

English for the Business and Commercial World

CAREER

DEVELOPMENTS

Teacher's Book

English for the Business and Commercial World

CAREER

DEVELOPMENTS

Teacher's Book

Oxford University Press 1982

Oxford University Press
Walton Street, Oxford OX2 6DP

*London Glasgow New York
Toronto Delhi Bombay Calcutta Madras
Karachi Kuala Lumpur Singapore
Hong Kong Tokyo Nairobi Dar es Salaam
Cape Town Salisbury Melbourne Auckland*

*and associates in
Beirut Berlin Ibadan Mexico City Nicosia*

ISBN 0 19 451325 4

© Oxford University Press 1982

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out or otherwise circulated without the publishers' prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

All rights reserved. No parts of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of Oxford University Press.

Career Developments was written by Jon Blundell and Nigel Middlemiss, of the English Language Teaching Writing and Advisory Unit of Oxford University Press.

Phototypeset by Tradespools Ltd, Frome,
Somerset.

Printed in Hong Kong

Contents

	<i>Page</i>		<i>Page</i>
INTRODUCTION		Drill 1	39
About the course	2	Drill 2	39
Symbols used in this book	4	Activity	40
Structure of the course	4		
Methodology	7	Unit 3 Taking part in interviews	
Abbreviations	11	Text	42
Key to phonetic symbols	11	Workshop 1	
		Part 1	43
		Part 2	44
		Part 3	46
NOTES ON THE UNITS		Dialogue	46
Unit 1 Making arrangements		Useful expressions	48
Text	13	Workshop 2	
Workshop 1		Part 1	48
Part 1	14	Part 2	52
Part 2	17	Part 3	54
Part 3	18	Drill 1	55
Dialogue	19	Drill 2	56
Useful expressions	20	Activity	56
Workshop 2			
Part 1	20	Unit 4 Buying and selling	
Part 2	23	Text	58
Part 3	24	Workshop 1	
Drill 1	25	Part 1	59
Drill 2	26	Part 2	60
Activity	26	Part 3	64
		Dialogue	64
Unit 2 Attending meetings		Useful expressions	66
Text	28	Workshop 2	
Workshop 1		Part 1	67
Part 1	29	Part 2	68
Part 2	32	Part 3	70
Part 3	33	Drill 1	70
Dialogue	34	Drill 2	71
Useful expressions	35	Activity	71
Workshop 2			
Part 1	35		
Part 2	36		
Part 3	38		

	<i>Page</i>		<i>Page</i>
Unit 5 Dealing with orders		Workshop 2	
Text	73	Part 1	107
Workshop 1		Part 2	108
Part 1	74	Part 3	110
Part 2	75	Drill 1	110
Part 3	77	Drill 2	112
		Activity	112
Dialogue	77		
Useful expressions	79	Unit 8 Dealing with international payments	
Workshop 2			
Part 1	79	Text	114
Part 2	81	Workshop 1	
Part 3	83	Part 1	115
Drill 1	83	Part 2	117
Drill 2	84	Part 3	117
Activity	85		
		Dialogue	118
Unit 6 Dealing with forms		Useful expressions	120
Text	86	Workshop 2	
Workshop 1		Part 1	120
Part 1	87	Part 2	121
Part 2	89	Part 3	122
Part 3	90	Drill 1	124
		Drill 2	124
Dialogue	91	Activity	125
Useful expressions	93		
Workshop 2		Unit 9 Recording and decoding information	
Part 1	93		
Part 2	95	Text	127
Part 3	96	Workshop 1	
Drill 1	97	Part 1	128
Drill 2	98	Part 2	129
Activity	99	Part 3	130
Unit 7 Using the telephone		Dialogue	131
Text	100	Useful expressions	132
Workshop 1		Workshop 2	
Part 1	101	Part 1	132
Part 2	103	Part 2	133
Part 3	104	Part 3	135
		Drill 1	136
Dialogue	106	Drill 2	137
Useful expressions	107	Activity	137

	<i>Page</i>		<i>Page</i>
Unit 10 Travelling		Workshop 2	
Text	138	Part 1	171
Workshop 1		Part 2	173
Part 1	139	Part 3	174
Part 2	140	Drill 1	175
Part 3	140	Drill 2	175
		Activity	176
Dialogue	142		
Useful expressions	143		
Workshop 2		GLOSSARY OF BUSINESS TERMS	181
Part 1	143		
Part 2	144		
Part 3	145		
Drill 1	147		
Drill 2	147		
Activity	148		

