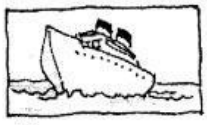
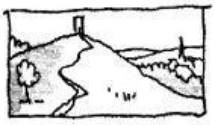
7

Problem vowel sounds: /ɪ/ and /i:/
Past Simple forms that are difficult to pronounce
Hearing Past Simple forms
Intonation in *Wh-* questions

Sounds

Problem vowel sounds: /ɪ/ and /i:/

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

/ɪ/	/i:/
1 (sit)	seat
2 hit	heat
3 bin	bean
	
4 ship	sheep
	
5 hill	heel
6 lick	leak

2 T7.1 Listen and circle the word in 1 you hear twice.

►► p60

3 /ɪ/ is a **short** sound. To make it your lips look like this.

/ɪ/

/i:/ is a **long** sound. To make it your lips look like this.

/i:/

Practise saying the pairs of words..

4 T7.2 Look at the words below. Listen to the instructions on the recording and join the words with lines. You will make a letter of the alphabet. What is it?

eat • • live • cheap • hit

• leave • it • wheel • will

chip • • heat • fill • feel

• hill seat • sit • heel •

bin • ship • bean • • sheep

fit • • feet • leak • lick

►► p60

LIVEWORKSHEETS

Word focus

Past Simple forms that are difficult to pronounce

1 Look at the verbs below. Check the meaning of new words in your dictionary or with your teacher. Write in the past form.

1	read	*read*	6	hear	_____
2	learn	_____	7	buy	_____
3	run	_____	8	say	_____
4	fall	_____	9	teach	_____
5	see	_____	10	think	_____

►► p60

2 Can you pronounce the past forms?

You can find the pronunciation in your dictionary.

1 **read** /riːd/ *verb* (**reads**, **reading**, **read** (red), **has read**)
1 look at words and understand them: *Have you read this book? It's very interesting.*

Look at the phonemic transcription of *read*. Can you pronounce it?

3 Can you pronounce the past forms below?

2 **learn** /lɜːn/ *verb* (**learns**, **learning**, **learnt** (lɜːnt) or **learned** (lɜːnd), **has learnt** or **has learned**)
1 find out something, or how to do something, by studying or by doing it often: *I learnt Fre...*

3 **run**[1] /rʌn/ *verb* (**runs**, **running**, **ran** (ræn), **has run**)
1 move very quickly on your legs: *I was late so I ran to the bus-stop.*
2 go; make a journey: *The buses don't run*

4 **fall**[1] /fɔːl/ *verb* (**falls**, **falling**, **fell** (fel), **has fallen** /ˈfɔːlən/)
1 go down quickly; drop: *The book fell off the table.* ◇ *She fell down the stairs and broke her arm.*

5 **see** /siː/ *verb* (**sees**, **seeing**, **saw** (sɔː), **has seen** /siːn/)
1 know something using your eyes: *It was so dark that I couldn't see anything.* ◇ *Can you see that plane?* ◇ *I'm going to*

6 **hear** /hɪə(r)/ *verb* (**hears**, **hearing**, **heard** (hɜːd), **has heard**)
1 get sounds with your ears: *Can you hear that noise?* ◇ *I heard somebody laughing in the next room.*

T7.3 Listen and check your answers. Practise saying the past forms.

4 Match the verbs in the box to their past forms below.

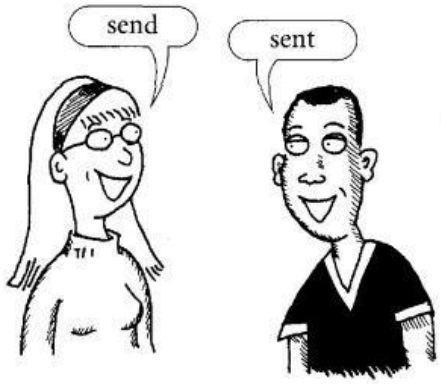
see	read	wear	pay	say
think	buy	put	teach	mean
catch	cut	send		

1	saw	_____	wore	_____ ☑
2	read	_____	said	_____ ☐
3	said	_____	paid	_____ ☐
4	caught	_____	taught	_____ ☐
5	thought	_____	bought	_____ ☐
6	sent	_____	meant	_____ ☐
7	cut	_____	put	_____ ☐

5 **T7.4** Listen to the pairs of verbs in 4. Tick (✓) the box if the past forms rhyme, put a cross (✘) if they don't.

