

**will** /wɪl/ **noun** 1 [C,U] the power of the mind to choose what actions to take: *Both her children have very strong wills.* ◊ *My father seems to have lost the will to live.* 2 [sing.] what sb wants or desires: *She was put into a nursing home against her will.* 3 [C] a legal document in which you write down who should have your money and property after your death: *Have you made a will?* ◊ *Grandma left us some money in her will.*  
**[IDM]** **at will** wherever and whenever you want: *The cat can go in and out of the house at will through the pet door.*  
**of your own free will** → **FREE**<sup>1</sup>  
**-willed** /wɪld/ **combining form** having a will<sup>3</sup> (f) of a particular type: *weak-willed*  
**willful** /'wɪlfʊl/ **adj.** 1 done on purpose, especially hurt or damage sb/sth: *willful damage* 2 doing exactly what you want, no matter what other people think or say ► **willful-ly** **adv.**  
**willies** /'wɪlɪz/ **noun** [pl.] (informal) the willies if sth gives you the willies, you are frightened by it or find it unpleasant  
**-willing** /'wɪlɪŋ/ **adj.** 1 (not before a noun) be willing to do sth without objection to doing it: *He was willing to help.* ◊ *I'm not willing to look any more at your behavior: a willing helper* ► **willing-ly** **adv.** ► **willingness** **noun** [U, sing.]  
**willow** /'wɪləʊ/ (also *willow tree*) **noun** [C] a tree with thin branches and long thin leaves that grows near water  
**willowy** /'wɪləʊi/ **adj.** (used about a person, especially a woman) tall, thin and graceful  
**willpower** /'wɪlpaʊə/ **noun** [U] strength of mind; the ability to keep trying to succeed, even when sth is difficult: *It takes a lot of willpower to give up smoking.*  
**willy-nilly** /'wɪli'nɪli/ **adv.** 1 whether you want to or not: *She was forced willy-nilly to accept the company's proposals.* 2 in a careless way without planning: *Don't use your credit card willy-nilly.*  
**wily** /'waɪli/ **adj.** (wɪl-i-er; wɪl-i-est) clever at getting what you want, and willing to trick people: *The boss is a wily old fox.* ◊ *He was outwitted by his wily opponent.* **[SYN]** cunning  
**winn** /'wɪn/ **noun** [C] (informal) a person who is

**job.** I earn 25,000 a year.  
**3** [T] to get sth by hard work, great effort, etc.: *Her outstanding performance won her a great deal of praise.* ◊ *to win support for a plan*  
**[PRV]** **win sb over (to sth)** to persuade sb to support or agree with you  
**win**<sup>2</sup> /wɪn/ **noun** [C] an act of winning a competition, game, race, etc.: *We have had two wins and three losses so far this season.*  
**win**<sup>3</sup> /wɪnz/ **verb** [I] to make a sudden quick movement (usually twisting the muscles of the face) because of a sharp pain or sth bad  
**winch** /wɪntʃ/ **noun** [C] a machine that lifts or pulls heavy objects by using a thick chain, etc. that winds around and around a central part ► **winch** **verb** [T] to injure a climber was winched up into a helicopter.  
**-wind**<sup>1</sup> /wɪnd/ **noun** 1 [C,U] (also **the wind**) air that is moving across the surface of the earth: *There was a strong wind blowing.* ◊ *A gust of wind blew his hat off.* ◊ *high winds* ◊ *a cold north wind* 2 [U] the breath that you need for doing exercise or playing a musical instrument: *She stopped running to get her breath.* 3 [U] about sth that is  
**-wind**<sup>2</sup> /wɑnd/ **verb** (pt, pp **wound** /waʊnd/) 1 [T] to wrap sth long around sth else several times: *Wind the string around your finger or the balloon will fly.* 2 [T] **wind sth (up)** to make sth work or turn: *Wind up the key, handle, etc.: to wind a watch* 3 [I] (used about a road, path, etc.) to have a lot of bends or curves in it: *The path winds through the woods.*  
**[PRV]** **wind down** to gradually come to an end: *The meeting started to wind down about 5:30.*  
**wind-up** /wɪnd'ʌp/ **noun** [C] a place at the end of a trip or in a situation after other things have happened: *We wound up in a bad part of town after taking a wrong turn.* ◊ *You'll wind up failing your math class if you go on like this.*  
**windbag** /'wɪndbɑːg/ **noun** [C] (informal) a person who talks a lot  
**windbreaker** /'wɪndbreɪkə/ **noun** [C] a jacket designed to protect you from the wind  
**wind chill** **noun** [U] the amount by which wind can cool a person or thing, especially in cold weather: *It is cold outside today, but it feels even colder*

**KEEP CALM  
AND  
LEARN  
PRONUNCIATION**

English for Communication  
10<sup>th</sup> Grade

Student's Booklet

Designed by:  
Johanna Quirós Cordero  
Elian Acuña Aguilar

# Improve your pronunciation

Before we begin, we'd like to briefly explain why you should learn to pronounce adequately in the English language.

When speaking in English with either native or non-native speakers, these people are analyzing many aspects in your discourse. They are not just listening to the message that you are trying to convey. They are also paying attention to grammatical and phonetic aspects of your discourse. Perhaps, these people are making assumptions on how well you can speak mostly based on your pronunciation, the way in which you articulate sounds and how easily they can understand what you are saying, even if there are some grammatical problems.

In addition to the first impression you cause with your pronunciation, there is also the need to transmit messages clearly. The incorrect articulation of sounds can lead to serious misunderstandings that can cause embarrassing moments. Speaking adequately under any circumstance is crucial. It does not matter if is in an informal or formal context, you should be able to present comprehensible messages to receive the adequate responses. It is common for a non-native speaker to have some problems with some advanced grammatical structures and with some words; however these issues are sometimes overlooked if the pronunciation is good. Imagine a person who shows great command of grammar and vocabulary, but has serious pronunciation problems. This person may struggle when aiming to orally communicate with others.

So, how can you learn to pronounce in English? The answer is simple: constant practice, good learning attitude and adequate materials. Thanks to internet, the access that you may have to resources such as learning websites, videos, movies, TV and radio shows spoken in the target language are easy to watch or listen. Remember that exposure to native language will strengthen all the necessary communicative skills and of course pronunciation. Remember that learning a foreign language is a challenge and sometimes is not as easy as you wish it would be. Therefore, keep a good attitude that will help you be a receptive and motivated learner. Finally, the materials and activities that you use to learn in class take a center role in your learning. The KEEP CALM AND LEARN PRONUNCIATION BOOKLET will help you achieve your goal.



# TABLE OF CONTENTS

Improve your pronunciation.....	2
Important aspects.....	5
International Phonetic Alphabet.....	7

## LESSON 1

<b>Lesson 1</b> <i>/i/-/ɪ/</i>	OPEN YOUR EARS.....	9
	GET TO KNOW /i/.....	10
	GET TO KNOW /ɪ/.....	11
	THE REAL DEAL!!!!.....	14
	HOW DID IT GO?.....	17
	BE BETTER!.....	18

## LESSON 2

<b>Lesson 2</b> <i>/ɛ/-/eɪ/</i>	OPEN YOUR EARS.....	20
	GET TO KNOW /ɛ/.....	21
	GET TO KNOW /eɪ/.....	22
	THE REAL DEAL!!!!.....	25
	HOW DID IT GO?.....	27
	BE BETTER!.....	28

## LESSON 3

<b>Lesson 3</b> <i>/a/-/æ/</i>	OPEN YOUR EARS.....	30
	GET TO KNOW /a/.....	31
	GET TO KNOW /æ/.....	32
	THE REAL DEAL!!!!.....	35
	HOW DID IT GO?.....	38
	BE BETTER!.....	40

## LESSON 4

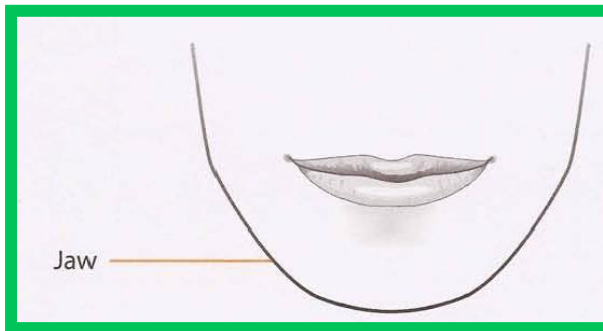
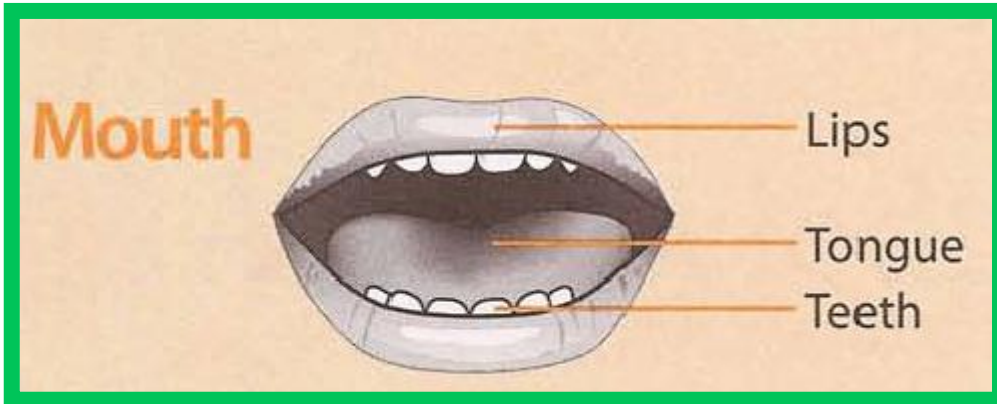
<b>Lesson 4</b> <i>/u/-/ʊ/</i>	OPEN YOUR EARS.....	42
	GET TO KNOW /u/.....	43
	GET TO KNOW /ʊ/.....	44
	THE REAL DEAL!!!!.....	47
	HOW DID IT GO?.....	52
	BE BETTER!.....	54

## LESSON 5

<b>Lesson 5</b> <i>/ə/-/ʌ/</i>	OPEN YOUR EARS.....	57
	GET TO KNOW /ə/-/ʌ/.....	58
	THE REAL DEAL!!!!.....	61
	HOW DID IT GO?.....	63
	BE BETTER!.....	66

# Important aspects

When you pronounce English vowels sounds, you will have to pay attention to your **articulators** (The different parts of your mouth area that we use when we speak).

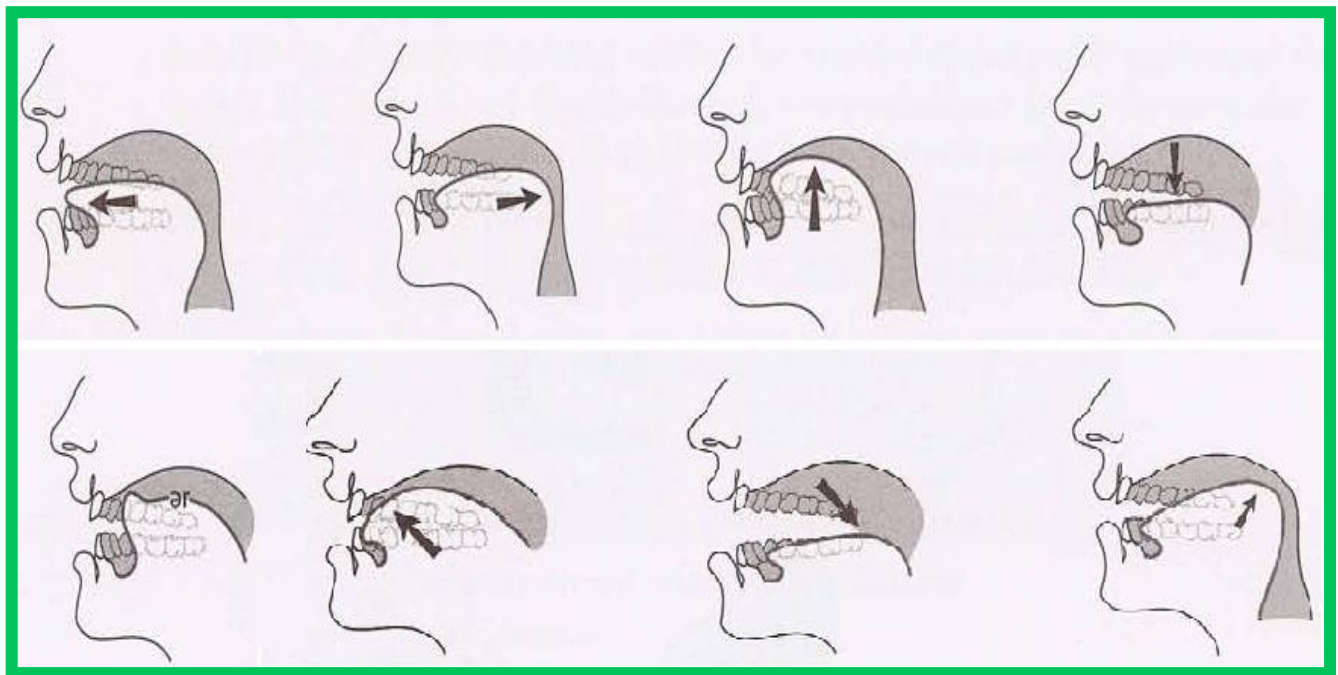
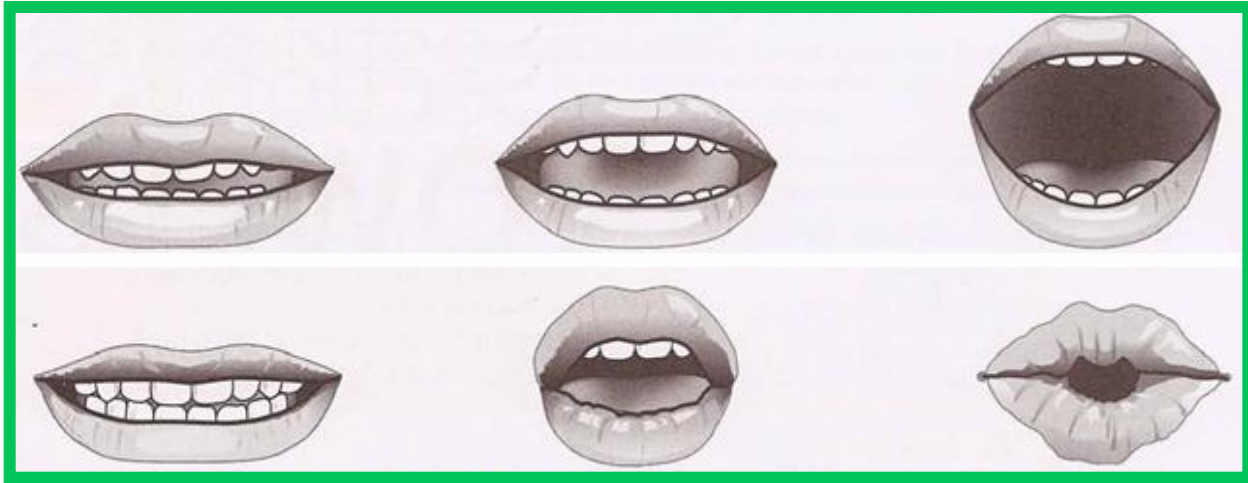


**TIP:**

Use a mirror to watch the position of the articulators when producing each sound.



