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Problem vowel and diphthong sounds: /e/ and /ei/
 Problem consonants: /ʃ/ and /tʃ/
 The sound /ə/ in final syllables
 Linking (revision)

Sounds

Problem vowel and diphthong sounds: /e/ and /ei/

- 1 **TB.1** Listen to the pairs of words below. Can you hear the difference?

pen	pain
tell	tail
wet	wait

- 2 Now look at these words. Check the meaning of new words in your dictionary or with your teacher.

TB.2 Listen and circle the word you hear.

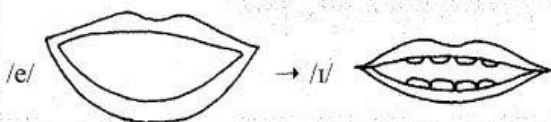
- 1 men main
- 2 let late
- 3 get gate
- 4 sell sail

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- 3 You make the sound /e/ at the front of your mouth. Your lips look like this.

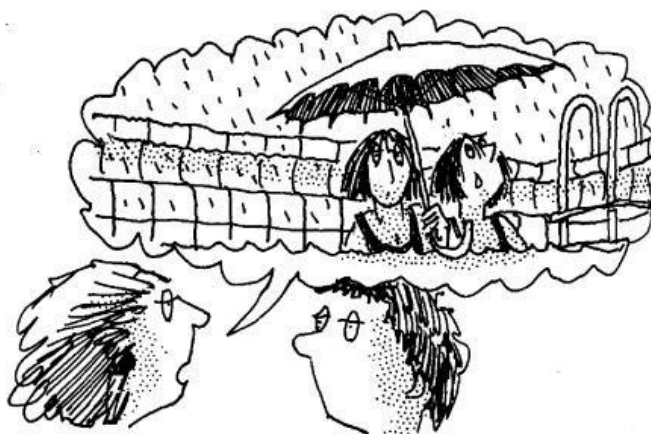


To make the sound /ei/, first make a long /e/ sound and then a short /i/ sound.



Now practise saying the pairs of words in 1.

- 4 **TB.3** Listen to Jenny talking about her holiday. Are the **bold** sounds /e/ or /ei/? Mark the /e/ sounds like this — and the /ei/ sounds like this ~.



Last year, I went to Spain on holiday with my friend Jane. The hotel was great, but the weather was terrible! It rained every day for ten days!

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- 5 How many examples of /e/ and /ei/ can you find in these sentences? Mark them in the same way as 4.

- 1 An African elephant weighs five to seven tonnes.
- 2 Elvis Presley played rock 'n' roll.
- 3 The train from Newcastle to London takes four hours.
- 4 We met in the USA in 1986.
- 5 Julie read about the weather in Budapest.

TB.4 Listen and check your answers.

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- 6 Practise reading the sentences in 5. Pay attention to the /e/ and /ei/ sounds.

Problem consonants: /ʃ/ and /tʃ/

- 1 **TB.5** Listen to these words.

shirt sugar delicious dishwasher pronunciation

The sound /ʃ/ is often spelt *sh*. What other ways is it spelt?

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- 2 Look at the text about Sheila. How many examples of the /ʃ/ sound can you hear? Underline them.



Sheila is a receptionist at the International Hotel in Chicago. At the moment she's studying Spanish.

- TB.6** Listen and check your answers.

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- 3 To make the sound /ʃ/, first practise /s/. Now move your tongue back and up a little. It is the sound we make when we want people to be quiet!

Practise reading the text about Sheila aloud, paying attention to the /ʃ/ sound.

- 4 **TB.7** Listen. Can you hear the difference?

she's cheese sheep cheap
shoes choose wash watch

The second word in each pair has the sound /tʃ/. To make the sound /tʃ/, first say /t/. Then say /ʃ/. Repeat each sound quickly until you say the two sounds together. The sound /tʃ/ is usually spelt *ch*.

- 5 Look at the picture below. Can you find:

a Spanish beach? Sheila catching a fish?
some Scottish children? an English teacher?
a Frenchman eating cheese? a pair of cheap shoes?
two Chinese men playing chess?

- TB.8** Listen to the phrases. Underline the sound /ʃ/ like this — and the sound /tʃ/ like this ~.

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- 6 Practise saying the words. Work with a partner, like this.

What's this?

It's a Frenchman eating cheese.
What's this?

It's a ...

- 7 Look at the phonemic symbols on page 57. Find the words from the box for sounds 20 and 22. Write them in the spaces under the symbols.

