

Teaching English Spelling

A practical guide

Ruth Shemesh and
Sheila Waller

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1 Vowel sounds

1.1 Short vowel sounds

Lesson plan

This unit deals with the students' listening awareness of both short and long vowel sounds. You might note that there is no universally agreed concept of what each vowel sound should be. Although this book uses the phonetic symbols from the International Phonetic Alphabet, which is based on Southern British English pronunciation, there are many other acceptable pronunciations which you could check in a good dictionary.

Each word, when sounded out, has one or more beats. Each beat is a syllable. In every beat (syllable) we usually hear a vowel sound. A vowel sound occurs when the mouth is open, the air can flow freely and the tongue is at rest. The vowels are 'a' 'e' 'i' 'o' 'u' and sometimes 'y'. One or two vowel letters may combine to make one sound, as you can see in the following:

one-syllable words	two-syllable words	three-syllable words
can	can - dy	can - di - date
hope	hope - ful	un - hope - ful
weight	weight - less	weight - less - ness

When writing, students may rely only on their auditory memory, that is, they write the way they remember the sound of a word. (The word 'week' may be written as 'wik', if that is what the students hear.) Therefore, in this unit, the differences between the various short vowel sounds are practised. Next, students are introduced to the differences between the short **and** long vowel sounds. Later units will deal with each long vowel sound individually.

- 1 ELICIT: Ask students for the names of the vowels. Write them on the board: A E I O U. Remind the students that all the other letters are called consonants, apart from Y, which sometimes acts as a vowel and other times as a consonant. (In less advanced bilingual classes, this part of the lesson can be done in mother tongue.)

Vowel sounds

2 WRITE ON THE BOARD:

a	e	i	o	u
cat	bed	big	hot	fun

Ask students to give other words that follow the same CVC (consonant – vowel – consonant) pattern of letters and add them to the table.

Students copy the table and three examples for each vowel into their notebooks.

- 3 ASK: What sound does each vowel have when it is ‘sandwiched’ between two consonants? Answer: The vowel does not say its name, but is pronounced as a short sound: /æ/ as in *cat*; /e/ as in *bed*; /ɪ/ as in *sit*; /ɒ/ as in *hot* and /ʌ/ as in *fun*.

The vowel will be pronounced in its short form in VC words, like *at, it, up, on*.

You might want to explain to more advanced classes that this pronunciation does not apply to some one-syllable words that end in ‘-ld’, ‘-st’, or ‘-nd’, where the vowel sound is long: /aɪ/ as in *kind, mind, child*; /əʊ/ as in *old, most, post*.

Warm-up practice of short vowel sounds

** Beginners*

In turn, students say aloud to the rest of the class one short vowel sound, without revealing the name of the vowel being pronounced, for example, Student A says ‘/ɪ/’ as in *sit*. The other students must guess which vowel is being referred to. Do this until all the vowel sounds have been covered and students feel confident in identifying the short vowel sounds.

** Intermediate*

Write on the board:

bag beg big bog bug

You should now carefully pronounce each word out loud to the class. Tell the class that when the next word is called out, they must identify which word was said and write it down in their notebooks. It’s a good idea to go over the correct answer after each word and possibly re-test words that were problematic for the students.

* *Advanced*

The following are a number of listening exercises that use the same list of words and are aimed at strengthening the students' perception of the five short vowel sounds. You could either write the list on the board or photocopy it and hand out to each student.

Listening Exercise – Short Vowel Sounds

- 1 bad bed
- 2 cop cup
- 3 bit bat
- 4 mud mad
- 5 chip chap chop
- 6 drunk drink drank
- 7 an in on
- 8 pet pit pat
- 9 hut hot hit hat
- 10 bug bag big beg

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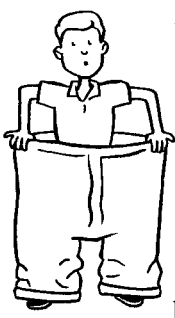
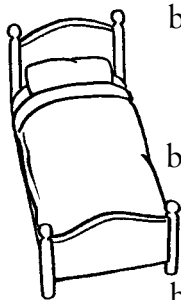
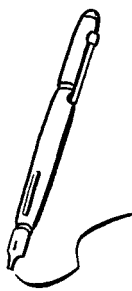




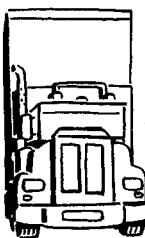
- 1 Dictate one word from each line. Ask the students to underline the word they hear.
- 2 Another way you might like to consider is to read out all the words from each line, but at random. Students number the words in the order they hear them. For example, (line 5), the words are read out in the order of **chop**, **chip** and **chap**. The students would write their answer like this:

2	3	1
chip	chap	chop
- 3 Students work in pairs, taking turns reading out one word from each line. The partner must identify the word by pointing to it on the page.
- 4 Taking turns, one student dictates a word and the partner writes it down, without looking at the list.
You might like to ask the students:
 - What difficulties did you have when doing these exercises?
 - What was easier for you?
 - Which sound/letter did you have most difficulty with?

A Beginners


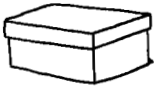








1 What am I?

Circle the word that is the name of the picture. Do at least six.

 <p>cat cot cut</p> <p>1</p>	 <p>bag big bug</p> <p>2</p>	 <p>bad bud bed</p> <p>3</p>
 <p>pin pan pen</p> <p>4</p>	 <p>bit bat but</p> <p>5</p>	 <p>hot hat hut</p> <p>6</p>
 <p>cup cap cop</p> <p>7</p>	 <p>dig dog dug</p> <p>8</p>	 <p>track trick truck</p> <p>9</p>

2 Pick a letter – make a word

Choose one letter from each box to make up the name of the picture. Write the name on the space at the side. Do at least seven.