Each of the vowel sounds produced when speaking English will require you to place your lips, tongue, teeth and jaw in a specific position. Look at the images below, they show the different ways in which your articulators move when speaking.



# International Phonetic Alphabet

To help you improve your pronunciation you will learn the IPA (International Phonetic Alphabet). According to the Merriam-Webster Dictionary the IPA is defined as “a system of symbols that represent all of the sounds made in speech”. These symbols can help you pronounce a new word by just using your dictionary.

The sounds that you are going to learn are:

i	seat, he, she, feel, mean, people
ɪ	it, sit, pin, w <u>o</u> men, children, tin
eɪ	lake, snake, break, say, stay, bay
ɛ	dress, let, bet, lead, bread, friend
æ	bat, cat, answer, band, bang,
ə, ʌ	but, cut, utter, above, urn, up, girl
a, ɑ	father, star, bar, smart, cart, card
o	all, ball, tall, called, brought, paw
oʊ	boat, know, no, row, bow, note
ɔɪ	boy, voice, coin, joy, noise, toy
ɝ, ɜ	urge, her, there, care, their, sir, fur
aɪ	lie, night, nice, pine, time, mice
aʊ	now, cow, out, town, down, round
u	pool, tool, food, Ruth, boot, rude
ʊ	put, pull, full, book, took, foot
ə	think, thud, thanks, both, thin
ð	they, these, that, those, then, this
ŋ	thing, sing, ring, bang, clung
t̬	better, later, letter, butter, writer
tʃ	cheap, nature, question, purchase
ʃ	dish, nation, issue, sure, sugar,
dʒ	magic, jam, job, angel, danger
ʒ	measure, pleasure, division, beige

## TIP:

When using symbols to represent the pronunciation of a word, it must be written between slashes.

E.G. wind /wɪnd/

\*wind /wɪnd/ noun **1** [C,U] (also **the wind**) air that is moving across the surface of the earth: *There was a strong wind blowing.* ◊ *A gust of wind blew his hat off.* ◊ *high winds* ◊ *a cold north wind **2** [U] the breath that you need for doing exercise or playing a musical instrument: *She stopped running to get her wind back.**

# Lesson

# 1

/i/ - /I/



# OPEN YOUR EARS

A. Look at the two groups of images and write the word that each one represents. When pronouncing them, what do they have in common?

group 1



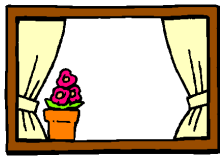
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\_\_\_\_\_



\_\_\_\_\_



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\_\_\_\_\_



\_\_\_\_\_

group 2



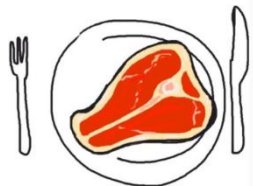
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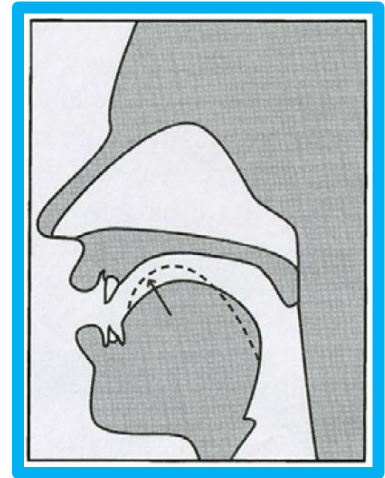
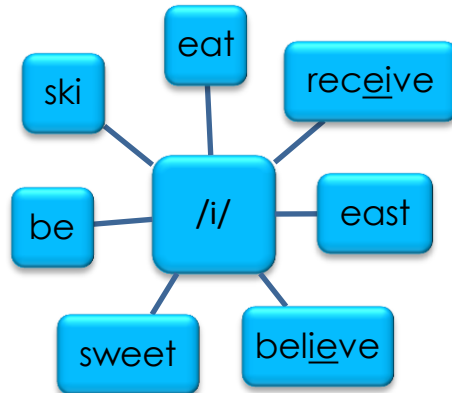


\_\_\_\_\_

# GET TO KNOW



Examples



## HOW TO PRODUCE

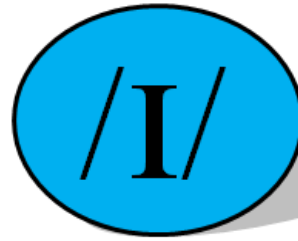


- ✓ Hold your tongue high in your mouth, closed to the roof of your mouth
- ✓ Press the sides of your tongue against the upper back teeth
- ✓ The muscles of your tongue should be tense
- ✓ Spread your lips
- ✓ Place your thumb underneath your chin to feel the tense muscles

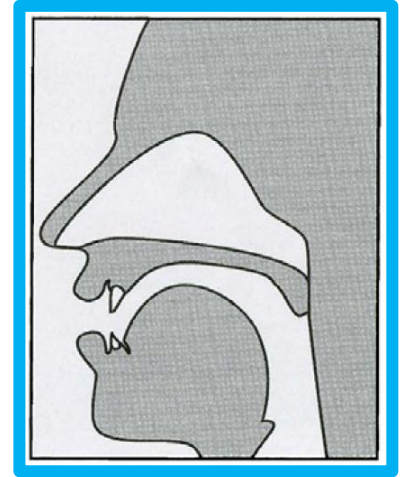
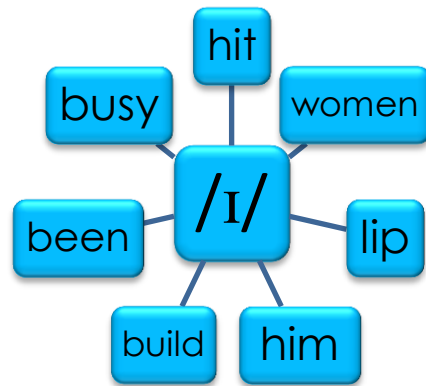
## SPELLING HINTS

- ✓ This sound may be spelled **e** (he), **ee** (feel), **ea** (east), or **ie** (piece)
- ✓ A less common spelling pattern is **i** (police) and **eo** (people)

# GET TO KNOW



## Examples



## HOW TO PRODUCE



- ✓ Hold the front part of your tongue high in your mouth, but lower than for /i/
- ✓ Place the sides of your tongue against the upper back teeth, but do not press. The muscles of your tongue should be lax
- ✓ The lips are a little less spread than for /i/
- ✓ Your tongue will not move when producing /ɪ/
- ✓ Place your thumb underneath your chin to feel the relaxed muscles

## SPELLING HINTS

- ✓ This sound is never found at the end of words
- ✓ Common spelling patterns include: **y** (system), **ui** (guitar), and **i** followed by a final consonant (gift)
- ✓ Less frequent spelling patterns consist of the letters **o** (women), **e** (pretty), **u** (busy), and **ee** (been)

A. Listen to each set of 4 words and mark with an **X** the word that does not contain the sound /i/.

1	Bead	Great	Leave	Tea
2	Eight	Piece	Believe	Niece
3	Scene	Woman	These	even
4	Need	Been	Sleep	Thirteenth
5	Police	Thief	Machine	Vision
6	Pretty	Wheat	Sweet	Cream
7	People	Bread	Deal	East
8	Tin	Teen	Steam	Receive
9	Leave	Live	Leaf	Lease
10	Steep	Steve	Easy	still

B. Listen to each set of 3 words and mark with an X the letter that represents the word that contains the sound /ɪ/.

1 A B C

2 A B C

3 A B C

4 A B C

5 A B C

6 A B C

7 A B C

8 A B C

9 A B C

10 A B C

# THE REAL DEAL!!!!

- A. Listen to the song *My name is Luka* by Suzanne Vega. Circle the sound that correctly corresponds to the bold faced words.

My name is Luka  
I **live** (/i/---/ɪ/) on the second floor  
I live upstairs from you  
Yes I think you've **seen** (/i/---/ɪ/) me before  
If you **hear** (/i/---/ɪ/) something late at night  
Some kind of trouble, some kind of fight

Just don't ask me what **it** (/i/---/ɪ/) was (3x)  
I **think** (/i/---/ɪ/) it's 'cause I'm **clumsy** (/i/---/ɪ/)  
I try not to talk too loud  
Maybe it's because I'm crazy  
I try not to act too proud  
They only **hit** (/i/---/ɪ/) until you cry  
And after that you don't ask why

You just don't argue **anymore** (/i/---/ɪ/) (3x)

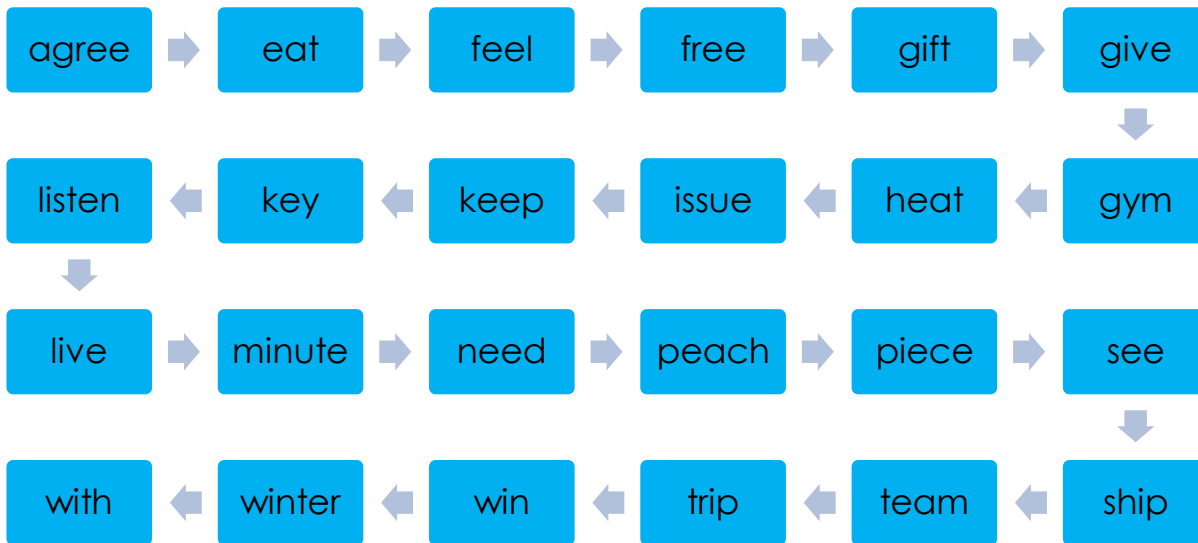
Yes i think i'm okay  
I walked into the door again  
**If** (/i/---/ɪ/) you ask that's what i'll say  
And it's not your **business** (/i/---/ɪ/) anyway  
I guess i'd like to be alone  
**With** (/i/---/ɪ/) **nothing** (/i/---/ɪ/) broken, nothing thrown

Just don't ask me how I am (3x)

My name is Luka  
I live on the second floor  
I live upstairs from you  
Yes I **think** (/i/---/ɪ/) you've seen me **before** (/i/---/ɪ/)  
If you hear **something** (/i/---/ɪ/) late at night  
Some kind of trouble, some kind of fight

