The alphabetic principle refers to the notion that the letters which make up an alphabetic written script are designed to represent, or to “capture”, the sequence of sounds that comprise the spoken language.

Full alphabetic awareness does not follow as an automatic consequence of speaking a language. In order to say a word, one does not need to know how to spell it. Would-be readers need to develop an awareness that words have internal patterns and contain elements of sound that can be “teased out”. Most young children do not, for the most part, discover the alphabetic principle unaided.

The EIP summer school programme for high-achieving local students provided Ms Bunce with the ideal laboratory conditions in which to attempt a short-term intervention programme that would heighten these students’ awareness of the internal structure of English words and equip them with a broad range of English-language literacy and phonological skills.

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The Word Wizards® programme at the HKIS summer school adopts a very deliberate pattern of presentation, which begins with the examination of whole words before it descends through various levels of word-building to finally arrive at the level of the phoneme and a detailed exploration of English letter-sound correspondences.

This programme structure deliberately proceeds in the reverse order to that which should have occurred as these adolescent students progressed through their primary school years.

Word Wizards®: DESIGNED TO BE DIFFERENT

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This programme structure deliberately proceeds in the reverse order to that which should have occurred as these adolescent students progressed through their primary school years.
In alphabetic language school-contexts, youngsters usually begin their journey into literacy by learning how to discriminate different sound-patterns and rhymes in spoken language. They will do this at the various levels of words, syllables and phonemes before they learn to recognize and to use the letters of the alphabet. Once their powers of sound discrimination are well established and they can recognize the 26 letters of the alphabet, they will progressively learn to encode (spell) and to decode (read) words of increasing complexity. They will go on to expand their personal lexicons through extensive reading and their growing knowledge of the ways in which their written language has evolved. Upper primary students will learn the skills of dictionary use and the historical derivations of words and word families.

Hong Kong’s learners of English, by contrast, do not proceed through anything like this alphabetic language-learning sequence at all. From their first days of kindergarten attendance at the age of three (or even younger), they embark on a memorised vocabulary-building journey of mammoth proportions in both English and Chinese. In Chinese they build up a store of known characters and in English they learn to spell sets of words beginning with each letter of the alphabet. These lists may include such gems as “A for astronaut”, “B for building” and “C for chimpanzee”.

In primary school and the junior years of secondary education, the emphasis on vocabulary-building continues under the relentless pressure for students to regularly commit given passages of English to memory, for rote reproduction as so-called “dictation passages” of approximately 100 words. Students need to be able to recite these passages aloud from memory, and to write them down as their teacher “dictates” the given passage to the class.

At no point in English language learning in Hong Kong schools is there any direct study of word origins and derivations. The learners’ need for “word-attack skills” becomes somewhat reduced when their classroom activities tend to emphasise the repetition and memorization of known words. The preferred teacher-focus on sentence-level grammatical analysis also detracts from the students learning very much about individual words, apart from their spelling and their primary meanings.

As a direct consequence of this style of English language instruction, Hong Kong students typically come to a complete halt when they encounter a “new word” in their reading. The students either expect to be told its pronunciation and meaning by the
teacher, or they are advised to skip it and guess its meaning from the surrounding text. This is the very same “syntactic and semantic” approach that is taken in the teaching of Chinese reading.

In the absence of any significant knowledge of “how words work” in an alphabetic script, Hong Kong’s learners of English are inclined to see English words as “ugly gweilo strokes”, and as assortments of burdensome letter-groupings that tax their memories and bring on “alphabet headaches”.

[gweilo: Cantonese slang for a foreigner, literally “white ghost”]

THE Word Wizards© PROGRAMME

The *Word Wizards*© programme is designed to spark an interest in English words for their own sake. Throughout the course, students are repeatedly advised to look at words as though they were “people” – with ancestry, relatives, genetic connections and personalities.

At the micro-level, students are pushed into the role of “forensic scientists” and “detectives” who will need to examine individual words at the organic (syllable) and cellular (phoneme) levels in order to discover their “inner workings”.

By focusing on words, and only words, on a daily basis for three weeks, the programme is designed to push students to a higher level of linguistic awareness and into a new kind of respect for the magical “wizardry” of an alphabetic written language.

return to top of page

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Principles of Lesson Design in the Word Wizards® Programme

As a summer school programme, the Word Wizards® course is spread over three weeks of daily, one-hour sessions, each delivered to five different classes.

The Word Wizards® programme could easily be expanded into a fully developed course which could run over a longer time period. With a one-hour time constraint on each topic, most of the fourteen lessons in the summer school programme follow a common format: 40 minutes of instruction and a 20-minute interactive game.

Each lesson proceeds in approximately the following pattern:

- an opening challenge (an advance organizer)
- a teacher-led presentation sequence
- practice exercises (via handouts)
- an interactive game (20 minutes)
- extension activities (optional homework)

The Word Wizards® classes usually comprise 12 to 16 students, and they take place in a large, carpeted classroom with an “instructional area” at the front with student desks arranged in an open U-shape, and an “activities area” at the back of the room, with long benches, circular tables and a large, magnetic whiteboard.

HANDOUTS

All the handouts for this programme are available on this CD-ROM. Some of them involve more explicit content than others, but all have been designed to follow a common format. As well as the one major handout per lesson, there may be supplementary materials for the students to file and keep in sequence.

All students are asked to buy their own copy of a small handbook, Spelling Essentials, by Elizabeth Tucker (2003, RIC Publications. Perth, Australia). These normally sell for AUD 5.00, but the students can buy them for the discounted price of HKD 20.00 each.

PRACTICE EXERCISES

The daily handouts contain a great many more exercises than it is possible to complete in 40 minutes. Exercises will be selected to best illustrate the major instructional points.
INTERACTIVE GAMES

The final 20 minutes of every class is reserved for an interactive game that supports the content of the lesson. These games involve a variety of teacher-prepared and commercial materials.

The games are often the highlight of each lesson for the students, as they permit movement around the room and a high degree of social interaction.

All of the games are outlined in the lesson plans on this CD-ROM, and their sources are provided in the Resources for the Teacher section of each lesson plan. Copyright restrictions do not permit most of these games to be displayed in full on this CD.

EXTENSION ACTIVITIES

Students may be referred to interesting websites on each day’s topic.

At the end of every lesson they will be issued with two small crossword puzzles from the photocopiable publication, Alphabet Crosswords, by Tanya Lowson (1995. Ready-Ed Publications. Perth, Australia).

The solutions to the crosswords will be provided at the end of each week.

These homework activities are optional, although it is strongly recommended that students do some “word work” every evening.
Lesson Guide 1: WORDS

OPENING CHALLENGES

1. Two photographs are presented to the class. One shows a pile of M&M sweets and the other shows people in a crowd. The students are asked how words might resemble the M&Ms or the people in the crowd.
2. What is a “word” – in English and in Chinese?
3. A visual metaphor is drawn on the board – a giant soup bowl being filled by a number of ladles. The soup represents the English language and the ladies represent the various languages which have contributed “ingredients” to the soup.

LESSON ONE: RATIONALE

Most Hong Kong students have had some form of introduction to the history and development of Chinese characters and have, as a result, acquired an ever-deepening aesthetic appreciation of Chinese calligraphy. The same cannot be said for their knowledge or appreciation of the simple beauty of an alphabetic writing system, however, and its near-magical ability to capture a language’s entire sound-system within a very small set of symbols. Many Hong Kong people describe English words as “ugly”, finding them to be burdensome and the cause of “alphabet headaches”.

This Word Wizards® lesson aims to provide a “first taste” of the history and the heritage of English words, and a first step in the students’ journey towards a greater knowledge of, and a deeper respect for, English words.

Students will be urged to reconceptualise words as “people” in every lesson in this programme. This first lesson will demonstrate that words have (a) a range of “genetic connections” to close family, relatives and ancestors, (b) a range of potential “roles” to play in different situations, and (c) individual “personalities” which have been influenced by both heredity and environment.
The game for this introductory session needs to be a lively, whole-word game. Any game that involves using students' names is particularly appropriate.

One such game is Roll-a-Word, from Disney Travel Toys. This is a variation on the well-known game of “Categories”, where players are given a limited range of letters and some categories (e.g. animals, names, places, foods, actors) and they race to complete lists according to the first letters of the word. The first one finished calls, “Stop!”, and words are scored 10 if unique and 5 if shared with others.

EXTENSION

Students will be issued with the letter “A” and “B” crossword puzzles from Alphabet Crosswords, and a make-your-own crossword from Vocabulary Mind Stretchers.

They will be directed to some “fun” websites on etymology.

They will also be issued with their own copy of the small book, Spelling Essentials.

RESOURCES FOR THE TEACHER

Roll-a-Word. Disney Travel Toys.
I am a bear of very little brain, and long words bother me.
Winnie the Pooh, by A.A. Milne

WORD Wizards 1

WORDS

How are words like M & M’s?
How are words like people?

What is a “word”?

Are these words?  book, koob, okob, ookb, bkoob, boko

What is a word in Chinese?
What is NOT a word in Chinese?
Write one of each in these boxes.

Can you separate the words in these two sentences? Which is harder? Why?

a) the girl and her brother went to the library to borrow books about horses

b) th em an an dh is do gw en tf or al on gw al ko nt he be ac h

Where do words come from?
Like people, ALL words have a story to tell. They all have ancestry, or a family tree. The study of word origins is known as etymology. Here are two etymologies of English words:

hazard = a danger, or risk. This word has come to us from 15th century Middle English, from Old French (hasard), from Spanish (azar), from Arabic (az-zahr, ‘chance’), from Persian (zar, ‘dice’).

typhoon = a tropical storm. From 16th century English, from Portuguese, from Greek (typhon, ‘whirlwind’), from Arabic (tufan, ‘hurricane’), from Cantonese (tai fung, ‘big wind’).
Sugar candy came into English late in the fourteenth century and the sweet’s name was shortened to the simpler form, candy, sometime in the eighteenth century.

The English word, candy, was adapted from the French word, candi, as in the Old French phrase, sucre candi. It was zucchero candi in Italian, azucar cande in Spanish, and assúcar candi in Portuguese. All of these words derived from the Arabic words, sukkar qandi, “candied sugar”, meaning sugar that has been cooked and formed into a ball when dropped into cold water. Arabic took the word qandi from the Persian word, qand, which came from a Sanskrit (Indian) root, khanda, ‘a piece of sugar’. The ultimate origin was probably the Tamil (south Indian) word kantu, ‘a ball of candied sugar’, and even that is related to another word meaning ‘a ball’ or ‘a lump’.
ETYMOLOGY

Etymology is the study of the history of words. In a dictionary, the etymology of “candy” might be abbreviated to look like this:

candy < sugar candy < ME sugre candi < OFr sucre candi < OIt zucchero candi < Ar sukkar qandi < Pers qand, cane sugar; prob < Sans khanda, piece of sugar

<table>
<thead>
<tr>
<th>ME</th>
<th>OFr</th>
<th>OIt</th>
<th>Ar</th>
<th>Sans</th>
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What are some other abbreviations? Look in a dictionary to find some other sources of English words.

Some words have people’s names as their origin. Probably the most famous of these is sandwich, named after the Earl of Sandwich (1718 – 1792), who placed meat between pieces of bread so that he could eat while gambling.

sandbox named after Belgian, Adolphe Sax (1814 – 1894)
volt named after Italian physicist, Alessandro Volta (1745 – 1827), who invented the battery
leotard named after French acrobat, Jules Leotard (1842 – 1870)
ferris wheel named after George Washington Ferris, an American
biro named after its Hungarian inventor, Lazlo Biro

What is the story of English?

Long ago, the place we call England was invaded many times by many different peoples, and they each contributed grammar and spelling items to the language that we know today as English. You could say that English is a “language soup” with many “ingredients”.

The ancient Britons spoke a language called Celtic. Then Britain was invaded by the Romans, who introduced the alphabet that we still use today. After the Romans left, Britain was attacked by tribes of Angles, Saxons and Jutes. The Celtic speakers ran to the north and the west. The invaders’ languages mixed to become Anglo-Saxon, or Old English.

Next came the Vikings, who introduced many Old Norse words into the language. In 1066, the Normans invaded, bringing Norman French words into the mixture, especially those to do with government and law. By 1400, something called Middle English was being used.

Over the centuries, words from many other countries were also introduced into English, as traders traveled across the world and church scholars wrote books in Latin, which was influenced by Greek.
More recently, there have been influences from the two world wars, American culture and films, as well as technology and pop culture.

**Look up the origins of five (5) of these words in a dictionary that provides etymologies, or on the internet:**

acrobat, aid, anger, apron, awkward, barbecue, beef, bottle, brother, build, burger, cashew, chilli, chocolate, comedy, cow, eat, exit, fax, helicopter, husband, judo, jungle, karate, lady, laser, mansion, music, night, orchestra, parliament, pyjamas, scare, shampoo, sleep, street, tea, television, tomato, tycoon, ugly, window, zone.

1. 
2. 
3. 
4. 
5. 

**EXTRA!**

Have some fun with etymology at:
http://fun-with-words.com/
Play *Etymologic* at http://www.etymologic.com/
http://www.westegg.com/etymology
http://bettereditor.org/resources/dictionaries/etymology_dictionaries.htm

**Make your own crossword:** All words must have four letters. Don’t repeat any words!
Lesson Guide 2: DICTIONARIES

OPENING CHALLENGES

A class survey can be taken of the number and type of dictionaries that the students own, the situations in which they consult them and the frequency with which they use them (at home and at school).

