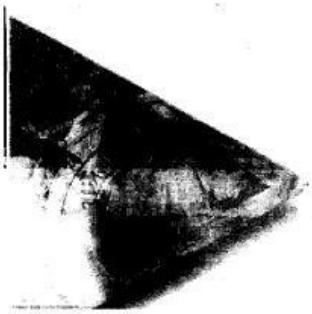


4

Final '-es' pronounced /ɪz/
Weak forms in Present Simple questions
Weak forms of *a* and *the*
How many syllables?

Sounds

Final '-es' pronounced /ɪz/

The final *-es* is pronounced /ɪz/ after:

-s or *-ss* /s/	*-sh* /ʃ/	*-ch* /tʃ/
kisses	washes	matches
buses	pushes	churches

-x /ks/	*-z* /z/	*-ge* /dʒ/
boxes	Liz's	pages
mixes	houses*	oranges

*Note house = /haʊs/
houses = /haʊzɪz/

1 T4.1 Listen and practise saying the words above.

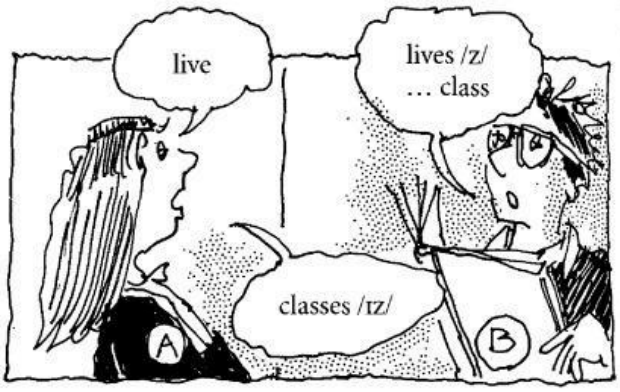
2 Work with a partner.

Student A Look at card **A** on p19.

Student B Look at card **B** on p20.

Read each word to your partner. Your partner must say the word with *-s* at the end (pronounced /z/ or /ɪz/).

You can check the answers at the bottom of the card.

