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| **Pronunciation Practice:**  **/æ/ and /ʌ/** |
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| **Symbol** | **Examples** | **Pronouncing the Sound** |
| /æ/  | h**a**t, **a**ntique, bl**a**ck, p**a**ss | This sound is produced with the lips slightly open, and the tongue low and near the **front** of the mouth. It is a short sound. |
| /ʌ/ | h**u**t, fl**oo**d, **u**ncle, d**oe**s, c**o**me | The lips are slightly open as above, and the tongue is low but in the **centre** of the mouth. This is also a short sound. |

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*A. Listen to the following sentences. Underline each* ***/*** *æ* ***/*** *sound that you hear.*

1. The attack happened on Saturday. 2. Aunt Alice asked for an apple.

*B. Listen to the following sentences. Underline each* ***/*** *ʌ* ***/*** *sound that you hear.*

1. Does your uncle have an unusual umbrella? 2. The ugly bugs run from the sun.

*C. Listen to groups of words with /æ / and /ʌ /. Write the ONE word in each group with a different vowel sound.*

 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*D. Contrast /æ / and /ʌ /.*

*1. Listen and repeat the following sentences, using each of the bold words in turn.*

 a). The man saw a **hat / hut**. d). Mike has a **cat / cut**.

 b). There is a **mat / mutt** by the front door. e). Put the **cap / cup** on the table.

 c). Julia caught a **bass / bus** on the weekend.

 *2. The teacher will read each sentence with ONE of the bold words. Circle the word you hear.*

 *3. Work with a partner. Your partner will read each sentence with ONE of the bold words.*

 *Circle the word you hear. Switch roles and repeat the exercise.*