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will /wɪl/ **noun** 1 [c] the power of the mind to choose what actions to take: *Both her children have very strong wills.* 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?* 4 *transitive* left in some money in her will.

will /wɪl/ **verb** [c] to do sth if you want, if you can go in and out of the house at will through the door.

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willed /wɪld/ **combining form** having a will (1) of a particular type: *weak-willed*

willful /'wɪfl/ **adj.** 1 done of purpose, especially to hurt or damage sb/sth: *willful damage* 2 done exactly what you want, no matter what other people think or say 3 *willfuly* **adv.**

willies /'wɪli:z/ **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 objection to doing sth: *I have no objection to doing it.* 2 *be willing to do sth* = I'm not willing to do sth: *I'm not willing to be a willing helper.* 3 *willingly* **adv.** 4 *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 /'wɪlpəʊə/ **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 /'wɪlɪ'nɪli/ **adv.** 1 whether you want to or not: *She was forced willy-nilly to accept the company's proposal.* 2 in a careless way without planning: *Don't use your credit card willy-nilly.*

wily /'waɪli/ **adj.** (wɪlɪ-er; wɪlɪ-est) clever at getting what you want, and willing to trick people: *The boss is a wily old fox.* 3 *be outwitted by sb* = you were tricked by sb: *He was outwitted by his wily opponent.* 4 *cunning*

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win /wɪn/ **verb** [c] to get sth by hard work, great effort, etc.: *Her outstanding performance won her a great deal of praise.* 2 *to win support for a plan*

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wince /wɪns/ **verb** [i] to make a sudden quick movement (usually involving 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 2 *winch* **verb** [i] to pull sth up: *The lumber was winched up into a helicopter.*

wind /waɪnd/ **noun** 1 [c] (also the winds) air that is moving across the surface of the earth: *There was a strong wind blowing.* 2 *A gust of wind blew his hat off.* 3 *high winds* 4 *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 *about sth that is*

wind /waɪnd/ **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 [i] *wind sth (up)* to make sth work or repair it: *Wind up a watch.* 3 [i] *wind up a mechanical toy* 3 [i] (used about a road, path, etc.) to have a lot of bends or curves in it: *The path winds through the woods.*

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KEEP CALM AND LEARN PRONUNCIATION

English for Communication
10th Grade

Answer Key and Teaching Tips

Designers:
Johanna Quirós Cordero
Elian Acuña Aguilar

ABOUT "KEEP CALM AND LEARN PRONUNCIATION"

③ The "KEEP CALM AND LEARN PRONUNCIATION" booklet was designed to increase students' awareness regarding the most relevant aspects of the Standard American English vowel sounds. The booklet offers five different stages designed to orient the learning process from guided and controlled stages to the freest and most critical thinking stages, in which students gain knowledge about the importance of acquiring intelligible pronunciation.



③ The audios and activities presented are aimed at exposing the students with common words that contain the studied phonemes. The tasks that require the students' production are oriented to their age-related interests to increase the changes of meaningful learning. The activities that involve the usage of technological devices are also intended to attract the learners' attention and willingness to practice. When dealing with the more controlled activities, it is recommended to keep it as simple and clear as possible. Motivation plays a crucial role on guided stages. The discussion and exchange of ideas should be encouraged as a way to assure correct comprehension.

③ The activities are based on a *Multistage Frame Technique*. It provides the participants with an innovative methodology. This methodology permits them to improve their pronunciation skills through different stages along the learning process. The stages proposed are explained below:

1.OPEN YOUR EARS

This stage is an inductive presentation of the sound or sounds to be studied. During this activity, the teacher will control and guide the process through lock-step activities based on words that illustrate the sounds to be studied. The main goal of this stage is to activate schemata and therefore facilitate the acquisition of the sound.



2.GET TO KNOW IT

In this phase, the students will be provided with a theoretical explanation of the sounds to be studied. The symbols used are the ones contained in the introduction of the booklet. The activities designed are teacher-centered.

They include rule explanations and examples in order to provide the learners with direct input. This will theoretically justify the studied phonemes. Also, controlled listening and speaking exercises are provided to assure adequate comprehension.



3.THE REAL DEAL!

Through the use of non-authentic and authentic materials, the students will be provided with opportunities to put into practice the target sounds. This stage includes practice activities like listening, games, multimedia and creative use. In this part of the class, the students have the chance to use the sounds in a free environment; hence, they are preparing themselves for real situations through creative usage of the phoneme within a given context.

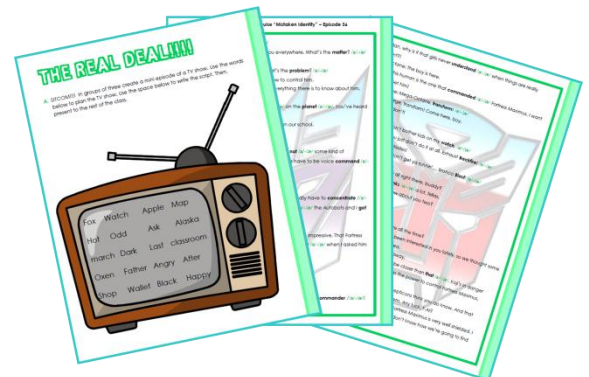


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Lesson 1

Sounds

/i/-/I/

Answer Key

and

Teaching Tips

Teaching tips for “OPEN YOUR EARS”

-In this activity, give your students enough time to think and, if necessary, let them use dictionaries or digital aids to figure out the pronunciation of the words discovered. If you consider it adequate, allow the students to work in pairs or groups of three.

-Once everyone is ready, have students explain their possible answer to the question “What do they have in common?” They could have many explanations which you can write on the board. Comment and then continue to the “Get to know...” stage.

group 1



gift



Kiss/lips



river



window



sit



sing

group 2



CD



police



bee



Beef/meat



sheep



eat

Teaching tips for “GET TO KNOW...”

-Your students already have some knowledge about the sounds based on the previous activity. Now, it is your turn to explain some theoretical aspects. Use the images and examples provided in the booklet and also add some of your own.

Ask your students to use a mirror when pronouncing these sounds in isolation and within words. The mirror will help them identify what articulation points they are using when they produce the sounds.

Get to know /i/

sk-i eat receive
be east
sweet believe

HOW TO PRODUCE

- ✓ Hold your tongue high in your mouth, closest to the roof.
- ✓ 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** as in “he”, **ee** as in “feel”, **ea** as in “east”, or **ie** as in “east”.
- ✓ A less common spelling pattern is **i** as in “police” and **eo** as in “people”

GET TO KNOW /i/

sk-i eat receive
be east
sweet believe

PRODUCE /i/

in your mouth, closest to the roof.
Tongue against the upper back teeth.
Tongue should be tense

Place your thumb underneath your chin to feel the tense muscles

HINTS

as in “he”, **ee** as in “feel”, **ea** as in “east”, or **ie** as in
is **i** as in “police” and **eo** as in “people”

Teaching tips for “GET TO KNOW...”

-In this activity, the students will have to listen to ten sets of four words and mark the requested information.

-This item help students to familiarize with listening techniques. Explain that before listening, they should check and read the information given. Then, the first time they listen to the text, they just have to listen and pay attention. The second time, they will complete the task. Finally, the third time, they will check and complete difficult questions that might not be answered during the second repetition. It is important to learn to react to any listening task in an organized way. Check the answers on the board and re-play the track if necessary. Take the opportunity to help students clarify unknown words.

| | | | | |
|----|-------------------|-------------------|---------|--------------------|
| 1 | Bead | Beat | Leave | Tea |
| 2 | Bead | Piece | Believe | Niece |
| 3 | Scene | Woman | These | even |
| 4 | Need | Need | Sleep | Thirteen |
| 5 | Police | Thief | Machine | Machine |
| 6 | Police | Wheat | Sweet | Cream |
| 7 | People | People | Deal | East |
| 8 | People | Teen | Steam | Receive |
| 9 | Leave | Leave | Leaf | Lease |
| 10 | Steep | Steve | Easy | Easy |

1 ~~A~~ B C Sit Seat Seat

2 A B ~~C~~ Feet Feet Fit

3 A ~~B~~ C Feast Fist Feast

Eat Eat It 4 A B ~~C~~

List Least Least 5 ~~A~~ B C

Beat Beat Bit 6 A B ~~C~~

Neat Knit Neat 7 A ~~B~~ C

8 ~~A~~ B C Hit Heat Heat

9 A ~~B~~ C Sheep Ship Sheep

10 ~~A~~ B C Bin Bean Bean

Teaching tips for “THE REAL DEAL!!!”

