

4046



Министерство образования Республики Беларусь

БЕЛОРУССКИЙ НАЦИОНАЛЬНЫЙ
ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

Кафедра «Современные европейские языки»

Т.В. Матвеенок

Е.А. Осипенко

А.С. Томашук

WELCOME TO ENGLISH

АНГЛИЙСКИЙ, ЛЕГКО

*Методическое пособие
по фонетике английского языка*

Минск
БНТУ
2011

Министерство образования Республики Беларусь
БЕЛОРУССКИЙ НАЦИОНАЛЬНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

Кафедра «Современные европейские языки»

Т.В. Матвеенок
Е.А. Осипенко
А.С. Томашук

WELCOME TO ENGLISH

АНГЛИЙСКИЙ, ЛЕГКО

Методическое пособие
по фонетике английского языка

Минск
БНТУ
2011

Рецензенты:

Т.И. Васильева, доцент кафедры «Иностранные языки» БНТУ,
кандидат филологических наук;

Л.И. Копань, зав. кафедрой иностранных языков №1 БГАТУ,
кандидат филологических наук;

Сорокина А.И., зав. кафедрой «Современные европейские языки» БНТУ,
кандидат педагогических наук

Матвеенок, Т.В.

М 34 Welcome To English = Английский, легко: методическое пособие по фонетике английского языка / Т.В. Матвеенок, Е.А. Осипенко, А.С. Томашук. – Минск: БНТУ, 2011. – 66 с.

ISBN 978-985-525-683-1.

Пособие составлено в соответствии с программой курса делового английского языка для студентов экономических специальностей и содержит базовый курс фонетики английского языка и первичные диалоги для дальнейшего изучения делового языка при помощи основного учебного пособия «Market Leader». Приводимые в пособии материалы могут быть использованы для занятий в аудитории, а также при самостоятельной работе студентов.

УДК 811.111`342 (075.8)
ББК 81.2 Англ. я7

Contents

Introduction	4
Sounds [ɪ] and [i:]	5
Sounds [ʊ] and [u:]	8
Sounds [ʌ] and [a:]	11
Sounds [ɔ] and [ɔ:]	13
Sounds [e] and [æ]	16
Sound [ɜr]	19
Sounds [iə] and [eə]	21
Sounds [ei], [ai] and [oi]	23
Sounds [əu] and [au]	28
Sounds [p] and [b]	31
Sounds [t] and [d]	33
Sounds [k] and [g]	36
Sounds [θ] and [ð]	38
Sounds [s] and [z]	43
Sounds [ʃ] and [ʒ]	45
Sounds [tʃ] and [dʒ]	47
Sounds [m], [n] and [ŋ]	51
Sounds [h]	54
Sounds [l]	57
Sounds [r]	58
Sounds [w] and [j]	61
Pronouncing geographical names	63

Introduction

♪ (track 1) **There are 26 letters in the English alphabet. They are 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**

♪ (track 2) **There are 5 vowel letters:
A E I O U**

♪ (track 3) **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**

But there are more than 40 vowel and consonant sounds in English.

♪ (track 4) **In some words the number of letters is the same as the number of sounds**

best 4 letters, 4 sounds

dentist 7 letters, 7 sounds

But sometimes the number of sounds is different from the number of letters. In the word *green* ee is one sound and in *happy* pp is one sound. In *bread* ea is one sound.

Sometimes two words have the same pronunciation but different spelling.

♪ (track 5) *know-no*

A: Do you know?

B: No, I do not.

And sometimes two words have the same spelling but different pronunciations.

♪ (track 6) *read* (infinitive and present tense) - *read* (past tense)

A: Do you want to read the newspaper?

B: No, thanks, I read it yesterday.

♪ (track 7) **Because there are more sounds than letters, we use symbols for pronunciations.**

[best]	best	[ˈdentɪst]	dentist	[grɪ:n]	green
[ˈhæpi]	happy	[ˈkɒfi]	coffee	[ˈlɪsn]	listen
[θri:]	three	[sɪks]	six	[sɒks]	socks
[bred]	bread	[nou]	no	[nou]	know
[red]	red	[red]	read	[ri:d]	read

[ɪ] [i:]

Spelling

The sound [i:] is usually spelled with the letter *e*.

ee three, see, feel, cheese

ea tea, eat, repeat, please

e me, we, be

e...e (the second e is silent) these, complete, evening

Other spellings:

y (at the end of the word) very, only, ready

ie believe, piece, movie

ei receive, either

ey key, money

i visa, machine, police, ski, taxi

eo people

♪ (track 8) *Listen and say these words with [i:]*

field	piece	these	metre	secret	evening	equal
Peter	museum	European	Chinese	Japanese	complete	key
ski	kilo	liter	pizza	police	machine	magazine
people						

♪ (track 9) *Now listen and say these sentences. You will need to stop 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 liter of cream.
5. Please can you teach me to speak Portuguese?

♪ (track 10) [ɪ] is usually spelled with *i*. *Listen and say these words.*

if ten miss dinner swim

♪ (track 11) *Listen and say these other words with [ɪ].*

busy business building system

♪ (track 12) *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

Exercises

1. *Put these [ɪ:] words in the dialogues.*

e-mail 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 _____!

♪ (track 13) *Listen to check your answers. Then listen and repeat.*

2. *Circle all the [ɪ:] sounds and underline all the [i] sounds.*

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

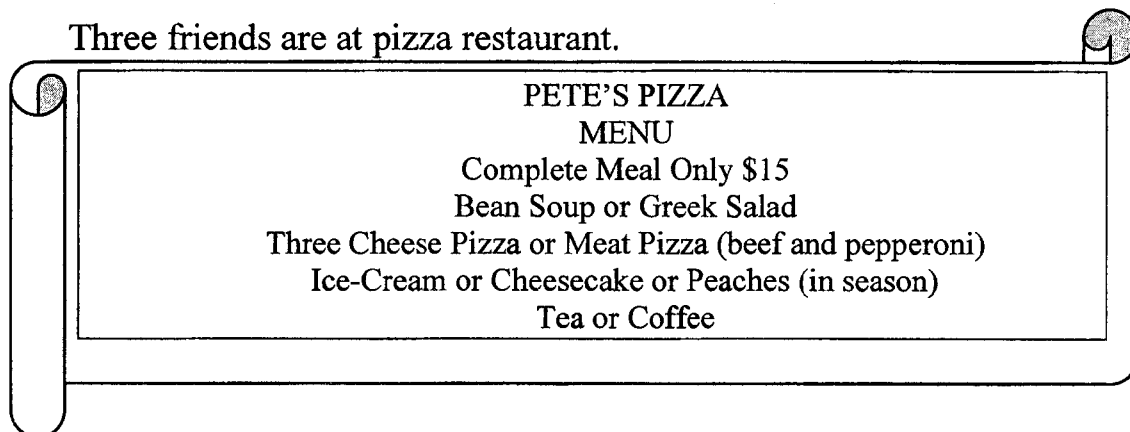
♪ (track 14) *Listen to check your answers.*

3. *Listen to the teacher and circle the word you hear.*

1. He isn't going (to leave/live).
2. Try not to (sleep/slip).
3. They want to buy a (sheep/ship).
4. Those (heels/hills) are very high.
5. Did you (feel/fill) the glass?
6. Do you want (a seat/to sit)

Dialogue: Eating out

Three friends are at pizza restaurant.



Read the dialogue.

- Deena What are you getting to eat, Lee?
Lee The meat pizza and Greek salad. And a cup of coffee.
Deena Me too. Are you getting the meat pizza, too, Steeve?
Steeve No, the cheese pizza. I don't eat meat.
Lee Really?
Waitress God evening. Are you ready to order?
Deena Let's see... We'd like two meat pizzas and one cheese pizza.
Waitress Bean soup or Greek salad to start?
All hree Greek salad.
Waitress And would you like coffee or tea?
Deena Three coffees, please.
Steeve Make that two coffees. Tea for me, please.
Waitress Three Greek salads...two meat pizzas...one cheese pizza... two cof
fees one tea.

