/ and /əʊ/
Sound pair 12 /əʊ/ and /ɔː/
Sound pair 13 /ɒ/ and /ɔː/
Sound pair 14 /ɔː/ and /ɜː/
Sound pair 15 /e/ and /æ/
Sound pair 16 /e/ and /eɪ/
Sound pair 17 /e/ and /ɜː/
Sound pair 18 /e/ and /ʌ/
Sound pair 19 /ɜː/ and /æ/
Sound pair 20 /ɜː/ and /ɪə/
Sound pair 21 /eə/ and /eɪ/
Sound pair 22 /aɪ/ and /eɪ/
Sound pair 23 /p/ and /b/
Sound pair 24 /p/ and /f/
Sound pair 25 /t/ and /tʃ/
Sound pair 26 /t/ and /d/
Sound pair 27 /t/ and /θ/
Sound pair 28 /k/ and /g/
Sound pair 29 /f/ and /v/
Sound pair 30 /s/ and /θ/
Sound pair 31 /s/ and /z/
Sound pair 32 /s/ and /ʃ/
Sound pair 33 /ʃ/ and /tʃ/
Sound pair 34 /n/, /ŋ/ and /ŋk/
Sound pair 35 /m/, /n/ and /ŋ/
Sound pair 36 /l/ and /r/
Sound pair 37 /h/ and /–/

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 1: /iː/ and /ɪ/

For more about these sounds, see Unit 2.

E2a Listen to the words in the box.

E2b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

leave – live	feel – fill
field – filled	team – Tim

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E2c Listen. Circle the word you hear.

8 *seat / sit*
9 *wheel / will*
10 *eat / it*
11 *cheap / chip*
12 *litre / litter*

Sound pair 2: /iː/ and /ɪə/

For more about these sounds, see Units 2 and 8.

E3a Listen to the words in the box.

E3b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

knee – near	B – beer
D – dear	E – ear

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E3c Listen. Circle the word you hear.

8 *cheese / cheers*
9 *knee / near*
10 *we / we're*
11 *D / dear*
12 *he / here*

Sound pair 3: /ɪ/ and /e/

For more about these sounds, see Units 2 and 6.

E4a Listen to the words in the box.

E4b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

sit – set	lift – left
litter – letter	listen – lesson

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E4c Listen. Circle the word you hear.

8 *if / F*
9 *six / sex*
10 *in / N*
11 *fill / fell*
12 *disk / desk*

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 4: /uː/ and /ʊ/

For more about these sounds, see Unit 3.

E5a Listen to the sounds and words in the box.

/uː/ – /ʊ/	pool – pull
fool – full	Luke – look

E5b Listen. You will hear two sounds or words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E5c Listen. Circle the sound or word you hear.

8 /uː/ / /ʊ/
9 /uː/ / /ʊ/
10 *pool / pull*
11 *pool / pull*
12 *fool / full*

Sound pair 5: /ʊ/ and /ʌ/

For more about these sounds, see Units 3 and 4.

E6a Listen to the sounds and words in the box.

/ʊ/ – /ʌ/	look – luck
book – buck	

E6b Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E6c Listen. Circle the sound or word you hear.

8 /ʊ/ / /ʌ/
9 /ʊ/ / /ʌ/
10 *look / luck*
11 *look / luck*
12 *book / buck*

Sound pair 6: /uː/ and /əʊ/

For more about these sounds, see Units 3 and 10.

E7a Listen to the words in the box.

boot – boat	soup – soap
shoe – show	through – throw

E7b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E7c Listen. Circle the word you hear.

8 *too / toe*
9 *grew / grow*
10 *blue / blow*
11 *boots / boats*
12 *shoes / shows*

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 7: /æ/ and /ɑː/

For more about these sounds, see Units 4 and 6.

E8a Listen to the words in the box.

E8b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

had – hard	match – March
pack – park	hat – heart

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E8c Listen. Circle the word you hear.

8 *hat / heart*
9 *match / March*
10 *pack / park*
11 *had / hard*
12 *had / hard*

Sound pair 8: /ɑː/ and /ɔː/

For more about these sounds, see Units 4 and 5.

E9a Listen to the words in the box.

E9b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

far – four	are – or
farm – form	star – store

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E9c Listen. Circle the word you hear.

8 *far / four*
9 *R / or*
10 *R / or*
11 *part / port*
12 *star / store*

Sound pair 9: /æ/ and /ʌ/

For more about these sounds, see Units 4 and 6.

E10a Listen to the words in the box.

E10b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

cat – cut	cap – cup
match – much	ran – run

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E10c Listen. Circle the word you hear.

8 *match / much*
9 *match / much*
10 *ran / run*
11 *sang / sung*
12 *rang / rung*

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 10: /ʌ/ and /ɒ/

For more about these sounds, see Units 4 and 5.

E11a Listen to the words in the box.

E11b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

luck – lock	nut – not
gun – gone	shut – shot

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E11c Listen. Circle the word you hear.

8 *lock / luck*
9 *box / bucks*
10 *wrong / rung*
11 *boss / bus*
12 *song / sung*

Sound pair 11: /ɒ/ and /əʊ/

For more about these sounds, see Units 5 and 10.

E12a Listen to the sounds and words in the box.

E12b Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

/ɒ/ – /əʊ/	not – note
cost – coast	want – won't

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

E12c Listen. Circle the word you hear.

6 *not / note*
7 *cost / coast*
8 *want / won't*

Sound pair 12: /əʊ/ and /ɔː/

For more about these sounds, see Units 5 and 10.

E13a Listen to the words in the box.

E13b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

oh – or	coat – caught
woke – walk	so – saw

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E13c Listen. Circle the word you hear.

8 *oh / or*
9 *bowl / ball*
10 *coat / caught*
11 *boat / bought*
12 *cold / called*

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 13: /ɒ/ and /ɔː/

For more about these sounds, see Unit 5.

E14a Listen to the sounds and words in the box.

/ɒ/ – /ɔː/	shot – short
pot – port	spot – sport

E14b Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

E14c Listen. Circle the word you hear.

6 *shot / short*
7 *pot / port*
8 *spot / sport*

Sound pair 14: /ɔː/ and /ɜː/

For more about these sounds, see Units 5 and 7.

E15a Listen to the words in the box.

walk – work	saw – sir
born – burn	short – shirt

E15b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E15c Listen. Circle the word you hear.

8 *walk / work*
9 *born / burn*
10 *short / shirt*
11 *board / bird*
12 *walked / worked*

Sound pair 15: /e/ and /æ/

For more about these sounds, see Unit 6.

E16a Listen to the words in the box.

men – man	head – had
said – sad	pen – pan

E16b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E16c Listen. Circle the word you hear.

8 *men / man*
9 *said / sad*
10 *met / mat*
11 *set / sat*
12 *bed / bad*

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 16: /e/ and /eɪ/

For more about these sounds, see Units 6 and 9.

E17a Listen to the words in the box.

E17b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

get – gate	pepper – paper
wet – wait	let – late

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E17c Listen. Circle the word you hear.

8 *pen / pain*
9 *men / main*
10 *letter / later*
11 *pepper / paper*
12 *edge / age*

Sound pair 17: /e/ and /ɜː/

For more about these sounds, see Units 6 and 7.

E18a Listen to the words in the box.

E18b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

head – heard	bed – bird
ten – turn	went – weren't

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E18c Listen. Circle the word you hear.

8 *bed / bird*
9 *ten / turn*
10 *went / weren't*
11 *west / worst*
12 *lend / learned*

Sound pair 18: /e/ and /ʌ/

For more about these sounds, see Units 4 and 6.

E19a Listen to the sounds and words in the box.

E19b Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

/e/ – /ʌ/	better – butter
when – one	again – a gun

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

E19c Listen. Circle the word you hear.

6 *better – butter*
7 *when – one*
8 *net – nut*

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 19: /ɜː/ and /æ/

For more about these sounds, see Units 6 and 7.

E20a Listen to the sounds and words in the box.

/ɜː/ – /æ/	hurt – hat
bird – bad	heard – had

E20b Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 ..... **2** ..... **3** ..... **4** ..... **5** .....

E20c Listen. Circle the word you hear.

6 *hurt / hat*
7 *bird / bad*
8 *heard / had*

Sound pair 20: /ɜː/ and /ɪə/

For more about these sounds, see Units 7 and 8.

E21a Listen to the sounds and words in the box.

/ɜː/ – /ɪə/	bird – beard
her – here	were – we're

E21b Listen. You will hear two words from the box.
If you hear the same sound or word twice, write S (same).
If you hear two different sounds or words, write D (different).

1 ..... **2** ..... **3** ..... **4** ..... **5** .....

E21c Listen. Circle the word you hear.

6 *bird / beard*
7 *her / here*
8 *were / we're*

Sound pair 21: /eə/ and /eɪ/

For more about these sounds, see Units 8 and 9.

E22a Listen to the words in the box.

wear – way	air – A
stair – stay	hair – hey!

E22b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... **2** ..... **3** ..... **4** ..... **5** ..... **6** ..... **7** .....

E22c Listen. Circle the word you hear.

8 *stair / stay*
9 *hair / hey!*
10 *there / they*
11 *care / K*
12 *nowhere / no way*

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 22: /aɪ/ and /eɪ/

For more about these sounds, see Unit 9.

E23a Listen to the words in the box.

E23b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

my – May	why – way
die – day	I – A

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E23c Listen. Circle the word you hear.

8 *I / A*
9 *white / wait*
10 *like / lake*
11 *buy / bay*
12 *high / hey!*

Sound pair 23: /p/ and /b/

For more about these sounds, see Unit 11.

E24a Listen to the words in the box.

E24b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

pears – bears	pay – bay
pen – Ben	P – B

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E24c Listen. Circle the word you hear.

8 *pay / bay*
9 *pen / Ben*
10 *P / B*
11 *pie / buy*
12 *pack / back*

Sound pair 24: /p/ and /f/

For more about these sounds, see Units 11 and 14.

E25a Listen to the words in the box.

E25b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

pear – fair	pull – full
past – fast	copy – coffee

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E25c Listen. Circle the word you hear.

8 *pear / fair*
9 *pull / full*
10 *past / fast*
11 *Pete / feet*
12 *copy / coffee*

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 25: /t/ and /tʃ/

For more about these sounds, see Units 12 and 18.

E26a Listen to the words in the box.

E26b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

what's – watch	toes – chose
test – chest	coats – coach

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E26c Listen. Circle the word you hear.