-In this activity, explain that the audio will be played three times. Listen to the song “My name is Luka” by Suzanne Vega. Explain the link between the theory and the real usage of the sounds. Help students understand that the sounds studied are not just for academic purposes, the sounds are used in many settings and this is just one example.

Check the answers on the board and re-play the track if necessary. If you wish, present the original video or the Karaoke version of the song.

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

Just don't ask me what **it** (/i/---/I/) was (3x)

I **think** (/i/---/I/) it's 'cause I'm **clumsy** (/i/---/I/)
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/---/I/) until you cry
And after that you don't ask why

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

Yes i think i'm okay
I walked into the door again
If (/i/---/I/) you ask that's what i'll say
And it's not your **business** (/i/---/I/) anyway
I guess i'd like to be alone
With (/i/---/I/) **nothing** (/i/---/I/) 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/---/I/) you've seen me **before** (/i/---/I/)
If you hear **something** (/i/---/I/) 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)

Teaching tips for “THE REAL DEAL!!!”

-Students will have the opportunity to use the sounds within a context during this activity. With the students, check the correct pronunciation of the given words. You can have them pronounce the words alone or you can pronounce them and ask the students to repeat after you. Your students can use any type of question as long as it contains the word provided. They are given space to write their questions. Once everyone is ready, have them mingle around. They must provide full answers to the questions asked and they must pay attention to the pronunciation of the words that they choose to use.

Walk around the class; listen to the students’ pronunciation. When everyone has interviewed four classmates, initiate a discussion with the class on their classmates’ pronunciation. (Ask them not to say specific names to avoid hurting other people’s feelings)

A grid of words in blue boxes: agree, eat, feel, free, gift, give, listen, key, keep, issue, heat, gym, live, minute, need, peach, piece, see, with, winter, win, tip, team, ship. Below the grid is a lined paper sheet titled "YOUR QUESTIONS" with a red paperclip icon and a list of numbers 1 through 7.

Four lined paper sheets titled "YOUR FRIEND'S ANSWERS" with red paperclip icons. Each sheet has a list of numbers 1 through 7.

Teaching tips for “HOW DID IT GO?”

-In this activity, students will be asked to complete a final teacher assessment exercise. Play the audio three times and then check the answers with your students. Use this activity to generate feedback based on the students’ answers.

-In the following activity, students will be asked to work in pairs to complete a peer assessment exercise. Students must assess their classmates’ performance. This is a good way to help them use the sounds without the pressure of performing in front of the teacher. Explain the importance of being serious and respectful and to help their classmates with positive feedback.

-In the next activity, students will be asked to complete a self-assessment exercise. The answer provided by the students will be based on their performance during the whole unit, not just the latest activities.

A.

| | | | | |
|-------------|------------|-----------|-----------|------------|
| 1 filled | 2 bin | 3 neat | 4 deal | 5 beat |
| 6 Tim | 7 sleep | 8 grin | 9 heel | 10 week |

B.

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

C. Complete the statement with your opinion about your performance

Pronouncing /i/ and /ɪ/ during this class was _____.

- Easy and I understood 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.

Teaching tips for “BE BETTER”

This stage will help you and your students have a final feedback based on their weaknesses. Ask students to use the words that they find more difficult to either produce or understand. You can arrange the class in groups of three or four. Provide the necessary material such as paper, markers, newspapers and so on. When students present the words, ask them to pronounce them loudly and clearly. You may ask the class to pronounce the words as well.

BE BETTER!

What words were the most difficult for you?

Make a poster with at least 10 of those 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

Sounds

/ε/-/eI/

Answer Key

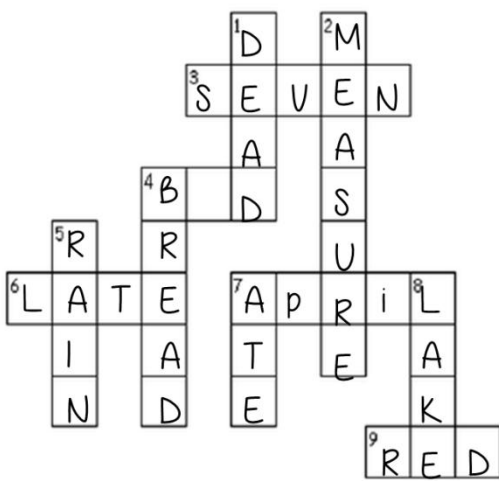
and

Teaching Tips

Teaching tips for “OPEN YOUR EARS”

- In this activity, the students must complete a crossword puzzle individually. They should complete it with the correct word that contains the /ɛ/ or /eɪ/ sounds. Walk around and supervise the process. Make sure they use the words. If necessary, let them use dictionaries or digital aids to figure out the pronunciation of the words discovered. If you consider it adequate, allow the students to work in pairs or groups of three.

-Once everyone is ready, have students explain their possible answers to the question “what do they have in common?” They could have many explanations which you can write on the board. Comment and then go to the “Get to know...” stage.



1. Paul Walker is _____! 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 _____.

Teaching tips for “GET TO KNOW...”

-Students already have some knowledge about the sounds based on the previous activity. Now, it is your turn to explain some theoretical aspects. Use the images and examples provided in the booklet and also add some of your own.

-Ask your students to use a mirror when pronouncing these sounds in isolation and within words. The mirror will help them identify what articulation points they use when they produce the sounds.

GET TO KNOW /eɪ/



Layered - əʊ

break, aim, eight, take, wait, vain, say, /eɪ/


HOW TO PRODUCE /eɪ/

- Hold your tongue high in your mouth, closest to the roof.
- 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 **a** (main) **e** (lady) **ay** (day) **igh** (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 **a** followed by **g** or **n** are pronounced /eɪ/. E.G. weigh, vein and reign.

GET TO KNOW /ɛ/



bread, end, friend, get, guess, says, bury, /ɛ/

HOW TO PRODUCE /ɛ/

- 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.
- 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** as in "never" or it can be spelled **ea** as in "measure".
- If **ea** is followed by **d** or **t** it is pronounced /ɛ/. E.G. bread, dead, meat.
- 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**.

Teaching tips for “GET TO KNOW...”

-In this activity your students will have to read, identify, and mark the words containing the sound /eɪ/. Have them work in pairs and allow the usage of dictionaries or electronic resources to help them figure out the correct pronunciation. When checking, project the ad or bring to class a large photocopy of it. Have some volunteers circle the words. Discuss the possible doubts with your students.

MONDAY
march, 11 2015

NEWS

№ 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

System applies. Financial news
New Year. Personal accounts
opens all over the world.
opens all over the world.

Teaching tips for “GET TO KNOW...”

-In this activity your students must identify the words that are not pronounced with the sound /ε/. Allow them to check the list of words individually before listening. Play the audio three times. Check the answers on the board and re-play the track if necessary. Explain and reinforce the spelling hints previously studied.

-Remember to take time to clarify unknown words.

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

Teaching tips for “THE REAL DEAL!!!”

-Listen to the song “Demons” by Imagine Dragons. Play it three times. Students will have to perform two different tasks. First, they have to complete the song and then circle or underline depending on the sound contained in each word. Again remind your students the importance of the sounds in real life and how they can affect the speaker’s comprehensibility. Check the answers on the board and re-play the track if necessary. If you wish, present the original video or the Karaoke version of the song for extra practice.

