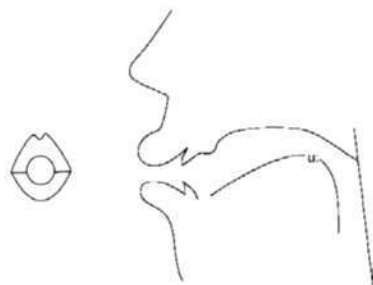


Lesson 2: The [u:] sound as in "beauty"

Speech organs position:

Jaw is almost closed,
lips pushed forward tightly
into almost a whistle shape,
at the same time the back
of the tongue rises up
towards the soft palate
at the back of the mouth.



[u: u: u:]

A4

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [u:] sound

oo

bloom, food, smooth, loop, school, doom

o

lose, move, do, who, improvement, remove

ue, oe

blue, glue, shoes

ui

fruit, juice, cruise

Spelling variations
for the [ju:] sound

u

tune, tube, music, curious, tulips

ew

new, few, Kew, mews

A5

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Ruth felt in **tune** with the **cool** of a **June** evening and admired the **beauty** of the **moon**.
2. There are quite a **few** **music** super-stars on the London **tube**.
3. These **new blue** shoes look **beautiful** with a navy **blue** coat.
4. On our **cruise** to Bermuda we played **snooker** with our **schooner crew**.
5. **Coolies** are made from **juicy** **fruits** and sugar.

6. The **music tutor** sang a **tune** on **Tuesday** for the **duke**.
7. A **few** **beautiful tulips** **grew** in the **school** garden in **July**.

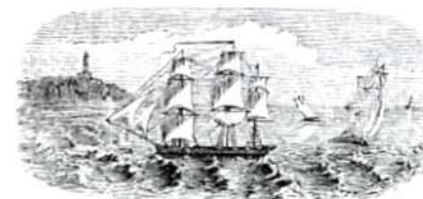
A6

Verses

Listen and copy the intonation and voice modulation on the CD.

I'd a swallow-tail coat of **beautiful blue**-
A brief which I bought off a **booby**
A couple of shirts and a collar or **two**,
And a ring that looked like a **ruby**!

We sail the ocean **blue**,
And our saucy ship's a **beauty**;
We're sober men and **true**,
And attentive to our **beauty**.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

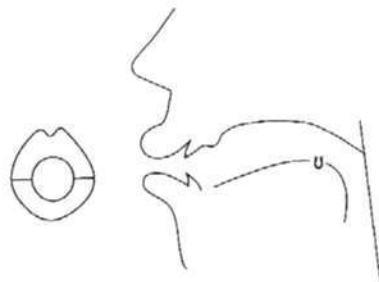
1. _____ 3. _____

2. _____ 4. _____

Lesson 13: The [ʊ] sound as in "book"

Speech organs position:

Lips rounded and forward a little, not as far forward as in long vowel [u:] but very close. The jaw is almost closed, but not quite. The back of the tongue is fairly high in the back of the mouth.



[ʊ ʊ ʊ]

A44

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [ʊ] sound

u

oo, o

oul

Highlighted bold letters pronounced as [ʊ]

put, push, full, butcher, spoonful, fulfil, cushion

book, look, good, wool, wood, wolf, foot, stood

could, would, should

A45

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Could** you **put** this **good** **Worcester** **wool** in the **wooden** chest?
2. The **butcher** saw a **wolf** **looking** in every **nook** for the fallen **rook**.
3. Our **cook** **couldn't** **cook** without **looking** at his **cookery** **book**.
4. If I **could** just get off the **hook** and get rid of my responsibility to **cook**.
5. You **could** easily lose your **foothold** in the **bulrushes** by the **brook** on the way to the



"**Bull** and **Bush**" pub.

6. If you are preparing a **pudding** you must have **sugar** and a **good** **cookery** **book**.

A46

Verses

Listen and copy the intonation and voice modulation on the CD.

Would you take this **book**!
Could you leave that **hook**!
Let us walk by **foot**!
That sounds **good**!
We **could**, we **would**, we **should**!



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

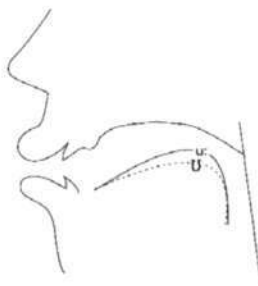
1. _____ 3. _____

2. _____ 4. _____

Lesson 14: Comparison [ʊ] and [u:]

A47

 **Contrast between short [ʊ] and long [u:]**




[ʊ]
could
foot
full
look
put
should

[u:]
clue
food
fruit
loose
pool
shoes

[ʊ]
good
wood
book
took
rook
soot

[u:]
glued
wound
boom
true
rouge
soon

A48

 **Sentences: short [ʊ] sound highlighted as bold and long [u:] highlighted as black and underlined**

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **wounded** wolf **couldn't** **move** his **foot** and **soon** fell asleep under the bush.
2. **Worcester** **wool** **would** **suit** **beautifully** for my **new** **blue** **suit**.
3. Natural **foods** contribute to a **good** diet.
4. Behaving **loosely** **could** be seen as **foolish** and **wouldn't** improve your **look**.
5. **Good** **books** **usually** **fulfil** people's lives.

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____