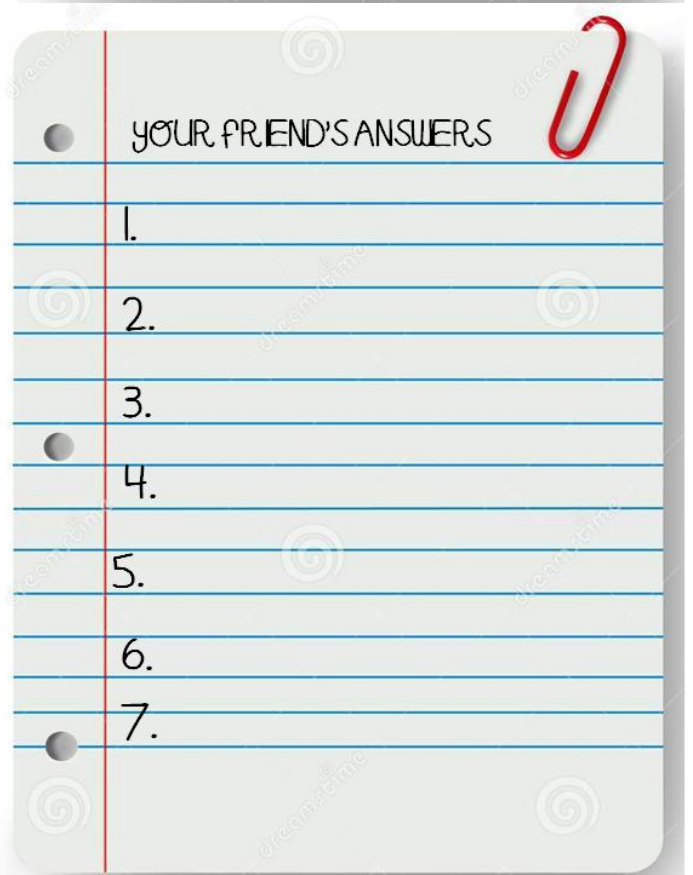
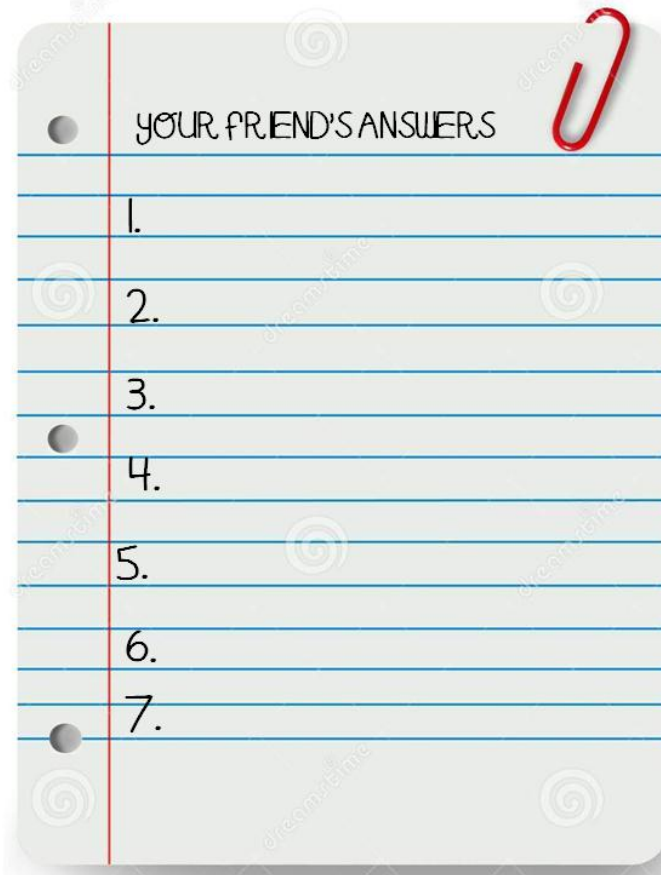
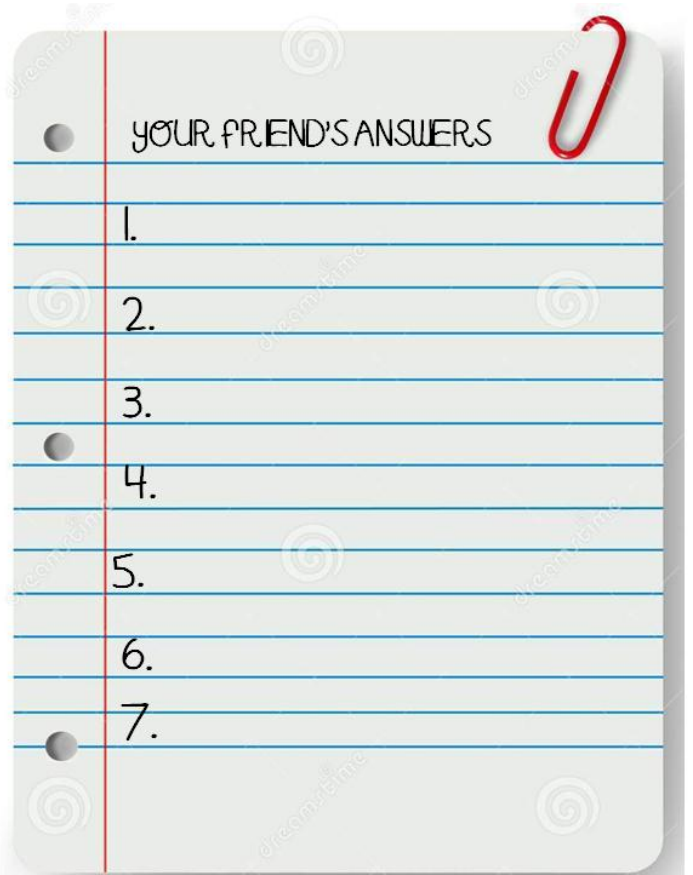
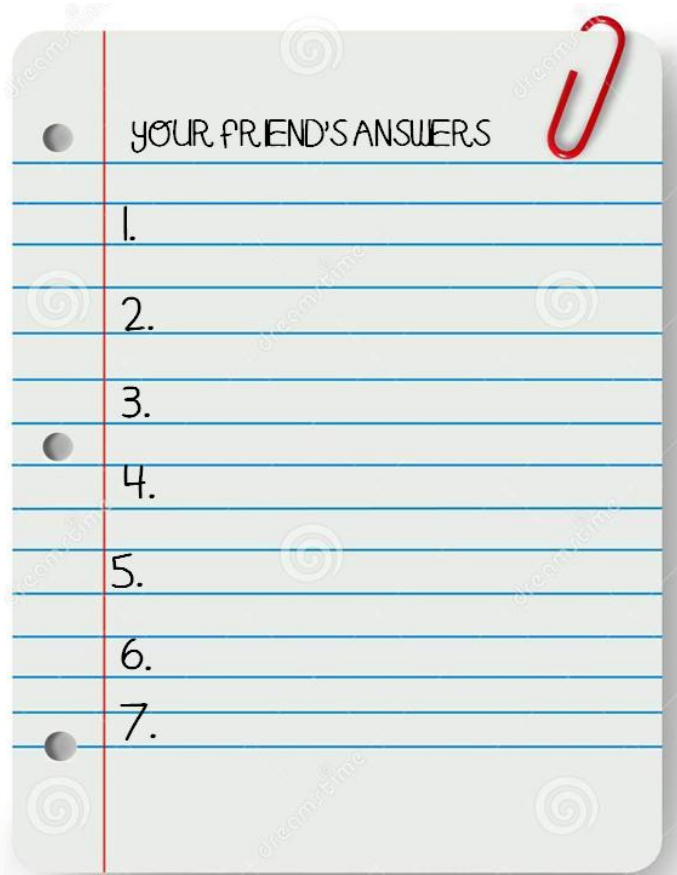
Just don't ask me what it was (3x)  
They only hit until you cry  
And after that you don't ask why  
You just don't argue anymore (3x)

B. Get to know your classmates!!!! Ask four classmates different questions by using the words below. Create 7 questions containing the words provided; then, interview 4 classmates (Pay attention to how your new friend pronounces the words).



● YOUR QUESTIONS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.





# HOW DID IT GO?

A. Listen to each pair of words and then mark the word that you hear:

1 field filled	2 bean bin	3 neat knit	4 deal dill	5 beat bit
6 team Tim	7 sleep slip	8 green grin	9 heel hill	10 week wick

B. Work in pairs. Listen to your classmate pronounce the different words and mark the ones they pronounced inappropriately. Then, switch roles.

/i/ /ɪ/ Deep Dip	/i/ /ɪ/ Each Itch	/i/ /ɪ/ Read Rid
/i/ /ɪ/ Heat Hit	/i/ /ɪ/ Seen Sin	/i/ /ɪ/ Steal Still
/i/ /ɪ/ Leap Lip	/i/ /ɪ/ Peak Pick	/i/ /ɪ/ Beat Bit
/i/ /ɪ/ Reach Rich	/i/ /ɪ/ Feet Fit	/i/ /ɪ/ Heap Hip

C. Complete the statement with your opinion about your performance

Pronouncing /i/ and /ɪ/ during this class was \_\_\_\_\_.

- Easy, and I understood the difference between the sounds.
- Hard, but I still understood the difference between the sounds.
- Hard and I could not understand the difference between the sounds.

# BE BETTER!

## What words were the most difficult for you?

In groups of 3 or 4, make a poster with at least 10 difficult words. Follow these steps:

1. Select the words from this chapter.
2. Use each word in a sentence.
3. Write the symbols of the sounds that you had trouble with.
4. Prepare the poster (be creative).
5. Present it to the class.
6. Take part in class discussion about the words presented by each classmate.



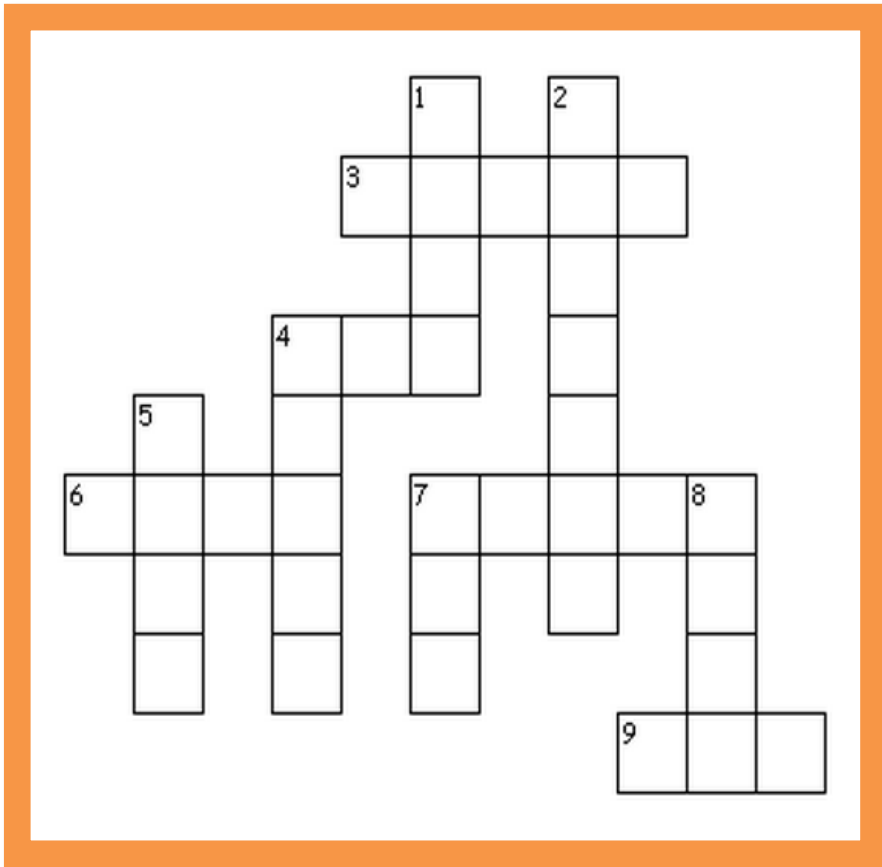
# Lesson

## 2

/ɛ/ - /ei/

# OPEN YOUR EARS

A. Fill in the puzzle with the corresponding words. Use words that give full meaning to the statements provided. Then, think on what do they have in common?



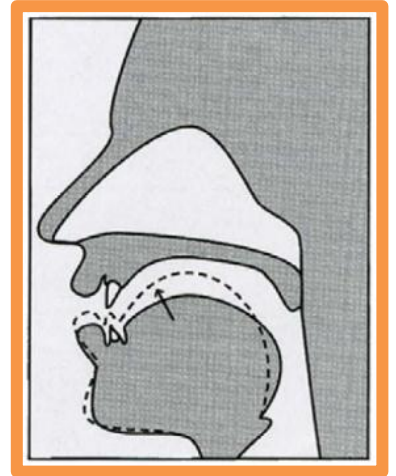
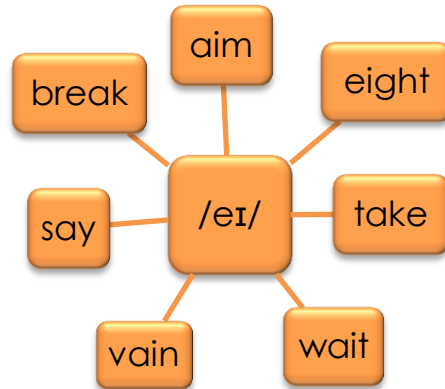
1. Paul Walker is \_\_\_\_\_. I Who is going to act in the next Fast and Furious movie?
2. I need a ruler to \_\_\_\_\_ the table.
4. At 3:00 pm we enjoy coffee and \_\_\_\_\_.
5. I didn't bring my umbrella and I think it is going to \_\_\_\_\_.
7. Yesterday, I \_\_\_\_\_ some fruit for dessert.
8. I loved the boat trip in the Arenal \_\_\_\_\_.

3. Two plus five equals \_\_\_\_\_.
4. People usually sleep in a \_\_\_\_\_.
6. Oh no! It's 7:30! It's \_\_\_\_\_!! I was supposed to be in class at 7:00!
7. The fourth month of the year is \_\_\_\_\_.
9. The Costa Rican flag is blue, white and \_\_\_\_\_.

# GET TO KNOW



## Examples



## HOW TO PRODUCE

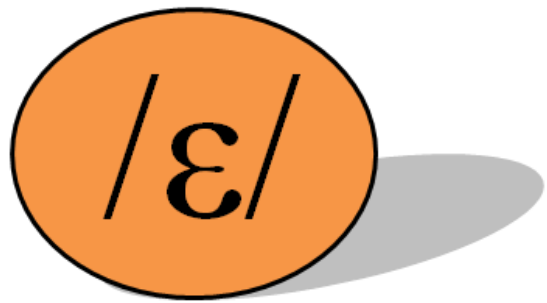


- ✓ Hold your tongue high in your mouth, close to the roof of your mouth
- ✓ Press the sides of your tongue against the upper back teeth
- ✓ The muscles of your tongue should be tense
- ✓ Spread your lips
- ✓ Place your thumb underneath your chin to feel the tense muscles

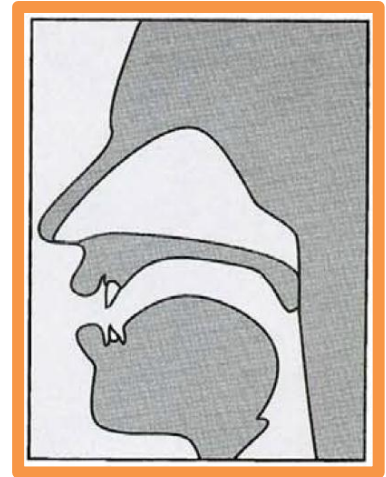
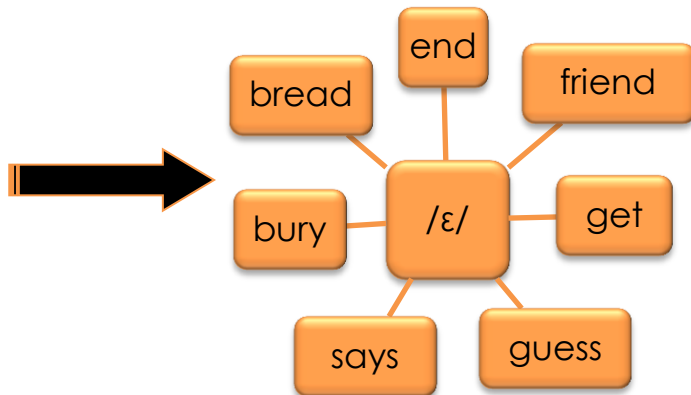
## SPELLING HINTS

- ✓ This sound may be spelled **ai** (main) **a** (lady) **ay** (day) **eigh** (neighbor) **ey** (they)
- ✓ When the letter a is in a final syllable ending in silent e the letter a is pronounced /eɪ/. E.G. name, bake or lane
- ✓ The letters **ei** followed by g or n are pronounced / eɪ /. E.G weigh, vein and reign

# GET TO KNOW



## Examples



## HOW TO PRODUCE



- ✓ Hold your tongue in the same position as for /eɪ/ but a little lower in your mouth
- ✓ Place the sides of your tongue against the upper back teeth. Don't press
- ✓ Your muscles must be relaxed
- ✓ Open your lips slightly
- ✓ Don't move your jaw
- ✓ Place your thumb underneath your chin to feel the relaxed muscles

## SPELLING HINTS

- ✓ This sound may be spelled **e** (never) or it can be spelled **ea** (measure)
- ✓ If **ea** is followed by a **d** as in "head" and if the **e** is followed by a consonant it may be pronounced /ɛ/
- ✓ Also, it is commonly used for the letter **e** before a consonant in a stress syllable for example: plenty
- ✓ Finally, this sound may be used in words where the letter **e** is followed by the letter **l** (felt)

- A. In pairs, read aloud the following newspaper advertisement and circle the words pronounced with /eɪ/. Some are already made as an example.