When the days are cold
 And the cards all fold
 And the saints we see
 Are all made of gold

When your dreams all fail
 And the ones we hail
 Are the worst of all
 And the blood's run stale

I want to hide the truth
 I want to shelter you
 But with the beast inside
 There's nowhere 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)

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

So they dug your grave
 And the masquerade
 Will come calling out
 At the mess you made

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

CHORUS
 They say it's what you may
 '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 escape this now
unless you show me how

CHORUS

| | | |
|---------|------------|--------|
| days | hell | say |
| escape | let | stale |
| fade | made | unless |
| grave | may | when |
| hail | mess | fail |
| nowhere | masquerade | |
| shelter | saints | |

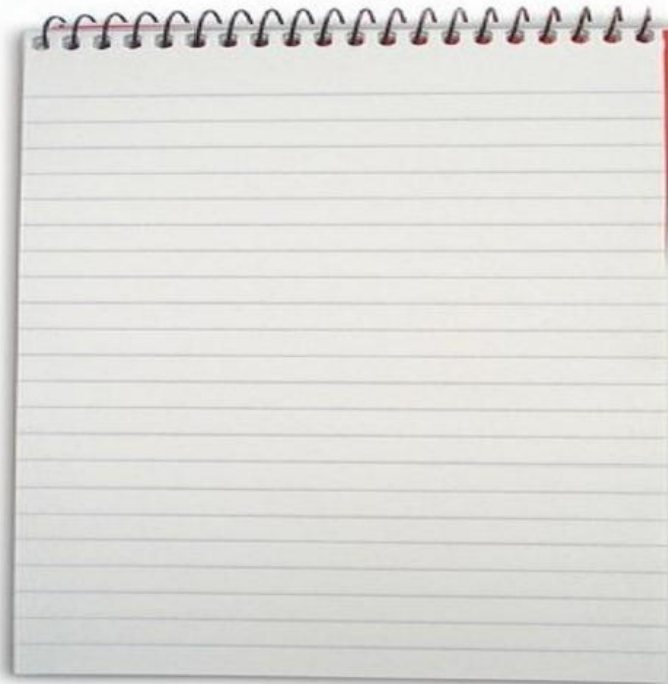
Teaching tips for “THE REAL DEAL!!!”

-Students will have the opportunity to use the sounds within a context. Check with the students the correct pronunciation of the words provided.

-Divide the class in groups of three. They will have to create all the necessary visual aids to illustrate the news that they are going to present. Students must use at least half of the words provided (however, insist on using all of them). If you have cameras, you can ask them to record their “Breaking News Report” and then watch the videos with the rest of the class. While the students present, take notes and write down observations in order to provide feedback afterwards.



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



Teaching tips for “HOW DID IT GO?”

-In this activity, the students are asked to complete a final assessment exercise. Play the audio three times and then check the answers with your students. Use this activity to generate feedback based on the students’ answers.

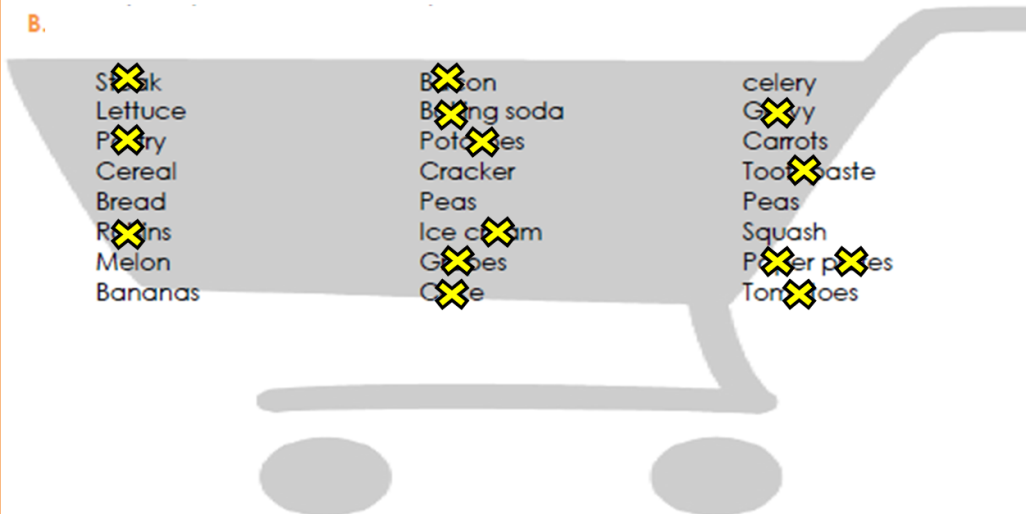
-In the following activity, the students will be asked to work in pairs to complete a peer assessment exercise. Students must assess their classmates’ performance. This is a good way to help them use the sounds without the pressure of performing in front of the teacher. Explain the importance of being serious and respectful and to help their classmates with positive feedback.

-In the next activity, students will be asked to complete a self-assessment exercise. The answers provided by the students will be based on their performance during the whole unit, not just the latest activities.

A.

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

B.



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

Pronouncing /ey/ and /ε/ during this class was _____.

- Easy and I understood 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

Teaching tips for “BE BETTER”

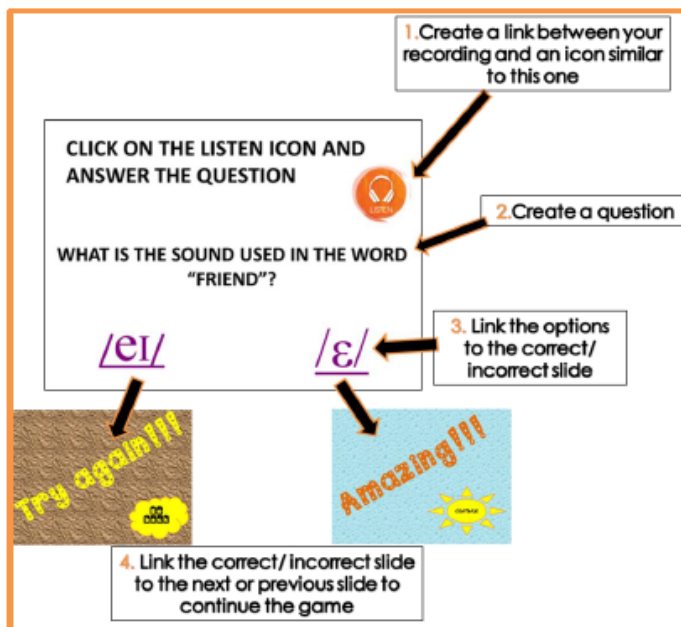
This stage will help you and your students have final feedback based on their weaknesses. Ask students to use the words that they find more difficult to either produce or understand. You can arrange the class in pairs or groups of three. Remember to check the availability of the computer lab in advance. Guide them during the recording and designing process. Listen to the recordings before linking them to the slides to avoid confusions. Also, if possible provide them with a template to follow the order to make the designing process shorter. When all the groups have finished, allow the students to play with their classmates’ games to have extra listening practice. Discuss with the class which words were the most difficult ones and provide positive feedback.

BE BETTER!

What words were the most difficult for you?

Make a PowerPoint game with at least 5 of those 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

Sounds

/a/ - /æ/

Answer Key

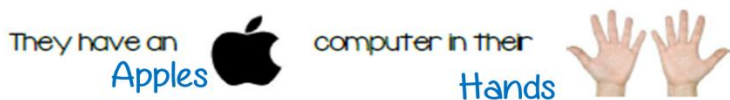
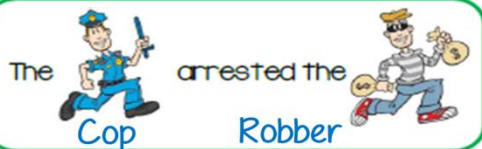
and

Teaching Tips

Teaching tips for “OPEN YOUR EARS”

-In this activity, your students must read some sentences using certain words. They should complete it with the correct word that contains either the /a/ or /æ/ sound. Walk around and supervise the process. Make sure they use the corresponding words. Allow the usage of dictionaries or electronic aids.

