teacher plus foundation

Activity Guide
Glossary

V 1.0E

Activity Guide: Glossary

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Introduction

The words and phrases in the table below are used a lot in the activity guides. They are left in English, because they are technical terms, so it would take a lot of space to translate, or explain each word every time it appears. For convenience, the words are coloured **blue**, so that if you see a **blue term,** you know that you can find its meaning in the Glossary.

Alphabetical List of Terms

Term	Explanation
① Vs ② Drilling	**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. "**v**an" Vs "**w**an") • **phonemes** that are not final consonants in Thai (e.g. "ba**g**" Vs "ba**ck**") • **Phonics Rules** (e.g. "**c**ent" Vs "**K**ent") For more information, see the **① Vs ② Drilling** Activity Guide.
activity card	These are small cards used in many activities, such as **Lucky Dip**, **Phonics Bingo** and **Matching Relay**. For information about how to make them, see the **Materials Preparation** Activity Guide.
Back-chain Drilling	This drilling technique has two uses: • It helps students learn long sentence patterns, because the end of the sentence gets the most practice. • It helps to practise **linking** by joining each word beginning with a vowel to the final consonant of the word before it. For more information, see the **Back-chain Drilling** Activity Guide.
Ball Drilling	This is an activity that is used to develop "automaticity", which means being able to do things quickly and easily, without having to think consciously. It is very useful for practising pronouns, set conversation phrases, singular and plural – almost any vocabulary set or grammar point. For more information, see the **Ball Drilling** Activity Guide.

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blend	**blending** is an important technique in **phonics**, where students learn to **blend** the sounds that each letter (or **grapheme**) represents into a word or syllable. Just as when learning Thai reading, students learn น – แ-ะ ⇨ แนะ, when learning English they need to learn n – a ⇨ na.
consonant cluster	This is where two or three consonants are next to each other, and each one must be pronounced separately without a vowel between them. For example, "cl" (as in clip) is a **consonant cluster** because both the "c" and the "l" should be pronounced clearly. Contrast that with "ch" (as in chip), which is a single **grapheme**, because the two letters together represent a single sound (**phoneme**).
CV, **CVC**, **CCVC** etc.	This notation shows the structure of a word in terms of consonant (C) and vowel (V) **graphemes** and **phonemes**. Note that it is **not** necessarily the same pattern as letters of the word, since many **graphemes** consist of more than one letter. Examples: • (**CV**) so, be, to, too, pay, car, hair, weigh • (**CVC**) big, mat, mate, site, sight, cheap, thing • (**CCVC**) clap, trick, cried, spot, sport, stop, plate • (**CVCC**) tops, post, waste, milk, mint, walked • (**CCVCC**) trips, plans, grasp, shrimp, flask, scamp • (**CCCVC**) strip, scrape, spread, split, strong
flashcard	**Flashcards** are cards that contain **grapheme**s, words, numbers or pictures, used for drilling. To save on materials, we use special **flashcard** holders, made from future board and zip-lock bags. You can then easily change the contents of the **flashcards** depending on what your students are learning. For more information, see the **Materials Preparation**, **Phonics Drilling** and **Team Coaching** Activity Guides.
grapheme	A **grapheme** may be a single letter, or a group of letters, that represent a single sound (**phoneme**). For example, in Thai, ก, เ- and เีย are all **graphemes** because they each represent a single **phoneme**. Similarly in English, "a", "b", "ch", "oe", and "ere" are all **graphemes** because they each represent a single **phoneme**.
link	English does not have a อ **phoneme**. Therefore, students need to learn to **link** words that begins with a vowel to the final consonant of the word that precedes them. For more information, see the **Back-chain Drilling** Activity Guide and **stops**.

