Discovery activity 3: Horizontal tongue position (p. 5)

Commentary
You probably notice two distinct areas of movement: the movement of the lips from a spread position to a rounded position, and the movement of the tongue sliding backwards and forwards in the mouth. For the moment it is the tongue movement we are interested in, and it will help if you try to distinguish between the internal sensations of the tongue and the lip movement.

Classroom activity 25: Finding words with a given sound (p. 150)

This activity and its variations focus on two important fields of awareness: the similarities and differences in quality between a phoneme in isolation and the same phoneme embedded in a variety of words, and beyond that the relationship between spelling and pronunciation.

Variations:
- When learners have developed a certain accuracy at this, you can make it more challenging by pointing out two or even three sounds, asking learners to make two or three lists simultaneously.
- Another variation is for learners themselves to come to the chart and choose the sound(s). You can ask them to select vowel sounds they are unsure of or which they confuse.

1) Point to a vowel sound in the chart and ask your learners to search their memories and write down words containing that sound. Give them a short but sufficient time. Walking round and glancing at "individuals' list" will give you insight into each person's own perceptions.

2) Suggestions may be discussed in groups and put in two columns on the board, one column thought to contain the given vowel, the other column for any rejects. (Variation: put them all in one column initially and then discuss each in turn).

3) The correct column can be practiced aloud to trace the same sound through a variety of words and spellings. The words in the other column should also be pointed out on the chart to clarify which sounds they do in fact contain and to locate the point of the original confusion.