

## ELEMENTARY ANSWER KEY

### UNIT 1

#### 1.1

##### 1A

To show the idea of syllables, you could write *bag*, *table* and *noticeboard* on the board and say the syllables distinctly. You can then show how *bag* = one syllable, *pen-cil* = two syllables and *no-tice-board* = three syllables. Ss could compare this with a word from their own language to check that the same idea exists there. Then ask them to look at Ex 1A.

##### 1B

**one syllable:** blue, black, white, Spain  
**two syllables:** yellow, purple, birthday, Poland  
**three syllables:** understand, capital, favourite, Italy

##### 2A

Highlight the shifting stress patterns on *-teen/-ty* numbers: *fourteen*, *forty*. Remember, however, that when we say the *-teen* words in order we can shift the stress to the first syllable, but this should not be a problem in this particular exercise.

Note that in numbers such as *twenty-eight*, there is a stress on *twen-*, but there is a much stronger one on *eight*.

thirteen thirty fifteen fifty  
sixteen sixty twenty twenty-eight  
seventy-five ninety-nine a hundred

##### 2B

Get Ss to draw a line to follow the path as they listen. You may need to pause the recording and replay parts if people have taken the wrong turns.

Ss could do the same activity in pairs, with one person choosing and saying the numbers in the grid and their partner following the path.

sixteen, sixty, fifty, fourteen, nineteen, thirty, seventeen, thirteen, eighty

#### 1.2

##### 3A

**A:** keys, magazines, earphones, tissues  
**B:** watches, purses, toothbrushes, diaries  
**C:** passports, tickets, stamps, sweets

##### 3B

You could start by checking how many syllables there are in the singular and compare this with the plural. Usually there is no change. However, the words in group B change in the plural as they have an extra syllable.

**A:** keys 1, magazines 3, earphones 2, tissues 2  
**B:** watches 2, purses 2, toothbrushes 3, diaries 3  
**C:** passports 2, tickets 2, stamps 1, sweets 1

##### 3C

**A** /z/ **B** /ɪz/ **C** /s/

##### 4A

You could use the examples in the Pronunciation tip to show Ss the value of learning phonemic symbols to help them remember the pronunciation of words or to look up the pronunciation in a dictionary. Ss who have worked through Starter Pronunciation Extra will already know a good number of phonemic symbols and in Elementary we move through the sounds more quickly, starting with some very common ones. If a sound is easy for your Ss, you can focus more on the spellings, e.g. by dictating the words. If a sound is more difficult, you might want to spend time helping them to make it.

When there are lists of spellings, the most common spellings are first and other more unusual spellings are included later if they exist in very common words.

It is easiest to start with the longer sound /i:/.

To make /i:/, open your mouth wide and put the front of the tongue up so that it touches the side of your teeth. The sound is long.

To make /ɪ/, your mouth is less wide and the tongue is further back. The jaw is down more. The sound is short.

To make /e/, open the lips and mouth wider than /ɪ/ and the jaw is down. The sound is short.

To make /eɪ/, say the two sounds /e/ and /ɪ/ slowly and separately and then faster and faster together to make /eɪ/.

Note: When there is the spelling 'a\_e' (*name*, *page*, *date*, *Jane*, etc.), the pronunciation is /eɪ/ which is the same pronunciation as the letter 'a'. Similarly when there is the spelling 'i\_e' (*nine*, *time*, *fine*, etc.) the pronunciation is /aɪ/, which is the same as the letter 'i'. The rule is that: 'Silent final "e" makes the vowel say its name.' You may not want to discuss this with Ss at this point but you could draw their attention to it as a rule later in the course.

##### 4B

/ɪ/ ticket, Brazil, England  
 /i:/ please, Meet, Chinese  
 /e/ friend, Jenny, Hello  
 /eɪ/ game, eighty, K

#### 1.3

##### 5A

Remind Ss of stress in words. Stress in sentences is the same: the words are louder, longer and often a little higher. Other (unstressed) words sound swallowed.

At the end you could elicit all the prices in numerical form.

##### 5B

As an alternative to 'listen and repeat', it's sometimes very useful for Ss to say words or sentences at the same time as a speaker. This is often called 'shadow reading'. In Ex 5B this will help Ss say the words quickly and pronounce the schwa sound fast and in an unstressed way.

