

CAMBRIDGE

# ENGLISH PRONUNCIATION IN USE

Self-study and  
classroom use  
Second Edition

---

**Intermediate**

Mark Hancock



Free downloadable  
audio

Experience  
Better  
Learning

# Contents

Acknowledgements	5
To the student	6
To the teacher	8

## Section A sounds

### Letters and sounds

1	<i>From zero to hero</i>	Playing with the sounds of English	10
2	<i>Plane, plan</i>	The vowel sounds /eɪ/ and /æ/	12
3	<i>Back, pack</i>	The consonant sounds /b/ and /p/	14
4	<i>Rice, rise</i>	The consonant sounds /s/ and /z/	16
5	<i>Down town</i>	The consonant sounds /d/ and /t/	18
6	<i>Meet, met</i>	The vowel sounds /i:/ and /e/	20
7	<i>Carrot, cabbage</i>	Unstressed vowels /ə/ and /ɪ/	22
8	<i>Few, view</i>	The consonant sounds /f/ and /v/	24
9	<i>Gate, Kate</i>	The consonant sounds /g/ and /k/	26
10	<i>He, we, you</i>	The sounds /h/, /w/ and /j/	28
11	<i>Kite, kit</i>	The vowel sounds /aɪ/ and /ɪ/	30
12	<i>Sheep, jeep, cheap</i>	The consonant sounds /ʃ/, /dʒ/ and /tʃ/	32
13	<i>Lent, rent</i>	The consonant sounds /l/ and /r/	34
14	<i>Car, care</i>	The vowel sounds /ɑ:(r)/ and /eə(r)/	36
15	<i>Some, sun, sung</i>	The consonant sounds /m/, /n/ and /ŋ/	38
16	<i>Note, not</i>	The vowel sounds /əʊ/ and /o/	40
17	<i>Thick, they</i>	The consonant sounds /θ/ and /ð/	42
18	<i>Shut, pull, rude</i>	The vowel sounds /ʌ/, /ʊ/ and /u:/	44
19	<i>Shirts, shorts</i>	The vowel sounds /ɜ:(r)/ and /ɔ:(r)/	46
20	<i>Toy, town</i>	The vowel sounds /ɔɪ/ and /aʊ/	48

### Combining sounds

21	<i>Dream, cream, scream</i>	Consonant groups at the beginning of words	50
22	<i>Left, lunch, last</i>	Consonant groups at the end of words	52
23	<i>Wins, weeks, wages</i>	Words with -s endings	54
24	<i>Rested, played, watched</i>	Words with -ed endings	56
25	<i>Pets enter, pet centre</i>	Consonant sounds at word boundaries	58
26	<i>War and peace</i>	Vowel sounds at word boundaries	60

## Section B Stress

### Word Stress

27	<i>Saturday September 13th</i>	Introducing word stress	62
28	<i>Forest, forget</i>	Stress in two-syllable words	64
29	<i>Second-hand bookshop</i>	Stress in compound words	66
30	<i>Unforgettable</i>	Stress in longer words 1	68
31	<i>Public, publicity</i>	Stress in longer words 2	70

### Stress patterns

32	<i>Tea for two</i>	Introducing stress patterns	72
33	<i>He asked her her name</i>	Pronouns in stress patterns	74
34	<i>The place is clean</i>	The verb <i>to be</i> in stress patterns	76
35	<i>What do you think?</i>	Auxiliary verbs in stress patterns	78
36	<i>Some milk and eggs</i>	Pronouncing short words ( <i>a, of, or</i> )	80

## Section C Intonation

37 // CHILDREN // DRIVE SLOWLY //	Dividing messages into speech units	82
38 // His sister // who was clever // won	Speech units and grammar	84
39 // Sorry to <u>disturb</u> you //	Introduction to main stress	86
40 // He <u>will</u> win //	Emphasising a contrasting opinion	88
41 // Schwartz // <u>Pedro</u> Schwartz //	Emphasising added details	90
42 // What do <u>you</u> do? //	Main stress in questions	92
43 // I think you're in <u>my</u> seat //	Main stress for contrasting information	94
44 // <u>Fifty</u> ? // No // <u>fifteen</u> ! //	Emphasising corrections	96
45 Bear! ↘ Bear? ↗	Rising and falling tones	98