MONDAY  
march, 11 2015

# NEWS

No 34747/53

Only fresh news      www.news.com      founded 1953

JAMESTOWN DAILY NEWSPAPER      MAY 7, 2004

## FAMOUS ONE-DAY SALE AT Ames Ladies Store

(located at 18th Street at the corner of Main and Blake)

**Monday, May 8th—Mark that date!**

Great buys!      Take home famous name brands,  
your favorite labels!      Save up to  
80%

Available for ladies of all ages.

Why pay more? Take a train, take the subway, take a plane—but don't wait!  
Don't stay away from this major sale.

**Head straight to Ames—the place that "aims" to please!**

SINCE 1888      NO EXCHANGES OR RETURNS

B. Listen to the different groups of words and mark the one that is **NOT** pronounced with the sound /ɛ/

1

- any
- crazy
- anywhere
- Texas

2

- paper
- letter
- send
- pencil

3

- seven
- eleven
- eight
- twenty

4

- health
- wreath
- breath
- wealth

5

- reading
- ready
- already
- head

6

- present
- precious
- previous
- president

7

- November
- February
- Spetember
- April

8

- guess
- guest
- cruel
- questions

9

- thread
- threat
- fresh
- theater

10

- mean
- meant
- mental
- met



# THE REAL DEAL!!!!

A. Listen to the song "Demons" by Imagine Dragons. Complete it with the word in the box below. Pay attention to the words of the song. Underline the words that contain the sound /ε/ and circle the words pronounced with the sound /eɪ/

When the \_\_\_\_\_ are cold  
And the cards all fold  
And the \_\_\_\_\_ we see  
Are all \_\_\_\_\_ of gold

When your dreams all \_\_\_\_\_  
And the ones we \_\_\_\_\_  
Are the worst of all  
And the blood's run \_\_\_\_\_

I want to hide the truth  
I want to \_\_\_\_\_ you  
But with the beast inside  
There's \_\_\_\_\_ we can hide

## CHORUS

No matter what we breed  
We still are made of greed  
This is my kingdom come  
This is my kingdom come  
When you feel my heat  
Look into my eyes  
It's where my demons hide (x2)  
Don't get to close  
It's dark inside  
It's where my demons hide(x2)

\_\_\_\_\_ the curtain's call  
Is the last of all  
When the lights \_\_\_\_\_ out  
All the sinners crawl

So they dug your \_\_\_\_\_  
And the \_\_\_\_\_  
Will come calling out  
At the \_\_\_\_\_ you made

Don't want to \_\_\_\_\_ you down  
But i am \_\_\_\_\_ bound  
Though this is all for you  
Don't want to hide the truth

## CHORUS

They \_\_\_\_\_ it's what you \_\_\_\_\_  
'cause say it's up to fade  
It's volve in my in my soul  
I need to let you go  
You're eyes they shine so bright  
I wanna see that light  
I can't \_\_\_\_\_ this now  
\_\_\_\_\_ you show me how

## CHORUS

days  
escape  
fade  
grave  
hail  
nowhere  
shelter

hell  
let  
made  
may  
mess  
masquerade  
saints

say  
stale  
unless  
when  
fail

- C. In pairs create a Breaking News Report. Use the words in the box. Create simple drawings to illustrate the event that happened. Use the space below to write the report. Then, show it to the rest of the class.



Oxen	Father	Angry	After	Alaska
Shop	Wallet	Black	Happy	Ask
March	Dark	Last	Classroom	Odd
Fox	Watch	Apple	Map	Hot

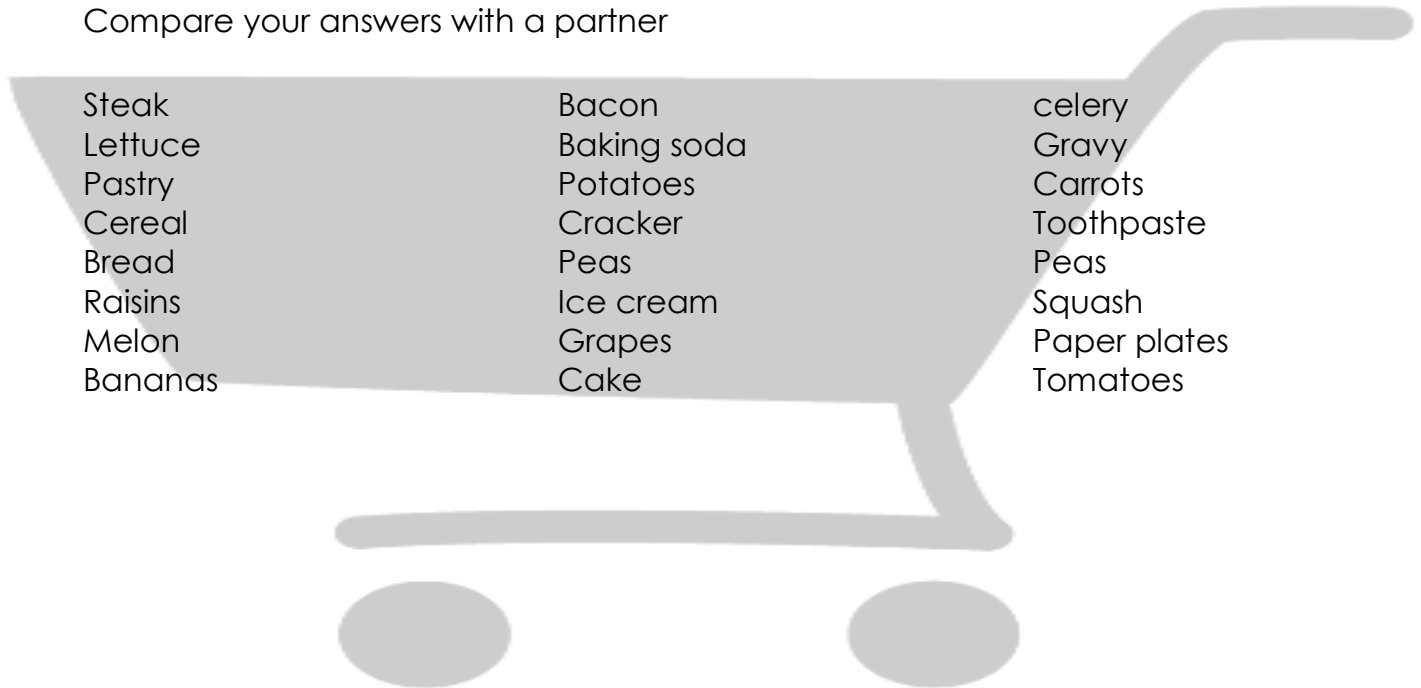


# HOW DID IT GO?

A. Listen to the sentence and circle whether the underlined word is correctly pronounced or not.

X	He was tired and went to <u>bed</u> .	✓
X	She is my <u>best</u> friend.	✓
X	The opposite of east is <u>west</u> .	✓
X	My <u>pen</u> has no ink.	✓
X	Please <u>send</u> the letter.	✓
X	Did you <u>sell</u> your car?	✓
X	My favorite color is <u>red</u> .	✓
X	Put salt and <u>pepper</u> on the salad.	✓
X	Can you <u>guess</u> the right answer?	✓
X	This is the <u>end</u> of the test.	✓

B. Read the next shopping list and mark the items that contain the /eɪ/sound. Compare your answers with a partner



C. Complete the statements with your opinion about your performance.

Pronouncing /eɪ/ and /ɛ/ during this class was \_\_\_\_\_.

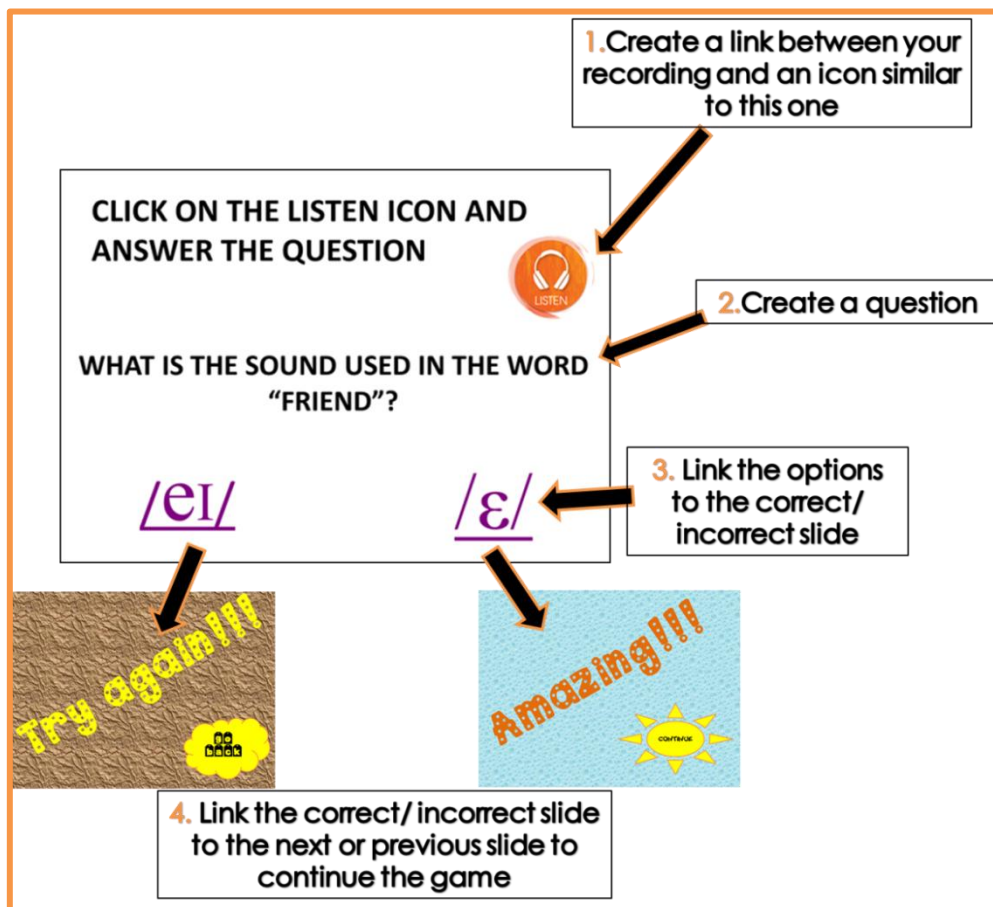
- Easy, and I understood the difference between the sounds.
- Hard, but I still understood the difference between the sounds.
- Hard and I could not understand the difference between the sounds.

# BE BETTER!

## What words were the most difficult for you?

In pairs make a PowerPoint game with at least 5 difficult words. Follow these steps:

1. Select the words from this chapter.
2. Use each word in a sentence and record each one.
3. Create a PowerPoint game by means of hyperlinks.
  - ✓ Use the next image as an example



4. Play your classmates' games.
5. Take part in class discussion about the words presented in each game.

# Lesson

## 3

/a/-/æ/

# OPEN YOUR EARS

Complete the sentences with the words illustrated by the images. What do they have in common?

The  arrested the 

The  painted the 

In  there are many 

They have an  computer in their 

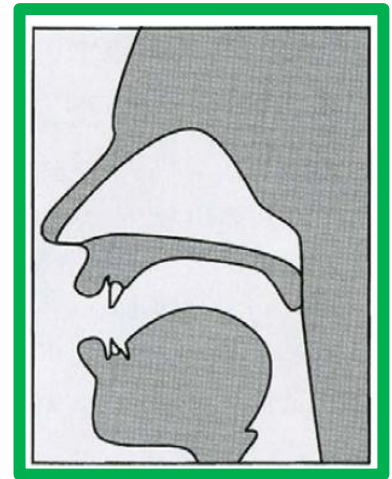
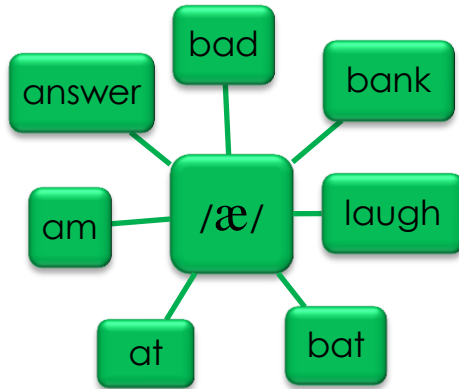
I lost my  with all my  and my 

Dora the Explorer has a  and she knows a 

# GET TO KNOW



## Examples



## HOW TO PRODUCE

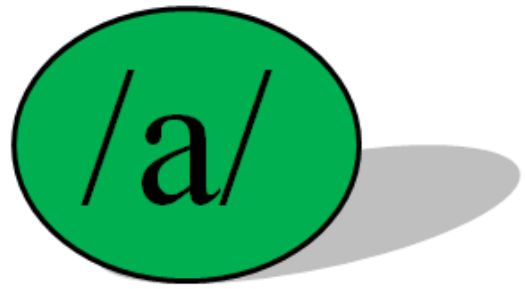


- ✓ Hold the front and back parts of your tongue low in your mouth.
- ✓ Touch your lower front teeth lightly with the tip of your tongue.
- ✓ Lower your jaw, your lips are wide open.
- ✓ The muscles in your tongue should not be tense; they should be relaxed.

