

/frend/	[fɹend]	friend
/swi:t/	[swi:t̩]	sweet
/ʃred/	[ʃɹed]	shred

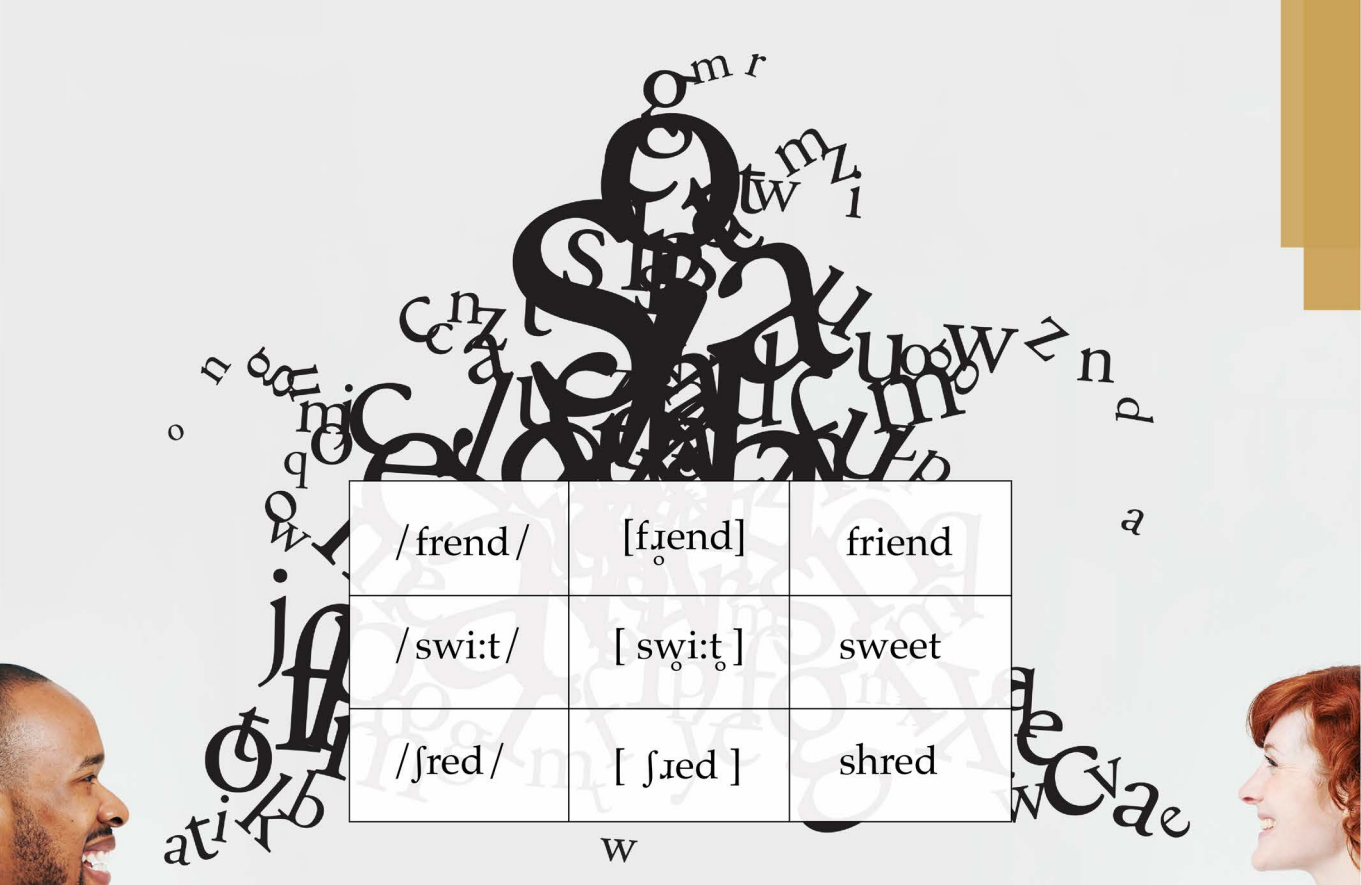
ELEMENTARY INTRODUCTION TO PHONEMIC TRANSCRIPTION

Non-English speakers trained in the International Phonetic Alphabet could comprehend how to pronounce English phonemes accurately, and improve their listening and pronunciation skills respectively.

Authors: Armijos Jacqueline | Fuertes Narcisa | Mena Jazmina | Remache Noemí



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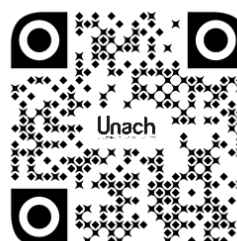
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TO OUR DEAR LEARNERS

We dedicate this book for those who love speaking English the same as we do. Thereby, helping our learners to become good language achievers is our professional onus.

INTRODUCTION TO ELEMENTARY PHONEMIC TRANSCRIPTION

The main purpose of this book is to enhance standardized English vowel pronunciation among L2 learners through phonemic transcription materials. For achieving that particular goal, it was essential to do some literature review about Phonology, Phonemic and phonetic transcriptions. Later on, some materials and games have been analyzed and performed during authors' classes. Having done so, the authors validated their materials and games, as possible techniques, for enhancing L2 learners' pronunciation. Some linguists suggest that non- English speakers trained in the International Phonetic Alphabet could comprehend how to pronounce English phonemes accurately, and improve their listening and pronunciation skills respectively.

TO OUR TEACHER-READERS

For reaching successful teaching phonemic instruction, Hulshof (1908) suggested teaching only one new vowel or diphthong per lesson class. Then, it must be reviewed on a next class and recycled it.

Methodically, this book provides a general presentation of each English vowel sound through phonemic awareness stimuli (songs and a list of words with the target vowel sound). It means that students will listen to and complete some empty gaps with particular words in lyrics while listening to a popular song. So, L2 learners will be asked to listen to a target vowel sound in the song no more than three times. Afterwards, learners will have tuned their comprehension and production of the explained vowel sound. At the end of listening to a song that contains the specific vowel sound, students are encouraged to do self-correction by checking their answers on the last pages of each studied vowel sound.

Likewise, for internalizing each vowel sound deeply, it demands to review, decode, and transcribe phonetic symbols from English-English dictionaries to the given phonemic exercising sheets. (Priceless dictionaries are those which display phonetic symbols of the International Phonetic Alphabet). When completing all the words from a given list with their phonemic transcriptions respectively, L2 learners have to listen to and repeat words from a recording based on target vowel sounds. The provided recording has been done with a Native American speaking voice. Consequently, the more listening practices are performed, the better vowel sound internalization will come out. After completing all phonemic exercising sheets, L2 learners will be able to identify all 15 vowel sounds accurately.

Note: In the endeavor of not overwhelming information, this book only teaches phonemic vowel sounds; consonant sounds will be treated into a future second book edition.

RATIONALE FOR LEARNING PHONEMIC VOWEL TRANSCRIPTION

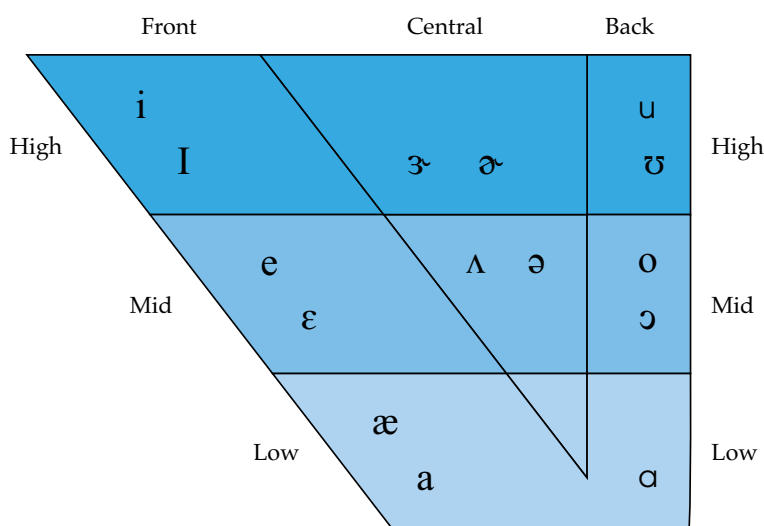


Figure N°1. Vowel sound chart

Source: shorturl.at/noBR6

Pronunciation awareness should never be overlooked when teaching and learning English, especially by those who are learning it in a foreign learning context. Learning about pronunciation features is a plus in students' language comprehension. It means that, part of achieving English proficiency is to produce an intelligible pronunciation as well; an accurate pronunciation allows reaching an effective Communicative competence, personal confidence and more meaningful social interactions in and outside class. Consequently, English language educators and students should give importance to the study of phonemic transcription symbols and sound production, which come from the International Phonetic Alphabet. To illustrate, there are some scientific arguments for implementing pronunciation awareness in class.

Overall, Yilmaz (2014) differentiates between *phonological awareness* and *phonemic awareness*. *Phonological awareness* is the ability to distinguish, recognize and manipulate sound structure of a language by using building blocks of words, prosody, rhythm, stress, intonation, phoneme, and smallest unit sounds. It is the *mental representation of a sound*. On the other hand, *phonemic awareness* is the

ability to manipulate phonemes in *vocalized words*. It is the *physical representation of a sound*. Both of them allow comprehending and read aloud, if a language has an alphabetic writing system letters represent (phonemes and sounds mostly). Primary reading level is carried out by phonological and phonemic awareness.

Interestingly, Phonemic transcription is not a well-known topic among English language students. This idea is verified by Nyssönen (2017) because the students just observe the Phonetic transcription in textbooks; however, they do not know how to use them after school. Actually, some teachers do not consider teaching phonemic transcription as a relevant topic in their classes. Maybe, those teachers did not learn it into a meaningful and funny context. Hulshof (1908) suggests that “Some language teachers are enthusiastic for it, whilst others discourage the systematic teaching of phonetics altogether...the strongest opponents of the system are either ignorant of phonetics, or else they never had a chance to observe the practical application of phonetics teaching in a language” (p. 2). In addition to Szpyra-Kozłowska (2015) argues that students receive truly little practice of phonetics during their weekly lessons due to different reasons like lack time, lack of interests from both parts teachers and students.

The lack of knowledge about phonology, its areas, its branches and its scientific relation to other sciences creates on language teachers a misconception about phonology and its benefits when teaching a second or foreign language. Most of them strongly linked their bad and past learning experiences in phonics to the newest possible ones; as a result, they either overlook or avoid implementing micro linguistics analysis in their regular lessons. (Morphology-words, phonology-phonemes, syntax-, semantics-phrases, pragmatics meaning and contexts, phonetics-speech of sounds, speech sounds). For Ramesh and Thirupathi (2011), confirmed by Shen and Chiu (2019), a weak articulation interferes into grammar, vocabulary skills and other language aspects that why there are serious difficulties in acquiring intelligible pronunciation. In broad terms, a significant number of Ecuadorian learners are struggling to

achieve English proficiently. Actually, Education First (2018) tested and ranked Ecuador 65th all over the world with a score of 48.52 out of 100. People from Coastal part scored 49.08 slightly above compared to people from highland (48.35). That is the main reason why, standardized pronunciation awareness has to be stressed in students' curriculum, especially if they come from different, cultural, and linguistic backgrounds. If not, students will struggle with standard pronunciation requirements, including the understanding of some English language accents. "The phonemes which are not available in the learner's mother tongue, and problematic to him or her, should receive special treatment in the teaching material and methodology and sufficient room in the learner's practice" (Ramesh & Thirupathi 2011, p.3). In addition to, the mother language sounds produce an interference process within the learning process (Shen & Chiu, 2019). For that reason, the mentioned researchers state that, reading aloud, providing the conversational activities, practicing through the dictionary, using and repeating the sounds, CALL (Computer-Assisted Language Learning), and Self-study should always be taken into consideration while learning and teaching a language.

In addition, Aron (1922) addresses the importance of a correct pronunciation in order to be understood and understand others. Besides, Gilakjani (2016) agrees with the previous thought because understandable pronunciation demonstrates the language user's competence and must be an important feature of language learning. Thanks to phonemic awareness, educators avoid wasting time when correcting students' mispronunciations, especially in large classes. He recommends that pupils should start learning phonemics rather than technical phonetics. Anyhow, having a better understanding of pronunciation production, students will benefit about the cognate presence between L1 and L2. Thus, Julai (2002) and Gilakjani (2016) coincide that pronunciation is one of the most important skills to be taught because if there is not pronunciation, there is not communication.

In the endeavor to enhance English pronunciation among L2

learners, Yilmaz (2014) points out that “English is not a phonetic language because words can have a structural vowel letters and pronounced in different ways” (p. 2765). Based on Hulshof (1908), there are 45 arbitrary vowels, diphthongs, triphthongs, aphthongs, digraphs and trigraphs. It is necessary to remark that “Word stress placement, the syllable or syllables that are stressed can vary depending on the structure and function of a word” (Yilmaz 2014, p. 2766).

If educators experienced the benefits of implementing phonology and phonemic awareness during their lessons, they would scaffold a better language comprehension and oral production in their English language learners; especially to those whose economic status does not allow them affording and visiting or living in English speaking communities. It means, not being able to get an authentic language exposure.

Furthermore, the teaching and learning of phonology, phonetic and phonemic transcription are paramount more than ever in today’s academic society because students may avoid confusions between their L1 and L2. Actually, there are some English vowel sounds very problematic to articulate them accurately. Hulshof (1908) stayed that students not only achieve a better speech element comprehension through phonetics, but also acquire an excellent accuracy in their mother tongue and in their target language. In fact, students get a better insight about points of articulation and pronunciation, instead of simply hearing and imitating their instructor. Similarly, Fraser (2000) as accepted by Mena (2019) considers that the pronunciation skill is the most essential skill when learning a language in comparison with other skills. English pronunciation is crucial area of knowledge in the language learning process; inasmuch as, it let the students the opportunity to acquire knowledge while fully comprehending and communicating in the target language. By knowing the correct English pronunciation, the students are able to avoid misunderstandings in this language (Mena, 2019).

Definitively, having a better understanding, hearing and articulating, students boost their confidence when interacting and using the target language. In other words, standardized English language sounds increase students' confidence and social interactions when producing and listening to the target language more precisely. Phonetic awareness is a need to be taught and learned, because there are not explicit rules to pronounce English words. "So, we can say that there is no relationship between sound and spelling" (Ramesh & Thirupathi 2011, p.3,) and (Garita, González, & Solís, 2019).

THE EVOLUTION OF LANGUAGE

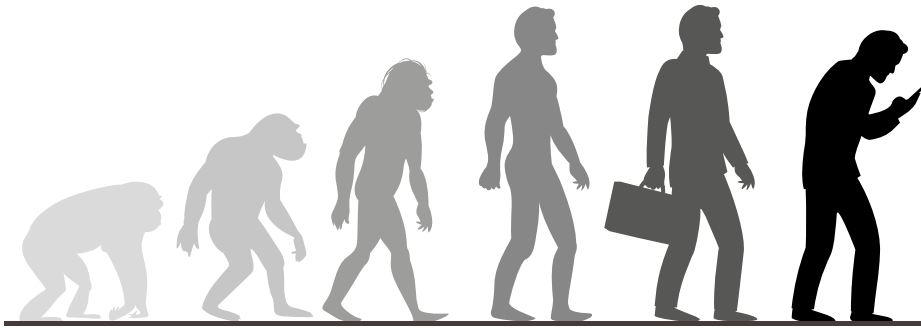


Figure N°2: The evolution of language

Source: shorturl.at/mFI36

What is a language? Based on some researchers' contributions in the anthropological and linguistic fields. It could be answered that a language is "a sophisticated system of communication" (Duranti 1997, pg. 331). Similarly, a language has assisted humanity to some extent express what is in their imagination for understanding and creating a different reality. "All humans have a language, to have a culture means to have communication and to have communication means to have access to a language. But what does it mean to have a language?" (Duranti 1997, pg. 332). It could be considered that having a language accounts for having access to a unique Worldview. Nonetheless, this sophisticated system or language itself is the result of many evolved human aspects throughout history. Anthropologically speaking, the evolution of a language is closely related to the evolution of human species. In the endeavor to have a clear understanding of its evolution, some biological pre-requisites and hypotheses should be reviewed. Likewise, the concept of language that focuses on certain features such as language as an arbitrary and social system which is productive and creative (Muin, 2019).

It is likely that one central aspect is the biological pre-requisites. For Handke (2012) Homos had experimented some *changes in the brain size and structure, the shape of the Vocal Tract, and upright posture* about two million years B. C. For example. The Homo Habilis

and Homo Erectus had developed the brain fit for basic linguistic tasks; it allowed the development of a Central Nervous System with an elaborate cortex as well. Homo Sapiens' brain reached 1500 cubic centimeters. Additionally, the human brain structure is characterized by three centers which permits the production and comprehension of speech. The first center is Broca's Area. It is the motor center for speech. The second one is Wernike's area. It is the reception of speech. The third one, but not the least, is Gyrus Angularis which launches neural associations between the shape and sounds of objects. The third found requisite in Homo Sapiens was the development of Vocal Tract which abled him to use some sort of speech. Basically, it produces a large sound repertoire by the employment of lips, teeth, a pharynx and a larynx with the vocal folds, chambers for the resonance, amplification and modification of sounds in the larynx. Contrary to what one might expect, the modification of the *Homos' brain size and structure*, including their *Vocal Tract shapes* have profoundly influence over language production, reception and comprehension. *The upright posture* proposes that human locomotion executed on two feet and an up straight head conducted likely to an early speech production.

Other researchers also claim that the evolution of language can be explained through some hypothesis or sources. The arguments of the hypotheses portrayed that in the *Gestural hypothesis*, apes learned to communicate by means of gestures; meanwhile in the *The Neural hypothesis* suggests that a language resulted from a gradual increase in general intelligence documented by an increase in brain volume. It increased the precision of the wiring of the neural network. The other hypothesis, the *Mother-Child interaction*. It states that language evolved as a consequence of the interaction between the immature newborn baby and its mother when she carried them on her left arm. So, the baby used sounds like burping, crying, and babbling. The next hypothesis is the *Divine source*, for (Yule, 2010), most of the religions claim that a language was provided by a god to mankind; however, there is not a possible way to put into evidence the origen of a language or what the original language was. The *How-wow theory* or *Natural sound source hypothesis* states that early men and

women simply echoed or imitated sounds from nature that they heard; those sounds turned into primitive words (Onomatopoeia). The *Social interaction source*, the idea is that sounds produced during some physical effort while lifting and carrying heavy things in groups, might have allowed the appearance of some primitive oral words such as: hums, grunts, groans and curses. It is similar to *Vocalization hypothesis*, a language evolved from a relatively small set of instinctively use of discreet calls shared by those homos. Other motivating theory is the *Tool-making source*. Homos especially Homo habilis and Homo Sapiens showed manipulation of objects and their change by using their both hands. Those abilities involved the development of speech. Finally, the *Genetic source or Innateness hypothesis* considers that human offspring admits all creatures have a special capacity for creating, acquiring and learning a language. Overall, we can see that those pre-requisites and hypotheses provide us some pictures about some possible ways how a language emerged. Perhaps, there is not one single answer to be considered, all of them sound reasonable instead. It is extremely difficult to believe that there was only one origin of a language. “We never find any direct evidence or artifacts relating to the speech of our distant ancestors that might tell us how language was back in the early stages” (Yule 2010, p. 1). What really matters, is how the brain and its structure, and the vocal tract were ready for a language pronunciation production. “The suspicion does not appear improbable that the progenitors of man, either the males or females, or both sexes, before they had acquired the power of expressing their mutual love in articulate language, endeavored to charm each other with musical notes and rhythm” Darwin (1871); since melody and linguistic skills are interrelated (Milovanov, Pietilä, Tervaniemi, & Esquef, 2015).

THE EVOLUTION OF LANGUAGE CONCEPT MAPPING

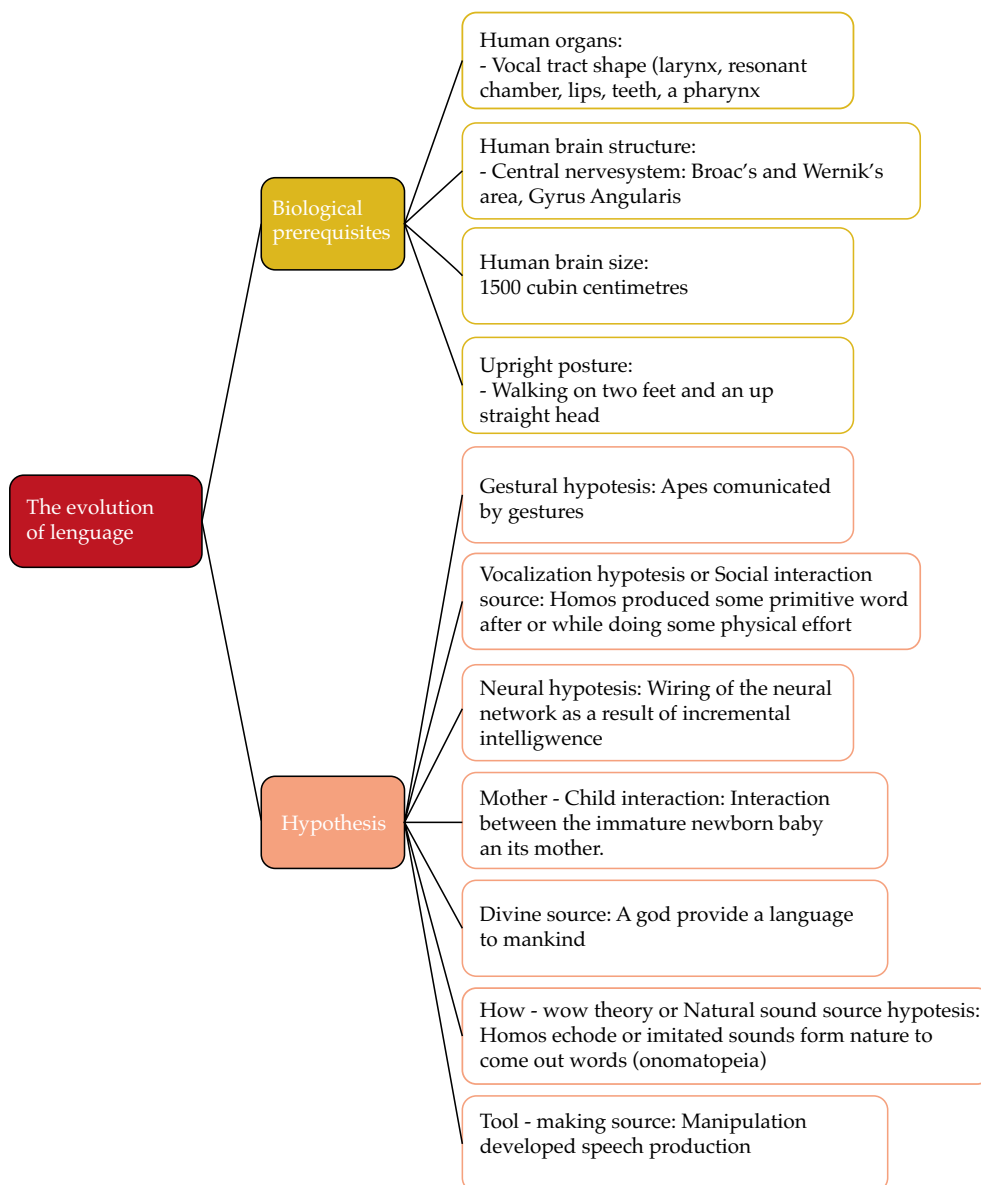


Figure N°3: The evolution of language concept mapping

Source: The authors

KEY WORD DEFINITIONS

What is phonology?

Phonology is the theory (mental representation) about language sounds studies and differences among languages, dialects or accents. Phonology categorizes those sounds. The study is carried out by phonemes.

What is Phonetics?

Phonetics is the branch of Linguistics that studies the sounds of speech (Firth, 2008). It is a subfield of phonology which analyzes-method in order to see how physical properties (physical representation) of sounds are turned into speech; as is also stated by Crystal (2013).