## Section D Understanding pronunciation in use

### Speed

46 // Ehm... // Well... //	Thinking time	100
47 // I mean // and just kind of //	Unstressed words in conversation	102
48 <u>Scuba</u> <u>diving</u> <u>course</u>	Listening to connected speech	104
49 <u>White</u> <u>bread</u> or <u>brown</u> <u>bread</u> ?	Connected speech: sound changes	106
50 // Do you actually know //	Fast and careful speech	108

### Tone

51 // The kitchen ↗ // the garden ↗ // and the grounds ↘ //	Continuing or finishing tones	110
52 // It's <u>about</u> four hours ↗ //	Sure and unsure tones	112
53 // Do I press 'enter'? ↗ //	Intonation in instructions	114
54 // He's quite rude ↘ // isn't he? ↘ //	Intonation in opinions	116
55 // It's • <u>absolutely</u> • <u>stunning</u> ↘ //	Showing enthusiasm	118

### Accents

56 Finders keepers	Accent variation relating to R	120
57 We had a cat	Vowel sound variation in different accents	122
58 Rita's writing a book	Consonant sound variation in different accents	124
59 Hello. I'm from ...	English from around the world	126
60 Fairtrade	Pronunciation objectives: clarity or speed?	128


## Section E Reference

E1 Introduction to phonemic symbols	130
E2 Pronunciation test	137
E3 Guide for speakers of specific languages	143
E4 Sound pairs	146
E5 English as a Lingua Franca	163
E6 Glossary	166
Answer key	168

# To the student

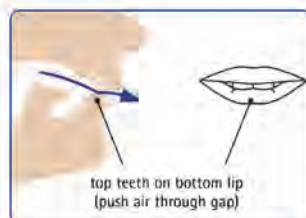
*English Pronunciation in Use* is a set of materials to help students of English to work on pronunciation, for both speaking and understanding. It is written mainly for students of intermediate level (B1 and B2).

## What will I need?

You will need a phone, tablet or computer to listen to the recorded material that goes with this book. It will be useful if you record your own voice, so that you can hear your own progress. This symbol  indicates the track number for recorded material.

Also, when you are studying individual sounds, it is sometimes useful if you have a mirror. With this, you can compare the shape of your own mouth to the mouth in diagrams like this one from Unit 8.

See page 167 for a labelled diagram of the mouth and throat.



## How is *English Pronunciation in Use* organised?

There are 60 units in the book. Each unit looks at a different point of pronunciation. Each unit has two pages. The page on the left has explanations and examples, and the page on the right has exercises.

The 60 units are divided into four sections:

**Section A *Sounds*** (Units 1–26): This section is about how to pronounce and spell the sounds of English, and how to make the differences between the sounds clear. There are also some units about how sounds are joined together.

**Section B *Stress*** (Units 27–36): This section is about which parts of words and sentences are normally stressed and which parts are normally not stressed.

**Section C *Intonation*** (Units 37–45): This section is about how speech is divided into speech units and how the position of the main stress can change the meaning of a speech unit. There is also a unit on rising and falling tones.

**Section D *Understanding pronunciation in use*** (Units 46–60): This section is to help improve your listening skills by listening to pronunciation features in radio interviews and natural conversation. The first group of units deals with the pronunciation features of fast speech. The next group of units helps you to understand features of intonation. The last few units deal with aspects of pronunciation which change across different accents of English, both native and non-native.

After the 60 units, there is a fifth section, **Section E *Reference***, which contains the following:

- E1 Introduction to phonemic symbols
- E2 Pronunciation test
- E3 Guide for speakers of specific languages
- E4 Sound pairs
- E5 English as a Lingua Franca
- E6 Glossary

At the end of the book there is an Answer key with answers to all the exercises.

## What order shall I do the units in?

You could simply use the units in order, 1–60, but it is probably more useful and interesting to vary the order, e.g. do a unit from Section A, then a unit from Section B, followed by a unit from Section C, etc. The material in Section D may be more difficult because the recordings are taken from the radio and natural conversation, so the language level is a little higher.

If you have problems in hearing the difference between individual sounds in Section A of the book, you will be directed to one of the exercises in Section E4 *Sound pairs*.