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Listen and Run	This is a very very simple, fun activity to motivate students and teams. It also lets the teacher know what proportion of students are able to identify **graphemes**, **phonemes**, syllables or words when they hear them. For more information, see the **Listen and Run** Activity Guide.
Lucky Dip	**Lucky Dip** is a fun and powerful activity that promotes cooperative learning as well as language development. **Lucky Dip** is the simplest, purest communication activity. One student says something; others must listen and react somehow to what has been said. There are two types of **Lucky Dip** – **Phonics** and Vocabulary. For more information, see the **Phonics Lucky Dip** Activity Guide, and the **Vocabulary Lucky Dip** Activity Guide.
Matching Relay	**Matching Relay** is an activity that puts both time and accuracy pressure on students. The fastest teams get more bonus points, but teams also score points for correct matches. **Matching Relay** can be used to practise many different language points, including **phonics**, vocabulary, grammar and set phrases – in fact any pairs-matching exercise can be easily converted to a **Matching Relay**. For more information, see the **Matching Relay** Activity Guide.
Materials Preparation	This Activity Guide shows the teacher how to prepare all the materials used for our activities.
model	**Modelling** is where the teacher demonstrates how to do an activity to the class. Teachers who are new to activities often waste a lot of time explaining what to do when a simple demonstration is so much quicker, as well as easier for the students to understand. For **Team English**, **modelling** often involves the teacher working with one team, while the other teams form a large circle to observe.
monitor	Once a student-centred activity is started, the teacher's role is to **monitor** the students, walking around, making sure that each team is doing the activity correctly, and helping where necessary. In **Team Coaching**, **monitoring** is especially important, as the teacher needs to check that the coaches understand the content, as well as having good coaching techniques.
phoneme	A **phoneme** is the sound that a **grapheme** represents. If you are confused by this, remember that a **grapheme**, like a **graph**, is a mark on a piece of paper, whereas a **phoneme** (think of a tele**phone**) is the sound that comes from a person's mouth.

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phonics	**Phonics** is about the relationship between spelling and pronunciation. It is the method used successfully to teach Thai reading, but, until now, it has not been used to teach English reading in Thailand. **Phonics** teaches students to: • Identify **graphemes** (letters or groups of letters) • Relate the **graphemes** to **phonemes** (sounds) • **Blend** the **phonemes** together to make syllables and words. Do not confuse **phonics** with phonetics, which is purely about pronunciation, unrelated to spelling. For more information, see **graphemes**, **phonemes**, **blending**, **Phonics Rules** and the various **Phonics** Activity Guides.
Phonics Bingo	**Phonics Bingo** addresses listening skills primarily, and includes **Writing Practice** during the set-up stage. It also contains elements of **Team Coaching**. Team Leaders coach their team-mates, first in writing the words, then in helping them to listen for the **target words**. For more information, see the **Phonics Bingo** Activity Guide.
Phonics Colour Coding	As students start to learn to read real vocabulary, they will encounter many words that do not follow the **phonics** system 100%. For these words we have designed a colour code, which helps students remember which words, or parts of words they have to pay special attention to. The highlighted colours are: • no highlight – **graphemes** are pronounced normally • orange highlight – **graphemes** are irregular, and must be remembered separately for each word • pink highlight – **graphemes** follow the special **Phonics Rules** • blue highlight – **reduced vowels** • green highlight - silent For more information, see the **Phonics Drilling: Vocabulary** Activity Guide.
Phonics Dictation	**Phonics Dictation** practices both listening and writing skills of students individually. Students must listen and write as the teacher calls out first single **phonemes**, then **CV blends**, then **CVC** syllables. Eventually students should be able to write down words that include **consonant clusters** and several syllables.

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Phonics Drilling	**Phonics Drilling** is similar to other traditional teacher-centred techniques. However, instead of getting students to recite the spelling by rote, the teacher uses **phonics** to promote good pronunciation, as well as reading. There are three types of **Phonics Drilling**: • Identifying single **graphemes** • **blending graphemes**/**phonemes** into syllables • Using **phonics** to teach pronunciation and spelling of real vocabulary For more information, see the **Phonics Drilling: graphemes and blending** Activity Guide, and the **Phonics Drilling: Vocabulary** Activity Guide.
Phonics Overview	This document gives the order for teaching **graphemes**, **phonemes**, **Phonics Rules** and other features of English pronunciation and spelling. For more information, see the **Phonics Overview**.
Phonics Rain	**Phonics Rain is a high energy activity that helps practise reading as well as good teamwork.** For more information, see the **Phonics Rain** Activity Guide.
Phonics Rules	**Phonics Rules** help students to remember the pronunciation and spelling of words. For example: **Rule 1:** 'c' is usually pronounced ค, but ซ when followed by 'e', 'i' or 'y'. For more information, see the **Phonics Rules** Handout.
Phonics Unit	We are developing a series of 30 units, which take students from basic **phonics**, through to most of the **graphemes** that they will encounter in their reading. Each unit consist of a set of materials plus detailed teaching notes. For more information, see the **Phonics Overview**, and the **Phonics Units**.
Reading Challenge	**Reading Challenge** is run during a **Team Coaching** session to assess students' reading and pronunciation skills. The teacher challenges groups of students of the same level (with the same **Team English** number) to read **activity cards**. For more information, see the **Phonics Reading Challenge** and Vocabulary **Reading Challenge** Activity Guides.
reduced vowel	Very often in English words, the vowels in unstressed syllables change their sound to เ-อะ, and are called **reduced vowels**, or **schwa**, represented in dictionaries by the symbol ə. In our **Phonics Colour Coding** system, we highlight **reduced vowels** blue, so that students remember to change the sound.
schwa	See **reduced vowels**.