**A:** Can I have a sandwich, please?  
 And can I have a tea?  
 Could I have an apple juice?  
**B:** That's five pounds eighty-three.  
**A:** Could I have a postcard, please?  
 And this English magazine.  
 Can I pay by credit card?  
**B:** That's five, no six fifteen.  
**A:** Could I have a ticket, please?  
 A single to Peru.  
Thanks a lot. How much is that?  
**B:** A hundred and twenty-two.

### UNIT 2

#### 2.1

##### 1A

This sequence of activities helps Ss focus on the linking practised in Students' Book p19 Ex 5A and reminds Ss of possible answers such as *not at all*, *it depends*, *I love it*, etc. and how the questions and answers are stressed.

1 Relaxed 2 Travel

##### 1B/C

Make sure you check that Ss have the correct answers before going on to Exercise 1C.

After Ss have focussed on the stressed words, you could split the class in half and one half can be A and one half B. They pair off and practise in pairs.

- A: Do you like listening to music?  
 B: Yes, I do.  
 A: Do you like doing exercise?  
 B: No, not at all.  
 A: How about talking to people?  
 B: It depends. Sometimes.  
 A: Do you like taking photos?  
 B: Yes, I do.  
 A: Do you like visiting places?  
 B: Yes, I love it.  
 A: Do you like looking at maps?  
 B: Yes, I love them.

## 2A

The schwa sound /ə/ is the most common sound in English and is used for most unstressed words and syllables.

To make /ə/, relax the mouth and tongue.

## 2B

- 1 London 2 understand 3 dictionary  
 4 famous 5 computer 6 America  
 7 hundred 8 camera

## 2c

- 1 London 2 understand 3 dictionary  
 4 famous 5 computer 6 America  
 7 hundred 8 camera

## 2.2

### 3A

This activity builds further on the work on the schwa and shows how it is common in question forms in particular with the auxiliary verb *do* and with the verb *be*.

## 3B

- 2 Late nights

Weaker groups might benefit from underlining the stresses and circling the schwas before they move on to the shadow reading.

## 2.3

### 4A

- 1 b) 2 a)

### 4B

- 1 twenty **to** four, quarter **to** five, quarter past three  
 2 What's the **re** time? three **o**'clock, ten **to** five

### 5A

Make sure you check that Ss have the correct answers before going on to Ex 5B.

- 1 Could you repeat that, please?
- 2 Could you spell that, please?
- 3 Could you write that, please?
- 4 Could you speak more slowly, please?

## 5B

Drill the pronunciation of *Could you* /kʊdʒə/ and build it up to a request, starting high and putting stress on the verb and *please*: *Could you repeat, Could you repeat that, Could you repeat that, please?* Then get Ss to listen to the requests and notice the weak forms and also the intonation. You could encourage them to exaggerate the pronunciation as they say the requests with the speakers.

## UNIT 3

### 3.1

#### 1A

If your own pronunciation has features which are different, for example pronouncing the 'r' in *start, postcard*, etc. or shortening /ɑ:/ to /æ/ in *passport, class*, etc. be careful when drilling. Ss may well be interested that you have a slightly different way of saying these words from the RP accent of parts of southern UK. Both ways are acceptable but it is recommended that Ss practise one version at this point.

#### 1B

Note that the word *unt* has a very unusual spelling but Ss have studied before.

mother's, aunt, Argentina, am  
 lunch, have, sandwich, afternoon, Nothing

#### 1c

/æ/ am, have, sandwich  
 /ʌ/ mother's, lunch, Nothing  
 /ɑ:/ aunt, Argentina, afternoon

#### 2A

a singer or musician

#### 2B

You could demonstrate the linking by backchaining and drilling, building up a phrase by going backwards, e.g. *napple, anapple, haveanapple*. Or you could drill: *Ca ni ha van apple*. In the exercise you could drill *tany, gotany, you gotany, have you gotany*. Or: *go ta brother*.

The information in the Pronunciation tip box does not refer to the term *diphthong* (/aɪ/ in *Can I*) to keep things simple for the Ss.

Note that Ss may try to link *big European*. There is a consonant /j/ at the beginning of *European* and so these sounds don't link.

## 2c

Make sure you check that Ss have the correct linking between words before going on to practise.

You could split the class in half and one half can shadow read A and one half B. They could then change roles. Alternatively, they could pair off and practise the interview in pairs.

- Q: Have you got any brothers and sisters?

- A: I've got a brother but I haven't got any sisters.

- Q: Your brother's an actor, yes?

- A: That's right. He's in Egypt now.

- Q: And you?

- A: We've got a concert in Berlin on Saturday. Then in Madrid on Monday.