You may want to focus your work more closely. If so, here are more ideas:

- Do the *Pronunciation test* (E2) in Section E. Each set of test exercises (e.g. A1–A6, etc.) corresponds to one of the main sections of the book (e.g. Section A, etc.) and tests the pronunciation features covered in that section. Count your score for each section. If you did especially well in any one of the sections, then you may want to miss out the units in that section of the book.
- ◆ Look at E3 *Guide for speakers of specific languages*. Find your own language (the languages are in alphabetical order). The notes there will tell you which units are less important for speakers of your language and which sound pairs in Section E4 are particularly recommended for practice.

## Do I need to know the phonemic symbols?

It is possible to use this book without knowing phonemic symbols. However, it is useful to learn them because they make it easier to analyse the pronunciation of words. Also, many dictionaries use phonemic symbols to show pronunciation. In Section E1 *Introduction to phonemic symbols*, you will find a table of the phonemic symbols, plus a set of puzzles to help you learn them.

## Is this book only about pronunciation in speaking?

No, it isn't. All of the pronunciation features in the book are just as important for listening as for speaking, but one section, Section D, focuses particularly on listening. You do not need to produce the features of pronunciation in this section, but it is very useful to be able to understand them.

## What accent of English is used in this book?

As a model for you to copy when speaking, we have used only one accent, from the South of England. But when you are listening to people speaking English, you will hear many different accents. If you are not used to these accents, it can be very difficult to understand what is being said. For this reason, you will hear a variety of accents, both native and non-native, in some parts of the listening material for this book. In addition, one group of units in Section D deals specifically with different accents.

## What is in E5 *English as a Lingua Franca*?

Today, English is used as an international language or *Lingua Franca*. This means that it is often used for communication outside the countries where it is the native language, such as the USA, Britain, Australia, etc. This section explains which parts of the book are most useful for you if you want to be understood using English as a *Lingua Franca*.

## What is in E6 *Glossary*?

In this book, there are some words which are specific to the subject of pronunciation. You can find an explanation of the meaning of these words in Section E6 *Glossary*.

## How should I use the recordings?

When you are working with the audio recordings, you should replay a track as often as you need to. When you are doing an exercise, you may also need to pause the recording after each sentence to give you time to think or to write your answers. When you are instructed to repeat single words there is a space on the recording for you to do so, but if you are repeating whole sentences you will have to pause the recording each time.

# To the teacher

Although *English Pronunciation in Use* has been written so that it can be used for self-study, it will work equally well in a class situation. In a classroom context, the learners can get immediate guidance and feedback from the teacher. Also, they can practise some of the dialogues and other exercises in pairs. You can direct students with particular pronunciation difficulties to do specific units on their own.

In order to simplify the jargon in the book, many of the terms you may be familiar with are not used. For example, the term *initial consonant cluster* is not used. The unit on initial consonant clusters is called Unit 21 *Dream, cream, scream: Consonant groups at the beginning of words*.

The following is an explanation of how the main sections of the book are organised.

**Section A** aims to cover the sounds of English and their main spellings. The units are organised by letters rather than sounds. This was considered to be a more intuitive route into the material for non-specialist users. At the same time, this organisation helps to highlight sound-spelling regularities in English.

The order of the units is more or less alphabetical. The first of the vowel sounds are covered via the five vowel letters of the alphabet, and their 'long' and 'short' pronunciations, e.g. the letter A as in *plane* or *plan*. The remaining vowel sounds are presented as vowels which typically occur before a letter R. The consonant sounds are presented in the alphabetical order of their more common spellings.

Units 1–20 focus on individual letters and sounds. Individual sounds are not necessarily presented as minimal pairs. Vowels are paired according to their spelling, not their potential for being confused with one another. Consonants are paired mainly where they share the same place of articulation. The units are not organised according to minimal pairs for two reasons:

- Any sound can form a minimal pair with a number of other sounds, not just one; organising units according to minimal pairs would therefore lead to a huge number of units and a lot of duplication.
- Many minimal pairs will be redundant for any given learner, so learners need to be selective. Potentially confusing minimal pairs are gathered together in Section E4 *Sound pairs*. Learners are encouraged to select from these according to their own needs.

Units 21–26 focus on sounds in combination: consonant clusters, suffixes and juncture.