►► p60

6 Practise saying the past forms above. Test a partner. You say a verb from the box in 4 and your partner says the past form.



LIVEWORKSHEETS

Connected speech

Hearing Past Simple forms

T7.5 *-ed* at the end of regular Past Simple forms is pronounced in three different ways. Listen.

/t/	/d/	/ɪd/
liked	loved	hated
worked	lived	intended
finished	opened	started
stopped	arrived	ended

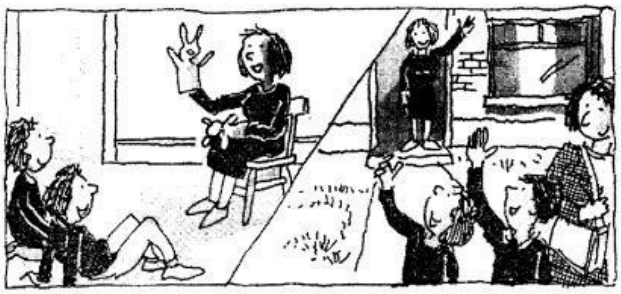
1 Practise saying the verbs in the three groups above.

2 Complete the rule.

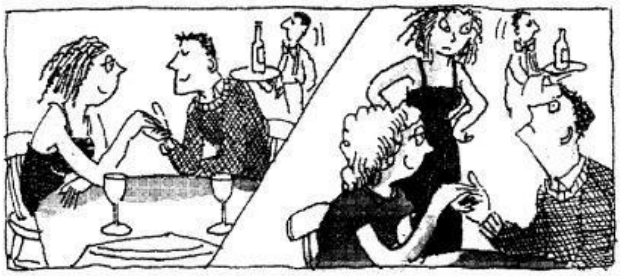
> The *-ed* ending is pronounced /ɪd/ if the infinitive of the verb ends with the sound / / or / /.

►► p60

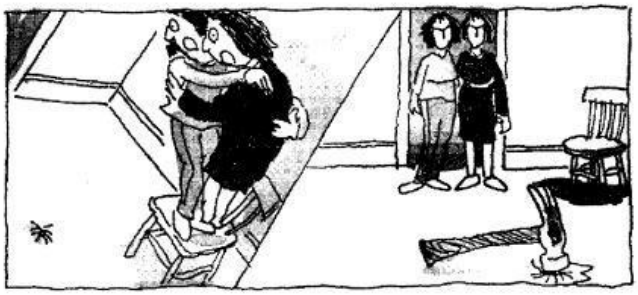
3 **T7.6** In a sentence the *-ed* form is sometimes difficult to hear. Listen to the five pairs of sentences below. Can you hear the difference between a (Present Simple) and b (Past Simple)?



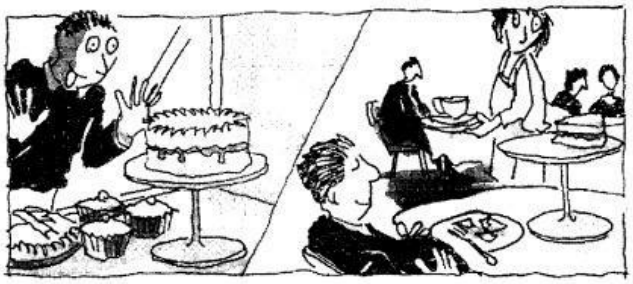
1 a We like her.
b We liked her.



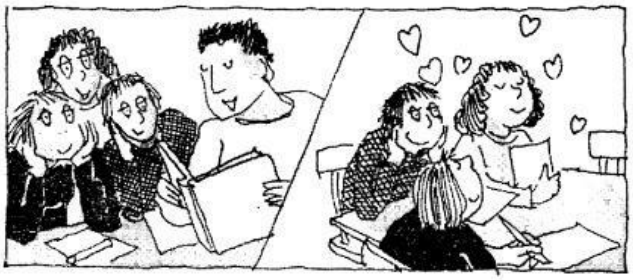
2 a I love him.
b I loved him.



