

10

Problem consonants: /h/
Stress in compound nouns
Comparatives and superlatives
Short forms (contractions)

Sounds

Problem consonants: /h/

- 1 **T10.1** Listen to the pairs of words below. Can you hear the difference?

1	l	high	4	ate	hate
2	eat	heat	5	ill	hill
3	air	hair	6	earring	hearing

- 2 **T10.2** Listen to the sentences and circle the word you hear.

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- 3 **T10.1** Listen again and practise saying the pairs of words.

- 4 **T10.3** Listen to this dialogue. Check the meaning of new words in your dictionary or with your teacher.



M Who's that with Henry Higgins?

W It's his wife, Hazel.

M Hazel? But his wife's name's Helen!

W Oh no, Helen left him ... he's married to Hazel now.

M No! How did it happen?

W Well, you know last Easter, Henry and Helen had a holiday in Honolulu.

M Yes ... what happened?

W They had a horrible holiday, and when they arrived home, Helen left him!

M I see ... and who are those horrid little girls?

W Holly and Hannah, Hazel's children from her first marriage.

M But Henry *hates* children!

W Mm ... how interesting!

- 5 Work with a partner. Ask and answer these questions.

- Who was Henry's first wife?
- Who is Henry's second wife?
- Are Hannah and Holly ...
... Helen's children?
... Hazel's children?
... Henry's children?
- Does Henry like children?

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- 6 Practise saying the dialogue line by line, pronouncing /h/ correctly. Then practise the dialogue with a partner.

Word focus

Stress in compound nouns

Many words in English are made by putting two words together. These are called compound nouns.

post + office = post office

- 1 Take a word from A and a word from B and put them together to match a picture in column C.

A

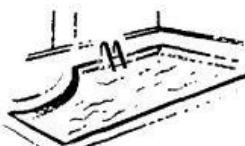
bus

B

bar

C

1



night

pool

2



swimming

station

3



air

club

4



book

room

5



police

stop

6



bed

shop

7



snack

port

8



T10.4 Listen and check. Listen again to the word stress. Is it on the first word or the second word?

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- 2 **T10.5** Listen and practise saying the compound nouns below. Pay attention to the stress.

living room

hairdresser's

swimming pool

underground station

shoe shop

concert hall

airport

dining room

clothes shop

bathroom

night club

bus stop

leisure centre

wine bar

football stadium



- 3 Work in groups. Cover the words in 2. Can you remember:

- 1 Three places to go out in the evening?
- 2 Three places to travel from?
- 3 Three places where people do sport?
- 4 Three rooms in a house?
- 5 Three shops?

Which group remembered the most words?

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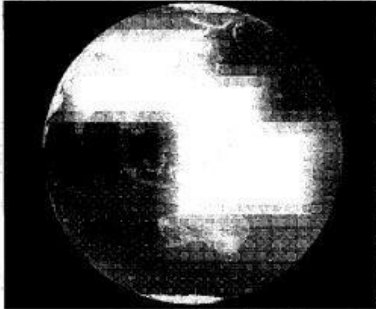
Connected speech

Comparatives and superlatives

- 1 Look at the questions below. Do you know the answers?

English-speaking countries

- 1 In area, which is the largest country – Australia, Canada, or the USA?
- 2 Which is the smaller country in area – New Zealand or the UK?



- 3 Which country has the smallest population?
- 4 London is the biggest city in the UK. Which is the second biggest – Birmingham or Liverpool?
- 5 Which is the oldest city – New York, Washington, or Los Angeles?



- 6 Which has the larger population – London or Los Angeles?
- 7 Which has the larger population – New York or New Zealand?

- 2 **T10.6** Listen and find the answers to the questions.

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- 3 **T10.7** Listen to the pronunciation of the comparative and superlative forms of adjectives.

bigger	biggest
higher	highest
larger	largest
older	oldest
smaller	smallest

Look at the comparative and superlative forms in sentences.

