

UNIT 3 /e/ pen

- Is this milk fresh?

- Yes. Everything in this fridge is fresh.

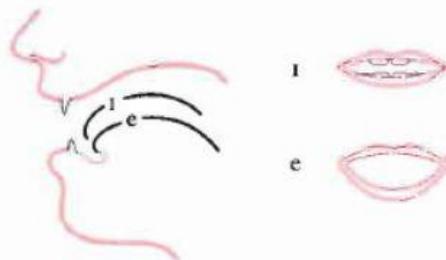


1 Target sound /e/

A19a a First practise the sound /i/ (see page 7).

A19b b Open your mouth a *little* more to make the short target sound /e/. Listen and repeat.

A19c c Listen and repeat both sounds together: /i/ and /e/.



2 Minimal pairs

	Sound 1 /ɪ/	Sound 2 /e/	
	pin I need a pin.	pen I need a pen.	
	bin That's my bin.	Ben That's my Ben.	
	tin It's a big tin.	ten It's a big ten.	
	pig Where's the pig?	peg Where's the peg?	
	bill There's the bill.	bell There's the bell.	
	chick She wants a chick.	cheque She wants a cheque.	

Minimal pair words

A20a a Listen and repeat the words.

A20b b You will hear five words from each minimal pair. For each word, write 1 for /ɪ/ (sound 1) or 2 for /e/ (sound 2).

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

Minimal pair sentences

A21a c Listen to the minimal pair sentences.

A21b d Listen to six of the sentences and write 1 for /ɪ/ (sound 1) or 2 for /e/ (sound 2).

A21a e Sentence stress

The most important words in a sentence are strongly stressed. If the minimal pair sentences were spoken with only one strong stress, which word would it be? Read the sentences and guess which word it might be. Then listen to the minimal pair sentences again and underline the strongly stressed word in each sentence (on page 11).

A22 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|--------------|--------------------------|------------|--------------------------|
| 1 a) pin | <input type="checkbox"/> | b) pen | <input type="checkbox"/> |
| 2 a) pig | <input type="checkbox"/> | b) peg | <input type="checkbox"/> |
| 3 a) tins | <input type="checkbox"/> | b) tens | <input type="checkbox"/> |
| 4 a) sit | <input type="checkbox"/> | b) set | <input type="checkbox"/> |
| 5 a) disk | <input type="checkbox"/> | b) desk | <input type="checkbox"/> |
| 6 a) pick at | <input type="checkbox"/> | b) peck at | <input type="checkbox"/> |

3 Dialogue

a First practise the sound /e/ in some of the words from the dialogue. Read the words aloud or visit the website to practise. In words with two or more syllables, **bold** is used to show which syllable is strongly stressed. In the brackets, write the number of syllables in each word before you practise.

EXAMPLES friend (1) **terribly** (3) **Emma** (2) **expensive** (3)
jealous () help () everybody () any () bench () Kevin ()
America () Mexican () Emily () Ben () very () bread () Eddie ()

Notice that many words in English have the strong stress on the first syllable, but some words have the strong stress on the last syllable.

hello Adele again except yourself lemonade

A23 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–7) with the correct questions (a–g) below.

- Can I get you a drink, Adele?
- Is that better?
- Was it expensive?
- Are you listening to the Red Hot Chili Peppers?
- How did you spend your holiday, Adele?
- Are you a friend of Emma's?
- Have you met my friend Adele yet, Kevin?

Friends

ADELE: Hi, Emma! Hi, Ben! Hello, Emily! Hello, Eddie! Hi, everybody!

EVERYBODY EXCEPT KEVIN: Hi, Adele!

EMILY: Nice to see you again, Adele. Kevin, this is Adele. Adele, this is Kevin.

ADELE: Hi, Kevin. 1 _____ ? It's terribly loud.

KEVIN: Yes ... *(turns the music down)* 2 _____ ? *(Adele nods her head)* 3 _____ ?

ADELE: Yes.

KEVIN: Emma said she had a friend called Adele.

EDDIE: Help yourself to Mexican food, Adele. It's on the kitchen bench.

EMILY: And there's French bread on the shelf.

BEN: 4 _____ ?

ADELE: Yes, thanks, Ben. Some lemonade with a bit of ice in it.

EMMA: 5 _____ ?

KEVIN: Yes. I've just met her. She's very friendly.

BEN: 6 _____ ?

ADELE: I went to South America with my best friend Kerrie.

EVERYBODY: Well!

EMMA: We're all jealous.

EDDIE: 7 _____ ?

ADELE: Not very. But I spent everything. I haven't any money left.

 **A23 C** Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation

Intonation is the voice going **up** or **down** on the strongest syllable of the most important word in a phrase or sentence.

Intonation statements usually goes **down** at the end.

Intonation in *WH* questions (*Who? What? Why? When? Where? How?*) usually goes **down** at the end.

Intonation in *Yes/No* questions usually goes **up** at the end.

A24 a Listen and repeat.

WH question: **How** did you spend your **holiday**?

Statement: I **went** to **America**.

Yes/No question: Was it **expensive**?

Statement: **Yes. Very.**

No. Not very.

A25 b Word stress

Practise the word stress in these place names. In many place names the strong stress is on the first syllable.

Denmark Venice Edinburgh Mexico

Mecca Melbourne Lebanon

A smaller number of place names have the strong stress on the last syllable.

Japan Mumbai Madrid Beirut New York

In longer place names the strong stress is sometimes in the middle of the word.

the **Riviera** the **Mediterranean** **Australia** **America** **Helsinki**

Philadelphia

c Now practise the conversation below, using the place names in 4b.

A: How did you spend your holiday?

B: I went to ...

A: Was it expensive?

B: Yes. Very. / Not very.

d Dictionary work: word stress

When you meet a new word, you can check which syllable is strongly stressed in a good dictionary (e.g. *Cambridge Advanced Learner's Dictionary*). The pronunciation of the word is shown in the International Phonetic Alphabet (IPA), with the symbol ' in front of the main strong stress of the word, e.g. electric /ɪ'lektrɪk/. Your dictionary will also show the secondary stress (usually in longer words) with the symbol ˌ, e.g. electricity /ɪ,lek'trɪsəti/.

In *Ship or Sheep?* only the main strong stress in a word is in **bold** to show you where the stressed syllable ends, e.g. **electric**, **electricity**.

Look up some of these words in a dictionary and mark which syllable has the main strong stress.

EXAMPLE **except** or ex'cept

except

exercise

expect

expedition

expel

experiment

expenditure

expert

expression

extend

extra

extrovert

5 Spelling



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