- Q: Ah, your big European tour.

- A: That's right.

### 3.2

#### 3B

After Ss have done the activity, you could elicit the full form of each verb if you think it will help Ss to see them.

- 1 She's usually very quiet.
- 2 We don't often go to the cinema.
- 3 I've got eighty-five online friends.
- 4 Where are they? They're never late.
- 5 He hasn't got any sisters.

#### 4B

- 1 Meg is Kate's (/s/) daughter.
- 2 Meg is Mark's (/s/) wife.
- 3 Kate is Ahmed's (/z/) wife.
- 4 George is Meg's (/z/) brother.
- 5 Ahmed is George's (/ɪz/) father.
- 6 George is Tess's (/ɪz/) husband.

#### 4c

To check the idea of voiced and unvoiced, ask Ss to place their hands over their throats and make the pairs of sounds: /d/ and /t/, /g/ and /k/, /v/ and /f/, /b/ and /p/. With the voiced sounds, Ss will feel a vibration. With the unvoiced sounds, there is no vibration because the voice is not used.

You could remind Ss about the use of /s/, /z/ and /ɪz/ in Students' Book Lesson 2.2 where it related to the third person 's' and to the plural nouns they saw on Worksheet 1. Examples of possessives, plurals and third person 's' are included in the Pronunciation tip and should pull all these uses together. You might want to drill the examples in the Pronunciation tip.

## 3.3

### 5A

- Are you free tomorrow?
- What would you like to do?
- How about meeting at one o'clock?
- The film's at half past seven.
- What time does it finish?
- Where's it showing?
- What time's good for you?
- How about going to a concert?

## UNIT 4

### 4.1

#### 1A

Elicit examples of voiced and unvoiced sounds which Ss studied in Worksheet 3.

To make /ð/, put your tongue between your teeth and touch your finger with it. You can then practise making the sound just by touching the back of your teeth lightly and pushing the air through. /ð/ is voiced.

To make /θ/, use the same method but with no voice. Put your hand on your throat to check.

/ð/ is voiced and /θ/ is unvoiced.

#### 1c

- /ð/ these, brother, those, grandfather, they, together, their
- /θ/ bathroom, month, thirty, Thursday, birthday, think, nothing

### 4.2

#### 2A

You could start by playing the conversations, then ask Ss: Do you lose things? Or does someone in your family often lose things? Then go on to the work on stresses and weak forms.

#### Conversation 1

- Where are my keys?  
/ə/  
They're next to the book.  
/ə/ /ə/  
On the sofa.  
/ə/ /ə/  
Go and look.  
/ə/

#### Conversation 2

- Where's my phone?  
It's near your hat.  
Under the table.  
/ə/ /ə/ /ə/  
In front of the cat.  
/ə/ /ə/

#### Conversation 3

- Where are my glasses?  
/ə/  
On one of the chairs.  
/ə/ /ə/  
Near the door.  
/ə/  
On the left of the stairs.  
/ə/ /ə/ /ə/

#### 3A

- Can you buy food there?
- Can you play tennis there?
- Is there a good café near here?
- Is there a cinema in town?
- Do you like museums?
- Do you like libraries?

#### 3B

Check the questions are correct before asking Ss to repeat after the speakers.

You could help Ss with the pronunciation by showing them with your hands the movement of the voice upwards after the stressed syllable.

### 4.3

#### 4A

Ask Ss to write out the compound nouns as you need to check they remember which ones are one word and which are two.

T-shirt, swimming costume, memory stick, SIM card, mobile phone, hairdresser's, electronics shop, newsagent's

#### 4B

After Ss have identified the stressed syllables, they can practise together to see if all the compound nouns have the stress on the first word/part. They can listen to check and to identify the compound with the stress on the second word/part.

T-shirt, swimming costume, memory stick, SIM card, mobile phone, hairdresser's, electronics shop, newsagent's  
not stressed on the first word: mobile phone

#### 5A

- 1 C 2 SA 3 SA 4 C 5 C 6 SA

## 5B

This is an opportunity for Ss to practise other combinations of linking sounds, particularly in these chunks of language which their listeners will hear as almost one word.

You could drill chains of sounds and put the linked sound onto the next word, e.g. *mu chi zit, go ti ti norange, tei kit, jus ta moment*.

Check the links are correct before asking Ss to shadow the speakers.

- How much is it?
- Can I help you?
- Just a moment.
- Have you got it in orange?
- I'll take it.
- Just a minute. Let me look.