Units 27–31 in **Section B** focus on word stress, including some of the most common patterns. Students will also have to learn the stress of new words as they learn them, since many rules are too complicated to be useful, or have too many exceptions. Units 32–36 in Section B focus on stress patterns, or rhythm. The term *stress pattern*, as used here, is not connected with the idea of contrastive stress or nuclear stress. It simply refers to the rule that in the unmarked case, lexical words are accented while function words are not. This results in phrases having typical stress patterns such as ●●●● for questions like *What do you think?*

**Section C** focuses on intonation. Units 37 and 38 focus on tonality, i.e. the way speech is divided into tone units, or *speech units* as they are labelled here. Units 39–44 focus on tonicity, i.e. the placement of tonic stress, or *main stress* as it is labelled here. These units show how phrases in context may not follow the typical patterns shown in Section B. For example, in the question *What do you think?*, there may be main stress on the word *you* even though it is a function word. This is often called contrastive stress. Unit 45 focuses on tone, with a simple introduction to falling and rising tones. It is not possible or necessary for students to produce complex tone patterns at this level. However, there are more units on tone in Section D, where the focus is on receptive awareness.

**Section D** focuses on raising students' awareness of the pronunciation features of natural speech. The material is based on excerpts from local radio programmes and natural conversation. Units 46–50 focus on fast speech, including features such as discourse markers (e.g. fillers), linking and assimilation. Units 51–55 focus on tone, demonstrating some of the most common meanings of tone choices. Units 56–58 focus on the most common areas of variation among the various native varieties of English. Units 59 and 60 focus on typical features of non-native accents.

Note that some of the pronunciation points in the book may be irrelevant to some learners. For example, for learners whose aim is mainly to communicate with other non-native speakers of English (using English as a Lingua Franca), accurate production of certain sounds is probably not necessary. Units 59 and 60, and Section E5, explain which pronunciation features are high priority and which are not important for learners aiming to use English mainly as a Lingua Franca with other non-native speakers.

Note: The material in Section E3 *Guide for speakers of specific languages* is based on the pronunciation notes in *Learner English* (Michael Swan and Bernard Smith: 2001)\*. Nevertheless, I have had to extrapolate from the information presented there, as many of the minimal pairs presented in this book are not specifically mentioned in the pronunciation notes in that book.

\*Swan, M. and B. Smith 2001 *Learner English* (Second Edition). Cambridge: Cambridge University Press.

# 1

## From zero to hero Playing with the sounds of English

A

It is common for speakers to play with the sounds of the language. Read these sentences from newspapers and magazines. Notice that the blue phrases contain words which sound similar. They contain rhymes: the final vowel or vowel + consonant sounds are the same or similar-sounding, e.g. *sign* and *time*.



B

**A1** Listen to this poem. Notice the pronunciation of the blue words.

It's very strange, but did you know  
Shoe will never rhyme with toe?  
And foot will never sound like boot;  
Boot's like suit and flute and fruit.  
Foot's like put and feet's like seat;  
Great's like eight but not like eat.

Work is not pronounced like fork.  
Fork's like walk and also talk.  
Why is beard not like heard?  
Why does bird rhyme with word?  
This is what I've sometimes found:  
Spelling's often not like sound.

Spelling is not always a good guide to pronunciation. Listen to these groups of words from the poem. Notice that A does *not* rhyme with B even though the spelling of the end of the word is the same. B rhymes with C even though the spelling of the end of the word is different. The phonemic symbols make this clear.

**A**  
shoe /ʃu:/  
foot /fot/  
great /grett/  
work /wɜ:k/  
beard /brəd/

**B**  
toe /təu/  
boot /bu:t/  
seat /si:t/  
fork /fɔ:k/  
heard /hɜ:d/

**C**  
know /nəu/  
suit /su:t/  
feet /fi:t/  
walk /wɔ:k/  
bird /bɜ:d/



**Note:** The rhyming words above may not rhyme in all accents. For more on accent variation, see Units 56–60.



# Exercises

## 1.1 Underline the phrases containing rhymes in these sentences from newspapers and magazines.

EXAMPLE We bring you the latest news and views from the sporting world.

1 Fancy flying to the Mediterranean for a weekend of fun in the sun?

2 An extremely low tide has left many boats high and dry on the beach.

3 'You don't get to the top by doing nothing,' says manager Bob Clarke, 'Hard work is the name of the game.'

4 'I'm a man with a plan,' Mitchell tells Democratic Party conference.