3 a They hate it.
b They hated it.



4 a I want that.
b I wanted that.



5 a They enjoy their English lessons.
b They enjoyed their English lessons.

Listen again and practise saying the pairs of sentences.

4 **T7.7** Listen to the sentences and circle the verb you hear, Present Simple or Past Simple.

1 We arrive/(arrived) on Monday morning.
2 It opens/opened at nine o'clock.
3 I finish/finished work on Friday afternoon at six o'clock.
4 They close/closed on Monday.
5 They start/started at eight o'clock.
6 The trains stop/stopped at midnight.

►► p60

5 **T7.8** Close your book. Listen and practise saying each sentence in the Past Simple. Pay attention to the pronunciation of the *-ed* ending.

LIVEWORKSHEETS

Stress and intonation

Intonation in *Wh-* questions

1 T7.9 You will hear the *beginning* of seven questions. Listen and tick (✓) the correct words below to finish the questions. There is only **one** correct answer.

1 ☐ a … you born?
☐ b … did you born?
☑ c … were you born?

2 ☐ a … born your sister?
☐ b … your sister born?
☐ c … you born?

3 ☐ a … married?
☐ b … born?
☐ c … birthday?

4 ☐ a … her grandfather die?
☐ b … die her grandfather?
☐ c … her grandfather died?

5 ☐ a … was he?
☐ b … he was?
☐ c … he did?

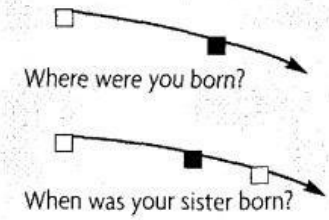
6 ☐ a … went to university?
☐ b … were to university?
☐ c … go to university?

7 ☐ a … you leave university?
☐ b … you were left university?
☐ c … you left university?

2 T7.10 Listen to the full questions and their replies. Check your answers.

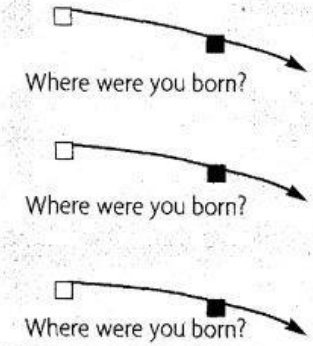
►► p60

3 In *Wh-* questions (questions with *What, Who, When, Where, Why, How*, etc.) the intonation usually goes **down** on the main stress, not up.



If your intonation is **flat** you may sound **rude**.

T7.11 It helps to **start** the question quite **high**.



Practise saying the other questions in the same way.

4 ◄ T7.10 Work with a partner. Look at the tapescript on page 60. Practise reading the dialogue together.

LIVEWORKSHEETS

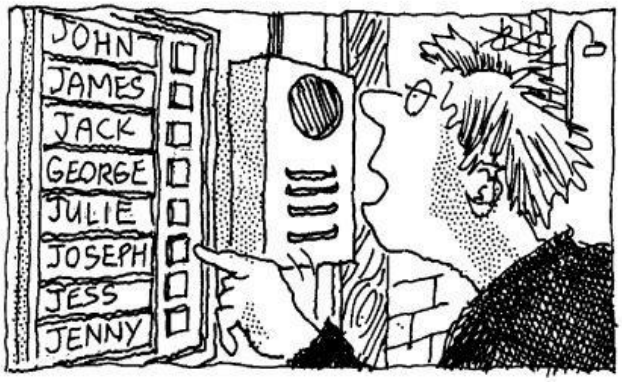
8

Problem consonants: /dʒ/
Problem vowel sounds: /ɜ:/
Saying dates

Sounds

Problem consonants: /dʒ/

1 T8.1 *Listen to the sound /dʒ/ in these names.*



Do you have this sound in your language?

The sound /dʒ/ is made with the two sounds /d/ and /ʒ/. First say /d/. Then say /ʒ/.

Repeat each sound quickly until you say the two sounds together. You use your voice. Feel your throat vibrate when you say it.

Listen again and practise saying the names.

2 Below are some famous people with the sound /dʒ/ in their names. Who are they? Use the photos to help.

1 /dʒɒn 'lenən/

4 /dʒɔ:dʒ 'klu:ni/

2 /mɪk 'dʒægə/

5 /'dʒu:lɪə 'rɒbəts/

3 /'dʒæki 'kenədi/

6 /dʒɔ:dʒ 'maɪkəl/

►► p60

Practise saying their names.

