

# Practical Phonetics Exercises

for Bachillerato

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## **Practical Phonetics Exercises for Bachillerato**

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This workbook is intended to assist students in their preparation for University Entrance Examinations phonetic exercises. It provides practice of phonetic sounds and spelling, and deals with the many problems that phonetic exercises address.

The exercises in the workbook are self-explanatory and can be done in any order that the teacher chooses.

Answers to all the exercises can be found in a key at the back of the workbook.

# Contents

<b>Part A: Vowel Sounds and Diphthongs .....</b>	<b>4</b>
<b>Part B: Exercises .....</b>	<b>6</b>
<b>Part C: Texts .....</b>	<b>13</b>
<b>Answers:.....</b>	<b>18</b>

## Part A: Vowel Sounds and Diphthongs

### Vowels

Vowel n. 1:	/i:/		
Words:	these che <u>ese</u>	nee <u>d</u> plea <u>se</u>	sea fre <u>e</u>
Vowel n. 2:	/ɪ/		
Words:	<u>E</u> nglish th <u>i</u> s	<u>i</u> s wome <u>n</u>	<u>b</u> ig li <u>v</u> e
Vowel n. 3:	/e/		
Words:	te <u>n</u> be <u>d</u>	pe <u>n</u> se <u>n</u> d	fr <u>i</u> end ne <u>x</u> t
Vowel n. 4:	/æ/		
Words:	ma <u>n</u> ca <u>t</u>	ha <u>m</u> app <u>l</u> e	ma <u>p</u> tha <u>n</u>
Vowel n. 5:	/ɑ:/		
Words:	ar <u>m</u> fa <u>th</u> er	ca <u>r</u> gl <u>a</u> ss	ba <u>r</u> sta <u>r</u>
Vowel n. 6:	/ʌ/		
Words:	yo <u>u</u> ng ru <u>n</u>	cu <u>t</u> lo <u>v</u> e	welc <u>o</u> me su <u>n</u>
Vowel n. 7:	/ɒ/		
Words:	sh <u>o</u> p do <u>g</u>	wa <u>t</u> ch ho <u>t</u>	o <u>dd</u> wro <u>ng</u>
Vowel n. 8:	/ɔ:/		
Words:	abroa <u>d</u> wa <u>t</u> er	ta <u>ll</u> spo <u>r</u> t	ho <u>r</u> se ta <u>lk</u>
Vowel n. 9:	/ʊ/		
Words:	pu <u>t</u> loo <u>k</u>	bo <u>o</u> k fo <u>o</u> t	ro <u>o</u> k fu <u>ll</u>
Vowel n. 10:	/u:/		
Words:	bl <u>ue</u> sh <u>oe</u>	mo <u>o</u> n to <u>o</u> th	tru <u>th</u> sch <u>oo</u> l
Vowel n. 11:	/ə/		
Words:	freed <u>o</u> m winte <u>r</u>	woma <u>n</u> fa <u>th</u> er	o <u>cc</u> asion to <u>ge</u> ther
Vowel n. 12:	/ɜ:/		
Words:	gir <u>l</u> fir <u>st</u>	wo <u>r</u> ld wo <u>r</u> k	wo <u>r</u> d chu <u>r</u> ch

