

### Activity 1 Introduction

Minimal Pairs are pairs of words with only one sound change. These changes can be either consonant or vowel sounds. Remind your class of the letters for the basic vowels: a, e, i, o, u. Explain that these letters can have different sounds or even be silent, e.g.

|   |      |      |
|---|------|------|
| A | map  | may  |
| E | met  | late |
| I | miss | mind |
| O | hot  | only |
| U | up   | use  |

Write the following words on the board. Have your pupils substitute the vowels and decide whether the new words are real words or not.

|      |      |      |      |      |
|------|------|------|------|------|
| bad  | bed  | bid  | bod  | bud  |
| ball | bell | bill | boll | bull |
| bat  | bet  | bit  | bot  | but  |
| dad  | ded  | did  | dod  | dud  |
| fall | fell | fill | fol  | full |

Say:

Find words with the “i” sound as in big?  
Find words with the “e” sound as in beg?

### Activity 2 Introduction

Have your pupils make sentences of their own, either orally or in writing (or both, of course) using the “real” words practised above.

### Activity 3 Bookwork

Have your pupils read silently the list of minimal pairs on page 4. Ask if there are any words they do not understand, or do not know how to read? If there are any words, explain and practise them.

Ask pupils to identify and say the words:  
What is the fourth word in the third column? (lift)  
What is the sixth word in the second column? (etc.)

### Activity 4 Bookwork

This is essentially the same as the previous activity, but now you ask the pupils to identify and use the words in sentences, e.g.

What is the fourth word in the third column?

Lift I cannot lift the stone.

Note: Sometimes a word can have more than one meaning:

Lift Take the lift to the third floor.

Lift Can you give me a lift to town?

### Activity 5 Bookwork

Explain that some letters can be silent. Often in a pair of letters, one will be silent as in the word beggar. You do not say beg – gar.

Have your pupils identify the words in Minimal Pairs that have silent letters:

|        |        |       |        |        |
|--------|--------|-------|--------|--------|
| bigger | bitter | built | beggar | bell   |
| better | dead   | fill  | listen | middle |
| will   | fell   | head  | lesson | well   |

### Activity 6 Bookwork: Teamreading

“Teamreading” is a term to describe reading in small groups. There are 15 sentences. Divide the class into groups of 4, for example. Each child reads one sentence to the group while the others listen and assist where necessary. They continue reading until they have all read every sentence. Assist where necessary. It works like this:

|   |   |   |    |    |          |
|---|---|---|----|----|----------|
| A | 1 | 5 | 9  | 13 | 2        |
| B | 2 | 6 | 10 | 14 | 3        |
| C | 3 | 7 | 11 | 15 | 4        |
| D | 4 | 8 | 12 | 1  | 5 (etc.) |

### Activity 7 Write the missing word

The teacher reads one of the sentences but misses out the last word. Pupils come to the board to write the missing word, e.g. This is a bad ...

### Activity 8 Sound recognition

Draw a chart on the board like this:

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
|     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Pen |   | x |   |   |   |   |   |
| Pin | x |   |   |   |   |   |   |

Make sure your pupils can tell the difference in sound between pen and pin. Read a sentence and ask pupils to come to the board to mark the correct sound, e.g. 1. I hid. 2. I heard a bell.

### Activity 9 Dictation in pairs

Pupils work in pairs taking turn to dictate a sentence to each other. Assist where necessary.

### Individual Evaluation

Use this time to work with individual pupils to evaluate their progress.

### Activity 10 Class dictation

Use some of the sentences on page 4 for dictation.

