

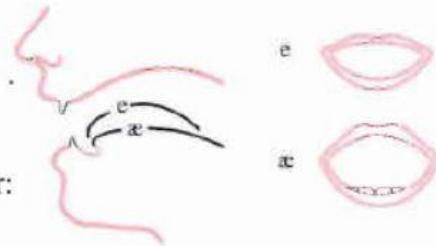
UNIT 4 /æ/ man

- Let's **have** a **chat** about **that** **cat**.
- **My** **cat**?
- Yes ... em ... it's too **fat**.
- Well, it is a bit **fat**. But it's ... mm ... a very **happy** **cat**.



1 Target sound /æ/

- A26a a First practise the sound /e/ (see page 11). Listen and repeat.
- A26b b Open your mouth a little more to make the target sound /æ/. Listen and repeat.
- A26c c Listen and repeat both sounds together: /e/ and /æ/.



2 Minimal pairs

X

Sound 1
/e/

x

Put the 'x' here.

Sound 2
/æ/

axe

Put the axe here.



pen

Can I borrow a pen?

pan

Can I borrow a pan?



men

Look at the men.

man

Look at the man.



send

I'm sending the table.

sand

I'm sanding the table.



gem

It's a lovely gem.

jam

It's a lovely jam.



bread

We had bread for lunch.

Brad

We had Brad for lunch.



Minimal pair words

A27a a Listen and repeat the words.

A27b b You will hear five words from each minimal pair. For each word write 1 for /e/ (sound 1) or 2 for /æ/ (sound 2).

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

Minimal pair sentences

A28a c Listen to the minimal pair sentences.

A28b d Listen to six of the sentences and write 1 for /e/ (sound 1) or 2 for /æ/ (sound 2).

A28a e Sentence stress

Listen to the first two minimal pair sentences again and look at the circles on the left. The big circles are the strongly stressed syllables, and the small circles are the weakly stressed syllables.

OoOO Put the 'x' here./Put the axe here.

ooOooO Can I borrow a pen?/Can I borrow a pan?

A28a Listen to the rest of the sentences and underline the sentence stress (the strongly stressed syllables in the most important words in the sentence).

OooO Look at the men./Look at the man.

oOooOo I'm sending the table./I'm sanding the table.

ooOooO It's a lovely gem./It's a lovely jam.

ooOooO We had bread for lunch./We had Brad for lunch.

A29 f Tick the words a) or b) that you hear in the sentences.

1 a) pen b) pan

2 a) men b) man

3 a) end b) and

4 a) feta b) fatter

5 a) pet b) pat

6 a) bed b) bad

3 Dialogue

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

1 Allen salad habit travel Janet absent sandwich contracts cancelled

2 animals Africa antelope Annabelle Anthony passengers anchovy

3 alligator advertising

Which of the list of words (1, 2, 3) above have the word stress patterns below? The big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.

a) Ooo b) Oooo c) Oo

Match the sentences (1–3) below with the sentence stress patterns (a–c). The big circles are the strongly stressed words and the small circles are the weakly stressed words.

- | | |
|------------------------------------|--------------|
| 1 He hasn't done the backup. | a) ooOooO |
| 2 Aaron doesn't have to come back. | b) oOooooOo |
| 3 The computer has crashed. | c) OooooOooO |

b Aaron's recorded messages

A30 Listen to the recorded messages, paying attention to the target sound. Now listen again and complete the sentences below. Each missing word has the sound /æ/. Number 1 has been done as an example.

- 1 Aaron works at the Ajax Travel Agency.
- 2 He's on holiday in _____ .
- 3 His boss is Mrs _____ .
- 4 Aaron left an _____ and _____ on his desk.
- 5 He _____ to contact Anthony about the _____ of _____ he _____ on _____ .
- 6 Aaron has a _____ habit of being _____ from work.
- 7 Aaron booked a _____ to San _____ with three _____ : an anteater, an _____ , and an _____ .
- 8 The computer has _____ and Aaron hadn't done the _____ up for the _____ programmes. Mrs Allen is very _____ .
- 9 The best advertising _____ have been _____ because of Aaron's bad _____ .
- 10 Aaron doesn't _____ to come _____ to the _____ agency because he's been _____ .

A31 Listen to the complete sentences and check your answers then practise reading the sentences aloud. Record your voice to compare your production of the target sound with the recording.

4 Sentence stress: the rhythm of English

A32 a Practise first with the names Annabelle and Janet. Notice how the important words are strongly stressed – we say them LOUDER and s l o w e r. Listen and repeat.

Question: How do you shorten Annabelle and Janet?

Answer: Ann and Jan.

Listen to seven possible answers to the next question (see page 18).

A33 Notice that when we add more weakly stressed words or syllables to these sentences, we still say them in about the same length of time. We do this by saying all the weakly stressed words more quickly and quietly.

Question: Who works with Aaron?

Answers:

- | | |
|-----------|-------------------------------------|
| 1 OO | <u>Ann, Jan.</u> |
| 2 OoO | <u>Ann</u> and <u>Jan</u> . |
| 3 OooooOo | <u>Annabelle</u> and <u>Janet</u> . |