1		b r	a e	m d	— — —
2		d b	o u	k x	— — —
3		f p	i a	t n	— — —
4		p d	e o	g q	— — —
5		t k	i e	n d	— — —
6		r b	a u	s c	— — —
7		z s	o u	n b	— — —
8		sh ch	e i	p f	— — — —
9		pr fr	a o	g j	— — — —
10		f d	u i	nd sh	— — — —

3 Vowel trivia

Read the definition, then choose a suitable vowel to complete the word, which matches the definition. Can you do at least 14?

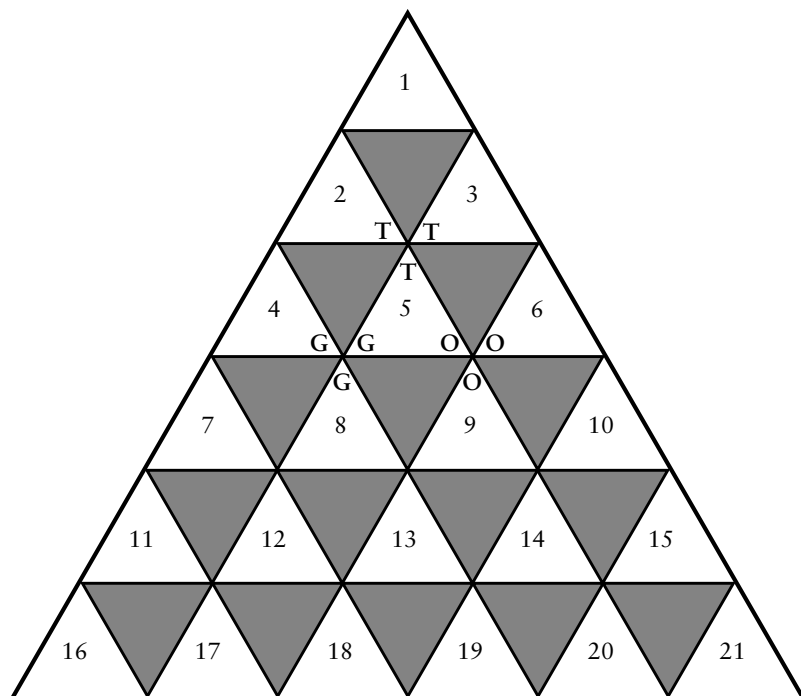
	A	E	I	O	U
1 p _ _ g	a farm animal	11 d _ _ ck	a swimming bird		
2 m _ _ p	found in an atlas	12 h _ _ t	not cold		
3 r _ _ d	a colour	13 s _ _ x	a number		
4 h _ _ nd	has fingers	14 w _ _ t	not dry		
5 m _ _ n	not a woman	15 n _ _ ck	a giraffe's is long		
6 l _ _ ps	part of the mouth	16 b _ _ d	not good		
7 f _ _ x	a wild animal	17 dr _ _ ss	a girl may wear it		
8 t _ _ n	a number	18 c _ _ p	you drink from it		
9 g _ _ lf	a game	19 d _ _ sc	for the computer		
10 r _ _ n	not walk	20 d _ _ ll	a child's toy		

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B Intermediate

1 Triangular words

In each triangle, write a three-letter word that is an answer to its clue. Write each letter of the word in the corners of the triangle. Make sure the word is written in the triangle with the same number as its clue. Words can be written either clockwise or counterclockwise. Where the corners of the triangles meet, the letters are the same. To help you start, the answer is given for clue five. Solve at least 15.

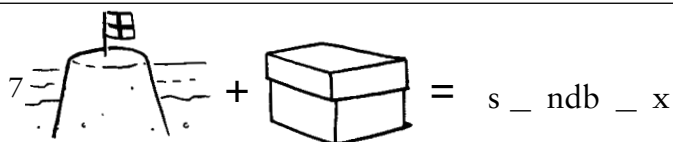
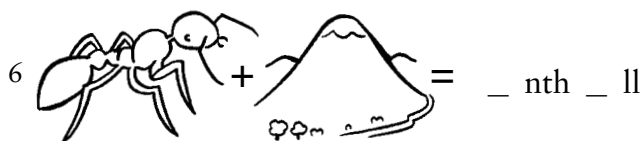
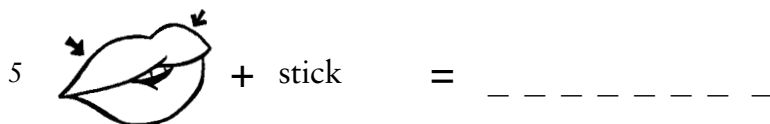
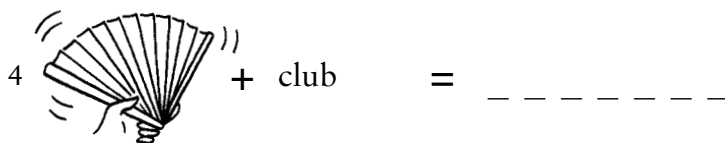
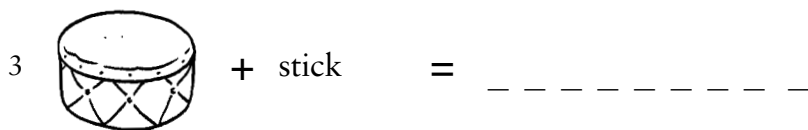
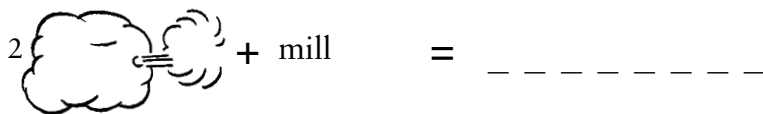
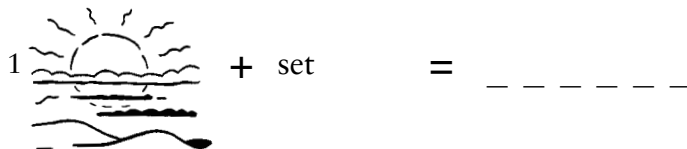