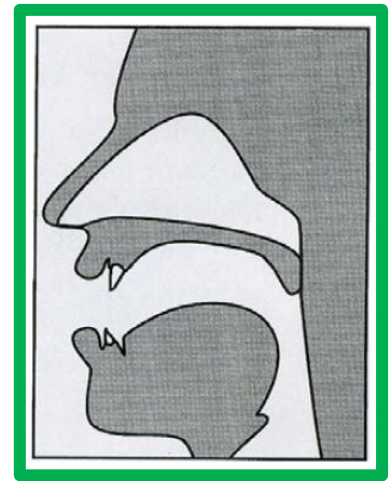
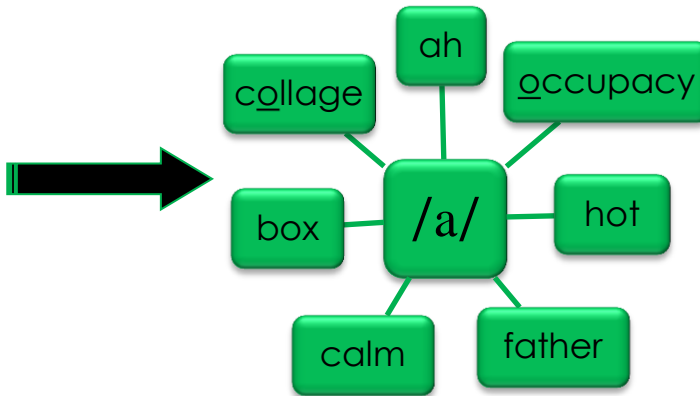
## SPELLING HINTS

- ✓ This sound is most of the times written represented with the letter **a** (cat )
- ✓ A less frequent spelling is **au**. For example: laugh

# GET TO KNOW



## Examples



## HOW TO PRODUCE



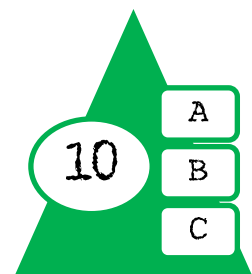
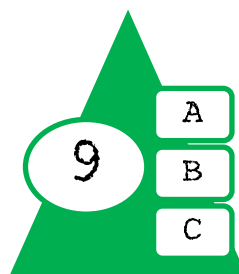
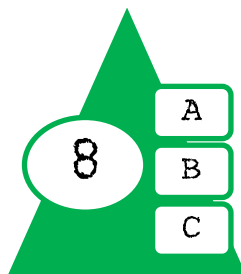
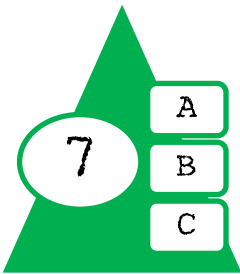
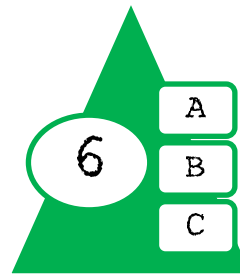
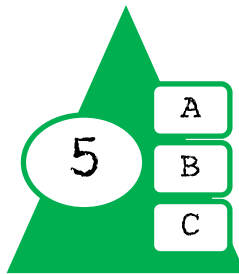
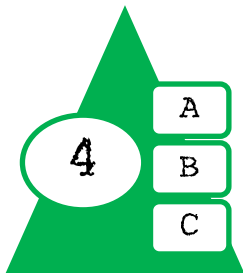
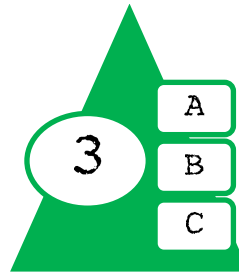
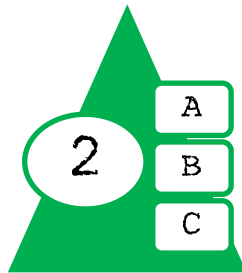
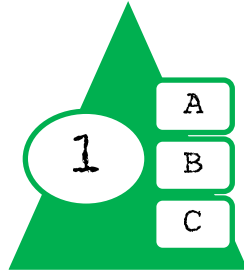
- ✓ Hold the back part of your tongue low in your mouth, lower than for any other sound.
- ✓ Touch the lower front teeth lightly with the tip of the tongue.
- ✓ Open your lips and lower your jaw.
- ✓ Your muscles must be relaxed.

## SPELLING HINTS

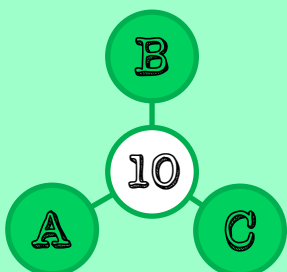
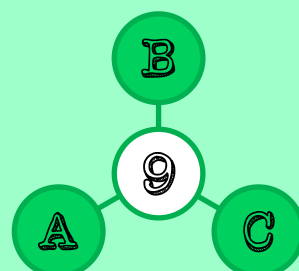
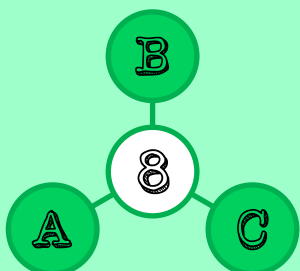
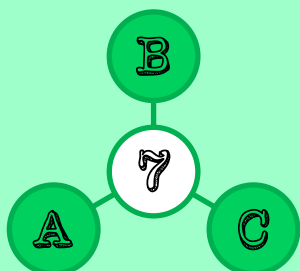
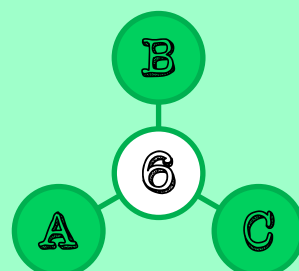
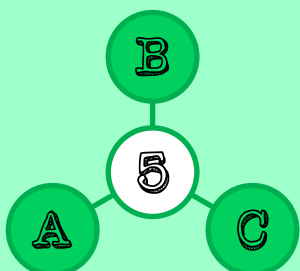
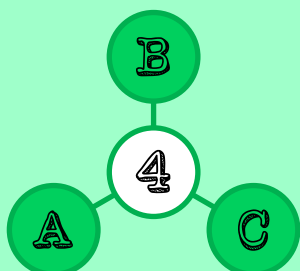
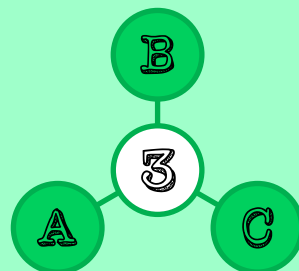
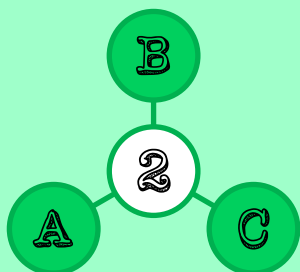
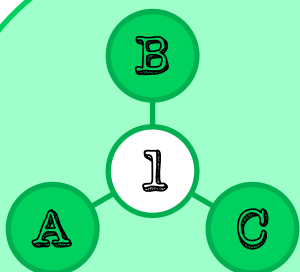
- ✓ This sound may be spelled **o** followed by **b, d, g, p, t** or **ck**. E.G. in robin, log, or lot
- ✓ The letter **a** followed by an **r** pronounced /a/. E.G. farm and star.



A. Listen to each set of three words and mark with an X the number of the **only** word pronounced with the /æ/ sound.



A. Listen and mark the letter that corresponds to the **only** word pronounced with the /a/ sound in each set



# THE REAL DEAL!!!!

- A. LET'S MAKE A SITCOM!!!! In groups of three, create a mini episode of a TV show. Use the words below to plan the TV show. Then, present to the rest of the class.



**B.** Watch **Transformers Robots in Disguise “Mistaken Identity” – Episode 36.** Mark whether the **bold faced word** is pronounced with /a/ or /æ/.

Koji: Oh, **man**. What could it be? /a/-/æ/

Carl: Hey Koji, we've been looking for you everywhere. What's the **matter**? /a/-/æ/

Koji: Hey Carl.

Carl: Wow, you really look confused. What's the **problem**? /a/-/æ/

Koji: Fortress Maximus. I can't figure out how to control him.

Carl: You're kidding. I thought you knew everything there is to know about him.

Jenny: What are you talking about?

Carl: Only the largest Transformer **robot** /a/-/æ/ on the **planet** /a/-/æ/. You've heard of him, haven't you?

Jenny: Oh, yeah. They say it's even bigger than our school.

Koji: Yeah. It is.

Jenny: And you were driving it, right?

Koji: Jenny, this is Fortress Maximus. He's a robot, **not** /a/-/æ/ some kind of lawnmower or something. For him, the instructions have to be voice **command** /a/-/æ/

Jenny: What kind?

Carl: I don't know.

Koji: I'll tell you what. It's not just words, either. You really have to **concentrate** /a/-/æ/ on what you want him to do. He was **attacking** /a/-/æ/ the Autobots and I **got** /a/-/æ/ him to **stop** /a/-/æ/

Jenny: And just like that he did? Wish I could've seen it.

Koji: I didn't know how it would turn out, but it was really impressive. That Fortress Maximus did everything I **asked** /a/-/æ/ him to do **exactly** /a/-/æ/ when I asked him to do it.

Jenny: But weren't you scared?

Koji: Maybe just a little bit. But it was awesome!

Carl: Bet I could control it.

Jenny: Who'd do what you'd say?

Carl: Listen, I know a **lot** /a/-/æ/ of stuff! I'd be a good robot **commander** /a/-/æ/!

Jenny: Right! I'm sure you would.

Carl: Man, why is it that girls never **understand** /a/-/æ/ when things are really important?!

Mega-Octane: The boy is here.

Scourge: This human is the one that **commanded** /a/-/æ/ Fortress Maximus. I want his secret. Get him!

Mega-Octane: Mega-Octane, **transform!** /a/-/æ/

Scourge: Scourge, transform! Come here, boy.

Prowl: No, you don't!

Sideburn: Get it!

Prowl: Hey! You don't bother kids on my **watch.** /a/-/æ/

Sideburn: Infact, you just don't do it at all. Exhaust **Backfire!** /a/-/æ/

Prowl: Combustion Missiles!

X-Brawn: And if that don't get ya runnin'... Bronco **Blast!** /a/-/æ/

Scourge: Regroup!

Sideburn: Hey Koji... You all right there, buddy?

Koji: Yeah, just great. **Thanks** /a/-/æ/ a lot, fellas.

Prowl: That's good. And how about you two?

Carl: Uh, huh.

Jenny: Uhhh, fine!

Koji: You mean... You were there all the time?

Optimus: The Decepticons have been interested in you lately, so we thought some Autobot insurance was a good idea.

Sideburn: Yup, we're just a whistle away.

Prowl: Sideburn, we've **gotta** /a/-/æ/ be closer than **that** /a/-/æ/. Koji's in danger because the Decepticons think he has the power to control Fortress Maximus.

Koji: But I don't even know how I did it.

Optimus: That may be, Koji, but the Decepticons think you do know. And that makes you a very important target for them. Any luck, T-AI? **2:59**

# HOW DID IT GO?

A. Listen to each word and mark whether it is pronounced with /a/ or /æ/

1 /a/ /æ/

2 /a/ /æ/

3 /a/ /æ/

4 /a/ /æ/

5 /a/ /æ/

6 /a/ /æ/

7 /a/ /æ/

8 /a/ /æ/

9 /a/ /æ/

10 /a/ /æ/

B. Read the following sentences to a classmate while he or she checks your pronunciation. Pay attention to the pronunciation of the bold faced words. Then, shift roles.

- 1 • I'll be **back**.
- 2 • Did **father** **park** the **car**?
- 3 • Is **that** a **fact**?
- 4 • The **doctor** **wants** to **operate**.
- 5 • I **have** to **catch** a **taxicab**.
- 6 • My **watched** **stopped** at five **o'clock**
- 7 • He **can't** **stand** **carrots**

C. Complete the statements with your opinion about your performance.

Pronouncing /a/ and /æ/ during this class was \_\_\_\_\_.

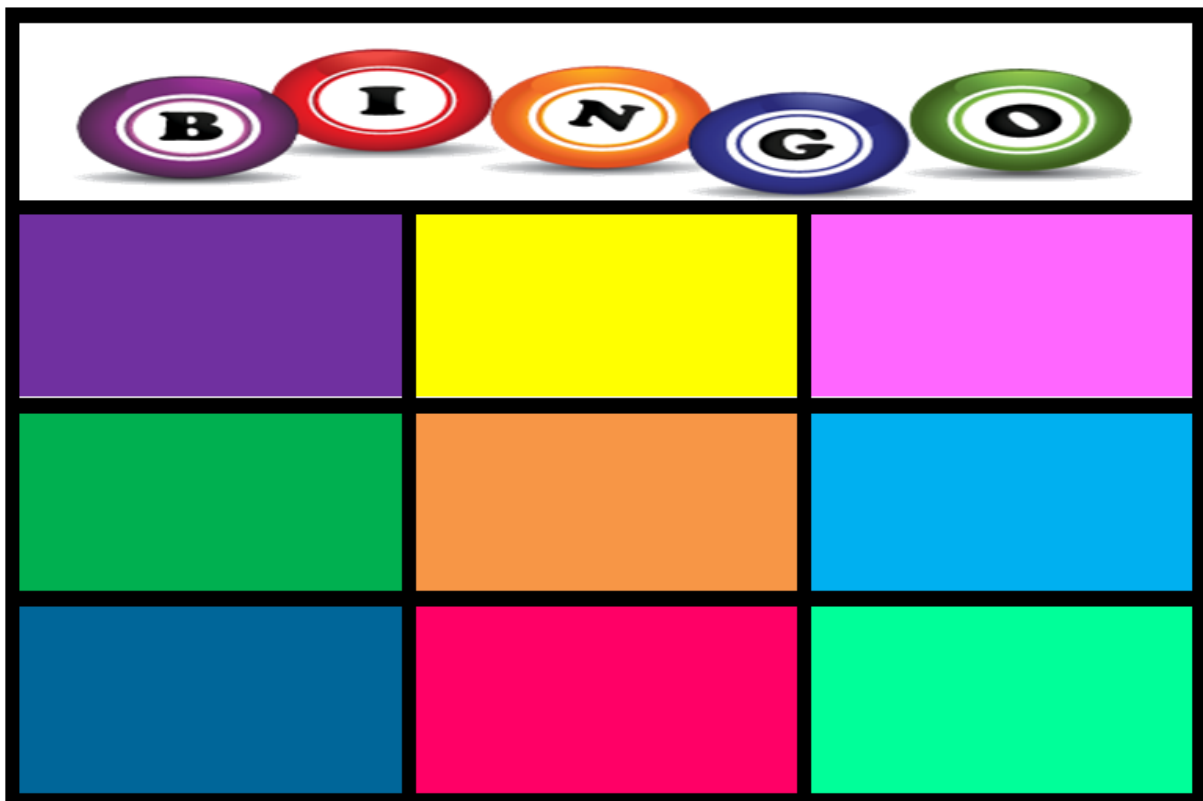
- A. Easy, and I understood the difference between the sounds.
- B. Hard, but I still understood the difference between the sounds.
- C. Hard and I could not understand the difference between the sounds.

# BE BETTER!

## What words were the most difficult for you?

Make a list with at least 7 difficult words. Follow these steps:

1. Select the 7 words from this chapter.
2. Make groups of 5 students.
3. Write the words on separate pieces of paper.
4. Once all the words are listed, play bingo with your classmates three times. Choose these words that you consider are the most difficult and write them on your bingo card.
5. Present the list to the class once you are finished.
6. Take part in class discussion about the words used by each group.





