UNIT 3 /e/ pen



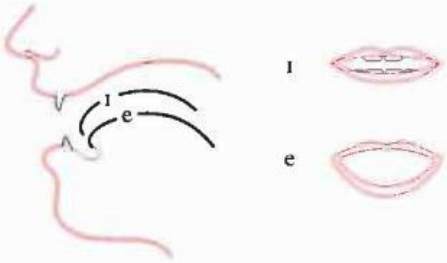
- Is this milk fresh?
- Yes. Everything in this fridge is fresh.

1 Target sound /e/

A19a a First practise the sound /ɪ/ (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: /ɪ/ 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

LIVEWORKSHEETS

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	☐	b) pen	☐
2 a) pig	☐	b) peg	☐
3 a) tins	☐	b) tens	☐
4 a) sit	☐	b) set	☐
5 a) disk	☐	b) desk	☐
6 a) pick at	☐	b) peck at	☐

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) **ter**ribly (3) **Em**ma (2) ex**pen**sive (3)
jealous ( ) help ( ) **ev**erybody ( ) **a**ny ( ) bench ( ) **Kev**in ( )
A**mer**ica ( ) **Mex**ican ( ) **Em**ily ( ) Ben ( ) **ver**y ( ) bread ( ) **Ed**die ( )

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.

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

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

A24 a Listen and repeat.

WH question: How did you spend your **holi**day?

Statement: I went to A**mer**ica.

Yes/No question: Was it ex**pen**sive?

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 **Ve**nice **Ed**inburgh **Mex**ico
Mecca **Mel**bourne **Leb**anon

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

Japan Mumbai Ma**drid** Bei**rut** New **York**

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

the Ri**vie**ra the Mediterranean Aus**tra**lia A**mer**ica Hel**sin**ki Phila**del**phia

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 ˈ in front of the main strong stress of the word, e.g. electric /ɪˈlektrɪk/. Your dictionary will also show the secondary stress (usually in longer words) with the symbol ˌ, e.g. electricity /ɪˌlekˈtrɪsəti/.

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. **elec**tric, **elec**tricity.

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

EXAMPLE except or exˈcept

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/.

LIVEWORKSHEETS

UNIT 4 /æ/ man



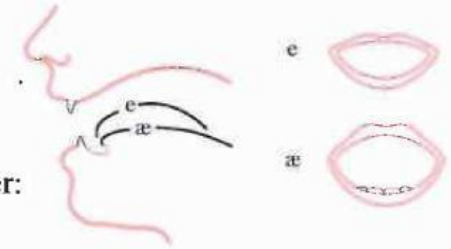
- Let's have a chat about that cat.
- My cat?
- Yes ... em ... it's too fat.
- Well, it is a bit fat. But it's ... mm ... a very happy cat.

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

	Sound 1 /e/	Sound 2 /æ/	
	**x** Put the 'x' here.	**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.	

LIVEWORKSHEETS

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 **strong**ly 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.
ooOoO It's a lovely gem./It's a lovely jam.
ooOoO 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 **A**llen **sa**lad **ha**bit **tra**vel **Ja**net **a**bsent **sa**ndwich contracts **ca**ncelled

2 **a**nimals **A**frica **a**ntelope **A**nnabelle **A**nthony **pa**ssengers **a**nchovy

3 **a**lligator **a**dvertising

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**

LIVEWORKSHEETS

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) **oOoooOo**
3 The computer has crashed. c) **OoooOooO**

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 **LOUD**er and s l o w er. 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** Ann, Jan.
2 **OoO** Ann and Jan.
3 **OoooOo** Annabelle and Janet.

LIVEWORKSHEETS

4	**oOooooOo**	There's Annabelle and there's Janet.
5	**ooOoooooOo**	Well there's Annabelle and then there's Janet.
6	**oooOooooooooOo**	Well first there's Annabelle and then there's also Janet.
7	**ooooooOooooooooooOo**	Well first of all there's Annabelle and then you know there's also Janet.

(Note that although sometimes native speakers of English do speak like this with a lot of weakly stressed words, at other times they may use more strongly stressed words, e.g. 'Well, first of all there's Annabelle and then you know there's also Janet.' Both are correct. Both have the same rhythm of strong and weak stress.)

A34 b Listen to the seven answers in 4a again and try to say them all in the same length of time. Try a few times. First practise putting your energy into the strongly stressed words. Next practise saying the weakly stressed words with less energy, so that you say them more quietly. Then practise saying the weakly stressed words more and more quickly. Record your voice and compare this with the recording.

c Match the questions (1–3) with the pairs of answers (a–c) below. (In the brackets, the big circles are the strongly stressed syllables and the small circles are the weakly stressed syllables.)

Questions:

1 What kind of animals did Aaron book on the San Salvador flight?
2 What were two of the mistakes Aaron made before he went on holiday?
3 Who else works at the travel agency?

Answers:

a) Anthony, Mrs Allen. (**Ooo, ooOo**)
Well, there's Anthony, and then there's Mrs Allen. (**ooOoo, oooooOo**)

b) An anteater, an antelope, and an alligator. (**oOoo, oOoo, ooOooo**)
He booked an anteater, as well as an antelope, and also an alligator. (**oooOoo, ooooOoo, ooooOooo**)

c) The map, the backup, (**oO, oOo**)
He lost the map, and he didn't do the backup. (**oooO, oooooOo**)

Practise reading the questions and answers aloud. Try to say the pairs of answers in the same length of time.

5 Spelling

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

LIVEWORKSHEETS