Finegan (1999) as well as Hock and Bashir (2017) claim that Phonetics learners get knowledgeable about how phonetic symbols are pronounced or produced by speakers of a particular language. For doing so, learners must study *points of articulation* (lips, tongue, pharynx, larynx, teeth, including the amount of air to produce sounds, air input and output, and many others) to comprehend, identify and move the organs of speech for producing sounds of a target language. Particularly, Spanish language owns 5 vowel sounds in contrast to English which has 15 vocal sounds (12 vocal sounds and 3 semi vowel sounds). All of those arbitrary symbols are always written between slashes /^æ/ since they are not alphabetic letters, they look like that though.

Sounds of speech

Sounds of speech are produced by human beings through the nasal and oral cavities. Those sounds of speech are represented in the International Phonetic Alphabet (IPA) and are grouped into two main categories: vowels and consonants (Celce-Murcia, Brinton, & Goodwin, 1996).

According to (Finegan, 1999), Phonetics has three principal branches that was ratified by Crystal (2013):

1. **Articulatory phonetics** refers to “human vocal apparatus and describes sounds in terms of their articulation in the vocal tract” (p. 79).
2. **Acoustic phonetics** “uses the tools of physics to study the nature of sound waves produced in human language” (ibid).
3. **Auditory phonetics** “studies the perception of sounds by the brain through the human ear” (idem).

International Phonetic Alphabet (IPA)

The International Phonetic Association promotes the study of the International Phonetic Alphabet. International Phonetic Alphabet is the representation of sounds of speech into written form. International Phonetic Association was founded in 1886 which create a system of symbols for being used to represent the sounds of the languages of the world. Both International Phonetic Association and International Phonetic Alphabet are represented by IPA abbreviation. IPA is based on Roman alphabet and includes letters and symbols of other sources. The use of IPA is known as transcription.

IPA is useful for many aims. It is widely used to show pronunciation in dictionaries. It is helpful to record a language within a linguistic field. The basis of writing system for a language can be formed with IPA as well. It is also useful for analyzing the speech acoustically.

IPA analyzes the aspects of speech which are linguistically relevant. Furthermore, it represents a sequence of sounds which are also called “segments”. They are divided into two main categories: vowels and consonants. Segments are phonetically represented with reference to how they are produced and their auditory features by IPA. Additionally, IPA represents “suprasegmental” aspects of speech like stress and tone.

Both, vowels and consonants are uttered in the organs of speech.

Organs of Speech

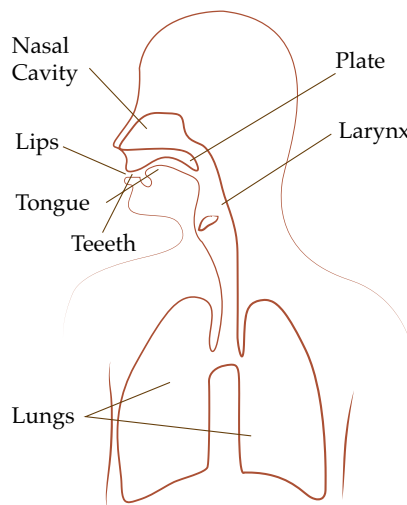


Figure N°4: Organs of Speech

Source: Adapted by the author based on <http://ingrit.com/ingolf/sonogram/speech-organs-dec.gif>

Language is an innate human method of communication of ideas, emotions, and desires through a system of symbols. These are auditory symbols and produced by the organs of speech. Speech organs are almost always in continuous motion. They help to produce an instinctive and biologically predetermined activity, which is called as Speech. As figure one shows the lungs and bronchial tubes; the larynx which is also called as throat or Adam’s apple; the palate which is divided into soft palate or velum and hard palate; the nose; the tongue, the teeth, and the lips are organs which are very useful for producing the sounds of speech or vowels and consonants.

Each one of the organs of speech has their own task. The activity of each one of the organs of speech is called “Articulation”. The lungs and the bronchial tubes are in charge of supply and transport the flow of air. The larynx contains the glottal chords, which are composed of two large and many small cartilages, and a large quantity of small muscles. These cords are able to vibrate like strings in order to produce voiced and voiceless sounds.

Voiced and Voiceless sounds

Voiceless sounds are produced when the vocal cords are separated. The air which comes from the lungs passes between them without any interruption; in other words, the cords are well apart and let the breath for escaping without modifying its form. Therefore, voiceless sounds are noises which are articulated by breaking up the air stream with fast moments of silence.

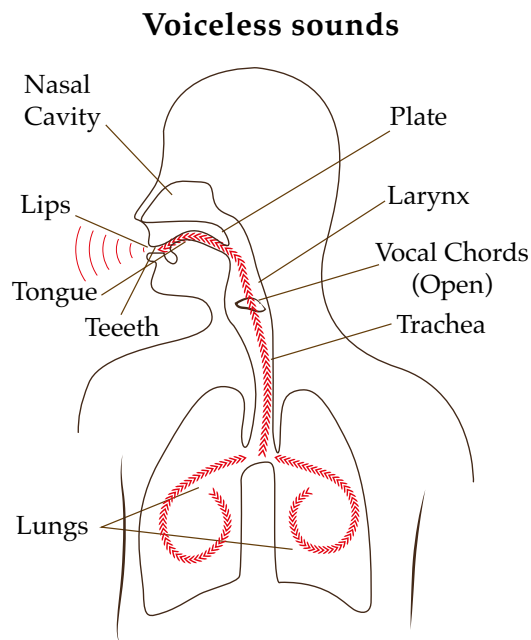


Figure N°5: Voiceless sounds

Source: Adapted by the author based on <http://ingrit.com/ingolf/sonogram/speech-organs-dec.gif>

Voiced sounds are produced by the vibration occurred in the vocal cords. This vibration is produced because the air which comes from the lungs shoves the vocal cords repeatedly and passes as the graphic below shows.

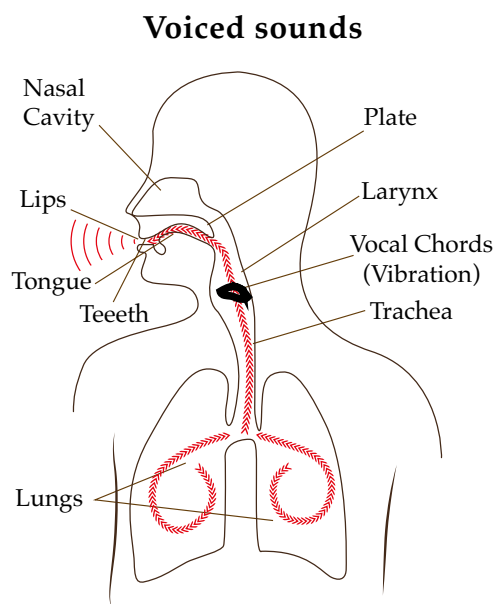


Figure N°6: Voiced sounds

Source: Adapted by the author based on <http://ingrit.com/ingolf/sonogram/speech-organs-dec.gif>

Moreover, the **nose** is an important resonance hall but it is not an active organ of speech. This organ of speech may be disconnected by the velum. It lets the air stream to pass through the nasal cavity or the oral cavity which is the other resonance hall. The **tongue** and the **lips** are movable parts within the resonance chamber. The tongue can be raised or lowered, directed forward or behind; it can be also tensed or held lax. The lips can be rounded in different degrees and qualities. The qualities are the result from the production of vowels. **What is Phonetic transcription?**

Phonetic transcription is the process of making a written record of the sounds of a language (Atkielsk, 2019) which was previously ascertained by Matthews (2007) who stated that Phonetic transcription depicts variations of phonemes through *allophones*.

It means diacritics usage or special symbols in order to show some pronunciation variations which include additional details. Indeed, Phonetic transcription uses [Square brackets]. It could be said that allophones identify the real pronunciation of the people. Interestingly, native speakers of a language are mostly unaware to allophone variations. Phonetically, many phonemes have more than two allophones like the phoneme /t/ with two allophones such as: [t] and [tʰ]. We might transcribe the following words like this.

WORDS OR SPEECH	PHONETIC TRANSCRIPTION SYMBOLS
Meat	/miyṯ/
Some	/sɑ̃m/
Cat	/kʰæt̃/

What is Phonemic transcription?

Some linguists such as UNE University of New England (2014) and Matthews (2007) claim that Phonemic transcription or broad transcription employs *phoneme* symbols *without* other variant details about the genuine sound or realization of each phoneme. That is to say that speech is transcribed using a *unique symbol* for each phoneme of the language. In other words, Phonemic transcription only records phonemes as standardized mental categories (actual sounds). Phonemic transcription is always written between /slash brackets/. By way of example, look at the transcribed words.

WORDS OR SPEECH	PHONEMIC TRANSCRIPTION
Meat	/miyt/
Some	/sʌm/
Cat	/k æ t/

HAVING FUN WITH PRONUNCIATION GAMES

GAME TITLE: Memory drawing game

Main Goal:	Identify the organs of speech.
Interaction:	Pair work, group work, groups of 3 or 4.
Type of activity:	Pair work, memory game.
Material:	Charts and pencil
Procedure:	<ol style="list-style-type: none"> 1. Observe chart 1 for 1 minute (organs of the speech) 2. Label the chart 2 with the names of the organs of the speech. 3. By pairs check your partner's response and give a score. (1point for each correct answer. 7 points in total).
Remarks:	It is important for both Teacher and Students to get to know the organs of speech, thus Teacher can refer to them to guide a proper pronunciation, and students can follow teacher's instructions.

ORGANS OF SPEECH

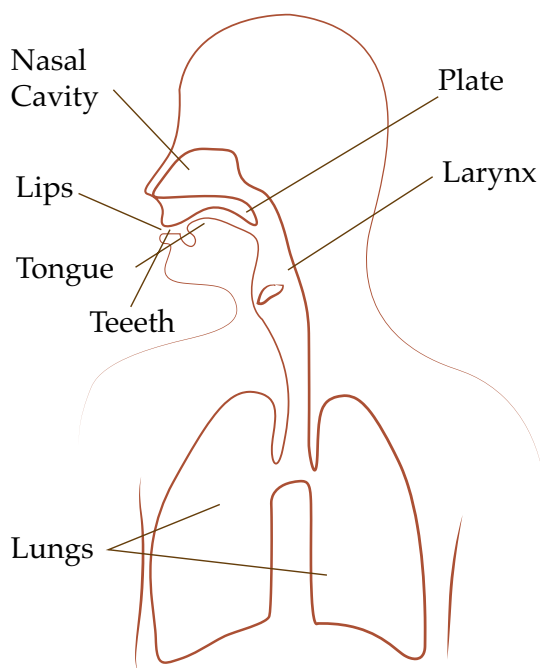
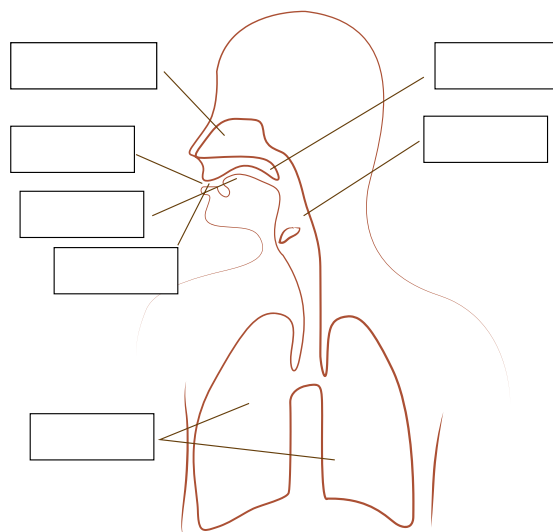


Figure N°7: Organs of Speech

Source: <http://ingrit.com/ingolf/sonogram/speech-organs-dec.gif>

ORGANS OF SPEECH

Grade: /7.



Remarks:.....

Figure N° 8: Organs of Speech

Source: Adapted by the author based on <http://ingrit.com/ingolf/sonogram/speech-organs-dec.gif>

Vowels

Vowels are sounds produced with a relatively free flow of air (Yule 2010) which are considered as voiced sounds however voiceless vowels can also occur. They are *a*, *e*, *i*, *o*, and *u*. Sometimes *y* is a vowel which is pronounced as /I/; and, sometimes /w/ substitutes for *u*. Each vowel is pronounced in several ways. Phonologically, vowels are described by considering the manner in which one of the mobile parts of speech, the tongue, modifies the shape through which the air stream passes.

Place of articulation depends upon the space inside the mouth where the organs of speech, the tongue and lips, help in the uttering

of vowels; for instance, a front opposite the back, and the high opposite the low area. In some cases, vowel sounds are produced with the front part of the tongue in high position. While other vowel sounds are uttered with a lower position of the tongue.

Table 1. Vowels' production

Let's try with the following words.

1. Look at your mirror
2. Pronounce these words: heat, hit, hat, hot
3. Look at the shape of your mouth, for the first two words, your mouth is quite close.
4. For the second two words, your mouth will be more opened and your tongue will move lower.

Source: Yule, 2010

To determine the features of vowels, it is necessary to have a wide knowledge about quality of vowels, place of articulation, tongue position, muscle tension, lips form, and duration of vowels. Those features are summarized in the vowel quadrilateral.

Vowel quadrilateral

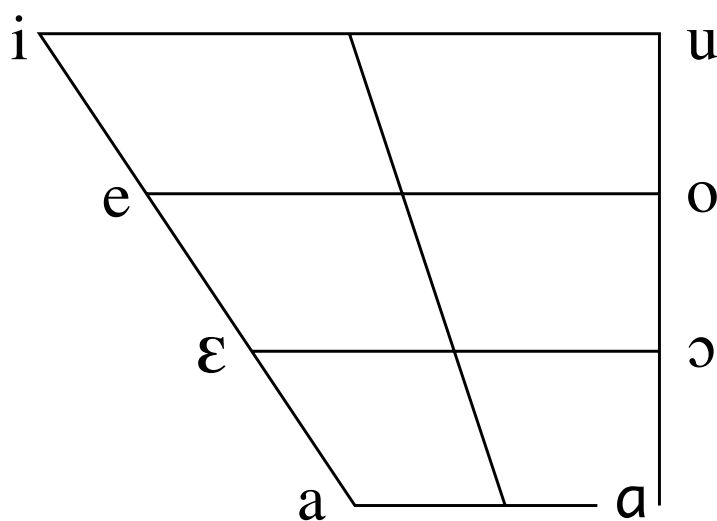


Figure N°9: Vowel quadrilateral

Source: The International Phonetic Association (1999)

Quality

Vowels are grouped into two main bands: simple vowels and complex vowels. Simple vowels are mostly known as pure vowels. The configuration of the oral cavity is not changed while simple vowels are being produced. In other words, the lips, the tongue, and the jaws do not move. Simple vowels are also called as **monophthongs**. There are 11 simple vowels in American English and 3 complex vowels. On the other hand, complex vowels are those that change the configuration of the oral cavity completely. Sounds like /ɔɪ/ as in *boy* which are composed by two simple vowels are also called as **diphthongs**.

Place of articulation

Place of articulation refers to the zone where the sound is produced by tongue inside of the mouth. There are three places of articulation: *Front, Central, and Back*.

Place of Articulation

Front	Central	Back
iy		uw
I		ʊ
ey	ʌ, ə	
ε		ow
æ	ɑ	ɔ

Figure N°10: Place of articulation

Source: Adapted by the authors based on Musk, 2014 and <https://kenlimcanada.files.wordpress.com/2014/01/vowelquadrant.jpg>

Examples of **Front vowels** are:

/i/ bead, feed, beef, me, key

/ɪ/ did, bit, myth, women

/e/ bait, date, paid

/ɛ/ bet, bed, said

/æ/ bad, bat, laugh, wrap

Examples of **Central vowels** are:

/ʌ/ sun, but, mother, mud

/ə/ banana, among

/ɑ/ hot, not, box, odd, father

Examples of **Back vowels** are:

/u/ boot, Luke, Who'd, stewed

/ʊ/ book, good, put, hood, stood

/o/ joke, explode, focus, open, road, boat, grow, know

/ɔ/ pause, fault, law, dawn, fall, call, loss, strong

Position of the tongue

Tongue can be placed in high, middle, or low position in the mouth.

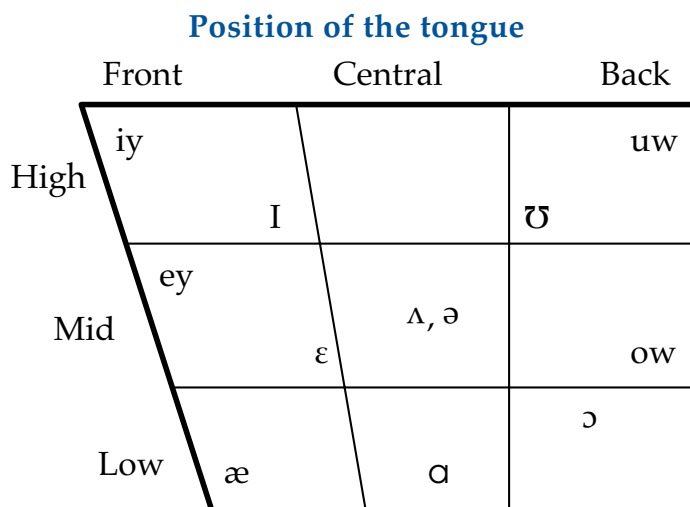


Figure N° 11: Position of the tongue

Source: Adapted by the authors based on Musk, 2014 and <https://kenlimcanada.files.wordpress.com/2014/01/vowelquadrant.jpg>

Muscle Tension

Muscles in the tongue can be tense or lax.

Muscle Tension

	Front	Central	Back	
High	iy		uw	Tense
	I		ʊ	Lax
Mid	ey	ʌ, ə		Tense
	ɛ		ow	Lax
Low	æ	ɑ	ɔ	

Figure N° 12: Muscle tension

Source: Adapted by the author based on Yule, 2010 and <https://kenlimcanada.files.wordpress.com/2014/01/vowelquadrant.jpg>

Tense vowels are /iy/, /uw/, /ow/, and /ey/. All of these sounds are not pure vowels; on the contrary, they are complex vowels which end in /y/ and /w/. As a consequence of this combination of sounds; they are long vowels. However, sometimes these long vowels can be clipped and shortened. Therefore, they have variable length.

Tense vowels

/iy/ See Each Leave Sleep Serene	/ey/ Age Pay Wait Paper Faints	/ow/ Grow Boat Joke Explode Open	/uw/ Luke Booth Two Balloon Choose

Table N° 1: Tense vowels **Source:** Adapted by the author based on Lane, 2013

Lax Vowels

Lax Vowels are: /ɪ/, /ɛ/ and /ʊ/. They are short. They always need a consonant which follows it because they are not uttered at the end of a word.

Lax Vowels

/ɪ/ Six Picture Gym System	/ɛ/ Pet Men Set Head	/ʊ/ Good Book Pull Push

Table N° 2: Lax vowels

Source: Adapted by the authors based on Lane, 2013. **Lip rounding**

During the vowels uttering, the lips can be open, close, unrounded or rounded.

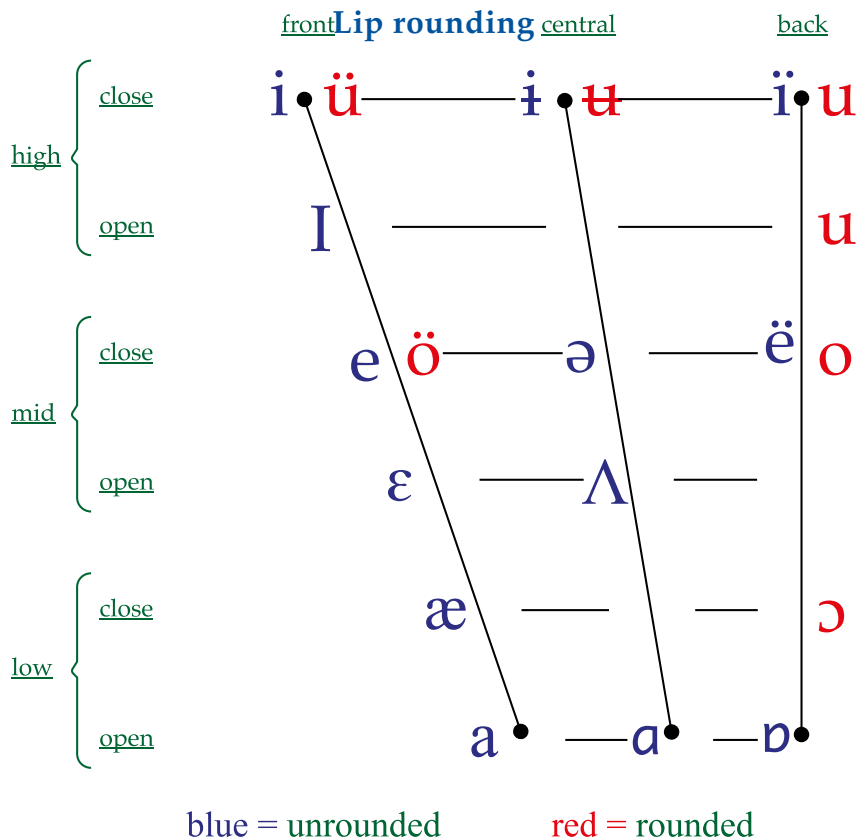


Figure N° 13: Lip rounding

Source: <http://parsonsbox.com/missionaryhelp2/wp-content/uploads/2011/01/E005ei-Vowels> Chart.gif

As you can see in the chart, rounded vowels are those that make lips form rounded in the moment of uttering.

Length of vowels

The vowels for their length can be: short and long vowels.

Short vowels

Short vowels are considered more regular by phoneticians. They appear when the syllable ends in a vowel and then it is followed by a consonant. Example.

Short vowels

/æ/ apple, pan, cat, mat, cast
 /ɛ/ care, test, elephant, tend, tear
 /ɪ/ rip, skin, skip, skill, pig, milk, pin
 /ʊ/ motto, upon, ostrich, option, odd
 /ʌ/ unable, pun, mutt, uncle, under,

Table N° 3: Short vowels

Source: Longman Advanced American Dictionary 2nd Edition

If there is more than one consonant, the vowel is also short.

Long vowels

They are longer than the short sounds however they are completely different sounds (Yule, 2010)

Long vowels

Long A pronounced as /ey/ like in bake, mate, date, cake, face, game, label
 Long E pronounced as /iy/ like in meet, eat, reach, read, seat, see, tea, teach
 Long I pronounced as /ai/ like in might, mile, tie, file, crime, cite, bite, fight, flight
 Long O pronounced as /ow/ like in bowl, code, goal, gold, hold, hole, hope
 Long U pronounced as /ju/ like in mute, music, cute, fuel, huge, humor

Table N° 4: Long vowels

Source: Longman Advanced American Dictionary 2nd Edition

Long A

Long A sound occurs in many circumstances.

Words that generally contain 'a' and an ending 'e' which is silent sound like a long A. For instance:

Name	/neym/	Ape	/eyp/
Cake	/keyk/	date	/deyt/
Tape	/teyp/	cane	/keyn/
Frame	/freym/	crane	/kreyn/
Gate	/geyt/		

When a word contains 'ai' vowels together, they sound like a long A. For example:

Rain	/reyn/	mail	/meyl/
Tail	/teyl/	paint	/peynt/
Train	/traeyn/	nail	/neyl/
Sail	/seyl/	snail	/sneyl/

When a word contains 'ay' vowels together, they both sound like a long A.

Monday	/'mʌndey/	Tuesday	/'tju:zdey/
Wednesday	/'wenzdey/	Thursday	/'θɜ:zdey/
Friday	/'fraidey/	Saturday	/'sætədey/
Sunday	/'sʌndey/		

Long E

Long E is produced in different cases.

Long E is produced when a word contains a double 'ee' together.

Jeep	/dʒiyp/	seed	/siyd/
Teeth	/tiyθ/	bee	/biy/
Beetle	/'biytl/	tree	/triy/

When letters 'ea' are found in a word together, they sound like a Long E.

