



# Activity Guides

## Phonics ① Vs ② Drilling



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#### Icons



Important! Be Careful!



A good idea, but optional



Poison! Don't do this!



**Model**



**Monitor**



#### Activity Guide: Phonics ① Vs ② Drilling

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# Activity Guides

## Phonics ① Vs ② Drilling

### Introduction

① Vs ② Drilling is a very simple but powerful technique that helps students with:

- **phoneme** distinctions that don't exist in Thai (e.g. “van” Vs “wan”)
- **phonemes** that are not final consonants in Thai (e.g. “bag” Vs “back”)
- **Phonics Rules** (e.g. “cent” Vs “Kent”)

In ① Vs ② Drilling, we also tone as a distractor. It is important for students whose L1 is a tonal language such as Thai, **NOT** to pay attention to tone when listening to English. So ① Vs ② Drilling serves two purposes:

1. Helping students to pay attention to the **phonemes** that affect word meaning in English
2. Ignoring tonal variation, which does not affect word meaning in English


① Vs ② Drilling needs no special equipment other than a blackboard/whiteboard.

As with other forms of drilling, this guide does not include all the usual stages for an activity. That is because drilling is not an activity itself. It is only part of the preparation stage for other activities.

### Before Class




Practice saying each of the words in the ① Vs ② list for the lesson.

 Pay particular attention to the **phoneme** distinctions that make these words sound different.

### Prepare Yourself



 Practice saying each word with all the possible tones it might have if it were a Thai word:

- 5 tones if the word has a long vowel and no final consonant
- 5 tones if the final consonant is “m” or “n”
- 2 tones (high and low) for other words



Practice calling out words from the ① Vs ② list **randomly** and with **random** tones.

*My notes*



# Activity Guides

## Phonics ① Vs ② Drilling

### Before Class

### Prepare Yourself



Think about when you will use ① Vs ② Drilling in your lesson:

- When you introduce the difficult **phonemes**, **Phonics Rules** etc?
- After you have completed the rest of your presentation?
- Wait until students start having problems?

*My notes*

### In Class

### Prepare your Students



Copy the ① Vs ② list for the lesson onto the blackboard/whiteboard.



Read through all the pairs on the list, emphasising the difference. Get the students to repeat after you.



Using the first pair on the list as an example, get students to call out "1" or "2" depending on which word you call out.



Do not vary the tone of the words at first, but ...



Make sure you pronounce both words of the pair with the **same** tone, to make sure students are not using tone to distinguish them.


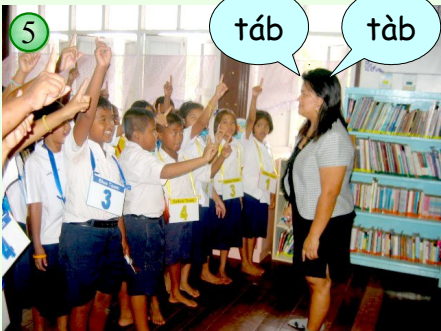

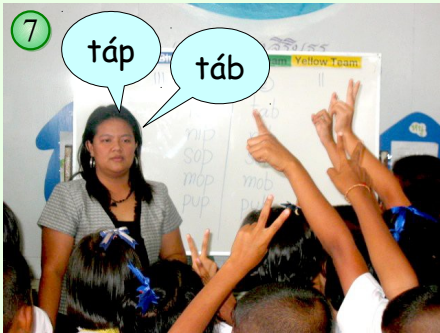


*My notes*





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## Phonics ① Vs ② Drilling

In Class	Prepare your Students	
<p>④ Correct! One - tap</p>  <p>Each time, let students know if they are correct or not.</p>	<p>⑤ táb táb</p>  <p>When the class is calling out “1” or “2” accurately, start varying the tones.</p> <p>First, say the <b>same word</b> several times, while changing the tone to help students learn to ignore it.</p>	<p>⑥ No! Two - tab. Remember the tone doesn't change the word in English!</p>  <p>⚠ Remember to keep giving feedback.</p>
<p>⑦ táp táb</p>  <p>Then, alternate between the two words but keep the same tone to help students hear the difference.</p>	<p>⑧ tàp táb</p>  <p>Finally, <b>randomly</b> choose either word with any appropriate tone to practise listening for the difference while ignoring the tone.</p>	<p>⑨ mób mòp</p>  <p>When the class is responding accurately to the first pair with random tones, continue on briefly with the rest of the list.</p>

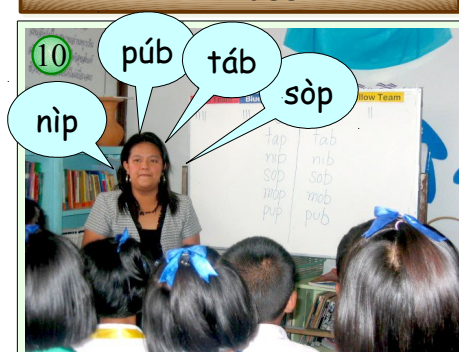
My notes



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## Phonics ① Vs ② Drilling

### In Class



As a final step, **randomly** choose words from the entire list, using any appropriate tone.

### Prepare your Students



Correct!  
1 point.

*My notes*

**Optionally:** try some individual drilling, and award points for correct responses.

For example:

T: “Yellow #4 - pup”

S: “One”

T: “Correct! 1 point.

Red #5 - nib”

S: “two”

etc.

### After Class



Sit down and write a few notes about:

- What was good?
- What problems you had?
- What you should change next time?

### Evaluation

*My notes*