Role- Play

Practice in a group of three or four people. You are in a restaurant. One person is the waiter or waitress. Talk about what you are going to eat. Use the menu. The waiter or waitress asks questions. One person orders. The waiter or waitress repeats the order.

Example:

- A: Are you ready to order?
B: Let's see. We'd like two meat pizzas.
A: Would you like bean soup or Greek salad?
B: Two Greek salads, please.

[u:] and [ʊ]

Spelling

♪ (track 15) [u:] is often spelled with oo, ou, u, ue or ew.

Listen and say these words.

too group shoe blue

♪ (track 16) When the spelling is u or ew, there is often a [] sound before the [u:].

Listen and say these words.

music new

♪ (track 17) There are also other spellings of [u:].

Listen and say these other words with [u:]

two fruit juice

♪ (track 18) 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

♪ (track 19) [ʊ] is often spelled u, oo, ou.

Listen and say these words.

full suger book foot would

♪ (track 20) Listen and say this word with [ʊ]

woman

♪ (track 21) Now listen and say these phrases.

1. My bag's full.
2. Where's my book?

3. my left foot
4. Who's that woman?

Exercises

1. *Circle the words with [u:]. (There are nine.)*

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

♪ (track 22) *Listen and check your answers.*

2. *Circle the words with [u]. (There are six words.)*

book cookery cough could good looking lunch soon sugar
thought through

♪ (track 23) *Listen and check your answers.*

3. *Circle the words that have [u:] or [ʊ], then put them in the correct column.*

- a. Is it really true?
- b. You're standing on my foot!
- c. Are you a good cook?
- d. Where's my toothbrush?
- e. Do you push or pull to open this door?
- f. I'll be ready soon.
- g. Here's your ticket- don't lose it!
- h. Go through that door over there.
- i. My keys! Where did I put them?

[u:]	[ʊ]

♪ (track 24) *Listen to check your answers.*

Dialogue: Looking for a book

Julia can't find her cookbook. She asks Luke to help her look for it.

♪ (track 25) *Listen to the dialogue. Fill in the blanks with:*

should shouldn't could couldn't would wouldn't

Julia Luke, _____ you help me look for my book? I am not sure where I put it.

Luke Which book?

Julia My new book- Good Cooking.

Luke _____ I look in the bookcase?

Julia No, the bookcase is full. It _____ be there.

Luke Maybe you _____ look in the living room.

Julia I looked everywhere, even under the cushions.

Luke _____ you use another book?

Julia No, the cookbook I'm looking for is sugar- free, fat- free

Luke Food- free cookbook?

Julia Very funny. You eat too much junk food. It isn't good for you.

Luke But it tastes good!

Julia Well, you _____ eat so much sugar. Hmm... I think you took that book and put it somewhere so I _____ use it.

Luke I didn't put it anywhere! (pause) I think you _____ look under that box of cookies.

Julia (picking up the cookies) Oops.

♪ (track 25) *Listen again and check your answers.*

**[a:] and [ʌ]
Spelling**

The sound [ʌ] is usually spelled with the letter u or o, sometimes with ou.
♪ (track 26) *Listen and say these words.*

bus	colour	come	cup	front	London	luck	Monday
month	mother	much	nothing	number	run	study	sun
uncle	under						

♪ (track 27) *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.

[a:] is usually spelled a or ar.

♪ (track 28) *Listen and say these words.*

after	afternoon	ask	answer	bath	bathroom	can’t	class	dance
fast	farther	glass	tomato	bar	card	far	park	star
start								

♪ (track 29) *Listen and say these other words with [a:].*

aunt	laugh	heart	half
------	-------	-------	------

(the letter l in the word half is silent)

♪ (track 30) *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 are starting in half an hour.

Dialogue: Who does she love?

Russell thinks his girlfriend doesn’t love him.

Read the dialogue and fill in the blanks with the words below.

month	nothing	love	doesn’t	other	loves	brother
-------	---------	------	---------	-------	-------	---------

Jasmine Why are you so unhappy?
 Russell (says nothing)
 Jusmine Honey, why are you so sad?
 Russell You don't love me, Jusmine.
 Jusmine But, Russell, I don't understand. I _____ you very much.
 Russell No, you don't. You're in love with my cousine.
 Jusmine Justin?
 Russell No, my _____ cousine.
 Jusmine Duncan?
 Russell Don't be funny. He's much too young. I'm talking about his _____.
 Jusmine You mean Hunter? That's nuts!
 Russell He _____ you.
 Jusmine No, he _____.
 Russell And Hunter loves you, too.
 Jusmine Russell, just once last ___ I had lunch with Hunter. There's _____ for you to be jealous about.
 Russell You think he's fun to be with, and I'm just dull.
 Jusmine But honey, I like you much better than Hunter. I think you're great .
 Russell You do?

♪ (track 31) *Listen to the dialogue and check your answers*

[ɔ] and [ɔ:]

Spelling

The sound [ɔ] is usually spelled o, sometimes a.

♪(track 32) *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				

♪ (track 33) *Now listen and say these sentences.*

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

[ɔ:] has different spellings.

♪ (track 34) *Listen and say these words.*

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

♪ (track 35) *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

Exercises

♪ (track 36) Listen and complete the dialogue with these [5] words.

box chocolate 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 _____.

♪ (track 36) Listen again and repeat.

Game: "John went shopping"

Play this game in groups of four or five people. Chose a phrase from box 1 and a phrase from box 2 below. Each person adds something new.

Example:

- A: John went shopping and he spent a lot of money. He got a teapot for his aunt.
- B: John went shopping and he spent a lot of money. He got a teapot for his aunt and some socks for his cousin.

<u>1</u>			<u>2</u>	
a clock	a teapot	a deck of cards	for his farther	for his son
a laptop	a novel	a box of pasta	for his mother	for his daughter
a watch	a wallet	a box of chocolates	for his brother	for his cousin
a guitar	a scarf	some socks	for his aunt	for his grandmother
a car	a doll	tickets to a rock concert	for his uncle	for his grandfather

Dialogue: Sports report on Channel 4

Laura is a sport reporter. She is talking to a football player after a game.

♪ (track 37) *Read the dialogue as you listen to the sports report. If you hear a word that is different from the word in your book, correct the word. There are 13 words to correct. The first one has been done for you.*

- Announcer This morning the Horses ___Hawks___ returned from their game in Boston.
- Laura Morgan, our sports reporter, was at the store to meet them.
- Laura Good morning. I'm Laura Morgan. All the baseball players are running towards me. Here's George Tall, the halfback. Good morning, George.
- George Good morning. Are you a reporter?
- Laura Yes, I'm from Channel 1. Can you tell the audience what you thought about the game in Boston?
- George It was fun. We won. The score was 4 to 40.
- Laura Really? I thought the score was 4 to 34.
- George No, it was 4 to 40. But it wasn't my fault.
- Laura Whose fault was it?
- George The quarterback's.
- Laura The quarterback's?
- George Yes, the quarterback's. He was always talking or dropping the ball.

♪ (track 37) *Listen again and check your answers.*

Test yourself.

a. Listen to the teacher and circle the words you hear.

1. cut / caught
2. bus /boss
3. color / caller
4. far / four
5. card / cord
6. star / store

b. Listen to each sentence and circle the words you hear.

1. I'm waiting for the bus /boss.
2. He cut / caught the paper.
3. Is it far / four?
4. This needs a new card / cord.
5. Did you get the name of the colour / caller?
6. Isn't it done / dawn yet?

