

1

Introduction to consonant sounds The sound of English Stress in numbers Short forms (contractions) of *be*

Sounds

Introduction to consonant sounds

T1.1 Listen and look at the spelling.

/k/ cake /keɪk/
chemist's /kemɪsts/

T1.2 Look at the spelling and listen to these words.

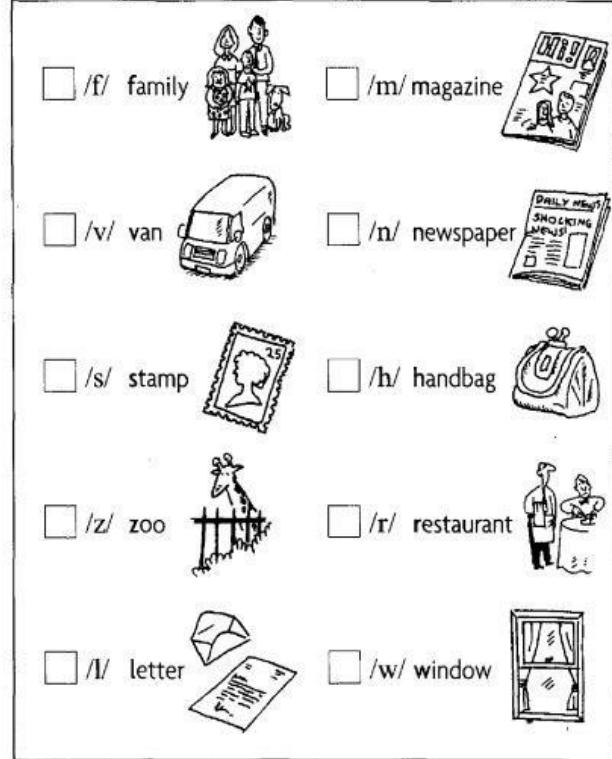
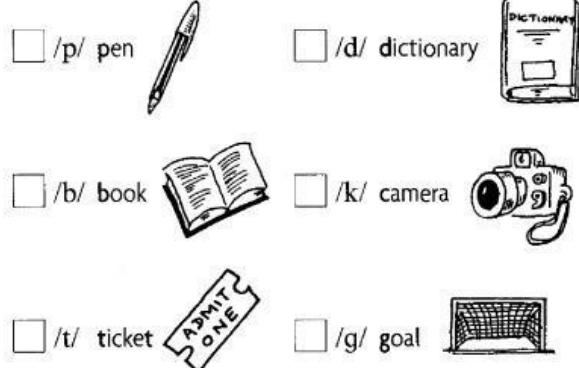
c /k/ cassette /kəset/
/s/ cigarette /sigəret/

The sound and the spelling are not always the same in English. To find the pronunciation of new words, look at the phonemic symbols in your dictionary.

chemist /'kemɪst/ *n.* farmacista
m./f.; (scientist) chimico, a m., f.
~ry *n. chimica f.*

It is important to learn the phonemic symbols.

Easy consonant symbols



1 T1.3 Listen and tick (✓) the consonant sounds that are the same in your language.

2 Which sounds are very different in your language? Are there any sounds that you don't have? Discuss your answers with your teacher.

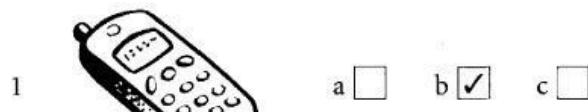
3 Look at the phonemic symbols on page 57. Find the words from the box for sounds 1–16. Write them in the spaces under the symbols.

You will learn other consonant symbols as you work through the book.

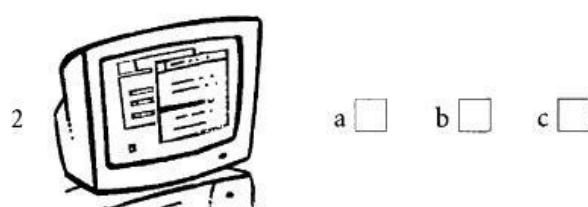
Word focus

The sound of English

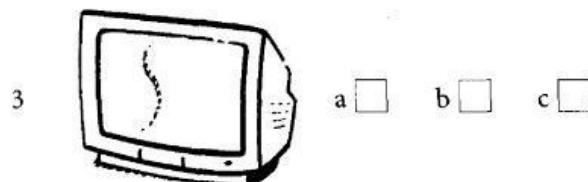
1 **T1.4** Look at the pictures below. Listen to the words in three different languages. Which is English? Tick (✓) a, b, or c.