8 *toes / chose*
9 *coat / coach*
10 *beat / beach*
11 *eat / each*
12 *eats / each*

Sound pair 26: /t/ and /d/

For more about these sounds, see Unit 12.

E27a Listen to the words in the box.

E27b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

try – dry	tie – die
town – down	white – wide

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E27c Listen. Circle the word you hear.

8 *writing / riding*
9 *two / do*
10 *T / D*
11 *wrote / road*
12 *set / said*

Sound pair 27: /t/ and /θ/

For more about these sounds, see Units 12 and 15.

E28a Listen to the words in the box.

E28b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

taught – thought	tree – three
boat – both	mats – maths

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E28c Listen. Circle the word you hear.

8 *taught / thought*
9 *taught / thought*
10 *tree / three*
11 *boat / both*
12 *mats / maths*

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 28: /k/ and /g/

For more about these sounds, see Unit 13.

E29a Listen to the words in the box.

cold – gold	back – bag
class – glass	docks – dogs

E29b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E29c Listen. Circle the word you hear.

8 *cold / gold*
9 *back / bag*
10 *class / glass*
11 *class / glass*
12 *docks / dogs*

Sound pair 29: /f/ and /v/

For more about these sounds, see Unit 14.

E30a Listen to the words in the box.

few – view	leaf – leave
ferry – very	lift – lived

E30b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E30c Listen. Circle the word you hear.

8 *few / view*
9 *leaf / leave*
10 *ferry / very*
11 *safe / save*
12 *lift / lived*

Sound pair 30: /s/ and /θ/

For more about these sounds, see Units 15 and 16.

E31a Listen to the words in the box.

sing – thing	sort – thought
sick – thick	mouse – mouth

E31b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E31c Listen. Circle the word you hear.

8 *sing / thing*
9 *sort / thought*
10 *sick / thick*
11 *some / thumb*
12 *mouse / mouth*

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 31: /s/ and /z/

For more about these sounds, see Unit 16.

E32a Listen to the words in the box.

E32b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

place – plays	Sue – zoo
ice – eyes	rice – rise

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E32c Listen. Circle the word you hear.

8 *place / plays*
9 *Sue / zoo*
10 *niece / knees*
11 *piece / peas*
12 *ice / eyes*

Sound pair 32: /s/ and /ʃ/

For more about these sounds, see Units 16 and 17.

E33a Listen to the words in the box.

E33b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

so – show	seat – sheet
sort – short	Sue – shoe

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E33c Listen. Circle the word you hear.

8 *so / show*
9 *seat / sheet*
10 *suit / shoot*
11 *save / shave*
12 *sign / shine*

Sound pair 33: /ʃ/ and /tʃ/

For more about these sounds, see Units 17 and 18.

E34a Listen to the words in the box.

E34b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

shoes – choose	ship – chip
cash – catch	wash – watch

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E34c Listen. Circle the word you hear.

8 *shoes / choose*
9 *share / chair*
10 *sheep / cheap*
11 *cash / catch*
12 *wash / watch*

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TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 34: /n/, /ŋ/ and /ŋk/

For more about these sounds, see Unit 19.

E35a Listen to the words in the box.

ran – rang	thin – thing
thing – think	sing – sink

E35b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... **2** ..... **3** ..... **4** ..... **5** ..... **6** ..... **7** .....

E35c Listen. Circle the word you hear.

8 *ran / rang*
9 *thin / thing*
10 *thing / think*
11 *sing / sink*
12 *sun / sung*

Sound pair 35: /m/, /n/ and /ŋ/

For more about these sounds, see Unit 19.

E36a Listen to the words in the box.

might – night	me – knee
some – sun	some – sung

E36b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... **2** ..... **3** ..... **4** ..... **5** ..... **6** ..... **7** .....

E36c Listen. Circle the word you hear.

8 *might / night*
9 *mice / nice*
10 *mine / nine*
11 *some / sung*
12 *swim / swing*

Sound pair 36: /l/ and /r/

For more about these sounds, see Unit 21.

E37a Listen to the words in the box.

light – right	long – wrong
collect – correct	leader – reader

E37b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... **2** ..... **3** ..... **4** ..... **5** ..... **6** ..... **7** .....

E37c Listen. Circle the word you hear.

8 *light / right*
9 *long / wrong*
10 *lock / rock*
11 *collect / correct*
12 *alive / arrive*

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 37: /h/ and /–/

For more about this sound, see Unit 20.

E38a Listen to the words in the box.

hey! – A	hear – ear
high – eye	hair – air

E38b Listen. You will hear two words from the box.
If you hear the same word twice, write S (same).
If you hear two different words, write D (different).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

E38c Listen. Circle the word you hear.

8 *hey! / A*
9 *heating / eating*
10 *hold / old*
11 *hate / eight*
12 *heart / art*

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

E4 From spelling to sound

D32 These are the commonest pronunciations of letters in words. But there are lots of exceptions, and you will often need to check the pronunciation of words in a dictionary. You can listen to the examples on the recording.

Spelling	Sound	Examples
a	/æ/	bag
a + consonant + e	/eɪ/	late
a	/ə/	about
ai	/eɪ/	train
air	/eə/	hair
ar	/ɑː/	start
ay	/eɪ/	say
au	/ɔː/	taught
aw	/ɔː/	saw
b	/b/	best
c	/k/	car
c + e/i/y	/s/	cent, cinema, cycle
c + consonant + e	/s/	nice
ch	/tʃ/	check
ck	/k/	black
d	/d/	do
e	/e/	end
e	/iː/	me
e + consonant + e	/iː/	these
e	/ə/	happen
e	/ɪ/	England
ea	/iː/	tea
ea	/e/	bread
ea	/eɪ/	great
ear	/ɪə/	hear
ear	/ɜː/	early
ear	/eə/	wear
ee	/iː/	see
eer	/ɪə/	beer
ei	/eɪ/	eight
ey	/eɪ/	grey
ere	/eə/	where
ew	/juː/	new
f	/f/	fly
g	/g/	get
g	/dʒ/	general
gu	/g/	guess
gu	/gw/	language
h	/h/	hat
i	/ɪ/	him
i + consonant + e	/aɪ/	time
ie	/iː/	piece
ie	/aɪ/	pie
ir	/ɜː/	first

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Spelling	Sound	Examples
j	/dʒ/	June
k	/k/	key
l	/l/	live
m	/m/	May
n	/n/	no
n + c/k	/ŋ/	uncle, bank
ng	/ŋ/	sing
ng	/ŋg/	single
o	/ɒ/	top
o + consonant + e	/əʊ/	nose
oa	/əʊ/	road
oi	/ɔɪ/	point
oo	/uː/	food
oo	/ʊ/	foot
oor	/ɔː/	door
or	/ɔː/	north
ou	/aʊ/	sound
ou	/uː/	group
ou	/ʊ/	could
ough	/ɔː/	thought
ough	/uː/	through
our	/aʊə/	hour
our	/ɔː/	four
ow	/aʊ/	brown
oy	/ɔɪ/	enjoy
p	/p/	pen
ph	/f/	photo
qu	/kw/	quiet
r	/r/	red
s	/s/	say
s	/z/	easy
sh	/ʃ/	shoe
t	/t/	ten
t	/ʃ/	station
t	/tʃ/	picture
tch	/tʃ/	catch
th	/θ/	three
th	/ð/	father
u	/ʌ/	cup
u	/juː/	music
u	/ʊ/	pull
ue	/uː/	blue
ur	/ɜː/	turn
v	/v/	never
w	/w/	well
wh	/w/	white
x	/ks/	six

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Spelling	Sound	Examples
y	/j/	you
y	/aɪ/	try
y + consonant + e	/aɪ/	type
y	/i/	forty
z	/z/	zoo

Silent letters

A lot of English words have silent letters in the spelling – letters which are not pronounced. You can listen to these examples of common words with silent letters on the recording.

33

Silent letter	Examples
b	climb, comb
d	Wednesday
g	foreign, sign
gh	daughter, eight, high, thought, through
h	hour
k	knee, know
l	could, half, should, walk, would
p	psychology
s	island
t	Christmas, listen, often
w	answer, two, write

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

E5 The alphabet

Exercises

These exercises will give you practice with the names of the letters of the alphabet.

E5.1 Match the letters with the words that have the same pronunciation.

b	tea
c	pea
i	why
o	bee
p	eye
q	you
r	see
t	are
u	queue
y	oh

Check your answers with the Key.

E5.2 Listen and circle the letter that doesn't rhyme.

D34

1 Which letter doesn't rhyme with a? h j k w
2 Which letter doesn't rhyme with b? c d e g j p t v
3 Which letter doesn't rhyme with u? q w y

Check your answers with the Key.

E5.3 Listen and write the answers to the questions.

D35

1 ....l....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....

Check your answers with the Key.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

E5.4 D36 Listen to 12 spellings and write the words. You'll hear the spelling of each word twice – the first time faster, with the letters linked, like this: s‿t‿o‿p, and the second time slowly, like this: s...t...o...p.

Try to write each word the first time, and use the second time to check.

EXAMPLE stop

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....

Check your answers with the Key.

E5.5 Spell these words aloud, first slowly and carefully, and then faster, linking the letters. Remember that we say **gg**, for example, as *double g*.

1 where 2 language 3 who 4 quick 5 called 6 enjoy 7 English 8 only
9 saw 10 getting 11 asleep 12 pronunciation

D37 Listen and check with the recording.

E5.6 D38 Listen to this story and then practise reading it yourself. Notice the pauses between the lines, and the stresses in **bold** (see Unit 33).

One day
Leonard **Bern**stein,
the **fam**ous con**duc**tor,
was re**hear**sing with an **or**chestra.
Different **sec**tions of the **mus**ic
are **marked** with the letters **A**, **B**, **C**
and **so** on.
At **one** moment,
Bernstein **stopped** the **or**chestra
and **said**,
'**F was**n't very **good**,
G was **bett**er,
H was O**K**,
and **I** was fan**tas**tic!'
The **whole or**chestra started **laugh**ing –
Bernstein **could**n't understand **why**.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

E6 Pronouncing numbers

The information and exercises (on page 134) in this section will help you to pronounce different types of numbers.

D39 100 1,000 1,000,000

We add *a* /ə/ before *hundred, thousand* and *million.* Listen and repeat.