[e] and [æ]

Spelling

[e] is usually spelled e, but sometimes ea, ie, a or ai.

♪ (track 38) *Listen and repeat.*

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

♪ (track 39) *Listen and say these sentences.*

1. Tell me again
2. Send me a check.
3. Correct these sentences.
4. Twenty to twelve.
5. Help your friend.
- 6.

[æ] is spelled with the letter a.

♪ (track 40) *Listen and repeat.*

back camera factory hat jam manager map plan traffic

♪ (track 41) *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.

Exercises

1. Listen to the teacher and circle the words you hear.

- a. I dropped a (pin / pan).
- b. Is that the (bill / bell)?
- c. This coffee tastes (bitter / better).
- d. Her name's (Ginny / Jenny).
- e. Whose (chicks / checks) are these?
- f. He (spilled / spelled) soup.

2. Practice exercise 1 with the partner. Say each sentence choosing a word from the word pair. Your partner should point to the word you say.

Listen to the teacher and circle the word you hear.

- a. Where did you put the (pen / pan).
- b. Is that man in the picture (dead / Dad)?
- c. He drew an (X / axe) on the board.
- d. I talked to the (men/man) in the store.
- e. They're (said /sad) to be leaving.
- f. She (left / laughed) when I said that.

Dialogue: The best vacation ever!

Jenny just came back from vacation.

♪ (track 42) **Listen to the dialogue. Mark each sentence below T for true or F for false. Correct the sentences that are false.**

1. F Jenny went to Mexico. Venice
2. She went with her sister.
3. The weather was dry.
4. The hotel was expensive.
5. The restaurants were terrible.
6. She said it was the best vacation ever.

♪ (track 42) **Listen again and read the dialogue.**

Jenny Hello, Ben!
Ben Hi, Jenny. Welcome back!
Jenny Thanks!
Ben Where did you spend your vacation?
Jenny I went to Venice with a friend.
Ben Venice? I'm jealous! Tell me everything! When did you get back?
Jenny Yesterday.
Ben How was the weather?
Jenny Wet!
Ben Was it expensive?
Jenny Yes. Very. Especially the hotel.
Ben How were the restaurants?
Jenny They were excellent. But expensive. I spent every cent I had.
Ben So...the weather was wet, everything was very expensive, and you don't have money left. It sounds terrible!
Jenny No! It was the best vacation ever!

Discussion

Practice in a group of two or three people. Take turns asking and answering questions about your best vacation ever.

Example:

- A: What was your best vacation ever?
B: My trip to Ecuador. It was beautiful! The beaches were empty.
A: Were the people friendly?
B: Yes. Everybody was very friendly.

Conversation Practice

a. *Listen to this conversation. Try to copy the intonation!*

- A: That's the person who took my bag!
B: Did he have a **hat**?
A: Yes. A **black hat**.

b. *Practice the conversation with a partner. Replace the words in bold with the new items. What is the most important word in each sentence?*

- | | | | |
|------------------|-----------------|------------------|------------------|
| a hat (black) | a bag (plastic) | a jacket (plaid) | a hat (red) |
| a jacket (black) | glasses (dark) | backpack (small) | a mustache (big) |

[ər]

Spelling

[ər] is spelled in many different ways. Add more examples below.

ir first, bird, girl, circle

or after the letter w word, work, world, worst

ur Thursday, nurse, hurt, turn

our journey

ear early, learn, heard, earth

er person, weren't, certainly, prefer

♪ (track 43) *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

♪ (track 44) *Now listen and say these sentences.*

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

Exercises

♪ (track 45) 1. *Listen and put the words in the correct groups. Then listen again and repeat.*

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 [əɹ]	words with [o:]	words with [a:]	words with other sounds
1. <u>church</u>	1. <u>door</u>	1. <u>car</u>	1. <u>beard</u>
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____		
7. _____			
8. _____			

2. Listen to the teacher the word you hear.

- | | | |
|------------------------|-------------------------|-----------------------------|
| 1. four / far / fur | 3. short / shut / shirt | 5. torn / ton / turn |
| 2. store / star / stir | 4. bored / bud / bird | 6. born / barn / bun / burn |

3. Listen to the teacher and circle the word you hear.

- Is it (four /far /fur)?
- They were wearing black (shorts / shirts).
- Do you see the (buds / birds) on the tree?
- Can you (walk / work) faster?
- Those (barns /buns / burns) don` t look good to me.
- There were two (gulls / girls) on the beach.

Dialogue: The worst nurse

Two patients are talking about the nurses at a hospital.

♪ (track 46) Listen to the dialogue and fill in the blanks with words you hear.

Bert Nurse! Nurse! I`m thirsty!
 Earl Nurse! My head _____hurts_____!
 Bert (turning to Earl) Pearl is the _____ nurse, isn` t she?
 Earl Personally, I think Kurt is worse.
 Bert Mmm. He always leaves work _____.
 Earl And he always wears a _____ shirt.
 Bert I heard he _____ thirty dollars an hour.
 Earl He _____ doesn` t deserve it.
 Bert He and Pearl weren` t at work on Thursday, _____ they?
 Earl They`re the worst nurses on the floor, aren` t they?
 Bert No – they`re the worst nurses in the _____!

**[iə] and [eə]
Spelling**

The sound [iə] is spelled in many different ways. Add more examples below.

ea real
ear ear, bear, clear, hear, nearly, year
eer beer, cheers
ere here, we`re

♪ (track 47) *Listen and repeat.*

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

♪ (track 48) *Listen and say these sentences.*

- a. We`re here!
- b. Have a beer – cheers!
- c. Is there a bank near here?
- d. The meaning isn`t really clear.

The sound [eə] is spelled in many different ways. Add more examples below.

♪ (track 49) *Listen and repeat.*

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

♪ (track 50) *Listen and say these sentences.*

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

Exercises

♪ (track 51, track 52) *Listen and repeat these poems.*

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

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

[ei], [ai] and [oi]

Spelling

The sound [ei] is spelled in many different ways. Add more examples below.

- a...e late, name, change, mistake
- a April, later, station, vacation
- ay day, say, away
- ai train, wait, afraid
- eigh eight, eighteen, weigh, neighbor
- ea great, break, steak
- ey they, hey!, obey

♪ (track 53) *Listen and repeat.*

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

♪ (track 54) *Listen and say these sentences.*

- a. They came a day later.
- b. It was a grey day in May.
- c. Is this the way to the station?
- d. Wait at the gate – I'll be there at eight.

The sound [ai] is spelled in many different ways. Add more examples below.

- i...e fine, like, time, ice
- i hi, fine, Friday, riding
- igh light, tonight, high
- y my, why, try
- ie tried, lie, die

Unusual spellings: buy, eye, goodbye, height, aisle

♪ (track 55) *Listen and repeat.*

- i like, time, white
- ie die

y dry, July, why
igh high, night, right
uy buy

♪ (track 56) *Listen and say these sentences.*

- a. Do you like dry wine?
- b. Why don't you try?
- c. July will be fine.
- d. Drive on the right.

The sound [oi] is spelled in many different ways. Add more examples below.

oi oil, point, voice, noise
oy boy, enjoy, toy

♪ (track 57) *Listen and repeat.*

oi coin, point, voice
oy boy, enjoy, toy

♪ (track 58) *Listen and say these sentences.*

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

Exercises

♪ (track 59) *1. Complete these sentences. All the missing words have [ei] or [ai]. Then listen and repeat.*

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

- a. The plane left in the evening and arrived the next morning. It was a _____ night _____.
- b. It's best to drink _____ with fish.
- c. Fourteen kilometers is about _____.
- d. There was no rain yesterday. It was a _____.
- e. I think I'm lost – is this the _____ to the beach?
- f. We've had a _____, thanks. _____!

