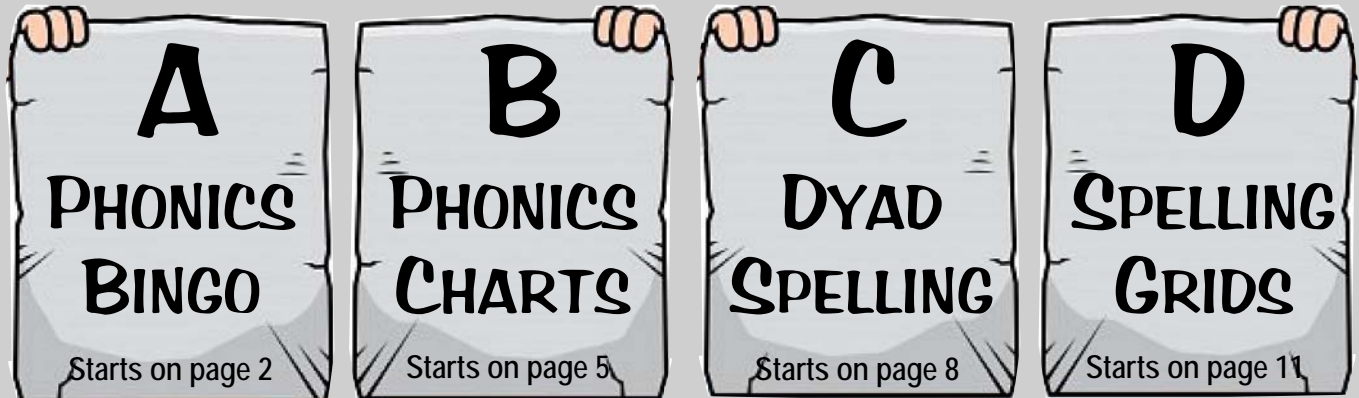


Skills Focus: SPELLING & PRONUNCIATION

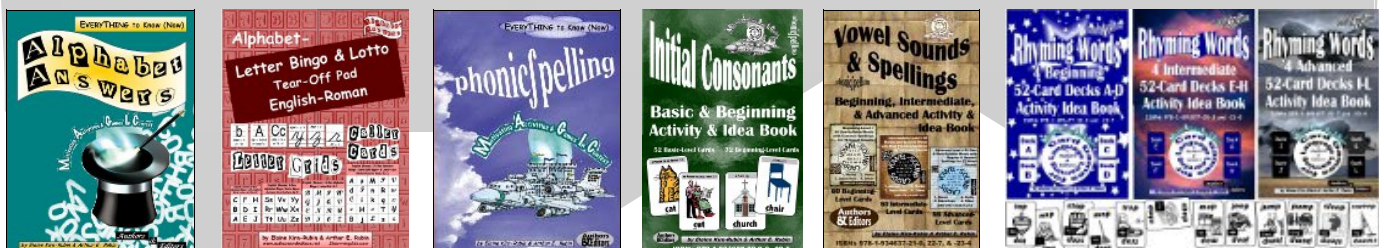
At language-proficiency levels from PRE-LITERATE/BASIC through INTERMEDIATE, novice and experienced language teachers/learners alike might benefit from “starting from the beginning.” The notion can mean providing necessary background knowledge—and/or reviewing what’s needed to progress at an appropriate speed and level of challenge. The targeted content can range from “pre-word” (*Letters of the Alphabet, Numbers, Symbols*) through “word level” (*Vocabulary, Phonics, Spelling*) and *Phrasing*. Here are four ideas in **DOING WITHOUT THE PHOTOCOPIER** focused on word-level language instruction that can precede or accompany connected oral or written discourse:



Would you like more sophisticated suggestions for the effective teaching of (pre-)word- to phrase-level language to more proficient, advancing students? The following **IDEAS** in the sequel to **DOING WITHOUT THE PHOTOCOPIER**—entitled **STILL DOING WITHOUT THE PHOTOCOPIER** [ISBN 978-0-891077-24-1]—focus on targeted instruction in **SPELLING & PRONUNCIATION** and/or **VOCABULARY**:

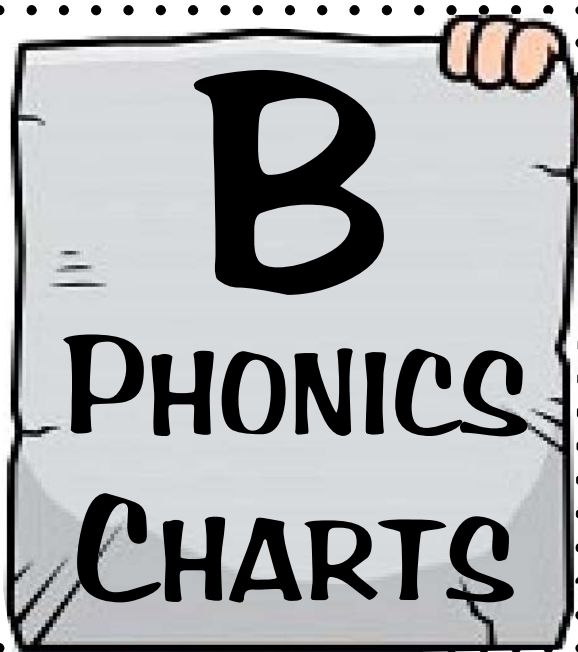
IDEA AA = FLASH POINTS	IDEA DD = LETTER LINKS	IDEAL GG = VOCABULARY DOMINOES
IDEA BB = LOTS OF LOTTO	IDEA EE = MYSTERY PHRASES	IDEA HH = DICTIONARY DEALINGS
IDEAL CC = ALPHABET ANSWERS	IDEA FF = CARD DECKS & GAMES	IDEA II = PUT IT IN CONTEXT

And here are a few **Authors & Editors** products with a (pre-)word-level focus:



S tudents enjoy vocabulary lessons, especially activities based on interesting visuals. Cluttered scenes, for example, are useful for grammar lessons on topics like “Kinds of Nouns” or “Continuous Verb-Tense Forms.”

As a preliminary or additional step, moreover, the same pictures can serve to combine vocabulary with instruction and practice in pronunciation, phonics (the relationships between sounds and letters), and word-level spelling.



➔ SPECIFIC TOPIC OF IDEA B: Initial One-Letter Consonant Sounds & Digraphs / b ch d f g h j k l m n p r s sh t th v w y z /

➔ MATERIALS: Large complex *Pictures*, probably scenes containing many different items and/or activities—several more drawings or photos than there are groups; large paper to write on—or prepared PHONICS/SPELLING CHARTS to fill in



You can find big *Picture* scenes—including funny ones—in magazines, children’s books, beginning language texts, online, and in other places. This cartoon illustration is from an old calendar.

INSTRUCTIONS

If necessary, review the sound-spelling correspondences that have been taught or learned—in this case, the spelling of *initial consonant sounds* that begin words.

1. On a board, draw an empty grid—of probably four to ten columns. At the top, write symbols for the sounds to be practiced between slashes / /, one above each column. Use American-dictionary notation and/or IPA (*International Phonetic Alphabet*) symbols.

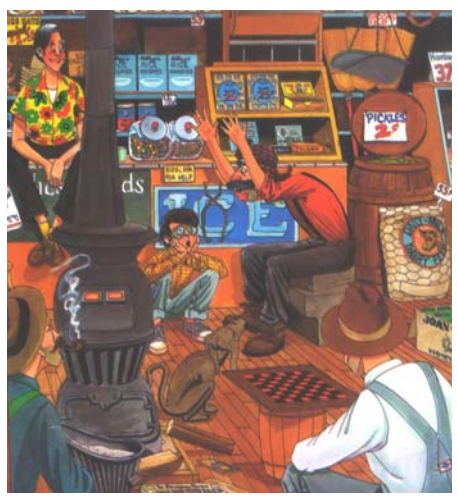
/b/	/ch/ = /tʃ/	/h/	/k/	/l/	/s/
<u>b</u> eans	<u>ch</u> air	<u>h</u> ats	<u>c</u> ap	<u>l</u> ap	<u>s</u> igns
<u>b</u> oy	<u>ch</u> eckers	<u>h</u> appy	<u>c</u> andy	<u>l</u> eaning	<u>s</u> ausage
<u>b</u> oxes	<u>ch</u> eck	<u>h</u> air	<u>c</u> lock	<u>l</u> ight	<u>s</u> tool
<u>b</u> askets	<u>ch</u> ild	<u>h</u> and			<u>s</u> erial
<u>b</u>					<u>c</u> igar

a partially filled in *Phonics/Spelling Chart* in progress—based on *Pictures in Doing Without . . . Idea B.*

Teaching Tip

For the first game, it might help to put only sounds like / b d f g h l m / that are always represented by *the same one letter*. After learners grasp the game procedures, however, you can include sounds spelled by digraphs like / ch sh th / and/or sounds like / j k s / that have various spellings. Decide whether or not to allow consonant *clusters* or *blends*.