LESSON TWO: RATIONALE

Hong Kong’s Chinese learners of English make surprisingly infrequent use of dictionaries at home or at school, in English or Chinese. The use of English-only dictionaries is very low indeed, even in English-medium schools. There is virtually no direct instruction in dictionary use in English or Chinese, and the vast majority of schools do not provide sets of dictionaries for classroom use. It is a rare Hong Kong student who has ever heard of a thesaurus, even those from the most elite of the English-medium schools.

A growing number of students (and professionals) in Hong Kong do make use of hand-held electronic translation devices, however, to convert English words into their Chinese (Cantonese) equivalents. The current Chinese version of Microsoft Windows© has an English-text option in its Word© program, but this is not supported by a full English dictionary or thesaurus function.

This Word Wizards© lesson will expose students to a wide range of thematic dictionaries from the HKIS library collection. They will see the abundance of specialist information that be found in dictionaries of art, mathematics, mythology, theatre, biography, economics, music, dance, health etc.

Students will also learn how to use a simple thesaurus. A classroom set will be made available to them, and there will be a display of other versions.

Class sets of Merriam-Webster dictionaries and thesauruses will be available in the classroom throughout the course:
ANAGRAMS GAME

The game for this lesson will be of the “Scrabble” variety: making words from letter tiles or cards. There are many, many such games on the market.

One that works well is Anagram: The Ingenious Game of Juggling Words, by Oxford Games Ltd. (1991). In this fast-paced game, players try to collect as many words as they can -- using new letters or poaching their opponents’ words to create new ones.

Hong Kong’s Chinese learners of English can struggle with text written in all-caps and very “artistic” alphabetic fonts, however, so this particular commercial game’s use of all-caps is problematic.

A lower-case version of this game was produced for the Word Wizards® programme. The letters were placed on laminated cards. One set of these cards had magnetized tabs attached to them, so that students could play the game on the whiteboard.

EXTENSION

Students will be issued with the letter “C” and “D” crossword puzzles from Alphabet Crosswords.

Students will also be encouraged to seek out and purchase an English-language thesaurus for themselves at the Hong Kong International Book Fair (which coincides with the summer school every year) or from a local bookseller.

RESOURCES FOR THE TEACHER

Any Connect-the-Dots puzzle can be adapted for practicing alphabetical order skills – just replace the numbers with words from a dictionary in alphabetical order.

A dictionary doesn’t only tell you the meaning of words, it can also tell you how to say them, how to spell them, how to use them in a sentence or a phrase, and how to add prefixes and suffixes to them.

Look up: all the words beginning with lexi-.
What do we call people who make dictionaries? What is another name for a dictionary?

Using a dictionary

Open your dictionary at any page. What word is printed at the very top left of your page? What word is printed at the very top right of the same page? These are the guidewords. They are the first and last words on the page. The other words come between them in alphabetical order.

• Can you put these words into alphabetical order?
  jam, jealous, jacaranda, January, joke, jacket, jazz, javelin, jaguar, jamb, jar, jeer

• Try the alphabetical order puzzle on the back of this page. Make sure to use a ruler!

Which meaning should I use?

Look up the word, curry. What different meanings are given? You will need to look at the original sentence to work out its correct meaning in the following sentences.

  We’re having curry for dinner tonight.
  I’m going to give him curry for making me wait so long in the rain.
  She’s trying to curry favour with the boss.

Try these. Take note of the wording of the question.

  What does a cooper make?
  Name a feline animal.
  What will you find in an eyrie?
  What will you do with a chesterfield?

Which form of the word do you look up?

Where will you look for unforgivably?
Where will you find influential?
Where will you find a chip on the shoulder, or to rub shoulders with someone?

Types of dictionaries

Look at the display of dictionaries. Which ones interest you?
ALPHABETICAL ORDER

On another sheet of paper, put the following library and internet information-searching words into alphabetical order, keeping track of their original numbers.

The first two are: 21. boolean and 6. browser

1. subjects
2. Dewey
3. multimedia
4. hits
5. selection
6. browser
7. URL
8. index
9. results
10. icons
11. titles
12. click
13. web
14. ranking
15. encyclopedia
16. sounds
17. KidsClick!
18. categories
19. Yahooligans
20. search
21. boolean
22. filtered
23. truncate
24. sites
25. database
26. Yahoo
27. surfing
28. dictionary
29. phrases
30. Venn
31. catalogue
32. mouse
33. images
34. spelling
35. frequency
36. keyword
37. robots
38. classification
39. hyperlink
40. directories

Then: connect the dots starting with the number of the first word on your alphabetical list. So, your first number will be 21, your second will be 6.

http://www.rcls.org/wows/world1d.htm
A THESAURUS

This is what a dictionary has to say about the word, thesaurus

**the.sau'.rus. noun.** 1. a book that lists words in groups of synonyms and related concepts. 2. a dictionary or encyclopaedia. Origin: 16th century via Latin from Greek, *thesaurus*, storehouse or treasure.

*In other words*, a thesaurus can help us to write *in other words*. Sometimes we repeat ourselves, and sometimes our writing is dull. Here is a story.

Use a thesaurus to make the words in brackets more interesting!

_It was a (very) __________ hot day at Blueberry Farm. Aunt Daisy had been (working) __________ in the garden since sunrise. She looked up at the (hot) __________ sun and wished she could go swimming in the (cool) __________ river. Just then, she had a (good) __________ idea. She decided that a swim was (exactly) __________ what she needed. Aunt Daisy (ran) __________ down to the river and (jumped) __________ in! A smile spread across her face as she (floated) __________ on the water. The (nice) __________ swim didn't last very long, however. Suddenly, Aunt Daisy gave a (cry) __________ that could be heard for miles! She jumped out of the water as (fast) __________ as she could. She wiggled and (wiggled) __________, trying to (find) __________ the thing that was (worrying) __________ her. Finally, after one (big) __________ shake, a (fat) __________ eel (came out of) __________ Aunt Daisy's boots. Seeing the eel made Aunt Daisy (laugh) __________ so hard that she got the hiccups!_

**Synonyms and antonyms**

Which word is a *synonym* of:

- reveal: a. cover b. hide c. expose d. suppress
- vacant: a. occupied b. empty c. full d. crammed
- decent: a. proper b. fall c. impure d. tarnished
- plausible: a. believable b. bogus c. incapable d. improbable

Which word is *an antonym* of:

- exceptional: a. truthful b. ordinary c. large d. special
- passive: a. following b. doubtful c. refusal d. active
- prepared: a. ready b. considered c. unwanted d. unprepared
- fast: a. quick b. rapid c. swift d. eat

Did that last one fool you? Remember, many, many words have homographs - words that look the same, but have very different meanings. *Fast* can be a verb.

**Insults anyone?**

Look up the words, *stupid* and *idiot*, and see how many ways you can insult your friends!
Microsoft Word® has a dictionary and a thesaurus

- Use this computer dictionary to find out the difference between these pairs of homophones (words that sound the same).

<table>
<thead>
<tr>
<th>aisle</th>
<th>brake</th>
<th>course</th>
<th>dyeing</th>
<th>foul</th>
</tr>
</thead>
<tbody>
<tr>
<td>isle</td>
<td>break</td>
<td>coarse</td>
<td>dying</td>
<td>fowl</td>
</tr>
<tr>
<td>faint</td>
<td>idle</td>
<td>key</td>
<td>maid</td>
<td>profit</td>
</tr>
<tr>
<td>feint</td>
<td>idol</td>
<td>quay</td>
<td>made</td>
<td>prophet</td>
</tr>
</tbody>
</table>

- Homographs are words that have the same spelling, but different meanings. Find different meanings for these homographs:

bark, case, chop, draw, fast, hide, lean, mass, note, pound, pupil, rifle, rock, roll, rose, row, safe, sow, suit, top, watch, wind

Find all the homophones in the following letter from a child on a camp.

Dear Mum and Dad,

I’ve been at camp for a week now. When ewe left me here, I had two holed back my tiers. I was sew loan lee. But, guess what, now I’m knot like that any moor. There are for of us in each tent. Flow, Purl and Gale are in with mi. The tense are big, and they have would floors.

We go too the mess haul fore meals. Breakfast is at ate. I usually have serial, but I also like the roles and jamb. Then we have inspection. We must put things aweigh, sweep the floor with a brume, and rake the ground wright in front of hour tent. Twice weave one the best tent award!

This mourning we went down to the doc to fish. I could caste the line, but I had trouble trying to whined the line back inn. We used worms four bate.

In the afternoon we hiked. We had to follow blew dots painted on trees and rocs. There were lots of suite-smelling flours. I got sicks mosquito bytes. I even thought that I could here bares sum thymes, but may bee knot.

It’s thyme to tern out the lights. Mum, I knead cache – pleas male me sum. Thanks.

Love from Rows X X

EXTRA!

ANAGRAMS: Go to http://fun-with-words.com/, and try some anagrams.
FROM ONE TO MANY: How many smaller words can you make from long ones?
Or from your own name? Or from your school’s name?
Or from the name of the place where you live?

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Lesson Guide 3: GREEK and LATIN ROOTS

OPENING CHALLENGES

What do these groups of words have in common?

- automatic, autograph, automobile, autobiography
- biology, biosphere, biography, biometrics

LESSON THREE: RATIONALE

The Greek and Latin roots of English words are often overlooked in ESL teaching, and they rarely find their way into Hong Kong classrooms. This is most unfortunate, as some 60% of English words have either Greek or Latin origins (Blevins, 2001, p. 229), and they are especially common in scientific and technical vocabulary.

This Word Wizards© lesson will liken common roots to the “ancestors” of modern words, whose “genes” are still visible in their descendents today. Students will see many examples of roots at work – as whole words, as parts of words and in combination with other roots.

BINGO LINGO

“Bingo Lingo” is an excellent tic-tac-toe-style game involving Bingo cards, tokens and Greek and Latin roots. It is available in Best-Ever Vocabulary and Word Study Games, by Lorraine Hopping Egan. It is also available on-line in PDF format from Scholastic at:

EXTENSION

Students will be issued with the letter “E” and “F” crossword puzzles from Alphabet Crosswords.

Students will be referred to their course handbook, Spelling Essentials, which has extensive lists of Greek and Latin roots.

The student handout also has some “fun” websites to explore.

RESOURCES FOR THE TEACHER


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Word Wizards 3

Greek and Latin Roots

Who ever said that Latin and ancient Greek are “dead languages”? They still live in the words that we use every day! About 60% of all the words in English have Greek or Latin origins. Words with Greek roots are common in science and social studies. Words with Latin roots are common in technical language and literature.

Knowing some roots can help you to find a word’s meaning.

Roots work in several ways:

1. a few roots are whole words by themselves, e.g. vent (an opening for air), press (press)
2. most roots combine with other word elements to form words e.g. capit (head) + al; aqua (water) + tic; mob (move) + ile; polit (citizen) + ics; flex (bend) + ible
3. prefixes and suffixes can be added to roots, e.g. in (not) + audi (hear) + ible
4. words can contain more than one root e.g. dem (people) + ocracy (rule); tele (far) + phone (sound); centi (100) + pede (foot); hom (man) + icide (kill)

You’ll always get an idea of the meaning of words if you know some roots. If you know that the Greek root, chrono, means time, then you can guess the meaning of chronology and synchronize.

Families of words

The Latin word for air is anima, which the Romans associated with life, death and the soul. Here are some words in this family:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>animation</td>
<td>to add life, to enliven, to make something active</td>
</tr>
<tr>
<td>animism</td>
<td>a belief that natural objects have a spirit</td>
</tr>
<tr>
<td>inanimate</td>
<td>having no life</td>
</tr>
<tr>
<td>unanimous</td>
<td>being all together in one mind</td>
</tr>
</tbody>
</table>

The Greek root, gno, means to know.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ignore</td>
<td>to not want to know</td>
</tr>
<tr>
<td>incognito</td>
<td>to not be known</td>
</tr>
<tr>
<td>diagnose</td>
<td>to know the reason for something</td>
</tr>
</tbody>
</table>

The Greek root, arch, means first, chief, rule or ruler.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>anarchy</td>
<td>when there are no rules, no one in charge</td>
</tr>
<tr>
<td>monarchy</td>
<td>one ruler</td>
</tr>
<tr>
<td>hierarchy</td>
<td>when things are ranked one above another</td>
</tr>
<tr>
<td>patriarch</td>
<td>the male head of a family</td>
</tr>
</tbody>
</table>
Here are some roots. Make up some words for each one!

vis  to see
dorm  to sleep
phon  sound
oper  to work
lib  book
verb  a word
mob  to move
therm  heat

monos  is Greek for the number one.
Find five mono- words in English.

unus  is Latin for the number one.
Find five uni- words in English.

duo, duplex and bi  are Latin for the number two.
Find five words in English with these Latin roots.

tri  is Greek for 3. quartus  is Latin for 4. decem  is Latin for 10. centum  is Latin for 100.
dens, dentis  are Latin root words for tooth.odon  is Greek for tooth.
manus  is Latin for hand. digitus  is Latin for finger. ped, pedis  are Latin for the foot.
flecto, flectere, flexi and flexum  are Latin words meaning to bend.

• Using some different roots from your Spelling Essentials book, on pages 51 and 52, put together some word families of your own.
Put two of these roots together to make a word that fits the definition.