## UNIT 5

### 5.1

#### 1A

This is an opportunity for Ss to practise some of the sounds they have studied so far with food vocabulary, which is sometimes quite challenging to pronounce.

You could prevent Ss looking ahead to the Pronunciation tip by asking them to cover the rest of the page when they do Ex 1A.

- 1 fruit 2 pear 3 peas 4 cabbage  
5 pasta 6 orange 7 lettuce 8 sugar

#### 2A

- 1 to 2 some 3 a 4 some 5 some  
6 a 7 an 8 some 9 any 10 but

The missing words are all weak.

### 5.2

#### 3A

Weaker classes could refer back to the Students' Book if they have forgotten the containers and find the phonemics too hard to read.

- 1 bag, tin 2 glass 3 jar 4 packet  
5 cup 6 carton

#### 4A

Note that it's also possible to say *one hundred/one thousand* but *a hundred/a thousand* is usually preferred.

Make sure you check that Ss have the correct answers before going on to Ex 4B.

- 1 a) 100 1 b) 1,000  
2 a) 201 2 b) 2,001  
3 a) 550 3 b) 5,050  
4 a) 860 4 b) 8,860

## 4B

- 1 a) a hundred  
b) a thousand
- 2 a) two hundred and one  
b) two thousand and one
- 3 a) five hundred and fifty  
b) five thousand and fifty
- 4 a) eight hundred and sixty  
b) eight thousand, eight hundred and sixty

4b) We don't use *and* between *thousand* and *hundred*.

## 5.3

### 5A

You could see if Ss remember what /: / means at the end of a phoneme. They studied /ɪ /, /i:/, /æ / and /ɑ: / in Worksheet 1.

To make /u:/, put the lips into a position as if you are going to whistle. The tongue is back in the mouth. /u:/ is a long sound.

To make /ʊ /, make the long sound /u:/ and shorten it. You could use your hands to help Ss to see that they need to shorten it. The Ss should be familiar with simple words like *book* which have the sound.

You could ask Ss what sound there is at the beginning of *use* and in *news* (/j/), i.e. /ju:z / /nju:z /.

There are other words you could elicit which also have the /ju:/ sound, e.g. *university*, *music*, and the letters 'u' and 'w'.

### 5c

food, soup, noodles, tissues, juice, museum, euro, usually, school, souvenir, menu

### 6A

1 d) 2 c) 3 e) 4 a) 5 b)  
at a restaurant

### 6B

After practising you could split the class in half and one half can be A and one half B. They pair off and practise in pairs.

## UNIT 6

### 6.1

#### 1A

This builds on the work in the Students' Book on weak forms and shows Ss where *was* and *were* can be strong.

- 1 In bed 2 In Spain 3 Too much salt
- 4 She's new 5 Just the window
- 6 Too small

## 1c

1 Where were you at ten o'clock last night?

I was at home. In bed.

2 Were you on holiday last week?

Yes, we were. In Spain.

3 Was your soup nice?

No, it wasn't. Too much salt.

4 Was that your manager?

Yes, it was. She's new.

5 What was that?

Nothing. Just the window.

6 Were the jeans OK?

No, they weren't. Too small.

## 2A

You can check whether the sound is long or short, to review the use of /: / to mean a long sound.

To make /ɜ:/, relax your mouth and your tongue. It is a long sound. /ə / is the shortened equivalent sound.

## 2B/C

job: **nurse**  
colour: **purple**  
clothes: **shirt**, **skirt**  
numbers: **thirty**, **thirteen**  
verbs: **work**, **learn**, **weren't**  
places: **university**, the **world**, **Germany**

## 6.2

### 3A

**one syllable:** asked, watched, stopped, walked, helped  
**two syllables:** listened, wanted, studied, enjoyed, answered

### 3B

listened Oo wanted Oo studied Oo  
enjoyed oO answered Oo

## 4

The sound /ɔ:/ was covered in Starter Unit 8 and is covered fully in Unit 12 of Elementary Pronunciation Extra. The Ss should be able to work it out by a process of elimination but you might want to teach/revise it quickly for weaker Ss. You could use words they already know, e.g. *door*, *four*, *your*.

/e / met, went  
/æ / had  
/eɪ / made, became, gave  
/ʊ / took  
/u:/ knew  
/ɔ:/ bought, thought

## 6.3

### 5A

You might decide to start with the listening and ask Ss to listen and answer the question 'What do they talk about?' and at the end ask Ss to pair off and each alternately remember one piece of information about the conversation. Then move onto the task in Ex 5A.

