

Spelling bee

Target language: commonly misspelt words

Activity type: error correction and spelling bee

When to use: Use this activity after Unit 10 Vocabulary.

Time taken: 20 minutes

Preparation: Photocopy and cut up one worksheet for each group of four students in the class.

Procedure

Put the class into groups of four and give each group a set of cards in a pile face down. Divide each group into two pairs, A and B. A student from Pair A takes a card and reads the question to Pair B who must guess the word and then spell it out loud correctly. If they are correct, they keep the card. If they are incorrect, they put the card to one side – both the word and spelling must be correct. Pair B now picks up a card and reads the question to Pair A who guess the word and spell it correctly. If correct, they keep the card. This continues until all the questions have been answered. The winners are the pair who has the most cards.

Spelling bee



What noun beginning with A is a place where someone lives? (*accommodation*)

What adverb beginning with D means 100% sure/without doubt? (*definitely*)

What verb beginning with B means to think? (*believe*)

What noun beginning with F describes someone from another country? (*foreigner*)

What noun beginning with B means the same as start? (*beginning*)

What adverb beginning with O means sometimes, not often? (*occasionally*)

What adjective beginning with S means the opposite of together? (*separate*)

What adjective beginning with S means to achieve good results and do well at work or school? (*successful*)

What noun beginning with R describes a place to eat out? (*restaurant*)

What noun beginning with P describes a doctor of the mind? (*psychologist*)

What adjective beginning with W is a synonym of strange? (*weird*)

What noun beginning with S describes the part of your mind that has thoughts without you actually thinking them? (*subconscious*)

What adjective beginning with N means essential, needed? (*necessary*)

What adjective beginning with I is the opposite of boring? (*interesting*)

What adjective beginning with C means to vary often? (*changeable*)

What noun beginning with D means uncertainty. (*doubt*)

What noun beginning with E means to be present? (*existence*)

What noun beginning with P is the plural of person? (*people*)

What noun beginning with R describes the obligation a person has to do a job or behave in a particular way? (*responsibility*)

What noun beginning with I means the same as intellect? (*intelligence*)

Cluster noughts and crosses

After the game has been played by the whole class, it can be played in small groups or pairs. Students can prepare their own lists of words to use against each other; they can use dictionaries, or ask their classmates or you to check spellings.

Sample lists

-ough-

cough
through
thought
drought
enough
dough

-ph-

elephant
graph
epitaph
telephone
phrase
phantom

-ious

anxious
serious
dubious
superstitious
religious
studious

kn-

knock
knee
knife
knuckle
knight
knit

-ible

terrible
horrible
compatible
edible
sensible
visible

-able

understandable
lovable
flammable
durable
desirable
valuable

-ent

competent
ingredient
supplement
intelligent
obedient
dependent

-ant

relevant
elephant
abundant
stimulant
hesitant
defendant

-sc-

science
conscience
conscious
scissors
discipline
ascent

3-3

ACTIVITY

Cluster noughts and crosses

Preparation

This is a difficult game to play off the top of your head. Preparing a list of target words which your particular class has met before, prior to the lesson will ensure a faster pace. Sample lists for upper-intermediate level are found at the end of the activity.

Who's it for?

Upper-intermediate or advanced students, but it can be adapted for use at any level.

How long?

10-15 minutes.

How many?

Any class size.

What's it for?

Remedial spelling; focusing upon problem clusters and sequences, double or silent letters.

Language needed?

Target words which students have met before.

In class

1 Draw a **Cluster noughts and crosses** grid of nine squares on the board and number the squares. Divide the class into two teams; the noughts and the crosses. Explain the rules if necessary; the winning team is the first team to make a line of three noughts or three crosses in any direction across the board.

2 In each of the nine squares write a cluster or sequence of letters which currently causes students difficulty. For example:

-ough-	-ph-	-ious
1	2	3
kn-	-ible	-able
4	5	6
-ent	-ant	-sc-
7	8	9

Sample clusters include: *-ough-*; *-ph-*; *-ious*; *kn-*; *-ible*; *-able*; *-ent*; *-ant*; *-sc-*; *wh-*; *-tch*; *-eau-*; *-ou-*; *-ie-*; *-ei-*; *-ous*; *-eous*; *-ck*; *-ea-*; *-ance*; *-ence*; hard and soft *c* (/s:/ and /k:/); double letters; silent letters.

3 Teams take turns to tell you the number of the square they are playing for. In order to win the square, they must spell the word that you give them. The word you give them must contain the letters shown in the square. The letters should provide them with the help they need to spell the word correctly.

Extension

Draw the noughts and crosses grid on the board with a cluster in each square. This time do not say the word, but give a definition or a clue. Team members must guess the word and then spell it to win the square. For example: *Which words has -eous in it and means very polite?* (courteous)

Advice

If your two teams are large, appoint captains as this will reduce the noise level. Tell team members not to call out their answers. Explain that you will only accept answers given by their captain. Appoint weak spellers as captains; these students will have to listen carefully to their team mates' suggestions.

Do not introduce words which students are unlikely to understand simply because they fit into the appropriate group of words. The game will grind to a halt while you explain the meaning of such words.

Words which sound different but have similar spelling can be included, for example, *through* and *thought*.