2. Listen to the teacher and circle the word you hear.

- a. Can I have some more (pepper / paper)?
- b. Put it in the (shed / shade).
- c. This (pen / pain) is terrible.
- d. Did you see her (letter / later)?
- e. I want to (sell / sail) the boat.
- f. (Test / Taste) the cake and see if it's done.

Dialogue: At the train station

♪ (track 60) *Work with a partner. Listen to the dialogue. Fill in the blanks with words.*

Jay Davis is waiting for a train.

- Jay Davis Hey! This train is late! I've been waiting here for _____ ages _____.
- Conductor Which train are you _____ for?
- Jay Davis The 8:18 to Great Plains.
- Conductor The 8:18? I'm afraid you've made a _____, sir.
- Jay Davis A mistake? I take this _____ every day!
- Conductor The train to Great Plains leaves at _____.
- Jay Davis At 8:08? Where does it say that?
- Conductor Right here. Train to Great Plain 8:08. They _____ the schedule.
- Jay Davis They changed it? I guess they changed it when I was _____ on vacation.
- Conductor They changed the schedule at the end of April, sir. _____ is the eighth of May.
- Jay Davis Hm! So the train isn't late. *I'm* late.

Listen to the teacher and circle the word you hear.

- a. Carry it on your (back / bike).
- b. Is this your (hat / height)?
- c. My (cat / kite) got stuck in a tree.
- d. They don't sell (pants / pints).
- e. There's a (van / vine) next to the house.
- f. They (had / hide) the money.

Dialogue: Exercise.... or ice cream?

♪ (track 61) *Work with a partner. Listen to the dialogue. Fill in the blanks with words.*

Liza and Mike are talking about plans for after work.

Liza Hi, Mike. How are you?
 Mike Oh, hi, Liza. I'm fine, thanks.
 Liza Mike, do you like hiking?
 Mike Sometimes. Why?
 Liza I'm going hiking later. Would you like to come?
 Mike Maybe some other time. I have 19 e-mails to write by five o'clock.
 Liza Would you like to go ice skating tonight?
 Mike I've never tried ice skating.
 Liza Why not try it tonight?
 Mike Not tonight, Liza. I'm driving Ryan to the eye doctor.
 Liza Well, how about bike riding? I'm going bike riding on Friday.
 Mike I can't. My bike needs new tires.
 Liza Oh, all right. I'm going out to buy ice cream. Bye!
 Liza (smiling) Would you like to come?
 Mike Would you mind?

♪ (track 61) *Listen to the dialogue. Then answer the questions.*

1. What does Liza invite Mike to do?
2. What does Mike decide to do?

Take a survey.

Ask your classmates or their people you know about the activities in the table. Write their names and answers in the table.

Examples:

A: Have you tried ice skating? A: Have you tried skydiving?
 B: Yes. B: No.
 A: Did you like it? A: Would you like to try it?
 B: No. B: Yes.

	Name	Tried it	Liked it	Would like to try it
ice skating				
skydiving				
hiking				

climbing				
kayaking				
horseback riding				
hang gliding				
bike riding				
scuba diving				

Listen to the teacher and circle the word you hear.

- a. I slipped and fell in the (aisle / oil).
- b. I gave him a (tie / toy) for his birthday.
- c. How many (pints / points) did they get?
- d. What a good (buy / boy)!
- e. I think he`s a (liar / lawyer).
- f. I put it in the (file / foil).

Dialogue: Noise

♪ (track 62) Work with a partner. Read to the dialogue and circle the correct words in parentheses.

Then listen to the dialogue and check.

Two boys are playing. Their parents are talking about them.

Roy Boys! Stop that noise!

Boys What?

Roy Keep your voices down! You`re making too much (noise / noisy)!

Joy Why are you so (annoyed / annoying), Roy? They`re just (enjoyed / enjoying) themselves.

Roy But the noise is very (annoyed / annoying).

Joy They`re little (boy / boys) – of course they`ll make noise.

Roy I`m sure I wasn`t that (noisy / noisiest) when I was a little boy. (*raising his voice*) Boys!

Boys (*continue making noise*)

Roy They don`t listen. They`re spoiled. They (destroy / destroying) all the toys I buy them. And they`re the (noisy / noisiest) boys I`ve ever heard.

Joy Well, maybe you shouldn`t buy them such noisy (toy / toys).

Boy It`s not the toys that are (noise / noisy) – it`s the boys!

[əʊ] and [aʊ] Spelling

The sound [aʊ] is spelled in many different ways. Add more examples below.

♪ (track 63) *Listen and repeat.*

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

♪ (track 64) *Listen and say these sentences.*

- a. I don't know.
- b. My toes are cold.
- c. She phones me in October.
- d. They showed us their home.

The sound [aʊ] is spelled in many different ways. Add more examples below.

- ou about, found, mouth, house
- ow drown, crowd, now, how

♪ (track 65) *Listen and repeat.*

- ow how now vowel
- ou loud mouth sound

♪ (track 66) *Listen and say these phrases.*

- a. a thousand pounds
- b. loud vowel sounds
- c. round the house
- d. Count down – three, two, one, now!

Exercises

♪ (track 67) 1. *Listen and circle the word with a different vowel sound. Then listen again and repeat.*

Example:

houses, soup, about, mountains

1. stone, gone, closed, coast
2. brown, flower, show, town
3. old, over, lost, no
4. coast, boat, some, road

♪ (track 68) **2. Listen and repeat these poems.**

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.

(track 69)

A letter
A letter came
in the post
from the cost
-the one that I wanted the most.
It said, 'Don't be slow,
walk through the show
and phone me when you are close.

3. Listen to the teacher and circle the word you hear.

1. Did you see the (moss / mouse) in the garden?
2. Is it one (R / hour) or two?
3. Are you going (Don / down)?
4. The (shots / shouts) woke me.
5. How many (ponds / pounds) are there?
6. ('Ha!' / 'How?') he said in surprise.

Dialogue: A mouse in the house

♪ (track 70) **Listen to the dialogue. Fill in the blanks with words.**

Holly found a mouse in the house.

Consonants

[p] and [b]

Spelling

The sound [p] is spelled in many different ways. Add more examples below.

p paper, people, envelope, stamp
pp happy, pepper, shopping, dropped

♪ (track 71) *Listen and repeat.*

p pen, push, stop
pp happy, stopping

The sound [b] is spelled in many different ways. Add more examples below.

b birthday, about, table, job
bb rubber, robber, grabbed

Careful: The letter is silent in these words: climb, lamb, thumb, comb, bomb, doubt, debt.

♪ (track 72) *Listen and repeat.*

big best rob robber verb

♪ (track 73) *Listen and say these phrases and sentences.*

- a. big business
- b. When was the baby born?
- c. It's better to bake your own bread than to buy it.
- d. What's that big building between the bank and the library?

♪ (track 74) *Now listen and say these sentences with [p] and [b].*

- a. Pamela's got a new job.
- b. Paul's got big problems with his neighbors.
- c. Can you remember Pete's phone number?
- d. Pack your bags and bring your passport.

Dialogue: 'Passports, please'

♪ (track 75) Cover the dialogue and listen. Check ✓ the items that Peter and Pam packed. Listen again and read the dialog. Check your answers.

- Official Passports, please.
- Pam Peter? Aren't the passports in your pocket?
- Peter I thought you put them in your purse, Pam.
- Pam (*inspecting her purse*) No. I have a pen, a postcard, a map, a spoon, and some pictures. Check your pocket.
- Peter (*emptying his pocket*) I have a pencil, some stamps, an envelope, some pennies...
- Pam Please stop taking everything out of your pocket. You probably put them in the plastic bag.
- Peter (*emptying the plastic bag*) Here's a cup, an apple, a paper plate, some presents, a newspaper...
- Pam Peter, stop pulling everything out of the plastic bag! People are getting impatient.
- Peter Please help me. Help put the things back in the plastic bag.
- Pam (*speaking to the official*) We have a problem. We can't find our passports.
- Official Let the order passengers past, please.
- Peter It's possible we dropped them on the plane.
- Official Please go upstairs with this police officer.

