

## Minimal pairs B

/ʌ/ × /ɑ:/



**Sound 1**  
/ʌ/  
**cup**  
What a beautiful cup!

**Sound 2**  
/ɑ:/  
**carp**  
What a beautiful carp!



**hut**  
There's a problem with my hut.

**heart**  
There's a problem with my heart.



**cut**  
He covered his cut.

**cart**  
He covered his cart.



**bun**  
What's in that bun?

**barn**  
What's in that barn?



**come**  
'Come down,' she said.

**calm**  
'Calm down,' she said.



### Minimal pair words

A46a a Listen and repeat the words.

A46b 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: 1, 2, 1, 2, 2

### Minimal pair sentences

A47a c Listen to the minimal pair sentences.

A47b d Listen to five of the sentences and write 1 for /ʌ/ (sound 1) or 2 for /ɑ:/ (sound 2).

A47a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (above).

EXAMPLE What's in that bun?

A48 f Tick the words a), b) or c) that you hear in the sentences.

- |              |                          |            |                          |          |                          |
|--------------|--------------------------|------------|--------------------------|----------|--------------------------|
| 1 a) hat     | <input type="checkbox"/> | b) hut     | <input type="checkbox"/> | c) heart | <input type="checkbox"/> |
| 2 a) cat     | <input type="checkbox"/> | b) cut     | <input type="checkbox"/> | c) cart  | <input type="checkbox"/> |
| 3 a) cap     | <input type="checkbox"/> | b) cup     | <input type="checkbox"/> | c) carp  | <input type="checkbox"/> |
| 4 a) bun     | <input type="checkbox"/> | b) barn    | <input type="checkbox"/> |          |                          |
| 5 a) come    | <input type="checkbox"/> | b) calm    | <input type="checkbox"/> |          |                          |
| 6 a) Patty's | <input type="checkbox"/> | b) parties | <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 /ʌ/. Make a list of all the words in this unit that are pronounced /ʌ/ but spelt with the letter *o*, like *love*. Add other words to this list when you see them.

## 5 Spelling

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

# TEST

You can use a dictionary if you wish, but you don't need to understand every word to do this test.

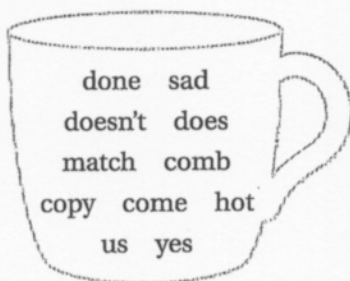
51. 1 For each line (1, 2, 3, 4, 5), first listen to the whole line. Then circle the one word that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk\*.

	/i:/	/ɪ/	/e/	/æ/	/ʌ/	/ɑ:/
1	bean	bin	Ben	ban	bun	barn
2	beat	bit	bet	bat	but	Bart
3	bead	bid	bed	bad	bud	bard*
4	peak	pick	peck	pack	Puck*	park
5	peaty*	pity	petty	Patty	putty	party

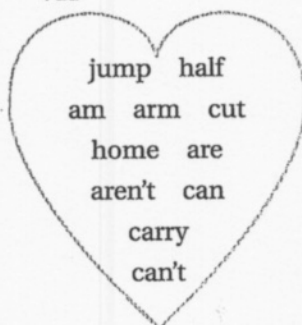
Score

- 2 Circle the words with the same vowel sound as 1-3.

1 cup  
/ʌ/



2 heart  
/ɑ:/



3 sheep  
/i:/



Score

## 3 Intonation jumble

Match the correct intonation pattern items a-f with the conversation items 1-6. Number 1 has been done.

- |   |                          |
|---|--------------------------|
| 1 'I'm going to make some jelly.'                                   | a)  (a list)             |
| 2 'Would you like lemon or cherry?'                                 | b)  (yes/no question)    |
| 3 'Cherry.'   | c)  (statement)          |
| 4 'Can I help?'   | d)  (short statement)    |
| 5 'I need a spoon, a bowl, some jelly crystals and some hot water.' | e)  (exclamation)        |
| 6 'What a lovely colour!'   | f)  (question with 'or') |

Score

## 4 Word stress

Underline the main stressed syllable in these words. (Score half a mark per item.)

advertising understand Lebanon lemonade sandwich  
expensive sunglasses fantastic photograph guitar

Score

Total score

## 2 Minimal pairs



**Sound 1**

/ɒ/

**Don**

Is your name Don?

**Sound 2**

/ɔ:/

**Dawn**

Is your name Dawn?



/b/ × /ɔ:/



This cod was in the sea.

**cod**

**cord**

This cord was in the sea.



He was shot.

**shot**

**short**

He was short.



It's a small pot.

**pot**

**port**

It's a small port.



Look for the fox.

**fox**

**forks**

Look for the forks.



I don't like these spots.

**spot**

**sport**

I don't like these sports.



### Minimal pair words

A60a a Listen and repeat the words.

A60b b You will hear five words from each minimal pair. For each word write 1 for /ɒ/ (sound 1) or 2 for /ɔ:/ (sound 2).

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

### Minimal pair sentences

A61a c Listen to the minimal pair sentences.

A61b d Listen to six of the sentences and write 1 for /ɒ/ (sound 1) or 2 for /ɔ:/ (sound 2).

A61a e Sentence stress

Listen to the minimal pair sentences again and underline the sentence stress (on page 33). Notice that the strongly stressed words are **LOUDER** and **s l o w e r**. The weakly stressed words are **quieter** and **quicker**.

A62 f Tick the words a) or b) that you hear in the sentences.

- |             |                          |           |                          |
|-------------|--------------------------|-----------|--------------------------|
| 1 a) spots  | <input type="checkbox"/> | b) sports | <input type="checkbox"/> |
| 2 a) pots   | <input type="checkbox"/> | b) ports  | <input type="checkbox"/> |
| 3 a) cod    | <input type="checkbox"/> | b) cord   | <input type="checkbox"/> |
| 4 a) shot   | <input type="checkbox"/> | b) short  | <input type="checkbox"/> |
| 5 a) Rod    | <input type="checkbox"/> | b) roared | <input type="checkbox"/> |
| 6 a) what a | <input type="checkbox"/> | b) water  | <input type="checkbox"/> |

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