1. fear of dogs:  
2. killing of insects:  
3. fear of enclosed spaces:  
4. study of birds:  
5. picture:  
6. study of minerals:  
7. fear of high places:  
8. study of the earth:  
9. recorded sound:  
10. story of a life:

Write a definition for the following words:

1. herbicide:  
2. pyrophobia:  
3. aquaphobia:  
4. psychology:  
5. telegraph:  
6. pesticide  
7. xenophobia:  
8. biology:  
9. zoology:  
10. autograph:

Extra!

There’s a Vocabulary Game called “Rooty Hoot Hoot” at:
http://www.vocabulary.com/VUlevelone.html

Play the game, “Bingo Lingo” in class. It’s also available on the internet at:

Here are two Connect Four-style games on-line:

LATIN ROOTS at http://www.collaborativelearning.org/latinroots.pdf

GREEK ROOTS at http://www.collaborativelearning.org/greekworddetective.pdf

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Some Latin and Greek Roots

- amo love, amiable
- anthro man, anthropology
- anti against, antimatter
- aqua water, aquarium
- aud hear, audience
- auto self, automatic
- astro star, astronaut
- bi two, bisexual
- biblio book, bibliophile
- bio life, antibiotics
- card heart, cardiac
- carn meat, flesh, carnival
- chron time, chronic
- cide, ciss cut, kill, genocide
- circu around, circumference
- claus, clud, clos closed, exclude
- cogr know, recognize
- contra against, contradict
- corp body, corpse
- counter against, counterrevolutionary
- cred believe, credit
- cyber direct, guide, cyberspace
- dent, dont teeth, dentist
- derr skin, epidermis
- deus God, divine
- dextra right, dexterity
- di two, disect
- dict speak, dictionary
- dyn power, dynamic
- ecos, oikos house, ecology
- eg I, egomania
- epi on top, epitaph
- eu happy, good, euthanasia
- ex, eso out, exorcist
- extra over, above, extraordinary
- fid faith, confident
- fin end, infinite
- gamy wife, polygamy
- gen begin, race, generation
- gig giant, gigabyte
- glot, gloss tongue, glossary
- gno, gni know, agnostic
- graph, gram write, paragraph
- gyn woman, gynecology
- hemi half, hemisphere
- hep liver, hepatits
- hetero different, heterosexual
- hex six, hexadecimal
- homo same, homogenized
- homa man, homocide
- hydro water, hydrogen
- hyper over, hyperactive
- hypo under, hypotension
- inter between, international
- intra within, intravenous
- kil thousand, kilowatt
- lingua tongue, linguistics
- logo word, study, logic
- lux, luc light, lucid
- mal bad, malpractice
- mania crazy, pyromaniac
- man hand, manufacture
- mar sea, marine
- mega great, large, megabyte
- meter measure, thermometer
- metro city, state, metropolitan
- micro very small, microbe
- mil 1,000, million, mile
- mini small, minimum
- mis bad, misunderstand
- mit, miss send, mission
- mono one, monogamy
- mot, mov move, promote
- mort death, immortal
- multi many, multitude
- nano dwarf, very small, nanosecond
- nar birth, natural
- naut, nav sail, navy
- neo new, neolithic
- nov nine, November
- nova new, Nova Scotia
- nul nothing, annulment
- oct eight, octave
- -ology, log study of ..., words, logical
- omnia all, omnipotent
- pan (Latin) bread, companion
- pan (Greek) all, pancreas
- pax, pac peace, pacify
- ped, pod feet, pedestrian
- ped, paed child, pediatrics
- pent five, pentagon
- pen tail, independent
- phil love, anglophone
- phobia fear, aquaphobia
- phon sound, phonograph
- photo light, photography
- phyte little, plant, neophyte
- poli city, state, politics
- poly many, polygon
- port carry, portfolio
- poss, pon put, place, impose
- post after, postpone
- pro, for forward, promote
- pyr fire, pyromaniac
- rupt break, rupture
- scio know, omniscient
- scope see, telescope
- scrib, script write, inscribe
- seme seed, inseminate
- semi half, semester
- sinestra left, sinister
- somn sleep, insomnia
- soph wisdom, philosophy
- spect look at, inspection
- sta, sti, sti stand, standard
- stella star, constellation
- sub under, submarine
- super over, superior
- tab, taph table, tablet
- theo God, theology
- tele far away, telescope
- tetra four, tetrarch
- thana death, euthanasia
- theo god, theology
- trans across, transfusion
- tve, twi two, twice
- tort twist, turn, torture
- tox poison, toxic
- trans across, translate
- tri three, triple
• vis, vid see, video
• vita, viva life vital
• volu wish volunteer
• xeno strange xenophobic
• zoa animal, protozoa
Lesson Guide 4: PREFIXES and SUFFIXES

OPENING CHALLENGES

If the Latin root, *fix*, means “to attach”, then what do the following words mean? You might need a dictionary!

<table>
<thead>
<tr>
<th>fixture</th>
<th>fixative</th>
<th>fixation</th>
<th>affix</th>
<th>prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>suffix</td>
<td>infix</td>
<td>fixer</td>
<td>fixable</td>
<td>fixed</td>
</tr>
</tbody>
</table>

LESSON FOUR: RATIONALE

Hong Kong students are familiar with the common suffixes that are used to alter a word’s grammatical functions, such as changing the aspect of verb tenses (climb to climbing), changing adjectives to adverbs (happy to happily), changing adjectives to nouns (fit to fitness) and changing verbs to nouns (employ to employment). They have mainly learned these patterns by repeated use and through the memorization of tables of regular and irregular verbs.

These students are also fairly familiar with the use of some common prefixes in the creation of opposites (un-, in-, im-, ir-, il- and non-). Many, however, are not aware that “re-” is a prefix meaning “again”, or that “inter-” means “between”. By continually learning words as wholes, Hong Kong students often miss the valuable insight that so many English words are modular in their structure.

Hong Kong students rarely play word games in class or at home, other than the minimally useful puzzles known as "word searches". Too few English lessons end with other kinds of word puzzles that might challenge students to look closely at the internal structure of words.

This *Word Wizards®* lesson makes explicit a wide range of prefixes and suffixes, and the meanings that they bring to the words to which they are attached. It also provides students with some spelling advice for the doubling or non-doubling of adjoining consonants.
MAKE A WORD

This dice-rolling board game for pairs or small groups of students has 64 squares through which the players must progress. Each square has a prefix, a suffix or a word-part and players must call out a longer word using this word element in order to progress.


EXTENSION

Students will be issued with the letter “G” and “H” crossword puzzles from Alphabet Crosswords.

Students will be given some extra prefix worksheets from Words and Vocabulary.

Students will be referred to their course handbook, Spelling Essentials, which has extensive advice on the spelling patterns of words with prefixes or suffixes.

A number of “fun” websites will also be included on the student handout.

RESOURCES FOR THE TEACHER

There are a lot of on-line resources for this topic.

Adult Basic Skills Resources are available at: http://www.skillsworkshop.org/
The Prefix Game. Available at: http://members.aol.com/twittwoo/grpdfs/prefixgame.pdf
Sufficient Suffixes: Four in a Row is available at: http://www.collaborativelearning.org/suffixconnect4.pdf

return to top of page
Prefixes and Suffixes (affixes)

PREFIXES

A prefix is a group of letters placed at the beginning of a word to change its meaning.

- Some prefixes come from Latin, e.g. com-, co-, dis-, ex-, in-, pre-, pro-, re-
- Some prefixes come from Greek, e.g. a-, epi-, para-, syn-
- Some prefixes come from Old English, e.g. be-, mis-, over-, un-

1. Work out the meaning of the following prefixes by seeing how they are used:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>trans-</td>
<td>transplant</td>
<td>transform</td>
<td>transfusion</td>
</tr>
<tr>
<td>re-</td>
<td>replace</td>
<td>reunion</td>
<td>recapture</td>
</tr>
<tr>
<td>hyper-</td>
<td>hypersensitive</td>
<td>hypertension</td>
<td>hyperactive</td>
</tr>
<tr>
<td>post-</td>
<td>postpone</td>
<td>postnatal</td>
<td>postgraduate</td>
</tr>
<tr>
<td>micro-</td>
<td>microchip</td>
<td>microwave</td>
<td>microscope</td>
</tr>
<tr>
<td>circum-</td>
<td>circumference</td>
<td>circumnavigate</td>
<td>circumstance</td>
</tr>
<tr>
<td>omni-</td>
<td>omnipotent</td>
<td>omnivore</td>
<td>omnibus</td>
</tr>
<tr>
<td>auto-</td>
<td>autobiography</td>
<td>autopilot</td>
<td>automatic</td>
</tr>
<tr>
<td>multi-</td>
<td>multinational</td>
<td>multimillionaire</td>
<td>multilateral</td>
</tr>
<tr>
<td>photo-</td>
<td>photograph</td>
<td>photosynthesis</td>
<td>photosensitive</td>
</tr>
<tr>
<td>anti-</td>
<td>anticlimax</td>
<td>antifreeze</td>
<td>antithero</td>
</tr>
<tr>
<td>pre-</td>
<td>prehistoric</td>
<td>prejudge</td>
<td>prepayment</td>
</tr>
<tr>
<td>extra-</td>
<td>extraterrestrial</td>
<td>extrasensory</td>
<td>extraordinary</td>
</tr>
<tr>
<td>mono-</td>
<td>monorail</td>
<td>monopoly</td>
<td>monologue</td>
</tr>
</tbody>
</table>

** Check out your “Spelling Essentials” book, on pages 20 to 22, if you are unsure.

These are the most common prefixes in English:

- un- About one third of all prefixed words start with “un-“.
- un-, re-, and in-/im-/ir-/il- Together, these make up half of all prefixes!

These are the TOP TWENTY prefixes:

1. un- (not, opposite of) 11. pre- (before)
2. re- (again) 12. inter- (between, among)
3. in-, im-, ir-, il- (not) 13. fore- (before)
4. dis- (not, opposite of) 14. de- (opposite of)
5. en-, em- (cause to) 15. trans- (across)
6. non- (not) 16. super- (above)
7. in-, im- (in or into) 17. semi- (half)
8. over- (too much) 18. anti- (against)
9. mis- (wrongly) 19. mid- (middle)
10. sub- (under) 20. under (too little)
2. Use these prefixes:
   sur-, mis-, ir-, sub-, il-, under-, up-, inter-, dis-, re-, extra-, bi-, pre-, in-

together with these words:
   caution, ground, ordinary, turn, zero, honest, stairs, responsible,
   conduct, numerable, legal, mount, annual, change

to make words that mean the following:

a) below freezing  
   b) junction  
   c) below the earth  
   d) naughtiness  
   e) not usual  
   f) deceitful, lying  
   g) against the law  

h) above the ground floor  
i) not to be relied upon  
j) to come back again  
k) to overcome something  
l) action to avoid danger  
m) happening twice a year  
n) too many to count

3. Change the **bold** words in these sentences to their opposites, using these prefixes:
   un-, il-, im-, mis-, in-, ir- or dis-

   “How dare you **obey** me!” shouted the king.  
   Cruelty to animals is completely **necessary**.  
   Her handwriting was so bad, it was **legible**.  
   My broken antique vase was **replaceable**.  
   Cats are very **dependent** pets.  
   It is **probable** that it will snow in Hong Kong.  
   Drugs are **legal** in most countries.  
   Due to our **calculations**, the carpet was the wrong size.  
   I could see by her dirty look that she **approved** of my haircut.  
   It is **possible** for men to have babies.  
   “Hurry up! I haven’t got all day,” she yelled **patiently**.  
   To waste water is environmentally **responsible**.  
   We had the **fortune** to miss each other at the airport.  
   He deeply regretted his **reversible** decision.  
   Even though they are brothers, their personalities are quite **similar**.  
   The **manageable** students were out of control.  
   I used to be **decisive**, but now I’m usually sure.  
   It is **polite** to open your mouth while chewing your food.

**SPELLING HINTS**

Adding a prefix is usually just a matter of adding new letters, even if the two you are joining are the same. For example, dis + satisfied = dissatisfied, un + natural = unnatural.

However, when all and well are used as prefixes, one l is dropped. For example, all + ways = always, well + fare = welfare.

Do not drop the second l when well is used with a hyphen. For example, well-made, well-off, well-known.
SUFFIXES

A suffix is a group of letters placed at the end of a word to change its function and/or meaning. With a suffix, nouns can become verbs, verbs can become nouns, adjectives can become adverbs.

-s, -es, -ed and -ing. These suffixes are found in two-thirds of all words with suffixes!

These are the TOP TWENTY suffixes:

1. -s, -es (plurals) 11. -ity, -ty (state of)
2. -ed (past tense) 12. -ment (action or process)
3. -ing (present participle of verbs) 13. -ic (having characteristics of)
4. -ly (characteristic of) 14. -ous, -eous, -ious (possessing the qualities of)
5. -er, -or (person connected with) 15. -en (made of)
6. -ion, -tion, -ation, -ition (act, process) 16. -er (comparative)
7. -ible, -able (can be done) 17. -ive, -ative, -itive (adjective form)
8. -al, -ial (having characteristics of) 18. -ful (full of)
9. -y (characterised by) 19. -less (without)
10. -ness (state of, condition of) 20. -est (comparative)

1. Here are some words:
   worry, destroy, hurry, employ, mystery, happy, sly, tidy, lazy, crazy, dry, glory

   and here are some suffixes:
   -ment, -ing, -ly, -ness, -ed, -er, -est, -ous

   How many new words can you make by combining them?