Game: 'The perfect picnic'

Play this game with the whole class. Choose words from the list. Each person adds something new.

Example:

- A We're having a picnic, and I'm bringing pears.
- B We're having a picnic. A is bringing pears, and I'm bringing potato chips.
- C We're having a picnic. A is bringing pears, B is bringing potato chips, and I'm bringing soup.

apples	pasta	paper plates
pears	pepper	plastic cups
potato chips	pie	napkins
popcorn	soup	a CD player
pizza	spoons	a picnic basket

[t] and [d]

Spelling

The sound [t] is spelled in many different ways. Add more examples below.

t time, try, twelve, city
tt letter, matter, little, getting

Unusual spellings: looked, missed, Thailand

Careful: The letter *t* is silent in these words: listen, often, whistle, castle, Christmas, ballet.

♪ (track 76) *Listen and repeat.*

t tea, till, ten, top, two, twenty, water, bit, complete, eat, eight, light, suit
tt better, bottle

♪ (track 77) *[t] is sometimes spelled ed in past tenses. Listen and say these words.*

ed stopped, washed

♪ (track 78) *[t] is spelled th in a few names. Listen and say these words.*

th Thailand, Thames, Thomas

The sound [d] is spelled in many different ways. Add more examples below.

d door, date, didn't, studied
dd address, middle, add, suddenly

Careful: The letter *d* is silent in these words: Wednesday, handsome, handkerchief

♪ (track 79) *Listen and repeat.*

d day, deep, do, door, did, food, good, head, ready
dd add, address, ladder, middle

Exercises

♪ (track 80) *Listen and repeat these poems.*

Too many twos
Tom and Tim were twins.
Tom said to Tim, 'Can I talk to you?'
Tim said to Tom, 'Ss, 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!'

♪ (track 81)

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.

Dialogue

♪ (track 82) *Listen to the dialogue.*

Tall woman	Could you tell me how to get to the train station?
Staff member	The train station? Turn right when you leave the visitor center. When you get to the light, turn left onto First Avenue. The train station will be on your right. You can't miss it.
Student	Are there any Thai restaurants around here?
Staff member	Thai restaurants? There's a great Thai restaurant on Water Street. It's called Taste of Thailand. Go two blocks to the right and then left onto Water Street.
Tall man	Where can I get a taxi?

Staff member Try the taxi stand on First Avenue. Just go to the right and turn left at the light. It's just past the train station.

Tired tourist How do I get to the City Lights Hotel?

Staff member Go two blocks to the right and turn left on Water Street. Then turn left again when you get to Liberty Street. You'll see a tall white building. That's it.

Teenage girl I'm trying to get to the Times Tower.

Staff member Well, you can take the number 12 bus – it stops right outside the visitor center – and get off at 14th Street. But it might be better to walk. There's a lot of traffic this time of day.

Short woman Where can I get stamps for these letters?

Staff member Your best bet is the post office. When you go out of here, turn that way (*pointing left*). Go two blocks. Then turn left onto Taylor Street. It'll be on your right.

Little girl Do you know what time is it?

Staff member It's exactly twenty-two minutes after ten.

[k] and [g] Spelling

The sound [k] is spelled in many different ways. Add more examples below.

k	key, kitchen, think, walk, like
c	call, electric, collect, crazy
ck	back, clock, jacket
cc	occur, account, occasion
ch	school, chemistry, stomach, headache
x, xc	pronounced [ks]: next, extra, expensive, excellent, exciting
qu	usually pronounced [kw]: question, quiet, quickly

Careful: The letter *k* is silent before *n* at the beginning of a word: *k*now, *k*nife, *k*nee.

🎵 (track 83) *Listen and repeat.*

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

🎵 (track 84) [kw] *Listen and repeat.*

quick quiet quarter

🎵 (track 85) [ks] *Listen and repeat.*

fax six taxi

Listen to the teacher and repeat.

[ks]	[kt]	[kw]
six	collect	quiet
next	perfect	question
expensive	connect	
extra	exactly	
excuse me		

The sound [g] is spelled in many different ways. Add more examples below.

g	garden, grass, again, dog
gg	jogging, bigger, egg

gu guest, guess, guitar
gh ghost, spaghetti

Careful: The letter g is silent in these words: sign, foreign, designer, right, night, thought, daughter, neighbor.

♪ (track 86) *Listen and repeat.*

garden girl glass go gold ago hungry bag
leg egg bigger

Dialogue: Junk or keepsakes?

♪ (track 87) *Listen to the dialog. Fill in the blanks with words.*

Kate and Chris are cleaning out the attic in their house.

Chris Yikes! ___Look___ at all this junk. What's in that box? Can you check?

Kate Just a second... Cool, my old _____!

Chris OK, they can go in recycling.

Kate Recycling? No, I can sell them. People _____ old comic books.

Chris Can you take a look at that rocking chair? It looks like the back is _____.

Kate I can fix it, I think. We could use an extra –

Chris Excuse me, what's that _____ to the bookcase? Is that a clock?

Kate It's a cuckoo clock. I got it in _____.

Chris Can I ask you a _____? Why are you keeping a plastic cuckoo clock?

Kate It isn't plastic. It's oak. Actually, it was kind of _____.

Chris Does it work? It's exactly _____ o'clock now, and it's very quiet.

Kate Of course it works. Here, let me connect it. It's _____

Kate It would be perfect for the _____, don't you think?

Chris Hey, where are you taking all that _____? Bring it back to the attic!

Kate Junk? You call this junk? These are keepsakes!

[θ] and [ð]

Spelling

[θ] is spelled th.

♪ (track 88) *Listen and say these words.*

thin	thanks	thirty	theatre	thumb	Thursday	thirsty	three
both	month	mouth	north	south	birthday		

♪ (track 89) *Listen and say these sentences.*

I thought April the twelfth was a Tuesday, but it's a Thursday.

A: I've got three birthdays this month.

B: Three birthdays? What do you mean?

A: My wife's, my son's and my daughter's!

There are thirteen degrees in the north, and thirty in the south.

A: One third is thirty-three per cent, isn't it?

B: Thirty-three and a third per cent, to be exact.

[ð] is spelled th.

Listen to the teacher and say these words.

this	that	these	those	then	they	father	mother
brother	other	together	weather	without	breathe	With	

♪ (track 90) *Listen and say these sentences.*

A: Can I have one of those, please?

B: These?

A: No, the others, over there.

A: Two coffees, please.

B: With milk?

A: One with, and one without.

Exercises

1. Write these words.

Example:

[ðæt] that

1. [mʌnθ] _____ 3. [θin] _____ 5. [wið] _____
 2. [ðen] _____ 4. [ðei] _____ 6. ['bɜ:θdeɪ] _____

♪ (track 91) *Listen to check your answers and repeat.*

♪ (track 92) *2. Listen. Which words have [θ], and which words have [ð]?*

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

words with [θ]	words with [ð]

♪ (track 93) *Listen to check your answers and repeat.*

♪ (track 94) *3. Listen and complete the sentences.*

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 _____!

♪ (track 94) *Listen again and repeat.*

Test Yourself

1. Listen to the teacher and circle the word you hear.

- | | | |
|------------------|-----------------|------------------------|
| 1. sink / think | 3. tree / three | 5. sick / tick / thick |
| 2. mouse / mouth | 4. bat / bath | 6. sank / tank / thank |

2. Listen to the teacher and circle the word you hear.

1. I hope they're not too (sick / thick).
2. Send (tanks / thanks).
3. She (taught / thought) for a long time.
4. I always (sink / think) in the pool.
5. It's not (true / through), is it?
6. The (bat / bath) was very small.