Leaf	/liyf/	peanut	/'piynʌt/
Beans	/biynz/	easy	/'iyzi/
Seal	/siyl/	see	/siy/

Letters 'ey' and 'y' that occur in a word, they make the sound of Long E

Monkey	/'mʌŋkiy/	Money	/'mʌniy/
key	/kiy/	xhappy	/'hæpiy/
donkey	/'dʌŋkiy/	thirsty	/'θɜ:sti/
sunny	/'sʌniy/	rainy	/'reiniy/

Long I

Long I can occur in some circumstances.

When an ending 'e' occurs in a word that contains an 'I', it sounds like a Long I.

Bite	/bait/	kite	/kait/
Slide	/slaid/	lime	/laim/
Time	/taim/	nine	/nain/

When words contain the letters 'igh' together, they sound like a Long I.

high	/hai/	night	/nait/
right	/rait/	light	/lait/

Letters ie or y that appear in a word together make the long sound of I.

Tie	/tai/	pie	/pai/
July	/dʒu'lai/	sky	/skai/

Long O

Long O sound is produced when the letter 'e' is at the end of the word next to 'o'. Letter 'e' is silent.

Tone	/town/	cone	/kown/
Rope	/rowp/	rose	/rowz/

When the letters 'oa' occur in a word together, they make the long sound of 'o'.

Boat	/bowt/	road	/rowd/
Throat	/θrowt/	loan	/lown/
Goat	/gowt/	float	/flowt/

When letters 'ow' occur in a word together, they sound like a Long 'o'.

Elbow	/'el,bow/	snow	/snow/
Blow	/blow/	pillow	/'pɪlɒw/
Shadow	/'ʃæ,dɒw/	arrow	/' <u>æ</u> row/

Long U

Long U sound is produced when letter 'e' happens at the end of the word, which contains the following vowels a 'u'.

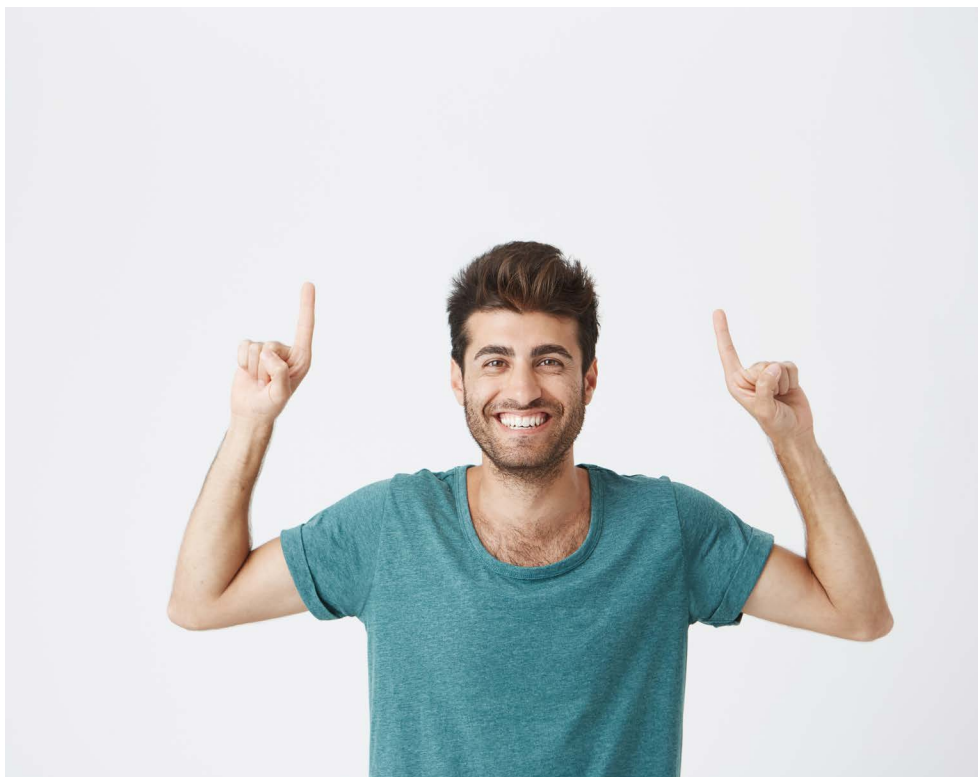
Cute	/kjut/	cube	/kjuɒb/
June	/dʒun/	fuse	/fjuːz/
Mule	/mjul/	use	/j <u>u</u> z/

When letters 'ue' happen together in a word, they help in the production of a Long 'u'.

Tissue	/' <u>tis</u> .ju/	cue	/kju/
Rescue	/'reskju/		

English vowels could be epitomized in the following way:

- /iy/ long high/ close front spread vowel e.g: see /si:/
- /i / short high/ close front spread vowel e.g: happy /'hæpi/
- /e/ short mid front spread vowel e.g: ten /ten/
- /æ/ short low/ open front spread vowel e.g: cat /kæt/
- /uw/ long high/ close back rounded vowel e.g: too /tu:/
- /ʊ/ short high/ close back rounded vowel e.g: put /pʊt/
- /ɔ/ long mid back rounded vowel e.g: saw /sɔ/
- /ɒ/ short low/ open back rounded vowel e.g: got /gɒt/
- /ɑ/ long low/ open back rounded vowel e.g: father /'fɑ:ə/
- /ɜ/ long mid central neutral vowel e.g: fur /fɜ:/
- /ə/ short mid central neutral vowel e.g: about /ə'baʊt/
- /ʌ/ short low/ open central neutral vowel e.g: cup /kʌp/



PRONUNCIATION SYMBOLS

WHY // and []?

Brackets are used in two main ways in Phonetics. Square brackets [] encase segmental phonetic transcription; furthermore, they enclose features at a semantic level ['intrəstɪŋ bʊks]. On the other hand, slashes lock up phonemic transcription (Crystal, 2008) as in /'intrəstɪŋ /.

There are three different phonetic signals which are shown in dictionaries. They have their own significance. Those phonetic symbols are: /' /, / /, / /, and / ◀ / . According to the description found in the Longman Dictionary, those symbols have their own use. Furthermore, they are part of the International Phonetic Alphabet.

STRESS

The **apostrophe** or the symbol: /' / is used to show main stress. Linguistically word stress depends upon the number of syllables in a word. English words that are composed of two or more syllables have at least one stressed syllable. Therefore, the apostrophe /' / is located before the syllable which has the most force; for example:

Apostrophe to show main stress

/ey/		
Grateful /'greytfʊl /	æ	
Depraved /dɪ'preɪvd /	Sanity /'sænɪti /	ε
Nature /'neɪtʃə /	Natural /'nætʃrəl /	Precious /'preɪʃəs /
Famous /'feɪməs /	Depravety /dɪ'prævɪti /	Metals /'mɛtlz /
Station /'steɪʃən /	Granular /'grænjʊlə /	Heavy /'heɪvi /
Scapist /'skeɪpɪst /		

Table N° 5: Apostrophe to show main stress

Source: Longman Advanced American Dictionary 2nd Edition.

Another phonetic symbol which is used in dictionaries is /, /. English words have other stressed syllable within the word. It is called secondary stress and the phonetic symbol used is /, /. This is placed before the secondary stress syllable. For example:

Secondary stress

Personality	/,pɜ:sə'nælti/
Personify	/,pɜ:sə'nælti/
Independent	/,ɪndɪ'pɛndənt/

Table N° 6: Secondary stress

Source: Longman Advanced American Dictionary 2nd Edition

Stress shift

It is widely known that English words are normally stressed in the first syllable. Nevertheless, stress can appear in any syllable in fact. Sometimes English words have ending stress syllable as in the case of:

Technique	/tɛk'ni:k/
Expertise	/,ɛkspɜ:'ti:z/
remark	/ 'rɪ'mɑ:k/
unique	/ ju:'ni:k/

English words can also have their stress in the penultimate syllable. For instance in:

transportation	/,trænsɜ:'teɪʃən/
banana	/bə'nɑ:nə/
tomato	/tə'mɑ:təʊ/
establish	/ɪs'tæblɪʃ/

In other cases English words have their main stress in their antepenultimate syllable. For instance in:

Undoubtedly /ʌn'daʊtɪdli/

coordinate /kəʊ'ɔːdnɪ/

regrettable /rɪ'grɛtəbl/

informative /ɪn'fɔːmətɪv/

However, due to affixation, suffixation and word linking, English words suffer stress shift.

Stress shift is represented by the following symbol: / ◀ /; like in the following words:

Statistics /stə'tɪstɪks/ statistician /,stætə'stɪʃən◀/

Politics /'pələ'tɪks/ political /pə'li◀təkəl/

Technology /tek'nælədʒi/ technological /tek'nə'la◀dʒɪkəl/

Biology /baɪ'ælədʒi/ biological /baɪə'la◀dʒɪkəl/

Geography /dʒi'agrəfi/ geographical /dʒiə'græ◀fɪkəl/

Mathematics /,mæθə'mætɪks/ mathematician /mæθəmə'tɪ◀ʃən/

English words change their stress and used Shift depending upon whether or not they are placed before a noun. For example:

Independent /,ɪndɪ'pendənt/ Independent state /,ɪn'dɪpendənt◀steɪt/

Afternoon /,æftər'nʌn/ Afternoon tea /'æftər,◀nʌn ti/

Linking vowel sounds

Linking sounds are those that are used for connecting or joining words in the uttering of a smooth oral development. Some vowels are employed for linking sounds.

/y/ is useful to join /ey/ to the following vowel. Ex

Weigh^y it

Say it

Formula^yic

Rake^y it

Sta^y in

I^y agreed.

Sci^yence

She is going to sue^y it.

Did you dye^y it?

/w/ is used to link words when the sound /ow/ is followed by another vowel. For example:

Po^wetry

I have no^w idea

There is no^w answer.

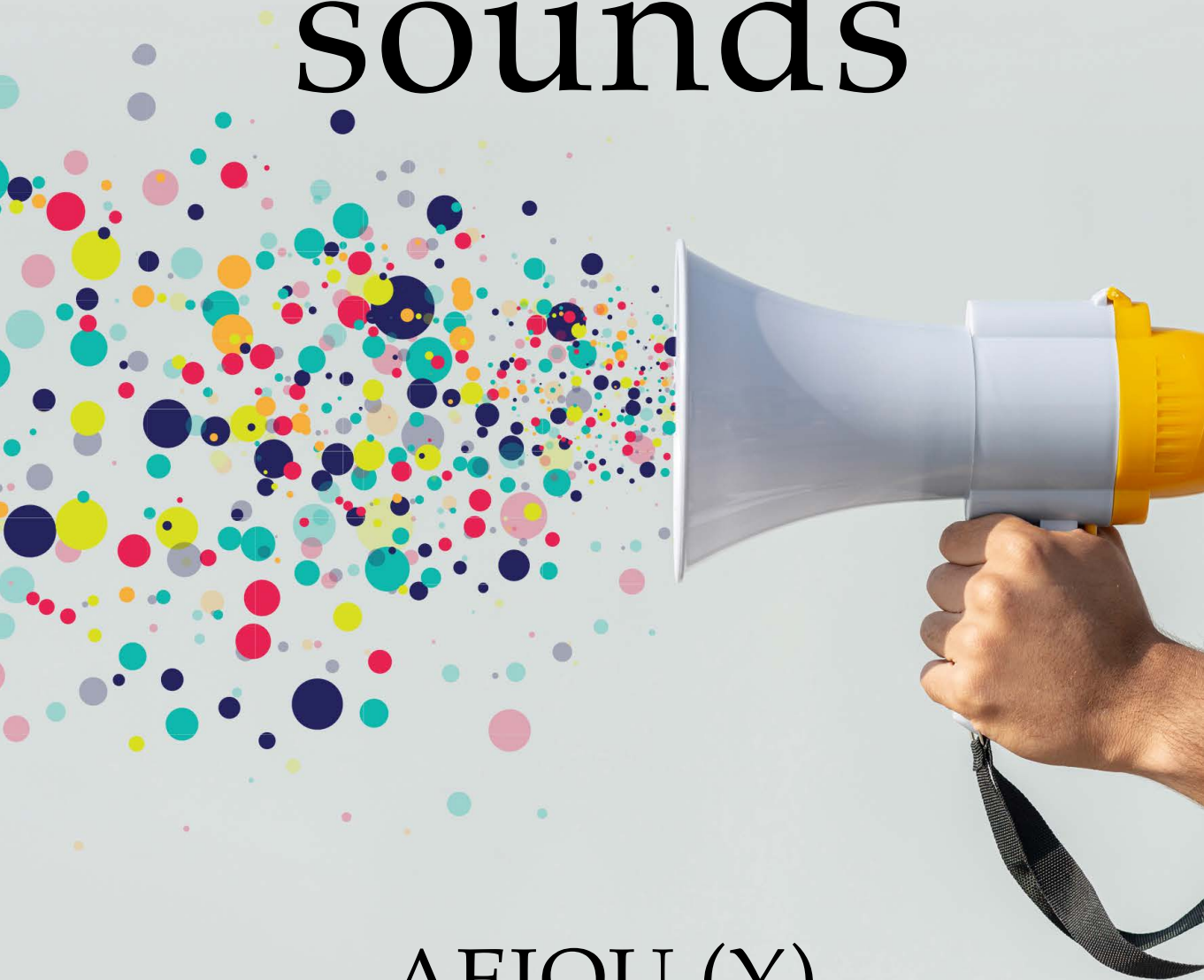
I kno^w it

A sho^w-off

Go^w in there!

Go^w on!

Vowel sounds



AEIOU (Y)

Source: <https://www.logicofenglish.com/blog/52-phonics/382-what-is-a-vowel>

/ ɑ /

This phonemic graphic represents like our Spanish vowel sound aaaa. It is a very strong and long sound. In order for pronouncing it, you must put your tongue down and back. In other words, open your mouth widely. Your tongue must be in a low and central posture.

<https://eqrcode.co/a/ne0lVH>

For a better practice, listen to your English language facilitator, then repeat or try to pronounce some words the same as they do.

Hot, cot, cop, sock, shop, star, popular, population, bottle, want, horrible.

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Concrete / Kɒnkri:t /

What are the phonemic graphics of the words bellow?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

bottle/ _____ / want/ _____ / star / _____ /
 sock/ _____ / what/ _____ / start/ _____ /
 hot/ _____ / apart/ _____ / drops / _____ /
 tops / _____ / cot/ _____ / upon / _____ /
 cop / _____ / popular/ _____ / heart / _____ /

So, let's hear a catching song called: **"Somewhere over the rainbow"** by Israel Kamakawiwo'ole, but you must follow all the following steps:

Listen to the song firstly, then you will fill in the empty spaces. Finally check your written answers on the last page.

Somewhere over the rainbow

by Israel Kamakawiwo'ole

Somewhere over the rainbow
Way up high,
And the dreams that you've dreamed of
Once in a lullaby.

Somewhere over the rainbow
Bluebirds fly,
And the dreams that you've dreamed of
Dreams really do come true.

Someday I'll wish _____ a _____
And wake up where the clouds are far
Behind me.
Where troubles melts like lemon _____
Away above the chimney _____

That's where you'll find me.

Somewhere over the rainbow
Bluebirds fly.
And the dreams that you dare to.
Oh why, oh why can't I?

Someday I'll wish _____ a _____
And wake up where the clouds are far
Behind me.
Where troubles melt like lemon _____
Away above the chimney _____
That's where you'll find me.

Somewhere over the rainbow
Way up high,
And the dreams that you dare to
Oh why, oh why can't I?

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework.

<https://eqrcode.co/a/58iuVd>

Listen to the recorded pronunciation of all the words as well.



Stop / stop / translation: parar. Meaning A verb which indicates that an action is interrupted

doctor /	_____ /	_____
clock /	_____ /	_____
college /	_____ /	_____
problem /	_____ /	_____
possible /	_____ /	_____
modern /	_____ /	_____
promise /	_____ /	_____
body /	_____ /	_____
operate /	_____ /	_____
knowledge /	_____ /	_____
heart /	_____ /	_____
garden /	_____ /	_____
hard /	_____ /	_____
carpet /	_____ /	_____
palm /	_____ /	_____
calm /	_____ /	_____
quality /	_____ /	_____
quantity /	_____ /	_____
father /	_____ /	_____
charge /	_____ /	_____
guard /	_____ /	_____
God /	_____ /	_____
job /	_____ /	_____

Key answer

Somewhere over the rainbow¹

by Israel Kamakawiwo'ole

"Somewhere over the rainbow
Way up high,
And the dreams that you've dreamed of
Once in a lullaby.

Somewhere over the rainbow
Bluebirds fly,
And the dreams that you've dreamed of
Dreams really do come true.

Someday I'll wish upon a star
And wake up where the clouds are far
Behind me.
Where trouble melts like lemon drops
Away above the chimney tops
That's where you'll find me.

Somewhere over the rainbow
Bluebirds fly.
And the dreams that you dare to,
Oh why, oh why can't I?

Someday I'll wish upon a star
And wake up where the clouds are far
Behind me.
Where troubles melt like lemon drops
Away above the chimney tops
That's where you'll find me.

Somewhere over the rainbow
Way up high,
And the dreams that you dare to
Oh why, oh why can't I?"

1 <https://www.azlyrics.com/lyrics/israelkamakawiwoole/somewhereovertherainbowwhatawonderfulworld.html>

GAME: THE CHROMATIC PARTY



Source: <https://www.speechbuddy.com>

Main Goal:	To practice pronunciation of sound / ʌ /
Interaction:	whole class arranging
Type of activity:	Memory verbal game
Material:	worksheets, white board,

<p>Procedure:</p>	<ol style="list-style-type: none"> 1. Students may remain at their desks for this game or be arranged in a circle or semi-circle. 2. Tell students they have been invited to a big chromatic party at which they saw different things, people or activities. Chromatic makes reference to different tones, sensations or highly colored. 3. Going around the classroom, each student, in turn is to tell what s/he saw at the party. Start by modeling the example sentence, "At the party I saw a doctor. The only rule is that each student must repeat all the previously mentioned items and add a new word with the sound / a /. In addition, and to simplify the game, students can try to say the words by categories like in the example. Nevertheless, if they say different words it is O.K. because it is a chromatic party and this will be funny and could be more challenging for their memory. 4. The game proceeds as follows: Student1: At the party, I saw a doctor. Student 2: At the party, I saw a doctor and a job. Student 3: At the party, I saw a doctor, a job and a guard. Student 4: At the party, I saw a doctor, a job, a guard and a father. Student 5: At the party, I saw a doctor, a job, a guard and a father. Student 6: At the party, I saw a doctor, a job, a guard, a father and a heart. *Student, changed the category. Instructor may wish to hand out a prepared list of different items. The first time the game is played, it is a good idea to write the items on the board, as they are said.
<p>Remarks:</p>	<p>Observations related to the importance of the activity. Game adapted from (McCallum, 1980)</p>

GAME: RUN FOR THE ODD WORD

Main Goal:	Recognize the vowel sound /ɑ:/
Interaction:	Pair work, group work
Type of activity:	Identifying vowel sounds and take the odd sound out
Material:	Board and markers
Procedure:	<ol style="list-style-type: none"> 1. Divide the class into two teams and then pair students up with a member of the opposite team. In turn, each pair goes to stand at the back of the classroom. 2. Write three (or more) words at a time on the board. Read the words out loud for students to identify the odd vowel sound. 3. Students standing at the back, run to touch the odd vowel sound after listening. 4. The team with more correct answers wins!
Remarks:	Students must be familiar with the vowel sound /ɑ:/ so they can easily recognize it in this game.



/ ɛ /

This phonemic graphic represents our Spanish vowel sound eeee. It is a close- mid front unrounded vowel. Your tongue must be high position, but no until the top of your mouth, touching your upper cheek tooth. Your lips must be stressed out (Slightly open mouth).

<https://eqrcode.co/a/jALobZ>

Listen to your educator, then repeat her as she does.

Never, again, where, checks, bell, pen, rest, get, meant, fell, help, spend, cents, care.

Finally, by using your everyday English language dictionary, look for all phonemic transcriptions which belong to the words below. An example has been done for you.

pen / **p** **ɛ** **n** /

What are the phonetic graphics of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

never/ ____ / again/ _____ / where/ ____ /
 checks/ ____ / bell/ _____ / pen / _____ / rest / ____ /
 get / _____ / meant/ _____ / fell/ _____ /
 help / _____ / spend / _____ / cents/ _____ / care/ ____ /

At this point of your insight about the second phonemic. Listen to / **ɛ** / vowel sound which is contained into the following song. It is called: **I saw you dancing by Yaki Da**. Before listening, do not forget to follow the steps bellow:

First, listen to the song, then fill in the empty spaces. Finally check your written answers on the last page.

I saw you dancing
by Yaki Da.

I saw you dancing
 And I'll _____ be the same _____ for sure
 I saw you dancing
 Say Yaki- Da my love
 I saw you dancing
 And I'll _____ be the same _____ for sure
 I saw you dancing
 Say Yaki- Daaa
 I'm waiting for a chance
 To _____ to know you
 To ask for a dance
 Just look into my eyes
 And I'll take you to paradise
 I saw you dancing
 And I'll _____ be the same _____ for sure
 I saw you dancing
 Say Yaki-Da my love
 I saw you dancing
 And I'll _____ be the same _____ for sure
 I saw you dancing
 Say Yaki-Daaa
 I'm falling, I'm falling
 'cause life's not easy for me
 Please touch me like you do To have you near me
 To go _____ you go
 Why waste a lot of time
 My love is not a serious crime
 I saw you dancing
 And I'll _____ be the same _____ for sure

I saw you dancing
Say Yaki-Da my love
I saw you dancing
And I'll _____ be the same _____ for sure
I saw you dancing
Say Yaki-Daaa
I'm falling to pieces
Who do you think you are?
Maybe I've gone too far
Maybe I'm in love with you
Don't hurt me or treat me bad
'cause I will fight for what is mine
Say Yaki-Daaa
'cause life is _____ for living
I saw you dancing
And I'll _____ be the same _____ for sure
I saw you dancing
Say Yaki-Da my love
I saw you dancing, Say Yaki-Daaa.



FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/0aP5ge>



Left /l ɛ ft / translation: salió. Past verb of leave.

spend/	_____	/	_____
friend/	_____	/	_____
shelf/	_____	/	_____
help yourself/	_____	/	_____
jealous/	_____	/	_____
ten cents/	_____	/	_____
any/	_____	/	_____
everybody/	_____	/	_____
everything/	_____	/	_____
expensive/	_____	/	_____
pen/	_____	/	_____
correct/	_____	/	_____
get/	_____	/	_____
special/	_____	/	_____
bread/	_____	/	_____
pleasant/	_____	/	_____
read/	_____	/	_____
many/	_____	/	_____
said/	_____	/	_____
measure/	_____	/	_____
necessary/	_____	/	_____
telephone/	_____	/	_____

I saw you dancing²
by Yaki Da.

I saw you dancing
And I'll **never** be the same **again** for sure
I saw you dancing
Say Yaki- Da my love
I saw you dancing
And I'll **never** be the same **again** for sure
I saw you dancing
Say Yaki- Daaa
I'm waiting for a chance
To **get** to know you
To ask for a dance
Just look into my eyes
And I'll take you to paradise
I saw you dancing
And I'll **never** be the same **again** for sure
I saw you dancing
Say Yaki-Da my love
I saw you dancing
And I'll **never** be the same **again** for sure
I saw you dancing
Say Yaki-Daaa
I'm falling, I'm falling
'cause life's not easy for me
Please touch me like you do
To have you near me

To go where you go
Why waste a lot of time
My love is not a serious crime
I saw you dancing
And I'll never be the same again for sure
I saw you dancing
Say Yaki-Da my love
I saw you dancing
And I'll never be the same again for sure
I saw you dancing
Say Yaki-Daaa
I'm falling to pieces think you too
Maybe I'm in love with you
Don't hurt me or treat me bad
'cause I will fight for what is mine
Say Yaki-Daaa
'cause life is meant for living
I saw you dancing
And I'll never be the same again for sure
I saw you dancing
Say Yaki-Da my love
I saw you dancing
Say Yaki-Daaa

GAME: PU**ZZLE / ε /**

Main Goal:	To practice pronunciation of sound / ε /
Interaction:	Individual work
Type of activity:	Word search
Material:	Worksheet and answer-key
Procedure:	<ol style="list-style-type: none"> 1. Prepare enough copies of the puzzle to allow students to work independently. 2. Hidden in the square there are 12 words containing the sound / ε /. Ask Students to highlight each word. They may work both vertically, horizontally or diagonally. 3. Afterwards, students can compare with their partners. 4. Form sentences using at least 4 words in each one. <p>Example: My friend read many letters to jealous friends.</p> <ol style="list-style-type: none"> 4. Ask Students to read aloud their sentences aloud to practice / ε /
Remarks:	<p>Jigsaw puzzles:</p> <ul style="list-style-type: none"> · exercise the left and right sides of your brain at once · improve your short-term memory · improve your visual/spatial reasoning. · Lower stress (Brandpoint, 2018)

GAME: PUZZLE /ɛ/**Work sheet N°:..... Student name:.....**

Task 1: Highlight the words with the sound / ɛ /
 You may work vertically, horizontally or diagonally.

