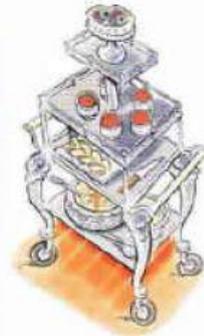


UNIT 11 /u:/ boot

- I'm full of good **food**.
- Such **beautiful** puddings!
- But **too** much sugar ...
- I had a **huge** serving of chocolate **mousse** with **stewed** fruit.
- I had the **blueberry soufflé** and the **rhubarb strudel**.
- I was very **foolish**. I had **two** servings of **gooseberry fool**.
- What a **fool** you are!



(Note: *fool* has two meanings: 1 a stupid person; 2 mousse, soufflé, strudel and fool are desserts)

1 Target sound /u:/

- a** First practise the sound /ʊ/ (see page 36). Listen and repeat.
- b** Put your tongue up and back a little more to make the long target sound /u:/. Listen and repeat.
- c** Listen and repeat both sounds together. /ʊ/ is short. /u:/ is long.



2 Minimal pairs

	Sound 1 /ʊ/	Sound 2 /u:/	
	look Look, a new moon!	Luke Luke, a new moon!	
	pull The sign said 'Pull'.	pool The sign said 'Pool'.	
	full This isn't really full proof.	fool This isn't really foolproof.	
	could The bird could.	cooed The bird cooed.	
	would 'He would, Julie, at the full moon.'	wooded He wooed Julie at the full moon.	

(Note: *proof* has two meanings: 1 evidence that something is true; 2 *foolproof* – made so that it can't be damaged, even by a fool)

Minimal pair words

B3a a Listen and repeat the words.

B3b b You will hear five words from each minimal pair. For each word write 1 for /ʊ/ (sound 1) or 2 for /u:/ (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 2, 1

Minimal pair sentences

B4a c Listen to the minimal pair sentences.

B4b d Listen to five of the sentences and write 1 for /ʊ/ (sound 1) or 2 for /u:/ (sound 2).

B5 e Listen to the strong and weak stresses in: oOooOo a **fool**proof **computer**. Then listen and underline the strong stresses in:

OooO waterproof boots oOooOo a wind-proof jacket

OooOo childproof containers oOooOo an ovenproof dish

oOooOo a waterproof coat oOooOo a bullet-proof vest.

B6 f Tick the words a) or b) that you hear in the sentences.

1 a) look b) Luke

2 a) full b) fool

3 a) pull b) pool

4 a) fullish b) foolish

5 a) would b) wooed

3 Dialogue

B7 a First practise the sound /u:/ in some of the words and phrases from the dialogue. Read the words aloud or visit the website to practise.

who school soup threw unit rudeness rudest student
continue computer chewing gum excuse me good afternoon
it was you!

B7 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed. The number in brackets tells you how many strong stresses there are in that line. The first line has been done.

B7 c Listen to the dialogue again and underline the strong stresses. Check your answers.

The two rudest students in the school

MISS LUKE: (1) Good afternoon girls.

GIRLS: (2) Good afternoon, Miss Luke.

MISS LUKE: (4) This afternoon we're going to learn how to cook soup.

(5) Turn on your computers and look at unit twenty-two.

LUCY: (2) Excuse me, Miss Luke.

MISS LUKE: (1) Yes, Lucy?

LUCY: (2) There's some chewing gum on your shoe.

MISS LUKE: (5) Who threw their chewing gum on the floor? Was it you, Lucy?

LUCY: (2) No, Miss Luke. It was Susan.

MISS LUKE: (1) Who?

LUCY: (2) Susan Duke.

SUSAN: (3) It wasn't me, stupid. It was Julie.

JULIE: (1) It was you!

SUSAN: (8) It wasn't me! My mouth's full of chewing gum. Look, Miss Luke!

JULIE: (4) Stop pulling my hair, Susan. It was you!

SUSAN: (1) YOU!

JULIE: (1) YOU!

MISS LUKE: (11) Excuse me! If you two continue with this rudeness, you can stay after school instead of going to the pool.

4 Sentence stress

MA a Listen to this conversation. Notice how the strongly stressed words are **LOUDER**, and the weakly stressed words are said very **quiddly**.

A: Excuse me.

B: Yes?

A: Could you tell me where I can get some (1) shoelaces?

B: Yes. There's a shop next to the (2) supermarket that sells very good (1) shoelaces. I'm going there too.

b Use the words below to make more conversations like the one in 4a. Try to say the unstressed syllables quickly.

1

shoelaces
herbal shampoo
toothpaste
tools
football boots
tuna
chewing gum
fresh fruit juice

2

supermarket
swimming pool
computer shop
newspaper stand
school

5 Spelling



Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /u:/.