UNIT 2 /ɪ/ ship

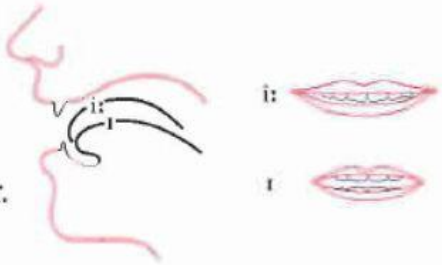
– What about this fish? Can I eat it?
– Yes. Eat it.
– What about this cheese? Can I eat it?
– No, don't eat it. It's six weeks out of date.

1 Target sound /ɪ/

A12a a First practise the sound /iː/ (see page 3). Listen and repeat.

A12b b Open your mouth a *little* more to make the target sound /ɪ/. Listen and repeat.

A12c c Listen and repeat both sounds together. /iː/ is long. /ɪ/ is short.



2 Minimal pairs

	Sound 1 /iː/	Sound 2 /ɪ/	
	sheep Look out for that sheep.	**ship** Look out for that ship.	
	leak Stop it leaking!	**lick** Stop it licking!	
	cheeks What lovely cheeks.	**chicks** What lovely chicks.	
	peel This peel's got vitamin C in it.	**pill** This pill's got vitamin C in it.	
	bean Throw out that bean.	**bin** Throw out that bin.	
	leave He's going to leave.	**live** He's going to live.	

LIVEWORKSHEETS

Minimal pair words

A13a a Listen and repeat the words.

A13b b You will hear five words from each minimal pair. For each word, write *1* for /iː/ (sound 1) or *2* for /ɪ/ (sound 2).

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

Minimal pair sentences

A14a c Listen to the minimal pair sentences.

A14b d Listen to six of the sentences and write *1* for /iː/ (sound 1) or 2 for /ɪ/ (sound 2).

e Sentence stress

The most important words in a sentence are strongly stressed. They are pronounced **LOUD**er and s l o w e r. Look at these examples from the minimal pair sentences. (In the brackets on the right, the big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.)

Pair 1: OUT … SHIP	Look OUT for that SHIP! (**oOooO**)
Pair 2: STOP … LEAK	STOP it LEAKing. (**OoOo**)
Pair 3: LOVE … CHICKS	What LOVEly CHICKS! (**oOoO**)
Pair 4: PILL'S … C	This PILL'S got vitamin C in it. (**oOooooOoo**)

A14a Listen to the minimal pair sentences again and underline the strongly stressed words in each sentence (on page 7).

A15 f Tick the words a) or b) that you hear in the sentences.

1 a) sheep	☐	b) ship	☐
2 a) bean	☐	b) bin	☐
3 a) cheeks	☐	b) chicks	☐
4 a) cheap	☐	b) chip	☐
5 a) heel	☐	b) hill	☐
6 a) peel	☐	b) pill	☐

3 Dialogue

a First practise the sound /ɪ/ in some of the words from the dialogue. Read the words aloud or visit the website to practise.

One-syllable words: film ill miss kids quick Kim Bill

Two-syllable words: (1st syllable) **cric**ket **tic**kets **chil**dren **min**utes **quick**ly **lis**ten **pi**ty
(2nd syllable) be**gins**

Three-syllable words: (1st syllable) **his**tory **fes**tival **ci**nema in**ter**esting **prize**-winning **Af**rica
(2nd syllable) gym**nas**tics o**lym**pic ex**cit**ed be**ginn**ing **ter**rific go**ril**la
(3rd syllable) chimpan**zee**

LIVEWORKSHEETS

A16 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–8) with the correct three-syllable words from the list in 3a.

Three interesting films

BILL: Good evening, Mrs Lee.

GINA: Is Kim in?

BILL: Is he coming to the cinema, Mrs Lee? It's the Children's Film 1_____.

MRS LEE: Kim's ill.

BILL: Here he is!

GINA: Hi, Kim!

KIM: Hi, Gina! Hi, Bill!

BILL: Kim, we've got these three free tickets to see three 2_____ films for children!

MRS LEE: Listen, Kim ...

KIM: Is it 3_____?

GINA: *We* think it is. First there's a short film about gorillas and 4_____ in Africa, and ...

BILL: ... then the next film is about the six best Olympic 5_____ competitions, and then ...

GINA: ... then it's the big film – *The* 6_____ *of English Cricket.*

KIM: Cricket!

BILL: It's a 7_____ film.

MRS LEE: If you're ill, Kim ...

GINA: It would be a pity to miss it.

MRS LEE: Now listen, you kids ...

BILL: And it begins in fifty minutes.

MRS LEE: KIM!

KIM: Quick! Or we'll miss the 8_____ of the gorilla film!

A16 c Listen to the dialogue again to check your answers. Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

d Perform the dialogue in a group of four and, if possible, record your voices. In your group, first practise speaking with feeling. Mrs Lee is getting more and more angry. The others are getting more and more excited.

In English, if you get more angry, you usually speak more loudly. if you get more excited, you usually speak more quickly.

LIVEWORKSHEETS

4 Numbers

A17 a Word stress

Stressed syllables are in **bold**. Listen and repeat.

three	thir**teen**	**thir**ty	3	13	30
four	four**teen**	**for**ty	4	14	40
five	fif**teen**	**fif**ty	5	15	50
six	six**teen**	**six**ty	6	16	60
seven	seven**teen**	**sev**enty	7	17	70
eight	eigh**teen**	**eigh**ty	8	18	80
nine	nine**teen**	**nine**ty	9	19	90

b Moving stress

The stress in these 'teen' numbers is different when we are counting.

thirteen, **four**teen, **fif**teen, **six**teen, **seven**teen, etc.

c Other moving stress

The stress in these 'teen' numbers is also different when there is a strong stress in the next word.

Tim lives at number fif**teen**.

Tim lives at number **fif**teen Green Street.

A18 Practise giving A's reply in the conversations you hear, like the example.

Example

A: The dentist is at **sev**enteen Mill Street.
B: **Sev**enty?
A: No, not **sev**enty – seven**teen**.

d Mini Bingo game

Play in a group of 3–5. One person calls out the numbers from 4a but in a random order. (Take turns to call the numbers.) The others each choose one of the boxes A, B, C or D below. Listen to the numbers and if a number is in your box, cover it with a small piece of paper. When all the numbers in your box are covered, you are the winner and you shout, BINGO!

A			B			C			D		
13	3	80	60	4	16	5	15	16	60	6	15
7	19	50	40	30	13	70	90	3	8	14	17
17	90	8	70	5	90	40	7	18	9	90	80

Self study student: first make a recording, saying clearly all the numbers from 4a but in a random order. Then listen and play as many boxes as you can simultaneously.

5 Spelling

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

LIVEWORKSHEETS