

Unit V2-A [ɪ] bitter—[e] better

Story

Listen to the story as your teacher reads it, or on tape, until you understand the main ideas.

My sister Ellen is not a “natural” when it comes to cooking. In fact, in order to cook a good meal, she has to practice and practice. The worst part is that she practices on us, her family.

I remember the first time that she made spaghetti sauce. It was (1) very **bitter**. I don't know what she put in it, but we couldn't even eat it. I hoped she would never cook again.

Now she has made the dish at least twenty times and it is (2) much **better**. We don't mind at all if she cooks—as long as she cooks spaghetti. The problem is that now she doesn't like to cook spaghetti. Now she is learning to cook chow mein, and we are suffering again.



Contrasting Sentences

Listening: Write the appropriate key word in each blank. Later, as you hear each sentence, mark the box, point to the picture, make a gesture, and/or say the rejoinder. Speaking: Choose and say each sentence so that your listener(s) can respond correctly.

- The spaghetti sauce is _____. (I can't eat it.)
- The spaghetti sauce is _____. (I like it.)

Explanations and diagrams for this unit's target sounds are on pages 331–32 in Section 10.

Additional Practice

I need a *pin/pen* for the message. (V2-B/b), Will you please pick up that *litter/letter* for me? (V2-c), They're *picking/pecking* the fruit. (V2-d)

Other Words

Sort the words listed below into two groups according to the sound the boldface letters represent. Write the words in the spaces provided. The first two have been done for you. Then, circle or underline these words