3. Listen to the teacher and repeat these words with the sound [θ].

thank you	thirsty	author	birthday	fourth
thought	Thursday	anything	athlete	worth
thousand	thirty-three	something	math	month

Dialogue: Gossip

♪ (track 95) Listen to the dialogue. One important word stands out in each sentence. Underline the word that stands out in each numbered sentence. The other sentences have been done for you.

Ethan is surprised at some things Beth tells him.

- | | |
|-------|--|
| Beth | Kathy Roth is thirty-three. |
| Ethan | Is she? 1. I thought she was forty-three. |
| Beth | Her birthday was last Thursday. |
| Ethan | Was it? 2. I thought it was last month. |
| Beth | Seth is her third husband. |
| Ethan | Is he? 3. I thought he was her fourth husband. |
| Beth | Their house is worth three hundred thousand dollars. |
| Ethan | Is it? 4. I thought it was worth about one hundred thousand dollars. |
| Beth | Seth is the author of a math book. |
| Ethan | Is he? 5. I thought he was an athlete. |
| Beth | I'm so thirsty. |
| Ethan | Are you? I thought you had something to drink at Kathy's house. |

Beth No. Kathy didn't offer me anything.
Ethan I'll buy you a drink.
Beth Oh! Thank you.

♪ (track 95) *Listen again and check your answers.*

Test Yourself

1. Listen to the teacher and circle the word you hear.

- | | | |
|--------------------|-----------------------|-----------------------------|
| 1. day / they | 3. tease / teeth | 5. D's / Z's / these |
| 2. letter/ leather | 4. closing / clothing | 6. breed / breeze / breathe |

2. Listen to the teacher and circle the word you hear.

1. The sign said ("Closing"/"Clothing").
2. We waited until (day / they) came.
3. The child was just (teasing / teething).
4. Try to pronounce (D's / Z's / these) more clearly.
5. They're (breeding / breathing) like rabbits.
6. Did you see the (letter / leather)?

3. One word in each column has the sound [θ] and not [ð]. Work with a partner. Circle the words that have the sound [θ].

this	there	weather	Thursday
that	three	another	rather
think	together	anything	smoother
though	leather	either	the other

Listen to the teacher. Repeat the words and check your answers.

Dialogue: The jacket in the window

1. Work with a partner. Read the dialogue. Fill in the blanks with words from task 3. You can use a word more than once.

Heather is shopping for a new jacket.

Heather I'd like to buy that jacket in the window.
Salesclerk Well, ___ there ___ are three jackets _____ in the window. Do you want the one with the feather collar?
Heather No. The other one. The leather one.

Salesclerk The one with the zipper?
Heather No, not _____ one either. That one over _____. The one that's on sale.
Salesclerk Oh, that one. Now, here's _____ leather jacket that I think you'd like.
Heather But this one is more expensive than the one in the window.
Salesclerk It's a better jacket than the other one. The _____ is smoother.
Heather I'd _____ get the one in the window, though. I think that one is better for cold _____.
Salesclerk Well, fine, if _____ 's the one you want. But we don't take _____ out of the window until three o'clock on Thursday.

♪ (track 96) *Listen and check your answers.*

[s] and [z]

Spelling

[s] is usually spelled s, ss or c, and sometimes sc.

♪ (track 97) *Listen and say these words.*

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

The letter x is usually pronounced [ks].

♪ (track 98) *Listen and say these words.*

six next

♪ (track 99) *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.

[z] is usually spelled s or z, and sometimes ss or zz.

♪ (track 100) *Listen and say these words.*

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

Listen to the teacher 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.

Exersices

Listen to the teacher and repeat this poem.

<p>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 ...'</p>	<p>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...'</p>	<p>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.</p>
--	---	--

[ʃ] and [ʒ] Spelling

The sound [ʃ] is usually spelled sh, especially at the beginning or end of a word. Add more examples below.

show should finished English shop fashion cash fresh wash
mushroom

In unstressed endings, the sound [ʃ] often has one of these spellings:

ti information, demonstration, conversation, initial
ci special, especially, delicious, musician
ssi discussion, profession, Russia

Unusual spellings: sure, sugar, tissue, pressure, machine, champagne, Chicago, ocean

♪ (track 101) *Listen and say these words.*

c ocean
ch machine
ci delicious, special
s sugar, sure
ss Russia
ti international

♪ (track 102) *Listen and say these sentences.*

1. This is a very special pronunciation machine.
2. All our food is fresh, and we serve delicious international specialities.
3. A: You didn't put sugar in my tea, did you?
B: No.
A: Are you sure?

The sound [ʒ] is usually spelled with the letters s or ge.

s usually, measure, Asia, decision, television, Asia,
ge garage, beige

Unusual spelling: seizure

♪ (track 103) *Listen and say these sentences.*

A: Do you like sport?

B: Yes but only on television, usually!

Tongue Twisters

Tongue twisters are hard to say, even for native speakers. Here is a famous English tongue twister that uses the sounds [ʒ] and [ʃ].

She sells seashells by the seashore.

Make up your own tongue twister using the sound [ʃ] and practice saying it quickly.

Example:

She sold six Swedish sheep.

Sheela's shop sells Irish socks.

Stress in words with -ion

Words ending in -ion have strong stress on the syllable before the -ion.

The sound [d] at the end of some verbs changes to [ʒ] when -ion is added to make a noun.

Listen to the teacher and repeat.

invade - invasion

explode - explosion

decide - decision

collide - collision

divide - division

[tʃ] and [dʒ]

Spelling

The sound [tʃ] is usually spelled with the letters **ch** or **tch**. Add more examples below.

ch choose, chicken, teacher, which, _____

tch kitchen, watch, catch, match, _____

Other spellings:

t before u: picture, naturally, _____

ti after s: question, suggestion

[tʃ] is usually spelled ch, t, or tch.

♪ (track 104) *Listen and say these words.*

ch chips, choose, March, which

t future, question

tch catch, watch, kitchen

Listen to the teacher and say these sentences.

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

[dʒ] is usually spelled j, g, ge or dge.

♪ (track 105) *Listen and say these words.*

j jam, jacket, jeans, job, jet

g general

ge age, large

dge fridge

♪ (track 106) *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.

Exercises

♪ (track 107) 1. Listen and circle the odd one out.

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

♪ (track 107) Listen to check your answers and repeat.

♪ (track 108) 2. Listen and put these words into two groups.

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

words with [tʃ]

teacher

words with [dʒ]

Dialogue: Cooking show

♪ (track 109) Listen to the dialogue. Then answer the questions.

Every day, Charles interviews a different chef on his cooking show, Lunch with a Chef. Today he is interviewing Rachel Richard.

1. Which food do Rachel and Charles talk about?
2. What is Rachel's favorite food?
3. Which food is in all three dishes she is going to make?

♪ (track 109) Listen again and read the dialogue. Check your answers.

Charles	Hello, everyone! You're watching Lunch with a Chef. Today Rachel Richard, the chef at Artichoke Cafe, will be making lunch in our kitchen. Welcome, Rachel!
Rachel	Thank you, Charles.
Charles	For lunch today, Rachel will make three dishes from her restaurant, Artichoke Café. Rachel, tell us about the dishes you've chosen for the show.

Rachel Well, Charles, I'll be making spinach and artichoke dip, stuffed artichokes, and chicken with — Charles Artichokes?

Rachel Naturally!

Charles I guess artichokes are your favorite food?

Rachel Actually, my favorite food is chocolate! But artichokes are my favorite vegetable.

Charles So, Rachel, which dish will you start with?