☐ ☐ /ə/ /ə/ ☒
New York is bigger than Washington.

☐ /ə/ /ɪ/ ☐ ☐ ☒
New York is the biggest city in the United States.

than and *the* are weak. They have the vowel sound /ə/.

- 4 ◀ **T10.6** Look at the tapescript on page 61 and listen to the sentences again. Practise saying them, pronouncing the comparatives and superlatives correctly.

5 Look at the chart below. Make more sentences about these countries.

Wellington is the smallest city.

In population, the UK is bigger than Australia.

Country	Area	Population	Cities
Australia	7.7 m. sq.km.	17 m.	Canberra (303,000) Sydney (3.2 m.)
Canada	9.9 m. sq.km.	25 m.	Ottawa (819,000) Montreal (980,000)
New Zealand	269,000 sq.km.	3 m.	Wellington (325,000) Auckland (144,000)
United Kingdom	244,000 sq.km.	56 m.	London (6.4 m.) Birmingham (920,000) Liverpool (510,000)
United States	9.4 m. sq.km.	249 m.	Washington (607,000) New York (7 m.) Los Angeles (2.9 m.)

m. = million sq.km. = square kilometres

6 Answer the questions below about **your** country/city. Use full sentences, and pronounce the comparatives and superlatives correctly.

- 1 Is your city bigger or smaller than Auckland?
- 2 Is it bigger or smaller than Liverpool?
- 3 In population, is your country larger or smaller than the UK?
- 4 Is it larger or smaller than Australia, in population?
- 5 In area, is your country larger or smaller than the UK?
- 6 Which is the biggest city in your country?
- 7 Which is the longest river?
- 8 Which is the highest mountain?
- 9 Which is the nicest part, do you think?

Short forms (contractions)

1 Look at the sentences below. They are all wrong – why?

- 1 I got two children.
- 2 I have a coffee, please.
- 3 She nineteen years old.
- 4 I very hungry.
- 5 I like two Cokes, please.
- 6 They over there.
- 7 No, they aren't Spanish – they from Argentina.
- 8 He got a headache.

Write in the missing short forms, like this.

I ^{'ve} got two children.

T10.8 Listen and check your answers.

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2 **T10.9** You will hear some foreign students saying the sentences. Three of them are wrong because the contraction is not pronounced. Listen and tick (✓) the box if the contraction is pronounced, and cross (X) the box if it is not pronounced.

- | | |
|----------------------------|----------------------------|
| 1 ☐ | 5 ☐ |
| 2 ☐ | 6 ☐ |
| 3 ☐ | 7 ☐ |
| 4 ☐ | 8 ☐ |

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3 **T10.8** Listen to the correct forms again and practise saying them. Pay attention to the pronunciation of the short forms.

11

Introduction to diphthongs Problem consonants: /n/ and /ŋ/ Word stress (revision)

Sounds

Introduction to diphthongs

T11.1 A diphthong is two vowel sounds put together.

Example /e/ + /ɪ/ = /eɪ/

The first vowel sound is longer than the second.
There are eight diphthongs in English.

- 1 Here are the eight diphthong sounds. Look at the phonemic symbols. Can you guess what the sound is? What is the word in phonemic script?

- | | | |
|--------------------------------|-------|------------|
| ☐ /eɪ/ | /deɪ/ | <u>day</u> |
| ☐ /aɪ/ | /naɪ/ | _____ |
| ☐ /ɔɪ/ | /bɔɪ/ | _____ |
| ☐ /aʊ/ | /naʊ/ | _____ |
| ☐ /əʊ/ | /nəʊ/ | _____ |
| ☐ /eə/ | /heə/ | _____ |
| ☐ /ɪə/ | /hɪə/ | _____ |
| ☐ /ʊə/* | /tʊə/ | _____ |

T11.2 Listen and tick (✓) the sounds you guessed correctly. Write in the other words.

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* Many native speakers do not use this diphthong. They use /ɔɪ/ instead.