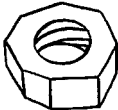
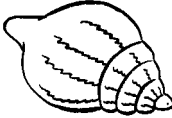

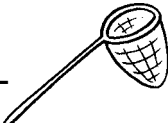
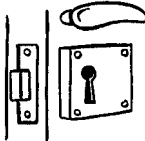

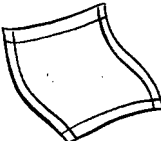

Clues

- | | |
|------------------------|--------------------------------|
| 1 Not a woman | 11 Past of 'do' |
| 2 10 | 12 It becomes a flower |
| 3 Turn it on for water | 13 One of many bones |
| 4 Precious stone | 14 A can |
| 5 Received | 15 It blows air |
| 6 Policeman | 16 To tear |
| 7 Earth and water | 17 A colour |
| 8 It covers the floor | 18 Place to sleep in |
| 9 To go bad | 19 Quickly in and out of water |
| 10 A lion, for example | 20 Used for frying |
| | 21 Not thin |

2 Compound word picturegram

In this exercise, there are picture, word and letter hints. Use them all and discover the compound words. Try to do at least ten.



8		+		=	h _ ndb _ g
9		+		=	b _ db _ g
10		+		=	n _ tsh _ ll
11		+		=	_ i _ _ _ e _
12	pad	+		=	_ _ _ _ _
13	pig	+		=	_ _ _ _ _
14	dish	+		=	_ _ _ _ _
15	hot	+		=	_ _ _ _ _

C Advanced

1 Vowel inserts

Read the definition to complete each word with its correct 'short' vowels.

- | | |
|--|-----------------------|
| 1 A thief or robber | b _ n d _ t |
| 2 It could be mathematical or personal | p r _ b l e m |
| 3 A quick meal or snack, with bread | s _ n d w _ c h |
| 4 Vegetable for Cinderella's carriage | p _ m p k _ n |
| 5 One more than twins | t r _ p l _ t s |
| 6 Open footwear for the summer | s _ n d a l |
| 7 A brass wind instrument | t r _ m p _ t |
| 8 A competition | c _ n t _ s t |
| 9 A serviette | n _ p k _ n |
| 10 A tooth doctor | d _ n t _ s t |
| 11 Created something original | _ n v _ n t e d |
| 12 Like a devil | s a t _ n _ c |
| 13 Big American river | M _ s s _ s s _ p p _ |
| 14 Bad behaviour | m _ s c _ n d _ c t |
| 15 To live in | _ n h _ b _ t |

Answers

A1

1 cat 2 big 3 bed 4 pen 5 bat 6 hot 7 cup 8 dog 9 truck

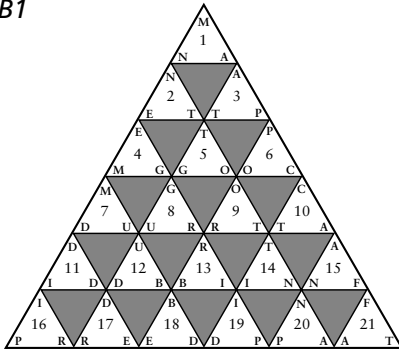
A2

1 bed 2 box 3 fat 4 dog 5 ten 6 bus 7 sun 8 ship 9 frog
10 fish

A3

1 pig 2 map 3 red 4 hand 5 man 6 lips 7 fox 8 ten
9 golf 10 run 11 duck 12 hot 13 six 14 wet 15 neck
16 bad 17 dress 18 cup 19 disc 20 doll

B1



B2

1 sunset 2 windmill 3 drumstick 4 fanclub 5 lipstick
6 anthill 7 sandbox 8 handbag 9 bedbug 10 nutshell
11 fishnet 12 padlock 13 pigpen 14 dishcloth 15 hotdog

C1

1 bandit 2 problem 3 sandwich 4 pumpkin 5 triplets
6 sandal 7 trumpet 8 contest 9 napkin 10 dentist
11 invented 12 satanic 13 Mississippi 14 misconduct
15 inhabit

C2

1 laptop 2 hangman 3 grandstand 4 hunchback 5 slapstick
6 jetlag 7 penpal 8 whiplash 9 bullfrog 10 cockpit

1.2 Short and long vowels – a comparison

Lesson plan

Note:

Recognizing the difference between short and long vowels is difficult, especially when you must make a connection between the sound and the letter(s).

The exercises in this unit provide an opportunity for students of all abilities to strengthen their ability to differentiate between short and long vowel sounds on the first level: listening differentiation.

- 1 WRITE ON THE BOARD: Draw the following table with only the headings.

1	2	3
vowel	short sound	long sound
a	mad	made
e	red	read
i	win	wine
o	hop	hope
u	cut	cute

- 2 ELICIT the five vowels and write them in column 1, reviewing *orally* their short sounds in words such as **cat**, **bed**, **big**, **hot** and **cup**.

Then fill in the **minimal pairs** as shown in columns 2 and 3. (In these minimal pairs, the consonants remain the same but the vowel sound differs.) It is a good idea to stress the difference in the vowel sounds for each pair. *Note:* In the long vowel sound, **the vowel says its name**.

- 3 PRACTISE the different sounds with a short listening comprehension. Read one of each pair of words and ask the students to identify which word they hear and write it down.
- 4 PAIR PRACTICE: Students can 'test' each other on the same list of words. One student reads a word and the partner has to say whether the vowel is long or short.

Warm-up practice for comparing short and long vowel sounds

The following listening exercises should be done in progression with all students. You might like to adjust the vocabulary according to the level of your class.

- 1 Write the following pairs of words on the board for the students to copy into their notebooks. Students have to differentiate between sounds: the sound /ɪ/, as in *big* and the sound /i:/, as in *seem*. Dictate one word from each pair. Ask the students to underline the word they hear.

