

Ludo







Point: vowels followed by a written *r*
Minimum level: intermediate
Game type: a racing game with dice and board for three or four players
Approximate time: 45 minutes

Rules

1 Place your counters on the starting position (the outer triangles marked A, B, C and D). The object of the game is to go around the board to the finishing position (the inner triangles marked A, B, C and D). The first player to do this is the winner.

2 Go around the board in the direction shown by the arrow in your starting triangle and do not cross any thick lines.

3 Take turns to throw the dice and move. To move, check the dice next to the board to find out which sound is indicated by the number on the dice:

| | |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|  /ɜ:/ |  /ɪə/ |
|  /ɔ:/ |  /eə/ |
|  /a:/ |  /ə/ |

Then move around the board to the first word containing that sound. If the other players agree that you have moved your counter to a word which does not contain the sound that you are looking for, put your counter back where it was and miss a turn.

4 When there are no more words on the board which contain the sound that you are looking for, move directly to the finishing position.

5 If another player lands on the square where your counter is, miss a turn.

Preparation

Make a copy of the board and provide a dice for each group of three or four students in the class. Provide a counter for each student.

Presentation

1 Write the following words on the board:

head spot had bee pea late

Ask students to add the letter *r* after a vowel in each of these words to make another word.

Write the words on the board:

heard sport hard beer pear later

These words illustrate the six vowel sounds which tend to result when a vowel is followed by the letter *r*, ie:

| | | | | | |
|--------|---------|--------|-------|-------|---------|
| heard | sport | hard | beer | pear | later |
| /hɜ:d/ | /spɔ:t/ | /hɑ:d/ | /bɪə/ | /peə/ | /leɪtə/ |
| /ɜ:/ | /ɔ:/ | /ɑ:/ | /ɪə/ | /eə/ | /ə/ |

As the above transcriptions make clear, the *r* itself may be completely silent.

2 Write the following table on the board to illustrate the six vowel sounds that result when the letter *r* follows a vowel. (Include the bracketed words in the table only with more advanced classes.)

| | | | | | |
|---------------|---------------|---------------|---------------|---------------|--------------|
| 1 /ɜ:/ | 2 /ɔ:/ | 3 /ɑ:/ | 4 /ɪə/ | 5 /eə/ | 6 /ə/ |
| bird | bored | (barred) | beard | (bared) | border |
| (burr) | bore | bar | beer | bear | (bearer) |
| er... | or | are | ear | air | error |
| fur | four | far | fear | fair | fairer |
| were | war | | we're | wear | wearer |

(Note that the words in each row differ only in the vowel sound in columns 1-5; these words are minimal pairs.) Column 6 is included to show the sound /ə/ in the second syllable.

3 Model the pronunciation of the words in the table, then read words from it at random and ask the class to say which column the word comes from. Then ask students to read out words for their classmates to identify the column.

Conducting the game

1 Divide the class into groups of three or four and give each group a board, a dice and counters.

2 Explain that the numbers on the dice correspond to the six sounds along the top of the table on the board.

3 Explain the rules and/or give out the rules sheets. You could advise the players to consult dictionaries in case of doubts.

Key

| | | | | | |
|---------------|---------------|---------------|---------------|---------------|--------------|
| 1 /ɜ:/ | 2 /ɔ:/ | 3 /ɑ:/ | 4 /ɪə/ | 5 /eə/ | 6 /ə/ |
| bird | bored | are | beard | air | colour |
| earth | door | arm | beer | bear | doctor |
| first | four | art | cheer | care | figure |
| girl | more | car | dear | chair | later |
| her | pour | dark | hear | there | mother |
| turn | sport | hard | here | wear | picture |
| were | war | heart | near | where | sugar |
| word | | | | | |
| work | | | | | |