## Diphthongs

Diphthong n. 1:	/eɪ/		
Words:	<u>l</u> ake	Spain	<u>pl</u> ay
	<u>l</u> ate	cake	<u>da</u> y
Diphthong n. 2:	/əʊ/		
Words:	<u>cl</u> othes	h <u>o</u> me	<u>ro</u> ad
	<u>o</u> ld	<u>g</u> o	<u>st</u> one
Diphthong n. 3:	/aɪ/		
Words:	<u>t</u> ime	<u>kn</u> ife	<u>ri</u> ght
	<u>e</u> ye	<u>w</u> rite	<u>w</u> ine
Diphthong n. 4:	/aʊ/		
Words:	<u>g</u> round	<u>co</u> w	<u>hou</u> se
	<u>m</u> ouse	<u>m</u> outh	<u>do</u> wn
Diphthong n. 5:	/ɔɪ/		
Words:	<u>b</u> oy	<u>to</u> y	<u>cho</u> ice
	<u>v</u> oice	<u>no</u> ise	<u>po</u> int
Diphthong n. 6:	/ɪə/		
Words:	<u>id</u> ea	<u>the</u> atre	<u>de</u> ar
	<u>ca</u> reer	<u>e</u> ar	<u>we</u> ird
Diphthong n. 7:	/eə/		
Words:	<u>be</u> ar	<u>sh</u> are	<u>ai</u> r
	<u>w</u> ear	<u>f</u> air	<u>ha</u> ir
Diphthong n. 8:	/ʊə/		
Words:	<u>to</u> ur	<u>po</u> or	<u>se</u> wer
	<u>s</u> ure	<u>je</u> wel	<u>c</u> ure

## Chart: English Vowel Sounds

Vowels	Short Vowels	Long Vowels	Diphthongs
<b>a</b>	/æ/	/ɑ:/	/aɪ/, /aʊ/
	/ʌ/		
<b>e</b>	/e/		/eə/, /eɪ/
<b>i</b>	/ɪ/	/i:/	/ɪə/
<b>o</b>	/ɒ/	/ɔ:/	/ɔɪ/
<b>u</b>	/ʊ/	/u:/	/ʊə/
'schwa'	/ə/	/ɜ:/	/əʊ/

**Part B: Exercises**

**Vowels and Diphthongs**

**1. Vowels /i:/ /ɪ/**

Which of the following words include these sounds?

/i:/ keep – night – lit – late – fry

/ɪ/ feet – sit – night – keen – sigh

**2. Vowels /e/ /ə/ /ɜ:/**

Which of the following words include these sounds?

/e/ gate – feel – bell – grass – fade

/ə/ book – street – name – father – sun

/ɜ:/ feed – bad – food – fate – bird

**3. Vowels /ɑ:/ /ʌ/ /æ/**

Which of the following words include these sounds?

/ɑ:/ water – night – cat – stars – paper

/ʌ/ fat – bet – look – food – cut

/æ/ late – cat – laugh – best – tea

**4. Vowels /ɒ/ /ɔ:/**

Which of the following words include these sounds?

/ɒ/ room – dog – card – word – soil

/ɔ:/ father – glass – law – hot – world

**5. Vowels /ʊ/ /u:/**

Which of the following words include these sounds?

/ʊ/ cut – work – love – food – book

/u:/ food – luck – lost – burn – first

**6. Diphthongs**

Which of the following words include these diphthongs?

/eɪ/ feed – bed – food – fight – say

/aɪ/ said – read – high – food – says

/ɔɪ/ should – boy – though – blood – so

/əʊ/ through – there – here – so – hot

/aʊ/ now – hair – face – tour – lower

/ɪə/ there – seed – hair – late – here

/eə/ there – say – get – first – shoulder

/ʊə/ tower – tour – two – tooth – hand

## Pronunciation Tasks

1. Put the following words into the correct box according to the underlined sound. Use a dictionary to check your answers.

steam      flood      turn      asleep      sleep      flew      should      saw  
 cough      heart      bread      flat      busy      poor      shirt      path  
 stamp      system      teacher      does      shoe      said      wood      hot

sheep /i:/	ship /ɪ/	bed /e/	bad /æ/	father /ɑ:/	bird /ɜ:/
sleep					
pot /ɒ/	caught /ɔ:/	put /ʊ/	boot /u:/	cut /ʌ/	camera /ə/

(Optional) Extension: Add two more words that you know for each sound. Use a dictionary to check.