3 Look at the phonemic symbols on page 57. Find the word from the box for sound 23. Write it in the space under the symbol.

LIVEWORKSHEETS

Problem vowel sounds: /ɜ:/

1 **T8.2** Listen to the words below. They all have the sound /ɜ:/.

work	learn	girl	first
nurse	world	third	her
heard	word		

The vowel sound is spelt in many ways but all of the words have an *r*. Is the *r* pronounced?

►► p60

2 **T8.3** Listen to some longer words and underline the /ɜ:/ sound. Which three words don't have an /ɜ:/ sound?

Thursday	Saturday	birthday
personal	journalist	journey
university	restaurant	hamburger
Germany	conversation	thirtieth

►► p60

3 The sound /ɜ:/ is made in the middle of the mouth. The lips are relaxed.

/ɜ:/ is a **long** sound.

Listen again and practise saying the words in 1 and 2 above.

4 **T8.4** Look at the newspaper headlines below. Check the meaning of new words in your dictionary or with your teacher. Listen to the headlines one by one. How many /ɜ:/ sounds are there? Write the number in the box.

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

►► p60

Listen again and practise saying the headlines.

LIVEWORKSHEETS

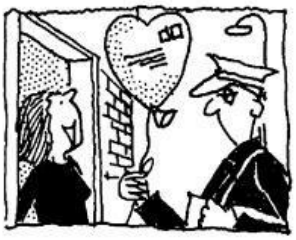
Connected speech

Saying dates

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

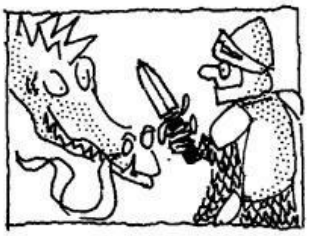
saint	lovers	destroy
parliament	war	joke
witch	official	celebrate

2 **T8.5** Below are the names of some special days in Britain. You will hear when they are, and what they celebrate. Listen and write in when they are.



1 St Valentine's Day

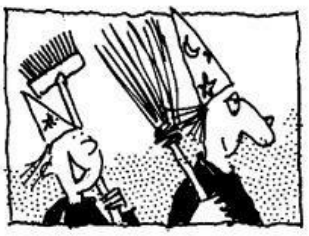
14 February



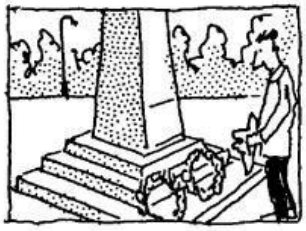
3 St George's Day

2 April Fool's Day

4 The Queen's Birthday



5 Halloween



7 Remembrance Sunday

6 Guy Fawkes Night

8 St Andrew's Day

►► p61

Which ones do you celebrate in your country too?

3

We *write* dates like this.

14 February 1 April

We *say* dates like this.

/ðə/ /əv/
the fourteenth of February

/ðə/ /əv/
the first of April

We use the **weak** forms of *the* and *of* when we say dates. Notice the linking when we speak fast. (See Unit 3.)

/fɔ:ti:nθəv/ /fɜ:stəvɪprəl/
the fourteenth_of February the first_of_April

T8.6 Listen to the dates above again. Practise saying them, with the weak forms and linking.