-Once everyone has figured out the words, make groups of three or four students and give them time to hypothesize the possible answers to the question “what do they have in common?” Listen to their answers. As soon as a conclusion has been reached, continue to the “Get to know...” stage.



Teaching tips for “GET TO KNOW...”

Your students already have some knowledge about the sounds based on the previous activity. Now, it is your turn to explain some theoretical aspects. Use the images and examples provided in the booklet and also add some of your own.

Ask your students to use a mirror when pronouncing these sounds in isolation and within words. The mirror will help them identify what articulation points they use when they produce the sounds.

GET TO KNOW

/æ/



VOWEL

→

/æ/



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 relax.

SPELLING HINTS

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

GET TO KNOW

/a/



→

/a/



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 **a** 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, star and are.

Teaching tips for “GET TO KNOW...”

-During the two activities presented, your students will have to identify and mark the words pronounced with the required sounds. Play the track three times and have them work individually. When checking, write the words that they hear. Clarify the meaning of unknown words. Remember to highlight the importance of the spelling hints. Discuss the possible doubts with your students.

1
Rack
Rock
Wreck

2
Lake
Lock
Lack

3
Add
Aid
Ed

4
Pot
Pat
Pet

5
Top
Tape
Tap

6
Laughed
Left
Loft

7
Sneak
Snake
Snack

8
Paste
Past
Pest

9
Hat
Hot
Hate

10
Made/maid
Mad
Mod

1 Rob
Rub Robe

2 Hat
Hot Hut

3 Pup
Pope Pop

4 Got
Gut Goat

5 Not
Note Nut

6 Fund
Fond Phoned

7 Stock
Stack Struck

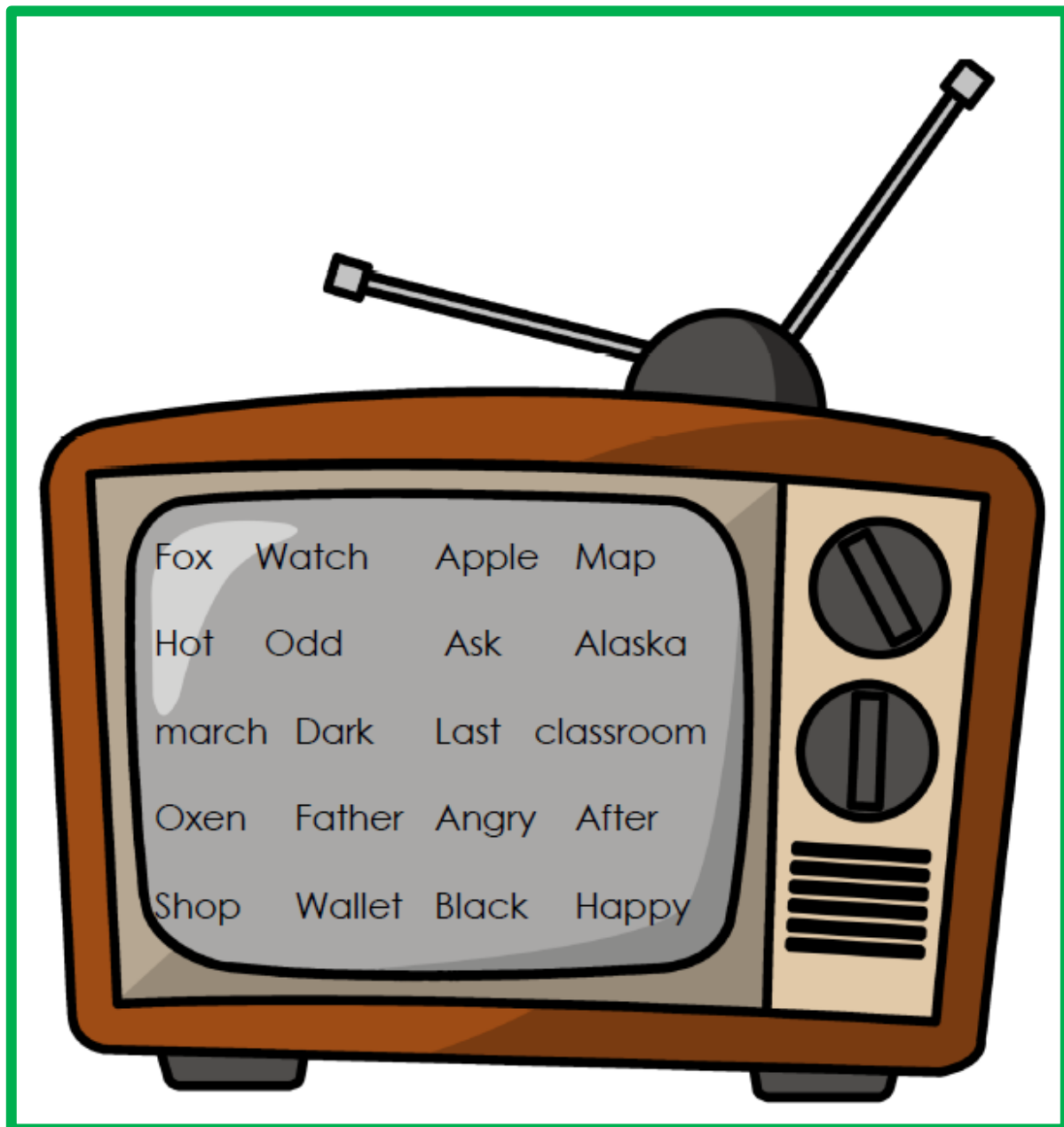
8 Cut
Cot Caught

9 Cop
Cup Cope

10 Mud
mod Mowed

Teaching tips for “THE REAL DEAL!!!”

-In this activity, organize your class in groups of three or four students. Ask your students to create a mini episode of a TV sitcom (it can be an original one or a parody of an already existing TV show). Give them time to organize the script and to include the words written inside the TV image in their booklet. If possible provide the cameras and assign a responsible person for the equipment in each group. If you do not have access to cameras, ask students to use their cellphones. The use of an award show might generate a fun environment for the presentation of the outcomes. Do not forget to provide students with feedback.



Teaching tips for “THE REAL DEAL!!!”

-In the following activity, the students will watch “Transformer Robots in Disguise Mistaken Identity” – Episode 36. Play the video for two minutes fifty-nine seconds of the whole episode for this activity (if wished, you can watch the whole video with the students later). Give the students time to read the transcript of the video. Play the episode three times. When checking, you can have each student read the lines of a character as the class checks the pronunciation or check by pausing the video. Once you finish checking the activity, discuss with the students if they were capable of identifying the words and sounds easily. Clarify vocabulary doubts and other problematic points.

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

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

Koji: Hey Carl.

Carl: Wow, you really look confused. What's the **problem**? ✘-/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** ✘-/æ/ on the **planet** /a/-✘. 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** ✘-/æ/ some kind of lawnmower or something. For him, the instructions have to be voice **command** /a/-✘

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** ✘-
/æ/ on what you want him to do. He was **attacking** /a/-✘ the Autobots and I **got**
✘-/æ/ him to **stop** ✘-/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** ✘ ✘ him to do **exactly** /a/-✘ 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** ✘-/æ/ of stuff! I'd be a good robot **commander** //a/-✘!

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.** /æ/-/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!

[Transition]

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** /æ/-/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?

T-AI: Not yet. There's a reception problem. Fortress Maximus is very well shielded. I can't get an energy reading. At this rate, I don't know how we're going to find him. **2:59**

Teaching tips for “HOW DID IT GO?”

-In the first activity, students will be asked to complete the final assessment exercise. Play the audio three times and then check the answers with your students. Use this activity to generate feedback based on the students’ answers.

-In the following activity, the students will be asked to work in pairs to complete a peer assessment exercise. Students must assess their classmates’ performance. This is a good way to help them use the sounds without the pressure of performing in front of the teacher. Explain the importance of being serious and respectful and to help their classmates with positive feedback.