2. Odd One Out. Circle the word with a different sound. Use a dictionary to check.

- |            |         |       |        |
|------------|---------|-------|--------|
| 1. dead    | mean    | bread | head   |
| 2. fruit   | suit    | juice | built  |
| 3. half    | have    | has   | ham    |
| 4. horse   | history | story | cord   |
| 5. look    | good    | foot  | blood  |
| 6. country | young   | youth | couple |
| 7. oven    | colour  | son   | gone   |
| 8. talk    | chalk   | calm  | fall   |



**3. Fill in the blanks with the word which has got a different phonetic sound.**

- |          |            |         |         |       |
|----------|------------|---------|---------|-------|
| 1. heart | nothing    | love    | come    | _____ |
| 2. bird  | word       | bed     | earth   | _____ |
| 3. look  | pool       | full    | foot    | _____ |
| 4. dog   | fox        | cough   | caught  | _____ |
| 5. now   | voice      | out     | cow     | _____ |
| 6. idea  | volunteers | where   | near    | _____ |
| 7. hear  | beer       | chair   | year    | _____ |
| 8. enjoy | boy        | point   | brown   | _____ |
| 9. asked | looked     | worried | hooked  | _____ |
| 10. goes | introduces | loses   | dresses | _____ |

**4. Group the following words according to the underlined sounds.**

each    blue    tray    flight    worry    house    straw    turn    silly  
found    learn    caught    ill    quite    just    free    eight    June  
bee    ugly    soup    sixty    shirt    ought    tale    bicycle    mouse

/u:/	/eɪ/	/aɪ/	/ʌ/	/i:/	/aʊ/	/ɔ:/	/ɜ:/	/ɪ/

**5. Identify the vowel sounds in each word and tick (✓) the correct box. For some words, you will have to tick two boxes.**

Words	/e/	/ɒ/	/ʊ/	/i:/	/ʌ/	/ɪ/	/ə/	/æ/	/ɔ:/	/ɑ:/	/ɜ:/	/u:/
bring												
box												
artist												
mother												
stamp												
daughter												
thirdly												
sugar												
breakfast												
blue												
police												
woman												

6. Identify the diphthong sounds in each word and tick (✓) the correct box.

Words	/aʊ/	/aɪ/	/eə/	/əʊ/	/ɔɪ/	/ʊə/	/eɪ/	/ɪə/
theatre								
care								
security								
mountain								
lake								
nose								
height								
choice								

7. Which groups do these words belong to?

<u>Group 1</u> : /ɪ/: <u>i</u> s – <u>i</u> ng – <u>i</u> t – <u>i</u> g	<u>Group 3</u> : /ɜ:/: <u>bi</u> rd – <u>fi</u> rst – <u>gi</u> rl
<u>Group 2</u> : /aɪ/: <u>my</u> – <u>ri</u> ght – <u>bi</u> ke – <u>ni</u> ce	

video:	tie:	rich:
shirt:	sit:	cry:
wine:	skirt:	river:
kind:	why:	build:
dirty:	like:	might:
write:	live:	ship:
Italy:	life:	five:

8. Which groups do these words belong to?

<u>Group 1</u> : /æ/: <u>c</u> at – <u>b</u> ag – <u>th</u> at – <u>f</u> at	<u>Group 3</u> : /ə/: <u>a</u> bout – <u>J</u> apan – <u>g</u> rammar – <u>w</u> oman
<u>Group 2</u> : /ɑ:/: <u>c</u> ar – <u>g</u> rass – <u>a</u> rm – <u>f</u> ather	<u>Group 4</u> : /ɔ:/: <u>f</u> all – <u>s</u> mall – <u>a</u> ll – <u>s</u> aw

grandmother:	apple:	talk:
tomato:	dawn:	have:
man:	happy:	walk:
ball:	hand:	sat:
park:	start:	hat:
are:	again:	can:
cathedral:	bank:	ask:
tall:	dark:	dance:
half:	war:	warm:
bad:	March:	

9. Find the homophones of these words. Use a dictionary if necessary.

flour	sell	night	aisle-I'll	hear	knows
bare	mined	red	son	wood	dear
die	their-they're	brake	passed	aloud	whether

- |                  |                  |                  |
|------------------|------------------|------------------|
| 1. read _____    | 7. dye _____     | 13. cell _____   |
| 2. weather _____ | 8. break _____   | 14. nose _____   |
| 3. here _____    | 9. allowed _____ | 15. past _____   |
| 4. would _____   | 10. mind _____   | 16. there _____  |
| 5. flower _____  | 11. isle _____   | 17. deer _____   |
| 6. bear _____    | 12. sun _____    | 18. knight _____ |

**Remember!**

Homophones are those words which sound the same, but have got different spelling and meanings.