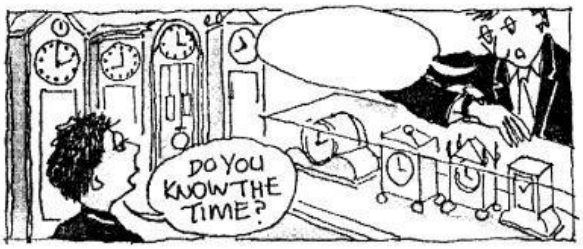


Stress and connected speech

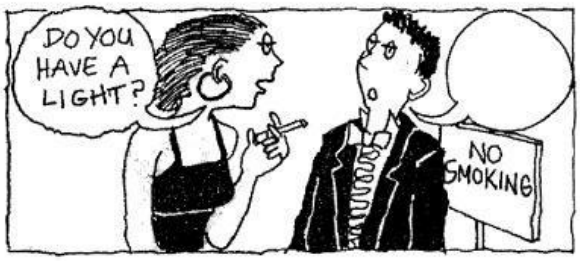
Weak forms in Present Simple questions

1 T4.2 Listen to the dialogues and write in **B**'s answers.

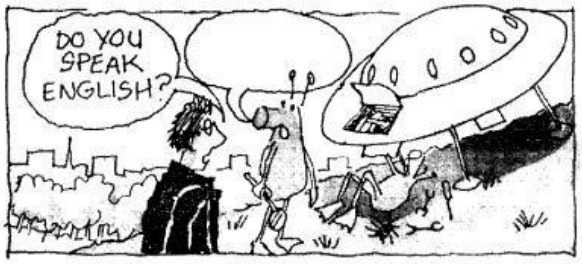
1



2

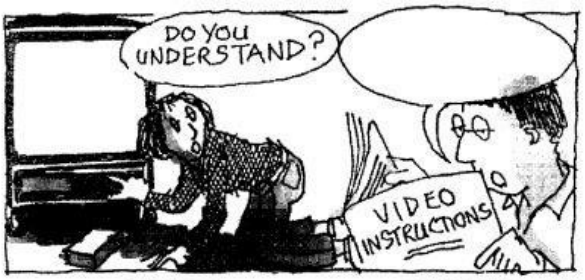


3



LIVEWORKSHEETS

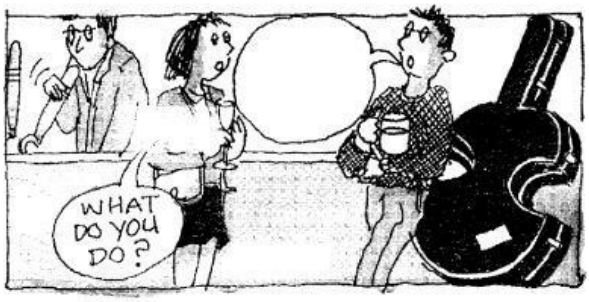
4



5



6



►► p59

In fast speech *Do you* is often pronounced /dʒə/.

/dʒə/
Do you know the time?

/dʒə/
Do you have a light?

/dʒə/
Do you speak English?

2 **T4.3** Practise the questions. Start with the strong words, like this:

□ ■
know the time?

/jə/ □ ■
you know the time?

/dʒə/ □ ■
Do you know the time?

3 Practise the other questions in the same way. Practise the dialogues with a partner. Pronounce *Do you* correctly.

4 Look at the questions below. Check the meaning of new words in your dictionary or with your teacher. Practise saying the questions, pronouncing *Do you* correctly.

1 Where do you live?
2 Do you live with your parents?
3 Do you have any children?
4 Do you like learning English?
5 Do you study English a lot at home?
6 Do you speak other languages?
7 What do you do in your spare time?
8 Do you smoke?
9 Do you like sport?
10 What sort of music/books/films do you like?

5 Choose five of these questions. Decide who you want to ask. All stand up and ask each other.

CARD A (see p18)

1 live	4 job	7 day
2 love	5 teach	8 nurse
3 language	6 drive	9 office

CARD A

1 /z/ 4 /z/ 7 /z/
2 /z/ 5 /ɪz/ 8 /ɪz/
3 /ɪz/ 6 /ɪz/ 9 /z/

LIVEWORKSHEETS

Weak forms of *a* and *the*

1 Margaret is talking to her new colleague, Shirley, about her family. You can see their conversation below, but the words *a* and *the* are not there. Read the conversation, and put in eight *a*s and two *the*s.



M Do you have children, Shirley?

S Yes, a son and a daughter.

M Oh, that's nice, what do they do?

S My daughter Jenny's music teacher, and Michael, my son, is at college – he wants to be pilot!

M Oh, lovely!

S Yes …

M Do they live at home?

S Michael lives with me, but Jenny lives in London – she's married with two children.

M Oh! So you're grandmother!

S Yes, she has girl and boy too – Rebecca and Thomas.

M Oh, lovely – how old are they?

S girl's seven and boy's two – do you want to see photo?

M Oh yes … Ah … aren't they beautiful!



T4.4 Listen and check your answers.

►► p59

2 *a* and *the* are nearly always pronounced as **weak** forms. They have the vowel sound /ə/.

/ə/	/ðə/
a girl	the girl
/ə/	/ðə/
a boy	the boy

T4.5 Practise saying the phrases below. Pronounce *a* and *the* correctly.

1	a girl	a boy
	a daughter	a son
	She's a music teacher.	He wants to be a pilot.
2	the girl	the boy
	the daughter	the son

3 Look at the dialogue again. Some words are strong (stressed).

□ ■ □
Do you **have children, Shirley**?

□ ■
Yes, a **son** and a **daughter**.

These are the important words.

4 Practise saying the dialogue line by line. Pay attention to the stress, and the pronunciation of *a* and *the*. Read the dialogue aloud with a partner.

5 Work with a partner. Have a similar conversation about your families. Pay attention to the pronunciation of *a* and *the*.