1 How 2 What 3 Where 4 Who  
5 How 6 When

#### Audio script

**A:** Hi George, how was your birthday?  
**B:** It was great, thanks.  
**A:** What did you do?  
**B:** We went for a walk and had a barbecue.  
**A:** That sounds good. Where did you go?  
**B:** By the river. About five kilometres from here.  
**A:** I know it well. It's beautiful there. Who did you go with?  
**B:** The family and some friends of ours.  
**A:** How was the weather? It rained here.  
**B:** It was OK. No rain and we stayed there for about five hours.  
**A:** When did you get home?  
**B:** Late. About ten o'clock in the evening.  
**A:** What a great birthday!  
**B:** Yes, it was.

### 5B

Some Ss find visual cues such as arrows useful. The most important thing is that they have the idea of starting quite high and the general direction of the voice. You (and/or they) can use your hands to illustrate the direction of the voice. It is even possible to ask Ss to stand up and sit down as their voice goes down.

## UNIT 7

### 7.1

#### 1A

Check that Ss understand the words in the box. *Optician's* is likely to be new, so may need pre-teaching.

- 1 a clothes shop
- 2 an optician's

## 1B

### Conversation 1

A: Have you got it in a bigger size?

B: No, but is this one better?

A: It's more expensive than the other one.

B: But it's a really lovely sweater.

### Conversation 2

A: Could you read the next line?

B: A, E, no, that's worse.

A: Are these ones more comfortable?

B: Ah, yes! Now where's my purse?

## 2B

You could write 'write' on the board and elicit the silent letter before Ss work on the activity.

A: write, knew, lamb, half, could

B: listen, answer, Wednesday, cupboard, sandwich

C: comfortable, interesting, vegetable, grandmother, businessman

The words in each group have the same number of syllables.

## 7.2

### 3A

a walking holiday

### 3B

You could use the two first items to show the problems. If Ss put a vowel sound before *dress*, it sounds like *address*. If they put a sound between *sp* in *sport*, it sounds like *support*. If this is a problematic area for your Ss, you could drill them 'backwards', e.g. *ress dress*, *port sport*, *leep sleep*, to help them.

You could write *talk* on the board and check that this is not a consonant cluster because 'l' is silent. Add *-ed: talked* and ask Ss to pronounce the word (/tɔ:kt/). The last two sounds make the consonant cluster /kt/. This should help Ss see that we are focussing on two consonant sounds together, not two consonant letters.

Write *the photo* on the board and elicit that here that in each case the two letters are only one sound, so these are not consonant clusters.

Make sure you check that Ss have the correct answers before going on to Ex 3C.

Day **Twelve**:

Today we saw **snow** on the **mountain**.

It was very **cold** but it was the **most** beautiful day of the **trip**. We **left** our **camp** at seven a.m. and **walked** in the **forest**.

The **best** day up to now!

## 4A

Several nationalities have problems with pairs of these sounds, so it is useful if you identify which if any of the four are causing problems and spend more time on these sounds and give more detail and practice on how to make them.

To make /f/, put your top teeth on your bottom lip. Push air through the teeth continuously. Put your hand on your throat. There is no vibration. Put your hand in front of your mouth and feel the air.

To make /v/, make the sound in the same way as /f/ but there is vibration and less air comes out of the mouth.

To make /p/, put lips together and build up air behind the lips. Open your lips to release the air quickly. Put your hand on your throat – there is no vibration as this is an unvoiced sound. Hold a piece of paper in front of your mouth. You will see it move as you release the air.

To make /b/, the sound is made in the same way as /p/. But /b/ is voiced, so put your hand on your throat and feel the vibration. Hold a piece of paper in front of your mouth. It will not move.

## 4B

- 1 /f/ – make this with the lips and the top teeth, slowly; /p/ – make this with two lips with a lot of air, fast
- 2 /f/ is unvoiced and /v/ is voiced.
- 3 /p/ is unvoiced and /b/ is voiced.

## 7.3

### 5B

Make sure you check that Ss have the correct answers before they repeat the sentences.

- 1 Go straight on.
- 2 Stop at the traffic lights.
- 3 It's on the corner.
- 4 It's on the right.
- 5 It's on the left.
- 6 Go straight on at the traffic lights.