10. Tick (✓) the correct box for each irregular verb according to its -ed ending.

Verbs	/t/	/d/	/ɪd/
worked			
lived			
stopped			
counted			
targeted			
paid			
listened			
watched			
painted			
performed			
repeated			
helped			
asked			
printed			
warned			

**Remember!**

The /d/ sound follows a vowel or a voiced consonant. The /ɪd/ sound follows a /t/ or /d/ sound at the end of a word. The /t/ sound generally follows a voiceless consonant such as *ch*, *sh*, *x*, *k*, *ss* and *p*.

11. Tick (✓) the correct box for each word so that the final -s sound matches its phoneme. Use a dictionary if necessary.

<i>Words</i>	/s/	/z/	/ɪz/
watches			
houses			
cars			
looks			
knives			
baths			
handkerchiefs			
boxes			
keys			
envelopes			
boys			
wishes			
walks			
glasses			
studies			
works			
jobs			
practises			

**Remember!**

Sometimes when we add an -s to make the third person of the Present Simple, or a plural, it may be pronounced in one of three ways. If the final syllable ends in a voiced sound, the /z/ sound is pronounced. If the final syllable ends in a voiceless sound, it is the sound /s/. However, if the final letter is a consonant such as *ch*, *sh*, *x* or *ss* (sibilant letters), you have to pronounce it /ɪz/.

- A. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /eɪ/ in **pay**, /i:/ in **people** and /æ/ in **cancel**.

**Singing in the same key**

U2's lead rock singer and songwriter, Bono, and pop soloist singer and songwriter, Mariah Carey, have more than their musical talent in common. When they became active in social issues, they were both making a statement about the kind of human beings they were. When Bono attended the World Economic Forum in New York City in February 2002, he was trying to get the world's richest nations to cancel the \$90 billion debt of the world's poorest nations. When Mariah Carey became involved in an American charity, she was giving children hope for the future and a way out of poverty. It's not always easy to get the powerful to pay attention to these issues. However, people take more notice when famous artists become involved and work to narrow the gap between the privileged and underprivileged in our world.

- B. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /ʌ/ in **country**, /e/ in **friend's**, /aɪ/ in **life** and /ɒ/ in **from**.

**My most terrifying experience**

My most terrifying experience happened late one night last year. While my boyfriend and I were driving home from a friend's house, the car suddenly stopped on a small country road. As Mark got out to have a look at the motor, the car was suddenly covered with a bright light which hurt our eyes. I was terrified and screamed at Mark to get back in the car. As soon as he had got back in the car, the light faded. Then Mark looked up and I saw his mouth open. When I turned to see what he was looking at, I was totally stunned. It was amazing. A few metres above us, a huge humming disc was slowly spinning round. We were too shocked to speak – we just sat gazing up at it in silence.

We got out of the car, and as we did, a beam of blue light hit us. The light was so warm that I could actually feel it through my heavy winter coat. Suddenly the disc started to move away – I've never seen anything move so fast in my life! By the time we were able to speak, it had become a tiny light in the distance; then it vanished.

We've only told a few close friends and members of a UFO group about what happened to us that night – until now. Almost all of the friends we told thought that we had made it up or imagined it. But I know we saw a UFO, and it wasn't our imagination!

- C. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /ɪ/ in **mirror**, /əʊ/ in **most** and /u:/ in **to**.

#### Free to be me

How do you feel when you look in the mirror? Are you completely satisfied with the image you see? If you're like the majority of people, your answer to that question is probably "no". Most of us would like to change something about our appearance to look and feel more attractive. In fact, beauty has always concerned people. There has never been a society that was not concerned with defining or trying to achieve it.