►► p61

4 Write down five dates that are important in your country. Practise saying them correctly. Why are they important?

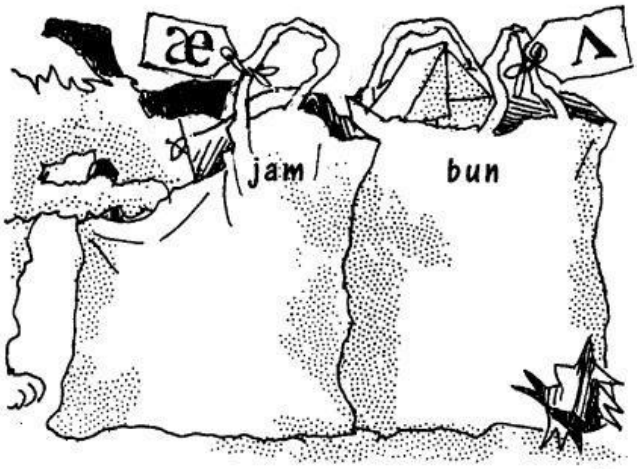
LIVEWORKSHEETS

9 Problem vowel sounds: /æ/ and /ʌ/
Weak form of *of*
Special stress
Polite requests

Sounds

Problem vowel sounds: /æ/ and /ʌ/

1 T9.1 Listen to the vowel sounds in the words below. Can you hear the difference?



2 T9.2 Listen to the food words below. Write them on the correct bag in 1.

jam	honey	cabbage	butter
bun	apple	carrot	salad
onion	mushroom	ham	cucumber

3 T9.3 Listen and check your answers.

►► p61

4 Complete the rule.

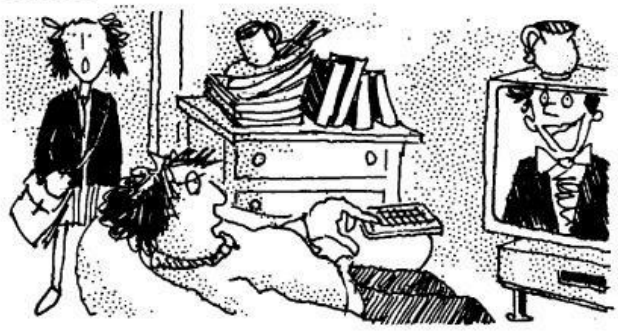
1 The sound /æ/ is spelt with the letter _____.
2 The sound /ʌ/ is usually spelt with the letter _____ but sometimes with the letter _____.

►► p61

5 Listen again to the first part. Practise saying the words from Bag 1 above.

6 Now listen to the second part. Practise saying the words from Bag 2 above.

7 T9.4 Listen to the dialogue below. Check the meaning of new words in your dictionary or with your teacher.



Daughter Mum … what have we got for supper?

Mum Sorry, there's not much … ham … scrambled eggs … or there's some mushroom salad left.

Daughter I'll just have bread and jam … have we got any butter?

Mum Sorry, love. There's none left.

Daughter Oh, Mum! There's nothing I want!

Mum Well, have a nice cup of hot chocolate.

Daughter Mm … **you** make lovely hot chocolate … Thanks, Mum!

8 Work with a partner. Find all the words in the dialogue that have an /æ/ or an /ʌ/ sound. Listen again and check your answers.

►► p61

9 Practise saying the dialogue line by line, pronouncing the two sounds correctly. Practise reading the dialogue aloud with your partner.

LIVEWORKSHEETS

Connected speech

Weak form of *of*

1 Find a word in the box to complete the phrases below.

aspirin	sugar	matches	cake
cigarettes	tea	water	

a piece of **cake**

a packet of _____

a cup of _____

a glass of _____

a box of _____

a bottle of _____

a bag of _____

►► p61

2 Look at the stress in these phrases.

□ ■ □ ■

a piece of cake a packet of cigarettes

T9.5 Listen. *a* and *of* are weak. *of* links with the word before when we speak fast.

/ə/ /əv/ /ə/ /əv/

a piece_of cake a packet_of cigarettes

Practise saying the phrases in 1, paying attention to the stress, weak forms, and linking.

3 **T9.6** Listen and count the words you hear. (*I'd* = two words).

1 [7] _____ like

_____ wine?

2 [ ] Can _____

_____ coffee, please?

3 [ ] _____

bottle _____ aspirin, _____.

4 [ ] _____ packet _____

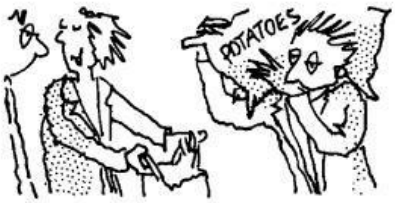
_____ box

_____, please.

LIVEWORKSHEETS

5 ☐ Daddy, _____

_____ glass _____?



6 ☐ _____

potatoes, please.

7 ☐ _____ like

_____?

►► p61

4 Listen again and write in the missing words.

►► p61

Practise saying the sentences, paying attention to the stress, weak forms, and linking.