Unit 11 Reporting	
Text	150
Workshop 1	
Part 1	151
Part 2	153
Part 3	154
Dialogue	156
Useful expressions	157
Workshop 2	
Part 1	157
Part 2	159
Part 3	160
Drill 1	161
Drill 2	162
Activity	162

Unit 12 Receiving visitors	
Text	165
Workshop 1	
Part 1	166
Part 2	168
Part 3	170
Dialogue	171
Useful expressions	171

Introduction

About the course

Career is a two part course for beginners and near beginners who need to learn English in the context of a modern business environment. The first book, *Prospects*, starts at beginner level and takes the learner to a pre-intermediate level. The second book, *Developments*, takes the learner on to an intermediate level. It is possible to use *Developments* without having studied *Prospects* with learners who already have a basic level of English. The syllabus has been designed so that by the end of *Prospects* learners will be at a level equivalent to the Council of Europe's 'Waystage', and at the end of *Developments* the 'Threshold Level' will have been reached. This Teacher's Book has been prepared to provide detailed guidance on the overall teaching approach of *Developments*, as well as step by step guidance for teaching each unit. Keys and tapescripts are also included. Use of the Teacher's Book for both *Prospects* and *Developments* should therefore be considered essential for the effective teaching of the course.

Cassettes containing the Dialogues and Drills for both *Prospects* and *Developments* are also available, and use of these components is highly recommended.

Career is designed both for learners who are preparing for a career in business, commerce or some other aspect of the modern professional world (such as administration), and for people who are already working in these fields but now need to acquire a basic ability in English which is relevant to their work. The course should therefore appeal to young adults aspiring towards a business career and to maturer learners who have experience of working in a business environment. Many 'business English' courses presuppose that the learner is already at, or will be reaching, middle or senior management level in a company. This assumption is not made in *Career*, which presents English being used in a wide range of job functions and levels of responsibility within a company.

The course is set in the offices of an international company, Sunco, which manufactures 'alternative technology' products such as solar heating panels and windmills for generating electricity (aerogenerators). A group of trainees from Sunco companies in different countries come to Sunco's head office in England to get first-hand experience of a wide range of functions in the company. By the end of *Prospects*, the trainees are able to take on more specific tasks within the organization, and these business and commercial tasks are focused on more closely in *Developments*. As well as showing the trainees' tasks, the course presents an overview of the work of the various departments in an international company.

It is not the aim of the course to present the highly-specific terminology of advanced business study or high-level business activity. The designers of the course feel that there is a great need for a course which teaches basic English within a context which will be attractive or familiar to people involved in business and commerce. The focus of the course and of the language presented is on social relationships and professional tasks within a company. Consequently, the language 'functions' included are those which might be found in any up-to-date course for adults – such as greeting, thanking, apologizing, requesting, explaining and so on. However, this course shifts the emphasis away from a domestic or purely social setting, such as can be found in 'general' English language courses, to an office environment where language is being used in order to carry out or explain certain tasks. Clearly, in such a context 'social' English is

still important and indeed figures prominently in *Career*. However, the shift in emphasis means that vocabulary and language functions are centred around the business world.

This emphasis does not mean that the teacher has to present a particularly large amount of specialized vocabulary or have a detailed knowledge of the business world. In *Developments*, the language functions, operations and vocabulary cover such areas as: making travel arrangements; making arrangements to see people; instructing and requesting; writing minutes of a meeting; interviewing; expressing approval/disapproval; placing an order; confirming and denying; completing a form; using a telephone directory; calculating telephone charges; checking a letter of credit; expressing concern; interpreting and reading information; booking a hotel; applying for an advance on travel expenses abroad; filling in an expenses form; estimating; filling in a disembarkation card; dictating a letter; receiving visitors, and so on. An alphabetical list of any business/specialized vocabulary items that could be new to students continuing on from *Prospects* is supplied at the end of the book together with definitions. Such words are also asterisked where they first appear in the individual vocabulary within each unit. The teacher can therefore check the definition of each asterisked word, if necessary, by looking in the alphabetical list at the end of the book.

Developments differs from *Prospects* in that it has a different framework within which language items are presented and practised. Each of the twelve units in *Developments* has a particular business operation as its central theme around which the linguistic, structural and functional input revolves. Unit 1, for example, deals with *Making arrangements*, Unit 2 with *Attending meetings*, and so on.