2. Participants divide into groups of about four members each. On a large piece of paper, each team copies the format of the empty **PHONICS/SPELLING CHART** from the board. Give one *Picture* to each group, and put the extra drawings or photos on a table in front of the room for participants to retrieve later. Set a time limit for groupwork.
3. Team members work together to write the useful words from their *Picture* in the appropriate columns of their **PHONICS/SPELLING CHART**. (Remind learners that they are to list the words in columns according to their *initial sounds*, not their letters.) As soon as groups have filled in as many items as they can think of, they exchange their *Picture* for another on the table and continue working until time is called.
4. Students stay in their teams to compete with others. For each sound category, one member of each group tells one item in turn. Print the word on the board (under the appropriate heading on the **CHART**) as that group member spells it aloud. If others have the same item, they cross it off their lists so it will not be repeated.
5. The “winner” for each column of sounds is the team with the largest number of appropriate and correctly-spelled words—or the most items that no other group has thought of. (They might even get a small prize to be shared by group members.)
6. The “grand-prize winner” is the team with the highest total score. Perhaps their “reward” is to conduct a follow-up activity—one winning player leading each of the other groups. S/he can review the meanings of the words on the board, show how they conform to learned phonics/spelling patterns—or not, work with more *Pictures*; give an oral “Spelling Quiz,” or . . .



IDEA B = PHONICS CHARTS

LEVELS = HIGH-BEGINNING TO INTERMEDIATE

↙ SUGGESTIONS FOR ADAPTATION ↘

- ↓ For beginners, list relevant vocabulary from the pictures on the board. Go over their pronunciation, letter spellings, meanings, and/or typical uses in phrases. You may or may not want to erase or cover the words before beginning the game.
- ↓ To make the activity easier, list a different *letter* at the top of each column (instead of a phonetic symbol for a sound). Participants list words beginning with that *letter* regardless of which sound it produces. For example, cake and circle would both appear in the "c" column. key and knot would be in the "k" column.
- ↓ In low-level classes, each group can use the *same* picture, perhaps a scene from the textbook. Ss can work in pairs or individually instead of in groups.

POSSIBLE VARIATIONS

- ➔ Instead of using *Pictures*, play the game of "Categories." Have each group copy a grid of rectangles rather than columns. In addition to writing a phonetic sound-symbol or consonant letter above each column on the grid, they write a category to the left of each row—like *animals, objects, places, foods, job titles, people, etc.* Higher-level groups may suggest more specific categories, such as kinds of *furniture, clothing, things in a classroom, colors, and the like.* And if students are in similar lines of work, the grid can contain vocational words, such as *names of tools, computer terms, work activity verbs, etc.*

Group members work together to be the first to fill in the grid boxes. The chosen words must not only contain the sound or letter at the top of each column but also conform to the category to the left of each row. Score as described above.

CATEGORIES	b	c	f	g	sh
ANIMALS	<u>b</u> ear	<u>c</u> at	<u>f</u> ish	<u>g</u> erbil	<u>sh</u> eepp
OBJECTS	<u>b</u> all	<u>c</u> ello		<u>g</u> ars	
PEOPLE	<u>b</u> oys				
PLACES		<u>c</u> ity	<u>f</u> arm	<u>g</u> arage	<u>sh</u> ed
ACTIONS	<u>b</u> uy				<u>sh</u> oot
ADJECTIVES	<u>b</u> oring	<u>c</u> old			<u>sh</u> ort

O THER AREAS OF APPLICATION: Vowel sounds (phonetic symbols) or letters, medial final consonant sounds or letters, syllable-stress patterns, lesson vocabulary lists.

RELATED **Authors & Editors** MATERIALS: Prepared phonic/spelling *Initial-Consonants Card Packs* with *Activity & Idea Books* [ISBNs 978-1-934637-38-8, -39-5, -40-1, -41-8]. Containing 54, 72, 160, and 244 *Word & Picture Cards*, these *Basic, Beginning, Intermediate, and Advanced Learning Tools* can be used with some suggestions in **DOING WITHOUT ... IDEA B**. For more info, go to the [2learn-english.com Online Store](http://2learn-english.com).