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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:

<table>
<thead>
<tr>
<th>one-syllable words</th>
<th>two-syllable words</th>
<th>three-syllable words</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>can - dy</td>
<td>can - di - date</td>
</tr>
<tr>
<td>hope</td>
<td>hope - ful</td>
<td>un - hope - ful</td>
</tr>
<tr>
<td>weight</td>
<td>weight - less</td>
<td>weight - less - ness</td>
</tr>
</tbody>
</table>

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:

\begin{center}
\begin{tabular}{llll}
\text{a} & \text{e} & \text{i} & \text{o} & \text{u} \\
\text{cat} & \text{bed} & \text{big} & \text{hot} & \text{fun} \\
\end{tabular}
\end{center}

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; /u/ as in sit; /o/ 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 ‘/u/’ 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:

\begin{center}
\begin{tabular}{llll}
\text{bag} & \text{beg} & \text{big} & \text{bog} & \text{bug} \\
\end{tabular}
\end{center}

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?
### Vowel sounds

#### A Beginners

1. **What am I?**

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>cat</td>
<td>bad</td>
</tr>
<tr>
<td>2</td>
<td>cot</td>
<td>big</td>
</tr>
<tr>
<td>3</td>
<td>cut</td>
<td>bud</td>
</tr>
<tr>
<td>4</td>
<td>pin</td>
<td>hot</td>
</tr>
<tr>
<td>5</td>
<td>pan</td>
<td>hat</td>
</tr>
<tr>
<td>6</td>
<td>pen</td>
<td>hut</td>
</tr>
<tr>
<td>7</td>
<td>cup</td>
<td>track</td>
</tr>
<tr>
<td>8</td>
<td>cap</td>
<td>trick</td>
</tr>
<tr>
<td>9</td>
<td>cop</td>
<td>truck</td>
</tr>
</tbody>
</table>

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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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>a</td>
<td>m</td>
<td>b</td>
<td>a</td>
<td>s</td>
<td>z</td>
<td>sh</td>
<td>pr</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td>r</td>
<td>e</td>
<td>d</td>
<td>u</td>
<td>x</td>
<td>c</td>
<td>u</td>
<td>ch</td>
<td>fr</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>nd</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sh</td>
</tr>
</tbody>
</table>

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Vowel sounds

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?

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

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

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Vowel sounds

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.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image" alt="Sunset" /></td>
<td>+</td>
<td>set</td>
<td>= _ _ _ _ _ _</td>
</tr>
<tr>
<td>2</td>
<td><img src="image" alt="Cloud" /></td>
<td>+</td>
<td>mill</td>
<td>= _ _ _ _ _ _</td>
</tr>
<tr>
<td>3</td>
<td><img src="image" alt="Basket" /></td>
<td>+</td>
<td>stick</td>
<td>= _ _ _ _ _ _ _</td>
</tr>
<tr>
<td>4</td>
<td><img src="image" alt="Fan" /></td>
<td>+</td>
<td>club</td>
<td>= _ _ _ _ _ _</td>
</tr>
<tr>
<td>5</td>
<td><img src="image" alt="Plates" /></td>
<td>+</td>
<td>stick</td>
<td>= _ _ _ _ _ _ _</td>
</tr>
<tr>
<td>6</td>
<td><img src="image" alt="Ant" /></td>
<td>+</td>
<td><img src="image" alt="Mountains" /></td>
<td>= _ nth _ ll</td>
</tr>
<tr>
<td>7</td>
<td><img src="image" alt="Tree" /></td>
<td>+</td>
<td><img src="image" alt="Box" /></td>
<td>= s _ ndb _ x</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Vowel sounds</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pad</td>
<td>pig</td>
<td>dish</td>
<td>hot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>![hand] + ![pig] = h _ nd _ g</td>
<td>![pig] + ![fish] = b _ db _ g</td>
<td>![fish] + ![dog] = n _ tsh _ ll</td>
<td>![dog] + ![fish] = _ i _ _ _ e _</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>![pad]</td>
<td>![pig]</td>
<td>![dish]</td>
<td>![hot]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>![pad]</td>
<td>![pig]</td>
<td>![dish]</td>
<td>![hot]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>![pad]</td>
<td>![pig]</td>
<td>![dish]</td>
<td>![hot]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>![pad]</td>
<td>![pig]</td>
<td>![dish]</td>
<td>![hot]</td>
</tr>
</tbody>
</table>

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Vowel sounds

C Advanced

1 Vowel inserts
Read the definition to complete each word with its correct ‘short’ vowels.

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

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2 Compound words

Choose a word from A and find its partner in B in order to make a compound word which matches its definition below. Find at least seven.