SHORT	LONG	SHORT	LONG
ship	sheep	kiss	keys
sit	seat	this	these
fill	feel	fit	feet
hit	heat		

- 2 In this exercise the students have to differentiate between five short and five long vowel sounds. Dictate one word from each pair and the students underline the word they hear.

SHORT	LONG	SHORT	LONG
bat	bait	sell	seal
rat	rate	cut	cute
bed	bead	sock	soak
pop	pope	fit	fight
sit	sight	red	read
mad	made	duck	duke
bed	bead	cot	coat
not	note	still	style

- 3 In this exercise the students have to differentiate between five short and five long vowel sounds. Students may work in pairs, taking turns to read out one word from each line. The partner must identify the word. For additional challenge, suggest that the identification be done within two to three minutes.

ship	shape	hat	hate
shop	sheep	heat	hit
cup	cop	mean	men
cape	cap	man	mine

duck	Dick	Tim	time
dock	duke	tame	team
pop	pipe	fit	fat
pope	pip	feet	fight
read	red	tone	ten
rod	rid	tin	tune

- 4 Write the following sets of words on the board for the students to copy. Working individually, students say each word quietly to themselves. If the vowel sound is short, they write *ŏ* above the vowel letter(s). If the vowel sound is long, they write *ē*.

man	jeep	main	line
red	stand	hope	Jack
job	night	week	my
day	prize	high	boat
stone	great	wine	sad
name	coke	print	joke
mule	rose	buy	cup
pet	type	weight	twin

Their answers should look like this:

<i>ŏ</i> man	<i>ē</i> jeep	<i>ē</i> main	<i>ē</i> line
<i>ŏ</i> red	<i>ŏ</i> stand	<i>ē</i> hope	<i>ŏ</i> Jack
<i>ŏ</i> job	<i>ē</i> night	<i>ē</i> week	<i>ē</i> my
<i>ē</i> day	<i>ē</i> prize	<i>ē</i> high	<i>ē</i> boat
<i>ē</i> stone	<i>ē</i> great	<i>ē</i> wine	<i>ŏ</i> sad
<i>ē</i> name	<i>ē</i> coke	<i>ŏ</i> print	<i>ē</i> joke
<i>ē</i> mule	<i>ē</i> rose	<i>ē</i> buy	<i>ŏ</i> cup
<i>ŏ</i> pet	<i>ē</i> type	<i>ē</i> weight	<i>ŏ</i> twin

2 The sound 'k' (/k/)

2.1 'c' or 'k'

Lesson plan

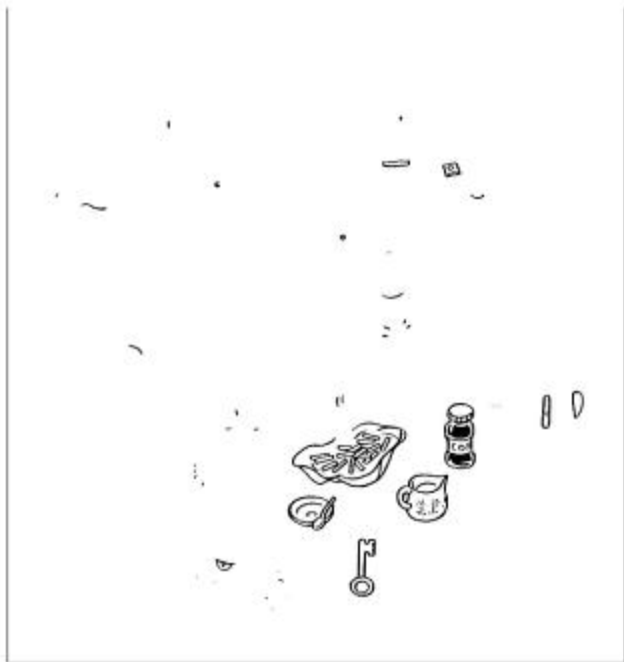
In this unit we will study the various letters which represent or include the sound /k/ as in *cat*, *kitchen*, *black*, *picnic*, *queen* and *tax*. In this lesson we will look at words where the /k/ sound appears at the beginning or the middle of a word and is spelled with a 'c' or 'k', as in *cat* or *kitchen*.

Note:

- 1 In order to facilitate learning, the lesson plan and the beginner exercises concentrate on the sound /k/ at the beginning of a word. Intermediate and advanced exercises include this sound both in the beginning and middle positions.
- 2 The letters '-ke' are commonly found at the end of single-syllable words and after a long vowel sound produced by the Magic 'E', as in *bake* and *like*. The Magic 'E' is a pattern found in short words that end in vowel-consonant-silent 'e', where the preceding vowel will always say its own name. We include this spelling pattern in later units.
- 1 **ELICIT:** Ask students to suggest words which begin with a /k/ sound, as in *cat* and *kitchen*. Write them on the board in two columns, according to their initial letter, 'c' or 'k'.

c	k
---	---

- 2 **ASK** if they see any pattern with the 'k' sounding words. Students should notice that 'e' or 'i' always follows the 'k'. What spelling pattern can we deduce from this? Note students' suggestions.



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B Intermediate

1 My 'c', my 'k'

In ten minutes, see how many words students can write that begin with 'c' or 'k'. Work according to the following categories:

- a place you know
- a person you like
- foods
- verbs
- things at the seaside
- different feelings
- things in the classroom
- things at home
- tools
- things you might do on holiday

2 Wordsearch

Solve the clues below the grid, write the words in the space provided and then find the words hidden within the wordsearch. Words are found from left to right and from top to bottom.

K	I	N	G	F	I	S	H	E	R	C	C
I	V	K	C	O	R	R	E	C	T	K	A
T	K	C	A	C	K	K	C	O	K	C	B
C	O	N	T	A	I	N	S	R	D	A	X
H	C	M	T	B	W	L	C	N	Z	T	C
E	A	I	L	I	I	K	I	L	L	E	R
N	N	K	E	N	N	E	L	K	C	Q	Y
K	E	N	Y	A	C	C	K	I	S	S	Q

Clues

Room to cook or bake in

Cows

Taxi

A New Zealand bird

Able – or a tin

To fix – that's right!