Obviously, we can't all conform to society's constantly changing standards of beauty. But this doesn't mean we can't be attractive in our own, very special way. Haven't you ever noticed that a person who *feels* beautiful actually *becomes* beautiful to others? A positive self-image can do more for our appearance than all the make-up or muscles in the world.

- D. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /ɔ:/ in **forge**, /ɜ:/ in **expert** and /ə/ in **successful**.

#### Catch me if you can

Frank Abagnale Jr. is one of many people who has helped the FBI catch criminals. So what makes Frank's story so special? Well, by the time Frank Abagnale Jr. was 21 years old, he had conned people all over the world. He had managed to forge \$2.5 million worth of cheques and tricked people into cashing them. Police in 26 countries wanted to catch him. His criminal activities are the basis of the film *Catch Me If You Can*, starring Leonardo DiCaprio, who portrays Frank.

Frank ran away from home at the age of 16. In order to get money, he printed cheques and tried to cash them, but people always asked if he had proper identification. One day, he saw some pilots and he realised that if he wore a uniform, people would take his cheques without question. He went to the uniform company that the airlines used and claimed that he was a pilot who had lost his uniform. He was successful in getting a uniform and was able to cash phoney cheques with his new identity. Later, he also was successful in posing as a doctor and a lawyer. In addition, he taught a university class for a term, using a phoney degree. He did all this despite the fact that he never finished secondary school.

So why did people believe all Frank's lies? According to Frank, he was successful because he was very impulsive and didn't worry about the consequences of his actions. For Frank, it was a daring game to see how much he could get away with.

The police caught Frank when he was 21, but he only spent five years in prison. The US government agreed to release him if he would help them write fraud-prevention programs. Today, Frank is an expert on counterfeiting and forgery prevention – and has paid back all the people who he had conned. Frank's story ended happily. However, when asked about his advice to others considering a life of crime, he warned them to obey the law.

- E. Find **at least one** word in the text containing each of these phonetic sounds: /ɑ:/ - /ʊ/ - /aʊ/ - /ɔ:/ - /ɪə/ - /eə/ and /ʊə/.

### Stomp

Imagine going to hear a musical performance and seeing the performers come on stage holding brooms, dustbins, road signs, lead pipes and newspapers.

If you didn't know better, you might think that it was all a strange joke, but it isn't ... it's Stomp! From its beginning, Stomp has transformed noises from ordinary objects into amazing music. Their show has been extremely successful. Ten million people in 36 countries have already seen one of their tours.

Stomp was created in England by Steve McNicholas and Luke Cresswell. They had first performed together in a street band in the early 1980s. At that time, they often did a finale using dustbin lids, to the amazement of their audience. The two young performers later quit the street band to write their own songs and in 1986, they made an original beer commercial using dustbin lids. The commercial was very successful and McNicholas and Cresswell realised that they could make music with many other objects. In the summer of 1991, the first Stomp performance took place in Edinburgh ... and Stomp has continued entertaining audiences ever since.

There are now six Stomp casts in different locations around the world, however the shows are remarkably uniform. What makes Stomp unique is that the performers are not all highly trained musicians. It's not easy, though, to become part of a Stomp cast. Thousands of people come to each audition, but only a few lucky ones with an excellent sense of rhythm are picked.

There is no political or social message in Stomp; the goal is simply to entertain the audience. Audiences around the world react differently, but almost everyone loves the show. So go and see Stomp if you have got the chance. You may never look at your dustbin in the same way again!

- F. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /aɪ/ in **crime**, /ʌ/ in **study** and /i:/ in **these**.

### Today's Criminals

#### Why do young people commit crimes?

An amazing twenty-five per cent of young people in the UK have been victims of crime in the last year. Who has committed those crimes? Believe it or not, other teens! According to a UK study, one quarter of all young people between the ages of 11 and 16 have committed a crime in the last year!