SPELLING HINTS

Unlike prefix-adding, which is easy, adding a suffix can involve adding, subtracting or altering the spelling of the last few letters of the word.

** Look in your “Spelling Essentials” book, on pages 25 to 36.

2. Here is a letter from David to his friend, Jamie. Change the words in bold by adding a suffix.

Dear Jamie,

I’m write to invite you to my birthday celebrate next Thursday at the amuse park in Hung Hom. It’s still being construct, but it will be open from Monday onwards. It will be very excite. There’s an amaze horror house and a really scare roller coaster. If you’re extreme dare there’s also a huge wheel in which you go backwards and upside down while revolve sideways. Can you image that?

Your friend, David
When we add -ing, -er or -ed to the ends of words, do we double the last consonant or not? This is really tricky, and there can be some important differences here between American and British English in words that end in the letter, “l”.

**One-syllable words:**

- when there is only one vowel letter, double the final consonant  
  e.g. rob – robber, robbing, robbed  
  swim – swimmer, swimming  
  hot – hotter

- when there are two vowel letters, a long vowel, or the word ends in two consonants, then you just add the suffix  
  e.g. feel – feeling  
  cool – cooling, cooled  
  wreck – wrecked, wreckage, wrecking  
  know – knowing

**Multi-syllabic words:**

Sometimes these words follow the rule for one-syllable words, depending on how they are pronounced. When the second syllable is stressed, the final consonant is doubled.  
  e.g. gallop – galloping, galloped  
  begin – beginning, beginner  
  travel – travelled, travelling (British); traveled, traveling (American)

3. Add -ing, -ed or -er to these words:  
   refer, chat, sweet, plait, grab, plan, regret, rocket, button, deter, letter, slim, greet,  
   begin, confer, worship, admit, defer, differ, occur, prefer, kidnap, dig

-ible or -able?  
-ence or -ance?  
-ery or -ary?  
-ent or -ant?  
-or or -er?.

Many of these will depend on the letter-sound at the end of the base word.  
(You will need to learn most of these one-by-one.)

**Look in your “Spelling Essentials” book for advice.**

**Extra!**


Look in a dictionary. Sometimes, there are whole pages of un- words!  
Different dictionaries handle prefixes in different ways.

Try the extra worksheets!

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Lesson Guide 5: SYLLABLES and RHYMES

OPENING CHALLENGES

Every student is asked to provide a word that rhymes with CAT, then a word that rhymes with WRITE, then DETECTIVE. Which was easier? How did we approach the task?

LESSON FIVE: RATIONALE

The most fundamental unit of Chinese languages is the syllable. Chinese syllables are also morphemes, or units of meaning. In English, a syllable can be a morpheme, but this is far from a one-to-one relationship.

A knowledge of syllables is of central importance in English-language learning, especially in the productive skills of speaking and writing. When we know, for example, that the word “teacher” has two syllables, we also know that we will need to write it as a word with two parts. If we also know that every syllable (or “beat”) in an English word needs to contain a vowel sound, then we will be more likely to include one.

Syllabification is a pre-reading listening skill that mother-tongue learners of English will first encounter in kindergarten. Here, they will learn to clap and count the number of syllables in each other’s names and in the names of common objects and action words.

Hong Kong’s kindergartners will also learn the English names of dozens of objects, but only rarely will they have their attention drawn to the number of “beats” in each word. Here, the emphasis will be on the spelling and the recognition of each of the new words, as they are presented on “flashcards”. This kind of literacy training is undertaken by the even the youngest of children, some of whom are only two or three years of age, in the complete absence of any pre-literacy phonemic awareness activities.

Hong Kong speakers of English will often add syllables to words to enable a vowel sound to follow a final consonant sound, e.g. bus-sie, miss-ie, and lunch-ee. The two-syllabled brand name, Colgate, is rendered with three syllables, as ko-lo-gay.

This Word Wizards© lesson is the first of two which will operate at the level of the syllable. This first lesson will draw attention to the presence of syllables in words,
and the following lesson will examine syllable-stress patterns. Both will make use of rhymes and rhyming games.

This lesson examines the different types of syllables and asks students to count and identify them. The main emphasis will be on identifying the presence of a vowel sound in every English syllable, not so much the “correct” and formal ways of splitting words into syllables.

The latter part of the lesson will look at a list of phonograms, or “rimes”. Students will choose one to “play with”, as they attempt to create a coherent sentence that makes use of as many words in that group as possible.

Students will also be able to examine a range of Rhyming Dictionaries.

**HANDOUT 5**

**MAKING TRACKS**

This is a 36-squared board game for two players in which the throw of a dice indicates words of one, two or three syllables. Players must aim to win squares and then “make tracks” of four or more squares. Points are awarded for the number of “tracks” each player can claim.

SOURCE: *Pronunciation Games.*

**EXTENSION**

Students will be issued with the letter “I” and “J” crossword puzzles from *Alphabet Crosswords.*

Students will be asked to come up with humorous, Dr Seuss-like sentences based on sets of words which share a common phonogram.

**RESOURCES FOR THE TEACHER**

A rhyming dictionary is an invaluable resource in the teaching of a word study course.


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WHAT IS A SYLLABLE?

Syllables are parts of words. A syllable is a unit of pronunciation. Chinese languages are monosyllabic, English words can be monosyllabic or polysyllabic. We can tap out the “beat” of the syllables in words. Every syllable has a vowel sound in it (the letter, ‘y’, also acts as a vowel).

These are monosyllabic words: door, fall, big, bench, wheel, the, witch, judge, shoes, eight.

These words have two syllables: window, running, report, heavy, student, breakfast, people.

These words have three syllables: telephone, graduate, Jennifer, wonderful, multiply.

These words have four syllables: information, registration, independent, manufacture.

These words have more: underdeveloped, experimental, psychological, disreputable.

How many syllables in these words?
television ( ), volcano ( ), wall ( ), surprise ( ), search ( ), invisible ( ), jacket ( ),
generation ( ), always ( ), untidy ( ), first ( ), responsible ( ), bring ( ), multiplication ( ).

DIFFERENT KINDS OF SYLLABLES

1. Closed: These syllables end in a consonant, and the vowel is short, e.g. rabbit, napkin.
   rab-bit, nap-kin
2. Open: These syllables end in a vowel, and the vowel is often long, e.g. tiger, pilot, return.
   ti-ger, pi-lot, re-turn
3. Final ‘e’: These generally have long vowel sounds, e.g. compete, decide, explode.
   com-pete, de-cide, ex-plode
4. Vowel pairs: The two vowels are in the same syllable, e.g. boat, look, beat, hair, explain.
   -oa-, -oo-, -ea-, -ai-, -ai-
5. R-controlled vowels: R’s after vowels can affect their sound, so they are kept in the same syllable as the vowel that they affect, e.g. turtle, bird, stormy, porter, murder, ferny.
   tur-tle, bird, stor-my, por-ter, mur-der, fer-ny
6. Consonant + ‘le’: Keep these together, e.g. table, little, people, title, idle, incredible.
   ta-ble, lit-tle, peo-ple, ti-le, i-dle, in-cred-i-ble
BREAK THESE WORDS INTO SYLLABLES:
absent    female    unmade    leaving    target    middle
delete    husband    hospital    thirsty    human    seaweed

COMPOUND WORDS
When two smaller words are put together to make a bigger word, the new word is called a compound word. These are compound words: homework, grandmother, workman, popcorn, blackboard, windshield, snowball, pineapple, myself, forehead, sailboat, outside, horseshoe.

<table>
<thead>
<tr>
<th>break</th>
<th>lip</th>
<th>ear</th>
<th>dust</th>
<th>after</th>
<th>bath</th>
<th>time</th>
<th>over</th>
<th>sauce</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>room</td>
<td>coat</td>
<td>one</td>
<td>fast</td>
<td>noon</td>
<td>wig</td>
<td>pan</td>
<td>stick</td>
<td>bin</td>
</tr>
</tbody>
</table>

Take a word from the top line and match it with one from the bottom line, to make a compound word.

CLOSED SYLLABLES

<table>
<thead>
<tr>
<th>rud</th>
<th>flip</th>
<th>stop</th>
<th>tun</th>
<th>ter</th>
<th>pat</th>
<th>pil</th>
<th>rib</th>
<th>sup</th>
<th>mir</th>
</tr>
</thead>
<tbody>
<tr>
<td>nel</td>
<td>low</td>
<td>bon</td>
<td>der</td>
<td>per</td>
<td>ror</td>
<td>tern</td>
<td>per</td>
<td>ror</td>
<td>port</td>
</tr>
</tbody>
</table>

Match a closed syllable from the top with one from the bottom, and make words.

OPEN SYLLABLES
When vowels “say their own name”, they are long vowels. Split these words into syllables:
recent, crisis, label, stupid, final, human, student, belong, basic, spider, silent, broken, rifle.

FINAL ‘e’
The final ‘e’ belongs to the earlier vowel, it does not make a new syllable. Split these:
volume, admire, advice, invade, hopeless, shameful, suppose, refine, unmade, alone, amuse.
VOWEL PAIRS
Sometimes two letters make only one, combined sound. Don’t split these letters when identifying syllables.

fearful, failure, disease, fruitful, mailbox, midday, railroad, sleepless, leaving, breadcrumbs.

R-CONTROLLED VOWELS
When ‘r’ follows a vowel, it is regarded as a part of the vowel sound.

dirty, forty, thirty, garlic, perfect, circus, floral, charter, barber, target, surplus, furry, tarmac.

CONSONANT + ‘-le’, ‘-al’, ‘-el’
Keep the consonant that precedes these endings, when you are identifying syllables.

little, global, chapel, sizzle, bundle, sparkle, bundle, table, label, mumble, colossal, model.

CAN YOU BREAK THESE WORDS INTO SYLLABLES?
Tap the words out first. Then choose where to make your breaks, e.g. can / dle / light.

radio        poem       lion       solicitor       manufacture
veterinary   generator  knuckle    crocodile       university
microphone   accountant fortunate hospitality enormous
nonsensical  participate  trampoline sympathise supersonic
turbulent     adequate     lemon      celebrate       ambassador
elephant      hamburger   sensitive   refuge         grumble
accurate      cabin       minister   gardener        intestine
arrogant      adventure   cultivate   supreme         daffodil
compete       bugle       interrupt  operate         performance
motivate      machinery   adviser    critical         folio
policy        criticize   motivate   dinosaur        medicine
RHYMES

Here are some phonograms or “rhymes”. These are groups of letters that can represent a single sound, a syllable or a series of sounds – usually with no meaning of their own. There are almost 300 of these ending-sounds in English. These are the most common ones, and they can be used to make about 500 words!

- **ab**: cab, lab, blab, crab, flab, grab, scab, slab, stab
- **ack**: back, pack, quack, rack, black, crack, shack, snack, stack, track
- **ag**: bag, rag, tag, brag, flag
- **ail**: fail, mail, jail, nail, pal, rail, sail, tail, snail, trail
- **ain**: main, pain, brain, chain, drain, grain, plain, Spain, sprain, stain, train
- **ake**: bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake
- **am**: ham, Sam, clam, slam, swam
- **an**: can, fan, man, pan, ran, tan, van, bran, plan, than
- **ank**: bank, sank, yank, blank, drank, thank
- **ap**: cap, lap, map, nap, rap, tap, clap, flap, slap, snap, strap, trap, wrap
- **at**: bat, cat, fat, hat, mat, rat, sat, brat, chat, flat, spat, that
- **ay**: day, may, pay, say, clay, play, pray, spray, stay, tray
- **eed**: feed, need, seed, weed, bleed, freed, greed, speed
- **ell**: bell, fell, sell, tell, well, yell, shell, smell, spell, swell
- **est**: best, guest, nest, pest, rest, test, vest, west, chest, crest
- **ew**: dew, few, knew, new, blew, chew
- **ick**: kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick
- **ight**: knight, light, might, night, right, sight, tight, bright, flight, fright, slight
- **ill**: fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
- **in**: bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
- **ine**: fine, line, mine, nine, pine, vine, wine, shine, spine, whine
- **ing**: king, sing, wing, bring, cling, spring, string, swing, thing
- **ink**: link, pink, sink, wink, blink, drink, shrink, stink, think
- **ip**: dip, lip, rip, sip, tip, clip, drip, flip, grip, ship, skip, strip, trip, whip
- **ob**: knob, mob, rob, blob, slob, snap
- **ock**: knock, lock, dock, rock, sock, block, clock, frock, shock, stock
- **op**: cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
- **ore**: bore, more, sore, tore, wore, chore, score, shore, snore, store
- **ot**: got, dot, hot, knot, lot, not, plot, shot, spot
- **out**: grout, scout, shout, spout, sprout
- **ow**: cow, how, now, bow, chow, blow
- **uck**: buck, duck, luck, cluck, stuck, truck
- **um**: gum, hum, drum, plum, slum
- **unk**: junk, chunk, drunk, shrink, stunk, trunk
- **y**: by, my, cry, dry, fly, fry, shy, sky, spy, try, why

We often use phonograms when we want to rhyme words. We can also rhyme whole syllables and groups of syllables. Note that the spelling patterns may change as we move away from the original phonograms.

cap, chap, flap, scrap, trap, firetrap, kidnap, road map, bottlecup, unwrap, booby trap.
gripe, pipe, ripe, stripe, type, wipe, bagpipe, uripe, windpipe, prototype, stereotype.
eel, deal, feel, kneel, meal, real, steal, wheel, appeal, big deal, conceal, unreal, automobile.
beer, clear, here, near, pier, sphere, career, leap year, Shakespeare, atmosphere, pioneer.
comb, dome, foam, Rome, home sweet home, metronome, broken home, palindrome.
chewed, crude, dude, glued, rude, stewed, boo-hooed, fast food, include, seafood, tattooed.

