

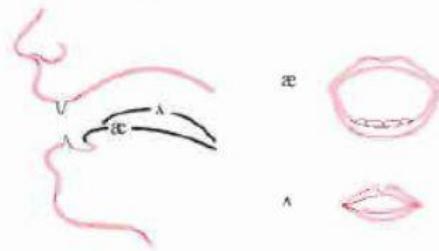
UNIT 5 /ʌ/ cup

- I'm **hungry**. How **much money's** in the hat?
- **Nothing**.
- **Nothing?** I'm **hungry** too.
- Oh **shut up!** Everybody's **hungry**.



1 Target sound /ʌ/

- A35a a** First practise the sound /æ/ (see page 15). Listen and repeat.
- A35b b** Put your tongue back a little to make the short target sound /ʌ/. Listen and repeat.
- A35c c** Listen and repeat both sounds: /æ/ and /ʌ/.



2 Minimal pairs



Sound 1
/æ/
cap
Where's my cap?

Sound 2
/ʌ/
cup
Where's my cup?



hat
There's a hat in the garden.

hut
There's a hut in the garden.



track
See the tracks on the road.

truck
See the trucks on the road.



ban
There's a ban on it.

bun
There's a bun on it.



bag
She's got a bag.

bug
She's got a bug.



ankle
My ankle was injured.

uncle
My uncle was injured.



Minimal pair words

A36a a Listen and repeat the words.

A36b b You will hear five words from each minimal pair. For each word write 1 for /æ/ (sound 1) or 2 for /ʌ/ (sound 2).

EXAMPLE Pair 1: 2, 1, 2, 1, 1

Minimal pair sentences

A37a c Listen to the minimal pair sentences.

A37b d Listen to six of the sentences and write 1 for /æ/ (sound 1) or 2 for /ʌ/ (sound 2).

A37a e Sentence stress

Listen to the pairs of sentences again and match them with the sentence stress patterns below. The big circles are the strong syllables and the small circles are the weak syllables.

EXAMPLE ooO (Pair 1) Where's my cap? / Where's my cup?

a) oooO b) ooOoo c) ooOooO d) ooOooOo e) oOooOo

Notice that if we put too many strong stresses in a sentence, we may sound angry, especially if the intonation keeps going down. Practise the sentences below.

OOO Where's my cup?

OOooOo My uncle was injured.

A38 f Tick the words a) or b) that you hear in the sentences.

- | | | | |
|-----------|--------------------------|---------|--------------------------|
| 1 a) cap | <input type="checkbox"/> | b) cup | <input type="checkbox"/> |
| 2 a) hat | <input type="checkbox"/> | b) hut | <input type="checkbox"/> |
| 3 a) bag | <input type="checkbox"/> | b) bug | <input type="checkbox"/> |
| 4 a) mad | <input type="checkbox"/> | b) mud | <input type="checkbox"/> |
| 5 a) hang | <input type="checkbox"/> | b) hung | <input type="checkbox"/> |
| 6 a) ran | <input type="checkbox"/> | b) run | <input type="checkbox"/> |

3 Dialogue

a First practise the sound /ʌ/ in some of the words from the dialogue. Listen and repeat.

lunch just much one love **cousin** doesn't **funny** rubbish
 enough untrue shut **up** unhappy understand unattractive
 worry lovely **honey** brother **other** nothing company
 wonderful month does

b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–10) with the correct words from the box. They are all words like *love* spelled with *o* but pronounced /ʌ/.

worry lovely honey brother other nothing company
wonderful month does

She doesn't love him

JASMINE: Honey, why are you so sad?

(Duncan says 1 _____ .)

JASMINE: 2 _____ , why are you so unhappy? I don't understand.

DUNCAN: You don't love me, Jasmine.

JASMINE: But Duncan, I love you very much!

DUNCAN: That's untrue, Jasmine. You love my cousin.

JASMINE: Justin?

DUNCAN: No, his 3 _____ .

JASMINE: Dudley?

DUNCAN: No. Stop being funny, Jasmine. Not that one. The 4 _____ brother. Hunter. You think he's 5 _____ and I'm unattractive.

JASMINE: Duncan! That's utter rubbish!

DUNCAN: And Hunter loves you too.

JASMINE: No he doesn't.

DUNCAN: Yes he 6 _____ .

JASMINE: Duncan, just once last 7 _____ I had lunch with Hunter. You mustn't 8 _____ . I like your 9 _____ much better than Hunter's. Hunter's ...

DUNCAN: Oh, just shut up, Jasmine!

JASMINE: But honey, I think you're 10 _____ .

DUNCAN: Oh, shut *up*, Jasmine.

JASMINE: Now that's enough! You're just jealous, Duncan. *You* shut up!

-  **A39** **C** Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Stress and intonation

Stress and intonation are used to show feelings in English. In the dialogue in 3b, you may have noticed that Jasmine's stress and intonation changed at the end when she got angry with Duncan.

A40 a Study the sentences below, and then listen to the recording.

Emotions	N (neutral)	A (angry)
1 No, he doesn't.	ooOo	OOOo
2 Yes, he does.	ooO	OOO
3 Now that's enough.	oooO	OOoO
4 I don't understand.	ooooO	OOOoO
5 Oh just shut up.	oooO	OOOO

A41 Listen to the sentences and write *A* for angry or *N* for neutral.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Complete this statement.

If someone speaks with a lot of _____ly stressed words, with the intonation going _____ all the time, they can sound very angry.

A42 b Intonation in a list

The intonation goes up on the last strongly stressed word in each phrase, and then down at the end. Listen and repeat.

He bought a cup and some nuts.

He bought a cup, some nuts and some honey.

He bought a cup, some nuts, some honey and a brush.

c Game

'My uncle (mother/brother/cousin) went to London'

Practise this game with a group of five people. Choose any words from the list below.

EXAMPLE

A: My uncle went to London and he spent a lot of money. He bought a bus company.

B: My uncle went to London and he spent a lot of money. He bought a bus company and a toy duck.

Each player remembers what the others have said and then adds something to the list.

Practise saying these phrases before you start.

a cup	an onion field	some sacks of nuts
a cuddly monkey	a bus company	a toy duck
some honey	a brush	a lovely butterfly
some comfortable gloves	a bun shop	a hundred buttons
some sunglasses		

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /ʌ/. Make a list of all the words in this unit that are pronounced /ʌ/ but spelt with the letter *o*, like *love*. Add other words to this list when you see them.