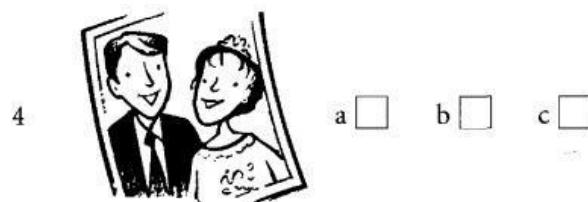
a b c



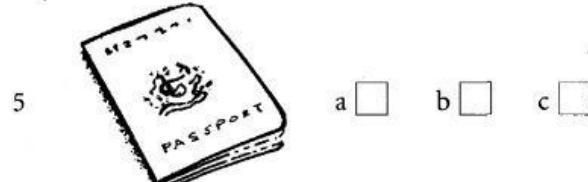
a b c



a b c



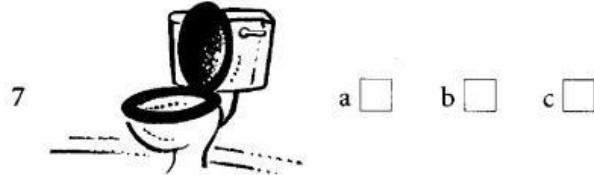
a b c



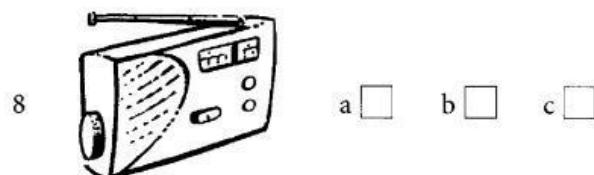
a b c



a b c



a b c



a b c

►► p58

2 **T1.5** Listen to the English words again and practise saying them.

3 Look at the stress.

● telephone cassette television

Listen again and mark the stress on the words below.

photograph police radio
passport toilet email

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To find where the stress is on a new word, you can look at the stress mark in your dictionary.

telephone *telɪfən/ n. teléfono
m. —vt llamar por teléfono.*

Practise saying the words with the correct stress.

Unit 1 7

Stress in numbers

1 **T1.6** Listen to the stress in these numbers.

13	thirteen	● ●	thirty	30
14	fourteen		forty	40
15	fifteen		fifty	50
16	sixteen		sixty	60
17	seventeen		seventy	70
18	eighteen		eighty	80
19	nineteen		ninety	90

Listen again and practise saying the numbers with the correct stress.

2 **T1.7** Choose one of the cards below, a, b or c. Listen and cross out (X) the numbers that you hear. You will hear each number twice.

Who finishes first: a, b, or c?

●

13	60	14
50	70	15
90	18	19

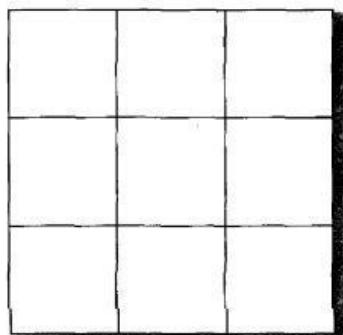
●

80	16	90
15	30	14
18	17	19

●

90	13	50
14	17	16
19	40	80

3 Make a new card. You choose the numbers. Play the game again. Your teacher or another student will read out some numbers. They will be in a different order from the numbers on the recording. When you finish your card, shout *Bingo!*



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Connected speech

Short forms (contractions) of *be*

1 Look at the short forms of *be* below.

I'm (= I am)

you're (= you are)

he's (= he is)

she's (= she is)

it's (= it is)

that's (= that is)

my name's (= my name is)

T1.8 Listen and practise.

2 Jane is talking about her pets. Circle where the short forms go – there are seven more.

I'm
Hello (I am) Jane. This is my cat. Her
name is Pepper. She is three years old
and she is very intelligent, I think!

