KEEP CALM AND LEARN PRONUNCIATION

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.
The KEEP CALM AND LEARN PRONUNCIATION BOOKLET is aimed at your understanding, learning and practicing the different vowel sounds in each lesson. This booklet is divided in five lessons that present ten Stand American English Vowel sounds. Each lesson is also divided in 5 different stages.

**OPEN YOUR EARS:** This stage will present the sounds to be studied and will help you activate previous knowledge about them.

**GET TO KNOW...:** In this stage, your teacher will explain the vowel sounds that you are going to practice during the lesson. Also, there are two activities to help you practice them.

**THE REAL DEAL!!!:** By means of different listening and speaking activities you will be provided with opportunities to put into practice the target sounds in this stage. You can practice with activities such as games, videos, recordings among others.

**HOW DID IT GO?:** It consists of activities that provide a last opportunity for you to assess your progress by means of self, peer and teacher assessment. Reflect about your own development!

**BE BETTER:** This last activity will provide final feedback to help you overcome different issues during each lesson.

Note:

Theoretical explanations and illustrations taken from:


Audios and practices take from:

TABLE OF CONTENTS

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

LESSON 1

Lesson 1
/i/-/I/

OPEN YOUR EARS.................................................................9
GET TO KNOW /i/.................................................................10
GET TO KNOW /I/.................................................................11
THE REAL DEAL!!!!..........................................................14
HOW DID IT GO?..............................................................17
BE BETTER!............................................................................18

LESSON 2

Lesson 2
/ε/-/eɪ/

OPEN YOUR EARS...............................................................20
GET TO KNOW /ε/...............................................................21
GET TO KNOW /eɪ/.............................................................22
THE REAL DEAL!!!!..........................................................25
HOW DID IT GO?..............................................................27
BE BETTER!............................................................................28

LESSON 3

Lesson 3
/a/-/æ/

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

Lesson 4
/u/-/ʊ/

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

Lesson 5
/Ə/-/ʌ/

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.
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:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>seat, he, she, feel, mean, people</td>
</tr>
<tr>
<td>I</td>
<td>it, sit, pin, women, children, tin</td>
</tr>
<tr>
<td>ei</td>
<td>lake, snake, break, say, stay, bay</td>
</tr>
<tr>
<td>e</td>
<td>dress, let, bet, lead, bread, friend</td>
</tr>
<tr>
<td>æ</td>
<td>bat, cat, answer, band, bang</td>
</tr>
<tr>
<td>ø, ʌ</td>
<td>but, cut, utter, above, urn, up, girl</td>
</tr>
<tr>
<td>a, a</td>
<td>father, star, bar, smart, cart, card</td>
</tr>
<tr>
<td>o</td>
<td>all, ball, tall, called, brought, paw</td>
</tr>
<tr>
<td>ou</td>
<td>boat, know, no, row, bow, note</td>
</tr>
<tr>
<td>oɪ</td>
<td>boy, voice, coin, joy, noise, toy</td>
</tr>
<tr>
<td>ɚ, ɝ</td>
<td>urge, her, there, care, their, sir, fur</td>
</tr>
<tr>
<td>ə</td>
<td>lie, night, nice, pine, time, mice</td>
</tr>
<tr>
<td>ao</td>
<td>now, cow, out, town, down, round</td>
</tr>
<tr>
<td>u</td>
<td>pool, tool, food, Ruth, boot, rude</td>
</tr>
<tr>
<td>o</td>
<td>put, pull, full, book, took, foot</td>
</tr>
<tr>
<td>θ</td>
<td>think, thud, thanks, both, thin</td>
</tr>
<tr>
<td>ð</td>
<td>they, these, that, those, then, this</td>
</tr>
<tr>
<td>η</td>
<td>thing, sing, ring, bang, clung</td>
</tr>
<tr>
<td>ʃʃ</td>
<td>better, later, letter, butter, writer</td>
</tr>
<tr>
<td>ʃʃʃ</td>
<td>cheap, nature, question, purchase</td>
</tr>
<tr>
<td>ʃʃʃʃ</td>
<td>dish, nation, issue, sure, sugar,</td>
</tr>
<tr>
<td>dʒ</td>
<td>magic, jam, job, angel, danger</td>
</tr>
<tr>
<td>ʒ</td>
<td>measure, pleasure, division, beige</td>
</tr>
</tbody>
</table>

**TIP:**

When using symbols to represent the pronunciation of a word, it must be written between slashes.  
E.G. wind /wɪnd/
Lesson 1
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?
GET TO KNOW /i/

Examples

HOW TO PRODUCE /i/

✓ 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 /ɪ/

Examples

HOW TO PRODUCE /ɪ/

- 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 pattern include: y (system), ui (guitar), and i followed by a final consonant (gift)
- Less frequent spelling pattern 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/.