### 6A

Sq. = Square Rd. = Road Ave. = Avenue  
La. = Lane Pl. = Place St. = Street

### 6B

1 130 2 64 3 29A 4 1 5 77B 6 3

#### Audio script

- 1 Our US office is 130 Main Street.
- 2 The hotel is 64 Park Lane.
- 3 We live in 29A Canning Place.
- 4 The address is 1 Trafalgar Square.
- 5 They live at 77B Fifth Avenue.
- 6 It's 3 Abbey Road.

## 6c

b) the number and the name

## UNIT 8

### 8.1

#### 1A

All three sounds stop the flow of air from the mouth so that it goes out of the nose.

To make /m/, close your lips and stop the air so it goes through the nose.

To make /n/, put your tongue on the ridge behind the teeth and stop the air so it goes through the nose.

To make /ŋ/, put the back of your tongue to the top of the mouth and stop the air so it goes through the nose.

You can show Ss this by asking them to try saying the sounds while pinching their nose. (It's impossible).

#### 1B

Notice that an adjective ending 'ng' is pronounced /ŋ/, e.g. *young*, *strong* but when we add *-er* or *-est* to form the comparative or superlative, it changes to /ɪŋ/, e.g. *younger*, *stronger*.

Note that the very common *uncle* has the /ŋk/ sound but this is not covered in the Pronunciation tip as it is an unusual pronunciation of 'unc' (cf: *uncountable*, *uncomfortable*).

#### 1c

/ŋ/ living room, chatting, exciting, singer  
/ŋg/ English, single, hungry, languages  
/ŋk/ thanks, drink, uncle, sink

### 8.2

#### 2A

To make the diphthong sounds, get Ss to say the sound /e/ and then the sound /ɪ/ and gradually say them faster and faster together. /e/ + /ɪ/ = /eɪ/. You could make your right hand represent /e/ and your left hand /ɪ/ and gradually bring them together. Encourage Ss to do the same for themselves in trying to work out the sounds /eə/, /ɪə/ and /aɪ/.

1 d) 2 b) 3 a) 4 c)

#### 2B

- 1 Jake has got straight hair. He's eighteen and a little overweight.
- 2 Sarah is over there. She's wearing a red top and she's got long hair.
- 3 Keira is three years old. She's standing near the man with a beard.
- 4 Mike is twenty-five. He's got brown eyes and he's very nice.

## 3A

You can use your hands to reinforce the pattern. Alternatively, you could ask Ss to stand up as they say the first item and sit down for the second, which will help the voice mirror the movement.

1 a) 2 a)

## 3B

1 shirt 2 that 3 left 4 Street 5 apple  
6 white

## 8.3

## 4A

### Conversation 1

A: Can you recommend a good restaurant?

B: What kind of food do you like?

A: Italian or Greek.

B: How about Limonia? I think you'd like it.

### Conversation 2

A: Can you recommend a good hotel?

B: What type of hotels do you like?

A: Clean and not too expensive.

B: How about the Star Hotel? I think you'd like it.

## 4B

You could write *What ... of ... do you like?* and ask Ss to look at the conversations and find two different ways to complete the question (*kind, type*) before they go on to practise.

## UNIT 9

### 9.1

## 1A

1 a library 2 an art gallery

## 1B

Remind Ss to use the schwa /ə/ where appropriate. You could even ask them to circle examples of the schwa.

- You can come in  
And have a good look.  
You don't have to pay.  
You can borrow a book.
- You have to pay here.  
It isn't free.  
You can't bring your camera  
Please come and see.

## 2A

To make /k/, put the back of your tongue against the top of your mouth. Move your tongue away to release the air. Hold a piece of paper in front of your mouth and it will move. It is an unvoiced sound and so if you put your hand on your throat you feel nothing.

To make /g/, do the same as /k/ but use your voice. Put your hand on your throat and it will vibrate. If you hold paper in front of your mouth, it will not move.

To make /dʒ/, say the two separate sounds /d/ and /ʒ/ (*television, usually*) slowly and separately and then faster and faster together.

After Ss read the Pronunciation tip, you could remind Ss that the letter 'q' (/kw/) is always spelt with a 'u' after it, e.g. *question, quite good, queen, quiet*.

## 2B

Ss have seen all the key phonemes required to complete the exercise, but as many of the consonants have a clear sound/spelling relationship they have not necessarily been covered 'actively' up to now in the worksheets.

1 skirt 2 comfortable 3 Japan  
4 guitar 5 juice 6 gave

## 9.2

## 3A

OoO: take a train, ride a bike

oOoO: get on a bus, get off a bus

oOooO: get into a car, get out of a car

## 3B

Note, at Elementary level we are not dealing with adding a /w/ for vowel-vowel linking e.g. *go on* /gəʊwɒn/.