Play: **Making Tracks**!
Lesson Guide 6: SYLLABLE STRESS and RHYMES

OPENING CHALLENGES

The teacher could read one or two very “bouncy”, strongly rhyming poems. Can the students hear and mimic the beat? Can they tap it out? Can they hear the rhyming words?

_Tardiness_ by Gelett Burgess

Goodness, gracious, snakes alive!
Mother said, “Be home at five!”
Now the clock is striking six,
And I’m in an awful fix.
She will think I can’t be trusted,
And she’ll say that she’s disgusted.

_Table Manners_ by Gelett Burgess

The Goops all lick their fingers,
The Goops they lick their knives,
They spill their broth on the tablecloth;
They live untidy lives.
The Goops they talk while eating,
And loud and fast they chew,
I’m glad I’m not a Gooper,
But I wonder about you!

LESSON SIX: RATIONALE

This _Word Wizards©_ lesson will really tax the concentration of Hong Kong students, because it pushes them into thinking analytically about the component parts of longer words.

Hong Kong’s Chinese students often find the “big words” in English a little daunting, as most of them have learned these words visually, as spelling sequences. They have also learned how to say them, but this pronunciation is unfortunately not informed by the spelling sequence, so their “memory traces” for longer, less frequently used words may “fade” over time, and their pronunciation may become blurred as they try to remember the sequence of sounds.

“Big words” and infrequently used words often become visually confused in the minds of Hong Kong learners of English. For example, they may read the word, _exploration_, as “experiment”, which is a more frequently used word in their lexicon. A new word such as _continuity_, could easily be read as “continent” or “continuous”, as these visually oriented readers tend to mainly focus on the beginnings of words.

This lesson will also introduce a graphic organizer that will become increasingly familiar as the _Word Wizards©_ course take students deeper and deeper into the
“genetic code” of words, moving them downwards from clues about meaning towards the finer aspects of sound.

Aspects of Meaning         Aspects of Sound
origins           syllables & stress
roots           phonograms & rhymes
prefixes          vowels & consonants
suffixes          phonemes & graphemes

THE PHONOGRAM CARD GAME
Approximately 250 simple words from the most common phonogram families have been laminated onto playing-card-sized purple cards for this game. Students will be asked to devise their own card games, in which the aim is to collect sets of cards with the same phonogram.


EXTENSION
Students will be issued with the letter “K” and “L” crossword puzzles from Alphabet Crosswords. They will also receive the solutions to the A to J puzzles.

Students might also be interested to attempt the “Treasure Behind the Mask Schwa Game” at:
http://www.sadlier-oxford.com/cgi-bin/phonics/meb/simplequiz.cgi?mode=potofgold

RESOURCES FOR THE TEACHER
Books on the teaching of pronunciation often have games and activities which work on the stress and rhythm patterns in English.

Company.

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SYLLABLE STRESS and RHYMES

English words, like all the words in all the alphabetic languages, not only contain elements that help us to understand their meanings, they also contain elements that tell us how to say them.

SYLLABLES
We know how to count the syllables in multi-syllabic words. How many syllables in the following words?
- etymology ( ), vocabulary ( ), prefix ( ), root ( )

STRESS PATTERNS
Now we will listen closely to spoken words to see which syllables are stressed. We can show this by a series of different sized dots.

- newspaper → news.pa.per → • • •
- chemistry → chem.is.try → • • •
- transportation → tran.spor.ta.tion → • • • •
- confusion → con.fu.sion → • •

1. These words can be both nouns and verbs.
   - What is their stress pattern when they are nouns?
   - What is their stress pattern when they are verbs?

2. Put large or small dots over the following two-syllable words, showing their stress patterns:
pilot omen away never around below regard picture awake again
decade wagon diner habit reward become delay open defend vivid
famous novel atom chapter picnic lizard nostril children dentist
radish sudden climate major
3. These words have three syllables. Mark their stress patterns:

camera deliver together yesterday victory animal important library enemy
hamburger department tomorrow carpenter another several article another
however edition alphabet remember hospital decimal banana supervise

4. When a prefix or suffix is added, the stress pattern may move. Look at these:

cyclone → cyclonic necessary → unnecessary microscope → microscopic
hexagon → hexagonal telephone → telephonist migration → immigration
endoscope → endoscopy transport → transportation environment → environmental

national → nationality → nationalise → nationalisation
real → reality → realise → realisation
fertile → fertility → fertilise → fertilisation
equal → equality → equalise → equalisation

marine → maritime → submarine → submariner

5. Be careful when you add -ed, -s and –es. These do not always add an extra syllable.

Only words ending in ‘t’ or ‘d’ sounds gain a new syllable when ‘-ed’ is added,
e.g. connected, noted, demanded, guarded. But NOT: influenced, relied, allowed,
transferred, hurried, carried!

When adding ‘-s’ or ‘-es’, only words that end in these sounds gain a new syllable: -s, -z,
-sh, -ch, ‘-j’, -dg, e.g. misses, noses, wishes, watches, oranges, edges.

6. Animal Farm syllable arithmetic!

a) Combine the number of syllables in the following:

• (Benjamin + Snowball + Major) X (Napoleon – Jones)

• (power + propaganda + barn) X (scapegoat + character)

b) Points for stress: 1 point for stress on the 1st syllable; 2 points for stress on the 2nd syllable; 3 points for stress on the 3rd syllable etc.

• Boxer + Clover + Moses + Benjamin + Napoleon =

• confession + totalitarian + commandments + satire + dictator + personality =

• Squealer + Mollie + rebellion + Animalism + utopia + Orwell + Orwellian =
UNSTRESSED SYLLABLES

The more syllables there are in a word, the more likely it is that there will be “weak” or unstressed syllables. There may be more than one unstressed syllable in very long words. Even two-syllabled words can have an unstressed syllable, e.g. father, mother, sister, brother.

Find the unstressed syllables in these words:

magazine, television, journalist, about, above, because, August, photograph, balloon, before.

Sometimes these syllables almost disappear:

Wednesday, Margaret, Deborah, camera, chocolate, different, general, interest, library, evening.

The unstressed syllable in multi-syllabic words can be represented by the “schwa” symbol. It’s the most common sound in the English language!

It says “uh”, but it can be spelled in so many different ways:

e.g. teacher, collar, measure, zebra, garden, fossil, circus … (look out for more!)

Extra! Try the “Treasure Behind the Mask Schwa Game” at: http://www.sadlier-oxford.com/cgi-bin/phonics/meb/simplequiz.cgi?mode=potofgold

PHONOGRAMS AGAIN

These 37 phonograms can be used to make over 500 words!

-ack  -ap  -est  -ing  -or
-ail  -ash  -ice  -ink  -uck
-ain  -at  -ick  -ip  -ug
-ake  -ate  -ide  -ir  -ump
-ale  -aw  -ight  -ock  -unk
-ame  -ay  -ill  -oke
-an  -eat  -in  -op
-ank  -ell  -ine  -ore

There are over 300 phonograms in English.

The Crazy Phonogram Card Game

In groups, devise a simple card game that tries to make pairs, triples or groups of cards that all have the same sound.

Which phonograms were your “lucky ones”?

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Lesson Guide 7: PHONEMES and GRAPHEMES

OPENING CHALLENGES

How many sounds are there in these words, bat, batter, shock, school? The number of letters in a word does not necessarily equal the number of sounds.

LESSON SEVEN: RATIONALE

This Word Wizards© lesson marks a turning point in the sequence of lessons. After having completed two sessions at the sub-word level of the syllable, the students will now move down to the level of the single sound, where they will encounter the true “genetic code” of English.

This lesson is the opening lesson in a series of eight intensive sessions which will operate at the level of the phoneme, the smallest significant unit of sound. It will also introduce the THRASS© approach to the development of greater phonemic awareness. In this lesson, students will be introduced to the terms, vowel, consonant, phoneme, grapheme, digraph, trigraph and split digraph.

The metaphors of “words as people” and the “sounds as genes” will be continually reinforced.

The THRASS© wallchart will be introduced as if it were a “periodic table” of English sounds – another scientific metaphor that students might be able to relate to. At all times, it will be stressed that every sound in the English language is there on this chart, and that there are 44 sounds in all.

The chart will be introduced using the students’ English names. (Chinese names written in English do not necessarily follow standard English letter-sound correspondences, e.g. the surname, Tsui, is pronounced “choy”, and Ng is pronounced “mmm” in Cantonese.)

Students will be introduced to the THRASS© Vowel Phoneme Rap and the Consonant Phoneme Rap (recorded chants) and follow them on their own, placemat-sized version of the yellow THRASS© chart.
Full information regarding the THRASS© approach to phonemic awareness is available at: http://www.thrass.co.uk/ and http://www.thrass.com.au/.

**A PHONEME WORD SORT**

Word Sorts will become a common classroom activity over the following sequence of lessons.

This one puts students into pairs or threes and asks them to sort a given pile of word cards according to the number of PHONEMES (individual sounds) in each word.

**SOURCE:** *All Sorts of Sorts*, Books 1 and 2.

Donald Bear, co-author of *Words Their Way*, is often credited with the idea of using small word or picture cards for “sorts” of various kinds. This is a far, far more efficient and wide-ranging approach than relying on the printing of dozens of worksheets. Students love “lucky dipping” into a pile of over 1,000 word cards.

**EXTENSION**

Students will be issued with the letter “M” and “N” crossword puzzles from *Alphabet Crosswords*.

Students will be issued with their own student-copy of the downloadable THRASS© wallchart. Their A4-sized printed cards will have all the key words and all the
RESOURCES FOR THE TEACHER


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English words, like all the words in all the alphabetic languages, not only contain elements that help us to understand their meanings, they also contain elements that tell us how to say them.

Vowels and consonants – letters and sounds

Of course, there are 26 letters in the alphabet, but that piece of information is NOT very useful, except for spelling. These are just NAMES, they tell us nothing about the "jobs" that these letters are capable of doing. (Do you know the correct names of the 26 letters?)

How many vowel sounds are there in English? How many consonant sounds? You might be surprised to learn that there are 20 different vowel sounds and 24 different consonant sounds, making 44 different sounds in all!

A phoneme is a single sound. A grapheme is a spelling choice for representing a sound.

The graphemes, “-er”, “-or”, and “-ar” can all represent the same phoneme (sound) at the end of the words, teacher, doctor and collar. While the graphemes may change, because of the many different historical origins of English spelling, there are still just 44 phonemes in the language. With these 44 sounds, we can say all the hundreds of thousands of words in the English language! Spelling (or writing graphemes) is a different thing, however.

A digraph is a grapheme that uses two letters to make one sound, a trigraph uses three letters to make one sound.

The phoneme, /i/, can be written with “i”, as in tiger, with “i-e” as in kite, with “igh” as in light and with “y” as in fly. The phoneme is the same each time, but there are four possible spelling choices, or graphemes. “igh” is a trigraph, because three letters are used to make the grapheme. “i-e” is a split digraph, because there’s another letter between its two parts.

The “ssssssss” sound can be spelled in many ways: sun, dress, horse, city, ice …

English has only 44 sounds - but - dozens of spelling choices!
Every English syllable has a vowel phoneme in it!

What are the vowels within the syllables of windmill?  
What are the vowels within the syllables of animal?  
What are the vowels within the syllables of Pilkington?  
What are the vowels within the syllables of totalitarian?

Can you hear the individual sounds (phonemes)? Say each word r-e-a-l-l-y s-l-o-w-l-y, and slide each sound into the next.

How many phonemes in the word, bed?  
How many phonemes in the word, sleep?  
How many phonemes in the word, pajamas?  
How many phonemes in the word, dreams?

Let’s listen to your English names

How many syllables are there in your name?  
How many phonemes are there?

THE THRASS© CHART

Look at the yellow THRASS© picture chart and find the spelling choices for the phonemes in your name. Which boxes on the chart are you “looking after”?

My name is Pauline. There are two syllables and five phonemes in my name, even though we need six letters to spell it.

These are the boxes for my five phonemes:

/p/ as in panda  
/aul/ as in sauce  
/l/ as in leg  
/*/ as in the me, beach, tree … set of graphemes  
/n/ as in net

When there are too many spelling choices, the chart shows the main ones and puts an asterisk (*) to show that there are other ways to spell the sound. The asterisk is called a GCA, a grapheme catch-all. It’s a symbol for all the others.

Write your English name here: ..................................................

How many syllables in it? ............ How many phonemes? .............

Which boxes on the chart are you looking after? ...........................................

Word card sorting with a friend

Use the orange Word Cards – counting the letters in a word (graphemes) and counting the sounds in the same word (phonemes) might NOT give us the same number.

Why not?

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Lesson Guide 8:
LISTENING FOR PHONEMES – CONSONANTS

OPENING CHALLENGES

Review the main terms from the last session: phoneme, grapheme, vowel, consonant. 
Remember the root-words, *phono-* and *graph-*?
Remember the prefixes, *di-* and *tri-*?
What do you think the suffix, *-eme*, might mean in *grapheme* and *phoneme*?