At sad movies you

It says 'meow'

A place for dogs

Holds

Eat it hot and yellow

A fish-eating bird

A murderer

An African country

When two pairs of lips meet

A small house, made of wood

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C Advanced

1 'c'-'k' challenge

Divide the class into groups. Each group is given one of these tasks:

- Write as many two- (or more) syllable words as you can that begin with 'k' ('ke' or 'ki').
- Write as many two- (or more) syllable words as you can that begin with 'c', or have the letter 'c' in the middle ('ca', 'co', 'cu', 'cr', 'cl', 'ct').
- Write as many words as you can that start with 'k', or have the letter 'k' in the middle, but do not follow the 'ke'/'ki' pattern.
- Write as many words as you can where 'ch' sounds like /k/.

Students can check their words in a dictionary.

Finally, the groups can present their lists to the class, allowing other students to add to the lists.

2 Building blocks

Complete the building blocks by solving the clues. Use the same letters plus one more as you go down to the middle (seven-letter) word. Rearrange the letters each time to form your new words. Remove one letter and rearrange the remaining letters as you go down from the middle word to the bottom. Hint: all words have 'c' sounding /k/ in them!

You might like to do the first clue with your teacher, to make sure you have understood.

1 Perform on a stage. →

2 A wagon for a horse. →

3 A box for storing things. →

4 To make. →

5 Responded. →

6 Moved from place to place. →

7 Looked after. →

8 A birthday greeting, for example. →

9 A motorized vehicle. →

3 Step ladders

Solve the clues to the puzzle. To form the words in the B column, remove one letter from the A column and rearrange the remaining letters. Write the letter you removed in the step ladder on the left. Do the same to form the word in column C, writing the letter you removed in the step ladder on the right. Reading downwards, you will find a tasty treat in the step ladders! The first three answers have been entered for you.

	A	B	C	
c	1 crack	2 rack	3 ark	c
	4	5	6	
	7	8	9	
	10	11	12	
	13	14	15	

Clues

- 1 A thin line, in a cup, maybe.
- 2 A place to hang your hat and coat.
- 3 Noah's ship.
- 4 Player in a movie or on stage.
- 5 Warm outdoor wear.
- 6 Bed for baby.
- 7 'Stopper' on a car or bike.
- 8 Noise a dog makes.
- 9 Pub; place for drinking.
- 10 Machines for taking photos.
- 11 Thick, sweet milk products.
- 12 Go away! Shoo!
- 13 Expensive furs.
- 14 It covers your body.
- 15 Writing fluid in a pen.

2.2 '-ck' or '-k' at the end of a word

Lesson plan

Note:

This lesson looks at the sound /k/ at the end of a single-syllable word, when it is written '-ck' or '-k', as in *black* and *think*.

1 WRITE ON THE BOARD:

-ck	-k	-k
black	bank	book
neck	mask	week
stick	dark	speak
clock	talk	

- 2 ELICIT: Have the students compare the words in the three lists. Students should notice that what they have in common is that they all end in the letter 'k' and are one-syllable words. They are different because a short, single vowel precedes '-ck', and a consonant ('n', 's', 'r' or 'l') or two vowel letters precede '-k'. For advanced students you may want to mention this pattern also applies to 'oak' words, as in *croak*.

3 WRITE ON THE BOARD:

-ck

We write '-ck' at the end of a single-syllable word which has a short vowel sound.

-ack -eck -ick -ock -uck

-k

We write '-k' at the end of a single-syllable word, when it is preceded by 'n', 's', 'r' or 'l' or by two vowel letters.

You might suggest that students add this to their notebooks, with examples.

Warm-up practice of '-k' and '-ck' spelling pattern

You may want to concentrate separately on '-ck' and then add '-k', or mix them both together. There are, therefore, two simple listening exercises.

You can use the following list of words which end in '-k' or '-ck' and dictate ten of the words as a listening exercise. The same list can be used at three levels.

trick speak cracker check dark duck sticker packing
truck cook ask bank shark black milk park look
track Greek sack

* *Beginners* and *intermediate* students can write '-k' or '-ck' according to what they have learnt this lesson.

* *Advanced* students can write the words as they are read out.

A Beginners**1 Pantomime**

Prepare 20 or more '-ck' and '-k' words on cards and put them into a bag. Divide the class into two teams. Representatives of both teams send an 'actor' to pick a wordcard from the bag. The first team to guess and correctly spell the word mimed by the actor gets a point.

Suggested '-ck' words: *back, clock, lucky, sock, duck, jacket, kick, lick, lock, truck, quickly, black, hockey, brick, trick, stick.*

Suggested '-k' words: *milk, talk, walk, mask, tank, sink, pink, think, shark, bark, dark, chalk, cheek, week, look, cook, speak, weak.*

2 Spelling Olympics

Divide the class into groups. Give them ten minutes to make as many words as possible that follow the '-ck' and '-k' patterns. The winning team has the best total. Help the teams by writing on the board:

-ack -eck -ick -ock -uck -nk -sk -lk -nk -ook
-eck -eak

3 Picture identification

See the Intermediate section. Find at least seven.

B Intermediate

1 Fun with k

This exercise uses only words that end in 'k' and are preceded by two vowels. Add two vowels to complete the table in order to solve the clues. You will need 'OO', 'OA', 'EE' and 'EA'. If you are stuck, use a dictionary to help. Find at least eight.

