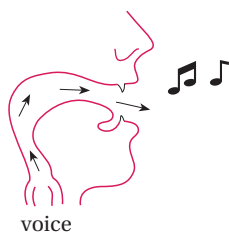


# Section A

## Vowels



Use your voice to make all vowels.

### Making English sounds

#### short vowels

(make a short sound)

/ɪ/ (ship)

/e/ (pen)

/ʊ/ (book)

/æ/ (man)

/ʌ/ (cup)

/ɒ/ (clock)

/ə/ (camera)

#### long vowels

(make a long sound)

/ɔː/ (ball)

/uː/ (boot)

/iː/ (sheep)

/ɑː/ (heart)

/ɜː/ (girl)

#### diphthongs

(two vowel sounds)

/əʊ/ (phone)

/ɪə/ (year)

/ɔɪ/ (boy)

/aʊ/ (house)

/eɪ/ (male)

/aɪ/ (fine)

/eə/ (chair)

**2 Vowels**



1 Spot the different sound.

**EXAMPLE** /ə/ /e/ /ʊ/ /eə/ /ɪ/

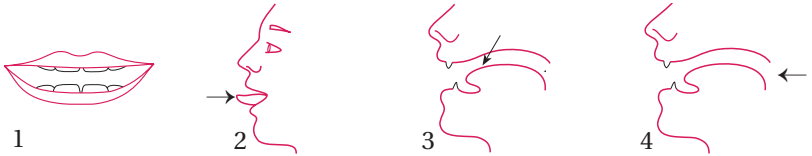
*Answer:* The fourth sound is a diphthong. All the others are short vowels.

1 /əʊ/ /ʊ/ /ʌ/ /ə/ /ɔ/    2 /ɔɪ/ /e/ /ɪə/ /aɪ/ /aʊ/    3 /ɒ/ /i:/ /ɔ:/ /ɑ:/ /ɜ:/



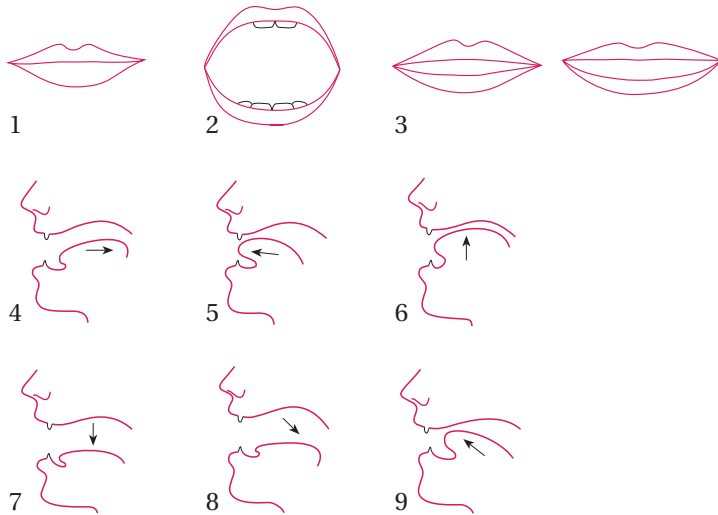
2 Match these words with the pictures below.

- a the back of the tongue
- b the lips
- c the tip of the tongue
- d the front of the tongue



3 Match the pictures (1–9) in A with the instructions (a–i) in B.


A



B

- a) Open your mouth.
- b) Close your mouth.
- c) Put your tongue forward.
- d) Open your mouth a little. Then open mouth a little more.
- e) Put your tongue back.
- f) Put your tongue down.
- g) Put your tongue up.
- h) Put your tongue forward and up. Practise /i:/: eat, easy, he, she, we.
- i) Put your tongue down and back. Practise /ɑ:/: ask, are, arm, car.

## UNIT 1 /i:/ sheep

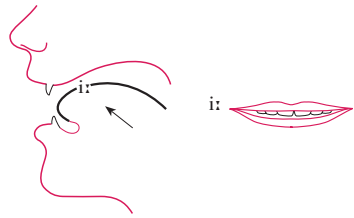
- Do you like your **tea** sweet?   
 – Yes. **Three** sugars, please.



