Keep Calm and Learn Pronunciation

Answer Key and Teaching Tips

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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.

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.

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.
4. HOW DID IT GO?

How did it go? consists of consolidation activities that provide a last chance for students and teachers to assess the progress achieved from the previous stages. This is performed by means of different assessment techniques such as self, peer and teacher assessment. In this stage, the activities are closed and will help to encourage the students' critical thinking by questioning not only their peers but themselves.

5. BE BETTER!

Based on the information gathered through the assessment techniques and a student’s generated task, students will be provided with feedback as a way to improve the weaknesses found in the pronunciation of vowel sounds. This last activity will give the teacher with enough information to generate adequate feedback to help students. Also, it will produce a critical perspective in the students about their specific needs and points of improvement.

Additionally, the booklet “KEEP CALM AND LEARN PRONUNCIATION” includes an answer key and teaching tips guide, plus an audio CD to help lead the learning process. The answer key contains transcripts and solutions for the listening activities. Also, the teaching tips are simple recommendations on how to check and approach the tasks.

Note:

Theoretical explanations and illustrations taken from:

Audios and practices take from:
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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.
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.
**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 helps 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.
Sit  
Seat  
Seat  
Feet  
Feet  
Fit  
Feast  
Fist  
Feast  
Eat  
Eat  
It  
List  
Least  
Least  
Beat  
Beat  
Bit  
Neat  
Knit  
Neat  
Hit  
Heat  
Heat  
Sheep  
Ship  
Sheep  
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.
- 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)
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.

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A. 

1. filled  
2. bin  
3. neat  
4. deal  
5. beat  
6. Tim  
7. deep  
8. grin  
9. heel  
10. week

B. 

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

C. Complete the statement with your opinion about your performance

Pronouncing /\ and /\ 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 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
/ɛ/-/eɪ/
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 /e/ or /æ/ 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.
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.
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.
Teaching tips for “GET TO KNOW…”

- In this activity your students must identify the words that are not pronounced with the sound /ɛ/. 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.
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.
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.
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 **bed.**
- She is my **best** friend.
- The opposite of east is **west.**
- My pen has no ink.
- Please **send** the letter.
- Did you **sell** your car?
- My favorite color is **red**
- Put salt and **pepper** on the salad
- Can you **guess** the right answer?
- This is the end of the test.

B.

- **Ski**
- Lettuce
- **Fry**
- Cereal
- Bread
- **Rins**
- Melon
- **Bananas**
- Boxed soda
- **Potatoes**
- **Cracker**
- Peas
- **Ice cream**
- **Gooes**
- **Torr**
- Celery
- **Gr**
- **Carrot**
- Too **taste**
- Peas
- **Squash**
- Pepper **p**
- **To**

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

Pronouncing /er/ and / e / 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 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

HOW TO PRODUCE

- Hold the back and back middle of your tongue against your mouth.
- Place tongue tip at the tip of the tongue.
- The back of your tongue should not be too raised. They should be flat.

SPELLING TIPS

This sound is most of the time written with the letter as. It is also represented as in the exception: egg.

HOW TO PRODUCE

- Make sure your tongue touches the back of your mouth.
- Place your chin and turn your head.

SPELLING TIPS

This sound may be spelled as followed: b, p, k, g, ng, or g. For example: bag, log, egg.
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.
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.
- 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.
Carl: Man, why is it that girls never understand when things are really important?!
Mega-Octane: The boy is here.
Scourge: This human is the one that commanded Fortress Maximus. I want his secret. Get him!
Mega-Octane: Mega-Octane, transform!
Scourge: Scourge, transform! Come here, boy.
Prowl: No, you don’t!
Sideburn: Get it!
Prowl: Hey! You don’t bother kids on my watch!
Sideburn: In fact, you just don’t do it at all. Exhaust Backfire!
Prowl: Combustion Missiles!
X-Brawn: And if that don’t get ya runnin’… Bronco Blast!
Scourge: Regroup!
Sideburn: Hey Koji… You all right there, buddy?
Koji: Yeah, just great. Thanks 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 be closer than that. 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.
B.

- I’ll be back.
- Did father park the car?
- Is that a fact?
- The doctor wants to operate.
- I have to catch a taxicab.
- My watched stopped at five o’clock
- 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
- 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.
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 /u/

How to produce /u/

- Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower part of the teeth.
- As you begin to say the sound, take the back of your tongue to the roof of your mouth.
- Round your lips and pull them out.
- Move your thumb underneath your chin to feel the relaxed position.

