

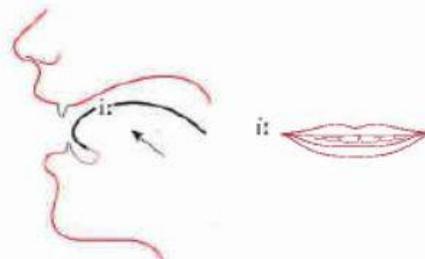
# UNIT 1 /i:/ sheep

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



## 1 Target sound /i:/

- A5 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

- A6 a Listen and repeat the words.

### Sound /i:/ sentences

- A7 b Listen to the sentences.

- A7 c Sentence stress

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

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.

- A7 d Listen again and repeat the sentences.

## 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 **LOUD**ly and **s l o w**ly 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.

**A9 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	

## UNIT 1 /i:/ sheep

### A10 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

### A11 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:/.