100	a hundred
1,000	a thousand
1,000,000	a million

Numbers over 100

D40 **When we say numbers over 100, we add the weak form of *and* /ən/ before the last two figures (but not always in American English). Listen and repeat.**

101	101 (and)	a hundred and one
350	350 (and)	three hundred and fifty
529	529 (and)	five hundred and twenty-nine
2,491	2,491 (and)	two thousand, four hundred and ninety-one
7,512	7,512 (and)	seven thousand, five hundred and twelve
27,403	27,403 (and)	twenty-seven thousand, four hundred and three

Years

D41 **We say years differently from numbers.**
The number 1764 is *one thousand seven hundred and sixty-four*
but the year 1764 is *seventeen sixty-four.*
Listen and repeat.

1764	17/64	seventeen sixty-four
1890	18/90	eighteen ninety
1900	1900	nineteen hundred
1907	19/07	nineteen oh seven

But starting from 2000, we say years the same as numbers.

2000	2000	two thousand
2007	2007 (and)	two thousand and seven

Telephone numbers

D42a **We say each number separately and pause between groups of numbers. For 0 we say *oh.* Listen and repeat.**

01425 365 7098	oh one four two five, three six five, seven oh nine eight

D42b **For 33 or 77, for example, we say *double three* or *double seven,* etc. Listen and repeat.**

0609 655 400	oh six oh nine, six double five, four double oh

Temperatures

D43 **For 0 we say *zero.* Listen and repeat.**

14°	fourteen degrees
0°	zero
–12°	minus twelve (degrees) / twelve (degrees) below zero

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TẢI NGAY BỘ SÁCH ĐI KÈM

Ordinal numbers

D44 Listen and repeat.

1st	first	20th	twentieth
2nd	second	21st	twenty-first
3rd	third	22nd	twenty-second
4th	fourth	23rd	twenty-third
5th	fifth	24th	twenty-fourth
13th	thirteenth	31st	thirty-first
15th	fifteenth	52nd	fifty-second

Dates

D45 We can say dates in different ways. Listen and repeat.

22 May	May the twenty-second the twenty-second of May May twenty-second (American English)
13 January	January the thirteenth the thirteenth of January January thirteenth (American English)
30 January	January the thirtieth the thirtieth of January January thirtieth (American English)

Fractions

D46 Listen and repeat.

$\frac{1}{2}$	a half
$\frac{1}{4}$	a quarter a fourth (American English)
$\frac{3}{4}$	three quarters three fourths (American English)

For other fractions, we use the same forms as ordinal numbers.

$\frac{1}{3}$	a third
$\frac{2}{3}$	two thirds
$\frac{1}{8}$	an eighth
$\frac{5}{8}$	five eighths

Decimals

D47 In decimal numbers, we use the symbol '.', and we pronounce it *point*. Listen and repeat.

1.6	one point six
23.95	twenty-three point nine five
0.762	nought point seven six two zero point seven six two (American English)

Percentages

D48 Listen and repeat.

1%	one per cent
50%	fifty per cent
67.3%	sixty-seven point three per cent

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TẢI NGAY BỘ SÁCH ĐI KÈM

Exercises

E6.1 Listen and write the numbers you hear.

D49

1 .....

2 .....

3 .....

4 .....

5 .....

E6.2 Listen and write the numbers of the years.

D50

1 .....

2 .....

3 .....

4 .....

5 .....

E6.3 Listen and write the telephone numbers.

D51

1 .....

2 .....

3 .....

4 .....

5 .....

E6.4 Listen and write the numbers.

D52

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

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TẢI NGAY BỘ SÁCH ĐI KÈM

E7 Pronouncing geographical names

Adjectives are often pronounced in a very similar way to the noun; they are not shown separately in the list. For example:

D53a Austria /ˈɒstriə/ Austria /ˈɒstriən/

But sometimes adjectives are pronounced differently; these are shown separately in the list. For example:

D53b Canada /ˈkænədə/ Canadian /kəˈneɪdiən/

D54a	Africa	/ˈæfrɪkə/
	America	/əˈmerɪkə/
	Argentina	/ɑːdʒənˈtiːnə/
	Asia	/ˈeɪʒə/
	Atlantic	/ətˈlæntɪk/
	Australia	/ɒsˈtreɪliə/
	Austria	/ˈɒstriə/
D54b	Belgium	/ˈbeldʒəm/
	Brazil	/brəˈzɪl/
D54c	Canada	/ˈkænədə/
	Canadian	/kəˈneɪdiən/
	Caribbean	/kærɪˈbiːən/
	Chile	/ˈtʃɪli/
	China	/ˈtʃaɪnə/
	Croatia	/krəʊˈeɪʃə/
	Cuba	/ˈkjuːbə/
	Czech Republic	/ˈtʃek rɪˈpʌblɪk/
D54d	Danish	/ˈdeɪnɪʃ/
	Denmark	/ˈdenmɑːk/
	Dutch	/dʌtʃ/
D54e	Egypt	/ˈiːdʒɪpt/
	England	/ˈɪŋglənd/
	Europe	/ˈjʊərəp/
	European	/jʊərəˈpiːən/
D54f	France	/frɑːns/
	French	/frenʃ/
D54g	Germany	/ˈdʒɜːməni/
	Greece	/griːs/
	Greek	/griːk/
D54h	Holland	/ˈhɒlənd/
	Hungarian	/hʌŋˈgeəriən/
	Hungary	/ˈhʌŋgəri/
D54i	India	/ˈɪndiə/
	Iran	/ɪˈræn/
	Iranian	/ɪˈreɪniən/
	Iraq	/ɪˈræk/
	Iraqi	/ɪˈræki/
	Ireland	/ˈaɪələnd/
	Irish	/ˈaɪrɪʃ/
	Israel	/ˈɪzreɪəl/
	Israeli	/ɪzˈreɪəli/

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TẢI NGAY BỘ SÁCH ĐI KÈM

	Italian	/ɪˈtæliən/
	Italy	/ˈɪtəli/
D54j	Japan	/dʒəˈpæn/
	Japanese	/dʒæpəˈniːz/
D54k	Korea	/kəˈriːə/
D54l	Mediterranean	/medɪtəˈreɪniən/
	Mexico	/ˈmeksɪkəʊ/
D54m	Netherlands	/ˈneðələndz/
	New Zealand	/njuː ˈziːlənd/
	Nigeria	/naɪˈdʒɪəriə/
	Norway	/ˈnɔːweɪ/
	Norwegian	/nɔːˈwiːdʒən/
D54n	Pacific	/pəˈsɪfɪk/
	Pakistan	/pækɪˈstɑːn/
	Peru	/pəˈruː/
	Poland	/ˈpəʊlənd/
	Portugal	/ˈpɔːtʃəgəl/
D54o	Romania	/ruːˈmeɪniə/
	Russia	/ˈrʌʃə/
D54p	Saudi Arabia	/ˈsaʊdi əˈreɪbiə/
	Scotland	/ˈskɒtlənd/
	Slovakia	/sləˈvækiə/
	Slovenia	/sləˈviːniə/
	Spain	/speɪn/
	Spanish	/ˈspænɪʃ/
	Sweden	/ˈswiːdən/
	Swiss	/swɪs/
	Switzerland	/ˈswɪtsələnd/
D54q	Turkey	/ˈtɜːki/
D54r	Ukraine	/juːˈkreɪn/
	United Kingdom	/juːˈnaɪtɪd ˈkɪŋdəm/
	United States of America	/juːˈnaɪtɪd steɪts əv əˈmerɪkə/
D54s	Wales	/weɪlz/
	Welsh	/welʃ/

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TẢI NGAY BỘ SÁCH ĐI KÈM

E8 Homophones

Homophones are pairs of words with different spellings, and different meanings, but the same pronunciation. For example:

two /tu:/
too /tu:/

D55 Listen. You will hear five pairs of sentences. For each pair, write the two homophones.

EXAMPLE
You hear:
It's two o'clock. It's too late.

You write:
two ..... too .....

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

Check with the Key. Then listen again and repeat the sentences.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Key

1.1

	letters	sounds
1 all	3	2
2 back	4	3
3 could	5	3
4 knee	4	2
5 sixty	5	6
6 thing	5	3
7 who	3	2
8 address	7	5

1.2 1 big 2 dress 3 friend 4 give 5 help 6 next 7 very 8 well

1.3 1 time 2 wash 3 push 4 many

1.4 1 tree 2 shoe 3 what 4 run 5 wait / weight 6 why 7 show 8 near

2.1 1 A: What shall we do this *evening*?
B: Let's stay at home and watch *TV*.
2 A: Let me read that *email*.
B: No – it's a *secret*!
3 A: You know my friend *Steve*?
B: Yes.
A: Well, he's got a new job. He's joined the *police*!

2.2 1 lift 2 minute 3 dictionary 4 window 5 biscuit 6 wings 7 mirror 8 litter

2.3 /iː/ sounds: green meet people pizza please repeat tea three
/ɪ/ sounds: big busy dinner give in listen office repeat six

2.4 1 d 2 e 3 f 4 b 5 a 6 c
1 We're always busy in the office.
2 Would you like tea or coffee?
3 Give me that big green book, please.
4 There were only three people in the museum.
5 Listen and repeat.
6 Let's meet at six o'clock.

2.5 1 leave 2 near 3 letter

3.1 food June news room school soup spoon Tuesday two

3.2 1 Do you like fast food?
2 Are you coming to school?
3 It's Tuesday the second of June.
4 Let's watch the news.
5 Room two is over there.
6 Here's a spoon for your soup.

3.3 book cookery could good looking sugar

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

3.4 1 Do you take sugar?
2 Could you help me? I'm looking for a good cookery book.

3.5

/uː/	/ʊ/
true	foot
toothbrush	good
soon	cook
lose	push
through	pull
	put

3.6 1 pool 2 luck 3 soap

4.1 words with /ɑː/: artist garden March part
words with other vowel sounds: square talk warm watch

4.2 words with /ʌ/: country fun money mother
words with other vowel sounds: business home lots push

4.3 1 The butter's too hard.
2 I'd love to buy that carpet!
3 Their son's got dark hair.
4 I first met my husband in Prague.

4.4 1 hat 2 far 3 cut 4 look 5 lock 6 butter

5.1 1 clock 2 gone 3 want 4 wanted 5 sorry 6 what

5.2 1 A: What time is it?
B: I don't know. The clock's stopped.
2 A: What have you got?
B: A box of chocolates.
3 A: Where's the doctor?
B: He's gone on holiday.

