













2 Minimal pairs

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

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 | <input type="checkbox"/> | b) pan | <input type="checkbox"/> |
| 2 a) men | <input type="checkbox"/> | b) man | <input type="checkbox"/> |
| 3 a) end | <input type="checkbox"/> | b) and | <input type="checkbox"/> |
| 4 a) feta | <input type="checkbox"/> | b) fatter | <input type="checkbox"/> |
| 5 a) pet | <input type="checkbox"/> | b) pat | <input type="checkbox"/> |
| 6 a) bed | <input type="checkbox"/> | b) bad | <input type="checkbox"/> |

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/.

Baker 2006: 15, 16, 18