CARD B (see p18)

1 class	4 catch	7 come
2 arrive	5 doctor	8 leave
3 sandwich	6 address	9 village

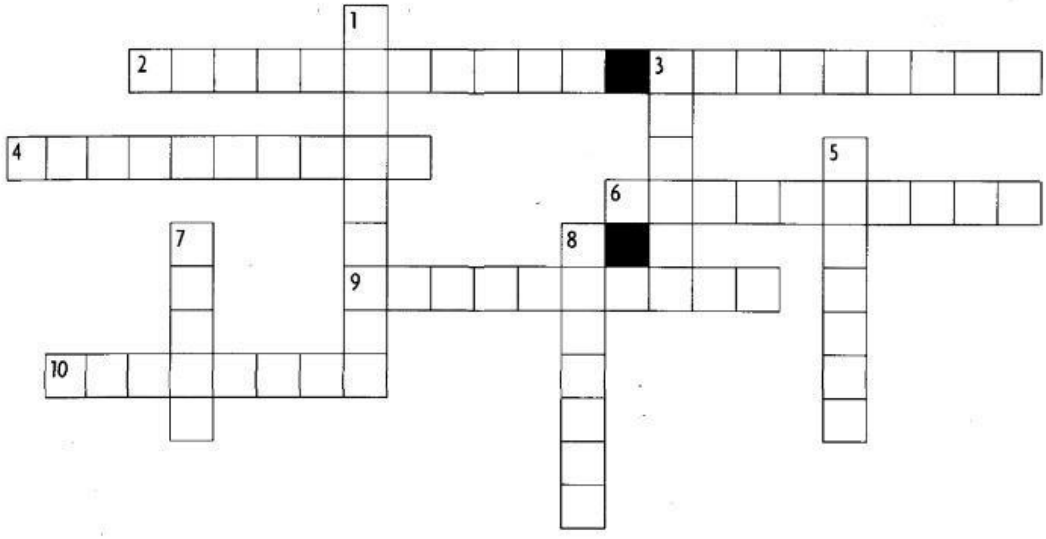
/ʒ/ 6 /ʃ/ 8 /tʃ/ 7
/ʒ/ 9 /ʃ/ 5 /dʒ/ 4
/ʒ/ 3 /ʃ/ 2 /dʒ/ 1

CARD B

LIVEWORKSHEETS

Word focus

How many syllables?



1 Use these clues to complete the crossword above. Use your dictionary to check spelling.

Across →

2 the opposite of boring
3 brown and sweet, children love it
4 You can buy lunch or dinner here.
6 potatoes, carrots, peas, cabbage
9 You use it to find the meaning of new words.
10 the month after January

Down ↓

1 the day before Thursday
3 You use it to take photos.
5 not single – has a husband/wife
7 all, each
8 military man

T4.6 Listen and check your answers.

►► p59

In English, some words have 'silent syllables'.

interesting = / ɪn|trəs|tɪŋ/ = three syllables

2 Look at these words from the crossword. How many syllables are there in each word? Listen again and check.

camera	every	married	vegetables
chocolate	February	restaurant	Wednesday
dictionary	interesting	soldier	

►► p59

3 Which syllable is silent? Cross out the 'silent syllables' and mark the stress like this.

● ~~in~~teresting

►► p59

4 Practise saying the words. Don't put in any extra syllables!

5 Here are some more words with 'silent syllables'. How many syllables are there in each word?

1	aren't	4	comfortable
2	evening	5	family
3	favourite	6	secretary

►► p59

6 Practise saying the words.

7 Practise saying the phrases below.

my favourite chocolate

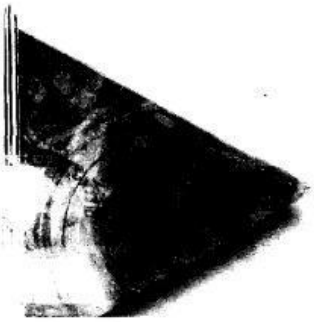
every Wednesday evening

What an interesting camera!

Are you comfortable?

They aren't married.