Because of the emphasis on communication, *Developments* requires an active approach on the part of the teacher and the learners. The presentation, practice and use of English in the classroom should take place in a way which is as relevant and meaningful as possible to learners' actual needs for English in their careers. The student's material is designed to reflect this aim, with much use of illustrations, charts and other 'realia' on which language practice can be based. But the course is not completely 'book-based', and this is why the Teacher's Book is so important. In each unit, the language to be covered is first presented in realistic text form and then as a dramatized dialogue, recorded on tape. Thus students are exposed to new items of language in a controlled and contextualized way. Those who already have some basic English will be reminded of the form and use of items they already know. Once the Dialogue has been presented (see notes below on the method for this), it is then up to the teacher to control the presentation and practice of the language items required in that unit. This is done by a mixture of teacher presentation and explanation along the lines recommended in the detailed *Notes on the Units* below, coupled with group and pair activities which lead *into* rather than *out of* the use of the Student's Book.

The idea is that students have language points presented in a 'communicative' way by the teacher, and have the chance to use and understand the language before proceeding to exercise work in the Student's Book. Each language item or group of related items presented in this way by the teacher is illustrated or summarized in the Student's Book, and there is material for an oral exercise (often carried out in groups or pairs) leading up to written practice of the item or items. Some of these exercises are oral only, and some written only.

Practical details of how to carry out this approach are set out below, in *Methodology* and in the detailed *Notes on the Units*. This brief description will, however, indicate the general characteristics of the teaching approach adopted in *Career*. To summarize:

- 1 An active 'communicative' approach to the introduction and practice of new language is used throughout.
- 2 The teacher needs to use the Teacher's Book extensively in order to carry out this approach.
- 3 Students first meet new language in the Texts and Dialogues, then proceed to classroom work on language points, consolidating and extending this work by means of the presentation and exercise material in the Student's Book.
- 4 This approach involves developing the four skills of listening, speaking, reading and writing in an integrated way.

Symbols used in this book

Throughout the Teacher's Book, a number of symbols are used to indicate which components of the course (Student's Book, Teacher's Book, Cassettes) should be used at any particular stage. These are set out here, and will be used from now on in this Introduction.

SB Student's Book

TB Teacher's Book

C Cassette

V Visual aid to be provided by the teacher

The convention ► *Drill 1/2* is used to mean that students may now proceed to the part indicated, for further practice on what has just been presented.

Structure of the course

The Student's Book consists of twelve units. Each unit follows the same pattern, which is:

Text
Text Comprehension
Workshop 1
Dialogue
Dialogue Comprehension
Workshop 2
Drills
Activity

Text

- SB** The Texts take the form of realia such as newspaper articles, a page from a diary, an agenda for a meeting etc. They provide an introduction to the unit, illustrate an aspect of the particular work operation to be covered and introduce some of the language to be studied.

- TB** The Teacher's Book describes the Focus of the Dialogues, stating what language operations are covered, and listing the new functional expressions, structural patterns and vocabulary. It also notes any particular points of method to be used in helping students understand the Text.

Text Comprehension

- SB** Comprehension questions are provided for each Text. They take a variety of forms, and are as communicative and task relevant as possible according to the nature of each particular Text.
- TB** Keys to the Text Comprehension are given in the Teacher's Book.

Workshop 1

- SB** There are three Parts to Workshop 1. Parts 1 and 2 deal with new structure items and Part 3 with a work operation of some kind. Each Part of the Workshop usually consists of the subsections:

Study

Say

Write

Sometimes there is more than one **Study** subsection, in which case these are labelled **Study A**, **Study B**, etc. Sometimes **Say** and **Write** may be combined into one subsection. Sometimes the order of **Say** and **Write** is reversed, and sometimes either **Say** or **Write** may not appear at all if it would be inappropriate for either to do so.

The **Study** section gives a presentation or summary of the language item(s) being studied. The **Say** and **Write** sections provide spoken and written exercise material for practising and consolidating the new language item(s).

- TB** Keys to the **Say** and **Write** sections for each Part are given in the Teacher's Book.

Dialogue

- SB C** The Dialogues are recorded on tape and printed in the Student's Book together with an illustration or illustrations. They are related thematically to the Texts, provide further illustration of the work operation being covered and introduce the remainder of the language to be studied in a given unit.