5.3 1 thought 2 walked 3 caught 4 taught

5.4 1 bottle 2 salt (and pepper) 3 box (of shopping) 4 floor
5 dog 6 ball 7 door

5.5 This is our kitchen. On the table there's a big *box* full of shopping, a *bottle* of wine and some *salt* and pepper. There's a *ball* on the *floor* and the *dog's* asleep in the corner behind the *door*.

5.6 1 not 2 luck 3 caught 4 short 5 work

6.1 1 hand 2 best 3 egg 4 man 5 men 6 many 7 have 8 next

6.2 7 10 11 12 17 20 70

6.3 1 e 2 f 3 d 4 a 5 b 6 c
1 The first plan was the best.
2 He said 'Thank you.'
3 How many stamps do you need?
4 I haven't got any milk.
5 I'll be back again tomorrow.
6 My friends live in a flat over there.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

6.4 1 man 2 cut 3 had 4 paper 5 head 6 set 7 butter

7.1 words with /ɜː/:
1 church 3 dirty 5 nurse 7 shirt 9 third
2 curtains 4 girl 6 purse 8 surfer

words with /ɔː/:
1 door 2 floor 3 four 4 horse 5 shorts 6 warm

words with /ɑː/:
1 car 2 large 3 March 4 parked 5 stars

words with other sounds:
1 beard 2 chair 3 near 4 pair 5 wearing

7.2 1 The *nurse* is sitting on a *chair* next to the *girl*.
2 The boy's *wearing* a *pair* of *shorts* and a *dirty shirt*.
3 There's a man with a *beard* standing *near* the *door*.
4 The girl's *purse* is on the *floor* next to the bed.
5 It's *warm* in the room.
6 The date is the *third* of *March*.
7 There's a picture of a *surfer*, and a picture of *four horses*.
8 There are flowers on the *curtains*.
9 Through the windows, you can see a *church*, with a *large car parked* outside. There are some *stars* in the sky.

7.3 1 34 2 13 3 1st 4 30 5 3rd 6 21st 7 14 8 37

7.4 1 shirts 2 first 3 beard 4 head

8.1 /ɪə/ 1 Dear 2 really 3 theatre 4 near
/eə/ 1 Mary 2 upstairs 3 there 4 Sarah

8.2 1 She's got *fair hair*.
2 The *chairs* are under the *stairs*.
3 How many *years* have you lived *here*?
4 There's a man with a *beard* sitting in the *square*.
5 Speak up! I can't *hear* you.
6 It's a *clear* day – you can see for miles.

8.3 1 See you next <u>year</u>. /r/
2 <u>We're</u> from England – what about you? no /r/
3 Bye – take <u>care</u>! /r/
4 Bye – take <u>care</u>! no /r/
5 <u>Where</u> shall we meet? no /r/
6 <u>Where</u> shall we meet? /r/

8.5 1 near 2 bird 3 wear

9.1 1 Waiting for the train 3 Raining in Spain 5 Baking a cake
2 Taking a break 4 Making a mistake

9.2 1 write 2 try 3 find 4 buy 5 fly

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

9.3 1 The plane left in the evening and arrived the next morning. It was a *night flight*.
2 It's best to drink *white wine* with fish.
3 Fourteen kilometres is about *eight miles*.
4 There was no rain yesterday. It was a *dry day*.
5 I think I'm lost – is this the *right way* to the beach?
6 We've had a *great time*, thanks. *Bye*!

9.4 /eɪ/ 1 radio 2 table 3 cake 4 train 5 plane 6 suitcase
/aɪ/ 7 light 8 wine 9 ice
/ɔɪ/ 10 boy 11 coins 12 toys

9.5 1 gate 2 wear 3 my

10.1 1 gone 2 snow 3 lost 4 some

10.2 It's an *old town* on the *coast*. The *houses* are built with *brown stone*. You can get there by train, *coach* or *boat*. In winter there's a lot of *snow* and sometimes the *road over* the *mountains* is *closed*.

10.4 1 coast 2 boot 3 woke

11.1

1 bill	6 pay	11 butter	16 boots
2 piece	7 but	12 part	17 pool
3 buy	8 pack	13 book	18 beard
4 purse	9 bomb	14 party	19 put
5 black	10 pepper	15 back	20 bought

11.2 1 Can you *help* me *paint* the *bedroom wardrobe*?
2 Brian's *blond*, and he's *got* a *big beard*.
3 We're going to the *pub*. It's my *brother's birthday*.
4 Where did I *put* my *black boots*?
5 We asked the waiter to *bring* the *bill*, and it was *double* what we expected!

11.3 1 We'll have to change that *bulb*.
2 Looking for a *job*?
3 It isn't on the *map*.
4 Shall we give him a *tip*?
5 Do we have to walk *up* that hill?
6 *Stop* the bus – I want to get off!
7 I *hope* you have a good time!
8 *Help* yourself!

11.4 1 bears 2 pear 3 copies

12.1 1 2001 was the *first* time I went to Britain.
2 I *found* some money in the street.
3 I worked hard *last* week.
4 Do you know a *good* place to eat near here?
5 I live in *West* Road.
6 Is this the *right* house?
7 Do you want some *bread*?
8 Do you like my new *hat*?

12.2 1 wide 2 wrote 3 set 4 said 5 white 6 send 7 road 8 sent

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TẢI NGAY BỘ SÁCH ĐI KÈM

12.3 1 They *send* us emails every day.
2 I *spent* all my money on CDs.
3 When it stopped snowing we went for a walk across the *wide* fields.
4 People *build* houses next to the beach.

12.5 1 watch 2 wide 3 dry 4 writing 5 taught

13.1

1 give	2 big	3 get	4 comb
5 keys	6 cake	7 kiss	8 ache
9 guest	10 back	11 coffee	12 again
13 walk	14 called	15 bag	16 bigger
17 cold	18 carry	19 work	20 grey

13.2 1 Can I *carry* your *bags*?
2 Give me a *big kiss*.
3 You *gave* me *cold coffee again*.
4 A *grey cat* with *green* eyes *walked* into the *garden*.
5 The *guests* would *like eggs* for *breakfast*.

13.3 1 Shall we *walk*?
2 I came by *bike*.
3 When you go out, *take* the *dog*.
4 I'm going to buy a new *desk* tomorrow.
5 A: You don't *take milk* in your tea, do you? B: I do, in *fact*.
6 It's only seven o'clock and it's already *dark*.
7 Listen and *check*.
8 Mark your answer with a *tick*.

13.4 1 back 2 gold

14.1 1 five 2 visit 3 first 4 free 5 leave 6 photo

14.2

1 A fine view	2 Driving too fast	3 Knives and forks
4 Five voices	5 A few vegetables	6 The lift to the seventh floor

14.4 1 few 2 leave 3 coffee

15.1 1 month 2 then 3 thin 4 they 5 with 6 birthday

15.2 words with /θ/: thinking maths bathroom things tooth teeth fourth fifth
words with /ð/: another the those there

15.3 1 The *weather* will be fine for *the* next *three* days. *Then*, on *Thursday*, *there*'ll be some rain in the *north*. The *south* will be dry and sunny, but only about *thirteen* degrees.
2 A: I'm thinking of going to the *theatre* tonight.
B: Me too! Let's *both* go *together*!
3 A: Are you *thirsty*? B: No, *thanks*.
4 A: *These* are my *mother* and *father*, about *thirty* years ago. And *this* is my older brother – he was about *three* years old.
B: And *the* baby – is *that* you? A: Yes, *that's* me, *with* my *thumb* in my *mouth*!

15.4 1 thing 2 tree

16.1 1 say 2 sat 3 leaves 4 east 5 times 6 glasses

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TẢI NGAY BỘ SÁCH ĐI KÈM

16.2 1 Saturday, Sunday
2 Tuesday, Wednesday, Thursday
3 August, September, December

16.3

1 these	/z/		7 dress	/s/	
2 size	/s/ /z/		8 it's	/s/	
3 style	/s/		9 certainly	/s/	
4 please	/z/		10 words	/z/	
5 isn't	/z/		11 suits	/s/ /s/	
6 pronounce	/s/				

16.4 1 A: Do you like this *dress*? B: The *style suits* you, but *it's* the wrong *size*, *isn't* it?
2 A: Can you *pronounce these words* for me, *please*? B: Yes, *certainly*.

16.6 1 plays 2 zoo 3 so 4 thing

17.1 1 fish 2 station 3 finish 4 shout 5 short 6 dish

17.2 Take your *cash*.
Go to the *shop*.
Buy some *fresh fish* and some *fresh mushrooms*.
Take them home.
Wash them.
Cook them for a *short* time.
Put them in a *dish*.
Eat them.
Shout, '*Delicious*!'

17.3 1 Yes, we're an *international* business. We're based in *Russia*, but we fly to anywhere in *Asia* and the Pacific *Ocean*.
2 A: Why are you *shouting* at that *machine*? B: It's eaten my *cash*!

17.4 1 shoe 2 shoes

18.1 1 watch 2 job 3 chips 4 large 5 juice 6 jazz 7 chair 8 age

18.2 1 get 2 Christmas 3 give 4 picture

18.4 words with /tʃ/: teacher chair chicken cheap Dutch chips cheese
words with /dʒ/: lounge bridge large juice language orange dangerous

18.5 1 orange juice 2 Dutch cheese 3 A cheap chair 4 a language teacher
5 chicken and chips 6 A dangerous bridge 7 a large lounge

18.6 1 watch 2 choose 3 what's 4 coats

19.1 1 moon 2 wrong 3 drink 4 uncle 5 knives 6 comb 7 thing 8 stronger

19.2 words with /n/: knee nose
words with /ŋ/: tongue ring ankle

19.3 1 A warm evening 2 A wrong answer 3 My hungry uncle
4 A single room 5 Nine languages

19.4 1 The woman's *listening* to the radio and *reading*.
2 The phone's *ringing*.
3 The cat's *drinking*.
4 It's *snowing*.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

19.5 1 rang 2 think 3 night 4 sung 5 some

20.1 1 hat 2 how 3 home 4 half 5 high / hi 6 who

20.2 A: Excuse me, can you tell me *how* to get to the castle?
B: Yes. Go past the *hotel* and the *hospital*, then there's a road *behind* those *houses*.
You go up a *hill*, and the castle's at the top.
A: Thanks for your *help*!

20.3 1 A helping hand 2 A happy holiday 3 How many hours? 4 History, perhaps?
5 Half a house 6 How did it happen? 7 Hi! Who's at home?