# Lesson

## 4

/u/ - /ü/

# OPEN YOUR EARS

A. Complete the cryptogram with the corresponding words. What do they have in common?

4 16 15 25    23 11 4 25    17 14 5    17 14 5 15 12    17 11 11 10

16 5 10    7 19 13 24    23 11 4 25    8 14 1 15    12 11 14    1 16 5

26 16 15 25    16    15 11 11 15 12    1 11 11 15 19 25    11 22    23 13 25 7

16    23 13 14 9 19 10    10 14 1 15    12 11 14    1 16 5    8 11 11 15

19 13    16 8 8    14 9    19 5    16    1 11 11 8    1 11 11 15    26 11 11 15

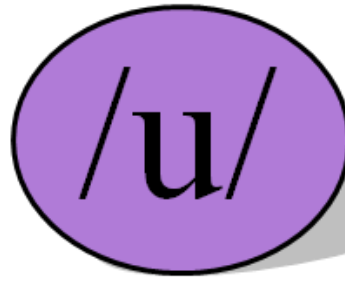
11 22    12 11 14    1 16 5    17 19 5 10    16    18 11 11 10    25 6 1 14 23 25

7 24 12    12 11 14    23 24 11 14 8 10 5    13    24 16 3 25    13 11

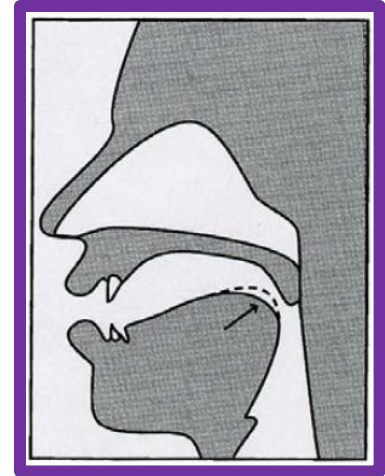
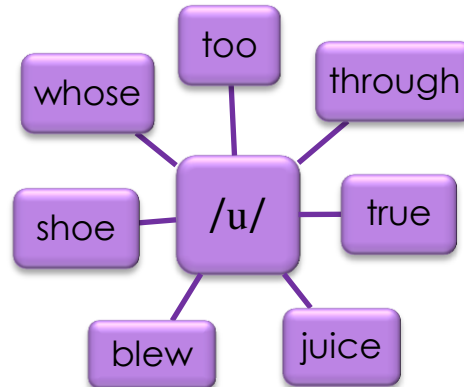
1 11 11 15

A=16	G=18	M=4	S=23	Y=12
B=26	H=24	N=5	T=13	Z=28
C=1	I=19	O=11	U=14	
D=10	J=2	P=9	V=3	
E=25	K=15	Q=8	W=7	
F=17	L=8	R=22	X=6	

# GET TO KNOW



Examples



## HOW TO PRODUCE

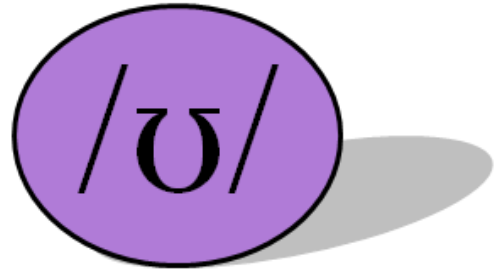


- ✓ Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front of the teeth
- ✓ As you begin to say the sounds, raise the back of your tongue to the roof of your mouth
- ✓ Round your lips and push them out
- ✓ Place your thumb underneath your chin to feel the tense muscles

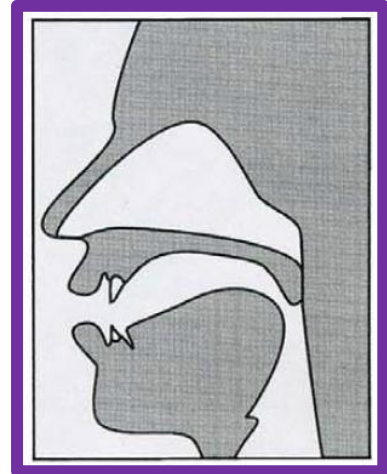
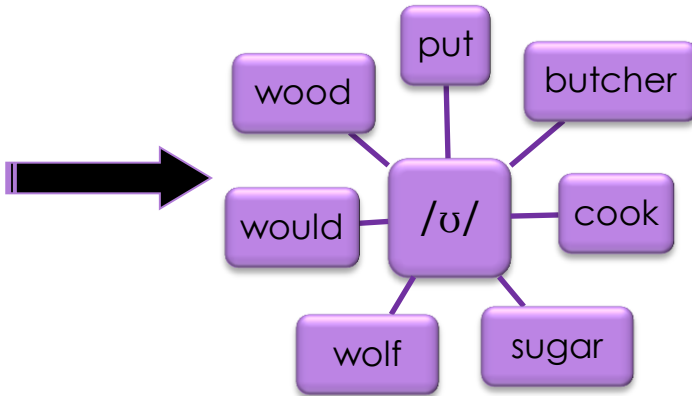
## SPELLING HINTS

- ✓ This sound is most of the times written with the letter **u** (rule), **oo** (fool), **o** (do), **ew** (new) **ue** (due)
- ✓ Less frequent spelling **ui** (fruit), **ou** (group), **oe** (shoe), **ieu** (lieutenant), and **ough** (through)
- ✓ The letters **oo** followed **l**, **m**, or **n** are usually pronounce /u/. E.G. moon and school
- ✓ You can find this sound in the middle or end of the words. However, it does not occur at the beginning of words, except in the word "ooze"

# GET TO KNOW



Examples



## HOW TO PRODUCE



- ✓ Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front of the teeth
- ✓ As you begin to say the sounds, raise the back of your tongue to the roof of your mouth, but lower than for /u/
- ✓ Your lips should be close together, but not push out
- ✓ Place your thumb underneath your chin to feel the relaxed muscles

## SPELLING HINTS

- ✓ The letters **oo** followed by **d** or **k** are usually pronounced /ʊ/
- ✓ The letter **u** followed by **sh** is usually pronounced /ʊ/
- ✓ Less frequent spelling **o**. E.G. woman or wolf
- ✓ You can find this sound ONLY in the middle of the words

A. Listen to the set of three words and mark the letter of the **only** word containing the /u/ sound.

1

A

B

C

2

A

B

C

3

A

B

C

4

A

B

C

5

A

B

C

6

A

B

C

7

A

B

C

8

A

B

C

9

A

B

C

10

A

B

C

B. Listen to each statement and circle C if the underlined word is CORRECTLY pronounced or I if it is INCORRECTLY pronounced.

1

You should drive carefully.

C I

2

I like chocolate chip cookies.

C I

3

He stood in the ladder.

C I

4

The carpenter sawed the wood.

C I

5

The pool was full of water.

C I

6

The police caught the crook.

C I

7

The gun has bullets.

C I

8

Please don't pull my hair.

C I

9

I like coffee with sugar.

C I

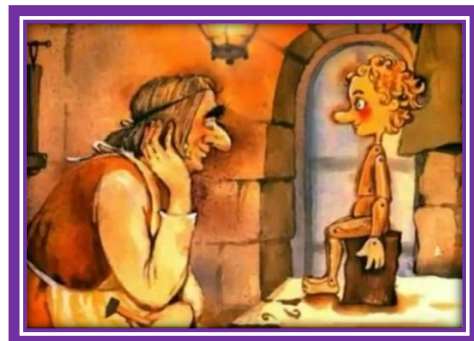
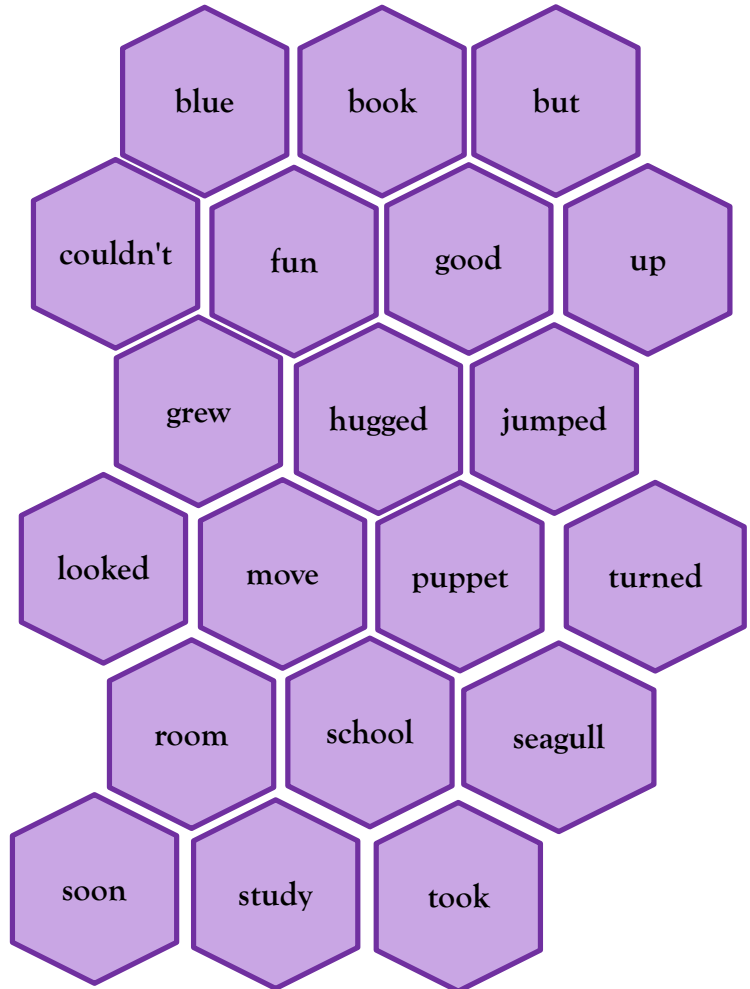
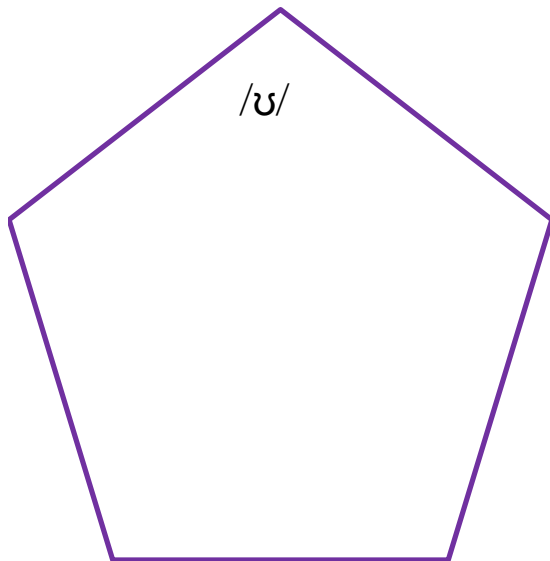
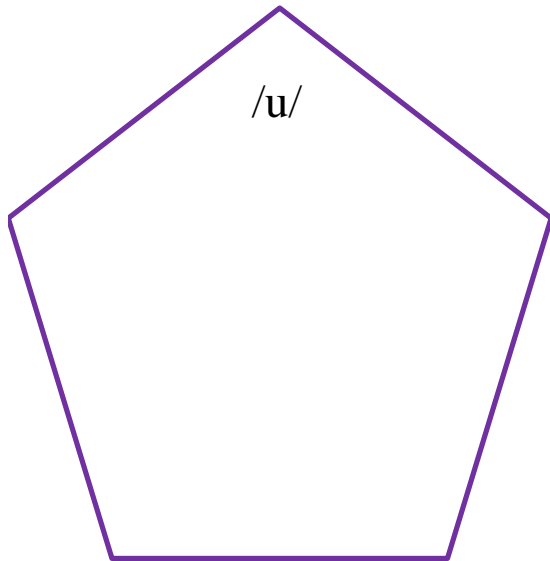
10

He broke his left foot.

C I

# THE REAL DEAL!!!!

- A. Watch the video of the fairy tale "Pinocchio". Label the words that contain the sounds /u/ and /ʊ/ in the corresponding space. Notice that some words are not pronounced with either of these two sounds; cross them out.



B. Play the board game with three classmates.





Cut the cards and place them in a group facing down

When people who live in the city want to see animals, they usually go to the \_\_\_\_\_.

mes-english.com

When you want to see a \_\_\_\_\_, you go to the cinema.

mes-english.com

If you feel hungry, you look for \_\_\_\_\_.

mes-english.com

Sometimes when I feel hot, I go swimming into the \_\_\_\_\_.

mes-english.com

When I am invited to dinner, I usually wear my black \_\_\_\_\_.

mes-english.com

A \_\_\_\_\_ usually wears a dress for formal occasions.

mes-english.com

When I drink coffee, I pour some \_\_\_\_\_ in it.

mes-english.com

When \_\_\_\_\_ travel to the USA, they usually visit \_\_\_\_\_ to see the \_\_\_\_\_ of liberty.