- 2 Cover the words. Can you remember the words for the sounds? Work with a partner. Test your partner by pointing to the symbols.

- 3 Read the phonemic symbols and match the phrase to the picture.

- | | |
|------------------------|----------------------|
| 1 ə rɪəl brɪd <u>g</u> | 5 ə kəʊld nəʊz _____ |
| 2 ə leɪzi der _____ | 6 ə brɪt laɪt _____ |
| 3 feə heə _____ | 7 ə laʊd faʊt _____ |
| 4 nəʊzi bɔɪz _____ | |



T11.3 Listen and check your answers.

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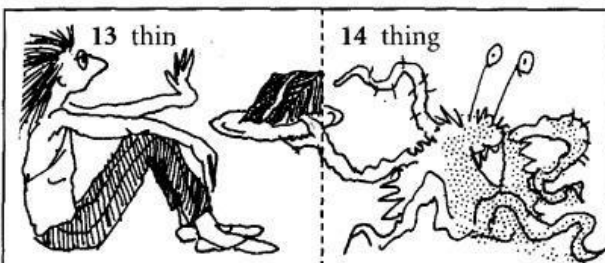
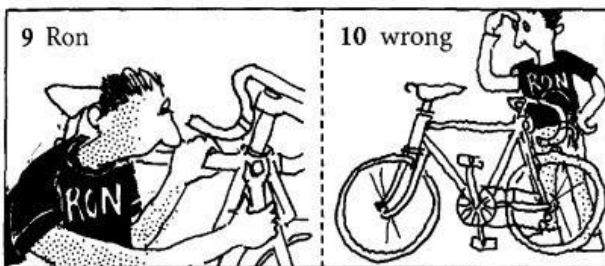
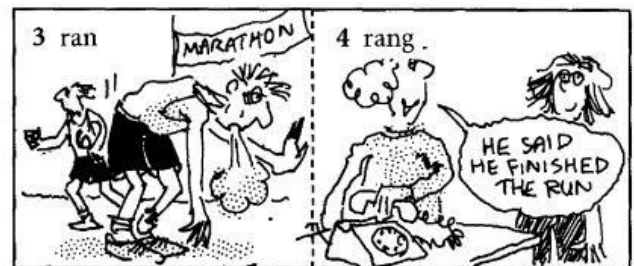
Practise saying the phrases.

- 4 Look at the phonemic symbols on page 57. Find the words from the box for symbols 37–44. Write them in the spaces under the symbols.

Problem consonants: /n/ and /ŋ/

- 1 Look at the pairs of words in the square below. Do you understand the meaning from the pictures? Check the meaning of new words in your dictionary or with your teacher.

TII.4 Listen. Can you hear the difference?



- 2 Practise the two sounds. To make /n/, the air comes out through your nose. Your tongue is further back in your mouth when you make /ŋ/.

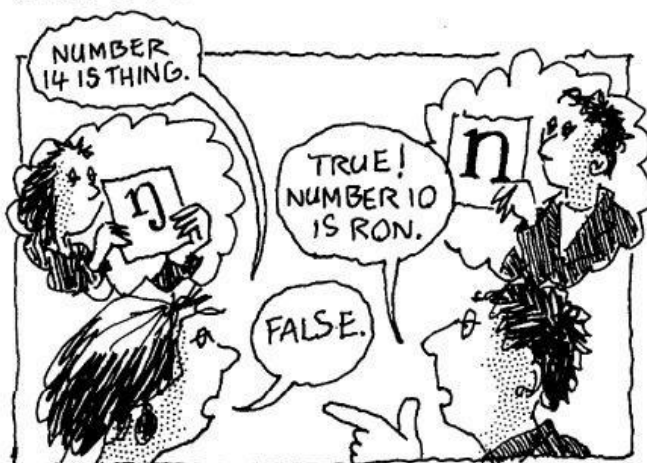


Listen again and practise saying the pairs of words.

- 3 **TII.5** Listen and circle. Are the sentences true or false?