### 1 Target sound /i:/



Open your mouth very little to make the target sound i:. /i:/ is a long sound. Listen and repeat: /i:/.



### 2 Sound /i:/



#### sheep

Look out for that sheep.

#### leak

Stop it leaking!



#### cheeks

What lovely cheeks!

#### peel

This peel's got vitamin C in it.



#### bean

Throw out that bean.

#### leave

He's going to leave.



### Sound /i:/ words



a Listen and repeat the words.

### Sound /i:/ sentences



b Listen to the sentences.



c Sentence stress

Notice that the most important words for the meaning of a sentence are pronounced more **LOUD**ly and s l o w ly .

The less important words are said more quietly and quickly.

Listen to the sentences again and this time look at the underlined syllables below. Notice that they are louder and slower.

Look out for that sheep.

Stop it leaking!

What lovely cheeks!

This peel's got vitamin C in it.

Throw out that bean.


He's going to leave.



d Listen again and repeat the sentences.

**4** UNIT 1 /i:/ sheep

### 3 Dialogue

-  a First practise the sound /i:/ in some of the words from this unit. Read the words aloud or visit the website to practise.

One-syllable words: cheese beef tea eat meal  
 three cheap please me


Two-syllable words: **Peter** **people** Edam **evening**  
 Eastfield **biscuit** **cheesecake**

(The stress is always on the first syllable.)

Two-syllable words: **Janine** **repeat**

(The stress is always on the second syllable.)

Note on word stress: **bold** is used here to show you which part of the word is strongly stressed, i.e. which syllable is pronounced more **LOUDly** and **slowly** than the other(s). Word stress doesn't usually change, except in some longer words with stress near the end. (See **4c** and **4d**.)

-  b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–10) with the correct words from the box.

cheese Peter eat please tea beef three me teas beef
--

#### In a café: 'It's cheaper to eat at Marguerite's'

CHRISTINA: What would you like to eat, 1 \_\_\_\_\_? The cheese sandwiches are the cheapest.

PETER: Er ... mmm ... oh, a 2 \_\_\_\_\_ sandwich, please, Christina.

CHRISTINA: Cheese ... mmm ... Janine? Would you like a 3 \_\_\_\_\_ sandwich or a cheese sandwich?

JANINE: A cheese sandwich, 4 \_\_\_\_\_.

PETER: What about you, Christina? Would you like cheese or 5 \_\_\_\_\_?



WAITRESS: Are you all ready to order? What would you like to 6 \_\_\_\_\_?

CHRISTINA: Er, we'll have one beef sandwich, two cheese sandwiches and, mmm, 7 \_\_\_\_\_ for me.

JANINE: Tea for 8 \_\_\_\_\_ too, please.

PETER: Yes, make that three 9 \_\_\_\_\_, please.

WAITRESS: (*writing down the order*) One beef sandwich, two cheese sandwiches and 10 \_\_\_\_\_ teas.

-   c Listen to the dialogue again to check your answers. Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

## 4 Intonation of questions with 'or'

Intonation is the voice going up or down.

This movement up or down begins on the most important word in a phrase or sentence.

In questions with 'or' the intonation usually goes down at the end.



a Listen and repeat.

Would you like veal or beef?

Would you like coffee or tea?

Would you like coffee, tea or milk?



b Role play

Use the menu to practise a conversation in a group of four or five. You are in a restaurant. Take turns to be the waiter. Ask each other questions, e.g. *Would you like ... or ...?* Then one person gives the order to the waiter, who repeats the order to check it. If possible, also practise using other menus. If it is an expensive restaurant, the waiter or waitress can be more formal, saying *Good evening* before asking for the order.

EASTFIELD RESTAURANT	
<b>MENU</b>	
<i>Soup</i>	
leek soup OR pea soup	
<i>Meat</i>	
veal OR beef	
<i>Vegetables</i>	
beans OR peas	
<i>Sweets</i>	
cheesecake OR ice cream OR peaches	
<i>Drinks</i>	
coffee OR tea	
<i>Biscuits and Cheese</i>	
Edam cheese OR Brie	

**6** UNIT 1 /i:/ sheep



**c** Word stress – nationalities ending in ‘ese’

As you listen to the sentences about these nationalities, draw a line connecting the country and nationality in the two lists below.