LIVEWORKSHEETS



5

Introduction to vowel sounds (2)
Problem consonants: /θ/ and /ð/ ('th')
Sounding polite

Sounds

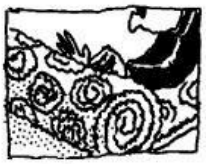
Introduction to vowel sounds (2)

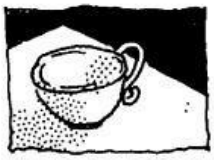
1 T5.1 Listen to the other six vowel sounds.

/ɜ:/ word curtain
/ɔ:/ four _____
/æ/ man _____
/ʌ/ bus _____
/ɑ:/ part _____
/ɒ/ shop _____

2 Practise saying the sounds. Cover the words. Can you remember the word for each sound?

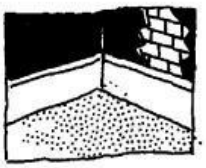
3 T5.2 Listen to the vowel sounds in the words below.


carpet


cup


lamp


pots


wall


curtain

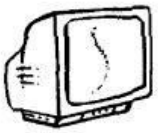
Write the words next to the correct symbol in 1.

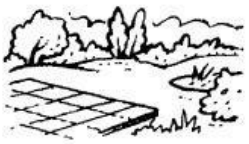
►► p59

4 Below are some more 'home' words. Match the phonemic symbols with the pictures below.

1 /frɪdʒ/ fridge
2 /dɔ:/
3 /gɑ:dən/
4 /bɑ:θ/
5 /kʌbəd/
6 /mɪrə/
7 /kʊkə/
8 /lɪvɪŋ ru:m/
9 /telɪvɪʒən/
10 /wɒʃɪŋ məʃi:n/

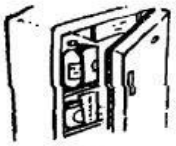

a _____

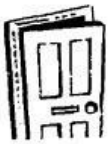

f _____

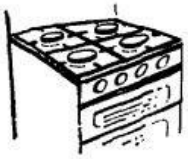

b _____

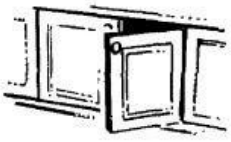

g _____


c _____


h fridge


d _____


i _____


e _____


j _____

T5.3 Listen and check your answers.

►► p59

LIVEWORKSHEETS

5 Practise saying the words, paying attention to the pronunciation of the vowel sounds.

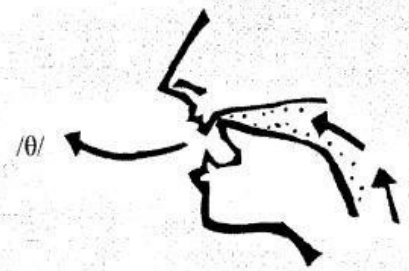
6 Look at the phonemic symbols on page 57. Find the words from the box for sounds 28, 29, 30, 31, 34, and 35. Write them in the spaces under the symbols.

Problem consonants: /θ/ and /ð/ ('th')

1 **T5.4** Listen. A lot of English words are spelt with *th*. These letters are pronounced /θ/ or /ð/.

/θ/	/ð/
three	this
thirty	that
thousand	these
both	those
theatre	there

To make these sounds, the tongue must touch the back of your teeth like this.



If you have problems with the sounds, put your finger in front of your mouth and touch it with your tongue, like this.



With the sound /ð/ you use your voice.
With /θ/ you do not use your voice.

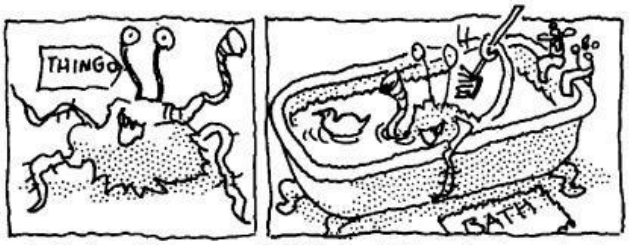
2 Listen again and practise saying the words.