Definitions

1. A portable computer ....................................................
2. A word game ....................................................
3. Place to sit in a stadium ....................................................
4. Famous character from Notre Dame ....................................................
5. Low comedy form ....................................................
6. Tiredness after a long flight ....................................................
7. A friend you write to ....................................................
8. A neck injury ....................................................
9. Green creature, found near ponds ....................................................
10. Found at the front of a plane ....................................................
Vowel sounds

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

20
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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>vowel</td>
<td>short sound</td>
<td>long sound</td>
</tr>
<tr>
<td>a</td>
<td>mad</td>
<td>made</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>red</td>
<td>read</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>win</td>
<td>wine</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>hop</td>
<td>hope</td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>cut</td>
<td>cute</td>
<td></td>
</tr>
</tbody>
</table>

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 /i/, as in big and the sound /iː/, as in seem. Dictate one word from each pair. Ask the students to underline the word they hear.

<table>
<thead>
<tr>
<th>SHORT</th>
<th>LONG</th>
<th>SHORT</th>
<th>LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship</td>
<td>sheep</td>
<td>kiss</td>
<td>keys</td>
</tr>
<tr>
<td>sit</td>
<td>seat</td>
<td>this</td>
<td>these</td>
</tr>
<tr>
<td>fill</td>
<td>feel</td>
<td>fit</td>
<td>feet</td>
</tr>
<tr>
<td>hit</td>
<td>heat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>SHORT</th>
<th>LONG</th>
<th>SHORT</th>
<th>LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>bait</td>
<td>sell</td>
<td>seal</td>
</tr>
<tr>
<td>rat</td>
<td>rate</td>
<td>cut</td>
<td>cute</td>
</tr>
<tr>
<td>bed</td>
<td>bead</td>
<td>sock</td>
<td>soak</td>
</tr>
<tr>
<td>pop</td>
<td>pope</td>
<td>fit</td>
<td>fight</td>
</tr>
<tr>
<td>sit</td>
<td>sight</td>
<td>red</td>
<td>read</td>
</tr>
<tr>
<td>mad</td>
<td>made</td>
<td>duck</td>
<td>duke</td>
</tr>
<tr>
<td>bed</td>
<td>bead</td>
<td>cot</td>
<td>coat</td>
</tr>
<tr>
<td>not</td>
<td>note</td>
<td>still</td>
<td>style</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>SHORT</th>
<th>LONG</th>
<th>SHORT</th>
<th>LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship</td>
<td>shape</td>
<td>hat</td>
<td>hate</td>
</tr>
<tr>
<td>shop</td>
<td>sheep</td>
<td>heat</td>
<td>hit</td>
</tr>
<tr>
<td>cup</td>
<td>cop</td>
<td>mean</td>
<td>men</td>
</tr>
<tr>
<td>cape</td>
<td>cap</td>
<td>man</td>
<td>mine</td>
</tr>
</tbody>
</table>
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 Short above the vowel letter(s). If the vowel sound is long, they write Long.

- 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:

- \text{Man}  \text{Jeep}  \text{Main}  \text{Line}
- \text{Red}  \text{Stand}  \text{Hope}  \text{Jack}
- \text{Job}  \text{Night}  \text{Week}  \text{My}
- \text{Day}  \text{Prize}  \text{High}  \text{Boat}
- \text{Stone}  \text{Great}  \text{Wine}  \text{Sad}
- \text{Name}  \text{Coke}  \text{Print}  \text{Joke}
- \text{Mule}  \text{Rose}  \text{Buy}  \text{Cup}
- \text{Pet}  \text{Type}  \text{Weight}  \text{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.
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
The sound ‘k’ (/k/)

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’ ...........................................................................
The sound ‘k’ (/k/)  

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.

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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.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>crack</td>
<td>rack</td>
<td>ark</td>
</tr>
<tr>
<td>1</td>
<td>c4</td>
<td>2</td>
<td>c5</td>
</tr>
<tr>
<td>7</td>
<td>c7</td>
<td>8</td>
<td>c8</td>
</tr>
<tr>
<td>10</td>
<td>c10</td>
<td>11</td>
<td>c11</td>
</tr>
<tr>
<td>13</td>
<td>c13</td>
<td>14</td>
<td>c14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

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.
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.
15. Writing fluid in a pen.

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The sound ‘k’ (\( /k/ \))

### 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:**

<table>
<thead>
<tr>
<th>-ck</th>
<th>-k</th>
<th>-k</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>bank</td>
<td>book</td>
</tr>
<tr>
<td>neck</td>
<td>mask</td>
<td>week</td>
</tr>
<tr>
<td>stick</td>
<td>dark</td>
<td>speak</td>
</tr>
<tr>
<td>clock</td>
<td>talk</td>
<td></td>
</tr>
</tbody>
</table>

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:**

- **We write ‘-ck’ at the end of a single-syllable word which has a short vowel sound.**
  - ack -eck -ick -ock -uck

- **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 cheek 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  
- eek  - eak

3 Picture identification

See the Intermediate section. Find at least seven.
The sound ‘k’ (/k/)

**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.

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

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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.