<table>
<thead>
<tr>
<th></th>
<th>Bead</th>
<th>Great</th>
<th>Leave</th>
<th>Tea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eight</td>
<td>Piece</td>
<td>Believe</td>
<td>Niece</td>
</tr>
<tr>
<td>2</td>
<td>Scene</td>
<td>Woman</td>
<td>These</td>
<td>even</td>
</tr>
<tr>
<td>3</td>
<td>Need</td>
<td>Been</td>
<td>Sleep</td>
<td>Thirteen</td>
</tr>
<tr>
<td>4</td>
<td>Police</td>
<td>Thief</td>
<td>Machine</td>
<td>Vision</td>
</tr>
<tr>
<td>5</td>
<td>Pretty</td>
<td>Wheat</td>
<td>Sweet</td>
<td>Cream</td>
</tr>
<tr>
<td>6</td>
<td>People</td>
<td>Bread</td>
<td>Deal</td>
<td>East</td>
</tr>
<tr>
<td>7</td>
<td>Tin</td>
<td>Teen</td>
<td>Steam</td>
<td>Receive</td>
</tr>
<tr>
<td>8</td>
<td>Leave</td>
<td>Live</td>
<td>Leaf</td>
<td>Lease</td>
</tr>
<tr>
<td>9</td>
<td>Steep</td>
<td>Steve</td>
<td>Easy</td>
<td>still</td>
</tr>
</tbody>
</table>
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. ABC
2. ABC
3. ABC
4. ABC
5. ABC
6. ABC
7. ABC
8. ABC
9. ABC
10. ABC
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).

agree  eat  feel  free  gift  give

listen  key  keep  issue  heat  gym

live  minute  need  peach  piece  see

with  winter  win  trip  team  ship

---

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.

C. Complete the statement with your opinion about your performance

Pronouncing /i/ and /ɪ/ 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.
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

/ɜ/-/ei/
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?

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 _______.

---

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 _______.

---

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?
GET TO KNOW /eɪ/

Examples
break    aim    eight
say      /eɪ/    take
vain     wait

HOW TO PRODUCE /eɪ/
✓ 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 / ei /. E.G weigh, vein and reign
GET TO KNOW /ɛ/

Examples

- bread
- end
- friend
- bury
- get
- says
- guess

How to Produce /ɛ/

- Hold your tongue in the same position as for /e/ 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/.

**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!**

Take home famous name brands, your favorite labels!
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/
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 /ɛ/ 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     hell     say
escape   let      stale
fade     made     unless
grave    may      when
hail     mess
nowhere  masquerade
shelter  saints
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.

<table>
<thead>
<tr>
<th>Oxen</th>
<th>Father</th>
<th>Angry</th>
<th>After</th>
<th>Alaska</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop</td>
<td>Wallet</td>
<td>Black</td>
<td>Happy</td>
<td>Ask</td>
</tr>
<tr>
<td>March</td>
<td>Dark</td>
<td>Last</td>
<td>Classroom</td>
<td>Odd</td>
</tr>
<tr>
<td>Fox</td>
<td>Watch</td>
<td>Apple</td>
<td>Map</td>
<td>Hot</td>
</tr>
</tbody>
</table>
A. Listen to the sentence and circle whether the underlined word is correctly pronounced or not.

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

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

- Steak
- Lettuce
- Pastry
- Cereal
- Bread
- Raisins
- Melon
- Bananas
- Bacon
- Baking soda
- Potatoes
- Cracker
- Peas
- Ice cream
- Grapes
- Cake
- celery
- Gravy
- Carrots
- Toothpaste
- Peas
- Squash
- Paper plates
- Tomatoes

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

Pronouncing /eɪ/ and /ɛ/ 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.
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/
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 /æ/

Examples

answer  bad  bank

am  laugh

at  bat

HOW TO PRODUCE /æ/

✓ 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 /a/

Examples
- collage
- ah
- occupancy
- box
- hot
- calm
- father

How to Produce /a/
- 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.

- Fox
- Watch
- Apple
- Map
- Hot
- Odd
- Ask
- Alaska
- march
- Dark
- Last
- classroom
- Oxen
- Father
- Angry
- After
- Shop
- Wallet
- Black
- Happy
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 /æ/ when things are really important?!
Mega-Octane: The boy is here.
Scourge: This human is the one that commanded /æ/ Fortress Maximus. I want his secret. Get him!
Mega-Octane: Mega-Octane, transform! /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/
Sideburn: Infact, you just don’t do it at all. Exhaust Backfire! /æ/
Prowl: Combustion Missiles!
X-Brawn: And if that don’t get ya runnin’… Bronco Blast! /æ/
Scourge: Regroup!
Sideburn: Hey Koji… You all right there, buddy?
Koji: Yeah, just great. Thanks /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 /æ/ be closer than that /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-Al? 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 /æ/ 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.
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/-/ʊ/
A. Complete the cryptogram with the corresponding words. What do they have in common?
GET TO KNOW /u/

How to produce /u/:
- 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 by l, m, or n are usually pronounced /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”.