5 Back in the 1970s, school classrooms were all chalk and talk. Nowadays, kids expect their lessons to be entertaining.

6 Motorists have been advised to steer clear of Junction 15 during the roadworks.

## 1.2 **A2** Read the poem below and write the words from the box in the gaps. Listen, check and repeat.

do doll go goal hour magazine rude sounds slower wood

It's very strange, but did you know  
 .....Do..... will never sound like 1.....? And four will never sound like 6.....  
 Ocean doesn't rhyme with clean; Good's like 7..... but not like food,  
 Clean's like green and 2..... Would's like could but not like 8.....  
 3..... will never rhyme with roll; You know that wounds are not like pounds  
 Roll's like hole and also 4..... 'Cause letters aren't the same as 9.....

## 1.3 **A3** Which word does not rhyme with the others? Underline it. The phonemic symbols will help you. Listen and check your answers.

EXAMPLE hair here there where /heə hiə ðeə weə/

- 1 car star far war /kɑ: stɑ: fɑ: wɔ:/
- 2 slow cow go know /sləʊ caʊ gəʊ nəʊ/
- 3 nose grows does goes /nəʊz grəʊz dɔ:z gəʊz/
- 4 clear near bear hear /kliə niə beə hiə/
- 5 really early nearly clearly /riəli ɜ:li niəli kliəli/
- 6 close choose lose shoes /kləʊz tʃu:z lu:z fu:z/
- 7 above glove love move /ə'bvʌv glʌv lʌv mu:v/

## 1.4 Find groups of rhyming words or letter names in these pictures. There are three words or letter names in each group.

EXAMPLE boot - suit - fruit

.....  
 .....  
 .....  
 .....  
 .....



# 2

## Plane, plan

### The vowel sounds /eɪ/ and /æ/

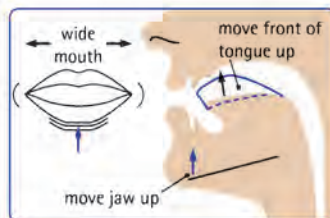
**A** When you say the letters of the alphabet, A has the long vowel sound /eɪ/. You hear this sound in the word *plane*. But the letter A is also pronounced as the short vowel sound /æ/, as in the word *plan*.

**A4** Listen to the sound /eɪ/ on its own. Look at the mouth diagram to see how to make this long vowel sound.

Listen to the target sound /eɪ/ in the words below and compare it with the words on each side.

target /eɪ/

meat	<b>mate</b>	met
come	<b>came</b>	calm
white	<b>wait</b>	wet
buy	<b>bay</b>	boy



The plane was delayed so we waited and played.

Listen and repeat these examples of the target sound.

play    played    plate  
grey    grade    great  
aim    age    eight

longer ← → shorter

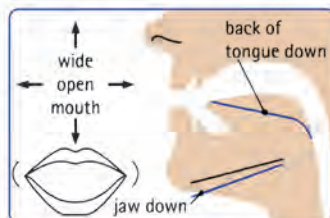
## B

**A5** Listen to the sound /æ/. Look at the mouth diagram to see how to make this short vowel sound.

Listen to the target sound /æ/ in the words and compare it with the words on each side.

target /æ/

mud	<b>mad</b>	made
sing	<b>sang</b>	sung
pen	<b>pan</b>	pain
hot	<b>hat</b>	heart



Listen and repeat these examples of the target sound.

bank    bag    back  
hand    cash    catch  
ham    has    hat

longer ← → shorter

Accent variation **SE** / **NE** : /ɑː/ or /æ/ ⇒ Unit 57.

Accent variation **SE** / **NZ** : /æ/ or /e/ ⇒ Unit 57.



A man in a black hat with a bag of cash in his hand

## C

### Spelling

	<b>frequently</b>
/eɪ/	A-E ( <i>mate</i> ), AY ( <i>say</i> ), EY ( <i>grey</i> ), EI ( <i>eight</i> ), AI ( <i>wait</i> ), EA ( <i>great</i> )
/æ/	A ( <i>hat</i> )

# Exercises

2.1 Write the words for these things in the correct part of the table.

words with /eɪ/	words with /æ/
cake	apple



2.2 **A6** Look at the blue words or syllables in the dialogue. Do they contain 1 /eɪ/ or 2 /æ/? Write 1 or 2 in the gap after each word. Then listen and check your answers.

Kate: What are your **plans** .....<sup>2</sup> for the holiday, .....<sup>1</sup> Jack? .....

Jack: I'm off to **Spain** ..... with **Jane** .....

