

Where is my sound? (1)

Student's sheet

[ʌ]

[ɜ:]

[e]

[ɪ]

[eɪ]

[aɪ]

Where is my sound? (2)

Student's sheet

club	money	must	bus
nurse	work	first	learn
guess	entr <u>a</u> nce	cent <u>r</u> e	west
bu <u>il</u> ding	li <u>s</u> ten	oppo <u>s</u> ite	trip
dis <u>a</u> bled	make	wait	rai <u>n</u> coat
organ <u>i</u> ze	exerc <u>i</u> se	drive	time

Where is my sound? (2)

Preparation:

Copy and cut out the six main cards (sheet 1) for six different vowel sounds in phonetic symbols. Copy and cut out the twenty-four smaller cards (sheet 2) for the students.

In class:

Attach the six different phonetic symbols to six different places in the room. Give each student two or three small cards from sheet 2.

Ask students to walk around and fix their word cards to the matching phonetic symbol for the vowel in their word. If there is more than one vowel in the word, it is the underlined vowel which is relevant. Join in the activity and help.

If students are not sure about their vowel, try the word with different vowels as a contrast. Make sure the atmosphere is relaxed and students can try out their pronunciation. Round off the activity by asking all the students to walk around and check and practise the correct pronunciation.

Extension activity:

Stand one student under one vowel for which he or she is responsible (use the symbols from sheet 1). Practise the vowel with the respective student. While the other students try and find the correct pronunciation of their words, the students responsible for each sound provide the relevant sound.

Extension activity:

You can do the same activity in small groups of three to four students. Copy a set for each group and ask them to match the words and vowels.

Answers:

[ʌ]: club, money, must, bus

[ɜ:]: nurse, work, first, learn

[e]: guess, entrance, centre, west

[ɪ]: building, listen, opposite, trip

[er]: disabled, make, wait, raincoat

[aɪ]: organize, exercise, drive, time