That is my dog, Sam. Sam is twelve
years old now! He is a very nice dog,
but he is very stupid!

T1.9 Listen and check your answers.

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3 Practise reading what Jane says, using short forms.

4 Think about your pet or an animal you know.
Complete the information below.



Animal's name: _____

Animal's age: _____

Intelligent/Stupid: _____



5 Tell the other students about your pet.
Use contractions!



Unit 1 9

LIVE WORKSHEETS

2

Introduction to vowel sounds (1)

Problem consonants: final 's'

The sound /ə/

Introduction to sentence stress

Sounds

Introduction to vowel sounds (1)

There are twelve vowel sounds in English.

Here are six of them.

/i:/ see	/ɪ/ sit
/u:/ do	/e/ get
/ʊ/ look	/ə/ listen

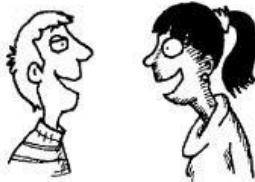
1 **T2.1** Listen and answer the questions.

- 1 Which sounds are long?
- 2 Which are the same (or very similar) in your language?
- 3 Which ones don't you have in your language?

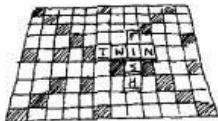
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Listen again and practise.

2 **T2.2** Listen to the verbs and write in the symbol for the vowel sound(s).



1 speak / /



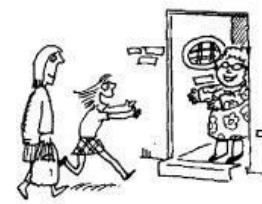
2 spell / /



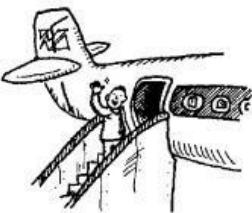
3 give / /



7 drink / /



4 visit / / /



8 leave / /



5 eat / / /



9 cook / /



6 read / /



10 swim / /

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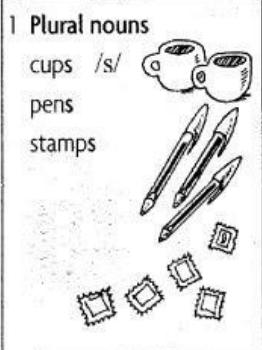
Listen again and practise saying the verbs.

3 Look at the phonemic symbols on page 57. Find the words from the box for sounds 25, 26, 27, 32, 33, and 36. Write them in the spaces under the symbols.

You will learn the other vowel symbols in Unit 5.

Problem consonants: final 's'

A lot of words end in -s in English.



The final -s is **always** pronounced in English.

Sometimes the sound is /s/.

/s/
Example cups

Sometimes the sound is /z/.

/z/
Example pens

1 **T2.3** Listen to the words and phrases above. Write in the pronunciation of -s: /s/ or /z/.

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2 Listen again and practise saying the words.

The sound /ə/



1 **T2.4** Are these food words the same in your language? Listen to the pronunciation in English.

One sound is very important – the sound /ə/.

/ə/
Example hamburger

This is the most frequent vowel sound in English. It is in weak or unstressed syllables.

2 Listen again and mark the /ə/ sounds and stress like this.

/ə/
hamburger

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Listen again and practise saying the words.

3 Match the words to the pictures.

1 <input type="checkbox"/> potato	—	6 <input type="checkbox"/> orange	—
2 <input type="checkbox"/> pepper	—	7 <input type="checkbox"/> banana	—
3 <input type="checkbox"/> yoghurt	—	8 <input type="checkbox"/> chocolate	—
4 <input type="checkbox"/> chicken	—	9 <input type="checkbox"/> coffee	—
5 <input type="checkbox"/> tuna	—	10 <input type="checkbox"/> sandwich	—

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4 T2.5 Listen and tick (✓) the words that have an /ə/ sound.

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5 Listen again and mark the stress.

►► p58

6 Practise saying the words.



Stress

Introduction to sentence stress

1 **T2.6** The computer is asking Jack some questions.
Listen.



In Jack's answers some words are strong and some words are weak. The important words are strong. The others are weak.