3 Work in groups of three.

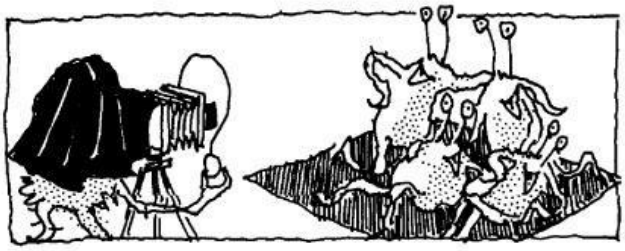
Write eight words spelt with *th* (not the words above). Are they pronounced /θ/ or /ð/? Use your dictionary to check.

The first group to finish shouts *Stop!* The winning group reads out their words. If they pronounce a word incorrectly, the other groups can shout *Challenge!*

4 **T5.5** Look at the pictures and listen.



1 This is a Thing. 2 This is a Thing having a bath.



3 This is a Thing with his three brothers.



4 Three Things together at the theatre



5 This Thing's thirtieth birthday

Read the sentences. Pay attention to the *th* sounds!

5 Look at the phonemic symbols on page 57. Find the words from the box for sounds 18 and 19. Write them in the spaces under the symbols.

LIVEWORKSHEETS

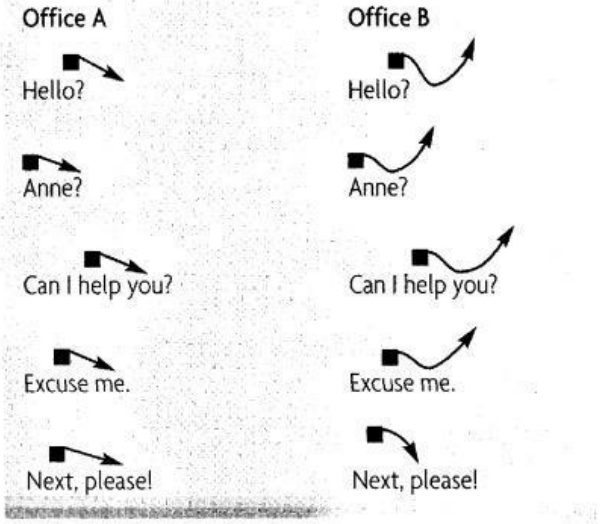
Intonation

Sounding polite

1 T5.6 Listen to the people in Office A and the people in Office B.

Why do the people in Office B **sound** more friendly? Do you use intonation like this in your language? Do you think it is important?

2 In English it is very important to use intonation to sound polite and friendly. Look at the difference between the voices in Office A and Office B.