LESSON EIGHT: RATIONALE

Phoneme counting and phoneme discrimination are new and challenging activities for most Hong Kong learners of English. A change of *phoneme* (sound) in an English word usually signals a change in the entire meaning of the word, e.g. “so” and “show”, “watch” and “wash”, “let” and “net”.

In Chinese, by contrast, it will be a change in *tone* (intonation) at the level of the *syllable* that will alter the meaning. In English, the two words, “way” and “why”, have entirely different meanings. This is not the case in Cantonese, for example, where these two phonemically different syllables are inter-changeable, as long as they are spoken in the same tone. Both fulfill the same role as “Hello” when answering a telephone call. Some people will answer with “way”, some with “why”, but the meaning will be the same to the Chinese caller.

This *Word Wizards©* lesson will commence with some general discrimination practice, and then proceed to the discrimination of *consonant* sounds.

The THRASS© phoneme wallchart will be on display, and students will be asked to recall the number of English consonant sounds (24) and the number of English vowel sounds (20). The THRASS© consonant phoneme rap will be played several times, and students will be invited to join in.

The lesson will clearly establish the terms, *digraph / trigraph* and *blend*, and their importance in the area of consonant-sound construction in English.

- A single sound (a phoneme) might be shown by two letters (a grapheme). This is known as a *digraph* (e.g. sh-, -ck, th-).
- When two (or three) consonants combine in spelling (a grapheme), but produce more than one sound, this is known as a *blend* (e.g. br-, st-, thr-, -sk, -ld).
A WORD SORT will greatly assist the students in learning these distinctions. Students will be given some time to collect examples of consonant digraphs, consonant trigraphs and consonant blends from the 1,000+ orange word cards available on the back bench of the classroom. An incentive could be offered for finding words that contain both a consonant digraph AND a blend.

**DIGRAPH BINGO!**

Multiple copies of 10 different, laminated Digraph Bingo cards are distributed randomly around the class. These cards repeat the three common digraphs, th-, sh- and ch-, in beginning, middle and end positions, over a grid of 25 squares.

Players listen to English words selected at random from a bag of 81 words containing these digraphs, and cover the squares on their cards. Five-in-a-row entitles a player to call, “Bingo!”, and win the round.

**SOURCE:** *Phonics Games and Learning Activities.*

**EXTENSION**

Students will be issued with the letter “O” and “P” crossword puzzles from *Alphabet Crosswords.*

Students will be encouraged to practise the Consonant Rap using their THRASS® grapheme and word charts.

**RESOURCES FOR THE TEACHER**

There are dozens of consonant-phonics activities on the internet and in phonics books.


Word Wizards 8

LISTENING FOR PHONEMES: CONSONANTS

REVIEW: CAN YOU HEAR THE PHONEMES?

Say the words in each list s-l-o-w-l-y. What sound is common to all the words in the list? One-by-one, work out the phonemes in the names of this family. HINT: The mother’s name has three sounds, but it has four letters.

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

FATHER
1. autumn
2. apples
3. eighth
4. university
5. teaspoon

1. although
2. saxophone
3. dangers
4. enters

1. jacket
2. postman
3. revenge
4. letters

1. fridge
2. follow
3. revenge

HINT: The mother’s name has three sounds, but it has four letters.
CONSONANTS

CONSONANT DIGRAPHS and CONSONANT BLENDS

1. What is a digraph? (a single phoneme / sound; two graphemes / letters)
   Use your knowledge of roots – what does di - mean? What does –graph mean?
   Here are some consonant digraphs: /ff/ /ss/ /ll/ /dd/ /ck/ /ch/ /sh/ /th/ /wh/ /ng/ /gh/ /gn/ /kn/ /ph/ /wr/
   How many sounds/phonemes in a digraph? …… /tch/ is a trigraph. Why?

2. What is a blend? (more than one sound / phoneme; more than one grapheme / letter)
   Here are some consonant blends: br cr dr fr gr tr bl cl fl gl pl sl sc sk sm sn sp st sw thr tw qu scr squ str spr spl
   How many sounds/phonemes in these blends? ……………………………
   Here are some consonant blends that are often found at the ends of syllables and the ends of words: ct ft ld lp lt mp nd nk nt pt rd rk sk sp st
   How many sounds/phonemes in these consonant blends? ………………………
   Here are some three-lettered blends: scr-, spl-, spr-, str-.

3. What about shr-, thr-, sch- ?
   These are blends of a digraph and another, single grapheme / letter.

4. Do these words contain digraphs? (single sound, two letters) or blends (more than one sound, more than one letter)
   deck, called, what, lamp, sand, black, slim, scratch, think, grunt, cliff.

5. What blend-sounds are made by the letters ‘q’ and ‘x’?

6. ORANGE WORD CARDS:
   Make three sets of orange word cards – one for words with consonant digraphs in them, one for words with consonant blends in them, and one for words that have both digraphs and blends in the same word.

PLAY THE DIGRAPH BINGO GAME!

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Lesson Guide 9: CONSONANTS and VOWELS

OPENING CHALLENGES

The lesson will open with the two THRASS© phoneme raps. Students will follow along on their placemat-sized copies of the THRASS© yellow wallchart.

LESSON NINE: RATIONALE

This Word Wizards© lesson will tax any Hong Kong student’s powers of concentration, because it is entirely focused at the sub-syllabic level of the phoneme. Because this lesson will be so cognitively demanding for these students, it will be broken up into short segments, and it will include four individual puzzles and two interactive games.

There is a significant need in this lesson for the instructor to try at all times to maintain the “fun” element, as Hong Kong students will find these phoneme-level activities frustrating and very tiring.

The lesson will open with the THRASS© phoneme raps, which should be starting to “take hold” in the students’ minds by now. They should be increasingly aware that every English sound can be found on the chart, somewhere, and that there are two major divisions of sounds – 24 consonant sounds and 20 vowel sounds.

CONSONANTS

There will be a review of consonant digraphs and consonant blends, and students will play a board game called, “On the Reef”.

VOWELS

This Word Wizards© lesson will then “change gears” and the students will participate in some activities that are designed to sensitize them to the English vowel sounds via four individual puzzles and another interactive game for two to three players. Throughout these activities, students will be challenged to “tune in” to the vowel sounds in one- and two-syllable words.
All of these activities will tax the students’ ability to concentrate, and they may need to take short “breather breaks” between the puzzles, to briefly relax their minds. If the students are tired, then some of the puzzles could be completed for homework.

**ON THE REEF**

Teams of two or three players move clockwise around and around a closed circular track of 38 spaces. In order to move around, the players must nominate words that contain the blends on each square that they land on. Teams need to keep a written record of all the words they make, and the game ends when a time limit expires. The winning team is the one with the most words.

SOURCE: *Literacy Games: Play to Learn.*

**FOUR-SIDED DOMINOES**

This is a tile-style game designed for two to three players. The 20 four-sided word cards will be placed next to each other, to make a one-way “track” (or a “snake”). Each player will receive the same number of cards. The first player puts down a card and the next player must place one with the same vowel sound next to one of the sides of the first card. Cards can only be joined to the latest card. They cannot be joined to an earlier card, so the “track” (or “snake”) can only grow in one direction. If players cannot put down a card, they will miss a turn.

SOURCE: *Pronunciation Games.*
EXTENSION

Students will be issued with the letter “Q” and “R” crossword puzzles from *Alphabet Crosswords*.

If students were unable to complete all four vowel-sound puzzles, then these could be finished for homework.

RESOURCES FOR THE TEACHER

There are any number of phoneme-level games and resources to be found on the internet, in early literacy workbooks and in ESL resource books for the teaching of English pronunciation. Select those which are most suitable for the students’ age-group - clearly avoiding the “babyish” ones when teaching adolescents and adults.


CONSONANT BLENDS and DIGRAPHS

When two consonants are placed together in a word and they keep their own sounds as the first one merges into the second one, this is called a blend. Their sounds are usually very predictable.

One exception is the grapheme, ‘sc-‘. This can be a blend, as in “scare”, or a digraph, as in “science”.

There are three main groups of blends at the beginning of words:

- **r-blends**: br-, cr-, dr-, fr-, gr-, pr-, tr-
- **s-blends**: sc-, sk-, sl-, sm-, sn-, sp-, st-, sw-
- **l-blends**: bl-, cl-, fl-, gl-, pl-, sl-

Two others are: tw- and qu-.

There are also some three-lettered blends, such as: str-, spl-, scr-, squ-.

Note that thr-, chr-, phr-, and Shr- are digraphs plus a consonant, producing a blend.

The combination, -ngth, (strength, length), is a blend of two digraphs, -ng- and –th.

Here are some common blends found at the end of words:

- **-ct, -ft, -ld, -lp, -lt, -mp, -nd, -nk, -nt, -pt, -rd, -rk, -sk, -sp, -st**

Double letters are a kind of digraph, because only one sound is produced:

- **-ss, -ll, -tt, -ff, -bb, -dd, -pp, -zz, -gg**

**BOARD GAME:** Play the board game called, **On the Reef**, with a partner.

### AN INTRODUCTION TO VOWELS

1. On the next two pages, there are four puzzles to play with vowels. You have to follow the same vowel sounds to find your way through the maze.

2. **GAME:** Play the *Four-Sided Dominoes Game*.
SOUND PUZZLE 1  /e/ as in me, beach, tree

Follow the sound to get out of the maze.
SOUND PUZZLE 2    /y/ as in yawn

Follow the sound to get out of the maze.
### SOUND PUZZLE 3 (getting harder!)

Join words in adjoining boxes that share the same long vowel sound.
SOUND PUZZLE 4 (the hardest!)

Join words in adjoining boxes that share the same long vowel sound.
Lesson Guide 10: VOWELS – Short and Long

OPENING CHALLENGES

The lesson will open with the two THRASS® phoneme raps. Students will follow along on their placemat-sized copies of the THRASS® yellow wallchart.

LESSON TEN: RATIONALE

This lesson will continue the “journey into vowels”.

It is in the realm of vowels that different accents and dialects of English tend to differentiate themselves. As these Hong Kong students are under the influences of both British and American English, they may find it interesting (and funny) to pronounce some common words in a variety of different accents to see the role that is played by vowels in their differentiation.

International actors have to learn to pronounce the different vowel sounds when playing roles from, say, South Africa, New Zealand, Australia, Ireland, Scotland, and the various sub-regions of the UK and the USA. On top of that, they may need to add a non-native accent to their speech.

Call-centre operators in India are trained to speak in a variety of English accents, so as to closely match those of their callers. The well-known play and film, “My Fair Lady”, was all about the role played by speech sounds in denoting social class.

The annual Hong Kong Schools Speech Festival is an exercise in both elocution and eloquence.

el–o–cu’tion. n. the skill of clear and expressive speech, especially of distinct pronunciation and articulation. ORIGIN: Middle English > Latin, elocutio > Latin, eloqui, “to speak out”.

el’–o–quence. n. fluent or persuasive speaking or writing. ORIGIN: Middle English > Old French > Latin, eloquentia > Latin, eloqui, “to speak out”.

[Both of these words share a common origin in the Latin root, eloqui, meaning “to speak out”, with one of them acquiring the French suffix, -ence, during its journey into English.]

This first-of-a-pair of Word Wizards® lessons will introduce the different types of vowel sounds, their variations and the influence of other sounds on their production.
Main types: long vowels, short vowels and diphthongs / triphthongs

Variations and influences: the role of final ‘e’, r-influences, vowel digraphs

This first lesson on vowels will aim to establish the distinctions between short and long vowels via the extensive use of minimal pairs. Students will be asked to verbalize dozens of pairs of words, in which the only differences will be the length of the vowel sounds.

These exercises are easy in this paired format, but much harder in isolation. Hong Kong speakers of English have problems enunciating long vowels, so this lesson will provide some concentrated speech practice. Students will be encouraged to keep this particular handout (if not all the others) because it will be especially useful for speech practice.

MINIMAL PAIRS DRILLING

• Minimal pairs drilling can be conducted down each list to practise the same pairs of sounds, or across the lists, to alternate different short and long vowel sounds.
• Students’ attention can be drawn to the positions of the various parts of their speech organs (tongue, lips, teeth) during the articulation of the sounds.
• Can they feel (and describe) the movements that each sound requires? Different vowel sounds are made in different parts of the mouth.

LONG OR SHORT?

This is a board game for two to three players. The board has 80 squares and players progress by the toss of a dice. As they land on words they must (1) say the word, (2) name the base word it is made from, and (3) name the vowel sound and whether it is short or long. For each correct response, they move ahead one square (maximum 3). For any incorrect responses they move back one space per error.


GREEN PICTURE-CARD SORT

Several hundred green-coloured picture cards will be spread over the back
tables, and students will be asked to seek out five pictures that share the same vowel sound. They must NOT tell anyone their “secret sound”. They will then display their five cards on their desks (together with a given number card) and all the students will circulate around the room, trying to guess the common vowel sound used in each set of pictures. Students will record these words in a list and use the THRASS© phoneme names and boxes, not letter names, to describe the common sounds.

SOURCE: Any collection of simple clip-art objects, copied on to coloured same-sized cards, and laminated.

EXTENSION

Students will be issued with the letter “S” and “T” crossword puzzles from Alphabet Crosswords.

Students could attempt to read a passage of written English aloud, in a British and then an American accent.