Kate: Sounds **great!** ..... How are you getting there?

Jack: **Train** ..... to **Manchester** ..... and the **plane** ..... to Malaga.  
And you? What are you doing?

Kate: No **plans** ..... I'm a bit short of **cash** ..... **actually** ....., so I'm **staying** ..... here.

Jack: Oh. In **that** ..... **case** ....., **Kate** ....., can you do me a **favour?** .....

Kate: What?

Jack: Can you go to my **flat** ..... and feed the **cat** ..... ?  
It's just for a few **days** .....

Kate: When do you get **back** .....

Jack: I'm **back** ..... on **Saturday** .....

Kate: Well, **okay** ..... then.



**Follow-up:** Play the recording again. Pause and repeat after each line.

2.3 **A6 (cont.)** Listen and underline the word you hear. If you find any of these difficult, go to Section E4 *Sound pairs* for further practice.

- |                  |  |                  |
|------------------|--|------------------|
| 1 Man or men?    | Did you see the <i>man / men</i> ?           | (⇒ Sound pair 1) |
| 2 Cap or cup?    | Have you seen my <i>cap / cup</i> ?          | (⇒ Sound pair 2) |
| 3 Hat or heart?  | She put her hand on her <i>hat / heart</i> . | (⇒ Sound pair 3) |
| 4 Pain or pen?   | I've got a <i>pain / pen</i> in my hand.     | (⇒ Sound pair 4) |
| 5 Stay or stare? | There's no reason to <i>stay / stare</i> .   | (⇒ Sound pair 5) |

**Follow-up:** Record yourself saying the sentences in 2.3, choosing one of the two words each time. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

# 3

## Back, pack

### The consonant sounds /b/ and /p/

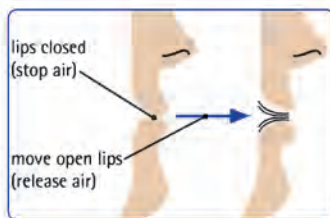
**A** **A7** When you say the alphabet, the letters B and P have the sounds /bi:/ and /pi:/. In words, they have the consonant sounds /b/ and /p/.

Look at the mouth diagram to see how to make these sounds.

Listen to the sounds /b/ and /p/.

The mouth is in the same position for both sounds, but:

- in /b/ there is voice from the throat, whereas in /p/ there is no voice from the throat
- when /p/ is at the start of a word, there is a small explosion of air when the lips open. With /b/ this does not happen.



**B** **A8** Now listen to the sound /b/ on its own.

Listen to the target sound /b/ in the words below and compare it with the words on each side.

target /b/

pack	<b>back</b>	pack
cap	<b>cab</b>	cap
very	<b>berry</b>	very
covered	<b>cupboard</b>	covered

Listen and repeat these examples of the target sound.

bought	bike	broke
rubber	about	able
job	web	tube



The boy bought a blue bike but his new blue bike broke.

**C** **A9** Listen to the sound /p/ on its own.

Listen to the target sound /p/ in the words below and compare it with the words on each side.

target /p/

bay	<b>pay</b>	bay
lab	<b>lap</b>	lab
full	<b>pull</b>	full
coffee	<b>copy</b>	coffee

Listen and repeat these examples of the target sound.

post	park	price
open	happen	spring
shop	help	jump



Penny went to post a parcel and paid a pound to park.

## D Spelling

	frequently	notes
/b/	B ( <i>job</i> ), BB ( <i>rubber</i> )	B is sometimes silent ( <i>comb</i> ).
/p/	P ( <i>open</i> ), PP ( <i>happen</i> )	PH is pronounced /f/ ( <i>phone</i> ). P is sometimes silent ( <i>psychology</i> ).

## Exercises

- 3.1** **A10** Listen and read this dialogue. What are the three misunderstandings? Complete the table.

**Mel:** Oh, hello, Stef – back from the shops already? Is it still raining?  
**Stef:** Yeah, it's pouring!  
**Mel:** Boring? If you're bored, get yourself a hobby!  
**Stef:** No, I said pouring, with a P.  
**Mel:** Oh, I see, pouring, right. Was there anything in the post box today?  
**Stef:** Nothing interesting, just some bills.  
**Mel:** Oh? I wonder who put pills in the post box!  
 Did you remember to buy a gift for Tom's birthday?  
**Stef:** Yes. Now I just need to wrap it.  
**Mel:** Rabbit? What do you need a rabbit for?



