

# Pronunciation activities: Part 8

## by Adrian Tennant

### Sound matters: /ɔ:/ and /əʊ/

<b>Level:</b> All
<b>Target age:</b> Adults and teenagers
<b>Time needed:</b> 30–45 minutes
<b>Summary:</b> This lesson focuses on the distinction between the phonemes /ɔ:/ and /əʊ/.

#### Exercise 1

- On the board write up the following two words: *ball* /bɔ:l/ and *bowl* /bəʊl/.
- To contextualize the words you could also draw a picture of each object.
- Ask a few students to pronounce the two words.
- If you need to, model the words and make sure students can hear the difference.
- Explain that you will play a recording with five sentences. The students' task is to listen and decide which word they hear.
- Get students to read the five sentences on the worksheet.
- Play the recording and get students to circle the word they hear.
- Put students in pairs and have them check.
- Play the recording again, if necessary.

#### Key:

- ball*; 2. *gnaw*; 3. *note*; 4. *hall*; 5. *sawing*
- Play the recording again, pausing after each sentence.
- Have students repeat the sentences they hear.
- If necessary, drill each sentence to clarify the pronunciation.

#### Audioscript:

- Can you pass me the bowl?*
- My dog really likes to gnaw bones.*
- Did you see the note?*
- I think he put it in the hall.*
- She made a really good job of sawing that.*

#### Exercise 2

- Ask students to look at the chart.
- Play the first two words on the recording.
- Make sure students can distinguish between the two words – at this stage you might want to drill the words with your students.

- Play the rest of the recording and get students to write the words they hear in the correct column.
- Put students in pairs and have them check together.
- Play the recording again.
- Check in pairs and then as a class.

#### Key:

/ɔ:/	/əʊ/
ball	bowl
caught	soap
draw	home
floor	grow
more	ago
four	toe

#### Audioscript:

*ball, bowl, caught, draw, soap, floor, home, grow, more, ago, toe, four*

#### Exercise 3

- Ask students to read the chant while you play the recording.
- Play the recording again, stopping after each line, and ask students to repeat what they hear.
- Ask students to say the chant.
- Play the recording again with the students saying it at the same time.

#### Audioscript:

*I know an awful lot more, than I did before.  
But a whole lot less, than four weeks ago.*

#### Extra activity: Noughts and crosses

- Students could play noughts and crosses. Draw the following grid on the board.

/ɔ:/	/əʊ/	/ɔ:/
/əʊ/	/ɔ:/	/əʊ/
/əʊ/	/ɔ:/	/əʊ/

- Put students into two teams – noughts (O) and crosses (X).
- One team starts by coming up to the board, pointing to a phoneme and saying a word with that sound in.
- If they are correct they put their symbol in the box.
- Then the other team take their turn.
- The aim of the game is to make a row of three boxes. The team that can make a row first wins.