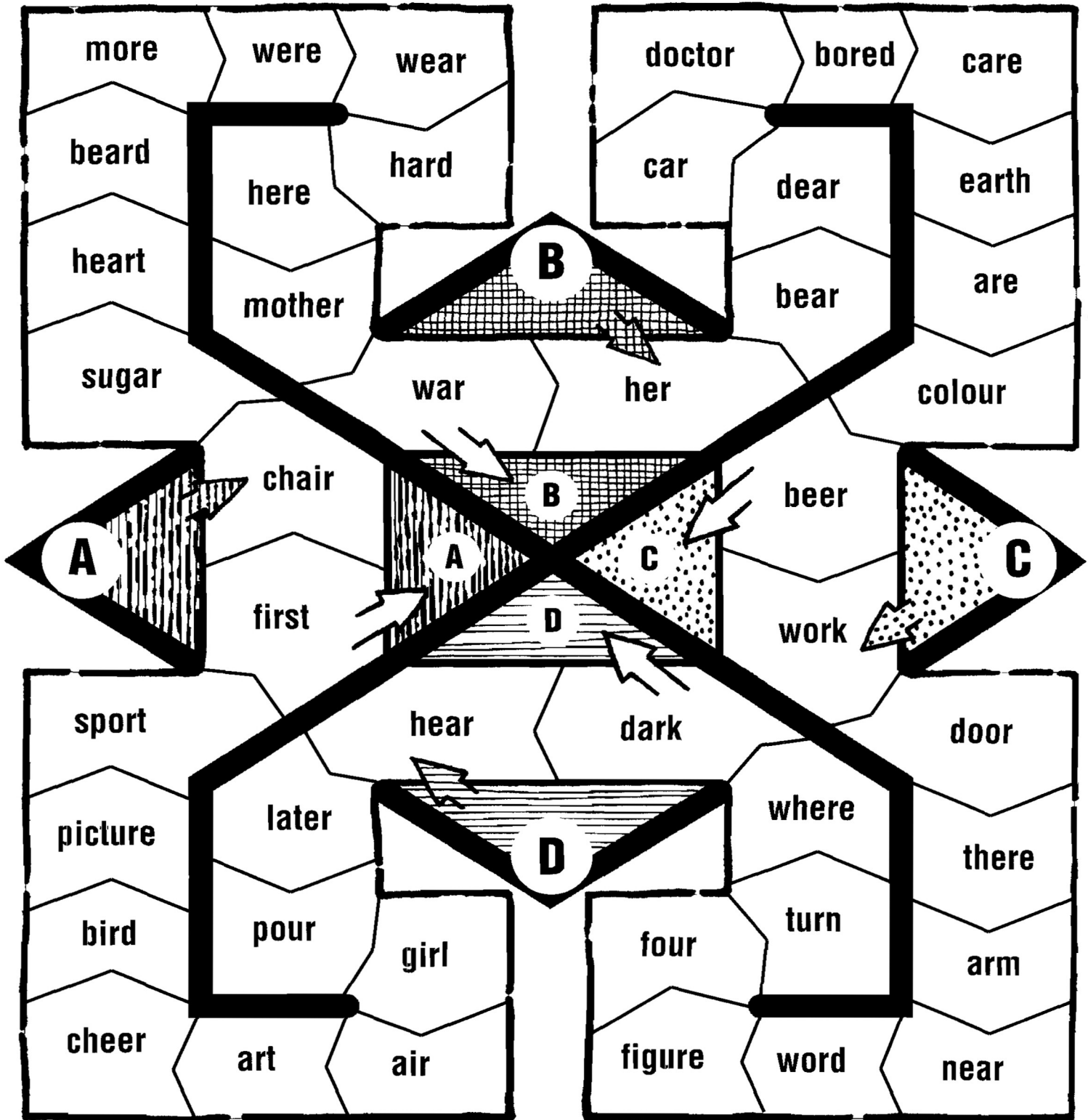
Rules

- 1 Place your counters on the starting position (the outer triangles marked A, B, C and D). The object of the game is to go around the board to the finishing position (the inner triangles marked A, B, C and D). The first player to do this is the winner.
- 2 Go around the board in the direction shown by the arrow in your starting triangle and do not cross any thick lines.
- 3 Take turns to throw the dice and move. To move, check the dice next to the board to find out which sound is indicated by the number on the dice:

| | |
|-----|------|
| • | /ɜ:/ |
| •• | /ɔ:/ |
| ••• | /ɑ:/ |

| | |
|--------|------|
| •••• | /ɪə/ |
| ••••• | /eə/ |
| •••••• | /ə/ |

 Then move around the board to the first word containing that sound. If the other players agree that you have moved your counter to a word which does not contain the sound that you are looking for, put your counter back where it was and miss a turn.
- 4 When there are no more words on the board which contain the sound that you are looking for, move directly to the finishing position.
- 5 If another player lands on the square where your counter is, miss a turn.



Practise the pronunciation of the vowel sounds in the table. Use the models to help you.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--------------|------|-----|-----|-----|------|-------|-----|------|------|------|------|
| sound | /i:/ | /ɪ/ | /æ/ | /e/ | /a:/ | /ɒ/ | /ʌ/ | /ɔ:/ | /u:/ | /ɜ:/ | /ʊ/ |
| model | tree | hit | man | let | far | clock | cup | call | boot | girl | look |

Say these words to your partner. Use the models in the table to help you with the pronunciation.

- | | | | |
|----------------|-----------------|----------------|------------------|
| 1. /bɪn/ bin | 4. /ten/ ten | 7. /gʊd/ good | 10. /ku:d/ cooed |
| 2. /fi:l/ fill | 5. /bæt/ bat | 8. /wɒd/ wad | 11. /hɑ:d/ hard |
| 3. /sel/ sell | 6. /sʌks/ sucks | 9. /tɔ:l/ tall | 12. /bɜ:n/ burn |

Listen to your partner. Underline the word you hear.

- | | |
|----------------------------|------------------------------|
| 1. /lɪd/ lid; /led/ led | 7. /kɒd/ cod; /kʊd/ could |
| 2. /wi:t/ wheat; /wɪt/ wit | 8. /lɒk/ lock; /lʊk/ look |
| 3. /pi:k/ peak; /pɪk/ pick | 9. /bɔ:/ bore; /bu:/ boo |
| 4. /pen/ pen; /pæn/ pan | 10. /mɔ:/ more; /mu:/ moo |
| 5. /ded/ dead; /dæd/ dad | 11. /fa:/ far; /fɜ:/ fur |
| 6. /meg/ Meg; /mʌg/ mug | 12. /kɑ:d/ card; /kɜ:d/ curd |

Check your answers with your partner.

Say these words aloud to yourself and then write the words in the spaces. Check the spelling with your partner.

- | | | | |
|-----------------|-----------------|-----------------|-----------------|
| 1. /kɔ:s/ | 4. /bɒm/ | 7. /bɪld/ | 10. /wʊl/ |
| 2. /flæt/ | 5. /lu:z/ | 8. /hɑ:t/ | 11. /wʌn/ |
| 3. /mi:n/ | 6. /gest/ | 9. /hɜ:t/ | |

Your partner's answers:

friend; duck; floor; laugh; need; wood/would; want; six; word; back; foot.

Practise the pronunciation of the vowel sounds in the table. Use the models to help you.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--------------|------|-----|-----|-----|------|-------|-----|------|------|------|------|
| sound | /i:/ | /ɪ/ | /æ/ | /e/ | /a:/ | /ɒ/ | /ʌ/ | /ɔ:/ | /u:/ | /ɜ:/ | /ʊ/ |
| model | tree | hit | man | let | far | clock | cup | call | boot | girl | look |

Listen to your partner. Underline the word you hear.