RESOURCES FOR THE TEACHER

Clip-art collections in print and on-line.
Books on English pronunciation with lots of “minimal pairs”.
Diagrams and photographs of the mouth during vowel articulation are available in some pronunciation books.
The Jolly Phonics teaching programme uses hand signals for every sound.
See: http://www.jollylearning.co.uk/
The two books by Jane Passy have photographs and diagrams of each sound being spoken.


return to top of page

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VOWELS

There are 20 different vowel sounds in English. Some of these are written with one letter, others may need two letters or even help from a consonant (especially ‘r’).

The letter, ‘y’, can also be used in vowel sounds.

There are many kinds of vowels: long (cane), short (can), r-influenced (car), diphthongs (cloud, toy) and other vowel digraphs (caught, chalk).

The main differences in sounds between different dialects of English are differences in the way people pronounce vowels.

FINAL ‘E’

An ‘e’ on the end of a small one-syllable word, or at the end of a syllable, affects the previous vowel’s sound. It changes it from being short to being long. A long vowel says its own name. Look at these:


MINIMAL PAIRS

Try these pairs of vowels – one is short and the other is long.

- heat hit
- heed hid
- pot port
- pod poured
- beat bit
- feel fill
- cot caught
- cod cord
- seat sit
- heel hill
- not nought
- nod gnawed
- deep dip
- meal mill
- sot sought
- sod sawed
- sheep ship
- seen sin
- shot short
- shod shored
- reach rich
- been bin
- cock cork
- shon shorn

- boot but
- boon bun
- cart cut
- card cud
- root rut
- soon sun
- heart hut
- barge budge
- shoot shut
- noon none
- march much
- harm hum
- soup sup
- mood mud
- calf cuff
- barn bun
- roof rough
- cool cull
- half huff
- lark luck
1. …………………
2. …………………
3. …………………
4. …………………
5. …………………
6. …………………
7. …………………
8. …………………
9. …………………
10. …………………
11. …………………
12. …………………
13. …………………
14. …………………
15. …………………
16. …………………
17. …………………
18. …………………
19. …………………
20. …………………

LESSON 10
GUIDE

CONTENTS

hut hurt cub curb Luke look
cut curt cud curd fool full
shut shirt gull girl pool pull

These are all short vowels, but we still need to hear their differences:

bit bet bid bed set sat said sad
lit let lid led bet bat bed bad
pit pet tin ten beck back beg bag
wit wet pin pen less lass ten tan
pick peck big beg mess mass men man
rich wretch bill bell guess gas shell shall

Try these groups of three:

met mat mart hem ham harm
pet pat part head had hard
peck pack park led lad lard
mesh mash marsh bed bad barred

These are all long vowels, but they are different:

walk work saw sir
talk Turk wore were
porch perch fall furl

TODAY’S GAMES

1. Long or short?
   A board game with vowels for two-three people.

2. GREEN PICTURE CARDS
   Choose five pictures that contain the same vowel sound.
   Don’t tell anyone which sound you are collecting!
   Put the five cards on the edge of your desk.
   We will go around the room and try to guess everyone’s vowel sounds.
   Write the sounds, using the THRASS keywords, in the chart at the right. Writing the letters is not so helpful.
   WHY?

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Lesson Guide 11: VOWELS – Diphthongs

OPENING CHALLENGES

The lesson will open with the two THRASS© phoneme raps. Students will follow along on their placemat-sized copies of the THRASS© yellow wallchart.

LESSON ELEVEN: RATIONALE

Nine of the 20 vowel sounds in English are known as diphthongs.

*diph'-thong*. n. a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another. ORIGIN: Middle English > French, *diphtongue* > late Latin > Greek, *diphthongos*, from *di-*, “twice”, and *phthongos*, “sound”.

If speakers concentrate when saying a diphthong slowly, they can feel a physical “glide” in the various speech organs.

English diphthongs fall into three categories:

- those that end in the *schwa*
- those that end with an “ee” sound
- those that end with an “oo” sound

Hong Kong speakers of English tend to render some diphthongs as two separate sounds and others as one non-gliding sound. With careful listening and a wave-like hand gesture from an instructor, they can be taught to produce good diphthong sounds – in isolation, at least.

This *Word Wizards©* lesson is the second in a pair of lessons to make extensive use of *minimal pairs* and drilled oral production.
This is a higher-level version of the DIGRAPH BINGO game played in Lesson 8. This time, the 10 different game boards have a mixture of three consonant digraphs (-ch-, -sh-, and –th-) and three diphthongs (oy / oi, aw / au, and ow / ou). Words containing these sounds are drawn from an assortment of cards and called. Students need to listen closely and then cover an appropriate square on their board. The first player to achieve five squares in a row calls, Bingo!, and wins the round. This game really sharpens the students’ listening skills.

SOURCE: Phonics: Games and Learning Activities.

A CARD SORT – HUNTING FOR DIPHTHONGS

Students will hunt through hundreds of orange word cards, looking for one word card per diphthong sound. They are reminded that they are looking for sounds, not just letter combinations. Each of the nine diphthong sounds has its own range of spelling options, or graphemes.

SOURCE: Many word study books have extensive word lists which can be turned into word cards. These “orange word cards” have been adapted from three sources, Foundations for Sound Reading: Teacher’s Book and All Sorts of Sorts 1 and 2.

EXTENSION

Students will be issued with the letter “U” and “V” crossword puzzles from Alphabet Crosswords. They will also receive the answers to crosswords K to T.

Students will be encouraged to make use of the minimal pairs lists provided in handouts 10 and 11 to practise their pronunciation.

RESOURCES FOR THE TEACHER


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Word Wizards 11

VOWELS – Diphthongs

DIPHTHONGS

Diphthongs are vowel sounds that “glide” or “slide” from one vowel sound into another. When you say them, your tongue and lip positions will move in the middle of the sound. For example, the vowel sounds in: boil, boy, house, cow, beer, fairy, pour, out, roar.

On the THRASS® chart, the 9 diphthongs are:

| /ai/ as in baby, tape, snail; | /air/ as in hair, square; |
| /ear/ as in ear, deer; | /igh/ as in tiger, kite, light; |
| /oi/ as in nose, boat, note; | /oi/ as in coin, toy; |
| /or/ as in fork, ball, sauce; | /oor/ as in moor, tour; |
| /ou/ as in cow, house. | |

We can classify these into those ending in the “schwa” sound, those ending in an “ee” sound and those ending in an ‘oo’ sound.

Ending in the “schwa”
The second of these minimal pairs has the diphthong sound:

- bead beard  bed bared  paw pour  true truer
- feed feared  fed fare  saw sore  too tour
- fee fear  dead dared  saw sore  few fewer
- she sheere  ferry fairy  raw roar  cue cure
- seed seared  Kerry Cary  saw soar

Ending in an “ee” sound
The second of these minimal pairs has the diphthong:

- bet bairt  cart kite  corn coin
- red raid  guard guide  lawn loin
- fell fail  heart height  paws poise
- pen pain  raid ride  gnaws noise
- fed fade  late light  bong boing

Ending in an “oo” sound
The second of these minimal pairs has the diphthong:

- art out  cork coke  cot coat
- car cow  law low  not note
- darn down  ball bowl  was woes
- bar bough  gnaw know  rod rode

Practise the vowel sounds from Word Wizards 10 and 11 by yourself. Listen for the differences! F-e-e-l the differences. Feel the glide.
Here are some sets of three vowels – one short, one long, one diphthong:

- chock  chalk  choke
- stock  stork  stoke
- cod  cord  code
- rod  roared  rode
- shone  shorn  shown

**TRIPHTHONGS**

Triphthongs slide three vowel sounds together, e.g. player, liar, employer, lower. The final sound of the three is the **schwa**, the “uh” vowel that is very common in English.

Here are some **triphthongs** (the second in each pair in the list):

- play  player  Others = layer, surveyor, taxpayer, conveyor, greyer
- quite  quiet  Others = ire, fire, liar, higher, choir, wire, admire, umpire
- cow  cower  Others = our, power, hour, flower, flour, shower, tower
- employ  employer Others = annoyer, destroyer, enjoyer
- grow  grower  Others = lower, slower, thrower, blower, mower

**THE NINE DIPHTHONGS**

Which listed words do NOT contain the same diphthong sound as the first word?

- **toy**  loose, moist, destroy, joint, annoy, loaves, load, famous, loyal, foil, voyage
- **cow**  blew, mound, drown, howl, threw, shoot, count, couch, crook, mouse, shrewd
- **baby**  tape, maid, mould, cried, rain, gate, brain, play, grey, away, fold, found
- **hair**  flair, mayor, care, cave, have, square, wear, were, there, they’re, then, when
- **ear**  beer, tier, cheer, chair, peel, veal, rare, bare, bear, fair, fear, mere, here
- **kite**  might, try, tray, height, why, my, crypt, cried, script, tiger, rely, polygon
- **nose**  froze, grows, toes, show, boat, float, oppose, grocer, suppose, host, frost
- **fork**  pour, sauce, door, was, saw, fall, mall, sausage, your, our, hour, smoke, chalk
- **tour**  sour, moor, dour, sewer, fewer, flour, power

**Games!**

**SOUND BINGO** – this is a higher-level version of the Digraphs Game. This time, you are listening for three vowel diphthongs as well as three consonant digraphs.

**ORANGE WORD CARDS** - Find one orange word card per diphthong sound (9 cards). Remember there may be many different spelling choices – follow the sounds not the spellings!
Lesson Guide 12: THRASS® REVIEW

OPENING CHALLENGES

The lesson will open with the two THRASS® phoneme raps. Students will follow along on their placemat-sized copies of the THRASS® yellow wallchart.

LESSON ELEVEN: RATIONALE

This Word Wizards® lesson will review the THRASS® yellow wallchart as a complete set of all the 44 sounds in English. There will be some revision of the terminology – phonemes, graphemes, digraphs, keywords, vowels, consonants, GCA’s (“grapheme catch-all”, represented by an asterisk), blends, diphthongs, and triphthongs.

Students’ English names will be analysed once again, but this time by the students themselves. Some “tricky” words will be posed for students to analyse.

The bulk of the lesson, however, will be taken up with the construction of giant THRASS® domino puzzles by groups of four to five students each, including one group that will probably use an entire whiteboard area. Large table-top areas will be required for this activity, which just grows and grows!

THRASS® GIANT DOMINO GAME

Four sets of 120 domino tiles have been made from the 120 THRASS® keyword pictures and 120 grapheme choices, laminated onto cards. One end of each domino has a keyword picture and the other end has a grapheme. The vowel keywords have been paired with consonant graphemes and the consonant keywords with vowels. Wherever possible, the selected grapheme is not used in the keyword with which it is paired.
The dominoes must be placed on the table so that they alternate: picture-grapheme-picture-grapheme.

The “k” grapheme could join the “queen” picture, for example, because it is a spelling option for part of the “kw-” sound in the word. In the following example, the “u” spelling choice could be used to represent the /u/ sound in “glove”.

![Diagram of dominoes with keywords: p snow s glove v lion u lamb]

The picture of the keyword, “ant”, could join any one of: a, n, nn, t or tt.

Each team’s set of dominoes has different combinations, and one set is magnetized for use on a whiteboard. The dominoes can be used vertically, horizontally, or upside-down.

SOURCE: THRASSWORD Picture Sheets 1 - 6

EXTENSION

Students will be issued with the letter “W” and “X” crossword puzzles from Alphabet Crosswords.

RESOURCES FOR THE TEACHER

In four groups, use all the **120 THRASS Domino cards** and link up your whole set, crossword-style, all over your table, using the *phoneme connections* between the coloured graphemes and **all** the sounds in the picture-words.

**Remember:** some graphemes can represent many sounds – and - remember to use all the phonemes that are available to you in every picture-word!

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Lesson Guide 13: ANALYSIS OF BIG WORDS

OPENING CHALLENGES

Initiate a discussion about “big words” and find out how the students feel about them. There are many quotations about “big words”.

_I am a bear of very little brain, and big words bother me._ Winnie the Pooh.
_Philosophy is only common sense with big words._ US President, James Madison.
_The best place to use big words is in a crossword puzzle._ Brian Koslow.
_Don't accustom yourself to using big words for little matters._ Dr Samuel Johnson.
_Big words seldom accompany good deeds._ Charlotte Whitton.

_Hyperpolysyllabicomania:_ is a fondness for big words!

_Great Big Words_
a song by Michael Mark and Tom Chapin
on Tom Chapin's “Billy the Squid” album
© 1992 HCD Music & The Last Music Co.

_When I was a little kid, a "diminutive juvenile,"
I liked my folks to read to me, I was an "eager bibliophile."
Now I love words for how they sound
And how they "communicate."
Perhaps I should explain myself, that is, "elucidate."
Great big words, I like big words.
Letter by letter, the bigger the better
Great big words. La la la la la la la la la la!

Now maybe you're "adept" at sports or "excellent" at school,
Maybe you're "vainglorious,"
Which means you think you're cool.
But give me a "massive ideogram,"
A big word to make my point.
When you can "verbalize" yourself
You can really rock the joint.
Great big words, I like big words.
I get a thrill out of every syllable
Great big words.

Listen to this song at:
http://www.songsforteaching.com/tomchapin/greatbigwords.htm
LESSON THIRTEEN: RATIONALE

Hong Kong learners of English like to use “big words”, but they also have “big trouble” reading any “big words” that they do not already know. Without a grasp of syllabification, affixation and roots, the reading and articulation of polysyllabic words can be a major challenge.