- TB** The Teacher's Book describes the Focus of the Dialogues, stating what language operations are covered, and listing the new functional expressions, structural patterns and vocabulary. It also notes any particular points of method to be used in helping students understand the Texts.

Dialogue Comprehension

- SB** Comprehension questions are provided for each Dialogue. They take a variety of forms and are as communicative and task relevant as possible.
- TB** Keys to the Comprehension are given in the Teacher's Book.

Useful expressions

- TB C** This component does not appear in the Student's Book. It is recorded on cassette, and the script is printed in the Teacher's Book. It consists of expressions from the Dialogues which might be of direct use to the student

(in terms of lexis, structure or function), broken down into a 'backchaining' technique for the student to practise intensively, paying attention to stress, intonation, pronunciation, weak forms etc.

Workshop 2

- SB** There are three Parts to Workshop 2. Part 1 deals with the remaining structural item(s) in the unit, Part 2 with a language function and Part 3 with a work operation of some kind. For information on the **Study, Say, Write** format of each Part see the relevant section under Workshop 1 above.

Drills

- SB C** There are two Drills in each unit. One is primarily structural in emphasis and one primarily functional. Drill 1 provides further practice for a structural item or items introduced earlier in the unit. Drill 2 does the same for the functional item(s) and, where possible, also practises further structural items covered. The Drills may be done in a block after Workshops 1 and 2 have been completed or one by one after the relevant Workshop Part(s). The symbol ► *Drill 1/2* is used in the Teacher's Book to direct the teacher from a particular Workshop Part to the relevant Drill if immediate further practice is required. Prompts and visuals and examples are provided in the Student's Book.

- TB** Notes on any new vocabulary or other points are given where necessary, and a complete tapescript is provided for each Drill in the Teacher's Book.

Activity

- SB** This section provides an opportunity for students to use the language they have been studying more freely in a work-related context of some type. Basic information about the Activity is given in the Student's Book, often with the necessary visuals, etc., although sometimes vital information occurs in the Teacher's Book. When this happens it is to prevent students from having access to information they should not *all* see for the purpose of the Activity.

- TB** Further notes on the Activity are given in the Teacher's Book. Sometimes, as mentioned above, other pieces of information are included which are central to the Activity and which the teacher will need to pass on in various ways to the students.

Methodology

The following notes are meant to provide overall guidance in using the material. Detailed notes on handling individual unit components are given in *Notes on the Units*, but where a standardized technique can be suggested for all components throughout the course, this is described here.

Text

- TB** 1 If you wish, present and explain any new expressions from the Text notes in the Teacher's Book which you think may cause your students particular difficulties.
- SB** 2 Read the whole of the Text to the class to provide them with an accurate pronunciation model. Where the Text takes the form of e.g. a bill of lading, application form etc., either
- simply read out the items in the order they appear, or
 - link the items where appropriate with your own words and where necessary interpret abbreviations etc.
- When you are confident that students can pronounce all the words acceptably give them time to study the Text quietly on their own.
- 3 Ask students to read out the Text section by section and deal with language problems, questions regarding content etc.
- 4 Ask students general questions on the Text before proceeding to the more specific questions contained in the Text Comprehension section.

Text Comprehension

- SB TB** This section may be done by students in class, either individually or in groups, with the teacher checking individually or together; or students may complete the section as an out-of-class activity.

Workshops

- TB** The language in each Part of Workshops 1 and 2 should be presented and practised by means of the detailed procedures described in *Notes on the Units*. (In a few cases, however, this is not necessary, and the teacher is told to go directly to using the material in the Student's Book.) When the classroom procedures for a Workshop Part have been carried out, students should open their books at the appropriate page (indicated in the Teacher's Book).
- SB TB** The Study section of each Part provides a record of the language item(s) which have been presented by the teacher and practised by the class. These are often contextualized by illustrations (including cartoons and realia), and the language structure is highlighted in either boxes or bold type in the printed examples. The following uses may be made of this component:
- If the language items have been thoroughly presented and practised in class before looking at the Student's Book, the material in Study will provide a written and visual record, for use when carrying out Say and Write. Allow students time to study it for themselves, and to ask for any clarification if necessary.
 - If students still need clarification of a language item presented in class, or need further practice in use of a tense or structure, the Study section will help. Allow students to study it thoroughly for themselves. Use the examples and illustrations to clarify points individual students may not have grasped.