Word list: Spend, bread, special, jealous, yourself, every day,
 friend, expensive, pleasant, many, read, again.

A	S	I	O	P	B	S	D	F	G	H	J
S	P	E	N	D	R	F	G	H	I	O	P
W	Y	F	E	U	E	D	P	L	G	H	Z
R	U	G	V	J	A	F	L	A	S	J	X
F	R	I	E	N	D	G	E	I	U	K	C
H	J	K	R	E	A	D	A	C	O	L	V
M	A	N	Y	O	U	R	S	E	L	F	B
L	Z	X	D	C	V	B	A	P	A	A	N
G	A	G	A	I	N	K	N	S	E	S	M
C	V	B	Y	N	M	L	T	H	J	F	L
T	E	X	P	E	N	S	I	V	E	D	K
A	S	D	F	G	H	K	L	Z	X	C	V

Task 2: Compare your puzzle with your partner.

Task 3: Write 3 sentences using at least 4 words with the sound / ɛ / in each sentence. Read the sentences to your partner to practice sound / ɛ /.

Example: A special friend spends expensive bread on everybody.

Answer key:

A	S	I	O	P	B	S	D	F	G	H	J
S	P	E	N	D	R	F	G	H	I	O	P
W	Y	F	E	U	E	D	P	L	S	H	Z
R	U	G	V	J	A	F	L	A	U	J	X
F	R	I	E	N	D	G	E	I	O	K	C
H	J	K	R	E	A	D	A	C	L	L	V
M	A	N	Y	O	U	R	S	E	L	F	B
L	Z	X	D	C	V	B	A	P	A	A	N
G	A	G	A	I	N	K	N	S	E	S	M
C	V	B	Y	N	M	L	T	H	J	F	L
T	E	X	P	E	N	S	I	V	E	D	K
A	S	D	F	G	H	K	L	Z	X	C	V

Word list: Spend, bread, special, jealous, yourself, every day, friend, expensive, pleasant, many, read, again.

GAME: SOUND BASKET

Main Goal:	Pronounce the /ε/ sound correctly.
Interaction:	Group work
Type of activity:	Cooperative learning and kinesthetic activity
Material:	two empty baskets, pieces of paper with written words
Procedure:	<ol style="list-style-type: none"> 1. Students line up in two different teams. 2. In turn, the front students pick up a piece of paper and read the word. 3. If it is read correctly, then they crumple it up and throw it into a basket keeping some distance away. If they get it into the basket, they win two points. If not, they get one point because of the right pronunciation. 4. The team who gets more points wins.
Remarks:	This game could be used with other vowel sounds.



/ iy / = /i:/

This phonemic graphic represents our Spanish vowel sound iiiiii. It is a high and long vowel sound. Physically, your mouth must be almost close. Your tongue must be near in front of your teeth. You should feel your tongue going back up.

<https://eqrcode.co/a/cN4Sde>

For a better practice, listen to your English language facilitator, then repeat some words after them or try to pronounce those words, as they do.

Meet, three, free, me, sheep, cheeks, he, see, seems, be, peas, coffee, ears, repeat, breeze, sea, heel, piece, bee.

Finally, by using your everyday English language dictionary, look for all the phonemic transcriptions which belong to the words below. An example has been done for you.

bee / biy /

What are the phonetic graphics of these words?

Write the phonemic transcriptions on this worksheet. Later, written them on a whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

meet/ _____ / see/ _____ / repeat / _____ /

three/ _____ / seems/ _____ / breeze / _____ /

free/ _____ / be / _____ / sea/ _____ / me / _____ /

peas / _____ / heel / _____ / sheep / _____ /

coffee / _____ / piece / _____ / cheeks/ _____ /

ears / _____ / he/ _____ / bee/ _____ /

Listen to /iy/ vowel sound which is contained into the following song. It is called: **La isla bonita** by **Alizee**.

Before listening, do not forget to follow these steps:
First, listen to the song, then fill in the empty spaces. Finally check your written answers on the last page.

La Isla bonita**By: Alizee**

Last night, I dreamt of San Pedro
 Just like I'd never gone, I knew the song
 A young girl with eyes like the desert
 It all _____ like yesterday, not far away
 Tropical the island _____
 All of nature wild and _____
 This is where I long to _____
 La Isla Bonita
 And when the samba played
 The sun would set so high
 Ring through my _____ and sting my eyes
 Your Spanish lullaby
 I felt in love with San Pedro
 Warm wind carried on the _____,
 _____ called to _____
 Te dijo te amo
 I prayed that the days would last
 They went so fast
 Tropical the island _____
 All of nature wild and _____
 This is where I long to _____
 La Isla Bonita
 And when the samba played
 The sun would set so high
 Ring through my _____ and sting my eyes
 Your Spanish lullaby
 I want to _____ where the sun warms the sky
 When it's time for siesta you can watch them go by
 Beautiful faces, no cares in this World
 Where a girl loves a boy, and a boy loves a girl.

Last night I dreamt of San Pedro
It all _____ like yesterday, not far away
Tropical the island _____
All of nature wild and _____
This is where I long to ____ La Isla Bonita
And when the samba played
The sun would set so high
Ring through my _____ and sting my eyes
Your Spanish lullaby
Tropical the island _____
All of nature wild and _____
This is where I long to ____
La Isla Bonita
And when the samba played
The sun would set so high
Ring through my ____ and sting my eyes
Your Spanish lullaby



FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols for all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/OjWpQC>

**See /siy/ Present tense mirar.**

Me/	_____	/	_____
Equal/	_____	/	_____
Even/	_____	/	_____
Recent/	_____	/	_____
These/	_____	/	_____
Complete/	_____	/	_____
Scene/	_____	/	_____
Extreme/	_____	/	_____
Three/	_____	/	_____
Thirteen/	_____	/	_____
Beef/	_____	/	_____
Sheep/	_____	/	_____
Street/	_____	/	_____
Feel/	_____	/	_____
Coffee/	_____	/	_____
Cheese/	_____	/	_____
Sleeve/	_____	/	_____
Tea/	_____	/	_____
Eat/	_____	/	_____
Meal/	_____	/	_____
Speak/	_____	/	_____
Repeat/	_____	/	_____
Believe/	_____	/	_____
breathe/	_____	/	_____

"La Isla bonita³

By: Alizee

Last night, I dreamt of San Pedro
Just like I'd never gone, I knew the song
A young girl with eyes like the desert
It all seems like yesterday, not far away
Tropical the island breeze
All of nature wild and free
This is where I long to be
La Isla Bonita
And when the samba played
The sun would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby
I felt in love with San Pedro
Warm wind carried on the sea,
He called to me
Te dijo te amo
I prayed that the days would last
They went so fast
Tropical the island breeze
All of nature wild and free
This is where I long to be
La Isla Bonita
And when the samba played
The sun would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby
I want to be where the sun warms the sky
When it's time for siesta you can watch them go by

3 <http://www.azlyrics.com>

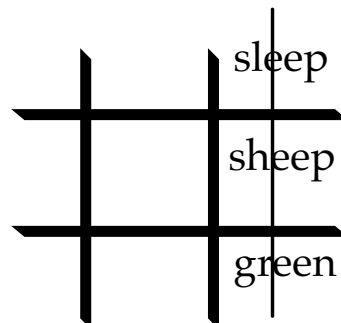
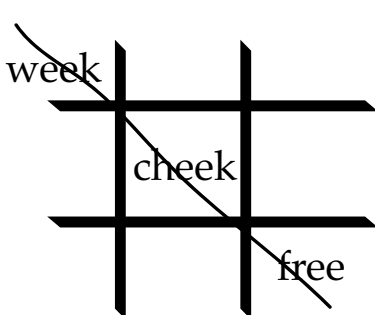
Beautiful faces, no cares in this World
 Where a girl loves a boy, and a boy loves a girl.
 Last night I dreamt of San Pedro
 It all seems like yesterday, not far away
 Tropical the island breeze
 All of nature wild and free
 This is where I long to be La Isla Bonita
 And when the samba played
 The sun would set so high
 Ring through my ears and sting my eyes
 Your Spanish lullaby
 Tropical the island breeze
 All of nature wild and free
 This is where I long to be
 La Isla Bonita
 And when the samba played
 The sun would set so high
 Ring through my ears and sting my eyes
 Your Spanish"



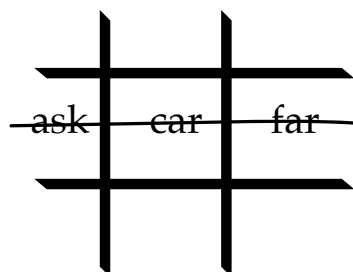
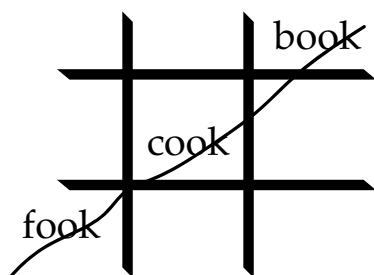
GAME TITLE: TICK- TACK-TOE

Main Goal:	Practice the vowel sound /i:/
Interaction:	Pair work
Type of activity:	Memory game
Material:	Notebooks, pen or pencil
Procedure:	<ol style="list-style-type: none"> 1. Teach words that contain the vowel sound /i:/. 2. Get students in pairs. 3. Draw the tick-tack- toe lines on the board. Give students an example on how to play. 4. Tell students that this game consists on writing and pronouncing at the same time words that contain the vowel sound /i:/ taking turns with a limit of time of 3-5 seconds each turn. Each student writes and says the word (use the board or a piece of paper) by taking turns. The student / or group who writes and says the word faster gets the opportunity to complete the tic-tac toe chart.
Remarks:	<p>The teacher might continue with this game by telling students to play with all long vowel sounds like /u:/, /ɜ:/, /ɔ:/, /ɑ:/</p> <p>The tic-tac-toe is just a method to register students' participation.</p>

Illustration



Try this game with other vowel sounds



/ ɔ /

This phonemic vowel sound represents a mixture between **o** and **a** vowel sounds in Spanish.

To produce the sound / ɔ / put your tongue up and back a little and move your lips forward a little.

For a better practice, listen to your English language facilitator, then repeat their words the same as they do.

Port, four, cord, caught, long, airport, boss, awful, thought, saw, brought, warm, floor, fortune, crawled, for, anymore, already.

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Port /pɔrt/

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

port/_____ /four/ _____ / cord/ _____/

caught/ _____ / long / _____/airport / _____/

torn/_____ /awful / _____/thought /_____/

saw/_____ /brought / _____/warm/ _____/

floor/ _____ /fortune / _____/crawled /_____/

anymore / _____ /already / _____/ for / _____/

Now, listen to a song named: **Torn by Natalie Imbruglia**, but you must follow all the known steps: Listen to the song firstly, then you will fill in the empty spaces. Finally check your written answers on the last page of this studied sound.



Torn

By Natalie Imbruglia

I _____ I _____ a man _____ to life
He was _____
He came around like he was dignified
He showed me what it was to cry
Well you couldn't be that man I adored
You don't seem to know
Seem to care what your heart is _____
But I don't know him anymore
There's nothing where he used to lie
My conversation has run dry
That's what's going on nothing's fine I'm torn
I'm all out of faith
This is how I feel
I'm cold and I am shamed
Lying naked on the _____
Illusion never changed
Into something real
I'm wide awake
And I can see
The perfect sky is torn
You're a little late
I'm _____ torn
So I guess the fortune teller's right
Should have seen just what was there
And not some holy light
Which _____ beneath my veins
And now, I don't care
I had no luck
I don't miss it all that much
There's just so many things

That I can touch I'm _____
 I'm all out of faith
 This is how I feel
 I'm cold and I am shamed
 Lying naked on the _____
 Illusion never changed
 Into something real
 I'm wide awake
 And I can see
 The perfect sky is _____
 You're a little late
 I'm _____
 There's nothing where he used to lie
 My inspiration has run dry
 That's what's going on
 Nothing's right I'm _____
 I'm all out of faith
 This is how I feel
 I'm cold and I am shamed
 Lying naked on the _____
 Illusion never changed
 Into something real
 I'm wide awake
 And I can see
 The perfect sky is torn
 I'm all out of faith
 This is how I feel
 I'm cold and I'm ashamed
 Bound and broken on the _____
 You're a little late
 I'm _____

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/hAyGLA>



dog /dɒg/ perro

long/	_____	/	_____
wrong/	_____	/	_____
boss/	_____	/	_____
officer/	_____	/	_____
lost/	_____	/	_____
across/	_____	/	_____
morning/	_____	/	_____
sports/	_____	/	_____
corner/	_____	/	_____
short/	_____	/	_____
more/	_____	/	_____
before/	_____	/	_____
score/	_____	/	_____
bored/	_____	/	_____
tall/	_____	/	_____
call/	_____	/	_____
fall/	_____	/	_____
always/	_____	/	_____
already/	_____	/	_____
also/	_____	/	_____
football/	_____	/	_____
walk/	_____	/	_____
talk/	_____	/	_____

Torn⁴

By Natalie Imbruglia

I thought I saw a man brought to life
 He was warm
 He came around like he was dignified
 He showed me what it was to cry
 Well you couldn't be that man I adored
 You don't seem to know
 Seem to care what your heart is for
 But I don't know him anymore
 There's nothing where he used to lie

My conversation has run dry
 That's what's going on nothing's fine I'm torn
 I'm all out of faith
 This is how I feel
 I'm cold and I am shamed
 Lying naked on the floor
 Illusion never changed
 Into something real
 I'm wide awake
 And I can see
 The perfect sky is torn
 You're a little late
 I'm already torn
 So I guess the fortune teller's right
 Should have seen just what was there
 And not some holy light
 Which crawled beneath my veins
 And now, I don't care
 I had no luck
 I don't miss it all that much

4 <http://www.azlyrics.com>

There's just so many things
That I can touch I'm **torn**
I'm all out of faith
This is how I feel
I'm cold and I am shamed
Lying naked on the **floor**
Illusion never changed
Into something real
I'm wide awake
And I can see
The perfect sky is **torn**
You're a little late
I'm **already torn**
There's nothing where he used to lie

My inspiration has run dry
That's what's going on
Nothing's right I'm **torn**
I'm all out of faith
This is how I feel
I'm cold and I am shamed
Lying naked on the **floor**
Illusion never changed
Into something real
I'm wide awake
And I can see
The perfect sky is torn
I'm all out of faith
This is how I feel
I'm cold and I'm ashamed
Bound and broken on the **floor**
You're a little late
I'm **already torn**
Torn...

GAME: AUDIO - CAMERA. SOUND / ɔ / (Long and short vowels)

Main Goal:	To practice pronunciation of long and short vowels by activating memory.
Interaction:	Pair work
Type of activity:	Group work, memory pronunciation game.
Material:	Chart 1, 2 with examples with the sound Charts 1,2 can be digital, or a poster or Instructor can write the examples on the board. (concrete words to facilitate memory)
Procedure:	<p>This is an effective way to activate student's ability to memorize, pronounce and self-check vowel sound</p> <ol style="list-style-type: none"> 1. Previously Teacher should have explained the rationale about the sound..... . In addition, Teacher should explain the charts. 2. Organize students by pairs Assign number 1 and 2: . E.g. S.1, S2. 3. Ask Students N°1 to come forward and look the chart for 2 minutes, and then return to their seats. Instruct students to write all the words they can remember. Immediately after, they should record them on their phones. At this point the chart should not be visible to students. Allow approximately 5 minutes to write and record the words on their phones. <p>Ask student 2 to check spelling and pronunciation, scoring 1 point for correct spelling and 1 point for correct pronunciation.</p> <p>Then Students should switch roles but this time chart N° 2 should be displayed for students N° 2.</p>

Remarks:	<p>When students have finished ask them to self-check their own spelling and pronunciation. Ask them: How's your pronunciation? It would be significant and practical to have their own feedback.</p> <p>Reflection: Learners are their own learning managers. Who are the best evaluators of their own progress?</p>
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Chart 1 Sound / ɔ /

Most common	
All aw	Saw, law, lawn
Most or	Horse, corn, short, port
Most oar	board
Most au	Daughter, taught

Chart 2 sound

Less common	
a	All, water
ar After w, qu	Warm, quarter
Ought + consonant	Bought, brought,
oor	Door, floor
our	Four, court

CHARTS FOR STUDENTS.

Chart 1 Sound / ɔ /

Most common	
All aw	
Most or	
Most oar	
Most au	

.....

Chart 2 Sound /ɔ/

Less common	
a	
ar After w, qu	
Ought + consonant	
oor	
our	

GAME: POTATOE SALAD

Main Goal:	Identify and practice the /ɔ/ sound.
Interaction:	Group work
Type of activity:	Kinesthetic activity
Material:	Pieces of paper with written words that contain the /ɔ/ sound.
Procedure:	<ol style="list-style-type: none"> 1. Have the class sitting in a big circle. 2. Give each student a piece of paper with a written word that contains the /ɔ/ sound. Explain that this word is their new name. Make sure five students at least have gotten the same name (word). 2. The idea of this game is to pronounce one word, for instance: floor. All students named floor stand up and change sits. 3. Continue saying the words out loud for students to change sits as they listen to their "new names". Periodically, the teacher can say "POTATOE SALAD" and then everyone must change places.
Remarks:	This game is great to have students move around the classroom so they do not fall sleep in class.

/ u /= /uw/

This phonemic vowel sound represents our u Spanish vowel sound. It is a very long sound. It is a close back and higher vowel. To produce it, round your lips tightly. You have to end /u/ by including a /w/ sound.

<https://eqrcode.co/a/062FsO>

For a better practice, listen to your English language facilitator, then repeat their words the same as they do.

Pool, fool, suit, boot, do, blue, student, music, shoes, soon.

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Insert /w/ when find /u/. Pool /puwl/

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

pool/ _____ /fool/ _____ /suit/ _____ /
 boot/ _____ /do/ _____ /blue/ _____ /
 student/ _____ /shoes/ _____ /you/ _____ /
 too/ _____ /who/ _____ /true/ _____ /
 music/ _____ /taboo/ _____ /fruit/ _____ /

Now, listen to other catching song by: **America, "You can do magic"**, but you must follow all the known steps: First, listen to the song. Then, fill in the empty spaces on the lyrics. Finally, check your written answers on the last page.

You can do magic**By: America**

I never believe in things that I couldn't see
 I said if I can't feel it then how can it be?
 No, no, no, magic could happen to me
 And then I saw _____
 I couldn't believe it, you took my heart
 I couldn't retrieve it, said to myself
 What's it all about
 Now I know there can be no doubt
 You can _____ magic
 You can have anything that you desire
 Magic, and you know you're the one who can put out the fire
 You know darn well
 When you cast your spell you will get your way
 When you hypnotize with your eyes
 A heart of stone can turn to clay doo, doo, doooo....
 And when the rain is beating upon the window pane
 And when the night it gets so cold,
 When I can't sleep
 Again you come to me
 I hold you tight, the rain disappears
 _____ would believe it
 With a word you dry my tears
 You can _____ magic
 You can have anything that you desire
 Magic, and _____ know
 You're the one _____ can put out the fire
 You know darn well
 When you cast your spell you
 Will get your way

When _____ hypnotize with your eyes
A heart of stone can turn to clay
Doo, doo, doo, dooo
And if I wanted to
I could never be free
I never believed it was _____
But now it's so clear to me
You can _____ magic
You can have anything that you desire
Magic, and _____ know
You're the one who can put out the fire
You know darn well
When you cast your spell you
Will get your way
When _____ hypnotize with your eyes
A heart of stone can turn to clay
Dooo, doo, doo, dooo
You're the one _____ can put out the fire
You're the one _____ can put out the fire
You're the one _____ can put out the fire



FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or their meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/pSYic1>



cube /kjuwb/ cubo. A solid object which has six equals' sides.

soon/ _____ / _____
 shoes/ _____ / _____
 blue/ _____ / _____
 student/ _____ / _____
 introduce/ _____ / _____
 newspaper/ _____ / _____
 music/ _____ / _____
 afternoon/ _____ / _____
 school/ _____ / _____
 movie/ _____ / _____
 soup/ _____ / _____
 room/ _____ / _____
 loose/ _____ / _____
 include/ _____ / _____
 who/ _____ / _____
 fruit/ _____ / _____
 grew/ _____ / _____
 true/ _____ / _____
 smooth/ _____ / _____
 June/ _____ / _____
 glue/ _____ / _____
 fluent/ _____ / _____
 fugitive/ _____ / _____

You can do magic⁵

By: America

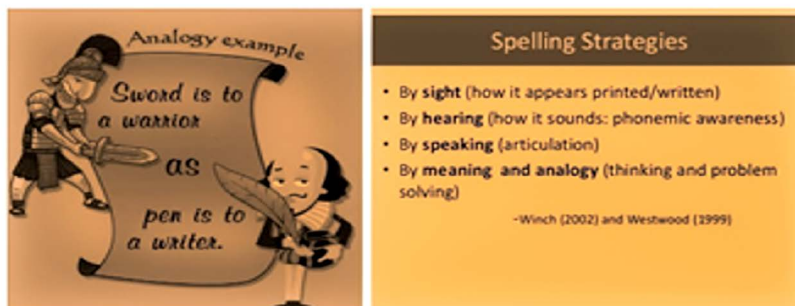
I never believe in things that I couldn't see
I said if I can't feel it then how can it be?
No, no, no, magic could happen to me
And then I saw you
I couldn't believe it, you took my heart
I couldn't retrieve it, said to myself
What's it all about
Now I know there can be no doubt
You can do magic
You can have anything that you desire
Magic, and you know you're the one who can put out the fire
You know darn well
When you cast your spell you will get your way
When you hypnotize with your eyes
A heart of stone can turn to clay doo, doo, doooo....
And when the rain is beating upon the window pane
And when the night it gets so cold,
When I can't sleep
Again you come to me
I hold you tight, the rain disappears
Who would believe it
With a word you dry my tears
You can do magic
You can have anything that you desire
Magic, and you know
You're the one who can put out the fire
You know darn well

5 <https://www.google.com.ec/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#safe=active&q=You+can+do+magic+By:+America+lyrics>

When you cast your spell you
Will get your way
When **you** hypnotize with your eyes
A heart of stone can turn to clay
Doo, doo, doo, dooo
And if I wanted to
I could never be free
I never believed it was **true**
But now it's so clear to me
You can **do** magic
You can have anything that you desire
Magic, and **you** know
You're the one who can put out the fire
You know darn well
When you cast your spell you
Will get your way
When **you** hypnotize with your eyes
A heart of stone can turn to clay
Dooo, doo, doo, dooo
You're the one **who** can put out the fire
You're the one **who** can put out the fire
You're the one who can put out the fire



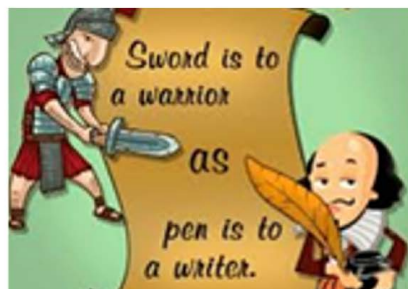
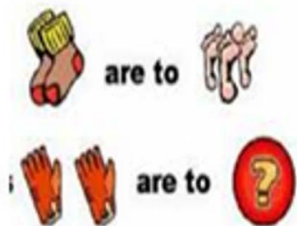
GAME: ANALOGIES USING SOUND /U/



Main Goal:	To practice pronunciation of sound /u/ To activate high order thinking skill (comparing)
Interaction:	Individual and then pair work
Type of activity:	Thinking verbal activity
Material:	Worksheet, highlighter.
Procedure:	<p>Hand out the worksheet “Analogies”</p> <p>Model the task by fill in the blank in the analogy statement. Emphasize that all the answer words have the sound /u/. Give instructions for starting and ending time.</p> <p>At the signal of 1-2-“go!” start, students will have 5 minutes for the task.</p> <p>When 5 seconds are left say “5-4-3-2-1 Stop”.</p> <p>Then ask students to read aloud their analogies.</p> <p>Teacher take notes about aspects to correct. At end give them appropriate feedback.</p>
Remarks:	<p>Benefits of using analogies:</p> <p>Expands Vocabulary Skills.</p> <p>Speeds Up Reading Comprehension.</p> <p>Treats Higher-Order Thinking Skills (HOTS) ...</p> <p>Develops Verbal Reasoning Abilities (Lombardi, 2018)</p>

GAME 2: ANALOGIES USING SOUND /U/

Work sheet N°: Student name:



Task 1: Analogy statement: Fill in the blank. All the answer words have the sound /u/

Example: Gas is to car as wood is to fire.