Sounds and spelling

The sound /ə/ in final syllables

1 Write in the missing letters.



1 Americ a n

German

Mexican

2 seas _____ n



3 childr _____ n

4 music _____ n

5 televis _____ n

6 conversat _____ n



7 beautif _____ l

8 nation _____ l

9 intellig _____ nt

10 nerv _____ s

2 The final syllable in the words in 1 is spelt differently in each word, but the vowel sound in the final syllable is always /ə/.

/ə/ /ə/ /ə/ /ə/
American season children musician

T13.9 Listen and practise saying the words in 1. Pay attention to the sound /ə/ in the final syllables.

3 Look at the box below and find **two** words with the same ending as each word in 1. Write them in the spaces.

German	successful	London	decision
listen	station	optician	revision
arrival	parent	careful	pardon
Mexican	garden	student	famous
delicious	hospital	beautician	pronunciation

T13.10 Listen and check your answers.

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4 Practise saying the words. Can you think of any more words to put in each group?

5 Think of phrases with these words.

Examples

a successful student

a famous garden

a German hospital

Practise saying the phrases.

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Connected speech

Linking (revision)

- 1 Look at the words below. Check the meaning of new words in your dictionary or with your teacher.

absolutely	ambulance	attractive
awful	excellent	experience
immediately	incredible	area

- 2 **TB.11** You will hear some sentences. If they have an adjective, write *adj*; if they have an adverb, write *adv*; and if they have an adjective and an adverb, write *both*.

- 1 adj 5 _____
 2 _____ 6 _____
 3 _____ 7 _____
 4 _____ 8 _____

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- 3 Listen again and fill in the gaps in the sentences.



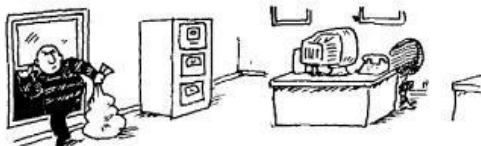
- 1 What a _____!



- 2 It was an _____.



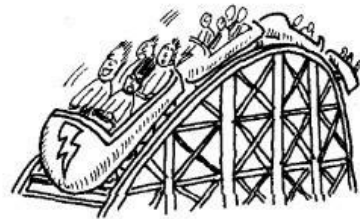
- 3 The weather was _____!



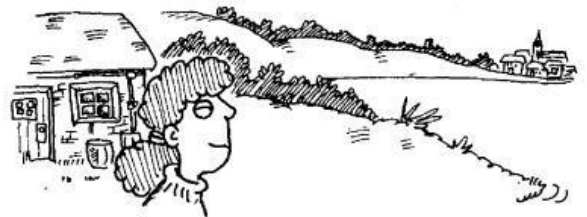
- 4 He got into their _____.



- 5 She speaks _____
 and _____.



- 6 It was an _____!



- 7 She lives in a _____
 _____.



- 8 I'll phone for an _____
 _____!

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- 4 Notice the linking between words A and B.

A B A B
 What_a fantastic_idea

What kind of sound does A end with? What kind of sound does B begin with?

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- 5 Look at the other sentences in 3 and mark the linking.

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Listen again and practise putting in the linking.

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Problem consonants: /tʃ/, /dʒ/, and /j/

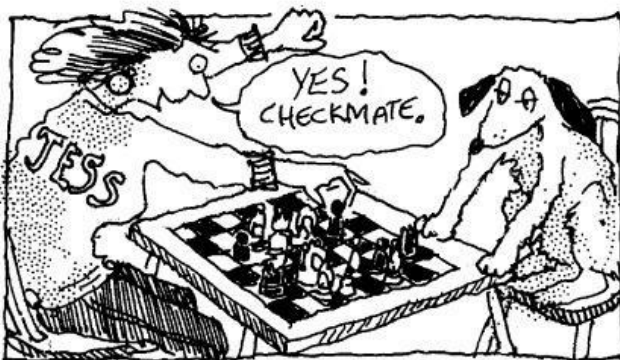
Words with similar vowel sounds

Contractions and weak forms in the Present Perfect

Sounds

Problem consonants: /tʃ/, /dʒ/, and /j/

- 1 **T14.1** Listen to the words below. Can you hear the difference between the three consonant sounds?



/tʃ/
Chess

/dʒ/
Jess

/j/
Yes

- 2 Say the three words. Which ones are most difficult for you? Practise saying these again.

To make /j/ first start with the sound /i:/.

i i i ... yes

i i ... yes

i ... yes

You practised /dʒ/ in Unit 8, and /tʃ/ in Unit 13.

Remember that you use your voice for /dʒ/ but you do not use your voice for /tʃ/.