-In the third activity, the students will be asked to complete a self-assessment exercise. The answers provided by the student will be based on their performance during the whole unit, not just the latest activities.

The diagram illustrates a peer assessment exercise. It features 10 numbered circles, each containing a vowel sound and a yellow 'X' mark. Arrows point from words to the corresponding circles. The words are: Pot, Add, Band, An, Don, Sal, Log, Rack, Ox, Follow.

| Word | Circle Number | Vowel Sound | Mark |
|--------|---------------|-------------|------|
| Pot | 1 | /æ/ | X |
| Add | 2 | /a/ | X |
| Band | 3 | /a/ | X |
| An | 4 | /æ/ | X |
| Don | 5 | /æ/ | X |
| Sal | 6 | /a/ | X |
| Log | 7 | /æ/ | X |
| Rack | 8 | /a/ | X |
| Ox | 9 | /æ/ | X |
| Follow | 10 | /a/ | X |

B.

- 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 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.

Teaching tips for “BE BETTER”

This stage will help you and your students to have final feedback based on their points of improvement. Have them use the words that are more complicated to either produce or understand. You can arrange the class in pairs or groups of five students. Ask them to follow the instructions given in the booklet and to use the common rules to play bingo. Another variant to this activity is to have each student write on the board four words with the studied sounds which they consider to be the most difficult. Discuss with the class which words were the most difficult ones and provide positive feedback.

BE BETTER!

What words were the most difficult for you?

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

- 1 Select the 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 those 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

Sounds

/u/ - /ʊ/

Answer key

and

Teaching Tips

Teaching tips for "OPEN YOUR EARS"

- In this activity, your students must complete a cryptogram that will show a tongue twister that contains the studied sounds. Walk around and supervise the process. Make sure they use the desire words. Allow the usage of dictionaries or electronic aids. Have the class practice the tongue twister individually or in groups.
- Once everyone has figured out the words, make groups of three or four students and give them time to hypothesize the possible answers to the question "What do they have in common?" Listen to their answers. As soon as a conclusion has been reached continue to the "Get to know..." stage

Make some fun . funky food
 4 16 15 25 23 11 4 25 17 14 5 17 14 5 15 12 17 11 11 10
and with some luck . You can
 16 5 10 7 19 13 24 23 11 4 25 8 14 1 15 12 11 14 1 16 5
bake a kooky cookie or stew
 26 16 15 25 16 15 11 11 15 12 1 11 11 15 19 25 11 22 23 13 25 7
a stupid duck . You can look
 16 23 13 14 9 19 10 10 14 1 15 12 11 14 1 16 5 8 11 11 15
it all up in a cool cook book
 19 13 16 8 8 14 9 19 5 16 1 11 11 8 1 11 11 15 26 11 11 15
Or you can find a good excuse
 11 22 12 11 14 1 16 5 17 19 5 10 16 18 11 11 10 25 6 1 14 23 25
why you shouldn't have to
 7 24 12 12 11 14 23 24 11 14 8 10 5 13 24 16 3 25 13 11
cook .
 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 | |

Teaching tips for “GET TO KNOW...”

- Your students already have some knowledge about the sounds based on the previous activity. Now, it is your turn to explain some theory. Use the images and examples provided in the booklet and also add some of your own.

-Ask your students to use a mirror when pronouncing these sounds in isolation and within words. The mirror will help them identify what articulation points they use when they produce the sounds.

Get to know /ʊ/

GET TO KNOW /u/

whose, too, through, shoe, /u/, true, blew, juice

PRODUCE /u/

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 /ʊ/. E.G. moon and school.
- ✓ You can find this sound in the middle or end of the words. NEVER in the beginning.

Get to know /ʊ/

GET TO KNOW /u/

whose, too, through, shoe, /u/, true, blew, juice

PRODUCE /ʊ/

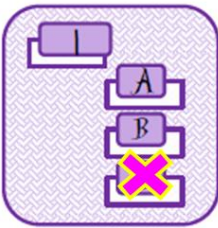
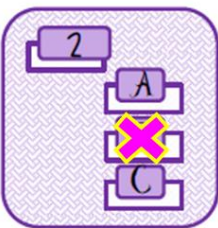
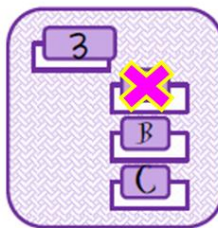
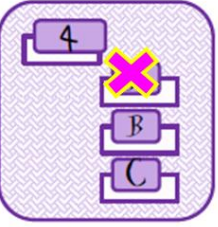
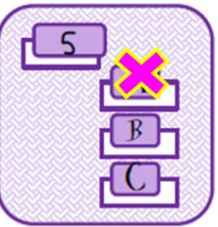
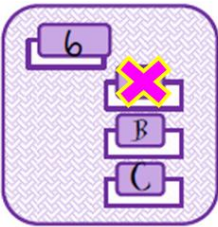
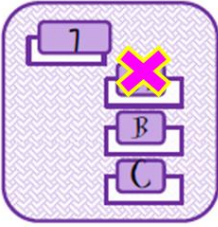
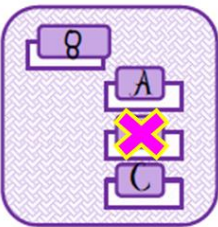
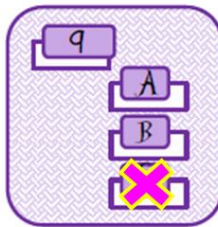
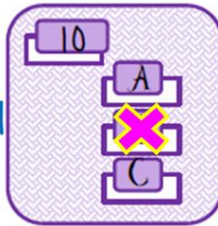
part of your tongue low in your mouth, with the tip lightly touching the lower front of the teeth. As you begin to say the sounds, raise the back of your tongue to the roof of your mouth. Round your lips and push them out. Place your thumb underneath your chin to feel the relaxed muscles.

NG HINTS

- ✓ **oo** followed by d or k are usually pronounced /ʊ/
- ✓ **oo** followed by sh is usually pronounced /u/
- ✓ **oo** followed by g is usually pronounced /ʊ/ E.G. woman or wolf
- ✓ This sound ONLY in the middle of the words.

Teaching tips for “GET TO KNOW...”

-During this activity, your students will have to identify and mark the words pronounced with the sound /u/. Play the track three times and have them work individually. When checking, write on the board the words that they hear. Clarify the meaning of unknown words. Discuss the possible doubts with your students.

| | | | | | |
|--------|---|-------|---|--------|---|
| Look |  | Cook |  | Fool |  |
| Mood |  | Suit |  | Wooded |  |
| Stewed |  | Toll |  | Pull |  |
| | | Skull |  | | |

Teaching tips for “GET TO KNOW...”

-In the the following activity, your students will have to listen to some statements and carefully identify if the boldfaced words are pronounced correctly or incorrectly. Play the track three times and have them work individually. When checking, write on the board the words that they hear. Clarify the meaning of unknown words. Discuss the possible doubts with your students

1
You **should** drive carefully.
C X

2
I like chocolate chip **cookies**.
X I

3
He **stood** in the ladder.
C X

4
The carpenter sawed the **wood**.
C X

5
The **pool** was full of water.
C X

6
The police caught the **crook**.
X I

7
The gun has **bullets**.
X I

8
Please don't **pull** my hair.
C X

9
I like coffee with **sugar**.
X I

10
He broke his left **foot**.
X I

Teaching tips for “THE REAL DEAL!!!”

-In the first activity, your students will watch the video of the fairy tale “Pinocchio”. They are given some words which have to be labeled according to the sounds that each word contains. Some words are not pronounced with either of these two sounds, so they must be crossed out. Watch the video two or three times for the students to listen to the given words. When labeling the words, the students can work individually or in pairs. Check the activity by having students pronounce according to the sounds which they consider to be correct. Remember to provide positive feedback.