1. Gloves are to hands as are to feet.
2. Patient is to doctor as is to Teacher.
3. A book is to page as a house is to
4. A niece is to an aunt as a.....is to an uncle.
5. Finger is to hand asis to mouth.
6. School supplies are to student asare to carpenter.
7. February is to January asis to May.
8. Rough is for a rock asis for silk.
9. Warm is to hot asis to cold.

GAME: STATIONS

Main Goal:	To identify different vowel sounds, especially the / u / sound
Interaction:	Group work
Type of activity:	Kinesthetic activity
Material:	Sheets of paper with the vowel sound written to be used as labels on the wall.
Procedure:	<ol style="list-style-type: none"> 1. Label each wall in your classroom with a sound. For example, you might label one wall / u / (as in “food”), another / æ / (as in “cat”), a third / ʊ / (as in “good”) and the fourth / ʌ / (as in “sun”). 2. Have students stand in the middle of the classroom. Then say a word. Students will have to run to the wall labeled with the sound that they heard. If someone runs to the wrong wall, they are out and must sit down. If they run to the correct wall, they are still in the game. Then say another word, eliminating students as necessary, until only one student remains standing.
Remarks:	To make the game more complex, label two walls with minimal pairs. For example: label one wall with the / i:/ sound and another one with the / I / sound.

Answer-key for GAME 2: ANALOGIES USING SOUND /U/

1) Shoes. 2) student. 3) room. 4) nephew. 5) tooth. 6) tools. 7) June.
8) Smooth. 9) cool.

/ æ /

This phonemic vowel sound represents a mixture between a and e Spanish vowel sounds, both of them are pronounced into only one sound at the same time.

<https://eqrcode.co/a/luWk4q>

It is a long sound.

For a better practice, listen to your English language facilitator, then repeat the same sounds after them.

Man /mæn/.

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Past /pæst /

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

Travel / _____ / jack/ _____ / track / _____ /

Can / _____ / axe / _____ / dance / _____ /

answer / _____ / sad/ _____ / mask/ _____ /

hand / _____ / cash/ _____ / past/ _____ /

Glasses/ _____ / that/ _____ / man/ _____ /

back/ _____ / magic/ _____ / pass/ _____ /

For improving your listening skill, listen to the song “**Shape of my heart**” by Sting. I suggest you to listen to the song first, without trying to complete it. After that, listen to complete some gaps on the given lyrics. On the third time, check your answers by looking at the answers on the page after a followed one.

Shape of my heart by Sting

“He deals the cards as a meditation and those he plays never suspect, he doesn’t play for the money, he wins, he doesn’t play for respect

He deals the cards to find the _____, the sacred geometry of chance, the hidden law of a probable outcome, the numbers lead a _____

I know _____ the spades are the swords of a soldier, I know that the clubs are weapons of war, I know that diamonds mean money for this art, but _____’s not the shape of my heart

He may play the _____ of diamonds, he may lay the queen of spades, he may conceal a king in his _____, while the memory of it fades

I know that the spades are the swords of a soldier, I know _____ the clubs are weapons of war, I know that diamonds mean money for this art, but that’s not the shape of my heart, that’s not the shape, the shape of my heart

If I told that I loved you, you may think there’s something wrong, I’m not a _____ of too many faces, the _____ I wear is one, those who speak know nothing, and find out to their cost, like those who curse, their luck in too many places, and those who fear are lost, I know that the spades are the swords of a soldier, I know that the clubs are weapons of war, I know that diamonds mean money for this art, but _____’s not the shape of my heart, that’s not the shape of my heart”.

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols for all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/pXs6Ah>



bank /bæ^ŋK/. banco. A financial institution

catch/	_____	/	_____
man/	_____	/	_____
glasses/	_____	/	_____
past/	_____	/	_____
cash/	_____	/	_____
happened/	_____	/	_____
handful/	_____	/	_____
have/	_____	/	_____
Saturday/	_____	/	_____
manager/	_____	/	_____
photograph/	_____	/	_____
moustache/	_____	/	_____
absolutely/	_____	/	_____
exactly/	_____	/	_____
afternoon/	_____	/	_____
plaid pants/	_____	/	_____
black jacket/	_____	/	_____
plastic bag/	_____	/	_____
laugh/	_____	/	_____
camera/	_____	/	_____
attack/	_____	/	_____
clarity/	_____	/	_____
chapter/	_____	/	_____
gap/	_____	/	_____

Shape of my heart⁶

By Sting

“He deals the cards as a meditation and those he plays never suspect, he doesn’t play for the money, he wins, he doesn’t play for respect

He deals the cards to find the answer, the sacred geometry of chance, the hidden law of a probable outcome, the numbers lead a dance I know that the spades are the swords of a soldier, I know that the clubs are weapons of war, I know that diamonds mean money for this art, but that’s not the shape of my heart

He may play the jack of diamonds, he may lay the queen of spades, he may conceal a king in his hand, while the memory of it fades I know that the spades are the swords of a soldier, I know that the clubs are weapons of war, I know that diamonds mean money for this art, but that’s not the shape of my heart, that’s not the shape, the shape of my heart

If I told that I loved you, you may think there’s something wrong, I’m not a man of too many faces, the mask I wear is one, those who speak know nothing, and find out to their cost, like those who curse, their luck in too many places, and those who fear are lost, I know that the spades are the swords of a soldier, I know that the clubs are weapons of war, I know that diamonds mean money for this art, but that’s not the shape of my heart, that’s not the shape of my heart”.

6 <https://www.google.com.ec/search?q=nothing+else+matters+lyrics&oq=nothing+else+matters+&aqs=chrome.3.69i57j0l5.7492j0j8&sourceid=chrome&ie=UTF-8#safe=active&q=shape+of+my+heart+lyrics>

GAME TITLE: CIRCULATING MIME / æ/

Main Goal:	To reinforce pronunciation of sound / æ / To activate creativity by miming
Interaction:	Whole class
Type of activity:	Mingling activity
Material:	Word cards
Procedure:	<ol style="list-style-type: none"> 1. Make word cards on sticky labels with the appropriate vocabulary / æ / 2. Organize students into two lines. The instructor applies a label to the back of each student. 3. Teacher plays some soft music while students are asked to circulate around the room. 4. When the teacher stops music, students pair off with the nearest person 5. Students look at each other's backs. Then they perform a short mime to indicate what they have seen. No talking is allowed. 6. After some time, the teacher asks students to move around the room again and the process is repeated two or three times. 7. In addition, the teacher can change the word cards. Make emphasis on pronunciation.
Remarks:	This game was designed to strengthen the students' high order thinking and creativity.

Circulating mime / æ/

Word cards.



GAME: WHISPERED MESSAGE

Main Goal:	To be able to pronounce the / æ / sound correctly.
Interaction:	Group work
Type of activity:	Memory game
Material:	Written words that contain the / æ / sound
Procedure:	<ol style="list-style-type: none"> 1. All students number themselves from one to two. Numbers 1 stand up and make a line on the right side of the class. Numbers two make another line on the left. 2. The teacher goes to the end of the two lines and shows the last players the written words. Different written words are shown for each student. 3. Once the last player on the line has the message (word) in mind, he/she whispers it to the ear of the second person in line. The second player repeats the word to the third player and so on. 4. The first player who gets the message at end of the line in both lines, writes the message on the board. 5. At the end, the teacher counts the correct words each group has gotten.
Remarks:	This game can be applied with any other vowel sound.



Source: This picture was taken from <https://es.kisspng.com/kisspng-4pjf25/>

/eI/ = /ey/

This phonemic vowel is a mixture of our /e/ Spanish vowel sound and our /i/ Spanish vowel sound. Then, put together both of them and you will get a diphthongized vowel sound. To produce the /ey/ sound, pull your lips back enough, then push the top back part of the tongue up against the top of your mouth in order to insert the /y/ or /I/ sound at the end of the /e/ vowel.

<https://eqrcode.co/a/Uy5fm2>

For a better practice, listen to your teacher, then repeat the same sounds after them.

Pain, lake, make, paper, sailor, chasing, raise,

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Paint /peInt/

What are the phonemic transcriptions of these words?

Pain/ _____ / wait/ _____ / tail/ _____ /

Taste/ _____ / paper / _____ / late / _____ /

today/ _____ / they/ _____ / flame / _____ /

take/ _____ / rain / _____ / came / _____ /

vain/ _____ / explains/ _____ / ways/ _____ /

stay / _____ / may / _____ /

Now, listen to other catching song by: **Michael Bolton, "I said I loved you but I lied"**, but you must follow all the known steps: First, listen to the song. Then, fill in the empty spaces on the lyrics. Finally, check your written answers on the last page.

I said I loved you but I lied**By: Michael Bolton**

You are the candle love's the _____
 I find it burns through wind and _____, shining light on this
 heart of mine 'till the end of time.

You _____ to me like the dawn through the night
 Just shinning like the sun
 Out of my dreams and into my life
 You are the one, you are the one.

Chorus

I said I loved you but I lied 'cause this is more than love I feel inside
 I said I loved you but I was wrong
 'cause love could never ever feel so strong
 I said I loved you but I lied.

In all my soul I tried in _____
 How can their words my heart _____
 This _____ of heaven, so deep so true, I found in you.
 So many reasons and so many _____
 My life has just begun.

Need you forever, I need you to _____
 You are the one, you are the one.
 I said I loved you but I lied.

'cause this is more than love I feel inside
 I said I loved you but I was wrong
 'cause love could never ever feel so strong
 I said I loved you but I lied.....

You _____ to me like the dawn through the night
Just shinning like the sun
Out of my dreams and into my life
You are the one, you are the one.

Chorus

I said I loved you but I lied 'cause this is more than love I feel inside
I said I loved you but I was wrong

'cause love could never ever feel so strong

I said I loved you but I lied 'cause this is more than love I feel
inside I said I loved you..... but I lied



FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/McYP9c>



Lady /léydI/ **translation:** dama. **Meaning:** a female woman in a superior social position.

made/	_____	/	_____
famous/	_____	/	_____
may/	_____	/	_____
occasion/	_____	/	_____
plane/	_____	/	_____
nation/	_____	/	_____
strange/	_____	/	_____
state/	_____	/	_____
same/	_____	/	_____
great/	_____	/	_____
wait/	_____	/	_____
train/	_____	/	_____
plain/	_____	/	_____
raise/	_____	/	_____
railroad/	_____	/	_____
play/	_____	/	_____
make/	_____	/	_____
away/	_____	/	_____
take/	_____	/	_____
afraid/	_____	/	_____
brain/	_____	/	_____
brake/	_____	/	_____
detail/	_____	/	_____

I said I loved you but I lied⁷.

By: Michael Bolton

You are the candle love's the **flame**
I find it burns through wind and **rain**, shining light on this heart of mine 'till the end of time.
You **came** to me like the dawn through the night
Just shinning like the sun
Out of my dreams and into my life
You are the one, you are the one.

Chorus

I said I loved you but I lied 'cause this is more than love I feel inside
I said I loved you but I was wrong
'cause love could never ever feel so strong
I said I loved you but I lied.

In all my soul I tried in **vain**
How can their words my heart **explains**
This **taste** of heaven, so deep so true, I found in you.
So many reasons and so many **ways**
My life has just begun.

Need you forever, I need you to **stay**
You are the one, you are the one.

I said I loved you but I lied.
'cause this is more than love I feel inside
I said I loved you but I was wrong
'cause love could never ever feel so strong
I said I loved you but I lied.....

⁷ <http://www.azlyrics.com/lyrics/michaelbolton/saidilovedyoubutilied.html>

You **came** to me like the dawn through the night
Just shinning like the sun
Out of my dreams and into my life
You are the one, you are the one.

Chorus

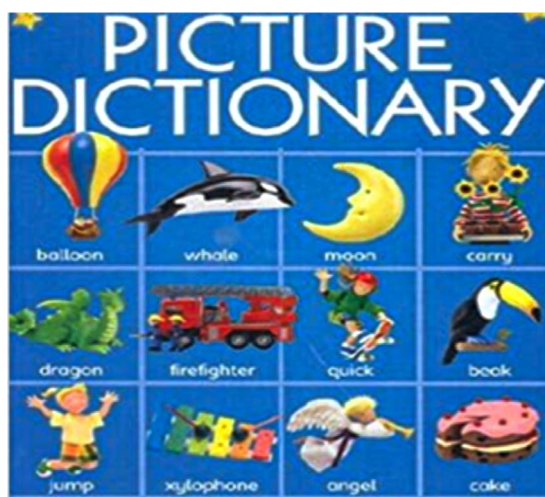
I said I loved you but I lied 'cause this is more than love I feel inside
I said I loved you but I was wrong...

'cause love could never ever feel so strong

I said I loved you but I lied 'cause this is more than love I feel inside
I said I loved you..... but I lied



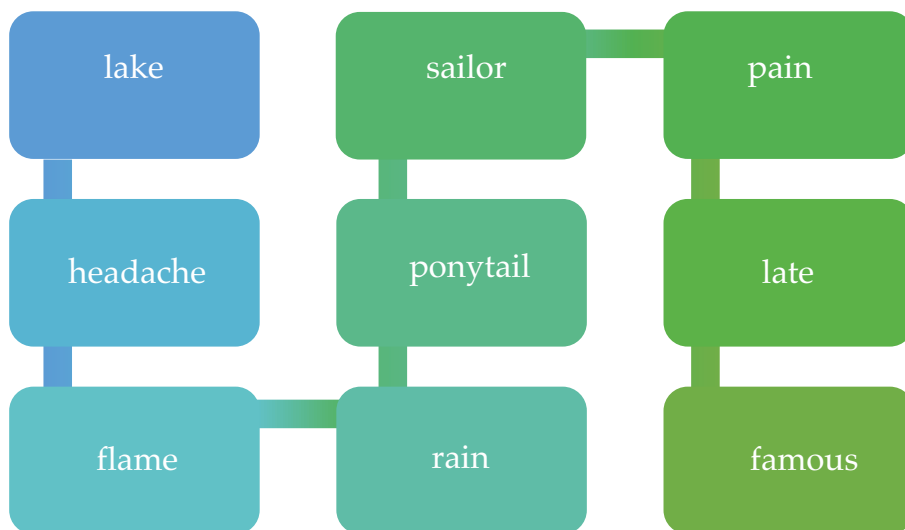
GAME: PICTURE DICTIONARY /ei/



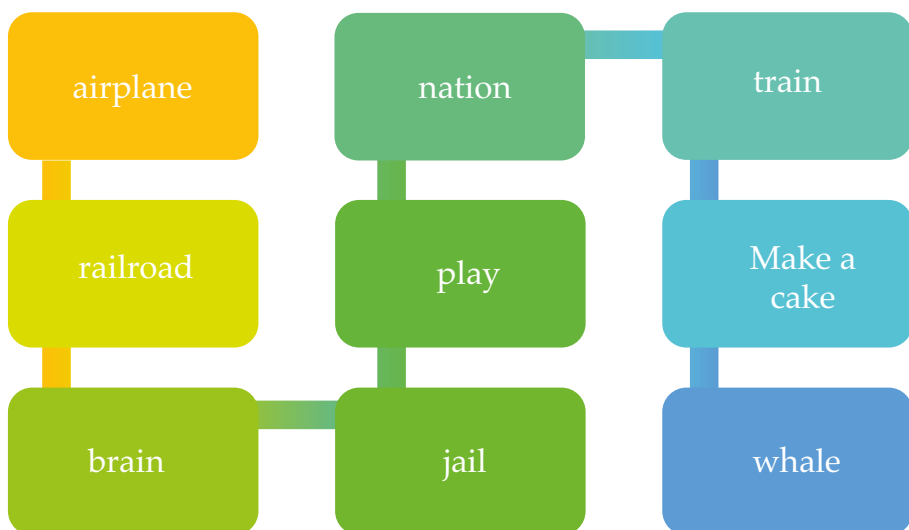
Main Goal:	To reinforce pronunciation of sound / ei/ To activate creativity by drawing
Interaction:	Group work
Type of activity:	Guessing name
Material:	Word cards, board and markers.
Procedure:	<ol style="list-style-type: none"> 1. Previously, the instructor should have presented the sound and the word-examples before the game. 2. The instructor organizes two big groups from the whole class. 3. Provide a set of cards to each group (the same number of cards) 4. The students take turns to come in front and draw on the board a picture of their card. The participant is not allowed to speak or make mimic. 5. The other students of his/her team try to guess the picture. 6. The group that finishes first is the winner.
Remarks:	The games address visual-spatial and verbal intelligence.

PICTURE DICTIONARY /ei/


Word cards Group 1

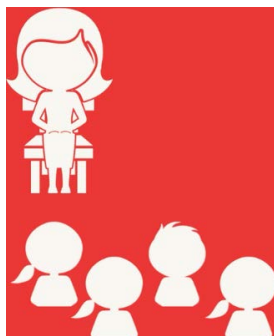


Word cards Group 2



GAME: HOT CHAIR]

Main Goal:	<p>To practice the /ey/ sound</p> 
Interaction:	Group work
Type of activity:	Cooperative learning
Material:	Markers, white board, a chair
Procedure:	<ol style="list-style-type: none"> 1. Divide the class into two groups. Group A and group B. Each group chooses a member to go to the front and sits on the hot chair. Each member will pass according to their corresponding turns. 2. Once the student is sat on the hot chair, tell him/her not to look back at the board. Then write a word that contains the /ey/ sound. For example, pay, say, way, play, gray, pray. 3. Each group has to make mimes or gestures for the person who is on the hot chair to guess and say the word that is written on the board. 4. For the next participations, each group can select different students to go to the hot chair.
Remarks:	To make the game more challenging, use a stopwatch and give students on the hot chair a set time. For example, 5 minutes.



/O/=ow/ or /oʊ/

This phonemic vowel sound is pronounced by rounding your lips. For producing the sound, put your tongue in the middle of your mouth. Then, say /o/ and end with /ʊ/ in a relaxing way. As a result, your /oʊ/ will come out easily.

<https://eqrcode.co/a/xANmlA>

It is a long sound.

For a better practice, listen to your English language facilitator, then repeat the same sounds after them.

Though, dough, coat, drove, ago, October, wrote, loan, joke, grow, hope, slow, hole.

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Note /nowt/

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

know/_____ / don't/ _____ / open/ _____

over/ _____ / older/ _____ / hope/ _____

only/ _____ / close/ _____ / go/ _____

show/ _____ / toe/ _____ / sew/ _____

no/ _____ / most/ _____ / home/ _____

Now, listen to other catching song by: Avicii, "Wake me up", but you must follow all the known steps: First, listen to the song. Then, fill in the empty spaces on the lyrics sheet. Finally, check your written answers on the last page.

Wake me up

By Avicii

Feeling my way through the darkness, guided by a beating heart
I can't tell where the journey will end
But I _____ where to start
They tell me I'm too young to understand
They say I'm caught up in a dream
Well life will pass me by if I _____ up my eyes
Well that's fine by me
So wake me up when it's all over
When I'm wiser and I'm _____
All this time I was finding myself
And I didn't _____ I was lost
So wake me up when it's all _____
When I'm wiser and I'm older
All this time I was finding myself
And I did not know I was lost
I tried carrying the weight of the world
But I _____ have two hands
I _____ I get the chance to travel the World
But I _____ have any plans
I wish that I could stay forever this young
Not afraid to _____ my eyes
Life's a game made for everyone
And love is the prize
So wake me up when it's all _____
When I'm wiser and I'm _____
All this time I was finding myself
And I didn't know I was lost (chorus)
So wake me up when it's all _____
When I'm wiser and I'm older
All this time I was finding myself
And I didn't know I was lost (chorus)

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.



Window /wɪndəʊ/ An opening in a wall that lets air or light in.

- | | | | |
|-----------|-------|---|-------|
| hole/ | _____ | / | _____ |
| sold/ | _____ | / | _____ |
| hello/ | _____ | / | _____ |
| joke/ | _____ | / | _____ |
| those/ | _____ | / | _____ |
| phone/ | _____ | / | _____ |
| road/ | _____ | / | _____ |
| tomorrow/ | _____ | / | _____ |
| go/ | _____ | / | _____ |
| throat/ | _____ | / | _____ |
| nose/ | _____ | / | _____ |
| low/ | _____ | / | _____ |
| show/ | _____ | / | _____ |
| home/ | _____ | / | _____ |
| owe/ | _____ | / | _____ |
| told/ | _____ | / | _____ |
| cold/ | _____ | / | _____ |
| open/ | _____ | / | _____ |
| poster/ | _____ | / | _____ |
| radio/ | _____ | / | _____ |
| boat/ | _____ | / | _____ |
| control/ | _____ | / | _____ |
| ocean/ | _____ | / | _____ |

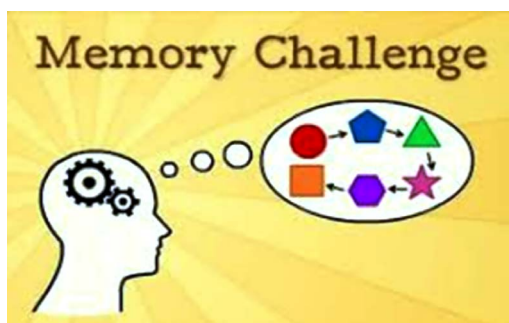
Wake me up⁸

By Avicii

Feeling my way through the darkness, guided by a beating heart
I can't tell where the journey will end
But I **know** where to start
They tell me I'm too young to understand
They say I'm caught up in a dream
Well life will pass me by if I **don't open** up my eyes
Well that's fine by me
So wake me up when it's all over
When I'm wiser and I'm **older**
All this time I was finding myself
And I didn't **know** I was lost
So wake me up when it's all **over**
When I'm wiser and I'm older
All this time I was finding myself
And I did not know I was lost
I tried carrying the weight of the world
But I **only** have two hands
I **hope** I get the chance to travel the World
But I **don't** have any plans
I wish that I could stay forever this young
Not afraid to **close** my eyes
Life's a game made for everyone
And love is the prize
So wake me up when it's all **over**
When I'm wiser and I'm **older**
All this time I was finding myself
And I didn't know I was lost (chorus)
So wake me up when it's all **over**
When I'm wiser and I'm older
All this time I was finding myself
And I didn't know I was lost (chorus)

8 https://play.google.com/music/preview/Tenfkclzuijgmpvmsgp7vps6d4y?lyrics=1&utm_source=google&utm_medium=search&utm_campaign=lyrics&pcampaignid=kp-lyrics

GAME: WORD MEMORY GAME



Main Goal:	The objective of this game is to remember and say partners' words aloud and rapidly.
Interaction:	Group work. The whole class members.
Type of activity:	This memory game consists on paying attention to everybody' names.
Material:	none
Procedure:	<ol style="list-style-type: none"> 1. Ask students to stand up by forming a big circle. Then, students will see each other. 2. Model what students are supposed to do. It means, the educator says: any word that start with /O/= /ow/ or /oʊ/ vowel sound. It could be something like this: teacher's word: open 3. Look at someone who is at his left side. So, the student must repeat the educator's word (open), and he must add another word with the same vowel sound. 4. A second student continues with the same repetition; that is to say, the first and second word from the previous speakers. This student has to incorporate other word with the same vowel sound. 5. The game continues so far, the student who is at the right side of the educator repeats everybody's words. 6. The winner is the person who is able to remember and repeat all the words in the same order as they were said previously and not too slow.
Remarks:	<p>Students will not take too much time to remember words. He will have only 5 seconds at maximum. If not, he will lose his participation on the game.</p> <p>If the student skips one word, including the right order, he will lose his participation as well.</p> <p>It is suggested to reward the winner with some chocolate or candies as a motivation.</p>

/aɪ / = /ay/



<https://eqrcode.co/a/Uxnz97>

The two phonemic vowel sounds from above mean the same sound as Spanish vowels. First, pronounce this phonemic symbol /a/, pronounce /I/. Now, put together both sounds **/aɪ/**. It is known as a diphthongized sound.