20.4 1 ear 2 high

21.1 1 late 2 light 3 large 4 cold 5 table 6 apple 7 learning 8 below

21.2 1 Did you say the *letter* box or the *litter* bin?
2 *Hello*. My name's L. I'm the twelfth *letter* of the alphabet.
3 There's an *apple* in the *middle* of the *table*.
4 Would you like a *single* room or a *double*?
5 What's in that *little bottle*?

21.3 My bus was *late*.
I *lost* my wallet.
I *fell* off a ladder.
I caught a *cold*.
I *fell asleep* at work.
That's *life*!

21.4 1 light 2 correct

22.1 1 Hey, look! I found these old *rock records* in a *rubbish* bin!
2 *Rain* again – what *terrible* weather!
3 Are you *really* sure this is the *right address*?
4 Stop *running round* the *room*! We've got to get *ready* to go out.
5 A: Oh, no, I've lost an *earring*. B: I'm afraid Anna *borrowed* it.
6 A: *Hurry* up! B: Why? It isn't a *race*. A: We're *already* late! B: Don't *worry*, they'll wait till we *arrive*.

22.2 *Underlining = /r/ pronounced*
1 A: Where did you park the car? B: I'm not sure. I think it was just around the corner.
2 A: Have you ever heard of square oranges? B: No, never!
3 A: Can you play the guitar? B: I can play the guitar and sing.
4 A: Are we far away from the road? B: Well, it's rather hard to say …

22.3 1 right 2 long 3 correct

23.1 1 news 2 few 3 yet 4 weekend 5 tunes
6 when 7 music 8 west 9 yellow 10 year

23.2 1 A: *When's* your interview?
B: It's on *Wednesday*, at *quarter* past one.
A: Good luck!
2 A: Are you going *away* for the *weekend*?
B: Yes.
A: *Where*?
B: I don't know *yet*.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

3 A: Hi! *Where* are you?
B: We're in *west* Wales.
A: What's the *weather* like?
B: *Yesterday* was *wet* and *windy*, but today's beautiful.
4 A: Can you read *music*?
B: No, but I remember a *few tunes* from when I was *young*.

23.3

What?	A wallet.
What colour?	Yellow.
With?	Money, keys, cards – the usual things.
Where?	In the town square.
When?	Yesterday.
What time?	Twelve.
Who?	Two young men.
What happened?	I was waiting in a queue. They were quick. They ran away.

24.1 1 Tuesday 2 fifty 3 expensive 4 centimetre 5 pencil
6 December 7 September 8 bedroom 9 October 10 exam

24.2 1 mountains 2 reception 3 accident 4 postcard 5 sunglasses, umbrella

24.3 1 A: How's your English?
B: I think I need to practise more – I have problems with making sentences, and tenses, and pronunciation, and listening, and answering questions, and conversation, and I make too many mistakes …
A: Don't worry, it's not so bad! You're almost an expert!
2 A: Where's my passport?
B: I don't know. In your suitcase, maybe?
A: Where's my suitcase?
B: Upstairs, in the wardrobe.
A: Right. And where's the envelope that was on the kitchen table?
B: In the wastepaper basket – was it important?

25.1
1 Is that your *dress*?
2 Is it going to *rain*?
3 A few *miles*.
4 I went to a *cool* party.
5 Are you *asleep*?
6 Are you going by *train*?
7 Is that your *address*?
8 How did you *sleep*?
9 A few *smiles*.
10 I went to a *school* party.
11 Is he your *twin*?
12 Is he going to *win*?

25.2 *A different order is also possible.*
1 pay, play, plane, plate, rain, train, late, paint, eight
2 see/sea, tea, feet, seat, three, free, tree, street, eat
3 so, low, no/know, slow, soap, slope, nose/knows
4 lie, fight, right, light, flight

25.3 1 plane 2 blue 3 drink 4 twelfth 5 free 6 o'clock 7 speak 8 floor

26.1 1 cold 2 colder 3 dancer 4 dance 5 older
6 old 7 centre 8 centre 9 fast 10 faster

1 Yesterday was *cold*, but today's *colder*.
2 My wife's a good *dancer* but I can't *dance* at all.
3 I'm *older* than you, but not too *old* to learn English.
4 I *sent* my daughter to buy some things in the shopping *centre*.
5 The bus is *fast* but the train's *faster*.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

26.3
1 A: Have you seen that film? B: No, I haven't.
2 A: Be there at six. B: Is that when it starts?
3 A: Have you been to France? B: Yes, once.
4 A: How do you say 'Hello' in French? B: I can't speak French.
5 A: Have some of these biscuits. B: No, thanks, I don't like them.
6 A: I found some money in the street today. B: How much? A: Fifty pence.
7 A: What's for lunch? B: Fish and chips.
8 A: I only slept six hours last night. B: I didn't sleep at all!
9 A: What colour are your new gloves? B: Pink and orange!

26.4 1 physics 2 isn't 3 thousands 4 boots 5 banks 6 silence 7 west

27.1
1 See you *next* week.
2 Have a *good* time.
3 Have a *great* holiday.
4 *Give* me a call.
5 *Send* me an email.
6 *Tell* me how you are.
7 *Write* me a letter.
8 *Bring* me a present.

27.2
1 It's really warm today.
2 Try this sentence.
3 I don't know what to do.
4 Look through all the photos.
5 Check the answer.
6 I'd like to ask you something.
7 Is this the right place?
8 I haven't listened to this CD yet.
9 The meeting's on Monday.
10 The potatoes aren't cooked yet.

27.3 *A different order is also possible.*

this month	next month	last month
a big town	an old town	a small town
a young cat	a white cat	a big cat
a black cat	an old cat	a small cat
cheap clothes	white clothes	big clothes
black clothes	old clothes	small clothes

28.1

1 eyes 1	6 glass 1
2 why 1	7 glasses 2
3 white 1	8 university 5
4 write 1	9 business 2
5 writing 2	10 information 4

28.2 1 Saturday 2 Two 3 Eleven, seventeen 4 W ('double u') 5 March, May, June

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TẢI NGAY BỘ SÁCH ĐI KÈM

28.3 I remember(3) once on my first visit(2) to England(2), soon after(2) I started(2) learning(2) English(2), my landlady(3) went shopping(2) and she came back with a big bag full of things, but she forgot(2) to buy some soup – she needed(2) a tin of tomato(3) soup. So I said, 'I'll go to the shop and buy it for you,' because(2) I wanted(2) to be helpful(2) and it was a chance to practise(2) my English(2) a bit. So I went to the little(2) shop round the corner(2) and asked the shopkeeper(3) for tomato(3) soup. But he seemed surprised(2), he didn't(2) understand(3), and I repeated(3) again(2) and again(2) 'soup, tomato(3) soup' until(2) he gave me some red soap, and I realised(2) I'd confused(2) 'soup' and 'soap' and I was asking(2) for 'tomato(3) soap'. I felt terrible(3), I wanted(2) to run out of the shop, but my landlady(3) wanted(2) her soup, so I said, 'Thank you. And tomato(3) soup, please' – this time with the correct(2) pronunciation – and he gave me the soup. I paid and went back to the house and said to the landlady(3), pronouncing(3) very(2) carefully(3), 'Here's your soup, and I bought you this soap as a present(2),' and she said, 'Ooh, thank you very much, that's very(2) nice of you!'

29.1

1 Britain	2 today	3 America	4 police
5 another	6 again	7 mountain	

1 Great Britain	2 arriving today	3 going to America	4 call the police
5 have another	6 say it again	7 climb the mountain	

29.2 Where's the waiter? – Can you wait a minute?
Not at all. – You'll see a tall building on your left.
Look in the cellar. – I'm trying to sell a house.
It takes a long time. – Walk along the beach.
Smoking isn't allowed. – I heard a loud noise.
I'd like to live in a newer house. – My father knew a lot about music.

29.3

1 America	2 sentence	3 different	4 mountain
5 today	6 letter	7 police	8 again

30.1 1 afraid 2 better 3 police 4 correct 5 enjoy

30.2 words with first-syllable stress: longer turning sleeping
words with second-syllable stress: asleep along return

30.3

OooOo 1 teacher or student?
2 reading or writing?
OoooO 1 single or return?
2 finish or begin?
oOoOo 1 the same or different?
2 perhaps or maybe?
oOooO 1 asleep or awake?
2 behind or in front?

30.4

1 /ˈsɪstə/ sister
2 /rɪˈlæks/ relax
3 /ˈpiːpl/ people
4 /ˈfɪnɪʃ/ finish
5 /kəmˈpliːt/ complete
6 /ˈteɪbl/ table
7 /prəˈnaʊns/ pronounce

31.1

1 interview	2 museum	3 magazine	4 definitely
5 American	6 politician	7 nationality	8 photography

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

31.2

Ooo	oOo
adjective	eleven
alphabet	important
cinema	reception
furniture	remember
grandmother	tomorrow

31.3

1 We had a *delicious* meal on *Saturday*.
2 We *normally* go on *holiday* by car, but this time we're going by *bicycle*.
3 I did ten grammar *exercises yesterday*.
4 Is *Switzerland* an *expensive* country?
5 My son's *seventeen* and my father's *seventy*.
6 I had a long *telephone conversation* this *afternoon*.

31.4

Oooo	January	February		
oOo	September	October	November	December

32.1 1 half-price 2 second class 3 mobile phone 4 city centre

32.2 earrings wine bar handbag birthday present boyfriend

A: Oh no, I can't find my earrings!
B: Have you looked in your handbag?
A: Of course!
B: Maybe you left them in that wine bar last night?
A: Oh no, maybe I did!
B: Are they important?
A: Yes – they were a birthday present from my boyfriend!

Checklist

Have I …
… set the alarm clock?
… and put it on the bedside table?
… put my plane ticket in my trouser pocket?
… packed my toothbrush?
… put my suitcase by the bedroom door?
… switched the CD player off?
… phoned the taxi driver to say 'Be here at six'?
Have I …
Have I …
… Where's my checklist?!

33.1 A few years ago / I read in a newspaper / that the staff at a library / in a small town in the west of England / had noticed / that the number of visitors to the library / was going down and down, / and the number of books they were borrowing / was going down even faster. / They couldn't understand this, / so they decided to do some research / to find out the reason. / They interviewed people / and asked them to fill in questionnaires / and so on. / And guess what they discovered. / The reason was / simply / that everybody had read all the books already!