/u/

| | |
|------|--------|
| Blue | School |
| Grew | Soon |
| Move | Used |
| Room | You |

/ʊ/

| | |
|----------|--------|
| Books | Room |
| Couldn't | Took |
| Good | Wooden |
| looked | |

Teaching tips for “THE REAL DEAL!!!!”

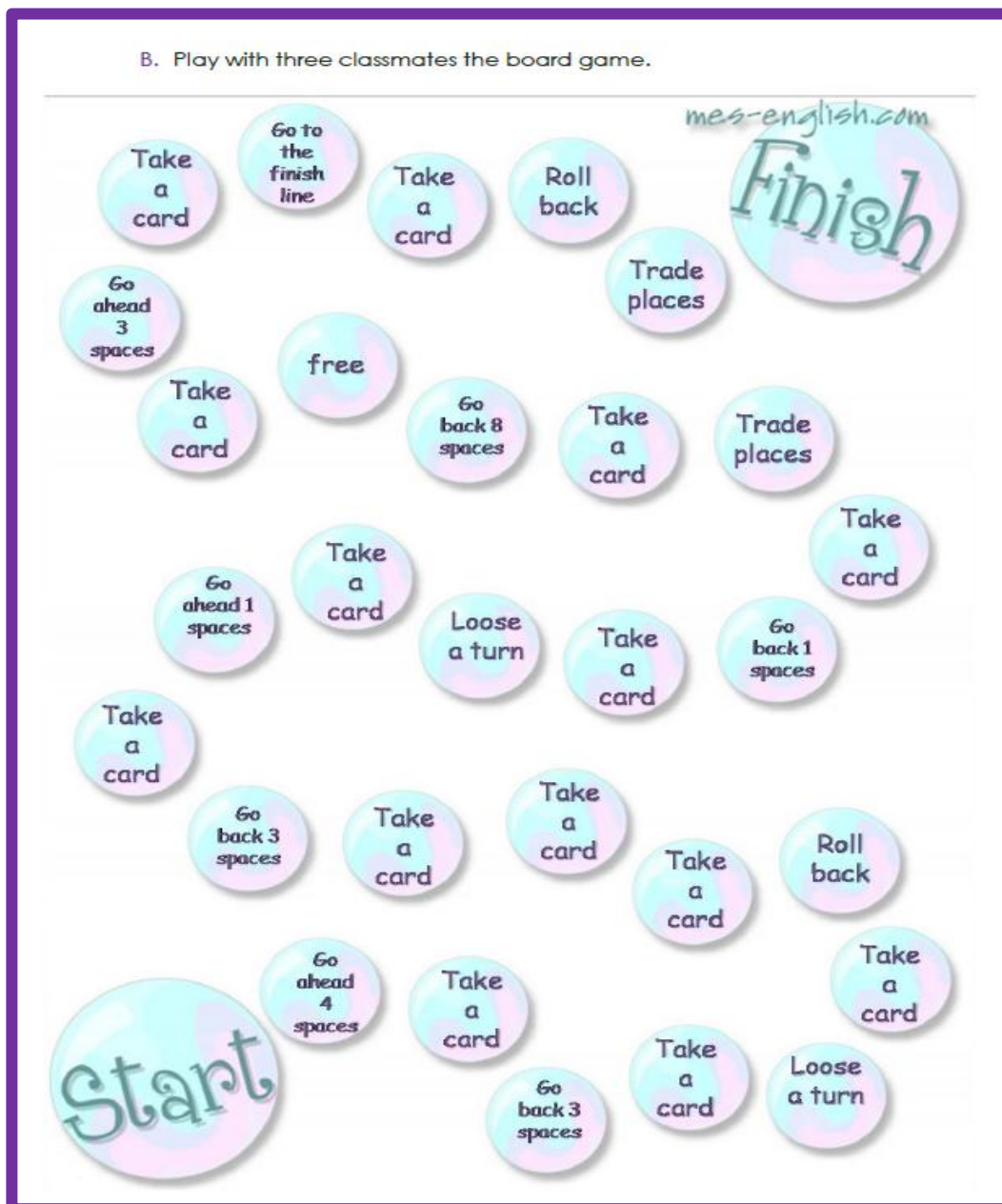
-In the second activity, the students play a board game. Students must be arranged in groups of three or four and follow the next rules:

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

-You can modify the rules according to your students' needs or ideas.

-Walk around and supervise the students' performance.

B. Play with three classmates the board game.



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

/u/ mes-english.com

When you want to see a Movie, you go to the cinema. /u/

mes-english.com

If you feel hungry, you look for Food. /u/

mes-english.com

Sometimes when I feel hot, I go swimming into the

/u/ Pool.

mes-english.com

When I am invited to dinner, I usually wear my black

/u/ Suit.

mes-english.com

A Woman usually wears a dress for formal occasions.

/u/

mes-english.com

When I drink coffee, I pour some Sugar in it.

/u/

mes-english.com

When Tourists travel to the USA, they usually visit New York to see the Statue of liberty.

/u/

mes-english.com

My mother sometimes asks
me to go to the butchery to
buy her some meat. /ʊ/

mes-english.com

Women love to buy clothing
and Shoes. /u/

mes-english.com

Sometimes I go to the library
to buy new Book. /ʊ/

mes-english.com

We come to School to
study. /u/

mes-english.com

I usually drink orange Juice
for breakfast. /u/

mes-english.com

Fishermen need Lure /ʊ/
to go
hooks /ʊ/
fishing.

mes-english.com

My mother usually Cooks /ʊ/
some delicious spaghetti for
lunch

mes-english.com

The second day of the week
is Tuesday.
/u/

mes-english.com

Out mid-year vacations are in

/ʊ/ July .

mes-english.com

When it is very cold, my
father puts some wood in

the fireplace. /u/

mes-english.com

I am not in a good MOOD to

go out tonight. /u/

mes-english.com

When I get punished, my
parents send me to my

/ʊ/ ROOM . /u/

mes-english.com

/u/

I have a broken Tooth, and

I need to go to the dentist.

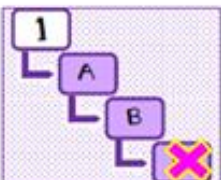
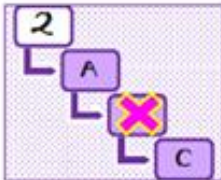
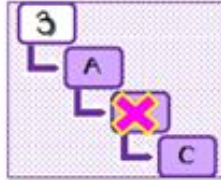
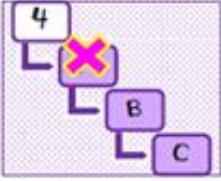
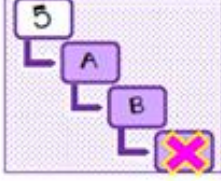
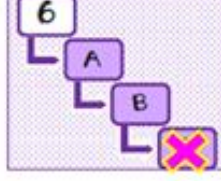
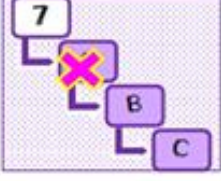
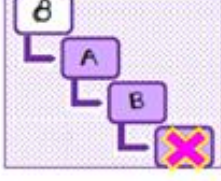
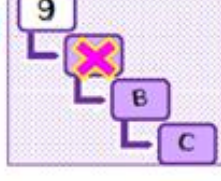
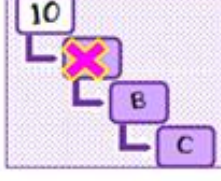
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Teaching tips for “HOW DID IT GO?”

-In the first activity, the students will be asked to complete the final assessment exercise. Play the audio three times and then check the answers with your students. Use this activity to generate feedback based on the students’ answers.

-In the second activity, the students will be asked to work in pairs to complete a peer assessment exercise. The students must assess their classmates’ performance. This is a good way to help them use the sounds without the pressure of performing in front of the teacher. Explain the importance of being serious, respectful and to help their classmates with positive feedback.