- | | | |
|---|---------------------------------------|-------|
| 1 | ☒ true | false |
| 2 | true | false |
| 3 | true | false |
| 4 | true | false |
| 5 | true | false |
| 6 | true | false |

- 4 Work with a partner. Make some statements about the pictures on p45 yourself. Your partner will say if they are true or false.



- 5 Look at the phonemic symbols on page 57. Find the word from the box for sound 24. Write it in the space under the symbol.

Word focus

Word stress (revision)

- 1 Can you remember the words below? Look at the stress. Which one is correct in British English? Cross out the incorrectly stressed words.



- 1 a address b address



- 2 a afternoon b afternoon



- 3 a cassette b cassette



- 4 a credit card b credit card



- 5 a dessert b dessert



- 6 a dictionary b dictionary



- 7 a hotel b hotel



- 8 a Japan b Japan



- 9 a photographer b photographer



- 10 a policeman b policeman



- 11 a post office b post office



- 12 a vegetable b vegetable

T11.6 Listen and check. How many did you guess correctly?

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- 2 Listen again and write the /ə/ sounds in the correct words, like this.

/ə/ ●
address

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Practise saying the words.

- 3 **T11.7** Listen to some foreign students using the words. Tick (✓) the box if the stress on the word is correct. Cross (X) the box if it is wrong.

- 1 ☐ Have you got a *dictionary*?
2 ☐ Do you want any more *vegetables*?
3 ☐ Could I borrow this *cassette*?
4 ☐ Do you know the *address* of your hotel?
5 ☐ My brother's a *policeman*.
6 ☐ I think I left my *credit card* in the post office.

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Practise saying the sentences correctly.

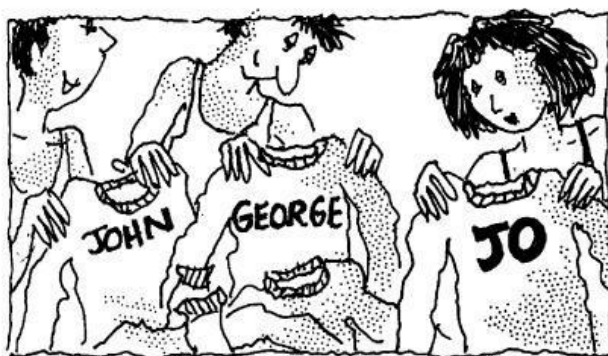
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Problem vowel and diphthong sounds: /ɒ/, /ɔ:/, and /əʊ/
Words ending in the sound /ə/
Weak form of to
Sounding enthusiastic

Sounds

Problem vowel and diphthong sounds:
/ɒ/, /ɔ:/, and /əʊ/

- 1 **T12.1** Listen to the three sounds. Can you hear the difference?



/dʒɒn/
John

/dʒɔ:dʒ/
George

/dʒəʊ/
Jo

Practise saying the three names.

- 2 **T12.2** Listen and answer the questions about John, George, and Jo. (The sounds /ɒ/, /ɔ:/, and /əʊ/ will help you!)

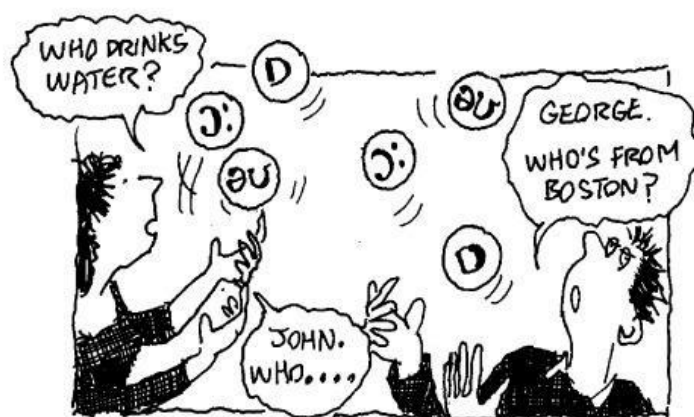
Who ...