- | | | | |
|------------------|---------------|------------------|--------------|
| 1. /bi:n/ been; | /bɪn/ bin; | 7. /gɒd/ god; | /gʊd/ good |
| 2. /fi:l/ feel; | /fɪl/ fill; | 8. /wɒd/ wad; | /wʊd/ would |
| 3. /sel/ sell; | /sɪl/ sill; | 9. /tɔ:l/ tall; | /tu:l/ tool |
| 4. /ten/ ten; | /tæn/ tan; | 10. /kɔ:d/ cord; | /ku:d/ cooed |
| 5. /bet/ bet; | /bæt/ bat; | 11. /ha:d/ hard; | /hɜ:d/ heard |
| 6. /sæks/ sacks; | /sʌks/ sucks; | 12. /bʌn/ bun; | /bɜ:n/ burn |

Check your answers with your partner.

Say these words to your partner.

- | | | | |
|----------------|---------------|---------------|-----------------|
| 1. /led/ led | 4. /pæn/ pan | 7. /kɒd/ cod | 10. [mɔ:] more |
| 2. /wɪt/ wit | 5. /ded/ dead | 8. /lʊk/ look | 11. [fa:] far |
| 3. /pi:k/ peak | 6. /mʌg/ mug | 9. /bu:/ boo | 12. [kɜ:d] curd |

Say these words aloud to yourself and write the words in the spaces. Check the spelling with your partner.

- | | | | |
|------------------|-----------------|-----------------|-----------------|
| 1. /frend/ | 4. /la:f/ | 7. /wɒnt/ | 10. /bæk/ |
| 2. /dʌk/ | 5. /ni:d/ | 8. /sɪks/ | 11. /fut/ |
| 3. /flɔ:/ | 6. /wʊd/ | 9. /wɜ:d/ | |

Your partner's answers:
 course; flat; mean; bomb; lose; guest; build; heart; hurt; wool; one/won.

Hidden names

| | |
|--------------------------|------------------------------------------------------------------------|
| Point: | identifying the common sound in a group of words |
| Minimum level: | intermediate |
| Game type: | a look and find puzzle for students working individually (or in pairs) |
| Approximate time: | 20 minutes |

Preparation

Make a copy of the puzzle for each member of the class.

Presentation

1 Write the following words in a vertical column on the board and ask the class to identify what sound they all have in common:

eight rain face plate

2 Elicit that the sound in common is the vowel sound /eɪ/.

3 Try this exercise again with the following words:

races lose crazy rise

Elicit that the common sound here is the consonant /z/.

Conducting the game

1 Give each student a puzzle. (The game could also be played in pairs.) Explain that the names of the four members of the family in the pictures are hidden in the columns of words beside them.

2 To find the names, it is necessary to find the common sound that all the words in each column contain, then put these sounds together to make the name. If students are familiar with the phonetic script, it will be useful for noting down the common sound below each column. Otherwise, they will have to note it by underlining it in the words.

3 If necessary, work through the first name together as a class.

4 The game could be made easier by providing a 'menu' of possible names for the characters, such as:

Susan Michael Jenny Sarah Martin Charles Tony Jean Mark
Julian Sheila Sally David Matthew Shirley Joan Jane

Key

mother = Joan /dʒəʊn/

father = Charles /tʃɑ:lz/

daughter = Sheila /ʃi:lə/

son = Matthew /mæθju:/

Making your own versions

You can make other versions of this puzzle using other names, or in fact any words. Choose the name or word and note the sounds it contains. Find a group of four words that contain each sound (and no other) in common. Students in small groups could also make their own versions of the puzzle for their classmates to solve.

