

Let's Make Noise Key

Page 4

1 In this activity, the teacher says one word from each pair and learners should circle the word they hear.

Suggested words:

she, seat, sock, bosh, shave, she'll, so, sofa, sore, short, fished, gas, plus, push, rushed, seed.

Page 5

2

1. She speaks English, Russian, Spanish, and Polish
2. She buys fish and chips every Sunday.
3. She pays in cash.
4. Polish your shoes with shoe polish.
5. She blushed when she shook hands with Shane.
6. Silly Shirley washed her shoes in the washing machine.
7. She was rushing to reach the shops when she crashed her shiny new sports car into the bushes.
8. The sun is shining.

3A Learners practice saying the suggested words with the /t/ with a piece of paper in front of their mouth. Their goal is to make the paper move/ shake a bit.

3B Learners repeat the same process with a piece of paper in front of their mouth, reading the words with the /p/ sound.

Page 6

4 The teacher reads the words randomly.

Clapping hands: **bark, bad, ball, bike, about, number, tube, cube**

Hopping: **pit, put, place, happen, appear, help, up, group**

Page 7

5

/d/	/t/	/ɪd/
arrived	stopped	stayed
opened	worked	wanted
changed	danced	visited
	kissed	avoided
		started

Page 8

6 *Suggested phrases:*

Ziggy, zazzy, zooly, zap

Minnie, Manny, Merry, Moo

Teeny, Taspay, Too

Page 9

7 The teacher writes the four sounds on a piece of paper /s/, /z/, /ʃ/, /ʒ/ and sticks them on the four corners of the classroom. Learners listen to the words and should run towards the corresponding sound. *Suggested words:*

/s/: **small, certain, sing, fast, past, this, place, case**

/z/: **zoo, zig, zucchini, amazing, fuzzy, guys, fries**

/ʃ/: **shape, sure, ship, English, fish, shave, rush, cash**

**/ʒ/: usual, casual, vision,
measure, conclusion, version,
unusual, pleasure**

Page 10

8 The teacher writes the four sounds on a piece of paper /f/, /s/, /dʒ/, /tʃ/ and sticks them on the four corners of the classroom. Learners listen to the words and should run towards the corresponding sound. *Variation:* The teacher can dictate or project the words and ask learners to write them under the appropriate sound.

**/s/: show, sure, shake, shot, she,
education, nation, finish, wish,
push**

**/z/: some, school, still, sell, sea,
first, just, this, us, place**

**/dʒ/: judge, joy, jealous, major,
energy, large, huge**

**/tʃ/: chair, chick, chin, cheap,
achieve, kitchen, nature, future,
teach, reach**

Page 11

9 Circle the *K* in these words: **knight,
knock, knob, knee**

10 Learners practice the /h/ sound using a mirror. When producing the /h/ sound, air comes out of our mouth misting up the mirror. If there is no mirror available, we can use our hands, feeling the air when practicing the words.

Pages 12-13

11 Th - a boy with his tongue out

Wh - a boy sucking his cheeks, whistling

Sh - a boy with his lips rounded requesting silence

Ch - a boy with his teeth showing

Ph - a boy with a wide a wide smile and his upper teeth touching his lower lip

Suggested words:

Th: **thin, thick, thumb, thousands, breath, cloth**

Wh: **white, whirl, wheel, what, whale, whim**

Sh: **sheep, shark, shell, shop, shake, shower**

Ph: **phone, physics, phantom, elephant, sphere, graph**

Ch: **chair, chain, teacher, cheese, chick, chop**

Page 16

12 a_e: **cake, fake, came, lane, brave**

ai: **train, sail, brain, sprain, fail**

ay: **play, clay, way, say, bay, pay**

13 short a: **cat, rat, hand, mask, cap, map, at**

/eɪ/: **cake, rain, day, train, lake, hay, say**

Page 17

14 Circle the words: **dance, grass, stand, catch, start**

15

- | | |
|----------------|---------------|
| a give | e now |
| b clap | f wait |
| c night | g son |
| d leaf | |

16 Learners are given 1-2' to circle 8 (or more) words. Teacher starts reading the words randomly and students cross out the words they hear, if they have circled them. The first to cross out all the circled words shouts bingo and is the winner.