Examples:
- whose
- too
- through
- shoe
- true
- blew
- juice
GET TO KNOW /ʊ/

Examples

HOW TO PRODUCE /ʊ/

✓ 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 tighter, 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.
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.

/u/

/ʊ/

blue book but
couldn't fun good up
grew hugged jumped
turned
looked move puppet
school room seagull
soon study took
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 _____.
- When you want to see a _____, you go to the cinema.
- If you feel hungry, you look for _____.
- Sometimes when I feel hot, I go swimming into the _____.
- When I am invited to dinner, I usually wear my black _____.
- A _____ usually wears a dress for formal occasions.
- When I drink coffee, I pour some _____ in it.
- When _____ travel to the USA, they usually visit _____ to see the _____ of liberty.
My mother sometimes asks me to go to the _____ to buy her some meat.

Women love to buy clothing and _____.

Sometimes I go to the library to buy new _____.

We come to _____ to study.

I usually drink orange _____ for breakfast.

Fishermen need _____ to go fishing.

My mother usually _____ some delicious spaghetti for lunch.

The second day of the week is ______.
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.
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/
A. Read the following tongue twisters. What do they have in common?

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

Duck takes licks in lakes.

Come, come,
Stay calm, stay calm,
No need for alarm,
It only hums,
It doesn’t harm.
GET TO KNOW  /ʌ/  /æ/

**Examples**

- Sunday
- about
- blood
- coma
- banana
- up
- umpsire

**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 /ø/ 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 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/.

1. Something  Wonder  2. Trouble  Come
   Ugly        Open  Once

2. Color      Cups      4. Peanut  Muddy
   Dozen      Collar  Modern

3. Stood      Stuff  5. Lucky  Brother
   Stump      Stuck  Just

4. Monday     Month  6. Comb  Coming
   Tuesday    Sunday  Cutting

5. Cover      Over  7. Rust  Must
   Oven       Other  Rot

6. Rust       Must  8. 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.
HOW DID IT GO?

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Something</td>
<td>Wonder</td>
<td>Ugly</td>
</tr>
<tr>
<td>2</td>
<td>Trouble</td>
<td>Come</td>
<td>Locker</td>
</tr>
<tr>
<td>3</td>
<td>Color</td>
<td>Cups</td>
<td>Dozen</td>
</tr>
<tr>
<td>4</td>
<td>Peanut</td>
<td>Muddy</td>
<td>Modern</td>
</tr>
<tr>
<td>5</td>
<td>Stood</td>
<td>Stuff</td>
<td>Stump</td>
</tr>
<tr>
<td>6</td>
<td>Lucky</td>
<td>Brother</td>
<td>Just</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Month</td>
<td>Tuesday</td>
</tr>
<tr>
<td>8</td>
<td>Comb</td>
<td>Coming</td>
<td>Cutting</td>
</tr>
<tr>
<td>9</td>
<td>Cover</td>
<td>Over</td>
<td>Oven</td>
</tr>
<tr>
<td>10</td>
<td>Rust</td>
<td>Must</td>
<td>Rot</td>
</tr>
</tbody>
</table>
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.

They went away during holidays

I saw a zebra in the circus

Answer the telephone

Her cousin was ashamed.

He is famous: for a reason

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.
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 titles. The rest will remain facing down.
3. Begin by placing the title.
4. Each student will take turns to place a correct title 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 title needed, they can take one from the group facing down.
6. The game ends when one of the students plays all their titles.
7. Take part in class discussion about the words used in the game.
ago /ʌ /

holiday /ə /

onion /ʌ /

upon /ə /

contain /ʌ /

lemon /ʌ /

love /ʌ /

trouble /ʌ /

trouble /ʌ /

up /ə /

reason /ʌ /

famous /ə /

cut /ʌ /

hug /ʌ /

/ʌ/ /ʌ/

/ə/ /ʌ/
| /ə/ | us    | /ə/ | away  |
| /ʌ/ | won   | /ʌ/ | open  |
| /ə/ | trouble | /ə/ | must  |
| /ʌ/ | jacket | /ʌ/ | sun   |
| /ə/ | funny | /ʌ/ | seventy |
| /ə/ | sofa  | /ə/ | typical |
| /ʌ/ | lucky | /ʌ/ | oven  |
| cousin | /ʌ/ | nation | /ʌ/ |