- (c) If students already have a passive knowledge of a particular language point, it may not be necessary to follow all the detailed presentation and practice of the *Notes on the Units* for that Part. Instead, turn straight to the Student's Book and let students look at **Study**. Answer any questions and carry out some quick checks to establish their grasp of the point (e.g. by asking them to provide similar examples).

Instructions for **Say** sections are clearly given in the rubrics. It may be necessary to give students help in understanding these, as the language is not as closely controlled as it is in the teaching points. It is usually necessary to designate pairs of students A and B, or groups A, B, C, D etc., before the exercise is started. Point to pairs or groups of students, who should produce the utterances required for each item, according to the model given. Get each pair/group to practise first of all with the example given, so that they understand what is required and have a chance to practise the forms of the utterances. When you are satisfied that the students can work effectively in pairs or groups you can also allow them to work simultaneously and move from pair to pair or group to group monitoring them. If a common problem becomes apparent stop the pair/group work temporarily and give the relevant guidance to the whole class. Vary the composition of the pairs and groups so that students have the opportunity to interact on as broad a level as possible and do not become bored by always having the same partner(s).

The **Write** sections may be left for students to do out-of-class. If there is time, however, and the class is in need of careful guidance, they may be done as a class activity. Students can do them individually, or help each other in pairs or groups, or the teacher may write the answers on the board, having elicited them from individuals or the whole class.

TB Keys to **Say** and **Write** are given in the Teacher's Book.

Dialogue

- TB** 1 If you wish, present and explain any new expressions from the Dialogue notes in the Teacher's Book which you think may cause your students particular difficulties.
- C** 2 Play the Dialogue through without stopping, with Student's Book closed. Ask a few simple questions to establish basic comprehension of, e.g. characters, situation.
- SB C** 3 Students open their books and look at the illustration. Play the Dialogue again, letting students look at the printed text. Ask some more simple questions.
- SB C** 4 Play the Dialogue again, stopping to ask check questions or to clarify points where necessary. Allow students to ask you to stop the tape for clarification if you wish.
- C** 5 (Optional) Students close their books. Play the tape, stopping from time to time and asking students to supply the words that come next.
- SB C** 6 When students are familiar with the Dialogue and understand it fully, get individuals/pairs/groups to repeat lines from it, after you or after the tape.
- SB** 7 Call on groups of students to 'perform' the Dialogue, from their books. This can be done by groups simultaneously to increase student speaking time. Pronunciation should still be monitored as much as possible using this method of simultaneous pair/group work, although students should have received plenty of pronunciation practice if point 6 is carried out fully.

Dialogue Comprehension

SB TB

This section may be done by students in class, either individually or in groups, with the teacher checking individually or together; or where appropriate students may complete the section as an out-of-class activity. The questions may apply both to the Dialogue and to the accompanying visuals.

Useful expressions

TB C

This component is designed to be done by students working at their own pace with the cassette, either in the language laboratory or at home.

Drills

TB SB C

These are designed to be carried out in an audio active-comparative language laboratory. It may be advisable to study the examples and introduction to each Drill with students before they start work on it. Give help if they do not understand any of the techniques. Explain any new vocabulary listed in the Teacher's Book for the Drill. Some students may be able to start on the Drill and work through it immediately; others may prefer to listen to the whole Drill once before starting to make the utterances. The Drills are three phase.

It should be pointed out that the intention of the Drills, as of the exercises, is to allow students to make meaningful, rather than mechanical and purely structural, utterances. It is therefore recommended that students first have a chance to understand completely what is required of them from a drill or exercise. Then, when they make their utterances or responses, these will be as meaningful as possible the first time round. Any practice on improving the finer points of their utterances after this is bound to become more mechanical and consequently less realistic.

Activity

TB SB

This is classroom-based, and the material in the Student's Book, supplemented by information in the Teacher's Book, gives the details necessary for the Activity in each unit.