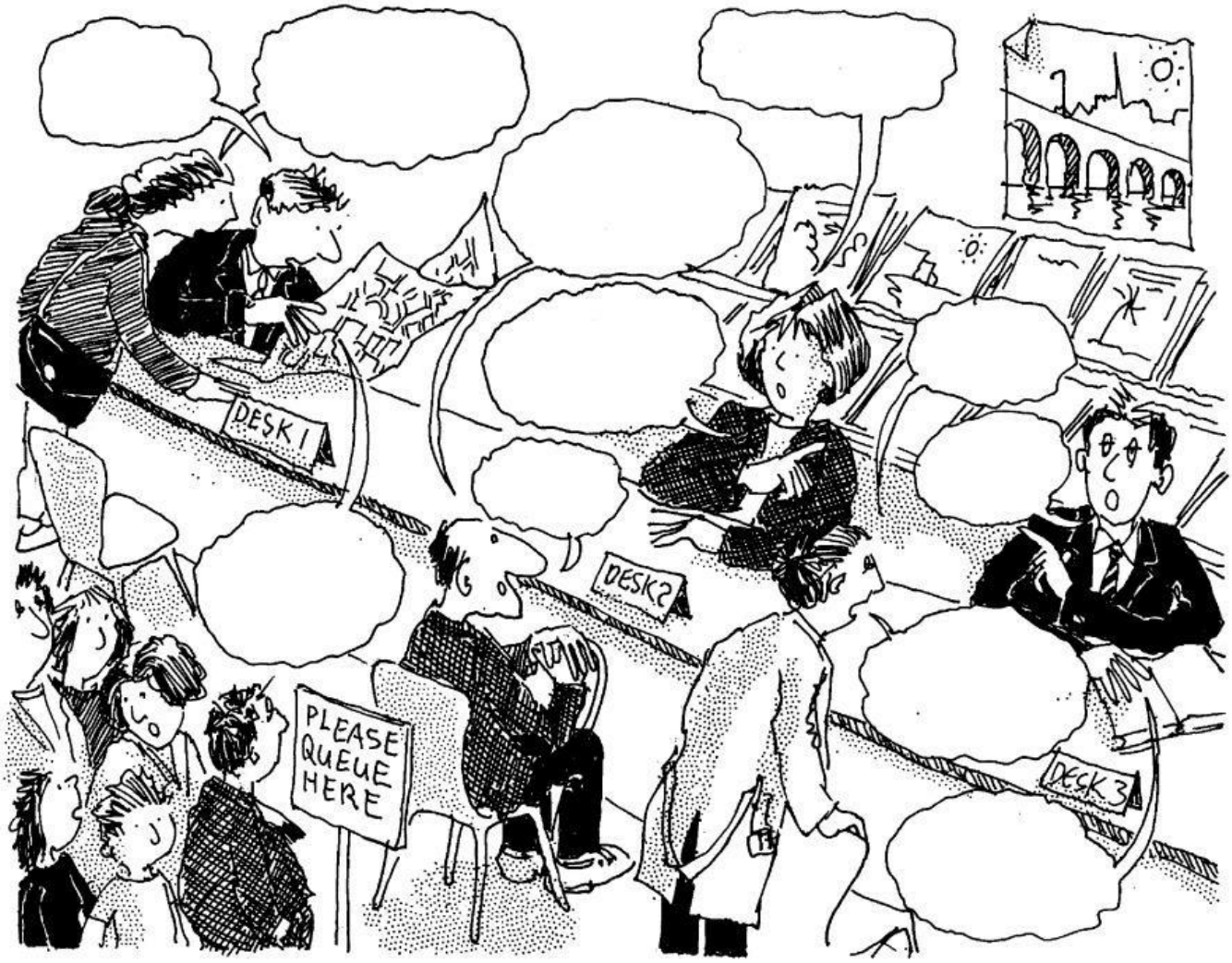


3 Listen again and practise the polite, friendly intonation of Office B.



LIVEWORKSHEETS

4 Look at the picture of the Tourist Information Office. Below the picture are the lines of three conversations. Write each line in the correct speech bubble.



Desk 1

Yes, please. Is the Museum of Modern Art near here?

Hello. Can I help you?

Mmm, just a minute ... here's a map ...

Desk 2

Sorry, we don't have information about hotels. Try next door.

Next, please.

Hello, can you help me? I want a hotel for three nights.

Thank you.

Desk 3

Sure, on the left opposite the underground station.

Yes, sir?

Excuse me ...

Is there a bookshop near here?

T5.7 Listen and check your answers.

►► p59

5 Practise saying the dialogues line by line. Copy the polite intonation. Practise the dialogues with a partner.

LIVEWORKSHEETS

6 Problem consonants: /w/ *can* and *can't* Pronunciation of negative forms

Sounds

Problem consonants: /w/

1 T6.1 Listen to the sentences. Underline the /w/ sounds.



►► p59

2 Do you have the sound /w/ in your language?

Try starting with /u:/.

uuu ... where	uuu ... was
uu ... where	uu ... was
u ... where	u ... was
where	was

3 Practise saying the sentences in 1. Start very slowly, then say them faster and faster.

4 Match the words in the box with the phonemic symbols below.

when 9	who	swim	what
week 8	winter	whole	twenty
wrong	we	two	write

1 /wi:/	5 /rɒŋ/	9 /wen/
2 /tu:/	6 /raɪt/	10 /swɪm/
3 /hu:/	7 /'twenti/	11 /həʊl/
4 /'wɪntə/	8 /wi:k/	12 /wɒt/

►► p59

5 Find five words in the box with a silent *w*. Underline them.

►► p59

6 Find another example in the box to complete the rules below.

Rule	Examples
1 *w* before *r* is silent.	write, _____
2 *wh* and *o*: *w* is silent.	who, _____

►► p59

7 T6.2 Listen and practise saying the silent *w* words.

LIVEWORKSHEETS

Connected speech

can and *can't*

1 **T6.3** Listen to two children, Ben and Isabel, talking about what they can and can't do. Put ticks (✓) or crosses (✗) in the table.