Rachel The spinach and artichoke dip.

Charles What goes into that — besides spinach and artichokes, of course? What makes your dip so rich and creamy?

Rachel Well, I use a mixture of cream cheese and cheddar cheese.

Charles Interesting. Anything else?

Rachel Yes, some chili pepper — either a fresh chili or chili powder.

Charles How much chili powder?

Rachel Oh, not too much chili powder — just a pinch.

Charles Mm, it sounds delicious! We'll be back after these commercials with two more special dishes from Artichoke Cafe!

Dialogue: Did you get the job?

Jess is looking for a job.

Work with a partner. Read the dialogue. Fill in the blanks with words.

George Did you call about the job?

Jess Which job?

George The job managing the travel _____ agency _____

Jess Oh, that job. Yes, I did.

George What did you find out?

Jess They want someone who graduated from _____

George Well, you just _____ in June.

Jess They're looking for someone who majored in business management.

George Didn't you major in management before you changed your major to psychology?

Jess Actually, I didn't change majors. I had a double major - I majored in management and _____.

George If you get the _____, would you arrange travel for individuals? Or would you just do group tour packages?

Jess Oh, I'd make all kinds of travel arrangements. They want someone who's energetic and _____ challenges.

George Anyone who majors in two subjects enjoys a challenge!

Jess And they want someone with a _____ of foreign languages.

George You speak _____, don't you?

Jes Yes. And a little German.
George So, did you arrange for an interview?
Jess Yes, for _____ 6th.
George July 6th? Are you _____? That was yesterday!
Jess I'm not joking. I had the interview and I got the job!
George Hey, congratulations! Why didn't you tell me?

♪ (track 110) *Listen to the dialogue and check your answers.*

[m], [n] and [ŋ]

Spelling

[m] is usually spelled m or mm, but sometimes mb or mn.

Listen to the teacher and say these words.

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

♪ (track 111) *Listen and say these phrases.*

1. Sometimes in summer
2. More for you, most for me
3. In the middle of the film

[n] is usually spelled n, but sometimes nn or kn.

Listen to the teacher and say these words.

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

♪ (track 112) *Listen and say these phrases.*

1. A sunny afternoon
2. Sun and moon
3. Nine months

[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].

♪ (track 113) *Listen and say these words.*

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

♪ (track 114) *Listen and say these phrases.*

1. Thinking about things.
2. A long evening singing songs.
3. A hungry man is an angry man.

Dialogue: At a rental agency

♪ (track 115) *Read the dialogue as you listen. Circle the words you hear. Do you hear two separate words or a contraction?*

Martin is looking for an apartment to rent. He is talking to a rental agent.

- Martin Good morning. (I am/ I'm) interested in renting a one-bedroom apartment downtown.
- Agent Certainly, (We have / We've) a nice apartment on the corner of Main Street and Central Avenue. (It has / It's) big windows, a new kitchen, and a very convenient location. And (it is/it's) only \$1,120 a month.
- Martin I (could not / couldn't) pay \$1,120 a month. (I am / I'm) a student
- Agent A student, hmm. . . . How much can you spend?
- Martin Well, I (did not / didn't) want to spend more than \$700 a month.
- Agent \$700 a month? We (do not / don't) often have apartments as inexpensive as that. Not in the center of town, anyway, (We have / We've) got one apartment for \$790 a month.
- Martin (Where is / Where's) it? Is it in the same neighborhood?
- Agent No, it (is not / isn't). (It is / It's) on Seventh Avenue, near the train station.
- Martin I (do not / don't) know, I mean, I need to be near the university.
- Agent (It is / It's) on a bus line. (It has / It's) a kitchen, but the kitchen (does not / doesn't) have an oven.
- Martin No oven? Well, a nice kitchen (is not / isn't) that important to me.
- Agent (There is / There's) a garden in the front, but the tenants (cannot / can't) use it. The landlord lives downstairs. Friends are forbidden in the apartment after midnight. No noise and no television after 11:15. No.
- Martin No, thank you! I want an apartment, not a prison!

♪ (track 115) *Listen again and check your answers.*

Listen to the teacher and repeat these words with the sound [ŋ].

string	falling	sleeping	standing
pink	running	yelling	helping
morning	talking	tying	reaching

Dialogue: Noisy neighbors

♪ (track 116) *Read the dialogue as you listen. If you hear a word that is different from the word in your book, correct the word. There are 12 words to correct. The first one has been done for you.*

Frank is trying to sleep. Ingrid is looking out the window at their neighbors, the Kings.

- Frank (angrily) Bang! Bang! Bang! What are the Kings doing? It's seven o'clock on Sunday evening (morning) and we're trying to sleep!
- Ingrid They're singing very loudly.
- Frank Yes, but what's the banging noise, Ingrid?
- Ingrid (looking out the window) Ron is sitting on a ladder and banging some nails into the wall with a hammer. Now he's hanging some strong rings on the nails.
- Frank What's Ann doing?
- Ingrid She's bringing something interesting for Ron to drink. Now she's putting it down. He's asking for the drink and - Oh, no!
- Frank What's happening?
- Ingrid The ladder is breaking!
- Frank Is Ron still standing on it?
- Ingrid No, he's ... he's hanging from the string. Oh, my goodness. He's holding onto the string by his fingers and laughing.
- Frank Isn't Ann watching him?
- Ingrid No, She's walking toward our house.
- Frank You're joking!
- Bell (Ring! Ring! Ring!)
- Ingrid That's her ringing the bell!
- Frank Well, I'm not answering it. I'm leaving.

♪ (track 116) *Listen again and check your answers.*

[h]
Spelling

The sound [h] is usually spelled with the letter h. Add more examples below.

h how, hope, heart, unhappy, _____.

Other spelling:

wh who, whose, whole

Careful: The letter h is silent in these words:

hour honest honor heir oh vehicle exhausted exhibit
rhyme rhythm

[h] is usually spelled h, but it is spelled wh in a few words.

♪ (track 117) *Listen and say these words.*

h hat, here, help, hot, how, behind
wh who, whose, whole

A few words begin with a silent letter h.
Listen to the teacher and say these words.

hour honest

♪ (track 118) *Listen and say these sentences.*

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

Exercises

In one of the words in each column, the letter h is usually silent. Work with a partner. Make an X through the silent h.

how house vehicle hope home

who	hours	hit	horrible	what
oh	hurt	behind	happened	hospital
heard	husband	half	exhausted	unharmed

Dialogue: A horrible accident

Ellen is telling Helen about a car accident.

Work with a partner. Read the dialogue. Fill in the blanks.

- Helen: Hi, Ellen.
 Ellen: Oh, Helen, have you ___ heard ___ about Henry?
 Helen: Who?
 Ellen: Henry Harris - Hannah's _____. He was in a car accident.
 Helen: Oh, no! What _____?
 Ellen: He had an accident on his way _____ from work.
 Helen: How awful! Was he _____?
 Ellen: Yeah. He was taken to the hospital in an ambulance.
 Helen: That's horrible! _____ did it happen?
 Ellen: A vehicle _____ him from behind. It happened about _____ a mile from his house.
 Helen: How horrible! Is he still in the _____?
 Ellen: Yeah. He's having an operation tomorrow. Poor Hannah! She's _____. She's been at the hospital for _____.
 Helen: Was the other driver hurt, too?
 Ellen: No, he was completely _____.
 Helen: I _____ Henry will be all right.
 Ellen: I hope so, too.

♪ (track 119) *Listen to the dialogue and check your answers.*

Conversation Practice

Practice with a partner. Student A uses the names and sentences in the table, in any order. Student B responds with an exclamation from the previous dialogue.

- A: Have you heard about Harry?
 B: No. What happened?
 A: He spent his whole vacation in the hospital.
 B: How awful!