mes-english.com

*My mother sometimes asks  
me to go to the \_\_\_\_\_ to  
buy her some meat.*

*mes-english.com*

*Women love to buy clothing  
and \_\_\_\_\_.*

*mes-english.com*

*Sometimes I go to the library  
to buy new \_\_\_\_\_.*

*mes-english.com*

*We come to \_\_\_\_\_ to  
study.*

*mes-english.com*

*I usually drink orange \_\_\_\_\_  
for breakfast.*

*mes-english.com*

*Fishermen need \_\_\_\_\_ to go  
fishing.*

*mes-english.com*

*My mother usually \_\_\_\_\_  
some delicious spaghetti for  
lunch*

*mes-english.com*

*The second day of the week  
is \_\_\_\_\_.*

*mes-english.com*

*Out mid-year vacations are in*

*\_\_\_\_\_.*

*mes-english.com*

*When it is very cold, my  
father puts some \_\_\_\_\_ in  
the fireplace.*

*mes-english.com*

*I am not in a good \_\_\_\_\_ to  
go out tonight.*

*mes-english.com*

*When I get punished, my  
parents send me to my  
\_\_\_\_\_.*

*mes-english.com*

*I have a broken \_\_\_\_\_, and  
I need to go to the dentist.*

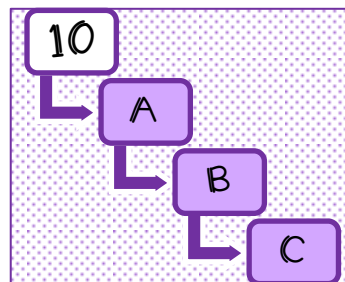
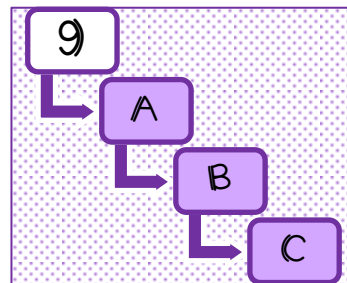
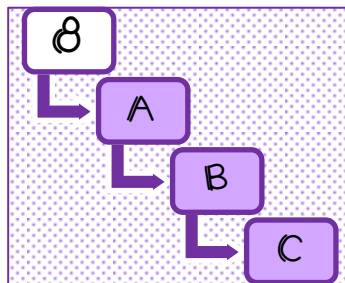
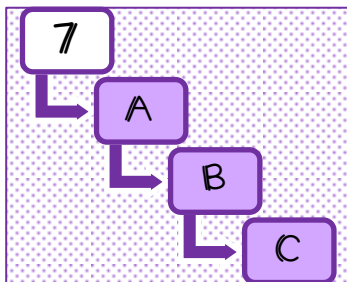
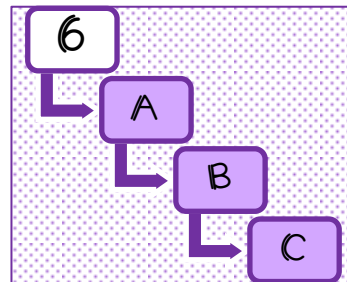
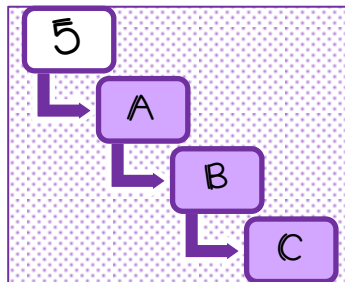
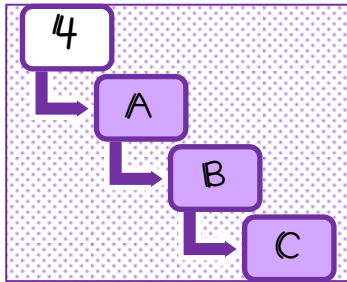
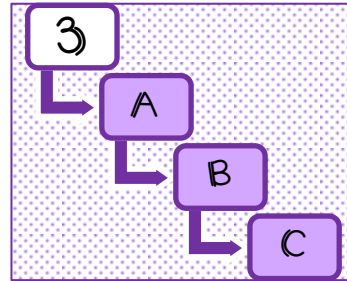
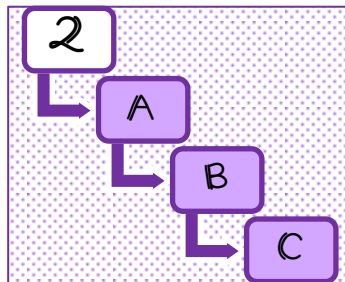
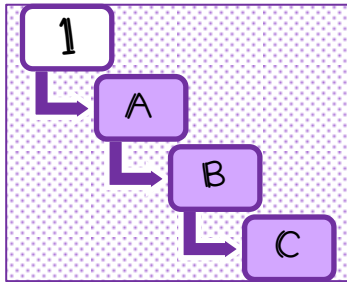
*mes-english.com*

#### **Rules:**

1. Each person needs an object to place on the board and identify his/her position.
2. Throw the dice and follow the indication of the space.
3. If you have to complete a sentence you will only have 2 minutes to think. If the answer is incorrect go back to your start space. Pay attention to the correct pronunciation of the words.
4. The trade space indication means that the people playing must ruffle their positions in the game.

# HOW DID IT GO?

- A. Listen to the set of three words and mark the letter that corresponds to the word that is different according to sounds studied in this lesson.



B. Read the following sentences to a friend while he or she checks your pronunciation. Pay attention to the underlined words. Then, shift roles

1. Too many cooks spoil the soup!

2. There should be a full moon

3. Mr. Brooks is good looking

4. June is a good month to move.

5. The butcher cooked a goose.

6. The news bulleting was misunderstood.

7. Did you choose a pair of new shoes?

8. Lucy had a loose tooth pulled.

9. Students should read good books .

10. The room is full of blue balloons.



C. Complete the statements with your opinion about your performance.

Pronouncing /u/ and /ʊ/ during this class was \_\_\_\_\_.

- A. Easy, and I understood the difference between the sounds.
- B. Hard, but I still understood the difference between the sounds.
- C. Hard and I could not understand the difference between the sounds.

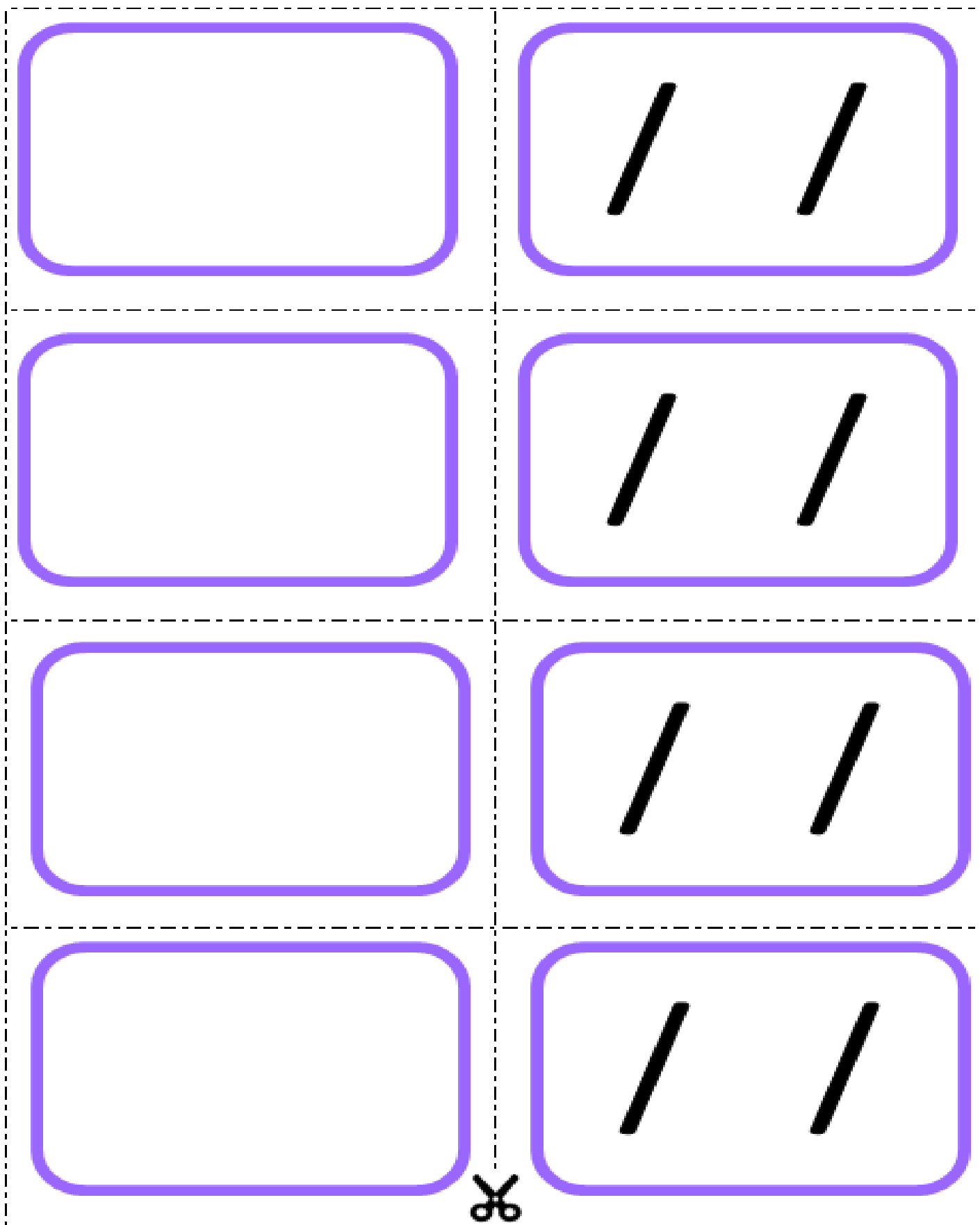
# BE BETTER!

## What words were the most difficult for you?

Make a list with 4 of those words. Follow these steps:

1. Select the words from this chapter, two must be pronounced with /u/ and the other with /ʊ/.
2. Write the words and sounds that they contain on the cards given.
3. Make groups of 3 students.
4. Mix and place all the cards facing down and play a memory game.
5. Stick words on the board once you are finished.
6. Take part in class discussion about the words used by each group.





# Lesson

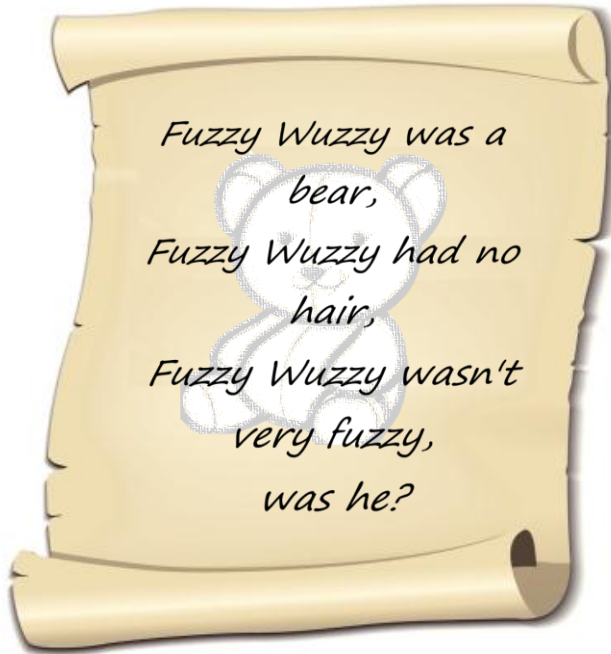
# 5

/ə/-/ʌ/

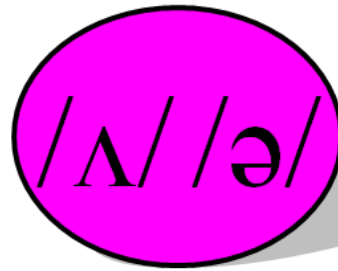


# OPEN YOUR EARS

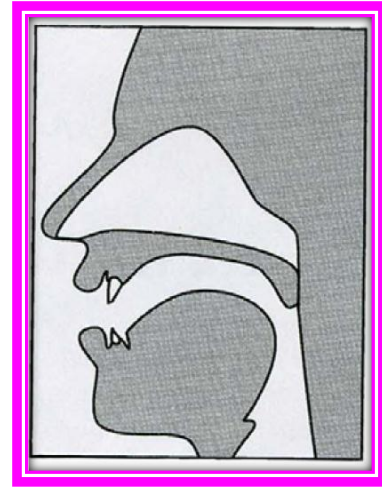
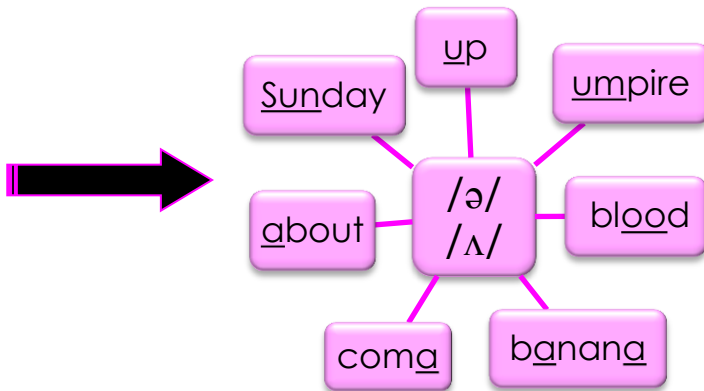
A. Read the following tongue twisters. What do they have in common?



# GET TO KNOW



## Examples



## HOW TO PRODUCE



- ✓ Hold the front part of your tongue low in your mouth
- ✓ Touch the lower front teeth lightly with the tip of your tongue
- ✓ Lower your jaw and open your lips slightly
- ✓ Raise the center part of your tongue toward the roof of your mouth but don't touch it
- ✓ Your muscles should not be tense muscles

## SPELLING HINTS

**In an unstressed syllable, this sound is represented by the symbol /ə/.**

- ✓ This sound is most of the times written with the letter **a** (arrive), **e** (oven), **o** (occur), **i** (capital) **u** (circus)
- ✓ Less frequent spelling **eo** (pigeon), **ou** (famous), **iou** (delicious), **io** (nation), and **ai** (certain)
- ✓ This sound can be found more than once and can be represented by different letters within the same word (president, elephant accident)

**In a stressed syllable, this sound is represented by the symbol /ʌ/**

- ✓ This sound is commonly spelled with the letters **o** (love) and **u** (but)
- ✓ Other possible spellings include **ou** (trouble) **oo** (flood), **oe** (does) and **a** (what)

A. Listen and mark the letter that represents the schwa /ə/ in each word.

1. (A) (L) (P) (H) (A) (B) (E) (T)

2. (U) (T) (I) (L) (I) (Z) (E)

3. (D) (E) (P) (E) (N) (D) (I) (N) (G)

4. (P) (H) (O) (T) (O) (G) (R) (A) (P) (H)

5. (P) (A) (P) (A)

6. (P) (R) (E) (V) (E) (N) (T)

7. (I) (M) (I) (T) (A) (T) (E)

8. (B) (R) (E) (A) (K) (F) (A) (S) (T)

9. (C) (O) (N) (T) (R) (O) (L)

10. (A) (L) (A) (R) (M)