Countries	Nationalities (Note the stress on the last syllable.)
China	Vietnamese
Bali	Maltese
Malta	Balinese
Portugal	Japanese
Lebanon	Chinese
Japan	Nepalese
Nepal	Lebanese
Vietnam	Portuguese



**d** Moving stress

The stress of these ‘ese’ nationalities changes if the next word is strongly stressed. So we say, *This beef is Japanese* but, *It's Japanese beef*.

Listen and respond, like the example.

**EXAMPLE** Is this bread from Beirut?

*Response:* Yes, it's Lebanese. It's Lebanese bread.

## 5 Spelling



Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /i:/.

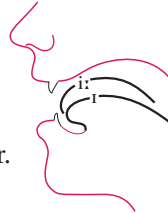
## UNIT 2 /ɪ/ ship

- What about **this fish**? Can I eat **it**?
- Yes. Eat **it**.
- What about **this cheese**? Can I eat **it**?
- No, don't eat **it**. **It's six weeks out of date.**



### 1 Target sound /ɪ/



- A12a a** First practise the sound /i:/ (see page 3). Listen and repeat.
- A12b b** Open your mouth a *little* more to make the target sound /ɪ/. Listen and repeat.
- A12c c** Listen and repeat both sounds together. /i:/ is long. /ɪ/ is short.






### 2 Minimal pairs


	Sound 1 /i:/	Sound 2 /ɪ/	
	<b>sheep</b> Look out for that sheep.	<b>ship</b> Look out for that ship.	
	<b>leak</b> Stop it leaking!	<b>lick</b> Stop it licking!	
	<b>cheeks</b> What lovely cheeks.	<b>chicks</b> What lovely chicks.	
	<b>peel</b> This peel's got vitamin C in it.	<b>pill</b> This pill's got vitamin C in it.	
	<b>bean</b> Throw out that bean.	<b>bin</b> Throw out that bin.	
	<b>leave</b> He's going to leave.	<b>live</b> He's going to live.	


**8 UNIT 2** /ɪ/ ship**Minimal pair words**

-  **A13a a** Listen and repeat the words.
-  **A13b b** You will hear five words from each minimal pair. For each word, write *1* for /i:/ (sound 1) or *2* for /ɪ/ (sound 2).
- EXAMPLE** Pair 1: 1, 2, 2, 2, 2

**Minimal pair sentences**


-  **A14a c** Listen to the minimal pair sentences.
-  **A14b d** Listen to six of the sentences and write *1* for /i:/ (sound 1) or *2* for /ɪ/ (sound 2).
-  **e Sentence stress**
- The most important words in a sentence are strongly stressed. They are pronounced **LOUDER** and **s l o w e r**. Look at these examples from the minimal pair sentences. (In the brackets on the right, the big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.)
- Pair 1: OUT ... SHIP      Look OUT for that SHIP! (oOooO)
- Pair 2: STOP ... LEAK      STOP it LEAKing. (OoOo)
- Pair 3: LOVE ... CHICKS      What LOVEly CHICKS! (oOoO)
- Pair 4: PILL'S ... C      This PILL'S got vitamin C in it. (oOooooOoo)

-  **A14a** Listen to the minimal pair sentences again and underline the strongly stressed words in each sentence (on page 7).

-  **A15 f** Tick the words a) or b) that you hear in the sentences.

- |             |                          |           |                          |
|-------------|--------------------------|-----------|--------------------------|
| 1 a) sheep  | <input type="checkbox"/> | b) ship   | <input type="checkbox"/> |
| 2 a) bean   | <input type="checkbox"/> | b) bin    | <input type="checkbox"/> |
| 3 a) cheeks | <input type="checkbox"/> | b) chicks | <input type="checkbox"/> |
| 4 a) cheap  | <input type="checkbox"/> | b) chip   | <input type="checkbox"/> |
| 5 a) heel   | <input type="checkbox"/> | b) hill   | <input type="checkbox"/> |
| 6 a) peel   | <input type="checkbox"/> | b) pill   | <input type="checkbox"/> |

**3 Dialogue**


-  **a** First practise the sound /ɪ/ in some of the words from the dialogue. Read the words aloud or visit the website to practise.