You could drill Ss by moving the final letters to the beginning of the next words, e.g. *ge tou to fa car*.

OoO: take a train, ride a bike

oOoO: get on a bus, get off a bus

oOooO: get into a car, get out of a car

## 4A

Ask Ss which joke they like best (or which is the worst) in part so that you can check that Ss understand them.

1 a 2 a 3 an 4 a 5 the 6 -

## 9.3

## 5A

To make /ɒ/, make the lips round but not too round. The tongue is flat and the front of the tongue is near the back of the mouth. The sound is short.

To make /əʊ/, say the two sounds /ə/ and /ʊ/ slowly and separately and then faster and faster together.

## 5B

1 Oh no, don't go!

2 That's OK. No problem.

3 I'm so sorry.

4 What's the problem?

## 6A

1 3 2 3 3 3 4 4

## 6B

As in previous intonation exercises, you could use your hands to help Ss with the direction or get Ss to do so as they speak. Alternatively an active class can sit-stand, sit-stand, stand-sit as they do a three-part list to mirror what is happening with the intonation.

## UNIT 10

### 10.1

## 1A

1 When 2 What 3 Where 4 Why

5 Who 6 How

## 1B

a) 4 b) 5 c) 2 d) 6 e) 1 f) 3

## 1C

a) ✓ c) ✓ d) ✓

## 2A

In fast speech the words *would you* link with the sound /dʒ/. You could also model the two alternative forms of a fast 'you' (/jʊ/ and /jə/), but when drilling it's best to concentrate on the stress and the weak forms should come more naturally.

Make sure you check that Ss have the correct spelling of the answers before going on to Ex 2B.

- What would you like to do?
- Where would you like to go?
- When would you like to meet?
- How would you like to pay?
- Who would you like to see?

## 2B

a) OooOo

## 10.2

### 3A

To make the sound /w/, make your lips round as if you're going to whistle, then relax the lips. Alternatively, make the sound /u:/ and then the sound /ə/ quickly, one after the other and this will give /w/.

Remind Ss that on Worksheet 9 they saw how the letters 'qu', as in 'quiet', contain the /w/ sound, e.g. *quiet* /kwaɪət/.

### 3c

**A:** Where **w**ere you on **W**ednesday?

**B:** We **a**ll went for a **w**alk  
The **w**eather **w**asn't very good.  
It **w**as difficult to talk!

### 4B

The contractions are missing.

### 4c

Make sure you check that Ss have the correct answers before Ss go on to repeat the items.

- 1 I'm very angry.
- 2 We'd like two coffees, please.
- 3 He's got two children.
- 4 They're having a good time.
- 5 I'm sure you'll enjoy Canada.

## 10.3

### 5A

To make the sound /ʃ/, point the front of the tongue upwards behind the ridge behind the teeth. The lips are relaxed. The sound is continuous and is unvoiced.

To make the sound /tʃ/, add a /t/ sound before /ʃ/. You could have your right hand representing /t/ and your left hand /ʃ/ and get Ss to say them faster and faster as you bring your hands together.

### 5B

Before Ss do this minimal pairs activity, ask them to read the words and check they understand them all.

- 1 a) 2 b) 1 2 a) 1 b) 2 3 a) 2 b) 1  
4 a) 2 b) 1 5 a) 1 b) 2 6 a) 1 b) 2

### 5c

- 1 D (*Chemists* /kemɪsts/ is different.)
- 2 S
- 3 D (*Spinach* /spɪnɪdʒ/ is different.)
- 4 S

## UNIT 11

### 11.1

#### 1A

You could complete the first item as an example and point out that *bed* and *said* rhyme and this will help Ss find the other missing words.

#### 1B

- 1 said 2 nice 3 afternoon 4 cat  
5 late 6 idea 7 plane 8 cough

### 11.2

#### 2B

Oo answered, message, finished,  
problem, started, email, normal,  
listened, happen  
oO hotel, exchange, forget, between,  
again, mistake, alone, above

#### 3A

In Worksheet 5, Ss saw that words such as *use* and *news* have a /j/ sound before the /u:/, i.e. /ju:z/ /nju:z/. There are more examples here. Some Ss may be confused and think the phoneme /j/ is the sound in *June* which is /dʒ/.