Physically, your tongue must be placed in a low position to produce /a/ vowel sound, meanwhile /I/ goes high consecutively. Thus, it is a low front and unrounded vowel sound.

For a better practice, listen to your English language instructor, then repeat the following words after them.

Bike, height, wine, kite, pints, like, smiling, spider, drive, sometimes.

Finally, by using your everyday English language dictionary, look for all phonemic transcriptions which belong to each word. An example has been done for you.

Kite /k**aɪ**t/

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

Kite / _____ / rise/ _____ / time/ _____ / I/ _____ /
 drive/ _____ / sometimes/ _____ / smiling/ _____ /
 bike/ _____ / height/ _____ / try/ _____ / fly/ _____ /
 wine / _____ / like / _____ / while/ _____ / high/ _____ /
 direction/ _____ / sky/ _____ / my/ _____ /
 mind/ _____ / find/ _____ /

Now, listen to a catching song by: **Ives Larock, "Rise up"**. Then, fill in the empty spaces on the lyrics. Finally, check your answers (only words) on the last page.

"Rise up"**By Ives Larock**

Eh, eh....

_____ up, don't falling down again

Rise up, long time I broke its chains

I _____ to _____ a _____ so _____, _____

Ehhh

My dream is to fly, over the rainbow so _____

My dream is to fly, over the rainbow so high

_____ dream is to fly, over the rainbow so high

Eh, ehhehh....

I try to fly a while so high, direction sky

I try to fly a while so high, direction _____

Eh, ehhehh....

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so _____

Eh, ehhehh....

Rise up

Rise up

_____ up

Rise up

Will be the game

Rise up

Rise up

Rise up

Rise up

For my _____, and my brain 'cause I try to fly so high, _____
sky

Ehhhhh

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so high

Ehhhhh

My dream is to fly, over the rainbow so high

My dream is to _____, over the rainbow so high

Ehhhh

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols for all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/IFAIGL>



Find /faɪnd/ to discover something by searching for it or by chance.

Translation: encontrar

Time /	_____ /	_____
life/	_____ /	_____
wife/	_____ /	_____
five/	_____ /	_____
sign/	_____ /	_____
night/	_____ /	_____
write/	_____ /	_____
besides/	_____ /	_____
side/	_____ /	_____
rice/	_____ /	_____
while/	_____ /	_____
high/	_____ /	_____
remind/	_____ /	_____
climate/	_____ /	_____
mine/	_____ /	_____
mile/	_____ /	_____
decide/	_____ /	_____
provide/	_____ /	_____
dry/	_____ /	_____
sky/	_____ /	_____
try/	_____ /	_____
nice/	_____ /	_____
eye/	_____ /	_____

“Rise up⁹ by Ives Larock

Eh, eh....

Rise up, don't falling down again

Rise up, long time I broke its chains

I try to fly a while so high, direction sky

Ehhh

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so high

Eh, ehhhhh....

I try to fly a while so high, direction sky

I try to fly a while so high, direction sky

Eh, ehhhhh....

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so high

Eh, ehhhhh....

Rise up

Rise up

Rise up

Rise up

Will be the game

Rise up

Rise up

Rise up

Rise up

For my mind, and my brain 'cause I try to fly so high, direction sky

Ehhhhh

My dream is to fly, over the rainbow so high

My dream is to fly, over the rainbow so high

Ehhhhh

My dream is to fly, over the rainbow so high

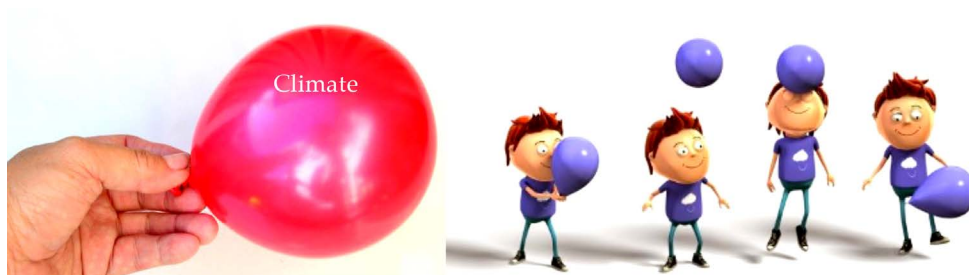
My dream is to fly, over the rainbow so high

Ehhh”

9 <http://www.metrolyrics.com/rise-up-lyrics-yves-larock.html>

GAME: INSIDE THE BALLOONS

Main Goal:	To identify and produce /aI/ diphthongized vowel sound in some words accurately
Interaction:	Group work
Type of activity:	Cooperative learning and kinesthetic activity.
Material:	Globes and markers.
Procedure:	<ol style="list-style-type: none"> 1. The teacher gives a reinforcement about the sound /aI/ with one game. The game is about to blow a balloon, and students have to write a word with that sound on the balloon's surface. 2. After writing a word on each balloon, students and the educator will stand up by forming a general and big circle and holding their balloons individually. 3. Later on, the educator will say his word aloud in front of students and throw her balloon to the middle of the circle. 4. Next, all students at the time will read their own words aloud and throw their balloons away. 5. At that moment many balloons will be inside and around the classroom, ask students to hold one a read aloud the word that have been written on it, and throw it away again. 6. Play the game until students feel a little exhausted. To play during 5' is acceptable. 7. Finally, ask students at random which words do they remember the most.
Remarks:	In case of any health problem or disability. Teacher should assign the student a non-physical activity like registering the score of the game or keeping the time. The point is to included everybody in the game.



/ ʌ /

English spelling and pronunciation are very inconsistent. This new vowel sound does not exist in Spanish language. It is called *strong schwa*; it is usually stressed by using an accent mark. Open mid-back unrounded vowel. Physically, your tongue must be in a low position and between the middle and back of your mouth. As a result, you will get a short-voiced sound by having your mouth open.

<https://eqrcode.co/a/5pb7kr>

For a better practice, listen to your English language facilitator, then repeat the same sounds after them.

Some, company, much, country, other, under, understand, come, such, become.

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Some /sʌm /

What are the phonemic transcriptions of these words? Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

cup/ _____ / bug/ _____ / such/ _____ / ugly/ _____ /
gum/ _____ / monkey/ ____ / drums/ _____ / have = 've /ʌv/

honey/ ____ / fun/ _____ / much/ ____ / unhappy
 up/ _____ / just/ ____ / but/ _____ / unstressed / ____ /
 enough/ ____ / of/ _____ / must/ ____ / one / _____ /

Pronunciation requires a lot of practice, so listen to the following song. We recommend you to listen first. Then, on the second listening moment, complete the missing lyrics by using the studied words. Try to complete as much as you can. On the third and last listening time, confirm or reject your answers while listening to the whole lyrics. The correct lyrics are written on the fourth page of this vowel sound section.



Losing my religion**By: REM**

Oh life is bigger
 It's bigger than you
 And you are not me
 The lengths that I will go to
 The distance in your eyes
 Oh no I've said too _____
 I set it _____
 That's me in the corner
 That's me in the spotlight
 Losing my religion
 Trying to keep _____ with you
 And I don't know if I can do it
 Oh no I've said too _____
 I haven't said _____
 I thought that I heard you laughing
 I thought that I heard you sing
 I think I thought I saw you try
 Every whisper
 _____ every waking hour I'm
 Choosing my confessions
 Trying to keep an eye on you
 Like a hurt lost and blinded fool, fool
 Oh no I' _____ said too _____
 I set it _____
 Consider this, consider this
 The hint _____ the century
 Consider this
 The slip that brought me
 To my knees failed

What if all these fantasies
Come flailing around
Now I' ____ said too ____
I thought that I heard you laughing
I thought that I heard you sing
I think I thought I saw you try
____ that was just a dream
That was ____ a dream
That's me in the corner
That's me in the spotlight
Losing my religion
Trying to keep up with you
And I don't know if I can do it
Oh no I've said too much
I haven't said enough
I thought that I heard you laughing
I thought that I heard you sing
I think I thought I saw you try
That was ____ a dream
That was ____ a dream
That was ____ a dream
That was ____ a dream

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols for all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words

<https://eqrcode.co/a/2r58i1>

as well.



Bus /bʌs / translation: bus. **Meaning:** a large motor vehicle that passengers pay to travel.

cup/	_____	/	_____
much/	_____	/	_____
under/	_____	/	_____
lunch/	_____	/	_____
husband/	_____	/	_____
funny/	_____	/	_____
button/	_____	/	_____
rubber/	_____	/	_____
cut/	_____	/	_____
run/	_____	/	_____
sun/	_____	/	_____
sunny/	_____	/	_____
wonderful/	_____	/	_____
son/	_____	/	_____
money/	_____	/	_____
love/	_____	/	_____
come/	_____	/	_____
young/	_____	/	_____
something/	_____	/	_____
mother/	_____	/	_____
customer/	_____	/	_____
custom/	_____	/	_____
result/	_____	/	_____
income/	_____	/	_____

Losing my religion¹⁰

By: REM

Oh life is bigger
It's bigger than you
And you are not me
The lengths that I will go to
The distance in your eyes
Oh no I've said too **much**
I set it **up**
That's me in the corner
That's me in the spotlight
Losing my religion
Trying to keep **up** with you
And I don't know if I can do it
Oh no I've said too **much**
I haven't said **enough**
I thought that I heard you laughing
I thought that I heard you sing
I think I thought I saw you try
Every whisper
Of every waking hour I'm
Choosing my confessions
Trying to keep an eye on you
Like a hurt lost and blinded fool, fool
Oh no I've said too **much**
I set it **up**
Consider this, consider this
The hint **of** the century
Consider this
The slip that brought me

¹⁰ shorturl.at/tvBFV

To my knees failed
What if all these fantasies
Come flailing around
Now I've said too **much**
I thought that I heard you laughing
I thought that I heard you sing
I think I thought I saw you try
But that was just a dream
That was **just** a dream
That's me in the corner
That's me in the spotlight
Losing my religion
Trying to keep up with you
And I don't know if I can do it
Oh no I've said too much
I haven't said enough
I thought that I heard you laughing
I thought that I heard you sing
I think I thought I saw you try
That was **just** a dream



GAME: HOT SIT / ʌ /

Main Goal:	To practice pronunciation of sound / ʌ / stressed shwa
Interaction:	Group work
Type of activity:	Visual -Verbal linguistic activity
Material:	Picture cards.
Procedure:	<ol style="list-style-type: none"> 1. Split your class into different teams (two is best, but if you have a large class, any number could be used). 2. Take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'. 3. Every student from the group takes turns to sit in that chair, so they are facing their team-mates and have their back to the board. 4. Student takes a picture card from the items with sound /.../ s/he cannot see the picture. Teacher shows the card to the rest of the team. 5. The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. (Robertson, s.f.) They cannot use mimics. 6. The student in the hot seat listens to their team mates and tries to guess the word. 7. The first hot seat student to say the word wins a point for their team.
Remarks:	This is a very lively activity. Have fun!

Short U Phonics Worksheet



Source: <https://www.brighthubeducation.com>

GAME: KINESTHETIC GAME

Main Goal:	To practice the / Λ / sound
Interaction:	Group work
Type of activity:	Kinesthetic activity
Material:	None
Procedure:	<ol style="list-style-type: none"> 1. Designate physical actions for a group of words that contain the / Λ / sound. Write it on the board. For instance, hug= raise your left hand, touch=stand up, country=get in groups of five, cousin= clap your hands, couple=sit down, trouble=get in groups of 8. 2. Pronounce the words for students to do the actions as soon as possible. Tell students that the last person of the class doing the actions would have punishment.
Remarks:	For students to get used to the pronunciation of this vowel sound say the words faster for each round of the game.



COUSIN



HUG



COUPLE

/ ə /

This phonemic vowel sound is pronounced by having your lips almost closed. “The tip of your tongue turns up and back” (Lane 2005, p.35); however, this sound is affected by some suprasegmental issues like stress (Lorente, 2018). It is a relaxed or weak sound. It is used in unstressed syllabus. (It does not need to touch the alveolar ridge).

<https://eqrcode.co/a/EpNha9>

For a better practice, listen to your instructor, then try to imitate the pronunciation, as much as you can.

Answer, author, butter, cellar, dinner, eager, favor.

What are the phonemic transcriptions of the words bellow?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

*over/ _____ / *never/ _____ / *forever / _____ /
 *together / _____ / *better / _____ / *burn / _____ /
 *your/ _____ / *were/ _____ / *her/ _____ /
 *hurt/ _____ / *temperature/ _____ / *circle / _____ /
 *bird/ _____ / *word/ _____ / *serve/ _____ /

We recommend you to listen to the song first without looking at the lyrics. In the endeavor to get familiar with the sound, try to complete the empty spaces after listening to the song twice. Finally, confirm your answers by listening a third time.

(Note: Even though all the words above are pronounced with a / ə / sound; especially if they are taking part of a statement or a paragraph. However, there are some people who will pronounce those words with a / ɜ / sound. The main point here, is to achieve a standard pronunciation rather than a variation of the sound).

Set fire to the rain

By: Adele

"I let it fall, my heart
And as it fell you rose to claim it
It was dark and I was _____
Until you kissed my lips and you saved me
My hands, they're strong
But my knees _____ far too weak,
To stand in your arms
Without falling to _____ feet
But there's a side to you
That I never knew, never knew.
All the things you'd say
They _____ never true, _____ true.
And the games you play
You would always win, always win.
But I set fire to the rain,
Watched it pour as I touched _____ face,
Well, it burned while I cried
'cause I heard it screaming out your name, _____ name!
When I lay with you
I could stay there
Close my eyes
Feel you here _____
You and me _____
Nothing gets _____
'cause there's a side to you
That I never knew, never knew,
All the things you'd say,
They _____ never true, _____ true
And the games you'd play and the games you'd play

You would always win, always win.

(chorus)

But I set fire to the rain,

Watched it pour as I touched your face,

Well, it _____ while I cried

'cause I heard it screaming out ____ name, your name!

I set fire to the rain

And I threw us into the flames

When it fell, something died

'cause I knew that was the last time, the last time!

Sometimes I wake up by the door,

That heart you caught must be waiting for you

Even now when we're already _____

I can't help myself from looking for you

[chorus:]

I set fire to the rain,

Watched it pour as I touched _____ face,

Well, it burned while I cried

'cause I heard it screaming out your name, your name!

I set fire to the rain,

And I threw us into the flames

When it fell, something died

'cause I knew that was the last time, the last time, ohhhhhh!

Oh nononoooooooo

Let it _____, oh

Let it _____, let it _____

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/qt58Gr>



Other /ʌˈðə/ translation: otro. Meaning:

murdered/	_____	/	_____
person/	_____	/	_____
church/	_____	/	_____
earlier/	_____	/	_____
university/	_____	/	_____
conservative/	_____	/	_____
reserved/	_____	/	_____
dollar/	_____	/	_____
quarter/	_____	/	_____
numbers/	_____	/	_____
career/	_____	/	_____
fathers/	_____	/	_____
yesterday/	_____	/	_____
figures/	_____	/	_____
federal/	_____	/	_____
doctor/	_____	/	_____
after/	_____	/	_____
sister/	_____	/	_____
surgery/	_____	/	_____
mother/	_____	/	_____
corner/	_____	/	_____
sir/	_____	/	_____
soldier/	_____	/	_____

Set fire to the rain¹¹**By: Adele**

“I let it fall, my heart
 And as it fell you rose to claim it
 It was dark and I was over
 Until you kissed my lips and you saved me
 My hands, they’re strong
 But my knees were far too weak,
 To stand in your arms
 Without falling to your feet
 But there’s a side to you
 That I never knew, never knew.
 All the things you’d say
 They were never true, never true.
 And the games you play
 You would always win, always win.
 But I set fire to the rain,
 Watched it pour as I touched your face,
 Well, it burned while I cried
 ‘cause I heard it screaming out your name, your name!
 When I lay with you
 I could stay there
 Close my eyes
 Feel you here forever
 You and me together
 Nothing gets better
 ‘cause there’s a side to you
 That I never knew, never knew,
 All the things you’d say,
 They were never true, never true

11 <http://www.azlyrics.com/lyrics/adele/setfiretotherain.html>

And the games you'd play
You would always win, always win.
[chorus:]
But I set fire to the rain,
Watched it pour as I touched your face,
Well, it **burned** while I cried
'cause I heard it screaming out **your** name, your name!
I set fire to the rain
And I threw us into the flames
When it fell, something died
'cause I knew that was the last time, the last time!
Sometimes I wake up by the door,
That heart you caught must be waiting for you
Even now when we're already **over**
I can't help myself from looking for you
[chorus:]
I set fire to the rain,
Watched it pour as I touched **your** face,
Well, it burned while I cried
'cause I heard it screaming out your name, your name!
I set fire to the rain,
And I threw us into the flames
When it fell, something died
'cause I knew that was the last time, the last time, ohhhhhh!
Oh nononoooooooo
Let it **burn**, oh
Let it **burn**
Let it **burn**"

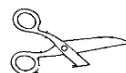
GAME: HAVING FUN WITH /ə/

Main Goal:	To practice /ə/
Interaction:	Pair work
Type of activity:	Cooperative learning, Information Gap Activity
Material:	Worksheets
Procedure:	<ol style="list-style-type: none"> 1. Students work in pairs (back to back) 2. Each student has a different worksheet. 3. Student A looks at the phonemic transcription, reads and says. 4. Student B listens to his or her partner and draws or write the word in the corresponding box. 5. Have the students switch their roles. 6. Finally, both of them check their answers.
Remarks:	This game helps to the students to strengthen their listening and speaking skills.



WORKSHEET 1

STUDENT A





1 <u>'jest ə dei</u>	2 	3 <u>'tiʃə</u>
4 	5 <u>neɪʃə</u>	6 
7 <u>'rɪvə</u>	8 <u>'peɪpə</u>	9 <u>'flaʊə</u>
10 <u>'ʃʊgə</u>		

WORKSHEET 2

STUDENT B



1	2 	3
	neɪfə	
4 	5	6 
'rɪvə	dɒtə	'flaʊə
7	8	9
'ʃʊgə	'peɪpə	'mænəz

/aʊ/ or /aʊ/

This phonemic vowel sound represents a diphthongized sound which is made of a combination of two single vowel sounds /a/ and /ʊ/ into another and new vowel sound simultaneously. Physically speaking, your mouth changes its position in order to produce the mentioned sound. Therefore, open your mouth widely to say /a/ and around your lips a little for producing /ʊ/ sound.

<https://eqrcode.co/a/aLkHG6>

For a better practice, listen to your English language educator to name them, then repeat the same sounds after them.

Out, how, down, cow, brown, background, found, account, cloud, blouse, mountain

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Cow / **Kaʊ** /

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

how/ _____ / now/ _____ / out / _____ /
 mouse/ _____ / house / _____ / couch / _____ /
 town/ _____ / brown/ _____ / found/ _____ /
 around/ _____ / down / _____ / somehow / _____ /
 loudly/ __ / shouting / __ / crowded / __ / without / _____ /

For confirming your understanding of the given sound, listen to a thrilling song by: **Lady Antebellum, "Need you now"**. Do not forget that you must follow all the known steps: First, listen to the song. Then, fill in the empty spaces on the lyrics. Finally, check your written answers on the last page.

Need you now**By: Lady Antebellum**

Picture perfect memories scattered all _____ the floor.
 Reaching for the phone 'cause I can't fight it anymore.
 And I wonder if I ever cross your mind?
 For me it happens all the time.

[Chorus]

It's a quarter after one, I'm all alone and I need you _____.
 Said I wouldn't call but I've lost all control and I need you now.
 And I don't know how I can do _____.
 I just need you now.

Another shot of whisky, can't stop looking at the door.
 Whishing you'd come sweeping in the way you did before.
 And I wonder, if I ever cross your mind?
 For me it happens all the time.

[Chorus]

It's a quarter after one, I'm a little drunk and I need you now.
 Said I wouldn't call but I've lost all control and I need you now.
 And I don't know _____ I can do _____.
 I just need you _____.
 Oh, whoa
 Guess I'd rather hurt than feel nothing at all.

[Chorus]

It's a quarter after one, I'm all alone and I need you now.
 Said I wouldn't call but I'm a little drunk and I need you _____
 And I don't know _____ I can do _____.
 I just need you _____
 I just need you _____
 Oohhh baby, I just need you _____

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols for all the words below. Later, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/986CVJ>



About /əbáwt/ prep. Meaning: On or dealing with a particular subject.

around/	_____	/	_____
found/	_____	/	_____
sound/	_____	/	_____
mouth/	_____	/	_____
south/	_____	/	_____
without/	_____	/	_____
thousand/	_____	/	_____
house/	_____	/	_____
mouse/	_____	/	_____
pronounce/	_____	/	_____
down/	_____	/	_____
crowd/	_____	/	_____
town/	_____	/	_____
brown/	_____	/	_____
now/	_____	/	_____
how/	_____	/	_____
allow/	_____	/	_____
vowel/	_____	/	_____
out/	_____	/	_____
shout/	_____	/	_____
hour/	_____	/	_____
however /	_____	/	_____
outfit/	_____	/	_____

Need you now¹²**By: Lady Antebellum**

Picture perfect memories scattered all around the floor.
 Reaching for the phone 'cause I can't fight it anymore.
 And I wonder if I ever cross your mind?
 For me it happens all the time.

[Chorus]

It's a quarter after one, I'm all alone and I need you now.
 Said I wouldn't call but I've lost all control and I need you now.
 And I don't know how I can do without.
 I just need you now.

Another shot of whisky, can't stop looking at the door.
 Whishing you'd come sweeping in the way you did before.
 And I wonder, if I ever cross your mind?
 For me it happens all the time.

[Chorus]

It's a quarter after one, I'm a little drunk and I need you now.
 Said I wouldn't call but I've lost all control and I need you now.
 And I don't know how I can do without.

I just need you now
 Oh, whoa
 Guess I'd rather hurt than feel nothing at all.

[Chorus]

It's a quarter after one, I'm all alone and I need you now.
 Said I wouldn't call but I'm a little drunk and I need you now
 And I don't know how I can do without.
 I just need you now
 I just need you now
 Oohhh baby, I just need you now


12 <https://play.google.com>






GAME: SPELLING PATTERNS SOUND /aw/


Main Goal:	To practice pronunciation of sound /aw/
Interaction:	Individual and then pairwork
Type of activity:	Visual -Verbal linguistic activity
Material:	Worksheet, pencil
Procedure:	<ol style="list-style-type: none"> 1. Hand out the worksheet “spelling patterns” 2. Previously explain the spelling pattern for this sound /aw/. 3. Stick a worksheet on the board, so that students can see what you actually do. 4. Model the task while reading and doing the task on the worksheet 5. Emphasize that all the answers refer to the sound /aw/. 6. Finally, students compare with a partner.
Remarks:	Students need to identify the spelling pattern for the sound /aw/






/aw/ or /aʊ/

OU and OW

Circle the pictures that make the sound "ou" like in **house**. 