Take the word, hyperpolysyllabicomania, for example (if such a word really exists!).

hyper-  a prefix meaning over, beyond, above, excessive (Greek origin)
poly-  a prefix meaning many, much (Greek origin)
syllabico-  a root word, relating to syllables (Greek origin)
-mania  a suffix relating to madness (Greek origin)

If a reader or a speaker knows where to break big words into meaningful “chunks” or “modules”, they will be able to decode it. This Word Wizards© lesson will take some “big words” and break them down into units of meaning and units of sound, using the graphic organizer introduced in Lesson Six:

Aspects of Meaning  Aspects of Sound

origins  syllables & stress
roots  phonograms & rhymes
prefixes  vowels & consonants
suffixes  phonemes & graphemes

After a detailed examination of the word, anthropomorphism, in tabular form in the class, the students will proceed to the library, where they will be given a “big word” to analyse in similar fashion in pairs.

EXTENSION

Students will be issued with the letter “Y” and “Z” crossword puzzles from Alphabet Crosswords.
RESOURCES FOR THE TEACHER

Quotations, poems and songs about “big words” from the internet.
Spelling and vocabulary teaching resources.
“Word Power” and “Word-a-Day” books.


return to top of page

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**WORD ANALYSIS:  Big Words? No big deal!**

**anthropomorphism**

### Etymology & Meaning:

<table>
<thead>
<tr>
<th>Use it in a sentence:</th>
<th>When scientists write about animals, they try to avoid any anthropomorphism, quite unlike the writers of novels such as “Animal Farm”, who depend on it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning(s):</td>
<td>The attribution of human form, characteristics or behaviour to a god, an animal or an object, e.g. the cruel sea, the smiling dolphin, the courageous horse.</td>
</tr>
<tr>
<td>Etymology, roots, affixes:</td>
<td><strong>anthropo</strong> – prefix meaning man or human being; from Greek, <em>anthropos</em>, human being. <strong>morph</strong> – 1940s; from Greek <em>morphe</em>, form <strong>-ism</strong> – suffix indicating action or practice; 17th century; applied to a philosophy or belief system.</td>
</tr>
<tr>
<td>Synonyms (if any):</td>
<td>rel. humanising</td>
</tr>
<tr>
<td>Antonyms (if any):</td>
<td>rel. dehumanising</td>
</tr>
</tbody>
</table>

### Phonology / Sound:

<table>
<thead>
<tr>
<th>How many syllables?</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress pattern:</td>
<td>• • • • •</td>
</tr>
<tr>
<td>Onsets and rimes:</td>
<td>- an thr – op - o - m – orph - is -m</td>
</tr>
<tr>
<td>Rhyming words:</td>
<td>dwarfism; endomorphism; ectomorphism</td>
</tr>
<tr>
<td>How many phonemes?</td>
<td>14</td>
</tr>
</tbody>
</table>
| Phonemes (using THRASS words): | /a/ as in ant /m/ as in mouse  
/l/ as in net /or/ as in fork  
/th/ as in thumb /ph/ as in dolphin  
/l/ as in rain /i/ as in tin  
/o/ as in lion /s/ as in laser  
/p/ as in panda /*/ as in teacher, collar...  
/l/ as in lion /m/ as in mouse |
Some words to check out in the library!

- antivivisectionist
- non-efficacious
- unsanctimonious
- reconciliation
- predisposition
- antisemitism
- destabilisation
- versimilitude
- superciliousness

Your teacher may have some other words for you and your working partner to analyse on the blank chart.

**GO TO THE LIBRARY** and make use of the dictionaries of etymology, dictionaries with etymology, thesauruses etc.

**BE CAREFUL:** the first letters of the word may not always be the best ones to use – Why is that?
### Etymology & Meaning:

<table>
<thead>
<tr>
<th>Use it in a sentence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning(s):</td>
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</tr>
<tr>
<td>Etymology, roots, affixes:</td>
<td></td>
</tr>
<tr>
<td>Synonyms (if any):</td>
<td></td>
</tr>
<tr>
<td>Antonyms (if any):</td>
<td></td>
</tr>
</tbody>
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### Phonology / Sound:

<table>
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<tr>
<th>How many syllables?</th>
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<td>Stress pattern:</td>
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</tr>
<tr>
<td>Onsets and Rimes:</td>
<td></td>
</tr>
<tr>
<td>Rhyming words:</td>
<td></td>
</tr>
<tr>
<td>How many phonemes?</td>
<td></td>
</tr>
<tr>
<td>Phonemes (using THRASS words):</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Guide 14: PUTTING IT ALL TOGETHER

OPENING CHALLENGES

Students will receive a copy of the Roald Dahl poem, “The Ant-Eater”. This, or any other humorous, play-on-words type of poem, will celebrate the power of words and word trickery to entertain. The teacher should read the poem with verve and gusto!

SOURCE: Dirty Beasts.

LESSON FOURTEEN: RATIONALE

This Word Wizards© lesson, the last of the series, will also need to include some time for reflection, evaluation and the presentation of Word Wizards© certificates.

The opening poem should seem all the “richer” now, because of the knowledge that the students have gained during this course. This knowledge will also be assessed via a repetition of the 20-word and non-word spelling test that the students took six months earlier.

As part of the evaluation process, students will also be asked two fairly open-ended questions about their learning and literacy skills in English and Chinese.

EXTENSION

The students will receive the answers to the final set of Alphabet Crosswords, letters “U” to “Z”.

All students will be presented with a Word Wizards© participation certificate.
RESOURCES FOR THE TEACHER

Any collections of humorous poems, suitable for teenagers, e.g. Roald Dahl, Dr Seuss.


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THE ANT-EATER by Roald Dahl

Some wealthy folks from U.S.A.,
Who lived near San Francisco Bay,
Possessed an only child called Roy,
A plump and unattractive boy -
Half-baked, half-witted and half-boiled,
But worst of all, most dreadfully spoiled.
Whatever Roy desired each day,
His father bought him right away -
Toy motorcars, electric trains,
The latest model aeroplanes,
A colour television-set,
A saxophone, a clarinet,
Expensive teddy-bears that talked,
And animals that walked and squawked.
The house contained sufficient toys
To thrill a half a million boys.
(As well as this, young Roy would choose,
Two pairs a week of brand-new-shoes.)
And now he stood there shouting, "What
On earth is there I haven't got?
The choices are extremely few!"
Then added, as he scratched his ear,
"Hold it! I've got a good idea!"
"I think the next thing I must get
Should be a most peculiar pet -
The kind that no one else has got -
A giant ANT-EATER! Why not?"
As soon as father heard the news,
He quickly wrote to all the zoos.
"Dear Sirs," he said, "My dear keepers,
Do any of you have ant-eaters?"
They answered by return of mail.
"Our ant-eaters are not for sale."
Undaunted, Roy's fond parent hurled
More messages across the world.
He said, "I'll pay you through the nose
If you can get me one of those."
At last he found an Indian gent
(He lived near Delhi, in a tent.)
Who said that he would sacrifice
His pet for an enormous price
(The price demanded, if you please,
Was fifty thousand gold rupees.)
The ant-eater arrived half-dead.
It looked at Roy and softly said,
"I'm famished. Do you think you could
Please give me just a little food?
I haven’t had a thing to eat
In all the time I was at sea,
For nobody looked after me."
Roy shouted, "No! No bread or meat!
Go find some ants! They’re what you eat!"
The starving creature crawled away.
It searched the garden night and day,
It hunted every inch of ground,
But not one single ant it found.
"Please give me food!" the creature cried.
"Go find an ant!" the boy replied.
By chance, upon that very day,
Roy’s father’s sister came to stay -
A foul old hag of eighty-three
Whose name, it seems, was Dorothy.
She said to Roy, "Come let us sit
Out in the sun and talk a bit."
Roy said, "I don’t believe you’ve met
My new and most unusual pet?"
He pointed down among the stones
Where something lay, all skin and bones.
"Ant-eater!" he yelled. "Don’t lie there yawning!
This is my ant! Come say good-morning!"
(Some people in the U.S.A
Have trouble with the words they say.
However hard they try, they can’t
Pronounce a simple word like AUNT.
Instead of AUNT, they call it ANT,
Instead of CAN’T, they call it KANT.)
Roy yelled, "Come here, you so-and-so!
My ant would like to say hello!"
Slowly, the creature raised its head.
"D’you mean that that’s an ant?" it said.
"Of course!" cried Roy. "Ant Dorothy!
This ant is over eighty-three."
The creature smiled. Its tummy rumbled.
It licked its starving lips and mumbled,
"A giant ant! By gosh, a winner!
At last I’ll get a decent dinner!
No matter if it’s eighty-three.
If that’s an ant, then it’s for me!"
Then, taking very careful aim,
It pounced upon the startled dame.
It grabbed her firmly by the hair
And ate her up right then and there,
Murmuring as it chewed the feet,
"The largest ant I’ll ever eat."
Meanwhile, our hero Roy had sped
In terror to the potting-shed.
And tried to make himself obscure
Behind a pile of horse-manure.
But ant-eater came sneaking in
(Already it was much less thin)
And said to Roy, "You little squirt,
I think I’ll have you for dessert."
Evaluation time

1. Has your knowledge of word structures and word sounds improved? You took a pre-test in January, so here is the post-test. Good Luck!

   1.  
   2.  
   3.  
   4.  
   5.  
   6.  
   7.  
   8.  
   9.  
  10.  
  11.  
  12.  
  13.  
  14.  
  15.  
  16.  
  17.  
  18.  
  19.  
  20.  

2. Before and After: On the back of this paper, please tell me what you knew about words before this course, and what new things you’ve learned during Word Wizards.

3. Differences: Please also tell me in what ways learning to read and write in English is different from learning to read and write in Chinese.

CONSENT FORM

I am doing research for a doctorate degree from Charles Darwin University in Darwin, Australia. I am looking at Hong Kong students’ knowledge of English words and the ways in which this can be improved. You have already helped me a lot in my investigations. Please sign here to show me that you don’t mind if I use your test scores in my research. Your name will not be used at any time.

Thank you,

Ms Pauline Bunce. .......................................................... Date: 5 August, 2004, HKIS

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A BRIEF BIOGRAPHY

Pauline Bunce came to Hong Kong in mid-1998 to join the territory’s Native English-speaking Teacher Scheme, under which she worked in an inner-city pre-vocational secondary school in Kowloon for two years. She then served for a further year in a secondary school in Siu Sai Wan on Hong Kong Island, before moving to Hong Kong International School in mid-2001.

Pauline came to Hong Kong with 27 years of teaching experience in Australia, Brunei Darussalam, Malaysia and Sri Lanka. Her initial teaching area was geography, but she moved into English-as-a-Second-Language teaching after working in the Australian Territory of the Cocos (Keeling) Islands in 1982-83 and 1987-88, and learning to speak Malay.

At Hong Kong International School, she has introduced geography to the American curriculum, and she continues to work with ESL students.

Pauline’s first degree was in psychology, to which she later added a Masters degree in education in developing countries, based on fieldwork in one-teacher rural primary schools in northern India. Her second Masters degree, in TESOL, revolved around an investigation of the reading-to-learn skills of Malaysian medical students in a problem-based-learning programme.

Most of Pauline’s teaching career has been spent in secondary schools, but she has also worked in teacher education in Sri Lanka and Malaysia, and as a curriculum development officer in her home city of Perth, in Western
Australia. On the Cocos (Keeling) Islands, she taught school classes from K to 12, as well as trade apprentices and adult classes.

Pauline’s 1988 Bicentennial book, *The Cocos (Keeling) Islands: Australian Atolls in the Indian Ocean*, is now in its third print-run. In 2004, she was invited back to the islands as chief guest at the territory’s twentieth anniversary of their United Nations’ sponsored vote to politically integrate with the Commonwealth of Australia.

Pauline has represented Australia twice in women’s cricket, and in 2001 she was awarded an Australian Sports Medal in recognition of her services to the sport.

At one time, she was the Australian correspondent for India’s *Sportsweek* magazine, and she has had over thirty feature articles on aspects of Hong Kong education published in *The South China Morning Post*.

**Background to the Word Wizards® Programme**

As a NET teacher working in Hong Kong, Pauline became intrigued by the unusual English-language reading problems exhibited by the Cantonese-speaking students in her local pre-vocational school. In 1999, she undertook a three-month course at the Chinese University of Hong Kong entitled, *The Reading Process and Reading Disorders*, under the direction of Dr Leong Che Kan from the University of Saskatchewan. In 2000, she travelled to Wales to take a course in the THRASS methodology for teaching reading.

Ironically, it was not until she had left the local school system, that she gained an opportunity to attempt to remediate the reading problems she had seen in Hong Kong schools. This opportunity was provided by an annual Summer School run by Hong Kong International School for high-achieving local Chinese students.

The *Word Wizards®* programme has since become the practical component of Pauline’s research work for a Doctor of Teaching degree from Charles Darwin University in Darwin, Australia, under the supervision of Dr Brian Devlin.
Congratulations

You have completed a rigorous three-week training course, and you are now a fully qualified Word Wizard!

Signature and date
HEARTFELT THANKS ARE DUE TO:

All the Word Wizards© students
Hong Kong International School
THRASS directors, Alan Davies and Denyse Ritchie
Dr Brian Devlin of Charles Darwin University

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