-In the last activity, the students will be asked to complete a self-assessment exercise. The answer provided by the student will be based on their performance during the whole unit, not just the latest activities.

| | | | | | |
|--------------------------|---|-------------------------|---|---------------------------|---|
| Look Look Luke |  | Cook Kook Cook |  | Fool Full Fool |  |
| Pull Pool Pool |  | Suit Suit Soot |  | Wooded Wooded Would |  |
| Stewed Stood Stood |  | Could Could Cooed |  | Wooded Wood Wood |  |
| | | Hood Who'd Who'd |  | | |

B.

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 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.

Teaching tips for “BE BETTER”

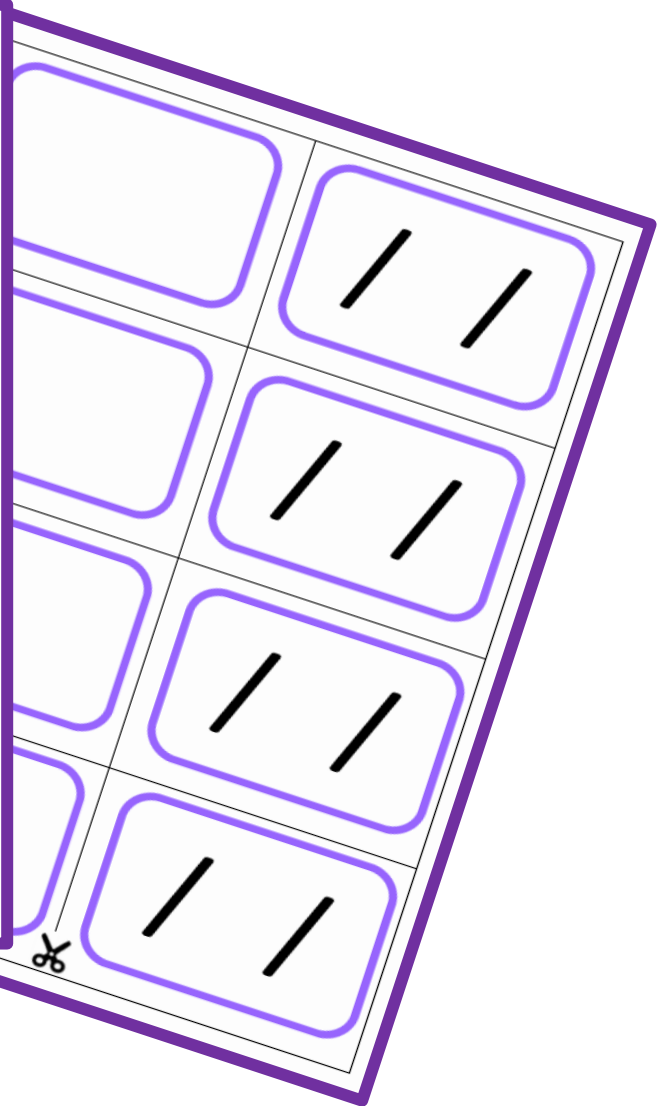
This stage will help you and your students to have final feedback based on their points of improvement. Have them use the words that they find more difficult to either produce or understand. You can arrange the class in groups of three students. Ask them to follow the instructions given in the booklet and to use the common rules to a regular memory game. Discuss with the class which words were the most difficult ones and provide positive feedback.

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 Paste words on the board once you are finished.
- 6 Take part in class discussion about the words used by each group.



Lesson 5

Sounds

/ə/-/ʌ/

Answer key

and


Teaching Tips

Teaching tips for “OPEN YOUR EARS”

- In this activity, your students must read three tongue twisters that contain the studied sounds. Walk around and supervise the process. Make sure they use the corresponding words. Allow the usage of dictionaries or electronic aids. Have the class practice the tongue twisters individually or in groups.
- Once everyone has figured out the words, make groups of three or four students and give them time to hypothesize the possible answers to the question “What do they have in common?” Listen to their answers. As soon as a conclusion has been reached, go to the “Get to know...” stage



*Fuzzy Wuzzy was a
bear,
Fuzzy Wuzzy had no
hair,
Fuzzy Wuzzy wasn't
very fuzzy,
was he?*



*Luke Luck likes lakes.
Luke's duck likes lakes.
Luke Luck licks lakes.
Luck's duck licks lakes.
Duck takes licks in lakes
Luke Luck likes.
Luke Luck takes licks in
lakes duck likes.*



*Come, come,
stay calm, stay calm,
No need for alarm,
It only hums,
It doesn't harm.*

Teaching tips for “GET TO KNOW...”

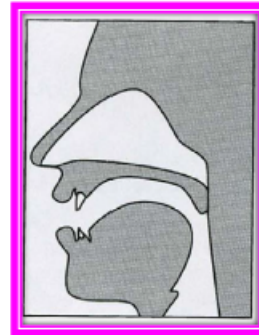
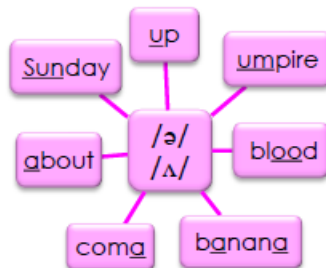
- Your students already have some knowledge about the sounds based on the previous activity. Now, it is your turn to explain some theoretical elements. Use the images and examples provided in the booklet and also add some of your own.

-Ask your students to use a mirror when pronouncing these sounds in isolation and within words. The mirror will help them identify what articulation points they use when they produce the sounds.

GET TO KNOW



LXNDIA-OS



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 an 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).

Teaching tips for “GET TO KNOW...”

-During the first activity, your students will have to identify and mark the letter that represents the /ə/ sound within the word. Play the track three times and have them work individually. Clarify the meaning of unknown words. Remember to highlight the importance of the spelling hints. Discuss the possible doubts with your students.

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

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

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

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

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

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

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

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

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

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

Teaching tips for “GET TO KNOW...”

-During the second activity, your students will have to identify and mark the word that contains the /w/ sound in each set. Play the track three times and have them work individually. Clarify the meaning of unknown words. Remember to highlight the importance of the spelling hints. Discuss the possible doubts with your students.

| | | | | |
|-----------|---------|----|---------|---------|
| Something | Wonder | 1 | Ugly | ✗ |
| | | | | |
| Trouble | Come | 2 | ✗ | Once |
| | | | | |
| Color | Cups | 3 | Dozen | ✗ |
| | | | | |
| Peanut | Muddy | 4 | ✗ | Bunny |
| | | | | |
| ✗ | Stuff | 5 | Stump | Stuck |
| | | | | |
| Lucky | Brother | 6 | Just | ✗ |
| | | | | |
| Monday | Month | 7 | ✗ | Sunday |
| | | | | |
| ✗ | Coming | 8 | Cutting | Country |
| | | | | |
| Cover | ✗ | 9 | Oven | Other |
| | | | | |
| Rust | Must | 10 | ✗ | Nothing |
| | | | | |

Teaching tips for “THE REAL DEALING”

-In the first activity, your students will listen to the song “Hotel California” by the Eagles. They must listen to the song in order to circle the syllables that contain the schwa sound either in its stressed form /ʌ/ or in its unstressed form /ə/. Check the answers on the board and re-play the track if necessary. If you wish, present the original video or the Karaoke version of the song.

Hotel California

On a dark **desert** highway, ca **l** in my hair
Warm smell of colitas, rising **u**p through the air
Up **a**head in the **d**istance, I saw a **sh**immering light
lead grew **l** and my sight **d**im
I had to stop for the night
There she stood in the doorway;
I heard the **m**ission bell
And I v **l**inkin' **l**yself,
"This could be **H**eaven, or this could be Hell"
Then she lit up a **c**andle and she showed me the way
There were **l** down the **c**orridor,
I thought I heard them sa **l**

l W **l**ie to the Hotel California
Such a **l**ovely place (Such a lovely place)
Such a lovely face
Plenty of room at the Hotel **C**alifornia
Any time of year (Any time **l** ar)
You can find it here

Her mind is Tiffany-twisted, she got the **M**ercedes bends
She got a lot **o**f pretty, pretty boys s **l**lls friends
How they dan **l** the courty **l**weet **s**ummer sweat.
Some dance to **r**emember, **s**ome da **l** s **l**

l So I call **l** the **C**aptain.
l

"Please bring me my wine"
He said, "We haven't had that spirit here since nineteen sixty nine"
And still those voices a /ə/ ling from far away,

Wake you up in the middle of the n /ə/
Just to hear them say...