Circle the pictures that make the sound "ow" like in **clown**. 

Circle the letters that make the "ou"/"ow" sounds in the words below and fill in the blanks with those letters.

fr__n o a ow

m__th o a ou

fl__er ow oi oo

cr__n ow oi oo

h__se ou oa o

m__se ou oa o

cl__d aw oo ou

t__n aw oo ow

Source: https://www.justmommies.com/unit_studies

GAME: WHAT AM I SAYING?

Main Goal:	To identify the /aw/ sound.
Interaction:	Group work
Type of activity:	Cooperative learning
Material:	NONE
Procedure:	1. Have some words that contain the /aw/ sound written on a piece of paper in order to read them silently. The idea is to have students reading the teacher's lips so they can guess the word the teacher is reading silently.
Remarks:	This game is good for students to be aware of the mouth and lips position of the English vowel sounds.



/ I /

This phonemic vowel sound does not exist in Spanish. Actually, it takes time in order to achieve it.

<https://eqrcode.co/a/qt58Gr>

How is it produced?

By using an International phonetic diagram. /I/ is relaxed and front. Phonetically speaking, your lips must be relaxed, simultaneously lower your tongue a little. "Don't spread your lips. Your mouth is more closed for /I/ than for /ε/" (Lane 2005, p. 12). In other words, this sound is unrounded and lax (Garita, González, & Solís, 2019). For a better practice, listen to your English language facilitator, then repeat the same sounds after them.

Lit, pin, ship, fish, fit, fifth, cigar, beyond, mirror, kiss, interested, initial, gift

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. Practice makes the difference.

ship/ ____ / starting/ ____ / bringing/ _____ /
pitch/ ____ / inside / ____ / it / ____ / graphic/_____
will/ ____ / feeling/ ____ / rolling/ ____ / give / ____ /
with/ ____ / breathless/ ____ / in/ ____ / fix/ _____ /
thing/ ____ / beating/ _____ / market/ _____ /

Finally, listen to the song two times. Later on, try to complete all the empty spaces by inserting words from the whiteboard. Do not feel disappointed if you can't reach all the answers, you should do your best at least.

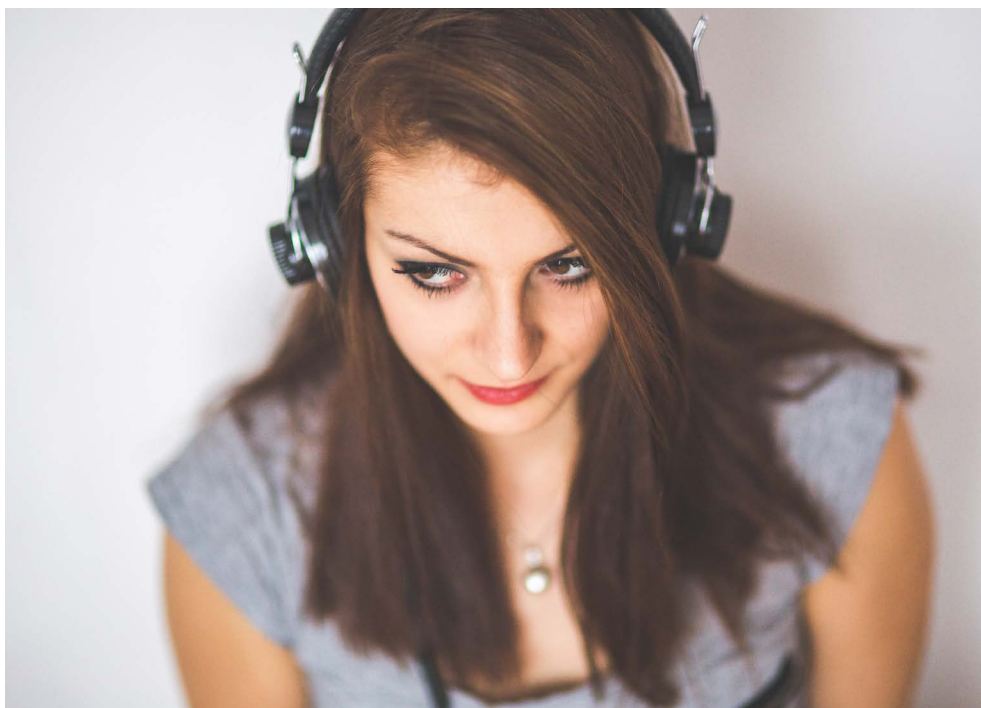
Rolling in the deep

By: Adele

There's a fire _____ in my heart
Reaching a fever _____, and it's _____ me out the dark
Finally, I can see you crystal clear
Go ahead and sell me out, and I'll lay your _____ bare
See how I'll leave _____ every piece of you
Don't underestimate the _____ that I _____ do
There's a fire starting in my heart
Reaching a fever pitch, and it's bringing me out the dark
The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love, they leave me breathless
I can't help _____
We could have had it all
Rolling in the deep
You had my heart _____ of your hand
And you played it to the beat
Baby, I have no story to be told
But I've heard one on you
Now I'm gonna make your head burn
Think of me _____ the depths of your despair
Make a home down there
As mine sure won't be shared
The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love, they leave me _____
I can't help feeling
We could have had it all

_____ in the deep

You had my heart _____ of your hand
And you played it to the beat
Could have had it all
Rolling in the deep
You had my heart _____ of your hand
But you played _____ with a _____
Throw your soul through every open door
Count your blessings to find what you look for
Turn my sorrow into treasured gold
You'll pay me back in kind and reap just what you sow
We could have had it all
We could have had it all
It all, it all, it all
We could have had it all
_____ in the deep
You had my heart inside of your hand
And you played it to the beat



FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/UYMbH1>



Rolling/rówlɪŋ / translation: _____ **Meaning:** _____

middle/	_____	/	_____
live/	_____	/	_____
minute/	_____	/	_____
busy/	_____	/	_____
women/	_____	/	_____
rich/	_____	/	_____
is/	_____	/	_____
it/	_____	/	_____
hill/	_____	/	_____
risen/	_____	/	_____
did/	_____	/	_____
still/	_____	/	_____
itch/	_____	/	_____
win/	_____	/	_____
interesting/	_____	/	_____
picture/	_____	/	_____
fill/	_____	/	_____
sick/	_____	/	_____
miss/	_____	/	_____
business/	_____	/	_____
English/	_____	/	_____
marking/	_____	/	_____
pretty/	_____	/	_____
exclusive/	_____	/	_____

Rolling in the deep¹³**By: Adele**

There's a fire starting in my heart
 Reaching a fever pitch, and it's bringing me out the dark
 Finally, I can see you crystal clear
 Go ahead and sell me out, and I'll lay your ship bare
 See how I'll leave with every piece of you
 Don't underestimate the things that I will do
 There's a fire starting in my heart
 Reaching a fever pitch, and it's bringing me out the dark
 The scars of your love remind me of us
 They keep me thinking that we almost had it all
 The scars of your love, they leave me breathless
 I can't help feeling
 We could have had it all
 Rolling in the deep
 You had my heart inside of your hand
 And you played it to the beat
 Baby, I have no story to be told
 But I've heard one on you
 Now I'm gonna make your head burn
 Think of me in the depths of your despair
 Make a home down there
 As mine sure won't be shared
 The scars of your love remind me of us
 They keep me thinking that we almost had it all
 The scars of your love, they leave me breathless
 I can't help feeling
 We could have had it all

¹³ <https://play.google.com>

Rolling in the deep

You had my heart **inside** of your hand

And you played it to the beat

Could have had it all

Rolling in the deep

You had my heart **inside** of your hand

But you played **it** with a **beating**

Throw your soul through every open door

Count your blessings to find what you look for

Turn my sorrow into treasured gold

You'll pay me back in kind and reap just what you sow

We could have had it all

We could have had it all

It all, it all, it all

We could have had it all

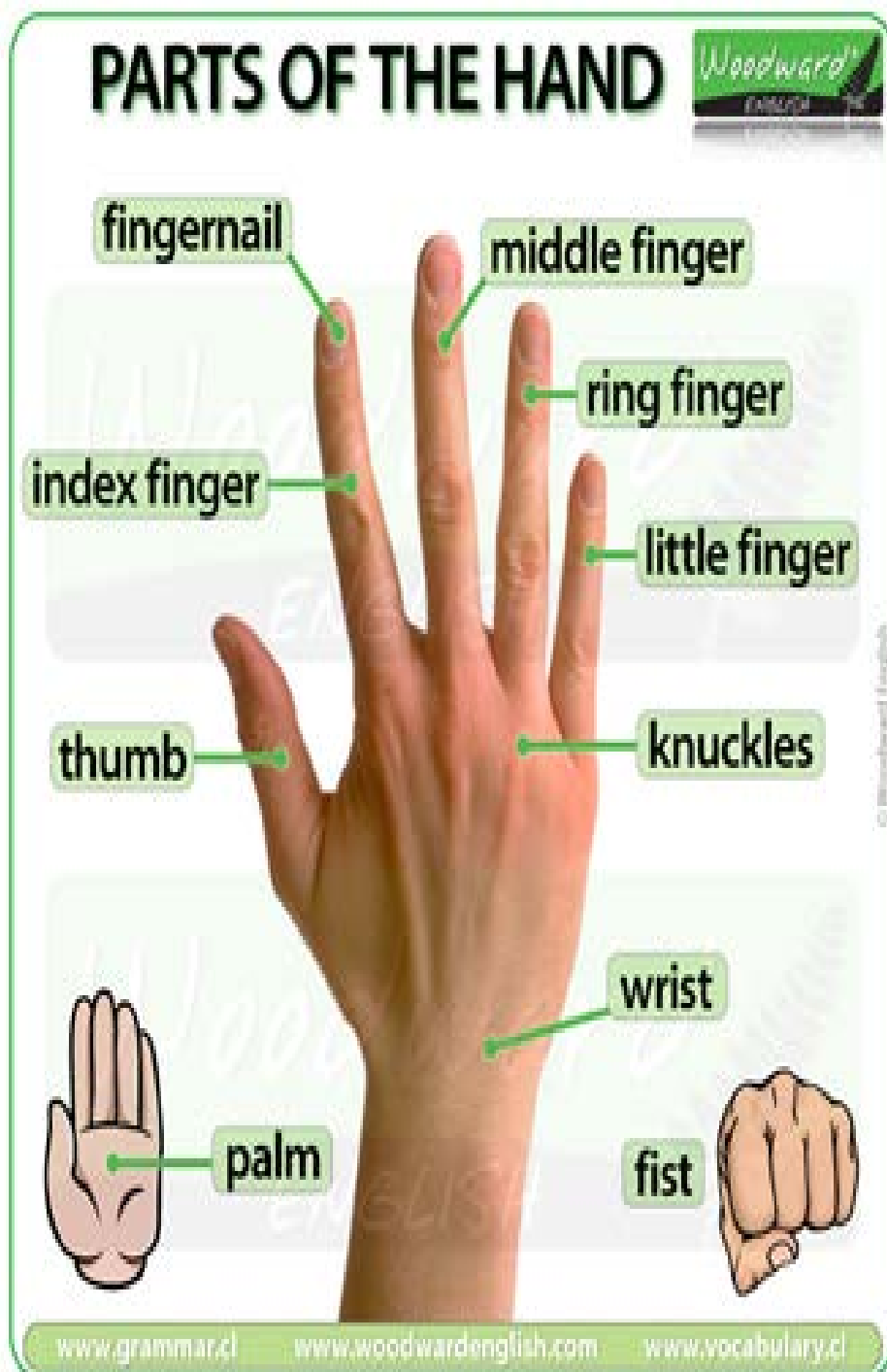
Rolling in the deep

You had my heart inside of your hand

And you played it to the beat



GAME: FIST, FINGER, WRIST. / I /



Source <https://www.woodwardenglish.com>

GAME: FIST, FINGER, WRIST. /I/

Main Goal	To practice pronunciation of sound /I/
Interaction	Pair group
Type of activity:	Kinesthetic verbal activity
Material:	Parts of the hand chart, students' hands.
Procedure:	<p>This is a variation of the popular game rock, paper, and scissors. It is a simple hand game.</p> <p>Previously, Instructor should teach learners the parts of the hand, making emphasis on the sound /I/</p> <p>The rules require that competing players use their hands to throw the fingers they desire at an agreed-upon time.</p> <ol style="list-style-type: none"> 1. First, players are standing face to face; each player starts hitting his & her fist one on another three times, both players at the same time 2. Then, each player throws the finger s/he wants. (Showing and saying) <p>Example: Turn 1: fist, fist, fist/ thumb Turn 2: Fist, fist, fist/ index finger Turn 3: fist, fist, fist/ wrist</p> <ol style="list-style-type: none"> 3. They have to play until the they match the same finger or hand shape they want. <p>In this way, the players practice the pronunciation of the sound /I/ in a kinesthetic and fun way.</p> <p>When they match the same finger or hand shape, they start again or change players. When they match the same finger or hand shape, they start again or change players.</p>
Remarks:	The advantage of this game is that most words of the parts of hand have the sound /I/

GAME: BINGO

Main Goal:	To practice the / I / sound by playing this game.
Interaction:	Individual
Type of activity:	Cooperative learning
Material:	Markers, whiteboard, notebooks, written words on pieces of paper
Procedure:	<ol style="list-style-type: none"> 1. Write words that contain the sound / I / on the board. Write a lot of words so students can have many options when choosing words for their grid. 2. Students draw a grid of nine squares then they select 9 words from the board and write them on each square of the grid. Make sure students write the words using a pen not pencil because it would be easy to erase the word and change it. 3. Put all the pieces of paper with the written words (these should be the same words you wrote on the board) in a bag. Mix all of them and have different students in the class taking the pieces out of the bag. Read the words loudly as they come out of the bag so students cross the words they got in their grids. 4. The student who gets the nine words crossed out in the grid, shouts BINGO and wins.
Remarks:	You can have students pronouncing the words they take from the bag.

kid	sit	did
kitchen	skin	trip
pig	bit	his

/ə/ or /. /

This phonemic vowel represents a very short sound. It is always unstressed. English beginners find it quite imperceptible. This sound could be found in many syllables and words which are not significant, phonetically speaking, or not stressed. In some dictionaries, the mentioned sound can be seen as a dot next to a consonant, in a lower position.

<https://eqrcode.co/a/a1MBD1>

The dot means a **/ə/ schwa sound**

Examples: excellent /ɛksəl nt/

Also, the /ə/ sound is used for pronouncing some negative and contracted forms about auxiliary verbs. Examples: Shouldn't /ʃʊdənt/, wouldn't /wʊdənt/, didn't /dɪdənt/, couldn't /kʊdənt/ must /mʌzənt/ wasn't /wʌzənt / weren't /wɜənt /

How is it pronounced inside a human mouth?

“Your mouth is almost closed. Your tongue rests in the center of your mouth” (Lane 2005, p. 21) which means that the tongue adopts a neutral position (Mirza, 2017). For having an accurate sound, your tongue must be in the middle of your mouth, in a central position. For a better practice, listen to your English language facilitator, then repeat the same sounds as they do.

Sauna, saturation, reception, medical, compassion, curious, nervous, a, an

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard.

Confront / __ / a / ___ / and / __ / away/ ___/ society/ ___ /
 accent/ ___ / sobriety/ ___ / famous/ ___ / avoid/ ___ /
 legal/ ___ / nervous/ ___ / sugar/ ___ / across/ ___ /
 today/ ___ / alien/ ___ / an/ ___ / license / ___ / avenue/ ___ /
 candle/ ___ / ignorance/ ___ / gentleness / ___ / enemies / ___ /

Now, listen to a song a repeat the same listening and completing process as you have already done sometimes before. Revise your answers at the end of this section.

<https://eqrcode.co/a/atMBD1>



An English man in New York

By: Sting

I don't drink coffee I'll take tea my dear
I like my toast done in one side
_____ you can hear it in my _____ when I talk
I'm _____ Englishman in New York
See me walking down Fifth _____
_____ walking cane here at my side
I take it everywhere I walk
I'm _____ Englishman in New York
I'm _____ alien, I'm _____ legal alien
I'm an Englishman in New York
I'm an alien I'm a _____ alien
I'm an Englishman in New York
If "mammers maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer _____ and smile
Be yourself no matter what they say
I'm an alien I'm a legal _____
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York
Modesty, propriety can lead to notoriety
You could end up as the only one _____, _____ are rare in
this _____
At night a _____'s brighter than the sun
Takes more than combat gear to make a man
Takes more than _____ for a gun
_____ your _____, _____ them when you can
A gentle will walk but never run
If "manners maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer _____ and smile
Be yourself no matter what they say (x 4 chorus)
I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien I'm a legal alien
I'm an Englishman in New York

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Later, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://esqrco.de.co/a/gBRp5S>



An /ə/ Translation: un o una. Meaning: _____

Another / _____ / _____
 second / _____ / _____
 compare / _____ / _____
 police / _____ / _____
 promise / _____ / _____
 notice / _____ / _____
 banana / _____ / _____
 dialogue / _____ / _____
 woman / _____ / _____
 sofa / _____ / _____
 popular / _____ / _____
 kitchen / _____ / _____
 animal / _____ / _____
 notice / _____ / _____
 quiet / _____ / _____
 telephone / _____ / _____
 open / _____ / _____
 medicine / _____ / _____
 focus / _____ / _____
 ago / _____ / _____
 election / _____ / _____
 nation / _____ / _____
 of / _____ / _____

An English man in New York¹⁴

By: Sting

I don't drink coffee I'll take tea my dear
I like my toast done in one side
And you can hear it in my accent when I talk
I'm an Englishman in New York
See me walking down Fifth Avenue
A walking cane here at my side
I take it everywhere I walk
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien I'm a legal alien
I'm an Englishman in New York
If "mammers maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer ignorance and smile
Be yourself no matter what they say
I'm an alien I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York
Modesty, propriety can lead to notoriety
You could end up as the only one gentleness, sobriety is rare in this
society
At night a candle's brighter than the sun
Takes more than combat gear to make a man
Takes more than license for a gun
Confront your enemies, avoid them when you can
A gentle will walk but never run

¹⁴ <https://play.google.com>

If “manners maketh man” as someone said
Then he’s the hero of the day
It takes a man to suffer **ignorance** and smile
Be yourself no matter what they say (x 4 chorus)
I’m an alien, I’m a legal alien
I’m an Englishman in New York
I’m an alien I’m a legal alien
I’m an Englishman in New York



GAME: TIC-TAC-TOE: / ə/ SOUND

Main Goal:	To practice / ə/ sound while having fun.
Interaction:	Pair work
Type of activity:	Cooperative learning, Kinesthetic activity
Material:	Worksheets – sticky notes
Procedure:	<ol style="list-style-type: none"> 1. Students work in pairs with an only one Tic-Tac-Toe sheet. 2. Each student has a different set of colored sticky notes with words which are chosen in turns. 3. The teacher accepts or not the player's decision (the words must contain the Schwa sound) 4. To start, the students must play "rock, paper, or scissor... one, two, three ...". The winner will choose the first word. 5. Then, they take turns, read and say the word in order to get their teacher's approval. 6. If the student does not get his or her teacher's approval, he or she loses the turn. 6. The winner is who fulfils the "great" X
Remarks:	This game helps the students reinforce their interactive and social skills while practicing their pronunciation.

	ə	

FOR STUDENT "A" USE



CONFORT

TEACHER

ACCENT

CANDLE

AVENUE

UNIVERSITY

SOCIETY

APPLE

SPACE

SUGAR

FOR STUDENT "B" USE



AWAY

TOMATO

TREE

CHEF

MONDAY

ACROSS

FAMOUS

IGNORANCE

LEGAL

TODAY

GAME: CATCHING WORDS

Main Goal:	To practice and identify the / ə / sound
Interaction:	Group work
Type of activity:	Board game, kinesthetic activity
Material:	Newspaper, markers
Procedure:	<ol style="list-style-type: none"> 1. Students get in groups of four. 2. Students receive a poster with words that contain the / ə / sound. Place it over their desks. 3. Students listen carefully for the words the teacher is calling out and they slab over the poster. The student who slabs more words wins the game. 4. For students to have more fun, switch posters around the class. To do this, make sure the posters have different words each.
Remarks:	For a second round with this board game, have students writing down the / ə / sound words.



/ʊ/

For pronouncing the /ʊ/ sound, “your lips must be less rounded than for /uw/ sound” (Lane, 2005). In accordance with these words, the /ʊ/ sound is rounded and lax (Garita, González, & Solís, 2019). By following a pronunciation diagram, the /ʊ/ sound requires our tongue to be placed in a high and relaxed position, in the back of our mouths. In other words, our tongue must be close to the top and near the back of our mouth. It is shorter than /uw/ sound.

For a better practice, listen to your English language facilitator, then repeat the same sounds after them.

Look, book, could, good, foot, took, hood, put, pull, sugar

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

Could /kʊd/

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

would / ___ / wouldn't/ ____ / could / ___ / couldn't/___ /
 goodbye / _____ / took / _____ / stood / _____ /
 looking/ _____ / should/ _____ / shouldn't / _____ /

foot / _____ / **fulfill** / _____ / **cook** / _____ /
woman / _____ / **wool** / _____ / **cushion** / _____ /

Since spelling is really inconsistent, pronunciation is never learned by following spelling rules. The only thing that you have to do is to learn how to pronounce each phonemic sound. Consequently, practice makes the difference. There is other lyrics which you must complete according to the words that you may hear from the given list. I suggest you to listen first. Secondly, fill in the empty spaces by choosing any of the transcribed word, and finally verify your own answers at the end of each exercise.



Say something I'm giving up on you**By: A great big World**

Say something, I'm giving up on you

I'll be the one if you want me to

Anywhere I _____'ve followed you

Say something, I'm giving up on you

And I...am feeling so small

It was over my head

I know nothing at all

And I... will stumble and fall

I'm still learning to love

Just starting to crawl

Say something, I'm giving up on you

I'm sorry that I _____ get to you

Anywhere I _____'ve followed you

Say something, I'm giving up on you

And I... will swallow my pride

You're the one that I love

And I'm saying _____

Say something, I'm giving up on you

And I'm sorry that I _____ get to you

And anywhere I _____'ve followed you (Oh-ooh)

Say something, I'm giving up on you

Say something, I'm giving up on you

Say something...

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words

<https://eqrcode.co/a/Kz6M1u>

as well.



- push/ _____ /
- book/ _____ / _____
- should/ _____ / _____
- cook/ _____ / _____
- hood/ _____ / _____
- wool/ _____ / _____
- stood/ _____ / _____
- full/ _____ / _____
- would/ _____ / _____
- could/ _____ / _____
- football/ _____ / _____
- room/ _____ / _____
- root/ _____ / _____
- wolf/ _____ / _____
- woods/ _____ / _____
- pull/ _____ / _____
- put/ _____ / _____
- cushion/ _____ / _____
- bull/ _____ / _____
- soot/ _____ / _____
- root/ _____ / _____
- took/ _____ / _____
- fully/ _____ / _____
- fulfill/ _____ / _____

Say something I'm giving up on you¹⁵**By: A great big World**

Say something, I'm giving up on you
 I'll be the one if you want me to
 Anywhere I would've followed you
 Say something, I'm giving up on you
 And I...am feeling so small
 It was over my head
 I know nothing at all
 And I... will stumble and fall
 I'm still learning to love
 Just starting to crawl
 Say something, I'm giving up on you
 I'm sorry that I couldn't get to you
 Anywhere I would've followed you
 Say something, I'm giving up on you
 And I... will swallow my pride
 You're the one that I love
 And I'm saying goodbye
 Say something, I'm giving up on you
 And I'm sorry that I couldn't get to you
 And anywhere I would've followed you (Oh-ooh)
 Say something, I'm giving up on you
 Say something, I'm giving up on you
 Say something...

