How many hours?

/how/

How to make the sound /h/

- Look at the diagram. Listen and say the sound. The air comes through a small gap at the back of the mouth. There is no voicing. Target sound: /hə/

Sound and spelling

- /h/ is usually spelled h, but it is spelled wh in a few words. Listen and say these words.
  - hat here help hot how behind
  - wh who whose whole

- A few words begin with a silent letter h. Listen and say these words.
  - hour honest

- Listen and say these sentences.

1. Hi, hello, how are you?
2. Whose hat is this?
3. It's hot in here.
4. We had a whole month's holiday.
5. Can you help me for half an hour?
6. Who's who?

Sometimes you don't hear an /h/ sound at the beginning of he, him, her, hers, his, had, have, has. (See Units 37–40.) Listen.

1. Is he there?
2. Have you seen him?
3. Has he got time?
4. Do you know her?
5. He went to visit his family.
Exercises

20.1 Write these words.

**EXAMPLE**

1 /hed/  ____________
2 /hæt/  ____________
3 /hæv/  ____________
4 /hætʃ/  ____________
5 /hæv/  ____________
6 /hæv/  ____________

Listen to check your answers. Check with the Key. Then listen and repeat.

20.2 Listen and complete the dialogue.

A: Excuse me, can you tell me how to get to the castle?
B: Yes. Go past the _______ and the _______, then there’s a road _______. You go up a _______ , and the castle’s at the top.
A: Thanks for your _______!

Check with the Key. Then listen and repeat.

20.3 Complete the titles of the pictures using these words.

half  hand  home  perhaps  who  happy  happen  hours  helping  how

hi  house  holiday  how  history

1 A ____________
2 A ____________
3 ____________ many

4 ____________ ?
5 ____________ a
6 ____________ did it
7 ____________ !

Listen to check your answers. Check with the Key. Then listen and repeat.

20.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 Sound pairs for further practice.

1 hear / ear (≈ sound pair 37)
2 high / eye (≈ sound pair 37)
Some words have two different pronunciations – a strong form and a weak form. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Most pronouns have strong and weak forms.

<table>
<thead>
<tr>
<th></th>
<th>weak</th>
<th>strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>/jʊ/</td>
<td>/ju:/</td>
</tr>
<tr>
<td>me</td>
<td>/mi/</td>
<td>/mi:/</td>
</tr>
<tr>
<td>he</td>
<td>/i/</td>
<td>/hɪ/</td>
</tr>
<tr>
<td>she</td>
<td>/ʃi/</td>
<td>/ʃi:/</td>
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<tr>
<td>us</td>
<td>/əs/</td>
<td>/əs/</td>
</tr>
<tr>
<td>them</td>
<td>/ðem/</td>
<td>/ðem/</td>
</tr>
</tbody>
</table>

* The r at the end of *her* is pronounced before a vowel (see Unit 22).

Give her a chance.

Listen to the difference, and repeat.

A: Will you be at the meeting on Friday? (*you* is weak)
B: Yes. Will you be there? (*you* is strong)

Can you help me carry this suitcase? (*me* is weak)

Hey, wait for me! (*me* is strong)

A: Is he there? (*he* is weak)
B: Who?
A: The boss.
B: No. Everybody else is working, but he’s gone home! (*he* is strong)

A: She doesn’t smoke or drink! (*she* is strong)
B: Ah, that’s what she told you! (*she* is weak)

A: Look – it’s him! (*him* is strong)
B: Where? I can’t see him. (*him* is weak)

A: Do you know that woman?
B: Her? No, I don’t recognise her. (*first her* is strong, second *her* is weak)

A: I’m afraid we can’t stay any longer. (*we* is weak)
B: What do you mean, ‘we’? I’ve got plenty of time. (*we* is strong)

A: They told us to go this way. (*us* is weak)
B: Well, they didn’t tell us! (*us* is strong)

When I said, ‘Give them a drink’ I didn’t mean them, I meant the people. (*first them* is weak, second *them* is strong)
Exercises

37.1 Listen and mark the underlined words w (weak) or s (strong).

1 A: Are you going to talk to him? B: No, I think he should talk to me first.
2 A: Shall I phone her? B: Yes, I think you should.
3 A: You see those people over there? Do you know them? B: I know her, but I don’t know him.
4 A: What are you going to give him? B: I think I’ll give him a shirt. What about you?
5 Let him come in and ask him what he wants.
6 She says she’ll bring her money tomorrow.
7 I’m tired … shall we go now?
8 Everybody’s leaving. What about us? Shall we go, too?
9 Tell us when you’re ready.
10 A: Who broke that window? B: He did! C: No, I didn’t, she did!

Check with the Key. Then listen again and repeat.

37.2 Listen and complete the sentences.

EXAMPLE

What did she say?

1 What think about it?
2 Where tonight?
3 ready now.
4 Where ?
5 come in.
6 feeling all right?
7 Tell .
8 I phone number but not .

Check with the Key. Then listen again and repeat.

37.3 Listen and repeat this poem. Be careful to speak with the correct rhythm. Stress the words in bold, and use weak forms of the pronouns between them.

Comings and goings

| What did she say? | send her away send her a chance
| Give us a dance Give us a drink
| What do you think? Ask them to wait
| Tell them it’s late
| What shall we do? Tell me, what do you say? | wait here for you? Please don’t delay
| Shall we wait here for you? Please don’t delay
| Tell me, what do you say? |