A few years ago / I read in a newspaper / that the staff at a library / in a small town in the west of England / had noticed / that the number of visitors to the library / was going down and down, / and the number of books they were borrowing / was going down even faster. / They couldn't understand this, / so they decided to do some research / to find out the reason. / They interviewed people / and asked them to fill in questionnaires / and so on. / And guess what they discovered. / The reason was / simply / that everybody had read all the books already!

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

33.2 This seems unbelievable / but it's a true story / in fact. A farmer / was working in the fields / with his tractor. / The tractor crashed / and he fell out / and landed on the ground / unconscious. / As he fell, / his mobile phone / fell out of his pocket. / Soon after, / a bird that was flying around the fields / saw the phone / and started pecking it / with its beak. / Amazingly / it dialled the number 999 / and soon the emergency services arrived / to help the farmer.

This seems unbelievable / but it's a true story / in fact. A farmer / was working in the fields / with his tractor. / The tractor crashed / and he fell out / and landed on the ground / unconscious. / As he fell, / his mobile phone / fell out of his pocket. / Soon after, / a bird that was flying around the fields / saw the phone / and started pecking it / with its beak. / Amazingly / it dialled the number 999 / and soon the emergency services arrived / to help the farmer.

34.1
1 Choose the correct‿answer and tick‿it.
2 Which page‿is‿it‿on?
3 How do you spell‿it?
4 How do you pronounce‿it?
5 What does‿it mean?
6 I can't‿understand this.
7 Look‿it‿up‿in your dictionary.
8 It‿isn't‿easy to speak‿English.
9 Listen – which language‿is that?
10 Don't worry if you make‿a mistake.

34.2
1 A: What do you think of yoga? B: I don't know, I've never *tried*‿it.
2 A: What happened to my favourite cup? B: It *fell*‿off the table.
3 A: Which film shall we go to? B: I don't mind. I've *seen*‿all of them before.
4 A: You look pleased. B: Yes, I've *found*‿a new job.
5 A: What did you do last night? B: I just *stayed*‿at home.
6 A: Where did you buy that hat? B: I *made*‿it myself!
7 A: Does your dog like biscuits? B: I don't know, I've never *asked*‿it.
8 A: How did you get here? B: I *swam*‿across the river.

34.3
1 Where are you going?
2 Where shall we go?
3 Where did I put my scissors?
4 I don't know where I put my scissors.
5 Have another biscuit.
6 Have another apple.
7 They're all coming with us.
8 They're coming with us.
9 Are you sure?
10 Are you sure about that?

35.1
1 A: *Do you*‿^{w}*often* go swimming? B: Not really, I‿^{j}*only go*‿^{w}*once* or twice a month.
2 A: What's *the*‿^{j}*eighth* letter in the‿^{j}alphabet? B: Maybe‿^{j}it's G‿^{j}or H *or I*‿^{j}*or J*?
3 A: When do you *go*‿^{w}*on* holiday? B: We‿^{j}*usually go*‿^{w}*in* July‿^{j}or August.
4 A: What's your *new*‿^{w}*address*? B: Twenty‿^{j}eight, Sea‿^{j}Avenue.
5 A: Try *to*‿^{w}*answer* soon. B: OK, I'll send you my‿^{j}answer *by*‿^{j}*email*.
6 A: Look! There's *snow*‿^{w}*on* the mountains. B: Really? I can't *see*‿^{j}*anything*.

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TẢI NGAY BỘ SÁCH ĐI KÈM

35.2
1 Is it blue‿ʷor grey?
2 What day‿ʲis it today? Thursday‿ʲor Friday?
3 Coffee‿ʲor tea?
4 Where's my‿ʲinterview suit?
5 Play‿ʲa song for me.
6 Hello. Reception? Which city‿ʲis this?
7 See you‿ʷin the‿ʲevening.
8 Why do we‿ʲalways have to get up so‿ʷearly?

35.3
1 A: Are you the new‿ʷassistant? B: Yes, I‿ʲ*am*.
2 A: Is he‿ʲin the same class as you? B: No, he‿ʲ*isn't*.
3 A: Am I late? B: No, you‿ʷ*aren't*. Come in.
4 A: Is she coming with us? B: Yes, she‿ʲ*is*.
5 A: These chairs aren't very comfortable, are they? B: No, they‿ʲ*aren't*.

36.1

1 OoOo
what's the matter?
see you later
tell the others
feeling better
come for dinner
round the corner
go and find it
what's the problem?
one pound forty
half a kilo
sixty-seven
breakfast's ready

2 OooO
what shall we do?
stand in the queue
what about you?
nothing to do
anyone there?
ready to go
on the TV
two and a half
asking for more
now and again
leave it to me
quarter to four

36.2
Pass me the *jam*, Pam
Wait in the queue, Sue
See you *again*, Jen
Leave it to me, Lee
What would you *like*, Mike?
When shall we meet, Pete?
Over the *hill*, Bill
Where have you gone, John?
Soon as you *can*, Van
Almost forgot, Scott
Lend me your *pen*, Ben
Where shall we go, Flo?
Get a new *job*, Bob
How do you feel, Neil?
What have you *got*, Dot?

36.3
Take me to the *show*, Jo
Thank you for the food, Jude
See you in the *park*, Mark
Really like the hat, Pat
See you on the *train*, Jane
When will you be back, Jack?
Always on the *phone*, Joan
When did you arrive, Clive?
Have a glass of *juice*, Bruce.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

37.1

1 A: Are you (w) going to talk to him (w)? B: No, I think he (s) should talk to me (s) first.
2 A: Shall I phone her (w)? B: Yes, I (w) think you (w) should.
3 A: You (w) see those people over there? Do you (w) know them (w)? B: I know her (s), but I don't know him (s).
4 A: What are you (w) going to give him (w)? B: I think I'll give him (w) a shirt. What about you (s)?
5 Let him (w) come in and ask him (w) what he (w) wants.
6 She (w) says she'll (w) bring her (w) money tomorrow.
7 I'm tired … shall we (w) go now?
8 Everybody's leaving. What about us (s)? Shall we (s) go, too?
9 Tell us (w) when you're (w) ready.
10 A: Who broke that window? B: He (s) did! C: No, I didn't, she (s) did!

37.2

1 What *do you* think about it?
2 Where *shall we go* tonight?
3 *He's* ready *for you* now.
4 Where *is he*?
5 *Tell them to* come in.
6 *Are you* feeling all right?
7 Tell *me the news*.
8 *I know her* phone number but not *her address*.

38.1

1 They went out and (w) left their (w) children at (w) home.
2 Don't sit there – that's his (s) seat.
3 Is this the train to (s) London or from (s) London?
4 I didn't say at (s) five o'clock, I said about five o'clock.
5 What are (w) you going to (w) do?
6 His (w) first name's Jack, but I don't know his (w) second name.
7 Would you like some (w) more tea?
8 Bring your (w) umbrella – it's going to (w) rain.
9 Excuse me – is this your (s) umbrella?
10 Can you go and (w) buy some (w) bread and (w) milk, please?
11 You've bought some (w) flowers – who are they for (s)?
12 I bought them (w) for (w) you (s)!

39.1

On the recording it says:
There are four people in the car.
There's a woman sitting in the house.
There are some children walking along the road.
There are no clouds in the sky.
There's another house on the right.

39.2

There's a cat on the mat.
There's a fish in a dish.
There's a dog in the fog,
and a mouse in the house.
There's a film on TV.
You can sit on my knee.
There are two cups of tea.
One for you, one for me.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

39.3
1 Tessa's taller *than* Terry, but she isn't *as tall as* Ted.
2 Ted's *older than* Tessa, but he isn't *as* old *as* Terry.
3 A: What's the longest tunnel in the world?
B: The Channel Tunnel, between England and France?
A: No, *there's* a *longer* one *than* that.
B: Is *there*, really?
A: Yes, *there* is, in Japan.
4 A: How many dollars are *there* in a pound?
B: I think *there are* about one and a half … or maybe *there are* one and a half pounds in a dollar?

39.4
A: What are(w) you(w) doing there(s)?
B: There(w)'s a(w) spider in the room.
A: Is there(w)? Where?
B: There(s), look!
A: No, there(w) isn't!
B: Yes, there(w) is!
A: Well, actually, there(w) are(w) two – one there(s) and(w) one there(s)!

40.2
A: I'm (w) better than you!
B: No, you aren't!
A: I am (s). I've (w) got more toys than you!
B: No, you haven't!
A: Yes, I have (s)! And I can (w) speak twenty languages!
B: You can't! Nobody can (w) speak twenty languages!
A: I can (s). And I could (w) walk when I was (w) three weeks old!
B: You couldn't! That's impossible!
A: I could (s)! You don't know – you weren't there!
B: I was (s)! I'm older than you!
A: No, you aren't!
B: Yes, I am (s)! I'm (w) eight. How old are (w) you?
A: I'm (w) eight hundred.
B: What do (w) you mean? Nobody can (w) be eight hundred years old!
A: Don't argue!
B: I'm (w) not arguing!
A: Yes, you are (s)!

40.3
1 I could (w) speak English when I was (w) twelve.
2 I wasn't very well yesterday, but I am (s) today.
3 A: Are (w) these your gloves? B: Yes, they are (s). Thanks!
4 A: I don't think you were (w) at the lesson last week, were (s) you? B: I was (s)!
5 A: I didn't think the singers in the band were (w) very good. B: Oh, I thought they were (s)!
6 A: Have (w) you got a pen? B: Just a minute, I think I have (s), somewhere.
7 A: Has (w) the lesson started? B: Yes, it has (s), but you can (w) go in.
8 A: Where does (w) he live? B: Near the old town hall. Do (w) you know where that is? A: Yes, I do (s).

41.1
1 A: Why haven't you done the shopping? B: I *have* done the shopping. *It's* on the kitchen table.
2 A: The *weather's* better than last year, isn't it? B: It certainly *is*.
3 A: Right then, *I'm* going. Are you coming with us? B: No, *I'll* see you later.
4 A: *What's* the time? B: *It's* twenty to seven.
5 A: They aren't ready yet. B: *We are* ready!
6 A: *I'd* love to go somewhere warm for a change. B: I *would*, too!
7 A: *I'm* afraid they *haven't* arrived yet. B: *They have*. *They're* here now!
8 A: *Let's* go. B: I don't think the *concert's* finished yet, has it? A: *It has*, actually.

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TẢI NGAY BỘ SÁCH ĐI KÈM

41.2
1 What do you want to do tomorrow?
2 We'll just have to wait and see.
3 I was late because there was a lot of traffic.
4 Bring them all to the party.
5 I haven't seen him for ages.

