

# Pronunciation activities: Part 4

## by Adrian Tennant

### Sound matters: /ɒ/ and /aʊ/

**Level:** All

**Target age:** Adults and teenagers

**Time needed:** 30-45 minutes

**Summary:** This lesson focuses on the distinction between the phonemes /ɒ/ and /aʊ/

#### Exercise 1

1. On the board write up the following two words: *shot* /ʃɒt/ and *shout* /ʃaʊt/.
2. Ask a few students to pronounce the two words.
3. If you need to, model the words and make sure students can hear the difference.
4. Explain that you will play a recording with seven sentences. The students' task is to listen and decide which word they hear.
5. Get students to read the seven sentences on the worksheet.
6. Play the recording and get students to circle the word they hear.
7. Put students in pairs and have them check.

**Key:**

1. *shout*; 2. *bronze*; 3. *doubts*; 4. *pot*; 5. *shown*;
6. *spot*; 7. *pond*

8. Play the recording again, pausing after each sentence.
9. Have the students repeat the sentences they hear.
10. If necessary, drill each sentence to clarify the pronunciation.

**Audioscript:**

*Listen and circle the word you hear in each sentence.*

1. *The shout was so loud people heard it a long way away.*
2. *What colour is it? I think it's bronze.*
3. *Do you have any doubts?*
4. *He's got a really amazing pot.*
5. *Where was it shown?*
6. *Can you point me to the correct spot?*
7. *Just put it next to the pond please.*

#### Exercise 2

1. Ask students to look at each set of words.
2. Play the recording and ask students to underline the /ɒ/ or /aʊ/ sound in each word.
3. Play the recording again and ask students to circle

the word in each group that has a different sound from the other two words.

4. Check in pairs and then as a class.
5. Finally, practise saying the words.

**Key:**

1. *c) now*; 2. *b) got*; 3. *c) shone*; 4. *a) out*; 5. *b) plot*;
6. *b) about*; 7. *a) stop*

#### Exercise 3

1. Ask students to read the tongue twister while you play the recording.
2. Play the recording again, stopping after each line, and ask students to repeat what they hear.
3. Ask students to say the tongue twister.
4. Play the recording again and ask the students to say the tongue twister at the same time.

**Audioscript:**

*Bob has about an hour to have a shower,  
Before he goes out on the town.  
But the shower's too hot and Bob shouts!  
No doubt about it; Bob's not up, he's down.*

#### Sound tennis

1. Demonstrate the game. Say /ɒ/, students have three seconds to say a word containing that sound. Now say /aʊ/ and again give them three seconds to come up with a word.
2. Put students in pairs.
3. Tell them to take turns challenging their partner by saying a sound and getting their partner to say a word with that sound in it.
4. Students must not repeat words.
5. Monitor, and help when students disagree.

## Worksheet

### Exercise 1



Listen and **circle** the word you hear in each sentence.

1. The **shot/shout** was so loud, people heard it a long way away.
2. What colour is it? I think it's **bronze/brown**.
3. Do you have any **dots/doubts**?
4. He's got a really amazing **pot/pout**.
5. Where was it **shone/shown**?
6. Can you point me to the correct **spot/spout**?
7. Just put it next to the **pond/pound** please.



Listen again and repeat each sentence.

### Exercise 2



Listen to the words. Underline the /v/ or /aʊ/ sound in each word. Then **circle** the word that has a different sound from the other two in each group.

1. a) watch      b) cough      c) now
2. a) how      b) got      c) shower
3. a) sour      b) tower      c) shone
4. a) out      b) gone      c) hot
5. a) flour      b) plot      c) town
6. a) drop      b) about      c) object
7. a) stop      b) brown      c) ground

### Exercise 3



Bob has about an hour to have a shower,  
Before he goes out on the town.  
But the shower's too hot and Bob shouts!  
No doubt about it; Bob's not up, he's down.