Who are these young criminals? All kinds of teens commit crimes, but teens are much more likely to commit crimes if they are not in school. The typical young offender is a 14- to 16-year-old male school drop-out, and the typical crime is theft, vandalism or assault. But boys are not the only criminals. For the last few years, the number of girls committing crimes – and going to prison – has risen – and, since this study began, the ages of these criminals has fallen. Girls are more likely to commit a crime at the age of 14 than at any other age!

Why do these young people commit crimes? Most teens say it is because of boredom, peer pressure and alcohol use.

- G. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /æ/ in **scan**, /eɪ/ in **games**, /ə/ in **computer** and /ɪ/ in **city**.

### Virtual Reality

*Virtual Reality* (VR) is a reconstruction of an environment using computer technology. It is so realistic that users imagine that they are actually *inside* the environment. VR was first developed in the 1960s to help train pilots. Besides its use in games and entertainment, it is used today to train surgeons to perform operations, to prepare astronauts for space travel and to help engineers to design safer cars. It also has a less well-known use – recreating the past.

In the 1<sup>st</sup> century AD, a fresco of a Roman city was painted on a wall in the Domus Aurea, the palace of the Roman Emperor Nero. It was discovered in 1998. A digital image (scan) of the fresco was made, making it easier for historians to study the fresco. The historians then used modern technology to share their discovery. Using the scan of the fresco, the city was “rebuilt” by VR artists. This provided VR users with a unique opportunity to explore the ancient world. Once the city was brought to life, they could study its buildings and streets, move around the city, view it from every angle and zoom in to examine details. Future plans include adding realistic sounds of the time and virtual people who users can question about life in the past.

- H. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /ɜ:/ in **girls**, /aʊ/ in **round**, /əʊ/ in **approach** and /e/ in **rest**.

### Getting to know you

A recent survey in Spain has come up with some very interesting results. It shows that the majority of boys (60%) prefer girls to ask them out, rather than the other way round. The survey also highlights several regional differences. In Andalusia, for example, most boys still prefer to make the first move. In Catalonia, however, there is a growing preference for young people to date each other by SMS. These results indicate that in this country, like the rest of the world, traditional methods of dating are changing.

This use of SMS in the dating process, especially among teenagers, is becoming a worldwide trend. The truth is that for people who find it difficult to talk to others, SMS is an ideal way of striking up a conversation. As one girl said, “We would never have started going out last year if my boyfriend hadn’t sent me SMS messages. He feels so uncomfortable talking to strangers that he would never have found the courage to approach me at school.”

Another modern trend which is catching on in Britain and America is ‘speed-dating’. It works like this – people meet in a hall which has got lots of numbered tables in it. A bell rings and they sit at a table with another person and start chatting. After five minutes, the bell rings again, and each person moves on to a different table for another five-minute session. After they have met twenty prospective partners, they write down the names of the people they would be willing to meet again and give them to the organisers. If two people write down each other’s names, the organisers will give them each other’s telephone number. No information will be handed over unless both people express interest in each other.

Dating used to be so simple. If a boy were attracted to a girl, he would ask her out on a date. Shy boys had to overcome their embarrassment and ask girls out. People who were very busy had to make the time to look for a partner. However, things have changed, and it appears that the dating process is being adapted to suit the faster pace of modern life.



1. Find **at least three** words in the text containing vowels or groups of vowels which are pronounced in the same way as /ɑ:/ in **laughs**, /ɒ/ in **common** and /u:/ in **prove**.

### **Keep Smiling!**

Laughter plays an important part in most people's lives – in fact, an average person laughs at least seventeen times a day. However, contrary to what most people believe, we don't only laugh when something funny happens; we also laugh as a sign of relief or of fear. One philosopher, John Morreal, has a theory that the first ever case of human laughter could have been when ancient men expressed their relief by laughing after they had survived a dangerous situation.