<table>
<thead>
<tr>
<th>Word list</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 book</td>
<td>2 blackboard</td>
<td>3 desk</td>
<td>4 socks</td>
<td></td>
</tr>
<tr>
<td>5 milk</td>
<td>6 shark</td>
<td>7 clock</td>
<td>8 sack</td>
<td></td>
</tr>
<tr>
<td>9 lock</td>
<td>10 ink</td>
<td>11 rocking chair</td>
<td>12 sick</td>
<td></td>
</tr>
<tr>
<td>13 bark</td>
<td>14 duck</td>
<td>15 parking</td>
<td>16 hockey stick</td>
<td></td>
</tr>
<tr>
<td>17 mask</td>
<td>18 hook</td>
<td>19 tank</td>
<td>20 suck</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It tells the time.</td>
</tr>
<tr>
<td>2</td>
<td>Two boy's names.</td>
</tr>
<tr>
<td>3</td>
<td>You put them on your feet.</td>
</tr>
<tr>
<td>4</td>
<td>A bird that likes to swim.</td>
</tr>
<tr>
<td>5</td>
<td>Another name for a dress.</td>
</tr>
<tr>
<td>6</td>
<td>Fast.</td>
</tr>
<tr>
<td>7</td>
<td>You do this to an ice cream.</td>
</tr>
<tr>
<td>8</td>
<td>Not the front.</td>
</tr>
<tr>
<td>9</td>
<td>A big stone.</td>
</tr>
<tr>
<td>10</td>
<td>A colour.</td>
</tr>
<tr>
<td>11</td>
<td>A lorry.</td>
</tr>
<tr>
<td>12</td>
<td>A group of sheep.</td>
</tr>
<tr>
<td>13</td>
<td>A dollar, or a male deer.</td>
</tr>
<tr>
<td>14</td>
<td>To make fun of.</td>
</tr>
<tr>
<td>15</td>
<td>A long, thin piece of wood.</td>
</tr>
<tr>
<td>16</td>
<td>A place for ships to land.</td>
</tr>
<tr>
<td>17</td>
<td>A male chicken.</td>
</tr>
<tr>
<td>18</td>
<td>You build houses with them.</td>
</tr>
</tbody>
</table>

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The sound 'k' (/kl/)

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
homestick  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.

G3

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 /tk/ 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-beth, 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
click 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.

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### 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.

<table>
<thead>
<tr>
<th>traffic</th>
<th>festival</th>
</tr>
</thead>
<tbody>
<tr>
<td>picnic</td>
<td>band</td>
</tr>
<tr>
<td>elastic</td>
<td>boom</td>
</tr>
<tr>
<td>metric</td>
<td>basket</td>
</tr>
<tr>
<td>magic</td>
<td>clock</td>
</tr>
<tr>
<td>sonic</td>
<td>circle</td>
</tr>
<tr>
<td>Arctic</td>
<td>system</td>
</tr>
<tr>
<td>Atlantic</td>
<td>lights</td>
</tr>
<tr>
<td>music</td>
<td>ocean</td>
</tr>
<tr>
<td>electric</td>
<td>stick</td>
</tr>
</tbody>
</table>
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 ________________s.
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 not ________________al 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.

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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.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>‘IC’ ADJECTIVE</th>
<th>NOUN PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>fantasy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gymnasium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
</tr>
<tr>
<td>state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>barbarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>metal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>symphony</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The sound ‘k’ (/k/)

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
The sound ‘k’ (/k/)

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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image" alt="Globe" /></td>
<td>a r o q e u t</td>
<td>equator</td>
</tr>
<tr>
<td>2</td>
<td><img src="image" alt="Question Mark" /></td>
<td>o n q r i e</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><img src="image" alt="Queen" /></td>
<td>n u q e e</td>
<td></td>
</tr>
</tbody>
</table>
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)
The sound ‘k’ (/k/) 

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?

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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 four ____________s 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

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The sound ‘k’ (/k/)  

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  

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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 think; ‘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:

<table>
<thead>
<tr>
<th>EX</th>
<th>MIDDLE</th>
<th>END OF ROOT WORD</th>
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<tr>
<td>excellent</td>
<td>taxi</td>
<td>six</td>
</tr>
<tr>
<td>extra</td>
<td>sixty</td>
<td>fax</td>
</tr>
<tr>
<td>example</td>
<td>text</td>
<td>mix</td>
</tr>
</tbody>
</table>

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 ‘cc’ words, such as accident and eccentric.

You might suggest that students write this in their notebooks.
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A = Advanced

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Thanks

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