... is from Dover?	John	George	Jo
... is from Boston?	John	George	Jo
... was born in York?	John	George	Jo
... drinks water?	John	George	Jo
... drinks Coca-Cola?	John	George	Jo
... drinks coffee?	John	George	Jo
... plays polo?	John	George	Jo
... likes golf and hockey?	John	George	Jo
... likes all sports?	John	George	Jo
... smokes a lot?	John	George	Jo

... talks a lot?	John	George	Jo
... eats a lot of chocolate?	John	George	Jo

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- 3 Work with a partner. Ask each other questions, like this.



Sounds and spelling

Words ending in the sound /ə/

- 1 Look at the words in the box. How is the last syllable pronounced in each word?

camera	answer	picture
mirror	sister	opera
centre	colour	flavour
actor	jumper	hamburger
tuna	signature	departure

- T12.3** Listen and practise saying the words.

- 2 Put the words in 1 into the columns below according to their spelling.

1 -er	2 -or	3 -a

4 -ure	5 -re	6 -our

- 3 Work in groups. Find:

10 more words to go in Column 1.

3 more words to go in Column 2.

3 more words to go in Column 3.

1 more word to go in Columns 4, 5, and 6.

The first group to finish shouts *Stop!*

- 4 Practise saying your words. Pay attention to the /ə/ sound at the end.

Connected speech

Weak form of *to*

- 1 Match the parts in A and B below to make full sentences.

A

- I'm going out
- They're waiting
- My daughter's studying
- My brother's going abroad
- We're going to the airport
- She's getting ready

B

- to see the manager.
- to buy a newspaper.
- to go out with her boyfriend.
- to meet some friends.
- to work.
- to become a doctor.

T12.4 Listen and check your answers.

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- 2 Listen again. Note the pronunciation of *to* at the beginning of B. Is it strong or weak?

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- 3 Practise saying the sentences pronouncing *to* correctly. Start with *to* like this.

/təbaɪ/

to buy ... to buy ... to buy

to buy a newspaper

out to buy a newspaper

I'm going out to buy a newspaper

Practise saying the other sentences in the same way.

- 4 **T12.5** The weak *to* is used in other contexts. Listen to the dialogue below and write in the missing *tos* as in the example. There are six more.



D Where are you going, Dad?

F *To* the station meet Mum.

D Oh, what time's her train?

F Twenty five. Do you want come?

D No, I've got go the doctor's at quarter five.

F Oh, yes, well, see you later!

D See you!

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- 5 Listen again and practise the dialogue line by line. Pay attention to the pronunciation of *to*. Read the dialogue aloud with a partner.

Intonation

Sounding enthusiastic

- 1 **T12.6** Listen to these conversations at a party. Fill in the gaps in the suggestions below.



1A Let's _____!

1B Okay then!

2A Shall we go into the _____?

2B Okay.

3A Let's have another _____!

3B Okay!

4A Come on, Susie, let's _____!

4B Okay, just a minute.

5A Shall we have a _____ soon?

5B Okay, if you want to.

6A Shall we start the _____?

6B Okay, if you want to.

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- 2 B always answers *Okay*, but does B really want to do what A suggests? Listen again and tick (✓) if B really is enthusiastic about the suggestion, and cross (X) the dialogues where B isn't really enthusiastic.

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| 1 ☒ | 3 ☐ | 5 ☐ |
| 2 ☐ | 4 ☐ | 6 ☐ |

►► p62

- 3 In the dialogues where B is not enthusiastic, the voice starts low.

Okay

To show enthusiasm, the voice starts high and goes down and then up again, like this.

Okay

Listen again and repeat what B says. Copy the intonation. Practise the dialogues with a partner.

- 4 Your teacher* will make some suggestions to you. You must always answer *Okay*. Use intonation to show if you're really enthusiastic.

- 5 Make a suggestion yourself. See how the class responds!

* See the Answer key on page 62.