Laughter has many uses. Sometimes people use laughter to reduce tension when others get angry, thus avoiding unpleasant or even violent and dangerous reactions. Moreover, in addition to reducing tension, laughter is a means of forming relationships with other people. When they laugh at a common subject, people find it easier to bond with each other. Furthermore, some doctors are convinced that laughter is, as the proverb says, the best medicine. They believe that laughing releases a certain chemical in our bodies which helps relieve pain and makes us feel more relaxed. It is now becoming quite common for hospitals to invite clowns to perform in order to cheer patients up and hopefully contribute to the healing process.

Finally, laughter is also associated with power and success. Research shows that people who are in a position of power, for example tribal chiefs or bosses in companies, tend to laugh more than people who have got less authority than them. There are even indications that in certain cultures, the ability to make people laugh not only widens a person's circle of friends, but can also actively contribute to that person's professional advancement.

People have recognised the power of laughter for many years. There is an old saying: "Laugh, and the whole world laughs with you; cry, and you cry alone". Modern research would seem to prove that at least the first part of this statement is indeed true.

1. Find **at least one** word in the text containing each of these phonetic sounds: /ɔɪ/ - /ʊ/ - /ɪə/ - /ɔ:/ - /eə/ and /ʊə/.

### **The Chameleon**

It is a well known fact that the colour of a chameleon can change. In many spy stories the character being chased is called "a chameleon" because his or her appearance changes all the time. The spy is successful because no one is able to recognise him or her. Sometimes the term "chameleon" is used in another way. It is used negatively about someone who always changes his or her opinion, depending on whom the person is talking to at a particular time.

In nature, however, a chameleon is neither negative nor secretive. It is a member of the reptile family, and known for its ability to change colour. The colour change takes place because of environmental factors, such as light and temperature, and emotional factors – fear, victory in battle against another animal, or defeat. Contrary to popular belief, it does not occur as a means of hiding from danger.

There are about 87 species of chameleons, over half of which live in Madagascar, a poor island in the Indian Ocean off the coast of Africa. The other species are found on continents throughout the world. Most chameleons range in length from 17 to 25 centimetres, but some have been known to grow as long as 60 centimetres. This reptile has independently movable eyes and a long tongue. This enables it to catch insects, which are its main diet. However, some large chameleons also eat birds. One final point of interest is the fact that the male chameleon has sometimes got up to three horns, resembling those of a dragon. However, despite its frightening appearance, there is no need to fear the chameleon – it will only attack in self-defence.

## Answers

### page 6

1. /i:/ keep                    /ɪ/ sit  
 2. /e/ bell                    /ə/ father            /ɜ:/ bird  
 3. /ɑ:/ stars                   /ʌ/ cut                /æ/ cat

### page 7

4. /ɒ/ dog                    /ɔ:/ law  
 5. /ʊ/ book                  /u:/ food  
 6. /ei/ say                   /aɪ/ high              /ɔɪ/ boy  
    /əʊ/ so                   /aʊ/ now              /iə/ here  
    /eə/ there                /ʊə/ tour

### page 8

1. sheep: sleep, steam                    father: heart, path                    put: should, wood  
    ship: busy, system                    bird: turn, shirt                    boot: flew, shoe  
    bed: bread, said                    pot: cough, hot                    cut: flood, does  
    bad: flat, stamp                    caught: saw, poor                    camera: asleep, teacher
2. 1. mean                    3. half                    5. blood                    7. gone  
    2. built                    4. history                    6. youth                    8. calm

### page 9

3. 1. heart                    3. pool                    5. voice                    7. chair                    9. worried  
    2. bed                    4. caught                    6. where                    8. brown                    10. goes
4. /u:/ blue, June, soup                    /aʊ/ house, found, mouse  
    /ei/ tray, eight, tale                    /ɔ:/ straw, caught, ought  
    /aɪ/ flight, quite, bicycle                    /ɜ:/ turn, learn, shirt  
    /ʌ/ worry, just, ugly                    /ɪ/ silly, ill, sixty  
    /i:/ each, free, bee

5.