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stop	A **stop** is one type of consonant, where the airflow is stopped for a short time, either with the tongue, the lips, or, in the case of the Thai **stop** อ, with the glottis. English only has 6 **stops**: p, t, k, b, d, and g, whereas Thai has 9: พ ท ค ป ต ก บ ด and อ. Another difference is that English **stops** are pronounced similarly whether they are initial or final consonants, whereas Thai **stops** are cut short if they are final.
Stress Aerobics	This fun drilling technique helps students remember where the stress is in multi-syllable words. Because students make big movements as they say the stressed syllables, it is easy for the teacher to see if any students are pronouncing the stress wrongly, even in a class of 50. For more information, see the **Stress Aerobics** Activity Guide.
target word	Each of the **Phonics Units** materials has a set of **activity cards** of **target words**, to practise **blending** the **phonemes** for that unit. In fact many of these "words" are not real words at all, although most are syllables that are part of longer words. In the early **Phonics Units**, the aim is to teach students the **system** of reading and spelling in English. Later, they will apply this system to reading the vocabulary that they are learning. For more information, see the **Materials Preparation** Activity Guide, plus the various **phonics** Activity Guides.
Team Coaching	**Team Coaching** is the single most important technique you can use to develop all your students! Using **Team Coaching**, every student in the class can get the individual attention they need. Instead of teaching content directly to the students, the teacher's role is to mentor the student coaches – show them how to drill effectively, as well as checking that they understand the content properly themselves. For more information, see the **Phonics Team Coaching** and **Vocabulary Team Coaching** Activity Guides.
Team English	**Team English** is an organizational and motivational framework, incorporating principles of cooperative learning. By remaining with the same team over a period of several months, student team-mates develop loyalty to each other. This motivates every member to succeed and to see that the other members succeed as well. With **Team English**, students: • are motivated through ongoing competition • work cooperatively • maintain their own discipline so that student-centred activities are possible with large classes For more information, see the **Team English** Activity Guide.

<table>
<tr><th>Term</th><th>Explanation</th></tr>
<tr><td>teamwork points</td><td>Teamwork points are part of the Team English framework. They are awarded at the end of each lesson, according to:<ul><li>Behaviour – did the team leaders manage to control their team-mates?</li><li>Diligence – was every member of the team eager to work and learn?</li><li>Participation – did all member of the team help to complete tasks, or only the stronger students?</li><li>Efficiency – how did the team divide up the tasks?</li><li>Mentoring – did the stronger team-mates help the weaker ones to develop?</li></ul>For more information, see the Team English Activity Guide.</td></tr>
<tr><td>voiceless and voiced</td><td>These terms contrast two different types of consonant. Thai and English both have voiced and voiceless consonant pairs, but there are some differences. In the following table, phonemes that have no Thai equivalent are marked in red.<table><tr><th>voiceless</th><th>voiced</th></tr><tr><td>p (pet)</td><td>b (bet)</td></tr><tr><td>t (tie)</td><td>d (die)</td></tr><tr><td>c (cap)</td><td>g (gap)</td></tr><tr><td>f (fat)</td><td>v (vat)</td></tr><tr><td>s (sip)</td><td>z (zip)</td></tr><tr><td>ch (choke)</td><td>j (joke)</td></tr><tr><td>sh (shop)</td><td>si (vision)</td></tr><tr><td>th (think)</td><td>th (this)</td></tr></table>Also, Thai final consonants are always voiceless, whereas English consonants are the same whether they are initial or final. For example “back” and “bag” are pronounced differently in English because the “ck” is voiceless whereas the “g” is voiced.
One good way to feel the difference is to hold your hand to your throat while pronouncing the phoneme. For a voiced phoneme, you should feel your throat vibrating.</td></tr>
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Term	Explanation
Writing Practice	**Writing Practice** lets teams collaborate to make sure that all members can form letters clearly and quickly. It also helps students remember the shapes of **graphemes**, as well as working on their motor skills. For example, some students get confused between the shapes of 'b', 'd' and 'p'. **Writing Practice** helps students to notice the differences in letters. Which side is the 'stick'? Is it above or below the circle? For more information, see the **Writing Practice** Activity Guide.