

2 Minimal pairs



Pot the plant in the garden.

Sound 1
/ɒ/
pot

Sound 2
/ʊ/
put

Put the plant in the garden.



Cod

How do you spell 'cod'?

cod

could

How do you spell 'could'?

Could



I'll lock you up.

lock

look

I'll look you up.



The wind blew around the rock.

rock

rook

The wind blew around the rook.



Give me the box.

box

books

Give me the books.



Minimal pair words

A67a a Listen and repeat the words.

A67b b You will hear five words from each minimal pair. For each word write 1 for /ɒ/ (sound 1) or 2 for /ʊ/ (sound 2).

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

Minimal pair sentences

A68a c Listen to the minimal pair sentences.

A68b d Listen to five of the sentences and write 1 for /ɒ/ (sound 1) or 2 for /ʊ/ (sound 2).

A69 e Sentence stress

Any word in a sentence can become *the* most important word, and have the strongest stress to give the sentence a special meaning. Listen to the minimal pair sentences again and write the word which has the strongest stress in each pair in the table. Then read the special meanings.

	Strongest stress	Special meaning
Pair 1	<i>in</i>	Not just anywhere, e.g. near or beside it.
Pair 2		Everybody else has a different answer.
Pair 3		Nobody else would do that.
Pair 4		But not under it or above it.
Pair 5		Don't trust anybody else.

A70 f Tick the words a) or b) that you hear in the sentences:

- | | | | |
|-----------|--------------------------|----------|--------------------------|
| 1 a) cock | <input type="checkbox"/> | b) cook | <input type="checkbox"/> |
| 2 a) lock | <input type="checkbox"/> | b) look | <input type="checkbox"/> |
| 3 a) god | <input type="checkbox"/> | b) good | <input type="checkbox"/> |
| 4 a) cod | <input type="checkbox"/> | b) could | <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 /ʊ/.

2 Minimal pairs



Sound 1
/ʊ/
look
Look, a new moon!

Sound 2
/uː/
Luke
Luke, a new moon!



pull
The sign said 'Pull'.

pool
The sign said 'Pool'.



full
This isn't really full proof.

fool
This isn't really foolproof.



could
The bird could.

cooed
The bird cooed.




would
'He would, Julie,
at the full moon.'


wooded
He wooed Julie
at the full moon.



(Note: *proof* has two meanings: 1 evidence that something is true;
2 *foolproof* – made so that it can't be damaged, even by a fool)


Minimal pair words


 B3a a Listen and repeat the words.


 B3b b You will hear five words from each minimal pair. For each word write 1 for /ʊ/ (sound 1) or 2 for /uː/ (sound 2).

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

Minimal pair sentences

 B4a c Listen to the minimal pair sentences.


 B4b d Listen to five of the sentences and write 1 for /ʊ/ (sound 1) or 2 for /uː/ (sound 2).

 B5 e Listen to the strong and weak stresses in: oOooOo a foolproof computer. Then listen and underline the strong stresses in:

OooO waterproof boots oOooOo a wind-proof jacket

OooOo childish containers oOooO an ovenproof dish

oOooO a waterproof coat oOooO a bullet-proof vest.

 B6 f Tick the words a) or b) that you hear in the sentences.

1 a) look b) Luke


2 a) full b) fool

3 a) pull b) pool

4 a) fullish b) foolish

5 a) would b) wooed

5 Spelling

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