My name's Jack.

mm MM-mm

I'm twenty.

MM mm MM

No, I'm not.

2 Practise Jack's answers, like this.

mm MM MM

My name's Jack.

mm mm MM

I'm from Leeds.

mm mm mm-MM-mm

I'm a mechanic.

3 **T2.7** Look at the computer's questions. Which are the important (strong) words? Listen to a real person asking the questions and mark the strong words.

What's your name?

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4 Listen again and practise the questions. Then practise the questions and answers with a partner.

Unit 2 13

 **LIVEWORKSHEETS**

3

Problem consonants: /r/

Silent 'r'

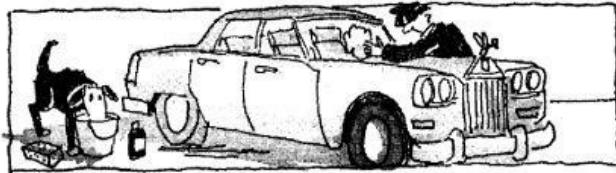
Weak forms and linking

Introduction to intonation: up or down?

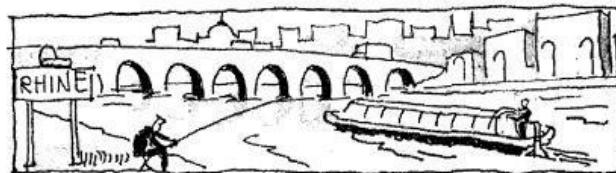
Sounds

Problem consonants: /r/

1 **T3.1** Listen to the sound /r/. Is it the same in your language?



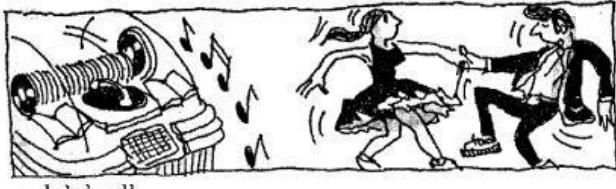
Rolls Royce



the River Rhine



right and wrong



rock 'n' roll



a red, red rose

2 Listen again and practise saying the phrases.

Silent 'r'

Look.

children	= letter r + vowel sound	= /ɪ/
surname	= letter r + consonant sound	= /r/
mother	= letter r + nothing	= /ə/

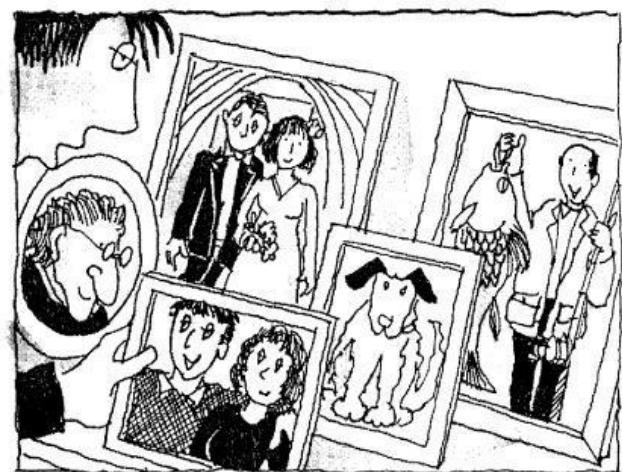
are = /a:/

aren't = /a:nt/

The e is silent.

1 **T3.2** Listen to these examples.

r + vowel sound	r + consonant sound or nothing
boyfriend	sister
Granny	father
married	first name



Practise saying the words and phrases.

2 Cross out (X) the *rs* that are not pronounced in the words below.



T3.3 Listen and check your answers.

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Practise saying the words.

3 Work with a partner. Write five words with *rs* that are pronounced, and five words with *rs* that are **not** pronounced.