mother



- 1 suggest
- 2 although
- 3 strangers
- 1 soldier
- 2 saxophone
- 3 dangers
- 1 jacket
- 2 postman
- 3 enters
- 1 fridge
- 2 follow
- 3 revenge

son

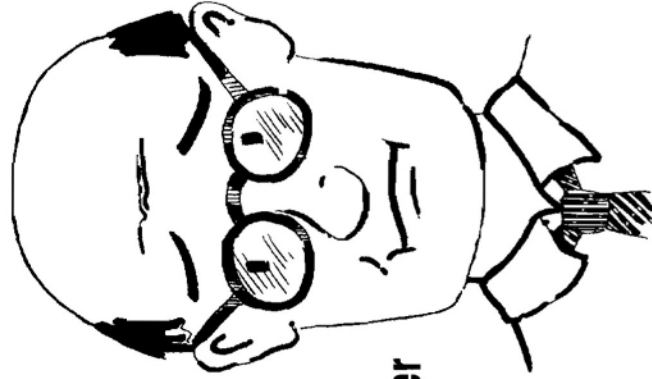


- 1 nature
- 2 heart
- 3 elephant
- 1 fetch
- 2 tomato
- 3 eleven
- 1 question
- 2 calmer
- 3 golf
- 1 children
- 2 marching
- 3 hopeful
- 1 gives
- 2 zero
- 3 apples
- 1 those

daughter



- 1 ocean
- 2 apples
- 3 autumn
- 1 shop
- 2 complete
- 3 combing
- 1 sugar
- 2 seventeen
- 3 comfortable
- 1 fishing
- 2 pieces
- 3 handsome
- 1 expand
- 2 backache
- 3 through
- 1 tooth



father

- 1 castle
- 2 reading
- 3 America
- 1 battle
- 2 complete
- 3 psychology
- 1 arrival
- 2 seventeen
- 3 water
- 1 pills
- 2 pieces
- 3 kitchen
- 1 university
- 2 future
- 3 movement
- 1 yellow
- 2 newspaper
- 3 twenty-two

The names of the four people in this family are hidden in the words next to the pictures. Find the common sound in each list of words. Then join these sounds together to find the name.

Hidden names

Win a word

| | |
|--------------------------|---------------------------------------------------|
| Point: | vowel sounds in words spelt with a final <i>e</i> |
| Minimum level: | intermediate |
| Game type: | a matching card game for three players |
| Approximate time: | 20 minutes |

Rules

1 Divide the cards equally among the players. The aim of the game is to win as many of the cards as possible.

2 Players take turns to place cards on the table.

3 There should be two piles, one for word beginnings and one for word endings. All the word endings end with an *e* and are in a shape pointing to the right. Word beginnings are in a shape pointing left. For example:

word beginning word ending



4 Players continue placing cards on the two piles. If, at any point, the beginning and the ending form a word, the first player to notice this must put a hand over the cards and say the word.

5 All the players must decide together if this word exists; if they are not sure, they may ask the player who said the word to say what it means and then check it in a dictionary. If the word exists, this player then wins all the cards in the piles. Players should make a note of all the words that come up during the game.

6 The game continues until all the cards that were dealt out at the beginning have been played. The player with most cards at this point is the winner.

Preparation

Copy and cut out a set of cards for each group of three students in your class.

Presentation

1 The vowel in one-syllable words with a final silent *e* tends to be pronounced as it is in the alphabet. So, for example, the *a* in *rate* is pronounced like the letter *A* when reciting the alphabet, that is, /eɪ/. To illustrate this point, write the following words on the board:

rat pet sit not cut

Demonstrate how the pronunciation of these words changes with the addition of a final *e* to:

rate /reɪt/ Pete /pi:t/ site /saɪt/ note /nəʊt/ cute /kju:t/

Show that the written vowel in the middle of these words is pronounced as the letter in the alphabet:

a = /eɪ/ e = /i:/ i = /aɪ/ o = /əʊ/ u = /ju:/

2 Ask students to predict how the following words might be pronounced:

kale mace swede cline splice lode rote mule

(Note that *u* may also be pronounced /u:/ as in *flute*.)

Conducting the game

1 Divide the class into groups of three and give each group a pack of cards. (The game could also be played in pairs.)

2 Explain and/or give out the rules.

3 During the game, move around the class helping students to resolve any disputes. Ask players to pronounce the words that they have written down.