The procedure for each Activity should be studied most carefully in the Teacher's and Student's books before beginning, as it varies from Activity to Activity. However, the following general points may be helpful:

- 1 It is *essential* that sufficient time to the preparation phase. The success of the Activity depends very much on thorough preparation, both by the teacher and by the class. Give any help your students may need during this stage.
- 2 Make sure that each student fully understands
 - (a) the background situation to the Activity
 - (b) his particular role in the Activity.
- 3 Check that as far as possible all predictable new vocabulary is known and can be pronounced correctly before the Activity starts.
- 4 During preparation check that any writing done is in note form and not in longhand that would simply be read aloud.
- 5 If, during the Activity proper, one group (e.g. Group A) ought not to be present while other groups interact, arrange in advance for another room to be available for Group A to continue their own preparation until their turn comes. If this is not possible situate Group A as far away from the other groups as possible and make sure they are occupied with their own preparation rather than listening to other groups. Decide, according to each Activity, whether you are ideally going to need

another room or not and, if so, at what point.

- 6 When students take the roles of fictional people, make sure they print their names and occupations clearly on a large piece of paper so that everybody knows who they are talking to, e.g.

MR DELGADO
(ASSISTANT SALES MANAGER SUNCO)

- 7 If you intend to tape-record the Activity proper and play it back to your students, try to set up the microphone, test for sound etc., *before* the students come into class so that they are not unnecessarily disturbed or made self-conscious. If students have never heard their voices on tape before it may be worth spending some time in advance (part of another period) simply letting them experiment so that they lose any inhibitions when the activity proper starts.
- 8 Your role during the Activity proper should be simply to sit and listen (unless a prompt of some kind is required to keep conversation/discussion flowing) and to note down any errors. It might prove helpful to use a sheet or sheets of paper, with headings as below, to note down students' errors.

Specimen error check list

1 STRUCTURE	1) 'He <i>has</i> finished <i>yesterday</i> ' (Past vs. Pres. Perfect) etc.
2 APPROPRIACY	1) 'Let's stop now' (Too informal – replace with e.g. 'Well, gentlemen, I think that concludes our meeting') etc.
3 LEXIS	1) 'the sales we want' (= target sales) etc.
4 PRONUNCIATION	1) /v/aybill (= /w/aybill) 2) interE sting (= /intrəstɪŋ/) etc.

Do not discuss any errors until the Activity proper is over and a complete list compiled. When you do deal with the errors try to recreate the situations that led up to the desired language so that the student is aware of the context of his mistake and corrects it in context with your help and with the help of the other members of the class.

- 9 Finally, check that the oral part of the Activity is always followed up *as soon as possible* by the written work suggested (e.g. reports etc.) so that all relevant information is retained freshly in the minds of the students and not forgotten after too long a time lapse.

Abbreviations

The following abbreviations for grammatical terms are used in the Teacher's Book.

adj.	adjective	neg.	negative
adv.	adverb	n.	noun
aff.	affirmative	pl.	plural
Am.E	American English	prep.	preposition
auxil.	auxiliary	sing.	singular
interrog.	interrogative	v.	verb

Key to phonetic symbols

Vowels and diphthongs

i:	as in	see/si:/	ɜ:	as in	fur/fɜ:(r)/
ɪ	as in	sit/sɪt/	ə	as in	ago/ə'gəʊ/
e	as in	ten/ten/	eɪ	as in	page/peɪdʒ/
æ	as in	hat/hæt/	əʊ	as in	home/həʊm/
ɑ:	as in	arm/ɑ:m/	aɪ	as in	five/faɪv/
ɒ	as in	got/gɒt/	aʊ	as in	now/nəʊ/
ɔ:	as in	saw/sɔ:/	ɔɪ	as in	join/dʒɔɪn/
ʊ	as in	put/pʊt/	ɪə	as in	near/nɪə(r)/
u:	as in	too/tu:/	eə	as in	hair/heə(r)/
ʌ	as in	cup/kʌp/	ʊə	as in	pure/pjʊə(r)/

Consonants

p	as in	pen/pen/	s	as in	so/səʊ/
b	as in	bad/bæd/	z	as in	zoo/zu:/
t	as in	tea/ti:/	ʃ	as in	she/ʃi:/
d	as in	did/dɪd/	ʒ	as in	vision/'vɪʒn/
k	as in	cat/kæt/	h	as in	how/haʊ/
g	as in	got/gɒt/	m	as in	man/mæn/
tʃ	as in	chin/tʃɪn/	n	as in	no/nəʊ/
dʒ	as in	June/dʒu:n/	ŋ	as in	sing/sɪŋ/
f	as in	fall/fɔ:l/	l	as in	leg/leg/
v	as in	voice/vɔɪs/	r	as in	red/red/
θ	as in	thin/θɪn/	j	as in	yes/jes/
ð	as in	then/ðen/	w	as in	wet/wet/