Something to read.		B			K
A coat with no sleeves.	C	L			K
Peter Pan's enemy: Captain ...		H			K
The noise of a frog.	C	R			K
Past of 'take'.		T			K
Moved up and down quickly.	S	H			K
'Mouth' of a bird.		B			K
Homer spoke this.	G	R			K
Seven days.		W			K
On each side of your face.	C	H			K
A chef.		C			K
To talk or say.	S	P			K
To see.		L			K

2 Picture identification

Write the number of the word by its correct picture (Example: A – 18). Do at least 15. To make it more difficult, look at the pictures without the word list and write the correct word next to each picture. Then try to add one more word that uses this rule and is connected to the picture by association, for example, lock – stuck.

Word list

- | | | | |
|---------|--------------|------------------|-----------------|
| 1 book | 2 blackboard | 3 desk | 4 socks |
| 5 milk | 6 shark | 7 clock | 8 sack |
| 9 lock | 10 ink | 11 rocking chair | 12 sick |
| 13 bark | 14 duck | 15 parking | 16 hockey stick |
| 17 mask | 18 hook | 19 tank | 20 suck |



C Advanced

1 Play it 'ck'

Find as many words as you can from the list. All the words end in '-ck'.

- 1 It tells the time.
- 2 Two boy's names.
- 3 You put them on your feet.
- 4 A bird that likes to swim.
- 5 Another name for a dress.
- 6 Fast.
- 7 You do this to an ice cream.
- 8 Not the front.
- 9 A big stone.
- 10 A colour.
- 11 A lorry.
- 12 A group of sheep.
- 13 A dollar, or a male deer.
- 14 To make fun of.
- 15 A long, thin piece of wood.
- 16 A place for ships to land.
- 17 A male chicken.
- 18 You build houses with them.

Suggested words for spelling test

The lists include words from previously learnt rules.

1 Beginners

black	ask	drink	clock	kick
park	walk	speak	pink	cook

2 Intermediate

bark	sticker	packing	cracker	bookmark
looking	hockey	weakness	hooked	blacken
chicken	market	asking	brick	junk

3 Advanced

peacock	nickel	flocking	cracked	backwards
thickness	shrink	silk	task	clerk
homesick	wicked	risky	darkness	stockmarket

Answers

B1

1 book 2 cloak 3 Hook 4 croak 5 took 6 shook 7 beak
8 Greek 9 week 10 cheek 11 cook 12 speak 13 look

B2

A-18 B-6 C-2 D-5 E-11 F-17 G-19 H-14 I-8
J-9 K-16 L-7 M-1 N-10 O-15 P-13 Q-20
R-4 S-12 T-3

C1

1 clock 2 Jack, Mick 3 socks 4 duck 5 frock 6 quick 7 lick
8 back 9 rock 10 black 11 truck 12 flock 13 buck
14 mock 15 stick 16 dock 17 cock 18 bricks 19 smack
20 lock

C2

Possible answers

- 1 A boat or ship.
- 2 A proud person, one who likes to dress showily.
- 3 Dry biscuits, often eaten with butter or another spread.
- 4 So they won't be distracted.
- 5 Regular soldiers in an army.

The sound 'k' (/k/)

- 6 Deep, with emotion.
7 It will make it watertight.
8 A clown on a spring.
9 Five (American) cents.
10 The side, between its ribs and hip.
11 A lot of birds, sheep or ...
12 On the Stock Exchange.
13 A good-hearted one.
14 To lift it, in order to change a punctured tyre.
15 Evening, when the sun goes down.

C3

K I T C H E N
E I R I S K
N R C I K
N C L O W N I
E U M K I P S
L S K I N
I C C A B
A N A C T A
O A L A N
C R Y T H I N K

2.3 '-ic'

Lesson plan

Note:

Since the vocabulary level of words that end in '-ic' is for intermediate and advanced students, most of the exercises for this spelling pattern are at these levels. However, we feel that it is important for all students to know that when they hear the sound /ɪk/ as in *panic* at the end of a multi-syllable word, it will be written as '-ic'.

- 1 **RECALL:** What is a syllable? (from Unit 1). A quick way to do this is by tapping out or clapping the divisions of the names of some students in the class and of long words that are familiar to them, for example, John-a-than, E-liz-a-berth, class-room.
Recall 'ck' from the previous lesson. Words that end in 'ick' have only one syllable.
- 2 **ELICIT:** Ask students to suggest words that have two or more syllables and end in the sound /ɪk/. Write them on the board.
- 3 **ASK:** What spelling pattern can we deduce from this? Note students' suggestions.
- 4 **WRITE ON THE BOARD:**

We write 'ic' when we hear the sound /ɪk/
at the end of a word that has two or
more syllables.

You might suggest that students add this to their notebooks, with examples.

Warm-up practice of 'ic' spelling pattern

The same list can be used at two levels. Choose ten words from the following list and dictate them as a listening exercise. It is recommended to include some 'ick' words from the previous lesson.

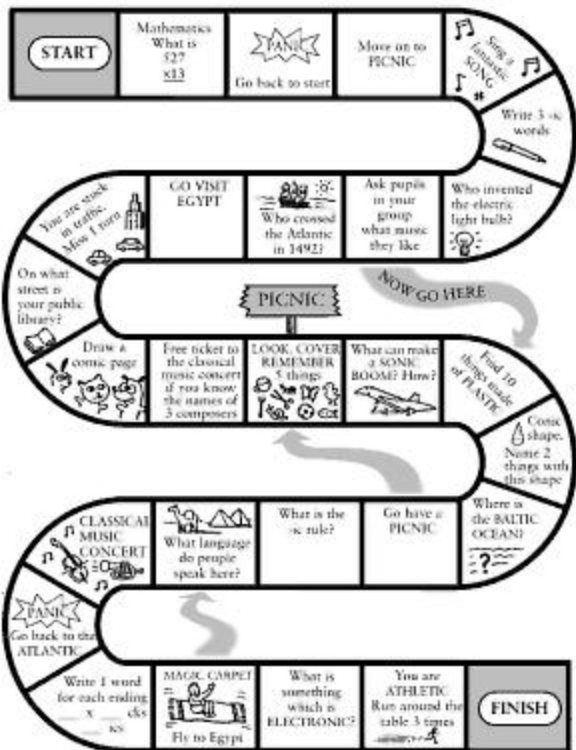
plastic fantastic trick logic electric clinic thick traffic
chick arithmetic stick Mick Atlantic click brick
classic magic

- * *Beginners* and *intermediate* students can write either 'ic' if the word they hear has more than one syllable, or 'ick' if it has only one syllable.
- * *Advanced* students can write the whole word they hear.