- Harry He had an accident and had to go to the hospital.
 Henry He had a heart attack.

Hannah	He won eight hundred dollars.
Anna	He hurt both his hands and can't hold anything.
Hannah's father	She and her husband bought a huge house in Hawaii.
Anna's husband	She fell off a horse and hit her head.
Howard	A helicopter hit his house.
Andrew	He spent his whole vacation in the hospital.

Look at the sentences. Where could you drop the sound [h]?

[l]
Spelling

[l] is spelled l or ll.

♪ (track 120) *Listen and say these words.*

learn leave language lovely alone feel help English tall
well yellow

[l] is long at the end of some words.

♪ (track 121) *Listen and say these words.*

people simple uncle little

In some words, the letter l is silent.

♪ (track 122) *Listen and say these words.*

half talk could

♪ (track 123) *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.

[r] Spelling

The sound [r] is usually spelled with the letter r. Add more examples below.

r right, repeat, really
rr sorry, tomorrow, married, correct

Other spellings: wrong, write, rhythm, rhyme
[r] is usually spelled r or rr, and sometimes wr.

♪ (track 124) *Listen and say these words.*

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

♪ (track 125) *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

Exercises

1. Listen to the teacher and repeat these words with the sound [r].

reading	romantic	bright	remember
sorry	married	drawing	regards
writer	American	interesting	require
reporter	French	creative	photographer

These words have both the sounds [r] and [l].

2. Listen to the teacher and repeat.

really	practical	responsibility	library
friendly	translator	congratulations	librarian
stressful	grandchildren	electrician	air traffic controller

♪ (track 126) **Dialogue: Proud parents**

Rose and Laura are old friends. They haven't seen each other in a long time.

Cover the dialogue and listen. Check (✓) the words in exercise 1 that Rose and Laura use to describe their children. Circle the jobs that their children have.

- Rose Are your children grown up now, Laura?
Laura Oh, yes. Rachel is married and has three children.
Rose You're a grandmother? That's great! Congratulations!
Laura Thanks! But I don't see my grandchildren very much, they live in Paris.
Rose In Paris! Really?
Laura Yeah. Rachel is a reporter for an American newspaper. Her husband is a French photographer. They met when they were reporting on the same story.
Rose How romantic! And what about Grace? Is she married, too? She was such a bright girl — always reading.
Laura No, she isn't married, but she has a boyfriend. And she still reads a lot. She's a librarian at the public library. So, what about your children?
Rose Do you remember Roger?
Laura Of course, I remember Roger. Is he in college?
Rose Oh, no. He graduated. Right now he's working as a translator, but what he really wants to do is write.
Laura That's not surprising. He was a very creative little boy - always drawing or writing stories.
Rose You're right - he'd like a job with more creativity.
Laura And what about Brian? He was more practical, if I remember correctly - less of a dreamer.
Rose Brian is an air traffic controller in Florida.
Laura Really? Very interesting.
Rose Yeah, it's an interesting job - but stressful.
Laura Does his job require a lot of travel?
Rose Not really. But he has a lot of responsibility. I'm sorry, Laura, I have to run now. I'm late for my train. But I'm really glad I ran into you.
Laura Great to see you, too, Rose. Give my regards to everybody!

♪ (track 126) ***Listen again and read the dialogue.***

Discussion

Practice in a group of two or three people. Talk about the things that are most important to you in a job. Choose three of the items below to complete this sentence:

I'd like a job that . . .

is interesting
isn't very stressful
requires creativity
has a lot of responsibility
has flexible hours
requires problem-solving
requires travel

has friendly people
has opportunities for
promotion
requires working with a group
requires working alone
pays very well
requires a lot of writing
doesn't require a lot of writing

After each person has completed the sentence, discuss the job each person would probably like to have.

[w] and [j] Spelling

The sound [w] is usually spelled w, and sometimes wh, and there are some words with other spellings of [w].

♪ (track 127) *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

♪ (track 128) *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?

The sound [j] is usually spelled y, but has different spellings in some words.
[ju:] is often spelled u or ew.

♪ (track 129) *Listen and say these words.*

y yes, yesterday, year, young
[ju:] usual, student, university, new, view, interview, beautiful, queue
Europe /'juərəp/

♪ (track 130) *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.

Exercises

1. *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 _____.

♪ (track 131) Listen to check your answers and repeat.

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.

♪ (track 132) Listen to check your answers and repeat.

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:

Austria /'ɒstriə/

Austrian /'ɒstriən/

But sometimes adjectives are pronounced differently; these are shown separately in the list.

For example:

Africa	æfrikə
America	ə'merikə
Argentina	ɑ:dʒən'ti:nə
Asia	'eɪʃə
Atlantic	ət'læntik
Australia	as'treiliə
Austria	'ɒstriə
Belgium	'beldʒəm
Brazil	brə'zil
Canada	'kænədə
Canadian	kə'neidiən
Caribbean	kæri'bi:ən
Chile	'tʃili
China	'tʃainə
Croatia	krəʊ'eɪʃə
Cuba	'kju:bə
Czech Republic	tʃæk ri'pʌblik
Danish	'deiniʃ
Denmark	'denma:k
Dutch	dʌtʃ
Egypt	'i:ɪdʒipt
England	'iŋglənd
Europe	'juərəp
European	juərə'pi:ən
France	fra:ns
French	frentʃ
Germany	'dʒɜ:məni
Greece	gri:s

Greek	gri:k
Holland	'hɒlənd
Hungarian	hʌŋ'gɛ:rɪən
Hungary	'hʌŋgəri
India	'indiə
Iran	i'ræn
Iranian	i'reiniən
Iraq	i'ræk
Iraqi	i'ræki
Ireland	'aiələnd
Irish	'airɪʃ
Israel	'izreɪəl
Israeli	iz'reiəli
Italian	i'tæliən
Italy	'itəli
Japan	dʒə'pæn
Japanese	dʒæpə'ni:z
Korea	kə'ri:ə
Mediterranean	meditə'reiniən
Mexico	'meksikəʊ
Netherlands	'nɛðələndz
New Zealand	hju: 'zi:lənd
Nigeria	nai'dʒiəriə
Norway	'nɔ:wei
Norwegian	nɔ:'wi:dʒən
Pacific	pə'sɪfɪk
Pakistan	,pɑ:kɪ'stɑ:n
Peru	pə'ru:
Poland	'pəʊlənd
Portugal	'pɔ:tʃʊg(ə)l
Romania	ru:'meiniə
Russia	'rʌʃə
Saudi Arabia	'saudi ə'reibiə
Scotland	'skɒtlənd
Slovakia	sləʊ'vækɪə
Slovenia	slə'vi:niə
Spain	spein
Spanish	'spæɪnɪʃ
Sweden	'swi:dən
Swiss	swis
Switzerland	'switsələnd
Turkey	'tɜ:kɪ

Ukraine	ju:krein
United Kingdom	ju:'naitɪd 'kɪŋdəm
United States of America	ju:'naitɪd steits əv ə'merikə
Wales	weilz
Welsh	welf

Учебное издание

МАТВЕЕНОК Татьяна Викторовна
ОСИПЕНКО Елена Анатольевна
ТОМАШУК Анна Сергеевна

WELCOME TO ENGLISH

АНГЛИЙСКИЙ, ЛЕГКО

Методическое пособие
по фонетике английского языка

Подписано в печать 04.07.2011.

Формат 60×84 ¹/₈. Бумага офсетная.

Отпечатано на ризографе. Гарнитура Таймс.

Усл. печ. л. 7,67. Уч.-изд. л. 3,0. Тираж 100. Заказ 576.

Издатель и полиграфическое исполнение:

Белорусский национальный технический университет.

ЛИ № 02330/0494349 от 16.03.2009.

Проспект Независимости, 65. 220013, Минск.