►► p58

Connected speech

Weak forms and linking

1 Match the word in A to the opposite in B.

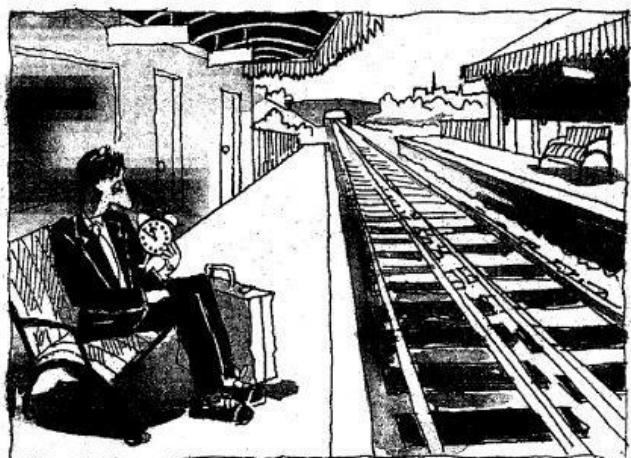
A	B
get up	finish
open	leave
arrive	go to bed
start	close

►► p59

2 **T3.4** Listen and count the words you hear.
(*o'clock* = one word)

- 1 **6** _____ bank opens _____.
- 2 He goes _____ seven _____.
- 3 This office _____ half past two.
- 4 We get up _____ o'clock.
- 5 Her plane _____ two fifteen.
- 6 The programme _____ about
_____ thirty.
- 7 The film _____ at half _____.
- 8 My train _____ about _____.

►► p59



3 Listen again and write in the missing words.

►► p59

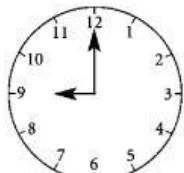
4 When we speak fast, we make some words weak. The weak words often have the sound /ə/.

/ə/ /ə/
at nine o'clock

The weak words are not stressed.

T3.5 Practise saying these times. Use the weak forms.

/ət/ /ə/
at nine o'clock



/ət/ /ə/
at two o'clock



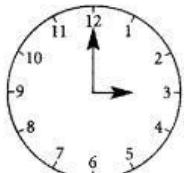
/ət/ /ə/
at seven o'clock



/ət/ /ə/
at twelve o'clock



/ət/ /ə/
at three o'clock



/ət/ /ə/
at five o'clock



5 When we speak fast, we also link words together. We do this when one word ends with a consonant sound and the next word begins with a vowel sound.

The bank opens at nine o'clock.

Here are some more examples. Practise saying them.

He goes to bed at seven o'clock.

This office closes at half past two.

We get up at about eight o'clock.

6 Look at sentences 5–8 in 2 above. Find the words that link together.

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7 Practise saying all the sentences. Speak fast, using weak forms and linking.

Intonation

Introduction to intonation: up or down?

1 **T36** Listen to the pairs of words below. One is a question. Write . next to the statements, and ? next to the questions.

1 Okay	<input type="checkbox"/>	Okay	<input checked="" type="checkbox"/>
2 Bill	<input type="checkbox"/>	Bill	<input type="checkbox"/>
3 Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>
4 Coffee	<input type="checkbox"/>	Coffee	<input type="checkbox"/>

►► p59



2 We know these words are questions because the intonation goes up.



Okay?

The other words are **not** questions. The intonation goes down.

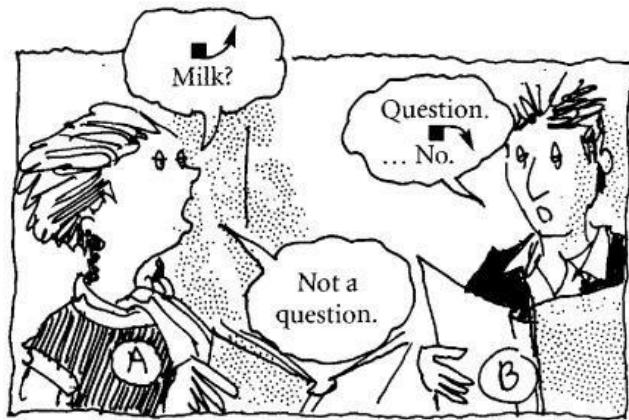


Okay.

Is this the same in your language?

Listen again and repeat. Pay attention to the up and down intonation.

3 Work with a partner. Say the words below. Sometimes use question intonation (▲) and sometimes use statement intonation (▼). Your partner must say if you are asking a question.



*Sorry? as a question = Say it again.

Milk Here Really No Sorry* Anne Ready