Page 18

17

1. sure
2. object
3. cherry
4. heir
5. decided
6. height
7. sold

18

1. crawl
2. go
3. did
4. sell
5. lay

Page 19

19 Circle the words: **make, day, play, say, take, stay, great**

Page 22

20

1. **a.** here
b. hear

2. **a.** flower
b. flour
3. **a.** see
b. sea
4. **a.** know
b. no
5. **a.** sun
b. son
6. **a.** write
b. right

Page 23

21 deer - **dear**

brake - **break**

cereal - **serial**

site - **cite**

buy - **by**

flour - **flower**

hi - **high**

hire - **higher**

new - **knew**

22 Circle the words: **pig - wig, car - star, bear - underwear, fox - socks, shoe - new**

Page 24

23 Rhyming words with ran in **green**:

man, pan, can

Rhyming words with log in **orange**:

dog, smog, bog, fog, jog

Rhyming words with bed in **blue**:

wed, Ted, fed

Rhyming words with sit in **red**:

wit, fit, bit

24 Rhyming words: **everywhere- anywhere, shocks - shoebox, new - shoe**

Page 25

25 Suggested words: **hat - pat,**
sun - fun, play - grey, free - tree
fly - cry, bed - red

26 The teacher reads any of the suggested words and the learners try to find items that rhyme.

Suggested words:

Blue - glue
Threw - Shoe
Bear - hair
Care - chair
Said - head
Nook - book
fox - box

Page 26

27

Don't let a **bear** wear a **chair**
Don't let a **fox** in the **shoebox**
Don't put **flour** in my **flower**
Don't feed a **bog** to a **dog**

Page 27

28 Rhyming words:

- | | |
|----------------------|-----------------------|
| 1. fox - ox | 2. hare - bear |
| 3. bird - word | 4. mouse - house |
| 5. wolf - tooth | 6. bite - night |
| 7. song - wrong | 8. road - toad |
| 9. picture - fixture | 10. family - wanna be |
| 11. day - play | 12. nails - whale |
| 13. sun - fun | 14. tree - sea |

15. ice - nice **16.** time - line

17. queen - bee **18.** tiger - glider

19. melody - wanna be

Page 30

29

1 syllable	2 syllables	3 syllables
Pot	Party	Animal
Play	Mammal	
Hot	Pretty	
Have	Hungry	
Ant	Scary	
Hats	Happy	
House	Angry	
Fly	Crazy	
Climb		
Jump		
School		
Back		

Alternative option: Learners can read the words and write down the number of syllables.

Page 32

30 Learners close their books and the teacher reads the words randomly. They jump or clap their hands according to the number of syllables. They can then open their books and check the number of syllables.

Page 33

31

MOTH-er	SEC-ond
FA-ther	COUN-cil
α-GAIN	DIF-fer-ent
UN-der	im-POR-tant
po-LICE	to-GETH-er
α-BOUT	QUES-tion
α-MAZE	so-CI-e-ty
α-GAIN	FEATH-er
α-ROUND	CAP-tain
α-HEAD	FOUN-tain

32 The stressed syllables are heard louder and for a longer time. The unstressed syllables are heard faster and quieter. For the unstressed syllables we use the schwa /ə/.

Page 34

33 In the second column, when learners stress the articles and conjunctions, the meaning slightly changes. Normally, articles and conjunctions are unstressed.

1. I want **an** ice cream = I want only one ice cream
2. He has **the** shoes= he has the best shoes.
3. We want pizza **and** chocolate= we want both, not just either one

4. She likes football **but** not basketball= focusing on the fact that she doesn't like basketball.

34 The stressed words are: **apple, peach, mango**

Learners can try to read the four sentences in the same amount of time. In that way we see how fast we usually say the unstressed words.

