UNIT 6 /ɑ:/ heart

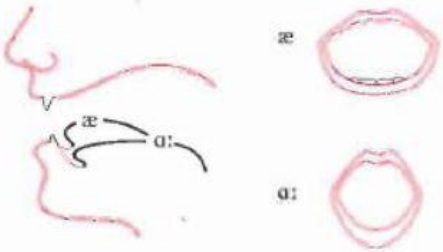
- Marvellous cars, aren't they?
- Wonderful ... fantastic ... so fast ...
- They are ... they are ...

1 Target sound /ɑ:/

A43a a First practise the sound /æ/ (see page 15). Listen and repeat.

A43b b Put your tongue further back and down to make the longer target sound /ɑ:/. Listen and repeat.

A43c c Listen and repeat both sounds together. /æ/ is short. /ɑ:/ is long.



2 Minimal pairs A

	Sound 1 /æ/	Sound 2 /ɑ:/	
	cap What a lovely cap!	**carp** What a lovely carp!	
	hat He touched his hat.	**heart** He touched his heart.	
	cat It's a farm cat.	**cart** It's a farm cart.	
	ban There's a ban on it.	**barn** There's a barn on it.	
	pack I'll pack the car.	**park** I'll park the car.	

Minimal pair words

A44a a Listen and repeat the words.

A44b b You will hear five words from each minimal pair. For each word write *1* for /æ/ (sound 1) or *2* for /ɑ:/ (sound 2).

EXAMPLE Pair 1: 2, 1, 1, 2, 2

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Minimal pair sentences

A45a **c** Listen to the minimal pair sentences.

A45b **d** Listen to five of the sentences and write *1* for /æ/ (sound 1) or *2* for /ɑ:/ (sound 2).

A45a **e** Sentence stress

In English sentences, the important words have a strongly stressed syllable that is LOUDer and s l o w er. The unstressed syllables are quieter and quicker. This gives English its rhythm.

Listen to the minimal pair sentences again and underline the sentence stress (on page 23).

EXAMPLE What a lovely carp!

Minimal pairs B

	Sound 1 /ʌ/	**Sound 2** /ɑ:/	
	cup What a beautiful cup!	**carp** What a beautiful carp!	
	hut There's a problem with my hut.	**heart** There's a problem with my heart.	
	cut He covered his cut.	**cart** He covered his cart.	
	bun What's in that bun?	**barn** What's in that barn?	
	come 'Come down,' she said.	**calm** 'Calm down,' she said.	

Minimal pair words

A46a **a** Listen and repeat the words.

A46b **b** You will hear five words from each minimal pair. For each word write *1* for /e/ (sound 1) or *2* for /æ/ (sound 2).

EXAMPLE Pair 1: 1, 2, 1, 2, 2

Minimal pair sentences

A47a **c** Listen to the minimal pair sentences.

A47b **d** Listen to five of the sentences and write *1* for /ʌ/ (sound 1) or *2* for /ɑ:/ (sound 2).

A47a **e** Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (above).

EXAMPLE What's in that bun?

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A48 f Tick the words a), b) or c) that you hear in the sentences.

1 a) hat	☐	b) hut	☐	c) heart	☐
2 a) cat	☐	b) cut	☐	c) cart	☐
3 a) cap	☐	b) cup	☐	c) carp	☐
4 a) bun	☐	b) barn	☐		
5 a) come	☐	b) calm	☐		
6 a) Patty's	☐	b) parties	☐		

3 Dialogue

a First practise the sound /ɑ:/ in some of the names in the dialogue. Read the names aloud or visit the website to practise. Remember that when we say both the first and last names, the last name has the strongest stress.

It's Tara. It's Tara Darling.

Bart Jackson **Margaret** **Markus Marsh** **Alana**

The sound /ɑ:/ is also in some of the words in your instructions.
example **answer** the **target** sound the **mask** the **last** name

A49 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–5) with the correct adjectives from the box.

marvellous	attractive	fantastic	fabulous	smart

At a party

(Margaret and Alana are at the bar. People are laughing in the garden.)

ALANA: What a 1_____ party this is! I'm having so much fun, Margaret.

MARGARET: Where's your glass, Alana?

ALANA: Here you are. Thanks. That's enough.

MARTIN: Alana! Margaret! Come into the garden. Tara Darling and Markus Marsh are dancing on the grass.

MARGARET: In the dark?

MARTIN: They're dancing under the stars.

ALANA: 2_____ ! And Bart Jackson is playing his guitar.

MARGARET: Just look at Tara! She can't dance but she looks very 3_____ .

MARTIN: Look at Markus. What a 4_____ dancer!

ALANA: What an 5_____ couple they are! Let's take a photograph of them.

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A49 c Listen to the dialogue to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation in exclamations

We often show the feeling of surprise in an exclamation where the intonation goes a long way up and then down.

A50 a Listen and repeat.

What a fast car!

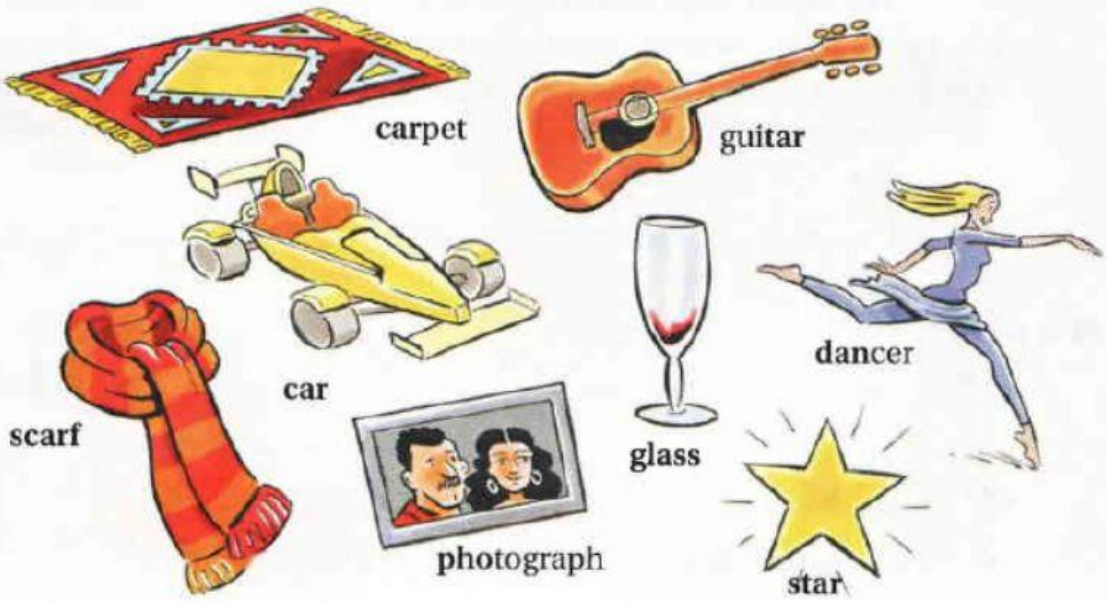
What a funny dancer!

What a marvellous photograph!

What a fantastic guitar!

b Use these words to make exclamations about the pictures.

dark dirty **fast** **marvellous** **smart** unusual **funny** fantastic



5 Spelling

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

LIVEWORKSHEETS