Key

fa - face fade fake fame fate

ho - hole home hope hose

la - lace lake lame lane late

li - lice like lime line

ma - mace made make male mate

ro - robe rode role Rome rope rose

ru - rude rule

the - theme these

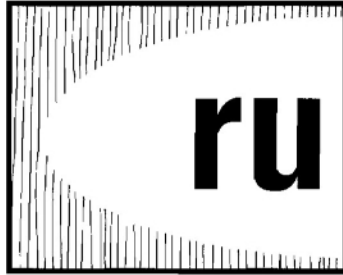
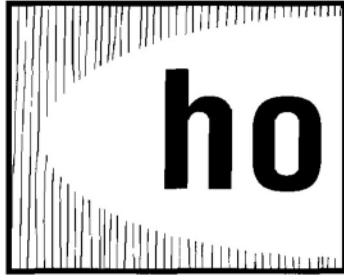
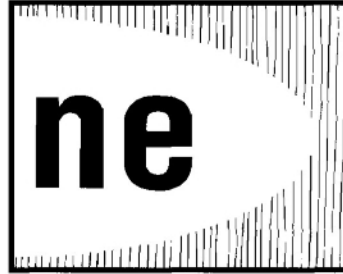
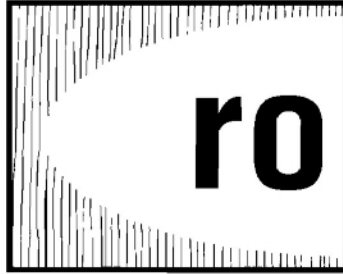
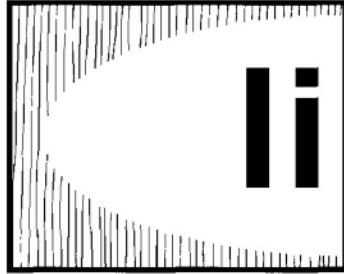
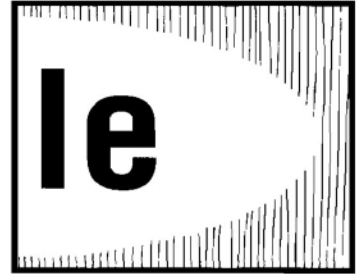
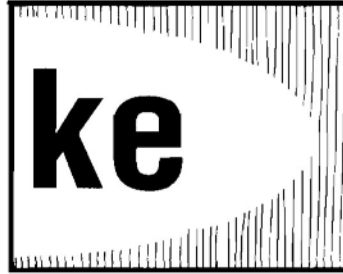
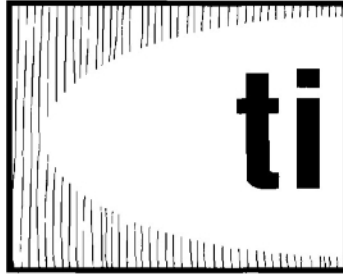
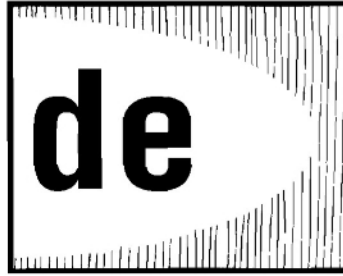
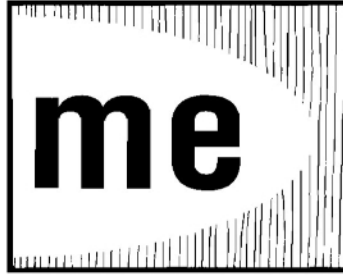
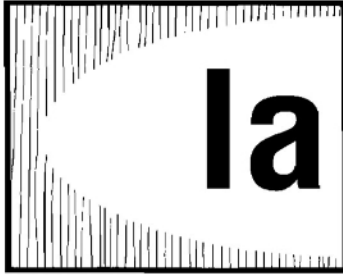
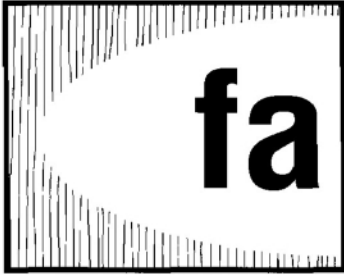
ti - tide tile time