Page 35

35 We normally stress the words that carry the main meaning (e.g. nouns, verbs).

- I saw a kitten eating chicken in the kitchen.
- He was walking down the hall when he saw him.
- We're happy when we dance all together.

Page 38

36 The teacher has two boxes/ jars. In the one there are the suggested utterances and in the other various emotions (e.g. angry, happy, bored, excited, sad etc.).

Learners choose a word and an emotion and try to read the word accordingly. The rest of the class tries to guess their feelings. Alternatively, a group of learners can be given the same utterance but different feelings. The rest of the class should match the student with the appropriate emotion.

Page 39

37

1. *S/he told him that s/he loved him.*

Natural tone

2. **Only** *s/he told him that sh/e loved him.*

It was only her/him and no one else.

3. *S/he **only** told him that s/he loved him.*

It was the only thing s/he said.

4. *S/he told **only** him that s/he loved him.*

S/he told only him and no one else.

5. *S/he told him **only** that s/he loved him.*

That s/he loved him was the only thing s/he said

6. *S/he told him that **only** s/he loved him.*

S/he said that s/he was the only one that loved him.

7. *S/he told him that s/he **only** loved him.*

S/he only loved him and nothing more.

8. *S/he told him that s/he loved **only** him.*

It was only him that s/he loved.

Page 40

38

- Where's my bag? ↘ (our voice goes down at the end of the question)
- I want an ice cream. → (our voice remains neutral)
- You're wearing my shoes? ↗ (our voice goes up at the end of the utterance)
- I have your jacket. → (our voice remains neutral)
- Do you like this movie? ↗ (our voice goes up at the end of the utterance)

Page 41

39 "What time is it?"

- a. Asking in a neutral way, the voice goes down at the end of the question.
- b. Our voice would go up at the end of the question.
- c. Our voice starts rising from the word time onwards.
- d. Our voice goes up when we say the words "time" and "it", stressing the word "time".
- e. Rising tone when saying the word "time", and then following a falling tone.
- f. Falling tone, stressing the word "time".

40 "I like my shoes"

Learners can randomly choose any of the situation and say the utterance accordingly. The rest of the class can try and guess the situation.

Page 44

41 Learners read the tongue twisters in pairs and evaluate themselves and their peers.

42 Learners read the three tongue twisters and rate which one they can read faster.

Pages 46-47

43 *Pick the month you were born:*

January	I ate
February	I saw
March	I ran with
April	I smelt
May	I cuddled with
June	I needed
July	I talked with
August	I watched
September	I dropped
October	I itched
November	I tickled
December	I tripped over

Pick the day you were born:

- 1 A dog**
- 2 A glass of milk**
- 3 A toothbrush**
- 4 A newspaper**
- 5 A horse**

- 6 My girlfriend**
- 7 A house**
- 8 A bowl of cereal**
- 9 The cookie monster**
- 10 My school bag**
- 11 My head**
- 12 A teddy bear**
- 13 My laptop**
- 14 A mop**
- 15 A plate of French fries**
- 16 My best friend**
- 17 My professor**
- 18 A drink**
- 19 A lovely song**
- 20 A famous actor**
- 21 A piece of cheesecake**
- 22 A pebble**
- 23 Some money**
- 24 My mobile phone**
- 25 A tour-guide**
- 26 My favorite game**
- 27 My socks**
- 28 A scooter**
- 29 A banana**
- 30 A fast motorcycle**
- 31 The baker**

Pick the color of the shirt you are wearing:

- | | |
|--------|--|
| white | because people keep stealing my tacos |
| black | because I'm cool like that |
| pink | because I have abs |
| red | because I'm really hungry |
| brown | because I had, too |
| purple | because I love my life |
| green | because they told me to |
| orange | because my dog thinks I'm cool |
| blue | because I haven't slept in days |
| yellow | because I do yoga |
| gray | because I love bacon |

Page 47

44 Thank you for filling my desks each day and making my room full of life and laughter. Thank you for making me smile, and saying just the perfect thing to bring my spirits up on a bad day. Thank you for sharing your life with me through writing and conversation. You keep me young. You give my job meaning.