42.1
1 Let's see who *finishes* these *exercises* first.
2 The bar *closes* when the last customer *leaves*.
3 Don't make *promises* you can't keep.
4 Nobody *uses* a typewriter nowadays, do they?
5 My dad's so tall that when he *reaches* his hand up he *touches* the ceiling.

42.2
1 Joyce and Mike *are* Dennis's *parents*. / Joyce and Mike *are* Dennis's *mother* and *father*.
2 Tom *is* Dennis's *brother*.
3 James and Joyce *are* Mr and Mrs Birch's *children*. / James and Joyce *are* Mr and Mrs Birch's *son and daughter*.
4 Dennis is George's *grandson*.
5 Joyce *is* Mike Jones's *wife*.

42.3
1 Charles's
2 Rose's
3 Charles's
4 George's
5 Jez's
6 Jez's
7 The camera's *Charles's*.
8 The jacket's *George's*.
9 The shoes are *Jez's*.
10 The skis are *Rose's*.
11 The suitcase is *Jez's*
12 The map's *Charles's*.

43.1
1 I watched an interesting film. ✓
2 I watched the news. ✗
3 I walked to the end of the road. ✗
4 The car stopped in the middle of the road. ✓
5 I phoned the police. ✗
6 They helped me a lot. ✗
7 They asked a lot of questions. ✓
8 It rained all day. ✓

43.2
1 They *played* very well.
2 We *cleaned* all the rooms.
3 We always *cook* a big meal for the whole family.
4 I *need* some help with the housework.
5 I *listened* to the radio.
6 I *wanted* to have a word with you.
7 They *arrive* early in the morning.
8 I never *missed* the lesson.

43.3
1 We usually *finished* before the others.
2 You *pronounce* my name wrong.
3 I *added* a bit of onion to the recipe.
4 I *like* those people but they always *stay* too long.
5 I *loved* the music in the film.
6 We *talked* for hours and hours.
7 I *pass* your house on my way to work.
8 They *lived* by the sea.

44.1
1 A: How about meeting on Tuesday or Thursday at one o'clock?
B: I can come on **Tuesday**, but not before **two** o'clock.
2 A: Let's go to the beach and have a swim.
B: Well, I'll come to the **beach** with you, but I'll probably just do some **sunbathing**.
3 A: Which shop are you talking about? Is it on the corner?
B: Well, it isn't on the **corner**, exactly, but it's very **near** there.
4 A: When I was at school I was good at maths and physics.
B: I was good at **maths**, but my best subject was **music**.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

44.2
1 A: Maybe we could have dinner on Thursday or Friday?
B: Well, I'm free on **Thursday**.
2 A: Let's have a quick drink at the pub and then go somewhere to eat.
B: Well, I've got time to go to the **pub** for half an hour.
3 A: Are the shops open in the evenings and on Sundays?
B: Well, I know they're open in the **evenings**.
4 A: My favourite school subjects were history and geography.
B: Really? I liked **geography** …

44.3
1 A: It's freezing today!
B: It's pretty **cold**, yes, but it's good weather for walking, so let's **go**!
2 A: Did you go to university in Europe?
B: I didn't **study** there, no, I just travelled **around**.
3 A: Did you come on the ferry?
B: No, I like travelling by **sea**, but it takes too **long**.
4 A: We've got plenty of time – we're leaving at four.
B: That's the **departure** time, yes, but we have to be there by **three**.

44.4
1 A: Are the shops open at the weekend?
B: I know they're open on **Saturdays**.
2 A: What did you think of the band?
B: The **singer** was good.
3 A: Have you been sightseeing yet?
B: We've been to the **castle** – that's all we had **time** for today.
4 A: Can I have something non-alcoholic?
B: We've got some **orange** juice … or some **mineral water** …

There is no Key for Unit 45.

46.1
1 A: I was lying in **bed** last night, round about **midnight**, and I heard a knock at the **door**.
B: **Oh**. *What did you do*?
A: **Well**, I went **downstairs** …
2 A: I was waiting for the **bus** yesterday, as **usual**, and **suddenly** I heard an **explosion**.
B: *Did you*?
A: **Yes**, and I thought What's **that**!?
3 A: I was watching the **news** one night, and **suddenly** I saw **myself** in the **shopping** centre.
B: *Sorry*?
A: I said I saw **myself**, on **TV**!
B: *That's* **amazing**!
4 A: I left my **wallet** on the bus today!
B: Oh, **no**! *That's* ***terrible***!
5 A: **Today** was **awful**!
B: **Why**? *What* ***happened***?
A: **Well**, first the **bus** was late, then …
6 A: I was walking by the **river** one day last **week**, down near the **bridge**, you **know**?
B: **Yes**?
A: And I heard a sort of loud **noise** in the **water** …

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TẢI NGAY BỘ SÁCH ĐI KÈM

46.2 A: I was lying in **bed** last night, round about **midnight**, and I heard a knock at the **door**.

B: **Oh**? *Did you*?

A: **Yes**, and I thought, 'That's **unusual**.'

B: What did you *do*?

A: **Well**, I went downstairs, and looked through the **window**, and it was **dark**, of **course**, but I could see a **bus** in the street, with its **lights** off and no **passengers**, and a **man** standing at my door, with a sort of official-looking **cap** on his head.

B: *Sorry*?

A: A **cap**, you **know**, like **bus** drivers wear.

B: **Oh**, I **see**. *What happened*?

A: **Well**, I opened the **door**, and he said, 'Mr **Johnson**?', and I said, '**Yes**?' And he said, 'Here's your **wallet**. I finished **work** at **midnight** and I **found** it on my **bus**.' What do you think about **that**?

B: That's ***amazing***!

47.1

1 A: How was the match?
B: The first half was **quite** good, but the second half was **really** good.

2 A: How was the match?
B: The first half was quite **good**, but the second half was **terrible**.

3 A: Can I come and discuss this tomorrow?
B: I **won't** be here tomorrow, but my **colleague** will be.

4 A: Can I come and discuss this tomorrow?
B: I won't be here **tomorrow**, but I'll be back on **Thursday**.

5 A: Have you seen that film?
B: I've **seen** it, but I can't **remember** much about it.

6 A: Have you seen that film?
B: I **haven't** seen it, but I'd **like** to.

7 A: Are you having trouble?
B: I know what this word **means**, but I don't know how to **pronounce** it.

8 A: Are you having trouble?
B: I know what **this** word means, but I don't know any of the **others**!

9 A: What did you think?
B: I **liked** the film, but I didn't really **understand** it.

10 A: What did you think?
B: I liked the **film**, but the **seats** were so uncomfortable!

11 A: I'd like to go to Britain to study for a month or two – or maybe even a year!
B: I'd like to go to Britain for a **month**, but not for a **year**.

12 A: I'd like to go to Britain to study for a month or two – or maybe even a year!
B: I'd like to go to **Britain**, but I'd rather go to **America**.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

47.2

1 A: What's the answer – three hundred and eighty-five?
B: No – three hundred and **ninety**-five.
2 A: After you.
B: No – after **you**.
3 A: You went to the disco with Steve last night, didn't you?
B: I didn't **go** with him – I **met** him there.
4 A: Do you live in London?
B: Well, not really **in** London, just **outside**.
5 A: You said go over the bridge.
B: No, I said go **under** the bridge.
6 A: Were there really fifty people at your birthday party?
B: Well, **nearly** fifty, I think.
7 A: What's 'Thank you' in Italian?
B: I can't **speak** Italian.
8 A: How many times have you been to England?
B: I've **never** been to England.
9 A: Was the course expensive?
B: Well, my school paid for the **course**, but the **travel** cost quite a lot.
10 A: How much should I bring – fifty pounds?
B: You'll need at **least** fifty.

48.1

1 A: Do you like westerns?
B: **Me**? I can't **stand** westerns!
2 A: It's stopped raining.
B: **Really**? I don't **believe** it!
3 A: Is it the first time you've been here?
B: The **first** – and probably the **last**!
4 A: You know the city pretty well, don't you?
B: **Me**? I've never **been** here before!
5 A: What are twelve elevens?
B: Don't ask **me**! I'm **hopeless** with numbers!
6 A: It's two pounds fifty for a cup of coffee.
B: **Two fifty**? That's **ridiculous**!
7 A: Were the shops busy today?
B: **Busy**? They were almost **empty**!
8 A: Do you like rap music?
B: **Like** it? I think it's **awful**!

49.2

1 A: Can I **help** you?
B: **No, thanks**, I'm just **looking**.
2 B: I'll take **this, please**.
A: **Sure**. Anything **else**?
B: **No, thanks**, that's all.
3 A: That's fifteen **forty altogether**.
B: **Here** you **are**.

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

4 A: Here's your change.
B: Thank you.
5 A: See you.
B: Bye.

49.3 A: Excuse me.
B: Yes?
A: Can you tell me the way to the station, please?
B: Yes, you just go along this road, cross the bridge over the river and there's a big park on your left, you know? Well, you go through the park and the station's just on the other side.
A: Is it far?
B: No, not very far.
A: OK, so I go along this road, cross the bridge and through the park – right?
B: That's right.
A: Thanks very much.
B: You're welcome. Bye.
A: Bye.

49.4 A: All right?
B: Yes.
A: Not nervous?
B: A bit.
A: Don't worry. It'll be fine.
B: I hope so.
A: Right. Let's start. Are you ready?
B: I think so.
A: OK. The first question is … What's your name?
B: My name? … It's … Jack Johnson.
A: That's right! Well done! Difficult?
B: Well, not too bad.
A: Right. The second question is … What's 37,548 × 7,726?
B: What!

50.2

it was!	usually
of course!	is it?
definitely	maybe
	really?
	I think so
	did you?
	sometimes

50.3

That's great!	That's strange.
That's fantastic!	That's interesting.
That's marvellous!	That's good news!
	That's kind of you!
	That's a good idea.