Stef says:	Mel hears:
1 pouring.....	boring.....
2 .....	.....
3 ..... it	.....

**Follow-up:** Play the recording again. Pause and repeat after each line.

- 3.2** **A11** Read the joke and write the letter *b* or *p* in each gap. Listen and check your answers. Then practise saying the joke.

A baboon goes into a pet shop to buy peanuts and ...b...anas.  
 'Sorry,' says the sho..p...keeper, 'This is a pet shop – we only sell food for .....ets.'  
 'OK,' says the baboon, 'I'd like to .....uy food for my pet rabbit.'  
 'What does your pet rabbit eat?' asks the shopkeeper.  
 '.....eanuts and bananas,' re.....lies the .....aboon.



- 3.3** **A12** Listen. In one word in each group, the B or P is not pronounced. Underline the word.

EXAMPLE	double	<u>doubt</u>	Dublin
1	lamb	label	lab
2	crab	robbed	climb
3	cup	cupboard	copy
4	photo	potato	paper
5	recipe	repeat	receipt
6	possibly	psychology	special
7	Cambridge	combine	combing

- 3.4** **A13** Listen and tick (✓) the sentence you hear, A or B. If you find any of these difficult, go to Section E4 *Sound pairs* for further practice.

A	B	
1 There's a bear in that tree.	There's a pear in that tree.	(⇒ Sound pair 28)
2 He had the beach to himself.	He had the peach to himself.	(⇒ Sound pair 28)
3 They burned it.	They've earned it.	(⇒ Sound pair 29)
4 Say 'boil'.	Save oil.	(⇒ Sound pair 29)
5 This is a nicer pear.	This is a nice affair.	(⇒ Sound pair 30)
6 Would you like a copy?	Would you like a coffee?	(⇒ Sound pair 30)

**Follow-up:** Record yourself saying the sentences in 3.4, choosing sentence A or B. Make a note of which sentence you say. Then listen to your recording in about two weeks. Is it clear which sentences you said?

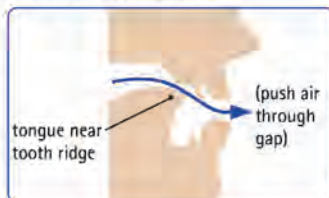
# 4

## Rice, rise

### The consonant sounds /s/ and /z/

**A** **A14** When you say the alphabet, the letters C and S are pronounced /si:/ and /es/. Notice they both have the consonant sound /s/. But S is also often pronounced as the consonant sound /z/.

Listen to the sounds /s/ and /z/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /s/, there is no voice from the throat. It sounds like the noise of a snake. In the sound /z/, there is voice from the throat. It sounds like the noise of a bee.



**B** **A15** Now listen to the sound /s/ on its own.

Listen to the target sound /s/ in the words below and compare it with the words on each side.

Then listen and repeat the examples of the target sound.

target /s/

zoo	<b>Sue</b>	zoo
rise	<b>rice</b>	rise
shave	<b>save</b>	shave



#### Examples

sad	city	science	scream
glasses	concert	last	
bus	place	class	six

Lucy sang six or seven sad songs for her last concert.

**C** **A16** Listen to the sound /z/ on its own.

Listen to the target sound /z/ in the words below and compare it with the words on each side.

Then listen and repeat the examples of the target sound.

target /z/

Sue	<b>zoo</b>	Sue
place	<b>plays</b>	place
breathe	<b>breeze</b>	breathe



#### Examples

zoo	zero	scissors	exact
dozen	busy	bees	roses
size	wise		

A dozen pretty roses, a thousand busy bees



**Note:** The vowel sound is shorter before /s/ than /z/, e.g. in *place* and *plays*. If you have difficulty making the difference, exaggerate the length of the vowel in *plays*. (For the pronunciation of -s endings such as plurals, see Unit 23.)

## D Spelling

	frequently	sometimes	notes
/s/	S ( <i>sad</i> ), SS ( <i>class</i> ), C ( <i>place</i> )	SC ( <i>science</i> )	/ks/ can be written X ( <i>six</i> ). S is not always pronounced /s/ ( <i>sugar, rise, plays</i> ).
/z/	Z ( <i>zero</i> ), S ( <i>nose</i> )	ZZ ( <i>buzz</i> ), SS ( <i>scissors</i> )	/gz/ can be written X ( <i>exact</i> ). -SE at the end of a word is usually pronounced /z/ ( <i>rise</i> ).