GAME: STICKY WORDS ON MY DESK

Main Goal:	To practice and get familiar with sound /ʊ /
Interaction:	Groups of 3 or 4, pair work
Type of activity:	Memory game, kinesthetic activity
Material:	Sticky words or small pieces of paper, markers
Procedure:	<ol style="list-style-type: none"> 1. Get students in groups of four. 2. Provide each group with a set words containing the /ʊ / sound. The sticky notes should be placed on the desks and every student on the group must have access to them. 3. Students raise each sticky note with word they listen to. Students who raise the sticky note faster get the words to get points. The person who gets more words wins.
Remarks:	This activity might word with any other vowel you choose.

GAME: GUESSING GAME: /ʊ / SOUND

Main Goal:	To practice /ʊ / sound to reinforce vocabulary knowledge.
Interaction:	Big groups
Type of activity:	Cooperative learning, Kinesthetic activity, brain gym activity
Material:	White board, sticky notes
Procedure:	<ol style="list-style-type: none"> 1. The class is divided into two main groups. 2. Each team has the same number of sticky notes with the same words but different color. 3. The teacher gives a “clue” to guess the word which contains the /ʊ / Sound. 4 The participants listen attentively and try to take the sticky note with the correct word.

Procedure:	<p>The white board is divided into two columns, one side for each team.</p> <p>Once the students hear the concept of the word and have guessed; they take the sticky note, run and paste it.</p> <p>The team that collects the highest number of pasted sticky notes is the winner.</p>
Remarks:	This game helps the students to socialize and apply team work in order to improve their vocabulary knowledge.

For teacher's use.

WORD	MEANING
push	The action that you perform with a door when you enter in any place.
book	Your best friend during study time. It is made of paper.
should	A desirable obligation.
cook	To prepare some food.
hood	A piece of cloth which is part of a jacket that you put on your head.
wool	Material obtained from the skin of a sheep or a goat.
stood	The past tense of stand.
full	The opposite of empty.
could	The past tense of CAN. Conditional verb.
football	The most famous sport around the world.
room	The house is divided into these parts. For example, the kitchen.
root	The part of a plant that makes direct contact with the soil and absorbs water.
wolf	A rapacious, ferocious, wild carnivorous, and voracious animal. It belongs to the dog family.
pull	The action you do with the door when you leave a house.

fulfill	To accomplish a task.
took	The past tense of "Take".

For students' use

GROUP 1

Took	fulfill	pull	Wolf	Root
Room	football	Could	Full	Stood
wool	book	Hood	Cook	Should
Book	Push			

GROUP 2

Room	football	Could	Full	Stood
wool	book	Hood	Cook	Should
Took	fulfill	pull	Wolf	Root
Book	Push			

/ɔɪ/ or /ɔɪ/

This is a diphthongized vowel sound, it combines /ɔ/ and /iy/ at the same time. The technical name of this vowel sound is Diphtongue /ɔɪ/. The duration of this sound is long.

<https://eqrcode.co/s/JamIGb>

Pronunciation practice, listen and repeat the same sounds after your educator does.

Point, boil, oil, boy, enjoy, enjoyable, exploit, invoice, noise, noisy, avoid, join

Finally, by using your everyday English language dictionary, look for all phonemic symbols which belong to the words below. An example has been done for you.

oily / ɔɪli /

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

toy/ _____ / choice/ _____ / foible/ _____ /

destroy/ _____ / employer / _____ / boy / _____ /

annoy/ _____ / joy/ _____ / enjoy/ _____ /

rejoicing/ _____ / joyful/ _____ / noise/ _____ /

oil/ _____ / avoid / _____ / voice/ _____ /

The final step is to listen to a Christian song called: **Joy by Planet shakers**. I suggest you to listen to the song entirely without trying to complete the missing words on the given lyrics. Then, listen to the song in order to complete the lyrics. On the third listening moment, confirm or reject your answers. Finally, verify your answers with the original version of the lyrics which are written at the end of wordlist

Joy

By: Planetshakers

Say...oh
Whoa....
Whoa....
You've turned it all around
Where I was hurting
Now I'm _____
In your love I'm found
And I have _____....whoa
You took away my pain
You turned my mourning into dancing
I can smile again 'cause
I have _____....whoa
Let the celebration begin
Make a _____ noise
Unto Him
Come on everybody
Let's give Him praise for He is good
You have given me a joy
That won't stop
And will never leave
So I will praise You
With gladness
For You are good
You took away my pain
You turned my mourning into dancing

I can smile again 'cause
I have joy....whoa
Let the celebration begin
Make a joyful _____
Unto Him
Come on everybody
Let's give Him praise for He is good
You have given me a joy
That won't stop
And will never leave
So I will praise You
With gladness
For you are a good
You have given me a joy
That won't stop
And will never leave
So I will praise You
With gladness
For you are good
You've turned my sadness
Into gladness
You've turned my sorrow
Into _____
Now I'm singing
And I'm dancing
And I will shout for _____
You've turned my sadness
Into gladness

You've turned my sorrow
Into joy
Now I'm singing
And I'm dancing and I will shout for _____
You've turned my sadness
Into gladness
You've turned my sorrow
Into _____
Now I'm singing
And I'm dancing
And I will shout for joy
You have given me a _____
That won't stop
And will never leave
So I will praise you
With gladness
For you are good
You have given me a joy
That won't stop
And will never leave
So I will praise you
With gladness
For you are good

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Consequently, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/Z3O4rC>



Toy / tɔɪ /. **Translation:** juguete. **Meaning:** An object for children to play with.

oil/	_____	/	_____
boil/	_____	/	_____
join/	_____	/	_____
point/	_____	/	_____
coin/	_____	/	_____
spoil/	_____	/	_____
voice/	_____	/	_____
choice/	_____	/	_____
noise/	_____	/	_____
enjoy/	_____	/	_____
destroy/	_____	/	_____
annoy/	_____	/	_____
loyal/	_____	/	_____
noisy/	_____	/	_____
toilet soap/	_____	/	_____
coin/	_____	/	_____
foil/	_____	/	_____
foible/	_____	/	_____
joy/	_____	/	_____
coy/	_____	/	_____
coinage/	_____	/	_____
coil/	_____	/	_____
boy/	_____	/	_____

Joy¹⁶

By: Planetshakers

Say...oh
Whoa....
Whoa....
You've turned it all around
Where I was hurting
Now I'm **rejoicing**
In your love I'm found
And I have **joy**....whoa
You took away my pain
You turned my mourning into dancing
I can smile again 'cause
I have **joy**....whoa
Let the celebration begin
Make a **joyful** noise
Unto Him
Come on everybody
Let's give Him praise for He is good
You have given me a joy
That won't stop
And will never leave
So I will praise You
With gladness
For You are good
You took away my pain

16 <https://www.youtube.com/watch?v=MoyHjjHTO14>

You turned my mourning into dancing

I can smile again 'cause

I have joy....whoa

Let the celebration begin

Make a joyful **noise**

Unto Him

Come on everybody

Let's give Him praise for He is good

You have given me a joy

That won't stop

And will never leave

So I will praise You

With gladness

For you are a good

You have given me a joy

That won't stop

And will never leave

So I will praise You

With gladness

For you are good

You've turned my sadness

Into gladness

You've turned my sorrow

Into **joy**

Now I'm singing

And I'm dancing

And I will shout for **joy**

You've turned my sadness

Into gladness
You've turned my sorrow
Into joy
Now I'm singing
And I'm dancing and I will shout for **joy**
You've turned my sadness
Into gladness
You've turned my sorrow
Into **joy**
Now I'm singing
And I'm dancing
And I will shout for joy
You have given me a **joy**
That won't stop
And will never leave
So I will praise you
With gladness
For you are good
You have given me a joy
That won't stop
And will never leave
So I will praise you
With gladness
For you are good

GAME: A VOWEL NAME

Main Goal:	To practice and identify the / ɔɪ / sound
Interaction:	Group work, whole class
Type of activity:	Kinesthetic activity
Material:	None
Procedure:	<ol style="list-style-type: none"> 1. Give every student a new name! A vowel / ɔɪ / sound word as a name. Probably 5 students in the class might have the same “name”. Do not let students know that fact. 2. Students change seats if they hear their new “name”. If the teacher says vowels, everybody changes seats. 3. Try this game a few times out providing students with different words. The more output they have the better they recognize this vowel sound.
Remarks:	Students will get fun; they will move and get familiar with the / ɔɪ / sound.

GAME: MY OWN FUNNY STORY: / ɔɪ / SOUND

Main Goal:	To write a funny story by using / ɔɪ / sound.
Interaction:	Groups of four students
Type of activity:	Cooperative learning, brain gym activity
Material:	White board
	<ol style="list-style-type: none"> 1. The students form groups of four. 2. The teacher provides a set of well-known vocabulary words to be used in the story. 3. The students talk and decide about the topic to write about (from the list of words). 4. Once they have chosen the topic, they write in the same sheet of paper. Each student must write one sentence related to the same topic.

Procedure:	<p>5. The students also have to use as many words as they can from the list provided by the teacher.</p> <p>6. While writing, the students might laugh a lot because they have to continue writing based on the precedent sentence.</p> <p>7. This activity lasts in 5 minutes.</p> <p>8. The students read their story and mark the words with the / ɔɪ/ sound.</p> <p>9. They also share their funny story with the rest of the class.</p>
Remarks:	<p>This game helps the students to improve writing skills and pronunciation as well.</p>

VOCABULARY WORDS

Toy, annoy, foible, oil, boil, coin, coil, join, point, loyal, coin, spoil, voice, choice, noise, noisy, enjoy, destroy, toilet soap, foil, joy, coy, coinage, boy



/Z/

This is a consonant sound (buzzing sound). It is produced by closing your front teeth. Then, keep your lips slightly open and push air out of your month in order to produce the /Z/ sound. It is a long sound when pronouncing the third in verbs or words which are written with z as a consonant.

<https://eqrcode.co/a/s0KV7Y> For a better practice, listen to and repeat the following nouns.

Zipper, zoo, zebra, zero, zigzag.

When referring to third singular verb conjugation, the /Z/ sound must be produced. However, verbs have to end in:

**.....r,..... v,.....l,.....y,.....oe,.....d,.....g,.....m,.....n,.....
.....w,**

The letters turns into a very long and buzzing sound.

Listen to and repeat some verbs after your instructor says them.

Gives, rubs, reads, bags, hears, pays, sings, spins, feels

What are the phonemic transcriptions of these words?

Write them on this worksheet and later on your whiteboard. The phonemic symbols may help you to repeat and memorize the pronunciation of the following words.

gives/ _____ / brings / _____ / wins / _____ /

wears / _____ / loves / _____ / tells / _____ /

says / _____ / does/ _____ / goes/ _____ /

spends / _____ / follows/ _____ / means / _____ /

feels/ _____ / feeds/ _____ / drives/ _____ /

I give her all my love

By: Beatles

I give her all my love
That's all I do
And if you saw my love
You'd love her to
I love her
She _____ me everything
And tenderly
The kiss my lover _____
She _____ to me
And I love her
A love like ours
Could never die
As long as I
Have you near me
Bright are the stars that shine
Dark is the sky
I know this love of mine
Will never die
And I love her
Bright are the stars that shine
Dark is the sky
I know this love of mine
Will never die
And I love her, ooh

FOLLOW UP ACTIVITY

Look for and insert all phonemic symbols from all the words below. Later, include their translations or meanings in English. An example will guide your homework. Listen to the pronunciation of all the words as well.

<https://eqrcode.co/a/EHWNi>



Tries /trayz/ intentar

pays/	_____	/	_____
marries/	_____	/	_____
cries/	_____	/	_____
feels/	_____	/	_____
believes/	_____	/	_____
reads/	_____	/	_____
gives/	_____	/	_____
flies/	_____	/	_____
finds/	_____	/	_____
calls/	_____	/	_____
needs/	_____	/	_____
leaves/	_____	/	_____
becomes/	_____	/	_____
comes/	_____	/	_____
runs/	_____	/	_____
seems/	_____	/	_____
changes/	_____	/	_____
wins/	_____	/	_____
sells/	_____	/	_____
receives/	_____	/	_____
draws/	_____	/	_____
carries/	_____	/	_____
decides/	_____	/	_____

I give her all my love¹⁷

By: Beatles

I give her all my love
That's all I do
And if you saw my love
You'd love her to
I love her
She gives me everything
And tenderly
The kiss my lover brings
She brings to me
And I love her
A love like ours
Could never die
As long as I
Have you near me
Bright are the stars that shine
Dark is the sky
I know this love of mine
Will never die
And I love her
Bright are the stars that shine
Dark is the sky
I know this love of mine
Will never die
And I love her, ooh

THERE ARE
SO MANY
REASONS WHY
I LOVE
HER



LINGVISTOV.COM

¹⁷ <http://www.azlyrics.com>

GAME: TWO CARDS ON MY POCKET!

Main Goal:	To practice and identify the sound /Z/
Interaction:	Groups of 3 or 4
Type of activity:	Memory game
Material:	Set of cards with words with the sound /Z/
Procedure:	<ol style="list-style-type: none"> 1. Get students in groups of 4. Provide each group with a set of cards. 2. Student shuffle the cards and place them face down. <p>Each student in the group take a chance to turn a card over or two (if they remember the card pair).</p> <ol style="list-style-type: none"> 3. The next participant in the group turns over another card or if the student remembers the pair card, they get them. 4. Students take turns to get the pair words or the place it back if they do not remember the pair card. 5. Students who get more pair words (pair cards) win.
Remarks:	Student will surely enjoy this game. Try it out! You will find the card sets below!

CARD SET

PAYS	PAYS	BECOMES	BECOMES	DRAWS	DRAWS
MARRIES	MARRIES	COMES	COMES	DECIDES	DECIDES
CRIES	CRIES	RUNS	RUNS	BRINGS	BRINGS
FEELS	FEELS	SEEMS	SEEMS	GIVES	GIVES
BELIEVES	BELIEVES	CHANGES	CHANGES	GOES	GOES
FLIES	FLIES	WINS	WINS	TELLS	TELLS
FINDS	FINDS	SELLS	SELLS	LOVES	LOVES
LEAVES	LEAVES	RECEIVES	RECEIVES	MEANS	MEANS

GAME: BINGO – THE VOWEL SOUNDS

Main Goal:	To practice the vowel sounds
Interaction:	The whole class
Type of activity:	Cooperative learning, brain gym activity
Material:	Projector, computer
Procedure:	<ol style="list-style-type: none"> 1. The students bring some prizes for this game in advance. 2. Each student has a different BINGO card and some corn. 3. The teacher models the activity. 4. The teacher asks for volunteers to direct the game and “sing” the words. 5. The students listen attentively and put the grain of corn if they have the mentioned word. 6. The one who has all words must say “BINGO” to obtain the prize.
Remarks:	This game helps students enhance their social interaction and pronunciation.

LET'S PLAY BINGO



THE VOWEL SOUNDS

For teacher's use

apple	pan	mat	elephant	pen	met	insect
pin	mitt	octopus	ostrich	upon	motto	umbrella
pun	mutt	late	mate	name	date	eat
mea	sea	deep	mite	might	night	tight
oats	mote	moat	coke	mute	cute	flute
mute						



For students' use

The vowel sounds

mote	cute	octopus	pin	eat
mea	mite	ostrich	mat	pen
might	mitt	motto	deep	mute
pan	mutt	elephant	coke	insect
name	upon	night	oats	mate

myfreebingocards.com

The vowel sounds

motto	met	oats	mitt	pun
mote	insect	mat	elephant	ostrich
umbrella	moat	tight	mute	eat
name	pen	octopus	sea	date
late	pan	coke	mate	cute

myfreebingocards.com

The vowel sounds

might	motto	pan	moat	pin
pen	late	ostrich	mate	tight
octopus	oats	mute	eat	mutt
met	night	elephant	cute	coke
mote	mitt	flute	apple	mute

myfreebingocards.com

The vowel sounds

mutt	sea	pan	mute	mea
met	deep	ostrich	oats	coke
might	mite	pun	name	tight
elephant	night	moat	motto	umbrella
mote	pen	upon	date	octopus

myfreebingocards.com

The vowel sounds

mea	deep	mutt	apple	umbrella
ostrich	elephant	pen	upon	motto
insect	mitt	coke	mute	cute
night	mate	sea	mat	name
eat	date	late	might	pan

myfreebingocards.com

The vowel sounds

upon	mea	cute	pan	pun
mote	date	pin	night	eat
elephant	mitt	pen	met	motto
might	apple	tight	moat	mite
mate	ostrich	oats	sea	insect

myfreebingocards.com

The vowel sounds

date	name	mite	mute	night
pan	pen	upon	sea	tight
flute	motto	mitt	pin	octopus
eat	mate	might	moat	coke
mat	elephant	oats	mea	late

myfreebingocards.com

The vowel sounds

mote	name	insect	pin	mat
tight	apple	date	coke	mutt
pun	ostrich	mea	oats	deep
upon	pan	moat	motto	might
cute	octopus	night	mute	elephant

myfreebingocards.com

The vowel sounds

insect	pun	umbrella	oats	upon
pin	late	met	coke	ostrich
mute	deep	eat	mate	mea
tight	mote	moat	might	name
sea	elephant	octopus	mitt	mute

myfreebingocards.com

The vowel sounds

mute	mutt	umbrella	mite	cute
date	tight	pan	mitt	oats
flute	elephant	ostrich	coke	met
octopus	apple	night	mote	motto
late	name	mea	mate	pun

myfreebingocards.com

The vowel sounds

cute	mute	pun	pin	umbrella
mote	coke	eat	tight	might
pan	insect	motto	met	mea
flute	pen	mite	mate	name
night	mitt	moat	mute	date

myfreebingocards.com

The vowel sounds

mitt	might	flute	late	cute
met	elephant	ostrich	mat	upon
pin	mate	eat	mute	coke
motto	night	name	pun	sea
pan	tight	mea	umbrella	mote

myfreebingocards.com

The vowel sounds

motto	deep	insect	late	night
met	upon	date	eat	pin
oats	name	might	pun	mute
mote	mitt	elephant	flute	sea
apple	mite	coke	mutt	mat

myfreebingocards.com

The vowel sounds

late	night	deep	pan	mate
pun	motto	met	date	umbrella
moat	mat	might	tight	elephant
octopus	mute	apple	mea	mitt
mite	coke	mutt	eat	mute

myfreebingocards.com

The vowel sounds

flute	tight	insect	mea	mitt
moat	cute	mutt	met	eat
coke	pan	might	sea	deep
mute	ostrich	motto	mote	pin
mat	night	pen	elephant	name

myfreebingocards.com

The vowel sounds

coke	might	mate	name	elephant
oats	mute	umbrella	mutt	motto
pen	pan	night	octopus	met
sea	mite	moat	apple	mea
mote	mitt	late	upon	mat

myfreebingocards.com

The vowel sounds

umbrella	might	sea	mea	night
deep	eat	name	pin	pun
cute	flute	mute	insect	late
apple	pan	met	mat	mitt
mate	date	oats	octopus	mite

myfreebingocards.com

The vowel sounds

cute	mate	apple	upon	deep
met	motto	pun	might	mote
mite	moat	mea	tight	mutt
mat	sea	mute	insect	late
oats	elephant	octopus	pin	ostrich

myfreebingocards.com

The vowel sounds

elephant	oats	mat	night	date
late	mate	insect	deep	pan
sea	pun	mite	met	umbrella
moat	octopus	name	mote	mitt
mute	eat	flute	coke	motto

myfreeingocards.com

The vowel sounds

elephant	met	mute	pen	might
apple	mitt	mite	flute	ostrich
night	mea	cute	tight	pin
octopus	mute	upon	insect	mate
mat	motto	pun	mutt	date

myfreeingocards.com

The vowel sounds

pan	mute	mite	flute	might
sea	moat	mote	mutt	mea
deep	octopus	coke	oats	umbrella
tight	eat	date	late	name
ostrich	night	pun	upon	mitt

myfreeingocards.com

The vowel sounds

mate	upon	sea	apple	deep
late	mea	mite	mitt	cute
insect	name	motto	coke	oats
mute	mote	mat	ostrich	met
date	pen	pan	mute	octopus

myfreeingocards.com

The vowel sounds

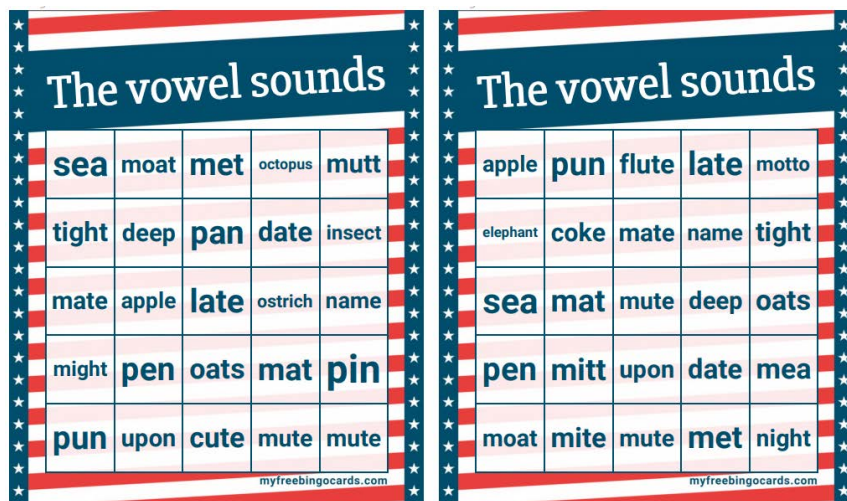
mat	late	apple	date	mitt
octopus	umbrella	mute	name	moat
motto	mutt	insect	pen	pin
mate	pan	flute	elephant	met
oats	sea	night	upon	mute

myfreeingocards.com

The vowel sounds

mute	moat	elephant	cute	upon
octopus	mite	might	mat	pen
sea	mea	night	mutt	met
flute	deep	insect	mate	mitt
umbrella	apple	date	oats	late

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Created by the authors on: <https://myfreebingocards.com/bingo-card-generator/30-free-cards/k4rzv9>



RUBRIC FOR READING ALOUD WORDS WITH THE TARGET VOWEL SOUND

Criteria	4	3	2	1	Partial grade
Written transcription	The learner has accurately transcribed all (100%) the words from the given list.	The learner has accurately transcribed most (75%) the words from the given list.	The learner has accurately transcribed some (25%) the words from the given list.	The learner has accurately transcribed a couple (10%) of words from the given list.	
Vowel pronunciation	The reader steadily pronounces the target vowel appropriately.	The reader pronounces the target vowel with only a few errors.	The reader intends to pronounce the target vowel with many errors.	The reader constantly mispronounces the target vowel.	
Word accent	The reader always and accurately stresses on a syllable within the target word.	The reader regularly stresses on a syllable within the target word.	The reader sometimes stresses on a syllable within the target word.	The reader hardly ever stresses on a syllable within the target word.	
Volume	Their reading is loud fairly enough to be heard by the interlocutor.	Loud enough to be heard by the interlocutor.	Not loud enough to be heard by the interlocutor.	Too soft to be heard by the interlocutor.	
Posture	The reader always stays straight, keeps calm and confident while reading the list of the words.	The reader generally stays straight, keeps calm and confident while reading the list of the words.	The reader occasionally stays straight, keeps calm and confident while reading the list of the words.	The reader rarely stays straight, keeps calm and confident while reading the list of the words.	
Final total					

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ELEMENTARY INTRODUCTION TO PHONEMIC TRANSCRIPTION

Non-English speakers trained in the International Phonetic Alphabet could comprehend how to pronounce English phonemes accurately, and improve their listening and pronunciation skills respectively.

The main purpose of this book is to enhance standardized English vowel pronunciation among L2 learners through phonemic transcription materials. For achieving that particular goal, it was essential to do some literature review about Phonology, Phonemic and phonetic transcriptions. Later on, some materials and games have been analyzed and performed during authors' classes. Having done so, the authors validated their materials and games, as possible techniques, for enhancing L2 learners' pronunciation. Some linguists suggest that non-English speakers trained in the International Phonetic Alphabet could comprehend how to pronounce English phonemes accurately, and improve their listening and pronunciation skills respectively.

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