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TẢI NGAY BỘ SÁCH ĐI KÈM

E3 Sound pairs

Sound pair 1

1	leave	live
2	live	live
3	feel	fill
4	fill	feel
5	filled	field
6	field	field
7	Tim	team
8	seat	
9	will	
10	eat	
11	cheap	
12	litter	

Sound pair 2

1	near	knee
2	near	knee
3	B	beer
4	beer	beer
5	D	dear
6	dear	D
7	E	E
8	cheers	
9	near	
10	we	
11	D	
12	here	

Sound pair 3

1	sit	sit
2	set	sit
3	lift	left
4	left	lift
5	litter	litter
6	letter	letter
7	lesson	listen
8	F	
9	six	
10	N	
11	fill	
12	desk	

Sound pair 4

1	/uː/	/uː/
2	/uː/	/ʊ/
3	pull	pool
4	pull	pool
5	fool	full
6	full	full
7	look	Luke
8	/ʊ/	
9	/uː/	
10	pull	
11	pull	
12	fool	

Sound pair 5

1	/ʊ/	/ʌ/
2	/ʊ/	/ʊ/
3	luck	look
4	look	look
5	look	luck
6	book	book
7	book	buck
8	/ʌ/	
9	/ʊ/	
10	look	
11	look	
12	book	

Sound pair 6

1	boot	boat
2	boat	boot
3	soap	soup
4	soup	soap
5	show	show
6	shoe	show
7	throw	through
8	toe	
9	grew	
10	blue	
11	boots	
12	shows	

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 7

1	hat	heart
2	heart	heart
3	March	match
4	match	March
5	park	park
6	pack	park
7	had	hard
8	heart	
9	match	
10	park	
11	hard	
12	had	

Sound pair 8

1	far	four
2	far	four
3	are	are
4	or	or
5	farm	form
6	form	farm
7	star	store
8	four	
9	or	
10	R	
11	port	
12	store	

Sound pair 9

1	cut	cat
2	cut	cut
3	cap	cap
4	cup	cap
5	match	match
6	match	much
7	ran	run
8	much	
9	match	
10	run	
11	sang	
12	rung	

Sound pair 10

1	lock	lock
2	luck	lock
3	not	not
4	nut	nut
5	gone	gun
6	gun	gone
7	shut	shot
8	lock	
9	box	
10	rung	
11	bus	
12	song	

Sound pair 11

1	/ɒ/	/əʊ/
2	/əʊ/	/əʊ/
3	not	not
4	coast	cost
5	want	want
6	note	
7	cost	
8	want	

Sound pair 12

1	or	oh
2	oh	or
3	caught	caught
4	coat	caught
5	walk	walk
6	so	saw
7	so	so
8	oh	
9	ball	
10	caught	
11	bought	
12	cold	

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 13

1	/ɒ/	/ɒ/
2	/ɒ/	/ɔː/
3	shot	short
4	pot	port
5	spot	spot
6	short	
7	pot	
8	sport	

Sound pair 14

1	work	work
2	walk	work
3	saw	sir
4	saw	saw
5	born	born
6	born	burn
7	shirt	short
8	walk	
9	burn	
10	shirt	
11	bird	
12	walked	

Sound pair 15

1	man	men
2	men	man
3	had	had
4	had	head
5	said	sad
6	sad	sad
7	pen	pen
8	men	
9	sad	
10	mat	
11	set	
12	bed	

Sound pair 16

1	paper	pepper
2	pepper	paper
3	gate	gate
4	get	gate
5	wet	wait
6	wait	wet
7	late	late
8	pen	
9	main	
10	later	
11	pepper	
12	age	

Sound pair 17

1	head	heard
2	heard	heard
3	bed	bird
4	bed	bird
5	turn	ten
6	turn	turn
7	went	weren't
8	bed	
9	turn	
10	weren't	
11	worst	
12	lend	

Sound pair 18

1	/ʌ/	/e/
2	better	better
3	butter	better
4	one	when
5	again	a gun
6	better	
7	one	
8	nut	

Sound pair 19

1	/ɜː/	/æ/
2	hat	hat
3	hat	hurt
4	bad	bird
5	heard	heard
6	hurt	
7	bird	
8	heard	

Sound pair 20

1	/ɜː/	/ɪə/
2	beard	beard
3	bird	beard
4	here	here
5	we're	were
6	beard	
7	her	
8	were	

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 21

1	wear	way
2	way	wear
3	A	A
4	A	air
5	stay	stair
6	stair	stay
7	hey!	hair
8	stair	
9	hair	
10	there	
11	K	
12	no way	

Sound pair 22

1	May	May
2	my	May
3	why	why
4	way	why
5	day	die
6	die	die
7	A	I
8	I	
9	white	
10	lake	
11	buy	
12	high	

Sound pair 23

1	pears	pears
2	bears	pears
3	pay	bay
4	bay	pay
5	pen	pen
6	Ben	Ben
7	B	P
8	pay	
9	Ben	
10	B	
11	buy	
12	pack	

Sound pair 24

1	fair	pear
2	pear	fair
3	full	full
4	full	pull
5	past	fast
6	fast	fast
7	coffee	copy
8	pear	
9	full	
10	past	
11	feet	
12	coffee	

Sound pair 25

1	watch	watch
2	what's	watch
3	toes	toes
4	chose	toes
5	test	chest
6	chest	chest
7	coats	coach
8	chose	
9	coat	
10	beach	
11	each	
12	eats	

Sound pair 26

1	try	dry
2	die	tie
3	die	die
4	down	down
5	town	down
6	white	wide
7	wide	wide
8	writing	
9	two	
10	D	
11	road	
12	said	

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 27

1	taught	thought
2	taught	taught
3	three	tree
4	three	three
5	boat	both
6	both	boat
7	mats	maths
8	taught	
9	thought	
10	three	
11	boat	
12	mats	

Sound pair 28

1	gold	cold
2	gold	gold
3	back	back
4	bag	back
5	class	glass
6	glass	glass
7	docks	docks
8	cold	
9	bag	
10	glass	
11	class	
12	dogs	

Sound pair 29

1	view	few
2	few	few
3	leaf	leave
4	leave	leave
5	very	ferry
6	ferry	ferry
7	lift	lift
8	view	
9	leaf	
10	very	
11	safe	
12	lived	

Sound pair 30

1	sing	thing
2	sing	thing
3	thought	thought
4	sort	thought
5	thick	sick
6	sick	thick
7	mouth	mouse
8	sing	
9	thought	
10	thick	
11	thumb	
12	mouse	

Sound pair 31

1	plays	plays
2	plays	place
3	Sue	zoo
4	zoo	zoo
5	ice	ice
6	eyes	eyes
7	rise	rise
8	place	
9	zoo	
10	niece	
11	peas	
12	eyes	

Sound pair 32

1	so	show
2	show	so
3	sheet	seat
4	seat	seat
5	short	short
6	sort	short
7	Sue	shoe
8	show	
9	sheet	
10	suit	
11	save	
12	shine	

Sử dụng cùng Vocabulary in Use Elementary, English Unlimited A1+A2, Mindset for IELTS Foundation để có hiệu quả tốt nhất.

TẢI NGAY BỘ SÁCH ĐI KÈM

Sound pair 33

1	shoes	choose
2	shoes	shoes
3	chip	chip
4	ship	chip
5	catch	cash
6	catch	cash
7	wash	wash
8	shoes	
9	chair	
10	cheap	
11	catch	
12	watch	

Sound pair 34

1	ran	rang
2	ran	rang
3	thing	thin
4	thin	thin
5	thing	thing
6	think	thing
7	sink	sing
8	ran	
9	thin	
10	think	
11	sing	
12	sung	

Sound pair 35

1	night	might
2	might	might
3	me	knee
4	knee	me
5	sun	sun
6	some	sun
7	some	sung
8	night	
9	mice	
10	nine	
11	sung	
12	swim	

Sound pair 36

1	light	light
2	light	right
3	long	wrong
4	wrong	wrong
5	collect	collect
6	collect	correct
7	reader	leader
8	light	
9	long	
10	rock	
11	correct	
12	arrive	

Sound pair 37

1	A	hey!
2	hey!	A
3	hear	hear
4	ear	ear
5	eye	eye
6	high	high
7	air	hair
8	A	
9	heating	
10	old	
11	eight	
12	heart	

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TẢI NGAY BỘ SÁCH ĐI KÈM

E5 The alphabet

E5.1

b	bee
c	see
i	eye
o	oh
p	pea
q	queue
r	are
t	tea
u	you
y	why

E5.2 1 w 2 j 3 y

E5.3 1 l 2 j 3 x 4 f 5 z 6 b 7 q 8 d 9 t 10 k 11 h 12 p

E5.4

1 bird	2 use	3 years	4 sixty	5 choose	6 key
7 guess	8 wait	9 jar	10 cheque	11 wave	12 edge

E6 Pronouncing numbers

E6.1
1 106
2 918
3 11,690
4 4,004
5 350,000

E6.2
1 1540
2 1603
3 1800
4 1945
5 2003

E6.3
1 0378 464 952
2 0208 56 77 82 03
3 01446 847 392
4 0048 57 766 5412
5 0500 2875 9104

E6.4
1 32°
2 –11°
3 August 20th / 20 August
4 21st
5 $5\frac{1}{4}$
6 1.6093
7 67.7%
8 $\frac{2}{3}$

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TẢI NGAY BỘ SÁCH ĐI KÈM

E8 Homophones

1 *Bye* for now. / What did you *buy*?
2 *Write* your name. / That's *right*.
3 I can't *see*. / The deep blue *sea*.
4 When shall we *meet*? / Do you eat *meat*?
5 *Check* the answers. / Pay by *cheque*.
6 I don't know what to *wear*. / *Where* are you?
7 I don't *know*. / *No*, I don't.
8 Come *here*. / I can't *hear* you.
9 Our *new* house. / I *knew* the answer.
10 I feel *weak*. / The end of the *week*.

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TẢI NGAY BỘ SÁCH ĐI KÈM

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TẢI NGAY BỘ SÁCH ĐI KÈM

English Pronunciation in Use

English Pronunciation in Use Elementary is for learners of elementary level and above. The material is addressed to the individual learner who may be working alone, but it can also be used in the classroom.

This book covers all aspects of pronunciation including individual sounds, word stress, connected speech and intonation. *English Pronunciation in Use Elementary* recognises the importance of pronunciation for listening as well as speaking and learners are provided with both receptive and productive practice.

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Also available: **Essential Grammar in Use**
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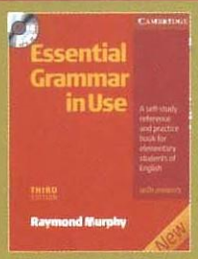

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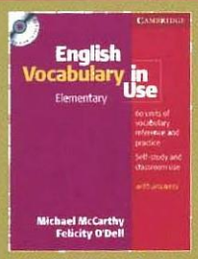

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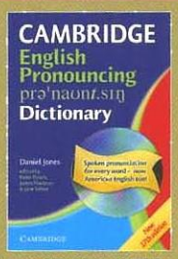

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