Pronunciation activities: Part 4 by Adrian Tennant

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Solutions for English Teaching

Sound matters: /p/ and /au/

Level: All

Target age: Adults and teenagers

Time needed: 30-45 minutes

Summary: This lesson focuses on the distinction between the phonemes $/ p / \frac{1}{2}$

and /aʊ/

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 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.
- Explain that you will play a recording with seven sentences. The students' task is to listen and decide which word they hear.
- 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 /v/v or /av/v sound in each word.
- 3. Play the recording again and ask students to circle

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

- Demonstrate the game. Say /p/, students have three seconds to say a word containing that sound. Now say /au/ and again give them three seconds to come up with a word.
- 2. Put students in pairs.
- 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.
- Students must not repeat words.
- 5. Monitor, and help when students disagree.



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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 /av/ sound in each word. Then (circle) 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

a) drop

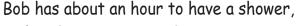
a) stop

- b) plot
- c) town

- 6.
- b) about
- c) object

- 7.
- b) brown
- c) ground

Exercise 3





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.