wi - wide wine wipe wise

Win a word

Rules

- 1 Divide the cards equally among the players. The aim of the game is to win as many of the cards as possible.
- 2 Players take turns to place cards on the table.
- 3 There should be two piles, one for word beginnings and one for word endings. All the word endings end with an e and are in a shape pointing to the right. Word beginnings are in a shape pointing left. For example:
word beginning word ending
- 4 Players continue placing cards on the two piles. If, at any point, the beginning and the ending form a word, the first player to notice this must put a hand over the cards and say the word.
- 5 All the players must decide together if this word exists; if they are not sure, they may ask the player who said the word to say what it means and then check it in a dictionary. If the word exists, this player then wins all the cards in the piles. Players should make a note of all the words that come up during the game.
- 6 The game continues until all the cards that were dealt out at the beginning have been played. The player with most cards at this point is the winner.



Complex sound maze

Point: individual sounds *a, e, i, o, u* as pronounced in the alphabet

Minimum level: intermediate

Game type: a path-finding puzzle for students working individually (or in pairs)

Approximate time: 20 minutes

Preparation

Make a copy of the maze for each member of the class.

Conducting the game

- 1 Give each student a maze. (The game could also be played in pairs.)
- 2 Explain that the object of the game is to find a path from the entrance in the top left side of the grid to the exit in the bottom right.
- 3 Write on the board the letters *a, e, i, o* and *u* and elicit how they are pronounced in reciting the alphabet, ie /eɪ/, /i:/, /aɪ/, /əʊ/, /ju:/. Ask students to find an example of a word containing each of the sounds.
- 4 You can only move from one box to another if one of the two words in each box shares the same vowel sound. It does not matter if you use the upper or the lower word in the box.
- 5 You can move from one square to the next horizontally or vertically, but not diagonally.
- 6 When students have finished, check the route together.
- 7 If your students are familiar with phonetic script, ask them to transcribe the words in the correct path, perhaps for homework.

Key Puzzle 1

The correct path is:

same - main - gave/need - cheap - see/light - side - white - sky - like/home - boat - coach - no/use - view - few/teach - green - scene/wife - try - time - right - high/page - wait - cake - rain/road - woke - toast - smoke/please - meet

Follow-up

Ask students to identify any spelling patterns in the words in the maze. They might identify for each sound a spelling consisting of two written vowels and another with a final silent *e* as in the following examples:

/eɪ/ - paid, same /i:/ - need, scene /aɪ/ - tie, five /əʊ/ - boat, woke /ju:/ - view, use

Making your own versions

You may want to make your own versions of the maze with vocabulary from your course. To do this, construct a path of words that have sounds in common in adjacent squares from entry to exit. Then fill in the remaining squares with other words. Make sure that these distractors do not contain sounds which can be found in squares adjacent to the path.

A grid of hexagons could equally well be used and an example is included here which concentrates on rhyming words, eg *feet, heat, meet, neat, seat*. This maze is suitable for pre-intermediate students.



| | | | | | | |
|-------|-------|-------|-------|-------|--------|--------|
| same | main | need | June | see | youth | day |
| why | tube | gave | cheap | light | tune | save |
| queen | home | sky | white | knew | rain | tie |
| bean | like | news | road | side | road | woke |
| plane | boat | pain | peace | wait | cake | you |
| five | mean | coach | these | know | nice | toast |
| teach | view | use | wrote | high | need | smoke |
| few | wake | no | right | page | leave | please |
| green | wife | try | eat | hope | coat | line |
| paid | scene | sale | time | show | please | meet |