Words	/e/	/ɒ/	/ɔ/	/i:/	/ʌ/	/ɪ/	/ə/	/æ/	/ɜ:/	/ɑ:/	/ɜ:/	/u:/
bring						*						
box		*										
artist						*				*		
mother					*		*					
stamp								*				
daughter							*		*			
thirdly				*							*	
sugar			*				*					
breakfast	*						*					
blue												*
police				*			*					
woman			*				*					

### page 10

6.

Words	/aʊ/	/aɪ/	/eə/	/əʊ/	/ɔɪ/	/ʊə/	/ei/	/iə/
theatre								*
care			*					
security						*		
mountain	*							
lake							*	
nose				*				
height		*						
choice					*			

7. Group 1: video, Italy, sit, live, rich, river, build, ship  
 Group 2: wine, kind, write, tie, why, like, life, cry, might, five  
 Group 3: shirt, dirty, skirt
8. Group 1: grandmother, man, bad, apple, happy, hand, bank, have, sat, hat, can  
 Group 2: tomato, park, are, half, start, dark, March, ask, dance  
 Group 3: cathedral, again  
 Group 4: ball, tall, dawn, war, talk, walk, warm

page 11

- |    |            |          |          |                |            |                   |
|----|------------|----------|----------|----------------|------------|-------------------|
| 9. | 1. red     | 4. wood  | 7. die   | 10. mined      | 13. sell   | 16. their-they're |
|    | 2. whether | 5. flour | 8. brake | 11. aisle-I'll | 14. knows  | 17. dear          |
|    | 3. hear    | 6. bare  | 9. aloud | 12. son        | 15. passed | 18. night         |

10.

Verbs	/t/	/d/	/ɪd/
worked	*		
lived		*	
stopped	*		
counted			*
targeted			*
paid		*	
listened		*	
watched	*		
painted			*
performed		*	
repeated			*
helped	*		
asked	*		
printed			*
warned		*	

page 12

11.

Words	/s/	/z/	/ɪz/
watches			*
houses			*
cars		*	
looks	*		
knives		*	
baths	*		
handkerchiefs	*		
boxes			*
keys		*	
envelopes	*		
boys		*	
wishes			*
walks	*		
glasses			*
studies			*
works	*		
jobs		*	
practises			*

page 13

A. Possible answers:

**pay**, same, they, became, making, statement.  
**people**, key, lead, beings, easy, between.  
**cancel**, have, than, talent, active, charity.

B. Possible answers:

**country**, suddenly, up, stunned, us.  
**friend's**, terrifying, get, never, members.  
**life**, my, terrifying, night, while, driving, bright, light.  
**from**, stopped, got, shocked.

page 14

C. Possible answers:

**mirror**, in, with, image, positive.  
**most**, no, own, noticed.  
**to**, do, you, beauty, who.

D. Possible answers:

**forge**, story, portrays, order, wore, taught.  
**expert**, world, worth, term.  
**successful**, criminal, activities, proper, company.

page 15

E. Possible answers:

/ɑ:/ - casts, part	/ɪə/ - hear, beer
/ʊ/ - could, took	/eə/ - their
/aʊ/ - however, around	/ʊə/ - tours
/ɔɪ/ - noises	

F. Possible answers:

**crime**, why, five, kinds, likely.  
**study**, young, other, but, much, number.  
**these**, people, been, teens.

page 16

G. Possible answers:

**scan**, reality, imagine, actually, travel.  
**games**, they, entertainment, today, train, space.  
**computer**, reconstruction, environment, technology, discovery.  
**city**, reality, using, imagine, developed.

H. Possible answers:

**girls**, survey, first, world, works.  
**round**, out, however, found, down.  
**approach**, shows, also, most, so.  
**rest**, getting, several, preference, methods.

page 17

I. Possible answers:

**laughs**, laughter, part, are, example.  
**common**, contrary, philosopher, bond, doctors.  
**prove**, human, uses, reduce, true.

J. Possible answers:

/ɔɪ/ - point	/ɔ:/ - called
/ʊ/ - successful	/eə/ - there
/ɪə/ - appearance, fear	/ʊə/ - poor

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