	 1 Ben	 2 Isabel	3 you	4 your partner
play football	✓			
use a computer				
swim 100 metres				
ride a bicycle				
ride a horse				
sew				
speak French				
play the piano				
run fast				

►► p60

T6.4 Notice the pronunciation and stress:

/kən/ /kɑ:nt/

□ □ ■ □ □

I can ride a bicycle but I can't ride a horse

2 **T6.5** Listen and practise saying these sentences.

1 I can speak English. I can't speak Chinese.

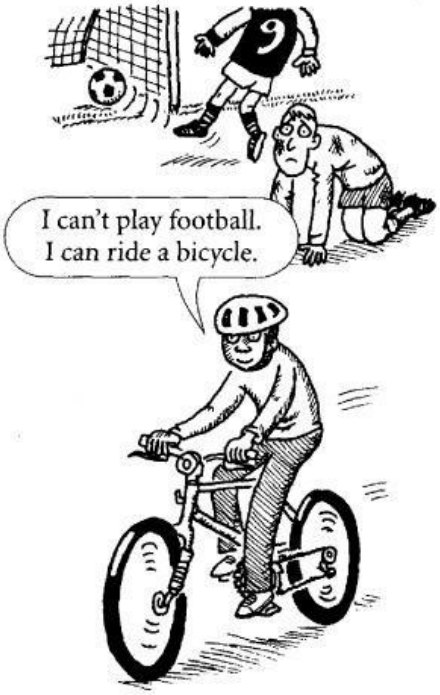
2 I can play football. I can't play tennis.

3 I can drive a car. I can't drive a lorry.

4 I can read fast. I can't write fast.

3 Look back at the table in 1. Which of the things can you do? Complete column 3.

4 Practise saying the sentences carefully so that your teacher can understand!



5 Work with a partner. Tell your partner which things you can and can't do. Listen to the things your partner can and can't do. Complete column 4.

LIVEWORKSHEETS

Pronunciation of negative forms



1 **T6.6** Listen to the dialogue. Do not write in the verbs. Tick (✓) the affirmative verbs, and cross (✗) the negatives.

Bob My mother's parents, Thomas and Frida, _____ (1 ✓) a strange couple. They _____ (2 ☐) married nearly sixty years. They _____ (3 ☐) very rich, but they _____ (4 ☐) very happy.

Jack Why?

Bob Frida _____ (5 ☐) English … she _____ (6 ☐) speak English very well.

Jack Where _____ (7 ☐) she from?

Bob Berlin … Germany.

Jack _____ (8 ☐) Thomas speak German?

Bob Well, he _____ (9 ☐) speak many languages, but he _____ (10 ☐) speak German.

Jack That's strange! And what about your mother? _____ (11 ☐) she speak German?

Bob Well, she _____ (12 ☐) understand it very well, but she _____ (13 ☐) really speak it.

►► p60

2 Listen again and fill in the correct verb form: *was/wasn't; were/weren't; can/can't; could/couldn't.*

►► p60

3 When we speak fast, we use contractions and weak forms for these verbs.

T6.7 Listen and practise.

1 was = /wəz/
Where was she from?

2 wasn't = /wɒznt/
She wasn't English.

3 were = /wə/
They were very rich.

4 weren't = /wɜ:nt/
They weren't very happy.

5 can = /kən/
She can understand it.

6 can't = /kɑ:nt/
She can't speak it.

7 could = /kəd/
He could speak many languages.

8 couldn't = /kʊ(d)nt/
He couldn't speak German.

4 Practise saying the dialogue line by line, paying attention to the pronunciation of these verb forms. Practise the dialogue with a partner.

LIVEWORKSHEETS