B. Listen to each set of words and circle the word that is not pronounced with /ʌ/

Something	Wonder
1	
Ugly	Open

Trouble	Come
2	
Locker	Once

Color	Cups
3	
Dozen	Collar

Peanut	Muddy
4	
Modern	Bunny

Stood	Stuff
5	
Stump	Stuck

Lucky	Brother
6	
Just	Lock

Monday	Month
7	
Tuesday	Sunday

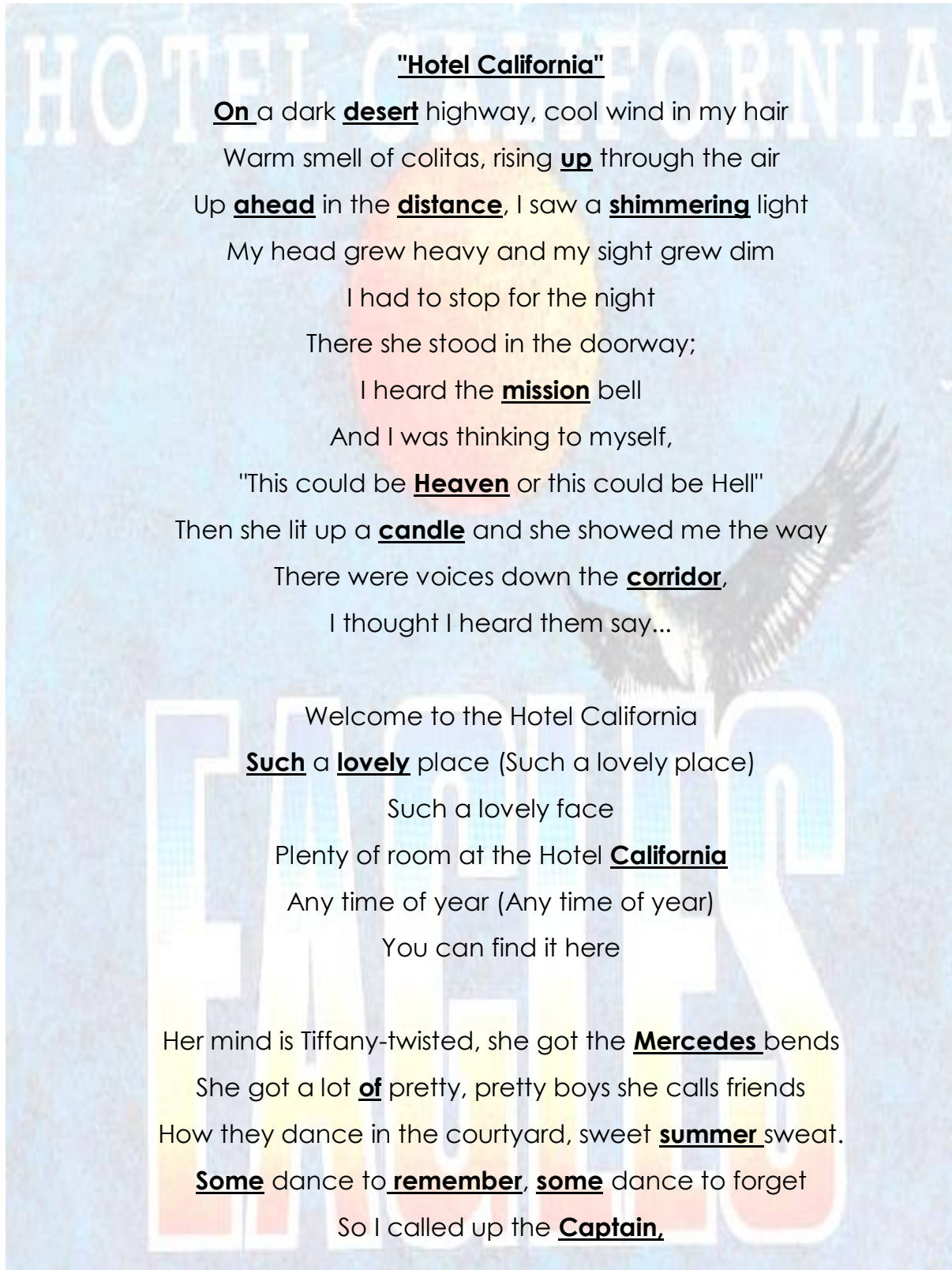
Comb	Coming
8	
Cutting	Country

Cover	Over
9	
Oven	Other

Rust	Must
10	
Rot	Nothing

# THE REAL DEAL!!!!

- A. Listen to the song "Hotel California" by the Eagles. Circle the syllable that contains the schwa sound. Then, label the sound /ə/ or /ʌ/ according to the stress.



**"Hotel California"**

On a dark desert highway, cool wind in my hair  
Warm smell of colitas, rising up through the air  
Up ahead in the distance, I saw a shimmering light  
My head grew heavy and my sight grew dim  
I had to stop for the night  
There she stood in the doorway;  
I heard the mission bell  
And I was thinking to myself,  
"This could be Heaven or this could be Hell"  
Then she lit up a candle and she showed me the way  
There were voices down the corridor,  
I thought I heard them say...

Welcome to the Hotel California  
Such a lovely place (Such a lovely place)  
Such a lovely face  
Plenty of room at the Hotel California  
Any time of year (Any time of year)  
You can find it here

Her mind is Tiffany-twisted, she got the Mercedes bends  
She got a lot of pretty, pretty boys she calls friends  
How they dance in the courtyard, sweet summer sweat.  
Some dance to remember, some dance to forget  
So I called up the Captain,

"Please bring me my wine"  
He said, "We haven't had that **spirit** here since nineteen sixty nine"  
And still those voices are calling from far **away**,  
Wake you **up** in the middle of the night  
Just to hear them say...

Welcome to the Hotel California  
Such a **lovely** place (Such a lovely place)  
Such a **lovely** face  
They livin' it up at the Hotel California  
What a nice **surprise** (what a nice surprise)  
Bring your **alibis**

**Mirrors** on the ceiling,  
The pink champagne on ice  
And she said "We are all just **prisoners** here, of our own device"

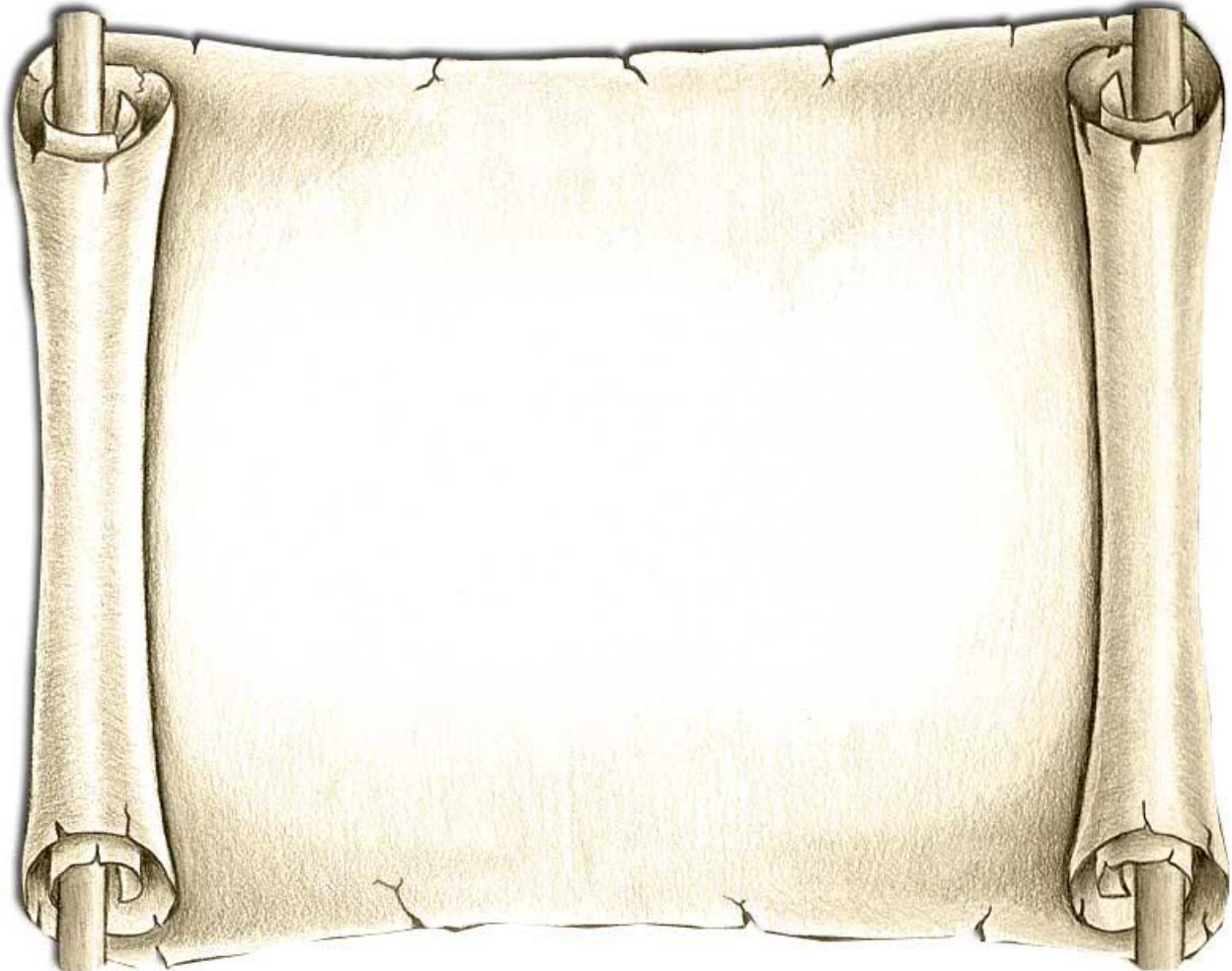
And in the master's **chambers**,  
They gathered for the feast  
They stab it with their steely knives,  
But they just can't kill the beast

Last thing I **remember**, I was  
**Running** for the door  
I had to find the passage back  
To the place I was before  
"Relax," said the night man,  
"We are programmed to receive.  
You can check-out any time you like,  
But you can **never** leave!"

B. Become a poet!!! Poet Smurf lost his inspiration. Help him write his master piece. Use the words in the parchments. On the left parchment, you will find words that contain the schwa sound. On the right parchment, there are words that rhyme. Match the words from both parchments. Then, by using the matched words write a crazy 10-line poem to help Poet Smurf. Use the space below.

Table  
Angel  
Banana  
Travel  
Thumb  
Animal  
American  
Love  
Little  
Once

able	Havana
Alabama	logical
cable	middle
Canadian	national
come	Rachel
fiddle	stove
glove	trouble
gravel	upon
gum	



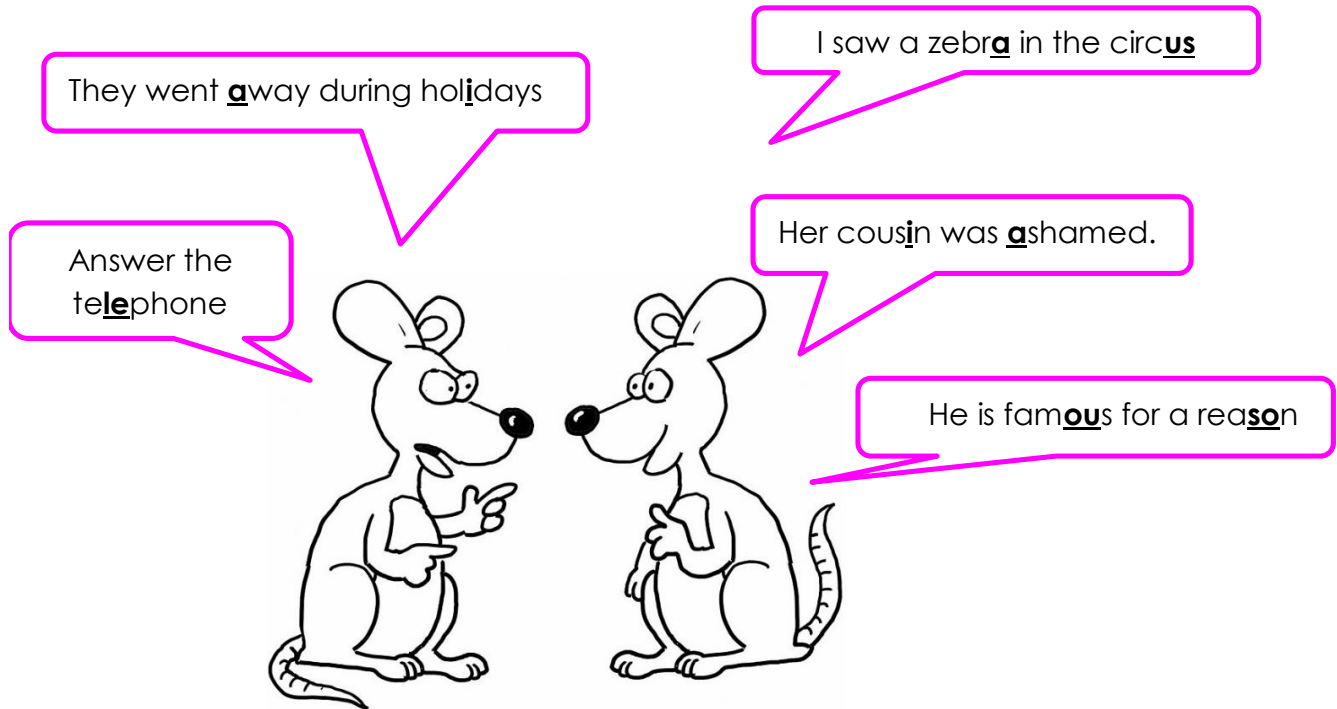
# HOW DID IT GO?

A. Listen to the set of four words and mark the word that is **not** pronounced with the sound /ʌ/.

1	Something	Wonder	Ugly	Open
2	Trouble	Come	Locker	Once
3	Color	Cups	Dozen	Collar
4	Peanut	Muddy	Modern	Bunny
5	Stood	Stuff	Stump	Stuck
6	Lucky	Brother	Just	Lock
7	Monday	Month	Tuesday	Sunday
8	Comb	Coming	Cutting	Country
9	Cover	Over	Oven	Other
10	Rust	Must	Rot	Nothing



- B. Read the next sentences to a friend while he or she checks your pronunciation. Pay attention to the bold faced letters. Then, shift roles.



- C. Complete the statements with your opinion about your performance.

Pronouncing /ə/ and /ʌ/ during this class was \_\_\_\_\_.

- A. Easy, and I understood the sounds.
- B. Hard, but I still understood the sounds.
- C. Hard and I could not understand the sounds.

# BE BETTER!

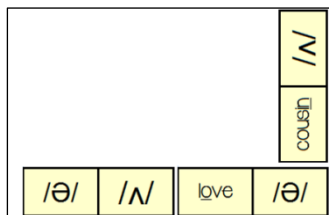
## What words were the most difficult for you?

Make groups of 4 students. Follow these steps to play sound domino:

1. First, the dominoes must be shuffled, so that no one knows the location of any given tile.
2. Each student must take 4 tiles. The rest will remain facing down.
3. Begin by placing 

/ə/	/ʌ/
-----	-----

 the title.
4. Each student will take turns to place a correct tile according to the sound required. It is necessary to link a symbol with a word that contains the sound. For instance:



5. If a player doesn't have the tile needed, they can take one from the group facing down.
6. The game ends when one of the students plays all their tiles.
7. Take part in class discussion about the words used in the game.

ago

/ʌ/

holiday

/ə/

onion

/ʌ/

/ə/

upon

contain

/ʌ/

/ʌ/

lemon

love

/ə/

trouble

/ʌ/

agony

/ʌ/

up

/ə/

reason

/ə/

/ə/

famous

cut

/ʌ/

hug

/ʌ/

/ə/

/ʌ/

/ə/

love

/ə/	u <u>s</u>
-----	------------

/ə/	a <u>way</u>
-----	--------------

/ʌ/	w <u>on</u>
-----	-------------

o <u>pen</u>	/ə/
--------------	-----

/ə/	tr <u>ou</u> ble
-----	------------------

m <u>ust</u>	/ə/
--------------	-----

/ʌ/	ja <u>ck</u> et
-----	-----------------

/ʌ/	s <u>un</u>
-----	-------------

/ə/	f <u>un</u> ny
-----	----------------

/ʌ/	se <u>ven</u> ty
-----	------------------

/ə/	sof <u>a</u>
-----	--------------

typ <u>i</u> cal	/ə/
------------------	-----

/ʌ/	l <u>uc</u> ky
-----	----------------

/ʌ/	o <u>ve</u> n
-----	---------------

cous <u>i</u> n	/ʌ/
-----------------	-----

nati <u>o</u> n	/ʌ/
-----------------	-----