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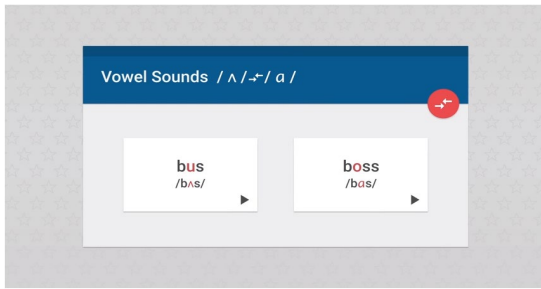
P06. ǔ/ǒ (IPA [ʌ/ɑ]) – ex, but vs dog

Student Name: _____ Student ID Number: _____

Instructor: _____ Level/Class: _____ Date: _____

Section 0: New Information

For listening and video links, go to Tinyurl <https://tinyurl.com/SDLA-Pronunciation>. Find your SDLA number on the left and all the resources to finish your SDLA will be on the right.



Watch this video and think about the ǔ/ǒ sounds.

Do you confuse these two sounds?

Which words did you get wrong from the video practice?(starts at 1:00 min. to 2:00 min.)

Write the words from the video in the correct sound columns. Replay this section once or twice to check your answers and practice repeating the words after the speaker. (starts at 3:22 to 6:15)

ǔ - but

ǒ - dog

Section 1: Listening

*Listen to these sentences. While you listen, **highlight the words that the speaker mispronounces**. Try to write the words that you heard below the mispronounced words. You will also hear words with sounds from the previous SDLAs.*

1. Don't sit on that cot! You'll get dirty! My cat's fur blends in with the black chair.
2. He keeps his money in a sack underneath his bed.
3. The color looks good on you. Why don't you wear aqua more often?
4. We got a lot of bugs in a big sack for our pet rat Tom.

- I want to nominate my friend Eva for class president. She is very passionate about school and students.
- Ken cut his hand and fell in a well. He has bad luck.

Section 2: Repetition



Listen to the clean audio online and practice. On your cell phone, **record yourself** reading the sentences from Section 1. Save it.

Listen with your eyes closed. Can you understand what you said? Which words are difficult to understand? Write them here.



Optional: Record a second time the correct sentences. Listen with your eyes closed. You can ask a friend to listen with their eyes closed. Can they understand every word? Write down which ones your friend could not understand. Practice those words more.

Section 3: Senses

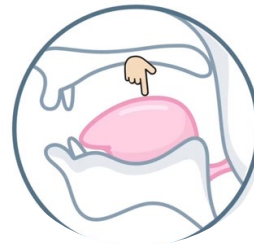
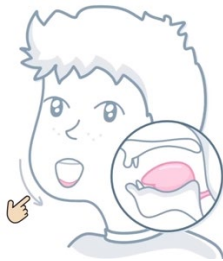
Part 1: The ů and ǒ sounds differ greatly in mouth movement. While with ů sound, the mouth only slightly opens, the ǒ sound causes the mouth to open very wide. Review the mouth movements for these sounds below.

Mouth and tongue at rest

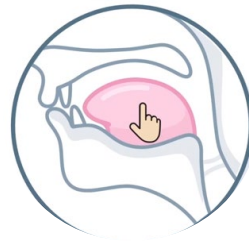


Here we see the mouth and tongue at rest when no speaking is happening. Note the tongue placement and height right behind the teeth and high but not touching the roof of the mouth.

ǒ mouth articulation



- When we make the ǒ sound, our mouths open wide up and down to make a circular shape with our lips. Think about the sound and shape of your mouth like when the dentist asks you to open wide.*
- The tongue is flat and moves down away from the roof of the mouth.*

ů mouth articulation

2. The tongue moves only a small amount up from its resting position and stays behind the teeth.

1. For ů, the mouth only opens slightly with the bottom jaw moving down to allow a slight opening between the lips.



Record yourself reading these words. Make sure you feel your mouth open up wide for ō and very minimally from resting for ů.

Part 2:

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Section 4: Conversation Practice

Read the conversation below. Are there any words you don't understand? Look them up in a [dictionary](#). Practice reading this to yourself. Practice as both speakers. You will practice this conversation with the tutor later. Concentrate on the pronunciation of the individual words.

- Jasmine** Why are you so unhappy?
- Russel** Oh... hmm.... (says nothing-sad face)
- Jasmine** Honey, why are you so mad? You were happy this morning.
- Russel** You don't love me anymore, Jasmine. I know it!
- Jasmine** But Russel! I don't understand. I love you very much! Why are you saying this?
- Russel** No, you don't! You're in love with my cousin! I saw your phone this morning!
- Jasmine** My phone? Justin?
- Russel** Justin? No, not Justin!
- Jasmine** Duncan?
- Russel** Don't be funny. He's much too young!
- Jasmine** You mean Hunter? That's nuts!
- Russel** Yes! He loves you!
- Jasmine** No, he doesn't. He asked me for my sister's number to have lunch.

Section 5: What Did I Learn?

Now that you've completed sections 1 through 4, rate how well you can do the following. Put an "X" in the box matching your self-assessment. This will help the tutor assist you better.

Self-Assessment

Pronunciation Skill	I can't do this YET.	I can do this WITH some help.	I think I usually can do this WITHOUT help.	I can TEACH this to a classmate.
I can hear the difference between ũ and õ.				
I can identify the differences in mouth movement for ũ and õ.				
I know some words I need to keep practicing.				

Good job! Now make an appointment with a tutor at the Front Desk.

The tutor will call your name when he/she is ready.

Optional while you wait for a tutor:

Search YouTube for more videos related to this sound.

Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to them. To make sure you understand this activity, the tutor will review your answers and recordings with you. They will also help you practice the conversation in Section 4. After you have finished, the tutor will provide you with feedback in the following areas:

Grading Rubric

Area of Focus	1 Point	3 Points	5 Points
Content	Learner usually does not provide enough information in answers.	Learner provides all necessary information in answers some of the time.	Learner provides <u>extra</u> information in answers most of the time.
Skill: ũ and õ (IPA [ʌ/ɑ])	Learner usually cannot hear and speak the target sounds correctly.	Learner can hear and speak the target sounds correctly some of the time.	Learner can hear and speak the target sounds correctly most of the time.

Area of Focus	1 Point	3 Points	5 Points
Overall Pronunciation	Learner's speaking is unclear and often requires listener effort.	Learner's speaking is generally clear but requires listener effort sometimes.	Learner's speaking is clear and smooth and requires a little listener effort.

Total points: ___ /15

***Students must receive at least 10 points to move on.**

Tutor Recommendations:

Congratulations! Move on

Student has successfully completed this SDLA and is ready to continue to another SDLA.

Repeat

Student hasn't yet mastered this SDLA. It is recommended that the student complete it again.

Tutor Signature: _____

Date: _____