Special notes

- The sound is made by the tongue when the tongue is in the middle of the mouth. When the tongue is in the middle of the mouth, it is not touching any teeth.
- The sound is usually pronounced at the end of words or at the beginning of words.
- The sound can also be produced at the beginning of words.

Get to know /ʊ/

How to produce /ʊ/

- Start with your tongue in the middle of your mouth, with the tip touching the back of the teeth.
- As you begin to say the sound, take the back of your tongue to the roof of your mouth.
- Round your lips and pull them out.
- Move your thumb underneath your chin to feel the relaxed position.

Special notes

- The sound is made by the tongue when the tongue is in the middle of the mouth. When the tongue is in the middle of the mouth, it is not touching any teeth.
- The sound is usually pronounced at the end of words or at the beginning of words.
- The sound can also be produced at the beginning of 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.
Teaching tips for “GET TO KNOW…”

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

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

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

Sometimes when I feel hot, I go swimming into the **Pool**.

When I am invited to dinner, I usually wear my black **Suit**.

A **Woman** usually wears a dress for formal occasions.

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

When I drink coffee, I pour some **Sugar** in it.
My mother sometimes asks me to go to the **butchery** to buy her some meat. /u/

Women love to buy clothing and **Shoes**. /u/

Sometimes I go to the library to buy new **Book**. /u/

**We come to School to study.** /u/

I usually drink orange **Juice** for breakfast. /u/

**Fishermen need Lure** to go **hooks** fishing. /u/

My mother usually **Cooks** some delicious spaghetti for **lunch**.

The second day of the week is **Tuesday**. /u/
Out mid-year vacations are in /u/ July.

When it is very cold, my father puts some wood in the fireplace. /u/

I am not in a good mood to go out tonight. /u/

When I get punished, my parents send me to my room. /u/

/u/

I have a broken tooth, and I need to go to the dentist.
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.
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 bulletin 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 /u/ 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 /æ/ and the other with /ə/.
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.
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

/ʌ/ /ə/

- Sunday
- up
- umpire
- about
- /ʌ/
- blood
- come
- banana

HOW TO PRODUCE /ʌ/ /ə/

✓ 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), o (oven), o (occur), i (capital) u (circus).
✓ Less frequent spelling oo (pigeon), ow (famous), ou (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.
- During the second activity, your students will have to identify and mark the word that contains the /ʌ/ 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.
Teaching tips for “THE REAL DEAL!!!!”

-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.
“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 night
Just to hear them say...

/ɪ/ come to the Hotel California
Such a lovely place /ɪ/ (such a lovely place)
Such a lovely face
They livin’ it up at the Hotel California
What a nice surprise (what a nice surprise)
/ɒ/ ring your eilbiss
/ə/

Mirrors on the ceiling,
The pits /ɒ/ amp /ɒ/ on ice
And she said “We are all just prisoners here /ə/ 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
/ə/

Last /ɪ/ 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 at /ə/ time you like,
But you can never leave!”
- 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.
- 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.
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.

They went away during holidays

I saw a zebra in the circus

Her cousin was ashamed.

He is famous for a reason

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

Pronouncing /æ/ 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.
Teaching tips for “BE BETTER”

This stage will help you and your students to have final feedback based on their points of improvement.

Divide the class in groups of four. Follow the next rules:

1. The dominoes must be shuffled so that no one knows the location of any given tile.
2. Each student must take four tiles. The rest will remain facing down.
3. Begin by placing the \( \text{\text{on}} \) tile.
4. Each student will take turns to place a correct tile according to the sound required. It is necessary to link a symbol with a word that contains the sound.
5. If a player does not have the tile needed, s/he can take one from the group facing down.
6. The game ends when one of the students plays all his/her tiles.
7. Take part in class discussion about the words used in the game.

Negotiate the rules with your students. Discuss with the class which words are the most difficult ones and provide positive feedback.
References of images


Introductory Part


Lesson 1


Vega, S. (1987). Luka video. Retrieved 2014 from [https://www.youtube.com/watch?v=VZt7J0iaUD0](https://www.youtube.com/watch?v=VZt7J0iaUD0)

Lesson 2


http://www.iconsdownload.net/commerce/1324-shopping-cart-black-shape-icon


Lesson 3


Transformers Episode


Lesson 4
Pinochicio video https://www.youtube.com/watch?v=deSN5poazo


Lesson 5


