

## Unit V3-A [ey] taste—[ɛ] test

## Story

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

Elaine loves homemade (1) chocolate cake, but she is not a good cook. She has made two chocolate cakes, and they both tasted terrible. One of the cakes had too much salt, and the other one was still gooey inside when she served it. But Elaine is determined. She has decided to try one more time.

This time, she follows the recipe carefully. When she puts the cake in the oven, she carefully sets the timer. When the bell rings, she **tests** the cake with a (2) toothpick to see if it is done. Then she cuts off a small piece of cake with a (3) fork and **tastes** it to make sure that it isn't too salty. To her relief, it tastes delicious! At last she has succeeded! Her determination has paid off.



## 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.*

- She \_\_\_\_\_ the cake. (with a toothpick)
- She \_\_\_\_\_ the cake. (with a fork)

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

## Additional Practice

I'd like to *sail/sell* the boat. (V3-B/b), What is *Jane/Jen* like? (V3-C/c)

## 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*