#### 3B

- 1 July 2 job 3 blue 4 study 5 yellow

#### 3c

You could read out the two sentences in the Pronunciation tip box and ask Ss to listen and say if the 'y' is pronounced. Exaggerate the /j/ link between *quickly* and *and* (/kwɪklɪjənd/). You could drill the linking: /jənd/ /kwɪklɪjənd/.

#### 3D

- 1 Could you say it again, please?
- 2 What day is it today? Saturday or Sunday?
- 3 Don't go. Stay and have a coffee.
- 4 Could you speak more slowly, please?
- 5 I checked it carefully and there aren't any mistakes.
- 6 Yesterday I got up early in the morning and went for a run.

### 11.3

#### 4A

- 1 /t/ 2 /t/ 3 /ɪd/ 4 /ɪd/ 5 /t/  
6 /d/

## 4B

You can drill Ss in an enjoyable way, finishing one set of sounds on a vowel and starting the next with the consonant or consonant cluster, e.g. *dro pit, she dro ptiit, pi ki tup, she pi ktiitup*.

You could use a TPR (Total Physical Response) approach by issuing a series of instructions to a student or Ss and then getting the other Ss to give the instructions to each other.

## 5A/B

- 1 ☺ 2 ☹ 3 ☺ 4 ☹ 5 ☺ 6 ☺

### Audio script

- 1 **A:** I'll make us a sandwich.  
**B:** Oh ... thank you.
- 2 **A:** I'll make us a sandwich.  
**B:** Oh ... thank you ... I'm so hungry.
- 3 **A:** Shall I close the window?  
**B:** Oh yes ... Thanks a lot.
- 4 **A:** Shall I open the window?  
**B:** Oh ... Thanks a lot.
- 5 **A:** Happy birthday! This is for you.  
**B:** Wow a hundred euros! Thanks so much!
- 6 **A:** Happy birthday! This is for you.  
**B:** Thanks very much. It's ... er five euros. How kind!

## UNIT 12

### 12.1

#### 1A

- 1 pizza restaurant 2 a chef 3 big vans  
4 help me

#### 1c

You could remind Ss that often *have* and *has* are contracted in the positive forms and that contractions are never stressed. However here Ss should concentrate on the full forms and where they are weak or strong.

- w  
1 **A:** Have you ever ...?  
s  
**B:** Yes, I have.

- w  
2 **A:** Has he ever ...?  
s  
**B:** No, he hasn't.

- w  
3 **A:** Has she ever ...?  
s  
**B:** Yes, she has.

- w  
4 **A:** Have you used ...?  
s  
**B:** No, I haven't.

## 2A

To make /h/, push the air through a small gap at the back of the mouth.

After Ss have done the activity or at the end of Ex 2B, you could write columns on the board: silent 'h', /ʃ/, /tʃ/, /θ/, /f/ and ask Ss to write the words under them. You can draw Ss' attention to the fact that 'h' often pairs up with other letters to make new sounds. They can then try to add other words for the phonemes.

silent 'h': hour, overweight, what (others: night, light, eight, high, where, when, why, etc.)

/ʃ/ shoulder (others: shopping, shelves, shoes, etc.)

/tʃ/ chat (others: choose, check, cheap, etc.)

/θ/ theatre (others: thirsty, thank you, think, etc.)

Note also voiced: /ð/ (this, those, the, that, etc.)

/f/ elephant, laugh (others: cough, photo, nephew, phone, etc.)

hour elephant theatre shoulder  
chat overweight what laugh

## 2B

- 1 have, had; d) have, holiday
- 2 help; b) heavy
- 3 hot; c) hear
- 4 hungry; a) How

## 12.2

### 3A

To make /ɔ:/, make your lips quite round and put the front of the tongue down. The sound is long.

### 3c

fortieth, prawns, before, important, board, thought, shorts, normal, order, daughter

### 4A

You could ask Ss if they know any of the stunts mentioned in the text.

Note: Ss may wonder why there is no 'has' in the lists of actions and you could show them *Jackie Chan has walked over hot coals, (has) fallen off a tower and (has) run down a building. Tom Cruise has driven into walls and (has) climbed up ...*

under, across, through, over, off, down, into, up

### 4B

goes under a runs across a  
drove through walked over hot  
fallen off a run down a  
driven into walls climbed up one

## 12.3

### 5A

The focus here is on the woman working for the company (the service provider) and is intended to help any student who will be using their English in service situations like this. The Students' Book concentrates on the caller.

Speaker A is friendly and polite.

### 5B

Play the recording pausing after each 'A' line to give Ss time to repeat.