/N/ come to the Hotel California
Such a lovely pla /N/ (uch a lovely place)
Such a lovely face

They livin' it up at the Hotel California
What a nice surprise (what a nice surprise)
/ə/ g your calibis
/ə/

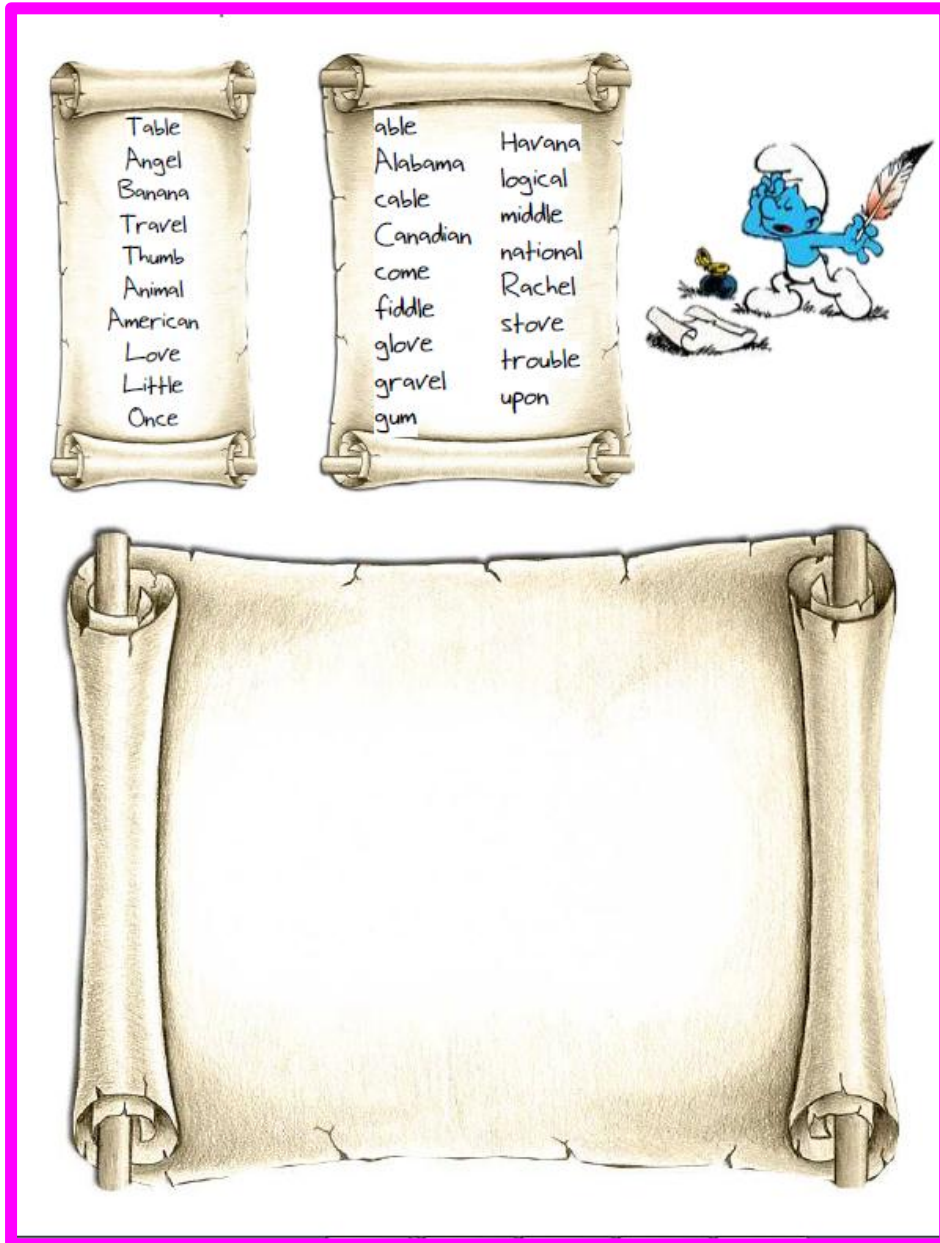
Mirrors on the ceiling,
The pi /ə/ ampe /ə/ on ice
And she said "We are all just prisoners here /ə/ ur own device"

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 /N/ I remember /ə/ 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 a /ə/ e you like,
But you can never leave!"

Teaching tips for "THE REAL DEAL!!!"

-In the second activity students will write a poem based on the words provided. Your students can work in pairs. Explain how to make a coherent rhyme, perhaps a poem written by the teacher will be adequate to set an example. Explain that it can be as silly as they wish, but it must have some sort of coherence. Each poem must be read aloud. Make a poetry contest and award a winner based on students' votes.



Teaching tips for “HOW DID IT GO?”

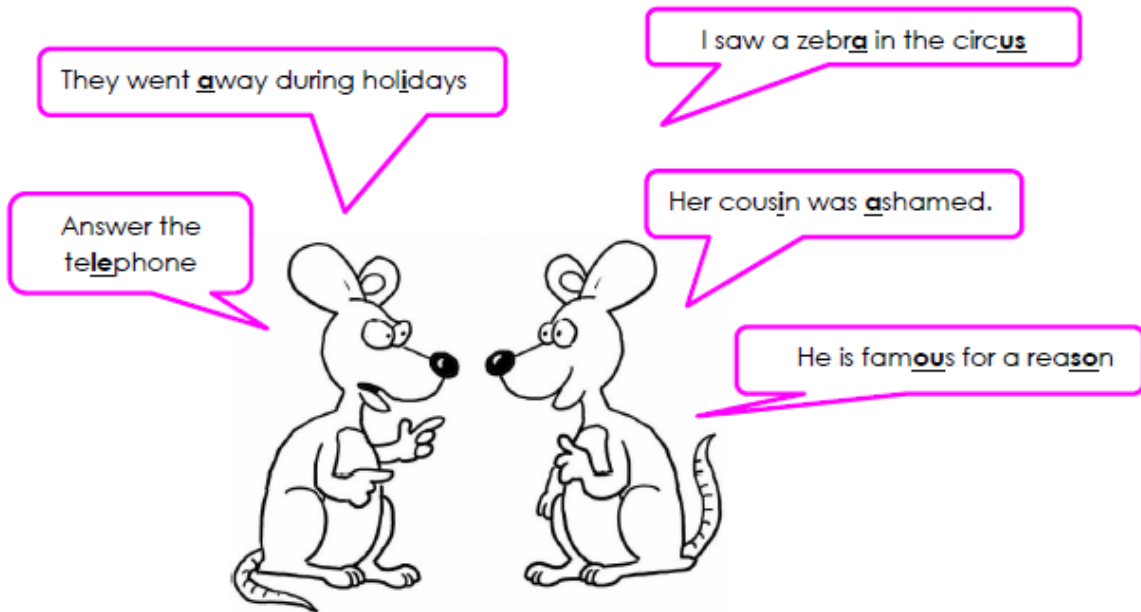
-In the first activity, the students will be asked to complete a final teacher assessment exercise. Play the audio three times and then check the answers with your students. Use this activity to generate feedback based on the students’ answers.

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| | | | | |
|----|---|---|--|---|
| 1 | Something | Wonder | Ugly |  |
| 2 | Trouble | Come |  | Once |
| 3 | Color | Cups | Dozen |  |
| 4 | Peanut | Muddy |  | Bunny |
| 5 |  | Stuff | Stump | Stuck |
| 6 | Lucky | Brother | Just |  |
| 7 | Monday | Month |  | Sunday |
| 8 |  | Coming | Cutting | Country |
| 9 | Cover |  | Oven | Other |
| 10 | Rust | Must |  | Nothing |

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



- 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.

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