One-syllable words: film ill miss kids quick Kim Bill

Two-syllable words: (1st syllable) cricket tickets children  
minutes quickly listen pity  
(2nd syllable) begins

Three-syllable words: (1st syllable) history festival cinema  
interesting prize-winning Africa  
(2nd syllable) gymnastics olympic excited  
beginning terrific gorilla  
(3rd syllable) chimpanzee




-  **b** Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–8) with the correct three-syllable words from the list in **3a**.

### Three interesting films

- BILL: Good evening, Mrs Lee.
- GINA: Is Kim in?
- BILL: Is he coming to the cinema, Mrs Lee? It's the Children's Film 1\_\_\_\_\_ .
- MRS LEE: Kim's ill.
- BILL: Here he is!
- GINA: Hi, Kim!
- KIM: Hi, Gina! Hi, Bill!
- BILL: Kim, we've got these three free tickets to see three 2\_\_\_\_\_ films for children!
- MRS LEE: Listen, Kim ...
- KIM: Is it 3\_\_\_\_\_ ?
- GINA: We think it is. First there's a short film about gorillas and 4\_\_\_\_\_ in Africa, and ...
- BILL: ... then the next film is about the six best Olympic 5\_\_\_\_\_ competitions, and then ...
- GINA: ... then it's the big film – *The* 6\_\_\_\_\_ *of English Cricket*.
- KIM: Cricket!
- BILL: It's a 7\_\_\_\_\_ film.
- MRS LEE: If you're ill, Kim ...
- GINA: It would be a pity to miss it.
- MRS LEE: Now listen, you kids ...
- BILL: And it begins in fifty minutes.
- MRS LEE: KIM!
- KIM: Quick! Or we'll miss the 8\_\_\_\_\_ of the gorilla film!



-  **c** Listen to the dialogue again to check your answers. Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.



- d** Perform the dialogue in a group of four and, if possible, record your voices. In your group, first practise speaking with feeling. Mrs Lee is getting more and more angry. The others are getting more and more excited. In English, if you get more angry, you usually speak more loudly. if you get more excited, you usually speak more quickly.

**10** UNIT 2 /ɪ/ ship

## 4 Numbers

 **a** Word stress

Stressed syllables are in **bold**. Listen and repeat.

<b>three</b>	thirteen	<b>thirty</b>	3	13	30
<b>four</b>	<b>fourteen</b>	<b>forty</b>	4	14	40
<b>five</b>	<b>fifteen</b>	<b>fifty</b>	5	15	50
<b>six</b>	<b>sixteen</b>	<b>sixty</b>	6	16	60
<b>seven</b>	<b>seventeen</b>	<b>seventy</b>	7	17	70
<b>eight</b>	<b>eighteen</b>	<b>eighty</b>	8	18	80
<b>nine</b>	<b>nineteen</b>	<b>ninety</b>	9	19	90

**b** Moving stress

The stress in these 'teen' numbers is different when we are counting.

**thirteen**, **fourteen**, **fifteen**, **sixteen**, **seventeen**, etc.

**c** Other moving stress

The stress in these 'teen' numbers is also different when there is a strong stress in the next word.

Tim lives at number **fifteen**.

Tim lives at number **fifteen** Green Street.



Practise giving As reply in the conversations you hear, like the example.

**Example**

A: The dentist is at **seventeen** Mill Street.

B: **Seventy**?

A: **No**, not **seventy** – **seventeen**.



**d** Mini Bingo game

Play in a group of 3–5. One person calls out the numbers from **4a** but in a random order. (Take turns to call the numbers.) The others each choose one of the boxes A, B, C or D below. Listen to the numbers and if a number is in your box, cover it with a small piece of paper. When all the numbers in your box are covered, you are the winner and you shout, BINGO!

A			B			C			D		
13	3	80	60	4	16	5	15	16	60	6	15
7	19	50	40	30	13	70	90	3	8	14	17
17	90	8	70	5	90	40	7	18	9	90	80



Self study student: first make a recording, saying clearly all the numbers from **4a** but in a random order. Then listen and play as many boxes as you can simultaneously.

## 5 Spelling



Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /ɪ/.