A Beginners

1 Mission possible

This is a game for two to four players. You need a die and counters or buttons. Make copies of the game and stick them on to cardboard. Each player throws the die. The player who throws the highest number goes first. In turn, throw the die and move the counter to the right place. The winner is the student who finishes first.



B Intermediate

1 Word pairs

Match '-ic' words with nouns to form common phrases and idiomatic expressions. Do it as a competition between groups, to see who gets the most logical pairings within three minutes.

traffic	festival
picnic	band
elastic	boom
metric	basket
magic	clock
sonic	circle
Arctic	system
Atlantic	lights
music	ocean
electric	stick

b. Use ten words from the previous exercise to fill in the blanks with an appropriate word.

- 1 The *Flute* was composed by Mozart.
- 2 The Prime Minister knows a lot about
- 3 Keep cool – don't
- 4 My father was when he discovered that he had lost his car keys.
- 5 A scud is a kind of missile.
- 6 Someone who has studied basic medicine is a
- 7 A is someone who doubts.
- 8 It is notal to put ice cream in the oven.
- 9 The most common language spoken in Jordan is
- 10 An person can put his feet on his shoulders.

2 Making adjectives

Each of the words in the following list can be used to form '-ic' adjectives. Find at least ten adjectives. A dictionary will be useful here to check spelling.

After you finish finding the '-ic' adjectives, add a noun of your choice to each, for example, 'fantastic experience'. In pairs, explain to your partner why you have chosen this particular noun.

NOUN	'-IC' ADJECTIVE	NOUN PHRASE
1 fantasy
2 gymnasium
3 science
4 gene
5 Hebrew
6 Celt
7 German
8 state
9 graph
10 barbarian
11 metal
12 analysis
13 problem
14 scene
15 symphony

Suggested words for spelling tests

The lists include words from previously learnt rules.

1 Intermediate

garlic	fantastic	kilt	rink	panic
stuck	magic	crack	logic	basic
task	rock	park	crab	tactic

2 Advanced

optimistic	domestic	Pacific	bunkbed	trickster
lacking	sympathetic	poetic	stocking	weekend
satanic	classical	pocketbook	magical	tragic

Answers

B1

We found the following phrases and expressions: you may find more.

traffic lights, traffic circle, traffic system
picnic basket
elastic band
metric system
magic stick, magic festival, magic circle
sonic boom
Arctic Circle, Arctic Ocean
Atlantic Ocean
music festival
electric clock, electric lights

B2

Note:

You might want to draw your students' attention to the fact that all these fields of work are singular nouns, although they look like plurals, which means that we say: 'politics is' and not 'politics are'.

1 acrobatics 2 politics 3 cosmetics 4 genetics 5 linguistics
6 robotics 7 athletics 8 aeronautics 9 graphics 10 mechanics
11 physics 12 pediatrics 13 geriatrics

C1a

1 acrobatic 2 bionic 3 medic 4 panic 5 logic 6 symphonic
7 politic 8 magic 9 sceptic 10 frantic 11 ballistic 12 Arabic

C1b

1 Magic 2 politic 3 panic 4 frantic 5 ballistic 6 medic
7 sceptic 8 logic 9 Arabic 10 acrobatic

C2

1 fantastic 2 gymnastic 3 scientific 4 genetic 5 Hebraic
6 Celtic 7 Germanic 8 static 9 graphic 10 barbaric
11 metallic 12 analytic 13 problematic 14 scenic
15 symphonic

2.4 'qu'

Lesson plan

Note:

This lesson looks at the sound /kw/ as in *quick*. This is a common spelling pattern and is found at the beginning or in the middle of words. The letter 'q' is always followed by 'u' and another vowel.

1 **RECALL:** What are the letter patterns that we have learnt that give us the sound /k/? Answer: 'c' as in *cat*, 'k' as in *kettle*, '-ck' as in *back*, and '-ic' as in *magic*.

2 **ASK:** How do the following word pairs differ in the sound /k/?

queen – keen quite – kite square – scare squid – skid

Answer: The first word of each pair has the sound /kw/ and the second the sound /k/.

3 **WRITE ON THE BOARD:** It might be a good idea to write up the minimal pairs from the previous task and get the students to practise saying them.

4 **ASK:** What spelling pattern can we deduce from this? Note students' suggestions.

5 WRITE ON THE BOARD:

When we hear the sound /kw/ in a word, we write 'qu'. 'Q' never stands alone: it is always followed by 'u' + vowel.

You might suggest that students write this in their notebooks.

Warm-up practice of 'qu' spelling pattern

You can choose ten words from the following list and dictate them as a listening exercise. The same list can be used at two levels. It is recommended to include words from the previous lessons.




clap trick quit black shock crown square drink
care jack quarrel question picnic snack quiz dark
quick king cross

* *Beginners* and *intermediate* students can write 'c', 'k', '-ck', '-ic' or 'qu'.

* *Advanced* students can write the whole word.

A Beginners**1 Picture quiz**

In order to find the word in Column 3, look at the picture in Column 1 and unscramble the letters in Column 2.

1	2	3
	a r o q e u r equator
	o n q r s u i e
	n u q e u e

2 Qu – trivia

a. As an oral exercise, your teacher will give both the definition and the choices. Write down or respond orally with the correct 'qu' word.