5 Work with a partner. Invent a short dialogue to include each of the sentences above.

Stress and intonation

Special stress

1 T9.7 Walter is a waiter in a busy snack bar. Listen to some of his conversations with the customers.

1 **W** So that's two coffees, a beef sandwich, and a tomato soup …

C *No, a chicken sandwich.*

W Sorry, sir …

2 **W** Yes, sir?

C A small mushroom pizza, please.

W Okay …

C *No, make that a large mushroom pizza.*

W Certainly, sir …

3 **W** Okay, so you want one coffee, six colas, four strawberry ice-creams, two chocolate ice-creams, and a piece of apple pie …

C *No, four chocolate ice-creams and two strawberry …*

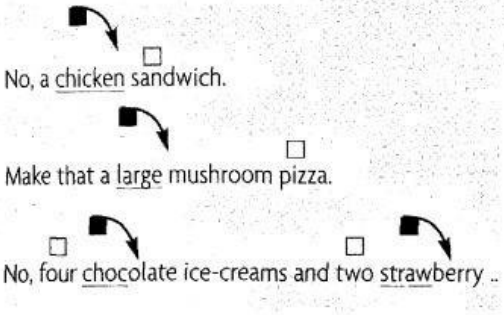
W Anything else?

2 Listen again and look at the lines *in italics.* Underline the words that are specially stressed. Why are these words stressed?

►► p61

LIVEWORKSHEETS

3 **T9.8** We often use stress and intonation to correct. The intonation goes up and comes down strongly on the word that we want to correct.



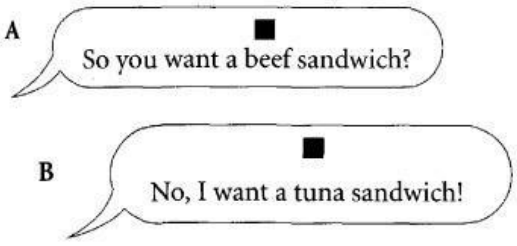
Practise the stress and intonation in these lines.

4 Work with a partner. Practise the four dialogues, putting in the 'special' stress.

5 You and your partner are a waiter and a customer. The waiter makes a lot of mistakes, so the customer corrects him. Use the food on the cards below.

WAITER
a beef sandwich
tomato soup
three side salads
a large cheeseburger
two cups of tea and one cup of coffee

CUSTOMER
a tuna sandwich
chicken soup
two side salads
a small baconburger
two cups of coffee and one cup of tea



Remember to stress the words that you want to correct.

Polite requests

We use *Could* to make polite requests.

Could you pass the salt?
Could I use the phone?

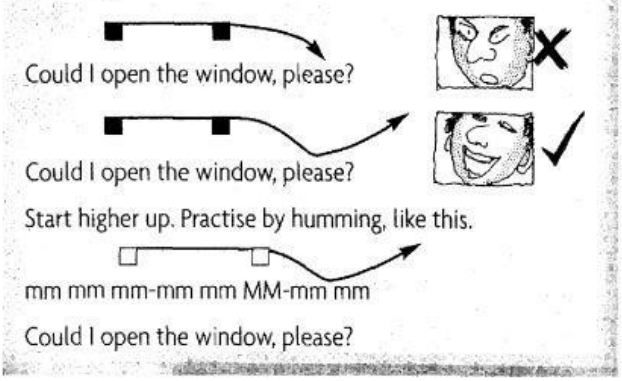
But in English, intonation is also very important if you want to sound polite.

1 **T9.9** Listen. All the students in the class want to a the teacher something – but three of them don't sound polite. Cross (✗) the ones that don't sound polite. Why don't they sound polite?

1 Could you lend me a pen, please?
2 Could you say that again, please?
3 Could you write it on the board, please?
4 Could I open the window, please?
5 Could you help me with this, please?
6 Could you come here, please?

►► p61

2 To sound polite, intonation must not be flat.



T9.10 Listen and practise the requests with polite intonation.

3 Choose four of the requests above that you think will be useful in your English lesson. You have three minutes to remember them. Practise the polite intonation.

4 Now make the requests to your teacher. He/She will only respond if you sound polite!

LIVEWORKSHEETS