- 3 **T14.2** The words below are similar in many languages. In English they all begin with one of the sounds above: /tʃ/, /dʒ/ or /j/. Listen and write the correct symbol in the box.

1 ☐ chocolate



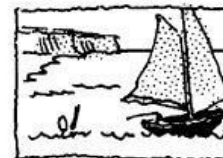
2 ☐ yoga



3 ☐ chimpanzee



4 ☐ yacht



5 ☐ jacket



6 ☐ chess



7 ☐ yoghurt



8 ☐ gin



9 ☐ geography



10 ☐ jeans



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- 4 Complete the rule with the correct phonemic symbols. Add an example from the words in 3.

Spelling rule

1 The letter *y* (at the beginning of a word) is pronounced / */* .

Example _____

2 a The letter *j* is pronounced / */* .

Example _____

b The letters *ge* and *gi* are often pronounced / */* .

Examples _____

3 The letters *ch* are often pronounced / */* .

Example _____

There are some exceptions, however.

ch = /*k*/ in *chemist*, *character*, *Christmas*.

ch = /*ʃ*/ in *chef*, *champagne*.

ch = not pronounced in *yacht*.

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- 5 Practise saying the words in 3 above. Remember the rules.
- 6 Look at the phonemic symbols on page 57. Find the word from the box for sound 17. Write it in the space under the symbol.

Words with similar vowel sounds

- 1 The pairs of words below are easy to confuse. Do you remember what they all mean? Tick (✓) the ones you're sure you can pronounce correctly. Put a question mark (?) next to the ones you're not sure about.

☐ angry	☐ hungry
☐ leave	☐ live
☐ this	☐ these
☐ where	☐ were
☐ want	☐ won't
☐ walk	☐ work

T14.3 Listen and check. Practise saying the pairs of words.

- 2 **T14.4** Now listen to the conversation and put the words into the correct box below.

1	2	3	4
5	6	7	8
9	10	11	12

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- 3 Play the game with a partner. Your partner must tell you where to write the words.

1	2	3	4
5	6	7	8
9	10	11	12

Connected speech

Contractions and weak forms in the Present Perfect

- 1 **T14.5** Listen to the sentences below. You will hear each one twice. One time *have/has/haven't/hasn't* is pronounced correctly. The other time it is pronounced incorrectly. Which is correct? Tick **a** or **b**.

- | | | |
|-------------------------------|---------------------------------------|----------------------------|
| 1 I've never seen it. | a ☒ | b ☐ |
| 2 She's just come back. | a ☐ | b ☐ |
| 3 He hasn't phoned yet. | a ☐ | b ☐ |
| 4 We haven't been here. | a ☐ | b ☐ |
| 5 Has your sister gone out? | a ☐ | b ☐ |
| 6 Yes, she has. | a ☐ | b ☐ |
| 7 Have you been to the shops? | a ☐ | b ☐ |
| 8 Yes, I have. | a ☐ | b ☐ |

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Notice the pronunciation of the contractions.

I've = /aɪv/ haven't = /hævənt/

He's = /hi:z/ hasn't = /hæzənt/

In questions, the weak form is used.

/həv/

Have you been to the shops?

/həz/

Has your sister gone out?

In short answers *have* and *has* are strong.

/hæv/

/hæz/

Yes, I have.

Yes, she has.

- 2 **T14.6** Listen now to the correct sentences only and practise the pronunciation of *have/haven't*, etc.

- 3 **T14.7** Listen to a dialogue between two neighbours. They are talking about holidays in Italy. Look at the words below. Underline the things that they talk about.

pasta	gondolas	the Pope
the beaches	the Colosseum	Italian clothes
Pompeii	the Leaning Tower of Pisa	



- 4 Listen again.

- How many times do you hear *have* or *has*?
- How many times do you hear *'ve* or *'s*?
- How many times do you hear *haven't* or *hasn't*?

Put a tick (✓) in the correct box below each time you hear these forms.

<i>have</i> or <i>has</i>	
<i>'ve</i> or <i>'s</i>	
<i>haven't</i> or <i>hasn't</i>	

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- Work with a partner. Look at the tapescript of the dialogue on page 63 and practise it with a partner. Pay attention to the pronunciation of the different forms of *have*.
- Read the secret message.

ðis ɪz ə si:krit mesɪdʒ

ɪf ju: nəʊ ɔ:l ðə fəni:mɪk sɪmbəlz ju: dəʊnt
ni:d tə stædi peɪdʒ fɪfti-sɛvən æɡen.

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