OR:

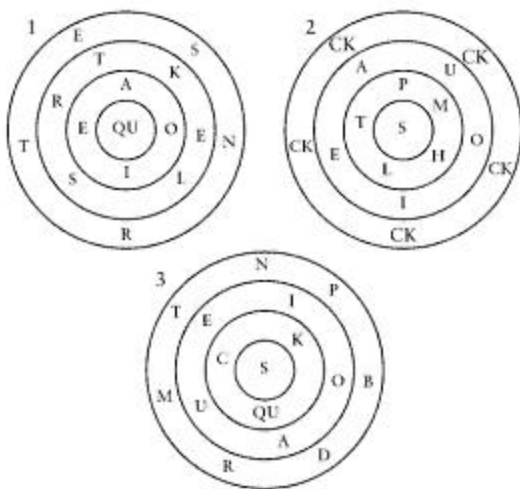
b. As individual or pair work, find the word which fits the definition from the offered choices. Use dictionaries to help where necessary. Do at least nine.

- 1 To make a noise like a mouse. (*quiz, queer, squeak*)
- 2 Another word for an argument. (*quarrel, equal, equipment*)
- 3 A small red or grey furry animal with a big tail. It likes nuts. (*quotation, squirrel, quest*)
- 4 An earth-moving experience is a ... (*queen, aquarium, quake*)
- 5 To press very hard on somebody or something from all sides is to ... (*quarter, squeak, squeeze*)
- 6 A flat form with four sides of the same length. (*square, squirrel, quake*)
- 7 'To be or not to be' is a famous ... from Shakespeare's *Hamlet*. (*earthquake, quotation, squeeze*)
- 8 After a murder, the police always carry out an ... (*inquisition, inquest, aquarium*)
- 9 Zero degrees latitude. (*equator, quarrel, quest*)
- 10 A line of people waiting for something. (*queue, squeeze, quote*)

C Advanced

1 Bull's eye

Starting at the bull's eye (centre) of each target, work outwards, taking one letter or letter cluster from each ring to form correct English words. For example, in the first target, it is possible to spell QU-O-T-E. How many words can you find?



2 Compound words

From the word bank, match a word to those below to make compound words or familiar phrases. Most of the words will be used more than once. A dictionary will be useful. Do at least 15.

Word bank:

Queen country question quarter aqua
quick square skin

- | | |
|-------------------------------|--------------------|
| 1 's English | 11 thick |
| 2 to pop the | 12 marine |
| 3 'Beauty is only deep' | 13 back |
| 4 mother | 14 mark |
| 5 fours of the moon | 15 lung |
| 6 silver | 16 house |
| 7 master | 17 sands |
| 8 music | 18 a meal |
| 9 of an hour | 19 thinking |
| 10 dancing | 20 a of time |

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Suggested words for spelling test

The lists include words from previously learnt rules.

1 Beginners

quick kit magic kind car
queen quiet tank quiz clinic

2 Intermediate

question traffic queer careful skin
quickly squash problematic square energetic
clock quack key stink quit

3 *Advanced*

catholic	quality	equip	keel	skill
aquatic	critic	shrink	wicked	cricket
squirrel	equator	conduct	risky	kennel

Answers

A1

1 equator 2 question 3 queen 4 duck 5 square 6 aquarium
7 quiz 8 kid 9 quarter 10 candy

B1

1 square 2 equality 3 squirrel 4 equator 5 question 6 quick
7 quiz 8 aquarium 9 queen 10 quarter

B2

1 squeak 2 quarrel 3 squirrel 4 quake 5 squeeze
6 square 7 quotation 8 inquest 9 equator 10 queue

C1

1 quite, quote, queen, quake, quart, queer, quits, quest, quilt.

2 smack, stack, stick, stuck, stock, slack, slick, shack, shock.

Bonus words (very hard): spick, smock.

3 squad, skin, skip, skit, skim, scot, scan, scud, scar.

Bonus words (very hard): squid, squib, scab, scam.

C2

- | | |
|------------------------------|-----------------------|
| 1 Queen's English | 11 thick skin |
| 2 to pop the question | 12 aqua marine |
| 3 'Beauty is only skin deep' | 13 quarter back |
| 4 Queen mother | 14 question mark |
| 5 four quarters of the moon | 15 aqua lung |
| 6 quick silver | 16 country house |
| 7 quarter master | 17 quick sands |
| 8 country music | 18 a square meal |
| 9 quarter of an hour | 19 quick thinking |
| 10 square dancing | 20 a question of time |

2.5 '-x'

Lesson plan

Note:

The letter 'x' appears at the end of a syllable or a word. At the end of a word its sound is always /ks/ as in *six*. With words that begin with 'ex', its sound is either /ks/ as in *exercise* or /gz/ as in *exhibit*.

The sound /ks/ at the end of the words can be spelled in four different ways: 'ks' as in *thinks*; 'cks' as in *sticks*; 'ics' as in *comics*; and 'x' as in *six*. However, note that all words that end in 'x' are root words.

- 1 WRITE ON THE BOARD: Write the following column headings and examples:

EX-	MIDDLE	END OF ROOT WORD
excellent	taxi	six
extra	sixty	fax
example	text	mix

- 2 ASK: What sound does the letter 'x' make and what kind of vowel sound precedes it? Elicit the answers that the letter 'x' makes the sound /ks/ (or /gz/ in some 'ex-' words) and it is always preceded by a single-letter, short vowel sound.

You might like to point out that words such as *books*, *rocks*, *banks*, *takes*, *picnics* also have the sound /ks/ because these are root words plus a suffix. In words that end in 'x', we need to add 'es':

mix + es = mixes fax + es = faxes

- 3 WRITE ON THE BOARD:

If we hear /ks/ at the end of a syllable or a root word and it is preceded by a single-letter, short vowel sound, we write 'x'.

You might wish to mention to more advanced classes that the same sound /ks/ is found in 'ce' words, such as *accident* and *eccentric*.

You might suggest that students write this in their notebooks.

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