**E** Pronunciation may be connected to grammar: use /ju:s/ = noun use /ju:z/ = verb  
close /klaʊs/ = adjective close /klaʊz/ = verb house /haʊs/ = noun house /haʊz/ = verb

## Exercises

- 4.1 **A17** Look at the blue words in the story. Do they contain /s/ or /z/? Write s or z in the gap after each word. Listen and check your answers. Then practise saying the joke.

A woman **was** ...**z**...taking a **zebra** ...**z**...along the **street**..... A **police**..... officer **stopped**..... her and said: 'The street is no **place**..... for zebras, Madam. You should take it to the **zoo**.....!'

'You're right, **officer**.....,' said the woman, 'I'll take it **straight**..... there!'

Later, the officer **saw**..... the woman with the zebra again. 'I said you should take that zebra to the zoo!' he **said**.....

'**Yes**....., we went, and it was great,' said the woman, 'Now he wants to go to the **museum**.....!'



- 4.2 **A18** Find a route from Start to Finish. You may *not* pass a square if the word contains the sound /z/. You can move horizontally (←→) or vertically (↑↓) only. Listen and check the words in the correct route.

### START

spots	squares	prize	since	six	sports
streets	wise	sells	sits	exact	escapes
rice	rise	sense	science	lose	lost
loose	desert	smokes	songs	crisps	box
place	face	snacks	seas	voice	boxes
plays	phase	nose	smiles	focus	concert

### FINISH

- 4.3 **A19** Listen to the sentences. Look at the words in blue. Underline the words which contain the sound /s/ and circle the words which contain the sound /z/. Then listen again and repeat.

EXAMPLE You can have my tent. It's no **use** to me. I never **use** it.

- I'm not going to **advise** you. You never take my **advice**.
- Your tooth is **loose**. You'll **lose** it if you're not careful.
- The shop's very **close** to home, and it doesn't **close** till late.
- I can't **excuse** people who drop litter. There's no **excuse** for it.

- 4.4 **A19 (cont.)** Listen and underline the word you hear. If you find any of these difficult, go to Section E *Sound pairs* for further practice.

- Price or prize? I got a good **price / prize** for that painting. (⇒ Sound pair 31)
- He sat or he's at? I don't know where **he sat / he's at**. (⇒ Sound pair 31)
- Suit or shoot? They didn't **suit / shoot** him. (⇒ Sound pair 32)
- Saved or shaved? I've **saved / shaved** a lot in the past few days. (⇒ Sound pair 32)
- Sink or think? We didn't **sink / think**. (⇒ Sound pairs 33)
- Closed or clothed? They were **closed / clothed** for the cold weather. (⇒ Sound pairs 33)

**Follow-up:** Record yourself saying the sentences in 4.4, choosing one of the two options each time. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

# ENGLISH PRONUNCIATION IN USE

Intermediate

## Understand and be understood in English.

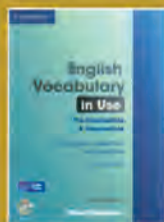
Pronunciation explanations, audio and practice for intermediate level (B1-B2) learners of English. Perfect for both self-study and classroom activities.

- Learn to speak clearly with 60 units of explanations, examples and exercises.
- Listen to a variety of English accents, to hear the similarities and the differences.
- Practise your pronunciation with simple 'listen and repeat' activities, modelled with a clear British English accent.
- Understand how pronunciation works, including individual sounds, word stress, connected speech and intonation.
- Improve your communication skills with real-life English, recorded from native and non-native speakers.

This book comes with over four hours of free downloadable audio. See code and instructions inside.



ISBN 978 1 107 51912 4



ISBN 978 0 521 19889 1



ISBN 978 0 521 60873 9

Also available

ENGLISH GRAMMAR IN USE  
ENGLISH VOCABULARY IN USE  
PRE-INTERMEDIATE & INTERMEDIATE  
SHIP OR SHEEP?

**Better Learning** is our simple approach where deeper insights help shape richer content that drives stronger results.

Discover more:

[cambridge.org/betterlearning](http://cambridge.org/betterlearning)



**CAMBRIDGE**  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

ISBN 978-1-108-40369-6



9 781108 403696 >